

HEALTH AND FAMILY LIFE EDUCATION CURRICULUM

GRADE 4 & 5
NEW EDITION

Health and Family Life Education Curriculum

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

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

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

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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
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INTRODUCTION

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

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

Why Health and Family Life Education?

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

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

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

Responsibilities to Students

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

- Have primary responsibility to the student, who is to be treated with respect, dignity, and with concern for confidentiality.

- Make appropriate referrals to service providers based on the needs of students, and monitor progress.
- Maintain the confidentiality of student records and exchange personal information only according to prescribed responsibility.
- Provide only accurate, objective, and observable information regarding student behaviours.
- Familiarise themselves with policies relevant to issues and concerns related to disclosure. Response to such issues should be guided by national and school policies, codes of professional organizations/unions and existing laws.

Responsibilities to Self

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

What are Life Skills?

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

- Social and interpersonal skills: communication, refusal, assertiveness and empathy
- Cognitive skills: decision making, critical thinking and problem solving
- Emotional coping skills: stress management, self-awareness and skills for increasing internal locus of control

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

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

Why Teach Life Skills in School?

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

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

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

Life Skills Methodology in the Classroom

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

Role Play	Storytelling	Games/Simulation
Case Studies/Scenarios	Resource Persons/Experts	Panel Discussions/Debates
Surveys/Interviews	Field Visits/Observations	Journals/Logs/Portfolios
Media	Community/School Projects	Group Work/Discussions
Dance	Drama	Art/Music

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

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

The seriousness with which students engage in learning the life skills that are associated with each theme will be dependent on their values and attitudes. Students may not be aware of the values and attitudes that are at work in their lives. Their value system

may or may not provide them with the “right” set of principles for them to judge the worth of their ideas, feelings, decisions and intentions. In fact, they may have been socialized into believing that some undesirable behaviours are acceptable. Additionally, students’ responses to situations will be influenced by their attitudes whether negative or positive. Placing emphasis on values and attitudes is important if students are to develop the intellectual qualities and dispositions for them to relate to their environment and contribute to a sustainable future. By providing opportunities for students to use moral, ethical and spiritual principles to examine their attitudes and the values that guide them, they will be better able to operate as intelligent beings.

Promoting Transformational Learning

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

Ethical Guideline for the Delivery of the HFLE Curriculum

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

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

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

ORGANISATION OF THE CURRICULUM

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

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

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

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| <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.

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| <ul style="list-style-type: none"> • 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 | <p>seek professional help for students</p> <ul style="list-style-type: none"> • Where there is discomfort with teaching specific topics, teachers should ask the Guidance Counsellor for assistance. | <ul style="list-style-type: none"> • 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, acting to close the gap between 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 enable 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 prerequisite for effective communication, interpersonal relationships 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 purpose 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 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 common ground.

Translating Skills Instruction into Steps – Examples from the HFLE Curriculum

1. Refusal Skill

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

4. 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 Skill

- Think about and identify the 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 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 the consequences of negative or positive responses
- Choose positive ways to express your feelings
- Get help with difficult feelings

GRADE 4

**SELF & INTERPERSONAL
RELATIONSHIPS**

SELF AND INTERPERSONAL RELATIONSHIPS– Grade 4 – TERM 1

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RSSI1 Examine the nature of self, family, school, and community and their influences to build strong, healthy relationships.	1. Assess their self-concept. 2. Recognize how self-concept is fashioned in relationships with family and friends. 3. Recognize ways of building a positive self-concept.	1. Understanding Self	1. Personal Development 2. Relationships	<ul style="list-style-type: none"> Spotlight on Me Making Friendships Special Building Lasting Relationships
RS SI2 Acquisition of coping skills to deter behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents and other injuries.	1. Identify ways of coping with feelings and emotions when under pressure in adverse situations. 2. Develop refusal and negotiation skills for dealing with risky or adverse situations.	2. Coping with Risk and Adversity	1. Dealing with Conflicts 2. Risky Behaviours	<ul style="list-style-type: none"> I am a Peacemaker Drugs and My Body
RS SI 3 Respect the rich differences that exist among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.	1. Affirmation of persons who are different from oneself (in ethnicity and culture). 2. Appreciate that resources among diverse people are essential to developing positive relationships. 3. Appreciate that ethnic and cultural differences can add variety and richness to relationships and to available resources	3. Diversity	1. Embracing Diversity	<ul style="list-style-type: none"> Our Melting Pot

THEME: SELF AND INTERPERSONAL RELATIONSHIPS

MODULE 1: UNDERSTANDING SELF

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

About the Module

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

Key Skills

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

GUIDANCE FOR THE TEACHER

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

LINKS TO OTHER SUBJECTS: Religious Education, Civics, Social Studies

GRADE 4**Theme: Self and Interpersonal Relationships**

Module 1:

Exploring Self and Relationships

Unit 1:

Personal Development

Learning Goals:

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

1. Understand factors that influence self-concept in an individual
2. Recognize the importance of building a positive self-concept for personal development
3. Apply life skills and virtues needed to build strong healthy relationships

Core Values:

Moral lenses - 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service

Topic 1:

Adolescence! Big Change! Big Challenge!

Life Skills:

Social: Refusal, Effective Communication

Cognitive: Critical Thinking, Decision Making, Creative Thinking

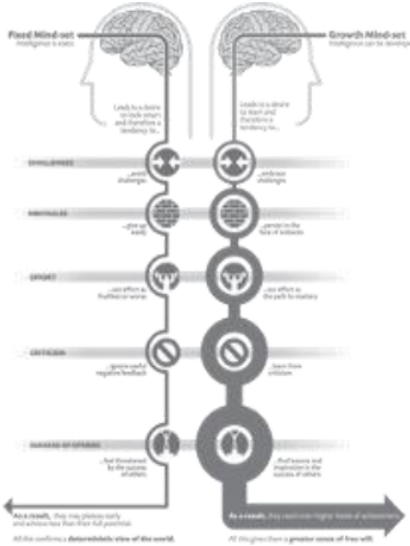
Coping: Self-awareness, Healthy Self-management

Values/Virtues:

Commitment, Respect, Sensitivity, Honesty, Appreciation, Resilience

Objectives	Points to Note/Guidance to Teacher	Strategies	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 term self-concept • Examine the importance of a positive self-concept in building healthy relationships • Explore factors that contribute to a positive self-concept • Show willingness to reflect on their self-concept • Practise appropriate social skills to improve their self-concept and that of their peers 	<p>The capacity to form and maintain relationships is essential for us to function within society. It is a key component to being mentally and emotionally healthy.</p> <p>It is therefore important for students to understand that they are special and that they have a purpose. Students are to be encouraged to engage in activities and relationships that will help them to build and maintain positive self-concept.</p> <p>Self-concept is the way we see and think about ourselves. This can be either positive or negative. Healthy self-concept is learned through positive reinforcement. This can include saying positive words to oneself while looking in a mirror.</p>	<p>Graphic Organizer/ Discussion</p> <p>Game/ Discussion</p>	<p>Students in groups will design a graphic organizer to represent their understanding of the term self-concept and why they think a positive self-concept is important to personal development. They will present to the whole class. Teacher will clarify and provide feedback where necessary. See sample graphic organizer for self-concept: http://www.storyboardthat.com/teacher-guide/self-esteem</p> <p>Students will play the game Agree, Disagree, Not Sure. Students will respond to the sample values statements below by moving across the classroom to areas labelled "Agree, Disagree or Not Sure" when value statements are read. See the site for sample game instructions: http://www.whizz-kidz.org.uk/uploads/general/Support_us/Get_our_help/Young_people/Meet_the_team/Young_Peoples_Campaigns/Campaigning_game_-agree_disagree_not_sure_or_not_bothered_1_(1).pdf</p>	<p>Points in the discussion indicate a clear and accurate understanding of self-concept</p> <p>Students' responses reflect a clear and accurate understanding of how a positive self-concept helps to build healthy relationships</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria																										
	<p>Self-esteem is how we understand and value ourselves. To improve self-esteem, it is important to explore our talents and set goals.</p> <p>An individual's self-concept can be influenced positively or negatively by the messages we receive from factors such as family, friends, education, media and culture. The message we receive from these factors can build or destroy our self-concept:</p> <table><tr><td>Build Self Concept</td><td>Destroy Self Concept</td></tr><tr><td>Set and Achieve Goals</td><td>Compare Self to others</td></tr><tr><td>Practise listening to positive words of affirmation</td><td>Negative Self Talk – I am not good enough</td></tr><tr><td>There are many ways to solve a problem</td><td>Feels like a failure after one try.</td></tr><tr><td>Experiences love (family and friends)</td><td>Experiences abuse (family/friends)</td></tr></table> <p>Research reveals that successful students are aware of their worth and importance. These students are usually able to resist peer pressure and are less likely to become involved in socially unacceptable behaviours (http://moschoolcounselor.org/files/2014/07/Pointers_Positive_Self-Concept_9-11.pdf). How students view themselves will determine how they experience life. If they see themselves in a positive and healthy light, their life experiences will be positive and healthy. Life will not be free of challenges and adversity; however, it is more likely that students will have a healthier approach to dealing with their daily experiences</p>	Build Self Concept	Destroy Self Concept	Set and Achieve Goals	Compare Self to others	Practise listening to positive words of affirmation	Negative Self Talk – I am not good enough	There are many ways to solve a problem	Feels like a failure after one try.	Experiences love (family and friends)	Experiences abuse (family/friends)	<p>Stimulus Activity</p>	<p>Students will express why they chose Agree/ Disagree/Not sure about statements read and discuss in small groups their view of positive self-concept and the characteristics of self-concept that build healthy relationships. Students are to include these reflective questions in their discussion:</p> <ul style="list-style-type: none">How does self-concept (how I feel about myself) affect relationships with others?How can I encourage my peers to feel good about themselves? <p>Sample values statements may include:</p> <table><tr><th colspan="2">To build healthy relationships the following characteristics are important:</th></tr><tr><td>Characteristics of a Positive Self -concept</td><td>Characteristics of a Negative Self-concept</td></tr><tr><td>It is good to share and be kind to others.</td><td>I can't waste my precious time on others.</td></tr><tr><td>I am a good person.</td><td>I don't have any positive qualities</td></tr><tr><td>There are many ways to solve a problem.</td><td>My way is better than yours.</td></tr><tr><td>I will need friends and family in my life.</td><td>I can do everything all on my own.</td></tr><tr><td>I love people and use things.</td><td>I love things and use people.</td></tr><tr><td>I have talents that I can use to help others.</td><td>My talents are to make me great.</td></tr></table> <p>In groups, students will brainstorm different messages that people receive about themselves from family, culture, education, media, friends, church and other factors. They will discuss whether these messages affect a person's self-concept positively or negatively. They will then brainstorm words they think describe them positively and try to identify which factor(s) influenced how they feel about themselves – their self-concept.</p>	To build healthy relationships the following characteristics are important:		Characteristics of a Positive Self -concept	Characteristics of a Negative Self-concept	It is good to share and be kind to others.	I can't waste my precious time on others.	I am a good person.	I don't have any positive qualities	There are many ways to solve a problem.	My way is better than yours.	I will need friends and family in my life.	I can do everything all on my own.	I love people and use things.	I love things and use people.	I have talents that I can use to help others.	My talents are to make me great.	<p>Students' responses reflect a clear and accurate understanding of the factors that contribute to positive self-concept</p>
Build Self Concept	Destroy Self Concept																													
Set and Achieve Goals	Compare Self to others																													
Practise listening to positive words of affirmation	Negative Self Talk – I am not good enough																													
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I have talents that I can use to help others.	My talents are to make me great.																													

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>A student with a performance goal might be worried about looking smart all the time and avoid challenging work. On the other hand, a student with a learning goal will pursue interesting and challenging tasks to learn more.</p> 	<p>Creative Expression</p>	<p>Based on what they have learnt about themselves, students will create a poster, a poem, a slideshow, a “Top Ten” list, etc. to describe themselves. It can be helpful to give students sentence starters to spur their thinking and writing. Examples include:</p> <ul style="list-style-type: none"> • I love because • In the future I will • I am great at <p>Portfolio: The poster or other pieces of work, along with the completed worksheet “Who am I and What Can I Do?” should be placed in a portfolio labelled “Spotlight on me”</p> <p>Students will examine statements made by classmates such as “I never say anything in class because it just doesn’t come out right.” Then they will devise strategies on how to respond, for example, make a card with some encouraging advice. Students will express how they feel about their response and others will share how they feel about being recipients.</p> <p>In groups, students will then identify at least one talent at which they excel. Each group will make a list of the talents in the group and plan an activity to showcase their talents. Students will also match their talents with a future goal and use magazine pictures, images printed from the internet, or personal drawings to create a collage that shows how they plan to achieve that goal with phrases such as “YES, I CAN.” “I WILL,” to communicate that they believe in themselves and their intention to refute potential negative comments and actions from others (family, peers, strangers).</p>	<p>Creative pieces reflect effective use of communication, assertiveness or coping with emotions and appropriate value/virtue such as appreciation</p>

GRADE 4**Theme: Self and Interpersonal Relationships**

Module 1:

Exploring Self and Relationships

Unit 2:

Relationships

Learning Goals:

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

1. Understand the importance of valuing friends and family.
2. Appreciate the qualities that they bring to relationships
3. Apply social and cognitive skills to building and maintaining strong and healthy relationships

Core Values:

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

Topic 1:

Making Friendships Special

Life Skills:

Social: Communication


Cognitive: Critical Thinking, Decision Making

Coping: Self-awareness

Values/Virtues:

Caring, Compassion, Consideration, Courtesy

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Discuss the characteristics of a good friend • Share strategies to deal with changes that may occur in friendships • Practise behaviours that promote good friendships • Demonstrate qualities of a good friend through appropriate social or coping skills 	<p>International Friendship Day The United Nations has declared July 30th International Day of Friendship with the idea that “friendship between peoples, countries, cultures and individuals can inspire peace efforts and build bridges between communities.”</p> <p>Through friendship, we can contribute to the fundamental shifts that are urgently needed to achieve lasting stability, weave a safety net that will protect us all, and generate passion for a better world where all are united for the greater good. http://www.un.org/en/events/friendshipday</p> <p>Essential Friendship Characteristics</p> <ul style="list-style-type: none"> ✓ I am trustworthy. ✓ I am honest with others. ✓ I am generally very dependable. ✓ I am loyal to the people I care about. ✓ I experience and express empathy for others. 	<p>Discussion/ Creative Arts/ ICT</p>	<p>In groups, students will use these reflective questions in their discussion on the characteristics of a good friend:</p> <ul style="list-style-type: none"> • How am I a good friend? • How do I display the characteristics of a good friend? • Who can I ask to help me develop the characteristics of a good friend? <p>Each group will then create an advertisement for a good friend. The advertisement should include positive reasons for wanting a friend and the positive qualities the friend should have. Students will list the benefits that can be expected from having them as friends on friendship cards or friendship-drawn trees. Completed works may be added to their portfolios or displayed in class or around the school.</p> <p>Sample advertisement for TV/Newspaper</p>	<p>Discussion and advertisement reflect a clear and accurate understanding of the characteristics of a good friend</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> ✓ I am non-judgemental ✓ I am a good listener. ✓ I am supportive of others. ✓ I am self-confident. ✓ I am usually able to see the humour in life. ✓ I am fun to be around. <p>Changes in Friendships Healthy friendships are important for children's social and emotional well-being. They teach children empathy, and fairness and help foster a sense of belonging. As children get older, friendships play an increasingly important role in their lives and as children grow and change, friendships will inevitably change too. Changes in friendships may stir a range of strong emotions in children and may be their first experience of grief and rejection.</p> <p>Children need to have strategies for dealing with changes in friendships such as conflict, growing apart, changes in interests, or changing schools.</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> ✓ Celebrating the positives ✓ Talking about feelings ✓ Seeking support ✓ Keeping in touch ✓ Having multiple friendships ✓ Practising to repair damage 	Scenarios/ Discussions	<p>Sample advertisement for TV/Newspaper Please note: Advertisements can be created using any type of technology.</p>  <p>For the television advertisement follow these instructions: https://www.hellowonderful.co/post/EASY-DIY-RECYCLED-CARDBOARD-TV-SHOWING-OFF-YOUR-KIDS-ART</p> <p>In groups, students will explore strategies they may employ to maintain friendships or end them amicably. Students will be given scenarios to represent changes in friendships. In the discussions, students will use the following questions to help them deal with changes that will occur in friendships:</p> <ul style="list-style-type: none"> • What can the friends do to maintain their friendship? • Who can they seek help from? • How do I practise the qualities of a good friend to maintain a good friendship? • How can I help my peers display the characteristics of a good friend? 	Students' responses reflect appropriate value/virtue such as compassion or courtesy when sharing positive strategies that can be employed to manage changes in friendships

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Importance of friendship</p> <p>The philosopher Aristotle said, "In poverty and other misfortunes of life, true friends are a sure refuge. They keep the young out of mischief; they comfort and aid the old in their weakness, and they incite those in the prime of life to noble deeds."</p> <ul style="list-style-type: none"> ✓ Good friendships help us to appreciate the sanctity of life. We learn values/ virtues like honesty, courtesy, politeness and respect. ✓ Good friendships promote non-violence by helping us to acquire life skills such as decision making, empathy and conflict resolution. ✓ Good friendships promote collaboration, creativity, critical thinking and communication ✓ Healthy friendships foster a sense of belonging that contributes to one's physical, mental and social well-being which creates a positive self-concept. 	Brainstorming/ Simulations	<p>Sample scenarios: <i>Shenai/Jason and Alyssa/Jordan have been best friends from pre-school. They attend the same church, live in the same community, are in the same class and are members of the school's 4H and Spanish clubs, Quiz and Football Teams. Alyssa's father now has a job in another parish and the family has to move. The friends have never been separated for long periods of time and both are distraught by what is about to happen.</i></p> <p>Students will brainstorm scenarios that occur in friendships that may cause arguments/ conflict between friends or hurt their feelings. Students will be divided into groups to discuss one of the scenarios and analyse if persons are exhibiting the characteristics of a good friend. Groups will simulate how they would respond to the situation with behaviours that would promote good friendships.</p> <p>Students will provide feedback to the various groups with additional recommendations where necessary using the following reflective question as a guide:</p> <p>What behaviours will I practise to improve my friendships?</p>	Simulations reflect effective use of decision making skill or problem solving skill along with appropriate value/virtue such as care or consideration

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Self-assessment/ Journaling	<p>Students will create a checklist with the characteristics of a good friend. They will also add characteristics in a friend that are most important to them e.g. honesty or kindness if these are not on the list. Students will share the checklist with a friend. Pairs will then observe each other for a month and complete the checklist to assess how well they display the qualities of a good friend to each other. They will share their observations about each other.</p> <p>Students will then share what actions they will take to improve their ability to be a better friend. They will write about the experience in their journal. They can include pictures and drawings to illustrate their feelings about the assessment and actions they will take.</p>	Completed checklist and journal entries reflect effective use of self-awareness skill along with appropriate value/virtue such as compassion or consideration

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> ✓ An ability to forgive and accept forgiveness ✓ Realistic and agreed-upon expectations of each other ✓ Time ✓ Communication <p>As humans, the relationships we form with other people are vital to our mental, and emotional well-being and our overall survival. There are many benefits to having a healthy relationship:</p> <ul style="list-style-type: none"> ✓ Healthier behaviours ✓ Greater sense of purpose ✓ Longer lives ✓ Being more empathetic ✓ Being more tolerant ✓ Valuing others more ✓ Getting into fewer conflicts ✓ Showing love and appreciation <p>Human beings are naturally social creatures and crave friendship and positive interactions, just as we do food and water. The better our relationships are, the happier and more productive we are.</p>	Creative Arts	<p>a priority list of benefits with 5 being the highest and one being the lowest based on the ranking for each. They will then select the main benefit and write how it has impacted their lives and their relationships with others and share it with the class.</p> <p>Students will create a book or other creative piece entitled 'Building Positive Relationships' with information on Self, Peers, Family and Community and other areas the teacher deems fit. On separate pages in the book, they will draw or paste a picture of individuals and write how they relate to these persons. They will include experiences they share with each person, how it makes them feel and if they think the relationship is strong/healthy. Students will write how they will change their attitude or behaviour to improve the relationships in the future.</p> <p>Reflective Questions</p> <ul style="list-style-type: none"> • What do I need to do to maintain my relationships? • Why is a healthy relationship important to me? • What is the most important thing I have learned about relationships? 	<p>Creative pieces reflect a willingness to build healthy relationships through values/virtues such as peace or sensitivity and the effective use of self-awareness skill in recognizing their feelings and how they can improve their attitude/behaviour to build strong healthy relationships</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>It is important for children to demonstrate actions that will foster the development of positive relationships by:</p> <ul style="list-style-type: none"> ✓ Developing your people skills ✓ Appreciating and respecting others. ✓ Being Positive. Positivity is contagious, and it will help strengthen your relationships with your peers. No one wants to be around someone who is always negative. ✓ Managing your boundaries. ✓ Listening actively. People respond to those who truly listen to what they have to say. Focus on listening more than you talk. 	Journaling	Students will choose one individual they think they need to have a better relationship with and select a life skill they can use to improve the relationship. In their journals, they will share their experience, actions they have taken and how they feel about the progress made in the relationship	Journal entries reflect effective use of decision making, problem solving, anger management or empathy skill, along with appropriate value/virtue such as love or appreciation, to build healthy relationships

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, motor vehicle accidents and other injuries threaten the fabric of Caribbean society and the lives of Caribbean youth. The acquisition of coping skills will increase students' ability to assume a responsible role in all aspects of personal, family and community living.

Key Skills

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

GUIDANCE FOR THE TEACHER

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

LINKS TO OTHER SUBJECTS: Religious Education, Civics, Social Studies

GRADE 4**Theme: Self and Interpersonal Relationships**

Module 2: Coping with Risk

Unit 1: Dealing with Conflict

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

1. Be aware of how to respond to conflicts
2. Recognize the importance of managing emotions in difficult situations
3. Apply social skills for dealing with risky or adverse situations.

Core Values: Moral lenses - 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service**Topic 1:** I am a Peacemaker**Life Skills:** Social: Communication, Empathy, Conflict resolution, Anger management

Cognitive: Problem solving, Decision making

Coping: Self-awareness

Values/Virtues: Gentleness, Love, Self-control, Caring, Tranquillity

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Examine possible causes and effects of conflicts • Explore emotions and their impact on conflict resolution • Recognize the importance of making peace in adverse situations • Propose strategies for resolving conflicts in a peaceful manner 	<p>A conflict is a disagreement or argument between two or more persons. The disagreement may be personal, financial, political, or emotional.</p> <p>Conflict resolution is a way for two or more persons to find a peaceful solution to a disagreement among themselves. When a dispute arises, often the best course of action is negotiation to resolve the disagreement.</p> <p>Coping with difficulties We often disagree with each other, but it is important to work to solve the problem without using violence. Disagreements can be stressful which may cause us to express our emotions in dangerous ways like fighting, hitting and injuring someone.</p>	<p>Brainstorming/ Discussion</p> <p>Stimulus Activity/ Discussion</p>	<p>Students will develop a definition for the term conflict. They will generate a conflict scorecard and tally the number of conflicts they have had in the last month. They will then select at least one conflict and note the causes and effects. They will discuss these conflicts in groups (they do not need to write the names of other individuals who may have been involved.) Students will discuss how it felt to participate in this activity and share lessons learned. Teacher will clarify and provide feedback where necessary.</p> <p>In groups, students will be given a set of picture cards, picture stories, or written scenarios depicting different situations of conflict. They will discuss in their groups and use the following questions to respond to the pictures.</p> <p>Each group will then report to the class.</p>	<p>Students' responses indicate a clear and accurate understanding of the possible causes and effects of conflicts</p> <p>Students' responses indicate an accurate understanding of the triggers (emotions) of conflict and the impact on possible resolutions.</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate social skills to resolve conflicts when faced with risky or adverse situations 	<p>It is important to know how to cope with difficulties like disagreements, arguments and even disrespect.</p> <p>Some people use positive music, exercise, sports, games and other group activities at church, school and clubs to help them control their emotions and maintain inner peace.</p> <p>Peace is law and order, the absence of war and a state of harmony and mental calm.</p> <ul style="list-style-type: none"> ✓ Absence of war: freedom from war, or the time when war or conflict ends. ✓ Law and order: the absence of violence or other disturbances within a state ✓ State of harmony: freedom from conflict or disagreement among people or groups of people ✓ Mental calm: a state of serenity, with no anxiety <p>It is important for everyone to respect each other's opinions whether they agree or not and to forgive mistakes.</p> <p>There are many ways of dealing with conflict e.g. C.A.P.S. strategy: Calm down, Agree to work it out Points of view are important Solve the problem.</p>	<p>Research/ Presentation/ Discussion</p>	<ol style="list-style-type: none"> What emotions do you see? What could be taking place? What evidence of conflict do you see? How might this conflict escalate and how might the people involved feel and react? Have you ever experienced or witnessed a conflict you might relate to in any of the pictures? What suggestions would you have for peacefully resolving each conflict? <p>Reflective Questions:</p> <p>How do I express my emotions? How do I resolve conflicts?</p> <p>Students in small groups will research peace activists (people and groups) that promote peace locally and internationally. Each group will be assigned a person or group e.g. Mahatma Gandhi, Nelson Mandela, Peace Corps, PALS, JCF-peace in schools campaign.</p> <p>Students will use a blank sheet of construction paper or a poster board and writing materials to create a poster with important facts about their activities, what they campaigned for and why maintaining peace was important in each situation.</p>	<p>Presentation reflects an understanding of the importance of making peace and displaying appropriate value/ virtue such as tranquillity, in adverse situations</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Win/Win strategy</p> <ol style="list-style-type: none"> 1. Cool off 2. "I message" 3. Say back 4. Take responsibility 5. Brainstorm solutions 6. Affirm, forgive, or thank <p>It is important to note that when utilizing the Win/Win strategy students should:</p> <ul style="list-style-type: none"> ✓ Be respectful toward one another ✓ Listen while the other person speaks ✓ Be honest ✓ Avoid blaming, name-calling, or interruptions ✓ Work toward a solution both people are comfortable with <p>Conflict Resolution Skill</p> <ul style="list-style-type: none"> • Calm down • Agree to work it out • Say what is bothering you by using "I messages" • Take responsibility for your part of the problem • Brainstorm solutions that will satisfy both persons • Affirm, forgive or say sorry <p>The "I'm Sorry" Method</p> <ol style="list-style-type: none"> 1. A good apology: 2. Acknowledges the fault 3. Accepts responsibility for it 4. Explains its impact 5. Explains why it happened 6. Communicates regret 	ICT/ Discussion	<p>Guided Questions for Presentation of Poster</p> <ol style="list-style-type: none"> 1. Who is your peaceful activist? 2. Where do they come from? 3. What was their goal? 4. What characteristics did they have? 5. How did they achieve or attempt to achieve their goal of peacemaking? 6. How did their methods promote peace? 7. Why was it important for them to advocate for peace? 8. What happens in situations that are not resolved peacefully? <p>Presentation and Discussion of Posters Each group will use a creative method (role play/ poetry) to present their findings on the activist they researched.</p> <p>Students will present their information to the class. Posters can be displayed on Peace Day.</p> <p>Reflective Questions What can I do to promote peace among my friends? How can I be a peace activist?</p> <p>Students will watch videos on principles involved in peace-making and analyse the steps involved; https://www.youtube.com/watch?v=0DXhww1bQVA or https://www.youtube.com/watch?v=ghk-nDJB3Tk. They will then participate in a radio show dubbed "Live Conflict Chat." Prior to the class, the students will share conflicts that they are having and the chat hosts will help them to resolve their problems. Students must provide a clear description of the conflict and reasons why it is important to resolve it. The hosts and audience members are expected to share at least suggestions for resolving the conflict. Each student will complete a conflict dictionary with principles, words and slogans they will practise to use when conflicts arise.</p>	Students' responses reflect appropriate strategies and value/virtue such as gentleness or self-control, to resolve conflicts peacefully

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>The biggest stumbling block to an apology is the belief that apologizing means weakness or guilt. In fact, an apology is a show of strength, courage and commitment to a relationship.</p> <p>Effective conflict resolution requires children to apply a combination of well-developed social and emotional skills. These include skills for managing feelings, understanding others, communicating effectively and making decisions. Children need guidance and coaching to learn these skills. Learning to use all the skills effectively in combination takes practice and maturity. However, with guidance, children can begin to use a win-win model and gradually develop their abilities to resolve conflicts independently.</p> <p>Support children to work through strong feelings. Conflict often generates strong feelings such as anger or anxiety. These feelings can block children from thinking through conflicts fairly and reasonably.</p> <p>Acknowledge children's feelings and help them to manage them. It may be necessary to help children calm down before trying to resolve the conflict.</p> <p>Links to resources: https://www.kidsmatter.edu.au/mental-health-matters/social-and-emotional-learning/resolving-conflict http://unesdoc.unesco.org/images/0023/002322/232257e.pdf</p>	Role Play/ Writing Tasks	<p>In groups, students will apply selected social skills to address risky situations through role-play, for example:</p> <ul style="list-style-type: none"> ✓ Grace told some students a lie about Kerry. Now Kerry has threatened to hurt Grace. ✓ Leon's parents are divorced and he has become very angry. He fights every day and talks back to the teacher. ✓ Dayton is often teased because he is shorter than his classmates and has an extra finger. He decides to do something to quiet those who tease him. <p>Students will use the following in their role plays:</p> <ol style="list-style-type: none"> 1. PALS "I care" Language and Conflict Resolution Skill 2. The Win/Win strategy 3. The "I am sorry" method <p style="text-align: center;">OR</p> <p>Individual students will compose a letter addressed to a friend explaining what they learned about peacemaking and conflict resolution.</p> <p>The following should be used in the content of the letter:</p> <ol style="list-style-type: none"> 1. The steps in conflict resolution 2. Types of conflict resolution strategies 3. How the strategies can be used in daily living <p>Reflective Questions</p> <p>How will I help my friends settle their differences?</p> <p>What makes me a Peacemaker?</p>	<p>Role-plays and writing tasks show conflict resolution, anger management or creative thinking skills, along with appropriate value/virtue such as caring or gentleness, to resolve conflicts in adverse situations</p>

GRADE 4**Theme: Self and Interpersonal Relationships**

Module 2:

Coping with Risk

Unit 2:

Risk Behaviours

Learning Goals:

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

1. Understand the dangers of using drugs
2. Appreciate the importance of protecting the body from harmful substances
3. Apply social skills to avoid risky situations

Core Values:

Moral lenses - 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service

Topic 1:

Drugs and My Body

Life Skills:

Social: Refusal, Negotiation

Cognitive: Problem solving, Decision making

Coping: Healthy Self-management

Values/Virtues:

Reason, Wisdom, Courage, Ambition, Aspiration

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 legal and illegal drugs • Analyse the effects of drugs on the body • Display willingness to refuse drug use • Advocate to their peers to reject influences to use/misuse drugs 	<p>Drugs are chemicals that can change the way a person's body works either physically or mentally.</p> <p>Legal drugs are substances that are allowed by law. Over-the-counter (OTC) and prescription (Rx) drugs, Caffeine (in coffee, tea, and many soft drinks) are classified as legal. In Jamaica, the Narcotics Division in the Criminal Investigations Branch (CIB) is responsible for investigating narcotics trafficking. Narcotics are known as opiates or painkillers. Alcohol and nicotine (in cigarettes) are illegal for children.</p> <p>Illegal drugs are those that are not prescribed by a licensed medical professional and their use is unlawful under a country's law. These drugs are illegal locally and globally in some countries: Marijuana, Cocaine and Molly.</p>	<p>ICT/Discussion</p> <p>Research/Scrapbook</p>	<p>Students will be given the names of different types of drugs on cards. They will compete in groups to categorize the drugs as legal or illegal justifying their answers. Teacher will clarify and provide feedback where necessary.</p> <p>In groups, students will create a scrapbook that will capture the effects of drugs – cigarettes (tobacco) marijuana (ganja) and alcohol – on the body. They will include:</p> <ul style="list-style-type: none"> • Definition of a drug • Types of drugs • Effects of drug use on different parts of the body • Pictures of each drug and its effects on the body 	<p>Discussion reflects critical thinking skill in accurately categorizing drugs as legal or illegal</p> <p>Scrapbook reflects a clear and accurate understanding of the effects of different types of drugs</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Print and electronic media are popular sources of information on drugs. Some promote drugs that are bad for human consumption. But the media can also give good information on drugs that can heal the body. This information is often followed by instructions to seek a doctor's advice before taking it.</p> <p>Peer influence: Sometimes our friends, classmates or schoolmates are influenced to do the wrong thing by older children or adults. They may be forced to prove that they can handle smoking marijuana and drinking alcohol.</p> <p>Also, some people may infuse drugs in foods like gummy bears, sweets, cakes and even drinks; it is important to ask questions about the ingredients and if the information is not given or you feel uncomfortable, do not ingest.</p>		<p>They must also highlight the life skills needed to say, "I am Drug-Free." These posters will be publicly displayed.</p> <p>Reflective Questions:</p> <p>How will I help my friends refuse harmful drugs?</p> <p>What life skill will I practice when faced with risky situations?</p> <p>How do I make healthy choices when using (legal) prescribed drugs?</p>	

THEME: SELF AND INTERPERSONAL RELATIONSHIPS

MODULE 3: RESPECT AND TOLERANCE FOR SELF AND OTHERS

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

About the Module

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

Key Skills

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

GUIDANCE FOR THE TEACHER

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

LINKS TO OTHER SUBJECTS: Religious Education, Civics, Social Studies

GRADE 4**Theme: Self and Interpersonal Relationships**

Module 3:

Respect and Tolerance for Self and Others

Unit1:

Embracing Diversity

Learning Goals:

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

1. Understand the importance of embracing diversity in relation to sustainable development
2. Grasp the significance of recognizing differences among people that are essential to developing positive relationships
3. Apply skills to show respect for the differences that exist among Caribbean people

Core Values:

Moral lenses - 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 Melting Pot

Life Skills:

Social: Communication

Cognitive: Decision Making

Coping: Self-awareness

Values/Virtues:

Respect, Appreciation, Tolerance

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Relate differences in cultures across the Caribbean that make people unique • Express appreciation for the diversity of people and resources in the Caribbean 	<p>Diversity encompasses complex differences and similarities in perspectives, identities, and points of view among members of an institution as well as among individuals who make up the wider community.</p> <p>Diversity includes important and interrelated dimensions of human identity such as race, ethnicity, gender, socio-economic status, nationality, citizenship, religion, ability and age. These differences are important to understand but they cannot be used to predict any individual's values, choices or responses. Knowing people who are different from you provides opportunities to learn about other people, places, cultures and things.</p>	Creative Arts/ Presentation	<p>In groups, students will represent the culture of a designated ethnic group/ country in the Caribbean (that is different from their own) based on food, music, dance and clothing. Students should highlight the main seasons/ periods during the year (such as Christmas or New Year, Summer/Spring) and behaviours or events that take place. Each group will make short presentations using the creative arts. Students will discuss the differences in cultures and relate how these differences contribute to the uniqueness of the people. Teacher will clarify and provide feedback where necessary.</p> <p>Reflective Questions: How can I willingly appreciate differences in people of diverse backgrounds?</p>	Presentations reflect a clear and accurate understanding of the uniqueness of Caribbean people based on their culture

Objectives	Points to Note/Guidance to Teacher	Strategy	Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate the ability to use self-awareness skill to improve attitudes and actions towards persons of different cultures or ethnicity 	<p>There are many ways that children can learn about other people's cultures and build relationships at the same time. Here are some steps they can take:</p> <ul style="list-style-type: none"> ✓ Make a conscious decision to establish friendships with people from other cultures. ✓ Ask people questions about their cultures, customs, and views. ✓ Read about other people's cultures and histories ✓ Listen to people tell their stories ✓ Notice differences in communication styles and values; don't assume that the majority's way is the right way ✓ Learn to be an ally. <p>Our different beliefs and customs provide a starting point for us to relate to and understand each other thus creating sustainable development of the region within the framework of democratic and ethical values.</p>	<p>Graphic Organizer/ Discussion/ Creative Arts</p>	<p>Students in groups will use graphic organizers to illustrate the variety of resources available in the Caribbean. They will complete an interest inventory, including places in the Caribbean they would like to visit, languages they would like to speak, foods they would like to eat, dances they like to learn and other activities they would like to participate in. They will also visit local supermarkets or use items from their cupboards at home and note the various products their family members have bought that are made in other Caribbean countries.</p> <p>They will present their graphic organizers to the class and use creative arts (song or poem) or visual arts to express appreciation for the richness and diversity in the Caribbean and explain how Jamaican people have benefited from this diversity.</p>	<p>Graphic organizers and creative/visual art pieces reflect an appreciation of the diversity of resources available in the Caribbean</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Journaling	<p>Students will research songs and phrases (e.g. Bob Marley's "One Love", the Jamaican Motto "Out of Many One People" or other material) that speak to embracing diversity. In their journals, they will share how it influences their choices to accept others who are different. They will describe how they feel about persons from different ethnic/cultural groups and why (e.g. Rastafarians, Trinidadians, Indians, Chinese). Students will then reflect on their actions towards these groups and indicate what behaviours they can change to show more appreciation, respect or tolerance towards them and how they would encourage their peers to do the same.</p> <p>Reflective Questions:</p> <p>How much respect, tolerance and appreciation do I have for my Caribbean people?</p>	Journaling reflects students' ability to use self-awareness skill to identify their beliefs and feelings as well as behaviours they can change that will show tolerance, respect or appreciation for persons of different ethnicities or cultures

SAFETY & SECURITY



SAFETY AND SECURITY MAPPING – Grade 4 – TERM 1

NATIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
NS SS1 Examine rights and responsibilities in relation to, Protection, Safety and Security to preserve self, family, school and community.	<ol style="list-style-type: none"> Demonstrate ways in which they can employ survival strategies to ensure that their rights, safety and security are protected. Develop knowledge and skills in relation to their responsibilities as students and members of the wider community. 	<ol style="list-style-type: none"> Exploring Concepts of Protection, Safety and Security 	<ol style="list-style-type: none"> My Rights and Responsibilities 	<ul style="list-style-type: none"> Citizenship: My Rights, My Responsibilities Road Safety: My Duty
NS SS2 Analyse the influence of socio-cultural, economic factors and personal beliefs on lifestyle choices relating to protection, safety and security.	<ol style="list-style-type: none"> Demonstrate an understanding of the way in which lifestyle choices affect safety and security. Use the appropriate social behaviours in response to situations and environments that may threaten the safety and security of themselves and others 	<ol style="list-style-type: none"> Factors Influencing Behaviours related to Safety and Security 	<ol style="list-style-type: none"> Risk Factors to Protection, Safety and Security 	<ul style="list-style-type: none"> Inspection for Protection Violence Free: That's me
NS SS3 Develop action competence and build capacity to minimize factors affecting protection, safety and security within all contexts.	<ol style="list-style-type: none"> Demonstrate willingness to minimize the factors that may affect their protection, safety and security. React appropriately in instances of disaster and other safety and security-related issues to safeguard and secure self, family, school, and community. Access and utilize valid and reliable sources of information regarding protection, safety and security 	<ol style="list-style-type: none"> Safeguards for Protection, Safety and Security 	<ol style="list-style-type: none"> Minimizing My Risk Accessing Safety and Security Information 	<ul style="list-style-type: none"> Safer Smarter Student: Disaster Ready Sourcing Reliable Information on Safety and Security

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 their surroundings.

Key Skills

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

GUIDANCE FOR THE TEACHER

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

LINKS TO OTHER SUBJECTS: Religious Education, Civics

GRADE 4**Theme: Safety and Security**

Module 1: Exploring Concepts of Protection, Safety and Security

Unit1: My Rights and Responsibilities

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

1. Understand their rights and responsibilities as children
2. Appreciate that children have a right to be protected
3. Apply appropriate life skills to responsibly reduce exposure to community safety and security risks

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

Topic 1: **Citizenship: My Rights, My Responsibilities**

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

Values/Virtues: **Respect, Equality, Tolerance, Responsibility, Citizenship**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Describe the characteristics of a good citizen • Distinguish between their rights and responsibilities • Display attitudes that support the rights of children 	<p>Citizen: a person who lives in a country and is entitled to all the legal rights and privileges granted by the country because they were born there or because of being given rights (naturalized). A citizen has a responsibility to obey the laws of the country and fulfil his or her duties as required.</p> <p>Characteristics of a Good Citizen</p> <p>Honesty is one of the most important characteristics of good citizenship.</p> <p>Compassion is the emotion that you feel when you genuinely care for other people and living things.</p>	<p>Discussion/ Video Presentation</p>	<p>Students will be engaged in a brainstorming activity using the following guided questions: What does it mean to be a citizen? What is citizenship?</p> <p>They will then view an age-appropriate video on being a good citizen, see the link below: https://www.youtube.com/watch?v=3bwfo9aD5A8. Subsequently, students will break into groups to discuss:</p> <ol style="list-style-type: none"> 1. Characteristics of a good citizen 2. How can I practise being a good citizen? 3. What are some things that would not make someone a good citizen? 4. How can a good citizen promote the safety and security of children? 	<p>Student responses indicate an accurate understanding of the characteristics of a good citizen</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate the ability to use cognitive or coping skills to perform responsibilities associated with child rights in everyday situations 	<p>Respect for self and others is an important citizenship trait. Self-respect allows us to take pride in our behaviours and our work. Respecting others also means valuing different ideas and points of view.</p> <p>Responsibility is the skill of becoming accountable and responding wisely.</p> <p>Courage means doing things that may be difficult or unpopular to help others.</p> <p>Who is a child? Under Jamaican law, a child is anyone under the age of 18.</p> <p>What are rights? A right is a freedom that is protected, such as the right to food, shelter and clothes as well as free speech and religion.</p> <p>The Child Care and Protection Act covers three groups of children's rights:</p> <p>Protection Rights: Rights that protect children from all types of violence, abuse, neglect and exploitation.</p> <p>Provision Rights: Rights that guarantee the basic things children need for their survival, growth and development.</p>	<p>Creative Art</p> <p>Discussion/ Journaling</p>	<p>Reflective Questions:</p> <ul style="list-style-type: none"> Am I a good citizen? Do I understand my rights and responsibilities in ensuring my safety and security? <p>Teacher will clarify and provide feedback where necessary.</p> <p>In groups, students will read selected pages from the Little Book of Children's Rights and Responsibilities: https://www.unicef.org/rightsite/files/little_book_rights.pdf. They will then select at least two rights and create a cartoon strip that informs children of their responsibilities relating to the rights selected. For example, right to protection from physical abuse; the responsibility is to report the abuse to trusted adults (police, teacher, parents) and not keep it a secret. Each group should select different rights.</p> <p>Prior to class, parents and students will read the Child Care and Protection Act from the book Act Right, Treat Me Right: A Guide to the Child Care and Protection Act (http://jis.gov.jm/media/CDA.pdf). In class, students will be divided into groups and assigned different sections of the CCPA to develop arguments explaining why these rights of children are important. In their journals, students will also examine the statement from the CCPA: "Children should enjoy their rights without discrimination." They will review this section and write how they feel about children being treated differently based on any of the factors outlined.</p>	<p>Cartoon strip shows accurate and clear understanding of children's rights and the responsibilities associated with each right</p> <p>Students' responses in discussion and journal entries reflect attitudes that support the rights of children through a display of appropriate value/ virtue such as respect or tolerance</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Participation Rights: Rights that ensure children's views are considered when making decisions that affect them and opportunities are provided for them to share their views.</p> <p>What is a responsibility? Responsibility is a duty or something we should do, such as doing our homework and washing the dishes. Children's responsibilities include completing homework on time and following rules at home and school.</p> <p>Safety and Security To be safe means avoiding circumstances or factors that put our lives and others at risk of danger and death. We need security measures to keep us safe. For example, people place grills on their homes to keep them safe from burglars.</p>	Checklist/ Journaling	<p>Reflective question:</p> <p>How would I feel if I were treated differently from other children because of the colour of my skin?</p> <p>Why is it important to treat all children equally?</p> <p>Students will develop a personal checklist with responsibilities in everyday situations that are associated with child rights. Using the checklist, they will document over a specified time their performance related to each responsibility. Students will use the results to make journal entries on behaviours to be improved and state how this process has helped them to become better citizens that protect the rights of children</p>	<p>Checklists clearly show students' grasp of personal responsibilities in relation to child rights and effective use of decision making skill to perform responsibilities associated with child rights</p> <p>Journal entries reflect effective use of self-awareness skill to identify attitudes or behaviours that need to be improved and appropriate value/virtue such as responsibility or citizenship</p>




GRADE 4**Theme: Safety and Security****Topic 2:****Road Safety: My Duty****Life Skills:**

Social: Refusal

Cognitive: Decision Making, Problem Solving

Coping: Self-awareness, Healthy Self-management

Values/Virtues:**Responsibility, Wisdom, Law-Abiding, Obedience**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria						
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none">Describe the meanings of common road signsShow willingness to observe safety and security principlesPromote safety principles to preserve self and othersDemonstrate social skills to protect oneself in situations on the road that may compromise personal safety	<p>Road safety teaches people how to protect themselves and other road users from injury. Road users include pedestrians, cyclists, motorists, vehicle passengers and passengers of on-road public transport like buses and cars.</p> <p>Road Safety ABC</p> <p>A is for awareness (traffic is dangerous and can hurt people)</p> <p>B is for behaviour (things you should do to stay safer)</p> <p>C is for choice and campaigning (how to make safer choices and to help others make these choices too).</p> <p>Road safety education is vital for children of all ages. As responsible citizens, children should be aware of all road safety rules. Observation is the key skill they will need to ensure road safety. Safety education begins at home and continues at school. By obeying safety rules and regulations, children can save themselves and others on the road.</p>	ICT/Discussion/ Report	<p>Students will view an age-appropriate video on road safety https://youtu.be/T4-Fjm_CcmU. They will then discuss road safety signs and rules. In groups, students will complete a Road Safety Signs worksheet using the information from the video and present a report to the class.</p> <p>Sample Worksheet</p> <table><tr><th>SIGNS</th><th>MEANING</th><th>WHAT SHOULD I DO?</th></tr><tr><td></td><td>Drivers must stop when children are using the crossing</td><td>Use the crosswalk only when all vehicles have stopped and it is safe to cross</td></tr></table> <p>Teacher will clarify and provide feedback where necessary.</p>	SIGNS	MEANING	WHAT SHOULD I DO?		Drivers must stop when children are using the crossing	Use the crosswalk only when all vehicles have stopped and it is safe to cross	Student responses indicate a clear and accurate understanding of the meaning of road signs
SIGNS	MEANING	WHAT SHOULD I DO?								
	Drivers must stop when children are using the crossing	Use the crosswalk only when all vehicles have stopped and it is safe to cross								

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>there is a narrow or no sidewalk.</p> <ul style="list-style-type: none"> ✓ Always raise your hand to cross the road. ✓ Always wear a helmet and elbow and knee pads when riding a bicycle. ✓ If a child is a pillion passenger ensure that the child is wearing a well-fitted motorcycle helmet. ✓ All persons including children are prohibited from riding/ hopping on the rear of large vehicles such as buses or vans. <p>http://jis.gov.jm/tips/road-safety-tips/ http://www.mtw.gov.jm/roadsafety/index.php/en/safety/safety-guidelines</p>	Brainstorming/ Checklist/Self-assessment	<p>Students will brainstorm behaviours they often observe on the road that may compromise the safety of self and others.</p> <p>Examples of scenarios for discussion:</p> <ul style="list-style-type: none"> A) Strangers engage them in conversation B) Walking on the road with earphones at a high volume C) Standing at the bus stop/taxi stand with back towards the road D) Sitting in the car with windows wound down <p>Students will be placed in groups to discuss one or more of the scenarios and outline the principles of road safety that are not being observed in each situation.</p> <p>Students will create a self-assessment checklist using the scenarios and the road safety principles to be observed. They will use the checklist to monitor their ability to adhere to the principles to keep them safe on the road. Parents will also be asked to monitor their children and submit the completed checklist. Students will review their self-assessment and reflect in their journals on what actions they can take to better protect themselves on the road.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • How will I be in any danger if I disobey road rules? • How important is it for me to obey safety guidelines? • What can I do differently to protect myself and others when using the road? 	Checklist and reflective journal entries display appropriate value/ virtue such as responsibility and effective use of self-awareness skill, in identifying behaviours and attitudes they can change to better protect themselves on the road

THEME: SAFETY AND SECURITY

MODULE 2: FACTORS INFLUENCING BEHAVIOURS RELATED TO SAFETY AND SECURITY

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

About the Module

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

Key Skills

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

GUIDANCE FOR THE TEACHER

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

LINKS TO OTHER SUBJECTS: Religious Education, Civics

Theme: Safety and Security

Factors Influencing Behaviours Related to Safety and Security

Risk Factors to Protection, Safety and Security

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

1. Understand the importance of being aware of their surroundings to ensure the safety and security of themselves and others
2. Grasp the importance of responding appropriately to situations that will impact their lives and the lives of others.
3. Apply appropriate life skills to the protection, safety and security of self and others

Moral lenses - 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service

Inspection for Protection

Social: Refusal, Advocacy, Assertiveness

Cognitive: Critical thinking, Decision making, Problem solving

Coping: Self-awareness, Healthy Self-management

Care, Courage, Wisdom, Reason, Responsibility

Walk	Taxi/Bus
Lonely roadways	Overcrowded and unsupervised

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> Do not flash large amounts of money when making purchases in public Travel with a group, especially at night Call the police if you notice anything suspicious. Many crimes are prevented by phone calls about suspicious activity Report a crime if you are a victim, for example, assault, theft, car accident, abuse Know your neighbours as this can help you determine if someone shouldn't be in a building or community Protect your property such as laptop, phone, wallet and other personal items Do not leave your items unattended, nor ask strangers to watch your items Do not leave a car door when parked <p>Travelling to and from School</p> <ol style="list-style-type: none"> Plan a walking route to school or the bus stop. Choose the most direct way with the fewest street crossings and, if possible, with intersections that have crossing guards. Walk the route with your parent/guardian beforehand. Stay away from parks, vacant lots, fields and other places where there aren't many people around. Never talk to strangers or accept 	Resource Personnel/ Discussion/ Performing Arts/ Journaling	<ul style="list-style-type: none"> What is the problem/situation? What do you want to tell them? How can the problem/situation be solved? <p>Students will be encouraged to publish their work in the Children's Own or any other local newspaper or make oral presentations where applicable.</p> <p>Students will write letters to agencies such as Jamaica Constabulary Force, Office of the Children's Advocate, and Bureau of Gender Affairs requesting a presentation on real-life strategies to protect themselves and others from risky situations. Students will observe, ask questions, take notes and participate in demonstrations. Students will plan a theatre arts production (dance, song, role play, dub poems) to be performed at a general assembly showcasing their new skills as hard targets. Students will visit their HFLE corners for resource materials. They will journal about their experiences and how they plan to improve efforts to protect the safety of themselves and others.</p>	Drama production reflects effective use of steps in refusal, problem solving or decision making skill, along with appropriate value/virtue such as caring, or reason to protect others from situations that may put them at risk

Objectives	Content	Strategy	Suggested Learning Activities	Assessment
	<p>rides or gifts from strangers. Remember a stranger is anyone you don't know well or don't trust.</p> <ol style="list-style-type: none"> Be sure to walk to and from school with a sibling, friend, or neighbour. Whether walking or riding the bus to school — obey all traffic signals, signs and traffic officers. Be extra careful in bad weather. Arrive at the bus stop early, stay out of the street, wait for the bus to come to a complete stop before approaching the street, watch for cars and avoid the driver's blind spot. Stay seated at all times and keep your head and arms inside the bus while riding. When exiting the bus, children should wait until the bus comes to a complete stop, exit from the front using the handrail to avoid falls and cross the street at least 10 feet (or 10 giant steps) in front of the bus. Do not bend down in front of the bus to tie shoes or pick up objects, as the driver may not see him before starting to move. Be sure that you know your parent's/guardian's phone number and address, work number, the number of another trusted adult and how to call 119 for emergencies 			

GRADE 4**Theme: Safety and Security****Topic 2:****Violence Free: That's Me****Life Skills:**

Social: Advocacy, Refusal

Cognitive: Critical thinking, Decision making, Problem solving

Coping: Self-awareness, Coping with Emotions

Values/Virtues:**Compassion, Concern, Self-Control, Respect**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Examine factors that cause violence Show compassion for persons who are bullied Practise social skills in managing situations that may put them at risk of violence 	<p>Violence: the use of physical force to injure, abuse, damage, or destroy oneself or others. As we interact with each other, we may have disagreements or conflicts. We should not allow our disagreements to become violent by fighting and using abusive language. When something is affecting you, speak about it and use a respectful tone without shouting or asking someone to help.</p> <p>Causes of Violence</p> <ol style="list-style-type: none"> Uncontrolled emotions e.g. anger Lack of conflict resolution skills Peer pressure/stress Teasing and taunting A desire to feel powerful A desire to be accepted and do what the group is doing Drug use and misuse Violence in the media (music, shows, cartoons) 	Brainstorm/ Discussion	<p>Part I Students will discuss the quote "Anger is one letter away from Danger."</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> What can happen if anger becomes dangerous? What solutions can help diffuse anger? How will I manage my feelings if I am teased or taunted? What are the things I can do if someone becomes violent with me? <p>Part II Students in small groups will continue the discussion by sharing responses to the following questions and completing a Causes of Violence worksheet.</p> <p>Guided Questions for discussion</p> <ul style="list-style-type: none"> What does violence look like? What feelings do I have about violence? What are some things that cause violence? Why do people engage in violent acts? What kind of violence do you see on TV and in your community (school, home)? 	Students' responses reflect a clear and accurate understanding of the causes of violence

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria				
	<p>Solution to violence: The solution to the problem of violence is never to turn our backs, but to keep our hearts and minds open to how we can individually affect change. That change starts with how children are raised. Solutions include:</p> <ul style="list-style-type: none">✓ Building self-esteem✓ Developing empathy✓ Calming down✓ Agree to work it out✓ Say what is bothering you by using "I" messages✓ Take responsibility for your part of the problem✓ Brainstorm solutions that will satisfy both persons✓ Affirm, forgive or say sorry✓ Avoid harsh punishment <p>Types of Violence:</p> <p>Gender-Based Violence: is any act that occurs against girls/women because of their gender; for example, physical abuse of women and girls by men.</p> <p>Gang Violence: We feel safe when we are in groups that share our likes and dislikes; some groups become cliques/gangs and cause fear, injuries and death.</p>	ICT/Case scenario/ Discussion	<ul style="list-style-type: none">• How does violence on TV affect violence at school?• When you see violence at school what can you do? <p>Sample</p> <table><tr><th>Statements</th><th>Causes</th></tr><tr><td>Children can be victims of family violence</td><td>Financial Stress of family members</td></tr></table> <p>Teacher will clarify and provide feedback where necessary. Exercise care and sensitivity during discussions that may trigger some students.</p> <p>Students will watch the following video: https://www.youtube.com/watch?v=KQZ9hDDz704 about bullying. In groups, they will then read a case scenario about a child who was the victim of bullying. Scenarios should reflect real situations students face at school or in their community. Students will then discuss the case and answer the following questions:</p> <ol style="list-style-type: none">1. What was wrong with the actions of the bully?2. What feelings or reactions would the student who was bullied have?3. What are some of the reactions or feelings students can have when they witness bullying?4. What things might make it uncomfortable for students to step in?5. What things might make it more comfortable for students to respond to bullying?6. How do you think bystanders feel if	Statements	Causes	Children can be victims of family violence	Financial Stress of family members	Students' responses reflect appropriate value/ virtue such as compassion or respect
Statements	Causes							
Children can be victims of family violence	Financial Stress of family members							

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Bullying: any action that hurts or harms individuals. These actions can be physical and emotional.</p> <p>Violence Prevention includes practising social skills to enhance self-concept /self-esteem; being aware of one's aggression, temper and language.</p>	Role Play	<p>they watch but don't get involved?</p> <ol style="list-style-type: none"> What could you do if a choice you made seemed to make the bullying worse? What if you were being bullied and nobody stood up for you? How would you want people to respond if they saw you being bullied? How would I respond if I were the victim of a bully? <p>Students will create role-plays in small groups to demonstrate how to respond appropriately to prevent situations of violence among themselves and their peers in order to remain violence-free.</p> <p>Reflective Question: What can I do to prevent violence? How do my actions contribute to violence?</p>	<p>Role plays illustrate effective use of the steps in refusal, problem solving or decision making skill and appropriate value/virtue such as self-control or respect</p>

THEME: SAFETY AND SECURITY

MODULE 3: SAFEGUARDS FOR PROTECTION, SAFETY AND SECURITY

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

About the Module

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

Key Skills

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

GUIDANCE FOR THE TEACHER

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

LINKS TO OTHER SUBJECTS: Religious Education, Civics

GRADE 4**Theme: Safety and Security**

Module 3:

Safeguards for Protection, Safety & Security

Unit 1:

Minimizing My Risk

Learning Goals:

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

1. Understand the importance of being prepared for a disaster
2. Respond appropriately during natural disasters
3. Utilize safety methods to protect self and others from natural disasters

Core Values:

Moral Lenses - 1. Respect for self 2. Respect for others 3. Taking responsibility for actions

Topic 1:

Safer, Smarter Student: Disaster Ready

Life Skills:

Social: Communication, Advocacy

Cognitive: Decision making, Critical thinking, Creative thinking

Coping: Self-awareness

Values/Virtues:

Compassion, Care, Collaboration, Composure, Cooperation

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Describe how to prepare for natural disasters • Assess the risks and vulnerabilities of their communities to disasters • Show concern for persons impacted by natural disasters 	<p>Disasters can be natural or man-made and can affect our families, schools and communities.</p> <p>Natural disasters include hurricanes, tsunamis, earthquakes, volcanoes, drought, flooding and landslides; while man-made disasters are explosions from bombs, fires, and pollution.</p> <p>Disaster awareness is crucial to reducing the risk of harm to self, others and properties. It is important to: stay calm; prepare an emergency plan with family and be aware of the plans for safety at school and community.</p> <p>Disaster hazards include bodies of water like rivers, and seas; factories (some use chemicals); slopes and hillsides; overgrown trees and loose rocks and electric cables.</p>	Brainstorm/ Discussion	<p>Students will research how to prepare for one of the following natural disasters: drought, hurricane, flood, thunderstorm and earthquake. They will use the following questions as a guide and create a comic strip to illustrate the disaster preparedness response. Teacher will clarify and provide feedback where necessary.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. How does the disaster form? 2. How could this disaster affect your family? 3. What should you and your family do to prepare for the disaster? 4. What items would you need in a kit to prepare for this disaster? 5. What actions should you take during the disaster? 6. What actions are dangerous to take during this disaster? 	Students' responses reflect a clear and accurate understanding of how to prepare for natural disasters

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Develop a disaster preparedness plan to respond appropriately to natural disasters Demonstrate the ability to use cognitive skills to follow proper procedures during disasters to minimize the risk of harm to self and others 	<p>Disaster risk reduction involves studying the causes of disasters; reducing exposure to hazards; lessening the vulnerability of people and property; and improving the preparedness of people and communities to face hazards.</p> <p>Disaster risk is the probability that a hazard will turn into a disaster. The risk does not only depend on how strong the hazard is but on a population's or a community's vulnerabilities and capacities. http://www.cdema.org/joomdocs/CDEMA_DRR_Edu_Toolkit_MAY_22_2015.pdf</p> <p>http://unesdoc.unesco.org/images/0022/002287/228798e.pdf</p>	<p>Project Graphic Organizer/ Discussion</p> <p>Letter writing</p>	<p>In groups or individually, students will develop a 'Risk Map' to outline the disasters that could affect their neighbourhoods e.g. flooding. (http://unesdoc.unesco.org/images/0022/002287/228798e.pdf) pg. 25-36. Students will also determine vulnerable persons in their community as well as resources, including buildings that will be necessary to utilize in a natural disaster. Students will present their maps in class and share them with parents and community members.</p> <p>Students will discuss the physical and emotional effects of natural disasters and complete a graphic organizer to display the information. They will discuss how they think people feel as a result of experiencing a natural disaster and its effects (e.g. losing their home – distraught). Students will then share what they think they can do to help others after a natural disaster. They will write a letter to a friend who has lost their home due to a hurricane and indicate what actions they will take to help that person.</p> <p>Reflective Questions:</p> <p>How can I help others after a disaster? What can I do to show support to persons impacted by natural disasters?</p>	<p>Risk Maps reflect effective use of critical thinking skill to accurately assess the risks and vulnerabilities of their communities to disasters</p> <p>Students' responses reflect appropriate value/virtue such as care or concern</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Simulation	Students will create a disaster/emergency plan for their grade. The plan should include a map of the school with exit and entrance points and an assembly point from their grade block. Students will use the plan as a guide and execute a preparedness drill for one of the disasters chosen.	Plan reflects effective use of critical thinking skill to outline the appropriate response to natural disasters; simulation reflects effective use of the steps in problem solving or decision making skill and appropriate value/virtue such as composure or cooperation, to follow proper procedures to reduce risk when responding to natural disasters

GRADE 4**Theme: Safety and Security**

Module 3: Safeguards for Protection, Safety & Security

Unit 2: Accessing Safety and Security Information

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

1. Demonstrate the ability to source reliable and valid safety and security information
2. Appreciate the importance of complying with safety and security guidelines
3. Apply cognitive skills to access valid information on safety and security to reduce risk of harm to self and others

Core Values: Moral Lenses- 1. Respect for self 2. Respect for others 3. Taking responsibility for our actions

Topic 1: Sourcing Reliable Information on Safety and Security

Life Skills: Social: Communication, Advocacy

Cognitive: Critical thinking

Coping: Self-awareness

Values/Virtues: Reason, Education, Clear thinking

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Explain the importance of using safety and security information for risk reduction • Describe national safety and security services available • Justify the importance of the availability of information 	<p>Sources of Safety and Security Information</p> <ul style="list-style-type: none"> • Health and safety literature • Safety officers • Health and safety inspectors <p>In Jamaica, there are several government institutions and private agencies that ensure that children's safety and security are protected.</p> <p>United Nations Children's Fund: UNICEF's mission is to make sure that the rights of children all over the world are protected. The Child Care and Protection Act (2004) provides legal guidelines for the care and protection of children. All types of violence, physical, emotional, sexual abuse, neglect,</p>	Brainstorm/ Discussion/ Creative Art	<p>Students, in groups, will complete a comic strip on the theme, Safety First. Each group will brainstorm safety rules everyone needs to follow: at home, at school, for disaster preparedness, in case of fire, while playing outside, riding in cars, or using the roads. Each group will select one safety rule that the group identifies as very important to their safety.</p> <p>Instructions Groups will divide a piece of poster board or large construction paper in half. On one half, students are to create a 4-panel comic of a real or imaginary creature who has not followed their selected rule or is thinking about breaking it. The comic should show what is likely to happen when safety rules are not followed. Students must include a motto/tagline in response to the question: Why is it</p>	Comic displays clear and accurate information on the importance of using safety and security information to reduce risk

Objectives	Points to Notes/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria																				
<p>related to safety and security</p> <ul style="list-style-type: none">Demonstrate the ability to use cognitive skills to access valid safety and security information to enhance protection	<p>trafficking, child labour, and exposure to things that cause addiction are dealt with by agencies such as the Office of the Children's Advocate (OCA), Child Protection and Family Services Agency (CPFSA) and the Office of the Children's Registry (OCR).</p> <p>The Ministry of National Security through the Centre for the Investigation of Sexual Offences and Child Abuse (CISOCA), the Jamaica Constabulary Force's Community and Safety Branch and Safe Schools Programme seeks to protect children who may be at risk or whose rights have been violated.</p> <p>Disaster Preparedness: After the June 1979 floods, which devastated sections of western Jamaica, the government of Jamaica recognized the need for the establishment of a permanent disaster preparedness and relief organization, which would be responsible for coordinating, monitoring and educating the nation on disasters and disaster events as well as disseminate information on hazards and emergency situations to the public via the media for public information.</p>	<p>Stimulus Activity</p> <p>Creative Arts</p>	<p>important to use safety information to reduce risk?</p> <p>Teacher will clarify and provide feedback where necessary.</p> <p>Students will use their work as part of the Safety and Security Information Corner to help other students access reliable information.</p> <p>Students will brainstorm categories of safety issues (e.g. road safety, disasters) previously learned and in small groups complete a Who Is Responsible worksheet, to show national safety and security services available.</p> <p>Sample Who Is Responsible Worksheet</p> <table><tr><th>Safety and Security Issues</th><th>What could happen</th><th>Agency Responsible</th><th>Services Offered</th></tr><tr><td>Tom and Mark were abducted from school.</td><td>They could be abused.</td><td>Child Protection and Family Services Agency (CPFSA)</td><td></td></tr><tr><td>48 Duke Street, Kingston</td><td></td><td></td><td></td></tr><tr><td>Tel: 948-6678/</td><td></td><td></td><td></td></tr><tr><td>Electric cables have fallen from the poles.</td><td>A fire could start.</td><td>Jamaica Public Service/Office of Disaster Preparedness</td><td></td></tr></table>	Safety and Security Issues	What could happen	Agency Responsible	Services Offered	Tom and Mark were abducted from school.	They could be abused.	Child Protection and Family Services Agency (CPFSA)		48 Duke Street, Kingston				Tel: 948-6678/				Electric cables have fallen from the poles.	A fire could start.	Jamaica Public Service/Office of Disaster Preparedness		<p>Worksheets reflect accurate information on the services available from each agency</p>
Safety and Security Issues	What could happen	Agency Responsible	Services Offered																					
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Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Research/ Speech	<p>Reflective Questions:</p> <p>What can I do to help others access safety information?</p> <p>Students will write down one thing they would like to know in relation to any safety or security issue. They will conduct online searches for websites of ODPEM Jamaica, CPFSA Jamaica, OCA Jamaica, CISOCA, JCF Safe Schools Programme Jamaica, Road Safety Jamaica, and the Ministry of Health and Wellness among others to find an answer to their question. A field trip can also be organized to these agencies to allow students to obtain information. They will share their findings with the class and use speeches to provide valid arguments to support the importance of being able to access information related to their safety and security.</p> <p>Using their findings, groups of students will write speeches about accessing reliable and valid information on safety and security information, like policies, information booklets and programmes by adhering to internet safety guidelines.</p>	<p>Presentations include valid arguments to support the importance of the availability of information related to safety and security; effective use of critical thinking skill to access valid safety and security information and appropriate value/virtue such as education or reason</p>

SEXUALITY & SEXUAL HEALTH



GRADE 4 -SEXUALITY AND SEXUAL HEALTH MAPPING –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. Explore personal experiences, attitudes, and feelings about the roles that boys and girls are expected to play. 2. Demonstrate awareness of the onset of puberty and the physical, emotional and cognitive changes that accompany it. 	1. Differentiating Between Sex and Sexuality	1. Human Sexuality	<ul style="list-style-type: none"> • Factors Influencing Expression of Gender in Sexual Behaviour • Coping with the Changes in Growing
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 an understanding of the ways in which sexuality is learned. 2. Demonstrate ways to respond appropriately to key factors influencing sexual choices and experiences. 3. Demonstrate knowledge of the various types of sexual abuse and exploitation. 	2. Sociocultural Influences on Sexual Behaviour	1. Rejecting Negative Influences, Sexual Abuse and Exploitation	<ul style="list-style-type: none"> • What Influences My Sexuality • The Media Speaks About Sexuality • Dangers of Sexual Grooming
RS SS3: Students will develop action competence and build capacity to recognize the basic criteria and conditions for optimal reproductive health and reduce vulnerability to priority problems including HIV/ AIDS, cervical cancer and STIs.	<ol style="list-style-type: none"> 1. Demonstrate knowledge of the development of an embryo and the basic needs of a newborn baby. 2. Demonstrate skills to interact appropriately and respond compassionately to persons affected by HIV. 3. Display knowledge of transmission of diseases especially HIV/AIDS 4. Demonstrate skills to assist and respond compassionately to peers and siblings requiring health care. 	3. Managing Reproductive Health	2. Sexual and Reproductive Health	<ul style="list-style-type: none"> • My Growth and Development • STIs, HIV Transmission, Prevention, and Treatment • Blood Borne Diseases

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RS SS4: Students will utilise knowledge and skills to access age-appropriate sources of health information, products, and services related to sexuality and sexual health	1. Assess family, school, and community resources as sources of accurate information that deal with health, social, and emotional issues.	3. Access Sources of Health Information and Services	1. Where to Go for Health Information	<ul style="list-style-type: none"> A Web of Health Resources for Children and Young People

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. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
4. Assessment plans should reflect formative and summative assessments in every lesson.
5. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
6. Use reflective questions throughout the lesson to facilitate values and attitude development.
7. Adopt the STEAM integration approach to encourage the application of life skills.
8. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
9. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
10. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education

GRADE 4**Theme: Sexuality and Sexual Health**

Module 1: Differentiating Between Sex and Sexuality
 Unit1: Human Sexuality

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

1. Understand the stages of human sexuality as expressed throughout the life cycle
2. Appreciate that boys and girls are equal
3. Apply appropriate life skills in responding to the onset of physical, emotional and cognitive changes in puberty

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

Topic 1: Factors Influencing Expression of Gender in Sexual Behaviour

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

Values/Virtues: Respect, Appreciation, Encouragement, Equality

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 similarities between being male and being female • Express feelings associated with gender roles • Respect differences in beliefs about gender roles of males and females 	<p>What is Gender? Refers to the expectations of women and men behaviourally, culturally or psychologically. Gender is what society expects of a person as a man or woman.</p> <p>Factors Influencing the Expression of Gender There are several factors to consider when examining the influence of the roles of males and females in society. These include family, peers, role models, schools, religious beliefs and practices, the media, music and fashion.</p>	Brainstorming/ Creative Arts	<p>Students will brainstorm similarities and differences between being male (boy) and female (girl). They will cut and paste pictures from newspapers, magazines and other sources that depict similarities and differences in tasks for boys and girls. The finished product will be created in a poster and presented to the class. Teacher will provide feedback and clarify where necessary. Students will share what they learned from the activity. Teacher will clarify and provide feedback where necessary.</p>	<p>Discussion points and artwork reflect a clear and accurate understanding of differences and similarities between being male and being female</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate the ability to use self-awareness skill when responding to gender differences among peers. 	<p>Importance of Family Socialization in Gender Roles</p> <ul style="list-style-type: none"> ✓ Patterning of behaviour ✓ Parents' role/chores ✓ Household chores for boys and others for girls ✓ Assignment of toys, books and games by gender <p>NOTE: It is important to discuss the sensitivity of this topic with students. Ensure that all students respect the responses of others without snickering, jeering, laughing or making rude comments.</p> <p>Ensure the rules are established during the engagement activity of the lesson.</p>	<p>Sentence Completion/ Poster</p>	<p>Students will work in pairs to discuss the reflective questions (boy/girl pairs where possible) below and then they will work individually to complete the sentences that follow.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • Who influences my beliefs about what girls/boys can do? • How do I feel about boys being treated differently from girls? • How do I usually treat my peers who have different beliefs about what girls/boys can do? • How do I feel when told that something is a boy's job or a girl's job? • How do I feel about gender roles of boys and girls? <p>Sentences</p> <p>Individually students will complete the following sentences:</p> <p>I think girls/boys can be _____</p> <p>My family thinks girls/boys should _____</p> <p>My friends believe girls/boys can _____</p> <p>The media (TV/YouTube etc.) says boys/girls must _____</p> <p>I believe boys/girls are _____</p> <p>Students will work in groups to create a poster depicting activities that both boys and girls can do and place them in the HFLE corner designated.</p> <p>Note to Teacher: Individual discussion should be held with students with negative responses.</p>	<p>Students' responses and posters reflect self-awareness skill in expressing their feelings about gender roles of boys and girls as well as appropriate value/ virtue such as appreciation</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Case Scenario/ Discussion	<p>The class will listen to and discuss a case scenario, then work in small groups to discuss the questions below:</p> <p>Case Scenario <i>John's grandfather is ill and he has a nurse who looks after him. John loves his grandfather and really appreciates it when the nurse looks after him. John has come home feeling sad. Mom is very concerned and wants to know what happened. John says that his friend, Charles teased him because he said that he would like to be a nurse.</i></p> <p>Students will discuss the following questions:</p> <ul style="list-style-type: none"> ✓ Why did Charles tease John? ✓ Why is nursing a career path that both boys and girls can pursue? ✓ Can girls/boys pursue the same careers such as nurses, police, doctors, and farmers among others? Why? ✓ What would you have said to John if he told you he wanted to become a nurse? <p>Teacher will provide feedback and clarify where necessary</p>	<p>Students' responses reflect self-awareness skill in expressing their feelings/attitudes/behaviour about gender roles and appropriate value/virtue such as respect or equality</p>
		Discussion/ Case Scenario	<p>In groups, students will be given feeling cards depicting different facial expressions in response to the following scenarios. As the scenarios are read, they will show the card that represents how they feel and discuss how their attitude or behaviour can affect the character in the case scenario.</p>	<p>Students' responses reflect self-awareness skill in identifying and expressing their feelings/attitudes/behaviour about gender roles and</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
			<p><i>Robert loves washing the dishes and preparing meals.</i></p> <p><i>Stacy enjoys working on the car with her dad.</i></p> <p><i>Andre and Melissa like sewing drapes and bed linens with their aunt.</i></p> <p><i>Alicia plays cricket for her community.</i></p>	appropriate value/ virtue such as respect

GRADE 4**Theme: Sexuality and Sexual Health****Topic 2:****Coping with the Changes of Growing****Life Skills:**

Social: Communication

Cognitive: Critical thinking, Decision making

Coping: Coping with emotions, Healthy self-management, Self-awareness, Self-monitoring

Values/Virtues:**Appreciation, Responsibility, Understanding, 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"> Explain how puberty affects the body physically and emotionally Examine why coping with physical and emotional changes is important for interpersonal relationships Encourage their peers to share their concerns about puberty with someone they trust 	<p>Puberty Puberty is considered a special rite of passage in many cultures. This can be seen in the Jewish community with a recognition ceremony celebrating a boy (Bar/Bat) Mitzvah and a girl (bat) coming of age as they transition into adulthood.</p> <p>Puberty usually starts between ages 8 and 13 in girls and ages 9 and 15 in boys. When your body is ready to begin puberty, your pituitary gland (a pea-shaped gland located at the bottom of your brain) releases special hormones. Depending on whether you're a boy or a girl, these hormones go to work on different parts of the body, like girls' breasts growing while boys get facial hair.</p> <p>Everyone goes through these changes at his/her own pace. These changes affect our interpersonal relationships. It is important to know how to cope with the changes.</p>	<p>Discussion/ Creative Expression</p> <p>Simulation/ Discussion</p>	<p>Students will examine the charts called "<i>Adolescent Boy and Girl</i>" and identify the changes taking place. Students will also read the National Family Planning Board's brochure on puberty for boys and girls. Working in small groups, students will prepare an informative and entertaining presentation using any form of creative expression based on the changes they observe from the charts and personal experience. They should also include emotional changes that occur during puberty. Teacher will clarify and provide feedback where necessary.</p> <p>Prior to class, students, in groups, will be asked to create a volcano using the following guidelines:</p> <p>MAKING THE MODEL</p> <p>https://www.education.com/science-fair/article/build-simulated-volcano/</p> <p>A 10oz juice bottle will be placed on an aluminium-foil-lined pan. Potting-soil will be added to the pan and it will be shaped like a mountain.</p>	<p>Creative pieces reflect a clear and accurate understanding of how puberty affects the body physically and emotionally</p> <p>Discussion points reflect a clear and accurate understanding of why coping with physical and emotional changes is important for interpersonal relationships</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Accept the changes their bodies go through as a result of puberty Demonstrate coping skills to support managing the onset of puberty in a healthy way 	<p>Coping with Puberty When we go through puberty, we sweat more and our body odour becomes more pronounced. This is completely normal, but we need to be more conscientious about personal hygiene. Good habits, including showering or bathing and applying deodorant every day and wearing clean clothes will lessen body odours while keeping the body fresh and germ-free. Deodorants prevent odour, while those that contain antiperspirants also prevent sweating.</p> <p>It is important to wash our hair regularly -- once per week -- as there is more oil build up on the scalp.</p> <p>Hormonal changes also affect our skin during puberty, making it dry or oily. Adolescents should wash their faces twice daily with a gentle cleanser. Popping pimples and picking at the skin can make acne problems worse.</p> <p>Expect growth. Most people have at least one growth spurt during puberty. Adolescents will grow several inches or gain weight during puberty. Some people gain weight before they begin growing, and some start growing taller before they gain weight, but both are perfectly normal. As growth occurs new clothes will be needed to fit the changing body. Some people feel like their feet are awkwardly large, but our feet often grow before the rest of the body.</p>		<p>The volcano will be used to represent their feelings during puberty. A mixture of baking soda and vinegar will be used to demonstrate how their feelings can 'erupt' and affect interpersonal relationships.</p> <p>Students will be directed to pour the baking soda into the model volcano and gradually add $\frac{1}{4}$ cup, $\frac{1}{2}$ cup then 1 cup of vinegar. At each stage, students will process external factors (quarrels with parents) that may cause the volcano to erupt (emotional eruption – anger) and discuss how best to cope with these unexpected changes.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> What substance can be added to the baking soda and vinegar mixture to diffuse fizzing? Why is it important to cope with physical and emotional changes that take place during puberty? How can relationships be affected if children are not coping well during puberty? How can the steps in coping with emotions skill be used to help you deal with your emotions (related to puberty) in a healthy way? <p>Teacher will clarify and provide feedback where necessary.</p>	

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>anticipation of menstruation. This is sometimes called a period that occurs once per month when the eggs from the ovaries are released.</p> <p>Boys will have a change in their voices from high pitch to low pitch. They will also see growth of their testicles and experience wet dreams and erections. Girls, however, have vaginal discharges and a higher-pitched voice.</p> <p>Accept Pubertal Changes</p> <ul style="list-style-type: none"> ✓ All human beings must go through these changes. Look for role models who have accepted themselves and gain inspiration from them ✓ Love the skin you are in –with freckles, peach fuzz and all other differences. ✓ Love who you are- your beauty is skin deep- you are worth more than the shape, height and size of your body ✓ Use the changes you are going through to build your self-confidence. You will find other tweens going through the same or similar changes. Talk with them about the changes and you will find that you are also maturing ✓ Spend time doing activities that you love with people who are your cheerleaders- art, sports, and reading to name a few ✓ Listen to positive encouragement as that will boost 	Project/ Journaling	<p>As a class, students will create a checklist for a personal hygiene/puberty kit that they will assemble. The list should include items that will help them manage the needs their bodies have because of pubertal changes and for maintaining good personal hygiene.</p> <p>The class will brainstorm what items from the kit are most helpful for:</p> <ul style="list-style-type: none"> ✓ Shaving ✓ Menstruation ✓ Preventing acne ✓ Smelling good ✓ Looking good ✓ Feeling good ✓ Where they can find or buy most of the items in the puberty kit? ✓ Who they can talk to about getting items in this kit <p>Students will create their puberty kits and record in their journals how they have been practising personal hygiene during puberty. They will indicate ways they cope with the physical and emotional changes and who/where they have sought help to cope.</p> <p>Teacher will make referrals, provide feedback and clarify where necessary.</p>	<p>Checklists and journal entries reflect effective use of healthy self-management skill and appropriate value/virtue such as responsibility, to manage the onset of puberty in a healthy way</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 relationships, 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. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
4. Assessment plans should reflect formative and summative assessments in every lesson.
5. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
6. Use reflective questions throughout the lesson to facilitate values and attitude development.
7. Adopt the STEAM integration approach to encourage the application of life skills.
8. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
9. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
10. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education

GRADE 4**Theme: Sexuality and Sexual Health**

Module 2:

Sociocultural Influences on Sexual Behaviour

Unit 1:

Rejecting Negative Influences, Sexual Abuse and Exploitation

Learning Goals:

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

1. Understand the ways in which sexuality is learned
2. Appreciate the importance of knowing the various types of sexual abuse and exploitation.
3. Apply life skills when faced with various types of sexual abuse and exploitation

Core Values:

Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/Service

Topic 1:

Our Body Image: The Message in the Media

Life Skills:

Social: Communication

Cognitive: Decision making

Coping: Self-awareness, Healthy self-management

Values/Virtues:

Appreciation, Self-acceptance, Genuine, Gratitude

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Define the concept of body image • Recognize how the media influences their ideas of the physical self, body image, and behaviour • Display appreciation for their physical attributes 	<p>Body Image Body image involves our perception, imagination and our emotions about our bodies.</p> <p>Factors Influencing Body Image Family, media, TV, radio, advertisements, music videos and beauty contests are powerful influences on our perception of our bodies.</p> <p>There are many aspects of our bodies that we cannot change. We must therefore change the beliefs that influence the way we feel about our bodies.</p> <p>Accepting Self and Others Encourage body acceptance of self and others by having a positive attitude about different body shapes and sizes.</p>	<p>Brainstorming</p> <p>Pair-share/ Discussion</p>	<p>Students will participate in the mirror activity by looking in the mirror and then writing in their journals what they see, what they like and what they dislike about their bodies and why. Students will then brainstorm the meaning of the concept of 'body image'.</p> <p>Students, in pairs, will select the group's favourite music video. Each pair will record what they like about the video and describe their feelings when they listen to the music. Additionally, they will discuss the influence of the video and its messages, and if it influences how they want to look, dress and behave. Students will identify other videos or songs that influence how they feel about their bodies.</p> <p>Teacher will provide guidelines as to the type of music that is acceptable.</p>	<p>Responses reflect a clear and accurate understanding of the meaning of the concept of body image.</p> <p>Discussion points reflect self-awareness in identifying how the media has influenced their ideas of the physical self, body image and behaviours</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate coping skills to support the development of a positive body image 	<p>How we look is a small part of who we are and how healthy we are. Sometimes we develop low self-esteem or a negative body image because we are dissatisfied with how we look. This may stem from issues related to puberty or not looking like others. When we are dissatisfied with how we look we often compare ourselves to our peers and people on television.</p> <p>To counter this comparison, it is important to practise positive self-talk like "I am beautiful, I am strong, I am worthwhile."</p> <p>We must focus on our qualities and abilities. Our abilities like being good at school, participating in sports, or playing an instrument, help us to accept who we are. Identifying qualities, such as humour, inquisitive nature and kindness, will make us feel proud and worthy.</p> <p>We must prioritize positive, healthy living by being involved in physical activity at least twice per week and eating healthy from the six food groups daily according to the Jamaican Food-based Dietary Guidelines.</p> <p>Strategies to improve body image include:</p> <ul style="list-style-type: none"> ✓ Finding supportive and positive friends ✓ Paying less attention to media images 	<p>Reflective Questioning/ Worksheet</p>	<p>Students will also identify negative messages they gain from the media about how people should look, think and act, and discuss how these messages can affect their thoughts and behaviours. Students will share their responses and then highlight programmes that have positively impacted them. Teacher will facilitate discussion, provide feedback, clarify and make referrals where necessary.</p> <p>In pairs, students will give their partner one compliment about a physical feature. Subsequently, the class will answer the following Reflective Questions:</p> <ul style="list-style-type: none"> How do I feel when others compliment me? Why is it important to accept the way I look naturally? Why is it important for me to accept the natural appearance of others? Why is it important for me to think positively about the way I look? <p>Students will then complete a worksheet about MY BODY (perception, imagination and emotions):</p> <ol style="list-style-type: none"> I like my (name body part) because I think my (name body part) is My mother says my (name body part) is My friends think my (name body part) is I wish my body was I feel that my body is 	<p>Worksheet shows effective use of self-awareness skill in identifying what they like/dislike about their body and appropriate value/virtue such as appreciation</p>

Objectives	Content	Strategy	Suggested Learning Activities	Assessment
	<ul style="list-style-type: none"> ✓ Talking to a counsellor or trusted adult ✓ Celebrate different parts of your body ✓ Practise positive self-talk 	Journaling	<p>7. I know my body is</p> <p>8. God says my body is</p> <p>Teacher will provide feedback, make referrals and clarify where necessary.</p> <p>Students will brainstorm what they think adolescents can do to feel better about themselves. They will create a list of strategies and identify two that they can use to improve their body image. They will practise the strategies and in their journals, they will describe how they have helped to change their attitude and improve their body image.</p> <p>Reflective Question:</p> <p>How can I develop a positive body image?</p> <p>What can I do to feel better about my body?</p> <p>Teacher will make referrals where necessary.</p>	Journal entries reflect effective use of coping with emotions or self-awareness skill and appropriate value/ virtue such as genuine or gratitude

GRADE 4**Theme: Sexuality and Sexual Health****Topic 2:****Body Boundaries: Those Uncomfortable Feelings****Life Skills:**

Social: Communication, Refusal skills, Assertiveness

Cognitive: Critical Thinking, Decision making

Coping: Self-Awareness, Coping with emotions

Values/Virtues:**Courage, Respect, Clear thinking**

Objectives	Points to Note/Guidance to Teacher	Strategies	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 types of child abuse Distinguish between different forms of child abuse Reject inappropriate touches and sexual advances through the use of appropriate social skills Encourage their peers to protect themselves and others from abuse 	<p>NOTE: It is important to communicate with parents the objectives of this lesson as parents are responsible for monitoring and supervising content about sexuality in and outside the home. Also, sensitivity must be exercised as the topic may trigger emotions; remember to set ground rules during the second part of the engagement activity.</p> <p>All children are to be cared for and protected from harm. All parents and adults should protect children from abuse. Children are abused and sexually exploited in many ways. Child abuse involves actions or non-actions of adults, that put children at risk of death, serious physical or emotional harm, sexual abuse, or exploitation.</p> <p>Types of Abuse</p> <p>a. Physical abuse – any injury to a child that is not accidental (broken bones, bruises, cuts and other injuries) or any action that could have seriously harmed the child but luckily did not (striking a child with a weapon, discharging a gun</p>	<p>Brainstorming/ Discussion/ Story</p> <p>Case Scenarios/ Discussion</p>	<p>Students will brainstorm the meaning of the word abuse and create a web with their responses. Students will use the words from the web to create a definition for the word abuse.</p> <p>Guided question: What do you consider to be child abuse?</p> <p>Teacher will provide feedback and clarification where necessary.</p> <p>Sample Resource: file:///C:/Users/nordia.mvassell/Downloads/Child_Abuse_LP.pdf</p> <p>Sample Word Web https://www.speechandlanguagekids.com/2-great-visual-aids-for-expanding-your-childs-vocabulary/</p> <p>Students, in groups, will read scenarios (can be created by the teacher or students) and decide if the scenario describes abuse or not. They will discuss why it is or isn't abuse and the type of abuse they think is being described using the guided questions below.</p> <p>Sample scenarios: <i>Tom's father beat him until his skin was bruised because he forgot to rake the yard.</i></p>	<p>Brainstorm reflects a clear and accurate understanding of types of child abuse</p> <p>Students' responses reflect their ability to accurately distinguish between the different types of child abuse</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>in the presence of a child, or other similar actions).</p> <p>b. Emotional abuse – includes making a child feel that he/she is not loved or that he/she is bad or has no value (demeaning or belittling a child, not allowing a child to have friends, name-calling, and other similar behaviours).</p> <p>c. Neglect – includes not providing a safe home, food, clothing, or medical/dental care, as well as leaving a young child alone or with someone who is not able to care for him/her. Failure to supervise older children can also be considered neglect.</p> <p>d. Sexual abuse – includes using a child for sex acts, taking pornographic pictures of a child, or other types of sexual activity with a child. This also includes sexual exploitation (engaging a child in sexual activities for the exchange of money, gifts, shelter, and food.) and trafficking (sale of children for sexual purposes as well as forced marriage).</p> <p>SIGNS OF ABUSE</p> <ul style="list-style-type: none"> • Hinting or talking out rightly about abuse • Unexplained and/or repeated bruises or injuries • Burns that leave a pattern outlining the object used to make the burn 	Case Scenario/ Discussion/ Roleplay	<p><i>Serena loves cornrows and asked her neighbour to comb her hair. The neighbour told Serena that she looked ugly with cornrows.</i></p> <p><i>Michal's aunt told him to come home early but he forgot and stayed at football practice until late. When he got home his aunt spoke with him about being responsible with time.</i></p> <p><i>Dynasty has been feeling sick for the past two weeks. A family friend sexually abused and exploited her because he gave her lunch money for two weeks when her mother was in another parish working. She does not talk to anyone, not even her best friend anymore.</i></p> <p>Resource: Types of Abuse from Child Care and Protection Act http://jis.gov.jm/media/CDA.pdf</p> <p>Students will listen to or read the following scenario: <i>Henry and Maria like each other. They often chase and touch each other inappropriately. One day Henry tries to touch Maria inappropriately. She stops him and says, "No", but then smiles. Henry thinks she is just pretending, so he keeps trying. After trying to push Henry away and saying "no" numerous times, Maria stops smiling and changes her facial expression. Henry finally gives up and eventually apologises for his behaviour.</i></p>	<p>Discussion reflects a clear understanding of how to respond to sexual advances/inappropriate touches</p> <p>Role-play demonstrates effective use of assertiveness or refusal skill and appropriate value/virtue such</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>(iron, rope)</p> <ul style="list-style-type: none"> • Often being hungry, unsuitably dressed for the weather and/or always dirty • Being left alone often as a young child • Not wanting to go home • Being aggressive, angry or hostile • Appearing withdrawn or afraid, or appearing afraid of certain individuals • Reacting with fear to sudden and rapid movements • Difficulty concentrating • Refusing to participate or dress appropriately for physical activities • Showing unusual knowledge of sexual matters or acting out sexually • Repeatedly running away from home • Poor school attendance • Overly sexualized behaviour or use of explicit sexual language inappropriate for the child's age • Changes in sleeping patterns, including frequent nightmares, and difficulty falling asleep. Both may result in the child appearing tired <p>Setting Boundaries Pre-adolescents often are unaware that physical and sexual boundaries are necessary for human interaction. All people have the right to give or withhold consent regarding how they are to be touched and treated. Children need to understand however that at their age they are unable to consent to any form of sexual activity.</p>	Journaling	<p>Guided Questions:</p> <ul style="list-style-type: none"> • What would cause Henry to eventually apologize? • How did Maria feel about Henry's behaviour? • What would you do if you were in this situation? <p>In a guided group discussion, students will critically assess both Henry's and Maria's behaviours and what they would do and say if they were in this situation.</p> <p>Students will role-play Maria's response by practising assertiveness and refusal skills. Students should:</p> <ol style="list-style-type: none"> 1. Critically analyse the situation 2. Clearly and respectfully communicating how they feel 3. Maintaining appropriate eye contact and body language while saying 'NO'. <p>In their journals, students will advise a friend who is being coerced by someone to engage in inappropriate physical and/or sexual activities. Students will guide their friends on how to use the steps in the refusal skill or problem solving skill to protect themselves from abuse. Students will encourage their friends to report the matter to a trusted adult like the guidance counsellor.</p> <p>Reflective Question: What would I do if someone tried to touch me inappropriately?</p>	<p>as courage or to reject inappropriate touches and sexual approaches.</p> <p>Journal entries reflect encouragement to report abuse, effectively outline how to use refusal or problem solving skill to protect self from abuse and show appropriate value/virtue such as respect</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Boundaries can be personal or geographical. Countries, communities, schools and homes also have boundaries or rules that help us to act responsibly.</p> <p>People have boundaries called personal boundaries. Some people, for instance, don't like when others touch them while speaking; other people don't mind. Certain kinds of touches can make us feel safe while others make us uncomfortable. These can violate a person's personal boundaries.</p> <p>Being assertive means standing up for oneself and being honest with others about what is comfortable or uncomfortable.</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. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
4. Assessment plans should reflect formative and summative assessments in every lesson.
5. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
6. Use reflective questions throughout the lesson to facilitate values and attitude development.
7. Adopt the STEAM integration approach to encourage the application of life skills.
8. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
9. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
10. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education

GRADE 4**Theme: Sexuality and Sexual Health**

Module 3:

Managing Reproductive Health

Unit 1:

Sexual and Reproductive Health

Learning Goals:

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

1. Understand the transmission of diseases, especially HIV/AIDS
2. Appreciate the importance of menstruation
3. Apply life skills to support persons infected and affected by HIV and AIDS

Core Values:

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

Topic 1:

The Menstrual Cycle

Life Skills:

Social: Empathy, Assertiveness

Cognitive: Critical Thinking, Problem solving

Coping: Self-awareness, Healthy self-management

Values/Virtues:

Cleanliness, Self-respect, Care, Consideration, Understanding

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic students should be able to:</p> <ul style="list-style-type: none"> • Describe the process of menstruation • Recall that an embryo develops from a fertilized egg • Justify why proper self-care during menstruation • Respond appropriately during situations related to menstruation 	<p>Note to Teacher: This is a follow-up lesson to puberty for girls. While it is important for both boys and girls to understand menstruation, some girls may not feel comfortable discussing some aspects of this topic with male students. Be sensitive to this.</p> <p>During puberty, usually every month, a female experiences a menstrual cycle. Inside a girl's body, the ovaries will start to release an egg, usually about once every four weeks.</p> <p>This is where the body prepares for a baby later in life. Girls usually experience their first menstrual cycle between the ages of 11 and 14, however, there are some exceptions where girls will experience menstruation before age 11 or after age 14.</p>	Game/ Discussion/ICT	<p>Students will play a game of 'True or False'. Signs will be placed at opposite ends of the classroom and students will listen to a series of statements and indicate if they think each is true or false by standing under the appropriate sign. Students will give reasons for their answers. They will then watch the following video entitled 'The Menstrual Cycle' https://www.youtube.com/watch?v=vXrQ_FhZmos and discuss what they have learnt. Teacher will clarify where necessary.</p> <p>Sample statements:</p> <ol style="list-style-type: none"> 1. Menstruation is otherwise called a 'period'. 2. Both boys and girls menstruate 3. A girl sees her period once an egg is fertilized 4. A fertilized egg develops into an embryo 	Students' responses indicate a clear and accurate understanding of the process of menstruation and how an embryo is formed

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate the ability to use empathy skill to show understanding to their female peers during menstruation 	<p>During this time, the egg travels from the ovary, through the fallopian tube and cervix and into the uterus. In the uterus, if the egg meets the sperm from a male, then the female can become pregnant and a baby will develop over the next nine months.</p> <p>If the egg cell does not join with a sperm cell and then implant in the lining of the uterus, the lining she and the unfertilized egg disintegrates causing blood and tissue to pass through the vagina once a month. This is known as menstruation or is called "having a period."</p> <p>A period can last from 2 to 10 days. Girls can use maxi pads or tampons to catch the blood and then throw them away after use. A girl can also experience cramps during her menstrual period when the uterus is contracting to shed the lining. A hot water bottle, a heating bag or moderate exercise can relieve cramps. If cramps become severe then visiting the doctor to discuss solutions is advised.</p> <p>PMS (pre-menstrual syndrome) can occur any time in the two weeks before menstruation. It can make a girl feel moody, irritable, and have tender breasts or bloating. Exercising can help to minimize PMS symptoms.</p> <p>Menstrual Products Sanitary napkins: These are special cotton-filled, plastic-lined pads that are used to catch menstrual blood. They</p>	Checklist	<p>5. A baby is born after 10 months</p> <p>6. Ovulation is where an egg in a female travels from the uterus to the ovary</p> <p>7. A girl should not bathe during her period</p> <p>8. Menstrual cramps are pains that a female experiences during her menstrual cycle</p> <p>9. Sanitary napkins and tampons can be flushed down a toilet.</p> <p>In groups, students will discuss the importance of personal hygiene and create a self-care menstruation checklist with hygiene practices they feel are important during menstruation. They will share with the class and give valid reasons why proper hygiene during menstruation is important. Teacher will clarify where necessary.</p>	Checklist reflects accurate information on proper self-care, sound arguments to justify the need for proper hygiene during menstruation and appropriate value/virtue such as cleanliness or care
		Case Scenarios	<p>In groups, students will be given one of the following scenarios. Girls will indicate what they would do in each situation and boys will indicate how they would show support (where applicable)</p> <p>a. A young woman looks at her calendar and sees that her period is supposed to start this week. (She should put 2 pads or tampons in her purse or backpack.)</p>	Responses of girls indicate effective use of problem solving or healthy self-management skill and appropriate value/virtue such as care, to respond appropriately in menstruation-related situations

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>come in different sizes for the different flows. Also, some pads comewith wings that wrap around the leg openings of the underwear. Most have a sticky strip that holds the pad to the underwear. Pads should be changed often. It is also important to choose unscented pads.</p> <p>Panty liner: Panty liners are used to catch light menstrual flow or vaginal discharge.</p> <p>Tampons: These are another way to catch menstrual blood. Many young women like to use tampons as they can be worn for sports including swimming. They are made of soft cotton and have a string attached to the bottom. Tampons are inserted into the vagina with the string hanging down through the vaginal opening. The tampon is removed by pulling gently on the string. Tampons need to be changed often (every 4 – 6 hours). Unscented tampons are healthier to use. Girls experiencing their periods for the first time are not advised to use a tampon.</p> <p>Sanitary napkins shouldbe wrapped in tissue paper and disposed of in the garbage bin, not flushed in the toilet.</p> <p>Menstrual Hygiene Personal hygiene is very important during menstruation to reduce the risk of infection. Bathing regularly and wearing clean underwear is necessary, as well as changing sanitary napkins</p>	Creative Art/ Journaling	<p>b. A young woman starts her period for the first time when she is at home. (She should put on a pad and tellher parents/guardians.)</p> <p>c. A young woman has her period and some blood gets on her underwear. (At home she should change her underwear and put on a new pad. At school, she should try to wipe the blood with toilet paper and then put on a new pad.)</p> <p>d. A young woman is in class and she thinks she feels her period start. (She should ask to go to the washroom and when she gets there, she should put on a pad.)</p> <p>e. A young woman starts her period and the blood soaks through her clothes. (Reassure your students that this sometimes happens to almost all women. It can be embarrassing but all women understand how this can happen. She should get a teacher, school nurse, parent or guardian to help her.)</p> <p>f. A girl is crying in the hallways and holding her stomach. When asked what is wrong she indicates she is having severe cramps.</p> <p>Activity taken from: https://teachingsexualhealth.ca/app/uploads/sites/4/DALP5-My-Period-Feb25.pdf</p>	Responses of boys indicate effective use of empathy skill and appropriate value/virtue such as understanding

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>and tampons every 6-8 hours to avoid unpleasant odours. Additionally, it is important to always carry a small pouch with clean underwear and extra sanitary napkins in the event of heavy bleeding, leaking or unexpected menstrual flow.</p> <p>https://teachingsexualhealth.ca/app/uploads/sites/4/DALP5-My-Period-Feb25.pdf</p>		<p>Reflective question: How can I show empathy towards my female peers if they experience situations during menstruation?</p> <p>How do I practise self-care during menstruation?</p>	

GRADE 4**Theme: Sexuality and Sexual Health****Topic 2:****STIs, HIV Transmission, Prevention, and Treatment****Life Skills:**

Social: Empathy

Cognitive: Critical thinking, Decision making

Coping: Self-awareness

Values/Virtues:**Compassion, Understanding, Support, Care**

Objectives	Points to Note/Guidance to Teacher	Strategies	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 basic facts about HIV and AIDS Distinguish between myths and facts about how HIV can be prevented and transmitted Demonstrate compassion towards persons living with HIV Display empathy towards persons living with and affected by HIV and AIDS 	<p>HIV (Human Immunodeficiency Virus) is the virus that causes AIDS (Acquired Immune Deficiency Syndrome).</p> <p>HIV is transmitted from one person to another through exposure to blood. Tattoos, body piercings and sharing needles or razors are dangerous and can expose a person to HIV and other blood-borne diseases.</p> <p>The Acquired Immune-Deficiency Syndrome (AIDS) is caused by HIV and is one of the most serious diseases and major causes of illness and death in the world.</p> <p>Stigma Stigma is the belief of a person about a perceived mark of disgrace linked with certain kinds of behaviour. HIV-related stigma refers to the negative beliefs, feelings and attitudes toward people living with HIV.</p> <p>Discrimination Discrimination is the practice of treating a group of people unfairly based on certain</p>	<p>Research/ Concept Mapping/ Presentation</p> <p>Discussion</p>	<p>In small groups, students will be given a handout to use to prepare and present information on HIV and AIDS using a concept map. The following questions should be used as guidelines:</p> <ul style="list-style-type: none"> What is HIV? What is AIDS? How does someone contract HIV? Who can contract HIV? How can HIV be transmitted? How can HIV be prevented? Is there a cure for HIV? How can we tell if someone has HIV? <p>Students will discuss each sentence and state if they are true/false:</p> <ul style="list-style-type: none"> You can protect yourself by using gloves when helping a friend who is bleeding. True or False? You can protect yourself by not sharing drinking cups. True or False? You can protect yourself by not sitting next to a person who has HIV. True or False? You can protect yourself by not sharing needles or razor blades. True or False? You can contract HIV by shaking hands with someone who has the virus. True or False? You can protect yourself by not having 	<p>Presentations show an accurate understanding of basic facts about HIV and AIDS</p> <p>Students' responses show an ability to distinguish between myths and facts about how HIV can be prevented and transmitted</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>characteristics. HIV-related discrimination refers to the unfair and unjust treatment of an individual based on his or her real or perceived</p> <p>Living with HIV is not a death sentence as many persons live a long and healthy life on anti-retroviral therapy.</p>	Simulation/ Creative Expression	<p>sex. True or False?</p> <ul style="list-style-type: none"> • We are too young to get HIV. True or False? • We should not use utensils of persons who are HIV/AIDS positive. True or False? <p>Students will view the case scenario with a mother living with HIV on the Life Skills DVD. Students can also view Corey's Story (MoEY CD on HIV/AIDS). In groups, they will simulate how they would treat persons living with HIV. Students can also draw a comic strip or write a short story about how they can show empathy to PLHIVs.</p> <p>Reflective Question:</p> <p>How would I want to be treated if I were infected with HIV?</p>	<p>Simulations, comic strips or letters illustrate effective use of empathy skill and appropriate value/virtue such as compassion or understanding towards persons living with HIV</p>

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 that 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, the 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 and a drug-free lifestyle.

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. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education

GRADE 4**Theme: Sexuality and Sexual Health**

Module 4:

Access Sources of Health Information and Services

Unit 1:

Where to Go for Help

Learning Goals:

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

1. Understand that there are various health resources available to them
2. Appreciate the need for health resources
3. Apply appropriate life skills to access age-appropriate sources of health information and services

Core Values:

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

Topic 1:

A Web of Health Resources for Children and Young People

Life Skills:

Social: Communication, Advocacy

Cognitive: Critical thinking, Decision making, Problem solving

Coping: Healthy self-management

Values/Virtues:

Reason, Education, Confidence

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Identify available health services in their communities • Justify the need for health resources to maintain physical, social and emotional health • Demonstrate the ability to access valid information to enhance health 	<p>Health Resources Resources that can help with health, social and emotional problems for members of the family, the school and the community.</p> <p>Adolescents need age-appropriate information to reduce their vulnerability to reproductive health issues and build their resiliency.</p> <p>It is important therefore that they are equipped with skills to access information and services, especially in cases where these services are not easily accessible due to location.</p> <p>The Ministry of Health and Wellness in Jamaica is responsible for ensuring the provision of adequate, effective and efficient health services for the population of Jamaica, including adolescents.</p>	<p>Research/ Visual Art</p> <p>Debate</p>	<p>Prior to class, students will identify at least three locations in their communities offering health information/services and the type of service being offered. In groups they will create a booklet or brochure of available health services by the community, using the information from the research. Booklets and brochures will be placed on display in the HFLE Corner.</p> <p>Students will be placed in groups to debate the need for health resources to be available at school to maintain physical, social and emotional health.</p> <p>Reflective Question: Why do I need access to health resources?</p>	<p>Booklets or brochures reflect accuracy about the health services available in their communities</p> <p>Debate reflects effective use of critical thinking skill to provide sound arguments for the need for health resources and appropriate value/virtue such as reason</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Health information and services can be accessed from:</p> <ul style="list-style-type: none"> • Clinics • Hospitals • Parents or Trusted Adults • Doctors' Offices • Guidance Counsellors • Ministry of Health Offices • The National Family Planning Board <p>Adolescents may seek reproductive health information to:</p> <ul style="list-style-type: none"> • Seek clarification on sexual development • Cope with emotions during puberty • Raise concerns about reproductive health • Conduct research/assignments <p>Convention on the Rights of the Child</p> <p>Article 24 (Health and health services): Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment and information to help them stay healthy.</p> <p>Jamaica has legislation that recognizes the right of persons aged 16 to obtain medical services without parental consent. Young people under the age of 16 are not able to access services without the consent of a parent or guardian.</p>	Role play	In groups, students will write on a strip of paper questions they have about reproductive health. The teacher will redistribute the questions to different groups who will role-play how they would access the desired information from a health care provider, parent or guidance counsellor using the steps in the life skill communication.	Role play illustrates effective use of the steps in communication skill – being an effective speaker, along with appropriate value/ virtue such as confidence

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Even though doctors, nurses or health care providers cannot discuss a patient's conversations, physical examination, medical history, and test results with other people, even the patient's parents, they are required by law to report if a child is harming himself/herself or others, or if they are at risk of being harmed by others.</p>			

APPROPRIATE EATING & FITNESS

GRADE 4 – APPROPRIATE EATING AND FITNESS –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"> 1. Recognise healthy eating as a critical component of healthy living throughout the life cycle. 2. Demonstrate ways to select a balanced meal, using a variety of foods. 3. Apply safe food-handling principles 	1. Making Healthy Choices	1. Healthy Food Choices	<ul style="list-style-type: none"> • You are What You Eat • Drinking Water for Health and Wellbeing • Safe Food, Good Health
RS AEF2: Demonstrate understanding of fitness and its relationship to good health and quality of living	<ol style="list-style-type: none"> 1. Recognise and value fitness as another critical component of healthy lifestyle. 2. Incorporate safety principles when engaged in fitness activities 3. Design and implement an age-appropriate physical fitness plan 4. Appreciate the role of fitness in achieving good health 	2. Good Health & Quality Living	1. Safeguarding My Health	<ul style="list-style-type: none"> • Lively Up Your “Cells” • Keeping Fit, Being Safe
RS AEF3: Analyse the influence of socio-cultural and economic factors, as well as personal beliefs on lifestyle choices related to eating and fitness.	<ol style="list-style-type: none"> 1. Demonstrate an understanding of factors that influence eating and fitness behaviours. 2. Make varied choices to broaden experiences related to eating and fitness. 	3. Factors Influencing Eating & Fitness	1. Eating and Fitness Influences	<ul style="list-style-type: none"> • What in the World • Influences My Eating and Fitness? • Breakfast for Health and Wellness

Regional Standards	Core Outcomes	Modules	Unit	Topics
RS AEF4: Develop knowledge and skills to access age-appropriate sources of information, products and services related to eating and fitness	1. Identify sources of accurate, age-appropriate information relating to eating and fitness.	4. Sourcing Information	1. The Health and Physical Activity Marketplace	<ul style="list-style-type: none"> Shopping for Good Health and Fitness

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. They should acquire skills to make healthy food choices and reduce the incidents of diet-related/lifestyle diseases.

Key Skills

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

GUIDANCE FOR THE TEACHER

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

LINKS TO OTHER SUBJECTS: Physical Education

GRADE 4**Theme: Appropriate Eating and Fitness**

Module 1: Making Healthy Choices

Unit 1: Healthy Food Choices

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

1. Understand the importance of healthy food choices and their relationship to good health
2. Appreciate the importance of making healthy food choices
3. Apply cognitive and coping skills to eat healthily

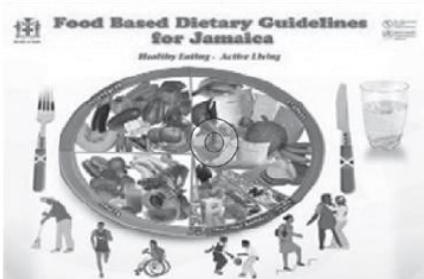
Core Values: Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service**Topic 1:** You Are What You Eat**Life Skills:** Social: Communication, Advocacy

Cognitive: Decision making

Coping: HealthY Self-management

Values/Virtues: Wisdom, Moderation, Self-control, Discipline, Sacrifice

Objectives	Points to Note/Guidance to Teacher	Strategies	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 foods that support the health of their skin, hair, eyes and teeth • Comply with dietary guidelines to eat healthier meals • Demonstrate advocacy skill to support making healthy food choices 	<p>Nutrition Eating foods from the six food groups gives us a varied, balanced and healthy diet. Different foods within the same group contain different nutrients.</p> <p>The Food-Based Dietary Guidelines for Jamaica says it is important to (1) eat a variety of foods from all the food groups daily, (2) eat a variety of fruits daily, (3) eat a variety of vegetables daily, (4) include peas, beans and nuts in your daily meals, (5) reduce intake of salty and processed foods, (6) reduce intake of fats and oils, (7) reduce intake of sugary foods and drinks and (8) make physical activity a part of your daily routine.</p>	Research/ Graphic Organizer	<p>In small groups, students will research how each nutrient helps their bodies, using the Food-Based Dietary Guidelines for Jamaica poster/chart. Students will continue the research by reviewing the six food groups for healthy eating, identifying the body parts that they want to make healthier, and the foods they need to eat to get the results they desire.</p> <p>Groups will present their findings using a graphic organizer or any other creative means.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • What are the benefits of some of the foods I eat? • What foods can I eat to improve the health of my eyes, teeth, skin etc.? 	Presentations show an accurate understanding of the foods that support the health of their skin, hair, eyes and teeth

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Benefits of Each Food Group When we eat from all six food groups, good health is promoted, well-being is improved, and our bodies receive the necessary nutrients to fight illnesses and energy for work and other daily activities.</p> <p>The fruit group includes naseberry, cherry, mango, orange, ripe banana, and star apple, among others. Fruits contain fibre, carbohydrates, vitamins, minerals, water and phytonutrients. These help us to prevent constipation, fight illnesses, improve the health of hair, skin and nails and keep us full for longer.</p> <p>The vegetable group includes carrots, pumpkin, string beans, okra, callaloo, cabbage, lettuce, and tomato, among others. Vegetables are a good source of fibre, carbohydrates, phytonutrients, vitamins, minerals and water. These help us to control conditions such as diabetes, hypertension, overweight/obesity and heart diseases.</p> <p>The legumes and nuts group includes all peas, beans, nuts and seeds which are a good source of fibre, protein, and minerals. Our fibre intake increases when we consume these and they provide a healthy option for snacks in between meals, preventing extremes of hunger.</p> <p>The fats and oils group includes cooking oil, margarine, butter, meat</p>	Project/ Journaling	<p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will work in groups to create a balanced meal using the Food-Based Dietary Guidelines to assemble their plates from the websites below. Each group will present a justification for their plates, stating the amount of food to be consumed from each food group.</p>  <p>1. http://www.moh.gov.jm/edu-resources/food-based-dietary-guidelines-for-jamaica/ 2. http://www.fao.org/3/a-az914e.pdf</p> <p>They will monitor the food they eat for two weeks and in their journals, they will report on how well they were able to comply with the guidelines at each of their meals.</p> <p>Reflective Question:</p> <p>Which food groups should I be consuming the most or least of? What eating habits do I need to change to comply with dietary guidelines?</p>	Journal entries reflect appropriate value/virtue such as moderation or discipline and effective use of healthy self-management skill to comply with dietary guidelines

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>fat, coconuts, nuts, ackee, avocado (pear), shortening, pastries, fried foods, processed foods, chips, mayonnaise, and salad dressing. These are sources of fats (trans fat, saturated fat), cholesterol, & fat-soluble vitamins such as vitamins A, D, E & K. Eating from this group helps to control hypertension and heart diseases, prevents some cancers and improves health and well-being,</p> <p>The staple food group includes bread, breadfruit and yams among others, which give us energy from the carbohydrates and potassium which is needed to maintain a regular heartbeat and fluid balance in the cells. Staples are gluten-free and hypoallergenic, as they are unprocessed, with no added dyes, flavourings or food additives.</p> <p>The food from animals food group includes poultry, beef, pork and fish. This group supplies many nutrients, including protein, B vitamins (niacin, thiamine, riboflavin, and B6), vitamin E, iron, zinc and magnesium. These help with healthy bones, muscles and teeth (milk, yoghurt).</p>	Creative Arts	<p>Students will create individual pledges on stock cards or other appropriate materials. They will pledge to include nutritious foods in their diets. These messages will form part of their class' advocacy for healthier options to be made available to children.</p> <p>Students will also work in groups to create jingles to support the campaign for healthier food options.</p> <p>Teacher will provide feedback and clarify where necessary.</p>	Posters or jingles reflect effective use of the steps in advocacy skill, along with appropriate value/ virtue such as wisdom

GRADE 4 **Theme: Appropriate Eating and Fitness**

Topic 2: **Drinking Water for Health and Wellbeing**

Life Skills: Social: Communication, Advocacy
 Cognitive: Decision making
 Coping: Health Self-management

Values/Virtues: **Moderation, Commitment, Discipline, Sacrifice**

Objectives	Points to Note/Guidance to Teacher	Strategies	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 drinking adequate water for healthy living Practise water in-take to improve daily diets Demonstrate social skills to support drinking water to reduce the risk of dehydration 	<p>Approximately 65% of the human body is water. Drinking insufficient water will result in dehydration (loss of water from the body that needs to be replenished). If the body is not rehydrated (drink water) lungs, kidneys, the brain and other body parts will fail to work well which may lead to serious illness or even death if left untreated.</p> <p>Symptoms of dehydration include thirst, dry mouth, little need to urinate, dark/very yellow urine, dry skin, headache, muscle cramps, dizziness, fainting and others. Symptoms will depend on the level of dehydration in the body.</p> <p>Water, therefore, helps to:</p> <ul style="list-style-type: none"> ✓ regulate body temperature ✓ get rid of waste ✓ reduce constipation ✓ reduce disease ✓ improve the appearance of the skin ✓ maintain and improve general physical health ✓ keep the body hydrated 	<p>Experiment/ Discussion</p>	<p>Students will work in groups to maintain three small plants for five days. Plant A will be watered twice daily, Plant B will be watered only twice in five days and Plant C will receive no water at all. Students will record what they notice about the physical appearance of each plant. A discussion will follow about the importance of drinking enough water.</p> <p>Guiding questions:</p> <ol style="list-style-type: none"> What did you notice about the physical appearance of the plant that received water twice daily? What did you notice about the physical appearance of the plant that received water twice in five days? What did you notice about the physical appearance of the plant that did not receive water? Which plant appears to be the healthiest? Which plant appears to be the least healthy? Why is drinking enough water important? 	<p>Discussion points reflect a clear and accurate understanding of the importance of drinking adequate water</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Children's needs vary depending on their activity levels and whether they are on medication and the types of food they eat. Children who eat more foods that are well-hydrated such as watermelons, tomatoes, mangoes, cane, apples or cucumbers tend to need to drink less water because they consume water when they eat these foods.</p> <p>Tips to help you drink more water</p> <ul style="list-style-type: none"> ✓ Take water in enough quantities everywhere you go ✓ Make or purchase a water bottle that can hold adequate water ✓ In summer, put a bottle of frozen water in your lunch box and keep a bottle of cold water in the fridge ✓ Choose to drink water instead of sugary drinks ✓ Choose to eat foods that have high water content. ✓ Learn more about the benefits of drinking water and share the information with others ✓ Ask your parents and family members to join in drinking more water ✓ Dilute juices, sports drinks and cordials with water and use smaller glasses when drinking sugary drinks 	Project/Reporting	<p>Reflective Question:</p> <p>Why is drinking water better for you than soft drinks, cordials and fruit juices?</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will assess their water bottles if they have one to determine if they can hold all the water they need to drink while they are at school. Students without water bottles will identify an appropriate plastic bottle at home that can be reused as a drinking water bottle. Using the sample chart below or any other appropriate tracker, students will work in groups to monitor how much water they drink daily at school and at home over a specified period. Students will review how they feel to determine if they have had enough water to drink.</p> <p>Reflective Questions:</p> <p>Am I drinking enough water every day?</p> <p>How do I feel when I drink enough water?</p> <p>How do I feel when I do not drink enough water?</p> <p>How much water am I drinking?</p> <p>Extension: Students will play the water game to test their hydration knowledge.</p> <p>Jimmy's Thirsty: https://www.healthyactivekids.com.au/teachers/online-games/jimmys-thirsty/</p>	Reports reflect display of appropriate value/virtue such as commitment or moderation and effective use of healthy self-management skill to improve water intake

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria																																				
	<p>How Much Water is Adequate?</p> <p>The body loses water every day, which needs to be replaced, on average, 2.9 litres for men, and 2.2 litres for women. Studies have demonstrated that people who do not consume an adequate amount of water are at greater risk for certain chronic diseases. The American Journal of Epidemiology, says the risk factors associated with coronary heart disease are elevated by dehydration. It reports that drinking high amounts of water is as important as exercising, dieting, or not smoking in preventing the disease.</p> <p>We should drink more water when we are exercising or on a hot day. We often do not feel thirsty even when our bodies need fluid, so it's a good idea to drink water regularly throughout the day.</p> <table><tr><th>Age Range</th><th>Gender</th><th>Total Water (glasses/Day)</th></tr><tr><td>4 to 8 years</td><td>Girls and Boys</td><td>5/1litre/25 ounces</td></tr><tr><td rowspan="2">9 to 13 years</td><td>Girls</td><td>7/1.5 Litre/35 ounces</td></tr><tr><td>Boys</td><td>8/1.1litre/40oz</td></tr><tr><td rowspan="2">14 to 18 years</td><td>Girls</td><td>8/1.1litre/40 oz</td></tr><tr><td>Boys</td><td>11/1.6/55oz</td></tr></table>	Age Range	Gender	Total Water (glasses/Day)	4 to 8 years	Girls and Boys	5/1litre/25 ounces	9 to 13 years	Girls	7/1.5 Litre/35 ounces	Boys	8/1.1litre/40oz	14 to 18 years	Girls	8/1.1litre/40 oz	Boys	11/1.6/55oz		<p>The Kidney Brothers: https://organwiseguys.com/wp-content/uploads/2015/04/OWG_Blog_Activity_Sheet_4-2-15.pdf</p> <p>Choose Water as Drink https://www.healthykids.nsw.gov.au/downloads/file/kidsteens/HealthyKids_KidsFactSheet_ChooseWaterAsADrink.pdf</p> <p>Complete the chart with the days of the week and fill in the chart by colouring a square blue and writing how much water you drink per day.</p> <table><tr><th>TIME</th><th>MO</th><th>TU</th><th>WE</th></tr><tr><td>Breakfast</td><td>Drank a bottle of water 600ml or 2 ½ cups</td><td></td><td></td></tr><tr><td>Lunch</td><td></td><td>2 bottles of water 1200 ml or 5 cups</td><td></td></tr><tr><td>Dinner</td><td></td><td></td><td></td></tr><tr><td>Extra-curricular activity (football, swimming)</td><td></td><td></td><td>Drank a bottle of water 600ml or 2 ½ cups</td></tr></table>	TIME	MO	TU	WE	Breakfast	Drank a bottle of water 600ml or 2 ½ cups			Lunch		2 bottles of water 1200 ml or 5 cups		Dinner				Extra-curricular activity (football, swimming)			Drank a bottle of water 600ml or 2 ½ cups	
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Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Water and Sport</p> <ul style="list-style-type: none"> ✓ Staying well-hydrated, especially in hot weather and when you're exercising, helps your body function at its best. Dehydration can cause headaches and fatigue, make you feel cranky and affect your concentration. When you feel thirsty, you may already be dehydrated. Drink water before beginning physical activity and have a few mouthfuls of water during breaks in playing games or sports. ✓ After sport or exercise, drink plenty of water to make up for what you've lost in sweat. 	Project	<p>Students will create and participate in the "Drinking Water Chain." Students will work in groups to design a campaign either by using the creative arts or by designing a competition. Each group will activate their campaign at school and any other place (church, home, community). Students will modify the chart from the previous activity on water intake to record how they encouraged others to drink more water and report the results of their campaign focussing on these questions:</p> <ul style="list-style-type: none"> • Are my family members drinking more water? • How much more water? • How do they feel after starting to drink more water? <p>Reflective Question:</p> <p>How can I encourage others to drink more water?</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Extension: Drinking Water Campaign https://www.healthyactivekids.com.au/wp-content/uploads/2014/01/U1L6R2-Clean-Water-Campaign.pdf</p>	<p>Reports reflect effective use of the steps in advocacy skill and display of appropriate value/virtue such as reason or commitment to encourage others to drink water</p>

GRADE 4	Theme: Appropriate Eating and Fitness
Topic 3:	Safe Food: Good Health
Life Skills:	Social: Communication, Advocacy Cognitive: Decision making Coping: Healthy Self-management
Values/Virtues:	Responsibility, Cleanliness, Respect, Consideration

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic students should be able to:</p> <ul style="list-style-type: none"> Examine the relationship between keeping food safe and maintaining good health Practise keeping their food safe Demonstrate the ability to use social skills to take actions that promote food safety 	<p>The World Health Organization states that safe food is needed for everybody, from growing children and adolescents to pregnant women and older adults. Unsafe food and water are linked to the deaths of an estimated 2 million people annually including many children. We are encouraged to follow simple steps of food safety when handling food to prevent some foodborne illnesses and diseases.</p> <p>Steps to Safe Food</p> <p>Keep clean. Thoroughly wash raw fruits and vegetables with tap water; Keep your hands, the kitchen and the chopping board clean all the time.</p> <p>Separate raw food from cooked food. Do not mix raw food and ready-to-eat food.</p> <p>Cook thoroughly all meat, poultry and seafood, especially shellfish. Reheat all leftovers until they are steaming hot.</p>	<p>Story/ Discussion</p>	<p>Students will listen to and observe the pictorial story about How Dad Got Sick and discuss the following questions:</p> <p>Pictorial Story: https://www.fsis.usda.gov/wps/wcm/connect/a0cc777d-ac98-446e-b7eb-2157172249cf/How_Dad_Got_Sick.pdf?MOD=AJPERES</p> <p>Guiding questions:</p> <ol style="list-style-type: none"> What will happen if you eat unsafe foods? What will happen if you eat safe foods? Why is it important for you to keep your food safe? How does keeping foods safe help to maintain good health? <p>Teacher will provide feedback and clarify where necessary</p> <p>Extension: Students will work in groups to review and discuss one poster about each of the four simple steps to prevent foodborne illnesses.</p> <p>Food Safety Posters – Page 13-20: http://www2.gnb.ca/content/dam/gnb/Departments/sd-ds/pdf/VVellness-MieuxEtre/Chefs/KeepingFoodSafe.pdf</p>	<p>Discussion points reflect a clear and accurate understanding of the relationship between keeping food safe and maintaining good health</p>

[illegible]

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			As Food Safety Ambassadors, students in groups will design and implement a campaign to promote food safety in their home or community. This could involve creating posters or videos.	and appropriate value/virtue such as respect or responsibility

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. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Physical Education

GRADE 4**Theme: Appropriate Eating Fitness**

Module 2:

Good Health and Quality Living

Unit 1:

Safeguarding My Health

Learning Goals:

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

1. Understand the importance of physical activity
2. Appreciate the role physical activity plays in the development of a healthy lifestyle
3. Apply cognitive or coping skills to improve physical activity levels

Core Values:

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

Topic 1:

Lively Up Your “Cells”

Life Skills:

Social: Communication, Advocacy

Cognitive: Decision making

Coping: Health Self-management, Self-awareness

Values/Virtues:

Commitment, Respect, Care, Appreciation, Discipline

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic students should be able to:</p> <ul style="list-style-type: none"> • Explain the benefits of engaging in physical activity • Proposes a plan to increase physical activity to maintain good health • Demonstrate social skills in promoting physical activities for healthy living 	<p>Importance of Engaging In Physical Activity</p> <p>Engaging in regular physical activity is especially important for young children. It builds strength and develops healthy bodies, improves the development of gross and fine motor skills, increases self-sufficiency and confidence, better sleep, weight management, improves social skills and can even enhance academic performance. Regular physical activity also reduces the risk factors for obesity and diabetes and the development of common chronic diseases of adulthood, such as heart disease and certain cancers. Physical activity should be a part of daily life.</p>	<p>Movement/ Discussion/ Journaling</p>	<p>Students will warm up with the video “Exercise is Cool” or dance to the “Cha Cha Slide”</p> <p>Exercise: https://www.youtube.com/watch?v=NbEeaBULvys</p> <p>Cha Cha Slide: https://www.youtube.com/watch?v=wZv62ShoStY</p> <p>Students will then discuss the benefits of exercise/physical activity. Teacher will use the following questions to guide students:</p> <ul style="list-style-type: none"> • How do I feel after exercising/dancing/ physical activities? • How can I benefit from exercise or physical activity? • How physically active am I? <p>Teacher will provide feedback and clarify where necessary.</p>	<p>Discussion points reflect a clear and accurate understanding of the benefits of engaging in physical activity</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Participating in physical activity:</p> <ul style="list-style-type: none"> • Gives you more energy • Makes you more alert • Helps you to learn better and to be more tolerant • Helps you to maintain a healthy weight • Helps you to sleep better • Adds fun <p>Some activities that get the body moving include: walking, running, jumping, skipping and dancing.</p> <p>Clearance for Physical Activities Some people have medical conditions that may prohibit them from engaging in some types of physical activities. It is therefore important to discuss with a doctor what kinds of physical activities are okay for one's body.</p> <p>Physical activity is affected by age, gender and physical health.</p> <p>Note to teacher: Ensure that all students engaging in physical activities are medically cleared to do so.</p>	<p>Research/ Panel Discussion</p> <p>Project</p>	<p>Students will brainstorm a list of physical activities that are appropriate for their age. From the list, they will identify two or three activities that they enjoy or would like to engage in. They will then go around the room and find students with similar interests. In these groups, students will then prepare a plan to show how they will engage and increase their levels of physical activity to 60 minutes per day. Groups will share their plan with the class. The focus question for the panel discussion is: What can I do to make sure that I am physically active each day?</p> <p>In groups, students will create dance moves and short jingles to promote habits for maintaining good physical health. Jingles should have instructions for dance moves as in the "Cha Cha Slide" https://www.youtube.com/watch?v=wZv62ShoStY Jingles should be recorded and played intermittently over a period via the school's public address system encouraging everyone to move to the jingles. They may also be performed at the end of the devotion. Teacher will provide feedback and clarify where necessary.</p> <p>Reflective Question:</p> <p>What can I do to increase physical activity in my home, school and community?</p>	<p>Plans reflect appropriate value/ virtue such as care or appreciation to increase physical activity to maintain good health</p> <p>Jingles reflect proficient use of the steps in advocacy skill along with appropriate value/ virtue such as care or commitment</p>

GRADE 4**Theme: Appropriate Eating and Fitness****Topic 2:****Keeping Active. Being Safe****Life Skills:**


Social: Interpersonal relationships, Communication

Cognitive: Critical thinking, Decision making

Coping: Healthy self-management, Self-awareness, Self-monitoring

Values/Virtues:**Obedience, Responsibility, Respect, Fairness, Honesty**

Objectives	Points to Note/Guidance to Teacher	Strategies	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 to safety when engaged in physical activity Justify the importance of abiding by rules when engaged in physical activity Demonstrate social skills when promoting safety during physical activity 	<p>When we participate in physical activity we need to keep safe, ensuring we avoid harming ourselves or others.</p> <p>Physical Activity Safety Principles</p> <p>There are some things we must do to protect our bodies.</p> <ol style="list-style-type: none"> 1. Warm-up before starting 2. Build up the amount of activity gradually 3. Use/wear appropriate safety gear 4. Cool down 5. Drink lots of water <p>Rules</p> <p>Sometimes when we are engaging in physical activity, whether for fun or competing, accidents happen because we are trying very hard to win.</p> <p>Rules are necessary to ensure everyone's safety. Rules ensure that conflicts can be resolved, and encourage discipline and respect for oneself, teammates and opponents.</p>	<p>Discussion/</p> <p>Speech</p>	<p>Students will discuss their favourite physical activities and then discuss the role of and importance of rules when engaged in physical activity.</p> <p>Guiding questions:</p> <ol style="list-style-type: none"> 1. Which physical activities do you like to participate in? 2. Why do you need to follow rules during physical activity? 3. What are some of the rules that keep you safe during your favourite sports? <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students in groups will prepare and present speeches to justify why following rules during physical activity is important. They will include possible consequences of disobeying the rules of games and sports.</p> <p>Guiding question:</p> <p>Why is it important to follow rules when engaging in physical activities?</p> <p>Teacher will provide feedback and clarify where necessary.</p>	<p>Discussion points reflect a clear and accurate understanding of the importance of safety rules during physical activity</p> <p>Speeches reflect students' ability to accurately justify the importance of abiding by rules during physical activity while displaying appropriate value/virtue such as obedience</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Health Status Before participating in physical activities, knowing whether we have a medical condition that may affect the level of participation is important. We should always follow our doctor's advice about participating in physical activity and the instructions of our coaches/ teachers during physical activity.</p>	Campaign	<p>Students in groups will design a campaign (posters, school presentations, flyers, cheers) to promote safety during physical activity. Each group will create a tagline for their campaign. Groups will action their campaign using different platforms (cheerleading, grade 4 rally, and walkathon on the school compound).</p>  <p>Sample Campaign Poster: https://www.teacherspayteachers.com/Product/PE-Poster-Top-10-Cardiovascular-Endurance-Exercises-2015591</p>	<p>Campaign messages reflect effective use of the steps in advocacy skill along with appropriate value/ virtue such as fairness or responsibility, to promote safety during physical activity while</p>

THEME: APPROPRIATE EATING AND FITNESS

MODULE 3: FACTORS INFLUENCING EATING AND FITNESS

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

About the Module

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

Key Skills

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

GUIDANCE FOR THE TEACHER

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

LINKS TO OTHER SUBJECTS: Physical Education

Theme: Appropriate Eating and Physical Activity

Factors Influencing Eating and Fitness

Eating and Fitness Influences

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

1. Understand how food choices affect good health
2. Appreciate the importance of making healthy food choices
3. Apply life skills to engage and promote healthy eating and physical activity for healthy living

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

Breakfast for Health and Wellness

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

Appreciation, Care, Commitment, Responsibility

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic students should be able to:	Eating a healthy, balanced breakfast is very important. A car will not drive without gas! Humans need food to function every day. Breakfast is the first and most important meal of the day. Without a healthy breakfast, the body will function poorly.	ICT/ discussion	Students will discuss in small groups why they think breakfast is important to maintain good health. They will then view the following video entitled <i>Why is a Healthy Breakfast the Most Important Meal of the Day</i> and discuss in small groups: https://www.youtube.com/watch?v=vQ3XNgoa8U8	Discussion points reflect a clear and accurate understanding of the importance of a healthy breakfast in maintaining good health.
• Examine the importance of breakfast in maintaining good health	A healthy breakfast needs to have nutrients from at least three food groups (World Health Organization). Having a healthy breakfast helps children to:	ICT/ Interview/ Presentation	Students, individually, will interview peers to find out if they are eating breakfast daily. In groups, they will then create a 'Breakfast Book' showing photos and pictures of various nutritious meals that can be eaten for breakfast. The book can also include recipes and highlight the importance of a healthy breakfast. Group leaders will present to the class.	Books reflect appropriate value/virtue such as responsibility or care; capture the importance of, and encourages, eating breakfast to maintain good health
• Promote the importance of consuming a healthy breakfast daily	✓ Grow healthy and strong ✓ Have enough energy to play			
• Demonstrate the ability to use cognitive skills to support eating a healthy breakfast daily	✓ Concentrate on their schoolwork ✓ Develop properly ✓ Develop healthy eating habits ✓ Prevent diseases such as diabetes			

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>It is important to guide children to make simple, quick and nutritious meals. Breakfast ideas include:</p> <ul style="list-style-type: none"> ✓ Sandwiches: A sandwich can be made of any type of protein (including food left over from dinner) and vegetables. Cash crops such as lettuce, pak choi and callaloo or tomatoes can be planted in our backyards or containers. They are easy and inexpensive to maintain. ✓ Cereals and porridge ✓ Fruits ✓ Any combination of foods that will give nutrients from at least three food groups in quantities needed <p>Children can ensure they have a healthy breakfast by:</p> <ul style="list-style-type: none"> ✓ Learning about the importance of having a healthy breakfast ✓ Eating the food provided for them at home ✓ Speaking up to a trusted adult if their parents are not able to provide food for them ✓ Accessing their school's breakfast programme <p>Skipping breakfast can result in:</p> <ul style="list-style-type: none"> ✓ Increased risk of diseases ✓ Lack of essential nutrients in the body such as fibre 	Case Scenarios/ Role Play	<p>Sample Interview Questions</p> <ol style="list-style-type: none"> 1. Did you eat breakfast this morning? 2. What did you have for breakfast? 3. Do you think it was nutritious? 4. When was the last time you ate yesterday? 5. Calculate the amount of time between your last meal yesterday and your first meal today. 6. Describe how you feel if you skip breakfast in the morning. 7. Why do you think that breakfast is the most important meal of the day? <p>Students will be placed in groups to read a case scenario and respond to the situation to help their friend. Students can role-play their responses.</p> <p><i>Mary's mother wakes up at 5 a.m. each morning to prepare breakfast. By the time Mary wakes up and gets ready for school, it is too late to eat breakfast.</i></p> <p><i>Sim has not eaten breakfast for the last two days. He was late for school but had all his books in his backpack. Later that morning, Sim didn't feel very well. His stomach hurt a little and he felt like he had no energy. "What's going on?" thought Sim, "I felt OK when I woke up, but now I don't feel well." Sim's teacher noticed he wasn't himself. Usually, he was the first one to raise his hand when she asked the class a question, but this day it seemed like it was hard for Sim to pay attention.</i></p>	Students' responses reflect effective use of the steps in problem solving, creative thinking or empathy skill and appropriate value/virtue such as or care to support eating a healthy breakfast daily.

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>✓ Low blood sugar levels affect mood and ability to concentrate</p>		<p><i>There is a breakfast programme at Han's school to ensure students have something to eat before classes. Han comes to school every day but does not eat breakfast.</i></p> <p>Guiding questions:</p> <ol style="list-style-type: none"> 1. What can Mary and her mother do to ensure that Mary eats breakfast before school? 2. Why do you think Sim didn't feel well when he got to school? Did he forget to do something important? 3. What else might happen to Sim because he didn't have breakfast? 4. If Sim keeps skipping breakfast in the mornings, do you think he will have enough energy to play daily? 5. How can you encourage Han to eat the meal provided each day in the breakfast programme? 	

THEME: APPROPRIATE EATING AND FITNESS

MODULE 4: SOURCING INFORMATION

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

About the Module

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

Key Skills

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

GUIDANCE FOR THE TEACHER

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

LINKS TO OTHER SUBJECTS: Physical Education

GRADE 4**Theme: Appropriate Eating Fitness**

Module 4:

Sourcing Information

Unit 1:

The Health and Physical Activity Marketplace

Learning Goals:

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

1. Know how to access age-appropriate information relating to healthy eating and fitness
2. Appreciate the responsibility of acquiring accurate information related to healthy eating and fitness
3. Apply life skills related to sourcing information for healthy eating and fitness

Core Values:

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

Topic: 1

Shopping for Good Health and Fitness Information

Life Skills:

Social: Communication

Cognitive: Critical Thinking, Creative thinking

Coping: Healthy self-management, self-awareness

Values/Virtues:

Wisdom, Credibility, Responsibility, Trustworthiness

Objectives	Points to Note/Guidance to Teacher	Strategies	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 sources of quality eating health information • Evaluate the validity of healthy eating and physical activity resources • Express the importance of accessing health information from credible sources • Demonstrate the ability to access 	<p>Accessing Information Information is easily accessible online. A quick search on Google shows thousands of websites, but students need guidance on how to access valid health information.</p> <p>Reliable health information can be found in pharmacies, doctors' clinics and community health centres, telephone helplines or direct lines to doctors and pharmacists; reliable health information websites, such as government sites, support organisation sites, and medical journals.</p> <p>Credible Health Institutions and Organizations</p> <p><i>World Health Organization (WHO)</i> tackles disease and seeks to achieve better health globally. The</p>	<p>Story Board/ Discussion</p>	<p>Students will work in groups to examine pictures of different places and discuss the following questions:</p> <ul style="list-style-type: none"> • If you have a question about your health or your diet, where do you go? • Is the internet a good place to source quality information on eating and fitness? • How do you know if you are getting trustworthy or reliable information? <p>Sample pictures include a hospital, clinic, community shop/bar, police station, library, pharmacy, church, healthy lifestyle clubs, shopping malls, gas stations, supermarkets, schools, police officers, and gym instructors.</p> <p>Each group will select the pictures of the places/persons that they believe can give them high-quality eating and fitness information and create a storyboard that</p>	<p>Storyboard and discussion reflect a clear and accurate understanding of sources of quality health information</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria						
valid information, products and services to enhance healthy eating and physical activity through appropriate use of cognitive skill	<p><i>Pan American Health Organization (PAHO)</i> is the regional field office for WHO in the Americas of which all Caribbean countries are members.</p> <p><i>United Nations Children's Fund</i> addresses major health concerns such as HIV and AIDS, and maternal and child nutrition through child health initiatives.</p> <p><i>United States Agency for International Development</i> provides funding for and supports global health initiatives in areas such as child health and nutrition.</p> <p><i>CARPHA</i> has a public health mission of preventing disease, promoting and protecting health, and conducting educational, public health and social welfare activities within CARICOM member states.</p> <p><i>Ministry of Health and Wellness, Jamaica</i> and agencies such as the <i>National Health Fund</i> provide quality health services and promote healthy lifestyles and environmental practices.</p> <p>Seven Steps to Sourcing Health Information</p> <ol style="list-style-type: none">1. What is the source of the information? (health care providers, government agencies, etc.)2. What are the qualifications of the persons? (Are they certified and part of a professional group?)	Guided Inquiry/ Checklist	<p>will be presented to the class.</p> <p>Students will individually evaluate the information provided by the teacher on healthy eating and physical activity using the following inquiry-based checklist. Students will then give reasons for ensuring information is received from credible sources.</p> <p>Reflective question: What could happen if I share incorrect information about health issues? Do I fact-check my information before sharing it with others?</p> <p>Sample Information: Myths and Facts worksheets, media advertisement, brochures, internet information</p> <p>Health and Physical Activity Checklist</p> <table><tr><th>Consider the Source</th><th>Questions to Consider</th><th>Responses</th></tr><tr><td>Is it a respected, reliable, and unbiased source?</td><td>Who is the source? Is it a:<ul style="list-style-type: none">• Government agency• University or academic institution• Non-profit or professional organization• Commercial organizationIs it a source you recognize?</td><td></td></tr></table>	Consider the Source	Questions to Consider	Responses	Is it a respected, reliable, and unbiased source?	Who is the source? Is it a: <ul style="list-style-type: none">• Government agency• University or academic institution• Non-profit or professional organization• Commercial organization Is it a source you recognize?		<p>Students' responses reflect critical thinking skill in evaluating sources of information on healthy eating and physical activity as valid/not valid</p> <p>Responses include valid reasons to support the importance of accessing information from credible sources</p>
Consider the Source	Questions to Consider	Responses								
Is it a respected, reliable, and unbiased source?	Who is the source? Is it a: <ul style="list-style-type: none">• Government agency• University or academic institution• Non-profit or professional organization• Commercial organization Is it a source you recognize?									

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria									
	<p>3. Is the information current (up-to-date)?</p> <p>4. Is the information from reputable health care providers?</p> <p>5. What is the purpose of the information? (Is it to inform or to make money?)</p> <p>6. How can you get more accurate information?</p> <p>7. Does the information look or sound fake?</p>	<p>Research/ Discussion</p>	<table><tr><th>Consider the Source</th><th>Questions to Consider</th><th>Responses</th></tr><tr><td>Author is in the field of health or quotes a health professional</td><td>Is it clear who is providing the health information? Is the author a health care professional with credentials? Physician (MD) Registered dietitian (RD) Registered nurse (RN) Nurse practitioner (ARNP) Journalist on Health</td><td></td></tr><tr><td>Contact information provided is from reliable source</td><td>Are health claims and benefits supported with references to medical research?</td><td></td></tr></table> <p>Students will be given a topic related to healthy eating or physical activity. They will be asked to research the topic and obtain credible information to share with the class. Students will use the seven steps to health information (in content column) and must record their source.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none">How can I know if this source of information is correct?How can I trust the information I receive from people about healthy eating and physical activity?Should I listen to everything the media tells me about healthy eating and physical activity?	Consider the Source	Questions to Consider	Responses	Author is in the field of health or quotes a health professional	Is it clear who is providing the health information? Is the author a health care professional with credentials? Physician (MD) Registered dietitian (RD) Registered nurse (RN) Nurse practitioner (ARNP) Journalist on Health		Contact information provided is from reliable source	Are health claims and benefits supported with references to medical research?		<p>Research findings reflect the ability to effectively use critical thinking skills and appropriate value/virtue such as credibility or trustworthiness, to access valid information about healthy eating and physical activity</p>
Consider the Source	Questions to Consider	Responses											
Author is in the field of health or quotes a health professional	Is it clear who is providing the health information? Is the author a health care professional with credentials? Physician (MD) Registered dietitian (RD) Registered nurse (RN) Nurse practitioner (ARNP) Journalist on Health												
Contact information provided is from reliable source	Are health claims and benefits supported with references to medical research?												

MANAGING THE ENVIRONMENT



MANAGING THE ENVIRONMENT – Grade 4 – TERM 3

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
NS ME1: Demonstrate understanding of the inter-relationships of a sustainable natural environment.	<ol style="list-style-type: none"> 1. Identify elements of a sustainable environment (air, sunlight, water, land, plants and germs). 2. Identify threats to a sustainable environment. 3. Appreciate the need for a sustainable environment. 	Maintaining My Environment	The Environment and You	<ul style="list-style-type: none"> • Stewards of the Ecosystem
NS ME2: Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools, and communities.	<ol style="list-style-type: none"> 1. Identify environmental health threats with emphasis on priorities in their country. 2. Identify the main factors and sources that contribute to these environmental health threats. 	Environmental Threats	Protecting Our Land	<ul style="list-style-type: none"> • Where Did the Beauty Go?
NS ME3: Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools, and communities.	<ol style="list-style-type: none"> 1. Identify ways in which the quality of the natural environment can affect personal health and the well-being of the school and community. 2. Appreciate how a healthy, sustainable environment contributes to their well-being and their peers. 	Health & Wellbeing	Replenishing My Environment	<ul style="list-style-type: none"> • Healthy Homes and Communities
NS 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. Identify practical opportunities for maintaining a sustainable environment and reducing health threats. 2. Make appropriate choices to reduce exposure to environmental health risks for self and family. 3. Appreciate that everyone has a responsibility to contribute to a healthy, sustainable environment. 	Sustaining the Environment	Preserving My Environment	<ul style="list-style-type: none"> • I Care for My Environment: Reducing and Conserving
NS ME5: Develop knowledge and skills to access age-appropriate sources of information, products and services related to managing the environment.	<ol style="list-style-type: none"> 1. Identify sources of accurate, age-appropriate information relating to managing the environment. 	Sources of Information	Environmental Guidelines	<ul style="list-style-type: none"> • Informed and Aware

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. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education, Civics, Science, Social Studies

GRADE 4**Theme: Managing the Environment**

Module 1:

Maintaining My Environment

Unit 1:

The Environment and You

Learning Goals:

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

1. Understand the inter-relationship between man and his environment
2. Appreciate and respect the importance of a sustainable environment
3. Use social skills as active stewards of the environment

Core Values:

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

Topic 1:

Stewards of the Ecosystem

Life Skills:

Social: Communication, Advocacy

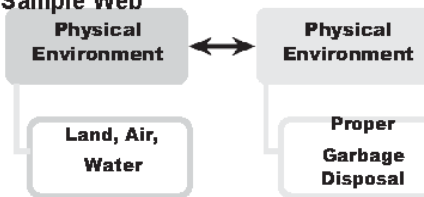
Cognitive: Critical thinking, Problem solving, Creative thinking

Coping: Self-awareness

Values/Virtues:

Stewardship, Responsibility, Cleanliness, Concern, Care

Objectives	Points to Note/Guidance to Teacher	Strategies	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 term environmental stewardship in relation to caring for the physical environment • Analyse the relationships amongst the various elements of the ecosystems • Express concern about human impact on the environment 	<p>Environmental Stewardship Stewardship is the responsible supervision of something or someone. Environmental stewardship is a commitment to the efficient use of natural resources and the protection of ecosystems. This includes balancing how we farm, hunt, conserve and preserve our natural resources because of the valuable services they provide for sustainability. http://nepa.gov.jm/student/resource-material/pdf/Environmental_Stewardship.pdf</p> <p>Ecosystem An ecosystem is made up of all the living and non-living things such as air, sunlight, water, land, plants, animals and other living organisms.</p> <p>Our school sites and backyards are part of the ecosystem. How we treat</p>	<p>Group Discussion/ Webbing Creative Art</p>	<p>In groups, students will discuss the terms 'environmental stewardship' and 'physical environment'. They will create a web showing the relationship between the elements of the physical environment (land, air, water, plants and germs) and the role of environmental stewardship. Students will then create a poster entitled Environmental Stewardship and the Physical Environment using their responses from the brainstorming and discussion.</p> <p>Reflective Question: How am I practising environmental stewardship?</p> <p>Students in groups can also use this web tool to create their web online http://readwritethink.org/classroom-resources/student-interactives/readwritethink-webbing-tool-30038.html</p>	<p>Web and poster illustrate a clear and accurate understanding of the relationship between environmental stewardship and the physical environment</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate the ability to use cognitive skills to propose solutions to address environmental issues 	<p>the earth determines whether we have clean or unclean air, safe or unsafe food and water, good or bad soil and healthy or unhealthy plants. People share the Earth with all the other living things – plants, animals, fungi, and microorganisms (living things that we cannot see.)</p> <p>Sustainable Environment All the physical surroundings on Earth are called the environment. The environment includes everything living and everything non-living; this is made up of natural and man-made resources such as landforms, rivers, plants, animals, buildings and other structures.</p> <p>People, animals, plants, and all other living things rely on the non-living parts of the environment to survive. The part of the environment where life happens is called the biosphere.</p> <p>https://kids.britannica.com/kids/article/environment/399445</p>	Journaling/ Discussion	<p>Sample Web</p>  <p>Students will go out into their schoolyard in small groups to observe the ecosystem. They will create entries in A Nature Journal using information observed on the schoolyard nature walk. They will journal detailed records of plants, animals, soils, and weather conditions through drawings and written descriptions.</p> <p>They will ensure the following are included:</p> <ul style="list-style-type: none"> Date Description of the weather conditions (and drawing if possible) Description of the soil (colour, texture, is it damp or dry?) A drawing of a plant with a brief description of where they found it (e.g., in the shade, in an open area, etc.), labelled with parts of the plant (stem, root, petal, etc.). A drawing of an animal or insect and a description of its location and what it was doing, labelled appropriately. <p>Students will return to class and in small groups discuss two items from their Nature Journal. Each group will then report on the items they discussed explaining features, organisms, or plants they observed and the way these organisms, plants and features interact</p>	Journal entries and students' responses in discussion show critical thinking and a clear understanding of relationships among the various elements of the ecosystems

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		Research/ Presentation	<p>with each other.</p> <p>Guiding questions:</p> <p>How does the ecosystem contribute to a sustainable environment?</p> <p>How do I interact with some of the organisms, features and plants/animals observed in the schoolyard?</p> <p>Students will use the internet/library to search for the year they were born and list any major environmental issue/problem (land, air, water) that occurred during that year locally or internationally (1-3 issues). They will make a presentation to the class using the following information:</p> <ol style="list-style-type: none"> 1. How they feel about environmental issues and the role of human beings in creating those issues/problems. 2. Possible solutions (environmental activities) to mitigate the problems recurring. <p>Reflective Question: How can I help my school ecosystem be healthier?</p>	<p>Presentations reflect effective use of the steps in critical thinking or creative thinking skill, along with appropriate value/virtue such as concern, to propose solutions to environmental issues</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

Teachers should:

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

LINKS TO OTHER SUBJECTS: Religious Education, Civics, Science, Social Studies

GRADE 4**Theme: Managing the Environment**

Module 2:

Environmental Threats

Unit 1:

Protecting Our Land

Learning Goals:

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

1. Understand the impact of environmental threats on the health and well-being of students, families, schools, and communities
2. Appreciate the relationship between environmental health and personal health
3. Apply social skills to become active stewards of the environment

Core Values:

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

Topic 1:

Where Did the Beauty Go?

Life Skills:

Social: Communication, Advocacy

Cognitive: Creative thinking, Critical thinking, Problem solving

Coping: Healthy Self-management

Values/Virtues:

Responsibility, Care, Concern, Respect

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Summarize environmental health threats that affect the Caribbean • Express appreciation for the environment and the need to protect it • Advocate for personal responsibility to protect the environment from health threats 	<p>Environmental Health Threats Our environment is comprised of everything around us including natural things and those built by human beings. Human action plus natural disasters put the environment at risk, thereby creating health threats. In the Caribbean, our main environmental health threats are land, air and water pollution; vector-borne diseases; deforestation and soil erosion.</p> <p>Causes of Environmental Health Threats Natural Disasters: Hurricanes and earthquakes are two of the main factors in the Caribbean that cause health threats. Winds bring viruses and cause land erosion. Erosion comes from a Latin word that means “to eat away.” Climate change causes harsh storms, which make soil and coastal (beach) erosion common</p>	Discussion/ Research	<p>Students in small groups will examine the environmental threats in Jamaica and create an environmental poster gallery to inform other students. The gallery will include pictures and captions of each environmental threat and the parishes most affected.</p> <p>Each group will be given one of the following threats to research and display on cue/poster cards:</p> <ul style="list-style-type: none"> • Land, air and water pollution • Diseases • Waste • Bird migration • Coastal erosion • Deforestation • Climate change • Hurricanes • Earthquakes <p>Sample Resource:</p>	Discussion points indicate a clear and accurate understanding of environmental threats

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		Creative Arts	<p>appreciation for the environment and encouraging persons to protect and take better care of the environment.</p> <p>In groups, students will choose one of the environmental threats (previously discussed) that result from human interaction and develop a song, video, dub poem, poster or other forms of creative art to educate persons on the issue and steps they can take to minimize their effect on their community.</p>	<p>or responsibility</p> <p>Creative pieces reflect creative messages and effective use of advocacy skill, along with appropriate value/virtue such as respect or concern to encourage personal responsibility to protect the environment from health threats</p>

THEME: MANAGING THE ENVIRONMENT

MODULE 3: HEALTH AND WELL-BEING

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 wellbeing.

Key Skills

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

GUIDANCE FOR THE TEACHER

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

LINKS TO OTHER SUBJECTS: Religious Education, Civics, Science, Social Studies

GRADE 4**Theme: Managing the Environment**

Module 3:

Health and Well-being

Unit 1:

Public Sanitation

Learning Goals:

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

1. Understand that the maintenance of a clean natural environment is integral to good national health
2. Appreciate the role of individual responsibilities and government agencies in keeping the population healthy
3. Apply social and cognitive skills in the planning and execution of action-oriented activities in caring for the environment

Core Values:

Spiritual Insights & 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 Homes and Communities

Life Skills:

Social: Communication, Assertiveness, Advocacy

Cognitive: Critical thinking, Decision Making

Coping: Healthy Self-management

Values/Virtues:

Appreciation, Responsibility, Care, Cleanliness

Objectives	Points to Note/Guidance to Teacher	Strategies	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 relationship between pollution and individual health • Show willingness to reduce pollution to improve the health of the environment • Demonstrate the ability to use coping skills to contribute 	<p>The Natural Environment This is all of the animals, plants, and other things existing in nature and not made or caused by people.</p> <p>It is important to be aware of harmful things around us so that we know how to avoid them. Our children, younger and older are more susceptible to harm as they play outside and are therefore susceptible to environmental health threats.</p> <p>It is important for us to understand the ecological impact of our individual actions at home and school. Each of us can plan and commit to conserving resources and protecting the environment, including reducing our carbon footprint. (This is explored in the following unit).</p>	Brainstorming/ ICT/ Presentation	<p>Students will watch a video about pollution entitled 'Learn about Pollution' https://www.youtube.com/watch?v=OqHp03RRTDs and present to the class a graphic organizer showing how pollution affects individual health, e.g.:</p>	Graphic organizer and discussion reflects a clear and accurate understanding of the relationship between pollution and individual health

THEME: MANAGING THE ENVIRONMENT

MODULE 4: SUSTAINING THE ENVIRONMENT

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

About the Module

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

Key Skills

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

GUIDANCE FOR THE TEACHER

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

LINKS TO OTHER SUBJECTS: Religious Education, Civics, Science, Social Studies

GRADE 4**Theme: Managing the Environment**

Module 4:

Sustaining the Environment

Unit 1:

Preserving My Environment

Learning Goals:

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

1. Understand how to creatively maintain a sustainable environment to reduce health threats
2. Respond positively to activities that reduce exposure to environmental health risks for self and others
3. Apply social and cognitive skills to improve the health of the environment

Core Values:

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

Topic 1:

I Care for My Environment: Reducing and Conserving

Life Skills:

Social: Communication, Advocacy

Cognitive: Critical thinking, Decision making

Coping: Healthy Self-management

Values/Virtues:

Responsibility, Care, Respect, Consideration

Objectives	Points to Note/Guidance to Teacher	Strategies	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 factors that threaten a sustainable environment • Display a positive attitude towards activities that seek to reduce health threats • Demonstrate social skills in promoting activities for a healthy sustainable environment 	<p>A sustainable environment is defined as responsible interaction with the environment to avoid depletion or degradation of natural resources and allow for long-term environmental quality. Environmental sustainability helps to ensure that the needs of today's population are met without jeopardizing the ability of future generations to meet their needs.</p> <p>Weather refers to short-term changes in the atmosphere, while climate is more long-term and refers to the weather over a long period in a specific area.</p> <p>Weather is the condition of the environment at any time, such as the temperature, cloud cover, fog conditions, air pressure and humidity. Today the weather might be sunny</p>	ICT/ Research/ Discussion/ Presentation	<p>Students will be divided into groups. Some groups will examine posters or watch videos showing factors that contribute to a sustainable environment. Each group will explore a different topic and present their findings to the class explaining with examples of how their assigned factor can contribute to sustainability of the environment.</p> <p>Sample Poster/Video Resources:</p> <p>Carbon Foot Print https://youtu.be/DKDq1RMHscQ https://www.teachstarter.com/teaching-resource/ways-reduce-carbon-footprint-poster</p> <p>Deforestation https://youtu.be/Nc7f5563azs</p> <p>Conservation/Preservation https://youtu.be/D_YoDiVjBRY</p>	<p>Presentations show a clear and accurate understanding of factors that threaten sustainability of the environment</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>with a clear sky and tomorrow, there might be clouds and rain.</p> <p>Climate is the long-term pattern of weather in a region. The difference between weather and climate is that the weather in a place can change every day, in terms of temperature, rainfall and wind conditions. The climate is the average, long-term weather. Weather is like our mood on a day and climate is like our overall personality.</p> <p>What makes up our climate system?</p> <ol style="list-style-type: none"> 1. Atmosphere: The air we breathe and the thin layer of gases that surround the earth. 2. Oceans: Almost 70% of the Earth's surface is covered with oceans and they change according to changes in the atmosphere. 3. Land: Geographical features influence weather. 4. Ice: 3% of the Earth's surface is ice which helps in regulating the temperatures. 5. Biosphere: The biosphere is that part of the earth which supports all forms of life. <p>Carbon footprint refers to how much is released into the air because of actions by humans (not by nature.) Anything we do that burns fuel causes carbon dioxide gas to be released in the smoke. Carbon dioxide has carbon in it. Just as walking on the</p>	Project/ Portfolio	<p>Recycling https://youtu.be/vNw4fGRO5o https://youtu.be/BaFpv03hq-4</p> <p>Going Green https://youtu.be/8DJ45Yc3urg</p> <p>Other groups will explore the life cycle of products to determine how actions threaten the environment. Students will read the fact sheets below for each product and create a timeline or brochure that shows the story of production, consumption, and disposal of products by including information about how much energy, water and waste were used in making the product assigned to their group.</p> <p>Sample Products</p> <ul style="list-style-type: none"> • The Life Cycle of a Soccer Ball https://www.epa.gov/sites/production/files/2015-09/documents/the_life_of_a_soccer_ball.pdf • Life Cycle of a CD or DVD http://www.worldwatch.org/system/files/GS0005.pdf • The Life Cycle of a Cell Phone http://www.mass.gov/eea/docs/dep/recycle/reduce/06-thru-l/life-cell.pdf <p>Students will participate in a series of activities to reduce environmental health threats. The class will be divided into groups that will rotate their involvement in activities.</p> <p>Some groups will create a Green Garden on the school grounds, using plastic bottles and other waste materials. They</p>	<p>Brochures or timelines reflect the use of critical thinking to show a clear and accurate understanding of factors that threaten sustainability of the environment</p> <p>Portfolio reflects a willingness to participate in activities and appropriate value/ virtue such as appreciation or consideration</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>sand leaves a footprint, burning fuel leaves carbon dioxide in the air, which is called a carbon footprint. One way to reduce our carbon footprint is to conserve on electricity: Turn off the lights, computers, and TV when you're not using them. Switch to compact fluorescent light bulbs.</p> <p>Reforestation is the process of replacing plants in an area where they have been destroyed. It can apply to trees, flowers, other types of plant life and to forests. Reforestation is often needed when trees are cut down to make lumber.</p> <p>Conservation/Preservation is the sustainable use and management of natural resources including wildlife, water and air. Natural resources may be renewable or non-renewable. The conservation of renewable resources like trees involves ensuring that they are not consumed faster than they can be replaced. The conservation of non-renewable resources like fossil fuels involves ensuring that sufficient quantities are maintained for future generations to utilise.</p> <p>Green Practices Reduce, Reuse, Recycle – Three great ways to eliminate waste and protect our environment! Waste, and how we choose to handle it, affects our environment.</p>	ICT	<p>will include plant waste from the school canteen such as skins from bananas to create compost for the garden. Others will create a 'Conservation Checklist' and monitor their activities to conserve resources such as water and light. Another group will practise the 3Rs of garbage management and the final group will participate in tree planting exercises.</p> <p>Students will create a portfolio to record their experience in the project. The portfolio should include reflective entries on each group activity.</p> <p>Reflective Question: What can I do to conserve natural resources?</p> <p>In groups, students will create videos to encourage people to take action to reduce threats to the sustainability of the environment. They can use videos of themselves engaged in the previous activities, and develop creative and informative messages targeting their audience.</p>	Videos reflect effective use of the steps in advocacy skill, facts on reducing environmental health threats, creativity in design and key messages as well as appropriate value/virtue such as stewardship or respect

THEME: MANAGING THE ENVIRONMENT

MODULE 5: SOURCES OF INFORMATION

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

About the Module

Students should be capable of identifying, accessing and critically assessing age-appropriate information, products and services for 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. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education, Civics, Science, Social Studies

GRADE 4**Theme: Managing the Environment**

Module 5:

Sustaining the Environment

Unit 1:

Preserving My Environment

Learning Goals:

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

1. Develop knowledge to access age-appropriate information, products and services for managing the environment
2. Accept responsibility for acquiring accurate information, products and services related to managing the environment
3. Apply life skills related to sourcing information, products and services related to managing the environment

Core Values:

Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/Service

Topic: 1

Informed and Aware

Life Skills:

Social: Communication

Cognitive: Problem solving, Critical thinking

Coping: Self-awareness

Values/Virtues:

Appreciation, Responsibility, Care, Credibility

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Investigate sources of information related to managing the environment Express appreciation for the work of environmental agencies and organizations 	<p>Sources of Information</p> <p>In Jamaica, the National Environment and Planning Agency (NEPA) was founded to carry out the technical and administrative mandate of three statutory bodies: the Natural Resources & Conservation, Authority (NRCA), the Town & Country Planning Authority (TCPA), and the Land Development & Utilisation Commission (LDUC)".</p> <p>Their duties include conservation and protection of natural resources and compliance and enforcement of environmental laws and policies.</p> <p>Environmental companies and</p>	Creative Arts/ Report	<p>Students, in groups, will act as reporters and create a newspaper about managing the environment. Each group will be given a section of the newspaper to write about the topic they will research:</p> <p>Sample newspaper sections: <u>Business</u>: How much does it cost to clean gullies of improper disposal of waste? <u>News</u>: What are the environmental threats affecting Jamaica? <u>Advice column</u>: What are possible solutions to maintaining a sustainable environment at home and school? <u>Comics and Puzzles</u>: Depict healthy and unhealthy environments and create puzzles with environmental words like pollution, recycling etc.</p>	<p>Newspaper articles reflect critical thinking and creative thinking where appropriate</p> <p>Report shows a clear and accurate understanding of different sources of information on the environment</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate the ability to use critical thinking skill to access appropriate resources to address environment alhealth threats 	<p>individuals usually operate with core values such as Integrity, Accountability, Justice & Fair-play Customer Service, Teamwork, Health& Safety, Empowerment, Respect:</p> <p>Some companies and organizations entrusted with the stewardship of the environment are CARPHA, the Caribbean Disaster Emergency Management Agency (CDEMA) and the Pan-American Health Organization (PAHO).</p>	<p>Game/Creative Arts</p>	<p>Students will work together to create the newspaper, with its various sections and articles using newsprint/cartridge paper. The newspaper will be displayed in the Health and Family Life Education Corner of the classroom.</p> <p>Each group will present to the class:</p> <ol style="list-style-type: none"> Where they sourced their information: (internet/library/resource person/ book/pamphlet) What the process was like sourcing the information; was it easy/difficult and why How they determined if the source was reliable <p>Reflective Question: How often do I practise critical thinking when sourcing information for a topic?</p> <p>Students will create and complete an 'Environmental Match Me' card game that matches the environmental activityto the organization responsible.</p> <p>Game Instructions Two groups will have the environmental activities (e.g. beach clean-up) while the other two groups will have the organizations (NEPA). Using the rules of GO FISH or any other suitable card game, students will compete in matching as many environmental activity cards with the cards for the responsible organization.</p> <p>Once the cards are matched, students will show their cards and share with the class why they appreciate the organization.</p>	<p>Completed 'Match Me' cards show knowledge of organizations and what they do for the environment.</p> <p>Students' responses reflect an appreciation for the work of the organization</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria								
		Case scenario	<p>SAMPLE MATCHING CARDS Environmental Activities</p> <table><tr><td>School Gardens</td><td>Beach clean up</td></tr><tr><td>Green Gardens</td><td>Reforestation</td></tr></table> <p>Organizations</p> <table><tr><td>RADA</td><td>NEPA</td></tr><tr><td>Plastic Bottle reused for green gardens</td><td>Forestry Department</td></tr></table> <p>Students will be given different scenarios related to environmental issues. Students in groups will read each scenario and assess the situation to determine which organizations and agencies they will need to seek support to access products, services or information. Students will then write a letter to the organization outlining their request and share it with the class. Teacher will provide feedback and clarification where necessary.</p>	School Gardens	Beach clean up	Green Gardens	Reforestation	RADA	NEPA	Plastic Bottle reused for green gardens	Forestry Department	Letters reflect effective use of critical thinking skill and appropriate value/virtue such as responsibility, to assess the situation and determine the appropriate resources required to address the situation
School Gardens	Beach clean up											
Green Gardens	Reforestation											
RADA	NEPA											
Plastic Bottle reused for green gardens	Forestry Department											

SAMPLE LESSONS

NAME:	Subject: Health& Family Life Education
Date:	Grade: 4
Theme: Sexuality and Sexual Health	Topic: It's my body and I will Defend it!
Duration: 1 hour	
General Objective: Students will appreciate the importance of keeping their bodies safe from inappropriate touches.	
Specific Objectives: At the end of the lesson students should be able to: Cognitive: Differentiate between a good touch and a bad touch. Attitude: Initiate courageous actions to protect themselves from inappropriate touches. Skill: Demonstrate the steps of refusal skills in a manner that shows courage.	
Value: Courage	
Dominant Life Skill: Refusal	
Content Summary: Both boys and girls face sexual abuse and exploitation. Any type of unwanted sexual touching or fondling is sexual abuse. Any touch that makes you uncomfortable is usually the first signal that it is inappropriate. People who sexually abuse children often use threats, bribes, humiliation, tricks or violence. A child must become aware of these persons and their various methods so he/she can protect himself/herself. Courage is an ideal value that children need to take the first step in protecting themselves against sexual abuse. The life skill, refusal, is another useful tool that children can use to stand up to persons, especially those who are known, who are making inappropriate advances that make the child uncomfortable. Chant: The topic is to be chanted throughout the lesson where courage is displayed- It's my body and I will Defend it! Steps in Refusal Skill: <ul style="list-style-type: none"> • Say a Loud 'NO!' • Run Fast – GO! • Tell a trusted adult – TELL! 	
Resources: Video presentation - My Body Belongs to Me Resources: Video presentation - My Body Belongs to Me (https://www.youtube.com/watch?v=a-5mdt9YN6I) Learn to be Courageous, https://youtu.be/fODUMKvJ5nl?si=xZmliHJ08PKQ6Jw3	
Engagement: Students will play the game "Simon Says" where they will be asked to complete actions with different parts of their bodies. Teacher will state the objectives of the lesson and highlight the dominant life skill (refusal skill) and the value (courage). Teacher will introduce the courage snap- snap fingers three times and shout courage- that will be used throughout the lesson. Students will be asked to set ground rules for the class to ensure good classroom behaviour management.	

<p>Problem Statement: Teacher will ask students to view a visual representation of the problem statement: “Many adults and older children sometimes touch children in a way that is uncomfortable and inappropriate”.</p>
<p>Exploration-: Students will watch the video, My Body Belongs to Me: https://www.youtube.com/watch?v=a-5mdt9YN6I . In small groups, they will discuss the video. Students will then be introduced to two concept maps that they will use to arrive at the definitions for the word “inappropriately” and “uncomfortable”. They will then use their dictionaries to compare the definitions that they came up with. Students will do further exploration of the video with the following explorative questions:</p> <ol style="list-style-type: none"> 1. How do I know when I am being inappropriately touched? 2. What negative feelings I might experience when I am inappropriately touched? <p>In the previously formed small groups, students will be given symbols (X or) from a container. X is for inappropriate touch and is for appropriate touch. Two charts representing the bodies of a boy and a girl will be mounted on the board. A student or students from each group will be selected to place the symbols on parts of the body that they think are either good or bad for persons to touch.</p> <p>Students will then watch a video entitled, “Learn to be Courageous” on https://youtu.be/fODUMKvJ5nl?si=xZmIiHJ08PKQ6Jw3. A discussion will ensue in which the value of courage will be highlighted by engaging students in a finger-snapping activity. They will be asked to do the courage snap whenever the value is being mentioned or depicted.</p> <p>Students will repeat the topic of the lesson “It’s my body and I will Defend it!” as a chant.</p> <p>Reflective Question: How can I be courageous in refusing an inappropriate touch?</p> <p>Students will repeat the topic to emphasize courage- It’s my body and I will Defend it!</p>
<p>Explanation- Life Skills Development Stage: Students in groups will be given each step of the refusal skill on a different strip of paper. Then they will be asked to place the steps in order. A representative from each group will be given a step and then they will come together to role-play all the steps resulting in a final demonstration of the life skill. Students will share how they think refusal skill can help them to protect their bodies.</p> <ol style="list-style-type: none"> 1. Say a Loud ‘NO!’ 2. Run Fast – GO! 3. Tell a trusted adult – TELL!
<p>Elaboration: Students will be reminded of the problem statement “Many adults sometimes touch children in a way that is uncomfortable and inappropriate” shared earlier and asked to reflect on it as they are engaged in one of the following activities in their differentiated groups:</p> <p>Using the steps of refusal skill and the value courage:</p> <ol style="list-style-type: none"> 1. Draw a picture of yourself. Using assigned colours indicate the areas of your body that are considered appropriate and inappropriate for touching and will result in uncomfortable feelings. Draw how you would respond if someone tried to touch you on one of the inappropriate areas on your body. <ul style="list-style-type: none"> RED – Inappropriate for touch GREEN – Appropriate for touch 2. Write a paragraph about how you can be courageous in using refusal skill to protect yourself from being inappropriately touched. 3. Create a song or dub poem emphasizing how someone can show courage when using the refusal skill to protect themselves from inappropriate touches. 4. Complete a comic strip showing courage and refusal skill in defending their bodies.

Evaluation: Students will be given a scenario to do a role-play based on the instructions given below.

SCENARIO

Clara lives in a household that is sometimes so crowded she can't think straight. She loves her grandparents, especially her grandfather. She remembers the days when grandpa would take her to the river to fish. But, as she got older her grandfather began to treat her differently. She no longer wants to be in his company. He now tries to touch her in ways she finds uncomfortable. When he hugs her he wants to kiss her on the lips too. If she goes to the bathroom he sneaks up on her and closes the door.

Based on the given scenario, in your groups, role-play how Clara must courageously use refusal skill to deal with her uncomfortable feelings being around her grandfather. Use the rubric provided as a guide to ensure your role-play is outstanding.

Each group will use the checklist below to assess their peers

REFUSAL	YES	NO
1. A Loud 'NO!' was said		
2. They/He/She Ran Fast		
3. They/He/She Told a trusted adult		
4. They/he/she was courageous		

Assessment Questions: Were students able to:-

1. Accurately differentiate between a good touch and a bad touch?
2. Competently initiate courageous actions to protect themselves from inappropriate touches?
3. Proficiently demonstrate the steps of refusal skill in a manner that shows courage?

Teacher Evaluation:

NAME:	Subject: Health & Family Life Education
Date:	Grade: 4
Theme: Self and Interpersonal Relationships	Topic: Goals for Growth
Duration: 1 hour	
General Objective: Students will appreciate the importance of setting goals	
<p>Specific Objectives: At the end of the lesson students should be able to:</p> <p>Cognitive: Explain the importance of setting goals.</p> <p>Attitude: Show perseverance in personal abilities to achieve goals.</p> <p>Skill: Demonstrate the steps of decision making in a manner that shows perseverance to achieve goals.</p>	
Value: Perseverance	
Dominant Life Skill: Decision Making Skill	
<p>Content Summary: A goal is a target you want to reach or achieve. People who have goals to guide them are often happier and achieve more than they would without having goals. Goals provide focus so that you can plan and stay on task. Goal Setting promotes self-confidence and good mental health. When you accomplish a task or receive a prize for hard work it makes you feel good about yourself. Some goals are short-term, while others are long-term. Long-term goals are goals for the future which means you will need to focus for a long time, maybe a month or a year or several years. Short-term goals are goals you have for the near future or that you will need to focus on for a short period of time, maybe a few hours, a day, or a week. Both types of goals require effort, concentration, and commitment. It is usually helpful to think of short-term goals that will help you achieve your long-term goals.</p> <p>Goal Setting Strategy -</p> <p>Vision+ Goal+ Attitude + Action = SUCCESS</p> <p>Importance of goal setting</p> <ul style="list-style-type: none"> • Improves self-worth. • Helps children to organize their time. • Raises self-confidence. • Helps children to stay focused. <p>Children must be encouraged to set goals early in life. Goals must be set within their reach and must evolve with changing situations.</p> <p>Teacher Notes: Growth Mindset: Research shows that Growth Mindset is the understanding that abilities and intelligence can be developed. A person's mindset sets the stage for either performance goals or learning objectives. A student with a performance goal might be worried about looking smart all the time and avoid challenging work. On the other hand, a student with a learning goal will pursue interesting and challenging tasks to learn more.</p>	

<p>Life Skill:</p> <p>Decision Making Skill</p> <ul style="list-style-type: none"> • S – State the problem • O – Options (weigh options and consequences) • D – Decide • A – Act upon your decision <p>Value: Perseverance: Sticking firmly and consistently to a course of action or belief</p> <p>Chant! Goals for Growth! <i>I believe I can!</i></p>
<p>Resources: HFLE Text (Primary) https://macmillancaribbeanebooks.com/media/ces-samplepdfs/9780230483293_preview.pdf HFLE Curriculum</p>
<p>Engagement: Students will play a game of Dance Freeze to encourage movement. Teacher will play music and instruct the students to freeze in whatever position they are in when the music stops. Students should stay in the freeze position until the music starts again.</p> <p>Teacher will state the objectives of the lesson and highlight the dominant life skill (decision making skill) and the value (perseverance). Students will be asked to set ground rules for the class to ensure good classroom behaviour management.</p>
<p>Problem Statement: Show a picture of a group of children with question marks over their heads or any picture that speaks to a difficult task. Proceed by sharing with the class: Children your age, often give up easily on tasks they find difficult and this attitude affects their grades and relationship with family and friends.</p>
<p>Exploration: Three students will roleplay the dialogue on page 6 of the Health Family Life Education Primary text (https://macmillancaribbeanebooks.com/media/ces-samplepdfs/9780230483293_preview.pdf) Students in small groups (cooperative learning groups) They will explore the role play with the following discussion questions from the text:</p> <ol style="list-style-type: none"> 1. What seems to be most important to Zack? 2. How could Kim begin to work towards her career in computer sciences now? 3. How do you feel about what Zac's mother said to him? 4. Is Suzie wrong for saying she will think about her career later? <p>Throughout the responses, the value of perseverance will be highlighted- students will be asked to say Goals for Growth! <i>I believe I can</i> upon hearing the value of perseverance mentioned or depicted.</p> <p>See "Resources Plan for Success and Progress Chart" at the end of the lesson plan for additional information.</p>
<p>Explanation- Life Skill Development Stage: Students in their small groups will read activity 2 on page 7(https://macmillancaribbeanebooks.com/media/ces-samplepdfs/9780230483293_preview.pdf) of the Macmillan Primary text and use the steps in Decision Making Skill to help the character achieve her goal</p> <p>Decision Making Skill</p> <ul style="list-style-type: none"> <input type="checkbox"/> S – State the problem/situation <input type="checkbox"/> O – Options (weigh options and consequences) <input type="checkbox"/> D – Decide <input type="checkbox"/> A – Act upon your decision <p>Students will share in a whole group discussion about the importance of decision making in setting goals.</p> <p>Reflective Question: What goal would I like to achieve?</p>

Elaboration: Students will do the following in their journals using the steps in the decision making skill:

Write their long-term goal in the oval. The arrows all point towards the goal. Use the arrows as stepping stones and write down your short-term goals that will lead to your long-term goal. Students will use the steps in decision making skill and write what they will do if their short-term goals are not on track. For example,

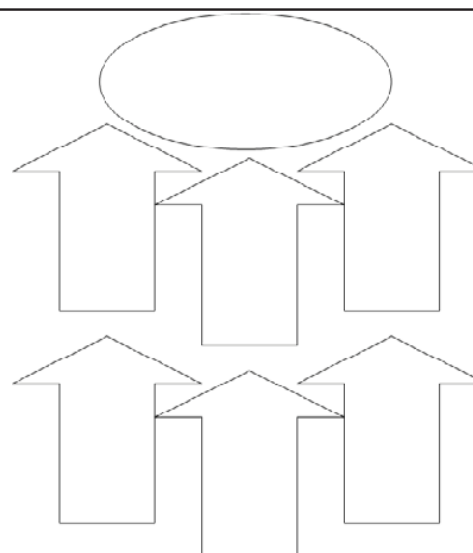
Growth Mindset Goal:

I will work longer when I am trying to figure something out. I will not give up quickly.

Strategies or things I might do to help reach my goal:

Every time I get stuck on classwork or homework I will not automatically give up. I will try to figure it out maybe in a different way or I will use the resources like my book or support materials. I will work a long time until I figure it out but if I can't find the help I need, then I will ask the teacher or adults at home.

Reflective Questions: Who can I ask to help me achieve this goal? What are some things I need to do so I can achieve my goal?



Evaluation: Issue three (3) of the statements below per small group and ask students to read them aloud to group members. They will then individually write a personal slogan or tagline to help them stay on track to achieving their goals in the previous activity.

Statements: I will have high expectations of myself • I will ask questions when I can't figure something out. • I will review all of my work and modify or redo it to improve it. • I will no longer think or say "I can't do this" or "I don't get this". I will continue to try and work it out or seek help. • I will request time after class to work with my teacher to make sure I understand. • I will spend time every day practising skills. • I will try to approach things in a new way if I am not yet having success. • I will ask for more challenging work if the work presented does not require much effort. • I will not be afraid to make mistakes and will learn from any failures. • I will make the effort required in all lessons so that I develop my neuron connections.

Students will begin day one of the Goal Progress Chart by filling in the columns. They will use the steps in decision making skill to help them overcome any obstacle they face in achieving their goals

Assessment Questions: Were students able to:-

1. Accurately explain the importance of setting goals?
2. Competently show perseverance in personal abilities to achieve goals?
3. Proficiently demonstrate the steps of decision making in a manner that shows perseverance to achieve goals?

Evaluation:

Plan for Success: A Short-Term Goal Chart (<https://www.uen.org/preventiondimensions/downloads/lessons/sixth/Lesson13-SettingGoals.pdf>)

Instruction: Choose a goal that you can accomplish in one week. Think about one thing you can do daily to achieve your goal and write them in the DAY column. Complete the chart showing all seven (7) days of the week.

Evaluate your Plan for Success each day by completing the “What I did” column. Use the Decision Making Skill Steps to help overcome any obstacles you may encounter in achieving your goals.

Describe your goal: eg. I want to be kind to my peers.

PROGRESS CHART

Day	What will I do?	Who will help me?	What I did/How I felt.
1			
2			

1. Describe your progress.
2. How do you feel about the progress you made?
3. If you didn't reach your goal, stop and think. What options do you have to create a plan of action to complete your goal?

GRADE 5

SELF & INTERPERSONAL

RELATIONSHIPS

SELF AND INTERPERSONAL RELATIONSHIPS – Grade 5 – TERM 1

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RSSI1: Examine the nature of self, family, school, and community to build strong, healthy relationships.	<ol style="list-style-type: none"> 1. Assess their self-concept. 2. Recognize how self-concept is fashioned in relationships with family and friends. 3. Recognize ways of building a positive self-concept. 	1. Understanding Self	<ol style="list-style-type: none"> 1. Personal Development 2. Building Relationships 	Knowing Who I Am Positive Interaction = Healthy Relationships
RSSI2: Acquisition of coping skills to deter behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents and other injuries.	<ol style="list-style-type: none"> 1. Identify ways of coping with feelings and emotions when under pressure in adverse situations. 2. Develop refusal and negotiation skills for dealing with risky or adverse situations. 	2. Coping with Risk and Adversity	1. Facing Difficulties	Coping with My Emotions Life IS Worth Living Positive Influences Only
RSSI3: Respect the rich diversity that exists among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values	<ol style="list-style-type: none"> 1. Affirmation of persons who are different from oneself (ethnic and cultural). 2. Appreciate that resources among diverse people are essential to developing positive relationships. 3. Appreciate that ethnic and cultural differences can add variety and richness to relationships and to available resources. 	3. Respect and Tolerance for Self and Others	1. Embracing Diversity	Appreciating Differences

THEME: SELF AND INTERPERSONAL RELATIONSHIPS

MODULE 1: UNDERSTANDING SELF

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

About the Module

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

Key Skills

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

GUIDANCE FOR THE TEACHER

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

LINKS TO OTHER SUBJECTS: Religious Education, Civics

GRADE 5**Theme: Self and Interpersonal Relationships**

Module 1:

Understanding Self

Unit 1:

Personal Development

Learning Goals:

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

1. Understand the importance of a healthy self-concept
2. Recognize how to build a positive self-concept for personal development
3. Apply life skills to develop a positive self-concept

Core Values:

**Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service**

Topic 1:

Knowing Who I Am

Life Skills:

Social: Communication

Cognitive: Decision making

Coping: Self-awareness

Values/Virtues:

Self-acceptance, Self-confidence, Love

Objectives	Points to Note/Guidance to Teacher	Strategies	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 personal traits that contribute to self-esteem • Express how they feel about their self-image • Show willingness to engage in activities that will improve their self-esteem 	<p>Self-concept is the way we see ourselves. It is our beliefs about our behaviours, characteristics and abilities, but it is not the same as self-image or self-esteem.</p> <p>Self-concept is comprised of our self-image -- the image we have of ourselves; self-esteem -- how much we value ourselves and our 'ideal self' -- who we want to be.</p> <p>Our self-concept can change over time as our feelings, thoughts and attitudes change. This means that we have control over our self-concept and can take steps to improve how we see ourselves by becoming more self-aware. Exploring our</p>	<p>Brainstorming /Personal Inventory</p> <p>Creative Expression/ Journaling</p>	<p>Students will brainstorm the meaning of the terms self-concept and self-esteem and discuss how they think a person's self-esteem affects their self-concept. Students will then complete a "Who Am I" worksheet to learn more about themselves. In pairs, they will share what they learned about themselves.</p> <p>Reflecting on the question "How do I feel about ME?" and the responses on their personal inventory worksheet, in their journals students will express how they see themselves. They will draw, create a collage or write an essay, dub poem or song to express their views of themselves. They will also share how they</p>	<p>Students' responses on worksheets and in discussion indicate their understanding of personal traits that contribute to self-esteem</p> <p>Creative expression and journal entries reflect students' self-awareness in identifying their views about themselves and their feelings about</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate coping skills by identifying actions they can take to improve their self-concept 	<p>feelings, thoughts and attitudes about ourselves will help us to understand who we are and what we can do to become the best version of ourselves.</p> <p>High self-esteem is also necessary for developing a positive self-concept. People with high self-esteem understand their strengths and weaknesses and can set goals for themselves and work towards them. They also possess self-confidence and are not always negatively affected by what people think of them.</p> <p>Positive self-concept is necessary for healthy living but involves more than having high self-esteem. It involves knowing yourself, including your strengths and weaknesses, talents and potential. It is also about loving and accepting yourself for who you are but also knowing that you are capable of improving your weak areas.</p> <p>Children should be encouraged to get involved in activities that will build their confidence and help them to develop a positive self-concept. These include keeping a compliment journal; participating in clubs, sports and other activities to discover talents; positive self-talk and volunteering in community activities.</p>	Brainstorming/ Portfolio	<p>feel about their self-image. Volunteers will share with the class.</p> <p>Note to Teacher <i>Encourage students to share journal entries with their parents; students who are comfortable doing so can also share excerpts from their journals with the class.</i></p> <p>Teachers should also be mindful of the sensitivity of the information and make the necessary referrals. Empathy skill and appropriate value/virtue should be emphasized when responding to information shared by others.</p> <p>In groups, students will brainstorm strategies to improve self-esteem that will lead to the development of a positive self-image. They will also identify at least one area of weakness that they have recognised in academics, sports or other areas and outline steps they will take to improve their abilities. Students will keep a log of their progress and express how they feel about their achievements. They will also note any improvements in self-confidence and express how they feel about themselves since their involvement in the activities. They will create a written or e-portfolio of their journey.</p> <p>Reflective Question: What can I do to improve my self-acceptance and self-confidence?</p>	<p>their self-image Journal entries reflect openness about their feelings</p> <p>Portfolios indicate students' self-awareness in identifying their areas of weakness; actions they will take to improve these areas; willingness to engage in activities that support development of positive self-esteem and appropriate value/virtue such as self-acceptance</p>

GRADE 5**Theme: Self and Interpersonal Relationships**

Module 1:

Understanding Self

Unit 2:

Building Relationships

Learning Goals:

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

1. Understand how healthy relationships contribute to a positive self-concept
2. Recognize how to build healthy relationships
3. Apply life skills to develop and maintain healthy relationships with family and friends

Core Values:

Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service

Topic 1:

Positive Interactions = Healthy Relationships

Life Skills:

Social: Communication, Empathy, Conflict resolution

Cognitive: Decision making

Coping: Self-awareness, Anger management

Values/Virtues:

Respect, Understanding, Compassion, Care, Consideration

Objectives	Points to Notes/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to:	Social relationships with family and friends help children to build a sense of who they are. As they develop, they respond to and are influenced by their relationships. Their beliefs about who they are and how much they value themselves are often based on the feedback they receive from those around them, such as family and friends. Interactions in these relationships, therefore, play a critical role in shaping a child's self-concept.	Discussion	Note to teacher: Some activities need to be conducted prior to class. Students will discuss in their groups the characteristics and behaviours they would expect to see in a healthy relationship with their friends and family members. They will present a list of these characteristics to the class along with the benefits of such relationships. Teacher and students will provide feedback and discuss.	Students' responses indicate a clear and accurate understanding of the characteristics and benefits of a healthy relationship
<ul style="list-style-type: none"> • Explain the benefits of healthy relationships • Recognize how positive and negative interactions in relationships impact self-concept • Practise communication skill to support positive 	A positive self-concept leads to positive interactions in relationships and vice versa. Children who learn how to develop and maintain positive relationships usually have healthy emotions.	Discussion	Prior to class, students will use different strips of paper to share their experiences of positive and negative interactions in relationships with friends and family members and how they felt after each interaction. Teacher will collect the strips and review them for appropriateness to share with the class and to facilitate referrals where necessary.	Students' responses reflect a clear and accurate understanding of how positive and negative interactions in relationships impact self-concept

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>interactions with friends and family</p> <ul style="list-style-type: none"> • Demonstrate the use of social skills to interact with their peers in a positive manner 	<p>Factors for a healthy relationship include:</p> <ul style="list-style-type: none"> ✓ Genuinely liking each other ✓ Showing respect to each other by listening and trying to understand each other ✓ Showing that you care about each other through kind words and interactions ✓ Enjoying and making time for each other ✓ Working through disagreements ✓ Communicating effectively and solving problems ✓ Praising and supporting each other <p>Importance of family and friends Relationships are a big part of our lives as human beings do not thrive alone. We need our family and friends for support, especially in difficult times. Having a strong network of supportive family and friends helps to enhance our mental well-being.</p> <p>Some major benefits of relationships with family and friends include:</p> <ul style="list-style-type: none"> ✓ Building trust ✓ Increased support and understanding ✓ A listening ear ✓ Improved conflict resolution skills ✓ Greater independence ✓ Sense of belonging, support and enhanced well-being 	<p>Simulation</p> <p>Self-observation/ Journaling</p>	<p>The strips of paper will then be placed in a bag. In class, students will pick one of the strips and read it to the class. Reflecting on the question: 'How would I feel if this were me', students will share how they think the positive or negative interaction would cause someone to feel about himself/herself and his/her worth and explain why.</p> <p>In pairs, students will demonstrate the steps to effective communication skill as they discuss their experiences in developing relationships with their peers. They will practise being an effective listener as well as an effective speaker. Using the steps to communication skill as a checklist, they will provide feedback to each other.</p> <p>Students will recall the qualities/ behaviours they would like to see in their relationships with their peers and mount these in the class. For example, complimenting each other or being kind. They will use these as reminders as they track their progress to improve their relationships. In their journals, they will record their experiences, the qualities they have shown and how they have used the life skill empathy, anger management, conflict resolution or communication skill to support positive interactions in their relationships with friends and family.</p>	<p>Simulation reflects effective use of the steps in communication skill and appropriate value/virtue e.g. respect or consideration</p> <p>Journal entries reflect appropriate value/virtue e.g. care or understanding and effective use of empathy, anger management, conflict resolution or communication skill to support positive interactions in their relationships</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> ✓ People to share and celebrate with ✓ Healthy sense of self ✓ Happiness 		They will report at the end of each week, sharing how they feel and what can be improved.	

THEME: SELF AND INTERPERSONAL RELATIONSHIPS

MODULE 2: COPING WITH RISK AND ADVERSITY

Acquire coping skills that 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, motor vehicle accidents and other injuries threaten the fabric of Caribbean society and the lives of Caribbean youth. The acquisition of coping skills will increase students' ability to assume a responsible role in all aspects of personal, family and community living.

Key Skills

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

GUIDANCE FOR THE TEACHER

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

LINKS TO OTHER SUBJECTS: Religious Education, Civics

GRADE 5**Theme: Self and Interpersonal Relationships**

Module 2:

Coping with Risk and Adversity

Unit 1:

Facing Difficulties

Learning Goals:

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

1. Demonstrate knowledge of ways to effectively deal with difficult situations
2. Appreciate the importance of managing emotions
3. Apply appropriate social, cognitive and coping skills to manage pressures in adverse situations

Core Values:

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

Topic 1:

Coping With My Emotions

Life Skills:

Social: Communication, Conflict resolution

Cognitive: Decision making

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

Values/Virtues:

Self-restraint, Caring, Self-control, Respect, Understanding

Objectives	Points to Note/Guidance to Teacher	Strategies	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 concepts of feelings and emotions • Assess how they manage their emotions in response to various situations • Share positive coping strategies for managing negative emotions 	<p>Emotions are a natural part of being human. They are distinct feelings that we experience and are different from what we know or what we think.</p> <p>Emotions can range from mild to very intense and include fear, anger, sadness, joy and disgust.</p> <p>Understanding how and why we feel the way we do and learning how to express or act on these emotions will help us to build better relationships, avoid/resolve conflicts and cope with our feelings.</p> <p>Stress is a state of mental or emotional strain or tension resulting from adverse or demanding circumstances. Stressful situations can create health problems and affect</p>	<p>Mime/Game</p> <p>Reflection/ Discussion</p>	<p>Students will be divided into groups and secretly given different emotions (happiness, fear, surprise, anger and disgust) to act out without using words. As each group presents, the other groups will try to guess the emotions based on the actions. Students will then be given cards with different feelings associated with each emotion. They will match the feelings with the correct emotions. The group that completes the activity in the fastest time wins.</p> <p>Students will create an Emotions Wheel with segments for each emotion. They will use different colours, as well as words or feelings faces to label each segment with a different emotion. On the Emotions Wheel, students will write situations in which they usually experience feelings associated with each emotion. They will</p>	<p>Emotions appropriately depicted by mime and matched to correct feelings in game</p> <p>Students' responses indicate self-awareness skill in identifying how they feel and manage their emotions in different situations</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Practise coping skills to manage difficult situations 	<p>relationships.</p> <p>Developing coping skills is helpful in managing emotional distress and includes strategies such as:</p> <ul style="list-style-type: none"> ✓ Humour ✓ Relaxation ✓ Physical activity ✓ Taking deep breaths ✓ Talking to someone about your feelings ✓ Keeping an 'Emotions Diary' ✓ Getting enough sleep 		<p>then complete and discuss the following:</p> <p>When I get angry I _____</p> <p>When I am sad I _____</p> <p>When I am afraid I _____</p> <p>When I am disgusted I _____</p> <p>When I feel hurt I _____</p> <p>When I feel lonely I _____</p> <p>When I am jealous I _____</p> <p>Students will share their responses and rate the strategies used to manage each emotion with a thumbs up/thumbs down. Teacher will facilitate the discussion, highlighting the positive coping strategies shared by students and noting students for referral where necessary.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> How do I respond to negative emotions? Why do I respond the way I do? How do I manage my emotions in ways that are healthy and show respect for myself and others? What can I do differently to cope with negative feelings and emotions? 	<p>and appropriate value/virtue e.g. respect or self-control</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		Role play/ Simulation	Students will be placed in groups to create scenarios involving situations that they find difficult to deal with. These should include death of a loved one, bullying, conflicts in friendships and other issues. Using the steps in one of the following life skills – coping with stress, coping with emotions, anger management or conflict resolution – students will enact positive ways of coping with the hurtful situation.	Role play/ simulation depicts appropriate and positive strategies to manage feelings through effective use of the steps in anger management, conflict resolution, coping with emotions or coping with stress skill and appropriate value/virtue e.g. self-restraint or understanding

GRADE 5**Theme: Self and Interpersonal Relationships****Topic 2:****Life IS Worth Living****Life Skills:**

Social: Communication, Empathy

Cognitive: Critical thinking, Decision making

Coping: Healthy self-management, Coping with emotions, Coping with Stress

Values/Virtues:**Love, Sensitivity, Compassion, Care, Understanding**

Objectives	Points to Note/Guidance to Teacher	Strategies	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 causes and effects of suicide Analyze myths and facts about suicide Encourage their peers to seek help when dealing with thoughts of suicide Display empathy to peers who need support to manage thoughts of suicide 	<p>What is Suicide? Suicide is the act of intentionally causing one's death. Causes include major disappointments such as the death of a loved one or rejection by peers or family.</p> <p>Loss and failure at school or in sports may trigger suicidal tendencies in children who have difficulty coping with situations such as:</p> <ul style="list-style-type: none"> Prolonged sadness Substance use/misuse Biology/disorders that affect the brain. <p>People who talk about suicide or feel like harming themselves need professional help. Telling their parents, a school counsellor or a responsible adult might save their lives.</p> <p>Warning signs of depression include: Always talking or thinking about death, deep sadness, loss of interest, difficulty sleeping and eating, excessive sadness or moodiness, hopelessness, withdrawal tendencies, changes in personality and/or appearance, dangerous or self-</p>	<p>Research/ Discussion/ Concept Mapping</p>	<p>NOTE TO TEACHER: PARENTAL SUPPORT REQUIRED FOR ACTIVITY</p> <p>Prior to class, students will be divided into groups to research the triggers, warning signs and effects of suicide. In class, they will discuss the following questions based on their research:</p> <ul style="list-style-type: none"> What is the meaning of the term 'suicide'? What do you think are some of the warning signs that someone may be thinking of suicide? What are some of the reasons why children would think about committing suicide? What are some of the possible effects that suicidal thoughts could have on children? How do you think suicide would affect friends and family members? Who do you talk to when you are really sad and feel like there is no hope? What do you do when you feel like you want to give up? <p>Teacher will prepare a large concept map and place it on the classroom wall. Students will use the concept map to illustrate the causes and effects of suicide by pasting their ideas on the map.</p>	<p>Students' responses reflect a clear and accurate understanding of the causes and effects of suicide</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>harmful behaviours. Children with suicidal thoughts are usually crying out for help and want to escape the pain. They may not be aware of coping strategies or where to seek help to deal with challenging circumstances.</p> <p>Consequences of suicide include:</p> <ul style="list-style-type: none"> Emotional devastation of family 'Survivors' guilt on survivors <p>How to deal with suicidal thoughts:</p> <ul style="list-style-type: none"> Find friends who encourage you and are interested in you and what you enjoy doing. Find a trusted adult who can listen and give helpful advice when you need it. Don't be afraid to talk about your problems. Talk about how things can get better. <p>Think Positively: Look at your life over the past five to eight years. Look how much you've come through! You've grown physically and mentally. You can accomplish more than ever. Your whole life is in front of you. ACT(acknowledge, care, tell)</p>	Game	<p>Students will play a game of true or false to examine myths and facts related to suicide. Teacher will place students into groups and read the following statements. The first group to answer each statement correctly will win a point.</p> <p>Statements:</p> <ol style="list-style-type: none"> Most people who commit suicide are depressed. True People who don't go through with suicide are just looking for attention. False You should not ask someone if they are thinking about suicide as they will think about doing it. False You should not leave a friend alone if you think they are in danger of committing suicide. True You should keep it a secret if your friend tells you they want to commit suicide. False The best way to help someone thinking of suicide is to get him/her to talk to a trusted adult, or counsellor or call a hotline. True You should wait to see if your friend is feeling better before you get help for them. False Most suicides occur without warning. False <p>Adapted from: https://classroom.kidshealth.org/classroom/6to8/problems/emotions/suicide.pdf</p>	Students' responses in the game are accurate and reflect a clear understanding of myths and facts relating to suicide

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		Simulation	<p>Students will be given a scenario about a friend who is thinking about committing suicide because he/she lost their parents and is unable to deal with the grief. On a handout, students will write what they would say to their friend who has just shared how he/she feels. In pairs, they will take turns simulating their response.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • How can I help a friend who expresses suicidal thoughts? • If a friend is talking about suicide, at what point should I inform a responsible adult or their parents? • What changes in my life do I need to make so I don't get depressed and think about suicide? 	<p>Simulation depicts effective use of empathy skill to peers and encouragement to seek help</p> <p>Appropriate value/ virtue e.g. love or sensitivity displayed</p>

GRADE 5**Theme: Self and Interpersonal Relationships****Topic 3:****Positive Influences Only****Life Skills:**

Social: Refusal, Negotiation

Cognitive: Decision making, Problem solving

Coping: Healthy self-management, Coping with emotions

Values/Virtues:**Clear thinking, Integrity, Self-control, Wisdom, Morals**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Describe how peer pressure can influence behaviour Examine the positive and negative outcomes of peer pressure Propose strategies to cope with peer pressure Demonstrate the ability to use social skills to reject negative pressure from peers 	<p>Peer pressure refers to the influence exerted by one's peer (someone in the same age group) to change one's attitudes, values, or behaviour to conform to group norms.</p> <p>Peers influence each other's lives in many ways because of the time spent together. Peers listen to and learn from each other and this can have both positive and negative effects.</p> <p>Peers can help each other to do well in school, in sports and other activities; but peer pressure can also lead children to experiment with activities and behave in ways that they might not otherwise consider and that will have a negative effect on their lives. These include smoking, drinking, skipping class or even being mean to other peers.</p> <p>Children often give in to peer pressure because they want to be liked or to fit in. They often fear that by not conforming to the norms of the peer group, they will be made fun of and will not get along with the others. Risk factors for becoming influenced by negative peer pressure include:</p>	<p>ICT/ Presentation/ Discussion</p> <p>Case scenarios</p>	<p>Students will watch the following video on peer pressure: 'How to help your child resist peer pressure' https://www.youtube.com/watch?v=RN24rtdAhxY. They will then discuss the following questions facilitated by the teacher.</p> <ol style="list-style-type: none"> 1. What does the term "peer pressure" mean to you? 2. Why do you think peers are influenced by each other? 3. How do peers try to influence each other to do things? 4. When can peers influence each other in a positive way? Give examples. 5. When can peers influence each other in a negative way? Give examples. 6. Why do you think peers often agree to become involved in activities they know are wrong? 7. Why do you think it might be hard to stand up to friends? <p>Students will be divided into groups and given different scenarios involving positive and negative peer pressure. They will be introduced to the S. O. D. A method of decision making skill and will use the first three steps in this method to process each scenario. They will</p>	<p>Students' responses indicate a clear and accurate understanding of how peer pressure can influence behaviour</p> <p>Responses to case scenarios reflect effective use of the steps in decision making skill to identify possible positive and</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> • Low self-esteem • Low self-confidence • Feelings isolated from peers and/or family • Uncertainty about their place in peer group • Limited personal interests outside of peer group • Lack of close friends • Fear of friends <p>Refusing to be influenced by peer pressure isn't always easy. To do this, children must understand their values and beliefs, develop enough self-confidence to do what is right, stand firm in their beliefs and walk away when they are being pressured to do something that conflicts with their values.</p> <p>Rejecting negative peer pressure also becomes easier when friends have the same values and can say no together.</p> <p>Children who are having difficulty in resisting peer pressure should talk to someone who can help them develop these life skills. Other strategies to cope with peer pressure are:</p> <ul style="list-style-type: none"> ✓ Avoid stressful situations ✓ Keep friends with shared values ✓ Change the subject and walk away 		<p>share their responses for feedback and discussion.</p> <p>S – Stop and identify the problem. What is my friend asking me to do?</p> <p>O – Think about the options and consequences. What will happen if I do it? What are the positive or negative outcomes?</p> <p>D – Decide. What should I do? Will I be proud of myself afterwards? How would my family feel if I did this?</p> <p>A – Act upon your decision.</p> <p>Scenarios:</p> <ol style="list-style-type: none"> 1. You are studying for a test and your friends want you to come and play. They do not have a test tomorrow. 2. You are at the vendor with friends, but you do not have money to buy sweets. Your friend says he/she will distract the vendor so you can quickly grab it. 3. Your friends say you sing very well and want you to try out for the talent show. They say they will be there to support you. 4. Your friend did not study for the math test and says, "If you are my real friend you will let me cheat off your paper". 5. Your friend wants both of you to try a new sport. 	negative outcomes

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		Creative Arts	<p>Reflective Questions:</p> <ul style="list-style-type: none"> • What can I do to cope with peer pressure? • How can I improve my ability to say 'NO' to negative peer pressure? <p>Reflecting on the questions above and the case scenarios from the previous activity, students will identify strategies that they can use to manage peer pressure. They will create a poster to share their strategies and encourage their peers to reject peer pressure.</p>	Poster reflects appropriate value/ virtue e.g. integrity or self-restraint and encourages strategies that are appropriate for rejecting negative peer pressure
		Role Play	<p>Students will create a role-play to illustrate how to reject peer pressure using any of the strategies they have developed. Role plays must depict the steps of refusal, negotiation or decision making skill.</p>	Role play depicts effective use of the steps in refusal, decision making or negotiation skill and appropriate value/ virtue e.g. clear thinking or morals

THEME: SELF AND INTERPERSONAL RELATIONSHIPS

MODULE 3: RESPECT AND TOLERANCE FOR SELF AND OTHERS

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

About the Module

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

Key Skills

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

GUIDANCE FOR THE TEACHER

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

LINKS TO OTHER SUBJECTS: Religious Education, Civics

GRADE 5**Theme: Self and Interpersonal Relationships**

Module 3:

Respect and Tolerance for Self and Others

Unit 1:

Embracing Diversity

Learning Goals:

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

1. Understand the importance of diversity
2. Appreciate that diversity helps to build positive relationships
3. Apply appropriate life skills and values to show respect for others regardless of ethnic and cultural differences

Core Values:

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

Topic 1:

Appreciating Differences

Life Skills:

Social: Communication, Advocacy

Cognitive: Critical thinking

Coping: Self-awareness

Values/Virtues:

Sensitivity, Appreciation, Tolerance, Respect, Diversity

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Explore similarities and differences across Caribbean cultures • Express appreciation for other cultures • Demonstrate a willingness to learn about other cultures 	<p>Diversity Diversity refers to the mix of types of people within a country or organization. Embracing diversity means understanding that each person is unique and valuing our differences. We are all different, have different beliefs and different experiences based on our culture and ethnicity.</p> <p>Diversity includes important and interrelated dimensions of human identity such as race, ethnicity, gender, socio-economic status, nationality, citizenship, religion, ability and age. These differences are important to understand but they cannot be used to predict</p>	Stimulus Activity	<p>Note to teacher: The research component of this activity should be assigned prior to class.</p> <p>Students will be divided into groups to research the culture of different countries in the Caribbean. The research will include different ethnic groups, their traditions, religion, food, music, dance and other aspects of their culture. They will prepare a magazine that represents their assigned country and present it to the class.</p> <p>In the presentation, students will highlight the similarities and differences between their culture and that of the group they researched. They will indicate what they like or admire about the people of that</p>	<p>Magazine and Presentation highlight similarities and differences between cultures</p> <p>Students' responses indicate an appreciation for cultural differences</p>

SAFETY & SECURITY



SAFETY AND SECURITY MAPPING – Grade 5 – TERM 1

NATIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
NS SS1 Examine rights and responsibilities in relation to protection, safety and security in order to preserve self, family, school and community	<ol style="list-style-type: none"> 1. Demonstrate ways in which they can employ proactive and/or survival strategies to ensure that their rights, safety and security are protected. 2. Develop knowledge attitudes and skills in relation to their responsibilities as students and members of the wider community. 	1. Exploring Concepts of Protection, Safety and Security	1. My Rights and Responsibilities	<ul style="list-style-type: none"> • Being in the Know • Speak Up! Speak Out!
NS SS2 Analyse the influences of socio-cultural and economic factors and personal beliefs on lifestyle choices relating to protection, safety and security	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the ways in which lifestyle choices affect safety and security. 2. Use the appropriate social behaviours in response to situations and environments that may threaten the safety and security of themselves and others. 	2. Factors Influencing Behaviours Related to Safety and Security	1. Risk Factors	<ul style="list-style-type: none"> • I Stand Against Gangs! • Safety and Security is Everybody's Business
NS SS3 Develop action competence and build capacity to minimize factors affecting protection, safety and security within all contexts	<ol style="list-style-type: none"> 1. Demonstrate a willingness to minimize the factors that may affect their protection, safety and security. 2. React appropriately in instances of disaster and other safety and security-related issues to safeguard and secure self, family, school, and community. 3. Access and utilize valid and reliable sources of information regarding protection, safety and security. 	3. Safeguards for Protection and Security	<ol style="list-style-type: none"> 1. Road Safety Awareness 2. Disaster Management 	<ul style="list-style-type: none"> • Keeping Myself Pedestrian Safe • Natural Disasters- Am I Ready?

THEME: SAFETY AND SECURITY

MODULE 1: EXPLORING CONCEPTS OF PROTECTION, SAFETY AND SECURITY

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

About the Module

The lack of knowledge about the rights and responsibilities of one's self and surroundings contributes to 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 their surroundings.

Key Skills

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

GUIDANCE FOR THE TEACHER

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

LINKS TO OTHER SUBJECTS: Religious Education

GRADE 5**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 the unit, students should be able to:

1. Understand the rights and responsibilities of a child
2. Recognize that all humans have rights and responsibilities
3. Apply appropriate life skills to ensure that their rights, safety and security are protected

Core Values:

Moral Lenses 1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service

Topic 1:

Being in the Know

Life Skills:

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

Values/Virtues:

Citizenship, Democracy, Respect, Responsibility

Objectives	Points to Note/Guidance to Teacher	Strategies	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 the rights and responsibilities of a child• Initiate actions to increase their peers' awareness of child rights• Display coping skills that support the	<p>What are rights? A right is a moral or legal entitlement to have or to do something. Our rights are protected by law. They allow us to be respected and dignified (self-worth).</p> <p>What are responsibilities? Responsibility is a duty we must perform that comes with certain rights. Children's responsibilities include:</p> <ul style="list-style-type: none">- Being the best person we can be- Taking care of our bodies and personal hygiene- Respecting the rights of others- Learning all we can- Following the rules at school at home and in the community	Brainstorming / Reporting	<p>In groups, students will brainstorm the rights and responsibilities of a child. They will create a table of children's rights and responsibilities and then discuss these.</p> <p>Sample table:</p> <table><tr><th>Child Rights</th><th>Responsibilities</th></tr><tr><td>Children have a right to safety.</td><td>Children have a responsibility to follow rules for safety.</td></tr></table> <p>Reflective Questions:</p> <ul style="list-style-type: none">• Why is it important for me to have rights?• How can fulfilling my responsibilities help to protect me?	Child Rights	Responsibilities	Children have a right to safety.	Children have a responsibility to follow rules for safety.	Discussion points reflect a clear and accurate understanding of the importance of rights and responsibilities of a child
Child Rights	Responsibilities							
Children have a right to safety.	Children have a responsibility to follow rules for safety.							

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
protection of the rights of children	<p>Categories of Rights</p> <p>The Three Ps Provision Rights: rights to food, clothing, shelter, medical, care, love, nurturing, education, safety, and security.</p> <p>Protection Rights: rights to being protected from abuse and neglect, sexual exploitation, violence, drugs and alcohol.</p> <p>Participation Rights: the right to have their views seriously considered, especially in decisions that directly affect them.</p> <p>Equal opportunities should be provided for all children. Special attention should also be given to the most vulnerable children, such as those with physical and mental disabilities. They often suffer emotional and physical abuse due to ignorance or misunderstanding of their mental health or behavioural problems.</p> <p>Child protection emphasizes a citizen's duty of care to respond to the needs of vulnerable groups of children. They further outline the following groups as vulnerable: children subjected to violence, children living under armed conflict, children associated with armed groups, children affected by HIV/AIDS, children whose births have not been registered, children engaged</p>	Discussion/ Resource person/ Survey/ Creative Arts	<p>Teacher will provide feedback and clarify where necessary, especially because child rights are not dependent on responsibilities but are in and of themselves absolute.</p> <p>Students will participate in a discussion facilitated by a resource person, such as an officer from the Child Protection and Family Services Agency, about the rights and responsibilities of the child based on the Child Care and Protection Act and the Convention on the Rights of a Child. The discussion should also feature agencies responsible for protecting the rights of a child and reporting procedures when the rights of a child are violated.</p> <p>The class, in small groups, will conduct a survey to measure their peers' awareness of their rights and responsibilities. Based on the survey results, they will prepare materials such as posters or jingles, or conduct education sessions during devotion or after school, to increase their peers' knowledge of their rights and responsibilities as well as local child agencies that protect children's rights. Students will conduct a follow-up survey to measure the impact of their intervention. The same questions will be used for pre/post-testing:</p> <p>Sample survey items:</p> <ol style="list-style-type: none"> 1. Do you know your rights? (yes/no/I don't know) 2. Do you know your responsibilities? (yes/no/I don't know) 3. Do you know which agencies protect your rights? (yes/no/I don't know) 	<p>Creative pieces /Information sessions reflect students' willingness to initiate actions to increase awareness of child rights and promote appropriate value/ virtue e.g. citizenship or responsibility</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	in labour, children in conflict with the law, children without parental care, children used for commercial sexual exploitation and trafficked children.	Creative Arts/ Journaling	<p>Note to teacher: Each class or group should survey a different class or grade. Students should be assisted in interpreting the results of the survey.</p> <p>Students individually will create a storyboard of six panels to educate about childrights and responsibilities and encourage reporting. Each student will then journal about how they feel about knowing their rights and responsibilities using the following reflective questions.</p> <p>Reflective Questions</p> <ul style="list-style-type: none"> • How do I feel knowing that children have rights too? • What right is most important to me? • How should I treat others to ensure the protection of everybody's rights? • What would I do if my rights were violated? • What attitudes or behaviours do I need to change to help to protect the rights of children? 	Storyboard/Journal entries indicate effective use of self-awareness skill in identifying their feelings/beliefs/ attitudes/ behaviours related to child rights and responsibilities and the protection of children; appropriate value/ virtue e.g. respect displayed

GRADE 5**Theme: Safety and Security****Topic 2:****Speak up! Speak Out!****Life Skills:**

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

Values/Virtues:

Courage, Concern, Responsibility, Honour, Justice, Law-abiding

Objectives	Points to Note/Guidance to Teacher	Strategies	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 actions that breach the rights of children• Explain the responsibilities of individuals with a duty of care• Report incidents of child abuse• Demonstrate the ability to use social skills to support standing against child abuse	<p>Note to Teacher: <i>Addressing the issue of child abuse can be difficult, especially for students who have survived such incidents. Ensure class rules are established and students understand the sensitivity of the topic as well as the importance of reporting such incidents.</i></p> <p>Children are vulnerable to harm from friends, relatives and strangers; men, women and children - no matter their age, class or background.</p> <p>Most harm takes place at home, but it can happen anywhere – at school, church, work, in a public place, hospital or in a care home. It can also happen on the Internet and over the phone. Breaches of the rights of children include:</p> <ul style="list-style-type: none">• Neglect• Child marriage• Rape/Sexual abuse• Poverty• Violence• Discrimination• Harmful practices• Child labour	Media/ Discussion	<p>Students will view the video entitled 'Protection from Abuse...For Child Rights UNICEF' Protection from abuse Cartoons for child rights UNICEF https://www.youtube.com/watch?v=QGLnnk46UQ0.</p> <p>They will then read an excerpt from the Most Honourable Portia Simpson-Miller's 2015/2016 Budget Presentation called "Protecting Our Children." After viewing the video and reading the excerpt, students will work in groups to document and discuss the actions that breach child rights.</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Example</p> <table><tr><th>Action</th><th>Rights breached</th></tr><tr><td>Man beats child with object violently</td><td>Protection from abuse</td></tr></table> <p>Excerpt from "Protecting our Children": <i>"Mr. Speaker: The abuse of our nation's children weighs heavily.... We must stand against the horrific violence being waged against our children... sexual, physical and emotional abuse.</i></p>	Action	Rights breached	Man beats child with object violently	Protection from abuse	Documentation and discussion points reflect a clear and accurate understanding of actions that breach the rights of children
Action	Rights breached							
Man beats child with object violently	Protection from abuse							

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>It is important to bring awareness to the issue of child abuse by educating others about it. It is also important to register our voices against child abuse. Abuse can only continue if we remain silent or turn a blind eye to it.</p> <p>Incidents of child abuse must be reported to the Office of the Children's Registry (OCR).</p> <p>Duty of Care Duty of care is a legal obligation. The law requires that any individual who is caring for a child does not cause harm or allow others to cause harm to a child. If a child is harmed by someone else, it is the responsibility of all adults to protect the child from his or her abuser and to report the abuse. Individuals with a duty of care are:</p> <ul style="list-style-type: none"> ✓ Teachers, doctors, the police and all who work directly with children ✓ All caregivers ✓ Family members <p>All individuals over eighteen (18) years who are aware of the existence of that child has a duty of care under Jamaican law</p> <p>Suggested ways to protect the rights of others:</p> <ul style="list-style-type: none"> • Increase awareness • Report cases of rights violation • Develop advocacy skills • Promote human rights • Education • Practise respect and tolerance for 	Brainstorm/ Discussion/ Visual Art	<p><i>Our children are being raped, murdered, stabbed, scarred and shamed! Research has shown...that only 1 in 10 adult Jamaicans, despite knowing, come forward with information to the Police about cases of abuse against children, including sexual abuse. This is unacceptable! We cannot remain silent! ...We must speak with one voice: It is wrong! It must stop! Let us begin by having an honest conversation about this cancer in our nation! We must inform and mobilise every citizen to recognize, report and reject the violation of our children..."</i></p> <p>Credit: Jamaica Information Service</p> <p>In groups, students will brainstorm the meaning of the term 'duty of care'. They will share with the class. Students will then discuss the responsibilities of a person with a duty of care. They will identify key individuals who work with/ care for children and discuss situations in which they think these individuals would be in breach of their duty of care for children. In their groups, they will then create a poster outlining the individuals with a duty of care, and the responsibilities of such individuals.</p> <p>Guiding questions:</p> <p>What are the responsibilities of individuals with a duty of care?</p> <p>How should persons with a duty of care protect children?</p>	Discussion points and charts reflect a clear and accurate understanding of the responsibilities of individuals with a duty of care

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria				
	the differences in others	<div>Role-play</div> <div>Creative expression</div>	<div><div>Example:</div><table><tr><th>Person with duty of care</th><th>Responsibility</th></tr><tr><td>Nurse</td><td>Protect me from injury while I am being treated for an illness</td></tr></table><p>Students will work in groups to role-play how they would report incidents of child abuse. Note that only the responses to scenarios should be role-played.</p><p><i>You are at school and Johnny tells you that a family member is touching him on his private parts.</i></p><p><i>You were left in the care of your mother's best friend who beats you badly.</i></p><p><i>Junie told you that her aunt does not give her food to eat. Every day she comes to school hungry.</i></p><p><i>Jerome sleeps under a bridge. His parents refuse to let him come home because of something he did.</i></p><p>Students will read the following story about Aria: http://ariastory.com/ and work in groups to create a dub poem or other form of creative expression to invite others to stand against child abuse. Platforms for performing or broadcasting pieces should be created.</p><p>Reflective question: What can I do to take a stand against child abuse/ How can I encourage others to stand against child abuse?</p></div>	Person with duty of care	Responsibility	Nurse	Protect me from injury while I am being treated for an illness	<div>Role plays reflect a positive attitude, effective use of steps in communication or assertiveness skill and appropriate value/virtue e.g. courage, in relation to reporting incidents of child abuse</div> <div>Creative pieces reflect effective use of advocacy skill and appropriate value/virtue e.g. justice or law-abiding, to support standing against child abuse</div>
Person with duty of care	Responsibility							
Nurse	Protect me from injury while I am being treated for an illness							

THEME: SAFETY AND SECURITY

MODULE 2: FACTORS INFLUENCING BEHAVIOURS RELATED TO SAFETY AND SECURITY

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

About the Module

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

Key Skills

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

GUIDANCE FOR THE TEACHER

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

LINKS TO OTHER SUBJECTS: Religious Education

GRADE 5**Theme: Safety and Security**

Module 2:

Factors Influencing Behaviours Related to Safety and Security

Unit 1:

Risk Factors

Learning Goals:

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

1. Understand the consequences of their involvement in violent situations
2. Appreciate the differences between themselves and others
3. Apply life skills to foster good relationships.

Core Values:

Moral Lenses 1. Respect for self 2. Encouraging others 3. Positive outlook

Topic 1:

I Stand Against Gangs!

Life Skills:

Social: Refusal, Advocacy

Cognitive: Critical thinking, Decision making, Problem Solving

Coping: Self-awareness, Healthy self-management, Coping with emotions

Values/Virtues:

Clear thinking, Integrity, Prudence, Wisdom, Law-abiding

Objectives	Points to Note/Guidance to Teacher	Strategies	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 positive and negative social groups • Explain the negative outcomes of gang-related activities • Justify the importance of avoiding involvement in gang-related 	<p>What is a Gang? A gang is usually three or more persons, who engage in criminal activity, cause harm to others and identify themselves with a common name or symbol.</p> <p>Formation of Gangs Children, especially boys are sometimes recruited from an early age and duplicate gang activities at school.</p> <p>Gang-related Activities Gangs are involved in all types of crime and anti-social behaviours such as:</p> <ul style="list-style-type: none"> • Extortion • Drug trafficking • Theft 	<p>Stimulus Activity/ Discussion/ Checklist</p>	<p>Students will be given a list of groups to review and critique based on the actions/ behaviours of each group. The positive and negative comments will be sorted on the board and used to create a checklist to evaluate whether groups are good or bad. Students can add other beliefs they may have about what makes a group good or bad to complete the checklist and ensure it adequately reflects their views.</p> <p>Students will then be asked to test the validity of the instrument by using it to rate different groups such as the netball team, the choir, the scouts, the army, the chess club, drug dealers, thieves, extortionists, etc. They may assign scores to the items on the checklist so that a total score can be used to ascertain the level of 'good' or 'bad' of the group being evaluated.</p>	<p>Students' responses indicate a clear and accurate understanding of the difference in characteristics of positive and negative social groups</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		Role-play	<p>Students will use an appropriate life skill to role-play their responses to the case scenarios below in which they are invited to participate in gang-related activities:</p> <ol style="list-style-type: none"> <i>You and your friends are at school when you are approached by two older students who are encouraging you to join a well-known gang that sells drugs in your community. You are promised lots of cash in return for your efforts. What would you do?</i> <i>An adult in your community whom you have always admired has invited you to join other children who help her to steal. She offers you money to climb through your neighbour's open window and let her into the house.</i> <p>Note to teacher: Students should only be allowed to role-play their responses to the offers and not the actual gang-related activities being proposed in the case scenarios.</p> <p>Teacher will provide feedback and make referrals where necessary.</p>	<p>gang-related activities along with appropriate value/virtue such as wisdom</p> <p>Role-plays reflect proficient use of decision making or refusal skill along with appropriate value/virtue e.g. law-abiding or integrity, to stand against participating in gang-related activities</p>

GRADE 5**Theme: Safety and Security**

Module 2:

Factors Influencing Behaviours Related to Safety and Security

Unit 1:

Risk Factors

Learning Goals:

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

1. Understand how lifestyle choices affect safety and security
2. Appreciate how individual actions can affect the safety and security of self and others
3. Apply appropriate life skills to prevent or minimize threats to self and others

Core Values:

Moral Lenses: 1. Respect for self, 2. Respect for others, 3. Positive outlook, 4. Stewardship/service

Topic 2:

Safety and Security is Everybody's Business

Life Skills:

Social: Refusal, Negotiation

Cognitive: Decision making, Problem Solving

Coping: Healthy Self-management

Values/Virtues:

Wisdom, Clear thinking, Caution, Reason, Morals

Objectives	Points to Note/Guidance to Teacher	Strategies	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 risks associated with unsafe practices • Comply with safety precautions at home, school and in their communities • Demonstrate cognitive or social skills to address situations that 	<p>Protection refers to the state of being secure from all harm that may be caused by others, leaving them vulnerable.</p> <p>Safety is the state of being free from harm, danger, loss or other undesirable outcomes caused by unintentional failure.</p> <p>Security however is the condition of being protected from harm, danger, crime, violence or other undesirable outcomes caused by human actions or behaviours that are intentional.</p> <p>Personal safety tips for students at home:</p> <ul style="list-style-type: none"> • Know your neighbours. • Always lock your windows and 	Discussion	<p>Students will view the video, 'ABC's of Safety' https://www.youtube.com/watch?v=rMGDJIGmfbo then discuss the risks of engaging in unsafe practices.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What are unsafe situations? 2. How do you know if a situation is unsafe? 3. How do you feel if a situation is unsafe? 4. What can happen to you or your family in risky situations? 5. What are you risking if you choose to go to the home of a person you do not know? <p>Teacher will provide feedback and clarify where necessary.</p>	Discussion points reflect a clear and accurate explanation of risks associated with unsafe practices

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria												
place their safety at risk	<p>doors.</p> <ul style="list-style-type: none">• Never let strangers into your home.• Never take rides from strangers.• Stay away from bodies of water and gullies to prevent yourself from drowning.• Never expose your phone/mobile devices while walking on the road.• Obey all instructions, rules and regulations at school.• Never touch your parent/guardian's firearm as it may be loaded and may seriously injure or kill you or others.• Keep sleeping areas free of hazardous materials, such as chemicals that give off toxic fumes.• Stay away from electrical wires as an electrical shock can cause severe or fatal injuries.• Do not take shortcuts when walking to/from school. Walk with others.• Use gloves when assisting an individual who is bleeding.• Do not give out information on the phone: for example, if and when you are home alone. Do not give out names and other personal information to strangers.	Research/ Project/ Monitoring	<p>Students will work together in groups to research general safety precautions to be followed at home, school and in their communities. Students will generate a safety checklist for home, school and community. They will use the checklist to conduct a safety audit.</p> <p>Students will report their findings and generate rules for addressing the breaches in safety precautions they observed. They will further monitor to see the extent to which the newly suggested/implemented safety precautions are followed by parents/staff, students and other stakeholders. Students will report their findings.</p> <table><tr><th>Place</th><th>Safety Rule</th><th>Followed</th><th>Broken</th></tr><tr><td>School</td><td>Keep all sources of water covered</td><td></td><td>✓</td></tr><tr><td>Home</td><td>Never handle electricity with wet hands</td><td></td><td>✓</td></tr></table> <p>Teacher will provide feedback and clarify where necessary</p>	Place	Safety Rule	Followed	Broken	School	Keep all sources of water covered		✓	Home	Never handle electricity with wet hands		✓	Reports reflect students' ability to comply with safety precautions at home, school and in their communities along with appropriate value/virtue such as caution or wisdom
		Place	Safety Rule	Followed	Broken											
School	Keep all sources of water covered		✓													
Home	Never handle electricity with wet hands		✓													
		Role-play	<p>Students will role-play responses using the steps in an appropriate life skill to address or respond to situations that place their safety at risk as depicted in the following case scenarios:</p>	Role-plays reflect effective use of the steps in refusal skill or decision making skill to address												

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			<ol style="list-style-type: none"> 1. <i>Your friend wants you to follow her to the shop after dark</i> 2. <i>A stranger offers to take you home from school</i> 3. <i>You are offered some money by your neighbour because she 'likes' you</i> 4. <i>Your teacher demands that you come for extra lessons alone but he/she makes you uncomfortable</i> <p>Teacher will provide feedback where necessary.</p>	situations that place their safety at risk along with appropriate value/ virtue such as reason or morals

Theme: Safety and Security

Unit 1: Road Safety Awareness

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

1. Demonstrate knowledge of safety and security rules for pedestrians
2. Appreciate that road safety rules are necessary for protection
3. Utilize social skills to ensure their safety as pedestrians

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

Topic 1: Keeping Myself Pedestrian Safe

Life Skills: Social: Advocacy
Cognitive: Critical thinking, Decision making, Problem Solving, Creative thinking
Coping: Self-awareness, Healthy Self-management

Values/Virtues: Citizenship, Obedience, Responsibility, Law-abiding, Caution

Objectives	Points to Note/Guidance to Teacher	Strategies	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 road safety principles help to keep them safe as pedestrians • Examine the impact of unsafe practices displayed by pedestrians • Initiate actions to address unsafe practices displayed by their peers as 	<p>A pedestrian is anyone who traverses the road daily by foot. Pedestrians need to know and follow road safety rules, including the difference between safe and unsafe ways to cross the street. Road safety rules include:</p> <ul style="list-style-type: none"> • Safe walkers look and listen for cars before crossing the street. • Always stopping and looking left-right-left before briskly crossing the street. • Always cross at the crosswalk or corner, not in the middle of the street. • Always walking on the sidewalk, not the street. If there is no sidewalk, walk on the left edge of the street, so drivers can see you. 	<p>Discussion</p> <p>Research/ Presentation</p>	<p>Students will view the video entitled "Scotia Bank, The Teller Series: Street Smart Street Safe" https://www.youtube.com/watch?v=yTjZShvDkDs then discuss the road safety principles highlighted in the video and explain how road safety principles help to keep them safe as pedestrians.</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will conduct research in groups about the impact of road accidents and injuries in Jamaica which occur as a result of unsafe practices by pedestrians. They will prepare graphs to illustrate the data and use appropriate pictures where possible. They will present to the class.</p>	<p>Discussion points reflect a clear and accurate understanding of how road safety principles keep them safe as pedestrians</p> <p>Presentations reflect a clear and accurate understanding of the impact of unsafe practices displayed by pedestrians</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria																																
<p>pedestrians</p> <ul style="list-style-type: none">• Demonstrate the ability to use cognitive skills to address situations that threaten their safety as pedestrians	<ul style="list-style-type: none">• Obeying traffic signals and continue looking left-right-left while crossing.• Always paying attention when walking into the street and never running into the street• Always make sure drivers can see you and don't wear dark clothing at night. <p>Unsafe practices displayed by pedestrians</p> <ul style="list-style-type: none">✓ Walking in the path of a moving vehicle✓ Playing in the path of a moving vehicle✓ Wearing dark clothing✓ Walking while reading messages on phones✓ Talking on phones while walking✓ Ignoring the signal of a driver✓ Refusing to obey the traffic light - crossing when the light is on green <p>All the practises above can lead to road crashes resulting in serious injury or death.</p> <p>It is important to make every effort to abide by road safety principles and encourage others to do the same as well.</p>	Research/ Intervention	<p>Students will work in groups to conduct an audit to assess the extent to which their peers display safe practices as pedestrians on and off the school compound as well as the extent to which their school compound is designed to support their safety as pedestrians.</p> <p>Pedestrian Safety Audit Checklist:</p> <table><tr><th>Item/ Activity</th><th>Yes</th><th>No</th><th>N/A</th></tr><tr><td>Parking lot is clearly marked</td><td></td><td></td><td></td></tr><tr><td>Pedestrian crossing is clearly marked at school gate/entrance/ exit</td><td></td><td></td><td></td></tr><tr><td>Students keep clear of the path of vehicle on school compound</td><td></td><td></td><td></td></tr><tr><td>Drivers on the school compound proceed with caution</td><td></td><td></td><td></td></tr><tr><td>Speed limit signs are on school compo-und</td><td></td><td></td><td></td></tr><tr><td>Students use the road with caution at school gate</td><td></td><td></td><td></td></tr><tr><td>Students use road with caution in school community</td><td></td><td></td><td></td></tr></table> <p>Based on the findings from the audit students will make recommendations to address the issues that threaten their safety, as well as the unsafe practices of their peers as pedestrians. Students will execute their plans:</p>	Item/ Activity	Yes	No	N/A	Parking lot is clearly marked				Pedestrian crossing is clearly marked at school gate/entrance/ exit				Students keep clear of the path of vehicle on school compound				Drivers on the school compound proceed with caution				Speed limit signs are on school compo-und				Students use the road with caution at school gate				Students use road with caution in school community				<p>Recommendations reflect effective use of creative thinking or problem solving skill, along with appropriate value/virtue such as citizenship or responsibility, to initiate actions to address unsafe practices displayed by their peers as pedestrians</p>
Item/ Activity	Yes	No	N/A																																	
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Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria																
		Role-play	<p>Pedestrian Safety Intervention Plan</p> <table><tr><th>Problem</th><th>Solution</th></tr><tr><td>Parking lot is not clearly marked</td><td></td></tr><tr><td>Pedestrian crossing is not clearly marked at school gate/ entrance/ exit</td><td></td></tr><tr><td>Students do not keep clear of the path of vehicle on school compound</td><td></td></tr><tr><td>Drivers on the school compound do not proceed with caution</td><td></td></tr><tr><td>Speed limit signs are not on school compo-und</td><td></td></tr><tr><td>Students do not use the road with caution at school gate</td><td></td></tr><tr><td>Students do not use road with caution in school community</td><td></td></tr></table> <p>Students will work together in groups to role-play appropriate responses to case scenarios that feature situations that threaten their safety as pedestrians using the steps in an appropriate life skill:</p> <ol style="list-style-type: none">1. Brittany is walking home from her friend's house and wearing dark clothing at night.2. Shelmar is late for school and the crosswalk is taking forever to turn to WALK. There isn't much traffic, so he goes ahead to cross the street.	Problem	Solution	Parking lot is not clearly marked		Pedestrian crossing is not clearly marked at school gate/ entrance/ exit		Students do not keep clear of the path of vehicle on school compound		Drivers on the school compound do not proceed with caution		Speed limit signs are not on school compo-und		Students do not use the road with caution at school gate		Students do not use road with caution in school community		Role-plays reflect effective use of problem solving skill, along with appropriate value/ virtue such as caution or law-abiding, to address situations that threaten their safety as pedestrians
Problem	Solution																			
Parking lot is not clearly marked																				
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GRADE 5**Theme: Safety and Security**

Module 3:

Safeguards for Protection, Safety and Security

Unit 2:

Disaster Management

Learning Goals:

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

1. Understand the importance of disaster preparedness in order to secure self, family, school, and community
2. Appreciate the importance of preparing for natural disasters
3. Demonstrate appropriate life skills in reducing the risk of injury during natural disasters

Core Values:

Moral Lenses: 1. Respect for self, 2. Respect for others 3. Positive Outlook 4. Stewardship/service

Topic 1:**Natural Disasters - Am I ready?****Life Skills:**

Social: Communication

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

Coping: Self-awareness, Healthy Self-management

Values/Virtues:**Citizenship, Concern, Reason, Resourcefulness, Consideration**

Objectives	Points to Note/Guidance to Teacher	Strategies	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 natural disaster preparedness information for personal safety and security • Formulate disaster preparedness plans • Display the ability to use coping or cognitive skills to take actions 	<p>Natural disaster refers to a sudden and terrible event in nature (such as a hurricane, earthquake, drought, wildfire or flood) that usually results in serious damage and many deaths.</p> <p>Earthquakes Earthquakes happen without warning and this is what differentiates them from other natural disasters. Aftershocks also differentiate earthquakes from other natural disasters. Since there is no clearly defined endpoint, the disruptions caused by continued tremors may increase psychological distress. In addition, earthquakes occur with virtually no warning, which limits one's ability to take appropriate steps to ensure safety and security. Aftershocks and destruction may</p>	Infographic/ Discussion	<p>In groups, students will read one of the 'Natural Disaster Fact Sheets for Ready Kids' https://www.fema.gov/media-library/assets/documents/34288 then create an infographic to be used as part of the class HFLE Information Corner.</p> <p>They will also discuss their discoveries about natural disasters using the following Reflective Questions:</p> <ol style="list-style-type: none"> 1. What information do I need to know before, during and after natural disasters? 2. What information do I normally hear about natural disaster preparedness? 3. What key natural disaster information have I learned that will keep my peers and me safe? 	The infographic accurately illustrates natural disaster preparedness information for personal safety and security

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
to minimize the possible effects of natural disasters	<p>lengthen the time for children to truly feel safe.</p> <p>A hurricane is a huge storm with strong winds spiralling at speeds of 75 to 200 mph. Its main features are high winds, flooding rains and storm surges. While they can typically be detected before they reach land, hurricanes can be highly destructive. Schools may be evacuated well in advance of a hurricane strike, but steps can be taken to prepare students, staff and the building itself for a smoother recovery.</p> <p>Flash floods are the most dangerous of these common disasters, as they occur without warning and move at intense speeds. Most floods do not recede overnight, and residents may have to wait days or weeks before they can begin clean-up efforts, resulting in a delay in emotional recovery.</p> <p>Wildfires are often preceded by warnings; however, depending upon the wind and terrain, the direction and spread of a wildfire can change abruptly. Depending upon the need to evacuate, and the extent of the damage, children and families may be displaced and consequently may struggle to recover.</p> <p>A drought is a prolonged period of abnormally low rainfall, leading to a shortage of water.</p>	Project	<p>Students will work as a class or grade to create a natural disaster plan to address the needs of their school in relation to flooding or hurricanes. The plan should take into account the location of the school:</p> <p>Guiding questions:</p> <ol style="list-style-type: none"> 1. What should be done? 2. Who should do it? 3. When should it be done (before, during or after the disaster)? 4. Where can students/teachers go? 5. How can important documents be protected? 6. What should be done to prevent the loss of life? 7. Where are emergency shelters? 8. Is my school an emergency shelter? 9. What can be done to ensure that students are still being educated after the disaster if it is still being occupied by residents? <p>Note to teacher: Disaster management plans may be adopted as a part of the school's existing disaster management plan or they may be used as a foundation to develop one where one does not exist.</p>	Plan reflects creative thinking or problem-solving skill along with appropriate value/virtue e.g. reason or resourcefulness

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>General Safety Tips</p> <p>Earthquake <i>Before:</i> Participate in drills and public education; conduct hazard hunts <i>During:</i> Drop, cover and hold; if outside, go to a clear open area and crouch <i>After:</i> Be observant and be on alert for aftershocks; stay in the assembly area until further instructions; report any unusual smell or any hazards observed that may threaten security.</p> <p>Hurricanes Pre-Season Activities Participate in public education activities and inform parents about hurricane preparedness.</p> <p>After the Hurricane, assist with the arrangement of classrooms; participate in psychosocial support activities and listen to bulletins from the media.</p> <p>Flood Tips <i>Before:</i> Participate in public education activities; listen to the media for Flash Flood Watch/Warning and follow instructions on which evacuation route to take; be observant of flood waters <i>During:</i> Stay away from flooded waters; use alternative exits if instructed to do so. <i>After:</i> Assist with clean-up activities.</p>	Class Project	<p>Students will work together in groups or as a class to use the steps of an appropriate life skill to guide them in organizing and executing activities to minimize the possible effects of natural disasters such as drought, earthquakes, flooding etc. For example, they may organize and participate in drain cleaning to mitigate against the possible effects of flooding or water conservation to mitigate against the possible effects of a drought.</p> <p>Teacher will provide support, feedback and clarify where necessary</p>	<p>Actions reflect effective use of healthy self-management, problem solving or creative thinking skill, along with appropriate value/virtue such as resourcefulness or concern to take actions to minimize the possible effects of natural disasters</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Fire Before: Participate in public education activities, participate in fire drills; know evacuation routes and exits. During: If you see a fire, shout “fire” and stay away from the flames. After: Be observant; stay in the assembly area until consent is given to return; follow instructions for dismissal if necessary.</p> <p>Drought Before: Participate in public education activities; turn off the taps properly when not in use; practice healthy environmental skills. During: Practice efficient water conservation skills After: Listen to media bulletins on droughts</p>			

SEXUALITY & SEXUAL HEALTH



SEXUALITY AND SEXUAL HEALTH – Grade 5 – TERM 2

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RS SSH1: Demonstrate 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. Explore personal experiences, attitudes, and feelings about the roles that boys and girls are expected to play. 2. Demonstrate awareness of the onset of puberty and the physical, emotional and cognitive changes that accompany it. 	1. Differentiating Between Sex & Sexuality	1. What is Sexuality?	<ul style="list-style-type: none"> • Coping with the Changes During Puberty • Gender Expectations: Because I am a Boy/Girl
RS SSH2: Analyze 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 an understanding of the ways in which sexuality is learned. 2. Demonstrate ways to respond appropriately to the key factors influencing sexual choices and experiences. 3. Demonstrate knowledge of the various types of sexual abuse and exploitation. 	2. Sociocultural Influences On Sexual Behaviour	1. Factors Influencing Expression of Human Sexuality	<ul style="list-style-type: none"> • Think Before You Click!
RS SSH3: Develop action competence and build capacity to recognize the basic criteria and conditions for optimal reproductive health and to reduce vulnerability to priority problems including HIV/AIDS, cervical cancer and STIs.	<ol style="list-style-type: none"> 1. Demonstrate knowledge of the development of an embryo and the basic needs of a newborn baby. 2. Demonstrate skills to interact appropriately and respond compassionately to persons affected by HIV. 3. Display knowledge of transmission of diseases especially HIV/AIDS 4. Demonstrate skills to assist and respond compassionately to peers and siblings requiring health care. 	3. Managing Reproductive Health	1. Identifying and Avoiding Risky Behaviour	<ul style="list-style-type: none"> • Babies and My Future • Reducing My Risk • Together We Can Make a Difference: Don't Discriminate
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. Assess family, school, and community resources as sources of accurate information that deal with health, social, and emotional issues. 	4. Access Sources Of Health Information & Services	1. Health Resources	<ul style="list-style-type: none"> • Discovering Health Resources and Services

THEME: SEXUALITY AND SEXUAL HEALTH

MODULE 1: DIFFERENTIATING BETWEEN SEX & 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. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education

GRADE 5**Theme: Sexuality and Sexual Health**

Module 1: Differentiating Between Sex & Sexuality

Unit 1: What is Sexuality?

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

1. Understand that the changes associated with puberty affect how they feel
2. Accept the changes experienced during puberty
3. Apply the use of coping skills in managing changes occurring during puberty

Core Values: **Moral Lenses- 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service**

Topic 1: **Coping with the Changes During Puberty**

Life Skills: Social: Empathy
Cognitive: Decision making
Coping: Healthy Self-management, Self-awareness, Coping with emotions

Values/Virtues: **Acceptance, Appreciation, Sensitivity, Consideration, Respect, Care**

Objectives	Points to Note/Guidance to Teacher	Strategies	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 physical, emotional and social changes young people experience during puberty • Analyze the relationship between puberty and self-esteem • Express feelings associated with 	<p>Puberty is a stage of human development that signals the ability to reproduce. It is a developmental process timed by each person's genetic programme and influenced by the environment. It usually begins between the ages of 9 and 16 years and ends when the reproductive system is mature.</p> <p>During puberty, hormones are produced in our bodies causing us to experience physical (sexual and reproductive organs), emotional, and psychological changes.</p> <p>Physical changes for both boys and girls include: changes in body shape and height, skin gets oily, acne</p>	<p>Concept Map/ Discussion</p>	<p>In small groups, students will create a concept map showing physical/emotional/ social changes that young people may experience during puberty. Groups will discuss their thoughts before adding them to the concept map. Concept maps will be exchanged across groups and students will identify similarities and differences in their maps. They will discuss the changes in each category that young people experience during puberty.</p> <p>Sample Posters for boys https://www.wikihow.com/Tell-if-You-Have-Hit-Puberty-(Boys)</p> <p>Reflective Questions: How have I changed during puberty?</p> <p>Note to Teacher: Be mindful of students who have not yet experienced puberty</p>	<p>Concept map efficiently distinguishes the physical, emotional and social changes young people experience during puberty</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>in their physical appearance and that of others</p> <ul style="list-style-type: none"> ✓ Increased engagement in risk-taking behaviour ✓ Rebelliousness ✓ Mood swings and bouts of depression <p>Each child matures at his/her own pace and responds to social changes differently.</p> <p>The changes adolescents experience during puberty can also affect their self-esteem. Some may become very self-conscious and highly critical of how they look. This can sometimes lead to low self-esteem if they continue to see themselves negatively.</p> <p>Issues that girls face during puberty include:</p> <ul style="list-style-type: none"> ✓ Weight gain ✓ Maturing at a faster or slower pace than their peers ✓ Acne ✓ Pressure to gain or lose weight ✓ Bullying because of their looks <p>Boys face similar issues as girls such as acne and maturing at different rates than their peers, but they also experience bullying because of cracks in their voice, being too short, too skinny or not enough muscle mass as well as the growth of facial hair.</p>	Role-Play	<ul style="list-style-type: none"> • What are my fears regarding the changes taking place in my body? • How do I feel about the way I look? • What do I do to cope with the changes I am experiencing? • What actions can I take to improve how I feel about myself? <p>Note: Teacher will review journal entries and make referrals where necessary.</p> <p>In pairs, students will enact a role play depicting how a value/virtue e.g. sensitivity can be shown to a friend who is not managing pubertal changes or who is being ridiculed/bullied as a result of the changes or lack thereof, during puberty.</p> <p>Note to teacher: Only positive roles must be enacted. Students should not be asked to take on a negative role. Negative roles can be demonstrated by the teacher or via a short video/pictorial. This is to ensure that students use the time to practise positive behaviours.</p>	<p>emotions skill along with appropriate value/virtue e.g. appreciation or acceptance, regarding how they cope with puberty also displayed in journal entries</p> <p>Role play reflects effective use of the steps in empathy skill and appropriate value/virtue e.g. sensitivity or care in helping their peers who are not coping with puberty in a positive manner</p>

GRADE 5**Theme: Sexuality and Sexual Health****Topic 2:****Gender Expectations: Because I am a Boy/Girl****Life Skills:**

Social: Advocacy, Empathy
 Cognitive: Decision making, Problem solving
 Coping: Self-awareness

Values/Virtues:

Justice, Respect, Democracy, Equality

Objectives	Points to Note/Guidance to Teacher	Strategies	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 sex and gender Examine stereotypes related to expectations of men and women today Express feelings associated with gender expectations and gender equality Demonstrate the use of social skills to show support for gender equality 	<p>Gender is sometimes confused with sex. Sex refers to whether a person is born with a penis or vagina, thus male or female.</p> <p>Gender, on the other hand, refers to expected and established cultural norms of male and female behaviour (how males and females should act think and feel) and the extent to which a male is masculine or a female is feminine.</p> <p>Gender roles are the social roles assigned to males and females by the society or family in which they live. Such roles include: how they should behave and what jobs they should have.</p> <p>Factors Influencing the Expression of Gender</p> <p>Family, peers, role models, schools, religious beliefs and practices, the media and music all influence gender roles.</p> <p>Gender stereotypes refer to beliefs held by society about how men and women are supposed to behave.</p>	<p>Brainstorming</p> <p>Stimulus Activity</p>	<p>Students will brainstorm the concepts “sex” and “gender” and then work in groups to complete a worksheet. Students will define and explain the difference between these two words. Students will identify characteristics/behaviours associated with being a boy and a girl.</p> <p>Students will listen to statements related to gender roles as they are read and indicate whether they agree or disagree by standing under the appropriate sign placed at opposite ends of the classroom. Students will share reasons for their answers and explain where they think gender stereotypes come from and how they lead to gender expectations of men and women in society.</p> <p>Note: Emphasize the importance of showing respect despite differences of opinion.</p> <p>Examples of statements are:</p> <ol style="list-style-type: none"> Men become doctors, women become nurses. Boys wash the car, girls wash the dishes. 	<p>Brainstorming and worksheets indicate students’ clear and accurate understanding of the difference between sex and gender</p> <p>Students’ responses indicate a clear and accurate understanding of the relationship between gender stereotypes and gender expectations in today’s society</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Common gender stereotypes include:</p> <ul style="list-style-type: none"> • Only women can be nurses • Men should not cook or do household chores • Men are messy • Women should stay at home and look after the children • Men should be good at mechanics • Only men make good leaders <p>Gender roles are defined by the society in which one lives and can differ across cultures. They are not innate but are learned.</p> <p>Gender equality is a basic human right and means "all human beings are born equal". This means that whether male or female, a person should never be deprived of living their true potential because of their sex. Both boys and girls should therefore have equal opportunities.</p>	Game/ Journaling/ Reflective Questioning	<ol style="list-style-type: none"> 3. Only women can stay at home with the children. 4. Men should not be the ones to cook in the home. 5. Men do not do housework and do not take care of the children. 6. Men and women can perform the same tasks. 7. Women should stay at home and look after the children 8. Men are stronger than women 9. Both men and women can have a career <p>Students will stand in a circle and participate in an exercise where boys will be asked to act like girls and girls will be asked to act like boys. After the exercise, they will answer the following questions:</p> <ol style="list-style-type: none"> 1. How did the boys/girls behave? 2. How do boys/girls act? 3. How do you feel about how you are perceived by the opposite sex? 4. How important is gender equality? 5. Why is it important for boys and girls to have equal rights? <p>Students will then be asked to recall a situation in which they were expected to behave in a certain manner or do something because they were a boy/girl. In their journals, they will express how they feel about that experience and the gender stereotypes/expectations of their society. They will share whether gender expectations impact their behaviour and choice of activities. Students will contemplate the following Reflective</p>	Journal entries indicate self-awareness skill in identifying their feelings about gender expectations and gender equality

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		Creative Expression	<p>Questions:</p> <ul style="list-style-type: none"> • How do I feel about what society expects of me as a boy/girl? • How comfortable am I with society's expectations? • Do I feel there is something I cannot participate in because I am a boy/girl? • How do I feel about gender equality? <p>Students will be placed in groups to read scenarios or stories that depict situations where gender discrimination was evident. Students will respond to each situation to show support for gender equality by developing a role play, creating comic strips or developing campaign messages against gender inequality/gender discrimination.</p>	<p>Creative pieces reflect effective use of the steps in empathy or advocacy skill along with appropriate value/ virtue e.g. respect or democracy to show support for gender equality</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. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education

GRADE 5**Theme: Sexuality and Sexual Health**

Module 2:

Sociocultural Influences on Sexual Behaviour

Unit 1:

Factors Influencing Expression of Human Sexuality

Learning Goals:

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

1. Understanding the ways in which sexuality is learned
2. Appreciate the importance of respecting and protecting your body
3. Apply ways to respond appropriately to factors influencing sexual choices and expressions

Core Values:

Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service

Topic 1:

Think Before You Click!

Life Skills:

Social: Communication, Advocacy

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

Coping: Self-awareness, Healthy Self-management

Values/Virtues:

Clear thinking, Morals, Wisdom, Honour

Objectives	Points to Note/Guidance to Teacher	Strategies	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 social media influences on perceptions of self • Critically assess the dangers of using social media • Propose strategies to protect self from the negative influence of 	<p>Using social media websites is among the most common activities of today's children and adolescents. Any website or smartphone application that allows social interaction is considered a social media site, such as Facebook, Instagram, WhatsApp, Snapchat and YouTube.</p> <p>These applications allow individuals to post or send images (whether fake or real) of themselves; if your picture/ image and video look pleasing to others you can attract attention through "likes" and comments to validate that you are attractive.</p> <p>Social media can be useful as it allows people to connect</p>	Discussion	<p>Students will be asked how they think social media influences how people may feel about themselves. In groups, students will then look at sample pictures of random people (models, families, female and male celebrities among others).</p> <p>Students will use a five-point rating scale to rate the pictures from best look to worst look and provide reasons for their decisions. These ratings will be discussed to highlight how social media and applications can influence people's perceptions of themselves based on the opinions of others.</p> <p>Guide to Rating Scale: 1- weak 5 -strong</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • How would I feel if I were given 	Discussion reflects a clear and accurate understanding of social media's influences on perceptions of self

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>social media</p> <ul style="list-style-type: none"> Demonstrate advocacy skill in encouraging their peers to avoid negative social media influences 	<p>with each other and enhance their creativity by sharing ideas, music and other information. However, there is a downside of social media where children can become the victims of cyberbullying and expose themselves to questionable persons and risky situations.</p> <p>It is important to understand that posting certain images of yourself and giving out personal information on the internet can be risky.</p> <p>Risks</p> <ul style="list-style-type: none"> You don't always know if people are who they say they are. You can give the wrong impression about your character. Strangers who may be sexual predators of children have access to your pictures and information. Revealing too much information about yourself. The staying power of the internet-consider the future. Lack of validation from others about posted pictures or videos may lead to depression or low self-esteem. May encounter cyberbullying. May be encouraged to participate in sexting. Newer apps can compromise privacy as they share a person's location <p>Protection Strategies</p> <ol style="list-style-type: none"> Post modest-looking pictures and videos of yourself; avoid suggestive pictures and videos. 	<p>ICT/Discussion</p>	<p>five (5) as a rating?</p> <ul style="list-style-type: none"> How would I feel if I were given one (1) as a rating? How does the rating I received affect the way I view myself? How can I develop my self-confidence in order not to rely on others to make me feel good about myself? <p>Note to Teacher: Photos should be reviewed for age-appropriateness prior to this activity. Approved resources should also be used to avoid privacy issues or inappropriate use of images.</p> <p>Students will watch video presentations that depict the dangers of social media. In groups, students will discuss the highlighted dangers of social media and the negative outcomes that may affect children. They will also explain how students can protect themselves from the negative impacts of social media.</p> <p>Suggested Videos:</p> <ol style="list-style-type: none"> Dangers of Social Media (girl edition) https://youtu.be/6jMhMVEjEQg Dangers of Social Media (boy edition) https://youtu.be/c4sHoDW8QU4 <p>Reflective Questions:</p> <ul style="list-style-type: none"> What would I do if I was befriended by a stranger on social media? What dangers am I putting myself in when I am not careful about my usage of social media? How can I protect myself from sexual predators who target children on social media? 	<p>Students' responses reflect a clear and accurate understanding of the dangers of using social media</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>2. Use privacy settings on applications and telephones that may block access to some strangers.</p> <p>3. Do not accept friend requests or give out your phone numbers to strangers.</p> <p>4. Do not rely on others to make you feel good about yourself.</p> <p>5. Think before you click. Ask yourself if you want everyone to know the information you are posting.</p> <p>Safe Chat Rooms and Social Sites for Kids These programs are designed for users under 13 because the age for signing up with Facebook, Twitter and other popular social sites is 18 years old. These sites for children under 13 years old ensure safety from various sexual predators.</p> <p>1. Franktown Rocks - age 10+ Music and social networking combine in a safe, cool hangout. http://www.franktownrocks.com</p> <p>2. Everloop: Goobit - age 10+ Mobile version of tween social network; parents can monitor. Devices: iPhone, iPod Touch, iPad https://www.common sense media.org/app-reviews/everloop-goobit</p> <p>3. Sweet High - age 10+ Closed social network for girls is strong on privacy. http://sweethigh.com</p>	<p>Stimulus Activity</p> <p>Research/ Portfolios</p>	<ul style="list-style-type: none"> How does social media negatively affect my perception of self? <p>Teacher will place students into groups and each group will be given a different scenario involving the use of social media. Teacher can create a printout of conversations on social media involving cyberbullying, requests for personal information, posting of images, etc. Students will then create a dialogue to continue the conversation and demonstrate how they would protect themselves from the negative influence of social media in the scenario they received. Students will share their responses and explain the strategy they used. Teacher will collate all the strategies used on the board and students will add any additional strategies they think would be helpful.</p> <p>In groups, students will create materials such as infographics, posters, videos, radio messages, cartoons or other materials advocating for the responsible use of social media by their peers. Posters should highlight the dangers of this medium, the importance of being safe in its use and propose strategies to protect against the negative influence of social media.</p>	<p>Responses to stimulus activity and discussion reflect appropriate strategies to protect themselves from the negative influence of social media along with appropriate value/virtue e.g. wisdom or integrity</p> <p>Materials reflect effective use of steps in advocacy skill and appropriate value/virtue e.g. morals or clear thinking to encourage their peers to avoid negative influences on social media</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>More Sites for Children under 13 years old https://www.common sense media.org/lists/safe-chat-rooms-and-social-sites-for-kids</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 to reduce vulnerability to 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 analyzing 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. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education

GRADE 5**Theme: Sexuality and Sexual Health**

Module 3:

Managing Reproductive Health

Unit 1:

Identifying and Avoiding Risky Behaviour

Learning Goals:

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

1. Understand the consequences of engaging in risky behaviours
2. Appreciate the importance of knowing how HIV is transmitted
3. Practise appropriate skills to respond compassionately to persons living with HIV, peers and siblings requiring health care

Core Values:

Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service

Topic 1:

Babies and My Future

Life Skills:

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

Values/Virtues:

Ambition, Aspiration, Morals, Integrity, Determination

Objectives	Points to Note/Guidance to Teacher	Strategies	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 development of a baby • Evaluate the needs of a newborn baby • Justify why adolescents are not ready to have a baby • Display self-awareness by 	<p>Note to Teacher: It is important to communicate with parents the objectives and the activities of this lesson as they are responsible for monitoring and supervising sexual content in and outside of the home.</p> <p>Where do babies come from?</p> <p>The human body has the ability to conceive and bear children.</p> <p>During puberty a female's reproductive organs mature, allowing her to become pregnant and nurture a baby; breasts develop so they can produce milk for a baby and the menstrual cycle prepares the uterus to nourish an embryo.</p>	Infographic/ ICT/ Discussion	<p>In small groups, students will be given an incomplete diagram with clues on cartridge paper that depict the development of a baby. They will be given a list of words to complete the diagram, as well as appropriate images to enhance the pictorial effect. Students will present the finished product to the class explaining each stage of the development of a baby. They will then watch the following video to clarify information: Anatomy & Physiology of Pregnancy https://study.com/academy/lesson/anatomy-physiology-of-pregnancy.html</p> <p>Suggested words to use: male, female, embryo, foetus, pregnancy, birth, umbilical cord, placenta</p>	The infographic illustrates an accurate understanding of the development of a baby

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
expressing their feelings about having a baby at an early age	<p>The male's reproductive system during puberty produces sperm cells capable of fathering a child.</p> <p>Conception is the union of a sperm cell from a man and an egg (ovum) from a woman to create a baby. This is also called fertilization.</p> <p>During the first 8 weeks of pregnancy, the developing baby is called an embryo. Pregnancy usually lasts 9 months.</p> <p>A female who gets pregnant at an early age may face the following consequences:</p> <ol style="list-style-type: none"> 1. Serious physical health risks (Limited or no formal education) 2. Emotional and psychological effects 3. Social and economic pressures <p>A male who conceives a baby at an early age may face the following consequences:</p> <ol style="list-style-type: none"> 1. Limited formal education 2. Emotional and psychological effects 3. Social pressures 4. Economic pressures (by law) 	<p>Project/Journal</p> <p>Resource Person/</p> <p>Resource Person/Speech</p>	<p>Students will be tasked with caring for a raw egg for a week to learn the responsibilities of parenting. Students will be given the following rules for the project:</p> <ul style="list-style-type: none"> • Eggs must be named and decorated by the 'parent'. • Each parent must provide a safe carriage for the baby. • Egg babies must be attended to at all times by the 'parent' or designated babysitter. • 'Baby' must be fed every two hours. • Don't break the egg! <p>At the end of the week, each student will complete a questionnaire about their experience.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • What are all the needs of a newborn baby? • How did I feel about my egg baby after a week? • What did I find most difficult about this task? • How did people react to my egg baby and how did that make me feel? • Do I think I would make a good parent? • Am I ready to take care of a newborn baby? What do I need to be ready to care for a newborn baby? • How do I feel about taking care of a newborn baby at such a young age? <p>Students will listen to a guest speaker, e.g. an adolescent mother from the Women's Centre of Jamaica or Eve for Life and discuss the challenges of being</p>	<p>Students' responses accurately reflect the needs of a newborn baby</p> <p>Speech presents valid reasons why adolescents</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		Journaling/ Reflective Questioning	<p>an adolescent mother taking care of a newborn. Students will then prepare a speech justifying why adolescents are not ready to have a baby.</p> <p>Using the appropriate steps in self-awareness, students individually will express in their journals: their feelings about having a baby at an early age, behaviours they need to change and steps they can take to avoid this situation.</p> <p>Reflective Questions:</p> <ol style="list-style-type: none"> 1. How do I feel about adolescents having a baby? 2. How can having a baby at my age affect my future? 3. What actions will I take to ensure I achieve my future goals? 	<p>are not ready to have a baby and reflects appropriate value/virtue e.g. aspiration or morals</p> <p>Journal entries indicate self-awareness skill in identifying their feelings about having a baby at an early age, behaviours they need to change and appropriate value/virtue e.g. integrity or determination</p>

GRADE 5**Theme: Sexuality and Sexual Health****Topic 2:****Reducing My Risk****Life Skills:**

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

Values/Virtues:

Respect for Self, Clear thinking, Morals, Purity, Reason

Objectives	Points to Note/Guidance to Teacher	Strategies	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 consequences of risky sexual behaviours in which adolescents may engage • Justify the importance of abstinence as the best way to avoid consequences of risky sexual behaviours • Propose strategies for avoiding risky behaviours that may compromise their reproductive health 	<p>Note to Teacher: It is important to communicate with parents the objectives and the activities of this lesson as they are responsible for monitoring and supervising sexual content in and outside of the home.</p> <p>What is a risk? It is taking a chance that may cause physical, emotional, and psychological injury or loss.</p> <p>Factors that may influence risky behaviour include:</p> <ul style="list-style-type: none"> ✓ Emotional upheaval ✓ Sexual feelings ✓ Peer influence/pressure ✓ Social or economic status ✓ Low self-esteem and awareness <p>Consequences of involvement in risky behaviour include:</p> <ul style="list-style-type: none"> ✓ Personal loss ✓ Family problems ✓ Health problems/infections and disease ✓ Loss of education 	<p>Brainstorming/ Presentation</p> <p>Visual Arts/ICT</p>	<p>In groups, students will brainstorm and list risky behaviours (sexual and others) in which adolescents engage that may cause them physical, emotional, and psychological injury or hurt. Groups will present the lists to the class, explaining what makes the behaviours risky, and the consequences of each and highlighting those behaviours which can compromise their reproductive health.</p> <p>Students will launch a campaign to educate their peers about the importance of abstaining and propose strategies that can help adolescents avoid risky sexual behaviours. They will use print media to promote their message; through the creation of posters, pamphlets, flyers, news articles, advertisements, videos and other materials.</p>	<p>Students' responses indicate a clear and accurate understanding of risky behaviours in which adolescents may engage and the consequences of these behaviours</p> <p>Campaign materials contain accurate information about the importance of abstinence to avoid consequences of risky sexual behaviours, suggests appropriate strategies for avoiding risky behaviours that can compromise reproductive health and reflects appropriate value/virtue e.g. respect for self or morals</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate social or cognitive skill to avoid engaging in risky behaviours 	<ul style="list-style-type: none"> ✓ Legal problems ✓ Low self-esteem and social status <p>Sexual Abstinence Sexual intercourse can lead to pregnancy, sexually transmitted infections (STIs) and HIV. Abstinence from all sexual activities is the best form of protection. Sexual activity is best delayed until adulthood when one is mentally, spiritually, emotionally and physically mature enough to make such an important decision.</p> <p>Sexually Transmitted Infections (STIs) STIs have harmful physical, emotional and social consequences.</p> <p>Skills to avoid risky behaviour include:</p> <ul style="list-style-type: none"> ✓ Personal goal-setting ✓ Choices and Decisions – ‘Stop and think it through’ (decision making); REAL (Refuse, Explain, Avoid, Leave) and STACK (Stop, Think it through, Ask yourself and others what to do, Choose carefully it is up to you, Keep your pride and promises too) ✓ NO-GO-TELL (Refusal skill) ✓ Critical thinking ✓ Self-awareness ✓ Healthy self-management 	Brainstorm/ Discussion/Role -Play	<p>In groups, students will brainstorm situations/scenarios that put their peer group at risk and discuss ‘pressure lines’ often used in these situations. For each ‘pressure line’, students will create a counter-response that will help them avoid these risky behaviours.</p> <p>Each group will then select one of the situations/scenarios and role-play how to avoid risky behaviours using one of the models with the appropriate counter-responses developed.</p> <ol style="list-style-type: none"> REAL (Refuse, Explain, Avoid, Leave) and STACK (Stop, Think it through, Ask yourself and others what to do, Choose carefully it is up to you, Keep your pride and promises too). <p>Reflective Questions:</p> <ul style="list-style-type: none"> • What must I do to avoid risky behaviours? • What can I do to help my friends avoid risky behaviours? 	Role play reflects effective use of steps in problem solving, refusal or negotiation skill and appropriate value/virtue e.g. clear thinking or reason

GRADE 5**Theme: Sexuality and Sexual Health****Topic 1: Together We Can Make a Difference: Don't Discriminate**

Life Skills: Social: Empathy, Advocacy
 Cognitive: Critical thinking, Decision making
 Coping: Self-awareness

Values/Virtues: Sensitivity, Consideration, Concern, Compassion

Objectives	Points to Note/Guidance to Teacher	Strategies	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 myths and facts related to HIV and AIDS Assess the impact of stigma and discrimination on persons living with HIV (PLHIV) Display positive attitudes towards persons living with HIV Display social skills to show support for persons living with HIV 	<p>HIV and AIDS HIV (Human Immunodeficiency Virus) is the virus that causes AIDS (Acquired Immune Deficiency Syndrome).</p> <p>HIV is transmitted from one person to another through exposure to blood. Tattoos, body piercings and sharing needles or razors are dangerous and can expose a person to HIV and other blood-borne diseases.</p> <p>Stigma Stigma is the belief of a person about a perceived mark of disgrace linked with certain kinds of behaviour. HIV-related stigma refers to the negative beliefs, feelings and attitudes toward people living with HIV.</p> <p>Discrimination Discrimination is the practice of treating a group of people unfairly based on certain characteristics.</p> <p>HIV-related discrimination refers to the unfair and unjust treatment of an individual based on his or her real or perceived HIV status. HIV-related</p>	<p>Game</p> <p>Video Presentation / Discussion</p>	<p>Students will engage in a myth or fact game. Teacher will read items related to HIV/AIDS transmission and prevention and students will indicate whether they agree or disagree by standing under the appropriate sign: (MYTH/FACT)</p> <p>Students will watch the video "What if it were you?" on the Life Skills DVD. The class will then be divided into two groups; one group will state reasons they would avoid Nicole and her mother and the other group will state the opposite. Each group will discuss and write down their reasons. The first group will also discuss how stigma and discrimination can be applied to each of their reasons. The second group will discuss how they are avoiding stigma and discrimination with their reasons. Each group will present to the class. Students will then discuss the possible effects of stigma and discrimination on persons living with HIV.</p>	<p>Students' responses illustrate an accurate understanding of myths and facts related to HIV and AIDS</p> <p>Students' responses indicate a clear and accurate understanding of the impact of HIV-related stigma and discrimination</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>discrimination is usually based on stigmatizing attitudes and beliefs about persons living with or affected by HIV.</p> <p>Causes Fear, ignorance, uncertainty, prejudice, socialization, etc.</p> <p>Consequences</p> <ul style="list-style-type: none"> ✓ People are hurt. ✓ Conflicts result. ✓ People who are sick do not seek help. <p>Persons living with HIV and AIDS often experience stigma and discrimination.</p>	Role-play/Letter writing	<p>Reflective Questions:</p> <p>How would I feel being discriminated against?</p> <p>How would I want to be treated if I was HIV positive?</p> <p>Why should persons with HIV be treated with dignity and respect?</p> <p>Students will be divided into groups; some groups will role-play how they would respond to Nicole, or any other student at their school living with HIV, while other groups will write a letter to Nicole and her mother showing empathy and compassion about what happened at school.</p> <p>Reflective Questions:</p> <p>How can I show compassion for persons living with HIV/AIDS?</p> <p>What can I do to help remove stigma and discrimination from my community?</p>	<p>Role-plays and letters clearly illustrate effective use of empathy skill, along with appropriate value/virtue e.g. compassion or concern, to show support for persons living with HIV</p>

THEME: SEXUALITY AND SEXUAL HEALTH

MODULE 4: MANAGING REPRODUCTIVE HEALTH

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

About the Module

Display knowledge and behaviour that 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, the 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 and a drug-free lifestyle.

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. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education

Theme: Sexuality and Sexual Health

Access Sources of Health Information & Services

Health Resources

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

1. Understand where to access reproductive health services and other information
2. Appreciate the importance of sourcing appropriate health information
3. Use appropriate skills to access age-appropriate sources of health information and services

**Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service**

Discovering Health Resources and Services

Social: Communication

Cognitive: Critical thinking, Decision making

Coping: Healthy Self-management

Reason. Appreciation. Clear Thinking

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to:	<p>Health resources and services are places and people we can go to for information on health issues and problems. These are available at the three different levels of health care:</p> <p>Primary healthcare is the first level of contact between individuals/families and the healthcare system. It must be available to all individuals. Resources and services include those provided by family members, general practitioners, guidance counsellors, nurses, immunisation and basic curative care services, prevention of diseases facilities, family planning and health education in all areas.</p> <p>Secondary healthcare is specialized</p>	Research / Presentation	Students will research local facilities and personnel that provide information and services at the different levels of health care. They will categorize these services under the three levels of health care (Primary, Secondary and Tertiary) and explain how these facilities and personnel can be used to address physical, mental, emotional and social health issues and problems. They will then present their findings to the class.	Research presentation illustrates accurate knowledge of available health resources and services and the category to which each belongs
<ul style="list-style-type: none"> Categorize available health resources and services Display appreciation for the various health resources and services available in their communities Demonstrate cognitive skills 		Visual Arts/Field Trip/Report Writing	Students, with the help of their parents, will create a Community Health Resources and Services Directory that will address physical, emotional, mental and social health issues that may be faced by themselves, their friends,	Visual art pieces reflect appreciation for the various health resources and services available

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
in selecting appropriate health resources and services to address various health issues	<p>care to address a diagnosis and/or treatment plan. Sometimes a referral is required to obtain these services. Providers of secondary care include medical specialists, specialized health centres, hospitals and psychiatrists providing resources and services.</p> <p>Tertiary healthcare is specialized consultative care that is usually provided for patients with serious health conditions. This is provided by medical and surgical consultants and facilities with advanced medical investigation and treatment. Advanced diagnosis, support services and intensive care which cannot be provided at the other two levels are available at tertiary.</p>	Case Scenarios	<p>associates and family. In groups, they will create appreciation cards, art pieces or thank-you notes expressing gratitude to these facilities for their continuous support to the community. Teachers/ parents will take students to these facilities to deliver these items. Students will write a report on their experience at the facility visited.</p> <p>Reflective Question: Why is the work of health care providers important to me?</p> <p>What would the community do without health information and services from these providers?</p> <p>Students will be given different scenarios that depict a health issue or problem. They will discuss the health resource or service they will use/recommend to address the issue or problem and provide justification for their selection.</p> <p>Suggested scenarios:</p> <ol style="list-style-type: none"> 1) <i>Mary went to use the bathroom during lunchtime at school when she noticed red spotting in her underwear.</i> 2) <i>Grade 6 students were given a project on the symptoms of Sexually Transmitted Infections, HIV and AIDS.</i> 	<p>in communities</p> <p>Responses to case scenarios reflect critical thinking skill along with appropriate value/virtue e.g. appreciation or clear thinking, in determining the appropriate health resources and services to address various health issues</p>

APPROPRIATE EATING & FITNESS



APPROPRIATE EATING AND FITNESS – Grade 5 – TERM 3

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RS AEF1: Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of lifestyle diseases.	<ol style="list-style-type: none"> 1. Recognise healthy eating as a critical component of healthy living throughout the life cycle. 2. Demonstrate ways to select a balanced meal, using a variety of foods. 3. Apply safe food-handling principles. 	1. Making Healthy Choices	1. Healthy Food Options	<ul style="list-style-type: none"> • Watch What You Eat • Food Safety
RS AEF 2: Demonstrate understanding of fitness and its relationship to good health and quality of living.	<ol style="list-style-type: none"> 1. Recognise and value fitness as another critical component of a healthy lifestyle. 2. Incorporate safety principles when engaged in fitness activities. 3. Design and implement an age-appropriate physical fitness plan. 4. Appreciate the role of fitness in achieving good health. 	2. Good Health and Quality Living	1. Keeping Fit	<ul style="list-style-type: none"> • Let's Get Physical Safely!
RS AEF 3: Analyse the influence of socio-cultural and economic factors, as well as personal beliefs and choices related to appropriate eating and fitness.	<ol style="list-style-type: none"> 1. Demonstrate understanding of factors that influence eating and fitness behaviours. 2. Make varied choices to broaden experiences related to eating and fitness. 	3. Factors Influencing Eating and Fitness	1. Influences on Eating and Fitness	<ul style="list-style-type: none"> • Our Family Meals • What in the World Influences My Eating and Fitness?
RS AEF 4: Develop knowledge and skills to access age-appropriate sources of information, products and services related to eating and fitness.	<ol style="list-style-type: none"> 1. Identify sources of accurate, age-appropriate information relating to eating and fitness. 	4. Sourcing Information	1. Sources of Information	<ul style="list-style-type: none"> • Think Before You Buy

THEME: APPROPRIATE EATING AND FITNESS

MODULE 1: MAKING HEALTHY CHOICES

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

About the Module

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

Key Skills

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

GUIDANCE FOR THE TEACHER

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

LINKS TO OTHER SUBJECTS: Physical Education, Science

GRADE 5**Theme: Appropriate Eating and Fitness**

Module 1:

Making Healthy Choices

Unit 1:

Healthy Food Options

Learning Goals:

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

1. Understand the relationship between nutrients, a balanced diet and a healthy lifestyle
2. Appreciate the importance of maintaining proper eating habits to remain healthy
3. Apply life skills in making healthy food choices

Core Values:
**Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service**
Topic 1:**Watch What You Eat****Life Skills:**


Social: Communication

Cognitive: Decision making, Critical thinking

Coping: Healthy Self-management, Self-awareness

Values/Virtues:**Self-discipline, Perseverance, Conscientiousness, Reason, Wisdom, Clear thinking**

Objectives	Points to Notes/Guidance to Teacher	Strategies	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 foods by their major nutrient• Analyse the benefits of selected nutrients to the body• Justify the need to maintain proper eating habits to stay healthy	<p>Healthy eating is a critical component of healthy living. Food is any solid or liquid which nourishes the body and helps to maintain life and growth.</p> <p>There are six major food groups in the Caribbean from which we are to eat to be healthy.</p> <p>Food Groups The major food groups include:</p> <ul style="list-style-type: none">• Staples such as corn, tubers, rice and plantain• Vegetables• Fruits• Fats and oils including fat-rich foods such as avocado and coconut• Animal-source foods including fish, meat, eggs and dairy products• legumes and nuts	Group-work/ Chart	<p>Students in small groups will complete a food group chart documenting what they had or were planning to have for lunch and the nutrient content of each lunch item. They will categorize each food item based on the nutrients found in them.</p> <table><tr><th>FOOD ITEMS</th><th>NUTRIENTS/ CONTENT</th><th>FOOD GROUPS</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <p>Students will share their group work with the whole class and collectively they will compile a list of the benefits of each nutrient to the body. Students will discuss each benefit listed. Teacher will clarify and make suggestions where necessary.</p>	FOOD ITEMS	NUTRIENTS/ CONTENT	FOOD GROUPS										<p>Food group charts illustrate students' ability to accurately identify nutrients found in each food and to categorize the foods according to their major nutrients</p> <p>Students' responses indicate a clear and accurate understanding of</p>
FOOD ITEMS	NUTRIENTS/ CONTENT	FOOD GROUPS														

Objectives	Points to Notes/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria																
<ul style="list-style-type: none">Demonstrate the ability to use social skills to eat healthily	 <p>Nutrients Nutrients are substances found in foods that provide nourishment for the maintenance of life and growth.</p> <p>No one food contains all the nutrients the body needs to grow healthy so eating a variety of foods from the six food groups helps the body to get a good mix of the nutrients required.</p> <p>Macronutrients These are needed in large amounts for the body to function well: Carbohydrates - for energy Protein - Makes muscles, skin, antibodies, hormones, hair etc. Fat - Main fuel (energy) source for the body at rest. Protects vital organs, Keeps the body warm</p> <p>Micronutrients These are needed in the body and</p>	<p>Role Play/ Discussion</p> <p>Journal Entry</p>	<table border="1"><thead><tr><th>FOOD ITEMS</th><th>NUTRIENT/ CONTENT</th><th>FOOD GROUP</th><th>BENEFITS</th></tr></thead><tbody><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></tbody></table> <p>Students will in two groups enact two scenarios depicting healthy and unhealthy eating habits.</p> <p>Group 1 will role-play eating foods high in fat, sugary foods and drinks, etc. (using empty packets of selected foods where available)</p> <p>Group 2 will role-play eating fruits, vegetables; cheese sandwiches, etc. (ensure there is representation from each food group).</p> <p>Students will then lead a discussion on which group they think ate healthier and why and discuss why good eating habits are important to a healthy lifestyle.</p> <p>Students will monitor and record the meals they eat for one week and make journal entries based on the following reflective prompts:</p> <ul style="list-style-type: none">How am I making healthy food choices?What did I eat today?Did I eat from all the food groups?Did I eat too much from one group?How can I create a balance between eating healthy and unhealthy food?Which life skills do I need to practise in choosing to eat healthily?How will I change my eating habits to ensure I eat a healthier diet?	FOOD ITEMS	NUTRIENT/ CONTENT	FOOD GROUP	BENEFITS													<p>the benefits of each nutrient</p> <p>Students' responses include valid points to justify the need to maintain proper eating habits to stay healthy</p> <p>Journal entries and food logs reflect effective use of the steps in healthy self-management or decision making skill and appropriate value/virtue e.g. self-discipline or wisdom to eat healthily</p>
FOOD ITEMS	NUTRIENT/ CONTENT	FOOD GROUP	BENEFITS																	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>are equally important to health and fitness:</p> <p>Vitamins and minerals are essential micronutrients that our bodies need in small amounts to work properly.</p> <p>Minerals are important for:</p> <ul style="list-style-type: none"> • Building strong bones and teeth • Controlling body fluids inside and outside cells • Turning the food you eat into energy <p>Vitamins help to:</p> <ul style="list-style-type: none"> • Promote healthy eyes, skin, bones, tissues, growth and immunity and help to prevent disease. <p>Balanced Diet Children are growing every day so it is important to practise healthy lifestyle habits such as eating a well-balanced diet and exercising every day. Eating a balanced diet means eating a variety of foods from each food group every day in moderate amounts and according to recommended serving sizes.</p> <p>Healthy Lifestyles Many diseases that lead to death are influenced by eating or drinking too much, lack of exercise, stress and abuse of drugs including alcohol and tobacco. Eating too many foods that are high in fat, salt and sugar can also lead to diseases. These diseases are known as lifestyle diseases and include obesity, diabetes, hypertension and some types of cancers e.g. colon cancer.</p>		<p>Students will use a food chart with pictures if possible to complete their journal entries.</p>	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Obesity A medical condition in which excess body fat has accumulated to the extent that it may have an adverse effect on one's health.</p> <p>Heart disease Heart disease includes several problems affecting the heart and the blood vessels in the heart.</p> <p>Hypertension Otherwise known as high blood pressure, means high pressure (tension) in the arteries. This can be caused by stress and can lead to heart disease, stroke and other complications.</p> <p>Stroke A medical emergency when blood flow to the brain stops.</p> <p>All these can be prevented by practising a healthy lifestyle. A healthy lifestyle includes eating healthy, being physically active and taking care of the body.</p>			

Theme: Appropriate Eating and Fitness

Food Safety

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

Values/Virtues: Cleanliness, Decency, Consideration, Care

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria												
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none">• Discuss the importance of practising safe food-handling principles• Exhibit care in the handling of food• Demonstrate advocacy skill in promoting safe food-handling practices	<p>Food safety refers to handling, preparing and storing food in a way that best reduces the risk of foodborne illnesses.</p> <p>Bacteria Bacteria are tiny organisms that are everywhere around us. We can't see them without a microscope because they are so small, but they are in the air, on our skin, in our bodies, on the ground, and throughout nature. Most bacteria are not dangerous but some can cause diseases in animals and plants.</p> <p>Bacteria in Food Food may contain bacteria when we buy it. Bacteria spread easily between foods and from food to our hands. Improper food handling techniques can spread germs and cause illnesses.</p> <p>Safe Food Handling principles include:</p> <ul style="list-style-type: none">✓ Hand washing: Always wash our hands after going to the toilet and before handling, preparing or eating food.	<p>Discussion</p> <p>Roleplay</p>	<p>Students will watch a 'Food Safety Video' from the Centers for Disease Control and Prevention (CDC) https://www.youtube.com/watch?v=zE0ypKtFuWQ</p> <p>They will then work in small groups to complete a chart indicating safety principles to adhere to when buying, handling, eating and cooking foods.</p> <table><tr><th>Eating</th><th>Handling</th><th>Buying</th><th>Cooking</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>Students will then discuss the importance of practising food safety rules highlighting possible consequences if food safety rules are not followed.</p> <p>Students will enact a scene depicting a member of their community getting sick as a result of eating contaminated food. Students will demonstrate how they would have prevented this from happening to others by demonstrating the practical principles that should be exhibited in the handling of food. They will use the checklist provided by the teacher to assist with the process.</p>	Eating	Handling	Buying	Cooking									<p>Students' responses indicate a clear and accurate understanding of the importance of practising safe food handling principles</p> <p>Role play depicts careful handling of food and appropriate value/virtue e.g. care</p>
	Eating	Handling	Buying	Cooking												

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> ✓ Avoid preparing food when we have a cold. ✓ Food storage: Ensure food is covered (to protect it from flies) and stored at the correct temperature. Check the packet to see if it needs refrigeration. ✓ Manufacture and expiration dates: Always use food by the expiration date and check for smell or mould to make sure it has not gone bad. ✓ Washing foods before consuming or cooking. ✓ Proper hygiene: Wash utensils and chopping boards in warm, soapy water <p><i>Dangers of consuming contaminated foods</i> When food becomes contaminated, it can make us sick. Depending on the source and level of contamination, effects can include cramps, nausea, diarrhoea, vomiting, nerve damage, allergies and paralysis.</p>	ICT	<p><i>Suggested Checklist</i> http://www.nourishinteractive.com/nutrition-education-printables/3-cooking-with-kids-food-safety-checklist</p> <p>Students will contemplate the following reflective questions as they prepare and present the role play.</p> <p>Reflective Questions:</p> <p>Do I always practise safe food handling practices?</p> <p>Can I improve the way I handle food?</p> <p>How can I help to educate my friends and family members about food safety?</p> <p>Students will create an instructional video to demonstrate and advocate for the use of proper food-handling practices. They will share their video with the class teacher and ask their parents to upload it to YouTube. The best video will be shown at devotion and uploaded to the school's social media page and website. It will also be shown at a PTA Meeting.</p>	Videos reflect proficiency in the use of the steps in advocacy skill, along with appropriate value/virtue e.g. cleanliness or consideration

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. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Physical Education, Science

Theme: Appropriate Eating and Fitness

Good Health and Quality Living

Keeping Fit

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

1. Develop an awareness of the importance of physical activities and health
2. Appreciate the benefits of exercising and keeping fit
3. Apply appropriate skills while engaging in physical activities

**Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service**

Let's Get Physical Safely!

Social: Communication

Cognitive: Advocacy, Decision making, Critical thinking

Coping: Healthy Self-management

Values/Virtues: Appreciation, Commitment, Self-discipline, Respect

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to:	An active lifestyle that includes regular physical activity is a key part of growth and development, health, well-being and quality of life.	Presentation	Students will brainstorm a variety of physical activities that include everyday activities as well as sports and exercises. In groups, students will group the activities based on the type of physical activity of each and discuss why each type of physical activity is important to the body. Students will share with the class. Teacher will provide feedback and clarify where necessary.	Students' responses reflect a clear and accurate understanding of the four types of physical activities, activities that are classified under each type and the benefits of these types of physical activity to the body
<ul style="list-style-type: none"> Describe the four different types of physical activities Explain the importance of physical activity to different parts of the body Express a willingness to include exercise and fitness 	<p>Physical activity includes sports and games as well as things like gardening, doing laundry, walking, running, skipping, playing football, etc.</p> <p>Types of Physical Activities:</p> <p>Aerobic: These are endurance activities that work large muscles, especially our hearts. They make our heart beat faster and also help to strengthen our lungs. They include running, jogging, swimming, cycling, hopping, skipping and dancing.</p>	Portfolio	Students will make a pledge to become more physically active to improve their health. They will participate in the Jamaica Moves Club at school and create a portfolio of their journey.	Pledge and portfolio reflect a willingness to include physical activity in their daily routines

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>in their daily routines</p> <ul style="list-style-type: none"> Demonstrate the ability to use coping skills to improve health through safe physical activity 	<p>These kinds of activities are important for children to engage in for at least 60 minutes each day.</p> <p>Muscle-strengthening activities: These improve strength and power as well as endurance. Such activities include climbing stairs, lifting weights, push-up and sit-ups, gymnastics, football and simply playing on the playground. Muscle-strengthening activities also include some aerobic activities like climbing the stairs.</p> <p>Bone-strengthening activities: These cause our feet, legs and arms to support our body's weight and our muscles to push against our bones, resulting in our bones becoming stronger. Examples include running, walking, jumping rope and lifting weights. Bone-strengthening exercises can also be aerobic if they make our heart and lungs work harder than they usually do.</p> <p>Stretching: This type of activity is important as it helps to improve flexibility and our ability to move our joints. Touching your toes, side stretches and Yoga.</p> <p>Benefits of physical activity: Physical activity benefits both the body and mind.</p> <p>Body</p> <ul style="list-style-type: none"> ✓ Strengthens the muscles of the heart 	<p>Checklist</p>	<p>Reflective question: Why will I include physical activity in my daily routine?</p> <p>How will being physically active benefit me?</p> <p>With the help of the PE teacher, students will set a realistic goal for themselves to improve their level of physical activity in one or more of the four areas (aerobic, muscle strengthening, bone-strengthening or stretching). They will create a 'Let's Get Physical' checklist with different physical activities that students their age can participate in based on their goals. The checklist will also include safety principles to be adhered to during the activities.</p> <p>Examples of activities can include outdoor activities (hiking, running, playing catch, nature walks, riding bicycles, football, etc.), climbing the stairs instead of taking an elevator, gardening, washing the car, cleaning the house, dancing and stretching.</p> <p>For one month, students will use the checklist to individually keep a log of all the exercises and physical activities included in their daily routine. They will write reflective entries in their journals on selected activities sharing how they feel about participating in these activities and how they benefited from the experience. They will also indicate what activities they enjoyed, safety principles practised and what they will do to improve their health</p>	<p>and appropriate value/virtue e.g. self-discipline or appreciation</p> <p>Physical activity logs reflect students' effective use of the steps in healthy self-management skill, along with appropriate value/virtue e.g. commitment or self-discipline or respect, to improve health through safe physical activity</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> ✓ Builds healthy bones ✓ Develops strong muscles ✓ Increases flexibility ✓ Helps to maintain a healthy weight ✓ Increases energy ✓ Helps prevent certain medical conditions such as Type 2 diabetes, heart disease, high blood pressure, stroke, obesity and even certain types of cancer <p>Mind</p> <ul style="list-style-type: none"> ✓ Boosts self-esteem and confidence to build life skills ✓ Helps prevent anxiety and depression ✓ Helps you relax and reduce stress ✓ Helps you sleep better ✓ Helps you focus and concentrate at school <p>Some activities are not healthy e.g. watching a lot of TV or spending too much time playing computer games. These activities require little or no physical activity. Lack of exercise can cause health problems.</p> <p>Safety Tips: It is important to practise safety precautions and rules before and while engaging in physical activities. The key to safe exercise/ physical activity is moderation. Safe physical activity and exercise programmes start slowly and then over time build up in intensity, frequency and duration so as not to</p>		through safe physical activity. Teacher will assess logs at intervals.	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>strain muscles. Safety guidelines include:</p> <ul style="list-style-type: none"> ✓ Health checks ✓ Wearing appropriate gear such as comfortable shoes and loose-fitting clothes ✓ A balanced fitness programme that incorporates different types of physical activity ✓ Warm-up activities to increase heart rate and blood flow and loosen muscles ✓ Stretching muscles until tension is reached, holding for 10-20 seconds, then carefully releasing stretch. Do each stretch only once, never stretching to the point of pain ✓ Breathe during physical activity ✓ Drink enough water to keep hydrated ✓ Cooling down by lessening intensity or movements for at least 10 minutes before stopping completely 			

THEME: APPROPRIATE EATING AND FITNESS

MODULE 3: FACTORS INFLUENCING EATING AND FITNESS

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

About the Module

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

Key Skills

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

GUIDANCE FOR THE TEACHER

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

LINKS TO OTHER SUBJECTS: Physical Education

GRADE 5**Theme: Appropriate Eating and Fitness**

Module 3:

Factors Influencing Eating and Fitness

Unit 1:

Influences on Eating and Fitness

Learning Goals:

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

1. Understand factors that influence eating behaviours
2. Appreciate the importance of eating together to maintain the family bond
3. Apply appropriate life skills to maintain healthy eating and fitness behaviours

Core Values:
**Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service**
Topic 1:**Our Family Meals****Life Skills:**

Social: Communication, Advocacy

Cognitive: Decision making

Coping: Healthy Self-management, Self-awareness

Values/Virtues:**Appreciation, Care, Community, Gratitude**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Analyse the importance of having family meals Invite family members to share a meal to bond as a family Demonstrate self-awareness of how family meals influence 	<p>A Growing Trend: Over the years, for many families, family mealtime has been sacrificed due to overwhelming schedules which make it difficult to find the time to eat together. Meals are often eaten on the run, in front of the TV or the computer and many families go weeks without sharing a meal.</p> <p>Family meals are very important and should even be considered a daily requirement. Research has shown that families who regularly share meals benefit from strengthened family bonds, which lead to better relationships and a sense of belonging. This helps to build self-esteem and reduce the likelihood of children engaging in</p>	Research/ Simulation	<p>Students will use the internet to research the importance of family meals. Students will be placed in small groups representing families, assigned specific family roles and assembled for a mock family meal. In groups, they will discuss the value of eating together as a family and share their responses. Teacher will provide feedback and clarify where necessary.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> Is it different when I eat alone as opposed to when I eat with family members? How important is it to me to share a meal with my family? How do I feel about family meals? What can I do to increase the number 	Students' responses reflect a clear and accurate understanding of the importance of having family meals.

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
their eating habits	<p>high-risk behaviours such as substance use as well as teach children important family values and table manners.</p> <p>It is also said that family meals may help to reduce the likelihood of obesity as families that eat together, eat less as they talk more during mealtime and eat slowly. Family meals also provide an opportunity to provide a role model for healthy eating. Adults can model eating the right foods, in the right portions and the right amounts.</p> <p>Tips for Making Time to Eat Together</p> <ul style="list-style-type: none"> ✓ Make family meals a priority ✓ Increase the number of family meals together each week ✓ As a family, plan a menu together and go shopping ✓ Get the children involved in meal prep ✓ Work as a family to clean up ✓ Get rid of distractions such as the television or other electronics <p>Influence of the family: The family can either have a positive or negative effect on the eating habits of its members.</p> <p>Our family traditions, religious beliefs, personal factors or background may affect when we eat and the types of foods we decide to eat.</p>	<p>Creative Writing</p> <p>Journaling</p>	<p>of meals my family has together.</p> <p>Students will write persuasive letters to their parents, grandparents and siblings (where applicable) about the importance of family meals to them and invite them to have breakfast, lunch or dinner together as a family.</p> <p>Reflective Question: What can I do to improve the amount of time my family spends together sharing meals?</p> <p>In their journals, students will reflect on how they feel about their family's mealtime habits. They will also share how their family meals influence their eating habits in terms of the foods they eat, how much they eat and other factors. They will share their feelings and indicate what they would like to change about family mealtime and what actions they can take towards improving eating habits through family meals.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • What can I do to improve my eating habits? • How can I ensure family meals influence me positively? 	<p>Letters present valid arguments for why they should have a meal together as a family and reflect appropriate value/virtue e.g. appreciation or community</p> <p>Journal entries indicate self-awareness in identifying their feelings about mealtime with the family, the influence of their family on the foods they eat, their eating habits and how they can improve eating habits through family meals</p> <p>Appropriate value/ virtue e.g. care or gratitude displayed</p>

GRADE 5**Theme: Appropriate Eating and Fitness****Topic 2:****What in the world influences my eating and fitness?****Life Skills:**

Social: Refusal

Cognitive: Decision making

Coping: Self-awareness, Healthy Self-management

Values/Virtues:**Appreciation, Moderation, Self-discipline, Self-control**

Objectives	Points to Note/Guidance to Teacher	Strategies	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 factors that influence eating and physical activity habits Explore foods from other cultures to broaden health and physical activity options Reflect on factors that influence their eating habits Demonstrate cognitive or coping skills to maintain healthy eating and physical activity behaviours for healthy living 	<p>Factors that Influence Our Eating and Fitness</p> <p>The Caribbean is considered a melting pot of cultures including religion, art forms, dress codes and foods. The mix of ethnic groups brought with them unique foods that have influenced how and what we eat and the types of physical activities we engage in. Today, we are guided by Jamaica's Food-Based Dietary Guidelines of the six food groups – fruits, vegetables, staples, legumes and nuts, food from animals and fats and oils.</p> <p>FACTORS Environmental: Religious/Society (family and culture) Family shapes what we eat and how much. Our religion gives us food laws and society helps us to understand what foods are acceptable for eating. In some countries, insects can be eaten while others may forbid such consumption.</p> <p>Climate Each continent will produce different</p>	Discussion/ Game	<p>Students in small groups will engage in a Food Factors Connect the Dot Game. Each dot will have one of the following discussion questions attached as students move by running, walking briskly, marching, hopping on one foot/ crawling on knees/gliding from foot to foot like a skater.</p> <p>Sample Game Rules: https://fit.webmd.com/jr/move/article/connect-the-dots-activity</p> <p>Instructions: Cut out and label different sizes of dots. Use a measuring tool (ruler, tape measure) to space the spots in the area that will be used at home, school or the playground. For each distance between the dots, label them with the factors that influence eating and physical activity habits. Labels may include health, culture, family tradition, religion, and feelings/emotions among others.</p> <p>Sample Discussion Questions for Dots:</p> <ul style="list-style-type: none"> How do I choose what to eat? Who or what influences my eating and physical activity choices? How does my mood affect my eating 	Students' responses reflect a clear and accurate understanding of factors that influence eating and physical activity habits

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>types of food based on geographical location, weather and seasons. Spicy foods are usually consumed by those living in Asia as they alter the body temperature and help keep them warm. It also dictates the types of activities that can be done. In winter, sports like bobsled are engaged in; during warmer times jump rope and swimming are done.</p> <p>Social Factors Our peers and media often influence what we eat and the physical activities we participate in daily.</p> <p>Economic and Health People eat and participate in physical activities based on their income and health status (illnesses, weight and age).</p> <p>Food Availability Having consistent access to food that meets people's dietary needs and food preferences. It is also the fear or risk of not having enough food or the right food to Go, Grow and Glow healthily.</p> <p>Other influences To be fit means that there is a balance between nutrition and physical activity to achieve and maintain a healthy lifestyle. To be fit is not just about what you eat and drink or how you move. It is about having the right mindset and enough energy to be able to choose healthy foods and be active.</p>	Visual Arts	<p>and physical activity choices?</p> <ul style="list-style-type: none"> • How do I feel when I don't eat healthily or participate in physical activity? • What types of foods do I eat daily and who influences me to eat them? • What types of physical activity do I participate in and who influences those activities? • What health issues do I have that restrict me from eating certain foods and participating in certain types of physical activities? <p>Students will then summarize the factors that influence eating and physical activity habits.</p> <p>The class will be divided into two to explore foods and physical activities from other cultures. Some students will create a book with five foods they like to eat or have tried from other cultures – Indian, Chinese and Japanese among others. At least three of the food items should be from different cultures. They will research and include the recipe of their favourite food item from the list and explain why it is their favourite. If this is their first time trying any new food, they should also share their feelings about the experience.</p> <p>Other groups will research and present common physical activities/games from other cultures and where possible engage in these activities. Groups will also create a similar book and share their experience with the class.</p> <p>Reflective Questions: How do I feel about trying foods/activities</p>	<p>Books show a willingness to explore foods and physical activities from other cultures and reflect appropriate value/virtue e.g. appreciation</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		<p>Stimulus Activity/ Discussion</p> <p>Self-monitoring</p>	<p>from other cultures?</p> <p>Students will complete an individual My Plate Bingo to help them assess how and what they eat. Sample and instructions https://choosemyplate-prod.azureedge.net/sites/default/files/printablematerials/Bingo_508.pdf</p> <p>In groups, students will discuss how they feel about their assessment and share which factors (religion, culture, family, media, etc.) influence them to eat those foods. Students will discuss their feelings about how these factors influence their choices when purchasing food at the canteen and vendors among other places.</p> <p>Teacher will provide guidance and feedback as necessary.</p> <p>Reflective Questions: How are my eating habits influenced? What eating habits would I like to change?</p> <p>Using Jamaica's Food-Based Dietary Guidelines: Each Student will create a seven-day menu of local foods that shows a balanced diet appropriate for pre-adolescents. They should also record what they eat weekly and match it to the menu to monitor whether a balanced diet is being maintained. Students are to include physical activities they engage in weekly (co-curricular activities like swimming, and football; physical games they play like Chinese skip and jump rope among others)</p>	<p>Students' responses reflect self-awareness skill: Identifying how they feel about factors that influence their eating habits and appropriate value/virtue e.g. moderation or self-discipline</p> <p>Food logs reflect proficient use of the steps in healthy self-management of decision making skill, along with appropriate value/virtue e.g. self-control, to maintain healthy eating and physical activity behaviours</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria									
			<div>Sample Plan</div> <table><tr><th>Menu (food group)</th><th>Foods eaten weekly</th><th>Physical Activities</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	Menu (food group)	Foods eaten weekly	Physical Activities							
Menu (food group)	Foods eaten weekly	Physical Activities											

THEME: APPROPRIATE EATING AND FITNESS

MODULE 4: SOURCING INFORMATION

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

About the Module

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

Key Skills

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

GUIDANCE FOR THE TEACHER

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

LINKS TO OTHER SUBJECTS: Physical Education

GRADE 5**Theme: Appropriate Eating and Fitness**

Module 4:

Sourcing Information

Unit 1:

Sources of Information

Learning Goals:

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

1. Understand how eating is influenced by advertising
2. Appreciate the importance of labels and healthy eating
3. Demonstrate skills to make healthy food choices

Core Values:

**Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service**

Topic 1:

Think Before You Buy

Life Skills:

Social: Communication

Cognitive: Creative thinking, Critical thinking

Coping: Healthy Self-management

Values/Virtues:

Reason, Wisdom, Responsibility

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Examine the influence of advertisements on food choice • Show willingness to modify food choices based on food labels • Demonstrate the ability to use advocacy skill to promote the importance 	<p>Advertising:</p> <p>Every day we read, see and hear messages from the media, but we cannot always believe these messages. Sellers of products use advertisements to inform the public about goods and services. Advertisements may create a strong desire for those products and services advertised.</p> <p>Healthy vs Unhealthy Diets</p> <p>Healthy diets are made up mainly of nutrient-rich foods, such as legumes, fruits and vegetables, whole grains, low-fat dairy products, lean protein, nuts and seeds. Unhealthy diets are high in fat, saturated fat sodium</p>	<p>Group work/ Discussion/ICT</p> <p>Labels/Think-pair-share</p>	<p>In groups, students will select advertisement clippings and photographs or listen to a radio/TV advertisement of their favourite food products/meals. They will discuss the message portrayed in each selected piece and say how the advertisement appeals to them and how it encourages/influences them to buy/consume the product.</p> <p>Each student will take labels of at least three packages of their favourite processed foods to school. In pairs, using a guideline and checklist provided by the teacher, students will determine the amounts of sugar, salt and fat in each food item and compare them to the requirements for a healthy diet. They will</p>	<p>Students' responses indicate a clear and accurate understanding of the influence of advertisements on food choices</p> <p>Students' responses reflect a willingness to modify food choices based on food labels and appropriate value/virtue e.g. reason or</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria																
of reading food labels	<p>and added sugars.</p> <p>Reading Food Labels</p> <p>Products advertised must be closely examined by the consumer so that informed food choices can be made.</p> <p>Nutrition labelling is a key factor in helping consumers make informed food choices.</p> <p>Nutrition information on food labels</p> <ul style="list-style-type: none">• helps you make informed food choices• helps you follow the guidelines for healthy eating• is required on most packaged foods• is based on health regulations <p>Points to Consider:</p> <ul style="list-style-type: none">✓ Does the message promote healthful and responsible behaviour?✓ What information is missing?✓ Target group <p>Credible sources of information include:</p> <ul style="list-style-type: none">• Organizations such as FAO, WHO, PAHO, Ministry of Health• Reliable health information websites, such as government sites, condition-specific sites, support	Creative Arts	<p>then discuss their food choices based on the information gathered from labels.</p> <table><tr><th>Processed Food Item</th><th>Sugar</th><th>Fat</th><th>Salt</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>Students will indicate what changes they will make to the foods they eat based on what they have learned about food labels.</p> <p>Reflective Questions:</p> <p>What changes will I make based on the nutritional values of the foods I eat?</p> <p>How important is eating healthy to me that I am willing to make a change?</p> <p>Students will create radio and television advertisements to educate their peers about the importance of food labels. They will develop slogans/tag lines for their commercials.</p>	Processed Food Item	Sugar	Fat	Salt													<p>wisdom</p> <p>Advertisements reflect effective use of advocacy skill and appropriate value/virtue e.g. responsibility to encourage their peers to read food labels</p>
Processed Food Item	Sugar	Fat	Salt																	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>organisation sites, and medical journals.</p> <div><div><div><div><div><div>Nutrition Facts</div><div>Serving Size Entire Recipe 618g (617 g)</div></div></div><div><div><div><div><div>Amount Per Serving</div><div></div></div><div><div>Calories 580</div><div>Calories from Fat 226</div></div></div><div><div><div><div>% Daily Value*</div><div></div></div><div><div>Total Fat 26g</div><div>40%</div></div><div><div>Saturated Fat 4g</div><div>21%</div></div><div><div>Trans Fat 0g</div><div></div></div><div><div>Cholesterol 0mg</div><div>0%</div></div><div><div>Sodium 1369mg</div><div>57%</div></div><div><div>Total Carbohydrate 80g</div><div>27%</div></div><div><div>Dietary Fiber 10g</div><div>41%</div></div><div><div>Sugars 26g</div><div></div></div><div><div>Protein 15g</div><div></div></div></div><div><div><div><div>Vitamin A45%</div><div>Vitamin C164%</div></div><div><div>Calcium12%</div><div>Iron32%</div></div></div></div><div><div><div><div><small>*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.</small></div><div><div><div>©www.NutritionData.com</div></div></div></div></div></div></div></div></div></div></div></div>			

MANAGING THE ENVIRONMENT



MANAGING THE ENVIRONMENT – Grade 5 – TERM 3

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RS ME1: Demonstrate an understanding of the inter-relationships of a sustainable natural environment.	<ol style="list-style-type: none"> 1. Identify elements of a sustainable environment (air, sunlight, water, land, plants, and germs). 2. Identify threats to a sustainable environment. 3. Appreciate the need for a sustainable environment. 	1. Maintaining my Environment	1. The Environment and You	<ul style="list-style-type: none"> • Think Green! Live Green!
RS ME2: Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools and communities	<ol style="list-style-type: none"> 1. Identify environmental health threats with emphasis on priorities in their country. 2. Identify the main factors and sources that contribute to these environmental health threats 	2. Environmental Threats	1. Fighting Environmental Threats	<ul style="list-style-type: none"> • Beware of Plastic Pollution! • Spot Them! Swat Them! Stop Those Mosquitoes!
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. Identify ways in which the quality of the natural environment can affect personal health and the well-being of the school and community. 2. Appreciate how a healthy, sustainable environment contributes to their well-being and their peers. 	3. Health and Wealth	1. Journey to Health and Well-Being	<ul style="list-style-type: none"> • My Environmental Choices; My Health Benefits!
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. Identify practical opportunities for maintaining a sustainable environment and reducing health threats. 2. Make appropriate choices to reduce exposure to environmental health risks for self and family. 3. Appreciate that each individual has a responsibility to contribute to a healthy, sustainable environment. 	4. Sustaining the Environment	1. Preserving My Environment	<ul style="list-style-type: none"> • The 3Rs Rule

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RS ME5: Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.	1. Identify sources of accurate, age-appropriate information relating to managing the environment.	4. Sources of Information	1. Environmental Resources in Jamaica	• Environmental Investigator

THEME: MANAGING THE ENVIRONMENT

MODULE 1: MAINTAINING MY ENVIRONMENT

Demonstrate 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. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education, Social Studies

GRADE 5**Theme: Managing the Environment**

Module 1: Maintaining My Environment

Unit 1: The Environment and You

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

1. Understand the importance of having a natural and sustainable environment
2. Appreciate that each individual has a responsibility to contribute to a healthy and sustainable environment
3. Apply appropriate skills to promote actions that will foster a sustainable environment

Moral Lenses: 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service**Topic 1: Think Green! Live Green!****Life Skills:** Social: Communication, Advocacy

Cognitive: Critical thinking, Creative thinking

Coping: Self-awareness, Healthy Self-management

Values/Virtues: Care, Concern, Citizenship, Stewardship, Responsibility

Objectives	Points to Note/Guidance to Teacher	Strategies	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 concepts of natural environment and sustainable environment • Explain how 'green living' contributes to a sustainable environment • Adjust lifestyle choices that will put green living 	<p>Our natural environment is made up of the climate, weather and natural resources such as water, air, land, sunlight and plants which are all needed for human survival.</p> <p>Environmental sustainability allows for the needs of man to be met without jeopardizing the ability of future generations to meet their needs. One way to put environmental sustainability into practice is to, "Think Green and Live Green".</p> <p>What is Green Living? Green living or living green are terms to describe a person's lifestyle that engages in practices that reduce a negative impact on and promote the</p>	ICT/Discussion	<p>Students will view the video, "What is Sustainability? Mocomi Kids", available at: https://youtu.be/gTamnlXbgqc</p> <p>They will discuss their understanding of the term sustainable environment. In groups, students will be asked to find the meaning of the following words using their dictionaries: natural, sustainable and environment. After locating the meaning of the words, each group will brainstorm the meaning of the concepts "natural environment" and "sustainable environment". Each group will write its answers on chart paper and the groups will discuss and compare the responses. Teacher will provide clarification as needed.</p>	Students' responses indicate a clear and accurate understanding of the concepts natural environment and sustainable environment

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>into practice</p> <ul style="list-style-type: none"> Demonstrate the ability to use social skills to promote living green among peers 	<p>health of our environment. This type of lifestyle is usually promoted on the following days:</p> <ul style="list-style-type: none"> Earth Day, April 22 World Environment Day, June 5 <p>The goal of living green is to utilize every natural thing most sustainably. Green living means understanding that:</p> <ol style="list-style-type: none"> Each choice you make affects not just you, but everybody everywhere. Each choice you make affects not just the present, but the future. "Saving the planet" or "saving the environment" is saving ourselves. <p>Benefits of Living Green</p> <ul style="list-style-type: none"> Healthier lifestyle achieved Less pollution Waste reduction Saves money Lowers health care costs Concern, commitment and care increase for the overall environment <p>How To Live Green:</p> <ul style="list-style-type: none"> Conserve energy. Turn off or plug out electrical appliances/ equipment when not in use. Practise recycling Use less packaging (whether paper or plastic) Plant more trees or grow a garden Conserve on water usage. Turn off taps properly; don't leave taps running while brushing your teeth, etc. 	<p>Discussion/ ICT/Research/ Presentation</p> <p>Checklist</p>	<p>Reflective question:</p> <p>What can I do to encourage a sustainable environment?</p> <p>The concept of "green living" will be written boldly on a chart or board (preferably in the colour green). Students will be asked to express their understanding of the concept. They will then watch the video, "How to Start Living Green Lifestyle", available at: https://youtu.be/y1xm4BI-VmE and explain how green living supports a sustainable environment.</p> <p>In small groups, students will be asked to research various strategies in which they can engage to put green living into practice. Using the strategies, they will create a green living checklist. They will select five green living strategies to use daily. They will use their checklist to track how often the strategies were put into practice for one week.</p>	<p>Students' responses indicate a clear and accurate understanding of how green living contributes to a sustainable environment</p> <p>Indications made on checklists depict effective use of healthy self-management skill along with appropriate value/virtue e.g. stewardship in adjusting lifestyle to incorporate green living practices</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria																																																
	<ul style="list-style-type: none">• Use eco-friendly products; use non-toxic products to clean your home and school.• Buy second-hand items where possible to minimize waste.	<div>Video Presentation/ Project</div>	<table><tr><th>My Green Living Strategies</th><th colspan="7">Date</th></tr><tr><th></th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th><th>S</th></tr><tr><td>Conserve on Water</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Turn off tap while brushing teeth</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Conserve on Energy</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Turn off television when it is not being watched</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Students will view the Green Kids Videos: https://greenkidsnow.org/ and will discuss what they can do in Jamaica to promote aspects of the Green Kids advocacy program. They will then create a campaign on the theme: Grade 5 Staying Alive with Green Living. Students will select life skills such as refusal or advocacy with a target audience and create materials (posters, brochures, scrapbooks) to sensitize individuals about the importance of reducing environmental health risks for themselves and their families with the application of green living.</p>	My Green Living Strategies	Date								M	T	W	T	F	S	S	Conserve on Water								Turn off tap while brushing teeth								Conserve on Energy								Turn off television when it is not being watched								Outputs of the campaign illustrate proficiency in the application of advocacy skill, along with appropriate value/ virtue e.g. concern or responsibility, to promote living green among peers
My Green Living Strategies	Date																																																			
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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, 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.
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7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education, Social Studies

GRADE 5**Theme: Managing the Environment**

Module 2:

Environmental Threats

Unit 1:

Fighting Environmental Threats

Learning Goals:

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

1. Understand the disastrous effects of environmental threats
2. Recognize the importance of advocating for a healthy environment
3. Apply life skills to eliminate environmental threats

Core Values:

Moral Lenses: 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/ service

Topic 1:

Beware of Plastic Pollution

Life Skills:

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

Values/Virtues:

Care, Concern, Citizenship, Stewardship, Responsibility

Objectives	Points to Note/Guidance to Teacher	Strategies	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 term plastic pollution • Examine the causes and effects of plastic pollution on the environment • Show willingness to change behaviours to help reduce plastic pollution • Demonstrate the ability to 	<p>Plastic pollution is defined as the accumulation of plastics on land, as well as in water bodies like rivers, oceans, canals, lakes, etc. Plastics are a huge part of our everyday lives. Many of the products we use are made out of or contain plastics. Plastics can be made in almost any shape for almost any purpose. They are shaped to make car parts, bottles and toys, and rug and clothing fibres.</p> <p>Causes of Plastic Pollution As plastic is less expensive, it is overused. When it is disposed of in landfill sites, it does not decompose quickly and hence pollutes the land or soil. Most people tend to throw plastic bottles and polythene bags away,</p>	ICT/ Discussion/ Worksheet	<p>Students will watch the animated video presentation titled, "Plastic Pollution: How Humans are Turning the World into Plastic", available at: https://www.youtube.com/watch?v=RS7IzU2VJIQ&feature=youtu.be</p> <p>In groups, students will be given a worksheet to discuss and answer the following questions:</p> <ol style="list-style-type: none"> 1. What is plastic pollution? 2. What are two causes of plastic pollution? 3. What are two effects of plastic pollution? <p>Reflective question:</p> <p>How can plastic pollution impact my physical health?</p>	Students' responses indicate a clear and accurate understanding of plastic pollution, its causes and its effects

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
use cognitive or social skills to prevent plastic pollution	<p>even after a single use. This causes very high pollution. Plastic bags, plastic bottles, discarded electronic components, toys, etc., clog the water bodies, especially in urban areas. Every year, about 100 million tons of plastic are produced all over the world. Of this, 25 million tons of non-degradable plastic accumulate in the environment.</p> <p>Approximately 70,000 tons of plastic are dumped in the oceans and seas, globally. Some of these are eaten by terrestrial as well as aquatic animals, as they mistake plastic for jellyfish or food. This can cause choking, ultimately leading to their death.</p> <p>Effects of Plastic Pollution</p> <p>Many stray animals end up eating plastic bags and bottles due to improper disposal systems, and this can cause their death.</p> <p>During the rainy season, the plastic rubbish that has fallen on the road gets washed away into the nearby water reservoirs, canals, and drains, causing clogging and overflowing.</p> <p>When dumped in landfills, plastic materials interact with water and form hazardous chemicals. If these compounds seep down towards groundwater aquifers, they degrade the water quality, leading to groundwater pollution.</p> <p>Plastic pollution in marine water bodies leads to innumerable deaths of aquatic animals, which also affects</p>	<p>Journaling/ Creative Expression</p> <p>Project</p>	<p>Students will answer the reflective question: 'How can I change my behaviour to minimize plastic pollution?' in their journals and in small groups they will share what they have written. Together they will then create a slogan or a tagline that they will insert in a creative expression (song, dub poem or skit) to encourage each other to reduce plastic pollution.</p> <p>Students will launch a "Reduce Plastic Pollution" campaign within their school community. They will investigate actions that promote the excessive use of plastics and then promote reduction strategies within the school community. Students will be placed in groups to implement and monitor different strategies. They will submit a report to provide feedback after two weeks.</p> <p>Suggested Strategies:</p> <ul style="list-style-type: none"> • Use reusable mesh bags that replace the plastic bags you use for bulk products that are needed in the school's canteen. • Get a reusable water bottle instead of buying plastic ones and throwing them out. • Use dishes, glasses, and metal silverware instead of their plastic counterparts. • Ban or refuse the use of plastic straws within your school community. • Recycle soda and water bottles, 	<p>Journal entries and creative expressions depict appropriate value/virtue such as consideration or responsibility and willingness to change behaviours to reduce plastic pollution</p> <p>Project activities illustrate effective use of problem-solving, creative thinking or advocacy skill along with appropriate value/virtue e.g. appreciation or concern</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>aquatic plants. Blockage due to plastic accumulation may form breeding grounds for mosquitoes, and other harmful vector insects, which can cause numerous diseases in humans.</p> <p>The quality of drinking water on our planet is deteriorating, as plastic releases toxic chemicals. Burning plastic leads to contamination of the atmosphere, due to the release of poisonous chemicals.</p> <p>Stopping Plastic Pollution We all need to be responsible for protecting our environment by preventing plastic pollution. This can be done in the following ways:</p> <ul style="list-style-type: none"> ✓ Carry a bag for shopping. Even if it is a plastic bag, you will at least not take another bag back to your home. ✓ Keep a few folded bags in your pocket, cars, and bikes while going out. If you buy something, make it a point to use the bags you are carrying with you. Educate and encourage people to carry their own bags. ✓ Read about tips to reduce plastic pollution at home, school and during journeys and put them into practice. The Internet is an awesome source for finding quick ways to eliminate plastic waste. <p>Only a combined effort of the government and its citizens can make a difference.</p>		<p>cleaning products, milk and juice jugs, shampoo bottles, etc. into innovative products.</p>	

GRADE 5**Theme: Managing the Environment****Topic 2:****Spot Them! Swat Them! Stop those Mosquitoes!****Life Skills:**

Social: Assertiveness, Advocacy

Cognitive: Critical thinking, Problem solving

Coping: Healthy Self-management, Self-awareness

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

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Evaluate personal actions that contribute to mosquito breeding in communities Promote behaviours that will reduce mosquito breeding and eliminate vector-borne illnesses Demonstrate the ability to use cognitive skills to reduce the impact of mosquitoes on the environment 	<p>Vectors are living organisms that can transmit infectious diseases between humans or from animals to humans. Many of these vectors are bloodsucking insects, which ingest disease-producing microorganisms during a blood meal from an infected host (human or animal) and later inject it into a new host during their subsequent blood meal.</p> <p>Mosquitoes are the best-known disease vector. The Aedes Aegypti mosquito is found in Jamaica and will transmit the following illnesses: Chikungunya, Dengue Fever, Yellowfever, ZIKA and Malaria.</p> <p>These mosquitoes live in and around where humans dwell and occupy urban areas with or without vegetation. They bite, rest and lay eggs indoors and outdoors and feed primarily during the day. These mosquitoes prefer to bite humans.</p> <p>Reducing the Threat of Mosquitoes Mosquitoes breed anywhere and their eggs can survive during dry periods for over a year. They breed in water containers such as cans, tyres, drums, barrels, flower pot saucers and</p>	<p>Presentation/ Group Work/ Journaling</p> <p>Creative Expressions</p>	<p>Students will view a PowerPoint Presentation on the causes and effects of mosquito breeding. In small groups, with journals in hand, students will assume the role of Vector Inspectors and examine the school compound to identify areas that will encourage mosquito breeding sites.</p> <p>They will discuss why the area is a mosquito breeding site and make notes in their journals. They will return to the classroom and answer the following reflective questions in their journals:</p> <ul style="list-style-type: none"> Which of my actions may contribute to mosquito breeding in my school and community? What do I need to do to prevent mosquito breeding in my school and community? <p>In small groups, students will create a jingle to promote behaviours that will reduce mosquito breeding and eliminate vector-borne illnesses. They will perform their jingles in a class competition. The best jingle will be used to launch Clean-Up Day in the proceeding activity. A rubric will be used to award the group with the best jingle.</p>	<p>Journal entries reflect a clear and accurate understanding of how personal actions contribute to mosquito breeding</p> <p>Jingles are creative, reflect appropriate value/virtue e.g. cleanliness and promote appropriate behaviours that will reduce mosquito breeding and eliminate vector-borne illnesses</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>other containers.</p> <p>These containers can be found in and around our homes, schools, churches, open lots, and other places within our communities. We can control these vectors by doing these preventative measures:</p> <ul style="list-style-type: none"> • Cover all drums, tanks, barrels and buckets that are used to store water. • Get rid of all old tyres, tins, bottles, plastic containers, coconut shells and anything in which rainwater settles. • Cover trash containers to keep out rainwater. • Punch holes in the bottom of tins before placing them in the garbage. • Keep flower pot saucers dry and avoid over-watering potted plants. • Empty and scrub flower vases twice weekly. • Empty and wash pets' water containers twice weekly. • Keep house plants in damp soil instead of water. 	<p>Experiential Activity</p>	<p>Students will organize a Clean-Up Day within their school community or the surrounding community. The day should entail the following:</p> <ul style="list-style-type: none"> • A presentation to the student body and/or community members about the causes and effects of mosquito-borne diseases and illnesses along with preventative measures. • Organized groups cleaning up areas. • Develop and use a checklist to rate the effectiveness of the Clean-Up Day. 	<p>Clean-Up Day activities depict effective use of, problem solving or healthy self-management skill, along with appropriate value/virtue e.g. cleanliness, stewardship or citizenship</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, healthy self-management)
- Social skills (communication)
- Cognitive skills (critical thinking, creative thinking, decision making, problem solving)

GUIDANCE FOR THE TEACHER

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

LINKS TO OTHER SUBJECTS: Religious Education, Social Studies

GRADE 5**Theme: Managing the Environment**

Module 3: Health and Wealth

Unit 1: Journey to Health and Well-Being

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

1. Understand the impact of having a poor-quality environment on personal health and well-being
2. Appreciate the importance of attitudes and values to support health and well-being
3. Apply social skills as active stewards of the environment to support health and well-being

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

Topic 1: My Environmental Choices; My Health Benefits!**Life Skills:** Social: Advocacy

Cognitive: Critical thinking, Problem solving

Coping: Healthy Self-management

Values/Virtues: Commitment, Concern, Stewardship, Responsibility, Respect

Objectives	Points to Note/Guidance to Teacher	Strategies	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 our environmental choices may impact our health and well-being • Make environmental choices that support better health benefits for self and others 	<p>A Healthy Environment</p> <p>Key components of a healthy environment include food, water, shelter, sunlight, and air; all of which are dependent on the state of the atmosphere. A healthy environment tends to lead to healthier people.</p> <p>The surroundings in which people live affect their health. The air that we breathe, the water that we drink, and our ability to enjoy the outdoors are all important to our quality of life. Air and water quality, public safety, the houses in which people live, and the availability of parks and green spaces all contribute to an individual's health status.</p>	Brainstorming/ Discussion	<p><i>"What we do to our planet is what we do to ourselves."</i></p> <p>The quotation above will be written on the board or a chart paper. In small groups, students will discuss their understanding of the quotation and share with the class two examples to clarify their points. While groups share, teacher will write down the salient points that illustrate how environmental choices impact overall health and well-being. Teacher will provide further clarification and examples when recapping the explanations given by students.</p>	Students' responses depict a clear and accurate understanding of how environmental choices can impact the health and well-being of humans

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Advocate for others to</p> <ul style="list-style-type: none"> ✓ Plant a tree ✓ Recycle/reuse plastics ✓ Practise proper waste disposal ✓ Save water ✓ Use products or services that will produce minimal effects on pollution <p>Remember your environmental choices will impact your health benefits.</p>			

THEME: MANAGING THE ENVIRONMENT

MODULE 4: SUSTAINING THE ENVIRONMENT

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

About the Module

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

Key Skills

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

GUIDANCE FOR THE TEACHER

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

LINKS TO OTHER SUBJECTS: Religious Education, Social Studies

GRADE 5**Theme: Managing the Environment**

Module 4:

Sustaining My Environment

Unit 1:

Preserving My Environment

Learning Goals:

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

1. Understand practical steps to maintain a sustainable environment
2. Appreciate personal responsibility in reducing environmental health threats in the home, school, community and region
3. Apply appropriate life skills in contributing to a healthy sustainable environment

Core Values:

Moral Lenses: 1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service

Topic 1:

The 3Rs Rule!

Life Skills:

Social: Advocacy, Refusal

Cognitive: Critical thinking, Decision making, Creative thinking

Coping: Self-awareness

Values/Virtues:

Appreciation, Responsibility, Stewardship, Consideration, Cleanliness, Citizenship

Objectives	Points to Note/Guidance to Teacher	Strategies	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 ways to reduce environmental health threats by applying the 3Rs • Express the importance of practising proper waste management • Demonstrate the ability to use cognitive or 	<p>There are 7 billion people in the world. People use and dispose of many things daily, creating a lot of waste that can damage the environment. We need to find ways to reduce our waste so that we can preserve our environment.</p> <p>Applications of the 3Rs (reduce, reuse and recycle) will contribute to responsible garbage management practices which will promote environmental health and minimize threats such as bacterial infections or the spread of viruses by mosquitoes or rodents.</p> <p>The Three Rs – Reduce, Reuse, Recycle</p>	<p>Survey/ Presentation</p>	<p>Students will watch a video presentation (see link below) titled Reduce, Reuse and Recycle, to enjoy a better life https://www.youtube.com/watch?v=OasbYWF4_S8 or Reduce, Reuse and Recycle https://www.youtube.com/watch?v=IGvfBdvv-zc and will discuss each R – reduce, reuse and recycle.</p> <p>In groups, students will develop a short questionnaire to be used with parents, guardians and neighbours about measures they use to enforce the 3Rs within the home and make predictions regarding the results.</p> <p>In groups, students will select an environmental threat and make</p>	<p>Outputs of the questionnaires and group activity depict critical thinking skills in developing appropriate ways to minimize environmental health threats when applying the 3Rs</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> ✓ Wash and reuse disposables like plastic cups, plates, utensils, and plastic food storage bags, don't throw them away! ✓ Organize yard sales (books, shoes, toys). <p>Recycling is not impossible! It is very simple. Do not throw away anything that can be recycled! Lots of things (like cans, bottles, paper, and cardboard) can be remade into either the same kind of thing or new products. Making new items from recycled ones also takes less energy and fewer resources than making products from new materials. A list of things an individual may be able to recycle include:</p> <ul style="list-style-type: none"> ✓ Aluminium cans ✓ Cardboard ✓ Magazines/Newspaper/Paper ✓ Plastic Bags/Plastic Bottles ✓ Yard waste (leaves, grass) <p>Maintaining a Sustainable Environment: To reduce or eliminate environmental threats, it is important to practise the Three Rs by reducing or cutting back on the amount of trash we make; reusing or finding a new way to use trash and recycling or using trash to make new goods for personal and commercial use.</p> <p>Some activities that contribute to a sustainable environment are: Going green by creating container</p>		<p>2. "Money is made from paper, paper is made from trees." With this quotation in mind, students will commit to one day without spending any money. All the food they eat will be brought from home. All equipment that they need, will be taken from home, or borrowed from the teacher or peers.</p> <p>Reflective Questions:</p> <p>How difficult or easy was this activity for me?</p> <p>Would I do it again? What lesson have I learned?</p> <p>3. Students will reduce the number of bottles of water they purchase in a week. They will then use the bottle to take drinking water or drink from home to school. They will decide on a recycling project for the bottles.</p> <p>4. Students will plan a clean-up day and use the information gathered to educate peers on possible environmental threats if they do not apply the 3Rs.</p>	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>gardens from used products like old tyres; using plastic bottles as part of the water system in gardening;planting and maintaining trees for reforestation; separating garbage; participating in Earth Day Fairs, Beach/ Coastal and Park Clean-up events, recycling events; clothes and used books charity drive; E-waste recycling events. This will help reduce the costs of environmental health risks.</p> <p>http://www.globalstewards.org/ecotips.htm</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. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education, Social Studies

GRADE 5**Theme: Managing the Environment**

Module 5:

Sources of Information

Unit 1:

Environmental Resources in Jamaica

Learning Goals:

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

1. Increase knowledge about the local environment through available resources.
2. Appreciate the importance of environmental agencies in protecting the environment.
3. Apply life skills to utilize environmental resources to promote a healthy environment.

Core Values:

Moral Lenses: 1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service

Topic 1:

Environmental Investigator

Life Skills:

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

Values/Virtues:

Care, Stewardship, Citizenship, Cleanliness, Accountability

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Investigate sources of factual environmental information • Endorse the services offered by environmental stakeholders • Demonstrate critical thinking skill to create access to 	<p>Sourcing Information It is important to know where to get information to prevent or address environmental problems to ensure we will engage the most suited strategies for resolutions.</p> <p>Protecting the environment is essential for the preservation of life for all living things. Several organizations in Jamaica help with addressing or preventing environmental problems. Some of these organizations also educate the general public about how to handle and prevent some environmental problems.</p> <p>The National Environment and Planning Agency (NEPA) is the lead</p>	Research/ Discussion	<p>Students will, in groups, research and discuss where they can get information and help to address the following environmental problems as suggested below:</p> <ol style="list-style-type: none"> 1. Fish are dying because of water pollution 2. Forrest X has lost most of its trees because citizens of the nearby Community X cut the trees for lumber. 3. Mr Jude's children are now asthmatic because of the poor air quality in their community. 4. Rats and mosquitos are taking over Community Y because of a pile-up of garbage. 	<p>Students' responses depict the proficient application of critical thinking to accurately align sources of information to deal with the varied environmental problems</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
credible environmental information	<p>agency for monitoring Jamaica's environment and natural resource assets.</p> <p>NEPA partners with other governmental agencies to fulfil its mandate. Other environmental-related governmental agencies and departments include:</p> <ul style="list-style-type: none"> • The Forestry Department • National Solid Waste Management Authority (NSWMA) • Water Resources Authority • Pesticides Control Authority Ministry of Agriculture • Ministry of Local Government (Parish Councils) • Ministry of Foreign Affairs and Foreign Trade • Jamaica Defence Force Coast Guard • Jamaica Constabulary Force (JCF) • Office of Disaster Preparedness and Emergency Management (ODPEM) • Department of Mines and Geology <p>Governmental agencies and departments that help to protect Jamaica's natural resource assets offer services such as monitoring of air and water quality; solid waste collection and disposal; monitoring of marine (underwater) activity protection of endangered and endemic species protection of forests.</p> <p>The best way to protect the environment is to learn more about how to protect it, where to go to get help and to share what we know with others.</p>	<p>Research</p> <p>Project</p>	<p>They will share their answers with the class. Teacher will provide clarification along with local examples as necessary.</p> <p>Student groups will research an environmental issue/concern in Jamaica in which NEPA intervened to address the issue or advocate for the protection of the environment. Students will share their articles and explain why they support the stand taken by NEPA and the importance of the agency in the case.</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • How can I use environmental organisations in Jamaica to help me to protect the environment? • How can I share what I learned with others? <p>Students, as a grade, will create an Environmental Resource Centre in their classroom/common grade area or add it to their school library. Different groups or classes will be assigned areas on which to gather environmental information such as <i>Going Green, Protecting or Preserving Beaches, Air Pollution, Water Pollution, Climate Change, Endangered and Endemic Species, Protected Areas and Solid Waste Management</i> among others.</p> <p>Students should add information on the function of various environmental stakeholders that address different environmental problems.</p>	<p>Research presentations reflect an endorsement of services offered by environmental stakeholders and appropriate value/virtue such as citizenship or accountability</p> <p>Selection and presentation of the contents of the Environmental Resource Centre reflect effective use of the steps in critical thinking skill, along with appropriate value/virtue such as stewardship or citizenship, to create access to environmental information</p>

SAMPLE LESSONS

Subject: Health and Family Life Education	
Theme: Appropriate Eating and Fitness	Grade: 5
Topic: Food Safety	Sub-Topic: Safe Food...Safe Body
Duration: 2 to 3 sessions	
General Objective: Students will understand the relationship between safe food handling principles and healthful living.	
Value: Self-Discipline	
Dominant Life Skill: Healthy Self-management	
<p>Specific Objectives: At the end of the lesson students should be able to:</p> <p>Knowledge: Differentiate between safe and unsafe food handling principles</p> <p>Attitude: Exhibit self-discipline by practising safe food handling techniques to be safe.</p> <p>Skill: Demonstrate steps in the healthy self-management skill in practising safe food handling principles in a manner that shows self-discipline.</p>	
<p>Content Summary:</p> <p>Unsafe Food Handling Principles:</p> <p>Harmful germs or bacteria can be transferred from food to people, from people to food, or from one food to another. These germs can grow quickly at room temperature and are usually invisible. That means food may look okay but still not be safe to eat. One little germ can multiply quickly and contaminate a whole lot of food! Food contamination happens when something gets into food that shouldn't be there.</p> <p>Food Contamination mainly happens through improper food handling principles such as:</p> <ul style="list-style-type: none"> • Not washing hands before preparing meals • Coughing or sneezing over foods • Not storing foods properly and at the correct temperature • Cross-contaminating foods such as mixing raw meat with vegetables • Preparing food on unclean surfaces • Not practising proper personal hygiene (i.e.) bathing/showering, grooming hair and nails. 	

Practising Proper Food Handling Principles:

Food safety means limiting the presence of hazards that may make food harmful to the health of someone. Food safety is about producing, handling, preparing and storing food in such a way as to prevent contamination of food, and to ensure that food quality is maintained to promote good health. Some **safe food handling practices** include:

- Purchase safe foods (buy foods that have been prepared and kept safe and sold by persons who practice visibly good personal hygiene)
- Keep food surfaces clean. Wash all utensils, plates, platters, and cutlery as soon as used.
- Separate raw meats from vegetables.
- Cook food thoroughly, to the appropriate temperature.
- Keep food at safe temperatures, both for serving and storage.
- Use safe water and ingredients to prepare meals.
- Wash hands and surfaces often.

If these practices are observed, then our food will be safe and we will be safe also

Self-Discipline – The value of self-discipline is the ability to make yourself do something even if you don't want to.

Healthy Self-management Skill enables us to maintain health-enhancing decisions from day to day as well as to reach long-term health and wellness goals.

Steps in 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.

Resources: Song Chart:

Every little cell in my body is healthy

Every little cell in my body is well

I'm so glad, I feel so good

Every little cell in my body is well (Rep)

Food Safety Chart

value/virtue strip

Life Skill strips

Poster Boards

Crayons

Markers

Methodology:

- ✓ Singing (*Every little cell in my body is healthy*)
- ✓ Think – Pair – Share
- ✓ Discussion
- ✓ Questions and Answers
- ✓ Gallery Walk
- ✓ Poster Creation
- ✓ Letter Writing

Engagement:

- Students will sing the song 'Every little cell in my body is healthy'
- Teacher will share the focus of the lesson by identifying the topic, sub-topic, objectives, dominant life skill and value. Students will be asked to recall the ground rules and their part in making the HFLE lesson fulfilling.

Problem Statement: Very often people become ill from having consumed foods they would have contaminated, sometimes unknowingly.

Exploration:

- Students will do a think-pair-share on how foods help our bodies. They will share as a whole class and then back in their pairs, they will discuss how foods can harm our bodies.
- Teacher will guide the conversation toward the idea of food safety.
- Students will view a *food safety chart* following which they will be engaged in a brief discussion based on the chart. Discussion will be guided by teacher to examine and differentiate between safe and unsafe food handling principles and practices.
- During the discussion, teacher will reinforce the lesson content and will brainstorm the value of self-discipline and safety.
- Students will share randomly what they understand about the concept: self-discipline, teacher will reinforce this value.
- In their pairs, students will share their understanding of food safety and will propose at least four ways in which foods can be kept safe.

Reflective Question: 1. How can exhibiting self-discipline help me to practice food safety principles to keep my body safe?

Explanation/Life Skill Development Activity:

Students will be introduced to the steps in the Healthy Self-management skill to assist them in practising safe food handling techniques. Students will be asked to read the steps from a chart and to record these steps in their books. In groups, students will then be asked to use the steps in the life skill to process how they will choose safe food handling techniques to keep their bodies safe and healthy. Teacher will process each group presentation and will reinforce the steps in healthy management skill and the value, self-discipline.

Reflective Questions to be processed during discussion: 1. What is my understanding of food safety? 2. How can self-discipline help me to practice safe food handling techniques to keep my body safe? 3. How will I practice safe food handling principles?

Elaboration:

- In four small groups, students will be presented with poster boards, crayons and markers. Each group will be assigned a safe food principle (Clean, Separate, Cook, Store). Each group will label their poster boards with their topic/principle.
- Groups will draw a scene that shows both good and poor food handling practices on their specific topic/principle. For example, the '*Clean*' team can draw a child washing his/her hands using soap for good practice before preparing a meal and another scene showing a child cleaning a surface with a dirty sponge for poor practice example.
- Once scenes are finished, each group will hang their posters and students will take a gallery walk in pairs. Each pair will examine posters and then use healthy self-management skill to process which behaviours are good and bad for their health, the consequences of these behaviours and share which behaviours will make them healthy.
- Each group will be allowed time to share how the value and dominant life skill learnt can help them to make the right choices in practising safe food handling principles to be safe.

Evaluation: (Activity to be done for Homework)

Students will request parents' permission to send the teacher a WhatsApp video showing how they practice Healthy Self-management and Self-Discipline in handling foods safely in the home. The video should not be more than 3 minutes. Permission will also be sought from parents to use video in class for peer review based on the rubric provided.

Assessment Questions: Were students able to:-

1. Accurately differentiate between safe and unsafe food handling principles?
2. Effectively exhibit self-discipline?
3. Proficiently demonstrate steps of healthy self-management skill in practising safe food handling principles in a manner that shows self-discipline?

Teacher's Evaluation:**Rubric for Video**

Criteria	Excellent	Good	Satisfactory	Unsatisfactory	Total
Life Skill and Value Application and Development	10-9 marks All steps in the healthy self-management skill were appropriately illustrated and application of self-discipline is extremely evident.	8-7 marks Most steps in the healthy self-management skill were appropriately illustrated and application of self-discipline highly evident.	6-5 marks Some steps in the healthy self-management skill were appropriately illustrated and application of self-discipline adequately evident.	4-1 mark Few steps in the healthy self-management skill were appropriately illustrated and application of self-discipline was weakly or not evident.	
Format and Ideas	5 marks Video complies with all the requirements of a well-coordinated audio-visual presentation. Ideas were expressed in a clear and organized manner. It was easy to figure out what the video was about.	4 marks Video complies with almost all the requirements of a well-coordinated audio-visual presentation. Ideas were expressed in a very clear manner, but the organization could have been better.	3 marks Video complies with several components of the requirements of a well-coordinated audio-visual presentation. Ideas were somewhat organized but were not very clear. It took several views to figure out what the video was about.	2-1 mark Video complies with less than 55% of the requirements of a well-coordinated audio-visual presentation. The video seemed to be unrelated to the criteria given. It was very difficult to figure out what the video was about.	

Subject: Health and Family Life Education	
Theme: Self and Interpersonal Relationships	Grade: 5
Unit Topic: My Emotions Do Not Control Me	Sub-Topic: My Emotions and Me
Duration: 1 to 2 sessions	
General Objective: For students to understand that it is important to recognize and manage their emotions positively.	
Value: Self-Acceptance	
Dominant Life Skill: Coping with Emotions	
<p>Specific Objectives: At the end of the lesson students should be able to:</p> <p>Knowledge: Distinguish between feelings and emotions.</p> <p>Attitude: Express self-acceptance for the different types of emotions they experience.</p> <p>Skill: Demonstrate the steps in the Coping with Emotions skill through behaviours that promote self-acceptance.</p>	
<p>Content Summary:</p> <p><i>Feelings and Emotions</i> - Feelings are mental experiences of body states, while emotions are physical states resulting from the body's responses to external stimuli.</p> <p><i>Types of Emotions</i> - Many different types of emotions influence how we live and interact with others. At times, it may seem like we are ruled by these emotions. The choices we make, the actions we take, and the perceptions we have are all influenced by the emotions we are experiencing at any given moment. The seven universal emotions are:</p> <ul style="list-style-type: none"> • Anger. ... • Fear. ... • Disgust. ... • Happiness. ... • Sadness. ... • Surprise. ... • Contempt. <p>Having a wide range of emotions in our lives is usually a good thing however, sometimes we have difficulty controlling our emotions, to the point of letting our emotions control our behaviour. Usually, that's not such a good thing. Coping with Emotions skill helps us to manage our emotions.</p>	

Strategies for Managing Emotions

- Be honest with yourself.
- Talk to somebody about your feelings.
- Don't ignore your emotions, they are telling you something.
- If you are having an unpleasant feeling, think of something you can do that will help, and then do it.
- Find positive ways to express anger that are not hurtful to others.
- Remember, whatever you are feeling, you're not alone.
- Try not to get overwhelmed, things usually improve.
- If you do get overwhelmed—ask for help.

Self-Acceptance – The value of self-acceptance is the awareness of one's strengths and weaknesses, capabilities, general worth, and feelings of satisfaction with one's self.

Coping With Emotions Skill

This skill 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.

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

Resources:

Video: Feelings and Emotions Suggested (<https://www.youtube.com/watch?v=3e8nZKvR7po>)

Methodology:

- Roll Call/Checking-in
- Video Watching
- Discussion
- Brainstorming
- Reflection
- Role Play
- Journaling

Engagement

- Students will be engaged in a roll call/checking-in activity where the teacher will call each child's name and the child will respond with an adjective to describe how they were feeling. Teacher will then process responses focusing on the positives and noting the negatives for further attention.
- The focus of the lesson will be stated and the topic, objectives, dominant life skill and value identified. Students will be asked to recall their roles and responsibilities in ensuring a productive HFLE lesson.

Problem Statement: Students at this age and stage of development are sometimes unaware of, and unable to, manage their emotions in a healthy manner, which can result in harm to self and/or others.

Exploration:

Students will watch a video illustration about *feelings* and emotions. (Suggested video: <https://www.youtube.com/watch?v=3e8nZKvR7po> "These Are My Feelings | Kid's Learning Songs | Feelings and Emotions for Children"). Following the video, students will be asked to sit in their small groups, where they will use their dictionaries to define and then discuss the difference between feelings and emotions. Teacher will clarify where needed after each group has shared with the rest of the class.

- Groups will process the video to create a list of emotions they heard in the video illustration. Lists will be shared with the class.
- Students will be guided into recalling the engagement activity; each child will recall his/her state of checking in and try to determine if those were feelings or emotions.
- Students will be asked to share randomly if there is anything wrong with the feelings and emotions that they experience. Students will be made to realize that the different emotions experienced can be challenging to manage. The discussion will be processed along the lines of acceptance of our feelings and emotions and managing them.
- In their small groups, students will brainstorm the meaning of the value of self-acceptance. They will share the importance of this value when dealing with emotions.

Reflective Question:

1. Why do I experience different emotions?
2. How can I manage and accept my emotions?

Explanation/Life Skill Development Activity:

Students will be introduced to the steps in the coping with emotions skill.

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 the consequences of negative or positive responses.
- Choose positive ways to express your feelings.
- Get help with difficult feelings.

They will remain in their small groups to demonstrate the steps in this skill. Each child will be given a balloon and a marker to create a face indicating his/her feelings. They will then use this object to process the steps of the life skill sequentially within their groups. Teacher will guide the process

Reflective Question: *How can I demonstrate self-acceptance in coping with my emotions?*

Elaboration:

Remaining in their groups, students will be asked to demonstrate a role play based on a given scenario:

Scenario

David has been going through a lot of changes at home. When he is in class he remembers all the situations at home and this causes him to experience many different emotions. David does not understand what he is experiencing and he does not understand why he is experiencing them. He does not like what is happening to him and he feels embarrassed that sometimes he is happy and other times sad or confused.

Groups will be allowed 5 minutes to plan. This time will allow groups to use steps in the coping with emotions skill and acceptance value learnt.

Reflective Question: *How can I demonstrate self-acceptance in coping with my emotions?*

Evaluation:

Students will complete journal entries individually in response to the following reflective questions.

Journal/Reflective Questions:

- Do I understand the difference between feelings and emotions?
- How will accepting my emotions help me to cope with them?
- Who can I ask for help to deal with difficult feelings?

NB: Teacher will read entries and make referrals where necessary.

Assessment Questions: Were students able to:-

1. Accurately distinguish between feelings and emotions?
2. Clearly express the importance of self-control in managing their emotions?
3. Effectively demonstrate the steps in the coping with emotions skill to show self-control?

Teacher's Evaluation:

APPENDIX

Rationale for Layers of Intellectual Qualities/Virtues

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

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

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

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

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

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

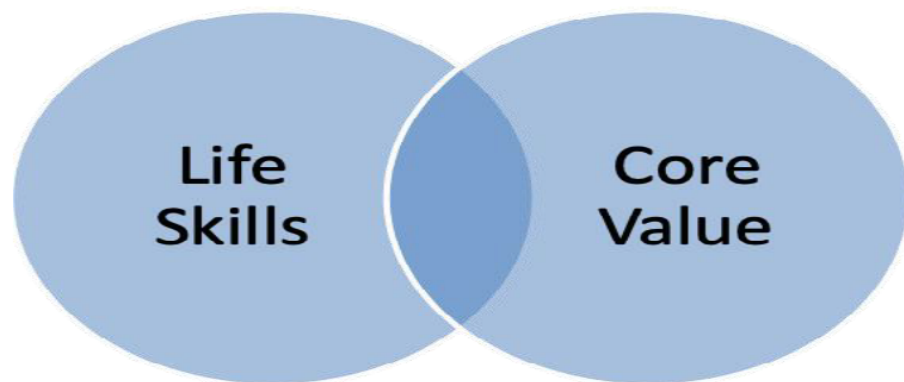
As students begin to prepare to choose their career path as a major requirement for specialization at the upper secondary level, they should be more aware of expected codes of context beyond the boundaries of school. To influence continuity in focusing on values and attitudes, ethical lenses are presented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

These ethical lenses are:

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

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

THE RELATIONSHIP BETWEEN LIFE SKILLS AND CORE VALUES



Valued Behaviour

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

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

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

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

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

Please see websites below for a list of defined values:

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

Table 1. Suggested Core Values and Supporting Curriculum Elements

Themes & Subthemes	Core Values/Intellectual Qualities	Affective Objectives	Reflective Questions
<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 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 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"> What does my behaviour (thought, feeling or action) say about me? Why should I change or keep behaving as I normally do? How do I know that I am improving or behaving better? What do others have to say about me and why? What will I do to continue to improve and/or excel? How does my conduct show that I am ethical? 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 & maintaining 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, 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-control/ • Self-restraint in rationing and situations of abundance/ • scarcity • Respect the physical and physiological needs of the body • Care in the execution of tasks and the manipulation of resources • Safety in handling materials • Attentiveness to detail • Perseverance in physical and mental work • Commitment to fitness goals • 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 • Safety in handling living and non-living materials • Commitment to keeping the environment clean, green & beautiful • Humility in relating to other lifeforms • 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 willingness to self-correct	How has my life been impacting the world?

