

HEALTH AND FAMILY LIFE EDUCATION

**REFINED SCOPE AND SEQUENCE
GRADES 7-9**

**PREPARED BY: CARIBBEAN CONSULTING GROUP
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FOREWORD

We would like to acknowledge UNICEF and the National HIV/STI Prevention and Control Programme funded by the Global Fund to Fight AIDS, Tuberculosis and Malaria, for supporting the initial revision.

Caribbean Consulting Group is pleased to have been asked to guide the process of refining the Health and Family Life Education curriculum. This refined version of the curriculum represents our best ideas as well as the combined efforts and contributions of a number of partners and stakeholders. We include members of staff at the Ministry of Education, as well as Dr. Gwen James and Mrs. June Cezair-Wallace who completed the initial document.

Our team, which includes Carol Rose Brown (Team leader) and Mrs. Janice Holung, acknowledges with thanks all your kind cooperation and comments and we hope that this version of the Health and Family Life Scope and Sequence proves to be worthy.

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.

INTRODUCTION

Health and Family Life Education (HFLE) was introduced into the curriculum of primary schools in 1998. The programme was guided by the Health and Family Life Education Scope and Sequence for Grades 1-6, published in June 1998. The programme achieved important successes. However, it has been argued that given the challenges that children face in their daily lives, a more definitive life skills focus is required to help students manage the situations they encounter. In fact, advocates argue that a life skills approach should be adopted in the teaching of HFLE. This revised Health and Family Life Education (HFLE) Scope and Sequence is organised to reflect that focus.

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 is based on the assumption that there are sets of life roles that each person needs to fulfill. 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 including communication, refusal, assertiveness and empathy skills.
- Cognitive skills including decision-making, critical thinking, self-evaluation.
- Emotional coping skills including stress management skills, self awareness, 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 learnt more easily when an individual is young (Glanz et al, 1997). You could say there is some truth to the adage: ***“You can’t teach an old dog new tricks”***. We also have evidence that an individual needs information in order to develop or change behaviour, but that information alone is not sufficient to ensure development of or change in behaviour. In addition to information, the individual needs skills as well as opportunities and an environment that allows him to learn the values and attitudes and adopt the behaviours that will enable him/her to deal effectively with the demands of daily life. School is, therefore, one 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 rests on evidence which reveals 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 facilitator. The teacher provides opportunities to help children understand the topics in their own way. The teacher does not stand and present a topic. The teacher asks the children to consider a problem and gets from them a response. On the basis of this response, the teacher organises the children to complete class activities that will offer them a chance to understand the problem in their own situation. These activities can include:

- | | | |
|--------------------------|-----------------------------|-----------------------------|
| - role play | - story telling | - 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 children develop the life skills through practice in the classroom and so learn how to use the skills to help them make better decisions in their personal and public lives.

ORGANISATION OF THE REVISED SCOPE AND SEQUENCE

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

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

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 as well as gender – what it means to be a man or woman – components to the term sexuality.

All human beings experience a range of sexual attitudes, feelings and capabilities. In turn, these feelings and attitudes dictate 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. An estimated 20 per cent of young women get pregnant before they complete their basic education (National Family Planning Board, 2004). The rates of infection of sexually transmitted infections including HIV is growing, especially for female adolescents (Ministry of Health, 2004). 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: Self and Interpersonal Relationships

Knowing who we are (self concept) and our place in the 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 in order to develop and maintain healthy relationships with family members and friends at school. They also 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 pooling of our individual and collective resources.

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 particular 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 to the health sector of caring for persons with these illnesses.

Theme: Managing the Environment

We acknowledge an 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 life. The environment from the perspective of the Grade 7-9 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 (community) actions to improve health through ensuring better air quality (plant trees, limit the burning of garbage/refuse), to reduce the possibility of contracting vector-borne diseases (limit breeding sites for flies, rats and mosquitoes) through proper waste disposal, and being prepared for natural disasters.

Notes for the Teacher – Tips on Teaching the Scope and Sequence

- This Scope and Sequence is very **ACTIVITY** focused. The activities are used to make learning fun, but are also intended to help children learn the skill, attitude and information in ways that enhance learning.
- The Scope and Sequence is organised into units and lessons. 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 HFLE programme's Vision and Mission as you make the selection of lessons.
- A list of recommended resources is provided at the end of programme for each grade. The list is not exhaustive. Feel free to use any other appropriate (for age and grade level) materials/ resources that will help you meet the learning objectives.

The suggested content and activities for the Sexuality and Sexual Health theme are designed to help students in Grades 7-9 acquire knowledge about sexuality but more so to develop positive attitudes and helpful skills that enable healthy sexual growth and development. The focus will be to develop coping skills – especially self awareness and self management, social skills (communication, interpersonal, assertiveness and refusal) and to a lesser extent cognitive skills. As you prepare to teach the units under that theme, remember, students are coming from different backgrounds with different value systems relating to sexuality and sexual behaviour. These value systems may be different from your own. Special sensitivity is required especially in your choice of resource materials and persons. Resource materials should be age-appropriate and relevant. Resource persons should be competent and comfortable with their own sexuality.

- It is essential that teachers are aware of their own sexuality and be willing to discuss sexual issues honestly with grade-appropriate openness.
- Disclosures that are made in the class room should be treated with respect and confidentially. Each class should be adequately prepared to deal with such confidentiality.

The section of the Scope and Sequence 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 community/parish, be sure to include 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.

GRADE 7

MATERIAL and ACTIVITIES FOR GRADE 7

Self & Interpersonal Relationships	Sexuality & Sexual health
<p>Case study - 'Relating to others' Case study - 'Family Responsibilities' Refusal skills - REAL Method Refuse – Explain – Avoid - Leave - SWAT method Say no – explain Why – suggest Alternatives - Talk - CAP Method Cool down – Agree to work it out – get the Point of view - Solve the problem</p>	<p>Charts - Female and Male reproductive system Videos - Jane & Paula - Marc and Tony</p>
Appropriate Eating & Fitness	Managing the Environment
<p>*****</p>	<p>Videos - Earth to Sea - Kingston Harbour – Dead or Alive</p>

Grade 7 **Theme:** **Self and Interpersonal Relationships**

Unit 1. Growth and development

- General Objectives: By the end of this unit, students should be able to:
1. Understand the importance of the developmental stage of adolescence/puberty.
 2. Accept and appreciate the changes that take place during adolescence/puberty.

Lesson 1. Adolescence
Life skills: *Social:* Empathy
 Cognitive: Critical thinking, Evaluation
 Coping: Self-awareness, Self-evaluation, Self-acceptance

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Outline the biological changes in their bodies using appropriate terms. ▪ Describe how they feel about the changes observed in their physical structure since puberty. ▪ Explain adolescence as the stage when sex organs mature in preparation for adulthood. 	<p>Several secondary sexual characteristics occur in males, females as a result of puberty, e.g., growth of facial, pubic hair, enlargement of breasts and hips, deepening of voice, onset of sperm production and menarche (menstrual period).</p> <p>These changes occur at different ages for males and females. However, all male and female adolescents do not change at the same rate.</p> <p>There is considerable variation in time of onset and completion of growth and development.</p>	<p>Resource person / Aesthetics: use of charts/comic strips</p>	<p>A resource person (biology teacher, guidance or family counselor) speaks to students about biological changes during puberty. Students can ask questions and make notes. At the end of the session, the class prepares a visual presentation on puberty for Grade 7 students, using charts, comic strips, or poems that they have made. The class decides how to share the tasks.</p>	<p>Assess the presentation.</p>

	<p>Hormonal changes also occur, which result in changes of personality and behaviour.</p> <p>Adolescents need to accept their changed bodies, and grow to be comfortable within them.</p>	<p>Group discussion / Journaling</p>	<p>Students in pairs discuss and share with each other:</p> <ul style="list-style-type: none"> - <i>what I like about my new body</i> - <i>what I don't like about my new body</i> - <i>what I like about your body changes</i> - <i>how do these changes affect our friendship?</i> - <i>how do these changes affect how we talk to each other?</i> <p>Students make entries in their journals reflecting the discussions.</p>	<p>Evaluate journal entries.</p>
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Grade 7 Theme: Self and Interpersonal Relationships

Lesson 2. Personal Development

- Life skills:**
Social: Empathy
Cognitive: Critical thinking, Evaluation
Coping: Self-awareness, Self-evaluation, Self-acceptance

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the emotional changes that occur during puberty and adolescence. ▪ Suggest four ways of coping with the changes during puberty. ▪ Discuss acceptance of responsibility for their own personal development. 	<p>Many different hormones act during puberty, affecting emotions, awareness, and moods.</p> <p>Bodily changes also affect behaviour and personality due to worries about rate of development, pride, and sometimes fear of their adult bodies.</p> <p>Parental beliefs and societal practices (e.g., confirmation in Christians, Bar/Bat Mitzvah in Jews, pubertal rites in other religions/societies) also affect behaviour and personality in adolescents.</p> <p>All of us have to learn to accept ourselves, in our new bodies, with our new outlooks, and learn to adjust our personality and behaviours to these changes.</p>	<p>Survey / Discussion / Group-work</p> <p>Role play</p>	<p>Students in groups prepare a scrapbook of themselves as babies, young children and themselves today. They discuss:</p> <ul style="list-style-type: none"> (i) Observations about these photos (ii) Interpret moods shown in present day photos (iii) Relate these to growth of self confidence, self-esteem in each person. <p>Each group prepares a skit illustrating its acceptance of responsibility for its own development, and accompanying behaviour.</p>	<p>Assess each group's skit.</p>

Grade 7 Theme: Self and Interpersonal Relationships

Lesson 3. Self Esteem
Life skills: *Social:* Empathy
Cognitive: Critical thinking, Evaluation
Coping: Self-awareness, Self-evaluation, Self-acceptance

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Define values important to their development. ▪ Explain how self concept and self esteem develop during adolescence. ▪ List factors and situations that affect the formation of their self concept. ▪ Show willingness to adjust attitudes about self. ▪ Demonstrate self confidence when making a presentation. 	<p>During puberty and adolescence, young people come to self awareness, and begin to decide on the values that are important to them.</p> <p>They rely on friendships that assist in the development of their self confidence and their self-identity.</p> <p>Young people struggle with their ideas about the ideal self (which is good and kind), and the real self (which is often not as good and kind). When the mismatch between these two is too wide, self esteem goes down.</p> <p>Along with sexual maturity comes interest in and the capacity for romantic and sexual relationships.</p>	<p>Discussion: group work</p> <p>Individual presentations</p>	<p>Students work in pairs to write down the list of qualities and values each possesses. They also describe their partner. Students exchange descriptions and try to explain the differences. In this exercise, each student should identify the qualities that he/she is un-happy with along with a plan to change them.</p> <p>Students bring photos of themselves at different stages of life. They mount these on a poster, and make a presentation to the class outlining:</p> <ul style="list-style-type: none"> (i) <i>how they felt about themselves at each stage</i> (ii) <i>the different psychological changes that have occurred</i> (iii) <i>how they feel about themselves now</i> 	<p>Assess their plans for changing and /or improving themselves.</p> <p>Assess presentations.</p>

<ul style="list-style-type: none"> ▪ Demonstrate coping skills for use in situations likely to be faced during adolescence. 	<p>During adolescence students learn to integrate different roles into one consistent self identity.</p> <p>Adolescents find themselves in different roles: dutiful son or daughter, the rebel, the athlete, the girlfriend/boyfriend, etc. They put these together to form their <i>self schema</i>, upon which depends self esteem and self confidence.</p> <p>Self concept – the cluster of ideas and attitudes we have about ourselves at a given time. Self esteem – the desire to believe that we are worthwhile. Self confidence - ability to behave appropriately in different situations.</p>	<p>Role play</p> <p>Journaling</p>	<p>In groups, students prepare skits and role play situations that illustrate how the knowledge and experiences they have gained about themselves help them deal with situations and relate to others.</p> <p>Students write in their journals their feelings about themselves, their self concept and self esteem.</p>	<p>Assess role plays.</p>
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Grade 7 Theme: Self and Interpersonal Relationships

Unit 2. Myself and others

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

1. Demonstrate acceptance of individuals of diverse cultures and age groups.
2. Explain how they may interact positively with others, showing respect for diversity of origins and opinions.

Lesson 1. Relating to others

Life skills:
Social: Empathy, Assertiveness, Cooperation, Relationship building
Cognitive: Critical thinking, Creative thinking, Evaluation
Coping: Self-evaluation, Self-acceptance

Objectives	Content	Strategy	Activities	Assessment
By the end of the lesson, students should be able to: <ul style="list-style-type: none"> ▪ Explain the factors necessary for effective interpersonal relations. ▪ Suggest at least two strategies they can use to improve their interpersonal relationships. ▪ Demonstrate increased respect and tolerance for others in everyday life situations. 	Good interpersonal relations depend on mutual respect, acceptance of diversity, commonalities, good communication, and interdependence.	Role play /modeling	Students in groups design and present skits illustrating positive interactions: <ol style="list-style-type: none"> (i) between two teenage boys. (ii) among a group of three teenage girls. 	Assess skits.
	Poor relations with others can be improved with self evaluation and creative thinking. Include here developing better communication skills, new attitudes, personality traits and behaviours.	Case study	Students write a reflection on the factors that enabled these positive interactions to occur.	Assess reports.
	It is important for everyone to exhibit good inter-personal relations, including showing manners and respect for the customs of the country.	Students in groups discuss the case study presented in the skit and present findings to class: <ol style="list-style-type: none"> (i) How did the people behave? (ii) Why did they act as they did? (iii) How differently should they have acted? 		

Grade 7 Theme: Self and Interpersonal Relationships

Lesson 2. Making new friends

- Life skills:**
- Social:* Empathy, Cooperation
 - Cognitive:* Research, Critical thinking, Evaluation
 - Coping:* Self-awareness, Self-evaluation, Self-acceptance

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Outline at least three benefits of having friends. ▪ Appreciate the importance of having a diverse group of friends. ▪ Explain the components of friendships, including beneficial mutuality, tolerance and empathy. ▪ Show willingness to make new friends. 	<p>Friendships with others benefit individuals with emotional and physical, support.</p> <p>Friendships bring pleasure and fun to life, ensure social approval and help to form one’s personal identify.</p> <p>It is important to make new friends throughout school life.</p> <p>Making new friends is not easy for everyone, as this requires self confidence and good communication skills.</p>	<p>Case studies</p> <p>Role play / Art / Cooperation</p>	<p>In groups, students read and discuss the case studies called ‘<i>Relating to others</i>’ and ‘<i>Family responsibilities</i>’. These case studies illustrate the ingredients of real friendships. Each group records what the story means to it and report the findings to the class.</p> <p>Students work together in groups to discuss the following situations: (i) Your friend is trying to persuade you to smoke marijuana. (ii) Your friend is the brightest person in the class, and he/she suggests that you study together. (iii) Your friend is in trouble with the principal for having broken school rules and wants you to help him. (iv) You meet a new student who comes into school mid-way through the term and wants you to be her friend. Later students choose one and role play the situation, ensuring a positive result.</p>	<p>Assess group reports.</p> <p>Evaluate presentations.</p>

		<p>Role play</p> <p>Journaling</p>	<p>Do you know of any songs or programmes that tell young people that using drugs is cool? Students discuss the effect and impact that such suggestions have on them.</p> <p>Students in groups practice ways of refusing to participate in risky behaviours, using the REAL method: <u>R</u>efuse <u>E</u>xplain <u>A</u>void <u>L</u>eave</p> <p>and the SWAT method: <u>S</u>ay “no” <u>E</u>xplain <u>W</u>hy <u>S</u>uggest <u>A</u>lternatives <u>T</u>alk about it.</p> <p>Students write in their journals how they feel about possible effects of participating in risky behaviours and what they can do to avoid these situations.</p>	<p>Assess students’ refusal skills.</p> <p>Review journals.</p>
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Grade 7 Theme: Self and Interpersonal Relationships

Lesson 4. Serving my Community

Life skills:
Social: Cooperation, Collective action, Communication, Caring
Cognitive: Critical thinking, Decision-making
Coping: Identifying values, Self-awareness, Goal setting

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Outline the ways in which individuals, professional and other groups serve their communities. ▪ Outline how their special talents and interests can be used in their communities. ▪ Identify at least two community organizations in which they can volunteer their services and implement this action. ▪ Demonstrate an appreciation for the work of persons who serve their communities. 	<p>Community service is work done by volunteers/individuals that benefits individuals or the community as a whole.</p> <p>Persons in various groups in the community have important roles to play that benefit the community.</p> <p>Volunteers work through professional associations, service clubs, PTAs, church groups among others on various community projects. These services may be offered at any time or on special occasions like Labour Day activities.</p>	<p>Survey / Letter writing</p> <p>Personal plan</p>	<p>Students interview three persons engaged in community service, and prepare reports on the work they do and the people they serve. Later students write letters to newspapers telling of good deeds of persons they have interviewed.</p> <p>Students make plans to begin community work, by joining organizations, or by forming a social or religious club at school. (It is advisable to get permission to start a new club.) Students should present their plans to the class and attempt to implement their plan.</p>	<p>Assess letters.</p> <p>Assess plans.</p>

Grade 7 Theme: Self and Interpersonal Relationships

Unit 3. Dealing effectively with conflict

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

1. Understand the factors that create conflict and the strategies for solving them.
2. Appreciate that social skills, including conflict management, are necessary for good interpersonal relationships.
3. Demonstrate a willingness to communicate feelings, ideas and opinions in a positive way to foster good relations.

Lesson 1. Conflict is a part of life

Life Skills:
Social: Communication
Cognitive: Conflict management, Creative thinking
Coping: Self management, Self

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the factors that create conflicts. ▪ Demonstrate respect for the opinions of other persons. ▪ Suggest two strategies they can use for handling conflicts. ▪ Accept personal responsibility for dealing with conflicts. 	<p>There are always differences of opinions, as well as stresses and strains between persons.</p> <p>It is important for everyone to be able to differentiate between inadvertent and purposeful actions or words that hurt. It is necessary to be able to forgive a mistake, and to talk out a potential problem so as to avoid conflict.</p> <p>There are many different ways of dealing with conflicts. REAL method (see previous lesson) or CAPS method.</p>	<p>Role play / Drama</p> <p>Debate a controversial topic</p>	<p>Students in groups choose a subject that causes conflict. They prepare skits illustrating the two different sides of the issue, and how the persons involved tell their “story”. Students discuss both points of view, the words, actions and body language, and the impact each of these has on the conflict.</p> <p>Students form two groups, and each chooses one of the following topics to debate - “<i>Pregnant girls should remain in school</i>”, or “<i>HIV Positive teachers and students should be compelled to make their status known to the school</i>”.</p>	<p>Assess skits.</p> <p>Assess debates.</p>

	<p>The CAPS method is: <u>C</u>alm down, <u>A</u>gree to work it out, get the <u>P</u>oints of view, <u>S</u>olve the problem.</p>	<p>Group work</p>	<p>Each group selects the side of the debate it will argue, and then each sub-group selects a chief speaker, supporters, develops and presents arguments formally.</p> <p>After the debate, the students write about the differences between the formal debate and the skits presented previously. They also critique their presentations deciding whether the viewpoints presented in the skits and the debates could have been handled differently.</p> <p>Students work in groups to choose problems that cause conflict and apply the methods of handling conflicts to try to resolve the problems.</p>	<p>Assess conflict management skills.</p>
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Grade 7 Theme: Self and Interpersonal Relationships

Lesson 2. Handling conflict

- Life Skills:**
Social: Communication, Cooperation, Persuasion
Cognitive: Creative thinking, Evaluating
Coping: Self management, Dealing with stressful situations

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ State the different approaches and strategies for resolving conflicts. ▪ Suggest ways in which positive conflict resolution is beneficial to all involved. ▪ Discuss the advantages and disadvantages of different styles of conflict resolution. ▪ Choose and apply appropriate conflict management skills in dealing with at least two issues. 	<p>There are several different strategies that are useful in handling potential conflicts. These include:</p> <ul style="list-style-type: none"> - Walking away - Refusal to discuss - Using kind words (“I am sorry”) -Talking quietly - Avoiding physical actions - Use a third party - Refrain from teasing - Avoid sarcasm <p>REAL method (see earlier lesson) CAPS method (see earlier lesson)</p> <p>Once conflicts are positively solved, all those involved come away feeling happy.</p>	<p>Resource person / Report writing</p> <p>Role play/Drama</p>	<p>The guidance counsellor is invited to have an interactive talk with students, to teach them alternative ways of solving problems and coping with conflicts. Students write summary report of talk.</p> <p>Students in groups prepare skits about how to resolve one of the following conflicts: (i) Your friend has borrowed money from you and has not returned it. When you ask him/her about it, your questions are ignored. (ii) Your friend has been paying too much unwanted attention to your girlfriend. She is upset about this and asks you to speak to him. (iii) Your girlfriend has told you that another friend said something unkind about you.</p>	<p>Summary reports</p> <p>Assess skits paying attention to conflict resolution approaches.</p>

		<p>Journaling</p>	<p>Students, working in groups illustrate two methods of handling each conflict situation above.</p> <p>Students write in their journals their views on the best ways of solving conflicts and/or coping with the conflicts that may affect them.</p>	<p>Review journals.</p>
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GRADE 7 **Theme** **Sexuality and Sexual Health**

Unit 1: What is Human Sexuality?

- General Objectives: By the end of this unit, students should be able to:
1. Understand the range of issues related to sexuality.
 2. Identify the stages of human development.
 3. Discuss the factors which affect the expression of human sexuality.
 4. Critically evaluate media messages about sexuality.

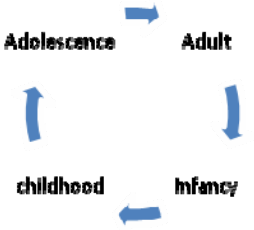
Lesson 1: My Developing Sexuality

Life Skills: *Social:* Presentation skills; Teamwork

Cognitive: Creative thinking

Coping: Self-awareness skills

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Label simple diagrams of the human male and female reproductive systems to indicate both internal and external body parts. ▪ Identify the major stages of the human life cycle. ▪ Outline the changes that occur in males and females at the onset of hormonal activity during puberty. 	<p>There are changes in the human body that result from the onset of puberty. These include:</p> <p>Male - testes, sperm duct, urethra, penis, scrotum, foreskin, associated glands.</p> <p>Female – ovaries, fallopian tube, womb, cervix, vagina, vulva.</p>	<p>Discussion / Role play</p>	<p>Small groups of students discuss the changes that they have been undergoing and the issues they now face. Each group chooses one change or issue it sees and dramatizes it. Students may write a poem / song / rap entitled “The Changing Me!”</p>	<p>Assess the skits and poems.</p>
	<p>In males testosterone triggers the growth of genitals, pubic, facial and underarm hair; voice changes, muscle development, increased activity of oil and sweat glands.</p>	<p>Survey / Discussion</p>	<p>Students collect and compare height / weight data for a group of adolescents of the same age. They note the differences and discuss what this means to them.</p>	<p>Students identified major stages in the life cycle.</p>
	<p>In females, oestrogen and progesterone start the development of breasts and hips widen.</p>	<p>Charts</p>	<p>Students examine unlabelled diagrams of the male and female reproductive systems. Later they work together to label the parts accurately and make corrections where necessary.</p>	<p>Students’ ability to label diagrams correctly.</p>

<ul style="list-style-type: none"> ▪ Appreciate that individuals develop physically and emotionally at different rates. ▪ Identify the changes that they have already experienced in puberty. ▪ Explore how the changes associated with puberty have affected their relationships with key individuals e.g. parents, classmates. 	<p>Underarm and pubic hair appear, the uterus and vagina grow, menstruation begins and there is increased activity of oil and sweat glands.</p> <p>There are four stages in the human life cycle. They are:</p>  <p>Through reproduction adults have babies.</p> <p>Adolescents are emotional, preoccupied with physical appearance and show an increased interest and curiosity in sex and sexuality.</p>	<p>Personal action</p> <p>Journaling</p>	<p>Students bring photos of themselves at different ages of their lives along with pictures of an older family member. In small groups, they group pictures together in categories to match the stages in the life cycle. Students identify the life stages shown, highlight the differences among the categories, and attempt to identify each other at the different stages, noting the changes.</p> <p>Individual students write in their journals a list of physical, emotional, sexual changes that have happened or are happening since the start of grade 6 to the present.</p>	
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	<p>If such relationships happen at the right time, they maximize sexual health and enjoyment.</p> <p>Statistics show that in-spite of divorce rates, marriage still provides the best opportunity for high quality sexual fulfillment.</p>	<p>Journaling</p>	<p><i>2. Marriage is outdated and unnecessary.</i></p> <p>Each group prepares arguments and chooses presenters. The groups will present their positions to the class, and later discuss which position is more ethical or acceptable to their society/church/family.</p> <p>In their journals, students indicate what factors influence their own sexual behaviours. They also say how they would like to be treated, how they would treat others.</p>	
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	<p>Sexuality involves physically, socially, emotionally, mentally and spiritually expressing who you are as a male or female.</p> <p>Knowledge helps us to develop principles that will guide our choices and actions; development of character leads to self control; responsible sexual behaviour is important and necessary to establishing a healthy lifelong committed relationships and strong family units.</p>	<p>Discussion / Presentations/ Role play</p> <p>Personal action</p> <p>Journaling</p>	<p>sexuality.</p> <p>In small group students discuss the following topics and decide whether to make short presentations or role play one of the following:</p> <ul style="list-style-type: none"> ○ Talking about sex is not proper or necessary. ○ Sex is for young people. <p>Students establish a question box that is available throughout the ‘Sex and Sexuality’ aspect of the HFLE programme. Students are invited to put questions in the box and each class session will include a regular session called “talkback live” where a question from the box is answered or discussed.</p> <p>Students write in their journals reasons why they believe that an understanding of human sexuality is important to their personal development. They also indicate how what they have learned has changed their thoughts about what sexuality is.</p>	<p>Assess skits and presentations.</p>
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	<p>They also place pressure on women and men to be sexually attractive and active. This is especially true in advertising.</p> <p>The media, however also has the potential to educate persons in developing more appropriate sexual behaviours and improving sexual health.</p>	<p>Essay</p>	<p>Later they write their findings and present them to their classmates. The analysis should include critical reviews of television programmes, music videos and movies. The analysis should evaluate messages conveyed in movements, the costumes, and address the messages that are communicated about sexuality and appropriate sexual behaviour.</p> <p>Individual students write essays to persuade teens to avoid pornographic and sexually explicit films and literature.</p>	<p>Assess essays.</p>
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GRADE 7 **Theme** **Sexuality and Sexual Health**

Unit 2: Exploring Gender and Sexuality
 General Objectives: By the end of this unit, students should be able to:
 1. Explain gender roles and gender stereotyping.
 2. Understand the qualities that make for good character in the opposite sex.
 3. Reject gender stereotyping.

Lesson 1: Evaluating the Roles Assigned to Males and Females
Life Skills:
Social: Communication, Collaboration
Cognitive: Critical thinking, Decision-making
Coping: Self- awareness skills

Objectives	Content	Strategy	Activities	Assessment
By the end of this lesson, students should be able to: <ul style="list-style-type: none"> ▪ Identify roles that have traditionally been assigned to males and roles that have been traditionally assigned to females in the Jamaican society. ▪ Recognize that gender roles vary within and among cultures / countries. 	A gender role is a set of expectations laid down by the particular society that prescribes how males and females should act, think and feel. Roles may also be influenced by biological factors (hormones), social and cultural expectations among other things. These stereotypes influence how we feel about males and females. Females: caring, nurturing, empathetic, emotional, hence women play a greater role in childcare, elder care, and household chores.	Questioning / Storytelling / Report writing	A student volunteers to tell the popular children’s story ‘ <i>Cinderella</i> ’. In small groups students discuss the roles that are played by the Prince and Cinderella. <i>How does this story influence how girls perceive themselves and their roles? How does this influence how boys see themselves and their roles? What about girls who play football and boys who love to cook?</i> Later, students in those same groups agree to watch a particular 30 minute programme and examine the roles given to males and the roles given to females.	Assess reports and discussions for understanding of gender issues.

<ul style="list-style-type: none"> ▪ Evaluate if, how and why traditional gender roles have been changing in Jamaica. ▪ Suggest how our perception of male and female gender roles influences our sexuality. ▪ To accept personal responsibility for the gender roles that we choose to play. 	<p>However, gender roles are changing as women become more educated and enter the professions. Despite this, there is still a long way to go.</p> <p>Males: Breadwinners, leader, protectors, initiators, aggressors in relationships.</p>	<p>Resource person / Personal action</p> <p>Role play / Discussion</p>	<p>Students prepare critical review and summary of what they understand about gender roles in this society.</p> <p>A resource person from the local college presents a short lecture on gender roles in different societies, and the roles of males and females in Jamaican society. The speaker will address the experiences here in education, the professions, in respect of responsibilities for childcare and housework, and within boyfriend-girlfriend relationships.</p> <p>Individual students write a short essay a person of the same gender who has made the greatest impression on your life. Include a discussion of the gender behaviours displayed by that person.</p> <p>Students work together to develop and present a scene between middle aged parents and an angry son who wants to pierce his ears and shave his eyebrows. They follow with a discussion on roles, how these might be changing and the possible implications for the society.</p>	<p>Review essays.</p> <p>Assess understanding of the implications of changing gender roles.</p>
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	<p>Stereotyping is dangerous. It is necessary to ensure that young persons are treated with respect and care, and are encouraged to reach their full potential.</p>	<p>Discussion / Essay</p>	<p>Students working in groups of ten or more, decide on a movie where gender roles are reversed. They agree to watch the movie with a view to saying exactly how it challenges the stereotype of men as dominant, powerful and aggressive and women as the opposite. When the group comes back to class they discuss the details of the movie and what the movie means to them in respect of gender stereotyping.</p> <p>Students write a short essay on their career choice, how it is or is not a stereotypical career choice. They should give reasons why they have chosen this field and indicate what steps they will now take to ensure that they succeed, despite gender or any other type of stereotyping.</p>	<p>Evaluate their understanding of how gender stereotyping can affect people’s lives and their career choices.</p>
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GRADE 7 **Theme** : **Sexuality and Sexual Health**
Unit 3: STIs, and HIV AIDS

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

1. Analyze issues that may arise through sexual involvement.
2. Demonstrate an acceptance of responsibility for making healthy sexual/reproductive choices.
3. Practice appropriate skills (social, coping, cognitive) to deal with risk factors related to reproductive health.

Lesson 1: Sexually Transmitted Infections (STIs)

Life Skills:

Social: Teamwork, Presentation skills, Advocacy

Cognitive: Researching, Summarizing, Critical thinking

Coping: Self awareness, Identifying values, Self control

Objectives	Content	Strategy	Activities	Assessment
By the end of this lesson, students should be able to: <ul style="list-style-type: none"> ▪ Explain what is meant by an STI. ▪ State named examples of common STIs. ▪ List the general symptoms of STIs (including HIV AIDS). ▪ Outline some of the challenges associated with the treatment of STIs. 	Sexually Transmitted Infections (STIs) are infectious diseases passed on primarily from one person to another by sexual activity. Common STIs include: Chlamydia, Genital Herpes (HSV-2), Genital Warts, Gonorrhea, Hepatitis B (HBV), HIV and AIDS, Pelvic Inflammatory Disease (PID), Pubic Lice (Crabs), Syphilis, Trichomoniasis. STIs are usually caused either by a bacterium or a virus. Bacterial STIs like gonorrhea	Resource person Cooperative learning (jigsaw method)	A resource person from the local STI Clinic comes in to discuss the signs and symptoms of common STIs, and bring brochures and other material. Students participate actively by asking relevant questions. They later prepare a summary of what they learned. Students collect pamphlets from the resource person and in cooperative groups (jigsaw) discuss the information. Later they work together to mount a public awareness campaign for the wider school community	Evaluate participation. Assess teamwork and the public awareness campaign itself.

	<p>can be cured with antibiotics.</p> <p>There are no cures for some STIs like Herpes and HIV, which are caused by viruses. The medicines treat the symptoms but do not cure the infection.</p> <p>The symptoms that might indicate the presence of an STI:</p> <ul style="list-style-type: none"> ○ Skin changes including sores on or around the genitals. ○ Frequent urination ○ Burning or pain during urination. ○ Genital itching or burning ○ Abnormal discharge from sex organs. ○ Unusual odour from genitals. ○ Prolonged swollen glands. <p>It is important to note that some STIs are asymptomatic in both men and women i.e. show no symptoms at all</p> <p>HIV - the human immunodeficiency virus - tears down the body's immune system that protects us from disease. HIV infection eventually leads to AIDS (Acquired Immune Deficiency Syndrome).</p>		<p>about STIs.</p> <p>They prepare charts and posters about how to prevent STIs and present information about risk assessment and how to reduce the risk of infection.</p> <p>Students may even request permission to make a presentation at General Assembly.</p>	
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GRADE 7 **Theme** : **Sexuality and Sexual Health**
Lesson 2: **Risk Behaviour Associated With STIs**
Life Skills: *Social:* Communication
 Cognitive: Analysis / evaluation
 Coping: Assertiveness

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Identify at least three high risk situations that could lead to risky sexual behaviour. ▪ Explain how certain lifestyles increase the risk of contracting STIs. ▪ Argue that sexual feelings are out of your control, but sexual behaviours are not. ▪ Demonstrate awareness that choices have consequences. 	<p>Risk behaviors associated with STIs include:</p> <ul style="list-style-type: none"> - Abuse of drugs, alcohol and marijuana. - Sharing of needles among intravenous drugs users. - Unprotected sexual contact - Peri-natal activities (during pregnancy, childbirth, or breast feeding). - Exposure to infected blood or blood products. - Promiscuity. <p>While each STI causes different health problems, overall, they can cause cervical cancer and other cancers, liver disease, pelvic inflammatory disease, infertility, pregnancy problems, and other complications.</p>	<p>Brainstorm / Small group discussion / Role play</p> <p>Music Videos / Role play</p>	<p>In small group students list the reasons why they should avoid substance abuse and examine the steps they could take to avoid and prevent substance abuse. Students list a number of alternatives to substance abuse and use role play to demonstrate the STAR method of avoiding risky behaviour.</p> <p>Students form small groups and agree to watch music videos. They are looking critically at the videos to determine if they project risky sexual behaviour in the lyrics or in the visuals.</p> <p>Students come up with scenarios of being approached to take drugs (eg. friends and ganja, a boy/girl friend and alcohol) and role play ways to deal with these situations.</p>	<p>Assess use of the STAR method.</p> <p>Assess their analysis of the music videos.</p>

	<p>Some STIs increase your risk of getting HIV/AIDS. And HIV/AIDS can cause a number of health problems and raise the risk of getting life-threatening diseases and certain forms of cancer.</p> <p>Risk behaviours associated with cervical cancer:</p> <ul style="list-style-type: none"> - serial monogamy - multiple sexual partners - sex for money - sex for power - history of STIs / HIV - early sexual intercourse - having sex to feel loved or popular - cigarette smoking 	<p>Video / Discussion / Drama</p>	<p>Students then watch the video presentations, <i>Janet and Paula</i> and <i>Marc and Tony</i>. In small groups they discuss risky sexual and other behaviours, give reasons why they are risky and review the consequences. Later in the same groups, students write and present a skit showing how they will act to preserve their sexual health by resisting the pressures that expose them to early sexual intercourse.</p>	<p>Assess their understanding of risky sexual behaviour.</p>
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GRADE 7 **Theme** **Sexuality and Sexual Health**

Lesson 3: ***Reducing the Risk To My Health***
Life Skills: *Social:* Teamwork, Communication, Persuasion/advocacy
 Cognitive: Justifying, Evaluating
 Coping: Self control, Refusal skills

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Propose reasons why abstinence at this life stage is the safest option. ▪ Explain why contraceptive education is necessary. ▪ Identify where to obtain contraceptive information. ▪ Demonstrate at least two ways to show affection appropriately. ▪ Demonstrate how to say and display “NO!” to unwanted sexual activity in various situations. 	<p>Regular and proper use of condoms reduces the risk of pregnancy and the spread of some STIs. Note the following cautions:</p> <ul style="list-style-type: none"> ✓ Condoms are not 100% safe because they are often used improperly. ✓ Even with the proper use of condoms, multiple sex partners increase the chances of contracting STIs. ✓ Some STIs e.g.genital warts and herpes can be contracted even if a condom is used during sex, due to skin-to-skin contact of the genital area. ✓ Oral sex can result in STI transmission. ✓ Early withdrawal or outercourse (intimate sexual activities other than penetration) can still result in pregnancy and STI transmission. 	<p>Resource person / Debates</p>	<p>A resource person like the school nurse discusses methods of reducing risk of contracting STIs. The focus of the presentation is on abstinence, and that humans are able to control our sexual urges and evaluate our decisions unlike the rest of the animal world. Students ask questions.</p> <p>Based on what they have learnt, students debate the value of delaying initial intercourse. They discuss the importance of getting to know potential sexual partners, the value of reducing the number of sexual partners, abstinence, and how early sex can derail future plans. Students discuss alternatives to early sexual behaviour.</p>	<p>Observe students and listen to comments.</p>

	<p>✓ Hormonal birth control methods e.g. the pill, do not provide protection against STIs.</p> <p>Abstinence is 100% safe. It is commonly employed by many young persons around the globe and every young person can develop the strength of character to enforce it!</p> <p>Contraception information can be had from agencies like:</p> <ul style="list-style-type: none"> - Health centres - Hospitals - Family doctor - Guidance Counsellor - School Nurse 	<p>Making posters</p> <p>Life Line</p> <p>Questioning / Discussion</p>	<p>The entire class works together to make posters to share with the rest of the school. The focus of the posters can be one of the following:</p> <ul style="list-style-type: none"> • Ten ways to say “No!” to sexual advances. • Ten ways to say I like / love you without physical intimacy. <p>Students draw their own life line to show where they want to be in 5 and then 10 years – and then discuss how early sex can negatively impact these plans.</p> <p><i>What is the big deal about listening to and watching raunchy music videos? What is the problem with inviting friends home when parents are out? What is so bad about going on one-on-one date to a remote location?</i></p> <p>Students in small groups discuss these questions and decide what they understand from the questions, the answers to the questions and why these actions should be avoided. The focus is on reasoning and decision making skills to help make appropriate choices.</p>	<p>Assess posters for accuracy.</p> <p>Evaluate discussions.</p>
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Grade 7 **Theme: Appropriate Eating and Fitness**

Unit 1: The Influence of Personal Situations on Eating Habits

- General Objectives: By the end of the unit, students should be able to
1. Demonstrate knowledge about social, emotional and physical influences on nutrition.
 2. Show willingness to make changes in their dietary patterns and habits.
 3. Use appropriate life skills to adjust their food choices.

Lesson 1: What Influences Food Choices?

- Life Skills:**
- Social:* Communication, Persuasion, Cooperation
 - Cognitive:* Critical thinking, Decision making, Research
 - Coping:* Self control, Identifying values

Objectives	Content	Strategies	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ◆ Identify and describe at least four factors that influence food choices. ◆ Explain how the appearance and presentation of food affects choices. ◆ Discuss the impact of popular culture on food choices. 	<p>There are several factors that influence food choices. These include:</p> <ul style="list-style-type: none"> ◆ Socio-cultural where popular local foods like patties, fried dumplings, curried goat, rice and peas, and sweet drinks are part of the diet. ◆ Family where eating habits form early in life. For example, the family eats rice and peas, chicken, every Sunday, grandma’s pudding, hearty drinks such as peanut punch, and salty snacks. Eating vegetables is punishment, and sweets, rewards. 	<p>Survey /Questioning / Art</p>	<p>While watching TV or listening to the radio for at least two hours, students write down the number of advertisements shown/heard in that time. <i>How many of those ads are for food or restaurants? Record what each food ad is promoting. What percentage of these ads is promoting healthful food choices?</i> Students do this survey and report on their findings. Students repeat the survey with newspapers. They count the total number of ads in one day’s newspaper, (<u>not</u> including the classified ads). How many of those ads are for food or restaurants?</p>	<p>Assess Survey findings.</p>

	<ul style="list-style-type: none"> ◆ ‘Food fashion’ where energy drinks, deep fried foods like fried chicken, potatoes, sweets, salty/cheesy snacks are popular. ◆ Advertisements where billboards, news-papers, magazines, television, radio proclaim foods with colour, music, large pictures and ‘special offers.’ ◆ Fast food places located on busy streets. ◆ Association between food and activities such as watching movies, TV, sporting events, and taking a break from work or studies. ◆ Appearance of food where food is attractively and colourfully laid out to influence choices. ◆ Feelings & moods where many persons connect eating with feeling stressed, sad, upset or bored. 	Interviews	<p>Students collect the ads and make a collage. What percentage of these ads is promoting healthful food choices? Does the same newspaper have any articles guiding healthful food choices?</p> <p>Students survey the number of places they pass on their way to school that sell food. Students may include those that may be nearby, though not directly on their route. Estimate the number of food stores per kilometre of that journey.</p> <p>Students work in groups to interview ten students from other classes. What are their three favourite foods? If they wanted a special treat, what would they prefer? What do they like about these foods? How often would they prefer to eat ‘fast food’ for dinner, rather than having a cooked meal at home? The students collect and compile the data and report the findings to the class.</p>	Evaluate report on interviews.
		Art / Music	<p>Considering what they know about healthy food and advertising, students work together to make up their own jingles or ads for a fictional home-style restaurant to promote healthy food.</p>	Rate jingles/ads.

Grade 7 Theme: Appropriate Eating and Fitness

Lesson 2: Food Groups
Life skills: *Social :* Communication, Collaboration,
Cognitive: Critical thinking, Decision making, Evaluating
Coping: Self awareness, Goal setting, Self control

Objectives	Content	Strategies	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ◆ Identify Caribbean food groups and their main nutrients. ◆ Analyse the nutrient content of regularly consumed processed/ cooked foods and determine the food groups to which they belong. 	<p>Caribbean Food Groups are described according to the main nutrients in foods belonging to each: staples, legumes and nuts, dark green leafy and yellow vegetables, fruits, food from animals, fats and oils.</p> <p>Nutrients include carbohydrates, proteins, fats, vitamins and minerals. Nutrients are chemicals that perform important functions in the body.</p> <p>People need these nutrients in different amounts to grow, live and thrive. Since we derive all the nutrients we need through the diets we eat, our diets must be well balanced to provide all the nutrients in proper proportions.</p> <p>Water and fibre are important, even though they have no nutritive value.</p>	<p>Group work jig-saw/charts</p> <p>Scrap-booking</p>	<p>In groups, students use food charts to determine the nutrients present in common foods they eat. Based on what they have learned, students agree to be a particular nutrient/food that is regularly consumed. The foods can be natural or processed, cooked or uncooked. Other students ask questions of this ‘nutrient’ to try to determine what nutrient he/she is. Students are only allowed to ask questions to which the ‘nutrient’ may answer either “yes” or “no”. When the class correctly identifies the ‘nutrient’, the ‘nutrient’ asks, “What would happen to your body if I am missing from your diet?”</p> <p>Students use scrapbook previously prepared for the exercise on food choices. They list the foods and re-organize them into food groups</p>	<p>Assess knowledge of nutrients.</p> <p>Evaluate information in food groups.</p>

		<p>Research/ Essay</p>	<p>and nutrients. Students do research to identify foods that belong to more than one food group, and prepare reports.</p>	<p>Assess reports.</p>
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Grade 7 **Theme: Appropriate Eating and Fitness****Lesson 3: Making Healthy Choices**

Life skills: *Social:* Communication, collaboration
 Cognitive: Creative thinking, critical thinking, decision-making
 Coping: Self awareness, self control, goal setting

Objectives	Content	Strategies	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ◆ Identify healthy cooking methods. ◆ Give reasons for choosing specific healthy cooking methods and types of meals. ◆ Display critical thinking and decision-making skills in changing beliefs that hinder wise food choices. 	<p>There are ways of preparing food that retain the nutrients in these foods. For example, in order to retain:</p> <p>Vitamin A - avoid cooking at high temperatures as this destroys some of the vitamins.</p> <p>B Vitamins - avoid washing, soaking, or boiling, as B vitamins are water soluble and easily lost.</p> <p>Vitamin C – avoid washing, soaking or boiling, as this vitamin is water soluble and heat sensitive. To reduce losses:</p> <ul style="list-style-type: none"> • Use as little water as possible • Add food to rapidly boiling water • Cover the pan • Do not add sodium bicarbonate • Avoid using copper pans • Use cooking water for soups, sauces, and gravies • Serve and eat promptly 	<p>Survey / Display / Presentations</p> <p>Discussion / Menus</p>	<p>Students work in groups of three to collect paraphernalia from various fast food outlets, e.g. cups, napkins, that have the logo, and mount a display. The students tell listeners about the main foods sold at these outlets and say whether or not each these foods are healthful inclusions in the diet.</p> <p>Class discusses the advantages and disadvantages of each type of food preparation method. Their discussions include consideration of how flavour and texture differ among the different methods.</p> <p>Later students design a menu for a meal that offers at least three healthy options. They also include details of food preparation.</p>	<p>Assess knowledge of nutritional value of foods.</p> <p>Assess knowledge of cooking methods.</p>

	<p>For healthy food preparation, it is best to steam, roast, braise, bake, grill, or poach foods instead of frying in oil.</p> <p>It is also wise to eat raw foods (except meat) as much as possible.</p>		<p>Other students present two menus in columns side-by-side. In the left column, a not-so-healthy, but popular meal; in the right column, a healthy alternative.</p>	<p>Evaluate menus.</p>
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Grade 7 **Theme:** **Appropriate Eating and Fitness**
Unit 2: *The Healthy Body*

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

1. Demonstrate an understanding of the benefits derived from exercise.
2. Appreciate the need for a regular exercise programme.
3. Use appropriate coping skills while participating in regular exercise.

Lesson 1: **Achieving a Healthy Body**

Life skills: *Social:* Communication, Collaboration, Collective action, Relationship building
 Cognitive: Critical thinking, Decision making, Evaluating
 Coping: Self control, Self evaluation, Goal setting

Objectives	Content	Strategies	Activities	Assessment
By the end of the lesson, students should be able to: <ul style="list-style-type: none"> ◆ Describe the physical, emotional and social benefits of exercise. ◆ Outline the principles of exercise for achieving physical fitness. ◆ Practice appropriate exercises. ◆ Display a positive attitude toward regular exercise. 	A fit body: <ul style="list-style-type: none"> ◆ Has appropriate weight, balance between height and bone structure ◆ Has the capacity to carry out regular daily activities without exhaustion ◆ Is free from illness ◆ Is resistant ◆ Recovers relatively quickly In order to achieve a fit body, the individual should avoid: <ul style="list-style-type: none"> ◆ Alcohol as it is empty calories which increases weight gain and dehydrates the body and make exercise more difficult. 	Resource person Personal action/ Journal	A resource person like a gym instructor, the PE teacher talks about the importance of fitness and exercise, then demonstrates simple aerobic exercises with class participation. In groups, students later discuss the benefits of exercise and design exercise programme with activities to be carried out three days per week, for three months. Students form small support groups among themselves (at least three students to a group) in which they will carry out the exercise programme.	Review journals.

	<ul style="list-style-type: none"> ◆ Drugs as they can damage the brain, heart, and other important organs, especially of young persons who are still growing <p>Benefits of exercise include:</p> <ul style="list-style-type: none"> ◆ Reduced risk of diabetes, heart disease, hypertension and problems associated with aging ◆ Reduced blood pressure in people who have high blood pressure ◆ Fewer feelings of depression and anxiety ◆ Capacity to cope with stress ◆ Weight control, muscle development and reduced body fat ◆ Increased physical endurance ◆ Healthy bones, muscles and joints ◆ Enhanced immunity ◆ More restful sleep ◆ More alert and efficient in daily activities 	<p>Interviews</p>	<p>Together they keep a log of their activities and record any changes they begin to experience physically, emotionally, socially or otherwise in their journals. Students write in their journals a reflective piece on their experiences with the exercise programme and the support group – challenges, benefits, ways to improve, etc.</p> <p>In order to get an additional perspective on exercise, students interview an athlete, e.g. footballer, runner, swimmer, to discover how exercising and being fit have helped. They also find out if there are any disadvantages to exercise that would make them stop exercising. Students compare their own experience with that of the athletes and present their findings to class.</p>	<p>Assess presentations.</p>
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Grade 7 Theme: Appropriate Eating and Fitness

Lesson 2: Personal Fitness

- Life skills:**
- Social:* Collaboration, Persuasion, Relationship building, Communication
 - Cognitive:* Critical thinking, Decision making
 - Coping:* Self monitoring, Self control, Goal setting

Objectives	Content	Strategies	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ◆ Describe their current level of fitness. ◆ Define their personal fitness goals. ◆ Design a plan of increased activity/ exercise to improve fitness levels. ◆ Display an understanding of the relationship between health and fitness. 	<p>Fitness is an important part of overall wellness. It is “a set of physical attributes that allows the body to respond or adapt to the demands and stress of physical effort.</p> <p>One measure of fitness is the Body Mass Index (BMI). It is important to find out your own BMI to help determine your need for exercise.</p> <p>Calculating BMI =</p> $\frac{\text{body weight in kg}}{(\text{height in m})^2}$ <p>BMI <18.5 underweight BMI 18.5 – 24.9 normal BMI 25.0 – 29.9 overweight BMI ≥30.0 obese</p>	<p>Questioning / Discussion / Brainstorming</p> <p>Personal action / Group work (pair-share)</p>	<p>How do I know if I am fit? What does it mean to say that I am fit? What does fitness have to do with health? What level of fitness is best for me? Students calculate their BMI to determine if they are at a healthy weight. Then they discuss with the PE teacher or school nurse what kinds of activities they would like to participate in.</p> <p>Students determine fitness goals on the basis of exercise activities or physical challenge they want to meet e.g. climbing to Blue Mountain peak; climbing flights of stairs or walking around the field in less time than they are doing now.</p> <p>Students share strategies that they think would help them be consistent with a realistic exercise programme. Students should present their own programme suggestions to the class.</p>	<p>Assess understanding of BMI.</p> <p>Assess personal plans.</p>

	<p>Doctors have generally assumed that for young people, the health risks associated with obesity and poor health-related fitness are not fully manifested until mid adulthood. But the increasing prevalence of type-2 diabetes and the emergence of other health problems among adolescents is cause for concern. Adolescent obesity tracks strongly into adulthood, along with other cardiovascular disease risk factors.</p> <p>Thus it is necessary to check family history to identify any predisposition to disease or allergies.</p> <p>An exercise programme starts out slowly and builds up gradually. The recommended minimum frequency of exercise is thirty(30) mins per day, four (4) days per week.</p>		<p>Each student works with the PE Teacher or School Nurse to design a personal exercise programme, (including his/her participation in games and sports), to achieve or improve health and fitness, and shares challenges and successes in their journals.</p>	
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Grade 7 Theme: Appropriate Eating and Fitness

Lesson 3: Safety Rules for a Fitness Programme

- Life skills:**
- Social:* Communication, Collaboration, Relationship building
 - Cognitive:* Researching, Evaluating, Decision making
 - Coping:* Identifying values, Goal setting

Objectives	Content	Strategies	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ◆ Demonstrate three safe activities that are appropriate for their current fitness levels. ◆ Obtain, maintain and use safety gear appropriate to the fitness activities in which they participate. ◆ Address any exercise injuries and discomforts promptly. 	<p>There are a number of safety rules for any exercise programme:</p> <ul style="list-style-type: none"> ▪ Increase the intensity and duration of your workouts gradually. ◆ Get adequate rest between exercise sessions. ◆ Warm up thoroughly before you exercise and cool down afterwards. ◆ Achieve and maintain a good level of flexibility. ◆ For bruises, strains and sprains, apply the R-I-C-E technique: Rest, Ice, Compression (e.g. bandage the area), Elevation, then seek medical help if needed. <p>It is important to investigate the gear needed for your chosen activity/sport. Be careful of buying ‘cheap’ as you may not be getting adequate protection.</p> <p>Ensure that you wear appropriate gear designed for those activities.</p>	<p>Survey – Interviewing athletes</p> <p>Resource person / Simulation</p>	<p>Students interview athletes, sports team members, coaches, etc. to find out what are the common injuries in their game or sport. They also find out what usually leads to these injuries, ask about how injuries affect an athlete’s performance, how they can be prevented and how are they treated. Students prepare charts showing various exercises, the potential injuries, as well as safety gear and safety tips associated with each.</p> <p>A PE teacher or sports medicine practitioner visits the class, to discuss proper ways to do exercise. The demonstrations include:</p> <ul style="list-style-type: none"> ◆ warm up exercises ◆ cool down exercises ◆ flexibility exercises ◆ giving first aid ◆ proper technique/posture for certain activities 	<p>Assess understanding of exercise techniques.</p> <p>Assess understanding of injuries.</p>

Grade 7 **Theme:** **Managing the Environment**

Unit 1: Maintaining a healthy environment

- General Objectives: By the end of this unit students should be able to:
1. Explain the relationship between a clean, healthy natural environment and human health.
 2. Demonstrate thinking, discussion and collaboration skills.
 3. Appreciate that there are many ways of maintaining a clean and healthy environment.

Lesson 1: My surroundings

- Life skills:**
- Social:* Team-work, Communication
 - Cognitive:* Analytical skills, Critical thinking
 - Coping:* Decision-making

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> ▪ Explain at least two ways in which the components of the environment interact and remain balanced and healthy. ▪ Describe ways in which human behaviour impacts the environment and how the environment affects human health and well-being. 	<p>Our environment consists of our surroundings, of which there are physical, social and biological components.</p> <p>In a natural environment, all the components remain in balance, and healthy. When the balance is upset, areas become polluted.</p> <p>A healthy and clean environment is important for the well being and health of humans.</p>	<p>Video / Group work/ Discussion</p>	<p>Watch the NEPA video “<i>Earth to Sea</i>”. In groups (i) List the different components of the environment seen in video (ii) List interactions seen among the environment’s components (negative and positive) (iii) Describe at least two ways in which humans impacted the environment (pollution), and vice versa (diseases/disasters). Afterwards, write letters to the editors of the media houses and artistes to ask them to promote importance of a clean, healthy environment.</p>	<p>Assess letters.</p>

<ul style="list-style-type: none"> ▪ Express their appreciation for a clean and healthy environment, using appropriate examples. ▪ Make informed decisions about keeping their surroundings clean. 		<p>Resource person</p> <p>Debate</p> <p>Journal</p>	<p>Invite science teacher to explain cycles in nature, and the equilibrium among components of the natural environment. Students should ask questions.</p> <p>Students are divided into two groups to debate the moot: “Good personal, home and community hygiene is NOT helpful to the natural environment around us”.</p> <p>Students write responses to the following comments in their journals: ‘what a clean and healthy environment means to me’/ ‘what happens to me when my environment is unclean’.</p>	<p>Assess the quality of the preparation that went into the debate.</p> <p>Evaluate journal entries.</p>
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Grade 7 **Theme:** **Managing the Environment**

Lesson 2: **Some Environmental Concerns**
Life skills: *Social:* Team-work, Communication
 Cognitive: Analytical skills, Critical thinking
 Coping: Self awareness

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> ▪ Describe at least four of Jamaica’s environmental concerns. ▪ Demonstrate understanding of the link between environmental concerns and human health. ▪ Demonstrate willingness to working toward solving at least two local environmental concerns. 	<p>Environmental concerns in Jamaica include water quality and its distribution, energy use, personal safety & security, pollution of air, land and water, wise use of our resources, natural disasters.</p> <p>Each of these concerns affects human health in various ways. It is important that we recognize the link between <i>our</i> health and the “health” of our environment, i.e. our concerns about the state of our environment.</p>	<p>Video / Group work : discussions</p>	<p>Watch NEPA video “<i>Kingston Harbour – dead or alive?</i>” In groups discuss the various issues & environmental concerns outlined in the video. Students choose three issues from video and prepare suggestions for their solution.</p>	<p>Assess suggestions.</p>
		<p>Role play</p>	<p>Students work in groups to role play TV panel discussion on the following: (i) Need to solve selected environmental concerns, (ii) Link between environmental concerns and human health & well being.</p>	<p>Assess role play.</p>
		<p>Art work: posters</p>	<p>Work in small groups to prepare posters on one/several local environmental concerns of Jamaicans (causes, effects, persons involved, and solutions).</p>	<p>Assess posters.</p>

		<p>Group work: discussion</p>	<p>Students discuss the effects of unclean spaces on human health and the implications of pollution on human health. They write their suggestions about how to clean up specific areas in their local environment.</p>	<p>Assess students' suggestions.</p>
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Grade 7 **Theme:** **Managing the Environment**

Lesson 3: **Natural Risks and Hazards**

- Life skills:**
- Social:* Team-work, Communication
 - Cognitive:* Analytical skills, Critical thinking
 - Coping:* Self control, Self monitoring

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> ▪ Describe at least two natural hazards and two risks. ▪ Explain the effects of natural hazards, and the risks to human health. ▪ Use problem solving skills to identify ways of reducing the effects of natural risks and hazards. 	<p>Natural risks and hazards occur normally in our environment e.g., disease epidemics, floods, earthquakes).</p>	<p>Research / Group discussions</p>	<p>In small groups students undertake research on (i) Effects of cholera/malaria/HIV AIDS epidemics on humans or (ii) Effects of hurricanes, fires on components of environment, incl. humans In the research they must identify ways of minimizing these natural risks and hazards to humans & to other environmental components. Students will agree among themselves who will present the report and respond to questions from the class.</p>	<p>Assess the research and discussions that follow.</p>
	<p>Effects of these risks and hazards are varied, and they need to be minimized for optimal human health and well being.</p>	<p>Journaling</p>	<p>Students record in their journals an entry entitled “Risks I am exposed to every day and what can I do about them.”</p>	<p>Assess suggestions for reducing their risks.</p>
	<p>A clean, safe environment supports healthy humans. We need to manage the stresses brought on by natural hazards, risks, disasters.</p>	<p>Concept mapping</p>	<p>In groups, students prepare concept map showing (i) The interactions between, natural risk/hazards, impact of a natural risk/hazard (ii) Strategies to overcome stresses from this risk.</p>	<p>Assess concept maps.</p>

Grade 7 **Theme:** **Managing the Environment**

Lesson 4: **Working to Keep My Surroundings Clean & Healthy**

- Life skills:
- Social:* Team-work, Communication
 - Cognitive:* Analytical skills, Critical thinking
 - Coping:* Self awareness

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the principles of recycling selected solid waste materials, e.g., paper, tins and other containers. ▪ Provide at least two reasons for recycling (reducing solid waste/keeping the area clean). ▪ Explain how to set up a compost heap. ▪ Organize a “kitchen/container garden” using containers. 	<p>Recycling and re-using are good ways to reduce the amount of solid waste thrown away, and keep the environment clean.</p> <p>A product is recycled when it is collected after use, and reprocessed into the same or another item.</p> <p>A product is reused when it is used several times for the same purpose before being discarded, e.g., glass bottles.</p> <p>Composting is a useful way of recycling organic waste from kitchens as a natural fertilizer.</p> <p>“Kitchen/container gardens” are a good way to obtain fresh vegetables & reduce waste.</p>	<p>Group activity – jig saw method</p> <p>Project work</p> <p>Gardening project</p>	<p>In groups using the jigsaw method, conduct research on recycling and re-using solid waste materials, e.g., containers. Students make presentations to class on recycling & re-using containers, and other selected solid wastes.</p> <p>Each student makes a new item by re-using or recycling an item that would be thrown away. Students watch and help a resource person demonstrate how to set up a compost heap. They prepare list of questions to ask the resource person, and write a summary of the talk, with a comment on whether they might be able to do this at home.</p> <p>In groups, students use a variety of used containers with soil and kitchen vegetable peelings, dead leaves in which they plant vegetables, e.g., calaloo, pak-choi, peas, sweet or hot peppers, and tomatoes. They evaluate results after six/seven weeks.</p>	<p>Assess presentations made to class</p> <p>Assess each item made.</p> <p>Assess students’ evaluation of their gardens.</p>

Grade 7 **Theme:** **Managing the Environment**

Unit 2. *Public Sanitation*

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

1. Understand that the maintenance of a clean natural environment is integral to good national health.
2. Appreciate the role of government agencies (national works agency, national solid waste authority, and the parish councils) in keeping us healthy.
3. Appreciate the scale of the garbage problem in Jamaica.
4. Develop planning and action taking skills.

Lesson 1. Street cleaning

Life Skills: *Social:* Interpersonal communication, Cooperation
Cognitive: Critical and Creative thinking
Coping: Self evaluation, Goal setting, Taking action

Objectives	Content	Strategy	Activities	Assessment
By the end of this lesson students should be able to:	There are at least two Ministries and three different agencies involved in keeping streets & sidewalks clean.	Resource person	A resource person from NWA or NSWMA or a local parish council visits to speak to class about their work. Students prepare list of questions to be asked, and summarizes the responses.	Assess presentations.
<ul style="list-style-type: none"> ▪ Describe the role of two government agencies in maintaining clean and healthy streets. ▪ Present information on the work of one selected government agency responsible for keeping streets clean. 	<p>The National Works Agency (NWA) maintains streets and sidewalks in good condition.</p> <p>The National Solid Waste Management Authority (NSWMA) & the Parish Councils are responsible for removing garbage and sweeping streets clean.</p>	Field trip	<p>At the end of the presentation, students working in groups, make presentations about the information they gained from the resource person.</p> <p>Students go on field trip to observe conditions on sidewalks and streets & prepare report / make journal entries.</p>	Assess field trip report/journal entries.

<ul style="list-style-type: none"> ▪ Discuss two ways in which individuals can help keep streets clean. ▪ Show willingness to dispose of waste appropriately. 	<p>The Ministry of Health (MOH) reduces health threats by checking for pests and vectors in potholes and spraying to kill them.</p> <p>The government works to keep streets clean because this is necessary for the good health of citizens.</p> <p>We can assist in keeping streets clean by reducing the quantity of garbage we produce and by disposing of it correctly.</p>	<p>Group-work (Think-pair-share)</p>	<p>Students brainstorm ways in which each person can assist in keeping streets cleaner, and prepare plan of action to be taken at once to achieve this goal at home and at school.</p>	<p>Assess plans to reduce waste and improve cleanliness of streets.</p>
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Grade 7 **Theme:** **Managing the Environment**

Lesson 2. **Managing Open Lots**

Life Skills: *Social:* Interpersonal communication, Collaboration, Assertiveness, Advocacy, Leadership
 Cognitive: Critical and Creative thinking, Researching
 Coping: Taking action, Goal setting, Self monitoring

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the link between human well being and clean, attractive vacant spaces in our environment. ▪ List at least three government agencies responsible for vacant lots/premises. ▪ Show willingness to participate in community action. ▪ Take initiative in planning for community activity. 	<p>It is necessary to keep vacant lots empty of garbage, and the grass cut, in order to ensure the safety and health of persons in the community (reduce pests, accidents, crime)</p> <p>Different government agencies and ministries, as well as lot owners are responsible for the cleanliness of vacant lots.</p> <p>Vacant lots can be made into temporary parks by community action. Beautiful spaces ensure good mental health.</p>	<p>Resource person</p> <p>Research /Art / Group-work:</p> <p>.</p> <p>Research / letter writing</p>	<p>A representative from the community visits and speaks about keeping empty lots and buildings clean and cleared. Students prepare list of questions to ask resource person, and record the responses.</p> <p>Students in groups, identify at least one vacant lot nearby, contact the person who owns the land, describe the problems ask for their cooperation in keeping empty lot clean. Later students develop posters on the subject.</p> <p>Research and prepare a list of government agencies responsible for keeping vacant lots/premises clean. Prepare letters to be sent to government agencies in respect to any vacant lot that has been identified as requiring assistance.</p>	<p>Check lists.</p> <p>Assess posters.</p> <p>Assess letters.</p>

		<p>Personal action plan</p>	<p>Students choose their own groups and prepare a plan of action to improve the look of the vacant lot.</p>	<p>Assess groups' action plans.</p>
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Grade 7 Theme : Managing the Environment

Lesson 2. Beach Cleaning

Life Skills: *Social:* Communication, Persuasion, Collective action
Cognitive: Critical thinking, Decision making, Evaluating
Coping: Self awareness, Identifying values, Goal setting

Objectives	Content	Strategy	Activities	Assessment
<p>At the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> ▪ Explain at least three effects of garbage on the beaches, river banks. ▪ Explain how garbage gets onto the beaches. ▪ Become empowered to assist in cleaning beaches, by their actions and activities. 	<p>Beaches are polluted by both solid and liquid wastes, from the immediate area as well as from areas far away. Garbage thrown carelessly away goes into drains, rivers, which take it to the beaches.</p> <p>Garbage on beaches affects the animals and plants that live there adversely, as well as detracting from the aesthetic appeal. Garbage on the beach also affects the people who visit.</p> <p>Everyone can help to keep the beaches clean by their everyday actions of disposing garbage correctly and by participating in organized beach clean up activities. (September).</p>	<p>Field trip</p> <p>Role play</p> <p>Personal action / Leadership</p>	<p>Students go on a field trip to a nearby beach, or river bank. Students prepare a field trip report including list of and types of garbage they observed, as well as the proportions of each type and the possible origins of each. Students suggest what they can do to reduce the quantity of garbage at home so as to reduce garbage on beaches and river banks.</p> <p>Role-play community meeting of persons who use “Big Rock Beach” that is badly polluted. Discuss how users such as fishermen, bathers, and peddlers can help to improve the situation. The discussion should include (i) Causes of problem (ii) The people involved (iii) effects on beach (iv) Solutions.</p> <p>Students prepare plan for class participation in Beach Clean Up Day (September). Include plans for fund raising to pay for bus etc.</p>	<p>Assess reports of field trip including what we should do with garbage at home.</p> <p>Assess the discussions of who is / is not responsible for beach garbage.</p> <p>Assess plans.</p>

Grade 7 **Theme :** **Managing the Environment**

Lesson 4. **Cleaning drains and gullies**

- Life Skills:**
- Social* Communication, Persuasion
 - Cognitive* Critical, Creative thinking, Decision making
 - Coping* Dealing with problem situations

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> ▪ Discuss reasons why people are careless about the cleanliness of drains and gullies. ▪ Explain at least two consequences to human and animal health of dirty/blocked drains and gullies. ▪ Explain the roles of two government agencies in drain and gully maintenance. 	<p>Often individuals and industries use drains, gullies as their preferred garbage disposal spot or pollutant disposal site, without realizing that unclean drains harbour disease and vectors, e.g., mosquitoes. Such actions occur because of varied reasons.</p> <p>At least two government agencies are responsible for cleaning drains and gullies.</p>	<p>Research / attitude survey</p> <p>Field trip</p> <p>Resource person / Art work</p>	<p>Students prepare a short questionnaire to ask persons in their community about attitudes towards keeping drains and gullies clean. Later students make a short report on the findings and prepare suggestions for actions</p> <p>On field trip to nearby drain, canal, or gully, students observe and record the types and effects of garbage & other pollutants they see. Later students research and report on the effects of garbage on human and animal health.</p> <p>Resource person from government agency responsible for cleaning drains speaks about problem of maintenance and consequences of blocked drains, gullies. On the basis of what they have learned, students prepare poster for public asking for cooperation in keeping drains/gullies clean/free from garbage/pollutants.</p>	<p>Assess the report from students on results of attitude survey.</p> <p>Assess reports.</p> <p>Assess students' posters.</p>

GRADE 8

MATERIALS and ACTIVITIES FOR GRADE 8

Self & Interpersonal Relationships	Sexuality & Sexual health
<p>Charts - Types of Family Refusal skills - SWAT method Say no – explain Why – suggest Alternatives - Talk Video – Vibes in the world of Sexuality Case study - ‘Family responsibilities’</p>	<p>*****</p>
Appropriate Eating & Fitness	Managing the Environment
<p>*****</p>	<p>Maps - Outline of Jamaica Case study - ‘Non-renewable and Renewable resources’ - ‘Chernobyl’ - ‘Coal mining’ Game - The Fishing Game</p>

Grade 8 Theme: Self and Interpersonal Relationships*Unit 1. Family – Society’s Building Block*

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

1. Discuss various family types in Jamaica.
2. Examine the relationship between the types of typical families in Jamaica and the general customs and behaviour of the society.
3. Appreciate the role of the family in perpetuating societal norms, beliefs and values.
4. Use interpersonal and communication skills to cope with issues within their family unit.

Lesson 1. Functions of the family**Life Skills:***Social:* Communication, Cooperation*Cognitive:* Researching, Critical thinking*Coping:* Self evaluation, Identifying values

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ List the various types of families existing in Jamaica. ▪ Describe the role of the family in caring for each other. ▪ Discuss the relationships that exist within the family unit. ▪ Appreciate the importance of family involvement in the successful development of children. 	<p>Types of families: nuclear, single parent, extended, adoptive, sibling, institutional.</p> <p>Functions of the family – building block of society, care and support for members, education of children, continuing societal traditions and values, raising caring citizens.</p> <p>In traditional families women were wives and mothers, while men were the head of the family and assumed the role of breadwinner and strong leader.</p>	<p>Chart / Discussion / Survey</p> <p>Creative writing / Aesthetics: diagrams/comic strips/drawings/poetry/song</p>	<p>Students examine the chart: <i>Types of families</i>. Working in small groups, students survey five other students in the school about the type of family in which they live. Students compile the results, using graphic organizers, and report to the class.</p> <p>Writing of short stories, poems, drawings or make comic strips about the changing roles of family members.</p>	<p>Assess reports of survey.</p> <p>Assess expressions in writing/art form.</p>

<ul style="list-style-type: none"> ▪ Explain the role of the family in the building of the society. 	<p>There was increased emphasis on gender differences that were learnt during childhood.</p> <p>In a changing world, the roles of family members are also changing. The roles of economic provider, care giver, educator, transmitter of culture, supporter and status giver are now subject to economics, education, job title and control of fertility.</p>	<p>Journaling</p>	<p>Students will write in their journals about the way they feel about their relationships with family members, their feelings with regards to the presence or absence of certain family members.</p>	<p>Review journals.</p>
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Grade 8 **Theme:** **Self and Interpersonal Relationships**

Lesson 2. **My Family, My Society**

- Life Skills:** *Social:* Communication, Cooperation
 Cognitive Creative thinking, Evaluating
 Coping Self evaluation, Identifying values & goals

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the family as the integral unit of the society. ▪ Describe the main role of the family as raising responsible citizens. ▪ Identify and discuss family values that impact the wider society. 	<p>The family is the smallest unit of any society. When families function well, the society functions well.</p> <p>My role in my family and my family type affect me, and this in turn will affect the society.</p> <p>Typical family values of caring, sharing, respect, honesty, patience, good communications will impact on the wider society and make this a caring and well ordered effective society.</p> <p>Families raise children to be responsible members of their family first, and then responsible members of society.</p>	<p>Discussion / Aesthetics - creative writing, drama, poetry/songs</p> <p>Survey: interviews</p> <p>Questioning / Journaling</p>	<p>In groups, students share their own family experiences. Then the members of the group work together to write a short story, skit, poem or song about two families, one functioning well and the other poorly, and how their functioning affects the society.</p> <p>Each student interviews three others (not in the same class) about two of their most important family values. They develop a chart of most important family values in the school.</p> <p>Is my family a good building block for society? Why? Why not? What can be done to improve it? In their journals, students assess their own family values, and consider which other values are important for the society.</p>	<p>Assess presentations.</p> <p>Assess charts.</p>

Grade 8 **Theme:** **Self and Interpersonal Relationships**

Unit 2 *Family – The Ties That Bind*

- General Objectives: By the end of this unit, students should be able to:
1. Demonstrate knowledge of relationships within the family.
 2. Display appreciation for the different family types in Jamaica.
 3. Use interpersonal and communication skills to cope with issues within their family units.

Lesson 1. **Individual responsibilities**

- Life skills:**
- Social :* Communication, Cooperation
 - Cognitive:* Critical thinking, Decision-making
 - Coping* Goal setting, Self management, Dealing with stressful situations

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the typical roles and responsibilities of family members in caring for each other. ▪ Describe their individual roles within their family. ▪ Analyze the distribution of responsibilities in their families. 	<p>The most important quality that families have is the care and love shared among the members.</p>	<p>Group Discussion</p>	<p>Students engage in discussion to agree on the most important roles of each family member in Jamaica. Each group reports its decisions.</p>	<p>Assess reports.</p> <p>Evaluate discussion.</p>
	<p>There are varying family types in Jamaica with each having varying distributions of the responsibilities and roles of the members. Families include mother with children, father with children, grandmother with grandchildren etc).</p> <p>Sometimes family members feel upset when they are faced with too many roles or responsibilities.</p>	<p>Case study</p>	<p>Students review a case study - ‘<i>Family responsibilities</i>’. It is a story of a typical Jamaican family, in which the responsibilities of each member is outlined.</p> <p>Later in small groups students discuss the case. They say what they think of these situations? How <i>should</i> they be changed? Who should be responsible for changing them?</p>	

<ul style="list-style-type: none"> ▪ Formulate a plan to adjust inequities in distribution of family responsibilities. 		<p>Journaling</p>	<p>Students write their thoughts on the situations outlined in the case study in their journal.</p>	
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Grade 8 **Theme:** **Self and Interpersonal Relationships**

Lesson 2. **Communication within the family**
Life skills: *Social* : Communication, Cooperation, Relationship building
 Cognitive: Creative thinking, Evaluating
 Coping: Self awareness, Identifying values, Coping with stressful situations

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ List at least three activities that families engage in together. ▪ Explain at least two ways in which they can communicate within the family. ▪ Express willingness to engage in family bonding activities, e.g., conversations with siblings, parents, arranging interesting activity. 	<p>Families spend time together, and do activities together. Families share religious ceremonies, meals, recreation, sports, quiet time, rest, and talk together.</p> <p>Communication among family members is very crucial to good interpersonal relationships.</p> <p>Poor communication within the family is an especially good marker of problems with adolescents.</p> <p>Adolescents find that communicating their new ideas and concepts on self and others to siblings and parents, is difficult.</p>	<p>Aesthetics</p> <p>Game / Questioning</p>	<p>Students design a chart illustrating activities that can be done by families together.</p> <p>Students play game in which the first person makes up and writes down a story. They pass it orally from one person to another. Later they discuss how the story changes from the story teller’s initial version to the final version received by last student. <i>What does this tell you about communication? How does this affect communication within families? How can this situation be improved? What can you do to improve this situation?</i></p>	<p>Assess charts.</p> <p>Assess their ideas for improving communication difficulties within the family.</p>

	<p>Family life is our first school for emotional learning. In this intimate cauldron we learn how we feel about ourselves and how others will react to our feelings; how to think about these feelings and what choices we have in reacting; how to read and express our hopes and fears.</p> <p>This emotional schooling operates not just through the things that parents say and do directly to children, but also in the models they offer for handling their own feelings and those that pass among mother and father, and other family members.</p> <p>How parents treat their children--whether with harsh discipline or empathic understanding, with indifference or warmth and so on--has deep and lasting effects on the child's emotional life.</p>	<p>Role play & Discussion</p> <p>Journaling</p>	<p>In groups, students perform skits depicting poor communication among family members. Students identify and discuss the ways that are suggested in the skits for solving this problem.</p> <p>Students write in their journals how they feel about the ways in which they communicate with their care-givers, and vice versa. They suggest ways in which they could improve how they communicate.</p>	<p>Assess skits.</p>
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Grade 8 **Theme:** **Self and Interpersonal Relationships**

Lesson 3. **The Challenges of Family Life**

- Life skills:**
- Social :* Communication, Collaboration
 - Cognitive:* Creative thinking, Critical thinking, Decision making
 - Coping :* Self evaluation, Dealing with stressful situations

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ List and describe at least four issues/challenges affecting family life. ▪ Prepare a plan of action to find solutions to selected family problems. ▪ Explain the importance of communication within the family. ▪ Apply coping skills to deal with family challenges. 	<p>Family life poses many challenges to adolescents and children. Challenges include the use of drugs, poor communication, time & duty management, separation, conflicts, economic hardships, incest, physical, sexual & emotional abuse.</p>	<p>Resource person</p>	<p>Students write down questions about the family problems they face, in preparation for talk by resource person. The resource person engages students in a discussion of the challenges of family life. Students ask questions to elicit additional information and write summary reports.</p>	<p>Assess summary reports.</p>
	<p>Adolescents have to learn how to overcome the challenges they face and solve the conflicts these challenges ignite.</p>	<p>Role play</p>	<p>Students in groups choose an issue that was discussed. They illustrate what they learned by writing and performing a skit for the class. The groups then make a plan to find other solutions to the problems they face, including where to get help.</p>	<p>Assess solutions set out in skits.</p>
	<p>A useful tool is learning the skill of good communication. Another important asset is self control.</p>	<p>Journaling</p>	<p>Students write in their journals how they might feel if they experienced the problem discussed earlier.</p>	

Grade 8 **Theme:** **Self and Interpersonal Relationships**
Unit 3. *The World of Work*

- General Objectives: By the end of this unit, students should be able to:
1. Demonstrate knowledge of available careers in the society.
 2. Examine their academic strengths, weaknesses, values, and personal interests in the light of possible career options.
 3. Demonstrate willingness to seek information on career training and development.

Lesson 1. Career Options
Life skills: *Social* : Communication
 Cognitive: Researching, Critical thinking
 Coping : Self awareness, Self evaluation, Goal setting

Objectives	Content	Strategy	Activities	Assessment
By the end of the lesson, students should be able to: <ul style="list-style-type: none"> ▪ Describe the requirements of different careers (knowledge, skills, attitudes). ▪ Outline the ways in which persons in selected careers perform their work. ▪ Explain how individual entrepreneurs have contributed to the wellbeing of society. 	The term 'career' is associated with paid employment and refers to a single occupation. In today's world of work the term 'career' is seen as a continuous process of learning and development.	Research	In groups, students choose two/three careers and talk about what they like about them, and why. Students then do additional research to find out more about each of these careers, and prepare a short talk on each for class.	Assess Presentations.
	There are careers within and outside the community. Most careers require formal training, which gives learning structure. Your performance and competence are assessed using assignments or examinations.	Resource person Research	A resource person visits and discusses specific career paths related to the areas that are of interest to individuals. Students ask questions and make summary report of talk. Students in groups research and make presentations on selected entrepreneurs in Jamaica.	Assess research presentations on entrepreneurs.

	<p>Successful completion ends with formal qualification—for example, a certificate or diploma.</p> <p>Primary and secondary education and training help you develop the skills and aptitudes to make a career choice.</p>			
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Grade 8 **Theme:** **Self and Interpersonal Relationships**

Lesson 2. **Conditions for selecting my career**

- Life skills:**
- Social* : Cooperation, communication
 - Cognitive:* Creative thinking, decision-making
 - Coping:* Self evaluation, Identifying values, Goal setting

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ List the knowledge, skills, attitudes required for three possible careers. ▪ Describe their feelings about these requirements. ▪ Evaluate their own skills, knowledge, attitudes, aptitudes for three selected careers options. ▪ Outline a plan for a career path to one of the selected possible careers. 	<p>Each career has different requirements, and it is important to know these requirements especially if you are interested in a specific career.</p>	<p>Research</p>	<p>In small groups, students brainstorm career ideas for certain personalities. Then they discuss individual suitability and personality types for specific careers. Each group reports to class.</p>	<p>Evaluate the presentations.</p>
	<p>Everyone has different skills and aptitudes. The society needs people to fill a number of different types of jobs. A person must choose from the list of jobs that are available, because not all persons are suited for all the careers.</p>	<p>Art</p>	<p>Students in groups use information from research to prepare posters on selected careers. The charts include plans for achieving training. Students prepare charts for an exhibition.</p>	<p>Assess posters and charts.</p>
	<p>It is useful to decide on a small number of possible career choices which suit you. Then outline a plan for getting the training and for reaching the chosen career goal.</p>	<p>Role play</p>	<p>Students in groups plan and execute a role play in which an individual has been offered a job, but is uncertain whether he/she has the aptitude or qualifications to suit the post. Class will decide what should be done in each case.</p>	<p>Review role play.</p>

	<p>Explore careers that offer internships. Find opportunities while still in school. Though internships will not attract salaries, they hold important benefits for the future.</p>	<p>Journaling</p>	<p>Students write their thoughts on two/three careers they might like, and prepare a plan for achieving training for these.</p>	<p>Review journal entries.</p>
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Grade 8 **Theme:** **Self and Interpersonal Relationships**

Lesson 3. Knowing my Career

- Life skills:**
- Social:* Communication, Cooperation
 - Cognitive:* Research, Critical thinking, Evaluating
 - Coping:* Self awareness, Self evaluation, Goal setting

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ State the value within the community of their selected careers of interest. ▪ Describe the dimensions of their careers of interest. ▪ Explore job options within their careers of interest. ▪ Display willingness to explore the values needed when making career decisions. 	<p>Each career is associated with a number of different jobs. For example in the medical profession, there are among others - doctors, nurses, dentists, surgeons and pharmacists. Each one is like a brick forming part of a wall.</p> <p>Every career has different aspects or dimensions, and jobs to suit differing interests and abilities.</p> <p>Each career is important for our country, whether it is in the private or public sector.</p>	<p>Research</p> <p>Survey</p> <p>Project</p>	<p>Students do research and prepare summary on the value and contribution to society of two careers of interest to them.</p> <p>Students work in groups, to interview two persons working in each of three careers of interest to them. They want to discover the details of their jobs and the prospects for getting into each of these careers. Students prepare individual reports.</p> <p>Students plan and implement an expo during career week, including invitations to guests, speakers, agenda, venue, brochures and a panel discussion on careers. After the expo, students review the event and say how it could be improved.</p>	<p>Review summaries.</p> <p>Assess reports.</p> <p>Evaluate the career exposition and student evaluation of the exposition.</p>

GRADE 8 **Theme** **Sexuality and Sexual Health**

Unit 1: Human Sexuality

General Objectives: By the end of this unit, students will be able to:

1. Demonstrate knowledge of the range of human sexuality.
2. Appreciate the meaning and impact of sexual harassment and sexual abuse.
3. Use coping, decision making and communication skills to deal with sexual pressure.

Lesson 1: Sexuality

Life Skills: *Social:* Communication, Persuasion, Collective action

Cognitive: Critical thinking, Evaluating

Coping: Self awareness, Self control, Dealing with stressful situations

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Articulate reasons why they consider themselves to be unique individuals. ▪ Demonstrate interpersonal skills in relating to self and others. ▪ Express their feelings using a variety of ways. ▪ Take responsibility for their thoughts and feelings. 	<p>Human beings are called to love soul and body. Human love hence embraces both the body, and the spirit. Therefore, sexuality is not something purely biological; rather it concerns physical, emotional and cognitive parts of the person.</p> <p>Thus, self-awareness is necessary if we are to appreciate and understand others.</p> <p>There are some things about ourselves that we cannot change and some things that we can.</p>	<p>Video /Discussion</p> <p>Questioning / Role play</p>	<p>Students view video called ‘<i>Vibes in the World of Sexuality</i>’. They later break into small groups and discuss the message and what it means to them. In small groups, students discuss the range of difference in sexual behaviours and relationships that exist, including abstinence, marriage and domestic partnerships.</p> <p><i>What is the big deal about having each other's consent before making sexual advances?</i></p>	<p>Assess discussion.</p> <p>Evaluate their understanding of appropriate ways of expressing sexuality.</p>

<ul style="list-style-type: none"> ▪ Be assertive in expressing themselves about issues related to their sexuality. 	<p>It is necessary for us to accept ourselves as being male or female. In all our expressions of sexuality, we must take responsibility for own behaviours and emotions.</p> <p>There are many ways to show your feelings. They include telling the person that you like him or her, kissing, cuddling or holding hands and touching.</p> <p>We must learn to be assertive, to negotiate and to deal with positive and negative pressures, in order to successfully relate to others.</p>	<p>Journal / Personal action</p>	<p><i>Why shouldn't I use pressure to get consent for sex? What is the value of being honest with each other? Why is it important to treat each other as equals? How far is too far? List what you have been told about sexuality – in community, church, home, media etc. What do you really think?</i></p> <p>The class discusses these questions and later forms small groups in which to share their ideas about how these suggestions might protect them from emotional and physical harm, even pregnancy and STI's. They role play their responses to these situations using the STACK method.</p> <p>Students record in their journals clear statements about what you want to do and don't want to do, in respect of expressing their sexuality.</p>	
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GRADE 8 **Theme:** **Sexuality and Sexual Health**

Lesson 2: ***Sexual Harassment & Sexual Abuse***

- Life Skills:**
- Social:* Communication, Persuasion, Relationship-building
 - Cognitive:* Critical thinking, Decision making, Research, Evaluating
 - Coping:* Refusal skills, Assertiveness, Negotiation

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Explain what is meant by the terms sexual harassment and sexual abuse. ▪ Identify examples of sexual harassment and abuse. ▪ Discuss how personal values, community norms, and culture may affect a person’s ideas on what constitutes sexual harassment. ▪ Employ effective communication skills in dealing with sexual matters. 	<p><i>Sexual harassment</i> – unwanted attention of a sexual nature that creates embarrassment or distress.</p> <p><i>Sexual abuse</i> is forced or coerced sexual activity.</p> <p>The victims may be male or female. The harasser/abuser may be anyone in a position of power/authority, even a teacher, relative, church member or friends, and may be of the same gender.</p> <p>The harasser/abuser may be unaware that his/her behaviour is offensive or he/she may be deliberately attempting to embarrass, physically hurt or demanding sex or sexual favours from the victim.</p>	<p>Resource person</p> <p>Debate</p>	<p>A resource person defines sexual harassment and sexual abuse and provides guidelines for recognizing and rejecting both. They also review what should be done when a person considers him/herself a victim of this type of abuse. Students take notes and ask questions.</p> <p>The class is divided into two halves. Each chooses a side of the topic, “Girls who dress in revealing clothes, deserve to be sexually harassed and or abused.” The groups work together to develop arguments based on what they learned from the resource person and from their own research. Presenters are chosen and the debate takes place in front of classmates. Classmates also evaluate the debate and comment.</p>	<p>Assess arguments and rebuttals, as well as comments from the other members of the class.</p>

GRADE 8 Theme : Sexuality and Sexual Health

Lesson 3: Communication & decision making about sex

Life Skills: *Social:* Communication, Assertiveness, Negotiation, Persuasion

Cognitive: Analyzing, Critical thinking

Coping: Assertiveness, Dealing with stressful situations

Objectives	Content	Strategy	Activities	Assessment
<p>At the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Identify some of the ways in which individuals communicate with each other. ▪ Compare and contrast the ways in which males and females commonly communicate sexual feelings. ▪ Explain why good communication is necessary for building healthy relationships. ▪ Suggest ways in which common communication difficulties about sexuality can be reduced. 	<p>Communication is the process that allows humans to exchange information. It occurs in several ways – verbally, non-verbally (body language) and through writing.</p> <p>Effective communication is necessary in building strong, healthy relationships.</p> <p>Gender differences – for example how men and women talk and view life - can generate misunderstanding and even hostility in relationships. Despite this however, it is necessary to avoid stereotyping. For example, women generally talk more, and it is their way of pursuing the relationship. Men talk less, usually to acquire information.</p> <p>Women often nod their heads to show that they are listening; men view it as a sign of agreement.</p>	<p>Game</p> <p>Role play</p>	<p>Students play a shortened version of ‘<i>Pictionary</i>’ (instructions in appendices) in order to see how differently males and females communicate. In this round of ‘<i>Pictionary</i>,’ the words and phrases are based on relationship and gender communication.</p> <p>Students are asked to notice the differences in the way males and females communicate and the difficulty each has in understanding non-verbal clues.</p> <p>Students in large groups develop and role play short skits on one of the following topics, followed by a discussion of the drama.</p> <p>(i) Girl is flirting but boy is not interested. Can he communicate how he feels without hurting her?</p>	<p>Assess appreciation of communication process.</p> <p>Assess ability to communicate as demonstrated in skits.</p>

	<p>In relationships, it is necessary to try to mean what you say and say what you mean.</p> <p>Try to avoid using words with sexual connotations that may give others the wrong impression.</p> <p>Be careful of what you do as the impact of your body language e.g. what might be communicated by simple hugs, holding hands etc. is as strong as any words you say.</p> <p>Intercourse is usually the final part of a series of behaviours that began with simple touches.</p>		<p>(ii) A friend of the opposite/same sex is touching you in ways that gives you uncomfortable feelings, but really means nothing by it. What do you do?</p>	
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GRADE 8 **Theme** **Sexuality and Sexual Health**

Unit 2: Factors and Risks Affecting Reproductive Health
 General Objectives: By the end of this unit, students should be able to:
 1. Demonstrate knowledge of reproductive health issues and parenting.
 2. Display appreciation for the role of parents in the family.
 3. Use communication skills to cope with issues.

Lesson 1: Factors Affecting Reproductive Health
Life Skills: *Social:* Cooperation,
 Cognitive: Creative thinking, Decision-making

Objectives	Content	Strategy	Activities	Assessment
By the end of this lesson, students should be able to: <ul style="list-style-type: none"> ▪ Explain what is meant by reproductive health. ▪ Outline two reasons why protecting our reproductive health is important. ▪ Identify factors that promote/endanger our reproductive health. ▪ Exercise choices that promote good reproductive health. 	Reproductive health implies that people are able to have a satisfying and safe sex life, that they have the capability to reproduce and the freedom to decide if, when and how often to do so. Factors affecting reproductive health include: <ul style="list-style-type: none"> - Physical health (e.g. fitness, nutrition, illnesses etc.). - Physical maturity. - Mental competency (being able to reason well). - Emotional competence, emotional intelligence (able to cope with feelings and thoughts) 	Questioning / Discussion Poster making competition	In groups, students brainstorm meanings of the word “health” and reproductive health. Students think about words that link to health remembering that health is more than the absence of disease. On the basis of the definitions, students discuss why reproductive health is important to women and men. <i>Why is it important for the Jamaican population to have good reproductive health?</i> Students in small groups suggest factors that might promote or negatively affect reproductive health among adolescents.	Assess posters.

	<ul style="list-style-type: none"> - Social factors (.eg peer pressure to engage in early sexual activity) - Cultural factors (e.g.some persons do not believe in using protection when having sex) - Access to and an understanding of family planning methods and appropriate health care. 		<p>Each group creates a one minute or print advertisement that promotes good reproductive health among adolescents. The posters are displayed and the class chooses the best.</p>	
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GRADE 8 **Theme** **Sexuality and Sexual Health**

Lesson 2: *Healthy Decision Making - Personal Hygiene*
Life Skills: *Social:* Communication, Cooperation, Persuasion, Empathy
 Cognitive: Critical, Creative thinking, Evaluating
 Coping: Self management, Self monitoring

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Give reasons why adolescents have special hygiene needs. ▪ Describe ways of caring for their bodies during adolescence. ▪ Describe ways of caring for their bodies during pregnancy. ▪ Display willingness to change behaviours. 	<p>At puberty, the sexual organs develop and cause changes in our bodies. One effect is that body odours become marked, and there is the necessity to keep special parts of the body clean and odour free, both with soaps and deodorants.</p> <p>Some micro-organisms such as bacteria are found in the external orifices of the sex organs. If proper hygiene is not maintained in these areas, then these micro-organisms will continue to grow, and unpleasant/foul-smelling body secretions are produced. In addition during adolescence, many young persons take part in physical activities that cause sweating and additional body odours.</p>	<p>Resource person / Charts</p> <p>Role play</p>	<p>The PE teacher engages students in an interactive discussion about the special hygiene needs of adolescents. Armed with this information obtained students in groups brainstorm and create a daily hygiene regimen for both males and females. The regimen is put on charts and displayed on the walls.</p> <p>Students work in small groups to find out the causes and care of body odour in adolescents and pregnant women. Based on what they find out, they role play situations in which a friend has strong body odour, and they have been selected to speak to him/her about it. Students say how they would feel if someone spoke to them about body odour, and suggest ways of tackling the problem.</p>	<p>Assess posters.</p> <p>Evaluate the skits for sensitivity.</p>

	<p>During pregnancy, it is especially necessary for the mother-to-be to keep herself clean. Rising levels of oestrogen and progesterone can promote changes in bacteria growth. The mother's body temperature increases and causes more perspiration than usual. Increased discharges, increased blood flow to the genital area, and changes in the vaginal flora alter the region's aroma during pregnancy. An acidic smell, accompanied by clear, watery secretions or opaque, white discharge also occurs. This is due to normal changes in the vaginal pH level.</p> <p>If no steps are taken against the causes of these odours, they rapidly increase and betray their presence by their evil smells. It is necessary to counteract this tendency by the most thorough cleansing.</p>	<p>Journaling</p> <p>Letter writing</p>	<p>Students write in their journals their feelings about the matter of hygiene and their present habits.</p> <p>Each student writes a letter to a younger, pre-puberty sibling/a pregnant mother outlining the changes to be expected, and the ways in which they will have to care for their bodies.</p>	<p>Review self evaluation.</p> <p>Assess letters for accuracy.</p>
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GRADE 8 **Theme** **Sexuality and Sexual Health**

Lesson 3: *Healthy Decision making - I Will Postpone Parenting*
Life Skills: *Social:* Communication, Cooperation, Persuasion, Empathy
 Cognitive: Critical, Creative thinking, Evaluating
 Coping: Self management, Self monitoring

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Identify three reasons why delaying sexual relationships and parenting may be beneficial. ▪ Critically assess their own readiness to engage in sexual relationships and be parents. ▪ Display awareness of their individual capacities to delay these activities. ▪ Demonstrate behaviours that will show their commitment to delaying parenting. 	<p>There are several benefits to delaying sexual relationships and parenting. They include:</p> <ul style="list-style-type: none"> ✓ Time for physical maturity in females to better manage childbearing and reduce possible negative impacts on reproductive health (STI's) ✓ Time to achieve a measure of economic independence so as to better deal with the costs attached to child rearing ✓ Time to develop greater emotional maturity and better support systems ✓ More time to enjoy various activities without the thought of parenting responsibilities ✓ Time to properly and deliberately select a worthy father or mother for your child/children 	<p>Simulations: SWAT model</p>	<p>Students in groups discuss ways in which youth are pressured into early sexual activity. Later they practice refusal skills in pairs using the SWAT model:</p> <p>S.W.A.T. model for negotiating: S – say “no!” to unsafe behaviour W – be prepared to explain why you want to be safe A – provide alternatives T – talk it out</p> <p>Groups prepare and present role play using either SWAT model.</p>	<p>Evaluate skits.</p>

Grade 8 Theme: Appropriate Eating and Fitness

Unit 1: Healthy Eating Habits

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

1. Demonstrate knowledge of the relationship between types and uses of food nutrients for good health.
2. Display willingness to assess food types and portions to eat more healthily.
3. Demonstrate use of life skills in making healthy food choices.

Lesson 1: Balanced Meals

Life Skills:

- Social:* Communication, Collaboration, Relationship building
Cognitive: Researching, Evaluating, Decision making, Critical thinking
Coping: Goal setting

Objectives	Content	Strategies	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ◆ Define a balanced diet according to the nutritional needs of the individual. ◆ Plan menus that reflect balanced eating for each day. ◆ Recognise that various factors determine nutritional needs. 	<p>Balanced meals form part of a balanced diet. If one meal is deficient in particular nutrient, the others should make up for it.</p> <p>Nutritional needs vary from person to person, so what is a balanced meal for one person may not be a balanced meal for another person.</p> <p>Nutritional needs are based on age, sex, activity level, body mass, metabolism and health concerns.</p> <p>Meals need to include a balance of nutrients from the six food groups as well as fibre.</p>	<p>Research / Group work</p> <p>Small group discussion</p>	<p>Students work in group work (jig-saw) to find out about</p> <ul style="list-style-type: none"> (i) Balanced diets (ii) Factors affecting nutritional needs <p>Each group presents its findings to the class.</p> <p>In small groups of three or four, students discuss how and why nutritional needs vary for the following persons:</p> <ul style="list-style-type: none"> ◆ Baby ◆ Preteen boy ◆ Girl who has entered puberty ◆ Pregnant woman ◆ Bus driver 35 yr old male ◆ Data entry clerk 35 yr old female 	<p>Evaluate the reports on nutrition.</p> <p>Assess menus.</p>

<ul style="list-style-type: none"> ◆ Appreciate diversity of nutritional needs within age/peer groups. 	<p>In addition, the protein in the diet should come from both plant and animal sources.</p>		<ul style="list-style-type: none"> ◆ Farmer 65 yr old male ◆ Retired teacher 80 yr old female <p>Based on what they learn, students prepare daily menus for any three of the persons listed above.</p>	
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Grade 8 **Theme: Appropriate Eating and Fitness**

Lesson 2: Nutrients the Body Needs

- Life Skills:**
- Social:* Group work, Communication
 - Cognitive:* Research, Critical thinking, Creative thinking
 - Coping:* Self awareness, Self management

Objectives	Content	Strategies	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ List the main nutrients required by the body, with at least three examples of foods rich in each . ▪ Outline the uses of these nutrients in the body. ♦ Display critical thinking skills in the choice of foods to be included in the diet. 	<p>Main nutrients are: carbohydrates, proteins, fats, vitamins (A, B-complex, C, D, E, K), minerals (calcium, phosphorus, potassium, sodium, chlorine, magnesium, zinc, iron, fluorine, copper, iodine)</p> <p>These nutrients are found in a variety of foods, and have specific functions within the body.</p> <p>Often if the diet is inadequate in nutrients, supplements may be used, which include vitamin tablets and health drinks.</p>	<p>Research / Discussion</p>	<p>Students work in small groups to identify specific ways in which the body uses each of the nutrients it takes in from food. The students will share their findings with each other. Later they work together to compile their information in a table showing the nutrient, its function and what happens when it is absent.</p>	<p>Assess nutrients table.</p>
		<p>Game</p>	<p>Students make up a Crossword Puzzle in which the nutrients are the answers and their functions in the body as clues.</p>	<p>Evaluate creativity of clues and answers.</p>
		<p>Personal plan/Journal</p>	<p>Students draw up a plan of natural foods they will consume over the next week in order to improve their nutrition. They record their actions in their journals.</p>	<p>Review journals.</p>

Grade 8 **Theme: Appropriate Eating and Fitness**

Lesson 3: **Portions**
Life Skills: *Social:* Group work, Communication
 Cognitive: Research, Critical thinking, Decision making
 Coping: Self awareness, Self management

Objectives	Content	Strategies	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Explain “calorie content” of foods. ▪ Estimate healthy portion sizes of foods in a given menu according to Recommended Daily Allowances. ♦ Appreciate the need to regulate eating habits in order to achieve optimum health. 	<p>Food provides the body with energy and raw material for its activities. If there is consistently too little or too much of any food, health problems result.</p> <p>Calories are the measure of energy or fuel in food. More calories mean more energy. If we eat more calories than we use, the body stores the excess mostly as fat.</p> <p>Recommended Daily Allowances (RDA’s) give a guide as to how much of which foods we should consume. For example:</p> <ul style="list-style-type: none"> - 8 glasses of water per day; more on hot days. - 5 servings of fruit and vegetables daily. 	<p>Questioning / Research</p> <p>Research / Person development plan</p>	<p><i>Am I eating too much, too little? How much of which foods do I need? Do I need the same amount of food all the time?</i> Students find out information about portion size for various foods. Later they analyze their day’s food intake and conclude whether their portions were too large or small. Students present findings to class.</p> <p>Based on what they learned, students set out the nutritional content of some of the foods we commonly eat. They discuss a modification of their own eating habits to ensure better health. Students compile menus/ meal plans indicating portion sizes of each food, and estimate how many calories are present in each meal.</p>	<p>Assess presentations.</p> <p>Evaluate menus and calorie count.</p>

Grade 8 **Theme: Appropriate Eating and Fitness****Lesson 4: Food Preparation**

Life Skills:	<i>Social:</i> Group work, Communication
	<i>Cognitive:</i> Research, Critical thinking, Decision making
	<i>Coping:</i> Self awareness, Self management

Objectives	Content	Strategies	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none">◆ Describe health problems that may result from consuming food that is not properly prepared.◆ Choose among various methods of food preparation for optimal nutritional content.◆ Appreciate the importance of cleanliness in food storage, preparation for cooking and storing leftovers.	<p>Common food-related illnesses are due to:</p> <ul style="list-style-type: none">◆ Consuming food contaminated with harmful germs or chemicals.◆ Consuming foods in which bacterial or fungal growth has resulted in the release of toxins into the food. <p>Proper cooking of food, especially meats, prevents illness caused by: <i>Salmonella</i>, <i>E-coli</i>, & tapeworms (beef and pork).</p> <p>Common methods of food preservation include canning, salt-curing and freezing. Drying is also a way of preserving food, but affects the preparation of foods.</p>	<p>Research</p> <p>Field trip / Resource person / Letter writing</p>	<p>Students work in groups to investigate the requirements for a Food Handlers' Permit. Later they relate these requirements to food safety issues, and write reports.</p> <p>Students visit school cafeteria, where cooked meals and snacks are sold. Cafeteria manager explains layout and procedures. Students prepare signs for areas of the school kitchen/cafeteria and obtain permission to put them up, e.g. 'Wash Vegetables Here,' 'Meat Preparation Area,' 'Clean As You Go.'</p> <p>Later class writes a letter to the principal to:</p> <ul style="list-style-type: none">◆ Suggest improvements to the kitchen or eating area to improve food safety <i>or</i>	<p>Evaluate understanding of food safety issues.</p> <p>Assess letters.</p>

	<p>Cleaned, washed fruits and vegetables are best consumed raw for optimal nutritional content.</p> <p>Food storage should prevent contamination by rodents, insects and dust.</p> <p>Preparation surfaces and utensils must be cleaned before and after use.</p>	<p>Field trip / Resource person</p>	<ul style="list-style-type: none"> ◆ Commend the cafeteria staff on their efforts to ensure food safety in the interest of the students and staff of the school. <p>Students may visit food processing company, where a microbiologist or factory hygienist describes the process of preparing processed foods. Students ask resource person questions regarding food-associated illness and how to prepare and cook food to prevent these illnesses and to get the best nutrition. Students prepare report.</p>	<p>Assess reports.</p>
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Grade 8 Theme: Appropriate Eating and Fitness

Unit 2: Fitness and a Healthy Lifestyle

- General Objectives: By the end of this unit, students should be able to:
1. Demonstrate awareness that fitness is a constituent of a healthy lifestyle.
 2. Display willingness to incorporate safety procedures when engaging in physical exercises.
 3. Use appropriate life skills in engaging in age-appropriate physical fitness activities.

- Lesson 1: Components of Physical Fitness**
- Life Skills:**
- Social:* Communication, Group work
 - Cognitive:* Analysis, Critical thinking, Decision making
 - Coping:* Self awareness, self management

Objectives	Content	Strategies	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ♦ Identify, define and explain the components of physical fitness. ♦ State the major health benefits of physical fitness. 	<p>Components of physical fitness:</p> <ol style="list-style-type: none"> 1. Cardiovascular Fitness: The ability of the circulatory system (heart and blood vessels) to supply oxygen to muscles during exercise. 2. Body Composition: The relative percentage of body fat compared to lean body mass (muscle, bone, water, etc). 3. Flexibility: The range of movement possible at various joints. 4. Muscular strength: The amount of force that is produced by a single contraction of a muscle. 	<p>Resource Person</p> <p>Research & Questioning / Presentation</p>	<p>A resource person, a fitness or wellness expert or health professional, discusses with students the components and benefits of physical fitness. Students ask questions.</p> <p>In groups, students find out the activities associated with specific sports and games and identify the components of fitness that it promotes. For example, running in football promotes cardiovascular endurance, endurance and strength.</p> <p>Students work in groups to identify which activities are required in order to achieve excellence in various sports.</p>	<p>Evaluate their understanding of the components of fitness.</p>

	<p>5. Muscular endurance: The ability of a muscle group to continue muscle movement over a length of time.</p> <p>People are more likely to stick with activities they love. The benefits of exercise plan:</p> <ul style="list-style-type: none"> ◆ Reduces risk of developing chronic lifestyle diseases and problems associated with aging ◆ Reduces the effects of some existing illnesses ◆ Helps you cope with occasional extra demands on your body ◆ Helps control weight, develop muscle and reduces body fat ◆ Improves posture ◆ Increases physical endurance ◆ Helps build and maintain healthy bones, muscles and joints ◆ Enhances immune system 	<p>Survey / interviews /Report</p>	<p>Students identify non-athletes in their school and community who seem physically fitter than most of the persons they come across. Why do the students think these persons are fit? They interview these persons to ascertain how much physical activity is part of their daily routine and prepare reports of the survey with conclusions.</p>	<p>Assess presentations.</p>
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Grade 8 Theme: Appropriate Eating and Fitness

Lesson 2: Different Types of Exercise Activities

- Life Skills:**
Social: Team work, Communication
Cognitive: Decision making
Coping: Self awareness, Self monitoring, Values analysis

Objectives	Content	Strategies	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ◆ Distinguish among cardiovascular (aerobic), strength training (anaerobic) and flexibility exercises. ◆ Practice different exercises for a fit body. ◆ Recognise that no single exercise can accomplish overall fitness. 	<p>Aerobic/cardiovascular/‘cardio’ exercises increase efficiency of the heart and lungs in providing your body with oxygen. These exercises work many muscles and are typified by low intensity activities with much repetition of the movements, e.g. brisk walking, swimming, dancing, bicycling, for at least 30 mins.</p> <p>Strength training/anaerobic exercises increase muscle mass and strength. Each exercise usually focuses on a few associated muscle groups and involves high intensity or more difficult exercises (e.g. with heavier weights) and fewer repetitions of each movement, e.g. doing 20 sit-ups while holding weights on your chest, leg presses.</p>	<p>Discussion / Brainstorming</p>	<p>Based on what they know about exercise and fitness, students suggest why body types – size, shape, muscle mass, etc. – are different for athletes specializing in different sports. Students get pictures of different athletes, e.g. swimmers, marathon runners, body builders, gymnasts, tennis players, wrestlers, shot-put throwers, cricketers, etc. and discuss how their body shapes help them do well in those sports. Students write essays giving reasons why the types of exercises (aerobic, anaerobic, flexibility) are needed and the parts of the body that are developed resulting in the shapes of the different athletes.</p>	<p>Review essays.</p>

	<p>Flexibility training enhances the functioning of your joints, allowing limbs to move through its full range of motion without damaging tissues.</p> <p>Increasing flexibility will reduce the chance of injury when doing other exercises or everyday activities.</p> <p>All three types of exercises should be included in a balanced programme aimed at overall fitness. The amount of each type depends on your fitness goal.</p>	<p>Group work / Exercise demonstrations / Research / Presentation</p>	<p>Students work in same sex pairs to demonstrate certain exercises. One member does the exercise, while the other feels the muscles to determine which muscle or group is responding to the exercise.</p> <p>Following these demonstrations, students make presentation to class, to show how different types of exercises come together to form a balanced programme.</p> <p>Students try out their prescribed programme for four weeks, and keep a log of how their body is changing because of the exercise activities in which they are taking part.</p>	<p>Assess demonstrations.</p>
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	<p>When participating in an exercise programme, it is important that correct dietary rules are followed to ensure development of body systems, and their good functioning.</p> <p>It is important to check periodically to ensure that you are eating the right foods to replace those lost during exercise. There are special foods required for persons with certain health and age characteristics.</p>		<p>Each student prepares a plan for a “healthy lifestyle programme” including a balanced diet, exercise, sports and recreational activities, as needed.</p>	<p>Assess plans.</p>
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Grade 8 **Theme:** **Appropriate Eating and Fitness**

Lesson 4: **Special Needs (Diabetes, Hypertension/Cardiovascular Disease, Obesity)**

- Life Skills:**
- Social:* Communication, Teamwork,
 - Cognitive:* Critical thinking, Creative thinking, Decision making
 - Coping:* Self awareness, problem solving

Objectives	Content	Strategies	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ◆ State the substances in foods that aggravate or increase risk of specific diseases. ◆ Explain how persons with selected diseases (diabetes, hypertension, obesity, HIV AIDS, cancer) may modify their diets to reduce suffering from the disease. ◆ Appreciate that some common food additives intended to improve flavour or shelf life may have negative effects on the body over time. 	<p>Sodium (mostly from salt and powdered seasonings with MSG), is an ingredient in several foods and increases bad cholesterol, aggravates hypertension and cardiovascular disease.</p> <p>Sodium must be drastically reduced or eliminated from the diet of person with these illnesses.</p> <p>Such persons should increase their intake of whole grains, legumes and nuts as these help reduce cholesterol levels.</p> <p>In diabetic persons, the body cannot deal with sugar the way it should. Unmanaged diabetes is dangerous and can even lead to coma and death. Thus the intake of sugar and carbohydrates must be reduced significantly.</p>	<p>Research / Questioning / Discussion</p>	<p>Students read food labels of foods, snacks and seasonings to find out about the amount of sodium, fat, cholesterol, they have. They also look for other potentially harmful food additives such as MSG, high fructose corn syrup and nitrites. The students then examine labels of foods which are for persons with special needs and compare the quantity of ingredients in them with those checked previously. Students work in groups to prepare tables showing the different amounts of these ingredients they see in food. They discuss: <i>What do these differences mean to you? What is the value of making these changes in your diet now?</i></p>	<p>Evaluate the groups' appreciation of the health risks of these foods.</p>

<p>♦ Display critical thinking and decision-making skills in choosing healthy alternatives to popular foods.</p>	<p>Consumption of large quantities of very sweet fruits like mangoes and grapes should be limited. More complex carbohydrates, like ground provisions and green bananas, should be eaten. The amount of white rice and flour should also be limited.</p> <p>Reducing sodium, sugar, cholesterol and fat in the diet and increasing complex carbohydrates; plant proteins and reducing red meat consumption, will help prevent you from developing some of these chronic diseases in later life.</p>	<p>Role play / Drama</p>	<p>Students will plan and perform a skit depicting a health worker visiting the home of a senior citizen who has special needs. The health worker advises the caregiver of the senior on appropriate meals for him/her, warns of consequences if the disease is not properly managed.</p>	<p>Assess skits for suitability of messages learnt, and content.</p>
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	<ul style="list-style-type: none"> ◆ Using anti-fungal powder in sneakers and between toes ◆ Using deodorant ◆ Washing sneakers, bandages and other gear and sun-drying them ◆ Washing hair often 		<p>The class reviews all the posters and votes for the best one.</p> <p>The group with the winning poster asks the Sports Master for permission to hang the poster near the exercise area.</p>	
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Grade 8 **Theme** **Managing the Environment**

Unit 1 *Environmental assets*

- General Objectives: By the end of the unit students should be able to:
1. Understand that the assets our environment possesses are the basis of our resources and our society.
 2. Appreciate that the resources of land, air and water must be conserved.
 3. Act in ways that reflect appropriate knowledge, skills and values for sustainable living.

Lesson 1 : **Jamaica’s environmental assets**
Life skills: *Social:* Teamwork, Communication
 Cognitive: Analysis, Critical thinking, Research
 Coping: Identifying values, Dealing with problem situations

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> ▪ Describe five examples of Jamaica’s natural environmental systems, ecosystems. ▪ Distinguish between renewable/ non-renewable resources. ▪ Describe the locations and distribution of four of the island’s natural resources. ▪ List three challenges to our environmental assets. 	<p>Our assets are our renewable resources e.g., water, biomass, land and non-renewable resources, e.g., minerals, metals.</p> <p>These resources may be tangible (bauxite, gypsum) or intangible (tourism product, open spaces, cultural diversity).</p> <p>Other assets are our soil quality, microclimates & the carrying capacity of areas.</p> <p>Many of our environmental assets are affected by human and other activities/events, including pollution and natural disasters.</p>	<p>Resource person</p> <p>Map-work</p> <p>Drama / Role play</p>	<p>A resource person is invited to speak about renewable and non-renewable resources and their locations, and roles in producing and reducing pollution. In preparation, students prepare questions to ask resource persons. They also make written summary of talk.</p> <p>Students use a map of Jamaica, to locate & identify the non-renewable, renewable assets.</p> <p>In groups, students prepare skits that describe how our actions affect our environmental assets. e.g., pollution of river by washing cars, doing household laundry, etc.</p>	<p>Assess summary.</p> <p>Assess each student’s map.</p> <p>Assess skits.</p>

Grade 8 **Theme** **Managing the Environment**

Lesson 2: **Managing our environmental assets**
Life Skills: *Social:* Collaboration, Communication
 Cognitive: Critical thinking, Creative thinking, Decision making
 Coping: Identifying values

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> ▪ Explain usefulness & sustainability of at least three natural assets/resources. ▪ Describe at least three functions of natural assets/resources. ▪ Demonstrate an appreciation of our natural assets and the need for their efficient management. 	<p>Our natural resources/assets are the basis of our country’s economy and our continuing good health.</p> <p>Our natural assets provide raw materials, energy and space for our use. They assimilate wastes and regulate other activities, (e.g., climate, biological diversity, energy balance, water supply). They provide services to humans and other organisms.</p> <p>Our assets must be managed if they are to be sustained and kept for future generations.</p>	<p>Game / Discussion</p> <p>Group-work / analysis of case study</p> <p>Research/ Group discussion</p>	<p>Play game called ‘<i>The Fishing Game</i>’, which illustrates issue of sustainability of resources. Class discussion on results of game.</p> <p>Students discuss the case study – entitled, ‘<i>Non-renewable and Renewable resources</i>’. Bauxite as a non-renewable resource /hardwood forests/ farms as a renewable resource. Students analyze the effects of utilization of these resources and the sustainability of the current use of these resources, as well as the benefits to the population.</p> <p>Students research bauxite mining in Jamaica and discuss in groups the present situation and usefulness of bauxite to Jamaica. They also discuss what will happen if it continues to be mined for another 20, 40, 60 years?</p>	<p>Assess discussion.</p> <p>Assess analysis of case study.</p> <p>Evaluate understanding of mining.</p>

Grade 8 **Theme** **Managing the Environment**
Lesson 3: Our environmental agencies

- Life Skills:**
- Social:* Collaboration, Communication,
Cognitive: Research, Critical thinking, Evaluating
Coping: Identifying values, Setting goals

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> ▪ List at least five agencies that manage our resources. ▪ Describe the roles of five environmental agencies. ▪ Display skills of critical thinking in assessing the current resources for managing our environment. ▪ Demonstrate interest in the work of NGO's by visiting at least one, and becoming a member. 	<p>There is a wide variety and large number of agencies engaged in managing our natural resources.</p> <p>Some are government agencies, others are non-governmental organizations (NGO's).</p> <p>Some agencies specialize in environmental education.</p> <p>It is important for us to support the work of both the government agencies and the NGO's that work to protect the environment.</p>	<p>Resource persons</p> <p>Field visit</p> <p>Group work: collaborative learning (think-pair-share).</p>	<p>Resource person from NEPA is invited to speak about the work of government agencies that manage the environment.</p> <p>A person from an NGO is also invited to speak of his/her role and work. In preparation, students prepare questions. Later they make a summary of each talk.</p> <p>Students go on a field trip to a government agency, or to an NGO in the field to learn about their work.</p> <p>Students choose an environmental agency and research its work to determine how well it manages our resources. Students write essays and share information they learn.</p>	<p>Assess summary reports of work of agencies from research, talks, and interviews.</p> <p>Assess essays.</p>

Grade 8 Theme Managing the Environment

Lesson 4. Jamaica’s environmental laws
Life Skills: *Social:* Communication, Relationship building
Cognitive: Critical thinking, Decision making, Research
Coping: Identifying values, Self awareness, Self evaluation

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> List at least four agencies that manage our environment by administering the laws of Jamaica. Show willingness to learn about the environmental laws of Jamaica. Explain the important aspects of two of the environmental laws of Jamaica, including the content as well as the penalties for breaking these laws. 	<p>A number of laws (approximately 28) relating to Jamaica’s natural resources exist to ensure the conservation and protection of the environment.</p> <p>NEPA oversees some of these laws, e.g., Beach Control Act, Town and Country Planning Act, Endangered Species Act, Watershed Protection Act.</p> <p>The Ministry of Agriculture oversees others, e.g., the Fishing Industry Act, and the National Works Agency administers the Flood Water Control Act.</p> <p>Other laws are overseen by other ministries, agencies and authorities.</p>	<p>Resource person</p> <p>Research</p> <p>Role play / Debate</p>	<p>NEPA representative visits to talk about the laws and penalties associated with the environment. Students prepare questions for the speaker, and later prepare summary report.</p> <p>Students research the environmental laws of Jamaica, and choose four. They prepare a table which includes the critical clauses, who is designated to enforce them and the penalties for breaking them.</p> <p>After gathering the information about the environmental laws, and with their knowledge of the environmental problems and parliamentary procedures, students stage a parliamentary debate on environmental laws, with a view to changing the legislation.</p>	<p>Assess summary reports.</p> <p>The details of the legislation found.</p> <p>Assess parliamentary discussion /debate on environmental laws.</p>

Grade 8 **Theme** **Managing the Environment**

Unit 2. Caring our natural assets

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

1. Demonstrate understanding of the importance of caring for our natural assets/resources.
2. Explore linkages among usage of environmental assets and human activity, health and well-being.
3. Display competence in predicting outcomes of environmental activities and events.
4. Appreciate their personal responsibility to care for the environment.

Lesson 1. Caring for our water

Life Skills:

Social Communication, Persuasion, Advocacy

Cognitive: Critical thinking, Evaluation

Coping: Identifying values, Goal setting, Self management

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the importance of water quality & quantity to Jamaican life. ▪ Explain the link between farming and water quality of our rivers and sea. ▪ Explain the link between tourism and water quality of our rivers and sea. 	<p>Fresh and salt water are the most important natural assets/resources of Jamaica.</p> <p>It is important to human health, to have high quality fresh drinking water in sufficient quantities.</p> <p>It is also important to our economy to have high quality sea water at our beaches.</p> <p>Often, farmers overdose their crops with strong chemicals. These excess chemicals get into our rivers and streams.</p>	<p>Questioning / Discussion</p>	<p>Students in groups discuss the following questions: <i>What are the sources of water in your home? How much water do you use daily (flush toilet/at the sink/shower)? Which of your activities waste water? Is the hot water at home too hot? Is your drinking water at home of good taste, clear and clean? What would happen if no rain occurred for four months each year?</i></p>	<p>Quality of research.</p>

<ul style="list-style-type: none"> Engage in activities that will assist in reducing and/or preventing water pollution. 	<p>When chemicals are washed into the sea, algae and seaweeds are fertilized, and grow and smother the corals, other animals and plants. Other chemicals kill the animals in the water, thus poisoning it.</p> <p>Large quantities of sewerage are dumped into the sea and pollute the water.</p> <p>Tourism also affects the quality of our rivers and seas because of the beach side infrastructure that pollutes our water.</p> <p>Water pollution may be prevented by our caring actions.</p>	<p>Research</p> <p>Posters</p> <p>Discussion</p> <p>Advocacy – letter writing.</p>	<p>Students choose a partner and undertake research on the sources of potable water in Jamaica and the quantity of the water used by the average family. In addition, they research the amount of water wasted by a dripping tap in an hour, and extrapolate for a month. Students present their findings to the class.</p> <p>Students design posters individually or in groups, to highlight what farming can do to our rivers and streams, and how they can prevent these problems. The posters are presented and judged by the class.</p> <p>Students research the impact of tourism on our rivers and the sea, in preparation for a discussion of the effects of tourism on Dunn River Falls/ Negril/ Ocho Rios/Rio Grande.</p> <p>Students write letter outlining some actions to be taken to reduce water pollution. Letters are presented to school assembly. Students may also prepare and use skits, songs, choral speaking, poetry, speech for the assembly.</p>	<p>Assess quality of research and presentations.</p> <p>Assess posters.</p> <p>Assess letters and presentations at assembly.</p>
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Grade 8 Theme Managing the Environment

Lesson 2. Caring for the air
Life Skills: *Social:* Communication, Persuasion
Cognitive: Critical thinking, Researching, Evaluating
Coping: Self management, Goal setting

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> ▪ Describe three sources of air pollution. ▪ Explain how air pollution can affect human health. ▪ Suggest at least three ways in which air pollution may be eliminated in a selected situation. ▪ Display willingness to learn more about how to protect themselves against air pollution. 	<p>Human activities cause air pollution. For example, vehicles emit dangerous gases; factories emit particulates dust and chemicals into the air.</p> <p>Some natural events also cause air pollution, e.g., dust storms.</p> <p>Chemicals in the air create smog, which causes bronchitis, asthma, and cancers. Dust in air brings bacteria and disease vectors to new places and people.</p> <p>Efficient factories, well maintained vehicles, improved driving habits, planting trees, using house plants are ways of reducing air pollution.</p>	<p>Field trip – manufacturing plant</p> <p>Research / newspaper project</p> <p>Resource person / Journal</p>	<p>Students go on field trip to manufacturing plant to interview persons on what they do to control emissions into the air. In anticipation, students prepare questions for the plant managers.</p> <p>In groups, students research and prepare contributions to a one-page class newspaper on topic “Air Pollution”. The research includes the impact on the air of burning fuels, cooking, gas emissions from vehicles and factories. It should also discuss cleaner alternatives. Newsletter to be placed on school bulletin board.</p> <p>A doctor/health professional visits to discuss the impact of air pollution on people. Students prepare and take notes. They write in their journals, the actions they will take to protect themselves against air pollution.</p>	<p>Assess each group’s contribution to newspaper.</p> <p>Assess each student’s summary of talk.</p>

Grade 8 **Theme:** **Managing the Environment**

Unit 3. Using energy wisely

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

1. Demonstrate knowledge of energy usage and its conservation.
2. Display critical thinking and decision-making skills in dealing with energy use.
3. Appreciate the opportunities for energy conservation available to us.

Lesson 1. Non-renewable energy

Life Skills: *Social:* Collaboration, Communication, Persuasion
Cognitive: Evaluating, Decision making, Research
Coping: Identifying values, Self awareness

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> ▪ List at least three sources of non-renewable energy. ▪ Describe advantages and disadvantages of using non-renewable energy sources. ▪ Explain impacts of using non-renewable energy sources on human health and the other biological components of the environment. 	<p>Non-renewable energy sources have been used for many years. These are fossil fuels like coal, oil, natural gas, which have been used to satisfy human needs for cooking and for warmth.</p>	<p>Research / Leadership</p>	<p>Students working in small groups research non-renewable energy sources and their use over time. Include in the research the advantages and disadvantages of using non-renewable energy. Groups present to class.</p>	<p>Assess group reports.</p>
	<p>Other sources of energy are now being put to use, e.g. solar and nuclear energy.</p>	<p>Debate</p>	<p>Students work in groups to debate the moot: ‘People are making too much fuss about the health effects of using fossil fuels/nuclear energy.’</p>	<p>Assess debates.</p>
	<p>Non-renewable energy sources have many advantages. They are easily available, familiar and cheap. But there are also disadvantages. They cause air and water pollution, waste disposal problems, mining them damages the terrain.</p>			

<ul style="list-style-type: none"> ▪ Demonstrate the value that they place on information about energy in the environment. 	<p>Pollution resulting from use of non-renewable energy sources causes diseases and illnesses among plants and animals, and may also change the earth's climate.</p> <p>Access to non-renewable energy sources is also the cause of many political problems.</p> <p>We need to consider carefully the benefits and disadvantages of using non-renewable energy sources.</p>	<p>Case studies</p> <p>Journaling</p>	<p>Students working in groups, analyze two case studies – (i) <i>Chernobyl</i> (ii) <i>Coal mining</i>’.</p> <p>After reviewing the case studies, students discuss the effects on human health, the health of other animals and plants, and analyze the advantage and disadvantages of each.</p> <p>Students prepare short journal entries on their feelings about each case study.</p>	<p>Assess students' understanding of the advantages and disadvantages of using non-renewable energy sources.</p> <p>Review journals.</p>
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Grade 8 **Theme:** **Managing the Environment**

Lesson 2. **Renewable energy – our future?**

- Life Skills:**
- Social :* Communication, Cooperation, Persuasion
 - Cognitive:* Critical thinking, Research, Decision making, Evaluating
 - Coping:* Identifying values, Self evaluation

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> ▪ Discuss their concerns about using current energy sources. ▪ Explain advantages of using renewable energy sources. ▪ Analyze possible future energy sources for Jamaica’s needs. ▪ Demonstrate willingness to advocate for change re practices and use of energy sources. 	<p>Jamaica currently gets 90% of its energy from fossil fuels (non-renewable). This costs the country more than its current earnings would dictate. It also produces too much pollution of air, land and water.</p> <p>Renewable energy sources are free, abundant, clean and safe.</p> <p>There are various renewable energy sources like solar, wind, hydropower available in Jamaica. These sources of energy need to be explored with a view to including them in our energy plans.</p>	<p>Debate</p> <p>Field trip</p> <p>Simulation: community meeting</p>	<p>Students debate the moot: ‘Jamaica’s future energy strategy should include more solar and hydropower for generating its energy needs’.</p> <p>Go on field trip to places using solar or wind energy sources. Students write summary report of field trip.</p> <p>Students simulate community meeting to discuss need for country to move towards using renewable energy sources. Students pick “community leaders”. These “leaders” will do the research to be able to make a presentation to the community. At the same time members of the community must go to the meeting prepared to ask questions about energy use.</p>	<p>Evaluate arguments made during the debates.</p> <p>Assess the quality of the contributions, the questions and answers.</p>

Grade 8 Theme Managing the Environment

Lesson 3. Energy conservation
Life Skills: *Social* : Communication, Collaboration
Cognitive: Critical thinking, Decision making, Research
Coping : Self control, Self management, Goal setting

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> ▪ Give at least three reasons for conserving energy in Jamaica. ▪ Perform an energy audit of their home. ▪ List three ways in which energy usage at home, in school may be reduced. ▪ Show willingness to change habits to ensure energy conservation at home and in school. 	<p>Jamaica’s energy consumption has been increasing at a rate of 3% annually, and since the main source of energy is petroleum, this increases the country’s foreign exchange debts.</p>	Resource person	<p>A resource person from JPS or NEPA comes to explain energy use in Jamaica and why energy conservation is a good thing. In anticipation, students prepare questions and later do a summary of the talk.</p>	<p>Assess summary of speaker’s presentation.</p>
	<p>We can check how efficiently we use energy at home by performing an audit, which surveys use of lights, appliances, plugs, wires.</p>	Survey	<p>Students prepare checklist for energy audit of their homes. Later each student performs the audit, and reports on same to the class.</p>	<p>Report of energy audits.</p>
	<p>Many electrical appliances waste energy, so we need to reduce our use of them, or use more efficient appliances or cheaper energy sources.</p>	Project / Personal action	<p>Students in groups work on research project to discover strategies for reducing energy usage at home or at school, and make a plan for implementing this strategy.</p>	
	<p>In other words, we will have to change our habits in order to conserve energy.</p>	Journaling	<p>Students write in journals a list of changes they will need to make in order to reduce energy usage at home, in school.</p>	<p>Students’ journal entries to be considered.</p>

GRADE 9

MATERIALS and ACTIVITIES FOR GRADE 9

Self & Interpersonal Relationships	Sexuality & Sexual health
*****	<p>Refusal skills - REAL Method Refuse – Explain – Avoid - Leave - SWAT method Say no – explain Why – suggest Alternatives - Talk Case study - Donette’s worries - What must Kimani do? Video - ‘Janu and Tisha’ - ‘Vinnette and the Uncle’</p>
Appropriate Eating & Fitness	Managing the Environment
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Grade 9 **Theme:** **Self and Interpersonal Relationships**

Unit 1. *Building relationships*

- General Objectives: By the end of this unit, students should be able to:
1. Understand that good communication is basic to maintaining good family relationships.
 2. Use cognitive and social skills when interacting with family members.
 3. Demonstrate willingness to improve relationships within their family.

Lesson 1. **Communicating within the family**

- Life Skills:**
- Social:* Communication, Collaboration, Relationship-building, Empathy
 - Cognitive:* Critical thinking, Research, Evaluating
 - Coping:* Identifying values, Goal setting, Dealing with stress

Objectives	Content	Strategy	Activities	Assessment
By the end of this lesson, students should be able to: <ul style="list-style-type: none"> ▪ Describe how their family members communicate with them. ▪ Describe plans/strategies for improving communication with family members. ▪ Show willingness to communicate effectively, with respect and tolerance. 	Some family members often do not communicate in ways that show respect and tolerance for each other. Improving communication means improving listening & thinking skills, as well as improving your attitudes. Communication is sometimes hindered by sarcasm, moralizing, judging and interrupting. Family members often need help to learn strategies for improving communications.	Group learning (jig-saw) Resource person	Students in groups research the types and methods of communication, and ways of improving and/or hindering communication. Later they discuss what they learned from the research and how it will affect their own communication practices. Resource person visits to illustrate Braille reading <i>or</i> sign language. The students have a chance to use the methods. Students are encouraged to test each other’s capacity to “read” their messages.	

	<p>It is the duty of all family members to ensure that the lines of communication are kept open and that the two-way process of communication works. It is important to listen, respect the other speaker, be non-judgmental, and respect the privacy of others. Openness is also required as well as confidentiality.</p>	<p>Role playing</p> <p>Journaling</p>	<p>Students produce skits modeling positive communication with</p> <ul style="list-style-type: none">(i) Different family members about doing chores, lunch money, watching TV, use of cell phone).(ii) Family members who are visually or mentally challenged. <p>Students write in their journals about the feelings they experience when they have difficulty communicating with a family member. They say how they will work to improve their communication skills in future.</p> <p>They also write a letter to the family member explaining their feelings, and making suggestions for improving communication.</p>	<p>Assess the use of sign language.</p> <p>Review letters.</p>
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Grade 9 Theme: Self and Interpersonal Relationships

Lesson 2. Expressing emotions

Life skills:
Social: Cooperative, Communication, Persuasion, Relationship building
Cognitive: Critical, Creative thinking, Evaluating, Decision-making
Coping: Self evaluation, Self control, Dealing with stressful situations

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> Identify their emotions and differentiate among them. Appropriately express feelings and thoughts in both verbal and non-verbal ways. Critically discuss how they relate emotions to their parents, peers and others in selected contexts. 	<p>There are many positive and negative emotional triggers. These include love, anger, fear, happiness, indifference.</p> <p>Often different situations and issues trigger emotional responses.</p> <p>Body language as well as language, gestures, use of colours, moods are ways of expressing emotions.</p> <p>How we express emotions is important because they affect our relationships.</p> <p>It is especially important during adolescence to be open and honest, as well as respectful to our families and friends.</p>	<p>Discussion/ Questioning</p> <p>Resource person</p>	<p>Students in groups discuss situations and how they express emotions among their friends.</p> <p>For example:</p> <ul style="list-style-type: none"> (i) Friend who has just lost a brother to gang warfare (ii) Friend who has been given full scholarship, with pocket money (iii) Friend whose mother is migrating. <p><i>How will the friend be feeling? How will others in group feel? How can the group make an individual feel better, express their emotions more clearly and positively?</i></p> <p>A psychologist or the guidance counselor gives an interactive presentation on appropriate and inappropriate expression of emotions in various situations.</p>	<p>Assess discussions.</p>

		<p>Role play</p>	<p>Students prepare and present skits to illustrate appropriate expression of emotions in selected situations relating to parents.</p>	<p>Assess skits.</p>
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Grade 9 **Theme:** **Self and Interpersonal Relationships**

Lesson 3 **Getting Help**

- Life skills:**
- Social:* Research, Group work, Leadership
 - Cognitive:* Sharing, Critical thinking
 - Coping:* Self monitoring

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> ● Discuss sources of information and the services available in the community and generally. ● Demonstrate willingness to seek help in solving health. 	<p>Resources that can help with health, social and emotional problems are generally available at the local clinics, at your doctor’s or pastor’s office, through the guidance counselor. Resources can also be found by contacting the Ministry of Health.</p> <p>Resources that can help you deal with problems of rape and incest can be found through the Jamaica Constabulary Force – Rape Unit. Specially trained officers are available to assist. The Children Services Division of the Ministry of Health is also available.</p> <p>There are also many NGO’s that offer support to children in trouble, specifically the Jamaica Foundation for Children. .</p>	<p>Research/ Listing/ Discussion</p> <p>Class project</p>	<p>Students work in groups to put together a list of medical, psychological and social resources that are available to young people. Each group may decide to work on a particular sector like health or education. The students find out what services are offered, the likely costs and other conditions. Students work together to compile the information, which is then shared with the class.</p> <p>Based on what they have learned, students plan a day-long programme in which these service providers participate. Students will get permission, contact participants, plan the agenda, organize the venue, support the participants and host the event.</p>	<p>Assess the database.</p> <p>Evaluate the exposition.</p>

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

Unit 2. *Parenting*

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

1. Understand the importance of good parenting to the development of healthy parent-child relationships and good citizens.
2. Demonstrate knowledge of the responsibilities of parenthood towards both their own family members and to the wider society.
3. Use critical thinking and social skills in making decisions about becoming parents.

Lesson 1. **Readiness for Parenting**

- Life Skills:**
- Social:* Communication, Empathy, Assertiveness, Persuasion
 - Cognitive:* Critical thinking, Research, Decision making
 - Coping:* Self control, Self management, Goal setting, Evaluating

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Give the definition of parenting. • Give examples of parenting. ▪ Explain the importance of maturity, experience and skills in determining readiness for parenting. ▪ Assess critically their readiness for becoming parents. 	<p>Being ready for becoming parents involves a number of skills and attitudes, as well as experiences of interactions and interrelationships with others.</p> <p>The decision to become a parent presumes reproductive and emotional maturity, that you have made an assessment of health risks and available economic resources, that you have knowledge about babies, children and pregnancy.</p>	<p>Survey</p>	<p>Groups of students interview resource persons (e.g., nurse), & their parents, family members) about the skills and other factors needed for good parenting. They also ask about bad parenting experiences. Groups compile responses into a table and prepare a report for the class about the qualities needed for parenting.</p>	<p>Assess reports.</p>

<ul style="list-style-type: none"> ▪ Use critical thinking and problem solving skills to delay parenting. 	<p>School age students should consider how they would delay becoming a parent until it fits into their life goals.</p>	<p>Discussion / Life maps / Personal action</p> <p>Journaling</p>	<p>Working in groups, students prepare & present “life maps” indicating their wishes and actions, in respect of parenting. Their life maps should indicate the age at which they expect to become parents, number of children they want, the effect of parenting on their careers. Students discuss their life maps and practice ways of saying “no” to early sexual activity. Students prepare plan for beginning Abstinence clubs.</p> <p>Students write in their journals about the strategies they will use to delay parenting until adulthood.</p>	<p>Assess life maps.</p>
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Grade 9 **Theme:** **Self and Interpersonal Relationships**

Lesson 2. Parental Roles and Responsibilities

Life Skills: *Social:* Communication, Teamwork
 Cognitive: Creative thinking, Decision making
 Coping : Self awareness, Self control, Goal setting

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the roles and responsibilities of being a good parent. ▪ Outline how they think a good parent should behave. ▪ Discuss the effect of good parents and good parenting practices on society. ▪ Demonstrate willingness to prepare for such roles before becoming parents. 	<p>Parents have many roles to play in child rearing and child bearing. Parents provide food, shelter, clothing, emotional guidance and support, safety and security, rights and privileges, education and character guidance.</p> <p>Parents have important roles to play in the home. The effects of poor parenting on the society include crime, violence, low self esteem of children, indiscipline, and hopelessness.</p> <p>Poor parenting also has an impact on education and career choices.</p> <p>Effective parents raise positive persons, good citizens, and useful well trained work force.</p>	<p>Simulation / Journaling</p> <p>Research/surveys:</p> <p>Role play</p>	<p>Each student takes one hard-boiled egg (“baby”) around with them for one week. Students have to care for it as they would an infant, e.g., bathe at a certain time daily, feed it 6 times daily, put it to rest, etc. At the end of the week, students write about the responsibilities of being a parent, and how they feel about this responsibility.</p> <p>In groups, students (jig-saw) research the impact and effects of good and poor parenting. Groups make presentations to class.</p> <p>Students in groups role play ways in which youth are pressured into early child bearing and parenting. The skits present possible answers to these pressures.</p>	<p>Assess journal entries.</p> <p>Assess presentations.</p> <p>Assess skits.</p>

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

Lesson 3. **Being a responsible parent**

Life Skills: *Social:* Communication, Interpersonal relationships
 Cognitive: Critical thinking, Decision making
 Coping: Self awareness

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the attributes of a responsible parent. ▪ Demonstrate by role play, information gained about responsible parenting. ▪ Analyze their own attributes to determine their aptitude for being a responsible parent. ▪ Show willingness to develop characteristics of responsible parents. 	<p>Responsible parents treat their family members with consideration, caring and respect. They learn about each member’s attributes and can communicate well.</p> <p>They provide food, shelter and emotional support, as well as guidance and discipline.</p> <p>Responsible individuals delay having a family until they are capable and prepared to do so.</p>	<p>Role play / Discussion</p> <p>Journaling</p>	<p>Students in groups develop skits to illustrate good/bad parenting situations. They critique each, and decide the characteristics of responsible parenting.</p> <p>Students write in their journals, thoughts and feelings about how they can become responsible parents. They include what they will have to change about themselves, what characteristics they possess that need to be further developed, and how they plan to make these changes.</p> <p>Students include information about their own attributes, and say what these attributes are and why they are useful in responsible parenting.</p>	<p>Consider their journals.</p>

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

Unit 3. *Conflict Management*

General Objectives: At the end of this unit, students should be able to:

1. Understand the causes and effects of violence in our society and the ways of reducing same.
2. Demonstrate willingness to accept diverse opinions calmly.
3. Use critical thinking, problem solving and decision making skills to avoid/reduce conflict.

Lesson 1. **What is Violence?**

Life skills:
Social: Communication, Collaboration, Persuasion, Relationship building
Cognitive: Critical thinking, Evaluating, Decision-making
Coping: Self control, Dealing with stressful situations.

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Say what is violence. ▪ Identify and explain examples of violent behaviours. ▪ Describe causes of violence. ▪ Explain at least three ways of reducing or eliminating violence. 	<p>Violence is the use of physical force against a person or other living thing causing injury or against an object causing damage. The definition of violence often is widened to include threats of physical force and substantially abusive language and harassing actions.</p> <p>Societies regulate the use of violence through often a complex legal system, governing individuals, political authorities, the police and military forces.</p>	<p>Role play / Group work / collaborative discussion</p>	<p>Students in groups choose a list of problems that often lead to violent responses. These may include interpersonal problems, a problem between citizens and the police, or problems between friends or strangers. They will practice “talk it out-don’t fight it out” strategy to resolve selected problems.</p> <p>Students will role play selected situations and how these were solved without resorting to violence.</p>	<p>Assess role plays for useful strategies to reduce violence.</p>

	<p>Addressing the social issues that lead to crime, rather than addressing crime after it happens, will result in a safer society. These changes and not stiffer penalties contribute to creating a safer society and keep children and adults from taking the wrong path toward a life of crime.</p> <p>There are varying forms of violent behaviour. They include physical, emotional, psychological violence.</p> <p>It is felt that violent behaviour may be caused by social pressure as well as behaviours learned within families.</p> <p>There is an appropriate use for authority and power, which does not include violence.</p>	<p>Resource person</p>	<p>Resource person will engage students in a discussion of violence and its prevention. Later students record what they learned and say how this new information will impact their behaviour.</p>	<p>Assess summary reports.</p>
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Grade 9 Theme: Self and Interpersonal Relationships

Lesson 2. Anger Management

Life skills:
Social : Cooperation, Communication, Assertiveness, Empathy, Relationship-building
Cognitive: Critical thinking, Creative thinking, Research, Evaluating
Coping : Self awareness, Self control

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Examine their characteristics and behaviours to note how they have responded to selected situations. ▪ Describe how anger affects them and their relationship with family, friends, others. ▪ Give reasons for expressing anger. ▪ Suggest at least two strategies for effectively managing anger. 	<p>Anger is a natural emotion, and creates a number of attendant negative emotions like fear, guilt and grief.</p> <p>Anger often expresses itself in physical (fighting), verbal (cursing), internal (hatred) ways.</p> <p>There are many causes of anger, which include feeling annoyed or irritated, fury that your rights have been violated, that you have been the victim of injustice, or that you are feeling frustration feeling incompetent.</p> <p>There are different ways of managing anger. The first step is to disengage. This does not mean to ignore the situation, but to acknowledge that you know exactly what is going on.</p>	<p>Group discussion</p> <p>Role play /Drama</p> <p>Project: Class newsletter project</p>	<p>What makes you angry? Do you know why it makes you angry? Can you analyze the situation and rethink your response to that stimulus? In groups, students discuss how anger has affected them and their relationships with others. Students then discuss in small groups how they have responded to situations in the past.</p> <p>Students in groups prepare skits and role play two responses to a situation, which evokes anger in them. Students decide which strategies can work for each person in each situation.</p> <p>Students in groups research anger management and work together to produce items for a newsletter. It could include essays, poems, letters and crossword puzzles.</p>	<p>Assess approaches in skits.</p>

	<p>You are disengaging yourself from the behaviour that has made you angry. You will understand that this action is a reflection of that person, not of you, and as such, you are choosing to behave appropriately in the situation. Then you will feel in control, liberated, mature and secure within your own self. You will not take the behavior "personally" as if it was a true reflection of your own worth as a person or as a human being. You will feel appropriately responsible and competent to handle the situation.</p>		<p>The newsletter is posted on the bulletin board.</p> <p>Students may prepare items for school assembly to show other students how to express anger appropriately.</p>	
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Grade 9 **Theme:** **Self and Interpersonal Relationships**

Lesson 3. Reducing Conflict

Life skills: *Social:* Communication, Collaboration
 Cognitive: Critical thinking, Research, Evaluating
 Coping: Self monitoring, Self control, Dealing with stressful situations

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Outline strategies that can be used to prevent potential conflict situations from deteriorating. ▪ Show knowledge that tone, language, facial expressions and posture contribute to messages conveyed. ▪ Accept that there are differences among persons. ▪ Appreciate that a peaceful, harmonious society can result from reduction of conflicts. 	<p>Conflict exists in all situations and relationships.</p>	Resource person	<p>Professional from a conflict resolution group or guidance counselor has interactive discussion with students. Students may bring prepared questions to the class. Students at the end discuss what they learned about conflict management and how it will affect their behaviour.</p>	Assess discussion.
	<p>Conflict arises when we hold an opinion different from our neighbour's. Though individual opinions are good there comes a time when they can cause difficulty. It is wiser to accommodate the opinions of others and to avoid costly personal conflicts.</p>	Research	<p>Students in groups do research on strategies for reducing conflicts, and prepare role plays showing how potential conflict situations may be defused.</p>	Assess research on strategies for reducing conflict.
	<p>Effective, open communication using positive statements, good expression, empathy, and respectful interactions reduce conflict.</p>	Collaborative group work.	<p>Students suggest models for a peaceful, harmonious society.</p>	Assess models.
	<p>Win-Win Strategies that allow each person to walk away with something are good ways to reduce conflict.</p>			

	<p>Win-Lose Strategies where you take everything and ensure that the other guy is demolished causes conflict.</p> <p>Listening, evaluating, understanding, responding appropriately, being empathic and non-judgmental are characteristics of a peaceful, harmonious society.</p>	<p>Journaling</p>	<p>Students write in their journals about their own resolution to avoid/reduce conflicts.</p>	
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GRADE 9 **Theme** **Sexuality and Sexual Health**

Unit 1: Human Sexuality

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

1. Demonstrate knowledge of contraceptives and their effects,
2. Explain how and where to get age appropriate information about birth control,
3. Use critical thinking and social skills to assert their legal rights to protect their sexual health,

Lesson 1: Myths about Contraceptives

Life Skills:
Social: Communication, Cooperation, Leadership
Cognitive: Analytical skills, Decision making,
Coping: Self-reflection, Self awareness

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Identify at least three myths about the effectiveness of various contraceptive methods. ▪ Explain the biological basis that causes the myths identified to be fiction rather than fact. ▪ Employ effective communication skills in dealing with sexual matters. 	<p>A myth is something that is widely believed, that is false.</p> <p>Myths about birth control and sexual intercourse, include:</p> <ul style="list-style-type: none"> - A girl cannot get pregnant the first time she has sex, or by having sex while standing or by having a shower immediately afterwards. - If the boy pulls out before he ejaculates the girl cannot get pregnant. - A girl cannot get pregnant while having her period. - Vaginal douching or taking baths or showers after sexual intercourse will do nothing to help prevent pregnancy. 	<p>Discussion</p>	<p><i>What is a myth? Can you remember any Jamaican myths? Where do they come from? Are they dangerous? Why are they dangerous? Students volunteer to write two popular Jamaican myths on the chalkboard. (e.g. You should enter your house backwards when coming home late. Babies with ‘pink eye’ should have their eyes washed with ‘wee-wee’ (urine) to be cured.)</i></p> <p>Students in small groups come up with two myths about contraception. They subject these myths to the above analysis.</p>	<p>Evaluate the discussion of sexual myths and the analysis.</p>

	<ul style="list-style-type: none"> - The pill will protect against HIV or other sexually transmitted diseases. - Once a boy has an erection, he must have sex or it will be harmful to him. - Sexual intercourse is the best way to express your love and affection. - All teens are having sex. - It is safe to have sex once, without a condom. - Vaseline is a good lubricant to use with a condom. - If the condom slips off the penis into the vagina, the girl will become sick. 	<p>Drama</p> <p>Journal entry</p>	<p>Students work together to stage a mock trial on myths about contraception. They choose researchers, lawyers from the DPP, and the defense and gather ‘evidence’. During the trial the representative from each side explains to the ‘judge’ why the evidence submitted for the case (i.e. one of the myths about contraception) should be rejected.</p> <p>Students record in their journals any of their own myths or superstitious beliefs that were challenged in the discussions. They explain why they have changed their mind.</p>	<p>Assess the argument against the myth.</p> <p>Read journals.</p>
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GRADE 9 **Theme** **Sexuality and Sexual Health**

Lesson 2: How to access information and services about contraception

Life Skills: *Social:* Interpersonal skills, Communication skills,
 Cognitive: Critical thinking, Evaluation
 Coping: Self-reflection

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> ● Describe sources of health information and the services available. ● Demonstrate willingness to seek help in solving health problems. 	<p>Young people need help finding resources that can help with health, social and emotional issues Teen problems may include reproductive health issues related to contraception, teen pregnancy, support for pregnant teens, abuse, coping with violence, avoiding cigarettes, as well as drug and alcohol abuse, and finally incest and rape. Services are available through public and private providers, as well as from the family doctor and NGO’s. Some services are free of cost; some are not, while others attract a small contribution.</p> <p>It is necessary to know where to find these services. Local offices of the Ministry of Health, as well as local hospitals and clinics have much information about these services.</p>	<p>Research / Listing/ Discussion / Site map</p>	<p>Students collect information on location of services used by the family and close family friends. Include also help lines, (AIDS/STD helpline, Friends helpline, Marge Roper) and websites. They bring this information to the class and work in small groups to share the information. Each group lists the names and location of health and social service facilities nearest your home or school, including places for dental checks & immunization.</p> <p>The students work together to compile the data they have collected in a chart that is organized by type of service and put on the classroom wall.</p>	<p>Evaluate chart.</p>

		<p>Personal action</p> <p>Site visit</p>	<p>From the information gathered by all the students, each student creates a map of the health and other facilities closest to his/her home.</p> <p>Students visit a reproductive health facility. They speak with the personnel and find out about the information and services available to teens.</p>	<p>Review individual maps.</p>
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GRADE 9 Theme Sexuality and Sexual Health

Lesson 3: Sexual abuse and the Law
Life Skills: *Social:* Interpersonal skills, Communication skills,
Cognitive: Critical thinking, Evaluation
Coping: Self-reflection

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate interest in learning about laws that affect their sexual health. ▪ Use critical thinking skills to assert their legal rights to protect their sexual health. 	<p>The age of consent in Jamaica is 16 years old.</p> <p>The Policy on Access to Contraceptives for Minors allows for access to condoms and other pregnancy prevention items without parental consent.</p> <p>Despite this many teens have limited access to reproductive health resources. It is important that students know that they have reproductive rights and in this context appropriate sexual decision making skills are even more important.</p> <p>It is illegal to have sex with anyone male or female, who is under 16, even if it was by mutual consent and no force was used.</p>	<p>Guest speaker</p> <p>Questioning/ Case study/ Discussion/</p>	<p>A resource person from the Child Development Agency is invited to speak about the rights of children, the laws which apply to or protect children in cases of pregnancy, carnal abuse, physical abuse and emotional abuse, and the institutional framework which is being put in place to protect these rights. Students ask questions and prepare a report.</p> <p>On the basis of what they learned, students in small groups consider the legal position of a pregnant 15 year old girl in the case study ‘<i>Donette’s worries</i>’. <i>As Donette is under the age of consent, what are the legal problems facing this young woman? What are the problems facing the young man who has impregnated her?</i></p>	<p>Evaluate reports.</p> <p>Evaluate the discussions.</p>

	<p>The following are updates on existing laws that relate to children and adolescent sexual health:</p> <ul style="list-style-type: none"> - Charter of Rights Bill to amend the constitution to remove any discrimination on the basis of sex. - An amendment to broaden the definition of rape. - An amendment to the Incest Act, to widen the ambit to ensure that any gender can be charged, and extend the categories to others in the home. - An amendment to make sexual harassment a crime. - Widen the Domestic Violence Act to include provisions for children under 18 - Amendment of the Maintenance Act so that both parents should play an equal role in maintaining a child. - Child Care and Protection Act 2004. 	<p>Journal entry</p>	<p><i>What questions will appear when the baby is born?</i></p> <p>Individual students make journal entries about their thoughts on teenage pregnancy and what their own choices will be considering what they now know about the laws affecting teens.</p>	
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GRADE 9 **Theme** **Sexuality and Sexual Health**

Lesson 2: ***Preventing HIV***
Life Skills: *Social:* Leadership, Teamwork
 Cognitive: Creative skills
 Coping: Decision making skills

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Identify strategies to prevent / reduce the spread of HIV. ▪ Demonstrate commitment to learning how to implement suggested HIV prevention strategies. 	<p>HIV can be transmitted in three main ways:</p> <ul style="list-style-type: none"> • Sexual transmission. • Transmission through blood. • Mother-to-child transmission. <p>Preventing the spread of HIV requires both a personal and national effort. Prevention programmes have a critical role to play. They include:</p> <ul style="list-style-type: none"> • Promoting HIV awareness. • Provide and promote HIV counselling and testing. • HIV testing of pregnant women to reduce chances of spread to baby. • Promoting safe sex practices. • Promoting abstinence. • Promoting faithfulness between sex partners. 	<p>Guest speaker / Discussion</p>	<p>A resource person is invited to discuss HIV awareness campaigns that are unfolding on radio and television. Students are asked to critique the ads after discussing the target audience, and effectiveness. They also offer ways of improving the ads.</p> <p>Students also explore whether the ads reflects their reality. They discuss sexual risks taken by members of their peer group and the consequences. Include in the discussion transactional sex, sex between older men and younger women, and the heightened risk to young girls.</p> <p>Students discuss how they plan to cope with this reality, including proper use of condoms, partner reduction, reclaiming virginity etc.</p>	<p>Assess discussion of the impact of HIV prevention campaign.</p>

		<p>Art / Personal action</p> <p>Journal</p>	<p>Students discuss among themselves why they should consider having an HIV test, discuss HIV testing techniques, how the test is done, reliability, cost etc.</p> <p>Later students work together in groups to design, develop and mount an HIV awareness campaign for their peers. Posters should be displayed in class.</p> <p>Students record in their journals whether they will or will not consider an HIV Test and why.</p>	<p>Assess campaign.</p>
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GRADE 9 **Theme** **Sexuality and Sexual Health**

Lesson 4: *Human Rights and HIV*
Life Skills: *Social:* Empathy
 Cognitive: To evaluate, to justify
 Coping: Self awareness

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> ▪ Discuss ways in which the stigma of HIV/AIDS negatively impacts efforts to reduce the spread of the disease. ▪ Identify two ways in which PLWHA’s suffer discrimination. ▪ Justify the need for proper treatment for PLWHA’s. 	<p>Anyone who is sexually active is at risk for contracting HIV</p> <p>Some persons mistakenly hold the belief that all persons suffering with HIV/AIDS deserve their fate because they are/were:</p> <ul style="list-style-type: none"> • Promiscuous / unfaithful • Homosexuals • Prostitutes • Drug users <p>All Jamaicans including PLWHA’s are entitled to the same rights at work, in school, at churches, in public or private spaces.</p> <p>Discriminating against PLWHA is wrong! Discrimination and Stigma may cause persons who suspect that they are positive, to refuse to be tested; and those who are aware of their status will not disclose. Thus, persons who disclose their status are courageous and should be respected.</p>	<p>Case studies / Drama</p> <p>Discussion</p> <p>Journal writing</p>	<p>Students work in groups to research the problems facing PLWHA. They read the cases studies, ‘<i>What must Kimani do?</i>’ They also obtain stories from the media, and use them as case studies to determine the keys issues facing such persons. They dramatize the stories and discuss the possible impact on the individuals.</p> <p>Your best friend just disclosed to you that he or she is HIV + and wants to know if they should tell the principal at the school. Discuss.</p> <p>Students write in their journals how they feel about PLWHAs, and whether their feelings have changed in light of these class sessions – why / why not?</p>	<p>Assess empathy for the human rights of PLWHA.</p> <p>Assess the arguments for and against the rights of the PLWHA.</p>

	<ul style="list-style-type: none"> ▪ Avoid activities like staying out late, being alone with a date in an unsupervised setting, drinking at parties, ▪ Circumstances associated with alcohol, drug abuse or other high-risk behaviours can contribute to the increased likelihood of encountering sexual advances 	<p>Journaling</p>	<p>Before starting the discussion, students conduct a survey among their friends to find out what they want in a boy/girl friend.</p> <p><i>They ask: Do you require your boy/girl friend to make you feel good about yourself; do you want him/her to help prevent you from doing something that is ill-advised, wrong or dangerous; do you apologise when you hurt his/her feelings; do you show concern; are you a good listener; and do you stick up for him/her if someone is making fun of him/her? What do you bring to the friendship?</i> Students compile the results in a chart.</p> <p>The students write in their journals what the results mean about the boy/girl friend relationships and about how these results will impact their own decisions about choosing a potential boy/girl friend.</p>	
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			<p>The STACK method <u>S</u>TOP. <u>T</u>HINK IT THROUGH. <u>A</u>SK YOURSELF AND OTHERS WHAT TO DO. <u>C</u>HOOSE CAREFULLY- ITS UP TO YOU. <u>K</u>EEP YOUR PRIDE AND PROMISES TOO.</p>	
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Grade 9 **Theme:** **Appropriate Eating and Fitness**

Unit 1: I Am What I Eat

- General Objectives: By the end of this unit, students should be able to:
1. Demonstrate knowledge of the relationship between types and uses of nutrients for healthy eating.
 2. Display a willingness to cultivate a healthy lifestyle by eating a balanced meal whenever possible.
 3. Use coping, social and cognitive skills to maintain a healthy lifestyle.

Lesson 1: Balancing Nutrients from all the Food Groups
Life skills: *Social:* Group work, Communication
 Cognitive: Critical thinking, Creative thinking
 Coping: Self confidence, Purposeful behaviour

Objectives	Content	Strategies	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ◆ List the healthy food nutrients in a balanced diet. ◆ Describe at least three available food options outside of usual ones. ◆ Suggest at least three sources of protein for strict vegetarians. 	<p>Natural or whole foods are good sources of nutrients, especially when compared to supplements and food products that have undergone processing and contain additives.</p> <p>Many more nutrients may be gained from choosing alternative foods or by using different preparation methods.</p> <p>For example, there are several sources of proteins that come from plants, like legumes (including lentils, split peas, chick peas), nuts, tofu.</p>	<p>Research: textbook/internet search</p> <p>Resource person</p>	<p>In groups, students research the diets/recipes/dishes of Indian, Chinese, Japanese and African ethnic groups, as well as those of Caribbean peoples, in order to see how they can help us reduce red meat consumption. Students also explore options for dessert/sweets that contain less fat and added sugar than popular ones. Later the groups compile and share their reports with the class.</p> <p>A resource person, professional chef, illustrates the preparation of a dish with common ingredients using healthy method. The chef also discusses other recipes.</p>	<p>Assess reports on including new food choices.</p> <p>Assess responses to the items prepared.</p>

		<p>Personal action</p>	<p>Students use one of the recipes to prepare one of the dishes or desserts at home and report on how it tasted. They may even bring some to class for volunteers to try.</p> <p>Working individually, students plan and fix a balanced, healthy meal that provides all major nutrients and some vitamins, minerals and fibre, using foods that are not usually part of their diet. Students give a report on the experience of the meal and how their family responded.</p>	<p>Assess the responses to the introduction of new foods.</p>
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		<p>Personal action / Journal</p>	<p>Each student chooses a person who is overweight and suggests an eating plan for him/her that will reduce the risk for hypertension or other chronic lifestyle disease. Students write in their journals on their own eating habits, especially portion sizes and how they should be changed.</p>	<p>Assess approach to the individual.</p>
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Grade 9 **Theme:** **Appropriate Eating and Fitness**

Lesson 3: Read the Label!

- Life skills:** *Social:* Communication, Interpersonal relationships
 Cognitive: Critical thinking, Creative thinking
 Coping: Assertiveness, Self management

Objectives	Content	Strategies	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ◆ Interpret information given on nutrition labels. ◆ Assess the value of foods in their daily diet based on the nutrients and additives they contain. ◆ Use decision-making skills in choosing packaged and labeled foods to be included in the diet. ◆ Seek information on food content where labeling is absent or inadequate. 	<p>It is necessary to understand the meaning of nutrition facts, ingredients lists & serving sizes on food labels.</p> <p>Ingredients are listed in order of proportion with the ingredient in highest proportion listed first.</p> <p>Labels indicate suggested serving sizes and caloric value of foods.</p> <p>Labels also indicate where products are made and the expiry date. Students should be encouraged to buy Jamaican foods as much as possible.</p> <p>Information on contents of unlabelled foods e.g. market produce and restaurant foods may be obtained from the Internet or from texts.</p>	<p>Survey</p>	<p>Each group of students collects 20 food labels with nutrition facts and ingredients listed. In small groups, they determine:</p> <ul style="list-style-type: none"> ◆ The food groups to which each belongs, based on the nutrient present in greatest proportion ◆ What percentage of the foods contain artificial flavour enhancers – sweeteners, MSG, artificial flavours ◆ What percentage of the foods contain high levels of sodium (10% or more per serving) ◆ What percentage has other additives – colouring, chemicals, preservatives <p>A report will be made to the class accompanied by the collection of labels. The presentation should include a list of foods that should be avoided or greatly reduced in the diets of persons with special needs.</p>	<p>Assess presentations for understanding of food labels.</p>

		<p>Game</p>	<p>Students work together in groups to design a game that will penalize poor food choices and reward more appropriate food choices.</p>	<p>Assess games.</p>
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Grade 9 Theme: Appropriate Eating and Fitness

Unit 2: Factors affecting a Healthy Lifestyle

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

1. Demonstrate knowledge of social emotional and physical influences on personal choices of foods and exercise.
2. Practice techniques to respond to pressures to support unhealthy eating and activities.
3. Appreciate appropriate, scientifically sound, eating and fitness resources.

Lesson 1: Getting a Healthy Diet

Life skills:
Social: Communication, Interpersonal relationships
Cognitive: Critical thinking, Creative thinking
Coping: Assertiveness, Self management

Objectives	Content	Strategies	Activities	Assessment
By the end of the lesson, students should be able to: <ul style="list-style-type: none"> ◆ Identify social, emotional, economic and physical limitations to having a healthy diet. ◆ Suggest at least three ways of overcoming or reducing the impact of these limitations. ◆ Demonstrate communication skills in getting their parents/guardians to provide more healthful food choices. 	Children are not the providers in the family. They choose what to eat from what is given to them at home. School age children may be exposed to other foods at school (cafeteria, friends) but have little purchasing power.	Group work / Discussion	Students in pairs discuss the limitations to healthy diets and suggest specific, practical ways of overcoming them. Students write summaries and present to class. Each student selects at least two of their own limitations and writes strategies aimed at reducing or overcoming these within a specified time.	Assess strategies to improve nutrition.
	The influences on a child’s diet include issues which affect him/her. Social <ul style="list-style-type: none"> ◆ Perception of status (can afford to eat meat, fast food, etc. often). ◆ Peer pressure. ◆ Events that encourage poor/late eating (movies, after school activities, getting home late). 	Role play	Students working in small groups write skits and role play a situation in which a teen is trying to convince a parent/guardian to purchase more healthful snack choices for his/her younger sibling.	Evaluate skits.

	<p>Emotional</p> <ul style="list-style-type: none"> ◆ Comfort foods, e.g. chocolate, pastry, pizza. ◆ Cravings due to hormonal changes. ◆ Feelings elicited in response to advertising. <p>Economic</p> <ul style="list-style-type: none"> ◆ Tasty alternatives that provide variety e.g. imported vegetables, that may be expensive. ◆ More healthful substitutes, e.g. olive oil more expensive. <p>Physical</p> <ul style="list-style-type: none"> ◆ Allergies can reduce available options. ◆ Some persons find some foods hard on the stomach, e.g. beans, cornmeal, processed meats, oily foods. 		<p>The adult argues that this is not what the child wants or likes. The skit suggests ways of overcoming these issues.</p>	
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	<p>Economic</p> <ul style="list-style-type: none"> ◆ Gyms/professional guidance is expensive, and you cannot afford the fees. ◆ Cost of getting appropriate shoes, safety gear, is high. <p>Physical</p> <ul style="list-style-type: none"> ◆ Existing medical conditions, e.g. asthma, anaemia. ◆ Limitations resulting from present state of ‘unfitness’ e.g. joint pains, breathing difficulties, being overweight. 	<p>Journaling</p>	<p>In their journals, students select at least two of their own limitations and write down their goals to reduce or overcome them.</p>	<p>Review journals.</p>
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Grade 9 Theme: Appropriate Eating and Fitness

Lesson 3: My Choices for Eating Out
Life skills:
Social: Communication, Group work,
Cognitive: Critical thinking, Decision making,
Coping: Self awareness, Self management

Objectives	Content	Strategies	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ◆ List factors that influence their choices for eating out. ◆ Determine which factors are most important, health wise, in making such choices. ◆ Demonstrate critical thinking and decision-making skills in choosing where to eat out. 	<p>Factors that influence choices about eating out may include:</p> <ul style="list-style-type: none"> ◆ Cost ◆ Flavour ◆ Cleanliness ◆ Smell ◆ Popularity ◆ Convenience (time, location, delivery). <p>There are generally healthier options in the same dining establishments that may include having, water or fruit juice instead of soda, a salad instead of fries, grilled or baked food instead of fried, desserts with less sugar.</p> <p>The challenge is to become aware of these options and to make those choices. Also know that success in changing your preferences is more likely if you make changes step-by-step.</p>	<p>Questioning /Group discussion</p> <p>Journaling</p>	<p>In respect of fast food outlets, Which of them do you choose the most? Do you usually eat the same thing? Why do they choose this place over all the others? Considering all they have learnt about healthy diet, rate the meals you have at these places? Is nutritional value of the food a consideration now? Will it become an issue? In small groups, students list all the fast food places, restaurants, cook shops, etc. they remember patronizing. They discuss their reasons for choosing these establishments and rate the quality of the food. Students present their findings to the class, and should be prepared to justify their lists.</p> <p>In journals, students write about the kinds of substitutions they can make/will make in future at their favourite restaurants.</p>	<p>Assess presentations in respect of the factors that influence choices for eating out.</p> <p>Read journals.</p>

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

Lesson 4: **Addressing My Health Risks**
Life skills: *Social:* Communication, Group work,
 Cognitive: Critical thinking, Decision making,
 Coping: Self awareness, Self management

Objectives	Content	Strategies	Activities	Assessment
<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> ◆ Identify their risks for developing chronic lifestyle diseases. ◆ Describe at least three ways of reducing these risks early. ◆ Explain where to find information on health giving services and products. 	<p>Be aware of your risk factors for hypertension and heart disease, diabetes, obesity. Many of these risk factors are genetic, but most can be changed by your individual action to protect yourself.</p>	<p>Survey / Journal</p>	<p>Students investigate their family medical history to see how many persons had/have any of the chronic illnesses. Question grandparents and their siblings, parents and their siblings, cousins, brothers and sisters. (Do not include in-laws). Each student should prepare a report on the incidence of each illness/disease in his/her family. Record the information in your journal.</p>	<p>Read journals.</p>
	<p>It is important to know your risk factors so that you can intervene early.</p>	<p>Research / Journal Group discussion</p>	<p>Students in groups (jig-saw) research and share information about lifestyle diseases, and the steps that a person can take to reduce his/her risk of developing these diseases. Each student develops a checklist for each of the diseases and assesses his/her own risk. Students record the information in their journals how they will respond.</p>	<p>Assess discussions and read journals.</p>
	<p>It is important to have regular checkups at the same doctor so that any warning signs can be detected early.</p>	<p>It is also useful to know as much as you can about your health issues and for that you need to learn where to obtain information.</p>		

Grade 9. Theme: Managing the Environment

Unit 1. Dealing with waste

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

1. Demonstrate an understanding of issues surrounding waste management in home, school, and community.
2. Become more aware of the strategies used for managing waste in the environment.
3. Display willingness in taking appropriate actions to deal with issues involved.

Lesson 1. Hazardous Wastes

- Life skills:**
- Social* : Collaboration, Communication
 - Cognitive*: Critical and Creative thinking, Evaluation
 - Coping* : Self management, Identifying values

Objectives	Content	Strategy	Activities	Assessment
By the end of this lesson students should be able to: <ul style="list-style-type: none"> ▪ Describe types of hazardous wastes and pollutants in the environment. 	A large number of household and industrial chemicals are hazardous to our health. Hazardous wastes are materials that may be carcinogenic, ignitable, corrosive or explosive and eventually fatal.	Research	Students work in groups to research the different types of hazardous wastes in our environment. The students produce charts which form part of the reports that are presented to the class.	Assess the charts.
	Hazardous chemicals could include; preservatives, sanitizers, medical drugs, solvents, degreasers, toners, printer inks and farm chemicals.	Survey	Individual students perform an audit of the chemicals they find at home, and in the school. They then come together in groups to prepare reports for presentation to the class. The reports should be presented in tabular format.	Assess reports.
<ul style="list-style-type: none"> ▪ Investigate and report on the existence of hazardous wastes at school, in homes and in the community. ▪ Explain ways of disposing of hazardous wastes in (i) Jamaica and (ii) North America. 	We are exposed to these chemicals in different ways. For example, we may come in contact with these chemicals by inhaling or ingesting them or absorbing them through our skin.			

<ul style="list-style-type: none"> ▪ Demonstrate ability to prevent/respond to issues surrounding hazardous wastes in the environment. 	<p>Exposure may cause a variety of cancers, deterioration or malfunction of organs, even death.</p> <p>Most hazardous waste is recycled, that is, converted to non-hazardous forms, stored in special containers in specific facilities.</p> <p>We should find out about toxic and hazardous wastes in our environment, in order to know how to protect ourselves from them.</p>	<p>Research</p> <p>Role play / Scenario</p>	<p>Students divide themselves into two groups. Each researches hazardous waste disposal methods in Jamaica and in Canada. Each group presents its findings to the class.</p> <p>Students prepare an imaginary scenario of events resulting from the find of large quantity of hazardous waste in the park in Ocho Rios. Students decide the identity of the waste material, how it will affect humans, plants and animals and devise a programme to secure the waste and protect the human and other living things in the environment. In addition, because Ocho Rios is a tourist town, they also develop a plan to mitigate the impact of this disaster in the wider world.</p>	<p>Assess reports.</p> <p>Assess the effectiveness of the information about the hazard and the depth of the response to the crisis.</p>
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Grade 9 **Theme:** **Managing the Environment**

Lesson 2. Industrial Wastes
Life skills: *Social:* Communication, Collaboration, Assertiveness
 Cognitive: Critical thinking, Research, Evaluating
 Coping: Identifying values, Goal setting

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> ▪ Identify one industry in Jamaica that causes pollution. ▪ Describe the effects of industrial activities on human health and on other animals, plants in the environment. ▪ Express an appreciation of the challenge of balancing development and care for the environment. ▪ Explain the need to lessen the environmental impact of industrial activities on the environment of islands especially. 	<p>Many industries in Jamaica pollute the air, water and land.</p> <p>Industrial pollution is often caused when furnaces pump smoke into the air. This smoke results in smog. Some of these substances can cause acid smog, which damages buildings and causes breathing difficulties for people. The combustion of fossil fuels also can contribute to the greenhouse effect. Industrial waste puts oil minerals, chemical products, phosphates and nitrates into the water.</p> <p>One of the big problems of industrial waste and vehicular exhaust is that they increase the amount of carbon dioxide, water vapour and methane in the air, which increases the temperature of the Earth’s atmosphere.</p>	<p>Field trip / Survey</p> <p>Journaling</p>	<p>Students go on a field trip to a manufacturing plant, or a tourism waste management plant or to a farm. They interview workers and engineers, specifically about their efforts to control emissions and wastes, accidents, and protection of the workers. In preparation for the trip student’s work in groups to research the particular site and prepare questions.</p> <p>Later students record their impressions of the challenges facing the company and comment on the efforts being made to act responsible.</p>	<p>Assess students’ record of challenges and solutions.</p>

	<p>The tourist industry causes environmental damage in several ways. It causes air pollution by the increased number of aircraft that come into the island. It causes erosion when hotels are built on the coastline, and when the natural vegetation is removed to accommodate hotels or housing units. The environment is affected when the sewerage disposal system is unable to manage the waste and it is dumped in the sea.</p>			
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Grade 9 **Theme** **Managing the Environment**

Lesson 3. **Solid waste disposal**

- Life skills:**
- Social:* Cooperation, Relationship building, Leadership
 - Cognitive:* Research, Decision making, Evaluating
 - Coping:* Identifying values, Goal setting, Dealing with problem situations

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> ▪ Identify efficient ways to reduce & dispose of solid waste at home, in school and community. ▪ Describe threats to human health of improper solid waste disposal. ▪ List services within the community that reduce solid waste, recycle solid waste/deal with solid waste. ▪ Describe alternative practices in Jamaica, e.g., waste to energy conversion (using bagasse as energy source in cane factory). 	<p>Solid waste management includes all activities that seek to minimize the health, environmental and aesthetic impacts of solid waste. Waste from houses, streets, shops, offices, industries and hospitals are usually the responsibility of municipal or other governmental authorities.</p> <ul style="list-style-type: none"> • Uncollected waste often ends up in drains, causing blockages that result in flooding and unsanitary conditions. • Flies breed in some constituents of solid wastes, and flies are very effective vectors at spreading disease. • Mosquitoes breed in blocked drains and in rainwater that is retained in discarded cans, tyres and other objects. 	<p>Nature walk/investigation</p> <p>Audit / Presentation.</p> <p>Research</p>	<p>Students take a short walk in community to identify practices and examples of solid waste disposal practices that are harmful. Later working in groups they prepare reports with suggestions for change.</p> <p>Students conduct an audit of the school’s waste practices, and investigate disposal in school canteen, in classrooms. They make suggestions for solutions in the long term. Students work together as a class to prepare and make a presentation at their school assembly.</p> <p>Students research in groups to find out how businesses are managing solid waste management issues. They find out if there is:</p>	<p>Assess observations and suggestions for change.</p> <p>Audit report and suggestions to be assessed.</p> <p>Presentations are assessed.</p>

<ul style="list-style-type: none"> ▪ Appreciate their personal responsibility to care for the environment by reducing the amount of solid waste they produce and by recycling and re-using. 	<ul style="list-style-type: none"> • Mosquitoes spread disease, including malaria and dengue. • Rats find shelter and food in dumps. Rats consume and spoil food, spread disease, damage electrical cables and other materials. • Rats inflict unpleasant and dangerous bites • The open burning of waste causes air pollution; the products of combustion include dioxins which are particularly hazardous. <p>Solid waste disposal is a serious problem in Jamaica, as many districts do not have formal garbage disposal systems. In addition many persons are using non-biodegradable materials, purchasing materials with too much packaging and as a result generating too much solid waste.</p> <p>Improper solid waste disposal poses threats to human health, pollution, accidents and the production of harmful materials.</p>	<p>Project / Personal action</p>	<ul style="list-style-type: none"> (i) A community service or business that works to reduce or recycle solid wastes. (ii) A community service or business that has alternative practices <p>They share their findings with the class.</p> <p>Students work in groups and plan and implement a clean up day in the school. Each group should focus on a different area in the school.</p>	
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Grade 9 **Theme** **Managing the Environment**

Unit 2. Preventing pollution

- General Objectives: By the end of this unit students should be able to:
1. Demonstrate knowledge of conservation of resources.
 2. Explore the role of community and government resources in caring the environment.
 3. Appreciate their personal responsibility to care for the environment.

Lesson 1. The three R’s of conservation

- Life skills:**
- Social:* Communication, Assertiveness, Persuasion, Advocacy
 - Cognitive:* Decision making, Research
 - Coping:* Self awareness, Self management, Goal setting

Objectives	Content	Strategy	Activities	Assessment
By the end of this lesson students should be able to: <ul style="list-style-type: none"> ▪ Describe what is meant by conservation. ▪ Discuss the 3 R’s and their value as useful tools for environmental health. ▪ Distinguish between reducing, recycling and re-using as methods of conservation. ▪ Summarize the benefits and problems of recycling and reducing wastes. 	It is good to practice conservation methods in order to reduce pollution which will in turn improve human and environmental health.	Survey	Students work in groups to audit resource use on campus of water, energy, paper, food, and packaging materials. Later they present their reports with suggestions of reducing/recycling/re-using each.	Assess presentations
	The conservation ethic is sometimes expressed by the <i>three R's</i> : “Reduce, Recycle, Re-use” This normally relates to purchasing or recycling items, the sustained and efficient use of renewable resources, the moderation of destructive use of finite resources, and the prevention of harm to common resources such as air and water quality, the natural functions of a living earth, and cultural values in the built environment.	Research	In small groups students investigate specific examples of activities here in Jamaica to recycle, re-use, and reduce. Students present their findings to the class.	Evaluate the example of conservation.
		Personal action / Journaling	Each student considers how to change one habit .which creates waste. Students are asked to record their efforts/success in	Review journals Consider students’ personal commitment to

<ul style="list-style-type: none"> ▪ Show a personal commitment to the 3 R's. 	<p>Reducing, recycling and re-using are useful because they:</p> <ul style="list-style-type: none"> (i) Reduce the quantity of garbage thrown away (ii) Reduce pollution (iii) Lower the demand for new raw materials (iv) Collect recyclable materials (v) Use these material to make new products (vi) Reduce the cost of purchasing packaging, and hence overall cost of items 	<p>Art</p>	<p>changing their habits.</p> <p>Students come up with rap song or jingle or poem to encourage people to conserve.</p>	<p>3Rs.</p> <p>Evaluate compositions.</p>
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Grade 9 Theme Managing the Environment

Lesson 2. Materials that cause less pollution
Life skills: *Social* : Communication, Persuasion
Cognitive: Research, Decision making, Evaluating
Coping: Dealing with problem situations

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> ▪ Review meaning of pollution and the various types common in Jamaica. ▪ Identify at least four alternatives to using hazardous household chemicals (include cleansers, pest control). ▪ Describe different practices that will reduce pollution, including use of alternative materials. 	<p>Pollution cannot always be prevented. But we are required to prevent or reduce pollution at the source, recycle emissions that cannot be prevented or treat wastes in an environmentally safe manner.</p> <p>Pollution can be reduced by many different strategies. Individuals may consider driving less, using air friendly products, saving energy, recycling, speaking up for a clean environment and using fewer toxic chemicals. They may also substitute non-hazardous materials for hazardous materials and practice proper maintenance and housekeeping to eliminate spills and leaks, modifying equipment to enhance in-line material recovery or recycling options.</p>	<p>Research / Display</p> <p>Art work / Critical thinking / Creative thinking</p>	<p>Students pick a sector and conduct research to find out alternatives that will reduce pollution. Afterwards, students organize a display of substitutes that may cause less pollution. Students choose persons to lead discussion of how these alternatives work to reduce pollution and how citizens could be encouraged to change their practices to incorporate these new materials.</p> <p>Students choose one process - food production, food transport or food purchasing, and identify all the steps along the chain that lead to over-use of polluting materials. Then students prepare a flow diagram illustrating these problems. In their flow diagrams, they also include suggestions on how to improve the situation.</p>	<p>Assess displays and explanations.</p> <p>Assess flow diagrams with information.</p>

	<p>In transportation, "clean" fuels can be developed to reduce pollution, more efficient transportation practices can be employed, or transportation needs can be reduced.</p> <p>In commercial settings, using energy-efficient appliances and lighting, installing water-efficient equipment, purchasing recycled and recyclable materials, and working with suppliers to reduce the amount of packaging, can reduce waste.</p> <p>At home, citizens can recycle and reuse, buy products with less packaging, and reduce the use of household chemicals.</p>			
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Grade 9 Theme Managing the Environment

Lesson 3. Caring for our land resources

- Life skills:**
Social: Communication, Persuasion, Advocacy
Cognitive: Critical thinking, Decision making, Evaluating, Researching
Coping: Identifying values, Goal setting

Objectives	Content	Strategy	Activities	Assessment
<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> ▪ Differentiate between causes and effects of land degradation. ▪ Prepare a plan with at least two solutions to a problem area on your school grounds. ▪ Show willingness to participate in activities to improve their environment. ▪ Assess the role of government agencies in planning and implementing good land use policies and practices. 	<p>It is important to care for our land, as it is almost a non-renewable resource. This is so because building new soil takes hundreds of years.</p>	Field visit / Report	<p>Students visit a beach, riverside or community open lot. The purpose of the visit is to see the kind of debris, waste materials present; to assess the environmental problems it poses. Later students working in groups will compile their observations on a map, with notes. That will include the causes and effects of situation.</p>	Evaluate the quality of the observations of the site.
	<p>Much of our land surface has been degraded by poor practices, as nutrients have been depleted, some topsoil removed, eroded or polluted, and biomass production decreased due to man’s activities.</p>	Project	<p>Students work in groups to identify an area of school that shows signs of land erosion, over-use or improper usage. They discuss ways of solving the problem. Students present their findings and their suggestions to school administration.</p>	Evaluate presentations.
	<p>There is a need for better development planning for land use that includes food production, raw material sourcing, housing and infrastructure.</p>	Group work	<p>Students do research in groups to investigate the list of government agencies responsible for land management. They assess their roles and evaluate their success in doing their jobs.</p>	Assess research and evaluation of agencies.

CASE STUDIES**Theme: Self & Interpersonal Relationships**
GRADE 7**RELATING TO OTHERS**

James Thomas was thrilled, when he passed the Common Entrance/GSAT exam and got into St Mathews College in Kingston. His grandmother started boasting about her bright grandson. James felt self-conscious and shy whenever she started talking, and soon begun staying away from the yard during the days. When he started high school at St Matthews, he found that nobody from his old school or his neighbourhood was going there, and he felt too shy to make new friends. He started to daydream in class, and answered his teachers rudely, when they spoke seriously to him about his inattention. He turned his back on the others in his class, (really because he was shy) and pretended to be more “conscious” or “in de link” and older than they were. Everything they suggested to him to participate in he told them was “out of style” so he wouldn’t be involved. Then one day, the office block at school caught on fire, and it was found that a student started the fire. . It was James. He was reprimanded and expelled. At the next high school he attended, he again paid no attention in class, did little work, and made no friends. There was also a fire at this other school, and although it was not proved to be his fault; because of the coincidence, he was again expelled. For the next two years he was idle at home with his grandmother, then, his mother sent for him to go to New York. There he changed his life, and began to take part in church activities, and started to write gospel songs. He has continued doing that up to now, and has become a successful performer/writer.

Theme: Managing the Environment
GRADE 8**1. Bauxite - a non-renewable resource / asset**

Bauxite is the most economically important mineral asset in Jamaica. It is found mainly in the centre and northwest of the island, and appears in limestone rocks and soils as a mixture of various aluminium oxide minerals. Here, bauxite is of the *terra rossa* type which is finely divided, highly porous, and dark-red/ reddish-yellow in colour. All bauxite in Jamaica is found near the surface and is mined in open pit style. In Jamaica, bauxite is mined and exported as crude bauxite, and over the past fifteen years, approximately 11.6 million tons annually has been mined. Crude bauxite is processed elsewhere into *aluminium*. Recently, there has been growth in exports of *alumina*, which is a processed form of bauxite. The processing of bauxite into alumina is accompanied by use of caustic chemicals, and may lead to pollution of various kinds, including the construction of mud lakes to store the chemical outputs, and caustic dust emissions.

The estimates of proven reserves of bauxite are 500,000,000 tonnes although it is felt that there are even greater amounts, not yet confirmed (perhaps as high as 2.5 billion tonnes, of which 1.5 billion may be economically viable). Exploitation of minerals has been high in recent years, leading to the opinion that there will be serious depletion of these resources.

Year	Bauxite Extracted	Alumina Processed	Crude exported	Alumina exported
1999	11,689,000	8,894,000	2,795,000	3,578,000
2000	11,127,000	9,065,000	2,062,000	3,582,000
2001	12,370,000	8,735,000	3,635,000	3,530,000
2002	13,125,000	9,050,000	4,075,000	3,637,000

(Statistics taken from Environment Statistics 2003 and Mineral Accounts, pub. Statistical Institute of Jamaica 2003.)

2. Plants - renewable resources/assets

Forests and plantations are the basis of many resources, e.g., foods, lumber, paper, firewood, charcoal, medicines. They also provide habitats for many animals and other plants. Their roots help to bind the soil, preventing erosion, and they affect, by their functions as hydrating agents, the weather. They also take in carbon dioxide, which is being produced at ever greater rates by burning of fuels, thus helping to keep the air free from pollution, and preventing global warming. If plants are harvested and re-planted, they continue to provide these environmental services, but if they are only harvested, then the services cease. While 35% of Jamaica's forest reserves are protected, there are now many areas that have been "captured" and used for farming, or land settlement. During the period 1989-1998 all forest types in Jamaica have declined, except bamboo which has increased by 7%.

Type of land use (km)	1989	1998
Buildings/other infrastructure	519	523
Bauxite lands	12	49
Agricultural fields	2,732	2,745
Plantations	831	823
Other agricultural land	587	458
Total forest areas	3,439	3,402
Swamplands	24	23
Mixed land use/cover	2,708	2,828

(Statistics taken from Jamaica's Environment in your pocket, 2002. pub. Statistical Institute of Jamaica, 2002)

3. The Nuclear disaster at Chernobyl in Ukraine.

On April 26, 1986, there was a huge nuclear explosion and fire in Unit 4 of the Chernobyl power plant in the former Soviet Union. This occurred because the engineers in the plant were attempting to discover if the energy of only one of the turbines would be sufficient to run the plant in an emergency. They slowed down the reactor and disconnected the emergency cooling pumps to conserve the remaining electricity. However, the nuclear reactor became unstable, and overheated. When the engineers tried to cool it down and slow its workings, they could not. The explosion that resulted blew off the concrete roof, ripped open the metal walls of the building, and blew a smoke column of burning graphite, uranium and radioactive ash 1000m up into the air.

The authorities did not admit that there was a problem for three days; then, they evacuated seventy villages nearby. However, more than half a million workers had to help to put out the fire and clean up the radioactive contamination around. Millions of hectares of farmland had to be abandoned. Finally the damaged reactor was encased in a concrete tomb. Many cancers have occurred in children from these areas, and hundreds of workers and farm owners have had their health affected. Additionally, the wind and rain carried the radioactive materials far away towards Europe, with Yugoslavia, France, Italy, Germany, and Scandinavia recording unusually high levels of radiation. The cost of this national disaster was several billion dollars.

4. Coal Mining

Coal is commonly mined in many countries around the world today. Most coal mines are thousands of feet below the surface of the land, and are therefore dangerous to work in. Only in a few countries are there surface mines, but this type of mining makes the land unsuitable for farming or other uses afterwards. Sulphur and other water soluble minerals from the coal remains are carried by rain and runoff water into streams, rivers. These chemicals make the water acid and toxic.

The persons who work in the underground mines are subject to several types of accidents that may occur, such as cave-ins, fires or poisonous gas emissions. Miners also become disabled in later life because of *black lung disease* (an inflammation of the lungs), which causes emphysema and fibrosis of lungs. Such a condition is due to continual inhalation of coal dust in the mines. These persons cannot breathe efficiently and suffer from various respiratory complications.

While charcoal burning in Jamaica does not expose the operators of the kilns to the accidents and events that may occur in underground mines, they do expose these persons to lung diseases due to the dust that they inhale. It also causes the run-off water in the area to become acid, and when this reaches the streams, they become polluted. The charcoal burners do not replant the trees that they cut down, and so the whole area is also exposed to erosion.

Theme: Self & Interpersonal Relationships**GRADE 8****FAMILY RESPONSIBILITIES**

Marlene lived with her aunt, Andrea, her two siblings and her twin baby cousins. They shared half of a nice house with her aunt's friend and their family. Since Marlene was the eldest of the children, her aunt expected her to help with the chores in the household, both during the school week and on weekends. Marlene had to wake early, iron uniforms for herself and her two siblings, fix their breakfasts and feed for the babies. She had to take the children to school, and drop off the babies at day care. Her aunt had to leave early for work, so she couldn't help. On Marlene's return home, after collecting the children, she had to care for them until her aunt came home. She was expected to fix supper for everyone, before getting some time to herself for watching TV or doing homework. She started feeling upset with her aunt, and wondered why she had to do everything. One morning when she awoke she was in such a bad mood that she decided to leave all the children in the house and go down to the corner shop. After chatting there for a few minutes, she heard a shout, "Miss Andrea's house on fire"! Out of the shop she hurried, running up the road.....it was their house on fire. She felt so relieved when she saw that all the children and the babies were safe outside, and that the neighbours had put out the fire. But, she knew what would happen when her aunt returned home.....

Theme: Self & Interpersonal Relationships**Grade 9****STRATEGIES FOR COPING WITH CONFLICTS**

1. Use a combination of communication, assertiveness, problem-solving actions.
2. Have a "time-out" period, when you go away from the situation for a short time. Sometimes, however, it helps to speak quietly at once to the angry person.
3. Be understanding and sympathetic, suspend judgment
4. Try to look at the situation through the other person's eyes
5. Find some way to agree with the other person.
6. Ask the person, "What do you want me to do now?" Listen for their demands, expectations. Tell them where you agree with them.
7. If you still feel very angry, then decide if the other person is "winning" and you are "losing". If this is so, seek the help of another person.
8. If the feeling you are getting is still criticism, then find out what the other person wants you to do. Tell them "I know you are annoyed at me, and I'm sorry. I can't give you what you need. Perhaps someday you will see that I did the best I could". Walk away and don't feel guilty or ashamed. Keep focused on how you did your best.

Theme: Sexuality and Sexual Health
Grade 9Donette's worries

Donette was a happy 14 year old attending Mt. Moretown All Age, and doing well. She was good at athletics and hoped to become one of Jamaica's finest sprinters. One day her cousin Royan came to visit, bringing with him a young friend, Tony. Tony had the most smiling eyes and face that Donette had ever seen and he was so happy too! Donette fell in love right away. Three months later, she got pregnant, and felt so sick that she couldn't keep on going to school. Her mother was really mad with her, but took her to the clinic. There she was found to be anaemic and started to have high blood pressure. Throughout the pregnancy she was not well, and even had to go into hospital for three weeks before the baby was born. Tony sent her to stay with his mother, but they didn't get along well. She was no longer happy, even though she looked forward to having a baby of her own. Once the baby was born, she left his family and went back to stay with her mother. The baby was not feeding well, and she had to take him to the clinic often. Sometimes she even gave him bush teas, since the neighbours suggested these remedies. She worried about him constantly, and also worried about Tony, who didn't come to visit her again, or even call her on the phone. When she phoned him, he didn't want to talk for long, and she was running out of money. He had lost his job and had no money to send for her, so she had to go downtown to beg with the baby. Donette didn't know what to do or where to go for help. She felt so unhappy and desperate. She couldn't sleep well at night and had to go back to the clinic about her blood pressure. She certainly has many worries right now.

What must Kimani do?

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

Grade 8**Pictionary**

In Pictionary you draw different words so that your team mate understands what you are trying to draw. You should also be good at guessing what the other players are drawing. There are five categories of words:

- Persons/places/animals (names are included)
- Objects (things to touch or to see)
- Events/actions (things that can be done)
- Difficult (challenging words)
- All players (This can be all kind of words)

Pictionary can be played by two to four teams. Each team writes **four words** or **phrases** associated with relationships and gender communication, on a piece of paper. There is a lottery to see who goes first, second etc. When it is a team's turn members pick one person to be the *picturist*, who is the one drawing. The picturist picks up the first sheet of paper and looks at it. The picturist is going to draw the word or phrase. While the picturist draws, the other players start guessing what word it could be. The picturist can only express himself with pen and paper. He may not draw numbers or letters, nor speak or use gestures. The team has one minute to guess the correct word before the other team starts playing. If the team gets the word, then they go to the second word. If they don't find the correct word, then it is the next team's turn. And so on.

Winning the game

The first team to correctly guess all four words, wins the game.

The Fishing Game

This game can be used to teach a number of concepts: balance, interaction between nature and humans, need and greed, depletion of natural resources, carrying capacity of an area, sustainability, cooperation among villagers, etc.

Materials required: Six/eight plastic containers (size of small margarine tub) *these represent the harbour*
Bag of peas/beans/small pebbles (at least 32 per container) *these represent the fish.*

Directions:

1. Group students into 6/8 groups of approx. 6 students each
2. Give each group one plastic container and 16 peas/beans/or pebbles to be placed inside the container
3. Keep a bag of peas/beans/pebbles for yourself as your stock
4. Explain -
 - i) That each group of students represents persons in a fishing village, who depend on the fish in their harbour as their source of income (no other source of income is allowed in the village).
 - ii) The objective is to fish for their livelihood each time the teacher instructs “go fishing” and to stop fishing when told to do so.
 - iii) They will get more than one chance to fish.
5. Begin the game by giving the “go fishing” instruction and after 30-40 seconds say “stop fishing”. After each ‘fishing’ episode, ask each group to count the number of “fish” caught, and the number left in their harbour and record these on the chalkboard for each group
6. Ask groups to identify by putting up hands when they have “fish” left in the harbour after each episode. Then give these groups an equal number of “fish” from your stock to replenish the number they have left over in their harbour, i.e. “fish have reproduced”. (NB. they cannot get more than a total of 16 fish, for their harbour cannot support more than this number- this is their harbour’s *carrying capacity*)
7. After three “go fishing” episodes, check and record for each group how many fish are left in their harbour. (*the harbour may be totally depleted, i.e., natural resources all gone/ or partly depleted....i.e., harbour fish population may revive itself by reproduction/same number of fish left at end as in beginning*)
8. Question children: ***which village did best?*** Is it the one that got the most fish? (most money) OR the one that left the most fish in the harbour? Which village did the most damage to the environment by depleting the fish population (now villagers have to move away from the area). Which one kept a balance? (maintained their environment for future generations - they used fish for income and food but fish are left over to re-populate harbour and to fish another day).
9. NB. There is no real winner here! Several ‘villages’ can be winners.