HEALTH AND FAMILY LIFE EDUCATION CURRICULUM

GRADE 6
NEW EDITION

Health and Family Life Education Curriculum

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NOT FOR SALE

Ministry of Education

Curriculum Unit

Caenwood Centre

37 Arnold Road

Kingston 4

Jamaica, West Indies

Originally developed by Curriculum Unit

Revised by Curriculum Unit.

Originally design and layout by Ion Communications

Revised design and layout by Media Services Unit

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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.

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

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

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

Many of the topics in this curriculum are challenging to the sensibilities of some among us. However, they are topics that we as a society have to learn to discuss calmly and respectfully. Allowing students the opportunity to discuss these issues not only strengthens their ability to handle them in real life but also lessens the psychic burden students often face in dealing with complex issues on their own, freeing them of emotional barriers that are hindrances to their learning across curricula areas.

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

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

Mrs Maureen Dwyer, BH (M), JP
Permanent Secretary (Acting)
Ministry of Education and Youth

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

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

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

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

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

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

Capt. Kasan Troupe, Ed. D, JP
Chief Education Officer (Acting)
Ministry of Education and Youth

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

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

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

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

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

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

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

Dr Clover Hamilton Flowers
Deputy Chief Education Officer (Acting),
Curriculum and Support Services,
Ministry of Education and Youth

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

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

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

Sadpha Bennett, B.Ed., EMEM
Assistant Chief Education Officer (Acting),
Curriculum Unit
Ministry of Education and Youth

INTRODUCTION

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

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

Why Health and Family Life Education?

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

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

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

Responsibilities to Students

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

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

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

Responsibilities to Self

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

What are Life Skills?

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

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

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

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

Why Teach Life Skills in School?

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

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

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

Life Skills Methodology in the Classroom

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

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

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

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

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

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

Promoting Transformational Learning

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

Ethical Guideline for the Delivery of the HFLE Curriculum

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

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

For anyone outside of trained HFLE personnel who interfaces with the HFLE Curriculum, it should be noted that this Curriculum was developed with the highest level of stakeholder scrutiny and represents an inclusive approach to appropriately exposing

students to relevant universal principles of life. The Curriculum, guided by research, is designed for students throughout primary and secondary schools and is based on experiences of the developmental challenges faced by students. Therefore, the written HFLE Curriculum, though a public document, may require any such member of the public to seek guidance regarding its interpretations and use in relation to any concerns that may arise.

ORGANISATION OF THE CURRICULUM

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

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

Theme: Self and Interpersonal Relationships

Knowing who we are (self-concept) and our place in society is important for our well-being. The need to belong and be loved is important 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

- 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 Regional Framework for HFLE. Please note that often you will need more than one class session to complete a lesson.

- You may not be able to cover all the lessons for the respective grade in the school year. Select those that will be more beneficial to the group. Bear in mind the vision and mission of the HFLE programme as you select lessons.

- A list of recommended resources is provided at the end of the programme for each grade. The list is not exhaustive. Feel free to use any other appropriate (for age and grade level) materials/resources that will help you meet the Learning Objectives.

The suggested content and activities for the Sexuality and Sexual Health theme are designed to help students in Grades 4-6 acquire knowledge about sexuality but more so to develop positive attitudes and helpful skills that enable healthy sexual growth and development. The focus will be to develop coping skills– especially self-awareness and self-management, social skills (communication, interpersonal, assertiveness and refusal) and to a lesser extent cognitive skills. As you prepare to teach the units under that theme, remember that students are coming from different backgrounds with different value systems relating to sexuality and sexual behaviour. These value systems may be different from your own. Special sensitivity is required especially in your choice of resource materials and persons. Resource materials should be age-appropriate and relevant. Resource persons should be competent and comfortable with their sexuality.

- It is essential that teachers are comfortable with discussions of sexuality and be willing to discuss sexual issues honestly and openly

- Where intervention is needed seek professional help for students

- Where there is discomfort with teaching specific topics, teachers should ask the Guidance Counsellor for assistance.

- Disclosures that are made in the classroom should be treated with respect and confidentiality. Each class should be adequately prepared to deal with such confidentiality

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

- Highlight issues that are of importance to the community. If there is a rodent problem, focus the lesson on rats and rodent management. You can include, for example, protecting food in situations where rodent infestation is a problem. Similarly, if dumping of household garbage/refuse in gullies and rivers is the problem, highlight that.

- Open burning of garbage is a problem for air pollution and affects the health of individuals with breathing/respiratory problems, so spend time on that issue. If the community/parish is an agricultural one, be sure to include a discussion of the safe use of pesticides and fertilizers. Be sure to make the appropriate links to the Science curriculum.

- Infuse elements of this Environment section with science and Personal Hygiene lessons.

- Infuse core values and attitudes in the content, the learning activities and the feedback phase of lessons as a means of influencing transformation in beliefs and practices that hinder students' holistic development.

- Observe teaching moments to draw students' attention to their personal beliefs, dispositions and practices that are consistent and those that are inconsistent with suggested core values. To help inspire change, make use of reflective questions, simulation of possible solutions and the expertise of professional services available.

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

LIFE SKILLS	DEFINITIONS	SIGNIFICANCE
Decision Making	The ability to choose a course of action from a number of positions, which may result in a specific outcome or involve only the resolve to behave in a certain way in the future.	Helps us deal constructively with health and other decisions about our lives by enabling us to assess options and the effects of different decisions
Problem Solving	The process through which a situation/problem is Resolved (i.e., diagnosing the problem, 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 intimated 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 6
SELF & INTERPERSONAL RELATIONSHIPS

SELF AND INTERPERSONAL RELATIONSHIPS – Grade 6 – TERM 1

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RS SI1: Examine the nature of self, family, school, and community and their influences to build strong, healthy relationships.	1. Analyse the influences that impact personal, and social development (media, peers, family, significant others, community, etc.). 2. Identify factors within self which lead to healthy relationships.	1. Understanding Self	1. Relationships: Strengthening the Bonds 2. Impact of Media on Self	• Bonding with My Family • Choosing Friends Wisely • Media Influence and My Choices
RS SI2: Acquire coping skills which will enable them to shun behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents and other injuries.	1. Develop resilience for coping with adverse situations (death, grief, rejection, and separation). 2. Analyse the impact of alcohol, and other illicit drugs on behaviour and lifestyle. 3. Demonstrate skills to cope with violence at home, school, and in the community.	2. Coping with Risk and Adversity	1. Dealing with Conflict 2. Reducing Risky Behaviours	• My Emotions Do Not Control Me • Dealing Effectively with Conflict • Drugs Are Not for Me • Preventing Cyber Bullying
RS SI3: 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.	1. Assess ways in which personal and group efforts can be enhanced by the interactions and contributions of persons of diverse cultural and ethnic groupings. 2. Recognise the value of personal commitment and hard work to the improvement of self, others, and the wider community. 3. Assess how ethnic groups can enhance development in Caribbean groups and individuals e.g. sports and games.	3. Respect and Tolerance for Self and Others	1. Commitment to My Community	• Volunteerism: I Said I Would

THEME: SELF AND INTERPERSONAL RELATIONSHIPS

MODULE 1: UNDERSTANDING SELF

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

About the Module

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

GRADE 6   **Theme: Self and Interpersonal Relationships**

Module 1:   Understanding Self
Unit 1:   Relationships – Strengthening the Bonds
Learning Goals: By the end of the unit, students should be able to:
1. Understand how to improve their relationships with family and peers
2. Appreciate the impact of positive relationships on self
3. Develop skills and abilities to strengthen family and peer relationships in a positive manner

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

Topic 1:   **Bonding with My Family**

Life Skills: Social: Assertiveness, Conflict Resolution, Advocacy
Cognitive: Problem solving, Decision making
Coping: Coping with Emotions, Self-awareness

Values/Virtues: **Acceptance, Forgiveness, Respect, Charity, Loyalty, Responsibility, Kindness**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Explain the importance of family relationships to individual growth • Initiate ways in which they can contribute to building strong relationships within their families • Demonstrate	Family is the most important influence in a child's life and plays a crucial role in their growth and development. From their first moments of life, children depend on their parents and the rest of the family to protect them and provide for their needs. Parents and family form a child's first relationships.The family should teach children how to function in the world. It should provide love and warmth to all its members. A healthy family gives its members the support they need to make it through life's toughest times. Children are not born knowing how to behave and function in the world. They, therefore, learn these skills through observation of everyday life in	Brainstorming/ Discussion	Students will brainstorm reasons why they think the family is important to their growth and development. In small groups, they will discuss the following questions: 1. How do I feel about the relationship I have with my parents/guardians? 2. What are the most important values in my family? 3. How does my family make me feel safe and secure? 4. How do we interact with each other as a family? 5. Who is the most important to me in my family and why? 6. How do my family interactions make me feel? 7. How are my needs being met by my family?	Students' responses reflect a clear and accurate understanding of the importance of family to individual growth Self-awareness also displayed in the ability of students to identify their attitudes/ feelings/ needs in relation to their family relationships

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
social skills to promote healthy family relationships	the home. Children should understand that the family plays a vital role in their personal growth and upbringing. The family is responsible for shaping the child and developing their values and skills, as well as how they are socialized and their sense of security. A strong foundation provided by the family will enable and empower children to become healthy individuals. **Values** Families are responsible for teaching children what is right and wrong. Children should learn important values such as honesty, respect, responsibility, love and many others not just through explanations, but families should also give children tasks that will enable them to learn these values. These values should also be modelled in the home as children look up to their families as role models. **Skills** While language and motor skills are important, families must support the development of emotional skills in children. Emotional skills such as self-awareness, coping with emotions, coping with stress, healthy self-management as well as how to empathize, sympathize and show compassion to others, are also important to child development so that they can build healthy relationships	Case Scenarios/ Role Play	8. What lessons have I learnt from my family that have helped to shape the way I think? 9. If I could improve one thing about my family, what would that be? 10. How have relationships in my family impacted my relationship with others, e.g. peers? Students will share their responses to each question. Teacher will ask students to identify common words, phrases or themes that summarize the responses to each question and teacher will write these on the board and facilitate discussion. Based on the words, phrases and themes discussed students will explain the importance of the family in the growth and development of children. In groups, students will be given a case scenario to role-play how they will help the family resolve a situation negatively impacting strong family relationships: Case Scenario Examples: *Sam is a middle child and feels that he does not get enough attention from his parents like his siblings. His older brother is favoured by his father as they love to play football together; Sam hates football. His baby sister takes up all his mother's attention. Sam feels hurt and angry. Role-play what Sam should do to express his feelings to his family.* *Marissa is an only child living with her father and stepmother. Before her father got married, Marissa and he usually spent*	Role plays effectively illustrate steps in assertiveness, problem solving or conflict resolution skill in building strong relationships along with appropriate value virtue e.g. forgiveness, respect or kindness

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	with family members and peers. If children understand their feelings and learn the skills to cope with different emotions, they will be better able to respond to those feelings in a manner that supports healthy relationships. **Socialization** The family is the first social group for any child. Therefore how persons are treated in that social group can strongly influence how a child will treat others. Strong family bonds will teach children how to trust, develop friendships with others and lean on others for support. It is important for the family to teach children how to interact with people face-to-face so that they understand body language and cues from tone of voice. In a world where text messaging has become the norm, the home is the first place where this will be learnt. **Security** The home should provide a sense of security for the child where he/she knows that no matter what, the home will always be that safe, secure, open environment that allows them to express themselves fully. A family's responsibility is to provide security in the home through structure and consistency that can be achieved through scheduling of basic tasks such as eating, bathing and sleeping, so children know and feel comfortable that their basic needs are being met. A child who feels secure will trust	Letter writing/ Journaling	*a lot of time together which they used to call "D/D Moments" (Dad/Daughter). Those moments have stopped as her stepmother is involved in all the activities that they do together. Marissa loves her stepmother but misses "D/D Moments" as it created a special bond between her and her father. She is afraid to let her father know as she feels her stepmother's feelings will be hurt. Role-play what Marissa should do to get back the family ritual between her and her father.* Students will engage in a reflective session guided by the following questions: 1. How can I contribute to a happy family life? 2. What activities can my family engage in to build a stronger family bond? 3. How can my family resolve conflicts in an amicable manner? Students will write a letter to one or more family members with whom they may have disagreed, need to build a better relationship or express their concerns about how family interactions/ relationships have impacted them. They will express their feelings about the disagreement/situation and what should be done to resolve the issue(s) amicably. Students will give the letter to the family member. In their journals, they will share how the matter was resolved, what actions they took, the response of the family member and how they feel about the situation.	Letters reflect effective use of the steps in anger management, assertiveness, or conflict resolution skill, along with appropriate value/ virtue, e.g. charity, forgiveness, loyalty or responsibility, in building healthy family relationships

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	their family and will therefore be more comfortable in learning how to trust others and establish healthy relationships. Key characteristics that help to develop security are dependability, consistency, respectfulness and responsiveness. **Building Strong Family Relationships** **Healthy families have good communication.** Healthy families have open lines of communication -- where all family members feel heard and respected. One of the best ways to strengthen your family is to increase your listening skills and those of other family members. Until we can hear each other, we cannot build strong relationships. **Encourage all family members to share their thoughts and feelings.** Healthy families allow all family members -- no matter how young or small -- to talk about their thoughts and feelings. This does not mean that members are not respectful of one another, but rather that feelings and ideas are respected. Everyone should be expected to express themselves in appropriate ways, such as with "I" messages. When people feel heard and respected, they feel better about themselves, are more open to solving problems, and are more likely to allow others to express themselves.	Portfolio	Students will create a portfolio that depicts the importance of their families in their daily lives and development. They should include the following in the portfolio: • A family tree and pictures showing members of their immediate and/or current family. • For each person identified on the tree, students will state how this person has contributed to his/her development. • Why their family is important to them. • Actions they have taken to support healthy family relationships and what attitudes/behaviours they need to change to promote and support healthy family relationships. Students will also create posters or other material or prepare speeches promoting healthy family relationships and what families should do to support the healthy development of children. Teacher will allow each student to share some aspects (depending on class size) of his/her portfolio in "Show and Tell". Posters and materials will also be displayed. Speeches will be performed at devotion or other events during Child Month.	Portfolios reflect self-awareness in identifying feelings about family members and their importance and attitudes/ behaviours they need to change to support healthy family relationships Posters and speeches reflect effective use of the steps in advocacy skill, along with appropriate value/ virtue e.g. respect or kindness, to promote healthy family relationships

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	Healthy families spend time together. Family rituals can offer a set time for families to get together and give each other the attention needed. A family ritual is simply an activity that a family does regularly. This can mean having dinner together, celebrating a holiday together, going to church together, or going for a walk together. Family rituals help define who we are as a family. It allows time for the family to get together, share experiences and reconnect with each other. **Healthy families handle their conflicts fairly.** All families have conflict – it's a natural part of human relationships. Strong families can work through things they disagree about by focusing on solving the problems, rather than tearing each other down. **Healthy families develop trust.** Strong, healthy families recognize the importance of developing trust. Trust is the glue that holds relationships together.			

GRADE 6 **Theme: Self and Interpersonal Relationships**

Topic 2: **Choosing Friends Wisely**

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

Values/Virtues: **Loyalty, Cooperation, Honesty, Respect, Care, Integrity, Authenticity**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Assess the qualities and positive influences of a friend • Explain how friendships can positively or negatively influence one's behaviour • Justify the importance of choosing friends with good qualities • Demonstrate cognitive skills to choose and establish positive friendships	The ability to choose good friends is an invaluable skill for children. The friends that children select will dramatically influence their character, their choices, their interests, their conduct and the direction of their lives. Sometimes children are passive in their selection of friends. They often form friendships simply by proximity or coincidence. Children need to more be intentional and thoughtful when it comes to establishing friendships. **How to Choose a Positive Friend** **To have friends you must be a friend. Here are some of the ways friends treat each other:** ✓ Friends listen to each other. ✓ Friends try to understand each other's feelings and moods. ✓ Friends help each other solve problems. ✓ Friends give each other compliments. ✓ Friends can disagree without	Word Web/ Discussion	Students will think about the qualities of a friend: a. A word web will be placed on the board or cartridge paper. The word friend will be written in the centre. Flowing from the word friend, the words positive and negative will also be written. b. In groups, students will list positive qualities and influences and negative qualities and influences of friends. These will be recorded on strips of paper. c. Groups will present their qualities to the class using one of the two starting phrases, "I want my friend to…" or "I don't want my friend to ….." They will place their responses at an appropriate place on the word web. A follow-up discussion will be conducted using the following questions: 1. Why do you want a friend with positive qualities? 2. Why should you avoid negative influences?	Students' responses indicate a clear and accurate understanding of the qualities and positive influences of a friend

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	hurting each other. ✓ Friends are dependable. ✓ Friends respect each other. ✓ Friends are trustworthy. ✓ Friends care about each other. **How to Recognize Negative Influences** Take note of friends who make you uncomfortable, pressure you to do things you or your parents do not agree with, or tease you when you do not want to do the things they want to do. These types of friends are bad influences because they do not respect your opinions and values. Instead, they try to pressure you and make you feel guilty if you do not agree with them. Look out for friends who: • Boss you around • Use drugs • Are disrespectful or mean to others • Are destructive of property or violent • Make you feel bad about your eating habits or body • Belittle your ideas or opinions **Realize the effects this friend has on you.** Take some time to think about the effect these friends have on you. Ask yourself if you feel: • Used • Drained • Stressed out • Unsupported • Trapped • Guilty for things you have done with	Object Lesson/ Journal entry Simulation/ Journaling	Each student will write the word FRIENDS in large block letters, filling or shading the letters completely darkened with a pencil. Students will be asked to rub their fingers over the letters to see that the graphite from the word "friends" will rub off on their hands. (Wet wipes will be available to clean off students' hands). Students will discuss their interpretation of the activity and answer the following questions in their journals: • If you stayed in the company of a friend with positive and negative influences, how would that impact the way you behave? • Are your friends positively or negatively influencing your behaviour? Justify your response. • If you have a friend who is negatively influencing your behaviour, what do you need to do to change this? • What are the possible consequences of choosing friends with negative qualities/ behaviours? • Why is it important to choose friends with good qualities? Students will simulate a game show called "Choose Your Friend". They will be divided into groups and will write four descriptors of friends, two descriptors should be friends with positive qualities while the other two should be descriptors of friends with negative qualities. Descriptors from all the groups will be collected and reassigned to different groups. Each group of students will read the	Journal entries show a clear and accurate understanding of how friendships can positively or negatively influence one's behaviour, provide sound arguments to support choosing friends with good qualities and reflect appropriate value/ virtue e.g. honesty, respect or care Students' responses in the game reflect effective use of the steps in decision making skill (SODA), while journal entries reflect self-awareness in identifying changes that need to be made, to choose

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	the friend **Avoiding Negative Experiences in Friendships** **Talk to your friend** Communicating with someone who has upset you or is a negative influence can be hard, but you will have to try, or they will keep treating you the same way. By talking to them, you are showing you care about yourself and them. **End the friendship.** If your friend continues to drain you, stress you out, or remain a negative influence on you, end the relationship. You cannot force them to change, but you also must respect yourself and listen to your needs. Let your friend know that you are ending the friendship not because of who they are as a person, but because of their actions and how they have made you feel.		descriptors received and use the steps of decision making to select who will be their friend. The teacher as the game show host will ask each group to explain the process of selecting a good friend by doing the following: • Group members assigned the descriptors will read or briefly illustrate the description • Using the second step of decision making the other group members will state the options and consequences of choosing that friend. • Based on the reasons given, students will select their friends. **Examples of Descriptors:** Friend #1: This person is very popular in school because of sports. Everyone wants to be his/her friend but you find that they are very mean-spirited and bully the younger students a lot. Friend #2: This person is also very popular and is a straight-A student. He/she is involved in several clubs at school and is always advocating for changes to make the school better. Friend #3: This friend is always talking badly of others, even persons in the same social circle. He/She smiles and pretends to care but only speaks to you when they need money. Friend #4: This friend is not the most liked person in the class but is very caring towards you and others, especially when you are hurt. He/she always checks in on you if you are okay, gives good advice	positive friendships Appropriate value/ virtue e.g. care, respect or integrity in choosing positive friendships displayed

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			and you usually have fun together. Students will engage in a reflective session in their journals guided by the following questions: 1. Is it difficult for me to choose to do the right thing when my friends are around and why? 2. How can I become more responsible in choosing good friends? 3. How do my current friends influence me? 4. What do I need to do to be a better friend/choose better friends?	

GRADE 6   **Theme: Self and Interpersonal Relationships**

Module 1:   Exploring Self and Relationships
Unit 2:   Impact of Media on Self
Learning Goals: By the end of the unit, students should be able to:
1. Understanding the influence of media on self
2. Choose healthy media that will positively impact character development
3. Apply appropriate skills to guard against media influences that may negatively impact their personal choices

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

Topic 1:   **Media Influence and My Choices**

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

Values/Virtues: **Alertness, Self-restraint, Moderation, Fortitude**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Examine positive and negative influences of the media on personal choices, attitudes and beliefs • Assess media content for information and misinformation • Propose	Media are communication channels through which news, entertainment, education, data, or promotional messages are disseminated. Books and magazines, movies and television programs, computer programmes, and internet websites and services are all examples of media, as are the computers, mobile phones and speciality devices used to access these services. In various formats, media have influenced children's development for hundreds of years. However, recent decades have witnessed an explosion of new media technologies and the rapid adoption of these technologies such as the internet and cellular phones.	ICT/Discussion	Students will watch a video 'Media's Influence on Us' and then discuss their views on how the media influences the attitudes, beliefs and behaviours of persons. https://www.safefood.eu/ Education/Primary-(ROI)/MediaWise/ Medias_influence_5_6.aspx They will be given a variety of advertisements, news items, etc. from newspapers, books, magazines, radio, television and other sources to analyse in groups. They will review their advertisement and identify the positive or negative messages being communicated. Students will share with the class and explain how each message can influence a person's attitude, beliefs and behaviour. Teacher will clarify and provide	Responses reflect a clear and accurate understanding of how media can influence personal choices, attitudes and beliefs

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
strategies to reduce the negative influence of the media on their personal growth and development • Demonstrate social skills to resist negative media influence on personal choices	Media today is pervasive and has an unprecedented ability to influence and shape children's developing minds. **Positive Influence of Media** **Help Develop Awareness:** Positive media exposure can help children develop awareness about society and the world. This cultural and political awareness is vital if we want to groom a generation of socially responsible citizens. With world happenings featured on news channels, social networking sites and magazines, children can realize that there is more to the world than just what is happening in their surroundings. **Help Develop Social Skills** Media can help children to groom their social skills. Other benefits include building social confidence, heightened literacy in the media, and more social support. **Inspiring Messages and Role Models** Positive messages carried in the media can help children to feel motivated and assist them in making wise decisions. **Negative Influence of Media** **Distorted Body Image** Media often carry unattainable standards of beauty – "perfect" skin, hair and bodies. These pictures can lead young people to develop distorted body images and can	Research Stimulus Activity/ Discussion	feedback as necessary. Students will research various news items/stories from different websites on the internet. They will use the following questions to assess whether the news item seeks to provide information or misinformation: 1. What was the main point of the news item/story? 2. Who was the news item/story written by and who did it target? 3. Who could benefit from the news item/story and who could be harmed? 4. What information causes you to think the news item/story is real or fake? 5. How did the information in the news item/story influence me? 6. Why is it important to assess information from all forms of media? Students will present their findings on a handout and share them with the class. Teacher will facilitate discussion, providefeedback and clarify where necessary. In groups, students will be given cartridge paper, scissors and markers to create a placemat in the shape of a suggested type of media such as books, magazines, video games, television, computer or smartphones. Each member of the group will write how the selected media has influenced their personal choices in positive and negative ways. Students will share with the class. Students will then be asked to write on the back of the placemat two ways in which they could reduce the negative	Research presentations reflect critical thinking in students' ability to accurately assess media content as information or misinformation Strategies proposed to reduce the negative influence of the media are appropriate and reflect appropriate value/virtue e.g. moderation or self-control

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	contribute to the development of eating disorders like anorexia and bulimia. **Promulgate Misinformation** Media can also provide misinformation, which is false or inaccurate information or 'fake news' which is often intended to mislead or deceive the public. Different forms of media can have different agendas. Some websites create new stories to grab the attention of large viewers who will continue to share the stories. More visitors to the website means more money for these people. Persons must therefore be able to distinguish between real and 'fake news. **Promote violence:** Sometimes violence in video games, movies and other television programmes can influence adolescents to act violently. Teenagers spend several hours every day watching these scenes. In some instances, violence becomes their reality. Some teenagers are unable to distinguish between reality and fantasy. This makes violence normal for them. **Risky Behaviours:** Sexuality is a normal part of a child's development. The media can negatively influence a child's sexuality and influence a child to engage in risky behaviours.	Checklist/ Journaling	influence of media on themselves that they have identified. They will present and discuss the appropriateness of each strategy. Teacher will provide feedback as necessary. Students will create a checklist of all the strategies that can be used to reduce negative influences from the various forms of media. Media should include music aswell as social media. Students will review the checklist and identify the strategies that would be most suitable for them based on the media that influences them the most. Students will practise implementing the strategies in their daily lives. They will record the progress in their journals, noting challenges and any further actions they can take to overcome these. They will share how the strategies have helped them to resist negative influences from the media on personal choices. **Reflective Questions:** How have I used the strategies to resist any negative influence from the media? What help do I need to resist negative influences from the media?	Journaling reflects effective use of the steps in refusal, negotiation, decision making or critical thinking skill, along with appropriate value/ virtue e.g. self-restraint, wisdom or fortitude, to resist negative influences from the media on personal choices

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	Sometimes the media portrays risky behaviours without responsibility or consequence. This can lead to irresponsible sexual behaviour, unwanted pregnancies and STIs. Other risky behaviours include: i. Smoking, drinking alcohol and misuse of other substances ii. Physical Inactivity - hours of media usage means hours of inactivity. This may lead to obesity and other health risks. iii. Poor academic achievement - when children do not balance time spent on media with time spent on schoolwork, their academic performance can suffer. **Helping Children Balance Media Influence** A wide range of activities is important for children's development. These include physical and creative activities as well as activities that involve real-life interactions with people and promote relationships. Children should be introduced to positive role models/mentors. Ways to do this include joining local community groups, sporting clubs or mentoring programmes.			

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

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

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 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, Science

GRADE 6   Theme: Self and Interpersonal Relationships

Module 2:	Coping with Risk and Adversity
Unit 1:	Dealing with Conflict
Learning Goals:	By the end of the unit, students should be able to:

1. Be aware of strategies to cope with adverse situations
2. Value the importance of managing their emotions
3. Apply skills to cope with violence at home, school, and in the community

Core Values:	**Moral Lenses – 1. Respect for self 2. Respect for others 3. Positive outlook**
	4. Stewardship/service
Topic 1:	**My Emotions Do Not Control Me**
Life Skills:	Social: Communication
	Cognitive: Decision making
	Coping: Coping with emotions, Coping with stress, Healthy Self-management
Values/Virtues:	**Respect, Peace, Kindness, Self-control, Tranquillity**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Assess factors or situations that trigger their emotions • Analyse the appropriateness of their actions in emotional situations • Modify their actions to effectively deal with their	Coping with emotions is the ability to recognize a range of feelings in ourselves and others and to respond appropriately, avoiding acting out in ways that may harm self and others. Emotions are normal; they form part of the human experience and are triggered by different events in our lives. While we may not have control over our emotions, how we manage the feelings we experience (because of our emotions) is within our control. This can be achieved by learning to manage our emotions. Children can:	Think-Pair-Share	Students will work in pairs to discuss how they would feel in each of the following situations. Each pair will share with the class How would you feel if: i. you were placed in a school where you didn't know anyone? ii. your best friend stopped talking to you? iii. you were being teased and bullied all the time? iv. a family member got injured in a car accident? iv. you lost a parent/grandparent or sibling? vi. you are blamed for something you didn't do? vii. you worked hard but did not get the	Students' responses reflect a clear and accurate understanding of situations or factors that trigger emotions

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
emotions • Demonstrate coping skills to appropriately handle situations that trigger difficult emotions	✓ Write what they are feeling ✓ Talk about their feelings with someone whom they trust ✓ Engage in activities that allow them to express themselves ✓ Draw what they are feeling ✓ Exercise ✓ Listen to music ✓ Meditate **Some steps in managing situations include:** ✓ Identify the difficult situation ✓ Get information about the situation ✓ Recognize that certain situations cannot be prevented but you can choose positive ways to deal with those situations ✓ Find the lesson in the situation ✓ Recognize your feelings about the situation ✓ Write down your thoughts and feelings ✓ Recognize the signs of grieving ✓ Do deep breathing exercises ✓ Engage in activities that you enjoy such as caring for pets, listening to music, dancing, playing sports and reading ✓ Look at positive ways of responding to the situation ✓ Seek support from a parent/guardian or a guidance counsellor	Response sheets/ Discussion	grade you wanted? viii. you think someone has been unfair to you? Pairs will record each other's responses and share them with the class. Based on the discussion students will then create a concept map on the board to show the factors/situations that trigger emotions. The concept map should clearly outline which emotions are triggered in each situation. Teacher will provide feedback and clarify where necessary. On a sheet of paper, students will write what action they would take in each situation below. These will be collected. Individually, they will complete the following "What Do I Do When" handout (names do not have to be written on the sheet): 1. When I feel sad I_____ 2. When I feel angry I_____ 3. When I am afraid I _____ 4. When I feel miserable I _____ 5. When I feel lonely I _____ 6. When I feel embarrassed I ___ 7. When I feel nervous I _____ 8. When I feel happy I _____ 9. When I feel disappointed I ___ 10. When I feel pressured I_____ For each item, they will rate their action(s) as safe or unsafe. Answer sheets will be collected for class discussion, in which the class will also rate the behaviours. In their journals, students will express how they feel about how they manage their	Students' responses reflect appropriate value/ virtue e.g. self-control or tranquillity and effective use of self-awareness skill by their ability to identify their behaviours in response to each feeling and behaviours they can improve

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		Journaling	emotions. Teacher will ask the following reflective questions and students will share their responses. • How do I feel about how I manage my emotions? • What can I do to cope with my emotions in a positive way? Students will review the responses to the 'What Do I Do When' handout that are rated as unsafe or unhealthy. In small groups, they will propose alternative strategies for coping with the various emotions or situations. They will share with the class for feedback. Students will then create a 'What Will I do When' handout using the same questions as before. They will complete the handout and, in their journals, they will make a commitment entry sharing how they will improve their coping abilities. They will monitor their actions and report on their progress.	Journal entries reflect effective application of steps in healthy self-management, coping with stress or coping with emotions skill, along with appropriate value/virtue e.g. respect or peace, to appropriately handle situations that trigger difficult emotions

GRADE 6   **Theme: Self and Interpersonal Relationships**

Topic 2:   Dealing Effectively with Conflict

Life Skills: Social: Conflict resolution
                    Cognitive: Problem solving, Negotiation
                    Coping: Self-awareness, Healthy Self-management, Anger Management

Values/Virtues: **Fairness, Self-control, Understanding, Peace, Respect, Compassion**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Investigate the causes and effects of conflicts • Differentiate between healthy and unhealthy ways to respond to conflicts • Justify the need to practise conflict resolution strategies to prevent violence • Practise behaviours necessary for conflict resolution • Display the ability to use	Conflict is a normal part of everyday life as persons will not always agree on everything. The important thing when a conflict arises is how to resolve the issue in a way that does not cause harm to either party. When conflicts are handled in a respectful, positive way, this allows people to bond and strengthen their relationships. **Causes of Conflict** Conflicts often occur when persons disagree on beliefs, ideas, approaches to solve problems and their desires. Understanding the needs of others and being open to listening to the points of view of another are critical to conflict resolution. Before one can resolve a conflict it is important to remember the following: • Conflict is more than a disagreement as sometimes persons may see the conflict as a threat whether or not this is the actual case. • Conflicts when not resolved tend to result in a build-up of emotions.	Interviews/ Graphic organizers Game	In pairs, students will interview their classmates to identify the causes and effects of conflicts. Students will share situations in which they observed or experienced conflict with family or friends; they will outline the cause of the conflict, what happened as a result of the conflict, the persons impacted by the conflict and how the conflict was resolved. Students will record the information and present it in the form of a graphic organizer. The signs 'Healthy Ways to Resolve Conflicts' and 'Unhealthy Ways to Resolve Conflicts' will be posted on the board. Students will receive the following and place them under the correct sign. They will also add to the list. • The ability to empathize with others • Inability to recognize and respond to things that others find important • Calm, non-defensive and respectful reactions • Explosive, aggressive, angry hurtful, resentful reactions • Willingness to forgive, forget and move	Graphic organizers reflect a clear and accurate understanding of the causes and effects of conflict Students' responses reflect an ability to accurately distinguish between healthy and unhealthy ways to respond to conflicts

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
social skills in difficult situations to resolve conflicts	• People respond to conflicts based on how they see the situation, their life experiences, values and beliefs. • Conflicts usually trigger very strong emotions. Persons who understand their emotions are usually better able to respond appropriately in situations of conflict. • How we view conflicts can affect our ability to resolve them healthily. If we see conflicts as threatening or we are fearful of conflicts then we are more likely to manage them in an unhealthy manner. **Effects of Conflict** Conflicts can have both positive and negative effects. Negative effects include: ✓ Anger and resentment towards persons ✓ Misconceptions ✓ Distrust ✓ Withdrawal from peer group ✓ Stress ✓ Low self-esteem ✓ Lack of motivation Positive effects of conflicts include: ✓ Provides an opportunity for issues to surface and for persons to express their feelings ✓ Encourages dialogue ✓ Raises awareness of a person's needs		on from the conflict without harbouring feelings of resentment • Withdrawal of love and affection from the person causing isolation, shame, rejection, fear and abandonment • Ability to compromise and meet each other halfway • Inability to compromise or see the other person's point of view • A belief that it is best to resolve the conflict head-on • Feeling fearful and expecting that there is no resolution to the conflict	
		Forced Debate	Students will be divided into pairs to conduct a short debate on the moot, "Resolving conflicts peacefully will address the issue of violence in schools."	Arguments illustrate competence in the use of steps in critical thinking skill to justify the need to practise conflict resolution and appropriate value/ virtue e.g. respect, understanding or compassion
		Role Play	Students will identify real cases that have caused conflicts among students in their school. In groups, they will be assigned one of the cases, along with a conflict resolution strategy, to role-play how to respond appropriately to the situation. Students will be assessed by their peers.	Role-plays should effectively illustrate steps in conflict resolution or anger management skill and appropriate value/virtue e.g. forgiveness, respect or kindness

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	✓ Strengthens relationships (if resolved positively) Finding alternatives We can often find alternative ways of resolving conflicts without being physical or violent. These include: ✓ negotiating – listen to the other person's point of view and discuss each other's positions and needs ✓ compromising – meeting halfway ✓ taking turns – splitting the time evenly ✓ active listening – making a conscious effort to understand what is being said ✓ apologizing. ✓ getting help. **Getting help** There are persons at school and in the community such as a guidance counsellor or pastor, who can help students to resolve conflicts healthily.	Journaling	Using the steps in conflict resolution skill and other conflict resolution strategies, students will create a checklist to assess their ability to resolve conflicts at home and with their peers. Using the checklist, they will monitor their behaviour and record their experiences in their journals. They will include what they think they can do better to minimize their contribution to conflicts and amicably resolve them. Students will reflect on the following questions: • What are the factors that trigger me and cause conflicts with others? • How can I respond positively in situations of conflict? • What am I willing to do to practise conflict resolution strategies to improve my relationship with others?	Journal entries reflect effective application of steps in conflict resolution skill, along with appropriate value/virtue e.g. respect, fairness or forgiveness, in difficult situations to resolve conflicts

GRADE 6   **Theme: Self and Interpersonal Relationships**

Module 2:   Coping with Risk and Adversity
Unit 2:   Reducing Risky Behaviours
Learning Goals: By the end of the unit, students should be able to:
1. Understand the impact of alcohol and other illegal substances on behaviour and lifestyle choices
2. Appreciate the need to reduce their vulnerability to behaviours that can put them at risk
3. Apply skills to prevent their involvement in behaviours and lifestyles associated with harmful substances and violence

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

Topic 1:   **Harmful Substances are Not for Me**

Life Skills: Social: Refusal, Assertiveness, Negotiation
     Cognitive: Decision making
     Coping: Self-awareness, Healthy Self-management

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

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Examine the harmful effects of substances on the body • Assess the influence of the media, peers and family on their beliefs about drugs • Practise behaviours that will reduce their	Using drugs such as alcohol, cigarettes and ganja (marijuana) can have negative and long-lasting implications. These effects often depend on the substance, amount and duration of use, as well as the person's health and other factors. **Alcohol:** Excessive alcohol use can affect every system of the body and can have devastating effects on the family, job performance, society and public safety. Reactions can range from relaxation and euphoria to withdrawal and violence.	Research/ICT/ Discussion/ Creative Arts Discussion	Students will be divided into groups to use the internet and any other source to research the effects of cigarettes, alcohol and marijuana on the body. They will illustrate the effects using pictures, real cases and videos of testimonials where possible. Students will use ICT to present the findings of their research. Students will work together in groups to discuss and record what they have learned about drugs from their family, friends, members of the community and the media. Each group will be assigned a different substance; they will discuss the accuracy of the messages and how they have been influenced by the messages	Presentations reflect a clear and accurate understanding of the harmful effects of substances on the body Students' responses reflect self-awareness by their ability to identify their beliefs about drugs and how they have been influenced by the

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
risk of substance misuse • Demonstrate social skills to help prevent drug use among their peers	**Tobacco:** Smoked, chewed or inhaled through second-hand smoke, tobacco constitutes a public health hazard. Tobacco contains 4,000 chemicals including nicotine of which 40 are known, cancer-causing agents. They trigger a variety of reactions, ranging from minor irritations and headaches to allergic reactions and angina symptoms. **Ganja (Marijuana):** While Ganja (Marijuana) smoke does not contain the same carcinogenic compounds found in tobacco smoke it is still harmful to children as it can significantly affect brain development and body functions. In some instances, the **short-term effects** of drugs can range from: • Appetite (increase/ decrease) • Insomnia • Increased heart rate • Increased blood pressure • Change in mood • Heart attack • Stroke • Psychosis **Longer-term effects** can include: • Heart or lung disease • Cancer • Mental illness • Risky sexual practices that may lead to STIs Long-term drug use can also lead to addiction.	Role Play	received. Guiding questions: • What have you heard about alcohol, cigarettes and marijuana from your family, peers, church, social media, television, radio and music videos? • What do you believe about these drugs from what you have heard? • How have these messages influenced how you feel about these substances? • Knowing the harmful effects of drugs would you use them? Why? Students will role-play how they would avoid using drugs in the following scenarios: *One of your brother's older friends brought some pills with him to the house and asked your brother to keep them. One of your friends finds the pills and wants all of you to try them as they think it will make you both 'happy'. All your friends agree.* *You are home alone and your dad's pack of cigarettes is left on the table. Your sibling decides to try it.* *You are in a group of friends after school and one of your friends comes to the hangout spot with a bottle of beer he/ she bought from the vendor. Everyone decides to drink.* *You are on the corner with peers from your community, some of whom are older than you. You are in a bad mood today and they offer you a 'spliff' to feel better.*	media, their peers and family Role play depicts effective use of the steps in assertiveness, negotiation, decision making, healthy self-management or refusal skill and appropriate value/ virtue e.g. self-control or wisdom

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			Note: Students should only role-play their response in each situation.	
		Creative Arts	Students will develop a campaign to encourage their peers to stay away from drugs. They will develop a tagline, posters, brochures, skits and other creative pieces such as songs or dub poetry to target their peers as well as parents.	Creative arts pieces depict effective use of the steps in advocacy skill, and appropriate value/ virtue e.g. self-restraint, morals or integrity to promote awareness of the effects of drugs and encourage peers to refuse to use drugs

GRADE 6   **Theme: Self and Interpersonal Relationships**

Topic 2:   Preventing Cyberbullying

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

Values/Virtues: **Integrity, Decency, Compassion, Courage, Respect, Goodness**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria

By the end of the topic, students should be able to:
 	
• Assess ways in which cyber-bullying can affect an individual
 	
• Initiate actions that will reduce and prevent cyber-bullying
 	
• Demonstrate the ability to use social skills to prevent cyber-bullying
	Cyberspace
	We live in a technology-driven world that allows us to communicate with people locally and globally.
	
	Cyberspace refers to the virtual computer world which uses an electronic medium to form a global computer network to facilitate online communication. All technology gadgets such as tablets, laptops and phones are made to access the web, share information and connect with people within seconds.
	
	What is Cyberbullying?
	Cyberbullying is the act of intentionally causing harm to others using electronic communication, typically by sending messages, photos or videos that are threatening or coercive. It also includes sending posting or sharing negative, harmful, false or mean content about someone else.
	
	It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying
		ICT/Discussion
		
		Role Play
			Students will watch excerpts depicting the effects of cyberbullying from the movie "Cyber Bully" available at: https://www.youtube.com/ watch?v=2VfRxxUO12o
			
			A guided discussion will be facilitated using the following questions:
			1. What are the emotions expressed in the following areas in the movie?
			   a. Classroom
			   b. Bathroom at school
			   c. Bedroom
			2. Discuss ways the character displayed her emotions.
			3. Describe other ways in which cyberbullying can affect individuals.
			
			Students will be placed in groups to review real cases of cyberbullying from the following website: https:// www.familyorbit.com/blog/real-life-cyberbullying-horror-stories/
			They will discuss the cases and identify strategies that they would take to prevent/ address cyberbullying if they were the student being bullied or someone witnessing the cyberbullying. Students will create role-plays to illustrate the
				Students' responses depict a clear and accurate understanding of different ways that cyberbullying can affect an individual
				
				Role-plays reflect effective use of the steps in problem solving or decision making skill along with appropriate value/virtue e.g. respect, decency or compassion

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	crosses the line into unlawful or criminal behaviour (https://www.stopbullying.gov/cyberbullying/what-is-it). Cyberbullies act alone or in groups and usually target children who are isolated or are different from their peers. Cyberbullying usually occurs on or via the following mediums: • Social media platforms such as Facebook, Instagram, Twitter and others • Text messaging • Email • Chat forums • Gaming apps **Effects of Cyber-bullying** Students who are bullied are more likely to: • feel disconnected • experience a decline in academic outcomes • attend school less often • complete fewer assignments • have few or no friendships at school/home • be socially withdrawn • have low self-esteem • have depression, anxiety, feelings of loneliness and isolation • have nightmares • feel wary or suspicious of others • have an increased risk of substance abuse • higher risk of suicide	Project	strategies. Students however should not role-play the act of bullying but only their response to the situation. The following questions will be used to guide the development of the role play: 1. What can I do if I am being cyber-bullied? 2. What can I do if I see a person being cyber-bullied? 3. Who is the best person to help you if you are being cyber-bullied? 4. What actions can I take to prevent/stop cyberbullying among my peers? Students will work together to launch a campaign against cyberbullying. First, they will reflect on the following questions and write a pledge to protect themselves and others from cyberbullying. **Reflective Questions:** • How would I feel if I was cyber-bullied by my close friend? • What can I do if I know someone who has been cyber-bullied? • How can I prevent cyberbullying if I know it was being planned before it occurred? They will record themselves reciting the pledge and create a video for the campaign. Next, in pairs, they will use memes, blogs or video diaries to raise awareness of the negative impact of cyber-bullying and promote steps adolescents can take to prevent cyber-bullying. The teacher will upload students' pieces on the school's Facebook page or	Campaign reflects effective use of the steps in advocacy skill, appropriate strategies to prevent/stop cyberbullying, creativity in design of key messages as well as appropriate value/virtue e.g. integrity, decency or goodness

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	Strategies to handle cyberbullying 1. Never respond: Do not reply to anything that has been said or retaliate by returning the bully's threats or insults. 2. Keep Evidence: Take a screenshot of anything that you think could be cyber-bullying and keep a record of it on your computer. 3. Block and report: Block and report the offending user/s to the appropriate social media platform. 4. Talk about it: Talking to somebody about bullying not only helps you seek support but it documents evidence. 5. Report it: If you are experiencing cyberbullying from somebody you go to school with, report it to a teacher. If somebody is threatening you, giving out your personal information or making you fear for your safety, contact the police or an adult as soon as you can. 6. Keep your information private and do not agree to meet offline with anybody whom you do not know and without your parent's consent. 7. If someone you know is being bullied, TAKE ACTION. Do not just stand by and watch		any other social media platform. Teacher will provide feedback by visiting the page to see the social media users' reactions. N.B. The legal age to have an account on most social media websites is 13.	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	someone be cyberbullied as this will empower the aggressor. Try to stop the bullying by taking a stance against the bully. If you can't stop it, then support the person who is being bullied by listening and encouraging them to report it.			

THEME: SELF AND INTERPERSONAL RELATIONSHIPS

MODULE 2: 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 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, Civics, Social Studies

GRADE 6   **Theme: Self and Interpersonal Relationships**

Module 2:   Respect and Tolerance for Self and Others
Unit 1:   Commitment to My Community
Learning Goals: By the end of the unit, students should be able to:
1. Understand the importance of volunteerism in enhancing social experiences
2. Recognize the need for inclusion for people with special needs
3. Use life skills appropriately to increase community spirit

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

Topic 1:   **Volunteerism: I Said I Would**

Life Skills: Social: Communication, Empathy, Advocacy
          Cognitive: Critical Thinking
          Coping: Self-awareness

Values/Virtues: **Charity, Helpfulness, Generosity, Goodness, Kindness, Cooperation**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Explain the importance of volunteerism • Show willingness to become engaged in volunteerism in their communities • Demonstrate social skills that show	Volunteerism has become a global and increasingly inclusive movement. Professionals, teens and children are all able to find ways to volunteer at home, school, in the local community and nationally. Helping out with simple tasks can make a huge difference in the life of someone. Reasons for Volunteerism **1. It's Fun** It feels good to be a part of a movement which is positive and charitable. Volunteer activities for children and families typically include community-based and group-related work activities such as feeding the homeless, painting an old-age home,	Brainstorming/ Discussion/ICT	The caption "Volunteerism Makes the World a Better Place" will be placed on the board and students will work in small groups to formulate a definition of volunteerism. Students will then be shown the video clip entitled, "Why is volunteering important?" taken from the animated movie, "UP". https://www.youtube.com/ watch?v=flyiGMNGQyA A guided discussion will be facilitated by the teacher and will include the following questions: • How is the boy volunteering? • Is the boy working alone or with a group? • What type of attitudes do you believe	Students' responses reflect a clear and accurate understanding of the term volunteerism

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
commitment to acts of volunteerism	cleaning up a community centre, etc. 2. **Improve interaction with others** Volunteering gives children a chance to meet people from diverse backgrounds who are united through a common cause. 3. **Make a Difference** Volunteering allows you to make a difference in the lives of others or on a major social issue. 4. **Feeling Appreciated** Helping others and feeling their gratitude and appreciation can contribute to your self-esteem. 5. **Learn New Skills** Volunteerism allows us to learn new skills, including leadership, organisational, communication and people skills. 6. **Explore Job and Career Possibilities** Children who are interested in a career or type of job can volunteer in an organisation or group which is related to their interest. **Attitudes that Increase Volunteerism** • Willingness to help others • Personal interests • Community/national pride • Charity • Helpfulness • Honesty	Project/ Journaling Visual Arts/ Project	the boy would have displayed to become a part of his group? • How can his volunteerism make the man's life better? • Are individuals always willing to receive voluntary acts from others? Give a reason for your response. • What better approach would you recommend to the boy in offering voluntary service? • Why is volunteerism important? • How would you volunteer your services to support others? Teacher will plan a variety of activities for students to volunteer their services. Activities will include feeding the homeless, visiting the elderly, painting the crosswalk at school, conducting search and destroy missions to rid the school of mosquito-breeding sites and others. Students will select the activities in which they will participate. Students will share their experiences in their journals using thefollowing Reflective Questions: 1. How did volunteering make me feel? 2. What did I like about helping others? 3. What new skill did I learn? 4. How am I willing to continue to help others? 5. What will I do to continue to serve my community? In groups, students will create a poster promoting volunteerism within their school community. The teacher will provide a rubric to guide the students in creating	Participation in activities and journal entries show a willingness to engage in volunteerism and appropriate value/ virtue e.g. charity, cooperation or helpfulness Posters and reports of participation in activity reflect effective use of the

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	• Accountability • Awareness of environmental presentation		the poster. The poster should highlight attitudes that promote volunteerism. They will lead in the planning of an activity that will benefit the surrounding community of the school and enlist persons from lower grades and teachers to volunteer. They will use the poster to promote their activity. They will report on the success of their activity and their participation.	steps in advocacy skill and appropriate value/virtue e.g. goodness, generosity or kindness to demonstrate commitment to volunteerism

SAFETY & SECURITY

SAFETY AND SECURITY – GRADE 6- TERM 2

NATIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
NS SS1: Examine roles, rights, and responsibilities in relation to, Protection, Safety and Security to preserve self, family, school, and community.	1. Demonstrate awareness of their rights and responsibilities in relation to Protection, Safety, and Security (self, family, and school). 2. Incorporate safety principles to respond appropriately to risky situations. 3. Appreciate the personal and collective responsibilities of students and their families in reducing exposure to community safety and security risks.	1. Exploring Concepts of Protection, Safety,and Security	1. Understanding My Rights as a Child 2. Protection from Harm	• What are My Rights Roles and Responsibilities? • Don't Hurt Me: Treat Me Right! • Don't Hide It, Tell It! • Be Aware. Be A Hard Target
NS SS2: Analyse the influence of socio-cultural, economic factors and personal beliefs on lifestyle choices related to protection, safety, and security.	1. Assess the impact of socio-cultural influences on antisocial behaviours. 2. Make appropriate choices concerning minimizing the opportunities to breach the safety of self and others. 3. Display skills to prevent the escalation of maladaptive behaviours at home, school, and the community.	2. Factors Influencing Behaviours Relatedto Safety and Security	1. Risk Factors 2. Avoiding Risky Behaviours	• No Bully Zone • Careful Internet Use • No Gang for Me
NS SS3: Develop action competence and build capacity to minimize factors affecting protection, safety, and security within all contexts.	1. Demonstrate understanding of issues that impact survival and development. 2. Demonstrate the ability to locate and utilize community resources that support protection, safety and security.	3. Safeguards for Protection, Safety and Security	1. Minimizing My Risk	• Rules Help to Keep Me Safe • Emergency and Critical Incident Responses

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 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, Civics

GRADE 6   **Theme: Safety and Security**

Module 1:   Exploring Concepts of Protection, Safety and Security
Unit 1:   Understanding My Rights as a Child
Learning Goals: By the end of the unit, students should be able to:
        1. Understand the importance of protecting the rights of children
        2. Express appreciation for their roles and responsibilities as children and members of the wider society
        3. Use life skills to ensure their protection, safety and security through child rights and responsibilities

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

Topic 1:   **What Are My Roles, Rights, and Responsibilities?**

Life Skills: Social: Communication, Advocacy, Assertiveness
        Cognitive: Critical Thinking
        Coping: Self-awareness

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

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Explain their rights, roles and responsibilities • Examine the role of various stakeholders tasked with protecting children's rights • Reflect on personal attitudes towards their rights and	**Who is a child?** Under Jamaican law, a child is anyone under the age of 18. **What are rights?** A right is a freedom that is protected. They allow us to be respected and recognized as equals. In Jamaica, the Child Care and Protection Act is the law that protects the rights of children and promotes their best interests, safety, and well-being. The Child Care and Protection Act covers three groups of children's rights: **1. Protection Rights:** Rights that protect children from all types of violence, abuse, neglect, and exploitation.	Brainstorming/ KWL/	In groups, students will be given a worksheet with a table as shown below. | K	W	L
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			  Under the K column, students will list their knowledge about their rights, roles and responsibilities. Under the W column, students will list what they would want to know about their rights, roles and responsibilities in relation to their safety and security. Groups will share and discuss what they have written in both columns. The L column will be completed at the end of the lesson to depict what they have learned. Students will discuss the following questions in groups:	Worksheets and responses in discussion reflect an accurate and clear understanding of students' rights, roles and responsibilities

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
responsibilities • Demonstrate social skills in creating greater awareness of the rights and responsibilities of children	**2. Provision Rights:** Rights that guarantee the basic things those children need for their survival, growth, and development. **3. 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. **What is a Responsibility?** A responsibility is a duty or something we must do. Children's responsibilities include completing homework on time and following rules at home and school. **A role is a duty** or part played by a person or thing in a situation. Every citizen must ensure children's rights are protected through their actions and speech. **Enabling Child Rights and Protection** All children have the right to protection, safety and security. They have the right to survive, to be safe, to belong, to be heard, to receive adequate care and to grow up in a protective environment. A family is the first line of protection for children. Parents or other caregivers are responsible for building a protective and loving home environment. Schools and communities are responsible for building a safe and child-friendly the environment outside the child's home.	Resource Person/ Infographics Journaling	1. What do I have the right to be protected from? 2. What should my parents/guardians provide me with? 3. What do I have the right to participate in? 4. What is my role and responsibility as a child in relation to my rights? **Reflective Question:** How important are my rights, roles, and responsibilities? A resource person from the Child Protection and Family Services Division (CPFSA) will be invited to facilitate a rap session about persons and groups who must ensure children's rights are being protected. Students will prepare questions to ask the resource person during the session. They After the rap session, in groups, using ICT, students will create an infographic showing the persons and organizers who are responsible for ensuring that their rights are being protected: Protection Rights, Provision Rights and Participation Rights. The infographic should explain the duties of each and contact information, where applicable, for making reports. Based on previous activities students will be required to make a MILLY (most important lesson learned) entry in their journal. They will also answer the following Reflective Questions: • How do I feel about having rights and responsibilities? • As a student, how can I use my rights to	Infographics are creative and accurately illustrate the roles of stakeholders in protecting the rights of children Journal entries reflect self-awareness skill in examining their needs, values and beliefs, along with appropriate value/ virtue e.g. equity

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	In the family, school and community, children should be fully protected so they can survive, grow, learn and develop to their fullest potential. Millions of children around the world are not fully protected. Many of them deal with violence, abuse, neglect, exploitation, exclusion and/ or discrimination every day. Such violations limit their chances of surviving, growing, developing and pursuing their dreams. Governments, communities, local authorities and non-governmental organizations, including faith-based and community-based organizations, can help ensure that children grow up in a family environment. They can make sure that schools and communities protect all children and prevent child maltreatment. They can protect girls and boys from violations such as abuse, sexual exploitation, trafficking and work in hazardous conditions, as well as harmful practices, including child marriage. Girls and boys should be encouraged and supported to speak up for children's rights and to take an active role in their own protection against abuse, violence, exploitation and discrimination. *Use the link below to access the following Child Care and Protection Act Guide: Act Right, Treat Me Right. http://jis.gov.jm/media/CDA.pdf	Performing Arts	keep safe and secure? • What are some of the responsibilities that I have as a student to keep myself safe and secure? • How can I encourage myself to fulfil my responsibilities? • What will I do differently to ensure that my rights, and those of my peers, are protected? In groups, students will be given a right and a responsibility. They will highlight each in their performing art piece (song, poem, skit, etc.) to increase awareness of their importance in ensuring protection, safety and security. **Reflective Question:** What did I learn from this activity?	or responsibility, in thinking about personal attitudes towards one's rights and responsibilities Performing arts pieces depict effective use of advocacy skill along with appropriate value/virtue e.g. respect or equality, to create greater awareness of the rights and responsibilities of children

GRADE 6   **Theme: Safety and Security**

Module 1:   Exploring Concepts of Protection, Safety, and Security
Unit 2:   Protection from Harm
Learning Goals: By the end of the unit, students should be able to:
1. Understand situations that threaten security
2. Appreciate the importance of being able to protect self and others
3. Apply life skills to respond appropriately to situations that threaten their safety and security

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

Topic 1:   **Don't Hurt Me: Treat Me Right**

Life Skills: Social: Advocacy, Assertiveness
                 Cognitive: Problem solving, Critical thinking
                 Coping: Self-awareness
Values/Virtues: **Courage, Support, Fortitude, 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: • Differentiate between the types of child abuse • Examine the impact of abuse on children • Justify the importance of reporting when faced with situations of abuse	**Note to Teacher:** *Addressing the issue of child abuse can be difficult for some students who are survivors of such situations. Ensure class rules are established and students understand the sensitivity of the topic as well as the importance of reporting such incidents.* Every child has rights, such as the right to be safe and healthy and have his/her basic needs met. Some examples of these rights are: ✓ The right not to be the victim of violence. ✓ The right to be clothed, fed and housed.	Video Presentation/ Guided Discussion	Students will view an age-appropriate video on abuse, after which they will discuss, in groups, how abuse affects their emotions. Suggested YouTube Video, "Mean Mom": https://www.youtube.com/watch?v=mXS0_YMT6Y8 The teacher will initiate discussions about the video using the following guided questions: • What is emotional abuse? • What is physical abuse? • What is sexual abuse? • Which type of abuse did the child in the video experience? • How was she affected by this type of abuse?	Students' responses reflect an accurate and clear understanding of the different types of child abuse

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
• Demonstrate the ability to use social skills that will assist in the prevention of childabuse	✓ The right to have your medical needs met. ✓ The right to have appropriate supervision. ✓ The right to use the bathroom by yourself. ✓ The right to be alone when you take your clothes off. (If someone wants to watch you undress, you have the right to say, "No.") ✓ The right to not be touched inappropriately. The violation of these rights is considered child abuse. **Child Abuse** Any action by another person -- adult or child -- that causes significant harm to a child. It can be physical, emotional or sexual. **Emotional Abuse** is severe, deliberate (and sometimes unintentional) and persistent ill-treatment of a child, which adversely affects a child's emotional health and development. **Forms of Emotional Child Abuse** • Rejection: This includes insulting the child, constant criticisms, refusing the child's hug, refusing to allow the child to participate in family and social activities, and making the child feel stupid and not needed. • Ignoring: This includes neglecting the child, not attending to/ caring about the child's school	Case Studies/ Guided Discussion	• What did she do about the fact that she was being abused? • If you were in her position, what would you have done? During the discussion, teachers should ensure students have a clear understanding of the different typesof child abuse by providing further clarifications to their responses. **Reflective Questions:** • Have I ever been abused or do I know someone who has been abused? • How does abuse infringe on my rights? • How do I feel about child abuse? Use the case studies below to examine the possible impact of emotional and physical abuse. At the end of each discussion, the teacher will emphasize that physical and emotional abuse are punishable by law and must be reported to persons who are tasked with the duty of care for children. **Case Study 1 -- Fiona's Story** *"When I was nine, my mom met a new boyfriend. At first, I really liked him and looked up to him but things started to change shortly after he moved in with us. My mom and I were close and I think he was jealous. He was drinking a lot and started being mentally and verbally abusive towards me. He would just start picking on me for little things, or even*	Students' responses reflect a clear and accurate understanding of the impact of abuse on children

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	and performance, not providing protection, health or dental care, and generally not paying attention to significant events in the child's life. • Terrorizing: This includes yelling, cursing, scaring, using extremely harsh words, threats to send him/her away, killing his/her pet, ridiculing a child in public and even forcing him/her to watch violent activities. • Isolating: This includes preventing the child from making and playing with friends, leaving him/her for long periods, and keeping him/her confined to read his/her books or do house chores. • Exploiting: This involves the manipulation of the child and assigning adult responsibilities to him/her **Consequences of Emotional Abuse** • A child living in continuous fear and sorrow may stop eating and will be vulnerable to diseases and health complications. • Emotional abuse can slow a child's mental development. Their intelligence and memory development can be affected. • Emotionally, they may be unable to feel and express a full range of emotions appropriately and control their emotions. • There is a greater risk of developing behavioural problems, including learning difficulties, relationship problems, difficulty with socialising and rebellious, aggressive and violent behaviour.		*nothing. I did my best to avoid him, but if I couldn't, he would just start yelling at me. I was too afraid to go downstairs to go into the kitchen because he enjoyed chasing after me, bawling at me, and backing me into the corner until I was whimpering and crying. Then he would just laugh at me and walk away, satisfied by my distress.* *The hardest thing for me was seeing how he behaved towards my mother. He would shout at her about me and they would have huge arguments and I just couldn't handle it.* *I started escaping from the house to use my friend's phone to call 1-888-PROTECT, but I always chickened out. Eventually, things just got too much. I was having thoughts about running away and knew I had to speak to someone so I finally got the courage and called."* • Which form of abuse is Fiona experiencing? • How has this form of abuse affected Fiona? • Who else could Fiona have called or spoken to about the abuse? • What kind of help would she receive now that she has called 1-888-PROTECT? • What should her mother have done to prevent the abuse? **Case Study 2 -- Pete's Story** *"My earliest memory of my mother's temper is from when I was a toddler and she was throwing books down the stairs*	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	Physical Abuse Physical abuse involves bodily aggression or injury directed at a child by an adult or caregiver. Physical abuse occurs if an adult hurts a child – causing them physical harm, such as cuts, bruises, broken bones or other injuries. It can include hitting, shaking, throwing, poisoning, burning, slapping, punching, biting and thumping. **Initial effects of child physical abuse** • Immediate pain, suffering and medical problems in some cases death caused by physical injury • Emotional problems such as anger, hostility, fear, anxiety, humiliation, lowered self-esteem and inability to express feelings • Behavioural problems such as aggression by the child towards others or self-destructive behaviour, hyperactivity, truancy, inability to form friendships with peers and poor social skills • Poorer cognitive and language skills than children who are not abused • Long-term consequences of child physical abuse • Long-term physical disabilities, for example, brain damage or eye damage • Difficulty trusting others • Feelings of low self-esteem • Depression • Increased potential for child abuse as a parent		*at my father. When my father moved out, when I was five or six, her aggression turned on me. Over the years, my mother kicked and beat me, throttled me, threw me down the stairs and pushed me into a scalding hot bath. She once held my head under water and another time she shoved a full bar of soap in my mouth. There are too many incidents to recount.* *Even though she could be nasty, she could be very loving at times. It was just that you would never know when she was going to flip, get angry and start screaming. Sometimes after a flare-up, she would be apologetic; other times she would accuse me of starting it. Sometimes she would pretend it never happened.* *It wasn't until I was around 12 that I started to realise that it wasn't normal and that other people's parents didn't hit them. Over the next few years, I got stronger andstarted to fight back so it would happen less regularly. I stayed at home until after my CSEC examinations were finished and then moved in with my father. He hadgone to court several times to try and get custody of me, but nothing changed.I know he feels guilty about leaving me with my mother when I was younger."* • Which form of abuse did Pete experience? • How has this form of abuse affected Pete? • What should he have done when he was being abused? Why? • How do you think it would have helped	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	• Drug or alcohol abuse **Sexual Abuse** Child sexual abuse involves persuading or forcing a child to take part in sexual activities or encouraging a child to behave in sexually inappropriate ways. Sex offenders are found in all areas of society and come from a variety of backgrounds. Significantly more men than women sexually abuse children. However, sexual abuse committed by women is under-reported and is sometimes not recognised as abuse. Nine out of ten children know their abuser. The abuser is more likely to be a relative, family friend or person in a position of trust, rather than a stranger. **Child sexual exploitation** is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of consent into sexual activity in exchange for things such as money, gifts, accommodation, affection or status. The manipulation or grooming process involves befriending children and gaining their trust over a long period of time before the abuse begins. The abusive relationship between victim and perpetrator involves an		if he had told someone? **Case Study 3- Gareth's Story** *"A few years after my parents divorced, my father started to sexually abuse me. I was seven years old the first time it happened. I was sleeping in my father's bed and he started touching me. I was so scared I didn't know what to do. He was my father and I thought that whatever he was doing to me was normal, I didn't know any different. He made me feel dirty. I was too young to understand that it was him being the bad person, not me.* *The abuse would happen at his house when I visited him. I thought about speaking to a teacher but I was really scared – my father had a bad temper and was a threatening man. I tried to ignore what my father was doing and get on with my life. I internalised my feelings and worries about my life and the abuse and locked my thoughts in a box in my head. The sexual abuse lasted until I was 13 years old and affected relationships I had as I grew older. I used to get wound up, angry and moody about things. I think because I kept everything inside, sometimes my feelings would just burst out of me and I couldn't control them.* *A few years ago, I decided to go to the police and the case went to court. My father initially pleaded not guilty to the offences. He eventually admitted what he had done, he was convicted and sentenced to several years in prison. The judge told him he was a wicked man."*	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. **Consequences of Child Sexual Abuse** • Difficulties in forming relationships with others; a lack of confidence or self-esteem and impaired mental and physical health • Feelings of worthlessness among children and young people, which can lead to acts of self-harm • Increased risk of sexually transmitted infections including HIV, unwanted pregnancy and abortion, as well as long-term sexual and reproductive health problems • Potential impact on the victim's parenting skills in the future **Prevention of Child Abuse** Child abuse can largely be prevented through awareness, early detection and intervention. Learning about the problem is the first step to preventing child abuse. This will help students to recognize inappropriate behaviours and to report possible abuse to parents, teachers or church leaders. Generally, child abuse prevention activities are geared towards the abusers. Below are a few things young people and adults can do: • A parent with stress and difficulty should seek assistance from the	Video Presentation/ Journaling Creative Arts/ Walkathon	• Which form of abuse did Gareth experience? • How has this form of abuse affected Gareth? • What should he have done when he was being abused? Why? • How do you think it would have helped if he had told someone? Students will watch the video presentation titled, "Child Abuse -- Jamaica's Hurting Children Need a Voice" available at: https://youtu.be/DWN3ATeiwg4 Students will then answer the following reflective questions in their journals: • What should I do if I am being abused? • Who can I confide in if I am being abused? • Why is it important for me to tell someone if I am being abused? • What methods can I use if I know someone who is being abused? • How can I help my peers understand the impact of physical and emotional abuse? Students will develop tag lines to speak out against child abuse to be used in a week-long walkathon to be conducted on the school's premises during the lunch period (may be done in Child Month). The tag lines will be placed on banners, and picket signs and used along with jingles and other messages to promote child abuse prevention. Information on where to seek help or report abuse must also be included. This activity may also be extended to the school's community once the proper protocols are put in place.	Journal entries reflect sound and reasonable arguments, along with appropriate value/virtue e.g. courage or fortitude, to justify the importance of reporting abuse Creative arts pieces reflect effective use of advocacy skill, along with appropriate value/ virtue such as responsibility or support, to assist in the prevention of child abuse

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	appropriate services. • Parents and caretakers should undertake parenting skills courses to learn how to deal with growing children. • Families must pay attention to the needs of children, and the larger family should get involved with the activities of children. • Society should invest in public awareness and create supportive communities. • Parents who abuse drugs and alcohol should get help and stay away from such behaviours so that their ability to control their emotions is not impaired. **Reporting Child Abuse** Children should be empowered to report abuse to ensure their protection, safety and security as outlined in the Child Care and Protection Act. When parents fail to protect children from child abuse there are persons, agencies or groupsthat are mandated to help: • Teaching staff, including principal and guidance counsellor • Church Leaders • Child Protection and Family Services Agency (CPFSA) • Office of the Children's Advocate • Police **Remember to call 1-888-PROTECT**			
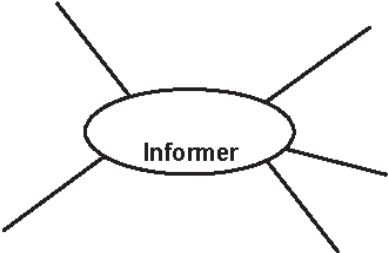
GRADE 6 **Theme: Safety and Security**

Topic 2: **Don't Hide It, Tell It!**

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

Values/Virtues: **Citizenship, Integrity, Concern, Courage, Prudence, 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: • Critique the term "informer" in the Jamaican context • Assess the importance of reporting situations that put the safety and security of self and others at risk • Express positive personal beliefs about being an informant • Display advocacy skill to encourage others to report acts that threaten the protection, safety	Children need to feel empowered to speak out about unacceptable behaviour that they might see happen to others, and they also need to develop the confidence to speak up for themselves. It can be hard for children to speak out against someone they know, so it is important that they feel that they can speak out and report to adults whom they trust. Peer pressure is very strong during the school years, making it even more difficult for children to find their voices and speak out against what they know is wrong; however, keeping silent rarely fixes anything. Equipping children with life skills, and leading by example, can help to grow into the next generation of confident, assertive, and caring adults. **Informer** in the Jamaican context is an individual who reports incidents to the relevant authorities. This individual may be shunned, even by his/her family members. Another Jamaican expression that discourages people from sharing information is "see and blind, hear and deaf".	Group Work/ Graphic Organizer	Students will work in groups to discuss their thoughts about the term "informer". They will record their thoughts on cartridge paper. Example: **News carrier** Informer Use this or any other graphic organizer. *NB. Students will carefully store their graphic organizers as they will be used at the end of the lesson. Students will leave a space at the top of the cartridge paper to insert the caption "Before I Thought" when completing the last activity of the lesson. This will facilitate the comparison of students' views before and after the lesson.*	Graphic organizers reflect a clear and accurate understanding of the term informer in the Jamaican context

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
and security of self and others	A more appropriate term for someone who shares information that can solve crimes and build peace is an informant. Sharing information is important, especially if it fosters a safe environment and a peaceful country. **Dangers of Keeping Secrets** Children should be taught how to differentiate between good and bad secrets. *Good secret:* A secret that is safe and comfortable keeping because it is a surprise and does not hurt a person or persons, such as not telling someone about their surprise birthday party. *Bad Secret:* A secret that is uncomfortable to keep because it has brought harm or has the potential to hurt a person or persons. These secrets lead to dangerous situations and can even put someone's life at risk. Children should be encouraged not to keep bad secrets. They should tell a trusted adult to prevent further harm or potential danger. **Why Should I Tell?** It is important to share information especially if it fosters a safe environment and a peaceful country. Sharing information can prevent harmful situations or even save lives. Many dangerous and harmful events at school could have been avoided if students made an instant report of wrong-doings before escalation.	Situation Analysis/ Discussion Graphic Organizer/ Journaling	Students will examine the following situations and discuss why it is important to inform a trusted adult what has happened. They will highlight the consequences of not reporting each situation. 1. You saw a student cheating during mock examinations. 2. A student saw who stole your teacher's purse from her handbag. 3. You saw a student throw a rock through the windscreen of the principal's car and run away. 4. You dropped your lunch money, and a student saw who picked it up. 5. The security guard at school has been giving your best friend extra lunch money. 6. Someone sent you a picture on the internet that made you feel uncomfortable. 7. Your older brother's friend gave you $1000 and told you to keep it a secret. 8. You have been a victim of bullying since last school year and other students have witnessed this. It was brought to the teacher's attention and the bully insisted that he/she had not said or done anything to you. Should the other students 'inform' on the bully? Why? Students will review and discuss real cases of how informants have made a difference in key social issues or cases in courts. Students will work in groups to create a new graphic organizer. They will share their current feelings towards	Students' responses reflect effective application of critical thinking skill to accurately assess the importance of reporting situations that will put safety and security at risk and the consequences of not reporting Graphic organizers and journal entries reflect appropriate value/virtue such as citizenship or prudence

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	Ways of Reporting There are different ways to report information to the relevant authorities. These include: ✓ Speaking to an adult you trust, in confidence, e.g. parents, principal, teachers, guidance counsellor, police or church leaders. ✓ Being anonymous. Write a note without your name and address it to the relevant person. Leave it where you know the person will find it (on the teacher's table, slip the note under the principal's office door). For incidents that occur at school, ask your parents to call the school to share the information without leaving your name. If you are a witness to a crime you can call 119 or use the report option on the Stay Alert App. http://www.mns.gov.jm/content/stay-alert-application ✓ If you feel your safety will not be threatened if you report you can always speak out to ensure immediate right action. For example, if you see a classmate stealing or if you see a young child being snatched away by a kidnapper.	ICT/Journaling	informants under the caption, "I Now Understand". Informant Students will mount and present the two graphic organizers to compare their responses. They will share the factors that have influenced their change in mind-set about reporting information. Students will work in groups to use ICT to create tools/materials that encourage their peers to take action and report incidents that breach the rights of persons. Students will also document in their journals the personal actions they will take to report any situation that may counter protection, safety and security to self and others. **Reflective Questions:** How will I report situations that threaten my safety or the safety of others? Why is it important for me to report any action that threatens my safety or the safety and security of persons in my community?	ICT materials reflect creativity, include key messages and effective use of advocacy skill, along with appropriate value/virtue e.g. concern or integrity, to encourage others to report actions that threaten the protection, safety and security of self and others

GRADE 6   **Theme: Safety and Security**

Topic 3:   **Be Aware. Be a Hard Target!**

Life Skills: Social: Refusal

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

Coping: Self-awareness

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

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Distinguish between the terms soft and hard target in relation to safety • Examine situations that may cause them to become soft targets • Propose strategies to reduce vulnerability as a soft target • Demonstrate the ability to use cognitive or social skills in situations that will require being a hard target	**Soft Target:** A soft target is a person who, by their actions and failure to take protective measures, makes him/herself vulnerable to threats. Soft targets are accessible and predictable. Persons with criminal intent such as trafficking, kidnapping, robbing and raping tend to look for their target's vulnerabilities to get easy access. Criminals are more likely to go after soft targets. **Hard Target:** A hard target is a person who behaves in ways that minimize existing risks and thus represents an unattractive target. A hard target is armed with the capacity to perceive and assess threats to his/her safety and security. **Beware of Human Traffickers** Becoming a hard target also lessens the chances of children being trafficked. Human trafficking, also called modern-day slavery, occurs when victims are forced, defrauded or coerced into labour or sexual exploitation. Persons may be trafficked within their home country or across international borders. Students	Stimulus Activity/ Discussion Resource Person/ Stimulus activity/ Journaling	In groups, students will throw a ball at various targets. They will observe the effect the ball has on each target. Suggested targets: • Outstretched towel/toilet paper • Board made out of straw • A sheet of newspaper • Hardcover book Students will use this activity to explain the differences between persons who are soft and hard targets. Each group will present their views as the teacher provides further clarifications and insights to the concepts of soft and hard targets. Students will prepare questions in preparation for a visit from a Jamaica Constabulary Force (JCF) member, who will facilitate a rap session about common things that students do to make themselves soft targets and what they can do to become hard targets. Students will then look at slides of real pictures depicting various situations where persons make themselves either a	Students' responses indicate a clear and accurate understanding of the terms 'soft and hard target' in relation to safety Students' responses in stimulus activity indicate a clear and accurate understanding of situations that may cause them to become soft targets Journal entries reflect effective application of

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	must ensure that they always employ hard-target tactics so that they do not become victims of human trafficking. **Hard Target Tactics While Travelling:** ✓ Walk facing oncoming traffic ✓ Take licensed taxis that are driven by people known in the community ✓ Ensure the volume is not loud while using your earphones so that you can hear what is happening around your surroundings ✓ Make sure someone always knows where you are going and when you will be back ✓ Avoid talking to strangers ✓ Avoid taking routes that are lonely and isolated ✓ Avoid using the phone or other electronic devices while you are on the road ✓ Avoid loitering on the road after school hours; go straight home after dismissal ✓ If travelling to an unknown community, do not travel by yourself. Secure the company of a trusted adult or travel in groups ✓ Never hitch a ride or accept a ride from a stranger	Case Scenarios/ Presentation	hard or soft target. Students will indicate the hard and soft targets in the activity. After the session, students will answer the following reflective questions in their journals: • What kind of target am I based on my behaviour? • What situations may put me at risk of being a soft target? • How can I make myself a hard target in these situations? In groups, students will be given different case scenarios. They will read and discuss their scenario to identify the actions that depict being a soft target. They will recommend strategies that the individual(s) can use to become a hard target. They will present their findings to the class. **Suggested Case Scenario:** *School ended at 2:30 p.m. and Jason stopped by a nearby sports field to play football with a group of older boys. He loved football and hoped to one day become a professional player. However, he lost track of time and ended up leaving the football field when the sun was setting.* *He quickly packed his bag to begin his walk home. The other boys remained behind. Jason plugged in his earphones to listen to music from his brand new mobile phone which he received for his birthday. While he walked, he texted his*	two steps in self-awareness skill (Identify strengths and weaknesses and explore behaviours that need to be improved) in analysing situations that can make them a soft target and how to adjust to become a hard target Presentations reflect effective use of the steps in decision making or creative thinking skill, along with appropriate value/ virtue such as clear thinking or wisdom, in developing strategies to reduce vulnerabilities of being a soft target

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	Hard Target at Home ✓ Keep doors and grills locked, especially when you are alone at home ✓ Call your parents to verify who a person is and if he/she is allowed to enter your home ✓ Do not let strangers in your home ✓ Do not invite friends into your home without your parents' permission ✓ Do not divulge personal information over the phone. Let your parents return the call ✓ If your safety is being threatened remember to call 119 or 1-800-PROTECT. ✓ Download the Stay Alert App on your devices to increase your chances of protection, safety and security. http://www.mns.gov.jm/content/stay-alert-application **Hard Targets should be:** ✓ Equipped, both mentally and physically. It requires pre-meditation, planning and practice ✓ Like a watchdog, be vigilant and ready for the threat if it appears ✓ Able to make the firm decision to be aware of your everyday life (in terms of self and surroundings) ✓ Unpredictable in daily patterns	Role Play	*friends about the goals he scored in the game.* In groups, students will demonstrate how to be a hard target in one of the situations below: 1. While walking home from school, you are approached by a stranger who claims he/she has something interesting to show you. 2. Someone you are not familiar with is at your gate calling for your mother who is not at home. 3. Your parents had an emergency and called to say they would be arriving home later than usual. 4. You are late to meet up with your friends for a movie date. An unlicensed and unfamiliar taxi pulls up with two men, including the driver. 5. Your friends decide to go to the river after school without their parents' permission. Students will work in groups to create fliers or any other visual aid that will inform their peers about the do's and don'ts of being hard targets.	Role-plays depict proficiency in the application of refusal, decision-making or problem solving skill, along with appropriate value/virtue such as reason or wisdom, in becoming a hard target

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	✓ Action-oriented ✓ Aware of pre-incident indicators and body language ✓ Able to perceive and evaluate a situation properly and quickly, which is critical for winning. ✓ Able to get in the habit of taking mental notes of their surroundings ✓ Able to minimize distractions to be more alert			

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 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, Civics

GRADE 6   **Theme: Safety and Security**

Module 2:   Factors Influencing Behaviours Related To Safety, and Security
Unit 1:   Risk Factors to Protection, Safety, and Security
Learning Goals: By the end of the unit, students should be able to:
              1. Know how to protect themselves in situations that may compromise their safety
              2. Appreciate their personal responsibility to take action to keep themselves safe
              3. Apply life skills that protect self and others from situations that place them at risk
Core Values: **Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook**
              4. Stewardship/service

Topic 1:   **No Bully Zone**

Life Skills: Social: Empathy, Assertiveness, Communication
              Cognitive: Problem solving
              Coping: Self-awareness
Values/Virtues: **Composure, Courage, Fortitude, Confidence, Compassion, Support**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Explain the concept of bullying • Analyse the impact of bullying on children • Initiate positive actions to prevent bullying • Display the ability to use	Bullying is unwanted, aggressive behaviour among school-aged children that involves a real or perceived power imbalance. The behaviour is repeated or has the potential to be repeated, over time. **Types of Bullying** There are three types of bullying: ✓ Verbal bullying is saying or writing unkind things. Verbal bullying includes teasing, name-calling, taunting or threatening to cause harm. ✓ Social bullying, sometimes referred to as relational bullying, involves hurting someone's	Peer Interview/ Worksheet/ Discussion	In pairs, students will interview each other to share their understanding of bullying using the questions below: 1. What is bullying? 2. Have you ever been a victim of bullying? How did you feel? 3. Have you ever seen anyone being bullied? What did you do? 4. Have you ever bullied anyone? Why? What did you do? Students will be placed in groups and given a worksheet to match behaviours with the correct type of bullying (verbal, social, and physical) or indicate if the behaviour is not classified as bullying. A sample worksheet can be found at https://bullyingnoway.gov.au/Resources/ Lesson%20Plans/bino-activity-1.pdf	Students' responses reflect a clear and accurate understanding of bullying and behaviours of the different types of bullying

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
cognitive or social skills to resolve situations of bullying	reputation or relationships. Social bullying includes: leaving someone out on purpose, telling other children not to be friends with someone, spreading rumours about someone and embarrassing someone in public. ✓ Physical bullying involves hurting a person's body or possessions. Physical bullying includes: hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's things **Impact of Bullying** Students who are bullied are more likely to experience: • Emotional and mental problems such as depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. Some may become suicidal. These issues may continue into adulthood. • Physical health complaints. • Decreased academic achievement and school participation. • Some victims retaliate through extremely violent measures like fighting. **Preventing Bullying** *What to Do If You're Bullied* ✓ Ignore them. Try not to show any fear, anger or frustration. Look uninterested, pretend they are	Concept Map Simulation	Teacher will facilitate discussion provide feedback and ask students to elaborate on their experiences where necessary. Students will watch the YouTube video, "The Impact of Bullying", available at: https://youtu.be/Hr2Dk0QQ3Sw The following questions will be used to guide a discussion: 1. How do you think it feels to be bullied? 2. Why is it sometimes difficult to stand up to bullies? 3. What are some of the physical and emotional consequences of bullying? 4. How can bullying impact a child's relationship with others? 5. How can a child's family be impacted by bullying? Students will then create a concept map to illustrate the impact of bullying on children Students will brainstorm strategies that can be used to respond to bullying. Teacher will provide feedback and clarify where necessary. Students will then be placed in groups and assigned one of the strategies to discuss and simulate how they would use it if they were being bullied. Students will practise lines they can use to stand up to bullies and the actions they would take if they observed one of their peers being bullied.	Concept map reflects a clear understanding of the impact of bullying on children Simulations reflect effective use of assertiveness or communication skill along with appropriate value/ virtue e.g. courage, fortitude or composure

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	not there, look at something else and laugh or walk away without looking at them. ✓ Look at the student bullying you and tell him or her to stop in a calm, clear voice. Repeat if you have to. You can also try to laugh it off. It could catch the student bullying you off guard. ✓ Pretend you don't care and act confident. Agree with what they are saying and use sarcasm as they will not expect it and then walk away. This can take away their power. ✓ Tell the bully you will report them if he/she will not stop. ✓ If speaking up seems too hard or not safe, walk away and stay away. ✓ Do not fight back. Find an adult to stop the bullying on the spot. ✓ Get support from friends. You are less likely to be targeted by a bully if you are with other students. There are things you can do to stay safe in the future, too. ✓ Do not keep your feelings inside. Telling someone can help you feel less alone. They can help you make a plan to stop the bullying. ✓ Stay away from places where bullying happens. ✓ Stay near adults and other students who will give you support. Most bullying happens	Experiential Learning/ Journaling	In pairs, students will conduct two interventions called "Bully Patrol" throughout the school. They will be asked to counteract any bullying situation (whether for themselves or others) encountered with a positive strategy that will prevent or stop the bullying. When the situations occur, they will record in their journals the incident and report what action(s) was taken to prevent or stop the bullying. They will also state their feelings about each situation. **Reflective Questions:** • What am I willing to do to stop bullying? • How can I show support to someone who has been bullied? • What kind of support would I want if I were being bullied?	Journal entries reflect effective application of problem solving or empathy skill, along with appropriate value/virtue such as support or compassion to resolve situations of bullying

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	when adults are not around. ***Stand Up for Others*** ✓ Talk to a parent, teacher, or any other trusted adult so that they can help to stop the bullying. ✓ Be kind to the student being bullied. Show them that you care by trying to include them. Sit with them at lunch or on the bus, talk to them at school, or invite them to do something. Just hanging out with them will help them know they are not alone. Not saying anything could make it worse for everyone. The bully will think it is okay to keep treating others tthat way. ***Protect Yourself from Cyberbullying*** Bullying does not always happen in person. Cyberbullying is a type of bullying that happens online or through text messages or emails. There are things you can do to protect yourself. ✓ Always think about what you post. You never know what someone will forward. Do not share anything that could hurt or embarrass anyone. ✓ Keep your password a secret from other students. Even students who seem like friends could give your password away or use it in ways you don't want. Let your parents			

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	have your passwords.			
	✓ Think about who sees what you post online such as strangers, friends and friends offriends. Privacy settings let you control who sees what.			
	✓ Keep your parents in the loop. Tell them what you're doing online and who you're doing it with. Let them friend or follow you. Listen to what they have to say about what is and isn't okay to do. They care about you and want you to be safe.			
	✓ Talk to an adult you trust about any messages you get or things you see online that make you sad or scared. If it is cyberbullying, report it.			

GRADE 6   **Theme: Safety and Security**

Topic 2:   **Careful Internet Usage**

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

Values/Virtues: **Conscientiousness, Fortitude, Reason, Wisdom**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Explain the importance of careful internet usage • Propose safety tips they would take to deter threats to internet safety • Display the ability to use cognitive or social skills to manage threats to internet safety	The internet can be a wonderful place to learn, shop, play games, and communicate with family and friends. The internet has drastically changed the way that youth interact with the world. They have access to a wealth of information, tools to express their creativity, and ways to communicate with people from all over the world. Unfortunately, there are also predators, identity thieves, and others online who may try to harm young people. To be safe online, students need to be aware of the dangers. **Threats to Internet Safety** » *Inappropriate Content* The internet is full of inappropriate content for students at this level. Students may try searching for such content, or they may stumble upon it accidentally if inappropriate sites are not blocked. » *Predators* Some predators enter chat rooms or use social media to find young children. They befriend them by	ICT/Discussion Case scenario/ Simulation	Students will watch the music video, Internet Safety Hip Hop Song available at: https://youtu.be/9ZttD_ocOdk A discussion will follow, based on the questions below: • What are some of the dangers or threats that children can be exposed to online? • What can happen if children are not safe online? • What were the online safety tips mentioned to prevent internet threats or dangers? • Why is it important for you to always observe careful internet usage? Teacher will provide feedback and clarify where necessary. In groups, students will be given different case scenarios. In each case, they will suggest strategies they will use when on the internet to prevent the internet threat from occurring. Groups will then simulate how to apply an appropriate life skill to address the threat in the assigned case.	Students' responses indicate a clear and accurate understanding of the importance of careful internet usage Strategies suggested by students are appropriate to each case and reflect appropriate value/virtue e.g. conscientiousness or reason

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	pretending to be their age, and usually try to meet up at some point. They encourage children to share inappropriate pictures of themselves which can lead to blackmailing. Setting up fake profiles is very simple; this danger should be emphasized to children. Students should be encouraged to interact online only with persons they know in person. They should know that meeting anyone online presents very real and scary dangers. » *Cyberbullying* Just as predators no longer have to leave their homes to interact with children, bullies no longer have to be face-to-face with their victims. Cyberbullying through social media sites isunfortunately prevalent and causes just as much damage as any other form of bullying. This is arguably oneof the most challenging threats. » *Internet Addiction* Internet addiction is an uncontrollable desire to stay online as much as possible. One of the most common explanations for internet addiction is that users, especially teenagers, tend to get emotionally attached or connected to their online friends and online activities. Internet addicts are sometimes trying to get the attention and human connection they are missing from the real world.		**Reflective Questions:** How do I feel about online safety? How do my actions place me at risk online? What behaviours will I change to reduce my risk of online threats? **Examples:** *Jack's family recently purchased a new computer for him to use to complete his projects. Jack uses the opportunity to create an account on a popular social media site. His friends are always talking about this site, and most of his classmates have already joined. On this site, he posts regular status updates about where he is or what he is doing in addition to sharing pictures of himself, his friends and family.* Using an appropriate life skill, show Jack how he needs to practise careful internet usage. *Heather is in Grade 4 and is proficient at using the internet. On Monday, she received an e-mail from someone named "stalker20@hotmail.com." The subject and body of the e-mail state, "I'm watching you. Be afraid." Heather immediately deletes it and thinks nothing of it.* *On Tuesday, she received another e-mail from stalker20@hotmail.com, and this time, the subject and body of the e-mail were, "I am getting closer, and I see you onthe computer right now as you read this."*	Simulations illustrate effective use of decision making, refusal or problem solving skill along with appropriate value/ virtue such as wisdom or fortitude, to manage threats to internet safety

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	» *Online Scams* Children are vulnerable to online scams. Common scams include emails claiming you've won large sums of money and requesting payments to receive said winnings, websites offering something for a low price but never explaining what it is exactly; and anything that is extremely cheap or free. Students need to know not to click on every pop-up link to avoid getting viruses on their computers, tablets or phones. Safety Tips for Internet Use (to be given to students) • Tell your parents when you are going online and talk to them about what you're doing online. • If someone you don't know tries to arrange a meeting with you, asks you for information or requestspictures, immediately block the person and notify your parent or guardian. • Don't give out personal information, including your name, age, address, telephone number, parent/ guardian's name, the school you attend, passwords or other login information used online • Check with your parents first before downloading or installing any software • Never agree to meet someone you have met online. Tell your parents about anyone who is asking to meet you.		*Heather starts to get worried but doesn't want to tell her parents because she is concerned that they will take away her internet privileges.* *On Wednesday, she awakens to a new e-mail from stalker20@hotmail.com that reads, "Be very afraid. Today may be your last." Frightened and concerned now, she makes up her mind to tell her parents about the e-mails when she returns from school that day.* *She is unable to concentrate in any of her classes because of her fear of what "Today may be your last." might mean. She rushes home after school, bent on bringing it up to her mother and father as soon as she sees them. To her dismay, she finds a note on the table stating her mother went grocery shopping and her father will be home late. Her palms begin to sweat and her heart begins to race. She goes to her bedroom, throws her backpack on her bed, and checks her e-mail. Twenty-five new e-mails pop up. Each one is from the same sender: stalker20@hotmail.com. They all say the same thing: "I am in your house. I am on a wireless Internet connection. You don't know where I am, but I know where you are!" Heather grabs her house key, rushes out of the front door, locks it, runs to her friend's house, and tells her friend's mother about her situation.* Using an appropriate life skill, show how as Heather's friend's mother you would help with Heather's situation. Give advice on what Heather should do in the future	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	• If you feel unsafe or threatened while being online, tell a responsible adult or call 119 or 1-888-PROTECT. • Download the Stay Alert App on your devices to provide increased protection, safety and security through four options: Report, Panic Mode, The Law and Alerts. http://www.mns.gov.jm/content/stay-alert-application Note: The rules for online safety also apply to texting on your phone.		to increase internet safety. ***Conversation between two best friends on WhatsApp*** *[Jane] I'm leaving* *[Penny] What do you mean?* *[Jane] I'm running away because I am scared.* *[Penny] Oh! Why are you scared?* *[Jane] I met someone online who I thought was a friend. Now he is threatening to kidnap me* *[Penny] What? Have you told anyone?* *[Jane] I am scared to tell my parents because I wasn't supposed to be on the internet without their permission* *[Penny] Ok. But he doesn't know where you live* *[Jane] Um yea I told him where I live* *[Penny] Why would you do something so stupid?* *[Penny] * hugs** *[Jane] I thought he was our age. That's what he said. But now he says he has a car and he is coming for me.* *[Penny] Jane, you have to tell your mother!* *[Jane] I know but I used Snapchat and I'm not supposed to have it so I am going to be in big trouble....sigh* Using an appropriate life skill, demonstrate what Jane should have done while being online before the threat of being kidnapped could have occurred.	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			OR Using an appropriate life skill, demonstrate how Penny should help Jane avoid going into a dangerous situation.	

GRADE 6   **Theme: Safety and Security**

Module 2:   Factors Influencing Behaviours Related To Safety, and Security
Unit 2:   Avoiding Risky Behaviours
Learning Goals: By the end of the unit, students should be able to:
1. Understand the importance of avoiding behaviours that will hinder protection, safety and security
2. Appreciate the significance of personal commitment to protection, safety and security
3. Apply life skills to prevent the escalation of maladaptive behaviours at home, school and in the community

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

Topic 1:   **No Gang for Me**

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

Values/Virtues: **Courage, Ambition, Determination, Prudence**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Explain the concept of a gang • Examine factors that influence the formation of gangs • Promote anti-gang strategies among peers • Demonstrate the ability to use social skills	**Gang** A gang is usually more than two individuals coming together to intimidate, extort or commit crimes in a community. Factors motivating children to join gangs vary. These may include: ✓ Power ✓ Status ✓ Safety/security ✓ Friendship ✓ Family substitute ✓ Make money ✓ Substance abuse influences	Video Presentation/ Discussion	Students will watch, "Extract - Joining Gangs"; available at https://youtu.be/roMGbTdfptl Teacher will facilitate discussion using the following questions: • What is a gang? • What kind of activities are gangs usually involved in? • How is a gang different from other groups? • How were the older men enticing the younger boys to join their gang? • Do you think the boys were convinced that they should join the gang? Why? • What would you do, if you were in the boys' position?	Students' responses reflect a clear and accurate understanding of the concept of a gang

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
to avoid gang involvement	**Gang Formation** Four factors are crucial in the formation of gangs: First, some children may experience a sense of neglect because of a lack of parental support. This can lead to feelings of frustration and anger, and a desire to obtain support from elsewhere. Second, gang membership gives children a sense of belonging and becomes a major source of identity for its members. In turn, gang membership affords children a sense of power and control, and gang activities become an outlet for their anger. Third, the control of turf is essential to the well-being of the gang, which often will use force to control both its territory and members. Finally, recruitment of new members and expansion of territory are essential if a gang is to remain strong and powerful. Both willing and unwilling members are drawn into gangs to feed the need for more resources and members **Effects of Gang Membership on a Student's Learning** • Increased chance of violence towards other students in school • More focused on gang activity than schoolwork • Loss of respect for teachers and violation of school rules	Research/ Graphic Organizer/ Presentation Creative Arts Role Play	In groups, students will research factors that influence gang formation and the effects of being in a gang. Information will be placed on a graphic organizer under the following sections: • Reasons for Joining Gangs • Effects of Joining Gangs • Avoiding Gang Membership Reflective Question: • Why should I avoid being involved in a gang? • How can I encourage my peers to avoid joining a gang? Students will work in groups to create posters to educate their peers about the negative consequences of joining a gang and what they should do to avoid gang involvement. Posters will be placed on bulletin boards and other strategic places around the school. Students will work in groups using age-appropriate scenarios to role-play how they would employ an appropriate life skill to respond to being pressured to join a gang. Students will be required to use a pressure statement in each dramatic presentation. The pressure statement must be rejected, using an appropriate life skill.	Graphic organizers and presentations depict competence in the application of critical thinking skill to highlight accurate factors that influence gang formation, effects of joining gangs and strategies to avoid joining a gang Creative art pieces are informative, creative, includes key messages and reflects effective use of advocacy skill, along with appropriate value/ virtue such as clear thinking or prudence, to promote anti-gang strategies Role-plays illustrate effective use of refusal, decision making, negotiation or problem solving skill, along with appropriate value/ virtue such as courage, ambition, or fortitude to avoid

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	• Higher school absenteeism due to suspension, expulsion or absconding ("skipping" school)		**Suggested Pressure Statements:** • If you are my friend, you will join. • People will respect you if you are a member of this gang. • Don't you want to be popular? • Why are you behaving like you are afraid? • Nothing is going to happen to you. We make things happen to people. • Your parents are poor and you need the money.	gang involvement

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.
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, Civics

GRADE 6   **Theme: Safety and Security**

Module 3:   Safeguards for Protection, Safety and Security
Unit 1:   Minimizing My Risk
Learning Goals: By the end of the unit, students should be able to:
1.   Minimize their risks to safety and security by responding appropriately to situations
2.   Appreciate the importance of having rules and regulations to maintain survival
3. Apply life skills to locate and utilise community resources that support protection, safety and security

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

Topic 1:   **Rules Help to Keep Me Safe**

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

Values/Virtues: **Obedience, Law-abiding, Prudence, Self-discipline, Wisdom**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Explain the importance of rules • Desist from personal risks that involve breaking rules • Demonstrate the ability to use social skills to adhere to rules	**What are rules?** A rule is a prescribed guide for conduct or action. **Why are rules important?** • When used appropriately, rules keep children safe. • Rules help guide actions to achieve positive outcomes. • Safety rules prevent injuries and save lives. Following rules helps us to have a disciplined and safe society. For example, if we don't follow traffic rules, drivers can't get to their destinations on time and several accidents will take place. Rules are made to facilitate the smooth working of society and	Gaming/ Guided Discussion	In groups, students will be given box paper clips and told to play the Paper Clip Game. The only rule given is to start the game once the paper clips have been received. Even though students may look confused and clueless, they should be encouraged to play the game for 2-3 minutes. A whole-class discussion will be conducted using the following questions: • How did you feel playing that game? • What prevented you from going to level 2 of the game? • What was needed to play the game effectively? • Why do we need rules and regulations?	Students' responses indicate a clear and accurate understanding of the importance of rules

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	to ensure that everyone is protected, safe and secure. Rules and laws organize relations between individuals and society. They make clear what is right and wrong and the consequences of wrongdoing.	Pair Share/ Journaling	**Reflective Questions:** • How do I feel about rules? • Why is it important for me to adhere to rules? • How do rules help to keep me safe? In pairs, students will share an experience of disobeying a rule or regulation (at home, school or any other place that requires safety rules/regulations) that negatively impacted the safety and security of themselves and/or others. Teacher will select some pairs to share theirexperience with the whole class. They will express how they felt when they had to face the effects of disobeying the rules and explain the consequences they had to face. A whole-class discussion will follow to examine the importance of obeying rules. Students will then create a comprehensive list of important rules they have to follow at school and at home. They will create a checklist to monitor their ability to adhere to the rules. At school, they will be assigned a partner who will also monitor their actions, while at home, parents and other family members will also be asked to monitor usingthe checklist. In their journals, students will reflect on their actions. They will share any challenges they encountered following the rules, how they managed these challenges and what actions they will take going forward to maintain more discipline to adhere to rules.	Completed checklist and journal entries reflect effective use of refusal, decision making or problem solving skill, along with appropriate value/virtue such as prudence, self-discipline or obedience, to adhere to rules and desist from personal risks that involve breaking rules

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			All three checklists (from student, family and peer) will be collected at the end of the assigned period and reviewed inaddition to journal entries. **Reflective Questions:** How do I feel about adhering to rules? What rules do I usually have a challenge with? Why? Why is it important for me to adhere to rules? What attitudes or behaviours do I need to change to desist from personal risks that involve breaking rules?	

GRADE 6   **Theme: Safety and Security**

Topic 2:   **Emergency and Critical Incident Responses**

Life Skills: Social: Communication, Advocacy

                     Cognitive: Critical thinking, Problem solving

                     Coping: Healthy Self-management

Values/Virtues: **Clear thinking, Composure, Resourcefulness, Cooperation**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Describe the process or steps to take in responding to emergencies • Practise responding to critical incidents to support protection, safety and security • Display the ability to use advocacy skill to promote the use of appropriate responses to emergency and critical incidents among their peers	**What is an Emergency?** An emergency is a sudden, unexpected, or impending situation that may cause injury, loss of life, damage to the property, and/or interference with the normal activities of individuals or an organization and will therefore require immediate attention and remedial action. **Helping Students to Prepare for Emergencies** • Teach students about natural hazards like earthquakes, hurricanes, and flooding. They should know what to do when they occur. • Encourage students to make an emergency plan with their families that includes an emergency kit. Use the link below to see suggested items tobe included in an emergency kit: http://www.redcross.org/get-help/how-to-prepare-for-emergencies/survival-kit-supplies • Teach students what to do in the case of a fire. Make sure students know what to do at school if an emergency happens	Research/ Graphic Organizer/ Presentation Simulations	In groups, students will research and complete a presentation on an emergency (e.g. fire, flood,earthquake, accident) and will use a graphic organizer to describe the processthey will use to respond. Teacher will introduce students to the **STREAM** method of responding to critical incidents. Students in groups will select one of the real-life scenarios shown below and simulate it by applying the STREAM method to respond appropriately. • *Kerry lives in a rural community with her grandmother. They had heavy rains all night that led to landslides which have overtaken sections of her home.* • *Marsha and her family witnessed a car accident on their way home from school. The occupants of the automobile are injured.* • *A delivery truck slammed into the light post in front of Matthew's home. The live wire is causing sparks of fire.* • *You are at home and you see a fire*	Graphic organizers and presentations highlight a clear and accurate process for emergency response Simulations illustrate proficiency in the application of problem solving skill, along with appropriate value/ virtue such as clear thinking, composure or resourcefulness in practising to respond appropriately to critical incidents

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	based on the Critical Incidence Management Plan supplied by the Safety and Security Unit of the Ministry ofEducation and Youth. **What is a Critical Incident?** A **critical incident** is a traumatic event that has enough power to overwhelm an individual's ability to cope (Critical Incident Management Plan, 2008). **STREAM - Student's Response to Critical Incident** 1) **Self**: Student's first duty is to self. Aim for personal safety and protection from all incidents. Run away from not Run Towards. 2) **Think**: What can I do? What should I do? What should I NOT do? 3) **Report**: Students should tell the first adult he or she sees. (Shout Help!) Do not run near the incident. WALK as fast as possible (running can increase your chance of self-injury). 4) **Ensure** that your actions do not make things worse for yourself or the victim (for example, avoid crowding a student who fainted; allow persons who can help to move freely and avoid touching blood without protective gear). 5) Aid only if trained in basic First Aid	Research/ Visual Arts	blazing from your neighbour's house. • You come home from school and see that the door to your house is broken, and you think someone you don't know may be inside. Students will work in groups to create a brochure or pamphlet of different emergencies (natural and man-made occurrences) and critical incidents. They will outline persons, groups and organizations that should be contacted for help in each situation.Contact information should include phone numbers, emails and website addresses. Pictures and diagrams should be used to enhance the appearance of the brochures/pamphlets. Brochures or pamphlets that receive the highest scorebased on the rubric provided will be copied and distributed to the student body. **Reflective Questions:** • What can I do to stay calm when I am fearful in situations that will affect my safety and security? • How do my actions ensure my preparedness in emergencies?	Brochures and pamphlets are creative, informative and illustrate effective use of advocacy skill, along with appropriate value/ virtue such as cooperation or composure, to promote appropriate responses to emergency and critical incidents among their peers

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	6) **Maintain Calm**: Keep the environment calm, to minimize confusion. Being anxious may increase your chance of panicking which might alter your judgment. **Emergency Contacts in Jamaica** Here is a list of the emergency services in Jamaica: • Police - 119 • Fire - 110 • Ambulance - 110 • Air/Sea Rescue - 119 • Hurricane Update - 116 • Crime Stop - 1-888-991-4000 • Report A Crime – 311 • Office of Disaster Preparedness and Emergency Management (ODPEM)- 876) 906-9674-5 or (876) 754-9077-8 **Toll Free**:1-888-2255-637 FREE **Reporting Sexual Offences, Child Abuse or Missing Child** Child Abuse Hotline 211 Child Protection and Family Services Agency (CPFSA)- (876) 948-7206, 1-888-PROTECT Office of The Children's Advocate (OCA) - (876)926-3225, (876) 948-1293 Centre for Investigation of Sexual Offences and Child Abuse (CISOCA)- (876) 926-4079, (876) 906-5325			

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	Local Mapping It is important to know well the areas you frequent (home, school, church) so that you know where to go in an emergency. Students should know the location and the direct contact number for the nearest police station and fire station to their residence and school.			

SEXUALITY & SEXUAL HEALTH

SEXUALITY AND SEXUAL HEALTH – Grade 6 – 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.	1. Display knowledge of the various components of human sexuality. 2. Develop strategies for coping with the various changes associated with puberty. 3. Assess traditional role expectations of boys and girls in our changing society. 4. Assess ways in which behaviour can be interpreted as being "sexual."	1. Differentiating Between Sex and Sexuality	1. Understanding Human Sexuality	• Coping with Puberty • Gender Role Expectations • Sexual Harassment Prevention
RS SSH2: Analyse the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality choices.	1. Critically analyse the key factors influencing sexual choices and experiences. 2. Demonstrate skills in communicating about sexual issues with parents and peers.	2. Sociocultural Influences	1. Dealing with Sexuality	• What Positively Influences My Sexuality? • Communicating Sexual Issues with Parents
RS SSH3: Develop action competence and build capacity to recognize the basic criteria and conditions for optimal reproductive health and reduce vulnerability to priority problems including HIV/AIDS, cervical cancer and STIs.	1. Critically analyse the risks that impact reproductive health. 2. Demonstrate an awareness of actions that can prevent injury to the reproductive organs. 3. Demonstrate knowledge of the potential challenges faced by adolescent parents and their families in raising a child. 4. Understand the risks associated with contracting HIV and STIs. 5. Set personal goals to minimise the risk of contracting HIV, cervical cancer, and STIs. 6. Demonstrate knowledge of risk to reproductive health associated with contracting HIV and other STIs.	3. Managing Reproductive Health	1. Reproductive Health 2. STIs, HIV and AIDS	• Factors Affecting Sexual Health • Responsibilities of Child-rearing • Facts about STIs and HIV/AIDS

Regional Standards	Core Outcomes	Modules	Unit	Topics
RS SSH4: Utilize knowledge and skills to access age-appropriate sources of health information, products and services related to sexuality and sexual health	1. Demonstrate the ability to locate and utilise community resources that support the health, social and emotional needs of families.	3. Accessing Accurate, Age-appropriate Health Information	1. Health Issues	• Health Resources Available to Me

THEME: SEXUALITY AND SEXUAL HEALTH

MODULE 1: DIFFERENTIATING BETWEEN SEX AND SEXUALITY

Demonstrate 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 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

GRADE 6   **Theme: Sexuality and Sexual Health**

Module 1:   Differentiating Between Sex and Sexuality
Unit 1:   Understanding Human Sexuality
Learning Goals: By the end of the unit, students should be able to:
1. Understand the changes associated with puberty.
2. Recognize the impact of gender roles on human sexuality.
3. Apply life skills to address inappropriate sexual advances and sexual harassment.

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

Topic 1:   **Coping with Puberty**

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

Values/Virtues: **Appreciation, Cleanliness, Self-acceptance, Responsibility, Self-respect, Care, Self-control**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Explain the physical changes experienced during puberty • Express self-acceptance about the changes in their bodies associated with puberty • Maintain good personal hygiene	**Puberty** Puberty is the period when children begin to mature biologically, psychologically, socially and cognitively. Girls start to grow into women and boys into men. Puberty usually begins earlier in girls than in boys. Some children will begin this process earlier than others. The onset of puberty marks the passage of adolescence. Adolescence is a transitional period between childhood and adulthood. During puberty, girls develop breasts, produce ova and experience a menstrual cycle while boys develop muscles, experience wet dreams	Graphic organizer/ Resource persons/Video Presentations/ Journaling	As a class students will prepare a graphic organizer to explain the physical changes experienced in puberty. First, teacher will place the word 'puberty' on the board and students, in groups, will discuss the changes and complete the graphic organizer. Students will continue to complete the organizer to illustrate the feelings students may experience as a result of the changes during puberty. Students will then watch the following puberty videos for boys and girls or listen to a talk from a resource person. They will prepare questions to ask the resource person/teacher openly or place their question in the question box for the resource person/teacher. Teacher will facilitate discussion, provide feedback	Graphic organizer and responses in discussion reflect a clear and accurate understanding of the physical changes associated with puberty

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
to manage the changes associated with puberty • Demonstrate the ability to use coping skills to manage the emotional and social challenges associated with puberty	(nocturnal emission) and changes in their voices. Both boys and girls experience changes in moods and feelings. **Coping with puberty** It is important to learn to manage the changes that occur in the body such as appearance, body odour, acne, discharge and others. Mood changes may also occur (limbic system) and when they do children may become upset easily and display signs of irritation, anger, confusion and sadness as well as a need for peer acceptance regarding dress, language, behaviour, emotions and appearance. It is important for children to not let their feelings control them. When negative feelings are overwhelming, practising healthy coping strategies will assist in managing emotions and minimize negative interactions with others that may result from inappropriate responses due to their mood swings. Examples of coping strategies: engaging in physical activity, eating well, discussing emotions with family/friends/religious leaders, listening to music, laughing, crying, taking part in hobbies, participating in school/community activities and reading books.	Creative Arts/Self-assessment Visual Arts/Checklist	and clarify where necessary. Students will make necessary corrections or additions to the graphic organizer based on the discussion. Puberty Education – Puberty in Girls https://www.youtube.com/watch?v=oQZ4HLosRNw Wellcast – All About Boys Puberty https://www.youtube.com/watch?v=uDmTeU6H40s Students will record in their journals how their bodies are changing and express how they feel about these changes. Guided questions: • What are the changes taking place in my body? • How do I feel about these changes? Why? • Why is it important to accept these changes? • What can I do to feel more comfortable about the changes I am experiencing during puberty? **Reflective Question:** How do I take care of myself during puberty? How am I practising good personal hygiene during puberty? In same-sex groups, students will reflect on the question and develop a brochure or poster on "Good Personal Hygiene for Girls/Boys During Puberty". They will use the poster/brochure as a guide to maintaining proper hygiene and report	Journal entries reflect self-awareness in identifying their feelings about the changes they are experiencing during puberty along with the value self-acceptance or appreciation for self Brochure/poster contains accurate information related to maintaining proper hygiene and reflects creativity along with appropriate value/virtue e.g. as cleanliness or responsibility

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			At intervals on their ability to consistently follow the checklist.	Students' reports indicate effective use of healthy self-management skill and appropriate value/virtue e.g. cleanliness or responsibility to maintain proper hygiene
		Brainstorming/ Graphic Organizer/ Journaling	Students will reflect on the question "What are some of the emotional changes I am experiencing because of puberty?" and write their answers on the board to add to the graphic organizer from the first activity, to also illustrate the emotional changes associated with puberty.

They will then break into small groups and brainstorm positive ways to cope with daily moods and emotions associated with puberty. They will add this information to complete the graphic organizer. Teacher will provide feedback and clarify/make referrals where necessary.

Students will then develop a plan and select at least two activities they will do each day for one week. After one week, students will share how these activities affected their ability to cope with the changes in their bodies. | Students' reports indicate effective use of the steps in coping with emotions or coping with stress and appropriate value/ virtue e.g. self-control |

GRADE 6 **Theme: Sexuality and Sexual Health**

Topic 2: Gender Role Expectations

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

Values/Virtues: **Appreciation, Respect, Equality, Equity**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Distinguish between gender and sex • Explain how gender roles are learned • Explore their feelings about gender roles/ stereotypes • Demonstrate self-awareness by expressing their feelings and beliefs about gender roles/ expectations	Gender is sometimes confused with sex. Sex refers to whether a person is born with a penis or vagina, thus male or female. 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. 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. Gender roles or expectations have been changing. This can be seen in: Girls/Females: • professionals in areas previously dominated by males (engineering, construction, manufacturing) • breadwinners • playing sports e.g. football • law enforcement Boys/Males:	Research Case Scenario	Students will work in groups to complete a worksheet. The words "sex" and "gender" will be in columns. Students will define and explain the difference between these two words. Students will be required to identify at least five (5) characteristics/behaviours of masculinity and femininity (i.e. type of masculine behaviours reinforced by our society or how boys/men, girls/women are expected to act, look and feel). Each group will make a presentation. Students will read and discuss the following scenario: *Ronald is nine years old. His mother is a doctor and his father is a musician in a band. Since his father works evenings, he takes care of Ronald during the day. Mummy comes home from the hospital, eats dinner with her son and takes care of him while his father is at work. Ronald's best friend, Mary, lives next door. Daddy overheard a conversation between Ronald and Mary one day. Mary said, "Let's play house." Ronald said, "Okay, you be the Mummy and I'll be the Daddy." Mary told him to go to work, so she could fix lunch for the baby, Ronald got angry.*	Presentations reflect a clear and accurate understanding of the difference between sex and gender Characteristics for masculinity and femininity accurately outlined Students' responses reflect a clear and accurate understanding how gender roles are learned; self-awareness in identifying their feelings about gender roles/ stereotypes and display of appropriate value/ virtue e.g. equality or respect

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	• professionals in areas previously dominated by females (nursing) • have household chores such as cleaning or shopping • more involved as caregivers • Teachers • Secretaries and administrative assistants • Hairstylists **Influences on gender role expectations:** Family, peer groups and personal andreligious beliefs impact gender roles. Common gender roles and expectations in society are that males must be independent, assertive, and competitive; while females are expected to be more passive, sensitive, and supportive. These beliefs have changed to some extent over the past twenty years within Jamaica and around the world. Social norms set roles for boys and girls, however, these expectations lead to gender stereotypes which are fixed ideas about men's and women's traits and capabilities and how people should behave, based on their sex. Gender stereotypes and biases can negatively affect our lives by limiting the involvement of boys and girls in activities that are usually dominated by the opposite sex.		*He yelled, "Daddies fix lunch! I'm not playing with you anymore!"* Stop the case study long enough to ask the class why Ronald thinks that only daddies can cook lunch. *Ronald's father said, "You guys don't have to fight. Why not play something else?" But when Ronald suggested playing hospital and told Mary to be the doctor, she yelled, "Only boys are doctors!"* Guided Questions: 1. Why might Mary think that only boys can be doctors? How could that stereotype limit her in life? 2. If Ronald keeps on feeling that boys must do the cooking, how will he feel if he grows up and marries a woman who likes to cook? 3. If Mary keeps believing that girls cannot be doctors, do you think she will do well in math and science classes in high school? 4. If you were Ronald and Mary's babysitter, how could you help them learn that women and men can cook and be doctors? 5. Think about a situation when someone made a biased judgment about you or acted unfairly toward you because of your gender. How did the experience make you feel? 6. If you were placed in a similar situation what would you do differently?	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		Discussion/ Journaling	Students will engage in a class discussion, guided by the following questions: 1. How many of you have ever been told you could not do something because you were a boy or a girl? 2. How did that make you feel? 3. What could you say to someone who tells you or someone you know that you cannot do something just because you are a boy or a girl? Students will then reflect on the following questions: • Do I accept that girls and boys share similar roles within the home? Why? • Do I believe that boys or girls are better at some activities? They will record in their journals their feelings and beliefs about the gender roles/expectations in their homes and how these influence their views on who they will grow up to be. They will indicate what action they will take to ensure gender roles/expectations do not limit their career choices.	Students' responses indicate self-awareness in identifying their feelings and beliefs about gender roles/ expectations and appropriate value/ virtue e.g. equality
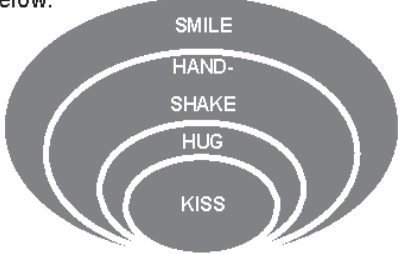
GRADE 6   **Theme: Sexuality and Sexual Health**

Topic 3:	**Sexual Harassment Prevention**
Life Skills:	Social: Communication, Assertiveness, Advocacy
	Cognitive: Refusal, Decision making, Problem solving
	Coping: Self-awareness
Values/Virtues:	**Confidence, Courage, 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: • Explain what constitutes sexual harassment • Respond appropriately in situations of sexual harassment • Communicate to others their boundaries related to physical contact • Demonstrate the ability to use advocacy skill to increase awareness among their peers about preventing/ handling sexual	Any kind of unwanted sexual attention such as unpleasant sexual comments and physical gestures that make you feel uncomfortable is called sexual harassment. Examples of Sexual Harassment ✓ Sexually suggestive sounds or gestures such as writing, talking touching, sucking noises, winks, pelvic thrusts and "jooking" ✓ Repeatedly asking a person out for dates, or to have sex ✓ Touching, patting, pinching, stroking, squeezing, tickling, or brushing against a person ✓ An unwanted neck/shoulder massage ✓ Spreading rumours about a person's sexuality ✓ Sexual ridicule (make fun of) ✓ Frequent jokes about sex or males/females ✓ Letters, notes, telephone calls, or material of a sexual nature (Source: burro.cwru.edu/women/ harassment/examples.html)	Discussion Case Scenario/ Roleplay	Students will brainstorm the term sexual harassment and compile a list of behaviours they observe in their everyday lives that they would consider to be sexual harassment. They will explain how they think these behaviours affect children. Teacher will clarify where necessary andprovide other examples of actions that constitute sexual harassment. In groups, students will examine different scenarios and discuss how they would respond in each case. They will role-play their response. **Example 1:** *As Toya got on the bus, she saw her classmate, Jason. As she walked by, Jason tried to reach out and pull her skirt up. Toya put her hands on her skirt and sat on her seat. Before the bus drove off she noticed Jason was sitting behind her. He kept reaching under the seat trying to pull on Toya's skirt. Toya told Jason, "Stop pulling on my skirt," but Jason didn't listen. Toya got nervous and began to cry. Jason called her a crybaby and finally stopped bothering her. The next day she didn't take that bus.*	Students' responses reflect a clear and accurate understanding of behaviours that constitute sexual harassment Role-plays depict effective use of the steps in problem solving, decision making, or assertiveness skill and appropriate value/virtue e.g. courage or respect

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
harassment	Sexual harassment can cause serious emotional damage. It can affect one's self-esteem and self-confidence. **A template for saying "no" to unwanted behaviour:** **When you:** call me "dear", touch me, joke about my appearance, etc. (describe the behaviour you don't like) **I feel** embarrassed, angry, offended, uncomfortable, demeaned, etc. (describe your feelings) **Because** I want to be taken seriously, be respected etc. (say why the behaviour bothers you) **Please** call me by my name, don't tell offensive jokes, don't touch me, etc. (request the behaviour you want) *- from World Bank "Working with Respect in the World Bank Group"* (www.genderdiversity.cgiar.org/.../harassment/) 1. **Speak clearly** and honestly about how you feel when a behaviour or action is offensive 2. Try not to ignore unpleasant behaviour 3. Speak up about inappropriate behaviour or put it in writing to your teacher, guidance counsellor and parents	Stimulus Activity/ Simulation	**Example 2:** *One day at school Troy was using the bathroom. When he came out of the toilet stall, he saw two boys running out of the bathroom, laughing. Troy saw that someone had written sexual comments about him on the bathroom wall.* Students will be given a "Boundary Circles" worksheet on paper as outlined below: SMILE HAND-SHAKE HUG KISS Teacher will also create a variety of "Person Cards"; enough cards for the class should be created to represent a variety of people whom students come into contact with in their lives, such as mom/ dad, brother/sister, aunt/uncle, grandma/grandpa, best friends, classmates, teacher, bus driver, ancillary worker/ security guard or other people in the community. "Person Cards" will be distributed to students. Each student will tape their "Person Card" where they would like to place them on the boundary circles. When finished, students will share their charts, explaining where they placed different people in the circles. In pairs,	Boundary circles indicate students' self-awareness in identifying their boundaries related to physical contact for each person Simulation illustrates proficiency in assertiveness skill and appropriate value/virtue e.g. courage

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			they will choose one person from the circle and practise communicating with that person their rule about personal contact. They should reflect on the following questions before their simulation. • How would you feel if someone from the smile circle hugged you? • Is it okay for someone to cross your boundaries? Why or why not?	
		Creative Arts	Students will work in groups to create posters, videos, blogs or other material to educate their peers about sexual harassment and what they can do to address it. Posters will be placed on bulletin boards and other strategic places around the school while videos and blogs can be shared with the students after review.	Materials reflect effective use of advocacy skill and appropriate value/virtue e.g. respect, to promote strategies for preventing/ handling sexual harassment

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 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

GRADE 6 **Theme: Sexuality and Sexual Health**

Module 2: Sociocultural Influences on Sexual Behaviour
Unit 1: Dealing with Sexuality
Learning Goals: By the end of the unit, students should be able to:
1. Understand the key factors influencing sexual choices and experiences
2. Recognize factors that influence sexual expressions and decision making
3. Demonstrate skills in communicating about sexual issues with parents/guardians
Core Values: **Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook**
4. Stewardship/service

Topic 1: **What Positively Influences My Sexuality?**
Life Skills: Social: Communication, Assertiveness
Cognitive: Critical thinking, Decision making
Coping: Self-awareness, Healthy Self-management
Values/Virtues: **Integrity, Decency, Honour, Morals, 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: • Describe the term sexuality • Examine factors that influence their sexuality • Propose healthy expressions of sexuality • Demonstrate self-awareness by identifying ways in which	Sexuality includes all the feelings, thoughts, and behaviours of being female or male, how we express ourselves, our values and beliefs as well as how we think and act as males and females. Our sexuality is influenced by many social and psychological factors, including: • biological health • drug use • culture • peers • goals • media • biological sex • self-esteem • self-confidence • religion	Discussion/Role Play/Concept Map Survey/ Discussion	Teacher will write the word sexuality on the board and draw a box around the letters s-e-x. Point out that s, e, and x are only three of the letters in the word sexuality. **SE**XUALITY Students will generate words or phrases they associate with the word sexuality. In groups, students will discuss and develop an explanation/definition for the term. Each group will share their explanation. Teacher will make clarifications where necessary. Students will create and conduct a survey among their peers to ascertain which factors the class considers to be most	Students' responses indicate an accurate and clear understanding of the term sexuality Students' responses indicate

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
they can counter negative influences on their sexuality	• age / life stage • gender Understanding these factors helps us to appreciate everyone's unique sexuality. It is important for students to display positive behaviours which should be consistent with their beliefs and attitudes and not compromise their health. This isn't always easy as children are presented with messages from a wide range of sources, and as such, they need help to determine which messages are appropriate and how to cope with, and resist the influence of, negative messages. Healthy sexuality is fundamental to being human and includes being comfortable, discussing feelings and values, saying no to sex, having a positive self-image, maintaining self-respect, understanding feelings and emotions, feeling in control of one's body and choosing to express one's sexuality in a manner that shows respect for self and others. **Suggested Skills:** **Decision making Skill** • Stop and think it through • Talk it over with a responsible person • Consider consequences • Decide		influential on their sexuality. **Guided questions for discussion** • What does each factor mean? • How does each factor affect/influence how you feel, dress, behave and interact with your peers? • Can you think of other factors not yet mentioned? **Factors that Influence Me** (Tick only one column per factor) | Factors	Yes	No
---	---	---
Peers		
Religion		
Media		
Gender		
Culture		
Biological sex		
Self esteem		
Goals		
Parents/Guardians		
Total			 Groups will collate the data and represent it on a chart and display it for the class to analyse. Students will discuss which factors seem to influence them the most and why. In groups, they will share how each factor influences their sexuality. Teacher will remind students to embrace factors that will help them improve or maintain good sexual health (if the negative factors are more dominant and may be controversial for this age group	self-awareness in explaining how their sexuality is influenced by different factors

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	REFUSAL SKILLS • Say 'NO!' • Use a strong clear voice • Look directly at the person • Keep a straight face. Do not smile or nod your head • Move away or change the subject ASSERTIVENESS SKILL • Start with an empathy statement about the behaviour, issue or situation • Say "I feel…." to express your feelings about the behaviour, issue or situation • Use "when" to be specific about what bothers you about the situation and "because" to state how the behaviour has affected you • Make a clear and honest statement, confidently and respectfully, of what you want to change by using "I need/would like/wish…"	Discussion Journaling	seek necessary intervention). Students will be divided into groups to discuss the negative influences of one of the factors explored in class and used in the survey. Groups will look at the negative influence of the factor and identify the positive or appropriate behaviour/characteristic that should be displayed instead. Groups will share their recommendations with the class. Teacher will provide feedback as necessary. Example: Negative behaviour: musical lyrics influence me to curse Positive behaviour: Stop listening to that kind of music and practise using decent language Students will review the survey instrument and assess which factors influence them the most. They will then rank those factors. They will also review the negative influences resulting from each factor and determine which negative attitudes/ behaviours apply to them. In their journals, they will write how they feel about themselves based on their assessment and what changes they will make to improve attitudes and behaviours. New actions should include how they will incorporate the more positive influences in their lives.	Proposed responses to negative behaviours/ attitudes of sexuality represent positive and healthy expressions of sexuality and appropriate value/ virtue e.g. decency or respect Journal entries reflect students' self-awareness through their ability to identify the influences and actions they will take to change their behaviours and counter negative influences Appropriate value/ virtue e.g. decency, integrity or morals reflected in the journal

GRADE 6 **Sexuality and Sexual Health**

Topic 2: **Communicating Sexual Issues with Parents**

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

Values/Virtues: **Openness, Respect, Confidence, Honesty**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Explain why communicating with parents about sexual issues is important • Articulate feelings about communicating sexual issues with parents/ guardians • Communicate sexual issues or concerns with parents/ guardians	Children need to be able to communicate openly and effectively with their parents/guardians to maintain and improve healthy family relationships. Children begin to form ideas and beliefs about themselves based on how their parents/ guardians communicate with them. Open, honest and effective communication establishes respect and facilitates an enabling environment for the child to develop healthy, positive relationships with their peers, teachers and other individuals. Lack of communication between parent and child on sexual issues may cause children to seek information elsewhere such as from peers, the internet, including social media, and even questionable sources. This can lead to misinformation which will cause adolescents to make uninformed and unhealthy choices. Honest and open communication between adolescents and their parents helps to promote their child's health and reduce their chances of getting involved in risky	Role play/ Discussion/ Concept Mapping	Students will observe a role-play of peers who have concerns that should be addressed by adults but instead were taken to other classmates. For example, someone said something of a sexual nature to make the child feel uncomfortable and now the child is feeling ugly or sad about the changes taking place during puberty. In groups, students will discuss the events from the role play and then explain the importance of conversing/sharing with parents issues related to their sexuality. Students will create a concept map in their journals to show the importance of communicating sexual issues with parents.	Students' responses in discussion and concept map reflect effective use of critical thinking skill to provide an accurate explanation of why communication with parents about sexual issues is important

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	behaviours. While this may be hard or uncomfortable, for both parties, it is necessary. Parents should stay informed about issues concerning adolescent sexual and reproductive health, find opportunities to speak frequently with their children, be calm and open, not overreact and allow opportunities for their children to speak to a healthcare provider where necessary. Children and parents should speak about: ✓ Healthy, respectful relationships ✓ Factual information about abstinence, sex, pregnancy, STIs/ HIV ✓ Where to access accurate health information Children should be honest with their parents, feel free to ask any questions and be open to listening to the views of their parents even if they don't agree. **Being assertive doesn't come naturally to everyone.** Some people communicate passively, placing everyone else's needs above their own. Other people are aggressive; the way they communicate usually results in conflicts. An assertive style is a balance between these two. Children should not communicate with parents, teachers and other authority figures in the same way that they would with their peers. Parents are a	Game	Teacher will create a BINGO card with a variety of 'I feel.' statements that indicate how students may feel about communicating with their parents/ guardians about issues related to sex and sexual and reproductive health. Each student will be given one of the BINGO cards to reflect and complete on how they feel about communicating with parents/guardians on sexual matters. They will then mingle with their peers to find persons that match the statements on their cards. Students will put the names of their peers in the corresponding boxes and the first person to fill all the boxes will yell BINGO!! Statements will include: • "I enjoy talking to my parents/ guardians." • "I feel nervous about discussing some issues with my parents." • "I feel afraid to talk about sex with my parents/guardians." • "I want to talk to my parents about sex." Students will analyse their cards to share how they feel about the responses gathered. They will identify the areas they are most uncomfortable with and journal the reasons for their discomfort. Teacher will provide feedback and refer students where necessary. Using the scenarios below, students will practise communicating with their parents/guardians about issues related to	Cards and journal entries indicate self-awareness in identifying how they feel about communicating with their parents/ guardians on sexual issues and reasons for areas of discomfort

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	child's primary authority and as such respect must be paid to them. When communicating with adultschildren can: • Give an opinion or say how they feel • Ask for what they want or need • Disagree respectfully • Offer ideas and suggestions • Say no without feeling guilty • Speak up for someone else ***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 your listener and make eye contact • Be respectful with your words • Think and speak clearly and positively • Be conscious of your body language • Explain to others when they do not understand you Communication needs to be effective and clear. **I Feel Statements** These statements take the form of 'When you did 'that', I felt 'this' way. That 'thing' is a behaviour and 'this' is 'the how' you express your specificfeelings. Here are some examples:	Simulation Pair-share/ Discussion	sexual and reproductive health. Students can also create their own scenarios based on experiences. They will simulate talking with their parents/guardians and will be evaluated by their peers. Teacher can play the role of parent/guardian. Scenario 1: *It was the final match of the netball interclass series. Lisa, the number one goal shooter, scored several goals for her class. She felt excited about the big win! However, as she made her way to the side of the court where the reserves were seated, she saw Tina pointing and the other girls snickering.* *She wondered what they were talking about, picked up her pace and began to run. Just as she got to where they were Tina said, "Lisa your breasts were jumping up and down on the court," She giggled and continued, "Don't you own a training bra?" Lisa thought, "Oh no! I am maturing too fast. I need to ask my mother how to stop it. How can I face my friends after this?"* Scenario 2: *Billy is going through puberty and is having difficulty coping with some of the changes. He is conscious that every morning when he gets up his penis is erect. Last week, his underwear and bed linen were wet. He is now wondering "What is happening to me? How do I tell my parents that I may be sick?"* Students will be placed in pairs to think about three or four issues related to sexual and reproductive health that they would like to discuss with their parents.	Simulation illustrates confidence and effective use of communication skill as a speaker and as a listener as well as appropriate value/ virtue e.g. respect or openness Discussion with parents/guardians illustrates effective use of communication skill

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	"I felt embarrassed when you made fun of me in the changing room." "I liked it when you helped me to understand that I am beautiful even with pimples." "I feel hurt and am disappointed that I don't feel comfortable talking about what Uncle Barry said". **Common Mistakes** • Not expressing a feeling, belief or judgment • Sending a disguised message • Only expressing negative feelings • Non-verbal body language contradicting the words. For example, smiling when sad. The practice of these techniques (I statements, effective use of the steps in communication skill, avoidance of common mistakes) makes it easy for persons to express difficult feelings in a manner that is productive and respectful.		They will record the questions they would like to ask. Teacher will prepare a note to parents/guardians about the activity and ask that parents allow students to ask the questions and be open to discussion to build their child's confidence to communicate on such issues. Parents/guardians will be reminded that it is okay to not have answers to the questions. To facilitate a healthy discussion, they will be invited to a class forum focusing on the topic: Parent-Child Communication: Promoting Healthy Sexual Behaviours in Our Youth. A sexual and reproductive health expert will be invited to present on the topic and the teacher and guidance will moderate the class forum. Note that the forum is for parents only. Following the forum, students will ask their questions at home and discuss concerns with parents who will rate their ability to apply the steps in communication skill (based on the rubric provided). After the discussion with parents/guardians, students will write in their journals how they feel about communicating with parents/guardians about sexual issues. They will highlight any positive feelings and interactions they experienced when communicating with parents/guardians.	and appropriate value/virtue e.g. confidence or honesty

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, 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 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

GRADE 6   **Theme: Sexuality and Sexual Health**

Module 3:   Managing Reproductive Health
Unit 1:   Reproductive Health
Learning Goals: By the end of the unit, students should be able to:
1. Understand risks to reproductive health
2. Appreciate the challenges associated with child-rearing
3. Apply appropriate life skills to reduce risk and vulnerability to HIV and STIs

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

Topic 1:   **Sex is Risky**

Life Skills: Social: Communication, Refusal, Assertiveness, Negotiation
                 Cognitive: Critical Thinking, Decision making, Problem solving
                 Coping: Healthy Self-management

Values/Virtues: **Decency, Respect, Self-restraint, Purity, Self-control, Morals, Integrity**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of this topic, students should be able to: • Assess personal risk related to sexual behaviour • Analyse the health consequences of engaging in sexual activities • Encourage their peers to avoid engaging in sexual activities by promoting	Adolescence is generally a time of risk-taking as the pre-frontal cortex of the brain is not yet fully developed. This usually means that they rely on the amygdala of the brain to make decisions, control impulses and solve problems. The problem here is that this part of the brain is associated with emotions, impulses, aggression and instinctual behaviour. Adolescents are more likely to be involved in sexual activity if they: • socialize with adolescents who approve of and encourage sexual activity • do not place enough value on education • have a poor relationship with their parents/guardians	Self-assessment (pre-test and post-test)	Give students a pre-test to be completed anonymously. The pre-test, "What Would Teens Do?" should feature 5-10 questions which would require students to check what they would do if asked to engage in any form of sexual activity. For example: • If I am asked to engage in sexual activity, I will be able to refuse. • I can say NO to any request for sex from my friends of the opposite sex. • I know how to assertively reject any request to engage in sexual activity. • Only adults should engage in sexual activities. • I can walk away from anyone who encourages me to engage in sexual activity. • If someone was forcing me to have sex	Students' responses indicate proficiency in refusal, assertiveness, decision making and positive values/ beliefs in relation to adolescent involvement in sexual activity

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
the benefits of abstinence • Demonstrate the ability to use social or cognitive skills to refrain from sexual activity	• have little or no regard for religious values • have low self-esteem **Personal risks associated with sexual activity:** • STIs and HIV • Cervical cancer • Conflicts with parents who disapprove • Loss of self-respect • Adolescent pregnancy • Abuse (physical, verbal, emotional and sexual) • Emotional ill-health Steps in refusal skill to assist students in practising refraining from sexual activities: • Say 'NO!' • Use a strong clear voice • Look directly at the person • Keep a straight face. Do not smile or nod your head • Move away • Tell an adult **Possible pressure lines and responses:** Pressure line: "Come on, everybody does it!" Response: "I don't care, I am not everybody. Besides, not everybody 'does it,' including some of the kids who say they do." Pressure line: "If you loved me, you'd go to bed with me." Response: "If you loved me, you wouldn't pressure me into doing something that I'm not ready to do."	Brainstorming/ Discussion	or other sexual activity, I would report it to my parents/guardian or a trusted adult. The teacher will collect papers and review students' responses to assess students' behaviours before the lesson. This pre-test will be re-administered as a post-test at the end of the unit to see how refusal and decision making skills (or anyother skill) may have impacted student responses/personal values. On a blank paper, each student will traceone hand on the paper. The teacher should ask students "What are the aspects of health?" Through brainstorming and questioning, students will relate aspects of health. Students should write on the paper theaspects of health. PHYSICAL — thumb. MENTAL — index finger. SOCIAL — middle finger, EMOTIONAL — ring finger SPIRITUAL — pinky finger. Students should label each finger on their traced hands appropriately and identify three examples of good health practices for each. Some examples may include the following: PHYSICAL — Exercise, nutrition, weight, hygiene. MENTAL — Study time, thought processes, decision making. SOCIAL — healthy relationships with parents, siblings, friends, peers. EMOTIONAL — Happy, peaceful, accomplished, contented, cheerful.	Health practices identified for each category are accurate and appropriate Consequences of sexual activities are accurate and aligned with the correct health category

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	Pressure line: "If you don't have sex with me, I'll break up with you." Response: "If being your girlfriend means that I have to sleep with you, then I guess I don't want to be your girlfriend."		SPIRITUAL — religious belief, morals, values, belief systems. Students will then be asked to examine ways in which engagement in any form of sexual activity can affect each area of their health. They will turn the traced hand over and write at least two negative consequences of sexual activity for each area of health. Students will work in groups to collate their responses to be shared for class discussion.	
		Creative Arts	Considering each area of their health, students will be placed in groups to discuss the benefits of abstaining from all forms of sexual activity. They will create poster boards to display the benefits identified and a slogan or tagline related to abstinence. The boards will be mounted as displays for Safer Sex Week. As they engage in discussion, they should reflect on the following questions: • Am I able to refrain from any form of sexual advances? • What measures will I take to focus on personal goals to prevent involvement in any form of sexual activity? • How can refraining from sexual activities help me maintain good health and achieve my goals?	Poster boards, slogans and taglines reflect accurate information in relation to the benefits of abstinence to all areas of health and promotes appropriate value/ virtue e.g. purity or decency
		Discussion/ Role Play	Students will be placed in small groups to develop responses to pressure lines that are often used to convince them to engage in sexual activities. Each group will be given a different pressure line. Students will share their responses for feedback from the teacher and class.	Responses to pressure lines are appropriate

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			In the same groups, students will then role-play ways in which to use refusal, assertiveness or decision making skill to respond to one of the pressure lines using the responses discussed. The pressure line and appropriate response(s) MUST be used in the scenario. **Example of pressure lines:** • "Nothing bad will happen." • "It will be our secret" • "It will be fun. Let's try it!"	Role play includes appropriate responses to pressure lines and illustrates effective use of refusal, assertiveness or decision making skill and appropriate value/virtue e.g. self-restraint, morals or integrity

GRADE 6   **Theme: Sexuality and Sexual Health**

Topic 2:   **No Baby for Me**

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

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

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Examine the financial costs associated with caring for a baby • Assess the consequences of adolescent pregnancy • Acknowledge that they are not ready for the responsibilities of caring for a new-born • Demonstrate the ability to use advocacy skill to encourage their peers to avoid becoming an adolescent parent	**Note to Teacher:** **Please take a balanced approach and let students know that having a baby in the right context (grown-up, financially independent, in a stable relationship, married, ready to handle the joy and responsibility of rearing a child) is a good and desirable thing.** Pregnancy during adolescence is a very challenging experience that completely changes the dynamics of a child's life and has social, economic and health implications in addition to the physical changes a girl's body will go through. The physical challenges include fatigue, dizziness, bloating, nausea, weight gain, constipation, swelling of joints, pains and acne. Adolescent pregnancy is associated with serious health risks for both mother and baby, including premature labour, anaemia, postpartum haemorrhage and depression in the adolescent mother. Babies born to adolescent mothers are at risk for preterm birth, low birth weight and other complications. Both mother and	Research/ Discussion Resource Person/ Infographic	**Some activities require preparation before class** Working together in small groups, students will research the financial cost of having and raising a baby. They will use the internet, or interview their parents or family members with children, to create a 'New-born Checklist' which includes items needed to properly care for a baby when it is brought home from the hospital. Students will then investigate the costs for these items by going to local wholesales or supermarkets and recording the costs. They will also research the costs associated with healthcare, food and education as the baby grows. They will discuss their findings and draw conclusions about the costs associated with caring for a baby. Prior to class, students will record their daily activities in their journals. They will include the times they wake up and go to bed each day, the foods they eat, how much time they spend with friends, where they go and activities in which they participate.They should also include how much time is spent on these activities.	New-born Checklist includes accurate and appropriate items and presentation indicates a clear and accurate understanding of the financial costs associated with caring for a baby Infographic accurately and clearly illustrates the physical, social and emotional consequences of pregnancy and caring for a baby

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	baby are also at high risk of mortality and morbidity. An adolescent girl is not ready for pregnancy or childcare; her body is not developed enough to bear the child and she would not have the skills necessary to meet all the demands of a growing baby. Caring for a baby requires a significant amount of money as it can get very expensive to pay for food, healthcare, education and other basic needs as the baby grows. Without strong family support, even for adults, this can be a challenge. Adolescents who get pregnant have often never considered the social costs; often, plans for the future may be put on hold to raise the baby. Adolescent mothers may drop out of school, which limits job opportunities and the ability to earn enough money to properly take care of the baby. An adolescent mother also has to put her social life on hold as she now has a baby to take care of. These unanticipated effects can become overwhelming for a young girl and often cause frustration, depression, stress, anxiety and resentment towards the newborn which can lead to neglect. Adolescents need to understand the serious and life-changing consequences of being sexually active.	Discussion/ Journaling	In class, students will think about the physical, social and emotional consequences of being pregnant and caring for a newborn. They will participate in a discussion with an adolescent mother from the Women's Centre Foundation of Jamaica or the Eve for Life Mentor Moms Programme about how their lives changed once they became pregnant. Using what they have learned, students will then create an infographic to illustrate the physical, social and emotional consequences, on both boys and girls, of pregnancy and raising a baby. Students will discuss how being pregnant and caring for a baby can affect their own life. They will review their daily routines recorded in their journal and use what they learned from the discussion with the adolescent mother to highlight what aspect of their life would change. They will answer the following questions: 1. How would pregnancy/caring for a baby affect my education and future? 2. What daily routines would change? 3. How would pregnancy/caring for a baby affect activities I enjoy participating in? 4. How would caring for a baby affect my friendships? 5. How would I provide financially for my baby? Students will complete the following in their journals: "I am not ready to manage the	Students' responses in discussion and journal reflect appropriate value/virtue e.g. aspiration or ambition and sound and valid reasons to justify why they are not ready to care for a baby

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	Preventing pregnancy Abstinence is not having sex and is 100% effective against pregnancy. Adolescents who are experiencing sexual feelings and are confused, should not be afraid to find a trusted adult to speak to. Keep your educational and career goals in mind and try to find positive activities to become more involved in.	Creative Arts	responsibilities of pregnancy and caring for a baby because…" "I will not participate in sexual activities because…" "I will avoid becoming an adolescent parent by…" Students will develop a poster, storyboard, cartoon, comic strip, and graffiti wall entitled "10 Reasons Not to Be an Adolescent Parent". They will mount thematerial on the school compound.	Creative art pieces are informative, reflect creativity, include key messages and display effective use of advocacy skill, along with appropriate value/ virtue e.g. wisdom or reason, to encourage their peers to avoid becoming an adolescent parent

GRADE 6   **Theme: Sexuality and Sexual Health**

Topic 3:   Facts about STIs and HIV

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

Values/Virtues: **Clear thinking, Reason, Wisdom, 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: • Analyse facts about HIV, HPV and other STIs • Challenge myths associated with HIV and AIDS • Explain the importance of immunization against HPV to prevent cervical cancer • Advocate for the prevention of sexually transmitted infections through abstinence	Sexually Transmitted Infections (STIs) are infections that are passed from one person to the other through sexual contact. The most common conditions they cause are Gonorrhoea, Chlamydia, Syphilis, Trichomoniasis, Genital Herpes, Genital Warts, Human Immunodeficiency Virus (HIV) infection and Hepatitis B infection. STIs are caused by either a virus or bacteria. Those STIs such as Gonorrhoea Or Chlamydia caused by bacteria can be cured with antibiotics, however, STIs such as HIV and Herpes cannot be cured and as such medication can only treat the symptoms. HIV (Human Immunodeficiency Virus) is the virus that causes AIDS(Acquired Immune Deficiency Syndrome). It affects the body's immune system which protects us from disease. Persons who contract HIV develop AIDS when their immune system is	Questionnaire Research/ Game Visual Arts	**This activity should be completed prior to class.** Students will complete a questionnaire to assess basic knowledge of sexually transmitted infections: 1. What are sexually transmitted infections? 2. How are sexually transmitted infections caused? 3. Some sexually transmitted infections are_____ 4. Sexually transmitted infections can be prevented by_____ In groups, from given handouts, students will research facts on HIV, HPV and other STIs, including symptoms and effects of the STI and ways in which the assigned STI can be transmitted, prevented and treated. Using the information they have learned, they will create a quiz for their classmates. Groups will quiz each other for points. **Teacher must review the quiz before administration.** **HIV Myth or Fact.** Students will be divided into groups and will be given a series of **incorrect statements** related to HIV and AIDS:	Students' responses depict their prior knowledge of STIs. Quiz items and responses reflect a clear and accurate understanding of STI symptoms, prevention, transmission and treatment methods Fact sheet illustrates creativity and the use of facts to dispel myths

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	severely damaged and their body can no longer resist infection. If persons who have HIV take their prescribed medication, they do not have to develop AIDS and can live healthy and fulfilling lives. HIV is spread only through certain bodily fluids from someone who has been infected with HIV. These bodily fluids include blood, semen, vaginal fluids and breast milk. **HIV cannot be transmitted through body fluids such as urine, sweat, tears and saliva, based on the level of the virus in these fluids.** **Ways HIV cannot be transmitted:** ✓ Casual kissing ✓ Mosquito bites ✓ Sharing eating utensils and plates ✓ Hugging and shaking hands ✓ Sleeping in the same bed ✓ Using toilets ✓ Sharing food or drink with someone ✓ Playing and talking ✓ Eating food cooked by someone who is HIV positive **How to prevent HIV infection** • Abstinence:100 % safe • Do not share or use unsterilized needles or razors • Apply Universal Precautions when exposed to blood (rubber gloves,	Resource Person/Pair-share/Letter writing	1. HIV is the same thing as AIDS. 2. You can contract HIV through casual, everyday contact, such as hugging, using the same bathroom, sharing clothing, eating food from, or sitting next to, someone who is infected with HIV. 3. You can contract HIV from the sweat, tears and urine of someone who is HIV positive. 4. You can tell when people are infected with STIs because they look unhealthy. 5. You can contract HIV from mosquito bites. 6. There is a vaccine to prevent HIV? **(Note: Facilitator can add or restructure statements).** Students will create a fact sheet about HIV to dispel these myths. They will disseminate the fact sheet to their peers. Students will participate in a discussion with a representative from the Ministry of Health on the vaccination for the Human Papillomavirus (HPV). From the information learned students will answer the following questions: 1. Why should girls get the HPV vaccine? 2. How can HPV affect boys and girls? They will then be divided into pairs to convince each other of the importance of girls getting immunized against HPV to reduce their risk of cervical cancer.	related to HIV and AIDS Arguments in letters to justify vaccination are valid and appropriate and reflect appropriate value/virtue e.g. wisdom or responsibility

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	proper disposal of contaminated waste, general hygiene-wash hands etc.

Women living with HIV infection have a much higher risk of cervical cancer than women not infected with HIV.

Cervical cancer is the growth of abnormal cells on the cervix. Cancer of the cervix is the second most common leading cause of cancer-related deaths in women worldwide. It is important to note that cervical cancer can be caused by certain types of the Human Papilloma Virus (HPV). HPV can also cause genital warts.

Cervical cancer can be prevented through immunization against the types of HPV that can cause this disease.The vaccine is most effective whena girl is young and before she is sexually active. Currently, the HPV vaccine is offered by the Ministry ofHealth for free to girls in Grade 7. | Creative Arts | Girls will write a letter to their parents educating them about what they have learnt and theimportance of the vaccination.

Using a plain white shirt from home, students will design a shirt, using any of the themes (or others they create): *HIV is Preventable and Now You Know How! Stay Healthy: Prevent HPV! Protect yourself, Prevent HIV!*

The shirts should include facts about transmission and prevention of STIs and promote abstinence as the only method that is 100% effective. | Shirts depict creativity and effective use of advocacy skill and appropriate value/ virtue e.g. reason or clear thinking to promote abstinence |

THEME: SEXUALITY AND SEXUAL HEALTH

MODULE 4: ACCESS SOURCES OF HEALTH INFORMATION AND SERVICES

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

About the Module

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

Key Skills

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

GUIDANCE FOR THE TEACHER

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

GRADE 6   **Theme: Sexuality and Sexual Health**

Module 4:   Access Sources of Health Information and Services
Unit 1:   Health Issues
Learning Goals: By the end of the unit, students should be able to:
1. Demonstrate understanding of where to access sexual and reproductive health services and information
2. Appreciate the need to access accurate and appropriate health information
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:   **Health Resources Available to Me**

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

Values/Virtues: **Responsibility, Confidence, Education**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Assess sources of health information and the available services in their communities • Analyse minors' rights as they relate to accessing reproductive health information	**Health Resources** Resources that can help with health, social and emotional problems for members of the family, the school and the community. Adolescents need age-appropriate information to reduce their vulnerability to reproductive health issues and build their resiliency. They need to be equipped with skills to access information and services, especially in cases where these services are not easily accessible due to location. The Ministry of Health in Jamaica is responsible for ensuring the provision of adequate, effective and efficient	Research/ Field Trip/ Presentation	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 be given the names of the various health resource centres they have identified to collect location information, types of services provided and how families and friends can access these services. Students should be accompanied by a parent or trusted adult. They will bring this information to the class and conduct a presentation. Students will discuss their experiences while collecting this data. From the information gathered by all the students, each student will map health and other	Students' responses in discussion and inputs on the map accurately illustrate health information and services available in the community

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
• Explain the importance of young people having accurate and appropriate reproductive health information • Demonstrate the ability to use communication skill to access appropriate health information and services	health services of the population of Jamaica, including adolescents. **Health information and services can be accessed from:** • clinics • hospitals • parents or trusted adults • doctors' offices • Guidance Counsellors • Ministry of Health offices • the National Family Planning Board **Adolescents may seek reproductive health information and services to:** • seek clarification on sexual development • cope with emotions during puberty • raise concerns about reproductive health • conduct research/assignments **Convention on the Rights of the Child** 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. Jamaica has legislation that recognizes the right of persons aged 16 to obtain medical services without parental consent. This means that persons under the age of 16 years	Discussion/ Guided questioning Resource Person/ Discussion/ Journaling	facilities closest to his/her home. Students will listen to the following case and discuss how they feel using the guided questions outlined below. Case Scenario: *Mark, age 12, has concerns about his reproductive health as he had a nocturnal emission (wet dream) and thought he was sick. When Mark arrived at the guidance counsellor's office she asked his age. Mark said 12. The counsellor then asked, "Will your parent or guardian be joining you?" Mark responded that his mother and father were at work.* *The guidance counsellor stated, "That's okay. You can still speak with me, and your Mummy or Daddy can come to another appointment in the future." Mark felt relieved that he would get to speak with the guidance counsellor.* Suggested questions for guided discussion: • What did Mark do well in this scenario? • What were Mark's rights in this situation? • The guidance counsellor mentioned that Mark could take his mom or dad on a future visit. What might be some advantages of this? Students will participate in a discussion with a resource person from a healthcare facility who will speak about the reproductive health care that they provide for young people and the importance of adolescents to access appropriate	Students' responses in discussion indicate a clear and accurate understanding of the rights of a minor as it relates to accessing reproductive health information and services Responses in journals provide valid and reasonable arguments for why young people

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	old are not able to access services without the consent of a parent or guardian. 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.		information. Following the discussion, students will then write in their journals three new things they learned from the presentation and state at least two reasons why it is important that they have accurate and appropriate reproductive health information. **Reflective Questions:** • Why is it important for me to access appropriate reproductive health information? • How do I feel about my responsibility to access reproductive health information?	should have accurate and appropriate reproductive health information and include appropriate value/virtue e.g. responsibility or education
		Role Play	In groups, students will write on a strip of paper questions about an aspect of reproductive health that they would like to know more about. 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 (being an effective speaker) skill and appropriate value/virtue e.g. confidence

APPROPRIATE EATING & FITNESS

APPROPRIATE EATING AND FITNESS – Grade 6 – 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.	1. Assess personal eating habits. 2. Appreciate the importance of selecting nutritious foods for a healthy lifestyle. 3. Make appropriate food choices to avoid risk factors associated with lifestyle diseases (e.g. excess salts, sugars, and fats). 4. Apply safe food-handling principles.	1. Making Healthy Choices	1. Healthy Eating	• Eating Healthy: Balanced Meals • Eating for Brain Power • Handling Food Safely for Good Health
RS AEF2: Demonstrate an understanding of fitness and its relationship to good health and quality of living.	1. Differentiate between exercise (aerobic capacity, flexibility, muscular strength, and endurance), sports fitness, and physical activity. 2. Make appropriate choices with respect to physical activity, and exercise to attain and maintain a healthy lifestyle. 3. Incorporate safety principles when engaged in physical fitness. 4. Design and implement an age-appropriate physical fitness plan.	2. Good Health and Quality Living	1. Benefits of Physical Fitness	• Physically Active
RS AEF3: Analyse the influence of socio-cultural and economic factors, as well as personal beliefs and choices related to appropriate eating and fitness.	1. Recognise the impact of socio-cultural and economic factors, as well as personal beliefs and choices related to eating and fitness behaviours. 2. Assess the nutritional value of culturally diverse foods. 3. Make varied choices to broaden experiences related to eating and fitness.	3. Factors Influencing Eating and Fitness	1. Factors Affecting Eating and Fitness	• Food Culture Influence

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 appropriate eating and fitness.	1. Demonstrate the ability to locate and utilise accurate, age-appropriate resources within the community, in regard to eating and fitness	4. Sourcing Information	1. Accessing Accurate Health Information	• Spotting Nutrition Facts

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 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: Physical Education, Science

GRADE 6 **Theme: Appropriate Eating and Fitness**

Module 1: Making Healthy Choices
Unit 1: Health Issues
Learning Goals: By the end of the unit, students should be able to:
1. Understand the importance of healthy eating to growth and development
2. Appreciate the importance of selecting nutritious foods
3. Use life skills to support safe food handling principles
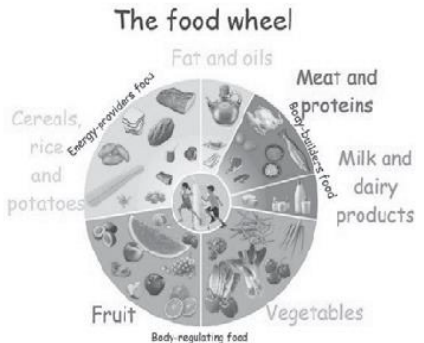
Core Values: **Moral Lenses - 1. Respect for self 2. Respect for others 3. Positive outlook**
4. Stewardship/service

Topic 1: **Eating Healthy Balanced Meals**

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

Values/Virtues: **Self-Restraint, Responsibility, Self-Discipline**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Differentiate between macronutrients and micronutrients • Examine how a balanced meal contributes to overall health • Justify the importance of eating healthily	**Nutrients** Nutrients are chemical substances that provide nourishment essential for the maintenance of life and growth. Food is mainly composed of four different nutrients: carbohydrates, fats, protein, and water. These are called macronutrients (macro = large) because our bodies need large amounts of these nutrients to function and thrive, whereas micronutrients, like vitamins and minerals, are needed in smaller amounts. Food contains a mixture of macronutrients and micronutrients. **Macronutrients** Macronutrients are largely found	Stimulus Activity/ Discussion	Students will be placed in groups. Each group member will be randomly given one sign with the name of a macronutrient or a micronutrient. Each group should have a mixture of both types of nutrients. The class will then engage in a guided discussion about macronutrients and micronutrients. After the discussion, students will separate macronutrients from micronutrients. Guiding questions: • What are nutrients? • What are macronutrients? • What are micronutrients? • What is the difference between macronutrients and micronutrients?	Students' responses reflect a clear and accurate understanding of how to differentiate between macronutrients and micronutrients

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
• Demonstrate coping skills to support eating healthily	in staples, food from animals and legumes and nuts: Carbohydrates: grains, potatoes, corn, sweet potatoes, fruits, milk, milk products, and milk alternatives. A small amount of carbohydrates is present in other vegetables. Fats: oils, nuts, butter, margarine Protein: lean meat and poultry, fish, soy, legumes (beans, lentils, etc.) **Micronutrients** Micronutrients are largely found in fruits and vegetables as well as fats and oils. **Vitamins and minerals** Vitamins and minerals together are called micronutrients (micro=tiny). They are called micronutrients because our bodies need them in smaller quantities. Vitamins and minerals differ from other micronutrients because they do not contain energy (calories). Vitamins and minerals help the body absorb the energy it gets from carbohydrates, fats, and protein. All of the micronutrients can be found in the foods that we eat. Sometimes supplements can be consumed in pill or liquid form especially when we do not consume enough micronutrients. Minerals such as calcium, iron, and	Research/ Presentation	Teacher will provide feedback and clarify where necessary. A food wheel highlighting the different food groups will be placed on the chalkboard. Each group will be given one of the following nutrients: protein, carbohydrate, fats, vitamins and minerals. They will look at the food wheel and select the foods that have the nutrients given. They will then conduct research to do the following activities: • Create a slogan to highlight the importance of their nutrient • State the illness or illnesses or deficiency disease that can occur if meals lack this nutrient. • Prepare a lunch menu card reflecting a balanced meal. On the back of the card, the group will write a short paragraph about how a balanced meal contributes to overall health. Each group will present their findings to the class. Teacher will clarify where	Presentations reflect accuracy of information and a clear and accurate understanding of how a balanced meal contributes to overall health

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	sodium are more abundant and can be found in many types of foods. Sodium (salt), in particular, can be found in many food sources, both processed and unprocessed. Over time, consuming too much sodium may lead to high blood pressure which is a risk factor for stroke, heart disease and kidney disease. **Consuming too much sugar can lead to diabetes and other serious illnesses. It is important to decrease the number of sugary foods and drinks consumed.** **Key to eating healthily** 1. Eat a variety of foods from each food group every day. 2. Eat fruits and vegetables at every meal and snack. 3. Go for whole grains when choosing foods from the grains food group. 4. Choose lean protein sources and avoid processed and fast foods. 5. Limit foods and beverages with added sugars. 6. Use the foods that are available to maintain a balanced diet. Eat from fruit trees at home. 7. Choose to have water when eating foods that are already rich in sugar. 8. Choose healthier preparation methods; for example, baked chicken instead of fried chicken.	ICT/ Discussion/ Forced Debate Group project	necessary. Students will view two videos and participate in a guided discussion about the need to eat healthily. Guiding question: 1. Why is it important to eat healthily? 2. What are some consequences of eating too much sugar/sodium? "Six Signs You're Eating Too Much Sugar" https://www.youtube.com/watch?v=bgtlwTbhJBY "Five Signs You're Eating Too Much Salt" https://www.youtube.com/watch?v=edN4mTTU7qI Students will then be divided into pairs and participate in a forced debate to justify the need to eat healthily. Teacher will use the following questions to guide students' reflection: 1. How can I benefit from a balanced diet? 2. How will I be affected by an unhealthy diet? Students will work in pairs to log what they eat at school for a week. Each pair will be grouped with other pairs to form a small group to discuss what each person has eaten. The group will make recommendations to highlight what they can do to make the meals healthier where applicable.	Discussion points in forced debate include sound and valid arguments to justify the importance of eating healthily and appropriate value/ virtue such as responsibility Updated food logs reflect students' ability to effectively use healthy self-management skill and appropriate value/ virtue e.g. responsibility or self-restraint to

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			Recommendations should include everyday foods that are available to students. For example, you may choose to consume water with your bun and cheese instead of having it with a sugary drink or lettuce may be added to a chicken sandwich. The pairs will monitor each other for another week, this time taking the recommendations into account. Students will meet again in their groups to discuss the updated food log. Each group will choose one of the healthy food logs to share with the class, they will explain the log using the steps of healthy self-management skill. Guiding questions: • What foods are bad and good for your health? • What are the consequences of eating these foods? • Which foods will make you healthy? Or • What changes can be made to make the meal healthier? Teacher will provide feedback and clarify where necessary.	support eating healthily

GRADE 6 **Theme: Appropriate Eating and Fitness**

Topic 2: Eating for Brain Power

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

Values/Virtues: Responsibility, Sacrifice, Self-Discipline, Commitment

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Differentiate between protein-rich and carbohydrate-rich foods • Examine how their diets support brain power • Take steps to consume more foods that support brain development • Demonstrate the ability to use advocacy skill to encourage their peers to eat foods that support brain development	**Protein-rich foods** Protein is present in lean meat and poultry, fish, soy, and legumes (beans, lentils, peanuts, cashews, etc.) Protein is vital to the function of the brain, especially in growing children who need to be able to concentrate and focus on specific tasks. Protein also helps with the repair and growth of cells. A balanced diet is necessary; it is especially important to ensure that enough food rich in proteins is consumed. **Carbohydrate-rich foods** Carbohydrates are present in grains, potatoes, corn, sweet potatoes, fruits, milk, milk products, and milk alternatives. A small amount of carbohydrates is present in other vegetables. The body needs the energy carbohydrates provide, but it is important not to consume too many. Children need to have a diet that also supports brain power. **Brain power foods** The brain needs nutrients to work	Game/Creative Arts	Students will work in groups and participate in a game called Carbohydrate/Protein Hopscotch. They will need a clearly marked hopscotch diagram on a strawboard. Proteins will be assigned odd numbers and carbohydrates will be assigned even numbers. During the protein round, students will jump on odd numbers; during the carbohydrates round, students will jump on the even numbers. After the rounds, students in their groups will create paper cut-outs of foods that are protein-rich and carbohydrate-rich. They will paste the protein-rich foods in the odd-numbered slots and the carbohydrate-rich foods into the even-numbered slots. Each group will mount their completed displays with an explanation of how to differentiate between protein-rich foods and carbohydrate-rich foods.	Completed displays reflect a clear and accurate understanding of how to differentiate between protein-rich and carbohydrate-rich foods

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria

	well. Food such as fatty fish, broccoli, oranges, nuts, pumpkin seeds, eggs and dark chocolate help to provide nourishment for the brain.
	
	Eating healthy:
	• Children benefit from eating plenty of fruits and vegetables
	• It is important to remember that some people are not able to consume some foods.
	• Food consumed must be based on dietary needs and the advice of a doctor.
	• Different children have different levels of need depending on their health status and allergies.
		Research/ presentation	**Sample hopscotch diagram:**
			
			``
			    8
			  6 7
			    5
			  3 4
			    2
			    1
			``
			
			Students will work in groups to research foods that contribute to brainpower. Each group will subsequently create a list of foods they consume everyday. Based on their findings they will relate which foods on their list support brain power giving reasons for their answers. Students will then indicate what foods they need to add to their diet to support improvements in meals that support brain power.
			
			Reflective question:
			Does my diet support brain power?
			
			Teacher will provide feedback and clarify where necessary.
				Presentation of research findings reflects accurate understanding of how their diets support brain power

		Project	Students will select protein-rich and energy-rich foods that they will include in their daily diet. In groups, they will select one of the foods to cultivate at school in a container garden or as livestock, for example planting peanuts or potatoes in a container garden or keeping chickens for eggs. Teacher should ensure that a mixture of foods is selected. Students will keep a garden log to report on the progress of their produce.	Garden logs and reports reflect appropriate value/ value e.g. commitment or self-discipline towards actions taken to consume more foods that support brain development

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			Students will share crops and take them home to eat with their families and also sell them as part of fundraising activities at school. Students will log which foods they ate and report on their improvements in consuming more foods that support brain power, and how it felt to consume foods they produced. *Teacher should guide students in cultivating foods with a short production time. Cash crops are a good option.*	
		Advocacy/ creative expression	Students will work in groups to assess the menu available at their canteen at school as well as foods often eaten at home or church. They will make recommendations for including more foods that support brain power. Students will subsequently create messages to promote eating for brain power. The messages may be presented in the form of a song, poem or dub poem. Platforms for the broadcast of the messages must be created. Teacher will provide feedback or clarify where necessary.	Creative pieces reflect effective use of advocacy skill and appropriate value/ virtue e.g. responsibility or sacrifice to encourage their peers to eat foods that support brain development

GRADE 6   **Theme: Appropriate Eating and Fitness**

Topic 3:   **Handling Food Safely for Good Health!**

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

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

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Explain how safe food handling principles prevent food-borne illnesses • Inform persons of the importance of safe food handling principles • Display the ability to use critical thinking skill to address situations of unsafe food handling	**Safe Food Handling Principles** **Be clean:** Wash hands and surfaces often. **Separate foods appropriately:** Avoid cross-contamination. Cross-contamination is how bacteria spread from one food product to another. **Cook thoroughly:** Cook to proper temperatures. Foods are properly cooked when they are heated for a long enough time at a high enough temperature to kill harmful bacteria. **Chill:** Refrigerate foods quickly because cold temperatures keep most harmful bacteria from growing and multiplying. Safe food handling principles prevent food-borne illnesses by preventing food from becoming infested with bacteria that can cause illnesses. **Germ** is another word for bacteria. Bacteria are tiny organisms that can sometimes make our bodies sick. They are so small that they can get	Group work/ Discussion	In groups, students will conduct an experiment to test how safe food principles prevent food-borne illnesses. Three members from each group will rub one tablespoon of oil all over their hands, they will subsequently sprinkle sparkle, sand, dirt or cinnamon over their hands as well to simulate germs. Students will rub their hands together. Each group representative will wash their hands using a different method. Group Member A will wash with cold water and no soap. Group Member B will wash with warm water and no soap. Group Member C will wash with soapy water. Each group representative will be given a white piece of hand towel or white cloth, representing food to dry their hands with. Groups will explain the physical appearance of each towel. They will draw conclusions and explain the first principle of safe food handling to prevent food-borne illnesses. Students will then discuss other safe food handling principles and explain how all the principles prevent food-borne illnesses. Students will watch the following video for clarification: "Five Keys to Safer Foods" https://www.youtube.com/	Students' responses reflect a clear and accurate understanding of how safe food handling principles prevent food-borne illnesses

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	into our food and bodies without being noticed. Bacteria can cause all kinds of illnesses. **Quick Germ Facts:** • Harmful germs 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. So, food may look okay but still not be safe to eat. • One little germ can multiply quickly and grow into over 250 in two hours and over 8 million in just a day. • Generally, foods from animals and unwashed vegetables and fruit all contain germs that can cause food poisoning. • The most common sources are meats, poultry (chicken and turkey), eggs, milk and shellfish (lobster. mussels, etc.) **The most common bacteria that cause food-borne illnesses are:** **Salmonella** is found in raw or undercooked meat and poultry (chicken and turkey), eggs, and unpasteurized milk. It can also come from raw vegetables and fruits that have not been washed. **Listeria** is a bacteria that can be found in foods like hot dogs, deli sandwich meats and all raw or undercooked meat. It can also come from soft cheeses.	ICT/ Infographics/ Presentations Case scenarios	watch?v=ONkKy68HEIM Guiding question: How do safe food handling principles prevent food-borne illnesses? Teacher will provide feedback and clarify where necessary Students will interview their peers to determine what safe food-handling principles they utilize and what unsafe food-handling practices they often observe. They will then work in groups to prepare infographics which they will use to promote the importance of safe food handling principles at school and home. They will display their materials in the HFLE Corner and share them during PTA meetings and devotion where they will educate persons on safe food handling principles and their importance to health. Teacher will use the following question to guide students' reflection: Why is it important to use safe food handling principles? Teacher will provide feedback and clarify where necessary. Students will work in groups to assess and respond appropriately to the following case scenarios in which safe food handling principles have been breached. Responses may be presented in a role-play or written dialogue. *Mary started to fry some chicken but was*	Infographics and presentations include accurate information, key messages and appropriate value/ virtue e.g. cleanliness or responsibility to inform persons of the importance of safe food handling principles Responses to case scenarios reflect proficient use of critical thinking skill along with appropriate value/ virtue e.g. cleanliness or

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	Campylobacter camps out in raw eggs (don't eat cookie dough), unpasteurized milk and cheeses, raw or undercooked meat, raw vegetables, shellfish, and untreated water. **E. coli** can be found in many foods, such as unwashed callaloo that hasn't been pasteurized. This is because it comes from the guts of animals which leave their faeces on the ground. **Leptospirosis** is bacteria spread through the urine of infected animals, which can get into water or soil and can survive there for weeks to months. Often transported by rats or mice.		*not able to fry all of it so she put the raw and fried meat in the same container and placed it in the fridge.* *John got up to prepare his breakfast with the bread that was left on the countertop. Just when he was about to bite into his sandwich, he realized that it had already been bitten.* *Juanita had a sudden urge to go to the bathroom, so she decided to go with the apple she was eating in her hand.* *Mark is hungry so he decided to eat the beef he was preparing before the recommended cooking time passed.* **Reflective Question:** Why do I need safe food handling practices? How does my handling of food put me at risk of food-borne illnesses? Teacher will provide feedback and clarify where necessary.	wisdom to address situations of unsafe food handling

THEME: APPROPRIATE EATING AND FITNESS

MODULE 2: GOOD HEALTH AND QUALITY LIVING

Demonstrate 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)
- Social skills (communication, 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 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: Physical Education

GRADE 6   **Theme: Appropriate Eating and Fitness**

Module 2:   Good Health and Quality Living
Unit 1:   Benefits of Physical Fitness
Learning Goals: By the end of the unit, students should be able to:
1. Understand the importance of healthy exercise and fitness habits
2. Appreciate the benefits of exercising and keeping fit
3. Use life skills to encourage safety during physical activity

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

4. Stewardship/service

Topic 1:   **Physically Active!**

Life Skills: Social: Communication
                   Cognitive: Decision making
                   Coping: Self-awareness, Healthy Self-management

Values/Virtues: **Commitment, Assiduousness, Responsibility, Self-Discipline**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of this topic, students should be able to: • Explain how physical activity benefits physical and mental health • Describe how to keep safe during physical activities • Propose strategies for improving their participation	**How Physical Activity Benefits Mental Health** • **Higher self-esteem:** Regular physical activity helps us feel better about ourselves. • **Stronger resilience:** When faced with mental or emotional challenges in life, being physically active can help us to cope healthily. Being physically active can also help boost immunity and reduce the impact of stress. **How Physical Activity Benefits Physical Health** • Improves health • Produces hormones that cause happiness	Stimulus Activity/ ICT/ Discussion	Students will participate in a social experiment to examine how physical activity benefits them physically and mentally. The class will watch a dance video while sitting down in a frozen position for approximately two minutes. The video will be shown for a second time with the students doing the movements shown. Students will compare how they felt physically and emotionally while they were physically active versus how they felt when they were sitting still. Students will share their thoughts in small groups. They will then view the video entitled "Physical Mental and Overall Health Benefits…Exercise Improves Health" to clarify information. https://www.youtube.com/watch?v=-lxg-	Students' responses reflect a clear and accurate understanding of how physical activity benefits mental and physical health

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
in physical activities • Demonstrate coping skills to support their ability to increase physical activity	• Prevention of illness/diseases • Boosts immune system • Improves blood circulation and lung capacity • Prevents bone loss • Increases muscle strength • Controls weight • Reduces cholesterol • Gives you energy • Improves sleep. Even short bursts of physical activity in the morning or afternoon can help regulate sleep patterns. **Physical activity** Includes sports and games as well as things like gardening, doing laundry, walking, running, skipping and playing football. **Clearance for Physical Activities** A doctor must be consulted to ensure that one is cleared to engage in physical activities as well as the type of activities that one may engage in and the level of engagement. Some people have medical conditions that may prohibit them from engaging in some types of physical activities. **Tips for Increasing Physical Activity** • Plan structured exercise • Use opportunities in daily routines to increase physical activity such as using the stairs instead of an elevator. • Walk short distances instead of taking a taxi when possible or safe to do so	Discussion/ ICT	35Xo_o **Reflective Questions:** • How do I feel emotionally when I am physically active? • How do I feel physically when I am physically active? • How can I benefit emotionally from being physically active? Sample Dance Video: "Just Dance 2018 Rockabye" https://www.youtube.com/ watch?v=tNUtAzh-C2U Students will be placed in groups and assigned different types of sports and physical activities that represent different types of physical activities (aerobic, muscle strengthening and bone strengthening) such as dancing, running, riding a bicycle, playing football, playing netball, gymnastics, swimming and others. Students will discuss their assigned activity and determine important safety tips to follow during these activities. Groups will share their answers. Students will record general safety tips for physical activities as well as safety procedures specific to types of sports and other physical activities. The following video can be shown to aid discussion: Sports Safety- Prepare. Prevent. Play https://www.youtube.com/ watch?v=H9gM8F17KYk Teacher will provide feedback and clarify where necessary.	Students' responses reflect a clear and accurate understanding of how to keep safe during physical activities

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	Staying Safe During Physical Activity: Safety during physical activity helps to prevent injury, illness and death. How to stay safe during physical activity: • Get medical clearance from a doctor before participating in physical activity. • Wear the correct gear to support safety during physical activity. • Follow the rules that govern sporting activities, exercise or any form of physical activity. • Follow the instructions of coaches and teachers when engaging in physical activity. • Listen to your body when engaging in physical activities. When in pain, pay attention and investigate what is causing it • Warm-up and cool down appropriately • Get enough rest	ICT/Action Plan/Pledge	Students will view the video: "Are You Active Enough?" https://www.youtube.com/watch?v=wjPPMw4kcLU then work in groups to plan ways in which they will incorporate physical activity into their daily life. First, they will estimate how many hours each day they dedicate to physical activity to see if they meet the 60-minute-per-day requirement. Based on their assessment they will then develop an action plan to incorporate the required number of additional minutes of physical activity each day. Individual students will write a personal pledge to express their commitment to increase physical activity in their regimes. Reflective Questions: How can I ensure that I incorporate enough physical activity into my day at school or home? What physical activities can I engage in? Teacher will provide feedback and clarify where necessary.	Action plans reflect appropriate strategies for improving their participation in physical activities Pledges reflect appropriate value/ virtue e.g. commitment or self-discipline
		Portfolio	Students will activate their action plans at home or school for four weeks. They will record the number of minutes spent each day on physical activity and compare it with their initial assessment of their engagement in physical activity. Students will develop a portfolio to capture their experiences will include the log and other artefacts to illustrate their involvement in physical	Portfolios reflect effective use of decision making or healthy self-management skill, along with appropriate value/ virtue e.g. assiduousness or responsibility,

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			activities; they will also write a reflective piece to express their feelings about this experience and how physical activity has improved their physical or mental health. They will also include safety measures they practised during the period. Students will report on their progress at intervals. **Reflective Questions:** How have I committed to improving my involvement in physical activities? What more can I do to increase physical activity in my daily life? How do I feel about myself since I have become more active/ How has physical activity improved my physical or mental health?	to support their ability to increase physical activity

THEME: APPROPRIATE EATING AND FITNESS

MODULE 3: FACTORS INFLUENCING EATING AND FITNESS

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

GRADE 6   **Theme: Appropriate Eating and Fitness**

Module 3:   Factors Influencing Eating and Fitness
Unit 1:   Factors Affecting Eating and Fitness
Learning Goals: By the end of the unit, students should be able to:
1. Understand the impact of factors affecting eating and fitness behaviours
2. Appreciate the nutritional value of culturally-diverse foods
3. Utilize life skills to extend experiences related to eating and fitness

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

Topic 1:   **Food Culture Influence**

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

Values/Virtues: **Moderation, Responsibility, Self-discipline**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic students should be able to: • Examine how personal beliefs, socio-cultural and economic factors influence eating and physical activity habits • Assess the nutritional value of a variety of foods • Express how	**Factors that Influence Our Eating Habits** • Cultural assumptions about ideal body image • Eating habits of family and community members • Types of foods cultivated in our town/country/region • Economic status of a country, community or family • Religious beliefs; for example, Rastafari, Seventh Day Adventists and Jews do not eat pork • Traditional eating habits, for	ICT/ Presentation/ Discussion	Students will watch a video presentation entitled, "Jamaican Foods" shown on the YouTube link below: https://youtu.be/4V-lGI3zPiU A discussion will follow using the following guided questions: • How do our ancestors such as the Indians and Africans influence the way we eat? • How do religious beliefs influence the way we eat or what physical activities I can participate in? • How does the economic status of my family affect what I eat and what physical activities I engage in? • How do my own beliefs impact my eating and physical activity habits? Students will use their responses and those of their peers to create a graphic	Students' responses reflect a clear and accurate understanding of how personal beliefs, socio-cultural and economic factors that influence eating and fitness habits

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
they feel about their eating or physical activity habits • Demonstrate the ability to use social or coping skills to support changing poor eating habits influenced by socio-cultural and economic factors	example, Indians use curry widely in meal preparation and Africans traditionally use a lot of spices in their food • Health issues: allergies, special dietary needs • What the media says about food The Caribbean is considered a melting pot of cultures. The diverse ethnic groups brought with them unique foods that have influenced how and what we eat. Jamaica's Food-Based Dietary Guidelines cover six food groups – Fruits, Vegetables, Staples, Legumes and Nuts, Food from Animals and Fats and Oils. **Lifestyle diseases such as hypertension, diabetes and cardiovascular diseases are often concentrated within different groups of people primarily because of the depth of the influence culture has on eating and fitness habits. It is important to make a targeted effort to break cultural influences and traditions that support poor eating and fitness habits.**	Research/ Report Journaling/Case scenarios	organizer that illustrates how socio-cultural and economic factors, as well as personal beliefs, impact eating and physical activity habits. Students will note the factors that negatively impact these habits. Teacher will provide feedback and clarify where necessary. Students will work in groups to research and report the nutritional value of a variety of unprocessed foods. Students will take samples of or pictures of the different foods to class. Foods selected should represent a variety of local foods and international foods accessible in Jamaica. Reports will be presented in the form of 'healthy plates' where students will combine different foods to create balanced meals. Teacher will provide feedback and clarify where necessary. Students will then review their assessment of their eating and fitness habits and the factors that influence these habits. In their journals, they will express how they feel about their assessment, paying close attention to how the negative influences impact what they consume regularly. They will also include what actions they are willing to take to improve negative eating and fitness habits.	Reports reflect accuracy in the nutritional value of a variety of foods; 'healthy plates' reflect a balanced meal Journal entries reflect self-awareness in identifying their feelings about eating habits and behaviours they are willing to take to change negative eating and fitness habits;

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			Reflective Questions: What can I do to help change cultural habits that result in poor eating and fitness habits? Teacher will provide feedback and clarify where necessary. Students will then critique case scenarios highlighting poor eating habits influenced by culture and complete or rewrite the scenario by writing appropriate responses that the character should take. *Mass Joe decides that he must eat eight dumplings with each meal because that is what he saw his father do.* *Jhemmimi refuses to eat unless she can drink a glass of sugary beverage with each meal.* *Joeko will eat only fried chicken with rice and peas for dinner as that is what he knows dinner to be traditionally.* *Judy insists that her food must have a noticeable amount of salt and other spices as that is how her grandfather taught her.* *Jordane believes that he should take a nap immediately after eating as this is how he was raised.* *Moodie was always told by his family members that he does not need to exercise as he is very skinny.*	New case scenarios reflect proficient use of problem solving skill, decision-making or healthy self-management skill, along with appropriate value/ virtue e.g. moderation or self-discipline, to support changing eating habits influenced by socio-cultural and economic factors

THEME: APPROPRIATE EATING AND FITNESS

MODULE 4: SOURCING INFORMATION

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

About the Module

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

Key Skills

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

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson.
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: Physical Education

GRADE 6   **Theme: Appropriate Eating and Fitness**

Module 4:   Sourcing Information
Unit 1:   Accessing Accurate Health Information
Learning Goals: By the end of the unit, students should be able to:
1. Understand the importance of accessing nutritional health services
2. Appreciate the nutritional health services available to them
3. Use life skills to support accessing credible sources of nutritional health information and services

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

4. Stewardship/service

Topic 1:   **Spotting Nutrition Facts**

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

Values/Virtues: **Education, Credibility, 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: • Investigate sources of factual, appropriate nutrition and physical activity information • Endorse the services offered by nutritional health stakeholders • Demonstrate the ability to use	To decipher whether information about eating and fitness is accurate we need to know where we can source reliable and valid content. Credible information about healthy eating and fitness can be found readily: • The Ministry of Health website https://www.moh.gov.jm/ • The Regional Health Authorities through their websites and offices: Western Regional Health Authority http://www.wrha.gov.jm/ Northeast Regional Health Authority http://nerha.gov.jm/ South East Regional Health Authority http://www.serha.gov.jm/	Research/ Discussion	In groups, students will research and discuss where they can get information to help address the following eating and fitness problems: 1. Johnny is ill because he did not store his food properly. 2. Community X is a community that farms a lot of yams and potatoes. They also have many people who have diabetes and hypertension. 3. Mr. Jacobs wants his family to become more physically active but he is not sure what to do before starting or how to get them interested. 4. Jenny is a student who wants to learn how to make healthy choices from the foods available to her. Teacher will use the following reflective question to guide students' reflection:	Students' responses reflect a clear and accurate understanding of where to get help and information to address eating and physical activity issues

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
cognitive skills to resolve issues related to nutrition and physical activity	Southern Regional Health Authority https://www.srha.gov.jm/ World Health Organization (WHO), Food and Agriculture Organization of the United Nations (FAO), Pan American Health Organization (PAHO), Caribbean Food and Nutrition Institute (CFNI), Rural Agricultural Development Agency (RADA) and Consumer Affairs Commission (CAC) are some organizations that will provide facts about health, eating and fitness. Food labels identify products and carry nutrition information which we can use to make good food choices. It is necessary to understand the meaning of nutrition facts, ingredient lists and serving sizes on food labels. Ingredients are listed in order of proportion, with the ingredient in the highest proportion listed first. Labels indicate suggested serving sizes and caloric value of foods. Labels also indicate where products are made and their expiry date. Students should be encouraged to buy Jamaican foods as much as possible. Information on the contents of unlabelled foods e.g. market produce and restaurant foods may be obtained from the RADA Extension Officers, the internet or textbooks.	Creative arts Research/ Presentation	Where can I get accurate information to meet my eating and fitness needs? Students will work in groups to create jingles or dub poems to promote the services of different agencies and organizations that support appropriate eating and physical activity needs. A recording of the jingles may be shared in PTA groups and other groups on WhatsApp etc. and posted to the school's social media page. **Reflective Question:** What can I do to advocate for greater access to nutritional health resources/ services? Teacher will provide feedback and clarify where necessary. Students will be placed in groups and using the same cases outlined above, or others, they will contact the relevant agencies to access information required to address the health issue. They will present their findings and recommendations to the class. Teacher will provide feedback and clarify where necessary. eating and fitness information such as food hygiene, engaging in physical activity, preventing lifestyle diseases, eating for health and wellbeing, food security, staying safe during physical activity, safe food handling principles, foodborne illnesses etc. Students should also gather information on the function	Creative pieces reflect approval and support of services offered by nutritional stakeholders along with appropriate value/virtue e.g. education Presentations reflect proficient use of the steps in problem solving or critical thinking skill, along with appropriate value/ virtue e.g. education or responsibility

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			of various health organizations that support appropriate eating and fitness. Information for resources can be received from places such as the Regional Health Authorities and local Health Centres.	

MANAGING THE ENVIRONMENT

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RSME1: Demonstrate understanding of the inter-relationships of a sustainable natural environment.	1. Describe basic functions and characteristics of a sustainable environment (e.g., water cycle, food chain, and carbon cycle). 2. Recognise ways human behaviour affects a sustainable environment. 3. Appreciate the value of a sustainable environment.	1. Maintaining My Environment	1. Exploring Jamaica's Biodiversity	• Think Sustainability-Think You • Endemic Species • Water Consumption and Conservation
RSME2: Demonstrate understanding of the environmental threats to the health and well-being of students, families, schools and communities.	1. Explore how the main factors contribute to the priority environmental health threats (e.g., agents, vectors, and hosts). 2. Appreciate the personal and collective role of students, their families, and communities in either increasing or reducing exposure to environmental health risks.	2. Environmental Threats	1. Managing Health Threats	• Reducing Environmental Health Threats
RSME3: Analyse the relationship between a sustainable and healthy environment, and the social and economic well-being of students, schools, and communities.	1. Demonstrate an understanding of the relationship between a healthy, sustainable environment and the quality of life in the school and community. 2. Describe the benefits of a healthy, sustainable environment as it relates to the socio-economic well-being of students, family, school and community.	3. Sustaining the Environment	1. Caring for Our Environment	• Keeping My Environment Pest-free

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RSME4: Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environments and the reduction of environmental health threats in the home, school, community, and region.	1. Demonstrate skills in selecting appropriate responses for reducing threats to the environment and priority environmental threats. 2. Describe the benefits of adopting sound practices for reducing environmental health threats in thehome, school, and community. 3. Develop an age-appropriate plan to reduce environmental threats in the home and school. 4. Appreciate the need for students, families, and schools to work together to contribute to a healthy environment.	4. Sustaining the Environment	1. Caring for Our Environment	• Creating and Managing a Litter Free Environment
RSME5: Develop knowledge and skills to access age-appropriate sources of information, products, and services as it relates to managing the environment.	1. Demonstrate the ability to locate and utilise accurate, age-appropriate resources within the community, in regard to managing the environment.	5. Sources of Information	1. Accessing Information on Managing the Environment	• Where Do I Go?

THEME: MANAGING THE ENVIRONMENT

MODULE 1: MAINTAINING MY ENVIRONMENT

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

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

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 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, Civics, Social Studies, Science

GRADE 6 **Theme: Managing the Environment**

Module 1: Maintaining My Environment
Unit 1: Exploring Jamaica's Biodiversity
Learning Goals: By the end of the unit, students should be able to:
1. Understand the inter-relationships of a sustainable natural environment
2. Appreciate the value of a sustainable environment
3. Apply appropriate life skills to reduce the impact caused by human exploitation of Jamaica's natural resources

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

Topic 1: **Think Sustainability, Think You**

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

Values/Virtues: **Care, Appreciation, Respect, 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: • Examine issues affecting environmental sustainability and the benefits of preservation • Describes the need for environmental preservation practices • Advocate for the adoption	Sustainability is the practice of managing our natural resources in a manner that does not despoil, exhaust or extinguish the resources. Preservation is the action of conserving, protecting or restoring the environment. **Basic Functions and Characteristics of a Sustainable Environment** **1. The Water Cycle** The earth has a limited amount of water. The water cycle refers to the continuous movement of water from the ocean, to the atmosphere, then to the Earth and back to the ocean to commence the cycle again.	Discussion	Students in groups will examine issues concerning sustainability and discuss the benefits of preservation. They will draw an outline of an island on a sheet of blank paper. The island should include diverse places and features (use pictures or draw them), such as tourist attractions, forms of transport, cities, markets and weather. Students will then write as many environmental problems as they can on the map beside the places and features. The maps will be placed on the walls around the room or outdoors if the activity is done outside the classroom. The students will walk around the room/area in pairs or small groups and discuss the environmental problems on the islands and how preservation can alleviate or	Worksheets reflect a clear and accurate understanding of issues affecting environmental sustainability and the benefits of preservation

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
of sustainable practices to preserve the environment	This cycle is made up of a few main parts: evaporation/transpiration, condensation, precipitation and collection. ***Evaporation** is when the sun heats water in rivers, lakes or oceans and turns it into vapour or steam. The water vapour or steam leaves the river, lake or ocean and goes into the air. **Transpiration** is the process by which plants lose water out of their leaves and it becomes vapour in the air. **Condensation** occurs when water vapour in the air gets cold and changes back into liquid, forming clouds. **Precipitation** occurs when so much water has condensed that the air cannot hold it anymore. The clouds get heavy and water falls back to the earth in the form of rain, hail, sleet or snow. **Collection**: When water falls back to earth as precipitation, it may fall back into the oceans, lakes or rivers or it may end up on land. When it ends up on land, it will either soak into the earth, becoming part of the "ground water" that plants and animals use to drink, or it may run over the soil and collect in the oceans, lakes or rivers where the cycle starts all over again. The ocean absorbs 25-30% of carbon dioxide (CO2); therefore the more	Discussion/ Research/ Presentation	eliminate them. Students will record their discussion points on a worksheet. Focus Question: How does human behaviour affect environmental sustainability? Reflective and Guided Questions: • What are the basic functions and characteristics of a sustainable environment? • What is my role in sustaining the environment? • How am I contributing to a sustainable environment with personal practices? **Sample worksheet questions:** 1. How many types of environmental issues did we find on the maps? 2. How many of these could be avoided? 3. Which environmental issue occurred most frequently? 4. Which feature or place was commonly affected among the maps? 5. What can we do to preserve our environment from these issues? Students will participate in panel discussions on the importance of adopting sustainable practices to preserve the environment. Each group will supply a member to be a panellist. One student will act as moderator to guide the discussion using the following guided questions and reflective question Guided questions: • How can students our age adopt sustainable practices?	Students' responses in panel discussion reflect sound and valid arguments regarding the need for sustainable practices

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	CO2 emitted into the atmosphere, the more the ocean will absorb. While this absorption helps to reduce the intensity of climate change on the atmosphere, when CO2 dissolves in the ocean it causes an increase in its acidity as it combines with water.		• Why is it important to practise sustainable activities? Reflective Question: How can I promote advocacy among my peers as a response to sustainable practices for preserving the environment?	
	This results in seawater becoming corrosive to the shells and skeletons of many organisms, causing serious consequences which unbalance the marine ecosystem. The water cycle is therefore a natural part of the environment and should not be disrupted. https://www.activesustainability.com/water/how-the-water-cycle-works/ **2. Food Chain (food web)** Ecosystems are communities of plants and animals that live and have interconnected relationships in the same climate (arctic, desert, tropical) or environment (land, freshwater river or lakes, the ocean). Food webs comprise predator-prey relationships; an animal (predator) and the animal it eats (prey). Food webs comprise interconnected food chains. Chains are defined as the predator-prey and food source relationships between plants, which are the producers of food supporting life on Earth, animals that eat the plants, called primary consumers, and other animals that eat animals. **3. Carbon Cycle**	Project	Students will carry out a sustainability audit of their school to determine how well resources are being preserved. Each group will be responsible for a different aspect of the audit. For example, one group will gather information from staff members (e.g. the canteen persons, groundsmen, principal) about waste management, water preservation etc. Students will make presentations of their findings and suggest an environmental sustainability plan for the school to the class. Students can also write a letter with their recommendations to the teacher, grade supervisor, PTA, Principal or Board Chair. Areas of focus could include: 1. Energy/Water Consumption 2. School buildings' sustainability features e.g. solar panels, wind turbines, improved insulation, and water recycling among others? 3. School Grounds: Do the school grounds support school gardens? 4. Food and Drink: Is food sourced locally? Does the school compost its food waste? Does the school grow any of its food? 5. Waste: What do/could the school	Presentations reflect effective use of the steps in advocacy skill, along with appropriate value/ virtue e.g. care or appreciation, to encourage the adoption of sustainable practices to preserve the environment

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	This is the interconnected pathways through which carbon is recycled in the biotic and abiotic components of the biosphere. Carbon must be recycled through living organisms or it stays in the atmosphere. It cycles quickly between organisms and the atmosphere.

Due to human activities, there is more carbon dioxide in the atmosphere today than in the past hundreds of thousands of years. Burning fossil fuels has released great quantities of carbon dioxide into the atmosphere. Cutting forests and clearing land have also increased carbon dioxide in the atmosphere because these activities reduce the number of organisms that use up carbon dioxide in photosynthesis. In addition, clearing often involves burning, which releases carbon dioxide that was previously stored in autotrophs.

Human behaviour affects a sustainable environment
Humans impact the environment in several ways, including decreased water quality, increased pollution and greenhouse gas emissions, depletion of natural resources and contribution to global climate change. Some of these are the direct result of human activities, whereas others are secondary effects that are part of a series of actions and reactions. Some of the most common behaviours include: the destruction of habitats, deforestation, introduction of invasive | | reduce, reuse, recycle or repair?

Guiding question:
What do you think the most common type of waste in the school kitchen bin would be?

Reflective question:
What can I do to sustain a healthy environment in my home, school and community?

Students may also carry out a similar sustainability audit at home and make an improvement plan for their families to implement. | |

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	species, hunting and poaching, pet collection and the pet trade, polluting the air, land and sea. **Benefits of sustainability:** • Economic benefits • Resources for future use • Supports the balance of nature **How to promote sustainable practices for the environment in schools and communities:** • Promote the protection, restoration and conservation of ecosystems, natural resources, goods and environmental services • Develop and implement plans to protect natural resources at school and community • Promote environmental management within the school and community, in collaboration with other groups/agencies • Implement plans in school communities on climate change and protection of the ozone layer • Active involvement in Health and Family Life Education and environmental clubs • Monitor the use and conservation of all resources such as water and energy Sample resources archive.teachfind.com/ttv/static. teachers.tv/shared/files/11840.doc			

GRADE 6   **Theme: Managing the Environment**

Topic 2:   **Endemic Species**

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

Values/Virtues: **Care, Consideration, Respect, Responsibility**
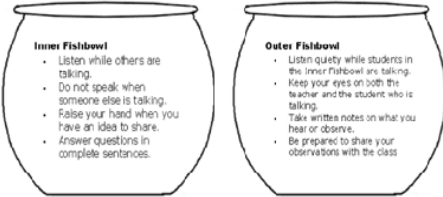
Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Distinguish between endemic species and exotic species • Describe the dangers associated with endemic species in Jamaica • Display appreciation for species endemic to Jamaica • Demonstrate the ability to use advocacy skill to encourage the protection of plants and animals endemic to Jamaica	**Endemic** species are indigenous, that is, they are native to the environment where they are found. Exotic species are those that have been introduced. There are a few plants and animals that are endemic to Jamaica. Many plants found in Jamaica have medicinal purposes and are used in the manufacture of medicine, cosmetics and general skin care. **Exotic** species are those species that are introduced to the environment. That is, alien species, exotic species, non-indigenous species, or non-native species living outside their native distributional range, having arrived there by human activity, either deliberate or accidental. Non-native species can have various effects on the local ecosystem. **Endemic animals:** include the Jamaican hutia, black-billed and yellow-billed parrot and the Jamaican iguana. **Endemic plants:** include Lignum Vitae, Poinciana and Hibiscus	Pictures/ Discussion	Students in groups will examine and discuss pictures of endemic and exotic species of plants and animals. They will explain the difference between the two types of species and categorize them accordingly. Students will record their discussion points and share them with the class. **Sample pictures** https://caribbeaninvasivespecies.weebly.com/ http://www.oas.org/dsd/iabin/component2/Jamaica/I3N-InstituteOfJamaica/Poster.pdf Sample Video - Species https://study.com/academy/lesson/endemic-plants-and-animals-definition-examples-quiz.html **Discussion Questions:** • What does it mean for a species to be indigenous? • What animal or plant species do you know of that are endemic vs. exotic? • Why is it important to protect species?	Students' responses reflect a clear and accurate understanding of the difference between endemic and exotic species; species are placed in the correct category

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	Exotic animals: include monkeys, iguanas and birds **Dangers of endemic and exotic plants and animals** • They out-compete native species • They destroy habitats • They carry diseases **Preserving endemic plants and animals** Our tropical Caribbean climate facilitates our renowned diverse ecosystems. It shelters, nurtures and stimulates the beautiful plant and animal life in Jamaica. The authorities recognized the tremendous significance and potential of this aspect of our heritage and designated some of our more fertile areas as protected. Among the island's protected areas are the Morant and Pedro Cays, Bull Head Forest Reserves, Portland Bight, Palisadoes – Port Royal, Cockpit Country, Hellshire Hills, and Litchfield forest reserves. In 1992, Jamaica's first marine park, covering nearly 6 square miles (about 15 square km), was established in Montego Bay. Blue and John Crow Mountains National Park was created on roughly 300 square miles	Research/ Presentation Creative Writing	Students will conduct research on the dangers/threats to endemic species in Jamaica, the consequences of destroying these species, what persons can do to protect these species and why we shouldshow appreciation for them by protecting them from extinction. They will prepare a PowerPoint presentation or infographics to aid in their presentation. **Reflective question:** What can I do to be more environmentally responsible? How can I protect endemic species? Students will write a blog or record a video or podcast, expressing appreciation for endemic species and encouraging Jamaicans to take action to protect these species from extinction. They will educate people on how their extinction can affect the environment.	Presentations reflect accuracy of information and a clear and accurate understanding of the threats associated with endemic species in Jamaica Blogs, videos or podcasts reflect factual information, appropriate value/virtue e.g. appreciation or consideration for endemic species, and effective use of advocacy skill to encourage protection of endemic plants and animals in Jamaica

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	(780 square km) of wilderness that supports thousands of tree and fern species, rare animals and insects, such as the Homerus swallowtail, the Western Hemisphere's largest butterfly and the Jamaican Boa snake.			

GRADE 6   **Theme: Managing the Environment**

Topic 3:   **Water Consumption and Conservation**

Life Skills: Social: Advocacy

Cognitive: Critical thinking, Creative thinking, Decision making

Coping: Self-awareness

Values/Virtues: **Stewardship, Care, Responsibility, Cooperation**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Examine consequences of overusing or wasting water • Compare and contrast water use in different environments • Propose strategies for conserving water at school and home • Demonstrate the ability to use cognitive skills to comply with water conservation methods	The Water Cycle is important to our ecosystem as all living organisms need water to grow and survive. In an ecosystem, water cycles through the atmosphere, soil, rivers, lakes, and oceans. Some water is stored deep in the earth. Surface water, on the other hand, is the source that sustains life on land. **Sources of Water:** Rainwater, oceans, rivers, lakes, streams, ponds and springs are natural sources of water. Dams, wells, tube wells, hand pumps and canals are man-made sources of water. **Rain Water:** Rainwater collects on the earth in the form of surface water and underground water. **Surface Water:** Water present on the surface of the earth in the form of oceans, rivers, lakes, ponds and streams is called surface water. **Underground Water:** Some of the rainwater seeps through	Forced Debate Research/ Worksheet/ Discussion/ Presentation	In pairs or small groups, students will debate the moot, "Water conservation is not necessary as there is enough water for all our needs" or any other suitable topic. The debate will take the form of the fish bowl strategy *Sample Fish Bowl teaching strategy for modification:* https://www.tolerance.org/ sites/default/files/Fishbowl.pdf Students in pairs will collect information about where, when and how they use water at school and home for seven days. Students will complete a worksheet tallying how water is used in various areas at school and home. They will calculate all obvious water usage such as taking showers, brushing teeth, washing hands, flushing toilets, as well as water used during food preparation,	Students' responses reflect a clear and accurate understanding of the consequences of overusing or wasting water Worksheets include accurate calculations; presentations and discussion reflect a clear and accurate understanding of how water is used in different households;

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	the soil onto the rocks below. Sometimes due to high pressure, this water sprouts out in the form of springs. It can be obtained by digging wells and sinking tube wells among others. **Consequences of Water Wastage** Wasting water can lead to the destruction of aquatic environments, lack of agricultural productivity and scarcity of safe drinking water. The latter can result in dehydration and sickness. Overuse of water in homes also leaves less fresh water for use in agriculture. If plants cannot be watered due to shortages, crop yields are reduced and the food supply for humans and livestock is threatened. **Consumption of Water:** Every day, expensive imported chemicals are used in the water treatment process; electricity is used to pump water over hills and valleys, and pipes, pumps and other fittings are used to maintain a reliable service. This all comes at a cost. While the amount of water used varies depending on personal habits and water pressure, a typical single-family home in Jamaica uses between 3,000 and 5,000 gallons of treated water per month. Studies done around the world show that approximately 10% of the water used in homes is wasted because of leaks. These studies also show that water consumption within		watering the lawn, washing the car, etc. Students will research ways to determine flow rates of showers and toilets for example, by contacting manufacturers, doing online research and/or by calculation, using large, empty containers (to catch water) and a stopwatch (to time the amount of water collected per minute). At the end of the week, students will be placed in larger groups to collate their data using a chart (bar graph, histogram, pictograph among others) to compare and contrast water usage in different households. They will present to the whole group and explain their findings and conclusions. In the same groups, students will then discuss strategies that can be employed to conserve the amount of water used for each activity. **Discussion Questions:** • Did you use water in any manner that was not listed on the data collection sheet? • Did you use more water or less water than you expected? • If you knew you would not have that much water, which activities would you eliminate and why? • Do you think you used water wisely? If not, explain what was unwise. • How could you use less water and still do all the activities listed in the data collection sheets? • Can you save water? How? • Why is it necessary for us to save	strategies for conserving water at school/home are suitable and practical and reflect appropriate value/virtue e.g. responsibility or consideration

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	an average household can be reduced by about 30% by using proper water-saving devices and good conservation practices. **The National Water Commission suggests 4 basic ways to save water:-** **Economize**: Be conscious of the amount of water you utilize and use less whenever you can. **Fix Leaks**: A leak of merely 1 drop per second, wastes 2,400 gallons per year. Most leaks are easy to repair with some basic know-how and a few simple tools. **Use water-saving devices**: There are several simple devices that can significantly reduce water usage. These include aerators, flow regulators and displacement devices. **Re-use Water**: Used water, such as at the kitchen sink and the washstand, is often suitable for other purposes. If this "grey water" is used more than once it saves water for other uses. **Conserving Water:** • Check for leaks in pipes, hoses, faucets, bathrooms and kitchen. • Repair dripping faucets by replacing washers • Never throw water away • Take shorter showers	Checklist	water? **Sample Water Tally Worksheet** | Activity	Water Consumed (gallons)
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Flush toilet	5-7
Take a shower	25-50
Wash dishes	20	 **Reflective Questions:** What can I do to conserve water? What behaviours do I need to change that contribute to over-usage or wasting of water? Using the strategies brainstormed to conserve water, students will create a 'Water Conservation Checklist' which they will use to monitor their efforts, and those of their family members, to reduce the amount of water wasted in daily activities. They will create a goal e.g. reduce the amount of water used in the home by 15%. After the assigned period students will present the completed checklist and calculation of water used. They will compare their worksheet with the previous worksheet and compare their water usage. They will reflect on their efforts to achieve their goal and indicate what new actions they can take to further improve their ability to conserve water. **Reflective Question:** How do I feel about complying with water conservation methods?	Checklist and worksheets and reflect effective use of decision making or problem solving skill, along with appropriate value/virtue e.g. stewardship or care, to comply with water conservation methods

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	• Turn off the water after you wet your toothbrush • When washing dishes by hand, don't leave the water running for rinsing • Don't let the faucet run while you clean vegetables • Keep a bottle of drinking water in the fridge. • Water your lawn only when it needs it • Don't run the hose while washing your car • Use a broom, not a hose, to clean driveways and sidewalks • Store rainwater for plants			

THEME: MANAGING THE ENVIRONMENT

MODULE 2: ENVIRONMENTAL THREATS

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

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

Key Skills

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

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson.
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, Civics, Social Studies, Science

GRADE 6 **Theme: Managing the Environment**

Module 2: Environmental Threats
Unit 1: Managing Health Threats
Learning Goals: By the end of the unit, students should be able to:
1. Understand environmental threats that affect the health and well-being of students, families, schools, and communities
2. Appreciate the personal and collective role of self and others in reducing exposure to environmental health risks
3. Apply appropriate life skills to reduce personal contribution to environmental health threats

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

Topic 1: **Reducing Environmental Health Threats**

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

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

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of this topic, students should be able to: • Explain what is meant by environmental health • Examine factors threatening environmental health • Express concern about environmental health threats	Environmental health is the science and practice of preventing injury and illness to humans from environmental sources and hazardous agents. It is the promotion of well-being by limiting exposure to physical, chemical and biological agents in the water, air, soil, food and any other medium in the environment that could affect the health of humans. Maintaining environmental health is critical to the quality of life and health. **World Health Organization and Environmental Health Threats:** Environmental factors are a root cause of a significant disease burden, particularly in developing countries.	Brainstorming Research/ Simulation/ Discussion	Students will brainstorm the meaning of the concept of 'environmental health'. They will watch the following video and then explain their understanding of the term. 'What is Environmental Health': http://www.kesab.asn.au/litterless/wp-content/uploads/sites/8/pdfs/litter-scenarios-chart.pdf In groups, students will then simulate a radio or television program discussing factors that threaten environmental health. Each group will research and discuss one of the following topics (before class) and use two minutes each to broadcast	Students' responses reflect a clear and accurate understanding of the meaning of 'environmental health' Simulation reflects a clear and accurate understanding of factors that threaten environmental health

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
• Advocate for support to address environmental health problems	An estimated 25% of death and disease globally, and nearly 35% in regions such as sub-Saharan Africa, is linked to environmental hazards. Some key areas of risk include the following: **Unsafe water, poor sanitation and hygiene** kill an estimated 1.7 million people annually, particularly as a result of **diarrhoeal disease**. **Indoor smoke** from solid fuels kills an estimated 1.6 million people annually due to respiratory diseases. **Malaria** kills over 1.2 million people annually, mostly African children under the age of five. Poorly designed irrigation and water systems, inadequate housing, **poor waste disposal and water storage, deforestation and loss of biodiversity,** all can be contributing factors to the most common **vector-borne diseases including malaria, dengue and leishmaniasis.** **Vector-borne diseases** are human illnesses caused by parasites, viruses and bacteria that are transmitted by mosquitoes, sand flies, triatomine bugs, blackflies, ticks, tsetse flies, mites, snails and lice. Every year there are more than 700,000 deaths globally from diseases such as Malaria, Dengue, Schistosomiasis, Chagas Disease, Yellow Fever, Japanese Encephalitis And Onchocerciasis.	Letter-writing/ Project	their main news item to createa 10-minute news broadcast (in-class activity). The news item should seek to educate the viewers on how the factor compromises environmental health. **Factors Threatening Environmental Health** 1. Unsafe Water, Poor Sanitation, Hygiene 2. Indoor Smoke, Urban Air pollution 3. Vector-Borne Diseases-Chikungunya, Zika, Malaria, Dengue 4. Climate Change 5. Unintentional acute poisonings **Sample Guided Questions** 1. Why is this factor an environmental health threat? 2. How does this factor affect our personal health? 3. How has this factor affected children? Students will identify at least two environmental health topics they are very concerned about and explain why. They will write a letter to their MP or the Honourable Prime Minister discussing their concerns and suggest actions or request support to address the issues. They will develop an action plan with at least two activities that the school or community can do to help protect the environment and their health. They will work together to developan environmental health campaignto gain support for their cause and implementation of their proposed activities.	Letters and campaigns reflect appropriate value/ virtue e.g. care or concern about environmental health threats and effective use of advocacy skill to gain support to address environmental health problems

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	The major vector-borne diseases, together, account for around 17% of all infectious diseases. The burden of these diseases is highest in *tropical and subtropical* areas and they disproportionately affect the poorest populations. *Since 2014, major outbreaks of Dengue, Malaria, Chikungunya, Yellow Fever And Zika have afflicted populations, claimed lives and overwhelmed health systems in many countries.* *Urban air pollution* generated by vehicles, industries and energy production kills approximately hundreds and thousands of people annually. *Unintentional acute poisonings* kill 355,000 people globally each year. In developing countries, where two-thirds of these deaths occur, such poisonings are associated strongly with excessive exposure to, and inappropriate use of, toxic chemicals and pesticides present in occupational and/or domestic environments. *Climate change* impacts, including more extreme weather events, changed patterns of disease and effects on agricultural production, are estimated to cause over 150, 000 deaths annually. *Plans to reduce exposure to environmental health risks* • **Housing**: Ensure clean fuel for heating and cooking, no mould or		In groups, students create an infographic displaying plans to reduce exposure to environmental health risks using one of the following goals per group: Reflective Questions: How am I contributing to environmental health threats? What behaviours do I need to adopt to reduce environmental health risks?	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	pests, and remove unsafe building materials and lead paint. • **Schools**: Provide safe sanitation and hygiene, free of noise and pollution and promote good nutrition. • **Health facilities**: Ensure safe water, sanitation and hygiene, and reliable electricity. • **Urban planning**: Create more green spaces and safe walking andcycling paths. • **Transport**: Reduce emissions and increase public transport. • **Agriculture**: Reduce the use of hazardous pesticides and no child labour. • **Industry**: Manage hazardous waste and reduce the use of harmful chemicals. • **Health sector**: Monitor health outcomes and educate about environmental health effects and prevention. Since most environmental health risks to children occur in the home and community environment it is important to practise health-enhancing behaviours such as proper waste disposal.			

THEME: MANAGING THE ENVIRONMENT

MODULE 3: HEALTH AND WEALTH

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

About the Module

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

Key Skills

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

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson.
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, Civics, Social Studies, Science

GRADE 6   **Theme: Managing the Environment**

Module 3:   Health and Wealth
Unit 1:   Sustaining a Healthy Environment
Learning Goals: By the end of the unit, students should be able to:
1. Understand the relationship between a healthy sustainable environment and the socioeconomic well-being of self and others
2. Appreciate the benefits of a healthy, sustainable environment on health and well-being
3. Use appropriate life skills to promote enabling activities for a sustainable environment

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

Topic 1:   **Keeping My Environment Pest Free**

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

Values/Virtues: **Responsibility, Appreciation, Care, Stewardship**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: • Assess the effects of pests on the environment • Explain the integrated pest management approach • Examine the use of pest control methods • Change	**Pest Control** All living things have roles in the environment. Depending on their roles in food chains and food webs, living things can be producers, consumers, predators, prey or decomposers. Each of these roles is important. We call some living things pests because, when they are abundant, they can cause harm to our homes, schools, and health, and can be a financial burden. Some pests, such as mice, can be dangerous in our living space, because of their potential for spreading disease. **5 Signs of an Infestation** **1. Noise** - While pests are quiet, they	Stimulus Brainstorm/ Discussion/	Students will brainstorm what makes something a pest and give examples. In groups, students will then read facts about one of the following pests and present information about its effects on humans and the environment. They will include reasons why the organism is considered to be a pest. **Cockroaches**: https://pestworldforkids.org/pest-guide/cockroaches/ **Rats**: https://www.canr.msu.edu/ipm/uploads/files/Community_and_Schools_PDFs/lesson10.pdf **Termites fact sheet:** https://www.canr.msu.edu/ipm/uploads/files/Community_and_Schools_PDFs/lesson10.pdf	Students' responses reflect a clear and accurate understanding of the effects of pests on the environment

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
behaviours to prevent the occurrence of pests in their environment • Demonstrate the ability to use cognitive skills to address pest infestation in the environment	are by no means silent. Listening at night is the best way to hear them, as this is the time they are most active. A little pitter-patter sound is all you need to confirm that they are inside the house. **2. Smell** - If you are in high-risk areas for pests, such as the kitchen or basement, and catch a whiff of a musky odour, you must investigate properly. Tracking down the source of the smell will often lead you to the next items on our list, and concrete evidence of pest infiltration. **3. Nesting** -Once a pest enters the home, it is probably going to want to stay there. To make their tenancy long-term, pests like to make nests. They will do this in the darker, less-trafficked areas of your home, such as behind appliances, in wall cavities or under cupboards. However, as mentioned above, smell is a strong indicator of a nest, so follow your nose! **4. Damaged Furniture and Wiring-** Nothing says mice more than a gnawed chair leg. Rodents and ants will chew and bite at anything. This means nothing is safe: pipes, insulation, wood, plastics, food or wires. Check around the skirting boards, at the base of cupboards and other pieces of furniture, especially in high-risk areas. **5. Droppings** - The finding of foreign	Game/ Discussion	**Mosquitoes**: http://www.lsuagcenter. com/nr/rdonlyres/17293970-a947-4773-ab73-25391c0b265e/5416/ skeeterbusterlesson902.pdf In groups, students will explore various methods that are used to get rid of pests from the environment. First, students will be divided into six groups to review one of the steps in integrated pest management. Students will be asked to explain what they think is done at each stage. Teacher will provide feedback and clarify where necessary. Labels will be placed around the classroom representing the six steps in integrated pest management. Students will listen to different statements and stand under the step that the statement corresponds to. Sample statements: ✓ Margaret checked under the sink and around the refrigerator and stove for signs of cockroaches and mice. **#1 inspect and investigate** ✓ Terrance showed his mom, brothers and sisters things they can do to keep pests out of the house. **#6 educate** ✓ Keisha and her family used caulk to seal the holes and cracks in the walls to keep pests out. **#4 choose control method- habitat modification** ✓ Derrick and his brothers did all of the dishes after dinner, sponged off the counters and swept the floor. **#4 choose control method- habitat**	Students' responses include a clear and accurate understanding of the different steps in integrated pest management

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	animal droppings in or around your home should be met with extreme caution. Be it urine or faecal matter, the waste of a pest is not only a clear sign they are there but also a vessel for dangerous pathogens, such as bacteria and viruses. Make sure any contaminated area is cleaned thoroughly after contact. The trick now, however, is identifying the pest by its leavings. Larger pests, such as mice or rats all leave rather obvious droppings, but smaller animals, such as cockroaches, are a bit more subtle. As with the example of cockroaches, their droppings tend to look like coffee granules, so be wary of anything that looks like granules but is distinctly out of place. **Pest Control Methods** **Integrated pest management** is a holistic approach to sustainable agriculture that focuses on managing insects, weeds and diseases through a combination of cultural, biological and chemical measures that are cost-effective, environmentally sound and socially acceptable. Its main principle is to manage pest problems by using a variety of methods and reducing pesticide use. It has six steps: inspection and investigation (looking for pests), identification and learning (identifying what pests are in the environment and learning about them), monitoring (regularly checking problems), choosing control methods		**modification** ✓ Jasmine and her grandmother placed sticky traps on the floor and counters where they had seen cockroaches and cockroach droppings. Every week they counted and wrote down the number of cockroaches they caught. **#3 monitor** ✓ Students from the school interviewed teachers, custodians and food-service workers to learn what pests they had seen. **#1 inspect and investigate** ✓ Kim and her brother caught some roaches on a trap. They looked through books to identify the type of roaches they had. They learned the type of roach they have, where it likes to live, and what it can do. **#2 identify and learn** ✓ To help control mosquitoes in the city, the City Mosquito Control Department sprayed a bacteria that is a natural enemy of mosquitoes. **#4 choose control method-biological control** ✓ The students looked over records of what pests they found in each part of the building over the last 6 months. They decided that they neededto do more in the kitchen and the Kindergarten room. **#5 evaluate** ✓ The IPM team taught the students in the rest of the school ways they can keep pests away by never leaving garbage or food in the lockers overnight or littering. **#6 educate** ✓ All food waste or other garbage is placed in sealed bags before they	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	(getting rid of pests without affecting people), evaluation (checking if pests have been eliminated) and education (teaching others how to get rid of pests). There are four control methods in integrated pest management. These are: Cultural control – changing the environment to remove the pests. This includes keeping areas clean and cleaning up food; in agriculture, this involves crop rotation in fields and choosing resistant varieties of crops that are resistant to aparticular pest. Mechanical control – use of physical objects such as traps, machines and other contraptions. Examples of these include traps for different rodents or insects. Biological control – use of natural enemies of pests such as animals and other creatures. For example, a cat can be introduced to rid the environment of mice. Chemical controls – use of substances poisonous to pests, such as sprays and baits. These include rodenticides often used in homes and pesticides which are used in agriculture.	Investigation/ Presentation	are put in the dumpster. The dumpster lid is kept closed and garbage is never placed outside of the dumpster. **#4 choose control method-habitat modification** ✓ Michael and Brittany collected insects that were eating the plants in their garden. They put the insects in a container and took them to a university for experts to identify them. **#2 identify and learn** ✓ Mrs. Patterson saw ants under her desk. She watched them and saw that they were crawling out of her desk. When she opened the drawer she saw that the ants were crawling all over the candy that she gave out as rewards. **#1 inspect and investigate** Activity taken from: https://www.canr.msu.edu/ipm/uploads/files/Community_and_Schools_PDFs/wholedoc.pdf Students will conduct interviews and investigations at school to determine if the environment is affected by pests. They will work in pairs or teams to conduct the activity, using the following questions to guide their interviews: 1. What pests or signs of pests have you observed in the environment? 2. Where did you observe this? 3. What has been done to eradicate the pests from the school environment? 4. What do you think is causing the pests? Students will present their findings and	Presentations reflect effective use of problem solving skill to determine strategies, along with appropriate value/virtue e.g. responsibility, to address pest infestation in the environment

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment
	What is a Pesticide? A pesticide is any substance or mixture of substances used to prevent, destroy, repel pests or reduce the damage pests cause. While people often think that pesticides are chemicals aimed at insects, common pesticides include household disinfectants such as bleach and kitchen and bathroom cleaners aimed at bacteria. Other common pesticides include those targeted at insects (insecticides), rats and mice (rodenticides), weeds (herbicides), and fungi (fungicides).	Investigation/ Journaling	determine which control methods can be used to address the problem and prevent further pest infestation. Students will also conduct the same activity in their homes. In their journals, they will indicate their findings and thepersonal actions they have taken to prevent or treat pest infestation in the home. **Reflective questions;** How do my actions contribute to pest infestation in the environment? What can I do differently to prevent pest infestation?	Journal entries reflect effective use of healthy self-management or self-awareness skill to identify and act on behaviours that need to change to prevent or treat a pestinfestation

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, Civics, Social Studies, Science

GRADE 6   **Theme: Managing the Environment**

Module 4:   Sustaining the Environment
Unit 1:   Caring for Our Environment
Learning Goals: By the end of the unit, students should be able to:
                   1. Understand ways to care for the environment
                   2. Appreciate that caring for our environment keeps us healthy
                   3. Demonstrate actions to keep the environment litter-free
Core Values: **Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook**
                   4. Stewardship/service

Topic 1:   **Creating and Managing a Litter-Free Environment**

Life Skills: Social: Communication
                   Cognitive: Creative thinking, Critical thinking, Problem solving
                   Coping: Self-monitoring, Healthy Self-management
Values/Virtues: **Cleanliness, Consideration, Concern, Respect, Responsibility**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of this topic, students should be able to: • Explain the effects of litter on the environment • Categorise the types of solid waste produced in the environment • Propose solutions to reduce trash and litter • Demonstrate	Litter consists of waste products that have been disposed of improperly, that is, trash of any type that is discarded where it doesn't belong. These wasteproducts cause pollution, which is the contamination of the air, water or soil by substances/materials that areharmful to living things. **Effects of Poor Waste Disposal** ***Environmental Effects*** **Surface water contamination:** Waste that ends up in water bodies negatively changes the chemical composition of the water. This is called water pollution. It affects all ecosystems existing in the water. It can also cause harm to animals that	ICT/Gallery Walk/ Discussion	Students will use a smartphone to snap pictures of litter they observe around the school and in their community. They will print the pictures and place them around the classroom. Students will walk around and view the pictures and write how they feel about what they observe and the possible effects of improper waste disposal on humans, plants and animals. Teacher will facilitate discussion and clarify where necessary. As a class, they will create a concept map to show the connections between litter and its effects on the environment. **Sample Discussion Question** • How is health impacted? • How much will it cost to treat the health problems in animals and people? • How are the hazards affecting the	Students' responses and concept map reflect a clear and accurate understanding of the effects of litter on the environment

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
the ability to use healthy self-management skill to practise proper waste management	drink from the polluted water. **Soil contamination:** Hazardous chemicals that get into the soil (contaminants) can harm plants when they take up the contamination through their roots. If humans eat plants and animals that have been in contact with such polluted soil, there can be a negative impact on their health. **Land and air pollution:** Bad waste management practices can result in land and air pollution and can cause respiratory problems and other adverse health effects as contaminants are absorbed from the lungs into other parts of the body. **Leachate:** Liquid that forms as water trickles through contaminated areas is called leachate. Leachate can contain a harmful mixture of chemicals that can enter surface water, groundwater or soil. *Economic Effects* **Municipal wellbeing:** Everyone wants to live and visit places that are clean, fresh and healthy. A city with poor sanitation and smelly waste matter in its streets does not attract investors and tourists. Such cities tend to have poor living standards. **Recycling revenue:** Cities that do not invest in recycling	Research/ Discussion Project	environment? • How does pollution affect the air we breathe and the land we use? • How does litter affect the aesthetics of school and home? • How much will it cost to clean up litter before it does any more damage? Students will research waste disposal methods before class. They will be asked to bring to class waste from home that needs to be discarded. These should include batteries, various kinds of plastic bottles, broken toys, old newspapers, cardboard, glass, foil, magazines and other materials. Teacher will also carry pictures of hazardous waste such as fire extinguishers and pesticides as well as liquid waste. Students will be placed in groups to categorize the different types of waste and explain why all waste should not be disposed of together. They will share why they think separating waste is beneficial to the environment and propose solutions they will take to reduce trash and litter in their home and at school. Students should consider the different types of waste in their responses. Students will view videos on "Nuh Dutty Up Jamaica – Weh Garbage a Guh" to examine and discuss the concepts of reuse, recycle and reduce. Students will also discuss the concept of composting.	Students' responses indicate the ability to accurately categorize waste products and reflect appropriately value/ virtue such as care or appreciation, in their solutions to reduce trash and litter in their home and at school Group projects reflect effective use of healthy self-management skill, along with

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	and proper waste control miss out on revenue from recycling. They also miss out on job opportunities that come from recycling, composting and businesses that work with them. **Categories of Waste** **Liquid:** Waste can come in non-solid forms. Some solid waste can also be converted to a liquid waste form for disposal. Examples of liquid waste include wash water from homes, liquids used for cleaning in industries and waste detergents. **Solid:** Solid waste is any garbage, refuse or rubbish that we make in our homes and other places. These include old car tires, old newspapers, broken furniture and even food waste. Solid waste comes from many sources: residential (households/families); industrial (light and heavy manufacturing, fabrication, construction sites, power and chemical plants); commercial (stores, hotels, restaurants, markets, office buildings); institutional-(schools, hospitals, prisons, government centres); agricultural (orchards, vineyards, dairies, feedlots, farms). **Hazardous:** Hazardous or harmful waste is waste that potentially threatens public health or the environment. Such waste could be inflammable (can easily catch fire), reactive (can easily explode), corrosive (can easily eat through		The class will be divided into groups and assigned one of the following activities: i. Students will develop a plan to reuse, recycle and reduce waste in the classroom, school, or home. ii. Students will conduct a *waste audit*. They will determine how much of each type of waste the members of the class/ household produce each day, and expand the data to calculate how much litter the school/ home produces each day. Students will then discuss how this amount can be reduced through the use of the 3Rs. Students will implement their strategies and calculate the reduction in waste resulting from their interventions. **Sample Discussion Questions:** • Does your family discard the same amount of trash each day? Why or why not? • Do you think your family discards the same amounts of trash each week throughout the year? Why or why not? • Do you think certain factors influence what is discarded from a household? If so, what? iii. Students will work in groups to use organic waste material to construct a compost heap. Groups will record their experience in the activities through the use of a portfolio. They will include reflective statements	appropriate value/ virtue e.g. e.g. responsibility or cleanliness to practise proper waste management

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	metal) or toxic (poisonous to humansand animals). In many countries, it is required by law to involve the appropriate authority to supervise the disposal of such hazardous waste. Examples include fire extinguishers, old propane tanks, pesticides, mercury-containing equipment (e.g., thermostats), lamps (e.g. fluorescent bulbs) and batteries. **Organic**: organic waste comes from plants or animal sources. Commonly, it includes food waste, fruit and vegetable peels, flower trimmings and even dog poop can be classified as organic waste. They are biodegradable (this means they are easily broken down by other organisms over time and turned into manure). Many people turn their organic waste into compost and use it in their gardens. **Recyclable**: Recycling is processing used materials (waste) into new, useful products. This is done to reduce the use of raw materials that would have been used. Aluminium products (like soda, milk and tomato cans), plastics (grocery shopping bags, plastic bottles), glass products (like wine and beer bottles, broken glass) and paper products (used envelopes, newspapers and magazines, cardboard boxes) are examples of recyclable waste. Litter pollutes the environment andcauses ill-health.		to express how they feel about their involvement in the activity, what actions they took to manage waste and what they will do to ensure waste is reduced in their environment. **Reflective Questions:** • What can I do to reduce waste in my home and school? • How can I become more involved in recycling waste at home and school?	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	Reducing the quantity of litter we create: • Safe collection of litter • Need for safe disposal of litter • Recycling • Use less **The 3 Rs of Waste Management** **REDUCE**: Make less garbage. For example, instead of buying juice boxes for lunch, buy a large container of juice and use a washable single-serving container to take it to school. **REUSE**: Use an item more than once. For example, when you get a plastic bag from the grocery store put it in your car and use it again the next time you go shopping. **RECYCLE**: Turn an item into another useful item. For example, scrap paper from the classroom might be turned into newspaper or paper bags when sent to the recycling plant. **Composting As A Strategy For Reducing Waste** The process of composing supports the 3Rs of waste management. As the amount of garbage sent to landfills gets reduced, organic matter gets reused instead of dumped and is therefore recycled into the earth to provide nutrients for the soil.			

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	The process of composing uses the natural process in the ecosystem of breaking down organic matter as decomposers in the food chain break down organic waste turning it into humus. Composting simply speeds up this natural process of decay and is a perfect solution to manage organic waste. It enriches the soil and reduces the need for chemical fertilizers.			

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, Civics

GRADE 6   **Theme: Managing the Environment**

Module 5:   Sources of Information
Unit 1:   Accessing Information on Managing the Environment
Learning Goals: By the end of the unit, students should be able to:
1. Develop knowledge to access age-appropriate sources of information, products, and services as it relates to managing the environment
2. Appreciate the importance of knowing where to access sources of information relating to the environment.
3. Use appropriate life skills to access environmental information and services.

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

4. Stewardship/service

Topic 1:   **Where Do I Go?**

Life Skills: Social: Communication
Cognitive: Creative thinking, Critical thinking, Problem solving
Coping: Healthy Self-management
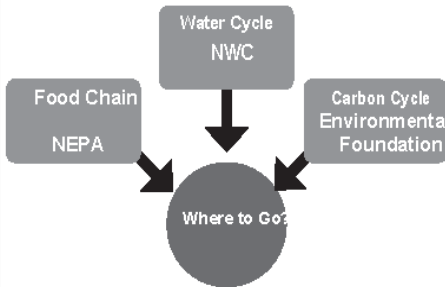
Values/Virtues: **Responsibility, Concern, Consideration, Care**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
By the end of this topic, students should be able to: • Explore sources of information and services related to environmental health, protection and preservation • Express appreciation for environmental agencies and their role in protecting the environment	Agencies/services responsible for managing the environment are present in each parish. Their mandates range from responding to home fires that affect families to hurricanes and earthquakes that affect tens of thousands. In these larger events, several agencies provide financial assistance, shelter, food and health services to help familiesand entire communities. Some agencies in Jamaica include: • The Environmental Foundation of Jamaica • The Ministry of Agriculture and Fisheries • The National Environment and Planning Agency	Discussion/ Webbing	In groups, students will populate a web showing where they can go to access information and services related to environmental health, protection and preservation. The web will focus on the topics explored in this theme: 1. Think Sustainability 2. Endemic Species 3. Water Consumption and Conservation 4. Reducing Environmental Health Threats 5. Pest Free for Sustainability 6. Creating and Managing a Litter-free Environment 7. Natural Disasters: Are We Prepared?	Web and discussion show a clear understanding of sources and services available for managing the environment

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
and minimizing health threats • Demonstrate the ability to use cognitive skills to access information or services to address environmental health issues	• The National Solid Waste Management Authority • The Jamaica National Heritage Trust • The Nature Conservancy Jamaica • The Jamaica Protected Area Trust • Jamaica Conservation and Development Trust The National Environment and Planning Agency (NEPA) is the government entity that manages and protects Jamaica's biodiversity. In addition, the Forestry Department is responsible for the control and preservation of the country's forest resources. Guided by the Wildlife Protection and Forestry Acts these entities protect wildlife by: • Issuing licences and permits required for activities such as the cutting and removal of plants and plant produce from forested areas • Prohibiting the hunting of animals outside of stipulated hunting seasons • Establishing wildlife reserves • Supporting reforestation efforts by providing seedlings for tree-planting activities The entities also drive public education initiatives to encourage Jamaicans to participate in the preservation of the island's biodiversity. Some of the guidelines to be observed by the public include: • Do not remove or damage trees within protected areas • Do not hunt any protected species,	Field Trip	**Sample Web for topic 1** **Points of focus:** Water Cycle, Food Chain, Carbon Cycle **Reflective Question:** How has learning this information impacted my views on accessing environmental information? In groups, students will use the identified environmental resource centres/companies/groups and agencies from the previous activity and plan an information sourcing trip (with parental/school support) to collect location information, types of services provided and how families and friends can access these services. Students will also learn about the role of the organization visited. Students will present the information to the class and express their appreciation for the organization and the work that they do in protecting the environment and minimizing health threats. They will explain what would happen if the the organization did not exist to carry out its mandate.	Presentations on field trip reflect accuracy of information and appreciation for the organization and its functions in protecting the environment and minimizing health threats

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	such as the Jamaican Iguana, Yellow Snake, the Hawksbill Turtle, and the West Indian Whistling Duck	Case scenarios	In groups, students will be given a case scenario to analyse and seek information and support from the appropriate organization/agency to address the problem. Discussion questions: • Where do you go for information to address this environmental problem? • What are some places, groups and agencies in your community that give information about protecting the environment? • Why can you trust these sources with the information they give? • How can the organization/agency help to address this issue? • What course of action can I take? Students will present their findings justifying their response.	Presentations reflect effective use of problem solving, critical thinking or creative thinking skill and appropriate value/virtue e.g. consideration, care or concern, to access information or services to address environmental health issues

RESOURCE FOR MODULE 4

Recycle Pop Quiz

Key (13 pts. total)

1.What is the connection between the
Three Rs and waste? Circle the letter of the best answer. (1 pt.)

a. Practising the three Rs increases the amount of waste in the environment, which makes the environment cleaner and healthier.
b. Practising the three Rs reduces the amount of waste in the environment, which makes the environment cleaner and healthier.
c. There is no connection between the Three R's and waste.

2. For each of the comparisons below, circle the option which
Reduces waste. (1 pt. each, 4 total)
• one giant bag of cereal OR several normal-size boxes of cereal
• disposable camera OR digital camera
• several normal-size notebooks OR one thick notebook
• rechargeable batteries OR normal batteries

3. Write a short phrase about how you could reuse each item (1 pt. each, 3 total)
• scraps of coloured paper
• an old blanket
• a pickle jar

4. After reading over the list of materials below, circle the letters of the four materials that can be recycled, or are recyclable (1 pt. each, 4 total)
• glass
• cotton
• wood
• paper/cardboard
• rubber
• plastic
• metal
• stone

https://www.scribd.com/doc/189213012/the-3-rs-lesson-plan

SAMPLE LESSONS

Subject: Health and Family Life Education	
Theme: Managing the Environment	Grade: 6
Topic: Creating and Managing a Litter-Free Environment	Sub-Topic: Litter Free, Jamaica Must Be
Duration: 2 sessions	
General Objective: Students will make an effort to keep both their immediate and surrounding environment clean.	
Value: Cleanliness	
Dominant Life Skill: Decision Making	

Specific Objectives: At the end of the lesson students should be able to:

Knowledge: Explain what is meant by litter.

Attitude: Justify the importance of cleanliness in reducing the impact of improper garbage disposal.

Skill: Demonstrate decision making skill that depicts keeping the environment clean.

Content Summary

Litter consists of waste products that have been disposed of improperly, without consent, at an inappropriate location. These waste products are known as unwanted or unusable materials that cause pollution, which is the contamination of the air, water or soil by substances/materials that are harmful to living things.

Effects Of Poor Waste Disposal.

Environmental Effects

Surface water contamination: Waste that ends up in water bodies negatively changes the chemical composition of the water. Technically, this is called water pollution. This will affect all ecosystems existing in the water. It can also cause harm to animals that drink from such polluted water.

Soil contamination: Hazardous chemicals that get into the soil (contaminants) can harm plants when they take up the contamination through their roots. If humans eat plants and animals that have been in contact with such polluted soils, there can be a negative impact on their health.

Pollution: Bad waste management practices can result in land and air pollution and can cause respiratory problems and other adverse health effects as contaminants are absorbed from the lungs into other parts of the body. (Pollution is fully covered here)

Leachate: A liquid that forms as water trickles through contaminated areas is called Leachate. It forms a very harmful mixture of chemicals that may result in hazardoussubstances entering surface water, groundwater or soil.

Economic Effects

Municipal wellbeing:

Everyone wants to live and visit places that are clean, fresh and healthy. A city with poor sanitation, smelly and waste matter all over the place does not attract investors and tourists. Such cities tend to have poor living standards.

Recycling revenue:

Cities that do not invest in recycling and proper waste control miss out on revenue from recycling. They also miss out on job opportunities that come from recycling, composting and businesses that work with them.

https://www.eschooltoday.com/waste-recycling/what-is-recycling.html

Categories of Waste

Liquid type: Waste can come in non-solid forms. Some solid waste can also be converted to a liquid waste form for disposal. It includes point source and non-point source discharges such as stormwater and wastewater. Examples of liquid waste include wash water from homes, liquids used for cleaning in industries and waste detergents.

Solid type: Solid waste predominantly, is any garbage, refuse or rubbish that we make in our homes and other places. These include old car tires, old newspapers, broken furniture and even food waste. They may include any waste that is non-liquid from **residential**- households/families; **industrial**- Light and heavy manufacturing, fabrication, construction sites, power and chemical plants; **commercial-**Stores, hotels, restaurants, markets, office buildings, **institutional**-Schools, hospitals, prisons, government centres, **agricultural**-Crops, orchards, vineyards, dairies, feedlots, farms.

Hazardous type: Hazardous or harmful waste is waste that potentially threatens public health or the environment. Such waste could be inflammable (can easily catch fire), reactive (can easily explode), corrosive (can easily eat through metal) or toxic (poisonous to humans and animals). In many countries, it is required by law to involve the appropriate authority to supervise the disposal of such hazardous waste. Examples include fire extinguishers, old propane tanks, pesticides, mercury-containing equipment (e.g. thermostats), lamps (e.g. fluorescent bulbs) and batteries.

Organic type: organic waste comes from plants or animal sources. Commonly, they include food waste, fruit and vegetable peels, flower trimmings and even dog poop can be classified as organic waste. They are biodegradable (this means they are easily broken down by other organisms over time and turned into manure). Many people turn their organic waste into compost and use it in their gardens.

Recyclable type: Recycling is processing used materials (waste) into new, useful products. This is done to reduce the use of raw materials that would have been used. Waste that can be potentially recycled is termed "Recyclable waste". Aluminium products (like soda, milk and tomato cans), Plastics (grocery shopping bags, plastic bottles), Glass products (like wine and beer bottles, broken glass), Paper products (used envelopes, newspapers and magazines, cardboard boxes) can be recycled and fall into this category.

Litter-free environments are healthier:

Litter pollutes the environment and causes ill-health.

Reducing the quantity of litter we create:

- Safe collection of litter
- Need for safe disposal of litter
- Recycling
- Use less

The 3 Rs of Waste Management

REDUCE ==> Make less garbage. For example, instead of buying juice boxes for lunch, buy a large container of juice and use a washable single-serving container to take it to school.

REUSE ==> Use an item more than once. For example, when you get a plastic bag from the grocery store put it in your car and use it again the next time you go shopping.

RECYCLE ==> Turn an item into another useful item. For example, scrap paper from the classroom might be turned into newspaper or paper bags when sent to the recycling plant.

Cleanliness is the **value** that the environment is kept in a proper/healthy way.

Resources: HFLE Curriculum Guide, **Sample *Litter Survey***

http://www.kesab.asn.au/litterless/wp-content/uploads/sites/8/pdfs/litter-survey-template.pdf

Sample Student Resources

http://www.kesab.asn.au/litterless/unit-of-work

http://www.jamaicaobserver.com/letters/jamaica-is-too-heavily-8216-trashed-8217-_117111

https://www.youtube.com/watch?v=FiLztCunoM0

Cartridge paper (assorted colours), markers, tape, thumb tacks, staples, stapler, water paint, carton box (source from the tuck shop or vendor), Laptop,projector

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Engagement:

Students will watch the YouTube video "Nuh dutty up Jamaica" and sing along with it. A game of atoms will be played (all atoms must include a mixture of at least two boys and a girl). Students will then sit in groups and brainstorm the day's topic based on the video. They will then arrive at three class rules that will aid the smooth running of the class.

Problem Statement: Litter endangers our environment, our wildlife, and our economy. It pollutes our communities and destroys our city's natural beauty. The ideal way to handle the problem of littering is to prevent it in the first place.

Students may ponder the following questions throughout the lesson: How can I be a part of the solution to littering? What am I doing to prevent littering? How can I help to keep my school/community/Jamaica beautiful?

Exploration:

- Students will work in groups and conduct a ***scavenger hunt*** activity by visiting several sites in the school and recording observations of areas with litter during or after a lunch break.
- Students will then brainstorm what can be done to alleviate the improper disposal of garbage in these areas.
- Students in their groups will then answer the following reflective questions;

Reflective Question: Why should I keep my environment at school and home clean?

Explanation:

The steps in Decision Making will be written on the board.

Steps in Decision Making Skill:

- State the problem.
- Examine the consequence of the problem
- State your desired objective
- Examine all Alternative and possible outcomes
- Make a decision
- Act on your decision

Students will then be taken through the steps and be presented with the following picture:
http://www.jamaicaobserver.com/letters/jamaica-is-too-heavily-8216-trashed-8217-_117111

Students will use the steps in decision making to create a dub poem explaining how they would solve the problem identified.

Reflective Question: What can I do to keep the environment clean?

Elaboration/ Life Skill Development Activity:

Students in their groups will create ONE of the following;

- No Litter signs (to be placed at strategic points in the school)
- Create a poster to illustrate the impact of improper garbage disposal and how we can avoid the impact of these. (Mount this in an area where students improperly dispose of their garbage).
- Create a garbage bin (using recycled items) for an area in the school where garbage is being disposed of incorrectly.
- Create signs to be mounted in the areas where students improperly dispose of garbage.
- Create a jingle using the steps in decision making to encourage proper garbage disposal (to be sung at devotion or played over the intercom during break time)

Reflective Question:

How can I encourage my schoolmates to keep the environment clean?

Evaluation: Students in their groups will watch the following video https://www.youtube.com/watch?v=FiLztCunoM0

and then in their groups, they will do ONE of the following;

1. Write an article to be placed in The Children's Own or Youth Link Newspaper on Proper Garbage disposal. Make your title catchy and ensure that the article includes the steps in decision making t o   prevent littering both at school and within the wider society.

2. Create a dance piece to depict the proper disposal of garbage (Ensure that the steps in decision making come out). Give your dance a name and perform your dance at devotion.

3. Prepare a poem or speech to encourage your fellow schoolmates to keep their environment clean.

4. Create a song to encourage your classmates to keep the environment clean.

Create a Mathematical formula to illustrate how to keep the environment clean using the steps in decision making. Write this on cartridge paper be creative.

Assessment Questions: Were students able to:-

1. Accurately explain what is meant by litter?

2. Competently justify the importance of cleanliness in reducing the impact of proper garbage disposal?

3. Proficiently demonstrate decision making skill that depicts keeping the environment clean?

Teacher's Evaluation:

Rubric for Dub-Poetry/Jingle/Newspaper article /Song /Poster/Mathematical Formula

Criteria	Excellent	Good	Satisfactory	Unsatisfactory	Total
Life Skill and Value Application and Development	**10-9 marks** Song/poem etc. depicted each step of decision making skill along with the value cleanliness was extremely evident.	**8-7 mks** Song/poem etc. depicted 5 to 6 steps of decision making skill along with the value cleanliness very evident.	**6-5 marks** Song/poem etc. depicted 3 to 4 steps of decision making skill along with the value of cleanliness adequately evident.	**4-1 mark** Song/Poem etc. depicted 2 to 1 step of decision making skill along with the value of cleanliness was insufficient.	
Use of the Reflective Questions	**5 marks** Positive answers to all reflective questions were seen throughout the poem/ song etc.	**3-4 marks** Positive answers to two of the reflective questions were seen throughout the poem/ song etc.	**2-1 mark** Positive answers to one reflective question were seen throughout the poem/song etc.	No positive answer was seen to any of the reflective questions throughout the poem/song etc.	

Subject: Health and Family Life Education	
Theme: Safety and Security	Grade: 6

Topic: No Gangs For Me!

Duration: 1 to 2 sessions

General Objective: Students will understand the importance of avoiding gang membership to ensure the safety and security of self and others.

Value: Self-restraint

Dominant Life Skill: Decision making

Specific Objectives: At the end of the lesson students should be able to: Knowledge: 1) Explain at least three reasons why children join gangs.   2) Assess how gang membership can negatively affect the quality of life of a student Attitude: Justify the importance of having self-restraint in situations that will lead to gang involvement Skill: Demonstrate decision making skill that depicts self-restraint in avoiding gang membership.

Content Summary: A gang is two or more individuals coming together to intimidate, extort or commit crimes in a particular area such as a school or community. Factors motivating children to join gangs vary. These may include: - Power   - Status   - Safety/Security   - Friendship   - Family Substitute   - Make money   - Substance Abuse Influences   **Effects of Gang Membership**   - Increased chance of violence towards other students in school.   - More focused on gang activity than schoolwork   - Loss of respect for teachers and violation of school rules   - Higher school absenteeism due to suspension, expulsion or absconding ("skipping" school).   - Gang members can be injured or killed   - If caught doing criminal activities, gang members will be arrested and jailed   **Self-restraint** is the **value** that allows a person to control his/her actions and emotions. Students who possess self-restraint tend to have strong willpower to resist situations that can compromise safety and security. They will not be easily led to join a gang or participate in gang-related activities. **Decision Making Skill** is the ability to choose a course of action from a number of positions, which may result in a positive specific outcome and steer behaviour in the most appropriate manner. This skill is ideal for students to assess how choosing certain options can impact life outcomes.

Steps

- ✓ **S** – State the problem/situation
- ✓ **O-** Options (weigh options and consequences)
- ✓ **D** – Decide
- ✓ **A** – Act upon your decision

Resources: HFLE Curriculum Guide

Engagement:

- A basket or a bag filled with the names of the students, each written on separate and folded paper, will be passed around the class. As students get the basket they will select one paper and unfold it to see whose name they have received. If a student selects his/her name, he/she should refold and return the paper and select another name. Upon receiving the name, the student should write an encouraging thought to the name received. Teacher will ask the students to give each other their thoughts in an orderly manner. Each student will read their personalized thoughts aloud which will be followed by the class saying the affirmation, "Believe in Yourself!"

Students will recap expected behaviours during an HFLE class. The lesson topic, value and life skill will be introduced.

Problem Statement: Unfortunately, sometimes the lifestyle of gangs and gang members are glorified and many adolescents may be influenced to join a gang without thinking about the negative ramifications that will occur as a result of this poor decision. Many of our students may not readily see the negative consequences of joining a gang especially if they know of close friends or family members who may be involved in gangs.

Exploration:

Teacher will write the value, "Self-restraint" on the board. In groups, students will briefly discuss their understanding of the value. They will share their understanding with the class and teacher will provide clarification.

Students will watch, "Extract - Joining Gangs"; using the YouTube link provided: https://youtu.be/roMGbTdfptI Based on the video, the following questions will be asked to facilitate a discussion:

1. What is a gang?

2. How were the older men enticing the younger boys to join their gang?

3. Why do you think children join gangs?

4. Do you think the boys in the video practised self-restraint? Why?

5. What would you do if you were in the boys' position?

Throughout the discussion, teacher will provide clarification and additional information as necessary.

In small groups, students will be asked to take out their newspaper clippings that highlight negative effects of gang membership (*students were asked in the previous lesson to collect newspaper clippings from old newspapers or articles on the internet about the effects of gang membership in Jamaica*). They will read through their newspaper clippings and write on flip chart paper the effects of gang membership identified. They will present their findings to the class and also relate how these effects can affect the quality of life of a student. *Teacher will provide clarification and additional information as necessary.*

Students will answer the following reflective questions in their journals:

1. How can joining a gang negatively affect the quality of my life?

2. How can I use self-restraint to avoid risky behaviours and situations?

Explanation/Life Skill Development Activity:

Four students will be randomly selected and given strips of paper, each bearing one step in **Decision making skill**. The students will be required to arrange themselves to show the sequential order of the steps. Each student will hold up their step for the class to read aloud and then one or two students will be randomly selected to explain their understanding of the step.

Elaboration:

Peter has been trying to join the local gang. The gang leader asks him to meet with him after school. The leader points out that if he could bring him a new BMX bicycle he could be a part of the group. Peter does not have a bicycle, but his neighbour does. Peter is planning to go over and take the bike when his neighbours go on their regular walk in the evening. He has to have the bike to be accepted into the gang.

Process scenario by allowing students to respond to the statements/questions based on their knowledge of the Decision Making Skill

QUESTIONS:

- **State the problem** that Peter was faced with
- What are the **Options** and the possible consequences for Peter?
- Help Peter to **Decide** which option he should take
- How should Peter **Act** on his decision?

Evaluation:

Students will work in groups using age-appropriate scenarios to role-play how they would employ decision making skill and self-restraint to respond to being peer pressured to join a gang. Students will be required to use a pressure statement in each dramatic presentation.

Suggested Pressure Statements:

- If you are my friend, you will join.
- People will respect you if you are a member of this gang
- Don't you want to be popular?
- Why are you behaving like you are afraid?
- Nothing is going to happen to you. We make things happen to people.
- Your parents are poor and you need the money

Assessment Questions: Were students able to:-

1. Correctly explain three reasons why children join gangs?
2. Accurately assess how gang membership can negatively affect the quality of life of a student?
3. Correctly justify the importance of having self-restraint in situations that will lead to gang involvement?
4. Competently demonstrate decision making skill that depicts self-restraint in avoiding gang involvement?

Teacher 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 examiningexperiences, thoughts, feelings and overt actions. Emphasis is placed on spiritual insight and safeguards that can encourage greater attention to the intellectual qualities that are associated with critical thinking and emotional intelligence. These insights and safeguards are categorized into the following dimensions:

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

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

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

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

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

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

These ethical lenses are:

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

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

THE RELATIONSHIP BETWEEN LIFE SKILLS AND CORE VALUES
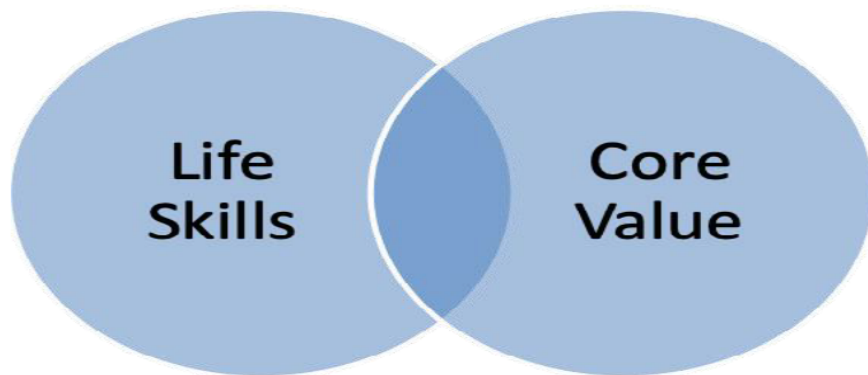
Valued Behaviour

Core Values: Life skills have been defined by the World Health Organization (WHO) as "abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life".
Life skills are psycho-social in nature and require intellectual abilities that are valued. These include:

- Reflective thinking (critical thinking and problem solving)

- Personal skills such as self-awareness

- Interpersonal skills.

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

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

Please see websites below for a list of defined values:

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

Table 1. Suggested Core Values and Supporting Curriculum Elements

Themes & Subthemes	Core Values/Intellectual Qualities	Affective Objectives	Reflective Questions
Understanding Self • Coping with risks and adversity • Diversity among Caribbean people	• 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 a new idea • Creativity in solving problems • Innovative use of limited resources • Optimistic when required to change • Nurturing talents and gifts	Identify core values that are normally observed and/or ignored	1. What does my behaviour (thought, feeling or action) say about me? 2. Why should I change or keep behaving as I normally do? 3. How do I know that I am improving or behaving better? 4. What do others have to say about me and why? 5. What will I do to continue to improve and/or excel? 6. How does my conduct show that I am ethical? 7. How spiritually mature am I? **Methodology** • 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
Self & Interpersonal Relationships • 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	• 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	Say why each core value is normally observed or ignored	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? **Methodology** • 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
Appropriate Eating & Fitness • Factors Influencing Eating & Fitness • Sourcing information	• 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	Illustrate changes in their profile as learners that are due to core values that have served as guides.	13. How am I coping with the need to change? 14. Where is the evidence that I now live by a set of core values?

Themes & Subthemes	Core Values/Intellectual Qualities	Affective Objectives	Reflective Questions
Managing the Environment • Maintaining my environment • Environmental threats	• 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?