

Health and Family Life Education Regional Curriculum Framework

For Ages 9-14



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Background



A Framework for the Development of Health and Family Life Education (HFLE) Curricula in Schools of CARICOM Member States

BACKGROUND

In 1994, the Caribbean Community (CARICOM) Standing Committee of Ministers of Education passed a resolution supporting the development of a comprehensive approach to Health and Family Life Education (HFLE) by CARICOM and the University of the West Indies (UWI). In order to reduce the overlap of programmes already being implemented – and to reduce the risk of curriculum overload – support was also solicited from United Nations agencies working in the Region.

This commitment gave rise to the CARICOM Multi-Agency Health and Family Life Education (HFLE) Project. The objectives are:

- To develop policy, including advocacy and funding, for the overall strengthening of HFLE in and out of schools
- To strengthen the capacity of teachers to deliver HFLE programmes
- To develop comprehensive life-skills based teaching materials
- To improve coordination among all the agencies at the regional and national levels in the area of HFLE

In 1996, the CARICOM Standing Committee of Ministers of Health and Education endorsed the document, *A Strategy for Strengthening Health and Family Life Education (HFLE) in CARICOM Member States*. The Ministers also reaffirmed their commitment to HFLE as a priority for achieving national development goals, as well as to putting into place measures to ensure its sustainability. The Ministers agreed to make every effort to ensure the formulation and review of national policies on HFLE. More recently the Sixth Special Meeting of the Council for Human and Social Development (COSHOD) held in April 2003, further endorsed the need for urgent strengthening of the HFLE programme and for making it a core area of instruction at the primary, secondary and tertiary levels. Additionally, COHSOD recommended that the focus of HFLE programmes should shift from an information-based model to a skills-development model, and that a Regional Curriculum Framework should be developed which could be adapted by Member States to meet their specific needs.

Partner agencies in the HFLE project include: the CARICOM Secretariat, Caribbean Child Development Centre (CCDC), UWI Schools of Education and the Advanced Training and Research in Fertility Management Unit (FMU), PAHO/WHO, UNESCO, UNDCP, UNFPA, UNDP, UNIFEM and UNICEF. The current operational mechanism for the project is a Regional Working Group. UNICEF has been carrying out overall coordination. Additionally, over the past two years, the Education Development Center, Inc. (EDC) from Newton, Massachusetts, has been involved in providing technical support to the project.

WHY HFLE?

There is the perception that traditional curricula do not ensure that children and youth achieve their full potential as citizens. In addition, increasing social pressures are impacting on young persons in ways that make teaching a challenge. Teachers are finding that young people are more disruptive, are more likely to question authority, and see little relevance of schooling that fails to adequately prepare them for their various life roles. The paradox is that schools are now seen as key agencies to redress some of these very issues. HFLE, then, is a curriculum initiative that not only reinforces the connection between health and education, but also uses a holistic approach within a planned and coordinated framework. It “is perceived as the viable way to bridge existing gaps to enable young persons to attain the high levels of educational achievement and productivity required for the 21st century.” (UNICEF/CARICOM, 1999, p 15.)

THE HEALTH AND SOCIAL PROFILE OF CARIBBEAN CHILDREN AND YOUTH

The World Bank Country Study reveals that young persons, 10 to 24 years make up about 30% of the population in the Caribbean (World Bank, 2003). The data for available countries indicate that the proportion of youth 10 to 24 years varies from as high as 34% in St. Lucia to 24% in St. Kitts and Nevis.

This group has historically always been “at risk.” In the past, it was infectious diseases that ravaged this group. Today, however, emotional and behavioural disabilities rank high among the health conditions that affect young persons in the Region. Increasingly, Caribbean youth are being adversely affected by a number of social, psychological and physical problems.

Evidence of this is substantiated by the findings of Dicks, (2001); Halcon, Beuhring & Blum, (2000); Heath, (1997); PAHO (1998); UWI-Cave Hill (1998); and The World Bank (2003). The findings identify certain key social and environmental concerns: poverty, unemployment, high academic failure rates, family instability, fragmented communities, child abuse and neglect, violence, stress and alienation, negative influence of the media, questionable sub-cultures, and unavailability of physical education and recreational facilities. Health threats include such lifestyle-related conditions as diabetes, hypertension, obesity; HIV/AIDS/STDs, sexual abuse, substance abuse, suicide and teenage pregnancy.

WHAT IS HFLE?

HFLE is a comprehensive, life skills–based programme, which focuses on the development of the whole, resilient person in that it:

- Enhances the potential of young persons to become productive and contributing adults/citizens
- Promotes an understanding of the principles that underlie personal and social well-being.

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

WHAT ARE LIFE SKILLS?

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (WHO, 1997). This concept is premised on the assumption that there are certain life roles that are fundamental to life situations, for example, growing and developing as a healthy individual; living with and relating to others; managing resources, including the capacity to maximize one's potential; and receiving from, and contributing to, local, national, regional and global communities.

Theoretical foundations of the life skills approach

Theories about the way human beings, and specially, children and adolescents grow, learn and behave provide the foundation for the life skills approach. These include child and adolescent development, social learning, problem behaviour, social influence, cognitive problem solving, multiple intelligences, and risk and resiliency theories (Mangrulkar, Whitman & Posner, 2001).

There is a dearth of documented research evidence on the evaluation of health related school intervention programmes in the Caribbean. However, results of programme evaluation studies in other countries reveal that competence in the use of life skills can:

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

Children and adolescents who fail to acquire the skills for interacting with others in a socially acceptable manner early in life can be rejected by their peers and often engage in unhealthy behaviours, such as violence or abuse of alcohol and drugs, to compensate for their rejection (Patterson 1986). Research has also found that children with social deficits or aggressive behaviour are at a higher risk of poor academic performance (Parker and Ashe, 1987).

Life skills may be classified in various ways. The following is one approach to classifying key skills:

- **Social and interpersonal skills** - for example, communication, refusal, assertiveness, and empathy skills.
- **Cognitive skills** - for example, decision-making, critical thinking, and self-evaluation skills.
- **Emotional coping skills** - for example, stress management skills, and skills for increasing internal locus of control.

Another approach is as follows:

- **Communication skills** – for example, empathy, verbal and non-verbal communication, assertiveness, refusal, negotiation and conflict management, advocacy, and relationship building skills.
- **Values analysis and clarification skills** – for example, skills for understanding different norms, beliefs, cultures and so on, and self assessment skills for identifying what is important, influences on values and attitudes, and aligning values, attitudes and behaviours.
- **Decision-making skills** - for example, critical and creative thinking, and problem solving.
- **Coping and stress-management skills** – for example, self-awareness and self-control; coping with pressure, coping with emotions, conflict resolution, and goal setting.

In practice the skills are not separate or discrete, and more than one skill may be used simultaneously.

Values

Another justification for the life skills approach is that it is a natural vehicle for the acquisition of the educational, democratic and ethical values reflected in National and Regional policy documents. In the delivery of HFLE, the fostering of laudable attitudes and values is set alongside the knowledge and skill components. Some of the commonly held values are respect for self and others; empathy and tolerance; honesty; kindness; responsibility; integrity; and social justice. The teaching of values in HFLE is to encourage young people to strive towards accepted ideals of a democratic, pluralistic society such as self-reliance, capacity for hard work, cooperation, respect for legitimately constituted authority, and ecologically sustainable development. This is done in the context of existing family, spiritual, cultural and societal values, and through critical analysis and values clarification, in order to foster the intrinsic development of values and attitudes.

ETHICAL GUIDELINES FOR THE DELIVERY OF HFLE

Responsibility to students

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

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

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

Responsibility to families

- Respect the inherent rights of parents/guardians for their children and endeavour to establish co-operative relationships
- Treat information received from families in a confidential and ethical manner.
- Share information about a student only with persons authorized to receive such information.
- Offer on-going support and collaboration with families for support of the child.

Responsibility to colleagues

- Establish and maintain a co-operative relationship with others members of staff and the administration.
- Promote awareness and adherence to appropriate guidelines regarding confidentiality and the distinction between private and public information.
- Encourage awareness of and appropriate use of related professions and organizations to which the student may be referred.

Responsibilities to self

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

THE ORGANISATION OF THE CURRICULUM FRAMEWORK

Introduction

The main thrust of HFLE is to improve human development and the quality life for all. If we are to prevent, reduce, and control the various health-related and socials ills that pervade the Region, we must begin by addressing the common, underlying, contributory factors, of which the manifested behaviours are but the symptoms. Promotion of Health and Wellness, therefore, underpins the entire HFLE curriculum. This approach is based on the premise that health is a product of the choices made at the levels of the individual, family, community and nation, and that health is not an end in itself but a resource for living and development.

Content

The content is organized around **four** themes. These themes have been adopted from the core curriculum guide developed for teachers' colleges as part of a PAHO initiative (see PAHO/Carnegie, 1994). Standards and core outcomes have been developed for each of these themes. This thematic approach marks a departure from the traditional topic centred organization of curricula. For example, the use of alcohol and drugs, as well as premature sexual activity, represent maladaptive responses to coping with poor self worth, boredom, failure, isolation, hopelessness and fragmented relationships. The thematic approach, therefore, addresses the complexity and connectedness between the various concepts and ideas, goals, components and standards, which are associated with attitude and behaviour change.

The four thematic areas are as follows:

- **Self and Interpersonal Relationships**
- **Sexuality and Sexual Health**
- **Eating and Fitness**
- **Managing the Environment**

Self and Interpersonal Relationships

Key Ideas:

- Human beings are essentially social and human nature finds its fullest expression in the quality of relationships established with others.
- Self-concept is learned and is a critical factor in relationship building.
- Effective or healthy relationships are dependent on the acquisition and practice of identifiable social skills.
- Supportive social environments are critical to the development of social skills in order to reduce feelings of alienation, and many of the self-destructive and risk-taking tendencies, such as violence and drug-use among children and youth in the region.
- Teachers have a critical role to play in creating supportive school and classroom environments that preserve and enhance self-esteem-- a critical factor in the teaching/learning process.

Sexuality and Sexual Health

Key Ideas:

- Sexuality is an integral part of personality and cannot be separated from other aspects of self.
- The expression of sexuality encompasses physical, emotional, psychological components, including issues related to gender.
- Sexual role behaviours and values of teachers and children are conditioned by family values and practices, religious beliefs, social and cultural norms, as well as personal experiences.

- Educational interventions must augment the socialization role of the family and other social and religious institutions in order to assist in preventing/minimizing those expressions of sexuality that are detrimental to emotional and physical health and well-being.

Eating and Fitness

Key Ideas:

- Dietary and fitness practices are influenced by familial, socio-cultural and economic factors, as well as personal preferences.
- Sound dietary practices and adequate levels of physical activity are important for physical survival.
- The quality of nutritional intake and level of physical activity are directly related to the ability to learn and has implications for social and emotional development.
- The eating and fitness habits established in childhood are persistent, conditioning those preferences and practices, which will influence quality of health in later life.
- Teachers are well poised to assist students in critically assessing the dietary choices over which they have control using the leverage provided by classroom instruction, and the provision of nutritionally sound meals in the school environment.

Managing the Environment

Key Ideas:

- All human activity has environmental consequences.
- Access to, and current use of technologies have had an unprecedented negative impact on the environment.
- Human beings are capable of making the greatest range of responses to the environment in terms of changing, adapting, preserving, enhancing or destroying it.
- There is a dynamic balance between health, the quality of life, and the quality of environment.

TEACHING/LEARNING STRATEGIES

The objective of any teaching/learning approach in the HFLE classroom is the creation of an environment conducive to active, participatory or experiential learning. The learner is the active agent in creating knowledge in that he/she constructs and reconstructs his/her system of knowledge, skills and values. In this way 'meaning' is attached to his/her real life experiences.

A model of the *Active Learning Process* would include the following learning stages:

- Understanding the issue and the life skills required (e.g. risks of drugs)
- Relating to personal experiences
- Practising the situation in a safe supportive environment (e.g. role play)
- Applying knowledge and skills to real life situations
- Reflecting on the experience gained

- Strengthening life skills for further use

This approach to learning:

- Utilizes the experience, opinions and knowledge of the students
- Provides a creative context for the exploration and development of options
- Provides a source of mutual comfort and security which is important for the learning and decision making process
- Promotes the development of action competence for use in the real world.

Method of Delivery

The approach adopted in the delivery of life skills-based HFLE should take into account context, needs, and availability of resources.

There are two major approaches to delivery:

- *Discipline-based* - HFLE is taught as a separate subject.
- *Integration* - HFLE is integrated with other subjects in the school curriculum. Models of integration include the following:
 - *Infusion* - An HFLE topic area and related skills are infused into another subject area. For example, strategies for developing healthy interpersonal relationships skills may be infused into a biology lesson that critiques the range of relationships found in living organisms. Decision-making and goal setting skills related to promoting abstinence or delaying sexual activity may be infused into a mathematics lesson that explores statistical data related to the rates of incidence of HIV/AIDS among young persons of various age groups.
 - *Multidisciplinary* – Two or more subjects are organized around the same theme and skills. For example, subjects such as social studies, biology or science, language arts, physical education, and home economics, are subject areas that can be organized around the theme of “Eating and Fitness.” The core skills are identified and specific areas are allocated among the identified subject areas.
 - *Interdisciplinary* – Skills form the focus of the integration among two or more subject areas. For example, if core skills such as critical thinking, communication, and problem solving are selected as the focus, then content may be selected from two or more subject areas that are appropriate for the teaching of these skills. In this case the content areas may or may not be directly related, since the focus is on skill acquisition.
 - *Trans-disciplinary* – This is used in problem-based learning. For example, a problem may be loosely structured around an environmental issue in a community, which has implications for health and the quality of life of persons living in that community. The assumption is that different subject areas are embedded in the problem. Students then brainstorm to determine what they know, what they need to know and how they are going to find out. Learning objectives, including the implicated life skills, are then determined. Students have to access

the available resources and demonstrate the identified skills in coming up with strategies for solving the problem.

All of these approaches have advantages as well as disadvantages, and have implications for teacher training. The obvious advantage of the discipline-based approach is wider coverage of HFLE. This approach requires a core of teachers specially trained to deliver life skills-based HFLE.

The integrated approaches are more economical with respect to resource demands - human resources, material resources, and time resources. However, in addition to special training in life skills teaching and methods/strategies for integration, they require a high level of organization with respect to planning and collaboration across subject areas. For example, infusion, which is the simplest form of integration, requires that topics to be infused be developed and inventoried, that they be linked to the subjects in which they would be infused, that staff be rationally located to the tasks, and so on. In the case of trans-disciplinary integration, teachers would need additional training in problem-based learning methodologies. The major disadvantage with the integrated approaches is that key learning outcomes, from either HFLE, or the other subject/s area/s, or all, may be sacrificed.

Whether HFLE is integrated into existing curricula, taught as a separate subject or as a mix of both methods, will ultimately be a choice to be made by each country. Most countries have found a mixture of both to be effective.

Instructional Resources

Instructional resources should:

- Encourage active learning
- Provide all students with opportunities for participation, recognition, and successful achievement in order to foster confidence and self-acceptance
- Provide opportunities for all students to practise the life skills
- Allow for varied patterns of interaction among students and between students and teacher
- Direct students to the use of available technology
- Recognize diversity among students
- Provide teachers with general and lesson-specific advice to support learning, based on current research on learning styles and effective instruction
- Bring the student's environment and daily experiences into the classroom
- Promote teacher sensitivity

ASSESSMENT/EVALUATION

Student Assessment

The primary aim of assessment is to foster learning for all students. In HFLE meaningful assessment should focus on the four areas: attitudes, behaviours, knowledge and skills. The school should use assessment results in a formative way to determine how well they are meeting instructional goals and how to alter curriculum and instruction so that goals can be better met.

All efforts should be made to ensure that there is a valid match between what is being assessed, how it is being assessed, what is taught and how it is taught. A wide range of assessment strategies is available and should be built into the curriculum design from the beginning. A critical factor is that it must be on-going and varied.

A major challenge to teachers is to minimize the focus on the solely traditional and cognitive methods of assessment to which they have become accustomed. HFLE encompasses all the domains of learning, especially the affective domain. Profound challenges in our societies relate to our social unity, ethical standards and moral values, to our courage and compassion. Feeling is as real and as an important part of human nature, as is cognition or knowing. Alternative Assessment strategies are suggested which test across the domains. Examples include performance-based assessment, portfolios, journal writing, and student-designed assessments, among others.

Teacher Assessment

Some of the areas to assess teacher performance might include:

- Knowledge of the subject area
- Knowledge/modelling of life skills
- The extent to which he/she permits expression of different viewpoints
- Teacher/student/student interaction
- Linkages made between what is taught and real life situations
- Establishment of home/school/community linkages
- Knowledge/application of alternative assessment
- Knowledge/application of interactive teaching methodologies
- Establishment of supportive classroom environments

Programme Evaluation

It is important that mechanisms be put in place to monitor and evaluate different components of the HFLE programme, and to use the feedback provided to improve programme quality and implementation as well as support systems. These might include:

- Surveys to determine how much HFLE is actually taught across the school
- Evaluation of the effectiveness of new teaching techniques and materials
- Evaluation of the effectiveness of programme delivery
- Evaluation of the quality of reporting of results
- Evaluation of programme impact within the school environment
- Evaluation of the degree of fidelity in programme delivery.

HOME, SCHOOL, AND COMMUNITY LINKAGES

Schools today play important and varied roles in children's lives. In addition to fostering the development of academic skills, schools also equip students with the skills needed to lead safe and healthy lives. Yet schools cannot and should not be the sole source of solutions to the varied social and health-related problems of students, nor can they work in isolation. Schools require

the investment, support, and commitment of family and community to achieve their multifaceted goals.

The success of HFLE, therefore, depends on building strong home, school and community collaboration. This collaboration will help to:

- Educate and empower parents so that they are better positioned to make informed decisions with respect to health and well being of their families
- Acknowledge and respect differences among communities
- Make appropriate use of available community resources and expertise
- Provide a vehicle for communication
- Contribute to the development of local HFLE curricula.

THE HEALTH PROMOTING SCHOOL

The school, therefore, has a mandate that goes beyond the provision of providing life skills-based HFLE curricula. The school must adopt a holistic approach to promoting the health and well being of all its members. One such approach is the Health Promoting School concept.

WHO defines the Health Promoting School (HPS) as one that is constantly strengthening its capacity as a healthy setting for living, learning, and working. An HPS fosters health and learning at all times through school policy; curriculum, teaching and learning; school organisation, ethos and environment (both physical and psycho-social); and partnerships and support services. HPS, therefore, provides a supportive learning environment and links its efforts with families and communities.

CONCLUSION

Society expects schools to assist in the education of children and youth in such ways as to prepare them to assume and practise responsible and positive roles in all aspects of personal, family and community living. This is also a prerequisite for national and regional development. Because many of the problems affecting students impact negatively on learning, it is incumbent upon schools to go beyond their traditional boundaries to meet the challenge. The time has come for vigorous, coordinated and sustained effort to support the implementation and strengthening of HFLE in the Region.

Skill Definitions

Decision-making

The ability to choose a course of action from a number of options, which may result in a specific outcome or involve the resolve to behave in a certain way in the future.

Problem-solving

The process through which a situation or problem is resolved (i.e., diagnosing the problem, taking action to close the gap between the present situation and desired outcome, and generalizing the principles to other situations).

Creative thinking

The ability to analyze the information and experience, formulate ideas, derive conclusions, ask pertinent questions, and present logical arguments.

Effective communication

The ability to express oneself, both verbally and nonverbally, in ways that are appropriate to our cultures and situations.

Interpersonal skills

The ability to relate positively with people, creating an environment in which people feel secure and free to interact and express their opinions.

Self-awareness

Having a sense of identify and an understanding of one's own feelings, beliefs, attitudes, values, goals, motivations, and behaviors.

Empathy

The ability to imagine what life is like for another person, even in a situation that one is unfamiliar with.

Negotiation skills

The ability to communicate with other people for the purpose of settling a matter, coming to terms, reaching an agreement or resolving conflict. This may involve the ability to compromise or to give and take.

Refusal skills

The ability to communicate the decision to say "no" effectively (so that it is understood).

Assertiveness skills

The ability to state one's point of view or personal rights clearly and confidently, without denying the personal rights of others.

Guidelines for Using the Framework



GUIDELINES FOR USING THE LIFE SKILLS-BASED HFLE REGIONAL CURRICULUM FRAMEWORK

Each of the four thematic areas has been organized around content standards and core outcomes to clarify what and how students should learn. Standards, generally, express clear expectations about what students should know and be able to do.

THE HFLE STANDARDS SPECIFY THE ESSENTIAL KNOWLEDGE, SKILLS AND ATTITUDES THAT SHOULD BE TAUGHT.

The **essential knowledge** refers to the most important concepts, principles and issues relevant to HFLE.

The **skills** include the range of life skills, which enable students to translate knowledge, attitudes and values into action competence.

Attitudes are those dispositions and habits of the heart and mind which are shaped by social and structural contexts, and which influence behaviours.

The **core outcomes** are what students should be able to do in order to attain the minimum HFLE standards.

National curriculum guides or documents should reflect the standards and core outcomes found in the Regional Framework. Teaching/learning experiences should be created based on their usefulness in helping students attain the knowledge, skills and attitudes articulated in the standards. Assessment is closely linked to the teaching/learning experiences and serves to provide feedback about student performances relative to the standards. While summative assessment is important and necessary, greater emphasis should be placed on formative assessment, which should provide immediate feedback about students' progress in order to guide future action.

The Framework may be used to do one or more of the following:

- Strengthen or revise an existing curriculum guide/document
- Develop a curriculum guide/document
- Develop modules, units and lessons.

The flowchart in Figure 1, demonstrates how Regional HFLE standards and core outcomes can translate into curriculum guides/documents, and/or modules to inform classroom practice.

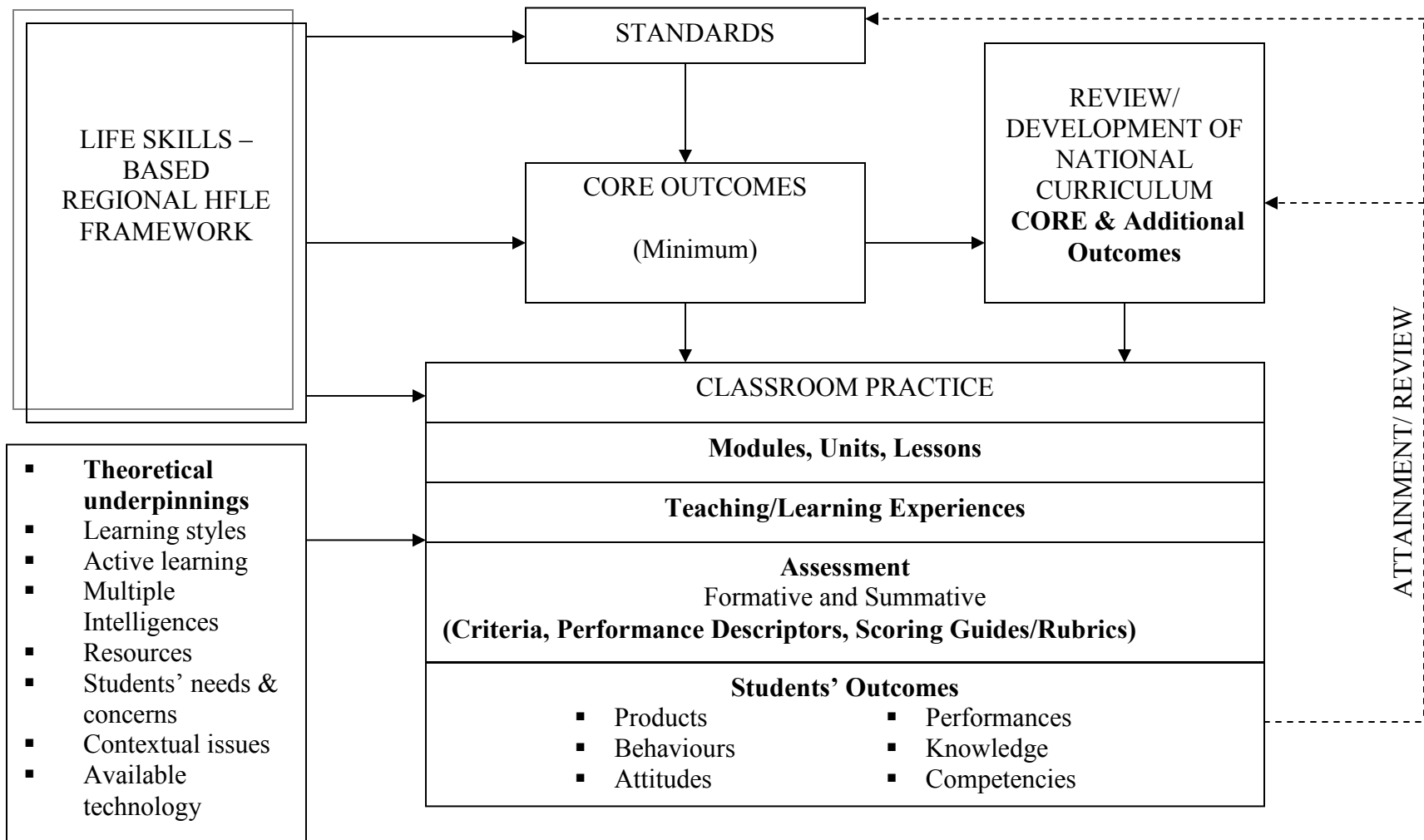
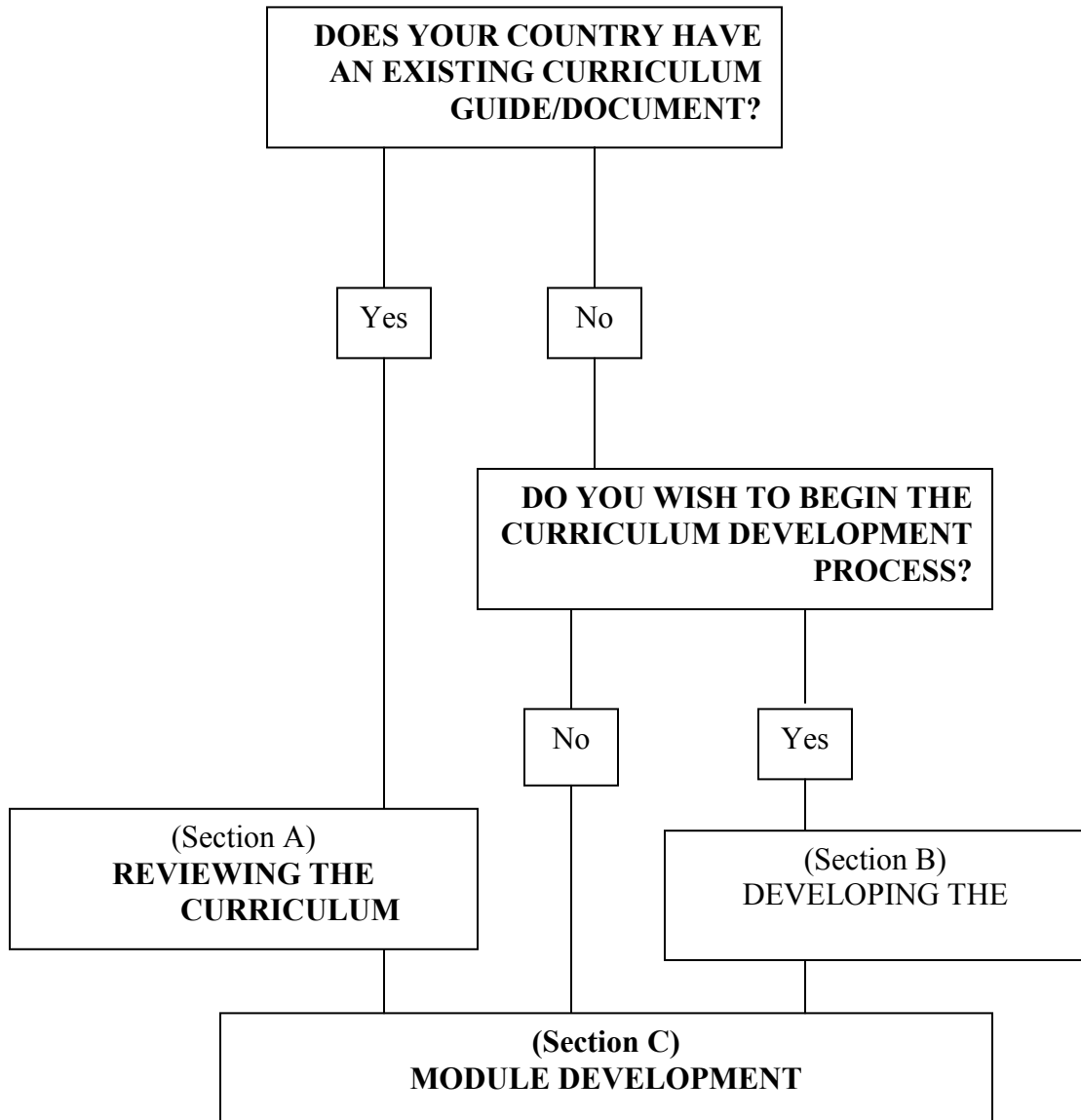


Figure 1. Conceptual Framework for Translating HFLE Standards into Curriculum and Classroom Practice.

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The Decision Chart in Figure 2 gives an overview of the process of curriculum review and/or development and should assist your curriculum team in deciding how to proceed.

Figure 2. HFLE Curriculum Decision Chart.



The steps in the decision process are detailed below.

DOES YOUR COUNTRY HAVE AN EXISTING CURRICULUM GUIDE OR DOCUMENT?

If the answer is yes, go to Section A. If the answer is no, then go to Section B.

SECTION A

Revising/Reviewing the Curriculum Guide/Document

Step 1

The HFLE curriculum is organized around FOUR thematic areas, which are *Self and Interpersonal Relationships, Sexuality and Sexual Health, Eating and Fitness, and Management of the Environment*. Your curriculum team should address the following question. **Has your curriculum been organized around the four thematic areas?** Once you have the answer to this question, a determination must be made as to how your team will proceed.

Step 2

Does your curriculum contain the essential knowledge, skills and attitudes articulated in the HFLE standards, descriptors and core outcomes? If gaps are identified, you will need to make a decision on how to bridge these gaps.

Step 3

The Core Outcomes represent minimum outcomes. **Are there specific or contextual in-country issues that you may wish to include in your curriculum?** Determine how these may be represented as *additional outcomes*.

Step 4

Examine the student learning outcomes as reflected in the objectives of your curriculum guide/document. **Do they reflect the concepts, key skills, and attitudes as identified in the Framework?** You may need to make a determination on how your team will proceed to address any gaps.

Step 5

Does your curriculum emphasize the use of participatory methodologies and alternative assessment strategies? You may need to address this aspect in your curriculum.

Step 6

Does your curriculum identify or suggest approaches other than the discipline-specific approach for delivery of HFLE? If *infusion* or *other integrated* approaches are suggested, have you provided detailed guidelines to assist teachers in the planning and use of these approaches? You may need to address this aspect in your curriculum.

When you are satisfied that your curriculum meets all the criteria as set out in the Framework, you may wish to consider how to translate your guide/document into modules for classroom practice. Go to Section C for guidelines for this part of the process.

DO YOU WISH TO BEGIN THE CURRICULUM DEVELOPMENT PROCESS?

If the answer is yes, then go to Section B. If the answer is no, you may go directly to Section C to begin module development.

SECTION B

Curriculum development is a complex process. The composition of HFLE Curriculum Development teams should reflect a range of stakeholders from different sectors, and should include a curriculum specialist in the field. The following steps, while not intended to be prescriptive, or to stifle creativity, should provide some guidelines to in country teams.

Developing the Curriculum Guide/Document

- You may need to first revisit/review the principles of curriculum development, since these principles underpin the steps that follow.
- Brainstorm and come to some consensus about the goals for your life skills-based HFLE curriculum. You may draw on existing CARICOM/Multi-Agency HFLE documents, as well as your own country's policy documents.
- A preamble/rationale that includes the philosophy and vision for HFLE, aims and goals, the participatory methodologies and assessment strategies that support active learning and the approach for delivery should be included in the introductory part of the curriculum document.
- Revisit the HFLE standards, descriptors, key skills, and core outcomes **for each theme, and at each level**, as set out in the Framework.
- Identify the main concepts/principles/issues from the core outcomes, and keeping in mind the key skills suggested begin to brainstorm what might be developmentally appropriate objectives for your curriculum guide.
- Determine what specific national concerns you may wish to address and then develop these into additional outcomes.
- Once this is done, decide how to organize the content so that it is properly sequenced at each level.
- If you wish to include an evaluation component, this should be added. A systematic approach to curriculum evaluation, in addition to determining strengths and weaknesses in the curriculum, should provide valuable data about the extent to which students achieve the HFLE standards.
- You will need to engage in a review, rewrite, and review process, until you have a satisfactory product.
- You may now go through steps 1-6 in Section A to address any gaps that may still be present.
- The draft document should be peer-reviewed and revised.

ARE YOU READY TO BEGIN THE MODULE DEVELOPMENT PROCESS?

If you are, then go to Section C.

SECTION C

A **module** in this context refers to a stand-alone and manageable subset of learning outcomes (knowledge, skills and attitudes etc.) related to one or more HFLE standards. HFLE standards are theme-specific, but since themes are inter-related, modules can be developed that draw on standards and outcomes across themes. Modules are made up of units of instruction, which link related concepts. **The focus should be on unit development since a number of related units can form a module.**

Some guidelines are as follows:

Developing Modules/Units/Lessons

- You will need to identify the key concepts/principles/issues from the HFLE standards and core outcomes for the theme/s and the particular level to begin the process of **module development**. Additional outcomes that relate to country-specific contextual issues may be included.
- Identify manageable and related parts that can be organized into **units of instruction**.
- Determine the general objectives for the units. Even at this broad level, these objectives should capture essential knowledge, skills and attitudes. At this stage, **lesson topics should be identified**. These objectives should be classified according to domain
- Each of the general objectives may be further broken down into specific objectives for the lessons that make up the units. Remember that specific objectives describe learning outcomes (knowledge, skills and attitudes) and should be written in student-centred terms.
- There are organizing threads that connect these three levels – modules, units and lessons. Revisit your document to ensure there is congruence among the three levels. (Refer to the sample modules, units and lessons provided in the framework.)
- Determine what experiences/activities would help learners achieve the specific objectives. These should be feasible and take into account available resources.
- Select activities/experiences that are motivating; that support experiential and active learning; that incorporate skill development; that have an affective component that addresses attitudes and behaviour; and that support the attainment of the relevant standard/s. **These activities should accommodate a range of multiple intelligences and learning styles.**
- If necessary, develop information sheets to support your unit.
- Assessment tasks/strategies should be developed while planning units and lessons. Performance descriptors and scoring guides/rubrics should also be developed at this stage. Use the following questions to guide the process.
 - **What products and performances provide evidence of learning objectives?**

- **Do they accommodate a range of multiple intelligences and learning styles?**
- **What criteria are necessary and sufficient to determine whether unit or lesson outcomes have been attained?**

- Review and revise. Remember that your modules, units and lesson plans, along with the supporting resource materials and assessment tasks contribute to the development of a valuable resource bank which could be further expanded through networking.

The following are some strategies that should be considered when planning teaching/learning experiences:

- Role play
- Story telling
- Games/Simulations
- Case studies/Scenarios
- Resource persons/Experts
- Panel discussions/Debates
- Surveys/Interviews
- Field visits/Observations
- Journals/Logs/Portfolios
- Community/School projects
- Group-work/Discussions
- Media
- Dance/Drama/Art/Music.

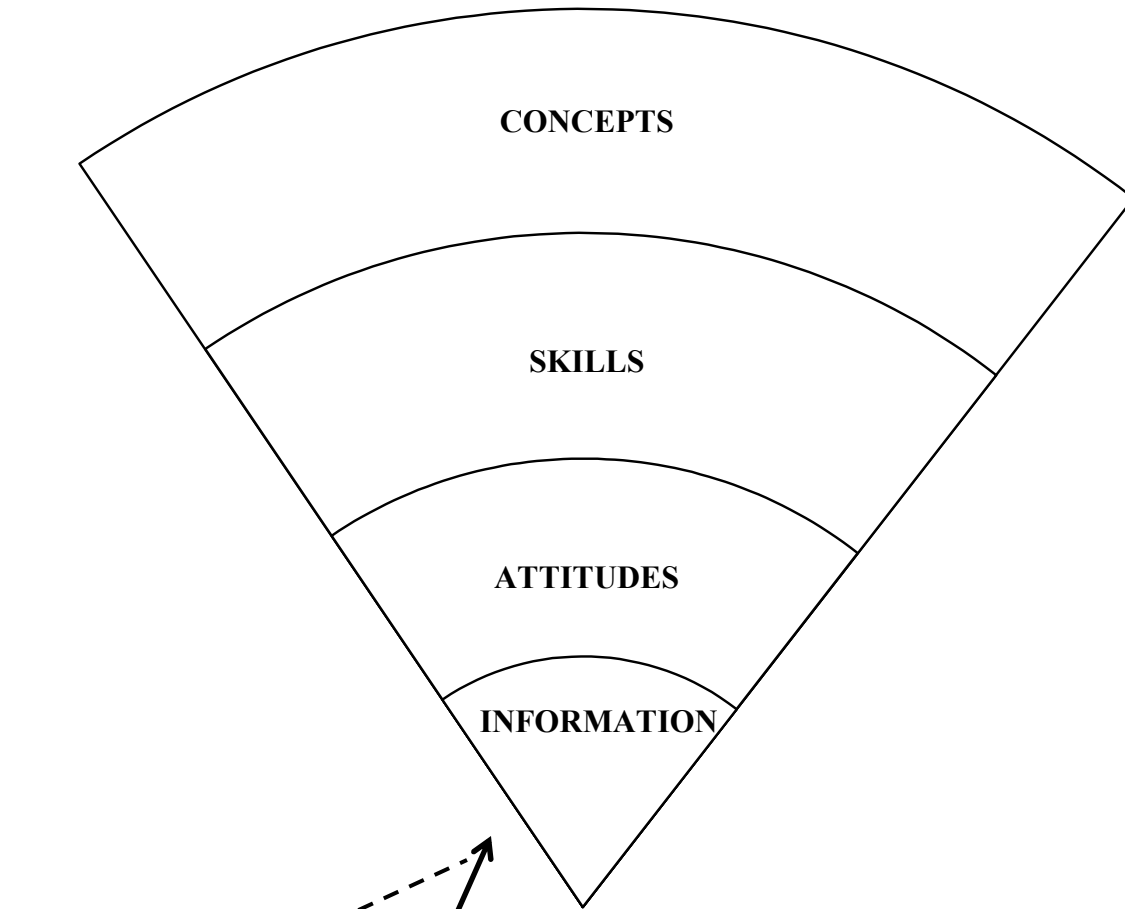
A useful tool to help you to understand the process of translating standards into classroom practice is provided in Figure 3.

Figure 3. A Tool for Translating Standards

STANDARD/S

Level _____

CORE OUTCOMES



Adapted from Haber & Ellis, 1996

HOW TO USE THE TOOL

The tool can be used initially for developing instructional units from one or more standards within a given theme. Once the basic process has been mastered, it can be used for developing units across themes. Developing units across themes has the advantage of economy in terms of teaching time, and demonstrates the integrity of the framework in terms of the linkages among the themes.

Make a large drawing of Figure 3 on a sheet of newsprint or on a chalkboard and fill in the required information. (This should be a collaborative effort.)

Use the following steps to guide you through the process of using the tool.

- 1 The pie represents a set of standards for a given theme and each slice is the equivalent of a single standard. For example, Theme 2 – **Sexuality and Sexual Health** - has five (5) standards. Slices 1-5 will each represent one of these standards. Slice 1, therefore, will be the standard *Demonstrate an understanding of the concept of human sexuality as an integral part of the total person, which finds expression throughout the life cycle*. **Select a theme and a standard/s to begin the process. Write down the standard/s in the space as indicated.**
- 2 Each standard gives rise to a number of core outcomes, which are detailed for the various levels (i.e. age groups 9 -10, 11-12, and 13-14). These core outcomes represent the scope of learning in which the students will engage to achieve the standard. For example, a core outcome for Standard 1 for the theme **Sexuality and Sexual Health** for the age group 9-10 is *explore personal experiences, attitudes, and feelings about the roles that boys and girls are expected to play*. **Now select one or more core outcomes from your chosen theme at the level you wish to work, and write them in the space indicated. Note that these outcomes may be selected from one or more standards. If outcomes are selected from more than one standard they should be related in a way that justifies linking them together.** (You may refer to the sample modules and units at the back of this booklet for examples of how this may be done.)
- 3 **Concepts** are derived from the core outcomes. These refer to the key understandings that students must gain. For example, an important concept related to the core outcome described in 2, is that *boys and girls grow and develop in different ways*. **Brainstorm the concepts that are indicated for your chosen outcomes and write them down in the space indicated.**
- 4 Examine the key skills identified for the standard/s you are working with. **Select those skills (or sub-skills) that relate to the concepts you have brainstormed and write them down.**

- 5 Review the descriptor/s for the standard/s you have selected and determine the attitudes that are implicit in the statements. **Write down the attitudes that are to be addressed or shaped.**
- 6 Identify the basic information (current and age-appropriate) needed as inputs to concept elaboration. **Key ideas may be written down in the information space.** You may need to get additional information from texts or the Internet. This could be detailed later on as an information sheet.
- 7 **Circle the concepts that are closely related to each other. Each set is a potential unit.**

You should now have sufficient information to build one or more instructional units.

Follow the steps you would normally engage in for developing a unit:

- Name the unit
- Write down the general objectives
- Identify the lesson topics and specific objectives
- Plan the learning experiences that would allow for development of knowledge, skill acquisition, as well as the internalization of supportive affective systems for attitudinal changes.
- Design assessment tasks.
- Organize resource materials.

A SET OF RELATED UNITS FORMS A MODULE.

Theme 1: Sexuality and Sexual Health



Health and Family Life Education

Theme: Sexuality and Sexual Health

Regional Standards Sexuality and Sexual Health

- 1) Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life-cycle.
- 2) Analyse the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.
- 3) Build individual capacity to recognise the basic criteria and conditions for optimal reproductive health.
- 4) Develop action competence to reduce vulnerability to priority problems, including HIV/AIDS, cervical cancer, and STIs.
- 5) Develop knowledge and skills to access age-appropriate sources of health information, products, and services related to sexuality and sexual health.

Regional Standard 1

Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life-cycle.

Descriptor:

A differentiation needs to be made between the terms *sex* and *sexuality*. Sexuality is presented as including biological sex, gender, and gender identity. One’s sexuality also encompasses the many social, emotional, and psychological factors that shape the expression of values, attitudes, social roles, and beliefs about self and others as being male or female. It is important to have students develop positive attitudes about self and their evolving sexuality.

Key Skills:

Coping Skills (healthy self-management, self-awareness)

Social Skills (communication, interpersonal relations, assertiveness, refusal)

Cognitive Skills (critical and creative thinking, decision-making)

Core Outcomes Age Level 9–10	Core Outcomes Age Level 11–12	Core Outcomes Age Level 13–14
<ol style="list-style-type: none"> 1. Explore personal experiences, attitudes, and feelings about the roles that boys and girls are expected to play. 2. Demonstrate awareness of the physical, emotional, and cognitive changes that occur during puberty. 	<ol style="list-style-type: none"> 1. Develop strategies for coping with the various changes associated with puberty. 2. Assess traditional role expectations of boys and girls in our changing society. 3. Assess ways in which behaviour can be interpreted as being “sexual.” 	<ol style="list-style-type: none"> 1. Assess the capacity to enter into intimate sexual relationships. 2. Demonstrate use of strategies for recognising and managing sexual feelings and behaviours.

Regional Standard 2

Analyse the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.

Descriptor:

Young people make daily decisions about their sexual behaviour, values, and attitudes. Family, religion, culture, technology—including media, and peers influence these decisions. It is critical to provide students with knowledge and skills that will assist them in understanding their own sexuality and realising their potential as effective and caring human beings.

Key Skills:

Coping Skills (healthy self-management, self-awareness)

Social Skills (communication, interpersonal relations, assertiveness, refusal, negotiation)

Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making, critical viewing)

Core Outcomes Age Level 9–10	Core Outcomes Age Level 11–12	Core Outcomes Age Level 13–14
<ol style="list-style-type: none"> 1. Demonstrate an understanding of the ways in which sexuality is learned. 2. Demonstrate ways to respond appropriately to the key factors influencing sexual choices and experiences. 3. Demonstrate knowledge of the various types of sexual abuse and exploitation. 	<ol style="list-style-type: none"> 1. Critically analyse the key factors influencing sexual choices and experiences. 2. Demonstrate skills in communicating about sexual issues with parents, peers, and/or significant others. 	<ol style="list-style-type: none"> 1. Critically analyse the impact of personal beliefs, media, money, technology, and entertainment on early sexual involvement. 2. Demonstrate skills to counter the negative influences reaching youth through personal beliefs, media, money, marketing, and technology.

Regional Standard 3

Build capacity to recognise the basic criteria and conditions for optimal reproductive health.

Descriptor :

Young people are facing a variety of risks that compromise their sexual and reproductive health. Acquisition of requisite skills to counteract these risks will increase the opportunity to maximise learning and provide a foundation for a healthy population.

Key Skills:

Coping Skills (healthy self-management)

Social Skills (communication, interpersonal relations, assertiveness, refusal, negotiation)

Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

Core Outcomes Age Level 9–10	Core Outcomes Age Level 11–12	Core Outcomes Age Level 13–14
<ol style="list-style-type: none"> 1. Demonstrate knowledge of factors that influence reproductive health. 2. Demonstrate knowledge of the basic health and social requirements of raising a child. 	<ol style="list-style-type: none"> 1. Demonstrate knowledge of the impact of raising a child. 2. Critically analyse the risks that impact on reproductive health. 	<ol style="list-style-type: none"> 1. Make appropriate choices to avoid risks to reproductive health. 2. Evaluate the social and biological factors that support healthy pregnancy and child rearing.

Regional Standard 4

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

Descriptor :

Beyond knowledge of HIV/AIDS, cervical cancer, and STIs as a disease, efforts have to be intensified to render students less vulnerable to contracting and spreading HIV/AIDS, cervical cancer, and STIs. Addressing issues related to the physical and emotional aspects of HIV/AIDS, stigma of living with HIV/AIDS, and discrimination against people living with HIV/AIDS is critical. Importantly, students are encouraged to practise abstinence and a drug-free lifestyle.

Key Skills:

Coping Skills (healthy self-management, self-monitoring)

Social Skills (communication, assertiveness, refusal, negotiation)

Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

Core Outcomes Age Level 9–10	Core Outcomes Age Level 11–12	Core Outcomes Age Level 13–14
<ol style="list-style-type: none"> 1. Identify the risk behaviours/agents that are associated with contracting HIV, cervical cancer, and STIs. 2. Demonstrate skills to assisting and responding compassionately to persons affected by HIV. 	<ol style="list-style-type: none"> 1. Make appropriate choices to reduce risk associated with contracting HIV, cervical cancer, and STIs. 2. Set personal goals to minimise the risk of contracting HIV, cervical cancer, and STIs. 3. Demonstrate ways of empathising and supporting persons and families affected by HIV/AIDS. 	<ol style="list-style-type: none"> 1. Critically examine abstinence, fidelity, and condom use (if permitted) as preventive methods in transmission of HIV and STIs. 2. Make appropriate choices to reduce risk associated with contracting HIV, cervical cancer, and STIs. 3. Critically examine social norms and personal beliefs in light of current knowledge of the transmission and spread of HIV/AIDS. 4. Advocate for reducing the stigma and discrimination associated with HIV, cervical cancer, and STIs.

Regional Standard 5

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

Descriptor :

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

Key Skills:

Coping Skills (healthy self-management)

Social Skills (communication)

Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

Core Outcomes Age Level 9–10	Core Outcomes Age Level 11–12	Core Outcomes Age Level 13–14
<ol style="list-style-type: none"> 1. Identify sources of accurate information. 2. Identify family, school, and community resources that deal with health, social, and emotional issues. 	<ol style="list-style-type: none"> 1. Demonstrate the ability to locate and utilise community resources that support the health, social, and emotional needs of families. 	<ol style="list-style-type: none"> 1. Evaluate the availability and appropriateness of the resources to address reproductive health and parenting issues. 2. Demonstrate an understanding of the basic tenets that address the sexual health of children and youth.

Health and Family Life Education Regional Framework

THEME

SEXUALITY
AND
SEXUAL HEALTH

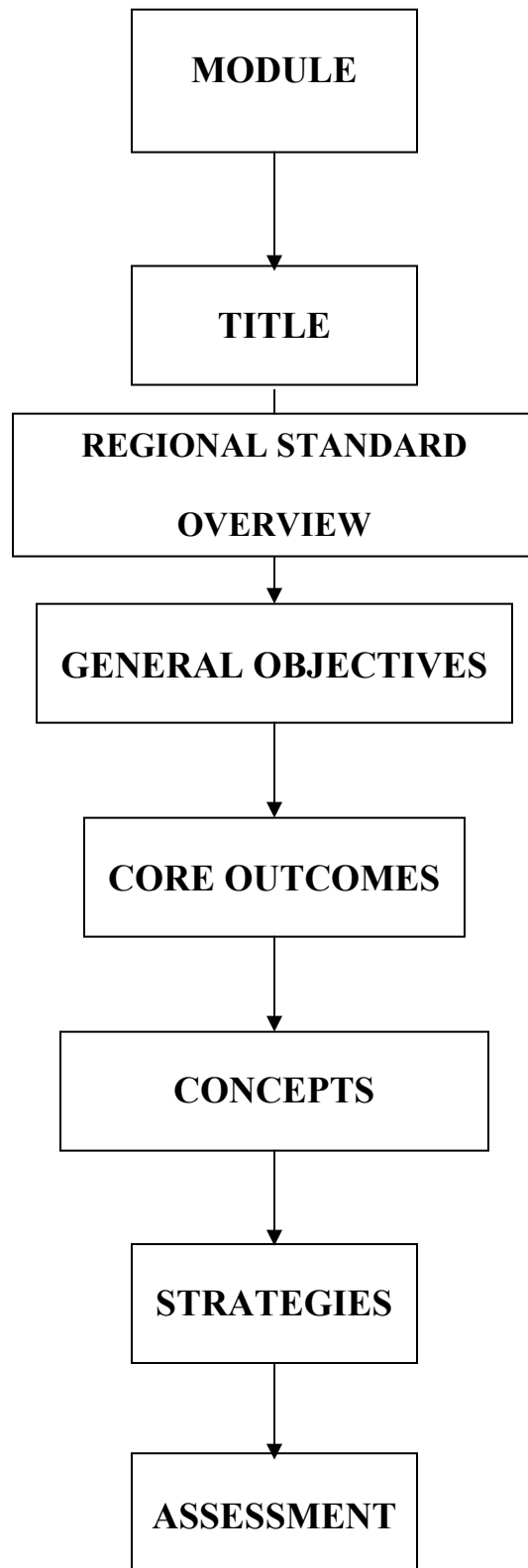
AGE LEVEL

9–10

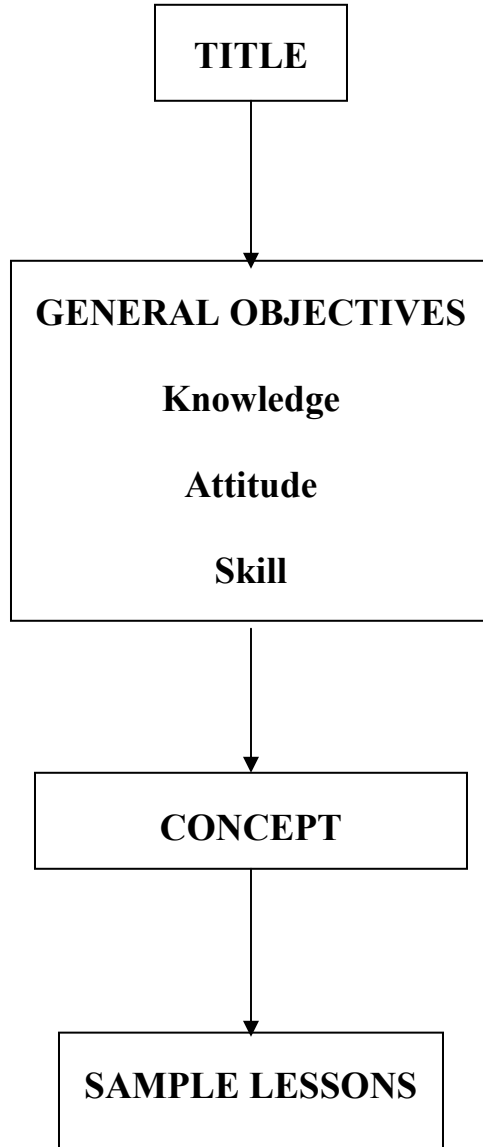
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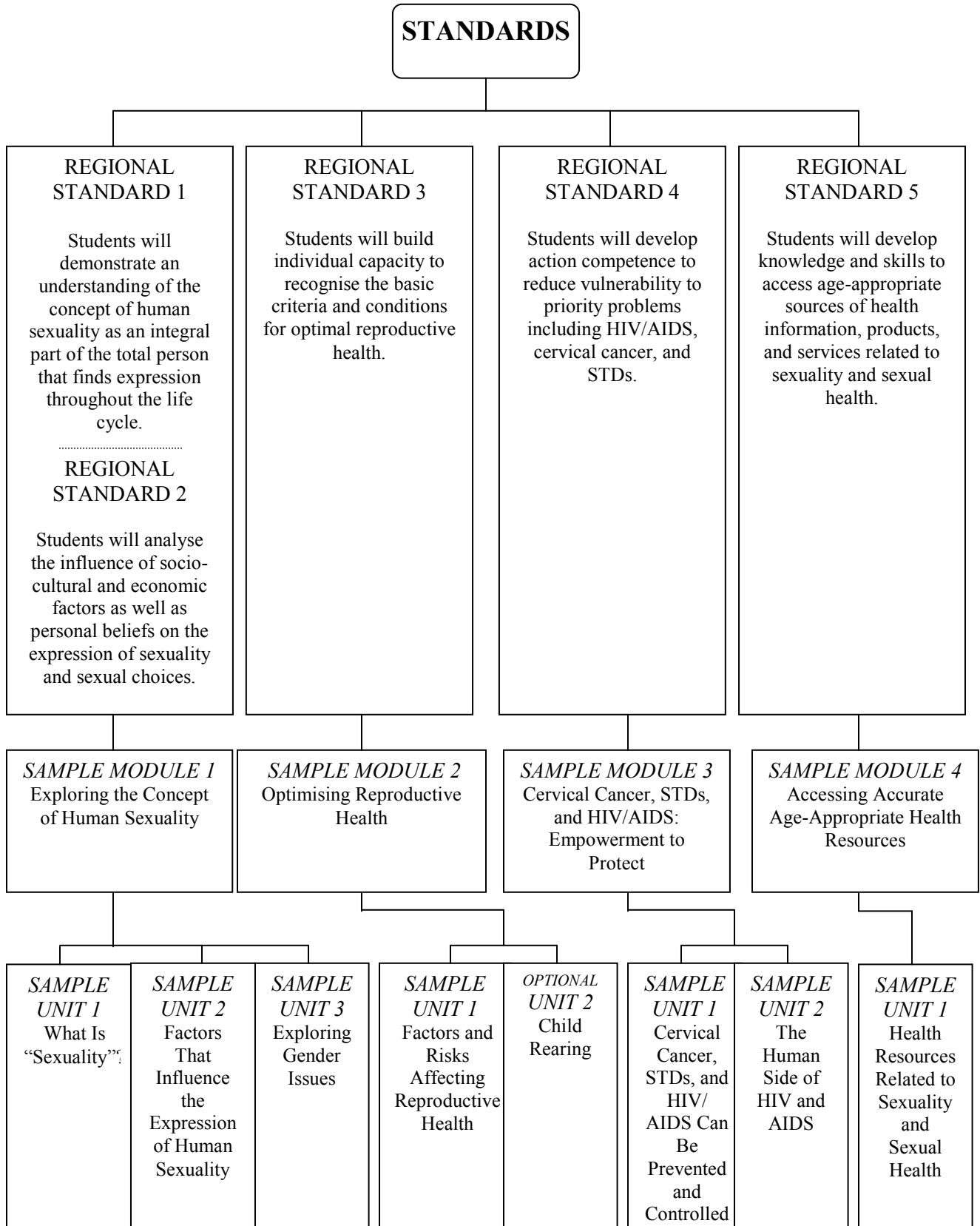
MODULE LAYOUT



UNIT LAYOUT



THEME: Sexuality and Sexual Health (Age Level 9–10)



MODULES	CORE OUTCOMES	UNITS	CONCEPTS
<p><i>Sample Module 1</i></p> <p>EXPLORING THE CONCEPT OF HUMAN SEXUALITY</p> <p>(From Regional Standards 1 & 2)</p>	<ol style="list-style-type: none"> 1. Explore personal experiences, attitudes, and feelings about the roles that boys and girls are expected to play. 2. Demonstrate awareness of the physical, emotional, and cognitive changes that occur during puberty. 3. Demonstrate an understanding of the ways in which sexuality is learnt. 4. Demonstrate ways to respond appropriately to the key factors influencing sexual choices and experiences. 5. Demonstrate knowledge of the various types of sexual abuse and exploitation. 	<p><i>Sample Unit 1</i></p> <p>What Is “Sexuality”?</p>	<ol style="list-style-type: none"> 1. Male and female bodies grow in different ways. 2. Emotional changes occur during puberty.
		<p><i>Sample Unit 2</i></p> <p>Factors That Influence the Expression of Human Sexuality</p>	<ol style="list-style-type: none"> 1. Sexuality encompasses all the different ways in which individuals express themselves in addition to being male and female. 2. The expression of one’s sexuality is influenced by various factors: personal beliefs, religion, culture, and media.
		<p><i>Sample Unit 3</i></p> <p>Exploring Gender Issues</p>	<ol style="list-style-type: none"> 1. Society determines the gender roles of males and females. 2. It is important to assess/evaluate the roles that males and females are expected to play.
<p><i>Sample Module 2</i></p> <p>OPTIMISING REPRODUCTIVE HEALTH</p> <p>(From Regional Standard 3)</p>	<ol style="list-style-type: none"> 1. Demonstrate knowledge of factors that influence reproductive health. 2. Demonstrate knowledge of the basic health and social requirements of raising a child. 	<p><i>Sample Unit 1</i></p> <p>Factors and Risks Affecting Reproductive Health</p>	<ol style="list-style-type: none"> 1. Several factors influence reproductive health. 2. Reproductive health involves healthy sexual development, responsible and safe relationships, and freedom of choice.
		<p><i>Optional Unit 2</i></p> <p>Child Rearing</p>	<ol style="list-style-type: none"> 1. There are basic health and social requirements for raising a child.

MODULES	CORE OUTCOMES	UNITS	CONCEPTS
<p><i>Sample Module 3</i></p> <p>CERVICAL CANCER, STDs, AND HIV/AIDS: EMPOWERMENT TO PROTECT</p> <p>(From Regional Standard 4)</p>	<p>1. Identify the risk behaviours/agents that are associated with contracting HIV, cervical cancer, and STDs.</p> <p>2. Demonstrate skills to assist and respond compassionately to persons affected by HIV and AIDS.</p>	<p><i>Sample Unit 1</i></p> <p>Cervical Cancer, STDs, and HIV/AIDS Can Be Prevented and Controlled</p>	<p>1. HIV is spread by coming into contact with infected blood, semen, vaginal fluids, and breast milk.</p> <p>2. Contracting HIV is associated with unprotected sex; milk and child transmission; and sharing needles.</p> <p>3. STDs are contracted through unprotected sex.</p> <p>4. The major risk factors for cervical cancer in women include multiple partners and being sexually active from an early age.</p> <p>5. The use of alcohol and drugs causes risky behaviours that contribute to the spread of HIV and STDs.</p> <p>6. Everyone must assume personal responsibility for reducing his/her vulnerability to HIV, STDs, and cervical cancer.</p>
		<p><i>Sample Unit 2</i></p> <p>The Human Side of HIV and AIDS</p>	<p>1. Persons affected by HIV and AIDS need care and support.</p>
<p><i>Sample Module 4</i></p> <p>ACCESSING ACCURATE AGE-APPROPRIATE HEALTH RESOURCES</p> <p>(From Regional Standard 5)</p>	<p>1. Identify sources of accurate information.</p> <p>2. Identify family, school, and community resources that deal with health, social, and emotional issues.</p>	<p><i>Sample Unit 1</i></p> <p>Health Resources Related to Sexuality and Sexual Health</p>	<p>1. Health is a state of physical, emotional, social, and mental well-being.</p> <p>2. There are resources that can help with health, social, and emotional problems: family, school, and community.</p>

SAMPLE MODULE 1
EXPLORING THE CONCEPT OF HUMAN SEXUALITY

Regional Standard 1

Students will demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle.

Regional Standard 2

Students will analyse the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.

Overview

A differentiation needs to be made between the terms sex and sexuality. Sexuality is presented as including biological sex, gender, and gender identity. One’s sexuality also encompasses the many social, emotional, and psychological factors that shape the expression of values, attitudes, social roles, and beliefs about self and others as being male or female. It is important to have students develop positive attitudes about self and their evolving sexuality.

Young people make daily decisions about their sexual behaviour, values, and attitudes. Family, religion, culture, technology including media, and peers influence these decisions. It is critical to provide students with knowledge and skills that will assist them in understanding their own sexuality and realising their potential as effective and caring human beings.

General Objectives

At the end of this module students will:

1. Demonstrate an understanding of human sexuality.
2. Demonstrate positive attitudes toward self and their evolving sexuality.
3. Apply appropriate skills related to managing the expression of their sexuality.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
I Like Being a Boy/Girl Big Boys Don’t Cry and Girls Don’t Sweat Different but Equal Growing Through Changes Coping with Emotions Sexuality Is Not Just About Sex My Developing Sexuality What the Media Says About Sexuality	Brainstorming Sorting Creative thinking Role play Small-group discussion Creative expression/writing Lecture/documentary Games Songs Music Movement exercise Video presentation	Create a collage Creative design (postcard) Essay writing Personal hygiene diary Make a video Create a comic strip

Age Level 9–10: SAMPLE UNIT 1
WHAT IS “SEXUALITY”?

General Objectives

At the end of this unit students will:

1. Demonstrate an understanding of the components of sexuality. (Knowledge)
2. Demonstrate acceptance of responsibility for managing their sexuality. (Attitudes)
3. Apply coping, social, and cognitive skills in managing their sexuality. (Skills)

Concepts	Lesson Titles/ Sample Lessons	Strategies	Assessment
<ul style="list-style-type: none">• Male and female bodies grow in different ways. • Emotional changes occur during puberty.	<ul style="list-style-type: none">• Growing Through Changes • Coping with Emotions		

FACTORS THAT INFLUENCE THE EXPRESSION OF HUMAN SEXUALITY

General Objectives

At the end of this unit students will:

1. Demonstrate an understanding of the factors that influence the expression of human sexuality. (Knowledge)
2. Assume personal responsibility for managing the expression of their sexuality. (Attitudes)
3. Apply coping, social, and cognitive skills to promote healthy, responsible sexual behaviours. (Skills)

Concepts	Lesson Titles/ Sample Lessons	Strategies	Assessment
<ul style="list-style-type: none"> • Sexuality encompasses all the different ways in which individuals express themselves in addition to being male and female. • The expression of one’s sexuality is influenced by various factors: personal beliefs, religion, culture, and media. 	<ul style="list-style-type: none"> • Sexuality Is Not Just About Sex • My Developing Sexuality <p><i>SAMPLE LESSON –</i> What the Media Says About Sexuality Specific Objectives: At the end of this lesson students will be able to:</p> <ol style="list-style-type: none"> 1. Identify media messages that encourage irresponsible sexual behaviour. 2. Demonstrate a discriminating attitude toward media messages about sexuality. 3. Use cognitive skills to identify negative messages about sexuality. 	<p>Music Movement exercise Video presentation Brainstorming</p>	<p>Make a video Create a comic strip</p>

SAMPLE LESSON
WHAT THE MEDIA SAYS ABOUT SEXUALITY

Age Level: 9–10

Duration: 30–35 minutes

Purpose: To identify negative messages about sexuality

Student Objectives: Students will be able to:

1. Identify media messages that encourage irresponsible sexual behaviour.
2. Demonstrate a discriminating attitude toward media messages about sexuality.
3. Use critical-thinking skills to identify negative messages about sexuality.

Materials: Media material (video clip, songs, magazines), cassette/CD player, and VCR

Preparation: Select a song (calypso, dub, reggae, rap, etc.) with an infectious beat that encourages the children to perform an action (jump, dance, wave hand, or any other body movement)

Step 1: Introduction (2–3 minutes)

- ❑ Ss listen to the selected song.
- ❑ Ss say what they felt like doing when they heard the song.
- ❑ T makes the point that different media (in this case, music) encourage us to do things that could be either good or bad.
- ❑ T explains that in today's class we will identify good messages and bad messages as portrayed in the media.

Step 2: (8–10 minutes)

- ❑ T shows video clip of a public service announcement(s) from NGOs or government ministries encouraging healthy sexual behaviour.
 - T asks Ss to classify it/them as positive or negative and to explain their choice.
 - T records responses on the chalkboard.
- ❑ T repeats the process using any video/song that is likely to encourage/lead to irresponsible sexual behaviour.

Step 3: (7 minutes)

- ❑ T and Ss use the ideas generated above as a CHECKLIST that Ss can use to evaluate whether a media message is positive or negative.
- ❑ Ss copy checklist in their notebooks.

Evaluation (10 minutes)

- ❑ Ss are given a brief media message and asked a) what kind of sexual behaviour is encouraged, and b) how they would respond to the message and why.

options

Make a video/draw a comic strip depicting a positive message about sexuality.

Age Level 9–10: SAMPLE UNIT 3
EXPLORING GENDER ISSUES

General Objectives

At the end of this unit students will:

1. Demonstrate an understanding of the concept of gender. (Knowledge)
2. Demonstrate healthy and equitable attitudes toward their own gender as well as opposite genders. (Attitudes)
3. Apply relevant coping, social, and cognitive skills to deal with issues of gender. (Skills)

Concepts	Lesson Titles/ Sample Lessons	Strategies	Assessment
<ul style="list-style-type: none"> • Society determines the gender roles of males and females. 	<ul style="list-style-type: none"> • <i>SAMPLE LESSON</i> – I Like Being a Boy/Girl! Specific Objectives: At the end of this lesson students will be able to: <ol style="list-style-type: none"> 1. Explain the concept of gender. 2. Demonstrate an acceptance of their gender identity. 3. Show critical awareness of gender issues. • Big Boys Don’t Cry and Girls Don’t Sweat. 	Brainstorming Sorting Creative design	Create a collage
<ul style="list-style-type: none"> • It is important to assess/evaluate the roles that males and females are expected to play. 	<ul style="list-style-type: none"> • <i>SAMPLE LESSON</i> – Different but Equal Specific Objectives: At the end of this lesson students will be able to: <ol style="list-style-type: none"> 1. Explain the term “gender equity” as it relates to gender roles in the home. 2. Demonstrate a positive attitude toward gender equity. 3. Propose strategies to create gender equity in the home. 	Role play Small-group discussion Creative expression	Creative design (a postcard)

SAMPLE LESSON
I LIKE BEING A BOY/GIRL!

Age Level: 9–10

Duration: 30–35 minutes

OPTIONS

Infusion: Language Arts, Mathematics, Art & Craft

Purpose: To help students become comfortable with their gender identity

Student Objectives: Students will be able to:

1. Explain the concept of gender.
2. Demonstrate an acceptance of their gender identity.
3. Show critical awareness of gender issues.

Materials: Chalkboard and chalk

Preparation: Draw a Venn diagram (two huge, interlocking circles) on chalkboard.

Step 1: Introduction (3–5 minutes)

- T commands: “All boys, raise your hands,” “All girls, stand up,” [or any statements that will allow some form of differentiation to take place] and Ss respond.
(*Note: Statements can be made even if it is an ALL-MALE or ALL-FEMALE class.*)
- T poses the question: “How did you know with which group to identify?”
- T consolidates by explaining the concept of gender.

Step 2: (20–25 minutes)

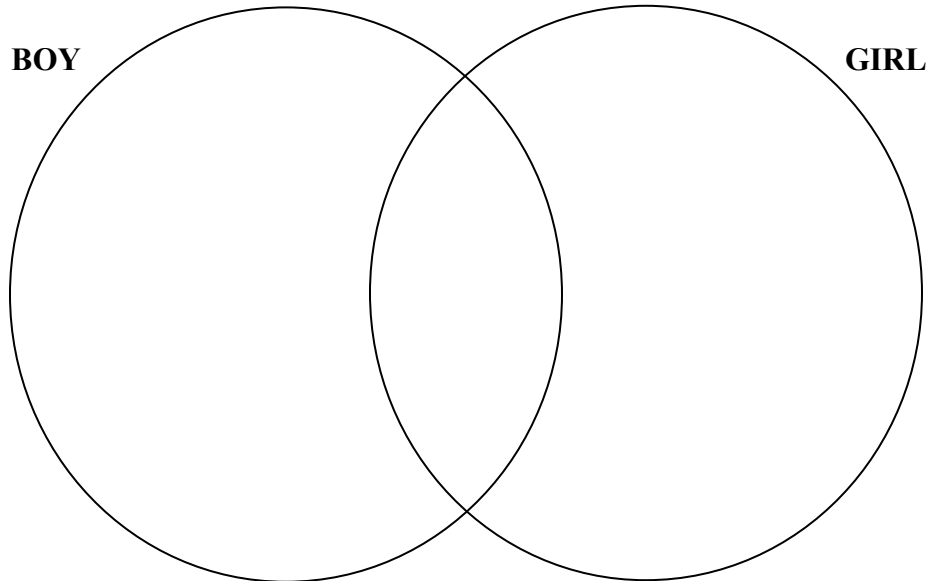
- T labels one circle of Venn diagram “BOY” and the other “GIRL.”
- Ss take turns to write **one** characteristic that they associate with **each** gender on diagram.
- In mixed groups of boys and girls, Ss discuss the following:
 - Do you agree with the characteristics mentioned for each gender?
 - Are there any characteristics that you think are/can be common to both? Why?
- Ss come forward randomly and write in the common characteristics on the Venn diagram.
- T consolidates/clarifies gender issues.
- T poses the following questions to each S, addressing him/her by his/her full name:
 - [*S’s Name*], do you like being a boy/girl? Why?
- T encourages acceptance of gender, but should be alert/sensitive to any response that signals discomfort with gender identity (for follow-up action).

Evaluation/Homework

- Using pictures from magazines, newspapers, etc., each S makes a collage depicting characteristics of his/her gender and answers the following question:
 - How does your collage represent your gender?(T may ask further questions to clarify that objectives were achieved.)

BACKGROUND INFORMATION

Venn Diagram



(Adapted from “Discovering Me,” p. 150, by Leslie Herod. Copyright 1999. Allyn & Bacon, Needham Heights, Massachusetts, USA.)

DEFINITIONS

GENDER

Gender is not the same as sex. Sex refers to the biological differences between women and men. Gender refers to the differential social roles that define women and men in a specific cultural context. Gender roles vary greatly in different societies and cultures. Age, race, and class are major factors that determine our gender roles. Gender roles are fluid and can be deconstructed and reconstructed into different roles. Gender awareness embodies an understanding of the negative impacts of gender issues and the need to address the inequalities that arise from them. Gender awareness acknowledges the significant contribution that women make as equal participants and beneficiaries to society.

(From the School to School Connection Project Web site:
<http://brazil.acc.ca/english/gender/definition.htm>)

GENDER IDENTITY

A person's concept of himself as being male and masculine or female and feminine, or ambivalent, is usually based on the physical characteristics, parental attitudes and expectations, and psychological and social pressures to which the individual is subjected. It is the private experience of gender role.

(From the Medical Search Engine Web site: <http://www.books.md/G/dic/genderidentity.php>)

INSTRUCTIONS

COLLAGE - Creating a Representative Gender Portrait

MATERIALS NEEDED

Photographs/pictures from magazines, newspapers, books, etc., a drawing book page, scissors, and glue/masking tape

DIRECTIONS

STEP 1

What to think about before beginning

Who we are is often represented in what we save. Have Ss think about what someone could tell about them if they were to look in their schoolbags, dresser drawers, cupboards, or other personal storage place. Tell them that artists create self-portraits by assembling pictures or personal artefacts together to form what is called a "collage" and gluing them onto a two-dimensional surface.

STEP 2

Ss should arrange the pictures he/she collected on the drawing book page in the shape of an object representing his/her gender. These pictures should be arranged in a way that makes sense to the S. They should not be placed like eggs in a carton with space between them. They should overlap so that they relate to one another.

STEP 3

Once the S is satisfied with the arrangement, the pictures should be glued to the surface of the paper.

(Adapted from "Assemblage" on Dede Tisone-Bartels' Art Lessons Web site: <http://home.att.net/~tisone/lesson14assemblage.htm> Copyright 1997)

SAMPLE LESSON DIFFERENT BUT EQUAL

Age Level: 9–10

Duration: 30–35 minutes

Purpose: To understand the need for gender equity

Student Objectives: Students will be able to:

1. Explain the term “gender equity” as it relates to gender roles in the home.
2. Demonstrate a positive attitude toward gender equity.
3. Propose strategies to create gender equity in the home.

Materials: Newsprint paper, markers, and masking tape

Preparation: Coach some students to role-play the situation described in “Right to Equal Opportunity.”

Step 1: (5 minutes)

- ❑ Ss role-play the situation described in the story “Left Out.” [See OPTION]
- ❑ T poses the following questions:
 - Was (Mary) treated fairly or unfairly?
 - Why do you suppose she was left out?
- ❑ Ss respond. T focusses the discussion on “What is **gender equity**?”

option

- ❑ T reads aloud the story “Left Out.” (Ss respond to the same questions afterwards.)

Step 2: (12 minutes)

- ❑ In groups of three to five (3–5), Ss are asked to make lists under the following headings: (a) Things males do, (b) Things females do, and (c) Things both males and females do.
- ❑ Groups post list on the board, and T draws attention to the distribution of male/female tasks in the home. This is followed by the questions:
 - Are the tasks evenly distributed?
 - Is it fair for one person to be doing all these things?
 - How would you feel if you were the one who had to perform the majority of these tasks?

Step 3: (10 minutes)

- ❑ T asks for practical suggestions/solutions/alternatives to any inequities Ss have noticed in their data.
- ❑ T pulls all elements of the lesson together.

Evaluation/Homework (3 minutes)

Ss are required to design a card to be sent to their family in celebration of “Gender Equity Day.”

BACKGROUND INFORMATION

"LEFT OUT"

(use children's names that the students may relate to)

During morning activity time, some boy students were working on a puzzle in one corner of the room. Mary *(use a boy's name when reading the story again to the class)* was finished with her group activity. Mary asked if she could join in to help make the puzzle. The boys stopped and silence filled the air. The boys looked at one another. Finally, one of the voices said, "Naw, we don't want her," and the other boys chimed in with loud voices, "No, we have too many already."

Mary went to the other side of the classroom and watched from a distance as the boys continued to work on the puzzle. A few minutes later, she noticed Steve and Mark approaching the group. Before either boy had a chance to say anything to the group, several boys shouted, "Hey, guys, come on and play!"

(From "Right to Equal Opportunity": <http://www.ricw.state.ri.us/lessons/29.htm>)

DEFINITIONS GENDER EQUITY

Gender equity is a set of actions, attitudes, and assumptions that provide opportunities and create expectations about individuals. In our definition of gender equity, gender is never separate from race, ethnicity, language, disability, income, or other diversities that define us as human beings. It offers a framework for educational reform in which all females and males:

- Are engaged, reflective learners, regardless of the subject
- Are prepared for future education, jobs, careers, and civic participation
- Set and meet high expectations for themselves and others
- Develop as respectful, inclusive, and productive individuals, friends, family members, workers, and citizens
- Receive equitable treatment and achieve equitable outcomes in school and beyond

(From the "Equity Online" Web site: <http://www.edc.org/WomensEquity/about/define.htm>)



In this lesson, teachers need to be sensitive to students who do not come from traditional nuclear families where male and female parents are present.

Students should therefore be allowed to list the tasks of the parent/guardian who is present in the home.

SAMPLE MODULE 2
OPTIMISING REPRODUCTIVE HEALTH

Regional Standard 3

Students will build capacity to recognise the basic criteria and conditions for optimal reproductive health.

Overview

Young people are facing a variety of risks that compromise their sexual and reproductive health. Acquisition of requisite skills to counteract these risks will increase the opportunity to maximise learning and provide a foundation for a healthy population.

General Objectives

At the end of this module students will:

1. Demonstrate an understanding of the basic criteria and conditions for optimal reproductive health.
2. Demonstrate appreciation for the importance of attaining and maintaining optimal reproductive health.
3. Use appropriate skills to attain and maintain optimal reproductive health.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
Stop Sexual Harassment!!! Identifying Sexual Abuse and Exploitation It's Okay to Tell Someone What Can I Do to Protect Myself?	Brainstorming Case studies Role play Anonymous questions Think-pair-share Modelling Discussion Puppetry Cooperative learning groups Creative thinking Creative expression/writing Lecture/documentary Video presentation	Quizzes Role play Poster/artwork Journaling Group presentations Letter to editor Essay/composition Debates Radio programme Song/rap Peer assessment

**SAMPLE LESSON
STOP SEXUAL HARASSMENT!!!**

Age Level: 9–10

Duration: 30–35 minutes

Purpose: To enable students to develop strategies for dealing with sexual harassment

Student Objectives: Students will be able to:

1. Identify what constitutes sexual harassment.
2. Demonstrate a sense of empowerment in resisting sexual harassment.
3. Use problem-solving skills to deal with sexual harassment.

Materials: Red, yellow, and green construction paper, and brown paper bags

Preparation: Cut red, yellow, and green circles (approximately 10 cm in diameter) from the construction paper for **each** group.

Draw faces on brown paper bags to create puppets. [See OPTION]

OPTION

Preparation: Ss may make puppets during Art & Craft class.

Step 1: (3 minutes)

- ❑ Brainstorm on “What is sexual harassment?”
- ❑ T follows up with a definition of sexual harassment.

Step 2: (10–12 minutes)

- ❑ Ss are divided into groups of **no more than five (5) persons** and each group is given one red, one yellow, and one green circle.
- ❑ T explains that it is important to know when sexual harassment is occurring.
- ❑ T explains that several situations are going to be presented that may or may not represent sexual harassment and that:
Red Circle = Stop;
Yellow Circle = Caution, Be On Your Guard;
Green Circle = Go, Okay.
- ❑ T sticks prepared situations to the chalkboard and asks groups to use the coloured circles to indicate which action should be taken in each situation.
(Allow sufficient time for this, not exceeding the allotted time for this step.)
- ❑ T points to each situation and asks groups (simultaneously) to indicate which circle they will use.
- ❑ Ss explain their choice of colour for each situation and T clarifies where needed.

Step 3: (12–15 minutes)

- ❑ In plenary, T goes through problem-solving steps using a case of sexual harassment as the problem.
- ❑ In groups of no more than five (5), Ss use brown paper bag characters to role-play a sexual harassment situation using the problem-solving steps. (Use the original situations.)
- ❑ T walks around the class observing the role play and makes appropriate comments.
- ❑ Debriefing:
 - Students, what do you think about the role plays that were just presented?
 - Were the problem-solving skills used?
 - Were the problems solved?

EVALUATION/HOMEWORK

- ❑ Each S develops his/her personal set of guidelines to follow, should sexual harassment occur.

BACKGROUND INFORMATION

DEFINITION

SEXUAL HARASSMENT

1. Unwanted attention of a sexual nature that creates embarrassment or stress, e.g., physical contact, excessive pressure for dates, sexually explicit humour, sexual innuendos or remarks, or offers of better grades in exchange for sexual favours.
2. Sexual harassment involves verbal or physical sexual advances and requests for sexual favours.

CATEGORIES OF SEXUAL HARASSMENT

- Student/Student
- Teacher/Student
- Male/Female (or vice versa)
- Male/Male
- Female/Female

(From “St. Lucia National Curriculum for Secondary Schools,” ©2002, p. 122)

PROBLEM-SOLVING SKILLS

STEPS

1. WHAT IS THE PROBLEM?
2. WHAT ARE THE POSSIBLE SOLUTIONS?
3. WHAT ARE THE CONSEQUENCES OF THESE POSSIBLE SOLUTIONS?
4. CHOOSE APPROPRIATE SOLUTION.

SCENARIOS FOR ROLE PLAY

1. Someone tells you that you look nice today.
2. Someone gives you a hug for what appears to be no reason.
3. Someone says that she/he wishes you were older so that she/he could go out with you.
4. Someone is upset about the result of a football/cricket match and uses obscene language around you.
5. Your teacher tells you that she/he finds you attractive and that you can use this attractiveness to do well in class.
6. A classmate pinches you on your buttocks/bottom/booty/derriere.
7. A classmate asks you to go with him/her to the cinema for the first time.
8. A maxi taxi/mini van/mini bus/ZR van driver offers you free rides to and from school.
9. A classmate holds his groin while looking at you.
10. While walking past a group of classmates, they begin to make “cat calls”/suggestive remarks (sounds).

(1–7 adapted from “Education for Sexuality and HIV/AIDS.” ©1993 Meeks Heit Publishing Company, USA)

SAMPLE LESSON
WHAT CAN I DO TO PROTECT MYSELF?

Age Level: 9–10

Duration: 30–35 minutes

Purpose: To discuss measures that students may adopt to enhance personal safety

Student Objectives: Students will be able to:

1. Identify measures to protect themselves against sexual approaches or actions by adults or older children.
2. Demonstrate responsibility for personal safety.
3. Use creative-thinking skills in situations related to personal safety.

Materials: Chalkboard, chalk, and slips of paper (approx ¼ page)

Preparation: Locate a newspaper article on a child kidnapping/abduction.

Step 1: (2–3 minutes)

- ❑ T reads a short newspaper clipping about a child abduction/kidnapping. [See OPTION]
- ❑ T poses the following questions:
 - How does the story/article make you feel?
 - Do you think this can happen to you?
- ❑ Ss respond.

option

- ❑ T reads a hypothetical situation about a child having been kidnapped or abducted.

Step 2: (20–25 minutes)

- ❑ T introduces the topic “Personal Safety” by making the following statement: “Today we will discuss ways by which you can protect yourself against adults or older children who may want to harm/take advantage of you.”
- ❑ Ss use “Think-Pair-Share” to come up with scenarios/situations that could be a threat to personal safety.
- ❑ Ss write these on slips of paper. (*Allow no more than 3 minutes*)
- ❑ T instructs class to form a circle (*preferably outdoors*).
- ❑ As Ss share situations, strategies/measures to deal with them are elicited.
- ❑ Strategies/measures are modelled/rehearsed by Ss with input from T.
- ❑ T moves to centre of the circle and reinforces the measures/strategies and the importance of assuming responsibility for one’s personal safety.

Evaluation/Homework

- In groups, Ss prepare a role play (**to be presented next day**) based on **one** of the scenarios/situations that they came up with earlier. Role-play should include strategies for personal safety (e.g., safe-touch actions and words).

- Following each role play, T debriefs:
 - Ask the threatened S: “How did you feel in the situation?”
 - Ask the class: “Did the threatened student use a good strategy?”
 - What are some other strategies that the person could have used?

BACKGROUND INFORMATION

FACT SHEET

Teaching Children Protective Behaviours

How does child abuse happen?

Abuse of a child can happen when a person uses his/her power or authority over the child and takes advantage of a child's trust and respect to involve the child in an activity that is harmful to him or her. This may be physical or emotional harm. It may involve sexual activity. It is important that children are protected from abuse. Children need to be taught protective behaviours so that they know how to keep themselves safe. Protective behaviours, when used with other strategies such as positive teacher/parent-child relationships, good communication, and adequate supervision, can make a difference in helping to keep children safe.

How do you talk to children about protective behaviours?

You may wish to introduce the subject by reading an appropriate picture book and story with them. Common everyday situations also provide opportunities for teaching new skills, such as when talking about any problem involving new experiences or a degree of risk—for example, bullying, teasing, and feeling scared about something.

What information should children have?

- **Children need to know what it means to feel safe.**

Talk to children about *what it means to feel safe*. Ask them what they think of when they say the word “safe.” What sorts of situations do they feel safe in and what sorts of situations do they feel scared in? Discussing road and water safety can be a good starting point to talk about other types of safety, such as personal safety, and a child's right to be safe.

Use the word “safe” as part of everyday conversation, so that children become familiar with the idea and what it means. Ask them when they feel safe or where they feel safe. Think back to your own childhood experiences and think of examples of times that you felt safe and unsafe. Give age-appropriate examples to children about these kinds of situations.

- **Children need to be able to name and trust their feelings and to recognise when they do not feel safe.**

Encourage children to name their feelings—for instance, when they feel happy, sad, angry, and so on. Sadness is often expressed by the body as tears, and fear is often expressed by the body as butterflies in the tummy or shaking knees. Encourage them to describe what happens to their body when they have a particular feeling. Have them describe what happens to their five senses when they feel safe—their sense of touch, smell, sight, taste, sound. Explain that their own bodies will tell them when they are in

danger. For example, they might feel funny in the tummy, or their knees might shake, they might get a headache or start to perspire on the forehead, or they might feel like running away. Ask them to tell you how their body feels when they are frightened.

Help children to identify situations in which:

It is *fun to feel a little scared* - such as during a scary movie or on a ride at an amusement park.

Feeling *scared is uncomfortable* and is not okay - such as when somebody hurts, bullies, or teases them, or if a stranger follows them down the street or if someone stares at them for a long time.

They feel *safe and comfortable* - such as when they are having a cuddle with mum or dad, singing songs, or watching a funny show.

This process helps children to identify their feelings.

- **Children need to know that *it is okay to express their feelings*.**

It is important that children be encouraged to *express their feelings*, even those feelings that may make others feel uncomfortable. Children who are always told to “shut up and stop crying” learn that their feelings do not matter. Children who have the confidence and opportunity to express their feelings are in a much better position to keep themselves safe.

You can help children to express their feelings by listening to them, by accepting and understanding their feelings, and by being someone who shares his or her own feelings. Encourage them to say NO when situations make them feel uncomfortable or unsafe. An example is a situation where they are being tickled and it is no longer fun for them, or when they are being forced to kiss or hug a relative or another person when they don't want to. Instead of teaching children to listen to and obey all adults or older children without question, tell them that they have a right to say no to protect themselves. However, it is not always possible for children to say no because of fear or threat of violence. When teaching children to say no, they should be told that there may be times when they cannot, but that they must seek help later by telling.

- **Children need to know about their bodies.**

Children should be taught the names of their body parts including their private parts. Tell them the proper names as well as the more commonly used terms. Explain to them that their bodies are their own, and nobody should touch them in a way that makes them feel confused or uncomfortable. This means the whole of their body from the tip of their head to the soles of their feet. Let them know that it is not okay for others to touch their private parts.

- **Discuss good touches and bad touches.**
Introduce ideas about good and bad touches. Pets can be used as an analogy. Children often touch pets to show them how they feel. Pets can be used to talk about the likes and dislikes a pet might have when they are touched in different ways.
- **Grown-ups sometimes do things that are not okay.**
Explain to children that all people have some good and bad in them and that sometimes even people who are mostly good sometimes do things that are not okay.
- **Talk about good secrets versus bad secrets.**
People who abuse children often depend upon their willingness to keep secrets. It helps to teach children, even the very young, to say no to this request. In some families, children are taught to keep surprises but not to keep secrets. The difference is that a surprise is information that will eventually be shared, such as a present or party. Another method is to teach children the difference between good and bad secrets. The previous example is a good secret. An example of a bad secret is being bullied and not telling anyone about it.

Tell children they should always tell a trusted adult if anyone asks them to keep a secret about any kind of touching or other things that make them feel nervous, embarrassed, worried, or uncomfortable.

- **Talk about tricks.**
Explain to children that some people, both known adults and strangers, might try to trick them by offering a present, money, sweets, or an outing to make them do something they don't like. Discuss strategies they can use to get to a safe place and seek help.
- **Know where to get help for children who have been or are being abused.**
If a child tells you that he or she has been abused or if you suspect a child has been abused, seek help. Schools should have a policy with respect to procedures to follow to get professional help for such children.

(Adapted from <http://www.centacare.org/index.php?section=parentline&page=facts>)

SAMPLE MODULE 3
CERVICAL CANCER, STDs, AND HIV/AIDS: EMPOWERMENT TO PROTECT

Regional Standard 4

Students will develop action competence to reduce vulnerability to priority problems including HIV/AIDS, cervical cancer, and STDs.

Overview

Beyond knowledge of HIV/AIDS, cervical cancer, and STDs as a disease, efforts have to be intensified to render students less vulnerable to contracting and spreading HIV/AIDS, cervical cancer, and STDs. Addressing issues related to the physical and emotional aspects of HIV/AIDS, stigma of living with HIV/AIDS, and discrimination against people living with HIV/AIDS is critical. Importantly, students are encouraged to practise abstinence and a drug-free lifestyle.

General Objectives

At the end of this module students will:

1. Demonstrate an understanding of the differences among AIDS, STDs, and cervical cancer.
2. Demonstrate an understanding of the physical, emotional, and social aspects of HIV infection and AIDS.
3. Empathise with and support persons affected with HIV and AIDS and advocate on their behalf.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
HIV/AIDS: What Do You Know? Preventing the Spread of HIV It's Not Worth the Risks Showing Empathy for Persons Affected by HIV/AIDS. What Can I Do to Help You?	Brainstorming Case studies Role play Small-group discussion Cooperative learning groups Creative thinking Creative expression/writing Lecture/documentary Video presentation Skills rehearsal	Quizzes Role play Poster/artwork Journaling Group presentations Letter to editor Essay/composition Debates Radio programme Song/rap Peer assessment

Age Level 9–10: SAMPLE UNIT 1
**CERVICAL CANCER, STDS, AND HIV/AIDS CAN BE PREVENTED
 AND CONTROLLED**

General Objectives

At the end of this unit students will:

1. Demonstrate an understanding of the transmission, prevention, and control of HIV and STDs. (Knowledge)
2. Demonstrate a personal responsibility for maintaining sexual health with respect to HIV, STDs, and cervical cancer. (Attitudes)
3. Practise social, coping, and cognitive skills to avoid engaging in at-risk behaviours associated with contracting HIV, STDs, and cervical cancer. (Skills)

Concepts	Lesson Titles/ Sample Lessons	Suggested Strategies	Assessment
<ul style="list-style-type: none"> • HIV is spread by coming into contact with infected blood, semen, vaginal fluids, and breast milk. • Contracting HIV is associated with unprotected sex; milk and child transmission; and sharing needles. 	<ul style="list-style-type: none"> • HIV/AIDS: What Do You Know? • <i>SAMPLE LESSON - Preventing the Spread of HIV</i> Specific Objectives: At the end of this lesson students will be able to: <ol style="list-style-type: none"> 1. Identify ways in which HIV can and cannot be transmitted. 2. Express a personal responsibility for protection against HIV infection. 3. Use basic problem-solving skills to avoid risky behaviours associated with HIV transmission. • It's Not Worth the Risks 	Brainstorming Lecture Small-group discussion Creative writing	Essay/creative writing

Concepts	Lesson Titles/ Sample Lessons	Suggested Strategies	Assessment
<ul style="list-style-type: none"> • STDs are contracted through unprotected sex. • The major risk factors for cervical cancer in women include having multiple partners and being sexually active at an early age. • The use of alcohol and drugs causes risky behaviours that contribute to the spread of HIV and STDs. • Everyone must assume personal responsibility for reducing his/her vulnerability to HIV, STDs, and cervical cancer. 			

SAMPLE LESSON PREVENTING THE SPREAD OF HIV

Age Level: 9–10

Duration: 30–35 minutes

Purpose: To explore facts related to the transmission of HIV

Student Objectives: Students will be able to:

1. Identify ways in which HIV can and cannot be transmitted.
2. Express a personal responsibility for protection against HIV infection.
3. Use basic problem-solving skills to avoid risky behaviours associated with HIV transmission.

Materials: 40 index cards, chalkboard, chalk, HIV/AIDS posters/brochures, cassette/CD player, cassette/CD with “Mission Impossible” theme song, extension cord (if necessary), and copies of the worksheet

Preparation: Place posters on the walls of the classroom. Write true/false statements on index cards and number/colour-code them. [See BACKGROUND]

Step 1: Introduction (5 minutes)

- T draws Ss’ attention to posters/brochures located around the classroom, and Ss walk around the room to view them. (2 minutes)
- Ss return to their seats and T poses the question: What are the posters/brochures about?
- Ss respond and brainstorm about HIV/AIDS.
- T (in a brief lecture if necessary) emphasises the seriousness of HIV/AIDS and that it affects all age groups.
- T tells Ss that today’s lesson will focus on how HIV is spread.

Step 2: (10 minutes)

- T distributes the colour-coded index cards to the Ss.
- Ss move around to find their partner with the matching colour and number.
- Ss with “true” statements about HIV read them to the class while T writes them on the board.
- Ss with “false” statements about HIV transmission share them with the class.

Step 3: (10 minutes) [Theme from “Mission Impossible” plays in the background.]

- T explains the goal—to avoid getting HIV.
- Ss work in groups to complete the “Mission Possible” worksheet.
- T asks the question: Who is the person who will ensure that you do not get HIV? (If Ss are not responsive, T prompts them by suggesting: parents? the government? your priest/pastor/pundit/imam? your boyfriend/girlfriend?)

Step 4: (5 minutes)

- ❑ In plenary, Ss reflect and share thoughts. T facilitates this process.
- ❑ T and Ss summarise the main points of the lesson.

Evaluation/Homework

Ss write a journal entry about what they learnt about HIV and how they plan to protect themselves against infection.

Maximum – one page

Good day
(Write your name here)

Your mission (goal) ... and you are well-advised to take it ... is to avoid getting HIV.

Read the following situations and set a goal. Try to figure out the problem that you must overcome. Write down what you would do to reach your goal (your solution).

1. You are with a group of friends and have just decided to make this an exclusive club. Proof of membership is to become blood brothers and sisters by cutting your thumb and placing all the cut thumbs together in a pledge of loyalty.

Goal: _____

Problem: _____

Solution: _____

2. You are at camp with other children. Some of them are going into the bushes and whispering. They look really “high” when they return. One of your friends asks you to join him/her as he/she goes to check out what is going on.

Goal: _____

Problem: _____

Solution: _____

(Adapted from “Discovering Me” by Leslie Herod. ©1999 Allyn & Bacon, USA.)

PREPARATION OF COLOUR-CODED INDEX CARDS

1. Prepare twenty (20) cards (approximately 10 cm x 6 cm) using one colour of paper/Bristol board/construction paper.
2. Write True and False statements about the transmission of HIV/AIDS—one statement per card.

(See next page for possible statements.)

3. Number the cards 1 through 20.
4. Prepare a second set of cards using a different colour of paper/Bristol board/construction paper, and number them 1 through 20.
5. Use the numbers to match both sets of cards.
6. On the second set of cards, write whether the corresponding statement about HIV transmission is “**True**” or “**False**.”

STATEMENTS (RED PAPER)	TRUE/FALSE (GREEN PAPER)
1. HIV is passed by shaking hands.	1. False
2. HIV can be passed by sharing needles used for injecting drugs.	2. True
3. Not having sex is a good way to prevent getting HIV.	3. True
4. HIV is passed by sharing cups, plates, and other eating utensils.	4. False
5. HIV is passed through coughing or sneezing.	5. False
6. You can get HIV from having sex with an infected person without using a condom.	6. True
7. You can get HIV by receiving infected blood.	7. True
8. HIV can be passed through insect bites.	8. False
9. HIV can be spread through oral sex.	9. True
10. You can get HIV from sharing toilet and bathroom facilities.	10. False
11. An infected pregnant woman can pass HIV to her unborn child.	11. True
12. Only men who have sex with other men can get HIV.	12. False
13. It is possible to get HIV from kissing an infected person.	13. False
14. You can get HIV from hugging an infected person.	14. False
15. HIV can be passed by sharing towels.	15. False
16. You can get HIV from sleeping in the same room with an infected person.	16. False
17. You can get HIV by donating blood.	17. False
18. Condoms reduce the risk of getting HIV.	18. True
19. The more sexual partners one has, the greater the chance of getting HIV.	19. True
20. You can't get HIV the first time you have sex.	20. False

Age Level 9–10: SAMPLE UNIT 2
THE HUMAN SIDE OF HIV AND AIDS

General Objectives

At the end of this unit students will:

1. Demonstrate an awareness of the discrimination and stigmatisation experienced by persons affected by HIV and AIDS. (Knowledge)
2. Demonstrate positive attitudes toward persons affected by HIV and AIDS. (Attitudes)
3. Practise empathy, support, and advocacy in relation to persons affected by HIV and AIDS. (Skills)

Concept	Lesson Titles/ Sample Lessons	Strategies	Assessment
<ul style="list-style-type: none"> • Persons affected by HIV and AIDS need care and support. 	<ul style="list-style-type: none"> • <i>SAMPLE LESSON -</i> Showing Empathy for Persons Affected by HIV and AIDS Specific Objectives: At the end of this lesson students will be able to: <ol style="list-style-type: none"> 1. Explain what “empathy” means. 2. Express a favourable opinion with regards to responding compassionately to persons affected by HIV and AIDS. 3. Practise empathy skills with specific reference to persons affected by HIV and AIDS. • What Can I Do to Help You? 	Skills rehearsal Case study	Group demonstration (role play)

SAMPLE LESSON
SHOWING EMPATHY FOR PERSONS AFFECTED BY HIV AND AIDS

Age Level: 9–10

Duration: 30–35 minutes

Purpose: To develop social skills in order to assist and respond compassionately to persons affected by HIV and AIDS.

Student Objectives: Students will be able to:

1. Explain what “empathy” means.
2. Express a favourable opinion with regards to responding compassionately to persons affected by HIV and AIDS.
3. Practise empathy skills with specific reference to persons affected by HIV and AIDS.

Materials: Copies of “*Sunil, a Schoolmate*” handout and chalkboard

Preparation: Read the background information provided.

Step 1: Introduction (3 minutes)

- T writes quotation on the chalkboard: “*Never judge a man until you walk a mile in his shoes*” and asks Ss: What does it mean to walk in another man’s shoes?
- Based on what is said, T introduces the term “empathy.”

Step 2: (5–7 minutes)

- Ss read the illustrated story of “*Sunil, a Schoolmate*.”
- Ss are asked to consider (1) how the child in the story feels and (2) how they would feel if they were in the child’s position, and T lists the stated emotions in both cases.
- T looks for matches between the two lists and introduces the concept of “empathy” as “*the ability to put oneself in another person’s place and imagine what it is like to be in their situation.*”

Step 3: (8–10 minutes)

- Ss are asked to imagine that they are infected with HIV or have AIDS and to identify the ways in which they would like others to behave toward them. T facilitates this discussion.
- T then models some of these behaviours.
- Ss are placed into groups for a skills rehearsal activity. Ss are asked to portray in a positive manner the outcome of the story used at the start of the class. (One student in each group will assume the role of Sunil.)
- T moves around to each group and monitors the activities, facilitating the process where necessary.

Step 4: (5 minutes)

- T debriefs the class by asking the following questions:
 - How did you feel playing the role of the child who is HIV-positive or has AIDS?
 - How did you feel empathising with someone who is HIV-positive or has AIDS?

Evaluation/Homework

In groups of no more than five (5) and lasting between 3 and 5 minutes, Ss are asked to demonstrate the skills learnt in showing empathy toward someone infected/affected by HIV/AIDS.



T should ensure that Ss understand that these are roles that are being played and that the S who played “Sunil” should not be teased about being HIV-positive or having AIDS after class.

HANDOUT

Sunil, a Schoolmate

Sunil is 10 and has just come back to school. He has no signs of AIDS, but everyone has heard that he has the AIDS virus, HIV.



Most of his classmates avoid him—he has no friends. Every day after school he walks home with his head down.



He is depressed, lonely, and afraid and would very much like to have a friend to talk to.



(Adapted from WHO/UNESCO (1994). *School health education to prevent AIDS and STD: A resource package for curriculum planners – Student activities*. Author. p. 71.)

BACKGROUND INFORMATION: “HOW TO” OF CAREGIVING

To be a caregiver for someone who has AIDS means giving extra amounts of warmth and gentleness. Most people with AIDS are young adults who were once alert, full of energy, and excited about life. For many, life has become full of fear, anger, and fatigue. Many have lost friends, family, support from their community, and hope. They need others to care for them. A caregiver may need to be: nurse, cook, food shopper, messenger, book reader, cleaner, or listener. Overall, caregiving is being a friend and companion.

HOW TO GIVE EMOTIONAL SUPPORT

- 1. Share feelings—be honest and open.**
- 2. Ask the person who is ill to talk about how he/she feels. Ask what he/she would like to do for himself/herself.**
- 3. Say what you expect of the person who is ill and allow him/her to do the same.**
- 4. Encourage the person to do as much as possible for himself/herself. Do not do for the ill person what he/she can do for himself/herself.**
- 5. Give support and praise when deserved.**
- 6. Ask the person how he/she prefers to have things done, e.g., food preparation or cleaning.**
- 7. When feelings of anger and crying occur, offer encouragement.**
- 8. When caregiving, you need to look after yourself. You should take breaks and ask for help when needed.**
- 9. The most common feelings are fear, anger, hopelessness, sadness, and loneliness. Sit with the person. Let him/her know you are there to listen and talk.**

Note

If you have difficulty or the condition looks serious, talk to a health worker or the health centre as soon as possible.

From WHO/UNESCO (1994). *School health education to prevent AIDS and STDs: A resource package for curriculum planners – Students’ activities*. Author. p. 7

SAMPLE MODULE 4
ACCESSING ACCURATE AGE-APPROPRIATE HEALTH RESOURCES

Regional Standard 5

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

Overview

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

General Objectives

At the end of this module students will:

1. Demonstrate an awareness of the various health resources available to them.
2. Value and promote the adoption of a healthy lifestyle.
3. Use appropriate skills to access age-appropriate health resources.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
Maintaining General Health Identifying and Accessing Health Service Information	Brainstorming Case studies Role play Small-group discussion Cooperative learning groups Creative thinking Graphic organisers Lecture/documentary Video presentation Skills rehearsal	Quizzes Role play Poster/artwork Journaling Group presentations Letter to editor Debates Radio programme Song/rap Diaries

HEALTH RESOURCES RELATED TO SEXUALITY AND SEXUAL HEALTH

General Objectives

At the end of this unit students will:

1. Demonstrate knowledge of the age-appropriate sources of health information, products, and services available to them. (Knowledge)
2. Demonstrate a personal responsibility for acquiring the knowledge, attitudes, and skills needed for maintaining sexual health. (Attitudes)
3. Use coping, social, and cognitive skills to access age-appropriate sources of health information, products, and services. (Skills)

Concepts	Lesson Titles/ Sample Lessons	Suggested Strategies	Assessment
<ul style="list-style-type: none"> • Health is a state of physical, emotional, social, and mental well-being. • There are resources that can help with health, social, and emotional problems: family, school, and community. 	<ul style="list-style-type: none"> • <i>SAMPLE LESSON</i> – Maintaining General Health Specific Objectives: At the end of this lesson students will be able to: <ol style="list-style-type: none"> 1. Explain the holistic nature of health. 2. Demonstrate a personal responsibility for maintaining health. 3. Use healthy self-management skills to maintain general health. • Identifying and Accessing Health Service Information 	Case studies Brainstorming Cooperative groups Graphic organisers	Diaries

SAMPLE LESSON MAINTAINING GENERAL HEALTH

Age Level: 9–10

Duration: 30–35 minutes

Purpose: Students will gain an understanding of the holistic nature of health and the importance of preventative measures.

Student Objectives: Students will be able to:

1. Explain the holistic nature of health.
2. Demonstrate a personal responsibility for maintaining health.
3. Use healthy self-management skills to maintain general health.

Materials: Sheets of newsprint, markers, scissors (optional), masking tape, chalkboard, and chalk

Preparation: Collect pictures depicting people in different states of health.

Step 1: Introduction (7–10 minutes)

- ❑ T unveils a series of pictures depicting people enjoying various health statuses (including a physically challenged child).
- ❑ Ss are asked to identify the healthy persons. T uses the opportunity to correct misconceptions about health as a purely physical state (absence of disease) and proceeds to present the holistic concept of health encompassing the social, physical, mental, and spiritual (T explains these).
- ❑ T emphasises the importance of taking a personal responsibility in maintaining health.

Step 2: (15–20 minutes)

- ❑ In groups of no more than five (5), Ss draw vertical and horizontal lines to divide a sheet of newsprint into quadrants. The quadrants are labelled social, physical, spiritual, and mental. [See OPTION]
- ❑ Ss identify activities for maintaining health in each area.
- ❑ Reporters stick group results on board. T comments appropriately and makes links with sexual health, e.g., care of sexual organs, hygiene, and avoiding risky sexual behaviour.

option

- ❑ Instead of quadrants, Ss make paper doll chains consisting of four dolls and name each doll after one of the aspects of health. Ss write activities for maintaining health on the appropriate doll.

Evaluation/Homework

- ❑ For one week, Ss keep a checklist of activities that they carried out in each of the four areas that constitute health: social, physical, mental, and spiritual.

BACKGROUND INFORMATION

DEFINITION

HEALTH

The World Health Organization's (WHO) definition of health states that **Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.**

ADVISORY ABOUT PICTURES:

Persons depicted in pictures should be of various ages, ethnicities, and of both sexes.

Maintaining a Healthful Balance

A healthful relationship allows a person to maintain a balance of activities in the four areas of health. To examine how well you maintain a balance, list the activities in which you engage regularly under the appropriate headings below.

Family/Social	Physical
<ol style="list-style-type: none">1. Spend a weekend day with family2. Talk to friends on telephone3. Belong to a club at school4. Go out with friends on weekends5. Help sister with homework	<ol style="list-style-type: none">1. Bicycle on weekends2. Play on soccer team3. Do sit-ups and stretch each day
Mental	Spiritual
<ol style="list-style-type: none">1. Member of the debate team2. Spend at least two hours a day on homework3. Complete the newspaper crossword puzzle each day	<ol style="list-style-type: none">1. Attend worship services2. Volunteer at a nursing home3. Donate my old clothes to a charitable organization

(From "Education for Sexuality and HIV/AIDS," p. 146. ©1993 by Meeks Heit Publishing Company, USA)

GUIDELINES FOR ASSESSMENT

Assessment is an important part of HFLE instruction. **Formative assessment** is critical in that it gives both teacher and students immediate feedback on performance. This feedback allows students to monitor their own progress so they gain competence in self-assessment. Teachers should develop clear criteria on how tasks are going to be assessed. Students should be informed of these criteria so that there are shared understandings of expectations. Samples of formative assessment tasks have been provided at the end of the sample lessons.

Summative assessment is given at the end of a unit or module. The feedback from this type of assessment gives a picture of how students are progressing re the relevant HFLE standard. Such assessment tasks may be assigned a value or grade.

Whether you are engaging in formative or summative assessment, the assessment tasks must match learning objectives and methodologies. For example, if an objective is to have students use a particular skill or demonstrate a positive attitude, a multiple choice test or a true/false test would be an inappropriate match. Such objectives would require students to do things so that performance tasks are implicated.

TOOLS FOR SCORING

Tools for scoring performance tasks include checklists, rating scales, and rubrics.

Checklists allow you to say whether behaviours are present or absent. For example, a generic checklist to determine whether a student can use a particular skill could be developed as shown below. You will need to fill in the information that is specific to the particular skill and a check mark (✓) under the relevant column would indicate whether the student is competent or not.

SKILL – USING THE STEPS	YES	NO
Step 1		

Rating scales allow you to determine a range of performances. You may assign a number value or a label as appropriate. For example, the checklist above can be converted into a rating scale if the intention is to monitor the development of competence in the skill.

SKILL – USING THE STEPS	OUTSTANDING (4)	ACHIEVING (3)	DEVELOPING (2)	EMERGING (1)
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Step 1

Qualitative labels are suggested for formative assessment and number values (written in parentheses) for summative assessment.

Rubrics are used for assessing performance along a task-specific set of criteria. They are recommended for complex performance tasks. The elements of a rubric include a) the criteria for the task, b) levels of performance (qualitative, numeric, or both), and c) quality statements for each level. A major benefit of a rubric is that scoring is accurate, objective, and consistent. Rubrics may be tested, revised, and refined. They can then become part of a database for re-use or may be shared with colleagues. An example of a complex assessment task and scoring rubric are provided below. For help with designing rubrics, go to <http://rubistar.4teachers.org>.

A summative assessment task and accompanying **rubric** for testing a module on Sexuality at the 9–10 level follows. **Note that some criteria are weighted differently. Weighting reflects the emphasis given to, or the importance of, that component of the task.**

PORTFOLIO ASSIGNMENT

You are to develop a portfolio to show some of the things you learnt about sexuality. The portfolio is to be handed in on ----- . We will have regular talks to help you better understand what you have to do. You will work on your portfolio at special times over the next three weeks.

Your portfolio must have the following:

- A short letter (one paragraph) that says who you are and what you like about HFLE.
- A short statement (three lines) that gives the purpose of your portfolio. For example, **“This portfolio shows what I have**”
- A table of contents
- A short statement (one paragraph) that describes some of your thoughts as you were putting the portfolio together.
- One class or homework assignment. You must say **what you knew** and **what you did not know** about sexuality at the time you did the assignment. Did you have any false ideas that were cleared up?
- Three journal entries (you may use a marker to identify the entries you have chosen) that describe some of your feelings about yourself and your sexuality. Compare your feelings NOW, with the feelings you had then.
- A creative piece of work (song, card, poster, skit, etc.) that you made or composed, either by yourself or with others that describes or explains the physical or emotional changes

that are part of sexuality. Say how you would mark or grade yourself on this piece of work.

- Evidence of a skill that you used to help you cope with or understand the views of other persons about gender roles. For example, things that you are expected to do at home because you are a girl or a boy.
- Any other item that relates to what you have learnt about sexuality.

RUBRIC FOR SUMMATIVE ASSESSMENT - PORTFOLIO

CRITERIA	Excellent	Good	Average	Unsatisfactory	Weighting
	4	3	2	1	
Introductory Statements <ul style="list-style-type: none"> • Letter • Purpose • Table of contents • Reflection on learning 	All 4 present, and all very well-done	4 present, with 3 fairly well-done	3–4 present, with only 2 done satisfactorily	3 or fewer present, and only 1 done satisfactorily	X 1
Assignment <ul style="list-style-type: none"> • Description • Knowledge gained • New learning • False ideas 	All 4 components are included and are clearly described	3 clearly described	2 clearly described	1 clearly described	X 1
Journal Entries <ul style="list-style-type: none"> • 3 identified • Feelings about self • Comparison of feelings 	3 identified; description of feelings include comfort with self; shows growth toward self-acceptance	3 identified Weakness in 1 area	3 identified Weakness in both areas	Fewer than 3 identified Weakness in both areas	X 2
Creative Piece <ul style="list-style-type: none"> • Title • Creativity • Content is accurate • Self-assessment 	Piece titled and graded; all facts are accurate, with creative use of ideas and display	Piece titled and graded Weakness in 1 area	Piece titled and graded Weakness in both areas	Title or grade missing General weakness	X 3
Skill Usage <ul style="list-style-type: none"> • Appropriate • Steps identified • Outcomes stated 	Skill named and appropriate; competent use; outcomes stated	All criteria met, but some weaknesses in use of skill	2 criteria met, but some weakness in use of skill	2 criteria met, but weakness in more than 1 area	X 2
Other Evidence <ul style="list-style-type: none"> • Relevant • Reasons given 	Both criteria met	1 criterion met	-	-	X 1

TOTAL = 40 MARKS

Health and Family Life Education Regional Framework

THEME

SEXUALITY

AND

SEXUAL HEALTH

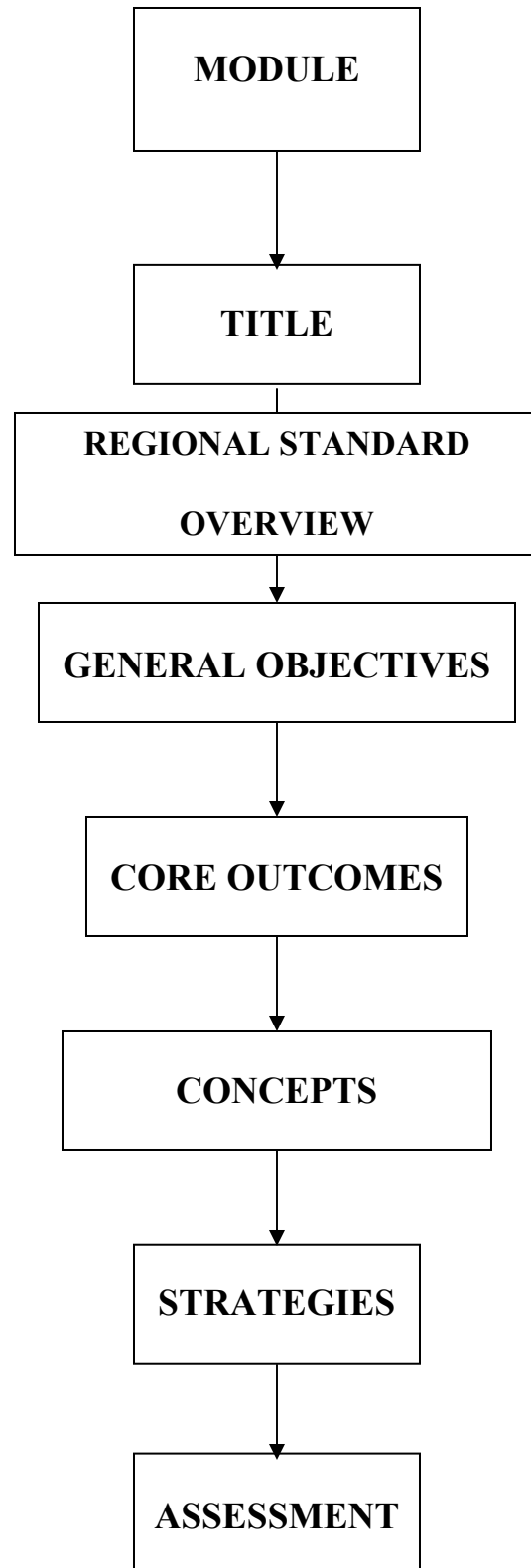
AGE LEVEL

11–12

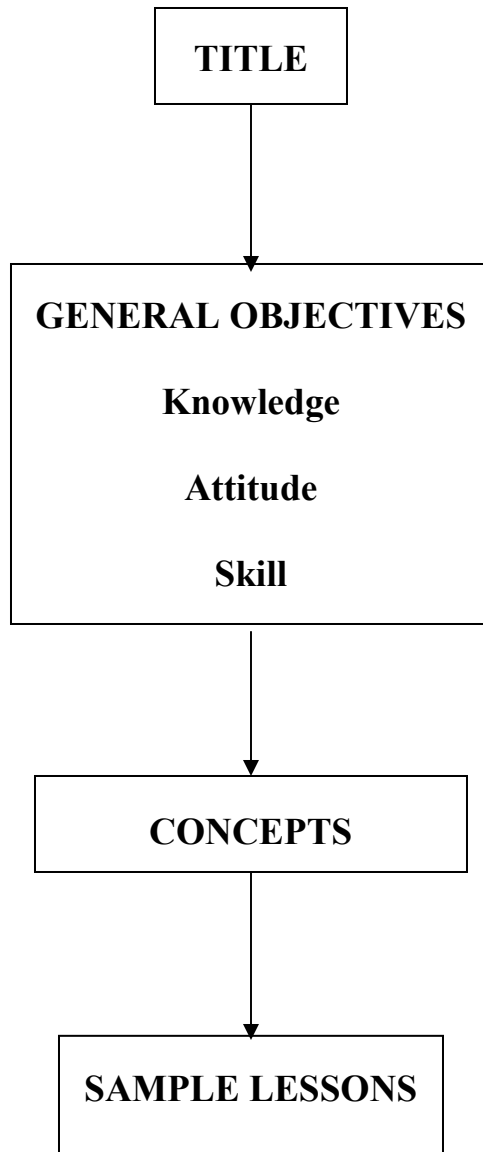
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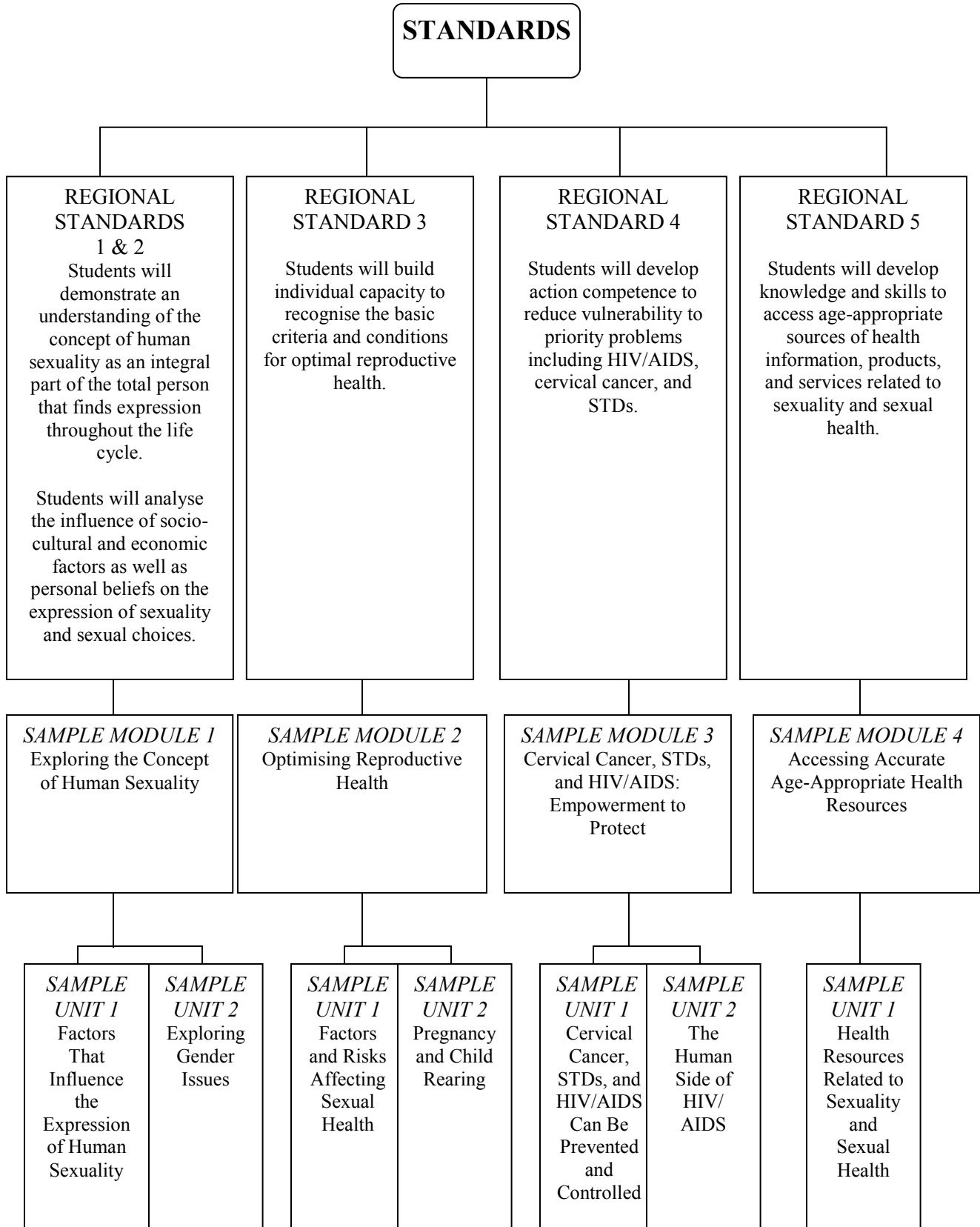
MODULE LAYOUT



UNIT LAYOUT



THEME: Sexuality and Sexual Health (Age Level 11–12)



MODULES	CORE OUTCOMES	UNITS	CONCEPTS
<p><i>Sample Module 1</i></p> <p>Human Sexuality and Gender Issues</p> <p>(From Regional Standards 1 & 2)</p>	<ol style="list-style-type: none"> 1. Develop strategies for coping with the various changes associated with puberty. 2. Assess traditional role expectations of boys and girls in our changing society. 3. Assess ways in which behaviour can be interpreted as being “sexual.” 4. Demonstrate skills in communicating about sexual issues with parents, peers, and/or significant others. 5. Critically analyse the key factors influencing sexual choices and experiences. 	<p><i>Sample Unit 1</i></p> <p>Factors That Influence the Expression of Human Sexuality</p>	<ol style="list-style-type: none"> 1. It is important to develop strategies to cope with the changes associated with puberty. 2. The expression of one’s sexuality is influenced by various factors: personal beliefs, religion, culture, and media. 3. There are skills necessary to identify strategies used by the media to influence decisions about the expression of one’s sexuality. 4. Communicating openly about sexuality with significant others requires the development of social skills. 5. Traditional gender roles are changing
<p><i>Sample Module 2</i></p> <p>Optimising Reproductive Health</p> <p>(From Regional Standard 3)</p>	<ol style="list-style-type: none"> 1. Critically analyse the risks that impact on reproductive health. 2. Demonstrate knowledge of the impact of raising a child. 	<p><i>Sample Unit 1</i></p> <p>Factors and Risks Affecting Reproductive Health</p> <p><i>Sample Unit 2</i></p> <p>Pregnancy and Child Rearing</p>	<ol style="list-style-type: none"> 1. There are risks that impact on reproductive health: poor nutrition and risky sexual behaviour. 1. Raising a child affects the parents in several ways: financial, social, emotional, physical, and educational.

<p><i>Sample Module 3</i></p> <p>Cervical Cancer, STDs, and HIV/AIDS: Empowerment to Protect</p> <p>(From Regional Standard 4)</p>	<ol style="list-style-type: none"> 1. Make appropriate choices to reduce the risks associated with contracting HIV, cervical cancer, and STDs. 2. Set personal goals to minimise the risks of contracting HIV, cervical cancer, or STDs. 3. Demonstrate ways of empathising and supporting persons and families affected by HIV and AIDS. 	<p><i>Sample Unit 1</i></p> <p>Cervical Cancer, STDs, and HIV/AIDS Can Be Prevented and Controlled</p>	<ol style="list-style-type: none"> 1. Personal goal setting minimises the probability of the individual engaging in risky behaviours that could jeopardise the attainment of personal goals. 2. Reducing the risks associated with contracting HIV, cervical cancer, and STDs involves making appropriate, informed choices.
		<p><i>Sample Unit 2</i></p> <p>The Human Side of HIV/AIDS</p>	<ol style="list-style-type: none"> 1. Persons affected by HIV/AIDS have special needs and therefore need empathy and support from others. 2. Persons living with HIV/AIDS may experience stigmatisation and discrimination.
<p><i>Sample Module 4</i></p> <p>Accessing Accurate Age-Appropriate Health Resources</p> <p>(From Regional Standard 5)</p>	<ol style="list-style-type: none"> 1. Demonstrate the ability to locate and utilise community resources that support the health, social, and emotional needs of families. 	<p><i>Sample Unit 1</i></p> <p>Health Resources Related to Sexuality and Sexual Health</p>	<ol style="list-style-type: none"> 1. There are resources that can be accessed to support the health, emotional, and social needs of families: sexuality, child abuse, sexual assault/harassment, and domestic violence.

SAMPLE MODULE 1
EXPLORING THE CONCEPT OF HUMAN SEXUALITY

Regional Standard 1

Students will demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle.

Regional Standard 2

Students will analyse the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.

Overview

A differentiation needs to be made between the terms sex and sexuality. Sexuality is presented as including biological sex, gender, and gender identity. One’s sexuality also encompasses the many social, emotional, and psychological factors that shape the expression of values, attitudes, social roles, and beliefs about self and others as being male or female. It is important to have students develop positive attitudes about self and their evolving sexuality.

Young people make daily decisions about their sexual behaviour, values, and attitudes. Family, religion, culture, technology including media, and peers influence these decisions. It is critical to provide students with knowledge and skills that will assist them in understanding their own sexuality and realising their potential as effective and caring human beings.

General Objectives

At the end of this module students will:

1. Demonstrate an understanding of human sexuality and the concept of gender.
2. Demonstrate positive attitudes toward self and persons of the opposite gender.
3. Apply coping and cognitive skills to manage the expression of their sexuality.
4. Apply social and cognitive skills to treat equitably with gender issues.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
Coping with Changes	Brainstorming	Create a collage
Marching to the Beat of My Own Drum	Oral presentation	Creative design (postcard)
My Daddy Stays at Home and My Mummy Goes to Work	Creative thinking	Essay writing
	Role play	Creative expression
	Checklist	Personal hygiene diary
Things I Like About the Other Gender	Creative expression/writing	Make a video
Talk It Out!	Lecture/documentary	Create a comic strip
	Games	Group presentation
	Songs/music	Peer assessment
The Message in the Music	Movement exercise	
	Video presentation	

FACTORS THAT INFLUENCE THE EXPRESSION OF HUMAN SEXUALITY

General Objectives

At the end of this unit students will:

1. Demonstrate an understanding of the components of sexuality. (Knowledge)
2. Demonstrate an understanding of the factors that influence the expression of human sexuality. (Knowledge)
3. Assume personal responsibility for managing the expression of their sexuality. (Attitudes)
4. Apply coping, social, and cognitive skills to promote healthy, responsible sexual behaviours. (Skills)

Concepts	Lesson Titles/ Sample Lessons	Strategies	Assessment
<ul style="list-style-type: none"> • The expression of one’s sexuality is influenced by various factors: personal beliefs, religion, culture, and media. • There are skills necessary to identify strategies used by the media to influence decisions about the expression of one’s sexuality. • Communicating openly about sexuality with significant others requires the development of social skills. • It is important to develop strategies to cope with the changes associated with puberty. 	<ul style="list-style-type: none"> • The Message in the Music • Marching to the Beat of My Own Drum. • Talk It Out! • Coping with Changes. • SAMPLE LESSON – Things I Like About the Other Gender <p>Specific Objectives: At the end of this lesson students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the concept of gender. 2. Demonstrate a discriminating attitude toward the other gender. 3. Use social skills to analyse and express personal attitudes toward the other gender. 	<p>Brainstorming Creative writing Checklist</p>	<p>Creative expression Group presentation</p>

SAMPLE LESSON
THINGS I LIKE ABOUT THE OTHER GENDER

Age Level: 11–12

Duration: 40 minutes

Purpose: To develop healthy attitudes toward the other gender

Student Objectives: Students will be able to:

1. Explain the concept of “gender.”
2. Demonstrate a positive attitude toward the other gender.
3. Use social skills to analyse and express personal attitude toward the other gender.

Materials: Chalkboard, chalk, and poem/song depicting qualities of each gender

Step 1: Introduction (3–5 minutes)

- T reads poem/song lyrics to class and asks:
 - Are boys and girls viewed in the same way in the poem/song?
 - How are they viewed?
 - Do you think that the person who composed the poem/song was male or female? Why?

Step 2: (20–25 minutes)

- T introduces the topic and explains the concept of “gender.”
- Individually, Ss write a short paragraph expressing how they feel about the other gender.
- Ss form small same-sex groups and share what they have written using the following guide:
 - Are the views similar/different, positive/negative, or realistic/unrealistic?
- T facilitates the process.
- In plenary, two volunteers from each group, preferably with opposing views, share their paragraphs.
- Ss respond verbally and briefly to each presentation as T facilitates.

Step 3: (10 minutes)

- T explains that the attitudes we have toward the other gender influences our behaviour toward them. It is therefore important to develop positive attitudes toward the other gender in order to foster healthy relationships with them.
- Ss make positive statements about the other gender and T records these on the board under male or female headings.
- T points out similarities and **emphasises the human, universal qualities of these statements.**
- T summarises and outlines the assignment.

Evaluation/Homework (3–5 minutes)

- Small groups of same-sex students write and present a poem/song in tribute to the other gender.

Regional Standard 3

Students will build capacity to recognise the basic criteria and conditions for optimal reproductive health.

Overview

Young people are facing a variety of risks that compromise their sexual and reproductive health. Acquisition of requisite skills to counteract these risks will increase the opportunity to maximise learning and provide a foundation for a healthy population.

General Objectives

At the end of this module students will:

4. Demonstrate an understanding of the basic criteria and conditions for optimal reproductive health.
5. Demonstrate appreciation for the importance of attaining and maintaining optimal reproductive health.
6. Use appropriate skills to attain and maintain optimal reproductive health.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
Myths Associated with Sexual Activity Armour of Resiliency Leave Me Alone! Understanding Sexual Exploitation Parenting Responsible Choices Parenting Skills – My Egg (or Flour Sack) Baby Film Discussion	Brainstorming Modelling Creative thinking Role play Small-group discussion Creative expression/writing Cooperative learning group Lecture/documentary Games Songs Teamwork Video presentation Guest speaker	Poster Creative design (postcard) Creative writing (letter) Creative expression Personal hygiene diary Make a video Create a comic strip Group presentation Peer assessment

Age Level 11–12: SAMPLE UNIT 1
FACTORS AND RISKS AFFECTING REPRODUCTIVE HEALTH

General Objectives

At the end of this unit students will:

4. Demonstrate knowledge of the factors and risks affecting reproductive health. (Knowledge)
5. Demonstrate an acceptance of responsibility for attaining and maintaining optimal reproductive health. (Attitudes)
6. Use coping, social, and cognitive skills to enhance reproductive health. (Skills)

Concepts	Lesson Titles/ Sample Lessons	Strategies	Assessment
<ul style="list-style-type: none"> • There are risks that impact on reproductive health: poor nutrition and risky sexual behaviour. 	<ul style="list-style-type: none"> • Armour of Resiliency • <i>SAMPLE LESSON</i> – Myths Associated with Risky Sexual Behaviour <p>Specific Objectives: At the end of this lesson students will be able to:</p> <ol style="list-style-type: none"> 1. Identify myths associated with risky sexual behaviour. 2. Demonstrate an acceptance of responsibility for their actions. 3. Assert themselves regarding elements of risks to their reproductive health. <ul style="list-style-type: none"> • Leave Me Alone! • Understanding Sexual Exploitation 	<p>Brainstorming Small-group discussion Modelling</p>	<p>Poster</p>

SAMPLE LESSON
MYTHS ASSOCIATED WITH SEXUAL BEHAVIOUR

Age Level: 11–12

Duration: 40 minutes

Purpose: To identify and dispel myths associated with risky sexual behaviour

Student Objectives: Students will be able to:

1. Identify myths associated with risky sexual behaviour.
2. Demonstrate an acceptance of responsibility for their sexual behaviour.
3. Use assertiveness skills to reduce risks to their reproductive health.

Materials: Index cards, chalkboard, and chalk

Preparation: Write one myth on each index card. [See BACKGROUND INFORMATION]

Step 1: Introduction (2 minutes)

- ❑ T makes a statement of a well-known myth and asks if it is true or false.
- ❑ Ss respond.
- ❑ T defines what is a myth and states that they are potentially dangerous when used as a basis for making decisions.

Step 2: (12–15 minutes)

- ❑ Divide the class into groups of five (5). State that each group will pick one card turn-wise. The volunteer who picks up the card reads it aloud to the group. Group members can take a short time to decide whether the statement is a myth or a fact. The volunteer should announce the decision of the group.
- ❑ On receiving the answer to each statement, T asks the other groups about their opinions and verifies the response. (During the game, if a group member's response is ridiculed, remind the group that we all have beliefs.)
- ❑ T asks Ss if they have anything else to add. T reassures Ss that beliefs are sometimes based on incorrect information, but since we are open-minded, we can admit that we are misinformed and re-examine behaviours that were influenced by misinformation.

Step 3: (10–12 minutes)

- ❑ T explains assertive behaviour to Ss and models a few of them.

Step 3: (10 minutes)

- ❑ T presents hypothetical risky situations. Ss practise responding assertively.
- ❑ T reinforces efforts and makes suggestions for improvement.

Evaluation/Homework (3 minutes)

- ❑ In groups, students create a poster depicting a child asserting himself/herself in a risky situation.

BACKGROUND INFORMATION

What is a myth?

- Myths address key issues that are relevant to a particular society; they provide norms of behaviour and reasons for these norms.
- Myths are told as entertainment at an early age, and they have great subconscious impact.
- We don't usually analyse myths for their meaning, and people are surprised to discover the full implications behind the myths.

(From the School to School Connection Project Web site:
<http://brazil.accc.ca/english/gender/definition.htm>)

RISKS AND MYTHS ASSOCIATED WITH RISKY SEXUAL BEHAVIOUR

	MYTH	FACT
1.	A girl cannot get pregnant the first time she has sexual intercourse.	You CAN get pregnant the first time. In fact, many girls DO get pregnant the first time.
2.	Sexual intercourse is really the best way to express your love and affection for someone.	NO. There are different ways of expressing love besides having sex.
3.	A girl cannot get pregnant if the boy ejaculates outside of the vagina.	Even before he comes (ejaculates), a boy's penis leaks semen that contains thousands of sperm.
4.	You cannot get pregnant if you have sex while standing.	This does NOT prevent pregnancy.
5.	If you shower immediately after having sex, you reduce the risk of getting pregnant.	This activity does NOT prevent pregnancy.
6.	A girl cannot get pregnant while having her period.	WRONG AGAIN! Although it is less likely, it is still possible.
7.	STDs can be cured if the man with an STD has sex with a virgin girl.	No, it will not cure him, but he could PASS ON THE INFECTION to the girl.
8.	You can tell if a person has HIV/STD just by looking at him/her.	NO. Most people look very healthy.
9.	Once a boy gets an erection, he must have sex or it will be harmful to him.	NO. The erection will subside without causing any harm.
10.	All teens/young persons are having sex these days.	NO. Many are choosing ABSTINENCE.

ASSERTIVENESS

What is assertiveness?

Assertiveness is the ability/skill to honestly express your opinions, feelings, attitudes, and rights, *without undue anxiety*, in a way that does NOT infringe on the rights of others.

Where does non-assertive behaviour come from?

Many of us are taught that we should always please and/or defer to others; that it is not nice to consider our own needs above those of others; or that we should not “make waves”; that is, if someone says or does something that we don’t like, we should just be quiet and try to stay away from that person in the future. **Non-assertive behaviour can expose us to health risks.**

Why is it important to know how to be assertive?

If you don’t know how to be assertive, you might experience:

- **Depression** – Anger turned inward; a sense of being helpless, hopeless, or of having no control over your life.
- **Resentment** – Anger at others for manipulating or taking advantage of you.
- **Frustration** – Anger at not being in control.
- **Temper/violence** – Lashing out at others because of inability to manage anger that is building up.

Most people find it easier to be assertive in some situations than in others. This makes perfect sense. It is a lot easier to hold your ground with a stranger than with someone you love who might get angry if you express your true feelings. But the more important the relationship is to you, the more important it is to be assertive. Assertive behaviours lead to increased respect from others, their willingness to see you as a person who respects him/herself, a *worthwhile* person, and a more loveable person.

Is assertiveness always the best way to go?

Before making a decision to act assertively in a given situation, consider the likely consequences. Some people might react negatively to it. The other person may be used to your behaving in a certain way and may be confused when you change your communication style. It is better to tell the other person up front what you’re trying to do. It helps to choose a peaceful moment for this.

An example of an assertive communication

“I need to tell you something, and I’d like you to hear me out before you comment. I’ve noticed that whenever we do group work, you forget to help with cleaning up. This really frustrates me. Can we clean the area together to create less stress for both of us?”

How to be effectively assertive

- Use assertive body language. Face the other person, stand or sit straight, don’t use dismissive gestures, be sure you have a pleasant, but serious facial expression, keep your voice calm and soft, not whiney or abrasive.

- Use “I” statements. Keep the focus on the problem you’re having, not on accusing or blaming the other person. “I’d like to be able to tell my stories without interruption” instead of “You’re always interrupting my stories!”
- Use facts, not judgments. “Your punctuation needs work and your formatting is inconsistent” instead of “This is sloppy work,” or “Did you know that shirt has some spots?” instead of “You’re not going out looking like THAT, are you?”
- Express ownership of your thoughts, feelings, and opinions. “I get angry when he breaks his promises” instead of “He makes me angry,” or “I believe the best policy is to . . .” instead of “The only sensible thing is to . . .”
- Make clear, direct requests. Don’t invite the person to say no. “Will you please . . .?” instead of “Would you mind . . .?”

Some Final Points

Try making assertiveness a habit. People can sense it when you respect yourself, and they will treat you with respect. This is the ultimate goal of assertive communication.

(Adapted from “USCD Housing and Dining Services.” Retrieved from the Web site: <http://hds.uscd.edu/revelle/images/Assertiveness.pdf>.)

Age Level 11–12: SAMPLE UNIT 2
PREGNANCY AND CHILD REARING

General Objectives

At the end of this unit students will:

1. Demonstrate knowledge of the requirements and impact of raising a child. (Knowledge)
2. Demonstrate knowledge of the factors that support healthy pregnancy. (Knowledge)
3. Demonstrate an acceptance of the seriousness of pregnancy and child rearing. (Attitudes)
4. Use coping, cognitive, and social skills to analyse and evaluate the factors that influence reproductive health and child rearing. (Skills)

Concepts	Lesson Titles/ Sample Lessons	Strategies	Assessment
<ul style="list-style-type: none"> • Raising a child affects the parents in several ways: financially, socially, emotionally, physically, and educationally. 	<ul style="list-style-type: none"> • Responsible Choices • <i>SAMPLE LESSON – Parenting</i> Specific Objectives: At the end of this lesson students will be able to: <ol style="list-style-type: none"> 1. Discuss the consequences of raising a child. 2. Express their feelings concerning the responsibilities associated with parenting. 3. Use communication and critical-thinking skills to analyse the responsibilities associated with parenting. • Parenting Skills – My Egg (or Flour Sack) Baby • Film Discussion 	Brainstorming Cooperative learning group Modelling Creative writing	Dramatic presentation

SAMPLE LESSON PARENTING


Age Level: 11–12

Duration: 40 minutes

Purpose: To analyse the impact of having a child

Student Objectives: Students will be able to:

1. Discuss the consequences of raising a child.
2. Express their feelings concerning the responsibilities associated with parenting.
3. Use communication and critical-thinking skills to analyse the responsibilities associated with parenting.



- Be sensitive to judgmental statements that students may be inclined to make.
- Ensure that male participation in child rearing is addressed.

Materials: Posters/advertisements depicting the consequences of teenage parenting, and transcript of interview/essay written by teenage parent

Preparation: Interview a teenage mother or ask her to write about her parenting experiences.

Step 1: Introduction (3–5 minutes)

- T draws Ss' attention to posters/advertisements depicting teenage parents.
- Ss write their own comment based on what is depicted in the posters/advertisements.

Step 2: (12–15 minutes)

- In groups of no more than five (5), Ss discuss the case study of a teen mother and complete the handout.
Ss may refer to their earlier comment when filling out their own thoughts and feelings after hearing/reading [Mary's] story.

Step 3: (10 minutes)

- T and Ss discuss and clarify questions/issues related to some of the ways having a baby has affected [Mary's] life.

Evaluation (10 minutes)

- Ss select one of the following scenarios and construct a dialogue on the consequences of teen parenting.
(T must ensure that Ss include thoughts and feelings about the topic.)
 1. Two neighbours discuss a teenage parent.
 2. A teacher and students discuss a teenage parent.
 3. A parent and a teenage child discuss a teenage parent.
 4. Two students discuss a teenage parent.

FOLLOW-UP: Ss may present dialogues as a role play in a follow-up lesson *or* at a school assembly.

HANDOUT

Name:

PARENTING . . . THIS IS THE WAY I SEE IT

You have just heard/read [Mary's] experiences as a teen parent. Try to imagine the feelings of each of the people involved in her situation. Describe how you think each person thinks and feels from his or her participation in the events.

Viewpoint	Thoughts	Feelings
1. [Mary]		
2. [Mary's] parent/ guardian		
3. [Mary's] classmates		
4. The baby's father		
5. My own		

What are some of the ways having a baby has affected [Mary's] life?

.....
.....
.....

SAMPLE MODULE 3
CERVICAL CANCER, STDs, AND HIV/AIDS: EMPOWERMENT TO PROTECT

Regional Standard 4

Students will develop action competence to reduce vulnerability to priority problems including HIV/AIDS, cervical cancer, and STDs.

Overview

Beyond knowledge of HIV/AIDS, cervical cancer, and STDs as a disease, efforts have to be intensified to render students less vulnerable to contracting and spreading HIV, cervical cancer, and STDs. Addressing issues related to the physical and emotional aspects of HIV/AIDS, stigma of living with HIV/AIDS, and discrimination against people living with HIV/AIDS is critical. Importantly, students are encouraged to practise abstinence and a drug-free lifestyle.

General Objectives

At the end of this module students will:

1. Demonstrate an understanding of the differences among AIDS, STDs, and cervical cancer.
2. Demonstrate an understanding of the physical, emotional, and social aspects of HIV infection and AIDS.
3. Empathise with and support persons affected with HIV and AIDS and advocate on their behalf.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
HIV/AIDS: Reducing the Risks Preventing the Spread of HIV Alcohol and Drugs Can Kill . . . in More Ways Than One Planning Ahead Showing Empathy and Support for Persons and Families Affected by HIV/AIDS Don't Judge Me . . . You Don't Know Me The Power of Choice Cervical Cancer – The Facts Reporters on STDs	Brainstorming Case studies Role play Small-group discussion Cooperative learning groups Anonymous questions Creative expression/writing Lecture/documentary Video presentation Skills rehearsal Guest speaker	Quizzes Role play Poster/artwork Journaling Group presentations Letter to editor Essay/composition Debates Radio programme Song/rap Peer assessment Research report

Age Level 11–12: *SAMPLE UNIT 1*

CERVICAL CANCER, STDS, AND HIV/AIDS CAN BE PREVENTED AND CONTROLLED

General Objectives

At the end of this unit students will:

1. Demonstrate an understanding of the risks associated with contracting HIV, STDs, and cervical cancer. (Knowledge)
2. Demonstrate a personal responsibility for maintaining sexual health with respect to HIV, STDs, and cervical cancer. (Attitudes)
3. Practise social, coping, and cognitive skills to avoid engaging in at-risk behaviours associated with contracting HIV, STDs, and cervical cancer. (Skills)

Concept	Lesson Titles/ Sample Lessons	Suggested Strategies	Assessment
<ul style="list-style-type: none"> • Personal goal setting minimises the probability of the individual engaging in risky behaviours that could jeopardise the attainment of personal goals. • Reducing the risks associated with contracting HIV, cervical cancer, and STDs involves making appropriate, informed choices. 	<ul style="list-style-type: none"> • This Is How I Feel • HIV/AIDS: Reducing the Risks • It’s Not Worth the Risks • Planning Ahead • <i>SAMPLE LESSON – Alcohol and Drugs Can Kill . . . in More Ways Than One: Alcohol</i> <p>Specific Objectives: At the end of this lesson students will be able to:</p> <ol style="list-style-type: none"> 1. State the effect of alcohol consumption on sexual behaviour. 2. Demonstrate a responsible attitude toward the consumption of alcohol. 3. Demonstrate refusal skills using the R.E.A.L. model. 	<p>Brainstorming Small-group discussion Group presentations Creative writing</p>	<p>Creative writing (rap, calypso, dub, or chutney)</p>

SAMPLE LESSON
ALCOHOL AND DRUGS CAN KILL . . . IN MORE WAYS THAN ONE: ALCOHOL

Age Level: 11–12

Duration: 40 minutes

Purpose: To understand that alcohol can impair judgment, reduce inhibition, and thus lead to risky sexual behaviour

Student Objectives: Students will be able to:

1. State the effects of alcohol consumption on sexual behaviour.
2. Demonstrate a responsible attitude toward the consumption of alcohol.
3. Demonstrate refusal skills using the R.E.A.L. model (Refuse, Explain, Avoid, Leave).

Materials: Simulated can of beer, student worksheets, chalkboard, and chalk

Preparation: Wrap a soft drink can with a sheet of paper. Write the word “BEER” or “ALCOHOL” on this label.

Step 1: Introduction (10 minutes)

- Brainstorm session on the effects of alcohol on behaviour generally.
- T focusses the discussion on how alcohol:
 - Impairs judgment;
 - Reduces inhibition;
 - Makes people more vulnerable to unwanted sexual advances.

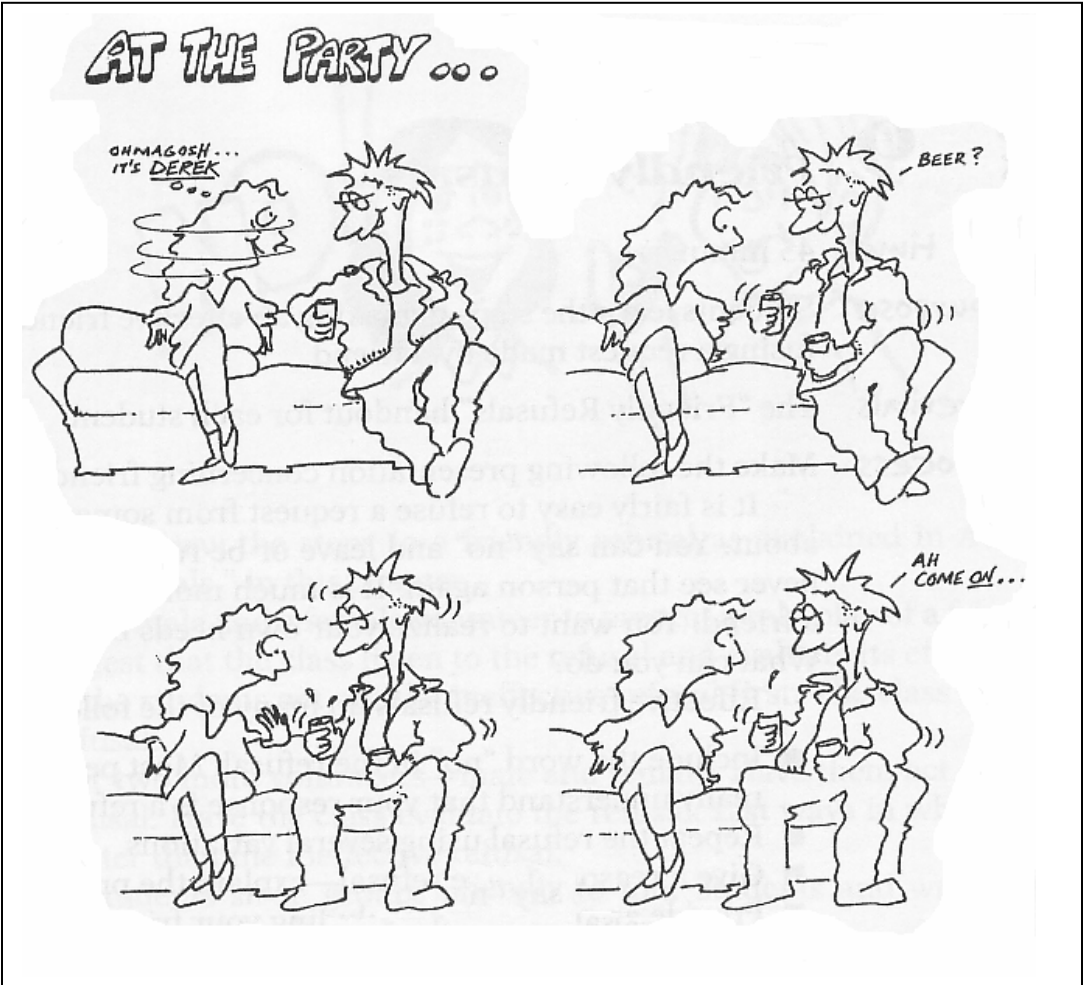
Step 2: Development (30 minutes)

- The comic strip “At the Party” is distributed to groups of Ss. The strip ends at the frame where the person is deciding what to do.
- Each group is asked to state **one** alternative. The T writes responses on the chalkboard.
- T uses these alternatives to introduce the R.E.A.L. model of refusal skills and models the behaviours.
- In groups of two, Ss role-play **one** aspect of the R.E.A.L. model using as their point of departure the scenario outlined in the comic strip. [See LESSON NOTE]
- Debrief:
 - Were refusal skills used effectively?
 - How did you feel when demonstrating the refusal skills?
 - Do you think you will be able to use these skills in a real-life situation?
 - If not, why not?

Evaluation/Homework

- In groups consisting of no more than five (5) Ss, compose a rap/calypso/dub/chutney song incorporating the following elements:
 - The effects of alcoholic consumption on sexual behaviour;
 - Demonstration of a responsible attitude toward the consumption of alcohol;
 - Refusal skills using the R.E.A.L. model.

COMIC STRIP



The Girl's Response:

BACKGROUND INFORMATION

REFUSAL SKILLS

The R.E.A.L. Strategies

Research evidence has revealed four strategies used successfully by adolescents to resist offers of substance use without becoming social outcasts. These strategies form the acronym R.E.A.L. These strategies are:

1. **REFUSE** - Simply saying “no” to substance use offers.
2. **EXPLAIN** - Giving more elaborate reasons for refusal (such as “I have asthma and I can’t smoke anything” or “I am taking medication” or “I have decided not to drink alcohol for religious reasons.”).
3. **AVOID** - Avoiding situations where substances may be used and offered. (For example, deciding not to attend a party where young people will be drinking.)
4. **LEAVE** - **Leaving situations where substances are used and offered. (For example, leaving a party when alcohol is being passed around, or leaving the toilet area when others begin smoking.)**

(Adapted from the “Keepin’ It REAL” Web site: <http://keepinitreal.asu.edu/Curriculum.htm>)

LESSON NOTE

Step 2: T should ensure that there is no gender bias in the scenarios. For example, have a girl offering a boy a drink, or a girl offering another girl a joint of marijuana.

Age Level 11–12: SAMPLE UNIT 2
THE HUMAN SIDE OF HIV/AIDS

General Objectives

At the end of this unit students will:

1. Demonstrate an awareness of the discrimination and stigmatisation experienced by persons affected by HIV/AIDS. (Knowledge)
2. Demonstrate positive attitudes toward persons affected by HIV/AIDS. (Attitudes)
3. Practise empathy, support, and advocacy in relation to persons infected/affected by HIV/AIDS. (Skills)

Concept	Lesson Titles/ Sample Lessons	Suggested Strategies	Assessment
<ul style="list-style-type: none"> • Persons affected by HIV/AIDS have special needs and therefore need empathy and support from others. • Persons living with HIV/AIDS may experience stigmatisation and discrimination. 	<ul style="list-style-type: none"> • SAMPLE LESSON – Showing Empathy and Support for Persons and Families Affected by HIV/AIDS <p>Specific Objectives: At the end of this lesson students will be able to:</p> <ol style="list-style-type: none"> 1. Identify ways in which they can show empathy and support for persons affected by HIV/AIDS and their families. 2. Demonstrate empathy for persons affected by HIV/AIDS. 3. Use critical-thinking and communication skills to show empathy and support for persons and families affected by HIV/AIDS. <ul style="list-style-type: none"> • Don't Judge Me . . . You Don't Know Me 	Case study Small-group discussions	Creative writing

SAMPLE LESSON
SHOWING EMPATHY AND SUPPORT FOR PERSONS AND FAMILIES
AFFECTED BY HIV/AIDS

Age Level: 11–12

Duration: 40 minutes

Purpose: To develop social awareness and empathy for persons and their families affected by HIV/AIDS

Student Objectives: Students will be able to:

1. Identify ways in which they can show empathy and support for persons affected/infected by HIV/AIDS.
2. Demonstrate empathy for persons affected/infected by HIV/AIDS.
3. Use critical-thinking and communication skills to show empathy and support for persons affected/infected by HIV/AIDS.

Materials: Copies of the handout “*AIDS Can Happen to You!*” for each student, and pictures of different persons (different ages, sex, and ethnic background)

Preparation: Find photos/pictures of persons of differing age, sex, and ethnicity.

Step 1: Introduction (3–5 minutes)

- T holds up a series of pictures and for each picture asks: “Do you think this person can become infected with HIV or get AIDS?”
- T asks Ss: “Do you think you can become infected with HIV or get AIDS?” and Ss respond.
- T follows up by stating that anyone can contract HIV and get AIDS.

Step 2: (10–15 minutes) (Cooperative)

- In groups of no more than five (5), Ss are given copies of the letter “*AIDS Can Happen to You!*” with the following questions to guide group discussions:
 - Why didn’t Jim think that he could get AIDS?
 - Do you believe many young people like Jim think that they can’t get AIDS?
 - How did being HIV-positive affect Jim’s life?
 - Why do you think his mother wrote this letter for you and others to read?
- Groups share what they discussed and T facilitates this process.

Step 3: (10–12 minutes)

- T points out that persons living with AIDS and their families need support and empathy.
- In groups again, Ss are asked to identify ways to show empathy and support for persons living with AIDS and their families. [See BACKGROUND]
- Ss share their ideas of showing empathy with the class and T supplements list.

Evaluation/Homework (8 minutes)

- Ss write a response to the following letter:

My best friend's older brother has AIDS and is very ill. He/she is usually tired or sad, especially when his/her brother is in the hospital. It seems like he/she is going there more often now.

What can I say to my friend? How can I show my friend that I care about him/her? What should I say if I am at his/her home and I am around his/her brother?

Awkward

HANDOUT

AIDS CAN HAPPEN TO YOU!

I'm the mother of a son who has died of AIDS.

Jim wasn't concerned about AIDS because he thought AIDS only hit the druggies, and he didn't do drugs.

Jim wasn't concerned about AIDS because he thought AIDS only hit those with several sexual partners, and he had only one.

Jim wasn't concerned about AIDS because he thought AIDS only hit people who were poorly nourished and had poor health habits, and he ate carefully, didn't smoke, and prided himself on regular workouts and running marathons.

Jim wasn't concerned about AIDS because he thought AIDS only hit the unhealthy, and he had regular physical and dental check-ups.

But, Jim tested positive to HIV. He still wasn't going to get AIDS because he was really taking care of himself—6'2" tall, 180 lb., and feeling great!

But, Jim did get AIDS. He missed three months of work because of pneumonia, but then again felt great, and was back to work and running marathons.

Jim was going to beat this disease. But no one beats AIDS, and after 18 months, Jim was too ill to work.

After a year, Jim was too sick to take care of himself.

And, after another year, he had six major diseases, was taking 26 medications by mouth, and having constant intravenous drugs and several units of blood per week.

Jim died from AIDS-related causes as a young man with a college education, a nice car, a good job, and a lot of living to do.

Jim was infected with HIV as a teenager.

He was my only son.

AIDS can happen to you!

Sincerely,
Ruth Grove

BACKGROUND INFORMATION

What are some ways to show compassion for persons living with AIDS and their families?

- a. Be educated about the myths about AIDS so that you will not have unrealistic fears. For example, you will not become infected with HIV just by being in the same room with a person who is infected.
- b. You can shake hands and hug this person. As long as no body fluids are exchanged, being around a person who is HIV-infected or has been diagnosed with AIDS is not a health risk for you.
- c. Be open and honest and share feelings with a person living with AIDS. As with all serious illnesses, many people are afraid to discuss what will happen next. They may be afraid to ask the person about his/her feelings. A person living with AIDS is like any other person when it comes to communication. In order to be close, feelings must be shared. Being a good listener is a way to show compassion. When the person is hospitalised, notes and cards can be reassuring.
- d. Be supportive with time and energy. As with any serious illness, the family of the person living with AIDS has new responsibilities. Perhaps a brother or sister of a family member living with AIDS is a friend or classmate of yours. There may be ways that you can help this person.

(Adapted from <http://www.col-ed.org/cur/misc/misc77.txt>)

SAMPLE MODULE 4
ACCESSING ACCURATE AGE-APPROPRIATE HEALTH RESOURCES

Regional Standard 4

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

Overview

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

General Objectives

At the end of this module students will:

1. Demonstrate an awareness of the various health resources available to them.
2. Value and promote the adoption of a healthy lifestyle.
3. Use appropriate skills to access age-appropriate health resources.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
Identifying and Accessing Health Resources	Brainstorming Case studies Role play Small-group discussion Cooperative learning groups Anonymous questions Lecture/documentary Video presentation Field trip Guest speaker	Quizzes Role play Poster/artwork Journaling Group presentations Letter to editor Essay/composition Debates Radio programme Song/rap Research report

Age Level 11–12: SAMPLE UNIT 1
HEALTH RESOURCES RELATED TO SEXUALITY AND SEXUAL HEALTH

General Objectives

At the end of this unit students will:

1. Demonstrate knowledge of the age-appropriate sources of health information, products, and services available to them. (Knowledge)
2. Demonstrate a personal responsibility for acquiring the knowledge, attitudes, and skills needed for maintaining sexual health. (Attitudes)
3. Use coping, social, and cognitive skills to access age-appropriate sources of health information, products, and services. (Skills)

Concepts	Lesson Titles/ Sample Lessons	Suggested Strategies	Assessment
<ul style="list-style-type: none"> • There are resources that can be accessed to support the health, emotional, and social needs of families: sexuality, child abuse, sexual assault/harassment, and domestic violence. 	<ul style="list-style-type: none"> • <i>SAMPLE LESSON</i> – Identifying and Accessing Health Resources Specific Objectives: At the end of this lesson students will be able to: <ol style="list-style-type: none"> 1. Identify sources of health information. 2. Demonstrate willingness to access available sources of health information. 3. Access specific health information relevant to their needs. 	Brainstorming Role play	Research project and report

SAMPLE LESSON
IDENTIFYING AND ACCESSING HEALTH SERVICE INFORMATION

Age Level: 11–12

Duration: 40 minutes

Purpose: To create an awareness of available health resources

Student Objectives: Students will be able to:

1. Identify sources of health service information.
2. Demonstrate willingness to access available sources of health information.
3. Access specific health service information relevant to their needs.

Materials: Chalkboard, chalk, telephone directory, and list of health service sources

Step 1: Introduction (1–2 minutes)

- T quickly poses the following questions to randomly selected Ss:
 - What number do you call to get the Fire service?
 - What number do you call to get the Police?
 - Your sister fell and broke her hand while you were playing . . . what is the telephone number for the Ambulance service?
- T tells Ss that the lesson is about the available health services and how these services can be accessed.

Step 2: (10 minutes)

- Brainstorm session: Ss identify sources of health information. These are compiled and supplemented by the T as needed.
- T asks: “How can we access information from these sources?”
- T facilitates the process and supplements the list. [See OPTION]

OPTION

- Ss go on a field trip to selected health service providers.

Step 3: (25 minutes)

- Ss engage in simple role play where they try to access health information (1) over the telephone, (2) by personal visit to the organisation, and (3) from the library (or Internet if available). T plays the role of the resource person.
- T and Ss summarise the elements of the lesson followed by a handout listing important health services, the services they provide, and a contact number, postal address, e-mail address, or fax number.

OPTION

- Ss speak directly to resource persons brought in from the selected health organisations.

EVALUATION/HOMEWORK

- Each S must select a health issue from a given list and access the appropriate source for the information needed. S presents a short written report detailing the topic, service contacted, the procedure used in getting the information, and the **actual information** received.

List of Topics:

HIV/AIDS
Diabetes
Child Abuse
Alcoholism
Drug Abuse
Rape

(T may supplement list)

BACKGROUND INFORMATION

SOURCES OF HEALTH INFORMATION

- Internet
- Library
- Media (e.g., the Discovery Channel)

LIST OF SOURCES AND PHONE NUMBERS

(Complete this list for your local services.)

Police Emergency –

Fire Emergency –

Ambulance/Hospital Emergency –

Family Doctor –

Cancer Society –

AIDS Hotline –

Alcoholics Anonymous –

Rape Crisis Centre –

Drug Abuse –

Child Abuse –

Dentist –

District Health Centre –

GUIDELINES FOR ASSESSMENT

Assessment is an important part of HFLE instruction. **Formative assessment** is critical in that it gives both teacher and students immediate feedback on performance. This feedback allows students to monitor their own progress so they gain competence in self-assessment. Teachers should develop clear criteria on how tasks are going to be assessed. Students should be informed of these criteria so that there are shared understandings of expectations. Samples of formative assessment tasks have been provided at the end of the sample lessons.

Summative assessment is given at the end of a unit or module. The feedback from this type of assessment gives a picture of how students are progressing re the relevant HFLE standard. Such assessment tasks may be assigned a value or grade.

Whether you are engaging in formative or summative assessment, the assessment tasks must match learning objectives and methodologies. For example, if an objective is to have students use a particular skill or demonstrate a positive attitude, a multiple choice test or a true/false test would be an inappropriate match. Such objectives would require students to do things so that performance tasks are implicated.

TOOLS FOR SCORING

Tools for scoring performance tasks include checklists, rating scales, and rubrics.

Checklists allow you to say whether behaviours are present or absent. For example, a generic checklist to determine whether a student can use a particular skill could be developed as shown below. You will need to fill in the information that is specific to the particular skill and a check mark (✓) under the relevant column would indicate whether the student is competent or not.

SIMPLE CHECKLIST

SKILL - _____

USING THE STEPS	YES	NO
Step 1		

Rating scales allow you to determine a range of performances. You may assign a number value or a label as appropriate. For example, the rating scale below may be used for a collage. (It could be adjusted for use with a poster, a postcard, or any task that requires creativity.).

Qualitative labels are suggested for formative assessment and number values (written in parentheses) for summative assessment.

RATING SCALE

COLLAGE _____

CRITERIA	OUTSTANDING (4)	ACHIEVING (3)	DEVELOPING (2)	EMERGING (1)
Creativity				
Attention to assigned theme				
Content accuracy				
Number of items				
Attitudes/feelings				
Titles and text				

Rubrics are used for assessing performance along a task-specific set of criteria. They are recommended for complex performance tasks. The elements of a rubric include a) the criteria for the task, b) levels of performance (qualitative, numeric, or both), and c) quality statements for each level. A major benefit of a rubric is that scoring is accurate, objective, and consistent. Rubrics may be tested, revised, and refined. They can then become part of a database for re-use and may be shared with colleagues. An example of a complex assessment task and a scoring rubric is provided below. For help with designing rubrics, go to <http://rubistar.4teachers.org>.

A summative assessment task and accompanying **rubric** for testing a module on *Cervical Cancer, STDs, and HIV/AIDS: Empowerment to Protect* at the 11–12 level follows. **Note that some criteria are weighted differently. Weighting reflects the emphasis given to that particular component of the task.**

RESEARCH REPORT ASSIGNMENT

Pretend that you are an investigative reporter for a local newspaper. Your task is to find out a) what school children know about the causes of cervical cancer, STDs, and HIV/AIDS, and b) whether their behaviours protect them or put them at risk for these lifestyle diseases. You have three weeks to complete the assignment. Your report should not be more than four pages.

Phase 1 - You will need to:

- Develop a simple questionnaire of no more than 10 questions.
- Decide how you will select your sample of students.
- Outline a plan for collecting your data.

You should check with me at this point **before** proceeding to the next step.

Phase 2 - Collect and analyse your data.

Phase 3 - Choose a suitable format to present your data (tables, graphs, etc.), and then write up your findings and recommendations.

RUBRIC FOR SUMMATIVE ASSESSMENT – RESEARCH REPORT

CRITERIA	Excellent	Good	Average	Unsatisfactory	Weighting
	4	3	2	1	
Introduction <ul style="list-style-type: none"> • Title • Table of contents • Background 	Title and table 6 to 8 important facts on topic	Title and table 4 to 5 facts on topic	Title and table 3 facts on topic	Title and/or table Fewer than 3 facts on topic	X 2
Plan Outline <ul style="list-style-type: none"> • Aim • Description of instrument • Sample identified • Procedure 	All 4 present and very well-done	All four present Weakness in 1 area	3 to 4 present Weakness in 2 areas	3 to 4 present Weakness in more than 2 areas	X 1
Presentation of Data <ul style="list-style-type: none"> • Valid • Format 	Data relate to topic; data are adequate; format is suitable	Weakness in 1 area	Weakness in 2 areas	Weakness in all areas	X 2
Analysis of Findings <ul style="list-style-type: none"> • Critical thinking 	Excellent use of analytical skills to make sense of data	Good use of analytical skills to make sense of data	Fair use of analytical skills to make sense of data	Little evidence of ability to use analytical skills	X 2
Quality of Report <ul style="list-style-type: none"> • Presentation • Organisation • Conclusion • Recommendations 	Neat and attractive; well-organised with headings; conclusions based on findings; practical recommendations	Weakness in 1 area	Weakness in 2 areas	Weakness in more than 2 areas	X 3

TOTAL = 40 MARKS

Health and Family Life Education Regional Framework

THEME

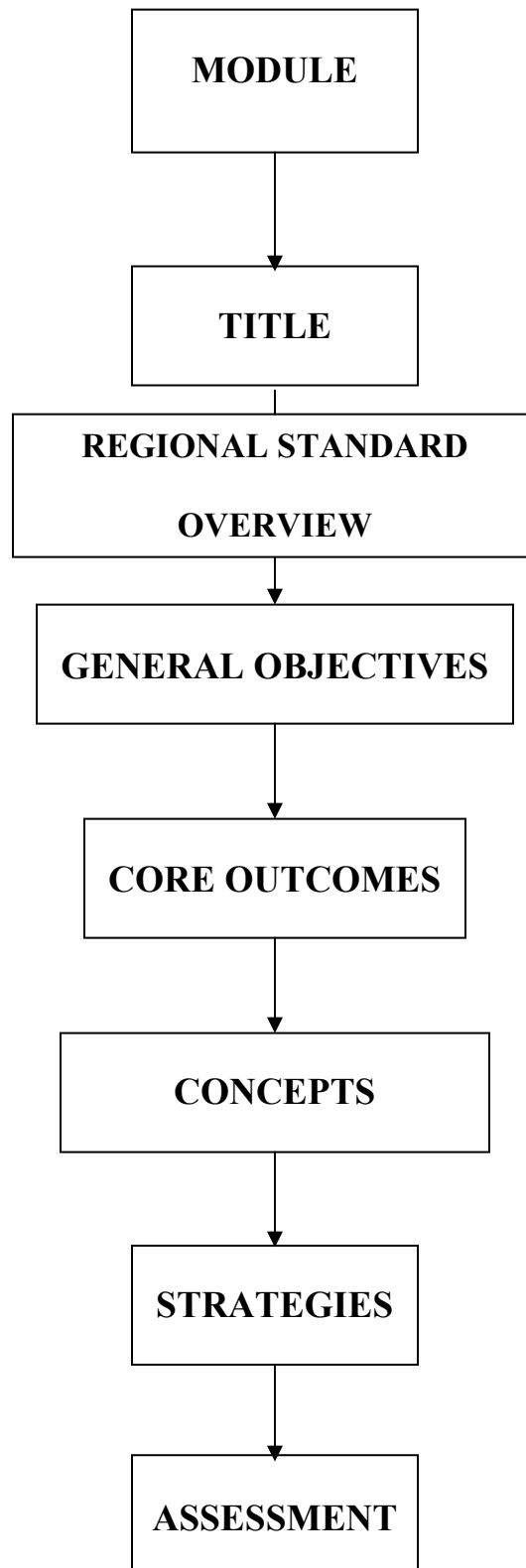
SEXUALITY
AND
SEXUAL HEALTH

AGE LEVEL
13–14

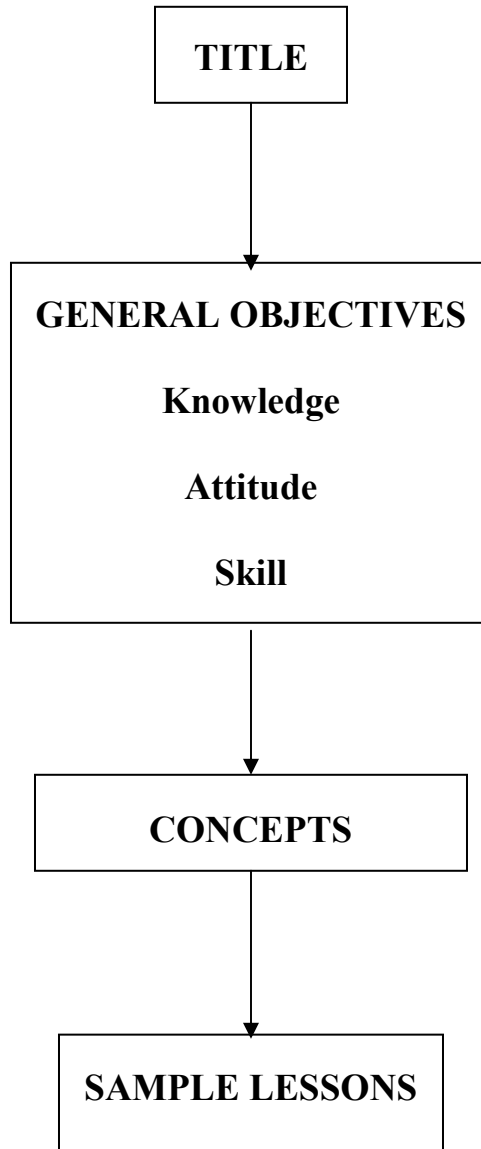
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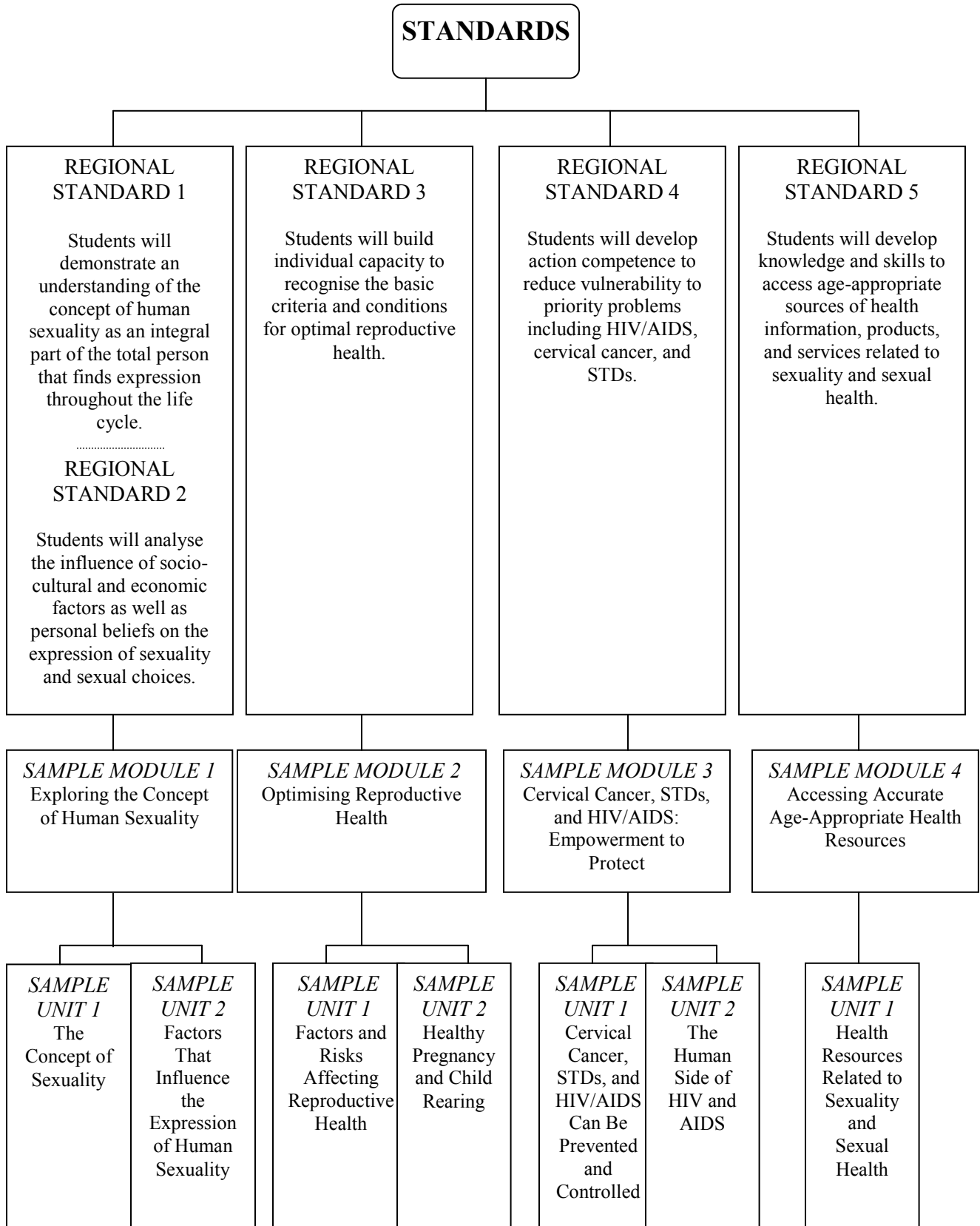
MODULE LAYOUT



UNIT LAYOUT



THEME: Sexuality and Sexual Health (Age Level 13–14)



MODULES	CORE OUTCOMES	UNITS	CONCEPTS
<p><i>Sample Module 1</i> Exploring the Concept of Human Sexuality (From Regional Standards 1 & 2)</p>	<ol style="list-style-type: none"> 1. Assess the capacity to enter into intimate sexual relationships. 2. Demonstrate use of strategies for recognising and managing sexual feelings and behaviours. 3. Critically analyse the impact of personal beliefs, media, money, technology, and entertainment on early sexual involvement. 4. Demonstrate skills to counter the negative influences reaching youth through personal beliefs, media, money, marketing, and technology. 	<p><i>Sample Unit 1</i> The Concept of Sexuality</p>	<ol style="list-style-type: none"> 1. During adolescence the capacity to enter into intimate relationships with the opposite sex is developed. 2. Sexual feelings are normal and legitimate but need to be managed.
		<p><i>Sample Unit 2</i> Factors That Influence the Expression of Human Sexuality</p>	<ol style="list-style-type: none"> 1. Media and technology presentations may promote early sexual involvement. 2. Youth need to develop skills to counter the negative influences reaching them through the media, technology and marketing, personal beliefs, and money.
<p><i>Sample Module 2</i> Optimising Reproductive Health (From Regional Standard 3)</p>	<ol style="list-style-type: none"> 1. Make appropriate choices to avoid risks to reproductive health. 2. Evaluate the social and biological factors that support healthy pregnancy and child rearing. 	<p><i>Sample Unit 1</i> Factors and Risks Affecting Reproductive Health</p>	<ol style="list-style-type: none"> 1. It is important to make informed choices to avoid risks to reproductive health.
		<p><i>Sample Unit 2</i> Pregnancy and Child Rearing</p>	<ol style="list-style-type: none"> 1. There are social and biological factors that support healthy pregnancy and child rearing: age, nutritional status and health of mother, and support from significant others during pregnancy and the raising of the child.

MODULES	CORE OUTCOMES	UNITS	CONCEPTS
<p><i>Sample Module 3</i></p> <p>Cervical Cancer, STDs, and HIV/AIDS: Empowerment to Protect</p> <p>(From Regional Standard 4)</p>	<ol style="list-style-type: none"> 1. Critically examine abstinence, fidelity, condom use (if permitted) as preventive methods in transmission of HIV and STDs. 2. Make appropriate choices to reduce risk associated with contracting HIV, cervical cancer, and STDs. 3. Critically examine social norms and personal beliefs in light of current knowledge of the transmission and spread of HIV/AIDS. 4. Advocate for reducing the stigma and discrimination associated with HIV, cervical cancer, and STDs. 	<p><i>Sample Unit 1</i></p> <p>Cervical Cancer, STDs, and HIV/AIDS Can Be Prevented and Controlled</p>	<ol style="list-style-type: none"> 1. It is important to evaluate one’s personal level of susceptibility to HIV, cervical cancer, and STDs based on one’s own risk behaviour. 2. Social norms and beliefs contribute to the spread of HIV/AIDS. 3. Abstinence, fidelity, and condom use (if permitted) are preventative methods in the transmission of HIV and STDs. 4. Reducing the risks associated with contracting HIV, cervical cancer, and STDs involves making appropriate, informed choices.
		<p><i>Sample Unit 2</i></p> <p>The Human Side of HIV and AIDS</p>	<ol style="list-style-type: none"> 1. Advocacy is essential to reducing the stigma and discrimination associated with HIV/AIDS.
<p><i>Sample Module 4</i></p> <p>Accessing Accurate Age-Appropriate Health Resources</p> <p>(From Regional Standard 5)</p>	<ol style="list-style-type: none"> 1. Evaluate the availability and appropriateness of the resources to address reproductive health and parenting issues. 2. Demonstrate an understanding of the basic tenets that address the sexual health of children and youth. 	<p><i>Sample Unit 1</i></p> <p>Health Resources Related to Sexuality and Sexual Health</p>	<ol style="list-style-type: none"> 1. Health resources need to be evaluated to determine the availability and appropriateness for families with health and parenting issues. 2. There are basic tenets that address the sexual health of children and youth.

SAMPLE MODULE 1
THE CONCEPT OF HUMAN SEXUALITY

Regional Standard 1

Students will demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle.

Regional Standard 2

Students will analyse the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.

Overview

A differentiation needs to be made between the terms sex and sexuality. Sexuality is presented as including biological sex, gender, and gender identity. One’s sexuality also encompasses the many social, emotional, and psychological factors that shape the expression of values, attitudes, social roles, and beliefs about self and others as being male or female. It is important to have students develop positive attitudes about self and their evolving sexuality.

Young people make daily decisions about their sexual behaviour, values, and attitudes. Family, religion, culture, technology including media, and peers influence these decisions. It is critical to provide students with knowledge and skills that will assist them in understanding their own sexuality and realising their potential as effective and caring human beings.

General Objectives

At the end of this module students will:

1. Demonstrate an understanding of human sexuality.
2. Demonstrate positive attitudes toward self and their evolving sexuality.
3. Apply appropriate skills related to managing the expression of their sexuality.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
The Components of Human Sexuality Managing Your Sexuality Mating Rituals Seduced! Turn It Off Before It Turns You On!	Brainstorming Cooperative learning groups Anonymous questions Role play Case studies Creative expression/writing Lecture/documentary Games Simulations Puppetry Guest speakers Jigsaws	Quizzes Creative design Essay writing Poster/artwork Journaling Letter to editor Create a comic strip Make a music video or advertisement Group presentation Song/rap Radio programme Peer assessment

FACTORS THAT INFLUENCE THE EXPRESSION OF HUMAN SEXUALITY

General Objectives

At the end of this unit students will:

1. Demonstrate an understanding of sexuality. (Knowledge)
2. Demonstrate an understanding of responsibility for managing their sexuality. (Attitudes)
3. Apply coping, social, and cognitive skills in managing their sexuality. (Skills)

Concepts	Lesson Titles/ Sample Lessons	Strategies	Assessment
<ol style="list-style-type: none"> 1. During adolescence the capacity to enter into intimate relationships with the opposite sex is developed. 2. Sexual feelings are normal and legitimate but need to be managed. 	<ul style="list-style-type: none"> • <i>SAMPLE LESSON</i> – The Components of Human Sexuality <p>Specific Objectives: At the end of this lesson students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the concept of sexuality. 2. Demonstrate a willingness to communicate about matters pertaining to sexuality. 3. Use communication skills to discuss issues relating to sexuality. <ul style="list-style-type: none"> • Managing Your Sexuality 	<p>Brainstorming Cooperative groups Jigsaw Discussion</p>	<p>Group presentations (song/rap, poem, essay, dramatic presentation)</p>

SAMPLE LESSON
THE COMPONENTS OF HUMAN SEXUALITY

Age Level: 13–14

Duration: 80 minutes

Purpose: To understand the concept of sexuality

Student Objectives: Students will be able to:

4. Explain the concept of sexuality.
5. Demonstrate a willingness to communicate about matters pertaining to sexuality.
6. Use communication skills to discuss issues relating to sexuality.

Materials: Handout on the components of sexuality, markers, string, masking tape, and sheets of newsprint paper

Step 1: Introduction (3–5 minutes)

- T writes the word “sexuality” on the board and Ss respond.
- After the brainstorming session, T makes the point that sexuality is more than sex and proceeds to outline that Ss will look at what constitutes sexuality during the class session.

Step 2: (30 minutes)

- Ss are divided into cooperative groups and T gives instructions for jigsaw activity.
 - Each group is given a handout on one component of human sexuality and a sheet of newsprint.
 - Each group will identify the main points of its handout, write them on the sheet of newsprint provided, and then present them to the class.

Step 3: (30 minutes)

- As each group presents, Ss stick their sheet of newsprint on the wall/chalkboard in a circular pattern [See MODEL FOR PRESENTATIONS]. T facilitates the process.
- In plenary after presentations, T and Ss discuss using the following questions:
 - Which of the components were you familiar/not familiar with?
 - Were there any components that you never thought of as having to deal with sexuality?
 - Which one is most/least important for teens to know about?
 - Which one would you feel interested in discussing with your:
 - Parents?
 - Teachers?
 - Significant adult?
 - Peers?

Evaluation/Homework (10 minutes)

- T summarises discussion.
- Each group is required to do a presentation on sexuality, to be delivered at the next session, using one of the following formats:
 - Song/rap
 - Poem
 - Essay
 - Dramatic presentation

NB: The jigsaw activity may be difficult for students who are unable to read at this level. An alternative strategy might be a story-telling approach. The teacher would need to simplify the information making it more appropriate for the language level of the students and engage in a discussion/role play to get feedback on understanding before moving on to the next activity. This may mean spreading the lesson over two sessions.

Jigsaw #1 - Sensuality

Sensuality is awareness and feeling about your own body and other people's bodies, especially the body of a sexual partner. Sensuality enables us to feel good about how our bodies look and feel and what they can do. Sensuality also allows us to enjoy the pleasure our bodies can give us as well as others. This part of our sexuality affects our behaviour in several ways.

- Body image - Feeling attractive and proud of one's own body and the way it functions influences many aspects of life.
- Experiencing pleasure and release from sexual tension - Sensuality allows a person to experience pleasure when certain parts of the body are touched. People also experience sensual pleasure from taste, touch, sight, hearing, and smell as part of being alive.
- Satisfying skin hunger - The need to be touched and held by others in loving, caring ways is often referred to as skin hunger.
- Feeling physical attraction for another person - The centre of sensuality and attraction to others is not the genitals (despite all the jokes). The centre of sensuality and attraction to others is in the brain, the most important "sex organ." The unexplained mechanism responsible for sexual attraction rests in the brain, not in the genitalia.
- Fantasy - The brain also gives people the capacity to have fantasies about sexual behaviours and experiences. Sexual fantasy is normal and that one does not have to act upon sexual fantasies.

Jigsaw #2 - Sexual Intimacy

Sexual intimacy is the ability to be emotionally close to another human being and to accept closeness in return. Several aspects of intimacy include:

- Sharing - Sharing intimacy is what makes personal relationships rich. Intimacy focusses on emotional closeness.
- Caring - Caring about others means feeling their joy and their pain. It means being open to emotions that may not be comfortable or convenient.
- Liking or loving another person - Having emotional attachment or connection to others is a manifestation of intimacy. To have true intimacy with others, a person must open up and share feelings and personal information. Sharing personal thoughts and feelings with someone else is risky, because the person may not feel the same way. But it is not possible to be really close with another person without being honest and open with her/him.
- Vulnerability - Intimacy makes us vulnerable—the person with whom we share, about whom we care, and whom we like or love has the power to hurt us emotionally. Intimacy requires vulnerability on the part of each person in the relationship.

Jigsaw #3 - Sexual Identity

Sexual identity is a person's understanding of who she/he is sexually, including the sense of being male or of being female. Sexual identity consists of three "interlocking pieces" that, together, affect how each person sees him/herself. Each "piece" is important.

Gender identity - Knowing whether one is male or female. Most young children determine their own gender identity by age 2. Sometime, a person's biological gender is not the same as his/her gender identity, and this is called being transgender.

Gender role - Identifying actions and/or behaviours for each gender. Some things are determined by the way male and female bodies are built or function. For example, only women menstruate and only men produce sperm. Other gender roles are culturally determined. There are many "rules" about what men and women can/should do that have nothing to do with the way their bodies are built or function. This aspect of sexuality is especially important since peer, parent, and cultural pressures to be "masculine" or "feminine" increase during the adolescent years.

Gender bias - Holding stereotyped opinions about people according to their gender. Gender bias might include believing that women are less intelligent or less capable than men, or that men cannot raise children without the help of women, or that women cannot be analytical, or that men cannot be sensitive.

Sexual orientation - Whether a person's primary attraction is to people of the other gender (heterosexuality) or to the same gender (homosexuality) or to both genders (bisexuality) defines his/her sexual orientation. Sexual orientation begins to emerge by adolescence.

Young persons may experience same-gender sexual attraction and/or activity around puberty. Such behaviour, including sexual play with same-gender peers, crushes on same-gender adults, or sexual fantasies about same-gender people are normal for pre-teens and young teens and are not necessarily related to sexual orientation.

Jigsaw #4 - Reproduction and Sexual Health

These terms refer to a person's capacity to reproduce, and the behaviours and attitudes that make sexual relationships healthy and enjoyable.

Factual information about reproduction is necessary in order to understand how male and female reproductive systems function and how conception and/or STI infection occur. This information is necessary in order to make informed decisions about sexual expression and protect their health.

Sexual intercourse is one of the most common behaviours among humans. Sexual intercourse is a behaviour that may produce sexual pleasure that often culminates in orgasm in females and in males. Sexual intercourse may also result in pregnancy and/or STDs. Reproductive and sexual anatomy—that is, the structure of the male and female body and the ways in which they actually function—is a part of sexual health.

Sexual reproduction, which includes the processes of conception, pregnancy, delivery, and recovery following childbirth, are important aspects of sexuality.

Jigsaw #5 - Sexualisation

Sexualisation is that aspect of sexuality in which people behave sexually to influence, manipulate, or control other people. These sexual behaviours include flirting, seduction, withholding sex from an intimate partner to punish her/him or to get something, sexual harassment, sexual abuse, and rape.

Flirting is relatively harmless sexualisation behaviour. Nevertheless, it is usually an attempt to manipulate someone else, and it can cause the manipulated person to feel hurt, humiliation, and shame.

Seduction is a more harmful behaviour. It always implies manipulating someone else, usually so that a person will have sexual intercourse with the seducer. The seducer is using the person seduced for his/her own sexual gratification.

Sexual harassment is an illegal behaviour. Sexual harassment means harassing someone else because of her/his gender. It could mean making personal, embarrassing remarks about someone's appearance, especially characteristics associated with sexual maturity, such as the size of a woman's breasts or of a man's testicles and penis. It could mean unwanted touching, such as hugging a subordinate or patting someone's bottom. It could mean demands by a teacher, supervisor, or other person in authority for sexual intercourse in exchange for grades, promotion, hiring, or salary increases and so on. All these behaviours are manipulative.

Rape means forcing someone else to have genital contact with another. Rape can include forced petting as well as forced sexual intercourse. Force, in the case of rape, can include use of overpowering strength, threats, and/or implied threats that arouse fear in the person raped. Rape is always illegal and always cruel. Refusing to accept no and forcing the other person to have sexual intercourse always means rape.

Incest means forcing sexual contact on any minor by a person who is related by birth or marriage. Incest is always illegal and is extremely cruel because it betrays the trust that children and youth give to their families. Moreover, because the older person knows that incest is illegal and tries to hide the crime, he/she often blames the child/youth.

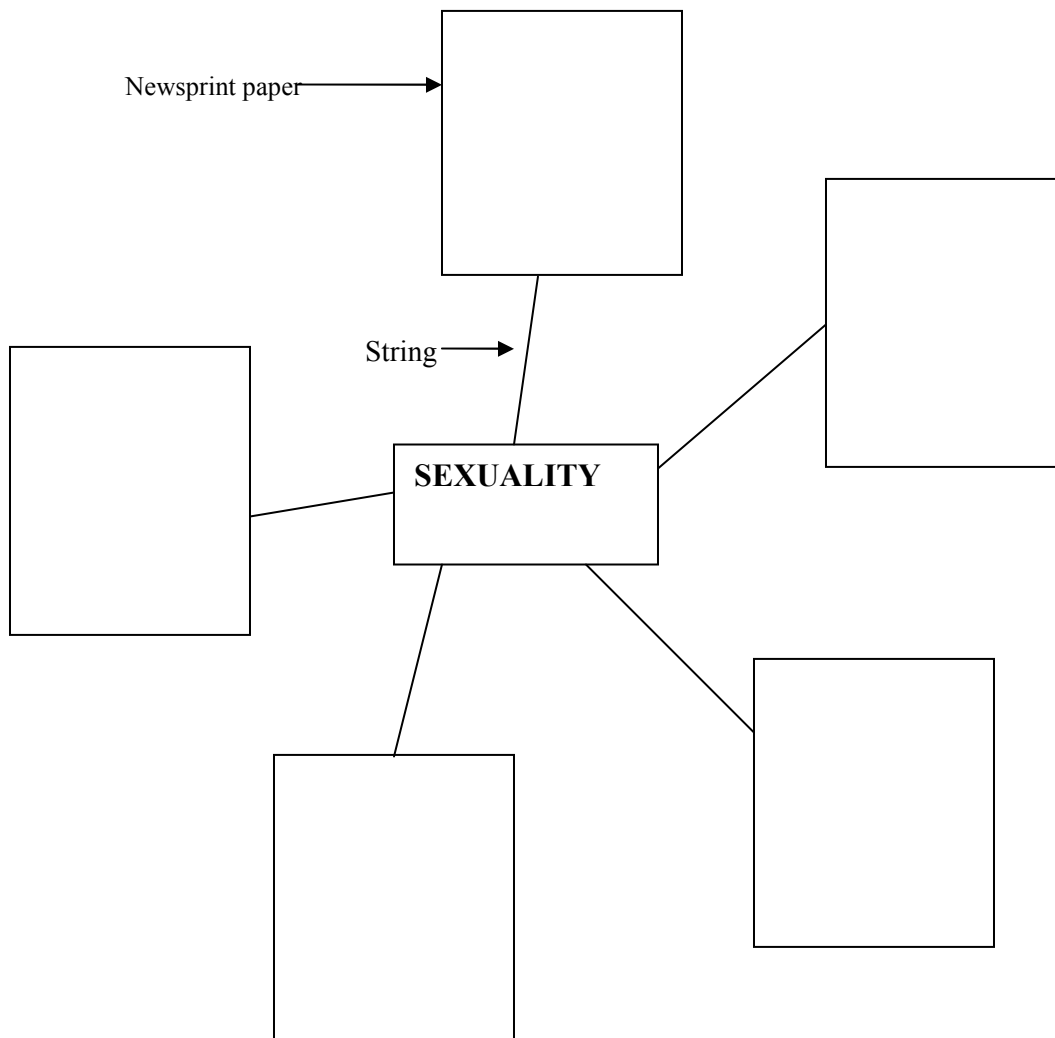
(Adapted from <http://www.advocatesforyouth.org/lessonplans/circlesofsexuality1.htm>)

BACKGROUND INFORMATION

An Explanation of the Components of Sexuality

Sexuality is much more than sexual feelings or sexual intercourse. It is an important part of who a person is and what she/he will become. It includes all the feelings, thoughts, and behaviours associated with being female or male, being attractive and being in love, as well as being in relationships that include sexual intimacy, sensuality, and sexual activity. It also includes enjoyment of the world as we know it through the five senses: taste, touch, smell, hearing, and sight.

Model for Presentations



Age Level 13–14: SAMPLE UNIT 2
EXPLORING GENDER ISSUES

General Objectives

At the end of this unit students will:

1. Demonstrate an understanding of the factors that influence the expression of human sexuality. (Knowledge)
2. Assume personal responsibility for managing the expression of their sexuality. (Attitudes)
3. Apply coping, social, and cognitive skills to promote healthy, responsible sexual behaviours. (Skills)

Concepts	Lesson Titles/ Sample Lessons	Strategies	Assessment
<ul style="list-style-type: none"> • Media and technology presentations may promote early sexual involvement. • Youth need to develop skills to counter the negative influences reaching them through the media, technology and marketing, personal beliefs, and money. 	<ul style="list-style-type: none"> • Seduced! • <i>SAMPLE LESSON</i> – Turn It Off Before It Turns You On! Specific Objectives: At the end of this lesson students will be able to: <ol style="list-style-type: none"> 1. Discuss how the media influences the expression of sexuality. 2. Demonstrate a discriminating attitude toward the media messages about sexuality. 3. Use critical thinking and decision-making skills to analyse and resist negative media messages about sexuality. 	<p>Discussion of video/song/magazine/novel</p> <p>Cooperative groups</p>	Diaries

SAMPLE LESSON
TURN IT OFF BEFORE IT TURNS YOU ON!

Age Level: 13–14

Duration: 40 minutes

Purpose: To critically analyse and counter negative messages about human sexuality

Student Objectives: Students will be able to:

1. Discuss how the media influences the expression of sexuality.
2. Demonstrate a discriminating attitude toward media messages about sexuality.
3. Use critical thinking and decision-making skills to analyse and resist negative media messages about sexuality.

Materials: Media material (video, advertisements, magazines), TV/VCR or CD/cassette player (if necessary), lyrics of songs with positive/negative messages about relationships, and copies of evaluation sheet

Step 1: Introduction (3–5 minutes)

- Use any **one of the following** activities:
 - T shows a 3–5 minute clip of one of the many videos/advertisements depicting male/female interaction.
 - T plays a song(s) conveying negative or positive messages about sexuality. (T can select an appropriate song.)
 - T mounts several magazine advertisements reflecting different facets of sexuality.
 - T reads or allows an S to read an excerpt depicting some aspect of sexuality from a novel or magazine.

Step 2: (30 minutes)

- T draws attention to the fact that the message is all about “sexuality” and that one of the aims of the lesson is to discuss how the media influences the expression of sexuality.
- In cooperative groups, Ss are given lyrics of songs (or shown video clips) that portray either positive or negative messages about relationships, with the following discussion questions:
 - What message did you get from the song/video?
 - Does this message encourage responsible behaviour?
 - What can happen to you and people your age if you were to do what the song (or video) is telling you to do?
- Ss suggest ways in which they can counteract the negative media messages.
- Ss modify advertisement/song/video script to depict a positive message.

Step 3: (10 minutes)

- In plenary, Ss share the modified advertisements/songs/videos in which they counteract negative media messages.

Evaluation/Homework

- ❑ Over a period of one week, Ss record the TV shows they watch and the songs they listen to and analyse each one to determine whether it sends a positive or negative message and the possible impact of the song/TV show on them.
- ❑ Ss present findings using the format in the matrix.

Evaluation Sheet

NAME _____

	Name of Song/Show/ Advertisement	Positive/Negative Message	Possible Impact
1			
2			
3			
4			
5			

SAMPLE MODULE 2
OPTIMISING REPRODUCTIVE HEALTH

Regional Standard 3

Students will build capacity to recognise the basic criteria and conditions for optimal reproductive health.

Overview

Young people are facing a variety of risks that compromise their sexual and reproductive health. Acquisition of requisite skills to counteract these risks will increase the opportunity to maximise learning and provide a foundation for a healthy population.

General Objectives

At the end of this module students will:

1. Demonstrate an understanding of the basic criteria and conditions for optimal reproductive health.
2. Demonstrate appreciation for the importance of attaining and maintaining optimal reproductive health.
3. Use appropriate skills to attain and maintain optimal reproductive health.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
Please Help Me—I'm Falling Setting Limits Are You Willing to Pay the Price? Pregnancy Child Rearing and Its Responsibilities Parenting Skills – My Egg (<i>or</i> Flour Sack) Baby Parenting (A Field Trip – to assist in an orphanage) Last Saturday with a Baby Film Discussion	Brainstorming Modelling Creative thinking Role play Small-group discussion Creative expression/writing Cooperative learning group Lecture/documentary Puppetry Games Songs Teamwork Video presentation Guest speaker Field trip	Poster Creative design (postcard) Creative writing (letter) Creative expression Make a video Create a comic strip Group presentation Peer assessment Reflective journal

Age Level 13–14: SAMPLE UNIT 1
FACTORS AND RISKS AFFECTING REPRODUCTIVE HEALTH

General Objectives

At the end of this unit students will:

1. Demonstrate knowledge of the factors and risks affecting reproductive health.
(Knowledge)
2. Demonstrate an acceptance of responsibility for attaining and maintaining optimal reproductive health. (Attitudes)
3. Use coping/social/cognitive skills to attain and maintain optimal reproductive health.
(Skills)

Concepts	Lesson Titles/ Sample Lessons	Strategies	Assessment
<ul style="list-style-type: none"> • It is important to make informed choices to avoid risks to reproductive health. 	<ul style="list-style-type: none"> • Please Help Me—I'm Falling • <i>SAMPLE LESSON</i> – Setting Limits Specific Objectives: At the end of this lesson students will be able to: <ol style="list-style-type: none"> 1. Describe ways of setting limits on the expression of affection. 2. Show a willingness to practise abstinence. 3. Use negotiation skills to set limits on the expression of affection. • Are You Willing to Pay the Price? 	Brainstorming Small-group discussion Modelling	Poster

SAMPLE LESSON SETTING LIMITS

Age Level: 13–14

Duration: 40 minutes

Purpose: To learn skills that will enable student to set limits on the expression of affection in order to maintain abstinence

Student Objectives: Students will be able to:

1. Describe ways of setting limits on the expression of affection.
2. Show a willingness to practise abstinence.
3. Use negotiation skills to set limits on the expression of affection.

Materials: Chalkboard, chalk, “Abstinence Commitment Card,” S.W.A.T. chart, and comic strip template (optional)

Preparation: Write up charts containing the information for the S.W.A.T. technique.

Step 1: Introduction (3–5 minutes)

- ❑ T asks if Ss have ever been in a situation where they felt forced into doing something that they really did not want to, but were inclined to follow because their friends were doing it, and Ss respond. [See OPTIONS]
- ❑ Two Ss who answered in the affirmative are asked to share their situations with the class.
- ❑ T introduces the term “Peer Pressure” and links it to being pressured into having sex before they are ready.

options

Step 1:

- ❑ *Either* – Ss are asked to brainstorm things that peers may say or do that would pressure them into having sex. [3 minutes maximum]
- ❑ *Or* – Show a video clip/comic strip depicting a scene where someone is being pressured into having sex.

Step 2: (10–12 minutes)

- ❑ Ss suggest ways that they could resist the peer pressure in the situations they have identified.
- ❑ T makes appropriate corrections/supporting comments.
- ❑ T introduces the S.W.A.T. technique and demonstrates the strategies using one of the scenarios outlined earlier by the Ss.

Step 3: (10–12 minutes)

- ❑ Ss role-play a scenario using S.W.A.T. (2 skits maximum). [See OPTIONS]
- ❑ T facilitates brief discussion on the following points:
 - The difficulty of resisting peer pressure.
 - Ways to resist peer pressure and exercise control.
 - Should they avoid expression of affection?
- ❑ Ss complete and sign their personal Abstinence Commitment Card

options

Step 3:

- ❑ In groups, comic strip template is used to go through the stages of S.W.A.T. technique as it relates to peer pressure to have sex.

Evaluation/Homework

- ❑ In groups, Ss design an outline for a poster using the S.W.A.T. technique to deal with peer pressure to have sex.
- ❑ Ss develop the posters for display.



Teacher should be sensitive to the fact that some students may already be having sex and should mention that there is secondary virginity or renewed abstinence.

BACKGROUND INFORMATION

NEGOTIATION SKILLS

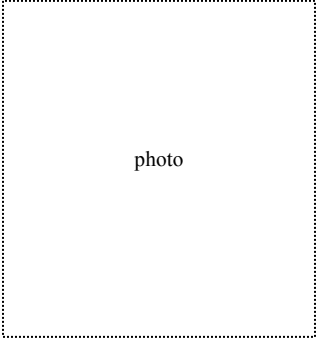
THE S.W.A.T. MODEL FOR NEGOTIATING

- S** = Say “no” to unsafe behaviour.
Refuse the behaviour in a positive and assertive way.
- W** = Be prepared to explain Why you want to be safe.
Provide a good explanation as to why you want to be safe. Explaining why helps your partner hear and understand your real concerns and prevents him/her from reacting in a negative way.
- A** = Provide Alternatives.
Providing safe alternatives and other strategies shows that you still want to be intimate and have a relationship with this person.
- T** = Talk it out.
Talking openly about each other’s feelings helps the relationship grow and eases any tensions that may have developed.

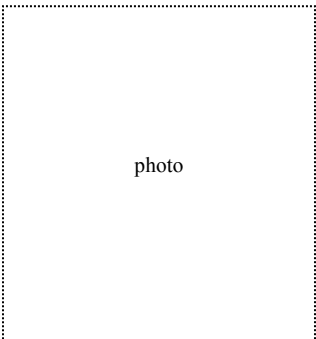
(Adapted from “*Be proud! Be responsible! Strategies to empower youth to reduce their risk for AIDS*”)

ABSTINENCE COMMITMENT CARDS

For boys:

 photo	Starting today, I
	_____ (Name)
	pledge to abstain from sexual activity until marriage as this is the only proven way to protect myself from out-of-wedlock fatherhood and STDs. I am Worth The Wait [®] .
	_____ (Signature)
	_____ (Date)

For girls:

 photo	Starting today, I
	_____ (Name)
	pledge to abstain from sexual activity until marriage as this is the only proven way to protect myself from out-of-wedlock pregnancy, cervical cancer, and STDs. I am Worth The Wait [®] .
	_____ (Signature)
	_____ (Date)

(Adapted from: <http://www.worththewait.org>)

Renewed Abstinence = SELF-RESPECT

Here are some things to consider when deciding to make the vow of Renewed Abstinence. It's all about **SELF-RESPECT!**

S- Starting Over - You can start over with anything, including renewing your decision to become abstinent.

E- Esteem - By having sex you are diminishing your self-esteem, but by making the choice to stop, you renew your commitment to abstinence.

L- Love - You have to love yourself before you can love someone else and by choosing renewed abstinence, you are communicating to others that you love your body, heart, and sexuality.

F- Fulfilment - You can be fulfilled without having sex. Many people believe the myth that they need someone else (e.g., a boyfriend, girlfriend) to be fulfilled, but the key to fulfilment is to love yourself and surround yourself with people who truly love you. Spend your time doing things you like to do.

R- Respect - Respect yourself, expect respect from others, and have a partner who respects your wishes and your right to say **NO**.

E- Establish - Establish your morals and beliefs. You show tremendous strength when you stick to what you believe in and to your personal plan.

S- Sex - Sex is your gender and love is your choice. You have the right to choose whom you love, so be cautious and don't be too quick to give your heart away.

P- Prevention Plan - Come up with your own personal plan to keep yourself from having sex again and avoid those situations that might get you off course, such as drinking or taking drugs.

E- Emotions – Don't let your emotions get in the way of your goals and beliefs, and never feel that you have to have sex in order to be loved.

C- Communication - There is a difference between sex and love, and you should talk about these with your friends and family. Communicate with those you date about your renewed commitment and make sure they support your decision.

T- Trust - You can experience true love through trust and understanding, but don't assume you can trust everyone because they may not share the same feelings you do.

Age Level 13–14: SAMPLE UNIT 2
PREGNANCY AND CHILD REARING

General Objectives

At the end of this unit students will:

1. Demonstrate knowledge of the requirements and impact of raising a child. (Knowledge)
2. Demonstrate knowledge of the factors that support healthy pregnancy. (Knowledge)
3. Demonstrate an acceptance of the seriousness of pregnancy and child rearing. (Attitudes)
4. Use coping, cognitive, and social skills to analyse and evaluate the factors that influence reproductive health and child rearing. (Skills)

Concepts	Lesson Titles/ Sample Lessons	Strategies	Assessment
<ul style="list-style-type: none"> • There are social and biological factors that support healthy pregnancy and child rearing: age, nutritional status and health of mother, and support from significant others during pregnancy and the raising of the child. 	<ul style="list-style-type: none"> • Pregnancy • Child Rearing and Its Responsibilities • Parenting Skills – My Egg (<i>or</i> Flour Sack) Baby • Parenting (A Field Trip – to assist in a home for abandoned children) • Last Saturday with a Baby • Film discussion 	Brainstorming Cooperative learning group Modelling Creative writing	Dramatic presentation

SAMPLE MODULE 3
CERVICAL CANCER, STDs, AND HIV/AIDS: EMPOWERMENT TO PROTECT

Regional Standard 4

Students will develop action competence to reduce vulnerability to priority problems including HIV/AIDS, cervical cancer, and STDs.

Overview

Beyond knowledge of HIV/AIDS, cervical cancer, and STDs as a disease, efforts have to be intensified to render students less vulnerable to contraction and spreading HIV, cervical cancer, and STDs. Addressing issues related to the physical and emotional aspects of HIV/AIDS, stigma of living with HIV/AIDS, and discrimination against people living with HIV/AIDS is critical. Importantly, students are encouraged to practise abstinence and a drug-free lifestyle.

General Objectives

At the end of this module students will:

1. Demonstrate an understanding of the difference among AIDS, STDs, and cervical cancer as diseases.
2. Demonstrate an understanding of the physical, emotional, and social aspects of HIV infection and AIDS.
3. Empathise with and support persons affected with HIV and AIDS and advocate on their behalf.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
STDs and HIV/AIDS: Reducing the Risks STDs and HIV/AIDS: What Is Your Level of Risk? Cervical Cancer: Reducing Your Level of Risk Social Norms, Beliefs and the Spread of HIV Reducing the Stigma and Discrimination Associated with HIV/AIDS	Brainstorming Case studies Role play Small-group discussion Cooperative learning groups Anonymous questions Creative expression/writing Lecture/documentary Simulation Video presentation Skills rehearsal Guest speaker	Quizzes Role play Poster/artwork Journaling Group presentations Letter to editor Essay/composition Debates Radio programme Song/rap Peer assessment Research report

Age Level 13–14: SAMPLE UNIT 1
CERVICAL CANCER, STDS, AND HIV/AIDS CAN BE PREVENTED AND CONTROLLED

General Objectives

At the end of this unit students will:

1. Demonstrate an understanding of the risks associated with contracting HIV, STDs, and cervical cancer. (Knowledge)
2. Demonstrate a personal responsibility for maintaining sexual health with respect to HIV, STDs, and cervical cancer. (Attitudes)
3. Practise social, coping, and cognitive skills to avoid engaging in at-risk behaviours associated with contracting HIV, STDs, and cervical cancer. (Skills)

Concept	Lesson Titles/ Sample Lessons	Suggested Strategies	Assessment
<ul style="list-style-type: none"> • It is important to evaluate one's personal level of susceptibility to HIV, cervical cancer, and STDs based on one's own risk behaviour. • Social norms and beliefs contribute to the spread of HIV/AIDS. • Abstinence, fidelity, and condom use (if permitted) are preventative methods in the transmission of HIV and STDs. • Reducing the risks associated with contracting HIV, cervical cancer, and STDs involves making appropriate, informed choices. 	<ul style="list-style-type: none"> • Cervical Cancer: Reducing Your Level of Risk • <i>SAMPLE LESSON – STDs and HIV/AIDS: Reducing The Risks</i> Specific Objectives: At the end of this lesson students will be able to: <ol style="list-style-type: none"> 4. Identify high-risk situations that could lead to irresponsible sexual behaviour. 5. Demonstrate awareness that choices have consequences. 6. Use decision-making skills to abstain from situations that lead to risky sexual behaviour. • STDS and HIV/AIDS: What Is Your Level of Risk? • Social Norms, Beliefs, and the Spread of HIV 	<p>Dramatic presentation Lecture Role play</p>	Journaling

SAMPLE LESSON STDs AND HIV/AIDS: REDUCING THE RISKS

Age Level: 13–14

Duration: 40 minutes

Purpose: To help students acquire and practise decision-making skills that they need to deal with situations that could put them at risk for contracting STDs and HIV

Student Objectives: Students will be able to:

1. Identify high-risk situations that could lead to irresponsible sexual behaviour.
2. Demonstrate awareness that choices have consequences.
3. Use decision-making skills to abstain from situations that lead to risky sexual behaviour.

Materials: Chalkboard and chalk

Preparation: Coach students for introductory role play.

Step 1: Introduction (8–10 minutes)

- Ss role-play a situation where a student is faced with a choice:
One student (Keisha) is being offered a drink/joint by another, i.e., boy offering girl.
- T stops the skit at the point where the student is about to decide and asks: What is Keisha faced with? Ss respond.
- T points out that the roles (boy/girl) could easily have been reversed and not only drugs and alcohol would put them at risk.

Step 2 (5 minutes)

- T introduces the lesson: Making sound/wise choices about situations that could lead to risky sexual behaviours, with emphasis on drugs and alcohol.
- T introduces the S.T.A.R. model and carefully goes through the steps by asking questions relating to the introductory skit.
 - **S** – Keisha should **STOP** before she does anything.
 - **T** – Keisha needs to **THINK** about the choice she is facing and the possible consequences of her choice.
 - **A** – Keisha needs to **ACT** based on having considered the consequences.
 - **R** – Keisha **REVIEWS** how things worked out, i.e.:
 - Continue with the choice she made, *or*
 - Change her mind.

Step 3: (15–20 minutes)

- Ss are divided into groups and discuss different scenarios depicting risky situations that could lead to irresponsible sexual behaviour.

- Groups report on the process in which they were engaged.
- T summarises.

Evaluation/Homework (5 minutes)

- Ss write a “Dear Diary” entry revisiting/detailing a risky situation they recently faced, and use the S.T.A.R. model to show how they would now deal with the situation.

SAMPLE SITUATIONS

- You are at a party and you are having a great time. Your best friend pulls out a marijuana joint and tells you to share it with your girlfriend because it would get her “in the mood.”
What do you do?
- It is lunchtime, and you and your classmate of the opposite sex are in an empty classroom. He/she opens his/her school bag and pulls out a bottle of alcohol to share with you.
What do you do?

Age Level 13–14: SAMPLE UNIT 2
THE HUMAN SIDE OF HIV AND AIDS

General Objectives

At the end of this unit students will:

1. Demonstrate an awareness of the discrimination and stigmatisation experienced by persons affected by HIV and AIDS. (Knowledge)
2. Demonstrate positive attitudes toward persons affected by HIV and AIDS. (Attitudes)
3. Practise empathy, support, and advocacy in relation to persons affected by HIV and AIDS. (Skills)

Concept	Lesson Titles/ Sample Lessons	Suggested Strategies	Assessment
<ul style="list-style-type: none"> • Advocacy is essential to reducing the stigma and discrimination associated with HIV/AIDS. 	<ul style="list-style-type: none"> • <i>SAMPLE LESSON</i> – Reducing the Stigma and Discrimination Associated with HIV and AIDS Specific Objectives: At the end of this lesson students will be able to: <ol style="list-style-type: none"> 1. Explain what is “discrimination” and “stigmatisation.” 2. Demonstrate a personal commitment to reduce the stigma and discrimination associated with HIV and AIDS. 3. Use social skills to advocate against the stigma and discrimination associated with HIV and AIDS. 	Simulation Case study Small-group discussion Creative writing	Posters

SAMPLE LESSON

REDUCING THE STIGMA AND DISCRIMINATION ASSOCIATED WITH HIV

Age Level: 13–14

Duration: 40 minutes

Purpose: To assist students in making a commitment to reduce the stigma and discrimination associated with HIV and AIDS

Student Objectives: Students will be able to:

1. Explain what is “discrimination” and “stigmatisation.”
2. Demonstrate a personal commitment to reduce the stigma and discrimination associated with HIV and AIDS.
3. Use empathy and critical-thinking skills to advocate against the stigma and discrimination associated with HIV and AIDS.

Materials: Tokens (e.g., sweets) and copies of the comic strip “*The story of Two Communities*” (Community A and Community B)

Step 1: Introduction (3–5 minutes)

- T states that he/she has a bag of tokens (e.g., sweets) and only specific Ss will receive one each.
- T distributes token (sweets) to one sector of the class.

Possible selections:

- Those in first row only.
- The last two rows.
- Those in the middle.
- On the left only.
- On the right side only.
- For a co-ed school: *either* boys *or* girls only.

- T gauges responses of those who did not get sweets and asks why they are responding in that manner.
- Based on the responses, T asks: Was it fair to give tokens (sweets) only to these students?
- Ss respond, and T introduces the term “discrimination” and explains it.
[See BACKGROUND]



T should ensure that every S receives a token after the introduction.

Step 2: (10–15 minutes)

- ❑ In groups of no more than five (5), Ss are given the comic strip “*The story of two Communities: Community A*” to read and discuss.
- ❑ T points out that the story is true and asks the following questions:
 - What are some of the hurtful things that are said and done to Ryando?
 - Was it fair to treat him like that? Give reasons for your answer.
 - Why would the community treat someone with HIV like that?
 - Suppose this was your school, how would you respond to Ryando?
 - Suppose this was someone close to you (sister, brother, father, mother, cousin, etc.); how would you respond to the individual?
 - What could you do to reduce the discrimination faced/experienced by Ryando?
- ❑ In plenary, Ss share what they discussed.
- ❑ T points out that the treatment meted out to Ryando is a result of the stigma associated with AIDS and proceeds to explain what is meant by “stigma.”
[See BACKGROUND]

Step 3: (15–20 minutes)

- ❑ Ss read the comic strip “*The story of two Communities: Community B*” and share responses to the questions on the handout.
- ❑ Ss write a letter to the editor of a local newspaper speaking out against the discrimination and stigma suffered by persons affected by HIV/AIDS. (2 paragraphs maximum)
- ❑ T asks for volunteers to read their letters.
- ❑ T summarises main points of the lesson.

Evaluation/Homework

- ❑ In groups of no more than five (5), Ss make posters depicting messages that speak out against the discrimination and stigmatisation suffered by persons affected by HIV and AIDS.

extension activity



Ss make red ribbons and wear them around the school for at least one week to demonstrate their personal commitment to reduce the stigma and discrimination associated with HIV and AIDS. Students should be prepared to defend their point of view when questioned about their ribbons in the school.

The story of

Two communities









If you have never been discriminated against, it is hard to understand what it feels like.

You are asked to imagine what Ryando felt in Community A and how it might have affected him.

This is a true story of a person with HIV.

1. Read the comments made by Ryando about Community A.

2. Which three comments would be most hurtful to Ryando from Community A?

<p style="text-align: center;">Community</p> <p style="text-align: center;">A</p>	<p>a) Every time I coughed, people turned around to see how close I was to them. On the way out of church, people told their kids to move away from me.</p> 	<p>b) One day I went to see a girlfriend of mine. She did not seem happy to see me. What's wrong? I asked her. My parents don't think we should see each other anymore, she mumbled.</p> 
<p>c) The shopkeeper of the restaurant recognized me when I asked for a glass of water. He wouldn't let me have any. He gave me a can of coke instead. As soon as we finished eating he threw away all my dishes.</p> 	<p>d) My parents heard from a friend that one of my teachers didn't want me back in school. I can't believe it, I said, he was my favourite teacher.</p> 	<p>e) My mom got it the worst. She had four friends at work who wouldn't even talk to her. In the food store she wasn't allowed to touch any of the food. Some stores didn't even want to take money from her.</p> 
<p>f) Kids in my school were warned about me by their parents, so they stayed away from me. They told me I would have to use paper plates and plastic cups, spoons and forks that could be thrown away when I was done. They thought I shouldn't use the toilets and water fountain.</p> 	<p>g) Someone stole one of my books and wrote bad things about me in it. They threw it on the street and ran away laughing at me.</p> 	<p>h) No one would play with me and when I asked two girls to the dance they said 'no'. Their parents had told them they weren't to go near me.</p> 





Feelings About Community A

Most hurtful	Reason why
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(Adapted from: WHO/UNESCO. (1994). School Health Education to Prevent AIDs and STDs: Students Activities. pp. 68–69.)

The story of
Two communities

3. Which three comments would be most helpful to Ryando from Community B?

<p style="text-align: center;">Community B</p>	<p>a) A student in the community came by to see me. She said, I want to welcome you to our school. Now, you'll know someone when you come your first day.</p> 	<p>b) I found out that school officials had talked to the students and teachers about how you can get AIDS, and that they had nothing to fear. They even informed the press and the churches in town. What a difference from community A.</p> 
<p>c) Kids told their parents how you get AIDS, and that they weren't scared of me and they wanted to be in the school with me. One family asked their kid to stay home and he said he didn't want to.</p> 	<p>d) When I walked into my classroom, a number of students said, Hey, Ryando! Sit beside me! In another class a pretty dark-haired girl asked me to do a project with her.</p> 	<p>e) I asked my mom if she thought it would be OK to ask Alyssa (a friend from another country) for a kiss goodbye. Mom said, She can only say no! Well, she gave me a kiss and a big hug. I felt eight feet tall.</p> 
<p>f) A famous soccer player visited our community and invited me and my family to watch the game. After, he signed his name in my book and told me he was proud of me.</p> 	<p>g) When I turned 18, a man offered me a job at his vegetable stand. My first money. I guess he took a chance on me. Most people were very nice and stopped to buy and talk to me.</p> 	<p>h) What a difference at church. People stopped to talk to me and put an arm on my shoulder. Some even brought food for us - bread, fruit, jam. When I became sicker they brought us a whole meal at home. That sure helped mom.</p> 

Feelings About Community B

Most helpful	Reason why
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

4. How did you feel about the people in Community A and the people in Community B?

5. Why do you think there was such a difference between the two communities?

BACKGROUND INFORMATION

DEFINITION:

Discrimination is when we treat someone unjustly or unfavourably because of his/her race, gender, or religion, or because we believe he/she is ill.

AIDS-Related Stigma

A stigmatised individual is a member of a social group about which others hold negative attitudes, stereotypes, and beliefs. Stigma arises during a social interaction when an individual's actual social identity, that is, the attributes that he or she possesses, falls short of normative expectations. For example, being HIV sero-positive in some settings is a source of stigma, but not in an AIDS or HIV support group.

Stigma, in terms of a physical illness, can be understood after reviewing the following aspects:

- Its etiology, symptoms, and course
- The cultural construction of the ideology of stigma
- The formation, expression, and maintenance of attitudes toward the stigmatised group by those socially defined as “normal”

Stigma is often attached to a disease whose cause is perceived to be the bearer's responsibility. In addition, illnesses that are fatal are also stigmatised more. Stigma is also associated with illnesses that are perceived to be contagious.

AIDS-Related Stigma

This is prejudice, discrediting, and discrimination of people PERCEIVED to be HIV sero-positive, and the individuals, groups, and communities with which they are associated. Stigma has been manifested in discrimination, personal rejection of HIV-positive individuals, and violence.

As a disease, AIDS holds characteristics that are highly associated with illness-related stigma. For example, homosexual activity and intravenous drug use are greatly perceived as intentional and risky behaviours. Thus, HIV that is contracted through these routes is assigned a blameful origin. AIDS and HIV are also considered incurable and fatal. Moreover, some people still carry the MISCONCEPTION that HIV can be contracted by casual contact.

AIDS:

Acquired Immune Deficiency Syndrome

AIDS is not a disease, it is a SYNDROME, which is a pattern of symptoms pointing to a “morbid state” that may or may not be caused by an infectious agent. A disease is any deviation from or interruption of the normal structure or function of any part, organ, or system of the body that is manifested by a characteristic of symptoms or signs, and whose etiology, pathology, and prognosis may be known or unknown. Diseases can be communicable, while syndromes cannot. AIDS itself cannot be contracted. HIV (Human Immunodeficiency Virus) can be contracted. HIV is transmitted in the following ways:

- Through bodily fluids, in particular, blood, semen, and vaginal discharge from an HIV-infected individual to an uninfected individual
- Through sexual contact with an infected person, includes those who exchange the fluids named above
- By sharing needles among HIV-positive intravenous drug users
- Through prenatal transmission from an HIV-positive mother to the child during pregnancy and childbirth

HIV contraction through blood transfusion has become less common because of stringent screening procedures now employed.

(Adapted from: “AIDS Related Stigma”

Retrieved 11/08/2003 from the Web site

http://www.asc.upenn.edu/courses/comm240/spring2001/_shlopes/2definitions.htm)

SAMPLE MODULE 4
ACCESSING ACCURATE AGE-APPROPRIATE HEALTH RESOURCES

Regional Standard 4

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

Overview

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

General Objectives

At the end of this module students will:

1. Demonstrate an awareness of the various health resources available to them.
2. Value and promote the adoption of a healthy lifestyle.
3. Use appropriate skills to evaluate the availability and appropriateness of resources pertaining to reproductive health and parenting issues.
4. Demonstrate an awareness of the basic tenets that address the sexual health of children and youth.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
Identifying Available and Appropriate Health Resources for Families Plans to Protect The Law and Youth Facts and Fiction About Birth Control	Brainstorming Case studies Role play Guided group discussion Cooperative learning groups Anonymous questions Lecture/documentary Video presentation Dramatic presentation Field trip Guest speaker Analysis of existing laws	Quizzes Role play Poster/artwork Journaling Group presentations Letter to editor Case evaluation Mock trial Produce a video Radio programme Song/rap Research report Advertisements Peer assessment

Age Level 13–14: SAMPLE UNIT 1
HEALTH RESOURCES RELATED TO SEXUALITY AND SEXUAL HEALTH

General Objectives

At the end of this unit students will:

1. Demonstrate knowledge of the age-appropriate sources of health information, products, and services available to them. (Knowledge)
2. Demonstrate a personal responsibility for acquiring the knowledge, attitudes, and skills needed for maintaining sexual health. (Attitudes)
3. Use cognitive skills to evaluate age-appropriate sources of health information, products, and services. (Skills)

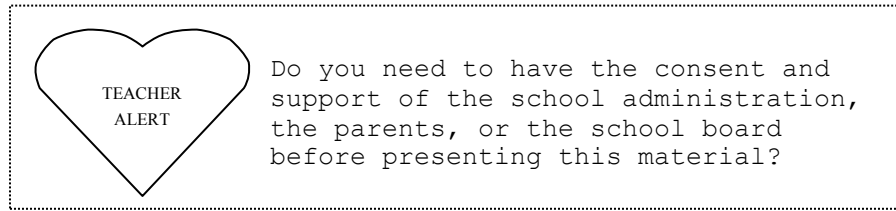
Concept	Lesson Titles/ Sample Lessons	Suggested Strategies	Assessment
<ul style="list-style-type: none"> • Health resources need to be evaluated to determine the availability and appropriateness for families with health and parenting issues. • There are basic tenets that address the sexual health of children and youth. 	<ul style="list-style-type: none"> • Identifying Available and Appropriate Health Resources for Families • SAMPLE LESSON— Facts And Fiction About Birth Control Specific Objectives: At the end of this lesson students will be able to: <ol style="list-style-type: none"> 1. Identify various methods of birth control. 2. Demonstrate an acceptance of the personal responsibility to use contraception if the need should arise. 3. Use cognitive and social skills in discussing birth control/contraception methods in a responsible manner with peers and potential sexual partners. 	Brainstorming Guest speaker, video, or dramatic presentation Small-group discussion	Poster Commercial

Concept	Lesson Titles/ Sample Lessons	Suggested Strategies	Assessment
	<ul style="list-style-type: none"> • Plans to Protect • <i>SAMPLE LESSON -</i> The Law and Youth <p>Specific Objectives: At the end of this lesson students will be able to:</p> <ol style="list-style-type: none"> 1. Outline the existing laws that affect their sexual health. 2. Demonstrate an interest in learning about laws that affect their sexual health. 3. Use social and cognitive skills in discussing laws that affect them. 	<p>Analysis of existing laws Guided group discussion Lecture Guest speaker</p>	<p>Mock trial Case evaluations</p>

SAMPLE LESSON
FACTS AND FICTION ABOUT BIRTH CONTROL

Age Level: 13–14

Duration: 40 minutes



Purpose: To dispel myths and identify various methods of birth control

Student Objectives: Students will be able to:

1. Identify various methods of birth control.
2. Demonstrate an acceptance of the personal responsibility to use contraception if the need should arise.
3. Use critical thinking in discussing birth control/contraception methods in a responsible manner with peers and potential sexual partners.

Materials: Copies of handout

Step 1: Introduction (3–5 minutes)

- T writes one myth/fallacy and one fact about birth control on board and asks Ss to identify which is fact and which is myth.
- Depending on responses, T (identifies and) explains the myth and the fact.
- Ss suggest some other myths/facts about birth control.

Step 2: (15 minutes)

- In small groups, Ss discuss birth control methods (one per group), using the questions on the worksheet.
- T walks around and facilitates the process.

Step 3: (15 minutes)

- In plenary, groups present the results of their discussion.
- Ss critically examine the pros and cons of any method in relation to pregnancy, STDs, HIV, and cervical cancer.

Evaluation/Homework (3 minutes)

- Ss work in groups to create posters advertising a method of birth control.

options

- Invite a guest speaker and debrief after presentation.
- Show a video, followed by a discussion.
- Watch a local theatre group presentation, followed by a discussion.

Worksheet

GROUP _____

BIRTH CONTROL

Method: _____

How does it work?

How effective is it:

a. To prevent pregnancy?

b. To prevent STDs, HIV, and cervical cancer?

What do you need to do to use it?

Why would someone use this method?

Why not?

(From: "Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education: Contraception and Safer Sex" by Planned Parenthood Federation of Canada.)

BIRTH CONTROL METHODS

Spermicides. These are chemicals (in the form of foams or jellies) that are supposed to destroy the sperm before they reach the ovum. They are not especially effective when used alone but can be used with other types of contraceptives to increase the rate of prevention of pregnancy. Spermicides are 80 per cent to 90 per cent effective **when properly used.**

Diaphragm. This is a dome-shaped cap made of soft rubber that is filled with spermicide and then placed over the cervix. Sperm are ejaculated into the vagina but are blocked by the diaphragm as they try to make their way into the uterus. This device has to be fitted by a doctor or nurse since it must fit the cervix. It is reusable and can be left in the body for extended periods of time. The diaphragm is 80 per cent to 95 per cent effective **when used properly.**

The Pill. The birth control pill is made of female hormones and is meant to be taken every day according to a schedule. The pill prevents ovulation from taking place. Forgetting to take the pill for even one day can result in pregnancy if you are sexually active at that time. When used correctly, the pill can be 99 per cent effective. **The pill offers no protection against STDs.**

Implants. The implant works the same way as the birth control pill but removes the chance for human error. The implants are small plastic tubes containing hormones that are slowly released into the bloodstream after being inserted under the skin in the upper arm. This is a surgical procedure that must be done by a doctor. The implant is 99 per cent effective. **Implants offer no protection against STDs.**

Male Condom. This is a thin tube of latex, a form of rubber, that is unrolled over the length of the erect penis to keep the semen from entering the vagina. It is used once and then thrown away. If used properly and correctly, the male condom can be 90 per cent effective. Improper use can lower the rate of effectiveness to 65 per cent. Using a combination of condoms and spermicide correctly can increase the rate of protection.

Female Condom. This is a thin, loose-fitting, flexible plastic tube worn inside the vagina. A soft ring at the closed end of the tube covers the cervix and holds it in place inside the vagina. Another ring stays outside the vagina and covers the lips. It works like the male condom to prevent sperm from entering the vagina. It is used once and then thrown away. When used correctly, the female condom is 79 per cent to 95 per cent effective.

NB: Condoms do not guarantee protection against STDs, as viruses may be able to pass through. In addition, condoms deteriorate when improperly stored and may break during use.

Natural Contraception or Rhythm Method. This method requires keeping a record of the changes in the menstrual cycle to pinpoint the day of ovulation and abstaining from intercourse around the time of ovulation. It is not a very effective method because predicting ovulation is uncertain. **This method offers no protection against STDs.**

(Adapted from "Discovering Me," by Leslie Herod. Copyright 1999 Allyn & Bacon, Needham Heights, MA.)

SAMPLE LESSON THE LAW AND YOUTH

Age Level: 13–14

Duration: 40 minutes

Purpose: To make students aware of existing laws affecting their sexual health

Student Objectives: Students will be able to:

1. Outline the existing laws that affect their sexual health.
2. Demonstrate an interest in learning about laws that affect their sexual health.
3. Use critical thinking and social skills to assert their legal rights with respect to protecting sexual health.

Materials: Handouts on laws affecting students (select the main points), and overhead projector (if necessary)
Retrieve Sexual Offences Laws for some countries from the Interpol Web site, for example:
<http://www.Interpol.int/Public/Children/SexualAbuse/NationalLaws/csaJamaica.asp>

Preparation: Mount newspaper clippings highlighting sex crimes against youth/adolescents on cardboard and place around classroom. (*Or* prepare transparencies.)

Step 1: Introduction (3–5 minutes)

- T draws attention to the articles around the classroom and Ss respond freely.

Step 2: (20 minutes)

- *Either* a guest speaker (police officer/attorney) is invited to discuss laws that affect the Ss' sexual health.
- *Or* T distributes different segments/sections of the law to groups of students for a jigsaw activity.
 - T moves around to groups and facilitates discussions.

Step 3: (10 minutes)

- *Either* guest speaker facilitates a Question and Answer session.
- *Or* T answers questions from the “Question Box.”
- *Or* Ss share their discussions with the rest of the class, and T facilitates and clarifies any misunderstandings.

Evaluation/Homework (3 minutes)

- *Either* Ss prepare and present a “Mock Trial” for a sexual offence.
 - T debriefs.
- *Or* Ss read/view scenarios of sexually related crimes and explain (verbally or in writing) why they were crimes.

BACKGROUND INFORMATION

Setting up a mock trial

Cast consisting of members of the class:

- Judge
- Defence lawyer
- Prosecutor
- Jury (consisting of no more than nine persons)
- The accused
- The victim
- The victim's parent(s)
- Witnesses

The above are suggestions. The teacher could get additional advice from an expert in the field.

Debriefing Session

Teacher emphasises that this was just a role play and that the accused and victim were just playing roles.

- Actors are asked how they felt playing their roles.
- Were the arguments/evidence presented convincing?
- Do you agree or disagree with the verdict? Why?

GUIDELINES FOR ASSESSMENT

Assessment is an important part of HFLE instruction. **Formative assessment** is critical in that it gives both teacher and students immediate feedback on performance. This feedback allows students to monitor their own progress so they gain competence in self-assessment. Teachers should develop clear criteria on how tasks are going to be assessed. Students should be informed of these criteria so that there are shared understandings of expectations. Samples of formative assessment tasks have been provided at the end of the sample lessons.

Summative assessment is given at the end of a unit or module. The feedback from this type of assessment gives a picture of how students are progressing re the relevant HFLE standard. Such assessment tasks may be assigned a value or grade.

Whether you are engaging in formative or summative assessment, the assessment tasks must match learning objectives and methodologies. For example, if an objective is to have students use a particular skill or demonstrate a positive attitude, a multiple choice test or a true/false test would be an inappropriate match. Such objectives would require students to do things so that performance tasks are implicated.

TOOLS FOR SCORING

Tools for scoring performance tasks include checklists, rating scales, and rubrics.

Checklists allow you to say whether behaviours are present or absent. For example, a generic checklist to determine whether a student can use a particular skill could be developed as shown below. You will need to fill in the information that is specific to the particular skill, and a check mark (✓) under the relevant column would indicate whether the student is competent or not.

SIMPLE CHECKLIST

SKILL _____

USING THE STEPS	YES	NO
Step 1		

Rating scales allow you to determine a range of performances. You may assign a number value or a label as appropriate. For example, the rating scale below may be used for a Role Play in which students role-play different aspects of a situation and reflect on knowledge gained about the points of view/attitudes of others. (It could also be adjusted for use with a poster, a postcard, or any other task that requires creativity.)

Qualitative labels are suggested for formative assessment and number values (written in parentheses) for summative assessment.

RATING SCALE

ROLE PLAY _____

CRITERIA	EXCELLENT (4)	GOOD (3)	AVERAGE (2)	BELOW AVERAGE (1)
Content accuracy				
Role (extent to which arguments, solutions, etc., were in character)				
Knowledge gained				
Required elements				
Attitudes/feelings				
Props/costume (optional)				

Rubrics are used for assessing performance along a task-specific set of criteria. They are recommended for complex performance tasks. The elements of a rubric include a) the criteria for the task, b) levels of performance (qualitative, numeric, or both), and c) quality statements for each level. A major benefit of a rubric is that scoring is accurate, objective, and consistent. Rubrics may be tested, revised, and refined. They can then become part of a database for re-use and may be shared with colleagues. An example of a complex assessment task and a scoring rubric is provided below. For help with designing rubrics, go to <http://rubistar.4teachers.org>.

A summative assessment task and accompanying **rubric** for testing a module on *Assessing Accurate Age-Appropriate Health Resources* at the 13–14 age level follows. **Note that some criteria are weighted differently. Weighting reflects the emphasis given to that particular component of the task.**

PROJECT ASSIGNMENT

In your assigned groups, you are to carry out an investigation to find out what information and services related to sexuality and sexual health are available for students of your age. Develop a Manual for Students, in which you give the source of the service or information, a summary of the kind of information or service provided, and how the service may be accessed (telephone, addresses, etc.). Develop an action plan, assign tasks to members of the group, carry out the investigation, and compile the manual. You will hand in your action plan, a summary report of what you did, and the Manual. You have three weeks to complete the project.

RUBRIC FOR SUMMATIVE ASSIGNMENT – GROUP PROJECT

CRITERIA	Excellent	Good	Average	Poor	Weighting
Presentation <ul style="list-style-type: none"> • Title • Table of contents • Layout • Acknowledgements 	Title and table present Layout neat, attractive, and easy to follow Sources acknowledged	Title and table present Weakness in one other area	Title and table present Weakness in two other areas	Title or table missing General weakness	X 1
Action Plan <ul style="list-style-type: none"> • Purpose stated • Simple • Feasible • Tasks fairly allocated 	4 criteria met	3 criteria met	2 criteria met	1 criterion met	X 1.5
Summary Report <ul style="list-style-type: none"> • Brief • Easy to follow • All processes identified • Reflects group effort 	Briefly summarises the process Easy to read All steps are included and listed sequentially Clearly shows that all members were equally involved	Weakness in 1 area	Weakness in 2 areas	Weakness in all areas	X 2
Manual Information: <ul style="list-style-type: none"> • Relates to theme • Is accurate • Is appropriate • Is student-friendly 	All 4 criteria met	3 criteria met	2 criteria met	1 criterion met	X 3

TOTAL = 30 MARKS

NB: Remember that all members of a group are assigned the same mark. Teachers may develop a checklist for group members to mark each other on the group processes such as working

together, completing task on time, and contributions to overall project. This could feed into teachers' marks for the Summary report.

Theme 2: Self and Interpersonal Relationships



Health and Family Life Education

Theme: Self and Interpersonal Relationships

Regional Standards Self and Interpersonal Relationships

- 1) Examine the nature of self, family, school, and community in order to build strong healthy relationships.
- 2) Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs, and violence.
- 3) Respect the rich differences that exist among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

Regional Standard 1

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

Descriptor:

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

Key Skills:

Coping Skills (healthy self-management, self-awareness)

Social Skills (communication, interpersonal relations)

Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

Core Outcomes Age Level 9–10	Core Outcomes Age Level 11–12	Core Outcomes Age Level 13–14
<ol style="list-style-type: none"> 1. Demonstrate an understanding of self. 2. Identify ways to promote healthy relationships with family and friends. 	<ol style="list-style-type: none"> 1. Analyse the influences that impact on personal development (media, peers, family, significant others, community, etc.). 2. Demonstrate an understanding of issues that impact on relationships within the family, school, and community. 	<ol style="list-style-type: none"> 1. Demonstrate ways to use adverse experiences for personal growth and development. 2. Recognise risks to mental and emotional well-being.

Regional Standard 2

Acquisition of coping skills to deter behaviours and lifestyles associated with crime, drugs, and violence, motor vehicle accidents, and other injuries.

Descriptor:

Students need to practise skills that reduce their involvement in risky behaviours. Crime, violence, bullying, alcohol and other drugs, and motor vehicle accidents and other injuries threaten the very fabric of Caribbean society and the lives of Caribbean youth. The acquisition of these skills will increase students' ability to assume a responsible role in all aspects of personal, family, and community living.

Key Skills:

Coping Skills (healthy self-management, self-awareness)

Social Skills (communication, interpersonal relations, assertiveness, conflict resolution, mediation, anger management)

Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

Core Outcomes Age Level 9–10	Core Outcomes Age Level 11–12	Core Outcomes Age Level 13–14
<ol style="list-style-type: none"> 1. Identify ways of coping with feelings and emotions in adverse situations. 2. Demonstrate skills to cope with violence at home, school, and in the community. 	<ol style="list-style-type: none"> 1. Develop resilience for coping with adverse situations (death, grief, rejection, and separation). 2. Analyse the impact of alcohol, drugs, and other illicit drugs on behaviour and lifestyle. 3. Demonstrate skills to cope with violence at home, school, and in the community. 	<ol style="list-style-type: none"> 1. Demonstrate skills to avoid high-risk situations and pressure to use alcohol and other illicit substances. 2. Demonstrate skills to cope with violence at home, school, and in the community.

Regional Standard 3

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

Descriptor:

Survival in a global economy demands that we pool our individual and collective resources in order to be productive as a people. Students must be committed to valuing and respecting the rich diversity (cultural, ethnic, and religious) of the people of the Caribbean. Additionally, they must be encouraged to realise their fullest potential as contributors to sustainable development while embracing core values and democratic ideals.

Key Skills:

Coping Skills (healthy self-management)

Social Skills (communication, interpersonal relations, assertiveness, refusal, negotiation)

Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

Core Outcomes Age Level: 9–10	Core Outcomes Age Level 11–12	Core Outcomes Age Level 13–14
<ol style="list-style-type: none"> 1. Affirmation of persons who are different from oneself (ethnic and cultural). 2. Appreciate that resources among diverse people are essential to developing positive relationships. 	<ol style="list-style-type: none"> 1. Assess ways in which personal and group efforts can be enhanced by the interactions and contributions of persons of diverse cultural and ethnic groupings. 2. Recognise the value of personal commitment and hard work to the improvement of self, others, and the wider community. 	<ol style="list-style-type: none"> 1. Critically examine how relationships can be affected by personal prejudices and biases. 2. Advocate for acceptance and inclusion of persons from diverse groupings at all levels of society. 3. Recognise that the development of the region depends on individual and collective efforts at all levels of society.

Health and Family Life Education Regional Framework

THEME

SELF

AND

INTERPERSONAL
RELATIONSHIPS

AGE LEVEL

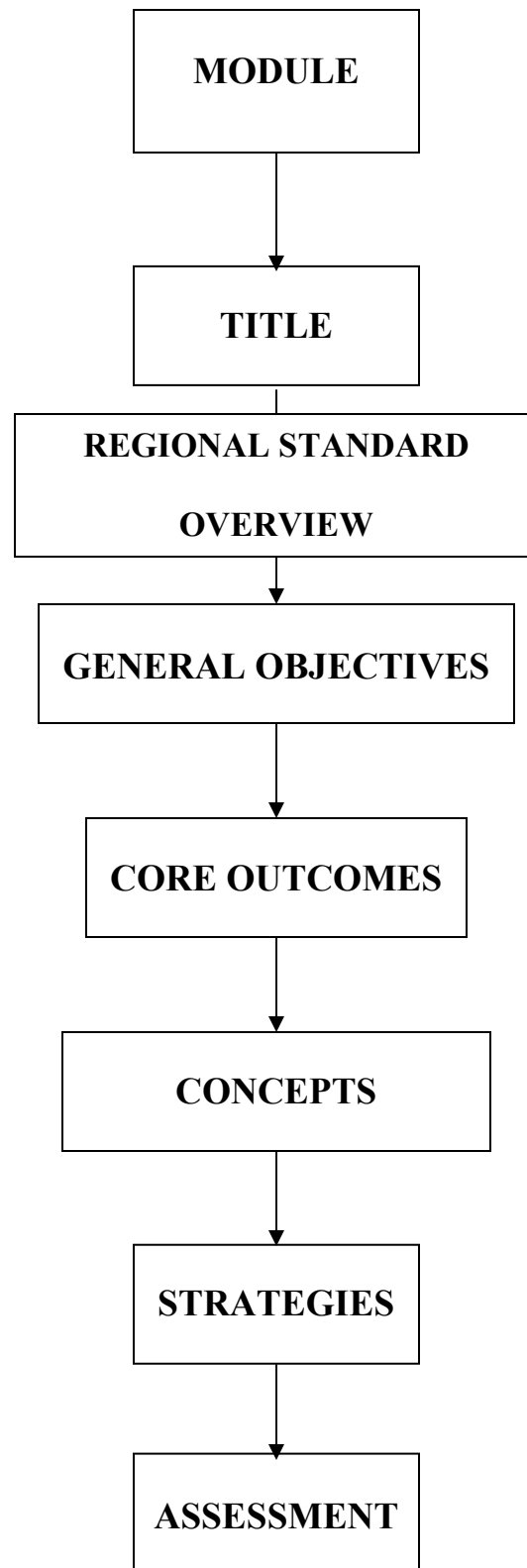
9–10

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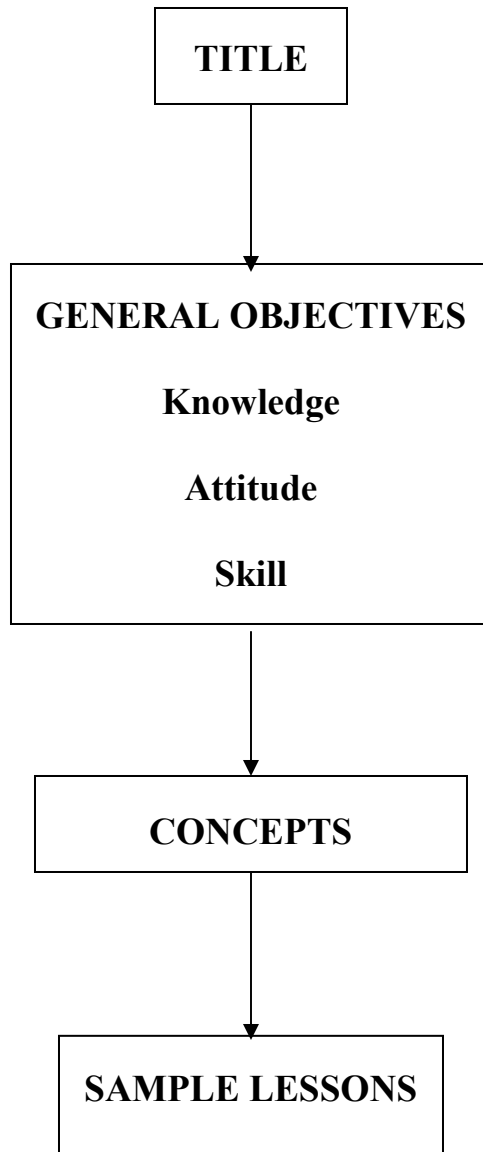
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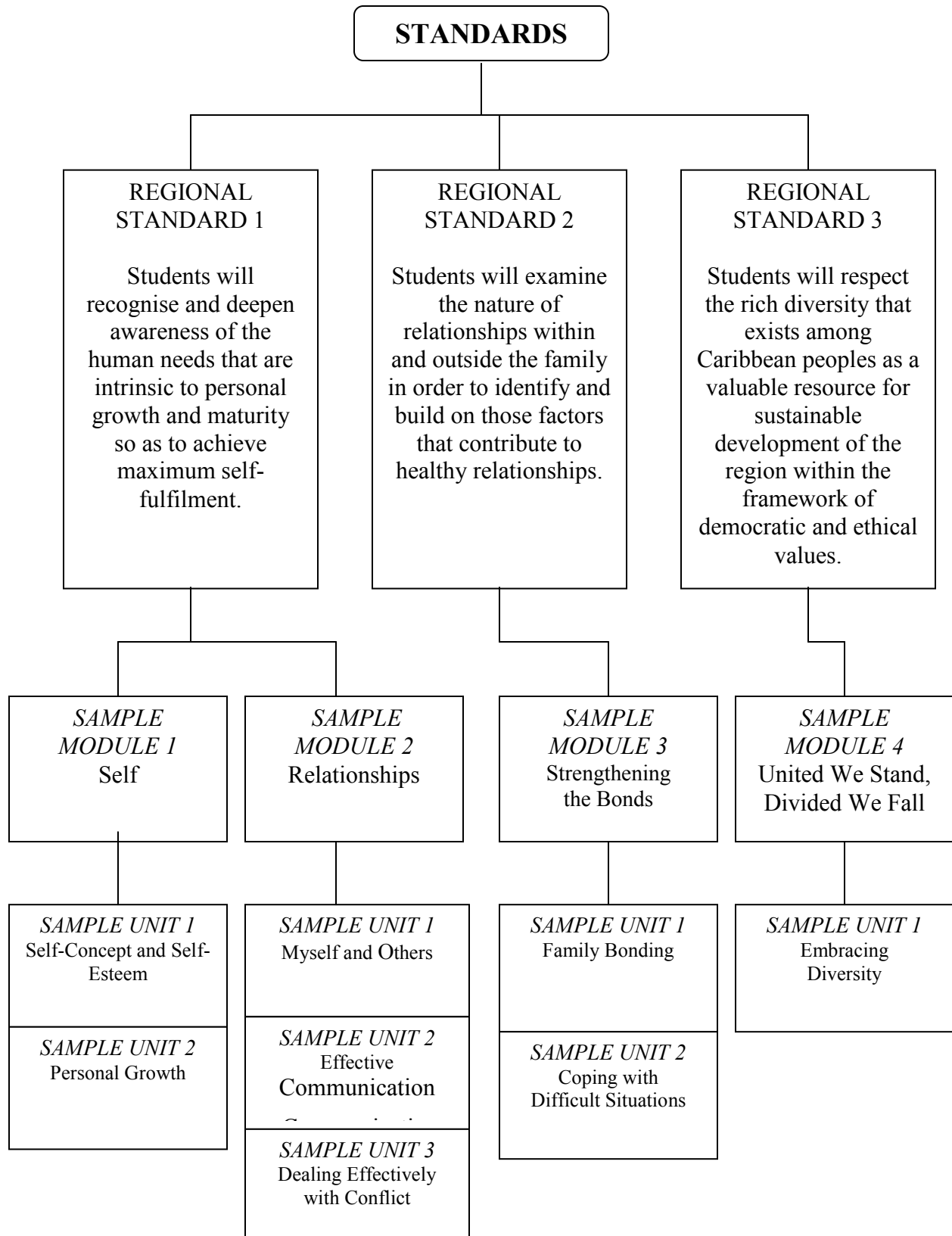
MODULE LAYOUT



UNIT LAYOUT



THEME: Self and Interpersonal Relationships (Age Level 9–10)



MODULES	CORE OUTCOMES	UNITS	CONCEPTS
<p><i>Sample Module 1</i> Self</p> <p>(From Regional Standard 1)</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the uniqueness of self. 2. Practise communicating personal needs to significant others (physical, emotional, and social). 3. Practise behaviours that promote self-improvement. 4. Identify ways of coping with feelings and emotions in adverse situations. 	<p><i>Sample Unit 1</i> Self-Concept and Self-Esteem</p>	<ol style="list-style-type: none"> 1. Self is made up of physical, emotional, spiritual, and mental dimensions. 2. Self-concept is the image one has of oneself that can be either positive or negative. 3. Many factors influence the development of self-concept, e.g., interactions with significant others, the media, and school experiences. 4. Self-esteem is the value one places on oneself (how one feels about one's worth).
		<p><i>Sample Unit 2</i> Personal Growth</p>	<ol style="list-style-type: none"> 1. Personal growth is enhanced when one nurtures positive feelings about self and can manage one's emotions. 2. Goal setting contributes to personal development and self-worth.
<p><i>Sample Module 2</i> Relationships</p> <p>(From Regional Standard 1)</p>	<ol style="list-style-type: none"> 1. Identify ways to promote healthy relationships with family and friends. 	<p><i>Sample Unit 1</i> Myself and Others</p>	<ol style="list-style-type: none"> 1. Relationship as the bond or connectedness with others. 2. The importance/value of relationships. 3. Different types of relationships exist, e.g., parent/child, siblings, and other family; classroom relationships; friendships; romantic relationships; community relationships. 4. Characteristics of healthy relationships: <ul style="list-style-type: none"> ▪ Respecting self and others ▪ Observing the rights of self and others ▪ Acceptance and trust ▪ Empathy 5. Culture, norms, values, SES, religion, prejudices, and biases may influence relationships.

MODULES	CORE OUTCOMES	UNITS	CONCEPTS
		<i>Sample Unit 2</i> Effective Communication	1. Communication is a characteristic of healthy relationships and involves several processes.
		<i>Sample Unit 3</i> Dealing with Conflict	1. A characteristic of healthy relationships is effective management of conflict.
<i>Sample Module 3</i> Strengthening the Bonds (From Regional Standard 2)	1. Demonstrate knowledge of the universality of family. 2. Identify ways in which family can provide support for meeting needs (love, security). 3. Participate in promoting healthy relationships with family and friends.	<i>Sample Unit 1</i> Family Bonding	1. Open and honest communication is a family strength that empowers individuals and families. 2. Values like respect and responsibility help build character and improve family relationships. 3. Families that play together share a closer bond.
(Sample Summative Assessments included)	4. Identify ways of coping with feelings/emotions that may arise during conflicts with family, friends, and significant others.	<i>Sample Unit 2</i> Coping with Difficult Situations	1. Personal and social factors can impair family relationships. 2. Coping, social, and cognitive skills can be developed and used to cope with situations that negatively affect family relationships. 3. Family members need to be resilient.
<i>Sample Module 4</i> United We Stand, Divided We Fall (From Regional Standard 3)	1. Identify and affirm persons who are different from oneself (ethnic, cultural). 2. Appreciate that differences in traditions among diverse peoples have the potential to build positive relationships.	<i>Sample Unit 1</i> Embracing Diversity	1. Our cultural, ethnic, and religious differences make us unique and special. 2. Our different beliefs and customs provide a starting point for us to relate to and understand each other.

SAMPLE MODULE 1
SELF

Regional Standard 1

Students will demonstrate, recognise, and deepen awareness of the human needs that are intrinsic to personal growth and maturity so as to achieve maximum self-fulfilment.

Overview

Acceptance of self, the need to belong, and the need to love and be loved, are some of the universal needs that contribute to the shaping of our individual selves. These needs may or may not be met in our various environments. Students need to be assisted in developing resiliency—the capacity to assess, cope, manage, and benefit from the various influences that impact on personal development.

General Objectives

At the end of this module students will:

1. Demonstrate an understanding of self.
2. Nurture positive feelings about self.
3. Demonstrate appropriate skills to promote healthy personal growth and development.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
This Is How I See Myself I Am Special, I Am Me. A Boy/Girl Called . . . Happy People I Know I CAN Please Accept Me I Have Feelings Managing Anger Who Will I Be? Setting Goals	Brainstorming Group discussion Oral presentation Role play Checklist Creative expression/writing Movement exercise Video presentation	Create a collage Creative design (postcard) Essay writing Creative expression Make a video Group presentation

Age Level 9–10: SAMPLE UNIT 1
SELF-CONCEPT AND SELF-ESTEEM

General Objectives

At the end of this unit students will:

1. Demonstrate an understanding of the nature of self, self-concept, and self-esteem.
(Knowledge)
2. Demonstrate a positive attitude toward self. (Attitudes)
3. Use coping, social, and cognitive skills to neutralise risks to mental and emotional well-being. (Skills)

Concepts	Lesson Titles/ Sample Lessons	Strategies	Assessment
<ul style="list-style-type: none"> • Self is made up of physical, emotional, spiritual, and mental dimensions. • Self-concept is the image one has of oneself, which can be either positive or negative. • Many factors influence the development of self-concept, e.g., interactions with significant others, the media, and school experiences. • Self-esteem is the value one places on oneself (How you feel about your worth). • Self-esteem and self-concept are learnt and can thus be improved. 	<ul style="list-style-type: none"> • <i>SAMPLE LESSON –</i> <u>This Is How I See Myself</u> <p>Specific Objectives: At the end of this lesson students will be able to:</p> <ol style="list-style-type: none"> 1. Define self-concept in simple terms. 2. Demonstrate an acceptance of self. 3. Use self-awareness skills to identify personal qualities. <ul style="list-style-type: none"> • I Am Special, I Am Me • A Boy/Girl Called . . . • Happy People 	Brainstorm Lecture Group discussion	Creative design (card/poster)

SAMPLE LESSON
THIS IS HOW I SEE MYSELF

Age Level: 9–10

Duration: 30–35 minutes

Purpose: To allow students a chance to get a better understanding of self

Student Objectives: Students will be able to:

1. Define self-concept in simple terms.
2. Demonstrate an acceptance of self.
3. Use self-awareness skills to identify personal qualities.

Materials: Pencils and copies of the handout “This Is How I See Myself”

Preparation: Ask students to bring mirrors to class.

Step 1: Introduction (3–5 minutes)

- ❑ Ss look in mirrors and say whom they see.
- ❑ In turns, two (2) volunteers describe their images as reflected in the mirror.

Step 2: (10–15 minutes)

- ❑ Handouts are distributed, and Ss either circle or tick the qualities they think best describe them.
- ❑ In groups of no more than five (5), Ss share how they see themselves as indicated on the activity sheet.
- ❑ T introduces the term *self-concept* and stresses that it is more than how people see themselves physically.
- ❑ Ss develop a working definition of *self-concept*.

Evaluation (10 minutes)

- ❑ Ss design a card or poster to highlight their outstanding qualities and make some declaration of appreciation of self.

OPTION

Step 2:

- ❑ After sharing from activity sheets, others in the group are asked whether they see the other person as he/she described himself/herself.

Handout:

Name:

This Is How I See Myself

Read each quality listed on the activity sheet and decide how each applies to you. Write the qualities you feel apply to you the best on the left, and write those that you feel apply to you the least on the right. Space the qualities along the continuum as you feel they apply to you.

FUNNY
GULLIBLE
CLASS CLOWN
SPIRITUAL
PROUD
A LONER
NERVOUS
EXCITABLE
SILLY
KIND



CHEERFUL
ENERGETIC
BRAGGER
FOLLOWER
DEDICATED
HARD WORKING
FRIENDLY
FAMILY ORIENTED
LOVING
SERIOUS

MOST LIKE ME

LEAST LIKE ME

(Adapted from "Discovering Me," p. 154, by Leslie Herod. Copyright 1999 Allyn & Bacon, Needham Heights, MA.)

Age Level 9–10: SAMPLE UNIT 2
PERSONAL GROWTH

General Objectives

At the end of this unit students will:

1. Analyse the influences that impact on personal development. (Knowledge)
2. Accept responsibility for personal growth and development. (Attitudes)
3. Use coping and cognitive skills to respond positively to adverse experiences. (Skills)
4. Use decision-making and problem-solving skills to attain goal targets. (Skills)

Concepts	Lesson Titles/Sample Lesson	Strategies	Assessment
<ul style="list-style-type: none"> • Personal growth is enhanced when one nurtures positive feelings and can manage one’s emotions. • Goal setting contributes to personal development and self-worth. 	<ul style="list-style-type: none"> • I KNOW I CAN • Please Accept Me • I Have Feelings • <i>SAMPLE LESSON</i> – Managing Anger <p>Specific Objectives: At the end of this lesson students will be able to:</p> <ol style="list-style-type: none"> 1. Identify ways of appropriately dealing with anger. 2. Accept personal responsibility for response to anger. 3. Demonstrate coping and social skills to manage anger. <ul style="list-style-type: none"> • Who Will I Be? • Setting Goals 	<p>Case study Role play Discussion</p>	<p>Role play</p>

SAMPLE LESSON MANAGING ANGER

Age Level: 9–10

Duration: 30–35 minutes

Purpose: To identify ways of coping with anger

Student Objectives: Students will be able to:

1. Identify ways of appropriately dealing with anger.
2. Accept personal responsibility for response to anger.
3. Demonstrate coping and social skills to manage anger.

Materials: Case study and pictures of angry persons

Preparation: Display pictures of angry persons around classroom.

Step 1: Introduction (2–3 minutes)

- Ss are asked to identify emotion being expressed in pictures.
- T introduces the topic.

Step 2: (5–7 minutes)

- Case study is distributed to Ss assembled in groups of no more than five (5) with the following questions to guide discussion:
 - Have you had a similar experience?
 - How did you respond/ behave?
 - Is it wrong to get angry?
 - What are some better ways Susan could have dealt with the situation?

Step 3: (15–17 minutes)

- Having identified alternatives to lashing out, Ss are asked to role-play one of the ways of dealing with a situation similar to that experienced by Susan. (2–3 minutes per role play)
- T debriefs using the following questions:
 - How did you feel reacting the way you did instead of lashing out?
 - Do you think you can really react that way if faced with such a situation?
 - Could we make a list of things we can do to manage our anger?

Evaluation/Homework (3 minutes)

- Each group is required to create a scenario depicting a situation where the person gets angry and responds a) in an appropriate manner, and b) in an inappropriate way. In a subsequent class, groups role-play their scenario.

Handout:

CASE STUDY

Susan sat daydreaming in class while her teacher was explaining a math problem. The teacher called Susan to the blackboard and asked her to write in the answer to the problem. Susan did not know how to work the problem and got the answer wrong. The teacher rebuked her for not paying attention.

Two girls in front started to giggle causing Susan to become very angry. In a rage she picked up the duster and threw it at one of the girls, hitting her above her eye.

Teacher can make up alternative scenarios, using situations that are common in the classroom or playground.

SAMPLE MODULE 2
RELATIONSHIPS

Regional Standard 1

Students will recognise and deepen awareness of the human needs that are intrinsic to personal growth and maturity so as to achieve maximum self-fulfilment.

Overview

Acceptance of self, the need to belong, and the need to love and be loved, are some of the universal needs that contribute to the shaping of our individual selves. These needs may or may not be met in our various environments. Students need to be assisted in developing resiliency—the capacity to assess, cope, manage, and benefit from the various influences that impact on personal development.

General Objectives

At the end of this module students will:

1. Demonstrate an understanding of the nature of relationships and issues that influence them.
2. Appreciate the importance of developing and maintaining healthy relationships.
3. Use/apply appropriate skills to develop and maintain healthy relationships.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
Relating with Others Making Friends I Am My Best Friend Sharing Feelings Comfort and Support Helping Out	Brainstorming Modelling Creative thinking Role play Small-group discussion Creative expression/writing Lecture/documentary Games Songs Teamwork Video presentation	Poster Creative design Creative writing Creative expression Make a video Create a comic strip Group presentation

Age Level 9–10: SAMPLE UNIT 1
MYSELF AND OTHERS

General Objectives

At the end of this unit students will:

1. Demonstrate knowledge of the characteristics of healthy relationships. (Knowledge)
2. Demonstrate personal commitment to developing and maintaining healthy relationships. (Attitudes)
3. Use social skills to develop and maintain healthy relationships. (Skills)

Concepts	Lesson Titles/ Sample Lesson	Strategies	Assessment
<ul style="list-style-type: none"> • Relationship refers to the bond or connection with others. • The importance/value of relationships. • Different types of relationships, e.g., parent/child, siblings, and other family relationships; classroom/professional relationships; friendships; romantic relationships; community relationships. • Characteristics of healthy relationships include: <ul style="list-style-type: none"> ▪ Respecting self and others ▪ Observing the rights of self and others ▪ Empathy • Culture, norms, values, SES, religion, prejudices, and biases may influence relationships. 	<ul style="list-style-type: none"> • Relating with Others • <i>SAMPLE LESSON</i> – Making Friends Specific Objectives: At the end of this lesson students will be able to: <ol style="list-style-type: none"> 1. Identify the components of friendly relationships. 2. Show appreciation for friends. 3. Maintain friendships through the use of effective communication skills. • I Am My Best Friend • Sharing Feelings • Comfort and Support • Helping Out 	Brainstorming Small-group discussion	Creative design

SAMPLE LESSON MAKING FRIENDS

Age Level: 9–10

Duration: 30–35 minutes

Purpose: To understand the basics of the relationship process

Student Objectives: Students will be able to:

1. Identify the components of friendly relationships.
2. Show appreciation for friends.
3. Maintain friendships through the use of effective communication skills.

Materials: Cake template (see Worksheet), tape, chalkboard, chalk, friendship songs, and cassette/CD player

Step 1: Introduction (5 minutes)

- ❑ “That’s What Friends Are For” is played in background.
 - ❑ T begins lesson by asking the following questions:
 - What is friendship?
 - Why do we need friends?
 - Can boys and girls be friends?
- Ss brainstorm some of the ingredients of friendship.

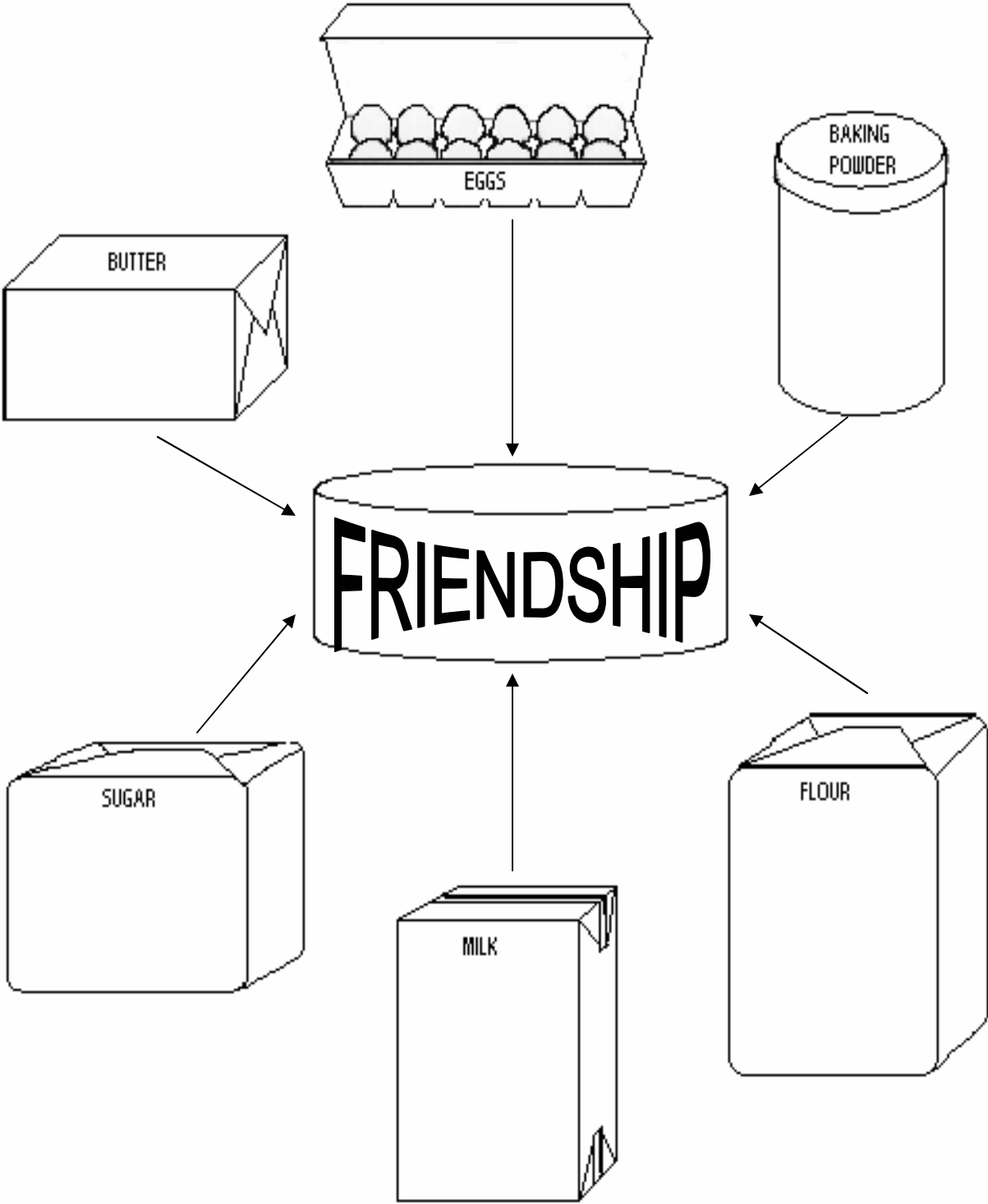
Step 2: (20 minutes)

- ❑ In groups (leader, recorder, timekeeper, and reporter), Ss take turns in substituting ingredients of friendship on the cake template (see Worksheet). Each S explains why the component he/she chose is important to friendship.
- ❑ T walks around to each group as they work.
- ❑ Reporters put group lists on the board and share the ingredients of friendship with class.
- ❑ T summarises by stating that being a good friend is a responsibility and takes practice.

Evaluation/Homework

- ❑ Ss are instructed to make a paper friendship chain for a classmate.
 - Each link must be labelled with one of the components of friendship.
 - Ss may decorate as they wish using glitter, markers, crayons, or any other material available.
 - On a subsequent occasion (e.g., art class), T inspects the homework and Ss present their chains to their designated classmates. Each S tells the recipient why he/she is appreciated as a friend.

Worksheet:



BACKGROUND INFORMATION

Song by Dionne Warwick That's What Friends Are For

And I never thought I'd feel this way
And as far as I'm concerned
I'm glad I got the chance to say
That I do believe I love you

And if I should ever go away
Well, then close your eyes and try to feel
The way we do today
And then if you can remember

Keep smilin', keep shinin'
Knowin' you can always count on me, for
sure
That's what friends are for
For good times and bad times
I'll be on your side forever more
That's what friends are for

Well, you came and opened me
And now there's so much more I see
And so by the way I thank you

Whoa, and then for the times when we're
apart
Well, then close your eyes and know
These words are comin' from my heart
And then if you can remember, oh

Keep smiling, keep shining
Knowing you can always count on me, for
sure
That's what friends are for
In good times, in bad times
I'll be on your side forever more
Oh, that's what friends are for

Whoa . . . oh . . . oh . . . keep smilin', keep
shinin'
Knowin' you can always count on me, for
sure
That's what friends are for
For good times and bad times
I'll be on your side forever more
That's what friends are for

Keep smilin', keep shinin'
Knowin' you can always count on me, oh,
for sure
'Cause I tell you that's what friends are for
For good times and for bad times
I'll be on your side forever more
That's what friends are for (That's what
friends are for)

On me, for sure
That's what friends are for
Keep smilin', keep shinin'

List of Ingredients of Friendship: (Teachers may add to list as needed.)

trust
dependability
communication
sense of humour

confidence
understanding
caring
accepting

honesty
loyalty
support
respect



Teacher should ensure that each child gets a friendship chain.

Age Level 9–10: SAMPLE UNIT 2
EFFECTIVE COMMUNICATION

General Objectives

At the end of this unit students will:

1. Demonstrate knowledge of the nature of the communication process and the factors that influence the process. (Knowledge)
2. Demonstrate willingness to improve their communication skills. (Attitudes)
3. Use social skills to communicate effectively with family, friends, and others. (Skills)

Concepts	Lesson Titles	Strategies
<ul style="list-style-type: none">• Communication is a characteristic of healthy relationships.• Communication involves listening/observing, responding, and feedback.	<ul style="list-style-type: none">• Are You Listening?• Talking Without Speaking• Talking and Touching• What Do You Mean?	Role play Modelling

Age Level 9–10: SAMPLE UNIT 3
DEALING EFFECTIVELY WITH CONFLICT

General Objectives

At the end of this unit students will:

1. Demonstrate knowledge of ways to effectively deal with conflict. (Knowledge)
2. Demonstrate willingness to deal with conflict. (Attitudes)
3. Use coping, social, and cognitive skills to effectively deal with conflict. (Skills)

Concepts	Lesson Titles/ Sample Lessons	Strategies
<ul style="list-style-type: none">• A characteristic of healthy relationships is effective management of conflict.	<ul style="list-style-type: none">• Saying No to ME• Words Can Hurt• Talking It Out• Let's Ask for Help	Role play Modelling

SAMPLE MODULE 3
STRENGTHENING THE BONDS

Regional Standard 2

Students will examine the nature of relationships within and outside the family in order to identify and build on those factors that contribute to healthy relationships.

Overview

Interpersonal relationships begin in the family, which is the primary socialising agent. Students need to understand the dynamics of relationships within and outside the family in order to demonstrate the commitment, dedication, and flexibility that are central to building strong relationships. They also need to be assisted in practising behaviours that mitigate violence, bullying, exploitation, and other relationship issues.

General Objectives

At the end of this module students will:

1. Demonstrate an understanding of the factors that enhance or weaken family life.
2. Demonstrate an appreciation of the value of family life.
3. Apply appropriate social and interpersonal skills to strengthen relationships in the family.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
Communicating at Home “I” Messages Respect for Self and Family Responsibility to Self and Family Leisure Time Things That Block Communication Recognising Trouble Situations Dealing with Trouble Situations Bouncing Back	Brainstorming Case studies Role play Small-group discussion Cooperative learning groups Anonymous questions Creative expression/writing Documentary Video presentation Skills rehearsal Guest speaker	Quizzes Role play Poster/artwork Journaling Group presentations Letter to editor Essay/composition Radio programme Song/rap

Age Level 9–10: SAMPLE UNIT 1
FAMILY BONDS

General Objectives

At the end of this unit students will:

1. Demonstrate knowledge of the factors within and without the home that build strong family life. (Knowledge)
2. Demonstrate confidence in their ability to contribute positively to family relationships. (Attitudes)
3. Demonstrate the social and communication skills that foster family togetherness. (Skills)

Concepts	Lesson Titles/ Sample Lessons	Suggested Strategies	Assessment
<ul style="list-style-type: none"> • Open and honest communication is a family strength that empowers individuals and families. • Values like respect and responsibility help build character and improve family relationships. • Families that play together share a closer bond. 	<ul style="list-style-type: none"> • Communicating at Home • “I” Messages • Respect for Self and Family • Responsibility to Self and Family • Leisure Time 	Brainstorming Case study Role play	Creative thinking Role play

Age Level 9–10: SAMPLE UNIT 2
COPING WITH DIFFICULT SITUATIONS

General Objectives

At the end of this unit students will:

4. Demonstrate knowledge of the factors within and without the home that impact adversely on family life. (Knowledge)
5. Demonstrate confidence in their ability to recognise negative and difficult situations. (Attitudes)
6. Demonstrate the capacity to respond appropriately to difficult situations. (Skills)

Concept	Lesson Titles	Suggested Strategies
<ul style="list-style-type: none"> • Personal, social, and economic factors can impair family relationships. • Skills can be developed and used to cope with difficult situations that impact family relationships. • Family members need to be resilient. 	<ul style="list-style-type: none"> • In Good Times, in Bad Times • We Are a Team • Looking at the Funny Side • Many Faces of Love 	Brainstorming Case study Role play Skill modelling

SAMPLE MODULE 4
UNITED WE STAND, DIVIDED WE FALL

Regional Standard 3

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

Overview

Survival in the global economy demands that we pool our individual and collective resources in order to be productive as a people. Students must be committed to valuing and respecting the rich diversity of the people of the Caribbean (cultural, ethnic, religious). Additionally, they must be encouraged to realise their fullest potential as contributors to sustainable development while embracing core values and democratic ideals.

General Objectives

At the end of this module students will:

1. Demonstrate understanding of some of the issues that may arise when people who have different beliefs or customs live in the same place.
2. Demonstrate appreciation of persons from diverse groupings.
3. Demonstrate appropriate skills to advocate for acceptance and inclusion of persons who have different beliefs and customs.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
Only Skin-Deep Understanding Our Differences A Walk in Your Shoes Together We CAN	Brainstorming Case studies Role play Small-group discussion Cooperative learning groups Anonymous questions Lecture/documentary Video presentation Field trip Guest speaker	Role play Poster/artwork Journaling Group presentations Letter to editor Radio programme Song/rap Scrapbook

Age Level 9–10: SAMPLE UNIT 1
EMBRACING DIVERSITY

General Objectives

At the end of this unit students will:

1. Demonstrate knowledge of the range of differences that exists among children in their school or community. (Knowledge)
2. Demonstrate acceptance of persons who are different from them. (Attitudes)
3. Demonstrate social, cognitive, and coping skills to advocate for acceptance and inclusion of persons who are different from them. (Skills)

Concept	Lesson Titles/ Sample Lessons	Suggested Strategies	Assessment
<ul style="list-style-type: none"> • Our cultural, ethnic, and religious differences make us unique and special. • Our different beliefs and customs provide a starting point for us to relate to and understand each other. 	<ul style="list-style-type: none"> • <i>SAMPLE LESSON</i> – Only Skin-Deep Specific Objectives: At the end of this lesson students will be able to: <ol style="list-style-type: none"> 1. Explain what is meant by the term diversity. 2. Demonstrate a positive attitude toward persons of different groupings. 3. Use social and cognitive skills to affirm and accept persons who are different. • Understanding Our Differences • A Walk in Your Shoes • Together We CAN 	Brainstorming Cooperative learning groups	Scenario Role play

SAMPLE LESSON ONLY SKIN-DEEP

Age Level: 9–10

Duration: 30–35 minutes

Purpose: To develop an appreciation of and respect for cultural diversity

Student Objectives: Students will be able to:

1. Explain what is meant by the term diversity.
2. Demonstrate a positive attitude toward persons of different groupings.
3. Use social and cognitive skills to affirm and accept those who are different.

Materials: Hard-boiled eggs with shells decorated in different colours and patterns, pictures of persons from different backgrounds (cultural, ethnic, religious), Bob Marley’s song “One Love,” and cassette/CD player

Step 1: (3–5 minutes)

- T calls five (5) students to front of the class and hands each an egg.
- Ss are asked to note the distinguishing features of their eggs before they place them in a tray/basket/box.
- T shuffles the eggs around, and Ss are asked to select/pick their original egg from the tray/basket/box.
 - T asks Ss to explain how they knew which egg was theirs.
 - T makes the analogy between the differences in the appearances of the eggs and the differences in appearance that exists among people.

Step 2: (25 minutes)

- In groups of no more than five (5), each group is presented with collages depicting people of different cultural, religious, and ethnic backgrounds and is asked to make a list of how they differ.
 - Ss share differences with class.
 - T talks about different customs and beliefs that people have and introduces the term *diversity*.
 - T asks if Ss think that the differences they see in the pictures mean that the people are also different on the inside. T allows for Ss’ responses but desists from commenting.
- T peels and shuffles the eggs and asks Ss to pick out their original eggs.
 - T explains that without the distinguishing shells and makes the link to persons of different groupings. We may look different and have different ways of doing things, but we are all human beings with the same needs.
- T asks question, *Are persons of different races, or different religions, always treated the same by others?*
 - Ss share ideas.

- T asks Ss to identify the feelings of persons who are treated differently because they are different.

Step 3: (2–5 minutes)

- With Bob Marley’s “One Love” playing in the background, T and Ss summarise the importance of recognising and accepting the diversity that exists among people and the fact that despite these differences, we have basic similarities (needs, emotions) that make us interdependent.

EVALUATION/HOMEWORK

Teacher provides a scenario about a new student from another country who has enrolled in the school. She is usually by herself and is called names by some of the other students.

Students are invited to role-play ways in which they show affirmation and acceptance.

GUIDELINES FOR ASSESSMENT

Assessment is an important part of HFLE instruction. **Formative assessment** is critical in that it gives both teacher and students immediate feedback on performance. This feedback allows students to monitor their own progress so they gain competence in self-assessment. Teachers should develop clear criteria on how tasks will be assessed. Students should be informed of these criteria so that there are shared understandings of expectations. Samples of formative assessment tasks have been provided at the end of the sample lessons.

Summative assessment is given at the end of a unit or module. The feedback from this type of assessment gives a picture of how students are progressing re the relevant HFLE standard. Such assessment tasks may be assigned a value or grade.

Whether you are engaging in formative or summative assessment, the assessment tasks must match learning objectives and methodologies. For example, if an objective is to have students use a particular skill or demonstrate a positive attitude, a multiple choice test or a true/false test would be an inappropriate match. Such objectives would require students to do things so that performance tasks are implicated.

TOOLS FOR SCORING

Tools for scoring performance tasks include checklists, rating scales, and rubrics.

Checklists allow you to say whether behaviours are present or absent. For example, a generic checklist to determine whether a student can use a particular skill could be developed as shown below. You will need to fill in the information that is specific to the particular skill, and a check mark (✓) under the relevant column would indicate whether the student is competent or not.

Checklist for Skill Competence

SKILL – USING THE STEPS	YES	NO
Step 1		

Rating scales allow you to determine a range of performances. You may assign a number value or a label as appropriate. For example, the rating scale below may be used to assess a reflective journal on a unit of work on *Self and Interpersonal Relationships*. The rating scale may be adjusted to fit the requirements of the task.

Rating Scale for Reflective Journal

JOURNAL ENTRIES	OUTSTANDING (4)	ACHIEVING (3)	DEVELOPING (2)	EMERGING (1)
In students' own words and convey personal meaning				
Show understanding of concepts or skills taught				
Show development of positive attitudes and values				
Provide feedback on use of two skills with suggestions for improving skills				

Qualitative labels are suggested for formative assessment and number values (written in parentheses) for summative assessment.

Rubrics are used for assessing performance along a task-specific set of criteria. They are recommended for complex performance tasks. The elements of a rubric include a) the criteria for the task, b) levels of performance (qualitative, numeric, or both), and c) quality statements for each level. The rating scale above may be converted into a rubric using the above guidelines.

A major benefit of rubrics is that scoring is accurate, objective, and consistent. Rubrics may be tested, revised, and refined. They can then become part of a database for re-use or may be shared with colleagues. Examples of a complex assessment task and scoring rubric are provided below. For help with designing rubrics go to <http://rubistar.4teachers.org>.

A summative assessment task and accompanying **rubric** for testing a module on *Self* at the 9–10 level follows. **Note that some criteria are weighted differently. Weighting reflects the emphasis given to, or the importance of, that component of the task.**

SAMPLE SUMMATIVE ASSESSMENT – A PERSONAL SCRAPBOOK

Task: You are to assemble a personal scrapbook containing artefacts that will give a reader an understanding of who you are and how you see yourself. You can be as creative as you wish. Your scrapbook should contain the following:

- ⇒ Photographs—past or present—of self and significant others
- ⇒ A Family Tree—from grandparents to siblings (and further if applicable)
- ⇒ Copy of Birth Certificate
- ⇒ Biographical Sketch: name, address, description of family, community, and school hobbies
- ⇒ My Favourite Things: colour, food, television show, person/role model, music, singer, movie, place, sport, etc.
- ⇒ Things I’m Good At
- ⇒ Things I Need to Work On
- ⇒ My Future: job, education, car, house, children, trips/vacations, adventures, address, etc.
- ⇒ Optional—any other item that is important to you and that will help someone else get a picture of how you see yourself

RUBRIC FOR SAMPLE SUMMATIVE ASSESSMENT - SCRAPBOOK

CRITERIA	Very Good	Good	Fair	Weak
	4	3	2	1
Compulsory Components	All 8 present (X 2)	6–7 present (X 2)	4–5 entries (X 2)	3 or fewer (X 2)
Presentation and Organisation	Very attractive layout, with well-organised information	Attractive layout, with well-organised information	Not attractive, but information is well-organised	Confusing organisation
Knowledge Gained	Very good understanding of concepts of self	Good understanding of concepts of self	Fair understanding of concepts of self	Weak understanding of concepts of self
Optional Component	Appropriate with very good explanation for choice	Appropriate with good explanation for choice	Appropriate with fair explanation for choice	Appropriate, with weak explanation for choice
Graphics/Pictures	Go well with text, and a good mix	Go well with text, but so many they detract	Go well with text, but too few	Some do not go well with text and seem to be randomly chosen

TOTAL = 20 marks

NB: Note that a weighting of 2 is given to criterion “compulsory components.” This means that the marks assigned to this category should be multiplied by 2.

Health and Family Life Education Regional Framework

THEME

SELF

AND

INTERPERSONAL
RELATIONSHIPS

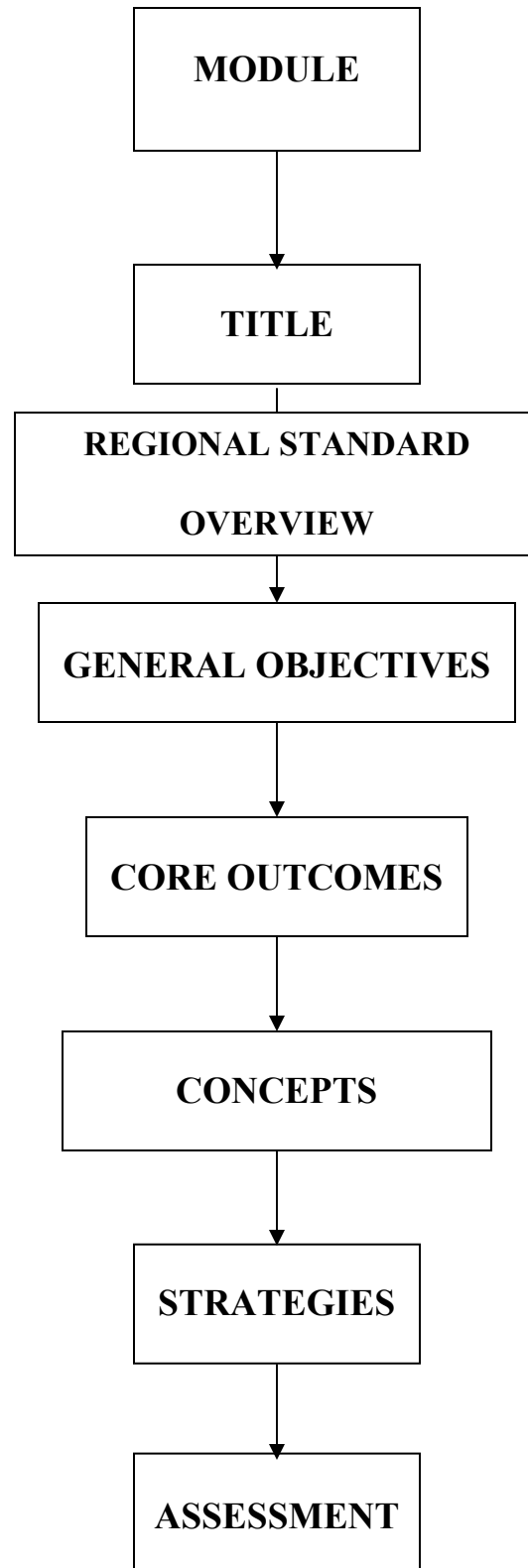
AGE LEVEL

11–12

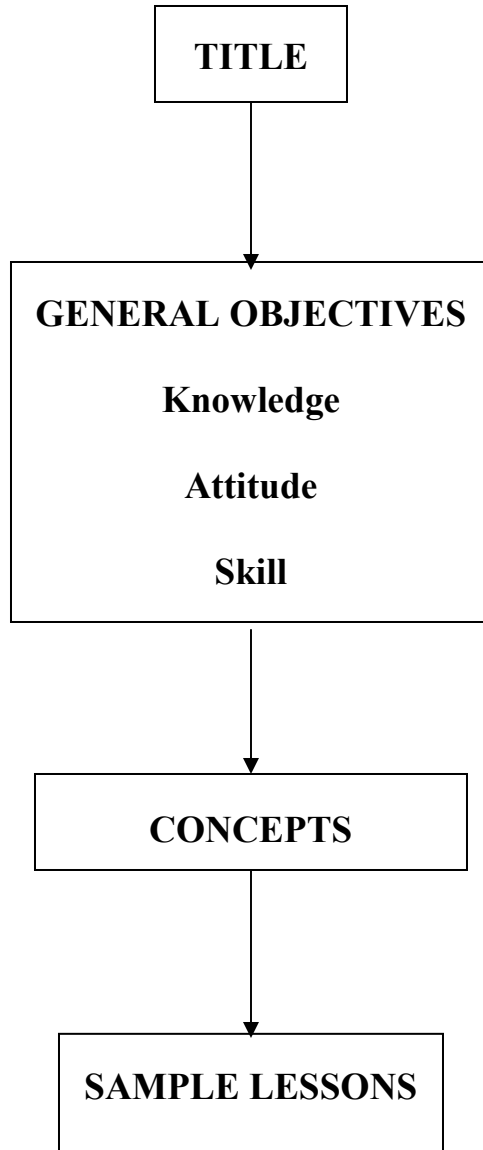
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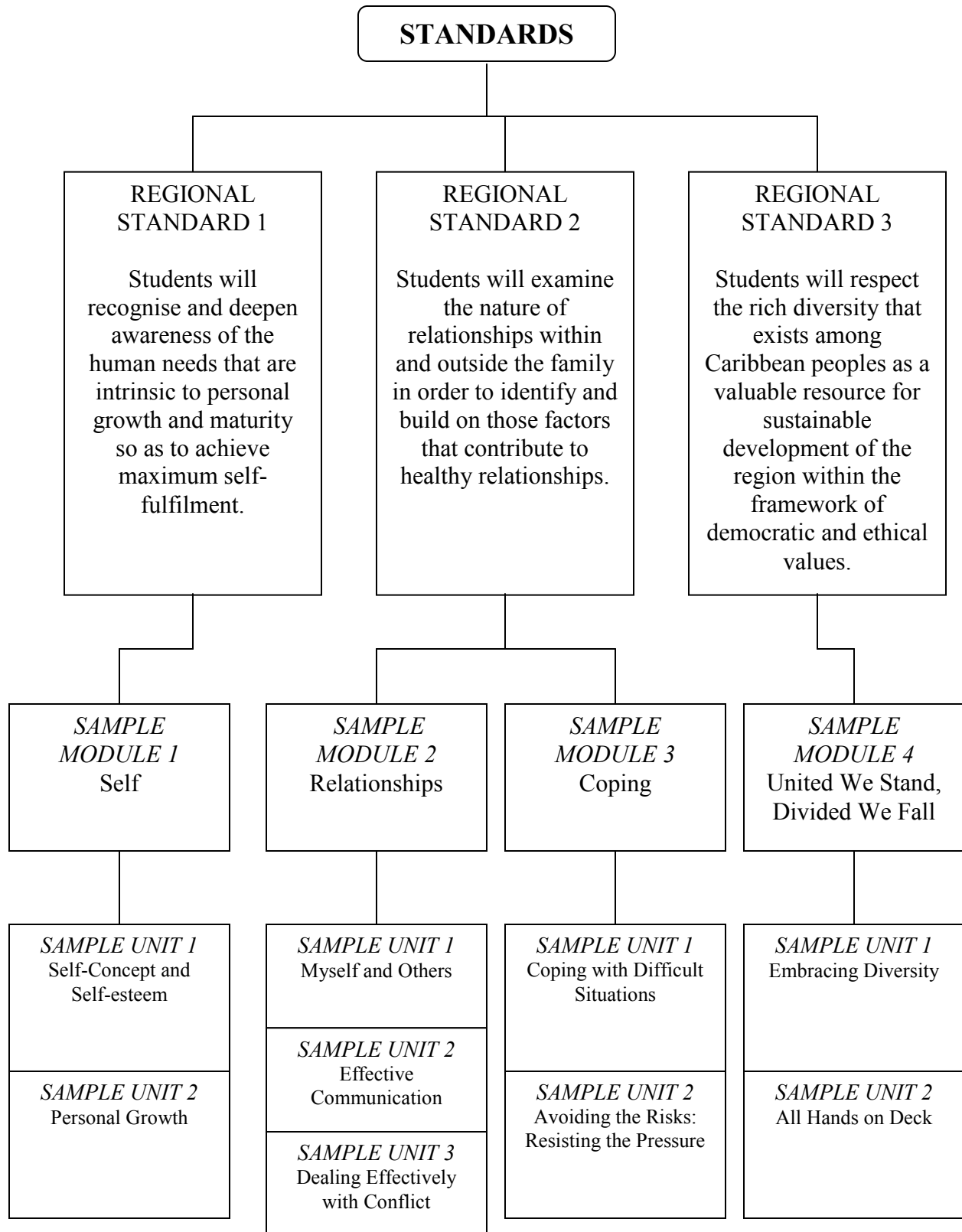
MODULE LAYOUT



UNIT LAYOUT



THEME: Self and Interpersonal Relationships (Age Level 11–12)



MODULES	CORE OUTCOMES	UNITS	CONCEPTS
<p><i>Sample Module 1</i> Self (From Regional Standard 1)</p>	<ol style="list-style-type: none"> 1. Demonstrate understanding of the various aspects of self (emotional, social, intellectual, and physical) in order to identify personal strengths and areas to be improved. 2. Practise behaviours that promote self-esteem. 3. Analyse the influences that impact on personal development (media, peers, significant others). 4. Develop strategies for effectively responding to adverse situations (death, grief, rejection, separation). 	<p><i>Sample Unit 1</i> Self-Concept and Self-Esteem</p>	<ol style="list-style-type: none"> 1. Individuals must understand all aspects of self in order to identify areas that need to be improved.
		<p><i>Sample Unit 2</i> Personal Growth</p>	<ol style="list-style-type: none"> 1. Many factors (e.g., the media, peers, family, significant other, and community) influence personal development. 2. Individuals need to take responsibility for healthy personal development. 3. Personal development is important for the well-being of the individual and, by extension, the wider society.

MODULES	CORE OUTCOMES	UNITS	CONCEPTS
<p><i>Sample Module 2</i> Relationships</p> <p>(From Regional Standard 2)</p>	<p>1. Demonstrate an understanding of the issues that impact on relationships within the family, school, and community.</p> <p>2. Participate in building strong family relationships and development of individual family members.</p> <p>3. Demonstrate commitment to positively reconcile the differences that exist among the value systems of family, peers, and society to guide personal behaviour.</p>	<p><i>Sample Unit 1</i> Myself and Others</p>	<p>1. Characteristics of healthy relationships include:</p> <ul style="list-style-type: none"> ▪ Respecting self and others ▪ Observing the rights of self and others ▪ Acceptance and trust ▪ Empathy <p>2. Culture, norms, values, SES, religion, prejudices, and biases may influence relationships within the family, school, and community.</p>
		<p><i>Sample Unit 2</i> Effective Communication</p>	<p>1. Characteristics of healthy relationships include:</p> <ul style="list-style-type: none"> ▪ Effective communication
		<p><i>Sample Unit 3</i> Dealing Effectively with Conflict</p>	<p>1. Characteristics of healthy relationships include:</p> <ul style="list-style-type: none"> ▪ Effective management of conflict
<p><i>Sample Module 3</i> Coping</p> <p>(From Regional Standard 2)</p>		<p><i>Sample Unit 1</i> Coping with Adverse Situations</p>	<p>1. Coping, social, and cognitive skills can be developed and used to cope with adverse situations.</p>

MODULES	CORE OUTCOMES	UNITS	CONCEPTS
	<ol style="list-style-type: none"> 1. Analyse the impact of alcohol, drugs, and other illicit drugs on mental health and relationships. 2. Examine the impact of different forms of violence on relationships at home, school, and community (emotional, physical). 3. Practise skills to defuse potentially violent/disruptive situations. 	<p><i>Sample Unit 2</i> Avoiding the Risks: Resisting the Pressure</p>	<ol style="list-style-type: none"> 1. Alcohol, drugs, and other illicit substances influence behaviour and lifestyle in negative ways. 2. Individuals need to develop strategies to refuse without harming relationships.
<p><i>Sample Module 4</i> United We Stand, Divided We Fall</p>	<ol style="list-style-type: none"> 1. Examine ways in which personal and group efforts can be enhanced by the 	<p><i>Sample Unit 1</i> Embracing Diversity</p>	<ol style="list-style-type: none"> 1. Personal and group efforts can be enhanced by the interactions and contributions of persons of diverse cultural and ethnic groupings.

MODULES	CORE OUTCOMES	UNITS	CONCEPTS
(From Regional Standard 3)	<p>interactions and contributions of persons of diverse cultural and ethnic groupings.</p> <p>2. Practise skills that facilitate the integration of rejected and isolated persons or groups into all school and youth activities.</p> <p>3. Appreciate that personal commitment and hard work contribute to the improvement of self, others, and the wider community.</p>	Sample Unit 2 All Hands on Deck	1. Personal commitment and hard work are important for the improvement of self, others, and the wider community.

SAMPLE MODULE 1
SELF

Regional Standard 1

Students will recognise and deepen awareness of the human needs that are intrinsic to personal growth and maturity so as to achieve maximum self-fulfilment.

Overview

Acceptance of self, the need to belong, and the need to love and be loved, are some of the universal needs that contribute to the shaping of our individual selves. These needs may or may not be met in our various environments. Students need to be assisted in developing resiliency—the capacity to assess, cope, manage, and benefit from the various influences that impact on personal development.

General Objectives

At the end of this module students will:

1. Demonstrate an understanding of self.
2. Demonstrate a healthy appreciation and acceptance of self.
3. Demonstrate appropriate skills needed to promote healthy personal growth and development.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
My Circle of Influence Landmarks in My Life Mirror Mirror The New Me—I Like What I See	Brainstorming Group discussion Oral presentation Role play Checklist Graphic organiser Creative expression/writing Lecture/documentary Movement exercise Video presentation	Role play Journaling Create a collage Creative design (postcard) Creative expression Make a video Group presentation Peer assessment

Age Level 11–12: SAMPLE UNIT 1
Self-Concept and Self-Esteem

General Objectives

At the end of this unit students will:

1. Demonstrate an understanding of the nature of self, self-concept, and self-esteem.
(Knowledge)
2. Demonstrate a positive attitude toward self. (Attitudes)
3. Use coping, social, and cognitive skills to neutralise risks to mental and emotional well-being. (Skills)

Concepts	Lesson Titles/ Sample Lessons	Strategies	Assessment
<ul style="list-style-type: none"> • It is important to understand self in order to promote healthy personal growth and development and strong, healthy relationships. 	<ul style="list-style-type: none"> • <i>SAMPLE LESSON – My Circle of Influence</i> <p>Specific Objectives: At the end of this lesson students will be able to:</p> <ol style="list-style-type: none"> 1. Describe ways in which people influence them and how they in turn influence people. 2. Demonstrate acceptance of responsibility for personal development 3. Use coping, social, and cognitive skills to assess influences that impact on their personal development. <ul style="list-style-type: none"> • Landmarks in My Life • Mirror Mirror • The New Me—I Like What I See 	<p>Cooperative learning groups Brainstorming Graphic organiser</p>	<p>Role play</p>

SAMPLE LESSON MY CIRCLE OF INFLUENCE

Age Level: 11–12

Duration: 35–40 minutes

Purpose: To help students recognise the great influence people in their lives have on them and *vice versa*

Student Objectives: Students will be able to:

1. Describe ways in which people influence them and how they in turn influence people.
2. Demonstrate acceptance of responsibility for personal development.
3. Use coping, social, and cognitive skills to assess the influences that impact on their personal development.

Materials: Chalkboard, chalk, and “My Circle of Influence” worksheet

Step 1: Introduction (5–7 minutes)

- ❑ In groups of no more than five (5), Ss are given a sheet of paper and asked to select and draw a basic shape. Without communicating with one other, each group member adds to the shape until a recognisable image/drawing is produced.
- ❑ Groups show their images/drawings to the rest of the class.
- ❑ T engages the class in a discussion on how each member of the group influenced the development of the final product. T uses activity as an analogy to show how significant persons in our lives have great influence on our personal development and *vice versa*.

Step 2: (3–5 minutes)

- ❑ Ss brainstorm some ways in which people can exert an influence on other people’s behaviour, and T lists these on the chalkboard.

Step 3: (15–18 minutes)

- ❑ Ss are given individual “Circle of Influence” worksheets and asked to fill in two or three boxes. (Ss complete boxes for homework.)
- ❑ Volunteers share some of their examples.
- ❑ T pulls some examples of negative influences and asks Ss to suggest how these might impact on them emotionally.
- ❑ T models a way of responding or coping to a negative influence.

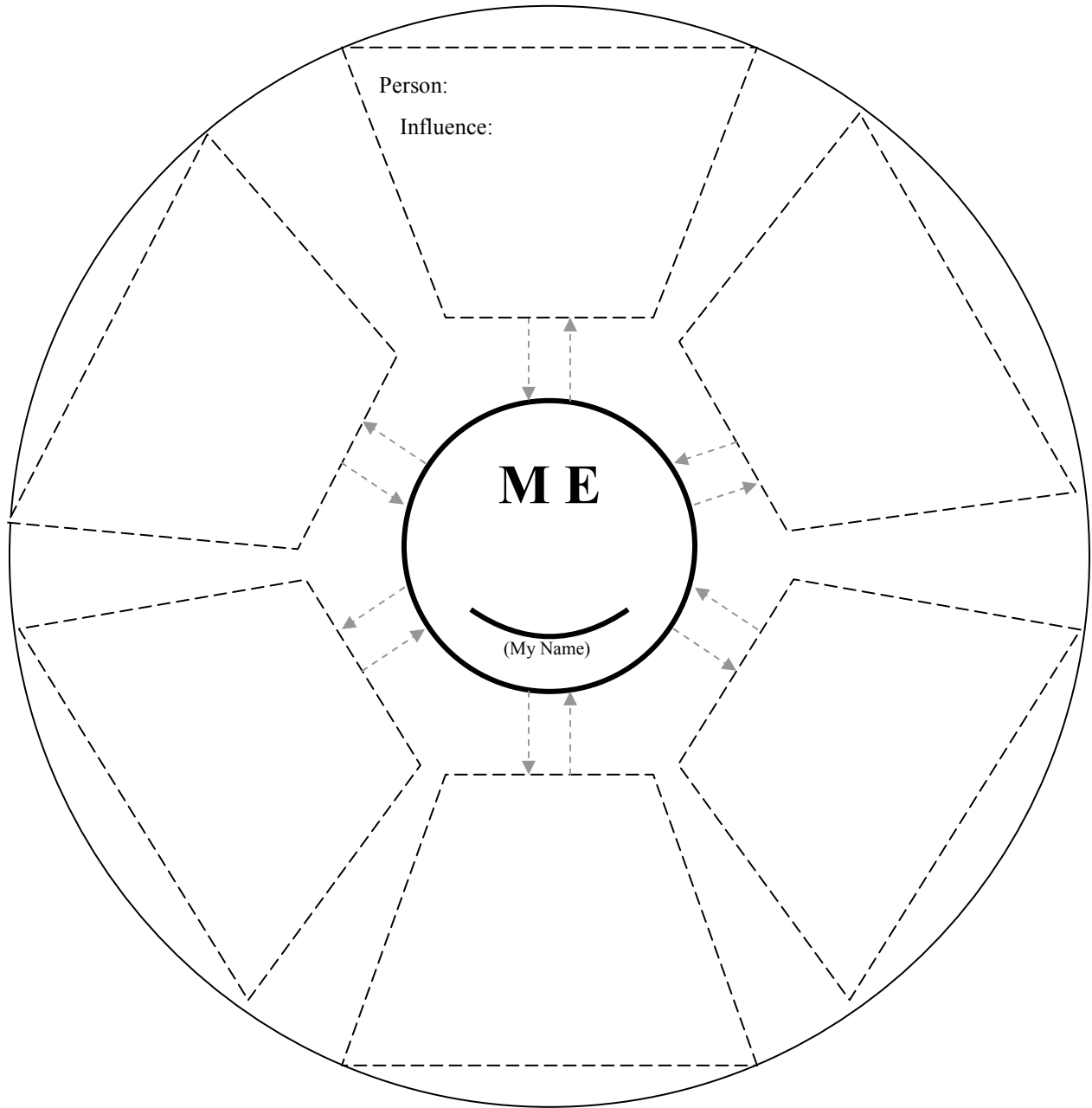
Evaluation/Homework

Ss plan role plays to show how a person can be affected by a positive or negative influence. Ss present role play at next session.

During debriefing, T and Ss identify appropriate strategies for responding to, or coping with, both kind of influences, and T emphasises that appropriate responses to both kinds of influences can build self-esteem and boost personal development.

MY CIRCLE OF INFLUENCE

Write your name in the centre circle labelled "ME." Place the names (or initials) of the people who are important in your life in the spaces around your circle. Indicate the direction of the influence (toward you, toward the person, both ways) by darkening the appropriate arrows. For each person, list how you influenced, or were influenced by, him/her.



Who are the people who influence you the most in your circle of influence?

.....

How does your behaviour affect the people in your circle of influence?

.....

Background Information:

Circle of Influence

Many times the prominent people in our lives are great influences on our decisions. We also have an influence on those people.

If our friends are getting good grades, there will be pressure to get good grades to remain in the group. If friends are failing, then there is also a lot of pressure to fail in order to remain an accepted part of the group. If our friends are engaged in wrong behaviour (e.g., shoplifting, or walking with weapons), there is pressure to do the same in order to identify with the group. The people who are prominent in our lives help shape our decisions, and therefore it is important who sits in our circle of influence.

Members of our circle of influence can be our family, friends, teachers, clergy/church/mosque/mandir, counsellors, and other important individuals who help shape our decisions. Supporters may be anyone who influences our lives or whom we influence. Even role models and idols that we have never met but admire, influence our decisions. We may rely on these people directly or indirectly.

It is normal to have some negative influences in our lives, but how we choose to deal with those relationships is what is important. Sometimes we need to escape the influence of people in our lives who are harming us. If these people are members of our immediate family, we might have to live with that person, but we need to protect and insulate ourselves in some way. Young persons are especially vulnerable in situations where the harmful influence is in the home. They need to be taught strategies to help them cope in these circumstances. For example, they might spend time listening to music, write a note to the person explaining their feelings and then rip it up, punch their pillow, join a sporting activity at school or in the community to get rid of physical frustration, or talk to a counsellor, teacher, or friend. When the bad influence is someone outside of the home, then we might need to re-evaluate the relationship.

Young persons must know that none of us get through life by ourselves. We all need other people for love and support. The people in our circle of influence depend on us just as we depend on them. **OUR ACTIONS REFLECT ON THE PEOPLE AROUND US.**

We need to go to the people in our circle of support when we need help, want to share proud moments, or ask for help in carrying our burdens.

(Adapted from "Discovering Me" by Leslie Herod. Copyright 1999 Allyn & Bacon, Needham Heights, MA.)

Age Level 11-12: SAMPLE UNIT 2
PERSONAL GROWTH

General Objectives

At the end of this unit students will:

1. Analyse the influences that impact on personal development. (Knowledge)
2. Accept responsibility for personal growth and development. (Attitudes)
3. Use coping and cognitive skills to respond positively to adverse experiences. (Skills)

Concepts	Lesson Titles	Strategies
<ul style="list-style-type: none"> • Many factors (e.g., the media, peers, family, significant other, and community) influence personal development. • Individuals need to take responsibility for cultivating personal healthy development. • Personal development is important for the well-being of the individual, and by extension, the wider society. 	<ul style="list-style-type: none"> • FAMILY INFLUENCES • MEDIA MESSAGES • Role Models • I Am Responsible for Me • Learning from My Mistakes 	Brainstorming Cooperative groups Modelling Role play

SAMPLE MODULE 2
RELATIONSHIPS

Regional Standard 2

Students will examine the nature of relationships within and outside the family in order to identify and build on those factors that contribute to healthy relationships.

Overview

Interpersonal relationships begin in the family, which is the primary socialising agent. Students need to understand the dynamics of relationships within and outside the family in order to demonstrate the commitment, dedication, and flexibility that are central to building strong relationships. They also need to be assisted in practising behaviours that mitigate violence, bullying, exploitation, and other relationship issues.

General Objectives

At the end of this module students will:

1. Demonstrate an understanding of the nature of relationships and issues that influence them.
2. Appreciate the importance of developing and maintaining healthy relationships.
3. Use/apply appropriate skills to develop and maintain healthy relationships.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
<ul style="list-style-type: none"> • Family and Values • Friendship and Values • A Balancing Act • The Faces of Love • Walking in Your Shoes 	Brainstorming Modelling Creative thinking Graphic organisers Role play Small-group discussion Creative expression/writing Lecture/documentary Games Songs Teamwork Video presentation	Poster Creative design Creative writing Creative expression Make a video Collages Create a comic strip Group presentation Journaling

Age Level 11–12: SAMPLE UNIT 1
MYSELF AND OTHERS

General Objectives

At the end of this unit students will:

1. Demonstrate knowledge of the characteristics of healthy relationships. (Knowledge)
2. Demonstrate personal commitment to developing and maintaining healthy relationships. (Attitudes)
3. Use social skills to develop and maintain healthy relationships. (Skills)

Age Level 11–12: SAMPLE UNIT 2
EFFECTIVE COMMUNICATION

General Objectives

At the end of this unit students will:

1. Demonstrate knowledge of the nature of the communication process and the factors that influence the process. (Knowledge)
2. Demonstrate willingness to improve their communication skills. (Attitudes)
3. Use social skills to communicate effectively with family, friends, and others. (Skills)

Age Level 11–12: SAMPLE UNIT 3
DEALING EFFECTIVELY WITH CONFLICT

General Objectives

At the end of this unit students will:

1. Demonstrate knowledge of ways to effectively deal with conflict. (Knowledge)
2. Demonstrate willingness to deal effectively with conflict. (Attitudes)
3. Use coping, social, and cognitive skills to effectively deal with conflict. (Skills)

SAMPLE MODULE 3
COPING

Regional Standard 2

Students will examine the nature of relationships within and outside the family in order to identify and build on those factors that contribute to healthy relationships.

Overview

Interpersonal relationships begin in the family, which is the primary socialising agent. Students need to understand the dynamics of relationships within and outside the family in order to demonstrate the commitment, dedication, and flexibility that are central to building strong relationships. They also need to be assisted in practising behaviours that mitigate violence, bullying, exploitation, and other relationship issues.

General Objectives

At the end of this module students will:

1. Demonstrate an understanding of strategies that may be used to cope with adverse and high-risk situations.
2. Demonstrate an appreciation of the need to cope with adverse and high-risk situations.
3. Apply appropriate skills to cope with adverse and high-risk situations.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
<ul style="list-style-type: none"> • This Hurts Me • Responding to Stress • Intimidation • Dealing with Crises • Building Resilience 	Brainstorming Case studies Role play Small-group discussion Cooperative learning groups Anonymous questions Creative expression/writing Documentary Video presentation Skills rehearsal	Role play Poster/artwork Journaling Group presentations Letter to editor Radio programme Song/rap

Age Level 11–12: SAMPLE UNIT 1
COPING WITH ADVERSE SITUATIONS

General Objectives

At the end of this unit students will:

1. Demonstrate knowledge of the different ways of coping with adverse situations.
(Knowledge)
2. Demonstrate confidence in their ability to cope with varied adverse situations.
(Attitudes)
3. Demonstrate the capacity to use coping, social, and cognitive skills to handle varied adverse situations. (Skills)

Concept	Lesson Titles/ Sample Lessons	Suggested Strategies	Assessment
<ul style="list-style-type: none"> • Coping, social, and cognitive skills can be developed and used to cope with adverse and high-risk situations. 	<ul style="list-style-type: none"> • <i>SAMPLE LESSON – This Hurts Me</i> <p>Specific Objectives: At the end of this lesson students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the range of emotions associated with hurtful situations. 2. Feel confident in communicating feelings and choices. 3. Use coping and cognitive skills to cope with hurtful situations. <ul style="list-style-type: none"> • Responding to Stress • Intimidation • Dealing with Crises • Building Resilience 	<p>Video clips Class discussions Open forum</p>	<p>Journaling</p>

SAMPLE LESSON THIS HURTS ME

Age Level: 11–12

Duration: 35–40 minutes

Purpose: To enable students to cope with hurtful situations

Student Objectives: Students will be able to:

1. Identify the range of emotions associated with hurtful situations.
2. Feel confident in communicating feelings and choices.
3. Use coping and cognitive skills to cope with hurtful situations.

Materials: Video clips depicting hurtful situations (maximum of 3) and video player/projector.



Be sensitive to choice of video clips.

In **Step 3**, remind class that these experiences are personal and should be respected by all.

Preparation: Display pictures of persons showing anger, embarrassment, hurt, shame, etc.

Step 1: Introduction (2–3 minutes)

- ❑ T shares a personal hurtful experience with Ss and shares some of the feelings associated with the circumstance.
- ❑ T asks Ss if they have had a similar experience and tells them that all people experience hurtful times in their lives.

Step 2: (20 minutes)

- ❑ T shows video clips, of no more than 2 minutes duration, depicting hurtful situations. These should include intimidation, death, separation, and/or rejection.
- ❑ Between clips, T facilitates whole-class discussions using the following as a guide:
 - Identify the hurt/hurtful situation.
 - What are the feelings associated with the situation?
 - What are some positive ways of coping with this situation?

Step 3: (15 minutes)

- ❑ T facilitates an open forum session in which volunteers share a personal experience and identify a strategy for coping with the situation.
- ❑ T asks volunteers to role-play a situation with the associated feelings and coping strategies.
- ❑ T discusses the effectiveness of the strategies and whether they would work in real life.

Evaluation/Homework (1–2 minutes)

Ss write a journal entry describing a hurtful experience in their lives, how they coped with it, what feelings they had at the time of the experience, how the feelings changed, and what they learnt from the experience.

AVOIDING THE RISKS: RESISTING THE PRESSURE

General Objectives

At the end of this unit students will:

1. Demonstrate knowledge of the impact of alcohol, drugs, and other illicit substances on behaviour and lifestyle. (Knowledge)
2. Demonstrate personal commitment to avoid high-risk situations and pressure to use alcohol and other illicit substances. (Attitudes)
3. Demonstrate coping, social, and cognitive skills to avoid high-risk situations and pressure to use alcohol and other illicit substances. (Skills)

Concept	Lesson Titles	Suggested Strategies
<ul style="list-style-type: none">• Coping, social, and cognitive skills can be developed and used to cope with adverse and high-risk situations.	<ul style="list-style-type: none">• Dependency – A Lifestyle Choice?• Give In to Fit In?• Party Pooper• Drugs – A Fuel for Violence• I Can Decide	Group discussion Video presentation Interviews with recovering addicts Skills rehearsal Role play

SAMPLE MODULE 4
UNITED WE STAND, DIVIDED WE FALL

Regional Standard 3

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

Overview

Survival in the global economy demands that we pool our individual and collective resources in order to be productive as a people. Students must be committed to valuing and respecting the rich diversity of the people of the Caribbean (cultural, ethnic, religious). Additionally, they must be encouraged to realise their fullest potential as contributors to sustainable development while embracing core values and democratic ideals.

General Objectives

At the end of this module students will:

1. Demonstrate understanding of the issues involved in living in a culturally, ethnically, and religiously diverse country/region.
2. Demonstrate appreciation of persons from diverse groupings.
3. Recognise the value of individual and collective efforts to promote the development of self, others, and society.
4. Demonstrate appropriate skills to advocate for acceptance and inclusion of persons from diverse groupings.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
Roles Within the Community Cultural Diversity Inclusion Sharing Time and Skills Building Community	Brainstorming Case studies Role play Small-group discussion Cooperative learning groups Anonymous questions Lecture/documentary Video presentation Field trip Guest speaker	Role play Poster/artwork Journaling Group presentations Letter to editor Radio programme Song/rap Scrapbook Collage

Age Level 11–12: SAMPLE UNIT 1
EMBRACING DIVERSITY

General Objectives

At the end of this unit students will:

1. Demonstrate knowledge of the rich diversity that exists among people. (Knowledge)
2. Demonstrate acceptance of people from diverse groupings. (Attitudes)
3. Demonstrate social, cognitive, and coping skills to advocate for acceptance and inclusion of persons from diverse groupings. (Skills)

Concept	Lesson Titles/ Sample Lessons	Suggested Strategies
<ul style="list-style-type: none"> • Personal and group efforts can be enhanced by the interactions and contributions of persons of diverse cultural and ethnic groupings. 	<ul style="list-style-type: none"> • Roles Within the Community • Cultural Diversity • Inclusion 	Role play Poster/artwork Journaling Group presentations Letter to editor Radio programme Song/rap Scrapbook Collage

Age Level 11–12: SAMPLE UNIT 2
ALL HANDS ON DECK

General Objectives

At the end of this unit students will:

1. Demonstrate knowledge of the importance of individual and collective effort in developing self and the wider community. (Knowledge)
2. Demonstrate acceptance of responsibility for development of self and communities. (Attitudes)
3. Demonstrate social, cognitive, and coping skills to engage in activities geared toward the collective good. (Skills)

Concept	Lesson Titles/ Sample Lessons	Suggested Strategies	Assessment
<ul style="list-style-type: none"> • Personal commitment and hard work are important for the improvements of self, others, and the wider community. 	<ul style="list-style-type: none"> • <i>SAMPLE LESSON</i> – Roles Within the Community Specific Objectives: At the end of this lesson students will be able to: <ol style="list-style-type: none"> 1. Identify the roles and needs of young persons in a community. 2. Show an appreciation of the importance of the roles and responsibilities of persons living in a community. 3. Use social skills to cooperate and work with diverse young persons in a community. 	Brainstorming Cooperative learning groups Group presentations	Reflection Research Group presentation

SAMPLE LESSON ROLES WITHIN THE COMMUNITY

Age Level: 11–12

Duration: 35–40 minutes

Purpose: To help students understand the importance of roles within a community.

Student Objectives: Students will be able to:

1. Identify the roles and needs of persons in a community.
2. Express an appreciation of the importance of the roles and responsibilities of persons living in a community.
3. Use social skills to cooperate and work with diverse young persons in a community.

Materials: Newsprint; markers; pictures of people assembled in schools, family gatherings, churches/mosques/mandirs, neighbourhoods, and workplaces; and bags each containing a variety of “building materials,” e.g., index cards, rubber bands, masking tape, paperclips, paper cups, Popsicle sticks, matchboxes, scraps of cardboard, etc. (add to materials as you see fit)

Step 1: Introduction (2–3 minutes)

- ❑ Attention is drawn to pictures of people in different settings mounted around the classroom.
- ❑ T asks Ss to identify which picture they think represents a community.

Step 2: (14 minutes)

- ❑ In cooperative groups of about five (5), Ss brainstorm the characteristics of a community and write these on a sheet of newsprint. Ss contribute to the development of a definition of community.
- ❑ Groups share the characteristics of a community and mount their sheets of newsprint for display.
- ❑ T and Ss now discuss the various characteristics. T guides discussion to different kinds of communities—neighbourhoods, churches, schools, classrooms, and workplaces—and leads to the importance of cooperative roles for a community to function effectively. T uses the analogy of their groups as communities.

Step 3: (20 minutes)

- ❑ T indicates that Ss will have another opportunity to work together as a community. Bags of “building materials” are distributed.
- ❑ Ss have 10 minutes to build a structure using only the materials given. Each S must contribute to the building process.
- ❑ At the end of the building period, groups share their structures under the following guide:
 - What is it?
 - How did the group function as a community in building the structure?

- How important was working together as a group/community to building the structure?
- T and Ss discuss the needs of young persons in a community and the community skills required for them to operate effectively.

Evaluation

Students reflect on and write down one skill and one attitude they have that is useful in a community setting. They then identify one skill and one attitude they have to work on if they are to function effectively in a community. Students share with a partner or the teacher.

HOMEWORK

- Ss work in groups to investigate and present reports on a selected community (groups must select different communities)—family, school, religious group, or neighbourhood.
- Ss must go into the community to do their research.
- Ss are free to choose format of presentation.
- Ss must record the roles performed by different members.
- Presentation must indicate the benefits to the community.

EXTENSION ACTIVITY

Class designs and implements a community service project.
Ss reflect on the process.

GUIDELINES FOR ASSESSMENT

Assessment is an important part of HFLE instruction. **Formative assessment** is critical in that it gives both teacher and students immediate feedback on performance. This feedback allows students to monitor their own progress so they gain competence in self-assessment. Teachers should develop clear criteria on how tasks are going to be assessed. Students should be informed of these criteria so that there are shared understandings of expectations. Samples of formative assessment tasks have been provided at the end of the sample lessons.

Summative assessment is given at the end of a unit or module. The feedback from this type of assessment gives a picture of how students are progressing re the relevant HFLE standard. Such assessment tasks may be assigned a value or grade.

Whether you are engaging in formative or summative assessment, the assessment tasks must match learning objectives and methodologies. For example, if an objective were to have students use a particular skill or demonstrate a positive attitude, a multiple-choice test or a true/false test would be an inappropriate match. Such objectives would require students to do things so that performance tasks are implicated.

TOOLS FOR SCORING

Tools for scoring performance tasks include checklists, rating scales, and rubrics.

Checklists allow you to say whether behaviours are present or absent. For example, a generic checklist to determine whether a student can use a particular skill could be developed as shown below. You will need to fill in the information that is specific to the particular skill, and a check mark (✓) under the relevant column would indicate whether the student is competent or not.

Checklist for Skill Competence

SKILL – USING THE STEPS	YES	NO
Step 1		

Rating scales allow you to determine a range of performances. You may assign a number value or a label as appropriate. For example, the rating scale below may be used for a reflective journal to assess a module in *Self and Interpersonal Relationships*. The rating scale may be adjusted to fit the requirements of the task.

Rating Scale for Reflective Journal

JOURNAL ENTRIES	OUTSTANDING (4)	ACHIEVING (3)	DEVELOPING (2)	EMERGING (1)
In students' own words and convey personal meaning				
Show understanding of concepts or skills taught				
Show development of positive attitudes and values				
Provide feedback on use of two skills with suggestions for improving skills				

Qualitative labels are suggested for formative assessment and number values (written in parentheses) for summative assessment.

Rubrics are used for assessing performance along a task-specific set of criteria. They are recommended for complex performance tasks. The elements of a rubric include a) the criteria for the task, b) levels of performance (qualitative, numeric, or both), and c) quality statements for each level. The rating scale above may be converted into a rubric using the above guidelines.

A major benefit of rubrics is that scoring is accurate, objective, and consistent. Rubrics may be tested, revised, and refined. They can then become part of a database for re-use or may be shared with colleagues. An example of a complex assessment task and scoring rubric are provided below. For help with designing rubrics go to <http://rubistar.4teachers.org>.

SAMPLE SUMMATIVE ASSESSMENT TASK - PORTFOLIO

A **summative assessment task** and accompanying **rubric** for testing the module *United We Stand, Divided We Fall* at the 11–12 level follows. **Note that some criteria are weighted differently. Weighting reflects the emphasis given to, or the importance of, that component of the task.**

Task

You are to develop a portfolio to show some of the things you learnt about the importance of living and working together in spite of our individual differences. The portfolio is to be handed in on ----- . We will have regular talks to help you better understand what you have to do. You will work on your portfolio at special times over the next three weeks.

Your portfolio must have the following:

- A short letter (one paragraph) that says who you are and what you like about HFLE.
- A short statement (three lines) that gives the purpose of your portfolio. For example, **“This portfolio shows what I have**”
- A table of contents
- A short statement (one paragraph) that describes some of your thoughts as you were putting the portfolio together.
- Three activities that you did in class. What did you learn during these activities, and what false ideas did you correct?
- Three articles that you wrote in your journal that show your own feelings about persons who are different from you. How have your feeling and attitudes changed?
- A report on a group project or field trip that you did to gain some understanding of community living. What new skills have you developed as a result? Give a brief account of a situation in which you had to use one of these skills. What was the outcome?
- Certain students in your school tend to stay by themselves and do not interact with others. Write a letter for the Suggestion Box in your school, in which you suggest two ways for integrating all members of the school community.
- Any other related item that shows how differences among persons can be used in a positive way.

RUBRIC FOR SUMMATIVE ASSESSMENT - PORTFOLIO

CRITERIA	Excellent	Good	Average	Unsatisfactory	Weighting
	4	3	2	1	
Introductory Statements <ul style="list-style-type: none"> • Letter • Purpose • Table of Contents • Reflection on learning 	All 4 present, and all very well-done	4 present, with 3 fairly well-done	3–4 present, only 2 done satisfactorily	3 or fewer present, and only 1 done satisfactorily	X 1
Class Activities <ul style="list-style-type: none"> • Description • Knowledge gained • New learning • False ideas 	All 4 components are included and clearly described	3 clearly described	2 clearly described	1 clearly described	X 1
Journal Entries <ul style="list-style-type: none"> • 3 identified • Feelings stated • Reflection on feelings 	3 identified; description of feelings and changes in attitude included	3 identified Weakness in 1 area	3 identified Weakness in both areas	Fewer than 3 identified Weakness in both areas	X 2
Letter <ul style="list-style-type: none"> • Knowledge of concepts • Suggestions are feasible • Suggestions are appropriate 	Concepts are accurate; suggestions are appropriate and feasible	Weakness in 1 area	Weakness in 2 areas	General weakness	X 2
Report on Skills and Usage <ul style="list-style-type: none"> • Appropriate • Situation described • Outcomes stated • Reflections 	Skills appropriate; description of situation; outcomes stated, with feedback on effectiveness	All criteria met, but weakness in 1 area	All criteria met, but weakness in 2 areas	3 criteria met, but weakness in more than 1 area	X 3
Other Evidence <ul style="list-style-type: none"> • Relevant • Reasons given 	Both criteria met	One criterion met	-	-	X 1

TOTAL = 40 MARKS

Health and Family Life Education Regional Framework

THEME

SELF

AND

INTERPERSONAL
RELATIONSHIPS

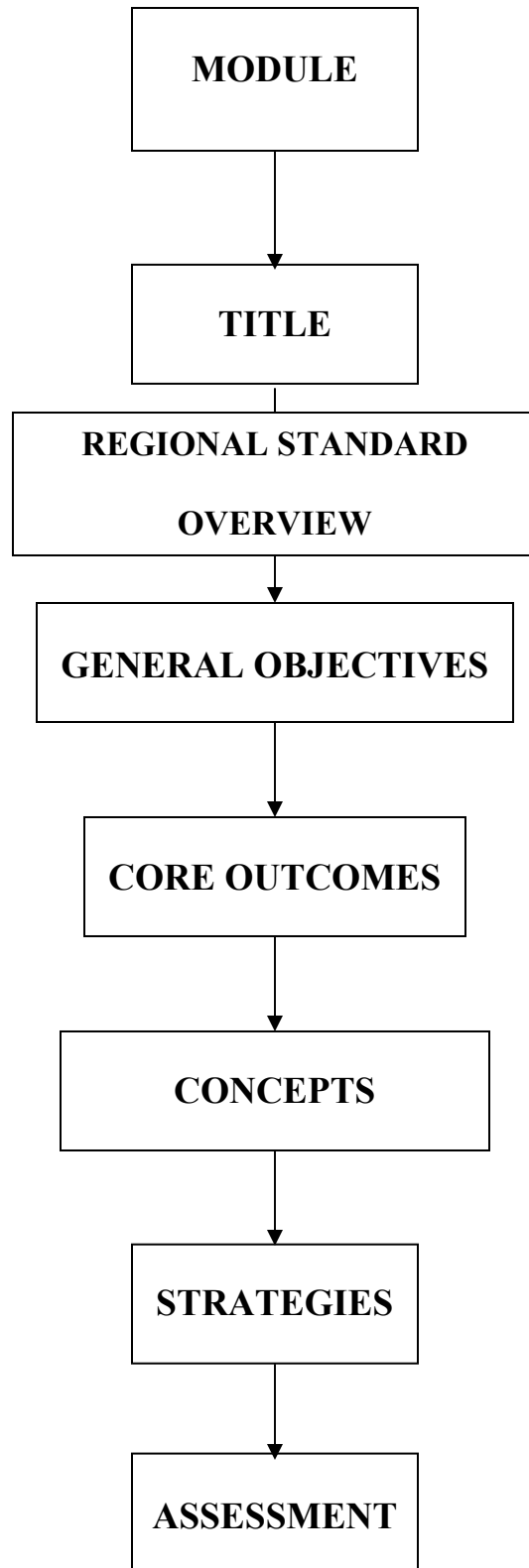
AGE LEVEL

13–14

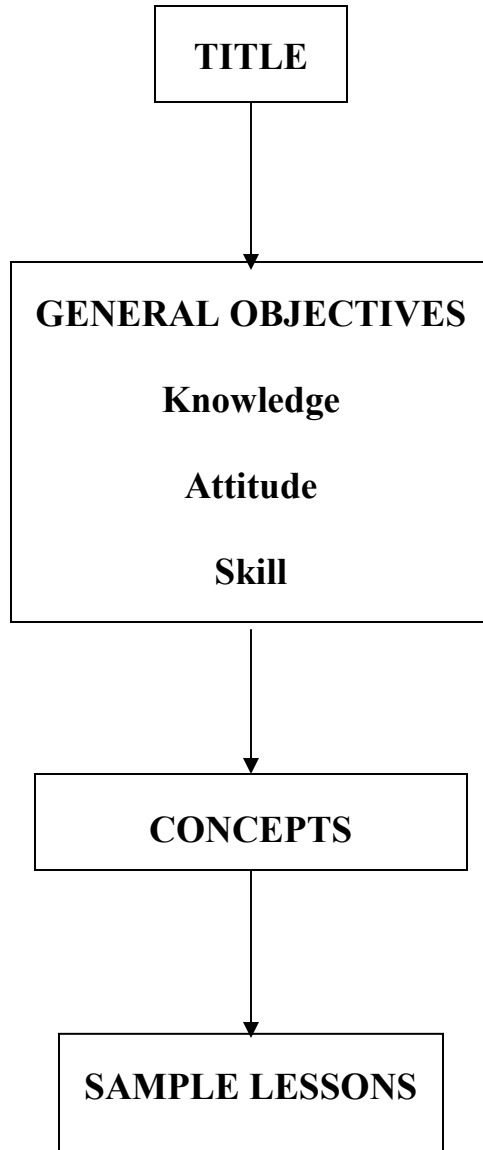
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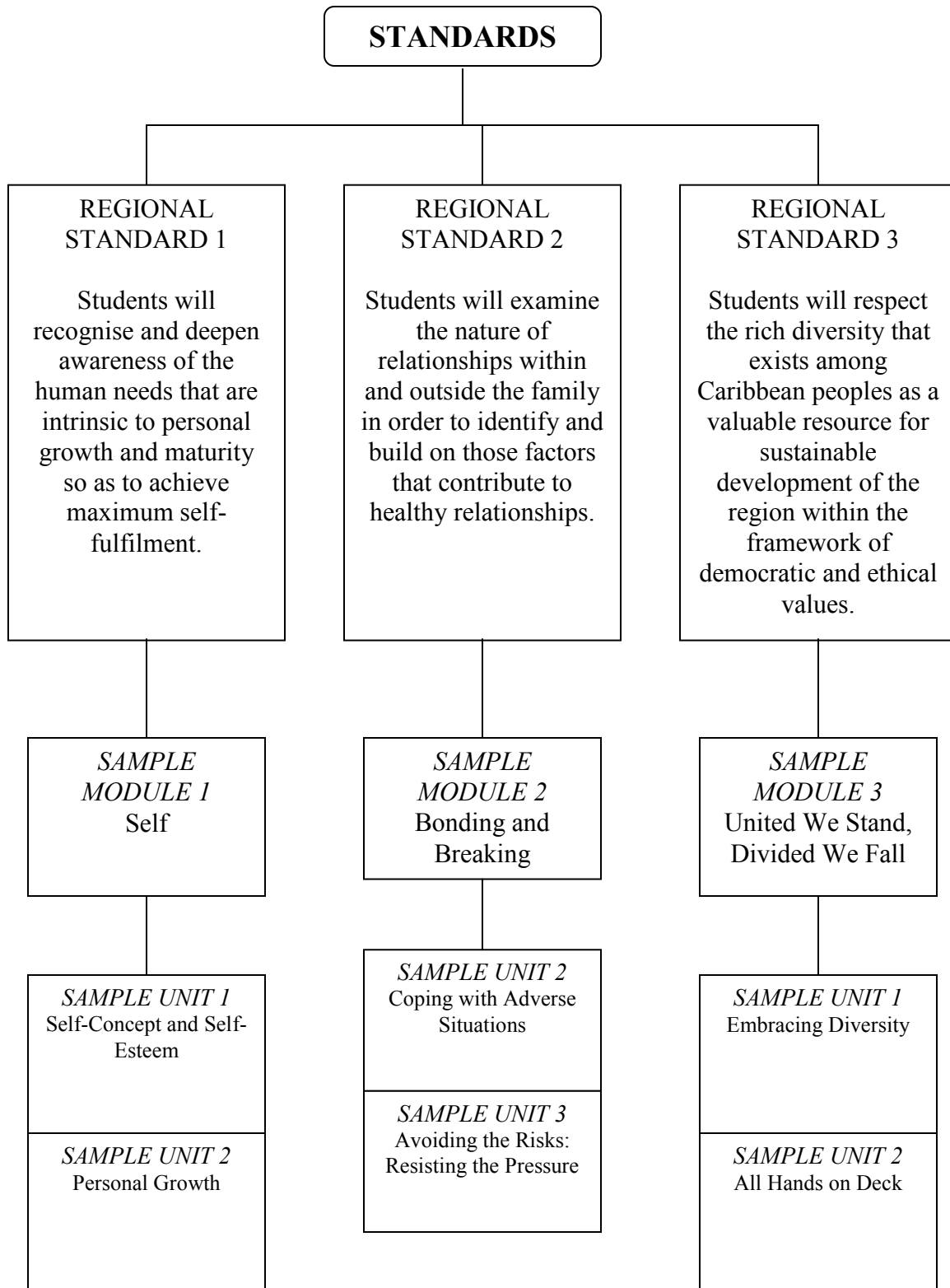
MODULE LAYOUT



UNIT LAYOUT



THEME: Self and Interpersonal Relationships (Age Level 13–14)



MODULES	CORE OUTCOMES	UNITS	CONCEPTS
<p><i>Sample Module 1</i> Self</p> <p>(From Regional Standard 1)</p>	<ol style="list-style-type: none"> 1. Develop a realistic concept of self. 2. Practise behaviours that enhance and strengthen esteem in self and others. 3. Develop strategies for giving/receiving both negative and positive feedback to/from significant others. 4. Use adverse experiences as a springboard for directing personal growth and fulfilment. 5. Recognise risks to mental and emotional well-being. 	<p><i>Sample Unit 1</i> Self-Concept and Self-Esteem</p>	<ol style="list-style-type: none"> 1. Evaluation of our various <i>selves</i> impacts on self-acceptance, self control, and acceptance of others.
		<p><i>Sample Unit 2</i> Personal Growth</p>	<ol style="list-style-type: none"> 1. Relationships between significant others are enhanced when there is honest and open communication. 2. Adverse experiences can be used to develop resiliency. 3. Effective management of stress improves general well-being.
<p><i>Sample Module 2</i> Bonding and Breaking</p> <p>(From Regional Standard 2)</p>	<ol style="list-style-type: none"> 1. Evaluate the quality of relationships between family members. 2. Identify and utilise strategies to improve relationships with families, peers, and significant others. 3. Practise skills to avoid risky situations and pressure to use alcohol and other illicit substances. 4. Demonstrate consistency in avoiding and diffusing potentially violent/disruptive situations in the home, among peer groups, in the school, and in the community. 5. Advocate for and participate in the development of policies to mitigate violence in the school environment. 	<p><i>Sample Unit 1</i> Building Relationships</p>	<ol style="list-style-type: none"> 1. Relationships must to be constantly evaluated in order to build on strengths and minimise weaknesses.
		<p><i>Sample Unit 2</i> Coping with Difficult Situations</p>	<ol style="list-style-type: none"> 1. Adverse situations can threaten relationships. 2. Coping strategies help to cement relationships
		<p><i>Sample Unit 3</i> Avoiding the Risks: Resisting the Pressure</p>	<ol style="list-style-type: none"> 1. Alcohol, drugs, and other illicit substances influence behaviour and lifestyle in negative ways.

MODULES	CORE OUTCOMES	UNITS	CONCEPTS
<i>Sample Module</i> 3 United We Stand, Divided We Fall (From Regional Standard 3)	1. Critically examine how relationships can be affected by personal prejudices and biases. 2. Advocate for acceptance and inclusion of persons of diverse groupings at all levels of society so as to facilitate maximum national, regional, and local development. 3. Appreciate that the development of the region depends on individual and collective efforts at all levels of society.	<i>Sample Unit 1</i> Embracing Diversity	1. Personal prejudices and biases affect relationships in negative ways. 2. It is essential to advocate for acceptance and inclusion of persons from diverse groupings at all levels of society.
		<i>Sample Unit 2</i> All Hands on Deck	1. The development of a community depends on individual and collective efforts.

SAMPLE MODULE 1
SELF

Regional Standard 1

Students will recognise and deepen awareness of the human needs that are intrinsic to personal growth and maturity so as to achieve maximum self-fulfilment.

Overview

Acceptance of self, the need to belong, and the need to love and be loved, are some of the universal needs that contribute to the shaping of our individual selves. These needs may or may not be met in our various environments. Students need to be assisted in developing resiliency—the capacity to assess, cope, manage, and benefit from the various influences that impact on personal development.

General Objectives

At the end of this module students will:

1. Analyse self in relation to needs, wants, and values.
2. Demonstrate a realistic concept of self and personal attributes.
3. Demonstrate appropriate skills to enhance and protect self even in the face of setbacks.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
Improving Self-Concept Awareness of Self and Others Persevering Toward Goals Changing the Things I Can Coping with Death Life After Death Stress and More Stress Techniques for Managing Stress Creating a Balance	Brainstorming Group discussion Oral presentation Music Sharing personal experiences Role play Checklist Graphic organiser Creative expression/writing Guest lecturer Documentary Movement exercise Video presentation	Journaling Create a collage Creative design (postcard) Calendar Creative expression Make a video Group presentation Peer assessment

Age Level 13–14: SAMPLE UNIT 1
SELF-CONCEPT AND SELF-ESTEEM

General Objectives

At the end of this unit students will:

1. Demonstrate an understanding of the nature of self, self-concept, and self-esteem.
(Knowledge)
2. Demonstrate a positive attitude toward self. (Attitudes)
3. Use coping, social, and cognitive skills to neutralise risks to mental and emotional well-being. (Skills)

Concepts	Lesson Titles	Strategies
<ul style="list-style-type: none"> • Evaluation of our various <i>selves</i> impacts on self-acceptance, self control, and acceptance of others. 	<ul style="list-style-type: none"> • Improving Self-Concept • Awareness of Self and Others • Persevering Toward Goals • Changing the Things I Can 	Brainstorming Group discussion Sharing personal experiences Role play Modelling Checklist Creative expression/writing

Age Level 13–14: SAMPLE UNIT 2
PERSONAL GROWTH

General Objectives

At the end of this unit students will:

1. Analyse the influences that impact on personal development. (Knowledge)
2. Accept responsibility for personal growth and development. (Attitudes)
3. Use coping and cognitive skills to respond positively to adverse experiences. (Skills)

Concepts	Lesson Titles/ Sample Lesson	Strategies	Assessment
<ul style="list-style-type: none"> • Relationships between significant others are enhanced when there is honest and open communication. • Adverse experiences can be used to develop resiliency. • Risks to mental and emotional well-being must be recognised and managed. 	<ul style="list-style-type: none"> • Coping with Death • Life Goes On • <i>SAMPLE LESSON</i> – Stress and More Stress <p>Specific Objectives: At the end of this lesson students will be able to:</p> <ol style="list-style-type: none"> 1. Identify sources of stress that impact on well-being. 2. Demonstrate a personal commitment to assessing their levels of stress. 3. Use critical-thinking skills to identify stressors in their lives. <ul style="list-style-type: none"> • Techniques for Managing Stress • Creating a Balance 	<p>Music Checklist Sharing personal experiences</p>	<p>Stress calendar Journaling</p>

SAMPLE LESSON STRESS AND MORE STRESS

Age Level: 13–14

Duration: 35–40 minutes

Purpose: To help students recognise the importance of identifying sources of stress

Student Objectives: Students will be able to:

1. Identify sources of stress that impact on well-being.
2. Demonstrate a personal commitment to assessing their levels of stress.
3. Use critical-thinking skills to identify stressors in their lives.

Materials: CD/cassette of Bobby McFerrin’s song “Don’t Worry, Be Happy”, CD/cassette player, handout titled “What Causes Me Stress,” and template titled “Stress Calendar”

Step 1: Introduction (3–5 minutes)

- ❑ Bobby McFerrin’s song “Don’t Worry, Be Happy” is played.
- ❑ T elicits from Ss some of the situations that cause them to worry, and introduces the term *stressors*.

Step 2: (20–25 minutes)

- ❑ Ss fill out handout titled “What Causes Me Stress.”
- ❑ Volunteers share some of the situations they identified for each category and indicate the level of stress associated with the situations.
- ❑ Ss record the information on the chalkboard.
(*T should try to obtain at least five [5] situations for each category.*)
- ❑ Ss determine the five (5) most common situations for each of the categories.
- ❑ T and Ss engage in a discussion to determine if stress could be removed from our lives. Discussion should lead to the conclusion that stress is a normal part of life and an important step in learning to cope with stress is identifying stressors and the level of stress they cause.
- ❑ T points out that the exercise enabled them to use an important skill (critical thinking) to recognise and assess the factors that influence behaviours and feelings associated with stress. The next step is to identify strategies to respond positively to stressful situations.

Evaluation/Homework

“Stress Calendar” – Each S is given a stress calendar template to record all the stressful situations he/she experiences over a week, **OR** each S makes journal entries over a two-week period about stressful events in their lives.

They then write a special entry about how they felt about the situations after writing about them. **NB: Writing has a therapeutic effect on stress.**

Handout:

Name:

WHAT CAUSES ME STRESS

List a few situations under each of the categories below that causes you stress. Next to each situation, list the stress level (low, medium, high) that you feel when you are in that situation.

At School

Situation	Stress Level
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

At Home

Situation	Stress Level
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

With Friends

Situation	Stress Level
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

(Adapted from "Life Skills Training: Promoting Health and Personal Development - Year 2 Student Guide", p. 29, by Gilbert J. Bovin. Copyright Gilbert J. Bovin, 1979-1997)

Name:

STRESS CALENDAR

Keep a record of all the stressful situations you experience for a week. Briefly explain the stressful situation, the time it occurred, the people involved, and your level of stress.

	SITUATION	TIME	PEOPLE INVOLVED	LEVEL OF STRESS (H, M, L)
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

(Adapted from "Discovering Me," p. 229, by Leslie Herod. Copyright 1999 Allyn & Bacon, Needham Heights, MA.)

SAMPLE MODULE 2

BONDING AND BREAKING

Regional Standard 2

Students will examine the nature of relationships within and outside the family in order to identify and build on those factors that contribute to healthy relationships.

Overview

Interpersonal relationships begin in the family, which is the primary socialising agent. Students need to understand the dynamics of relationships within and outside the family in order to demonstrate the commitment, dedication, and flexibility that are central to building strong relationships. They also need to be assisted in practising behaviours that mitigate violence, bullying, exploitation, and other relationship issues.

General Objectives

At the end of this module students will:

1. Demonstrate an understanding of the complex nature of relationships.
2. Demonstrate commitment to building and maintaining relationships.
3. Apply appropriate skills to cope with the challenges and setbacks that characterise relationships within and outside the family.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
<ul style="list-style-type: none">• Family <i>Matters</i>• Maintaining Friendships• Love – What Makes It Special?• In Good Times and Bad Times• Establishing Boundaries• Opting Out• Managing Conflict• Friendly Refusals• Respecting the Rights of Self and Others	Brainstorming Case studies Role play Small-group discussion Cooperative learning groups Anonymous questions Creative expression/writing Documentary Video presentation Skills rehearsal Guest speaker	Role play Poster/artwork Journaling Group presentations Letter to editor Video production Radio programme Song/rap Peer assessment

Age Level 13–14: SAMPLE UNIT 1
BUILDING RELATIONSHIPS

General Objectives

At the end of this unit students will:

1. Evaluate existing relationships. (Knowledge)
2. Demonstrate positive attitudes to relationship building. (Attitudes)
3. Use problem-solving and communication skills to improve relationships with family, friends, and significant others. (Skills)

Concept	Lesson Titles	Suggested Strategies
<ul style="list-style-type: none"> • Relationships must be constantly evaluated in order to build on strengths and minimise weaknesses 	<ul style="list-style-type: none"> • Family <i>Matters</i> • Maintaining Friendships • Love – What Makes It Special? 	Brainstorming Case studies Role play Small-group discussion Anonymous questions Creative expression/writing Skills rehearsal

Age Level 13–14: SAMPLE UNIT 2
COPING WITH ADVERSE SITUATIONS

General Objectives

At the end of this unit students will:

1. Demonstrate knowledge of the kinds of situations that can threaten a relationship.
(Knowledge)
2. Demonstrate commitment to respond positively to adverse situations. (Attitudes)
3. Use coping, social, and cognitive skills to handle adverse situations. (Skills)

Concept	Lesson Titles	Suggested Strategies
<ul style="list-style-type: none"> • Adverse situations can threaten relationships. • Coping strategies help to cement relationships. 	<ul style="list-style-type: none"> • In Good Times and Bad Times • Establishing Boundaries • Opting Out • Managing Conflict 	Brainstorming Case studies Role play Small-group discussion Cooperative learning groups Anonymous questions Creative expression/writing

Age Level 13–14: SAMPLE UNIT 3
AVOIDING THE RISKS: RESISTING THE PRESSURE

General Objectives

At the end of this unit students will:

1. Demonstrate knowledge of the impact of alcohol, drugs, and other illicit substances on behaviour and lifestyle. (Knowledge)
2. Demonstrate personal commitment to avoid high-risk situations and resist negative peer pressure. (Attitudes)
3. Demonstrate coping, social, and cognitive skills to avoid high-risk situations and pressure to use drugs. (Skills)

Concept	Lesson Titles/ Sample Lessons	Suggested Strategies	Assessment
<ul style="list-style-type: none"> • Alcohol, drugs, and other illicit substances influence behaviour and lifestyle in negative ways. 	<ul style="list-style-type: none"> • <i>SAMPLE LESSON</i> – Friendly Refusals Specific Objectives: At the end of this lesson students will be able to: <ol style="list-style-type: none"> 1. Identify potentially risky situations. 2. Demonstrate confidence in their ability to resist engaging in risky behaviours. 3. Use refusal skills effectively. • Respecting the Rights of Self and Others 	Video clip Modelling Creative thinking Role play Debriefing	Make a video Peer assessment

SAMPLE LESSON FRIENDLY REFUSALS

Age Level: 13–14

Duration: 35–40 minutes

Purpose: To practise the steps to making an effective friendly refusal in high-risk situations

Student Objectives: Students will be able to:

1. Identify potentially risky situations.
2. Demonstrate confidence in their ability to resist engaging in risky behaviours.
3. Use refusal skills effectively.

Materials: Video clip of someone being enticed by friends to engage in some form of risky behaviour, television/VCR/video projector, and handout titled “Friendly Refusals”

Step 1: Introduction (3–5 minutes)

- ❑ Video clip is shown to Ss and stopped just before the person responds to the enticement.
- ❑ T asks Ss to suggest possible endings to the scenario and then focusses on one that has some form of refusal. T indicates that the lesson will focus on friendly refusal.

Step 2: (25–30 minutes)

- ❑ Handouts titled “Friendly Refusals” are distributed.
- ❑ T walks Ss through the steps while modelling the behaviour.
- ❑ In groups of no more than five (5), Ss develop role plays to demonstrate how the steps of the “Friendly Refusal” model can be used in various scenarios/situations.
(*T may outline different scenarios/situations, e.g., for crime, drugs, truancy, etc.*)
- ❑ Each group presents its role play (2–3 minutes per presentation).
- ❑ T facilitates a debriefing session with the following guides:
 - How did it feel having to refuse a friend in the way in which you did?
 - Do you feel confident in your ability to use these skills when faced with a real-life situation?
- ❑ Ss view the rest of the video clip and comment on the person’s response.

Evaluation/Homework (3–5 minutes)

In groups, Ss produce their own video clips depicting friendly refusal skills in action. The video clips are shown in a subsequent class. (Ss may be given a scoring rubric for peer assessment of video clips.)

Handout:

FRIENDLY REFUSALS

Steps for a friendly refusal:

- Use the word “no” in your refusal.
 - Emphasise your refusal by repeating the refusal and using body language.
 - Give your reasons for refusing or list possible consequences.
 - Suggest an alternative that includes your friend.
 - Change the subject or walk away.
-

Background Information:

Sample outlines of situations for role play:

1. Your friend asks you to join her at the back of the school during break. You have heard that students have been smoking marijuana at the back of the school. You want to continue your friendship with her, but you suspect that she has been joining the group to smoke.
2. It is the last day of school, and you are having a good time with your friends at the class party. Someone whispers to you that Jarvis put alcohol in the fruit punch. Most of your friends are drinking the spiked punch and are coaxing you to have some.
3. You are at a party, and you notice that many persons are coupling off and moving into dark corners to drink beers. Your girlfriend suggests that you go outside and offers you a beer. You don't want to drink or leave the party.

(Teacher may supplement this list.)

SAMPLE MODULE 3
UNITED WE STAND, DIVIDED WE FALL

Regional Standard 3

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

Overview

Survival in the global economy demands that we pool our individual and collective resources in order to be productive as a people. Students must be committed to valuing and respecting the rich diversity of the people of the Caribbean (cultural, ethnic, religious). Additionally, they must be encouraged to realise their fullest potential as contributors to sustainable development while embracing core values and democratic ideals.

General Objectives

At the end of this module students will:

1. Demonstrate understanding of the concepts of inclusion and diversity.
2. Demonstrate acceptance of persons who are different.
3. Commit to promoting a sense of community within and outside the school.
4. Advocate for acceptance and inclusion of persons from diverse grouping at all levels of society.

<i>Sample Topics/Lessons</i>	Suggested Strategies	Assessment
Outside of the <i>Box</i>	Brainstorming	Role play
Stereotyping	Case studies	Poster/artwork
Reducing Prejudice	Role play	Journaling
Cooperation	Small-group discussion	Group presentations
Interdependence	Cooperative learning groups	Letter to editor
Celebrating Our Differences	Anonymous questions	Radio programme
Building Community	Lecture/documentary	Song/rap
	Video presentation	Scrapbook
	Field trip	Collage
	Guest speaker	

SAMPLE LESSON OUTSIDE OF THE *BOX*

Age Level: 13–14

Duration: 65–70 minutes

Purpose: To help students understand and accept the differences that exists among social groups

Student Objectives: Students will be able to:

1. Explain how persons are accepted or excluded from a social group.
2. Commit to the inclusion of others into their own groupings.
3. Use social skills to reach out to others who are outside their own group.

Materials: Newspapers and masking tape

Step 1: Introduction (3–5 minutes)

- T introduces the lesson with a short role play where three Ss are talking about a show, but when another student attempts to join the group he/she is rudely told that he/she can't join them because he/she knows nothing about the show.
- T elicits responses from Ss and explains that we are social beings who like to be with persons who share our interests.

Step 2: (5 minutes)

- T introduces the concept of *boxes*, a metaphor for social groups.
- Ss are asked to close their eyes and picture some of their close friends in the class, and then draw a mental *box* around themselves and their friends. They are to keep that picture in their minds.

Step 3: (8–10 minutes)

- T asks Ss to reflect on qualities that draw them to another person. Ss share one characteristic with the class.
- T writes these down on the board.

Step 4: (6–8 minutes)

- Ss look in their *box* again, think of the qualities they have just heard, and reflect on which ones have meaning for them, and whether the persons in their boxes had any of these desirable qualities.

Step 5: (5–8 minutes)

- Ss now imagine that they are preventing persons from coming into their *box*. What qualities do these persons have? Why do they want to push them away? Ss share with the whole group the qualities of persons who turn them off.

Step 6: (5–8 minutes)

- ❑ Ss now reflect on how other groups judge their *box*. They must share this with the class. (This is an important activity, and an eye-opener, as persons outside a group seldom know that being inside a “popular” group could also be a painful experience.) T takes note of the statements.

Step 7: (10 minutes)

- ❑ T and Ss engage in a general discussion on the reasons for the exercise. Why were they asked to share the various ideas? What did talking about these things tell them about social groups? Could they describe the feelings of persons inside as well as outside the groups? (T in summing up should point out that there is some overlap among the groups.)

Step 8: (15–20 minutes)

- ❑ In groups Ss now engage in a *paper box* building activity. (T ensures that the friendship groups are mixed up.) The paper box has no floor, but must be able to stand for **one minute** with all the Ss inside of it. The idea is that they can have fun with a new *box* of persons.
- ❑ T summarises lesson and helps Ss see the value of the lesson—stepping out of their *box* or inviting someone into their *box* gives them a chance to learn about others. T may use the opportunity to link to other kinds of groupings based on race, ethnicity, or class.

Evaluation/Homework (3–5 minutes)

Ss have to commit to stepping out of the old *boxes* once in a while and inviting in someone new. Ss make entries in their journals reflecting on the new experiences.

NB: This lesson may be taught over two single periods, depending on timetable arrangements.

SAMPLE LESSON REDUCING PREJUDICE

Age Level: 13–14

Duration: 35–40 minutes

Purpose: To help students reduce prejudice and accept the diversity that exists among people

Student Objectives: Students will be able to:

1. Explain how “prejudice” affects social relations.
2. Demonstrate intolerance of prejudice.
3. Use social skills to reduce prejudice.

Materials: 4 red ribbons, 4 black ribbons (T may substitute other colours, X and Y), role-play scenarios, and rewards (pencils, erasers, candy, or some other small token)

Preparation: Select two teams of no more than four students each. Distribute team-colour ribbons to team members. Prepare lists of the easy and difficult words.

Step 1: Introduction (3–5 minutes)

- ❑ *(2 minutes maximum)* T conducts spelling bee involving two pre-assigned teams. All students wearing X-colour ribbons are given very easy words to spell, and the other team wearing Y-colour ribbons are given difficult and unfamiliar words. Ss are rewarded for their correct responses.
- ❑ After the 2 minutes, T announces and congratulates the winning team.
- ❑ Ss share their feelings about the exercise.
- ❑ T introduces the concept of prejudice and makes reference to the quiz.
(T must explain that prejudice is about more than race/ethnicity/religion.)

Step 2: (5 minutes)

- ❑ In groups of no more than five (5), Ss prepare role play scenario assigned to each group.

Step 3: (25 minutes)

- ❑ First group performs role play followed by the following questions:
 - How did you feel about the bad/unfair treatment that the person received?
 - Have you ever seen/experienced such a situation?
 - How do you think the person who was unfairly treated feels?
- ❑ First group role-plays a different ending for the situation showing tolerance for differences and a reduction of prejudice.
- ❑ This procedure is repeated for each group.

Step 4: (5 minutes)

- ❑ Debrief using the following questions as a guide:

- How does it feel when someone makes fun of you or leaves you out of an activity because you are different?
- Was it easy to think of different ways to handle these situations?
- What did you learn from the role plays?
- What can you do to reduce prejudice and discrimination?

Evaluation/Homework (2 minutes)

Ss respond to the following letter, stating the type of prejudice and suggesting ways to reduce it.

Dear Morgan,

My best friend is a

(T must substitute name and appropriate ethnic/religious group specific to his/her cultural context.)

We became friends when we started attending secondary school. He/she is fun to be around and likes the same things I do. But I have to lie to my parents when I meet him/her because I know they wouldn't want me hanging out with him/her. My Dad says we should stick to our own kind. I'm worried that my family might find out and I would lose my best friend. What do you think I should do?

Scenarios for role play:

1. A new student arrives at school wearing the dress of her native country. The other children make fun of her and call her a weirdo. No one wants to sit next to her.
2. A student's father has told him that all people of a certain race are bad. The student gets a friend to join him in picking on children of that race. One day, a terrible fight breaks out in the schoolyard and several students are hurt.
3. Several boys sign up for an intramural field hockey game. The girls refuse to play with them.
4. Several students attend a special class for gifted students. In the school cafeteria, other students call them nerds and make fun of them.
5. In a locker room, a male student is upset and crying. A group of five other boys tease him and call him a sissy. They exclude him from their plans for a camp-out.

Age Level 13–14: SAMPLE UNIT 2
ALL HANDS ON DECK

General Objectives

At the end of this unit students will:

1. Demonstrate knowledge of how individual and collective efforts contribute to overall human development. (Knowledge)
2. Demonstrate commitment to work with all persons, regardless of differences. (Attitudes)
3. Use interpersonal communication skills to build community. (Skills)

Concept	Lesson Titles	Suggested Strategies
<ul style="list-style-type: none">• The development of a community depends on individual and collective efforts.	Cooperation Interdependence Celebrating Our Differences Building Community	Cooperative learning groups Role play Case studies Field trips Video presentation

GUIDELINES FOR ASSESSMENT

Assessment is an important part of HFLE instruction. **Formative assessment** is critical in that it gives both teacher and students immediate feedback on performance. This feedback allows students to monitor their own progress so they gain competence in self-assessment. Teachers should develop clear criteria on how tasks are going to be assessed. Students should be informed of these criteria so that there are shared understandings of expectations. Samples of formative assessment tasks have been provided at the end of the sample lessons.

Summative assessment is given at the end of a unit or module. The feedback from this type of assessment gives a picture of how students are progressing re the relevant HFLE standard. Such assessment tasks may be assigned a value or grade.

Whether you are engaging in formative or summative assessment, the assessment tasks must match learning objectives and methodologies. For example, if an objective were to have students use a particular skill or demonstrate a positive attitude, a multiple-choice test or a true/false test would be an inappropriate match. Such objectives would require students to do things so that performance tasks are implicated.

TOOLS FOR SCORING

Tools for scoring performance tasks include checklists, rating scales, and rubrics.

Checklists allow you to say whether behaviours are present or absent. For example, a generic checklist to determine whether a student can use a particular skill could be developed as shown below. You will need to fill in the information that is specific to the particular skill, and a check mark (✓) under the relevant column would indicate whether the student is competent or not.

Checklist for Skill Competence

SKILL – USING THE STEPS	YES	NO
Step 1		

Rating scales allow you to determine a range of performances. You may assign a number value or a label as appropriate. For example, the rating scale below may be used to assess role-play during or at the end of a lesson on the theme *Self and Interpersonal Relationships*. The rating scale may be adjusted to fit the requirements of the task.

Rating Scale for Role Play

CRITERIA	OUTSTANDING (4)	ACHIEVING (3)	DEVELOPING (2)	EMERGING (1)
Role consistent with character				
Shows understanding of concepts and skills taught				
Demonstration of positive and negative behaviours and attitudes				
Provides feedback on feelings about role during debriefing				

Qualitative labels are suggested for formative assessment and number values (written in parentheses) for summative assessment.

Rubrics are used for assessing performance along a task-specific set of criteria. They are recommended for complex performance tasks. The elements of a rubric include a) the criteria for the task, b) levels of performance (qualitative, numeric, or both), and c) quality statements for each level. The rating scale above may be converted into a rubric using the above guidelines.

A major benefit of rubrics is that scoring is accurate, objective, and consistent. Rubrics may be tested, revised, and refined. They can then become part of a database for re-use or may be shared with colleagues. An example of a complex assessment task and scoring rubric are provided below. For help with designing rubrics go to <http://rubistar.4teachers.org>.

Samples of summative tasks and rubrics are given for age levels 9–10 and 11–12. These could be used as models for designing tasks and scoring guides.

Some generic rubrics have been included. These may be adapted for the appropriate assessment tasks.

GENERIC RUBRICS

Comic Strip

CATEGORY	4	3	2	1
Content	The content is accurate and is in the student's own words.	Most of the content is accurate and is in the student's own words.	Some of the content is accurate and is in the student's own words.	Most of the content is inaccurate, but is in the student's own words.
Clarity and Neatness	Storyboard is easy to read and all elements are clearly written, labelled, or drawn.	Storyboard is easy to read and most elements are clearly written, labelled, or drawn.	Storyboard is hard to read with rough drawings and labels.	Storyboard is hard to read and one cannot tell what goes where.
Required Elements (skills, attitudes, etc.)	Storyboard includes all required elements as well as a few additional elements.	Storyboard included all required elements and one additional element.	Storyboard included all required elements.	One or more required elements missing from the storyboard.

Poster

CATEGORY	4	3	2	1
Graphics - Originality	Graphics reflect a exceptional degree of creativity. Original design/ideas	Graphics reflect a high degree of student creativity. Original design/ideas	Graphics reflect some creativity, but are based on the designs or ideas of others.	Few graphics Design not original
Graphics - Relevance	All graphics are related to the topic and make it easy to understand.	All graphics are related to the topic and most make it easy to understand.	All graphics are related to the topic, but do not always aid understanding.	Some graphics do not relate to the topic.
Skills/Attitudes	Positive message 3 actions to promote positive behaviours	Positive message 2 actions to promote positive behaviours	Positive message, but 1 action	Message or action missing
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer some of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5–6 accurate facts are displayed on the poster.	3–4 accurate facts are displayed on the poster.	Fewer than 3 accurate facts are displayed on the poster.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is fairly attractive, but not very neat.	The poster is messy or very poorly designed.

Theme 3: Appropriate Eating and Fitness



Health and Family Life Education

Theme: Appropriate Eating and Fitness

Regional Standards Eating and Fitness

- 1) Build individual capacity to make healthy eating choices throughout the life-cycle and reduce the risk factors associated with the development of lifestyle diseases.
- 2) Demonstrate an understanding of fitness and its relationship to good health and quality of living.
- 3) Analyse the influence of socio-cultural and economic factors as well as personal beliefs and choices related to appropriate eating and fitness.
- 4) Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Regional Standard 1

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

Descriptor:

Children are now at greater risk of obesity and other lifestyle diseases that were typically associated with adults. Students therefore need to understand that healthy eating and the right balance of safe, nutritious, and wholesome foods (including locally grown foods) are critical to optimum health throughout the life-cycle, and they should acquire skills to make healthy food choices and reduce the incidents of diet-related/lifestyle diseases (diabetes, heart diseases, hypertension, stroke, and some forms for cancer) that affect personal productivity and national development.

Key Skills:

Coping Skills (healthy self-management, self-awareness)

Social Skills (communication)

Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

Core Outcomes Age Level 9–10	Core Outcomes Age Level 11–12	Core Outcomes Age Level 13–14
<ol style="list-style-type: none"> 1. Recognise healthy eating as a critical component of healthy living. 2. Demonstrate ways to select a balanced meal using a variety of foods. 3. Apply safe food-handling principles. 4. Appreciate the need for healthy eating throughout the lifecycle. 	<ol style="list-style-type: none"> 1. Assess personal eating habits. 2. Relate food imbalances to specific lifestyle diseases (diabetes, heart disease, and hypertension). 3. Make appropriate food choices to avoid risk factors associated with lifestyle diseases. (e.g. excess salts, sugars, and fats). 4. Apply safe food-handling principles. 5. Appreciate the importance of selecting nutritious foods to a healthy lifestyle. 	<ol style="list-style-type: none"> 1. Demonstrate knowledge of the relationship between types and uses of nutrients in food and overall health. 2. Critically analyse food choices throughout the lifecycle (including snacks) to avoid risk factors associated with lifestyle diseases. 3. Develop diets applying multimix principle and using food-based dietary guidelines. 4. Apply safe food-handling principles.

Regional Standard 2

Demonstrate an understanding of fitness and its relationship to good health and quality of living.

Descriptor:

Changes in communication and transportation have discouraged the inclination and opportunity for physical activity as part of growing up. The majority of our children do not participate in sports; as a result, it is important for all students to develop skills that will help them make choices in favour of sound fitness habits to achieve optimum levels of age-appropriate physical activity and reduce sedentarism, which could lead to obesity and related lifestyle diseases such as diabetes, hypertension, and heart disease.

Students need to assess barriers relating to fitness, develop the skills to conduct physical fitness self-assessments, and select appropriate physical activity, sport fitness, and exercise to develop fitness for health across the life-cycle.

Key Skills:

Coping Skills (healthy self-management, self-awareness, self-monitoring)

Social Skills (communication, interpersonal relations, assertiveness)

Cognitive Skills (critical thinking, creative thinking, decision-making)

Core Outcomes Age Level 9–10	Core Outcomes Age Level 11–12	Core Outcomes Age Level 13–14
<ol style="list-style-type: none"> 1. Recognise and value fitness as another critical component of healthy lifestyle. 2. Incorporate safety principles when engaged in fitness activities. 3. Design and implement an age-appropriate physical fitness plan. 4. Appreciate the role of fitness in achieving good health. 	<ol style="list-style-type: none"> 1. Differentiate between exercise (aerobic capacity, flexibility, muscular strength, and endurance), sport fitness, and physical activity. 2. Make appropriate choices with respect to physical activity and exercise to attain and maintain a healthy lifestyle. 3. Incorporate safety principles when engaged in physical fitness. 4. Design and implement an age-appropriate physical fitness plan. 	<ol style="list-style-type: none"> 1. Critically analyse the complementary nature of a healthy lifestyle (i.e., eating right, daily physical exercise/fitness, sleep, school/work, and leisure activities). 2. Incorporate safety principles when engaged in physical fitness. 3. Design and implement an age-appropriate physical fitness plan.

Regional Standard 3

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

Descriptor:

Eating and exercise behaviours are formed early in life and are influenced by the media as well as social, emotional, cultural, economic, and religious factors. Students need to critically examine what motivates them to adopt particular eating and fitness habits. In addition, they need to be encouraged to demonstrate positive attitudes and behaviours related to eating and fitness (e.g., experience culturally diverse foods, alternative methods of food preparation, forms of adaptation, physical activity, and sport).

Key Skills:

Coping Skills (healthy self-management, self-awareness)

Social Skills (communication, interpersonal relations, assertiveness, negotiation)

Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

Core Outcomes Age Level 9–10	Core Outcomes Age Level 11–12	Core Outcomes Age Level 13–14
<ol style="list-style-type: none"> 1. Demonstrate an understanding of factors that influence eating and fitness behaviours. 2. Make varied choices to broaden experiences related to eating and fitness. 	<ol style="list-style-type: none"> 1. Recognise the impact of socio-cultural and economic factors as well as personal beliefs and choices related to eating and fitness behaviours. 2. Assess the nutritional value of culturally diverse foods. 3. Make varied choices to broaden experiences related to eating and fitness. 	<ol style="list-style-type: none"> 1. Analyse social, emotional, and economic influences on personal choices of food and fitness. 2. Make varied choices to broaden experiences related to eating and fitness. 3. Set personal eating and fitness goals for optimum health.

Regional Standard 4

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

Descriptor:

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

Key Skills:

Coping Skills (healthy self-management)

Social Skills (communication, interpersonal relations)

Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

Core Outcomes Age Level 9–10	Core Outcomes Age Level 11–12	Core Outcomes Age Level 13–14
1. Identify sources of accurate, age-appropriate information relating to eating and fitness.	1. Demonstrate the ability to locate and utilise accurate, age-appropriate resources within the community, in regard to eating and fitness.	1. Evaluate the validity and appropriateness of the eating and fitness resources. 2. Make informed decisions regarding eating and fitness information, products, and services.

SAMPLE LESSON NUTRIENT MATCH-UP

Age Level: 13-14

Duration: 45-50 min.

Standard 1: Build individual capacity to make healthy eating choices throughout the life-cycle, and reduce the risk factors associated with the development of lifestyle disease, all of which impede productivity.

Core Outcome: Number 1

Outcome: Students will demonstrate knowledge of the relationship between types and uses of nutrients in food and overall health.

Skills:

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

Student Objectives: Students will be able to:

1. Explain the relationship between positive health behaviors and the prevention of injury, illness, and premature death.
2. Explain the importance of assuming responsibility for personal health behaviors.

Materials: Handouts; transparency projector; slips of paper; tape; red pen; blue pen

Preparation: Create slips of paper with names of nutrients written on them. You will want to prepare six slips of paper by using a red pen to write one of the six basic classes of nutrients on each: proteins, carbohydrates, fats, vitamins, minerals, and water. Then use a blue pen to prepare the other slips of paper. You will write examples of each of the six basic classes of nutrients on each slip of paper.

Step 1: Introduction (15 min.)

- T explains to Ss that they are going to be reviewing the nutrients and the importance of obtaining the nutrients they need for optimal health. T then defines **nutrients**.
- T explains that no one food contains all nutrients in the amounts needed for good health. Ts identifies the six basic classes of nutrients: proteins, carbohydrates, fats, vitamins, minerals, and water.

Step 2: (15 min.)

- Using the Teaching Master “The Six Basic Classes of Nutrients,” Ts reviews important information about each of the nutrients.
- T tells Ss that they are going to play “Nutrient Match Up.”

Step 3: Group Activity (5-10 min.)

- Ss will form a line in front of Ts. Ss will turn so their backs are to Ts. Ts tapes a slip of paper on each of their backs. The slip of paper will have a word or words written on it, and these words will either be the name of one of the six basic classes of nutrients, or an example of one of the nutrients.

- T explains to Ss that they are not to look at the slip of paper taped to their backs, but are to guess what is written by asking their classmates questions. They can only ask their classmates questions that can be answered with a “yes” or “no.” (i.e., “Am I a carbohydrate?” and *not* “What kind of nutrient am I?”)
- Ss can only ask each student one question. If they guess what is written on the slip of paper on their back, they are to take it off their back and tape it on their forearm.

Step 4: Group Activity (5-10 min.)

- If there are some Ss who have not guessed what is written on the slip of paper on their back, have them take it off their back, read it, and tape it on their forearm.
- T explains that they are now ready for the second part of this activity, and now each student belongs to a group.
- T has the six Ss who have the six basic classes of nutrients written in red ink on the slips of paper taped to them stand around the classroom. Without talking, the remaining students are to join one of these six students and form a group.
- Some Ss may have more difficulty finding their correct groups. T explains that some words belong to more than one group. For example, steak contains fat, but it is also a source of protein. Check to see that students are in the groups identified in Step 1 of this strategy.

Step 5: Conclusion (5-10 min.)

- T asks students to look at the handout.
- T reviews “The Six Basic Classes of Nutrients”

Evaluation/Homework

- Ss are to analyze their dinner by using “The Six Basic Classes of Nutrients” handout.

Handout

The Six Basic Nutrients

NUTRIENT	FACTS	SOURCES
Proteins	<ul style="list-style-type: none"> □ Essential for the growth, development, and repair of all body tissues □ Form parts of muscle, bone, blood, cell membranes □ Form hormones and enzymes □ Made of amino acids 	<ul style="list-style-type: none"> □ Meat, chicken, tuna, dried beans, eggs, nuts
Carbohydrates	<ul style="list-style-type: none"> □ Provide energy □ Simple carbohydrates, such as fruit, enter the bloodstream rapidly for quick energy □ Complex carbohydrates, such as rice, provide long-lasting energy 	<ul style="list-style-type: none"> □ Bread, white rice, pasta, macaroni, noodles, cereal, oatmeal
Fats	<ul style="list-style-type: none"> □ A source of energy □ Essential for making certain vitamins available □ Stored as fat tissue which surrounds and protects organs □ Saturated fats, such as those in meat or dairy products, raise cholesterol levels □ Unsaturated fats are found in plant products 	<ul style="list-style-type: none"> □ Ice cream, milk, cheese, butter, margarine, yogurt, meat, egg yolks, corn oil
Vitamins	<ul style="list-style-type: none"> □ Facilitate chemical reactions 	
	Vitamin A—night vision; bone formation	Carrots, sweet potatoes
	Thiamine—appetite	Nuts, cereals, peas, beans
	Riboflavin—metabolism; energy production; eyes and skin	Whole milk, cottage cheese, eggs
	Niacin—normal digestion, appetite, nervous system	Cereals, fish, peanuts
	Folic Acid—blood formation, enzyme function	Whole grain bread, broccoli
	Ascorbic Acid—helps body resist infection, strengthens blood vessels	Oranges, limes, tomatoes

NUTRIENT	FACTS	SOURCES
Minerals	<ul style="list-style-type: none"> □ Assist in the regulation of chemical reactions 	
	Calcium—strong bones and teeth, heartbeat	Milk, cheese, cottage cheese
	Chlorine—aids in digestion, keeps body limber	Table salt
	Iodine—energy, mental alertness, growth, manufacture thyroid	Table salt, seafood
	Iron—forms red blood cells, growth, prevents fatigue	Oatmeal, red meat, liver
	Magnesium—fights depression, insomnia, nervousness	Dark green vegetables, apples
	Phosphorus—healthy gums and teeth, growth and repair cells	Whole grains, fish, poultry
Water	<ul style="list-style-type: none"> □ Makes up blood □ Helps the process of digestion □ Helps remove body wastes □ Helps regulate body temperature 	<ul style="list-style-type: none"> □ Drinking water, bottled water, juices, soups, vegetable such as celery

Adapted from: Meeks, L., Heit, P., & Page, R. (1996). *Comprehensive School Health Education* (2nd ed.). Ohio, USA: Meeks Heit Publishing Company, Inc.

SAMPLE LESSON EXERCISE, SPORT AND PHYSICAL ACTIVITY

Age Level: 11-12

Duration: 45 min.

Standard 2: Demonstrate an understanding of fitness and its relationship to good health and quality of living.

Outcome 1: Differentiate between exercise, sport and physical activity.

Student Objectives: Students will be able to:

1. Differentiate between skill related and health related activities.
2. Perform appropriate physical activities and sport activities.
3. Cooperate with a partner and in small groups

Skills:

- Coping - healthy self-management, self awareness
- Cognitive - critical thinking

Materials: whistle, bits of string/cloth, tennis balls, large balls, bibs and chart

Step 1: Introduction: Tails (3 min.)

- T asks Ss to find a partner spread out in scattered formation in marked area such as basketball court.
- Ss will face their partners and on command of the T's whistle, they will try to remove the tail (bits of string/cloth) that is hanging from the mid-back region of their partner.

Step 2: Fitness Activities (7 min.)

- T will lead Ss through several exercises, counting the repetitions.
 - Stretches/ flexibility activity (10 reps each side): Ss reach up to the ceiling with left arm and with the right arm.
 - Star Jumps/ aerobic activity (20 reps): Ss stand hands at side, and feet together, then jump feet apart and clap hands over the head. Return to original position and repeat.
 - Elbows to knees/ flexibility activity (10 reps each side): Ss stand feet apart and elbows bent, lift left knee to left elbow, and return to start position, then lift right knee to left elbow and return. Repeat.
 - Jump rope/ aerobic activity (15 reps): Ss jump and land using an imaginary rope.
 - Squats/ leg endurance and strength (10 reps): Ss stand with feet shoulder width apart. Place hands on hip. Bend to sit on imaginary seat. Keep the back straight, and stand up again.
 - Burpees/ arm strength and aerobic activity (8 reps): Ss stand up with feet together. Now bend and place hands on the ground. Kick both feet back, then draw feet in again, and stand. Repeat.

Step 3: Focus Activities: Catching and Passing (20 min.)

- T has Ss use tennis balls and large balls to practice throwing and catching large balls and small balls.

- For catching, T instructs Ss to keep eyes on the ball, reach out to receive ball and give as ball is received.
- For throwing, T instructs Ss to stand feet together with ball in throwing hand. Bring the throwing arm back while stepping forward with foot opposite throwing arm. Bend knees slightly and swing throwing arm forward releasing the ball towards the target. Make sure you line up and face target when throwing. When making a stronger throw transfer your foot when the throw is executed. Experiment with a small ball and a large ball. Use an underarm throw and an over-arm throw.
- Ss practice throwing and catching balls with partners and group.

Step 4: Game (10 min.)

- Ss play sides, using the skills taught. Bibs used to distinguish members of each team.
- Where the class is mixed, ensure that there are equal numbers of boys and girls in each group, or males vs. females may be a good alternative in some cases.

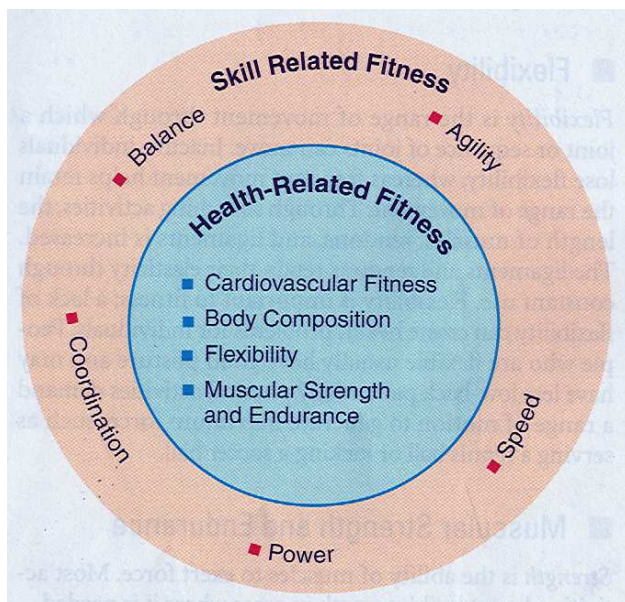
Step 5: Activity (5 min.)

- Ss will discuss adjustments that were made when using large ball and small balls. They also will suggest other passes that were used, or that may be used.

Step 6: Conclusion:

- T will show chart (see below) with scheme of health-related and sports related fitness.
- T will review the differentiation between exercise, sport and physical activity.

BACKGROUND INFORMATION:



SAMPLE LESSON CIRCUIT TRAINING LESSON

Age Level: 9-10

Duration: 32-40 min.

Standard 2: Demonstrate an understanding of fitness and its relationship to good health and quality of living.

Outcome 1: Students will experience exercise as a critical component of health.

Student Objectives: Students will be able to:

1. Explain briefly the meaning of circuit training.
2. Perform activities to show aerobic capacity, muscle strength and endurance, and flexibility.
3. Cooperate with members in a group while doing circuit training.

Skills:

- Coping - self-awareness
- Social - interpersonal relationships
- Cognitive - creative thinking, critical thinking

Materials: Articles about Circuit training

Equipment: Whistle, exercise mats, ropes, instruction cards and labels, tape recorder and music (optional)

Step 1: Introduction (2-3 min.)

- T will take Ss outside on field.
- T will ask Ss to find a partner and spread out.
- Ss will try to crush their partner's shadow.

Step 2: Fitness (6-8 min.)

- T will ask Ss to spread out into their own space
- T will lead Ss through several exercises.
 - Body twists: With arms outstretched, turn from waist to left and to right.
 - Arm Flings: Swing hands from chest outwards
 - Toe Punches: Lift one foot and kick, bending the knee. Repeat with other leg.
 - Reach & Stretch: Hands in the air to reach sky, then bend to touch toes and reach up again.

Step 3: Circuit (20-25 min.)

- T will set up and label 10 stations.
- T will take Ss through the circuit, discuss each station, and demonstrate the exercises.
- Stations include: Rope jumping, Sit ups, Star jumps, Push ups, Windmills, Elbow to knee, Flat back, Burpees, Side steps, Tip-toe squat.
- Ss will complete a circuit (see background information).

Step 4: Cool down activity (3 min.)

- T will lead Ss through breathing exercises.

Step 5: Conclusion (1)

- T will review the importance of exercise as a critical component of health.

BACKGROUND INFORMATION:

Circuit Training is a method of training developed at the University of Leeds in 1953 by R. E. Morgan and G. T. Adamson. It is a means of achieving optimum fitness in a systematized and controlled fashion.

Circuit Training comprises a number of exercises arranged in a specific pattern. The area where each exercise is performed is referred to as a station. After completing the exercise at one station, the participant moves on to the other station until the circuit is completed.

A Circuit may have between six and twelve stations. The participant may have a number of exercises which he/she must complete before moving on, or the participant will have a one minute or two minute period at the station. The circuit is really to be completed more than once, is usually completed three times, but some persons are known to do the circuit four times.

In arranging the circuit, the designer should aim at including stamina, strength, and suppleness. It is important to make the circuit responsive to the needs of the participants. The participant ought not to be required to exercise the same body part at two successive stations. A sixth station may be arranged to do an aerobic exercise, followed by hands, feet, chest, abdomen and aerobic again.

Some popular circuits are:

1. A control group circuit, where the participants at one station control the remainder of the stations.
2. A circuit determined by time in which a specific time limit is set to complete the activity.
3. A circuit determined by a predetermined dose (usually a percentage of a one repetition maximum test) at each station.
4. A circuit with rest intervals where a predetermined rest interval is taken after completion of each station.
5. A circuit with no rest intervals where one immediately progresses to the next station once he/she has completed the task at that station.
6. A circuit using small equipment, which may include dumbbells, brooms sticks, strands, etc.

The circuit has several advantages. It can be set in a relatively small area. The participant can set his/her own pace at the beginning of the training programme, which leads to feelings of early success. The participant may record his/her performance, thereby checking his daily progress.

Circuits may be designed for health-related fitness development or for athletes in a particular sport. It is, therefore, a very useful tool in the armoury of fitness development.

INSTRUCTIONS:

Station 1

Rope Jumping

Station 10

Tip Toe Squats

Station 2

Sit Ups

Station 9

Side Steps

Station 3

Star Jumps

Station 8

Burpees

Station 4

Push Ups

Station 7

Flat Back

Station 5

Windmills

Station 6

Elbow to Knee

SAMPLE LESSON AEROBIC EXERCISE

Age Level: 13-14

Duration: 33-35 min.

Standard 2: Demonstrate an understanding of fitness and its relationship to good health and quality of living.

Outcome 3: Students will design and implement an age-appropriate physical fitness plan.

Student Objectives: Students will be able to:

1. List ways to stay safe and healthy during exercise.
2. Calculate their per minute pulse rate at the end of activity.
3. Perform aerobic activity while demonstrating the principles of specificity and overload.

Skills:

- Coping - healthy self management, self awareness, self-monitoring

Materials/Equipment: Soccer balls, basketballs, other large balls

Facilities: Basketball/ Netball Court

Step 1: Introduction (3 min.)

- T will divide Ss into groups of five.
- Ss will dribble basketball, soccer ball, or other ball for three minutes.
- During this time, T will blow the whistle to signal a change in leaders.

Step 2: Fitness (6 min.)

- T leads Ss through a number of fitness exercises.
 - Ss walk while raising arms, then walk on toes, then on heels, and then walk while doing arm circles.
 - Ss stretch hamstrings, shoulders, calves, quadriceps, and other muscles.
 - Ss work on muscle toning through sit ups, push ups, and squats.

Step 3: Activity (5 min.):

- T shows Ss how to take their pulse.

Step 4: Focus (15 min.)

- T divides class into four groups.
- Using the outside of the court, Ss are asked to walk on the two shorter sides and jog on one longer side, and skip, gallop or slide on the other side of the court for three minutes.
 - Ss are asked to take their pulse rates for 15 seconds and calculate per minute rate.

- Working with a partner, Ss are asked to run/walk for 2 minutes without stopping and to note how far they had traveled.
- Ss will, again, take their pulse rates. Partners exchange and do the same thing.
- T will have Ss explain the effect of aerobic activity on the heart and lungs.
- In their groups, Ss are asked to form a line behind one end line of the court.
- On a given whistle, the leader will walk to touch the first line, and other designated lines in order. He/she will tag the person at the front of the line and go to the end of the line.
- The second person – the new leader – repeats the process.
- Ss do the same again until all persons have completed the task.
- T now asks teams to see how quickly they can do this. Having walked through the process, Ss will repeat it, running on the next occasion.

Step 5: Cool Down Exercises (3-5 min.)

- T guides Ss through cool down bends and stretches.

Step 6: Conclusion (1 min.)

- T will review the importance of a personal plan of fitness for good health and prevention of disease.

Homework

- Ss are asked to take their resting heart rate for a few mornings and make a recording.
- Ss are asked to estimate their Maximum Heart Rate and establish a Target Heart Rate.

BACKGROUND INFORMATION AND DEFINITIONS:

Physical Fitness Brief

- 1.0 PHYSICAL FITNESS is one's capacity to do work.
 - 1.1 The capacity of physical fitness describes quantum which answers the question (a) how far? (b) how long (c) how many, etc.
 - 1.2 Physical Fitness can be measured.
 - 1.3 The measurement of Health-related Physical Fitness should be simple and should eliminate conditions which have to do with skills.
 - 1.4 There are several approved Physical Fitness Tests.
- 2.0 There are four components of Physical Fitness:
 - Cardio-Respiratory or Cardiovascular Endurance
 - Flexibility
 - Muscle Endurance
 - Muscle Strength
 - 2.1 Cardio-Respiratory/Cardio-Vascular Endurance is the capacity of the total body to sustain vigorous rhythmic activity e.g. walking, jogging, swimming, bicycling
 - 2.2 Flexibility is the range of movement possible in the joint. It comes through stretching of connective tissue.
 - 2.2.1 There are two types of flexibility (i) static and (ii) dynamic or ballistic
 - 2.3 Muscle Endurance is the capacity of a muscle/muscle group to sustain localized repetitive activity (e.g. walking up stairs, sit ups or push ups).
 - 2.4 Muscle Strength is the amount of force which can be exerted by a particular muscle or muscle group I one maximum contraction (e.g. dead lift)
- 3.0 Physical Fitness is developed and maintained through frequent bouts of activity, which challenge the body systems for an adequate period of time.
- 4.0 One major objective of Physical Education is to increase or maintain the physical fitness level of the individual and to promote lifelong physical activity.
- 5.0 Physical Education is closely allied with Athletics, but there are differences between the two fields. Physical Education is for all students and endeavours to produce a dynamic and more capable physical individual. Athletic competition has standard rules and usually pits elite and talented performers against one another.

Principles and Application of Physical Fitness

SPECIFICITY

Doing the correct type of exercise to maintain the fitness component

Aerobic or Cardiovascular or Cardio-Respiratory Endurance is best accomplished through continuous rhythmic activities such as walking, jogging, and swimming. Raise the pulse rate to a safe but challenging level.

Muscular Strength is accomplished through exercising a muscle or muscle group against a heavy resistance.

Muscle Endurance is accomplished by requiring a muscle or muscle group to do repetitions of the exercise against moderate resistance.

Flexibility is accomplished through moving joints through a full range of motion by stretching. It is recommended to use slow, static stretches.

OVERLOAD

Working hard enough and long enough to challenge your body above its resting level to bring about improvement

Aerobic, Cardiovascular or Cardio-Respiratory Endurance is attained by raising your pulse rate to 60 – 90 % of one's maximum pulse for 15 to 60 minutes duration.

Muscle Strength is attained by using 70 – 80 % of maximum resistance for each muscle group and doing sets of 4 – 6 repetitions.

Muscle Endurance is attained by using 40 – 60 % of maximum resistance for each muscle group and doing sets of 12 – 15 repetitions.

Flexibility is achieved through taking each joint to a maximum range of motion, going slowly into the stretch and holding it for 10 – 15 seconds. Repeat three times.

REGULARITY or FREQUENCY

Exercising at regular intervals each week throughout the year to maintain a desirable level of fitness

Aerobic or Cardiovascular or Cardio-Respiratory Endurance is realized by working out a minimum of three days a week year round. Exercising four to six days a week gives significantly better results.

Muscle Strength is realized by working out two or three times a week year round.

Muscle Endurance is realized by working out two or three times a week year round.

Flexibility is realized by working out daily. It is also important to include some flexibility exercises as part of the warm and cool down session of a workout, as well as to repeat stretch exercises after muscles are used in a particular activity.

PROGRESSION

Increasing the intensity, frequency and duration of activity over periods of time to keep improvements and avoid plateau.

See *Overload* and *Regularity* above

Exercise and Safety

Children benefit from exercise and can withstand gradual increases in workload. Children are not harmed physiologically by too much physical activity, as felt by many concerned adults, especially since healthy children become fatigued and stop exercising long before any danger to health occurs. Moderate exercise and opportunities to participate in physical activity in recreation will improve students' learning and creativity.

Here are a few guidelines for exercising safely.

1. Students with medical conditions should be monitored as suggested by their doctor and medical professional personnel. Always ensure that students with asthma have their inhalers with them.
2. Students should be allowed to take water to replenish fluids lost during exercise.
3. Intensity of exercises that last 15 minutes or more should be regulated and controlled.
4. It is important to have appropriate warm up exercises at the beginning of a session to prevent injury, and cool down exercises at the end to bring the body gradually back to normal function.
5. There should only be one layer of clothing worn, and this should be of absorbent material to facilitate evaporation of sweat. Sweat-saturated garments should be replaced by dry ones. Rubberized sweat suits should never be used to produce weight loss.
6. Allow students one month to six weeks to condition before asking them to submit to fitness testing, especially cardiovascular tests. Do not test students at the start of the school year, immediately, after the long summer holidays.
7. Training and competition for long distance running should not be encouraged. The International Athletics Association (IAAF) Medical Committee recommends that up to age 12, not more than half mile or 800 metres should be run competitively, and not more than 2 miles or 3,000 metres for 14-year-olds.
8. Resistance training should be pursued with school aged students only after proper form is demonstrated. High repetitions at low resistance are the most appropriate and safe for these students.
9. Follow an appropriate nutritional regimen and avoid unapproved drugs and steroids to secure best health results for fitness activities.

HANDOUT:

The Heart and Aerobic Fitness

The heart is a muscle. It, therefore, becomes stronger with exercise. The heart of an active person has a lower resting rate than a person who is inactive. The heart of an active person pumps more blood with each beat, and is more efficient.

The heart rate can be measured by one's pulse. One significant place where the heart beat can be measured through the pulse rate is the wrist. To take the pulse at the wrist, place your index and middle finger on the skin at the base of the thumb. Once you have located this pulse, you may count the number of beats for fifteen (15) seconds and multiply that number by four (4) to obtain a one minute pulse rate.

In designing your fitness programme, you ought to learn to take (i) your *resting pulse rate (RHR)*, as well as (ii) your *target heart rate (THR)*. Your resting heart rate is best taken just after waking in the morning. It should be taken while the student is sitting or lying down. Exercising in your target heart rate zone will allow you to exercise safely while getting the best benefit of an exercise programme.

Each individual has a *maximum heart rate (MHR)*. To determine that maximum heart rate, simply subtract your age from 220. For safety reasons, this rate should never be exceeded. Exercise participants attain the greatest benefits by working out in the 60 to 90 percent range of this maximum heart rate. This identified percentage is referred to as your *target heart rate*. If you have not been very active, you ought to exercise at the 60% target heart rate level, or at an even lower percentage.

To establish your target heart rate zone, adhere to the following steps:

1. Determine your maximum heart rate ($220 - \text{your age}$)
2. Subtract your resting pulse rate from the result at 1 (i.e., $220 - \text{age} - \text{resting pulse rate}$)
3. Multiply the result at 2 by the percentage at which you want to train (e.g 75%
 $220 - \text{age} - \text{resting pulse rate} \times 75$).
4. Now add the resting pulse to the result at 3.
 $220 - \text{age} - \text{resting pulse rate} \times 75 + \text{resting pulse rate}$.

Use this computation, but substitute the target percentage which you have chosen, to determine your target heart rate zone. Stop at some time during your exercise session to count your pulse rate. If your pulse is lower than the required level increase your pace, and if it is higher than the desired level, then slow down. Exercising in your target heart rate zone for 12 minutes or more will produce great benefits.

INSTRUCTIONS:

Aerobic Self Inventory

RATE YOURSELF

Number a sheet of paper from 1 through 10. Read each item below and respond by writing “MT” for any activity you do more than four times a week, “TW” for any activity you do two or three times a week, and “OW” for any activity you do once a week.

1. I walk continuously for 20 minutes or more.
2. I jog or run continuously for 20 minutes or more.
3. I swim continuously for 20 minutes or more.
4. I ride a bike continuously for 20 minutes or more.
5. I play soccer or rugby football for 20 minutes or more.
6. I play basketball/volleyball continuously for 20 minutes or more,
7. I play tennis/badminton continuously for 20 minutes or more.
8. I dance vigorously continuously for 20 minutes or more.
9. I exercise at karate or judo for twenty minutes or more.
10. I mow the lawn, rake leaves, or work in the garden continuously for 20 minutes or more.

WHAT IS YOUR SCORE?

Give yourself 5 points for every MT response, 3 points for every TW response and 1 point for every OW response. Find your total.

If you have scored more than 15 points, we commend you for promoting your own good health. If you have scored 6 – 15 points, you are active and more activity will increase your fitness and health. A score of 5 or below indicates the need for fun and fitness activities to ensure good health.

Recommendation:

1. Have students design a lunch time or after school programme that will utilize whatever facilities and resources at the school. Organize peer support to encourage others to improve their level of fitness.
2. Suggest that students pick a half an hour programme when they could engage in physical activity after school. Have them commit to giving up one-half to one hour of TV three times a week for activity.

SAMPLE LESSON READ THAT LABEL

Age Level: 11-12

Duration: 45 minutes

Standard 3: Analyse the influence of socio-cultural and economic factors as well as personal beliefs and choices related to appropriate eating and fitness.

Core Outcome: Number 2

Lesson Outcome: Students will be able to assess the nutritional value of culturally diverse foods.

Skills:

- Coping – healthy self-management, self-awareness
- Social – communication, interpersonal relations, assertiveness, negotiations
- Cognitive – critical thinking, creative thinking, problem-solving, decision-making

Student Objectives: Students will be able to:

1. Evaluate health information from multiple sources.
2. Analyze various communications methods to accurately express health information
3. Demonstrate strategies to improve or maintain personal family health.

Materials: Five different boxes of cereal, napkins, scissors, overhead projector and transparency (Nutrition Facts Label)

Preparation:

Obtain five different boxes of cereal. Sometimes if you ask the manager of a large supermarket for damaged boxes of products such as cereals you might get them free. You might also save and ask friends to save cereal boxes with one serving of cereal left in each one.

Step 1: Introduction (5 min.)

- Ts places five different kinds of cereal onto five different napkins and lines them up on desk.
- Without letting Ss know which cereal came from which box, Ts asks students if they can identify the most healthful cereal, the second most healthful cereal, etc.
- When Ss are not able to do this task, Ts asks them why they cannot do it. (Ss will probably respond that they have no information about the cereal since they do not have the cereal boxes available.)
- Ts explain that information about different products can be obtained from the labels on their container. If Ss had seen the labels, they would be able to answer the question regarding the most nutritious cereal.
- Ts reviews information about food labels that are included on all packages.

Step 2: Nutrition Facts Label (15 min.)

- Ts show the Nutrition Facts Label transparency.
- Ts explain that this label is required on food products and it contains information about the foods inside the package.
- Using the Nutrition Facts Label, Ts will review with the Ss the information about the product.
- The serving size is the amount of food that most people would eat, or a portion. Ts explain that the serving size comes in two measurements. On this label, serving size is written in cups (1

cup). But serving size can be written in grams (228g). Using grams is a more precise way to measure the amount. Ts indicate that the number of servings in the package (2) is identified.

- Ts points out that nutrients are listed next to Calories. A calorie is a unit of energy. The label tells the number of calories in a serving. The label also tells the number of calories that come from fat. Ts explain that a person should have 30 percent or less fat from calories each day. For example, a person who eats 100 calories should have no more than 30 calories from fat.
- Ts explain that after Calories, nutrients are listed next. Ts explain that fats, cholesterol, and sodium are in the label because they are to be eaten in moderation. Eating a diet high in fats, cholesterol, or sodium is related to the development of heart disease. Ts explains that the percents given at the ends of the lines for each nutrient make it easy to tell if a serving is high or low in nutrients. Usually, 5 percent or less is considered low.

Step 3: Group Activity (20 min.)

- After cutting the Nutrition Facts label from the five cereal boxes, T divides the class into five equal groups.
- Each group will get one label. (T should cut an additional area from each cereal box around the space where the label was cut out so that students cannot match the labels with the boxes on the basis of the cutout label shape.
- T passes the cereal boxes to each group and has the groups read them.
- T asks Ss to pass the boxes from one group to another group after reviewing the information on the boxes.
- Ss are to match the labels to the correct cereal boxes by analyzing the nutrients listed on the label and information on the cereal box.

Step 4: Conclusion

- Ts ask Ss how they came to their conclusions for matching labels to the correct cereal boxes.

Evaluation

- Evaluate Ss' knowledge by how accurately they match the labels to the food packages.
- Ask Ss to name diseases they might develop if they fail to make wise dietary choices.

Nutrition Facts Label

Nutrition Facts	
Serving Size 1 cup (228g)	
Servings Per Container 2	
Amount Per Serving	
Calories 250	Calories from Fat 110
% Daily Value*	
Total Fat 12g	18%
Saturated Fat 3g	15%
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A 4%	●
Calcium 20%	●
Vitamin C 2%	
Iron 4%	
*Percent Daily Values are based on a 2,000 calorie diet.	

Adapted from: Meeks, L., Heit, P., & Page, R. (1996). *Comprehensive School Health Education* (2nd ed.). Ohio, USA: Meeks Heit Publishing Company, Inc.

SAMPLE LESSON PITA TORTILLA BAGUETTE

Age Level: 9-10

Duration: 2 class sessions (90 minutes total)

Standard 3: Analyse the influence of socio-cultural and economic factors, as well as personal beliefs and choices related to appropriate eating and fitness.

Core Outcome: Number 2

Lesson Outcome: Students will be able to make varied choices to broaden experiences related to eating.

Skills:

- Coping – healthy self-management, self-awareness
- Social – communication, interpersonal relations, assertiveness, negotiations
- Cognitive – critical thinking, creative thinking, problem-solving, decision-making

Student Objectives: Students will be able to:

1. Grasp both the diversity and unity of our world.
2. Explore culture through its staple foods.

Materials: Library resources, including Internet access.

Step 1: Introduction (15 min.)

Every country has one: an essential "daily bread" that speaks volumes about the country's culture, natural resources, and history. In this lesson, students learn about the variety and unity of our world by exploring in depth the "bread" of different nations and then reporting their findings to the class.

1. Launch the lesson with a class brainstorming session. Have students list all the different kinds of breads they can think of; it's not necessary at this point for them to know the national origins of each kind of bread, but encourage them to think broadly enough to include both leavened breads (those that use yeast to become cushiony, like the sandwich bread from the United States, or French baguettes) and flatbreads (such as tortillas and pitas). Generate a list of at least 10 kinds of bread to help guide and inspire students' own research. You might jump-start their thinking with examples like these:

Bread	Country/Region
Bagel	United States; originated in Eastern Europe
Pita	Middle East
Baguette	France
Croissant	France
Semolina	Italy
Whole grain/wheat loaf	Europe/Americas
Nan	India
Pumpernickel	Germany
Soda bread	Ireland
Fry bread	Native American
Tortilla	Mexico

Step 2: Choose a Bread or a Country (30 min.)

1. Ts explain that each student will be responsible for researching and reporting about one particular type of bread. Students may start with the bread and then explore its country/culture of origin, or they may start with a country and discover its bread. The more students that begin with a country, the greater variety of breads your class will discover!
2. Ts divide Ss into groups of 2.
3. Ss select country.
4. Ts then asks Ss to research the country they have chosen to prepare for their presentation.
5. Begin reviewing student activity page.

Step 3: Presentations (45 min.)

- Each team gives a 10 minute presentation about their country or bread.

STUDENT ACTIVITY SHEET

The Bread of [Country]

Country	
Location on Globe	
Main Geographic features	
Population	
Favorite Foods	
Culture	

Bread	
This bread is made out of: <input type="checkbox"/> Ingredient <input type="checkbox"/> Ingredient <input type="checkbox"/> Ingredient	
The ingredients are grown in: [location within country]	
This bread is usually made by:	
Here's how the bread is made:	
Here's how people usually eat:	
Describe how you imagine the bread smells, looks, tastes, feels, and sounds. Be poetic!	

Adapted from: Microsoft (2004). Education Lesson Plans. Available on-line: <http://www.microsoft.com/Education/PTBaguette.aspx> [Accessed November 2004]

RESOURCES

Internet/Research Resources

PowerPoint Presentation Template

<http://www.microsoft.com/Education/PTBaguette.aspx#resources>

Microsoft Encarta Online Encyclopedia

<http://encarta.msn.com>

See the encyclopedia article "Bread," and use Encarta Enquire to search for country maps and information.

The Free Internet Bread Recipe Archive

<http://breadnet.net/>

Bread.com

<http://www.bread.com/>

History of Bread: The Story Behind a Loaf of Bread

<http://www.botham.co.uk/bread/history1.htm>

SAMPLE LESSON TRADITIONAL RHYTHM AND DANCE

Age level: 9-10

Duration: 30-33 min

Standard 3: Analyze the positive and negative influence of socio-cultural and economic factors as well as personal beliefs and choices related to eating and fitness.

Outcome 2: Make varied choices to broaden experiences related to eating and fitness.

Student Objectives: Students will be able to:

1. Teach one traditional dance to others in the class.
2. Explore simple and combination locomotor movements to selected rhythms.
3. Interact with others in the group to master a given task.

Skills:

- Coping - self-awareness
- Social - negotiation
- Cognitive - problem-solving

Materials: Handouts of singing games.

Step 1: Introduction (2-3 min.)

- Ss will jog one lap around the field to warm up.

Step 2: Fitness (5 min.)

- Ss will explore locomotor movements—including walking, marching, hopping, jumping, sliding, skipping, galloping—in a marked area using a clapping rhythm to distinguish beat.
- Other exercises to try: cat stretch, calf stretch, toe raises, and squats.

Step 3: Focus (20 min.)

- T will divide the Ss into three groups.
- Each group will be given one of the three songs with instructions.
- Ss will then perform the assigned song with their group in front of the class.
- Each group will be responsible for teaching the assigned dance to the other two groups in class.

Step 4: Conclusion (3-5 min.)

- Ss will discuss rhythmic activities they enjoy and suggest ideas of alternative activities that may be included.
- T will review the importance of making varied choices to broaden experiences related to fitness.

MATERIALS:

Concept: Children have enjoyed physical activities in different ways in the past.

Song: A Hunting We Will Go

A-hunting we will go,
A-hunting we will go
We'll catch a fox and put him in a box
And then we'll let him go.

Tra la la la la;
Tra la la la la;
Tra la la la la la la
Tra la la la la.

Song: Paw Paw Patch

Where is where is sweet little (use the name of first girl)
Where is where is sweet little
Where is where is sweet little
Way down yonder in the paw paw patch.

Come on boys, let's go find her
Come on boys, let's go find her
Come on boys, let's go find her
Way down yonder in the paw paw patch.

Picking up paw paws, put 'em in your pocket
Picking up paw paws, put 'em in your pocket
Picking up paw paws, put 'em in your pocket
Way down yonder in the paw paw patch.

(Repeat using the name of a different student)

Song: Shoo Fly

Shoo fly, don't bother me!
Shoo fly, don't bother me!
Shoo fly, don't bother me!
I belong to somebody!
 I feel, I feel, I feel like a morning star.
 I feel, I feel, I feel like a morning star!

SAMPLE LESSON TO BUY OR NOT TO BUY

Age Level: 13-14

Duration: 45 min.

Standard 4: Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Core Outcome: Number 1

Lesson Outcome: Students will look more critically at what products and services are advertising

Skills:

- Social – communication
- Cognitive – critical thinking, creative thinking, problem-solving, decision-making

Student Objective: Students will be able to:

1. Assess advertisements for nutritional products or services

Materials: Handouts with *Decision stories*. Put one *Decision story* per sheet.

Preparation: Develop four or five decision stories focusing on different services or products that have a nutrition focus. *Decision stories* are open-ended vignettes that describe a values related dilemma and ask students to suggest a course of action.

Step 1: Introduction (10 minutes)

- T introduces the topic of advertising and how it is applied to nutrition issues.
- T asks Ss what types of nutrition advertisements they see. Ss may respond with cereal advertisements, fad diets, and fast food advertisements.

Step 2: Small Group activity (20 minutes)

- T divides Ss into small groups.
- T gives one *Decision story* to each group.
- Ss discuss the *Decision story* and suggest a course of action.
- Ss agree on one course of action.

Step 3: Large Group Discussion (10 minutes)

- Ts ask one S from each group to read their *Decision story* and share with the class the course of action the group suggests.
- Ts ask for comments from the class.

Step 3: Conclusion (5 minutes)

- T summarizes the key points from each group, highlighting the advertising techniques used in marketing products and services.

Sample Decision Stories

Alicia is overweight. She is very embarrassed by her weight. One day, she sees an advertisement for a new diet program in a magazine. The advertisement promises a “miracle pill”. It says this program will guarantee a weight loss of 20 pounds in two weeks. The program has a money back guarantee, but can only be purchased by mail. The advertisement also says the “miracle pill” has a secret ingredient that no other product has. It sounds like just what Alicia has been looking for, even if the product does sell for \$19.95.

Focus question: Should Alicia send off for the product?

Ryan wants to impress the girls with his good looks and strong muscular body. He sees an advertisement on television for a machine that helps build “strong abs”. According to the advertisement, two minutes a day will strengthen the abs and give you a more muscular physique. Ryan’s mother suggests joining the local community center, but Ryan is really interested in this machine. Ryan has a small after-school job. The advertisement offers a payment plan, but it would take two years to pay for the machine.

Focus question: What should Ryan do?

SAMPLE LESSON PERSONAL FITNESS PROGRAMME

Age Level: 13-14

Duration: 60 min.

Standard 4: Develop knowledge and skills to access age-appropriate sources of information, products and services related to eating and fitness.

Outcome 2: Make informed decisions regarding eating and fitness information, products and services.

Student Objectives: Students will be able to:

1. Seek out information on and describe a set of exercises for a specific body part.
2. Choose and demonstrate age-appropriate exercises.
3. Teach exercises to peers.

Skills:

- Coping - healthy self-management
- Social - communication
- Cognitive - critical thinking

Materials: Human Body Muscle Chart, Magazines, Internet articles

Preparation: Students will be asked to collect illustrations of exercises, discuss these exercises with Physical Education teachers, qualified fitness instructors from a gym, and other appropriate personnel, and to bring information to class, as well as a sample of small equipment where this is necessary or/and appropriate. Students should also ask about the safety precautions to be observed when executing the exercises.

Step 1: Introduction (4 min.)

- Ss perform warm-up and stretching activities.

Step 2: Focus (20 min.)

- T will divide students into groups of three.
- Each student will share their exercise with the rest of their group.
- The student will comment on the body part targeted by the exercise.
- The group will share their comments.

Step 3: Activity (15 min.)

- Teacher identifies one body part and asks the Ss to share exercises for that body part.

Step 4: Activity (20 min.)

- Ss will select a set of activities for a personal fitness programme.

- Ss will discuss their personal fitness programme with the P.E. teacher or fitness instructor.

Step 5: Conclusion (1 min.)

- T will review the importance of making informed decisions regarding fitness information, products and services.

Readings for Fitness

Muscles At Work

Don't move a muscle!

That is one order no one can follow. No matter how quiet and still you try to be, muscles are always moving in your body. Muscles are always moving your rib cage up and down so you can breathe. If you are standing still, the muscles that pull on your bones are moving so you can keep your balance. Even when you are asleep, your heart muscle is working to pump blood and the muscles that let your blood move through your body are at work.

Each person has more than six hundred muscles. A new baby has as many as an athlete. One hundred of the muscles are in your face and neck alone, letting you laugh, close your eyes, read, and eat food.

Some of your muscles are called skeletal muscles. They are fastened to bones. The biceps muscle is fastened to your lower arm bone, below your elbow. It runs along the upper arm and is fastened at the top to a bone in your shoulder. When you bend your elbow, the biceps contracts, or gets shorter and firmer. If you press your upper arm while you are bending your elbow, you can feel the biceps as it pulls up your lower arm.

When you stretch your arm out again, you use different muscles, the triceps. It contracts and pulls your muscles back down.

A muscle can pull, but not push. So muscles often work in pairs. The biceps and triceps work as partners. They take turns pulling when you bend and straighten your elbow. Many other muscles work together in pairs, such as the muscles that open and close your mouth.

Because of your skeletal muscles, you can walk, jump, stretch, draw pictures, and do hundreds of other things every day.

Muscles become strong through exercise. Without exercise, a tiny baby could never grow up to be an athlete. First the baby exercises by kicking and wiggling for many months. When it grows strong enough to crawl, it exercises even more. Finally it is able to pull itself up, stand alone, and take a step or two. Three hundred of its muscles must work together for the baby to take just one step. No wonder a baby falls down many times as it is learning to walk. But each time the baby pulls itself up again, it is using its muscles to grow stronger.

Muscles that are used a lot become big and strong. Someone who lifts heavy things all day will have big biceps. A bike rider will get strong leg muscles. The muscles that you use most will become the strongest.

Each of your muscles works for you in its special way, even though you may not notice it or think about it. Your muscles are always moving.

Question:

Why is it important to keep your muscles strong?

Material development: Lee Hoyt

Internet Sources re Nutrition and Physical Fitness

Here are Directories, Search Engines, and Web Pages that will provide information on

- The benefits of exercise
- Components of fitness
- Assessments
- Nutrition
- Weight Control
- Programme Design
- Lesson Plans

These will provide research information that teachers may use, and some may help students in their research in physical fitness and nutrition.

<http://www.hhp.ufl/personalfitness.html>

<http://www.cspinet.org/>

<http://www.pecentral.org/>

<http://www.Kidshealth.org>

<http://www.gsu.edu/~wwwfit/benefits.html>

<http://www.janatrains.com>

<http://www.cdc.gov/nccdphp/sgr/adoles.htm>

<http://www.cdcgov.nccdphp/dnpa>

<http://www.healthanswers.com>

<http://www.healthyeating.net>

Theme 4: Managing the Environment



Health and Family Life Education

Theme: Managing the Environment

Regional Standards Managing the Environment

1. Demonstrate an understanding of the inter-relationships of a sustainable natural environment.
2. Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools, and communities.
3. Analyse the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, and communities.
4. Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environments and the reduction of environmental health threats in the home, school, community, and region.
5. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.

Regional Standard 1

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

Descriptor:

Caribbean countries and their peoples are particularly vulnerable to environmental degradation and threats by virtue of their size, geography, and topography. It is important for students to develop a basic understanding of the features and operations of natural environmental systems (ecosystem, habitats, water resources, air quality, energy resources, and food) and the threats to their sustainability.

Key Skills:

Coping Skills

Social Skills (communication, collective action)

Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

Core Outcomes Age Level 9–10	Core Outcomes Age Level 11–12	Core Outcomes Age Level 13–14
<ol style="list-style-type: none">1. Identify elements of a sustainable environment (air, sunlight, water, land, plants, and germs).2. Identify threats to a sustainable environment.3. Appreciate the need for a sustainable environment.	<ol style="list-style-type: none">1. Describe basic functions and characteristics of a sustainable environment (e.g., water cycle, food chain, and carbon cycle).2. Recognise ways human behaviour affects a sustainable environment.3. Appreciate the value of a sustainable environment.	<ol style="list-style-type: none">1. Analyse the interaction of basic environmental systems and implications for environmental risks.2. Critically analyse community policies and actions as these relate to a sustainable environment.3. Value the importance of a sustainable environment.

Regional Standard 2

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

Descriptor:

Caribbean people are vulnerable to a variety of environmental health threats. These include quality of water and sanitation, solid waste management, exposure to pesticides and toxic substances, food safety, dengue fever, leptospirosis, malaria, etc. Students need to understand the environmental health threats and the main factors in their causation.

Key Skills:

Coping Skills

Social Skills (communication, assertiveness)

Cognitive Skills (critical thinking, problem-solving, advocacy, decision-making)

Core Outcomes Age Level 9–10	Core Outcomes Age Level 11–12	Core Outcomes Age Level 13–14
<ol style="list-style-type: none"> 1. Identify environmental health threats with emphasis on priorities in their country. 2. Identify the main factors and sources that contribute to these environmental health threats. 	<ol style="list-style-type: none"> 1. Explore how the main factors contribute to the priority environmental health threats (e.g., agents, vectors, and host). 2. Appreciate the personal and collective role of students, their families, and communities in either increasing or reducing exposure to environmental health risks. 	<ol style="list-style-type: none"> 1. Critically analyse the key factors in priority environmental health issues in the school and community setting (e.g., malaria risk increased in the school/community by an infestation of the carrying mosquito in a mangrove swamp). 2. Appreciate the importance of individuals, school, community, and nation to advocate for a healthy environment.

Regional Standard 3

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

Descriptor:

Caribbean countries are heavily dependent on their environmental resources for economic development, particularly in countries where there is no mineral wealth (e.g., beach pollution or dengue can affect tourism). Likewise, environmental health threats can affect the personal, social, and economic well-being of children, families, and communities (e.g., poor air quality or excessive mosquitoes can affect motivation, attention, and learning in schools). Students need to understand and appreciate the impact and benefits of a healthy, sustainable environment on their health and well-being.

Key Skills:

Coping Skills (self-monitoring)

Social Skills (communication)

Cognitive Skills (critical thinking, creative thinking, decision-making, problem-solving)

Core Outcomes Age Level 9–10	Core Outcomes Age Level 11–12	Core Outcomes Age Level 13–14
<ol style="list-style-type: none"> 1. Identify ways in which the quality of the natural environment can affect personal health and the well-being of the school and community. 2. Appreciate how a healthy, sustainable environment contributes to their well-being and their peers’. 	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the relationship between a healthy, sustainable environment and the quality of life in the school and community. 2. Describe the benefits of a healthy, sustainable environment as it relates to the socio-economic well-being of students, family, school, and community. 	<ol style="list-style-type: none"> 1. Critically analyse how the quality of the environment can impact on personal, social, and economic well-being in schools, communities, and the nation. 2. Appreciate the relationship between a healthy, sustainable environment and well-being.

Regional Standard 4

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

Descriptor:

Caribbean countries are experiencing significant environmental health threats as well as threats to the sustainability of their environment. Environmental threats to health include water quality and sanitation, solid waste management, vector control, exposure to pesticides, and food safety. Threats to environmental sustainability vary between island and mainland countries. These threats can range from deforestation to reef damage and pollution of beaches and other water sources and air. Students need to develop the knowledge and skills to effectively utilise scientifically sound and affordable responses to address both the issues of protecting the environment and protection from the environment.

Key Skills:

Coping Skills (healthy self-management, self-monitoring)

Social Skills (communication, interpersonal relations, assertiveness, negotiation, advocacy)

Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

Core Outcomes Age Level: 9–10	Core Outcomes Age Level 11–12	Core Outcomes Age Level 13–14
<ol style="list-style-type: none"> 1. Identify practical opportunities for maintaining a sustainable environment and reducing health threats. 2. Make appropriate choices to reduce exposure to environmental health risks for self and family. 3. Appreciate that each individual has a responsibility to contribute to a healthy, sustainable environment. 	<ol style="list-style-type: none"> 1. Demonstrate skills to select appropriate responses for reducing threats to the environment and priority environmental threats. 2. Describe benefits of adopting sound practices for reducing environmental health threats in the home, school, and community. 3. Develop an age-appropriate plan to reduce environmental threats in the home and school. 4. Appreciate the need for students, families, and schools to work together to contribute to a healthy environment. 	<ol style="list-style-type: none"> 1. Critically assess options for maintaining a healthy and sustainable environment and reducing environmental health risks. 2. Implement an age-appropriate plan to reduce environmental health threats in the school or community. 3. Appreciate efforts made by public sector agencies in reducing environmental health threats. 4. Advocate for individuals, schools, community, and the nation to address environmental health risks.

Regional Standard 5

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

Descriptor:

Students should be capable of identifying, accessing, and critically assessing age-appropriate information, products, and services relating to managing the environment.

Key Skills:

Coping Skills (healthy self-management)

Social Skills (communication, interpersonal relations)

Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

Core Outcomes Age Level: 9–10	Core Outcomes Age Level 11–12	Core Outcomes Age Level 13–14
1. Identify sources of accurate, age-appropriate information relating to managing the environment.	1. Demonstrate the ability to locate and utilise accurate, age-appropriate resources within the community in regard to managing the environment.	1. Evaluate and validate the appropriateness of resources for managing the environment. 2. Make informed decisions regarding environmental information, products, and services.

SAMPLE LESSON SOMETHING'S IN THE AIR

Age Level: 9-10

Duration: 35-40 min.

Standard 1: Demonstrate an understanding of the inter-relationships which exist within the environment.

Core Outcome: Number 1

Lesson Outcome: Students will be aware of the impact of air pollution on the environment and will develop strategies to correct the problems air pollution creates.

Skills:

- Social – communication
- Cognitive – critical thinking, problem solving, decision making

Student Objectives: Students will be able to:

1. Identify the causes and effects of air pollution.
2. Draw conclusions concerning personal methods of reducing air pollution.
3. Demonstrate an understanding of planting seeds.
4. Use the scientific method to observe effects of air pollution on plant life.

Materials: Plant seeds (e.g., sweet pea, sunflower, nasturtium), potting soil, paper/Styrofoam cups, markers, blackboard, plant observation sheet.

Preparation: T will identify at least three sources of air pollution in his/her country that affect air quality. Where are these sources located: near tourist areas? Outside the town?

Step 1: (10-15 min.)

- T asks Ss what they think air pollution is. Write this definition on the board.
- In groups of 3-5, Ss are asked to identify the major causes, the effects of air pollution, and discuss personal methods of reducing air pollution.
- Groups post these on the board.
- T asks class to hypothesize on the effect air pollution has on plant life.
- Ss record these hypotheses for later discussion.

Step 2: (10 min.)

- T gives each student a cup and the following directions:
 - Put a small hole in the bottom of the cup with a pen or pencil to allow the soil to drain.
 - Write your name on the cup.
 - Fill the cup up with soil.
 - Use your finger to make a hole in the dirt about the depth of your fingernail.
 - Place a seed or two in the hole, add some water and cover the seeds gently with dirt.
 - Place your cups on the windowsill with a paper towel underneath.
 - Clean up the classroom.
- T hands out the Observation Table sheets and directs students to record the growth of their plants on their observation sheet for the next two weeks.

- ❑ After several days, when the plants have sprouted, T will go on to Step 3.

Step 3: (5 min.)

- ❑ Each student will take his or her cup home and plant the young sprout. T will give students specific directions for selecting spots to plant in. Some of these should be in “ideal” locations, some in shade, some near roads or other “polluted” areas.
- ❑ Ss will continue to record the growth of the plants for another two weeks.

Step 4: (10 min.)

- ❑ At the end of the two weeks, T instructs Ss to bring their plants back to the classroom.
- ❑ Ss display their plants and describe where they planted them and what the growing conditions were.
- ❑ Ss discuss the differences in plant growth and identify ideal growing conditions for plants. (Good conditions: semi-shade, protection from wind, even watering. Bad conditions: too close to car exhaust fumes, constant sunlight, too much water, and presence of pollutants, smoke.)

Evaluation/Homework (10 min.)

- ❑ Students will draw a map or picture of their plant in its new growing place.

Air Pollution Information for the Teacher

Air pollution is a toxic contaminant or Volatile Organic Compound (VOC) that is released in the air. All over the world, oil and coal are burned to run factories and machinery. The burning of these fuels creates by-products, such as smoke and invisible irritants, which contaminate our atmosphere. The combined effect of air pollution seriously damages the environment and can cause health problems to humans.

Air Pollution Sources:

Vehicles, gas stations, forestry, chemical industry, mills, smoke, etc.

Air Pollution Effects:

The effects of air pollution are a major threat to our health. Pollution can cause illnesses such as lung diseases, asthma, bronchitis and emphysema.

The air pollution has serious effects on our environment. Contaminant particles, which are released into the air through factories, power plants, and cars combine with water particles in the atmosphere and fall to the earth in the form of rain or snow (acid rain). When acid rain falls into bodies of water that contain living organisms, those living organisms are threatened through contamination.

Why plant vegetation? Leaves give off oxygen during photosynthesis and absorb carbon dioxide.

Name _____

My Plant's Name _____

I planted my seed on _____.

When my seed has developed into a plant, this is where I am going to transplant it:

I chose this spot because:

Record of My Plant's Growth

DAY	Observation	Measurement
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		

SAMPLE LESSON WHERE DOES OUR WATER COME FROM?

Age Level: 11-12

Duration: 50 min.

Standard 1: Demonstrate an understanding of the inter-relationships which exist within the environment.

Core Outcome: Number 1

Lesson Outcome: Water is constantly being cycled between the atmosphere, the ocean and land. This cycling is a very important process that helps sustain life on Earth. This lesson will help students understand the importance of protecting our drinking water.

Skills:

- Social – communication
- Cognitive – critical thinking, creative thinking, decision making

Student Objectives: Students will be able to:

1. Locate the local source of their drinking water.
2. Identify potential pollutants of that source.
3. Draw a map of the community.
4. Understand the water cycle.

Materials: Student journal, poster board or construction paper, markers or coloured pencils, worksheets and handouts.

Preparation: T places a glass of water on the table at the front of the room and asks Ss to take a good long look at the water guess how old it is. T shares the following facts about water:

- The water in this glass may have fallen from the sky as rain just last week, but the water itself has been around pretty much as long as the earth has!
- When the first fish crawled out of the ocean onto the land, this glass of water was part of that ocean.
- When the Brontosaurus walked through lakes feeding on plants, this glass of water was part of those lakes.

Step 1: (10 min.)

- T passes out the water cycle handout and explains the water cycle to the Ss.

Step 2: (10 min.)

- T passes out the Source Water Worksheet and allows Ss time to complete the sheet.
- T asks students the following questions and records answers on the blackboard:
 - Where does our water come from?
 - Why do we need to protect our water supply?
 - What kinds of pollutants can contaminate our water?
 - How do these pollutants get into our water?

Step 3: (15 min.)

- ❑ T gives each student a large sheet of paper or poster board.
- ❑ T asks Ss to draw a map of their homes, showing the following details:
 - Where the main water supply is (local well, community well, lake or reservoir, etc.)
 - How water reaches the house.

Step 4: (5 min.)

- ❑ T reviews key points in the lesson with Ss. Ss should be able to: name some common pollutants in the area, pollutants found in the home, and identify the source of water for the community.

Evaluation/Homework (10 min.)

- ❑ Identify possible pollutants near the main water supply.

Teacher Background Material:

There are **six** important processes that make up the water cycle. These are:

Evaporation

Evaporation is the process where a liquid, in this case water, changes from its liquid state to a gaseous state. Liquid water becomes water vapour. Although lower air pressure helps promote evaporation, temperature is the primary factor. For example, all of the water in a pot left on a table will eventually evaporate. It may take several weeks. But, if that same pot of water is put on a stove and brought to a boiling temperature, the water will evaporate more quickly.

During the water cycle some of the water in the oceans and freshwater bodies, such as lakes and rivers, is warmed by the sun and evaporates. During the process of evaporation, impurities in the water are left behind. As a result, the water that goes into the atmosphere is cleaner than it was on Earth.

Condensation

Condensation is the opposite of evaporation. Condensation occurs when a gas is changed into a liquid. Condensation occurs when the temperature of the vapour decreases.

When the water droplets formed from condensation are very small, they remain suspended in the atmosphere. These millions of droplets of suspended water form clouds in the sky or fog at ground level. Water condenses into droplets only when there are small dust particles present around which the droplet can form.

Precipitation

When the temperature and atmospheric pressure are right, the small droplets of water in clouds form larger droplets and precipitation occurs. The raindrops fall to Earth.

As a result of evaporation, condensation and precipitation, water travels from the surface of the Earth goes into the atmosphere, and returns to Earth again.

Surface Runoff

Much of the water that returns to Earth as precipitation runs off the surface of the land, and flows down hill into streams, rivers, ponds and lakes. Small streams flow into larger streams, then into rivers, and eventually the water flows into the ocean.

Surface runoff is an important part of the water cycle because, through surface runoff, much of the water returns again to the oceans, where a great deal of evaporation occurs.

Infiltration

Infiltration is an important process where rain water soaks into the ground, through the soil and underlying rock layers. Some of this water ultimately returns to the surface at springs or in low spots downhill. Some of the water remains underground and is called groundwater.

As the water infiltrates through the soil and rock layers, many of the impurities in the water are filtered out. This filtering process helps clean the water.

Transpiration

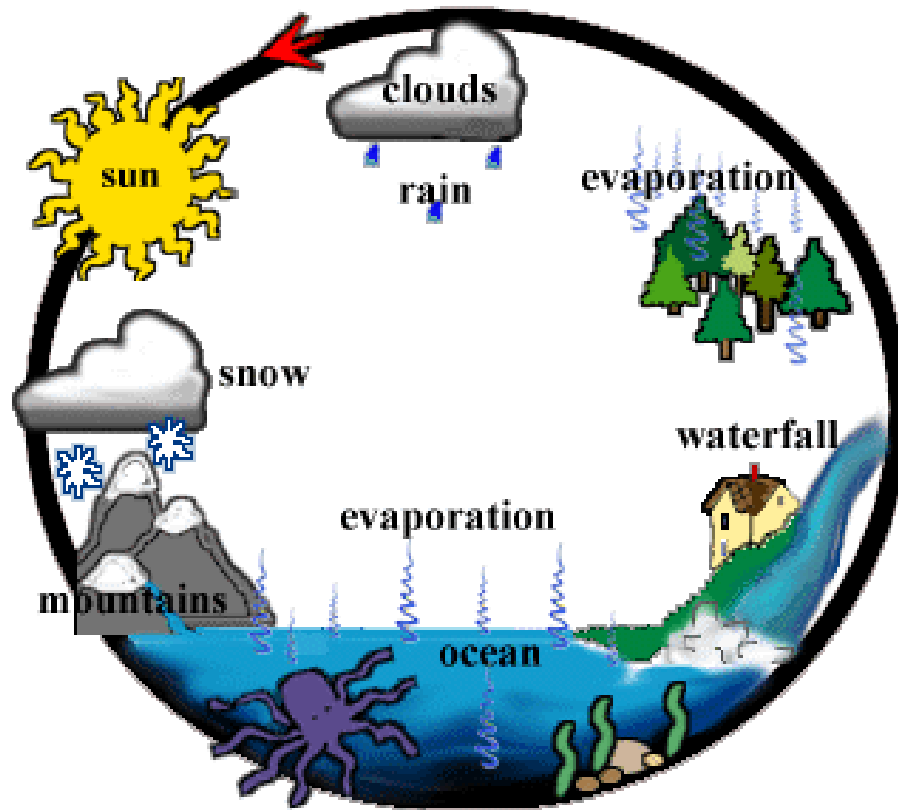
One final process is important in the water cycle. As plants absorb water from the soil, the water moves from the roots through the stems to the leaves. Once the water reaches the leaves, some of it evaporates from the leaves, adding to the amount of water vapour in the air. This process of evaporation through plant leaves is called transpiration. In large forests, an enormous amount of water will transpire through leaves.

Potential Pollutants around the House

Pollutants that come from homes often originate in the kitchen, bathroom, or garage. Some chemicals such as oil, paint thinner, and pesticides often find their way down the drain and into the water system. Household cleansers, such as drain cleaner, oven cleaner, and tarnish remover have caustic chemicals that lower water quality. These products have chemical ingredients that may not be removed during water treatment. A partial solution would be to avoid putting these chemicals directly into water in the first place. Hazardous household wastes can be taken to approved disposal sites.

Fortunately, there are non-toxic alternatives that can be used instead of some household cleansers. Items such as baking soda and vinegar can be used in different combinations to clean different areas of the home. Baking soda can be used in place of a room deodorizer. Boiling water, vinegar, and baking soda can be used with a plunger to take the place of a toxic drain cleaner. Vinegar wiped with newspaper can be used as a window cleaner. Scouring powder can be replaced by baking soda and vinegar. Salt, baking soda, and a piece of aluminum foil in warm water can take the place of a tarnish remover.

The Water Cycle



Water never stops moving. Snow and rain fall to the earth from clouds. The rain and melted snow run downhill into rivers and lakes, sometimes crashing over waterfalls. Eventually the water flows into the ocean.

During evaporation, the water turns from liquid into gas, and moves from oceans and lakes into the atmosphere where it forms clouds. Then the cycle begins all over again.

Source Water Awareness

1. Do you get your drinking water from:

- a. ___ A public water supply?
- b. ___ A private well?

2. Where does your drinking water originate? Does it come from:

- a. ___ Public drinking water wells?
- b. ___ Rivers/streams?
- c. ___ Lakes?
- d. ___ Aquifers?

3. Many people define safety as *protection from adverse health effects*. With this in mind, on a scale of one to five, with one being very concerned, and five being the least concerned, how concerned are you about the safety of your drinking water?

1.	2.	3.	4.	5.
Very Concerned	Somewhat Concerned	Undecided	Somewhat Concerned	Least Concerned

4. Which of the following do you think poses the greatest threat to your drinking water? You may select any that applies:

- a. ___ Septic systems
- b. ___ Runoff into abandoned wells
- c. ___ Landscaping activities
- d. ___ Paper mills
- e. ___ Oil Refineries
- f. ___ The poultry industry
- g. ___ Fertilizer or pesticides from farming

SAMPLE LESSON ENVIRONMENTAL MURAL

Age Level: 9-10

Duration: 50 min.

Standard 2: Analyze the dynamic equilibrium which exists between quality of life and quality of the environment, in terms of sustainable development.

Core Outcome: Number 1

Lesson Outcome: Students will have a greater awareness of the effects of pollution on their health, the environment and the economy.

Skills:

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

Student Objective: Students will be able to:

1. Students will analyze the interrelationship between the environment and personal health.

Materials: Five-foot sheet of butcher paper; cellophane tape; colored markers; plastic trash bag with examples of trash that is clean and safe to handle and commonly found on streets, such as candy wrappers, soda cans, and crumpled tissues.

Preparation: Lay out a five-foot strip of butcher paper on the floor. Tell Ss that they are going to make a mural of the environment. Explain that this mural should consist of scenery that shows the environment at its best. That is, it should be free from any pollutants. Ts define **pollutants** as anything that makes the environment dirty, such as smoke or trash.

Step 1: Introduction (20 min.)

- Ts explain to Ss that they can draw pictures of mountains, ocean, streams, people swimming, trees, and any other scene that is pleasing to the eye.
- Ss use the colored markers to draw the mural.

Step 2: (3 min.)

- Ts pick up the completed mural from the floor and tape it to the chalkboard or other long area at the front of the room.
- Ss observe the mural of the clean environment and provide Ts with feedback about how nice this environment looks.

Step 3: Group Activity (5 min.)

- Ts show the bag of trash to Ss, who will have the opportunity to select items from the bag.
- Ts explain to Ss that the trash items inside the bag are clean and safe to handle.
- Ss select an item and are informed that these items represent **litter**, which is trash that is thrown on the street, ground, or other places in the environment.
- Ss take their item and attach his/her piece to the mural with a piece of cellophane tape.
- Ts ask Ss to describe how their mural of the environment looks now. Ss will indicate that the environment looks dirty.

- Ts explain that the litter made the environment appear dirty, and that litter also attracts rodents and insects, which can carry disease. Ts encourage students to dispose of litter in litter cans or in other appropriate areas.

Step 4: Class discussion (20 min.)

- Ts explain that there are other sources of pollution in the environment.
- Ts explain that **air pollution** is dirty air that is caused by automobile exhaust or other matter burned in the environment. By following rules (i.e. disposing of trash properly), they can help keep the environment clean.
- Ts ask Ss for other examples of air pollution.
- Ts ask Ss the overall effects of air pollution on their health, the environment, and the economy.
- Ts explain that **water pollution**, which is dirt or waste in water, can be caused by the dumping of waste in the ocean, rivers, and streams. Sometimes the water is so dirty that swimming must be prohibited, and it is important to avoid going into polluted water because pathogens from the water can enter the body.
- Ts ask Ss for other examples of water pollution.
- Ts describe **solid waste pollution** as the throwing away of substances such as trash, litter, and unwanted objects, some of which may be very large, in the environment. Many communities have solid waste buried in sanitary landfills. Sanitary landfills are areas where layers of solid waste are dumped and covered by layers of dirt.
- Ts ask Ss for other examples of solid waste pollution.
- Ts ask Ss the overall effects of solid waste pollution on their health, the environment and the economy.
- Ts introduce the word **pesticide** as any substance used to kill or control the growth of unwanted organisms (i.e., a spray can of pesticide may be used to kill insects on a house plant). The pesticide can be harmful if inhaled or swallowed, and while they can be helpful in controlling insects that harm the environment, they can harm the environment by seeping into streams and eventually reaching the ocean when it rains. This can kill fish and aquatic plants.

Step 5: Conclusion (2 min.)

- T summarizes the day's discussion and reinforces the interrelationship between the environment and personal health.

Evaluation/Homework

- Ss look through newspaper and magazines for one week and keep a log of different environmental issues that are described in news articles and editorials.
- In their logs, Ss identify the type of pollution identified, the issue(s) involving this type of pollution, and what is being done to solve the issue(s).
- Ts grade students' paper by referring to the number of articles found and the quality of the summaries written about the issues and solutions.

SAMPLE LESSON MY FAIR SHARE

Age Level: 11-12

Duration: 50 min.

Standard 2: Analyse the dynamic equilibrium which exists between quality of life and quality of the environment, in terms of sustainable development.

Core Outcome: Number 1

Lesson Outcome: Students will have a better understanding of managing environmental resources to ensure a sustainable environment.

Skills:

- Coping – stress management
- Social – communication
- Cognitive – critical thinking, creative thinking, problem-solving, decision-making

Student Objective: Students will be able to:

1. Identify environmental resources
2. Discuss the importance of conserving natural resources

Materials: Construction paper, markers, chalk, scissors, pencils or pens

Preparation: On a sheet of construction paper, use the marker to print the following words: drinking water, food, shelter, land, one per sheet. Using chalk, draw a large circle with a five foot diameter on the floor.

Step 1: Introduction (10 min.)

- Ts ask for four student volunteers. Have the four students stand inside the circle. Give each of the student volunteers one of the sheets of construction paper with the resources listed on it. Ask each student to read out loud the words printed on their paper. Explain that these are resources available in the environment in which they all live.

Step 2: Group Activity (15 min.)

- Each S who in the circle is to share their resources with the other three students in the circle. The Ss can share their resources by tearing their sheet into four pieces, keeping one of the pieces for himself/herself.
- Ts explain that the population is growing on the island and there are going to be more people living in the environment and sharing the resources.
- Ts ask two more students to join the circle.
- Ts explain that these new students must have a share of the resources so Ts ask each of the students who are already in the circle to tear off part of their torn sheet of paper to give to the new students.
- Repeat this step, adding two more students. Continue until there is no space left in the circle.

Step 3: Group Discussion (15 min.)

- Ts ask Ss to return to their seats.

- T's process the activity by asking Ss the following questions:
 1. What happened as the group became larger?
 2. Did everyone in the group get the same amount of each resource?
 3. Does anyone in the group feel they did not get enough of a resource?
 4. Was anyone denied resources?
 5. How were decisions made to give out resources?

Step 3: Conclusion (2 min.)

- T summarizes the day's discussion and reinforces the importance of conserving our natural resources.

Evaluation/Homework

- Students will create a journal entry identifying ways to conserve the natural resources of the island.

SAMPLE LESSON THERE'S DANGER IN THAT CUPBOARD!

Age Level: 11-12

Duration: 40 min.

Standard 2: Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environments and the reduction of environmental health threats in the home, school, community and region.

Core Outcome: Number 1

Lesson Outcome: Pesticides will be identified and stored safely.

Skills:

- Coping – healthy self-management
- Social – communication, assertiveness, advocacy
- Cognitive – critical thinking, problem solving, decision making

Student Objectives: Students will be able to:

1. Identify common pesticides.
2. Learn how to safely use and store pesticides.
3. Learn how to follow standard safety procedures when dealing with pesticides.

Materials: Samples of commonly used pesticides, markers, paper.

Preparation: T identifies pesticides commonly found in homes and prepares a chart of health hazards related to pesticides. T also copies pesticide labels for each group of students to analyze.

Step 1: (15 min.)

- T asks Ss several questions:
 - “What do you think a pesticide is?” (Something to kill “pests.” Ss should be asked what they consider pests. Answers should include mosquitoes, mice, and other unwelcome insects and vermin.)
 - “Why would we use pesticides?” (To keep our homes clean and safe from pests. To keep us healthy.)
 - “Are pesticides safe?” (Pesticides contain poisons and are not safe.)
 - “How and where should pesticides be stored safely?” (Away from food. Out of reach of small children and pets. Away from drinking water sources.)

Step 2: (15 min.)

- T divides the class into small groups and gives each group copies of pesticide labels. T tells Ss to read the labels and list:
 - What the pesticide is supposed to control.
 - How it can make people sick and what symptoms to look for.
 - What to do if someone accidentally ingests some of the pesticide.
 - How the pesticide should be stored.
- T posts the student lists around the room and displays the health chart s/he prepared.

- ❑ T shows Ss how to label pesticides to prevent accidental misuse of them.

Step 3: (10 min.)

- ❑ Class discusses the health chart and the importance of handling pesticides safely.
- ❑ T reviews the key points of the lesson:
 - Pesticides control disease-bearing insects and vermin.
 - Pesticides can improve quality of life if handled safely.
 - Pesticides can make people, especially young children, very sick.
 - Pesticides must be used properly and stored safely.

Evaluation/Homework (10 min.)

- ❑ At home, Ss locate pesticides in the house and label them, using the same labelling system demonstrated in class. Ss write a brief summary of what they found, where it is stored, and how they labelled it.

Teacher Background Materials

PESTICIDE FACT SHEET

Pesticides are another source of pollution. Farmers use pesticides to keep insects from eating crops. Pesticides remain in crops and in wild plants eaten by herbivores (plant eaters). Insects also carry pesticides. Animals that eat herbivores (like predatory birds) and insects (like birds and amphibians) get high concentrations of these chemicals in their systems. The chemicals can disrupt physical functions like reproduction in these animals.

We have all used pesticides in one form or another throughout our lives. The various types of pesticide include:

- * insecticides (kill insects),
- * Rodenticides (kill rodents),
- * disinfectants (kill microbes),
- * herbicides (kill unwanted plants and weeds),
- * fungicides (kill fungi).

Pesticides are sold in many forms, including sprays, aerosols, liquids, sticks, powders, dust, crystals, and foggers. Due to their prevalence in the household environment, problems with pesticides can occur through accidental poisoning and chronic toxic exposures. Improper use or application of pesticides can lead to adverse health effects. The toxic chemicals used in pesticides can cause damage to vital body systems (such as the nervous system, brain, liver, and kidneys) and cause an increased risk of cancer.

Reducing exposure to pesticides in the home can be done by:

- * Read the label and follow the directions. It is illegal to use any pesticide in any manner inconsistent with the directions on its label.
- * Mix or dilute pesticides outdoors.
- * Apply pesticides only in recommended quantities.
- * When applying pesticides to animals or pets, do it outdoors.

- * Ventilate the area well after pesticide use.
- * Use non-chemical methods of pest control whenever possible.
- * Choose pest control companies carefully.
- * Dispose of unwanted pesticides safely.
- * Do not store unneeded pesticides inside the home.
- * Keep indoor spaces clean, dry, and well ventilated to avoid pests and odor problems.

SAMPLE LESSON MOSQUITO CONTROL IS UP TO YOU

Age Level: 13-14

Duration: 35-40 min.

Standard 3: Demonstrate an understanding of man-made environmental threats to the health and well being of the Caribbean people at the local, national and regional levels.

Core Outcome: Number 1

Learning Outcome: Mosquito breeding sites will be reduced as students become aware of how vector borne diseases are spread.

Skills:

- ❑ Social – communication, assertiveness
- ❑ Cognitive – critical thinking, decision making, advocacy

Student Objectives: Students will be able to:

1. Recognize the symptoms of dengue fever.
2. Explain how mosquitoes spread the disease.
3. Identify likely breeding grounds for mosquitoes.
4. Eliminate breeding sites near their homes.
5. Explain how outbreaks of disease impact tourism.

Materials: Markers, pens or pencils, writing paper, handouts

Preparation: T reviews the Dengue Fever fact sheet and other background information. T invites a nurse or other local health professional to speak to the class about Dengue Fever – its symptoms and treatment. T prepares a sketch or map of the exterior of the school building, including any play or parking areas.

Step 1: (5 min.)

- ❑ T and class brainstorm places around the school where mosquitoes might breed. T lists likely spots on the board. (Places mentioned should include water barrels, discarded cans and bottles, sunken window wells, etc.)

Step 2: (15 min.)

- ❑ T divides class into four groups and provides each group with a copy of the school map. Each group is assigned one side of the building: east, west, north, and south. Ss in each group will brainstorm a list of probable breeding sites on their side of the building. They will develop a legend for their map, creating a symbol for each different type of site.
- ❑ T sends the groups outside with their maps and directs the Ss to identify probable breeding sites and properly note them on their maps. (If one side of the building is near a street or other safety hazard, T or another adult will need to accompany that group to ensure the children's safety.)

Step 3: (15 min.)

- ❑ T brings class together again. Each group prepares a final copy of their map, using coloured markers and symbols to designate problem spots.

- ❑ One student from each group displays their map and identifies problem areas the Ss located.
- ❑ T and Ss agree on which symbols to use for the final classroom map. T lists problem areas on the board and has a final map of the school building, using all the information provided by the four student maps, created.

Step 4: (15 min.)

- ❑ T and Ss draft a letter to the school principal, explaining:
 - What they found. (Places where water can collect, creating mosquito breeding sites.)
 - Why the problem should be eliminated. (How outbreaks of Dengue Fever and other vector-borne diseases can impact student health and, ultimately, the economy.)
 - What they recommend should be done to correct the problem. (Picking up trash, covering water barrels, draining walkways, etc.)
- ❑ T presents the final classroom map and letter to the school principal.

Step 5: (5 min.)

- ❑ T asks Ss to list three things they learned about mosquitoes and how to prevent the spread of vector-borne diseases.

Evaluation/Homework (10 min.)

- Each student will prepare a map of the exterior of his/her home. Ss will locate potential mosquito breeding sites around their homes and use symbols to designate them on their maps using the map legend developed in class.
- Ss will develop strategies with their families to eliminate mosquito breeding sites around their homes.

Teacher Background Information

DENGUE FEVER Fact Sheet

Q: What is dengue fever?

A: Dengue is a viral fever and is caused by 4 types of closely related viruses called serotypes, which are creatively named 1,2,3 and 4. Getting infected with one serotype does not protect you against the other serotypes; in fact, getting a second dengue infection, particularly with type 2, leads to an even worse infection. This manifests as either Dengue Hemorrhagic Fever or Dengue Shock Syndrome, which can be fatal. These are particularly dangerous in children, who suffer the most and who are at the greatest risk of dying from dengue. Still, most cases of dengue are benign (not-serious), ending after approximately 7 days.

Q: How does dengue fever occur?

A: Dengue viruses spread to humans by the day-biting *Aedes aegypti* and *Aedes albopictus* mosquitoes. These mosquitoes acquire the virus while feeding on the blood of an infected person. The virus circulates in the blood of infected humans for 2 –7 days leading to fever. Recovery from infection provided immunity against that particular virus but offers only partial protection against the other three viruses. In fact, subsequent infection increases the risk of a more complicated fever called as "**dengue hemorrhagic fever**".

Q: What are the clinical features of dengue fever?

A: In infants and young children, dengue presents as a mild fever with rash. Older children and adults may have the classical symptoms of a sudden, rapidly climbing fever, a severe headache, nausea & vomiting, loss of appetite, rash, and deep muscle and joint pains. The pain in the back may be so severe that it is also called as backbreaking fever. Dengue fever is usually self-limiting. The rash usually shows up 3-4 days after the start of the symptoms and begins on the torso, spreading out to the face, arms and legs.

With Dengue Hemorrhagic Fever, the blood cells are crippled and bleeding develops - in the gums, the skin, and the intestinal tract. With the shock syndrome the blood vessels don't work quite right, and the blood pressure drops precipitously; as a result the blood fails to meet the metabolic demands of the cells in the body - which is the definition of shock. Both of these require urgent hospitalisation to prevent death.

Q: What is the treatment of dengue fever?

A: There is no vaccine and there is no cure, so if one contracts dengue, the treatment is 'supportive' - which means rest, plenty of fluids, acetaminophen (Tylenol), and hospitalisation if the hemorrhagic fever or shock forms develop.

Vaccination is not yet available. Vaccine development is difficult because any of the four different viruses may cause disease and because protection against only one or two dengue viruses could actually increase the risk of dengue hemorrhagic fever.

Q: How can dengue be prevented?

A: The only method of preventing dengue is controlling the mosquito infestation. The mosquito causing dengue primarily breeds in man-made containers like metal drums, earthenware jars and other water storage jars such as rain barrels. Proper solid waste disposal and improved water storage practices, including covering containers, should be encouraged. Keep larvae eating fish, such as guppies, in ponds.

Use chemical larvicides in ponds, drains or other water catchments.
Remove garbage, or unnecessary pots, bottles, cans etc from the garden area.
Lush garden areas should be fogged regularly in the rainy season. Insecticides should be used periodically.

Vaccination is not yet available. Vaccine development is difficult because any of the four different viruses may cause disease and because protection against only one or two dengue viruses could actually increase the risk of dengue hemorrhagic fever.

Q: What does the “Aedes Aegypti” mosquito look like?



A: The Aedes Aegypti mosquito is a small black and white striped mosquito that grows to about 5 mm in length. It tends to lurk around lush wet garden areas, and occasionally in cupboards and other hideaways. They tend to bite in the early mornings and late afternoons and do not make the characteristic buzzing noise that other mosquitoes do. The mosquito breeds in water catchments such as ponds, jars, gutters, hollow tree stumps etc. etc. It is a myth that this creature prefers murky, stagnant, or putrid water holes...it feels just at home bringing its young into this world in pristine waters as it does the murky ones!

Q: How does the mosquito spread dengue?

A: Dengue fever is spread by vector transmission. It cannot be transmitted directly from one person to the next. When an Aedes Aegypti mosquito bites someone who is infected by dengue, it will give the disease to the next person that it bites...and the next, and the next and so on. The incubation period (time from exposure or bite to the time that the symptoms are displayed) of dengue is 5 – 7 days. If a mosquito bites an infected human, the disease takes about 8 days to develop in the mosquito before it can pass the disease on to humans.

Q: How can I avoid being bitten by mosquitoes?

A: The Dengue carrying mosquito is a day biter; so during daylight hours, in areas where mosquitoes are present, protect yourself by properly using anti-mosquito measures. These include wearing repellents, such as DEET (20-30% is safe and effective) and spraying clothing with permethrin (spraying mosquito nets and tents is important, too). Alternatives include Neem oil from India, which can be drunk as a tea or worn as a lotion. Mosquito coils work; Vitamin B and garlic, do not work. Wearing clothing is usually a good idea, especially long sleeves, long pants or skirts. To keep from over-heating and from aggressive mosquito punctures, one should wear loose-fitting clothes.

Introduction

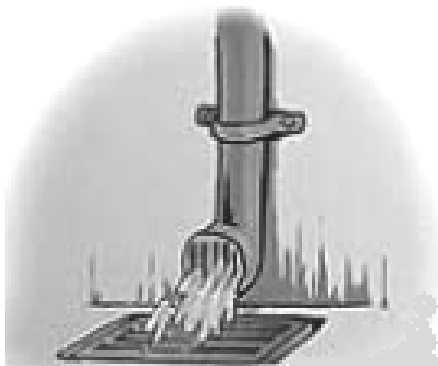
Mosquito bites not only cause reddening, swelling and itching at the affected location, it may also transmit disease like Malaria, Japanese Encephalitis, and Dengue Fever.

Keys to Mosquito Prevention at Home

- Cover tightly all water containers, wells and water storage tanks.



- Keep all drains free from choke.



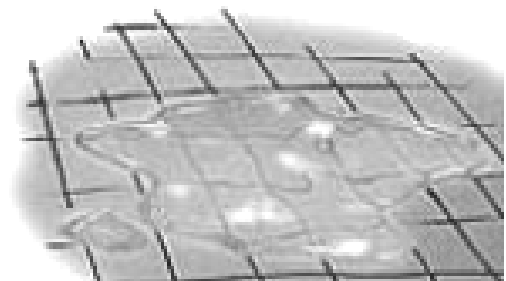
- Change water for flowers and plants (at least once a week) and leave no water in plates or trays underneath flower pots.



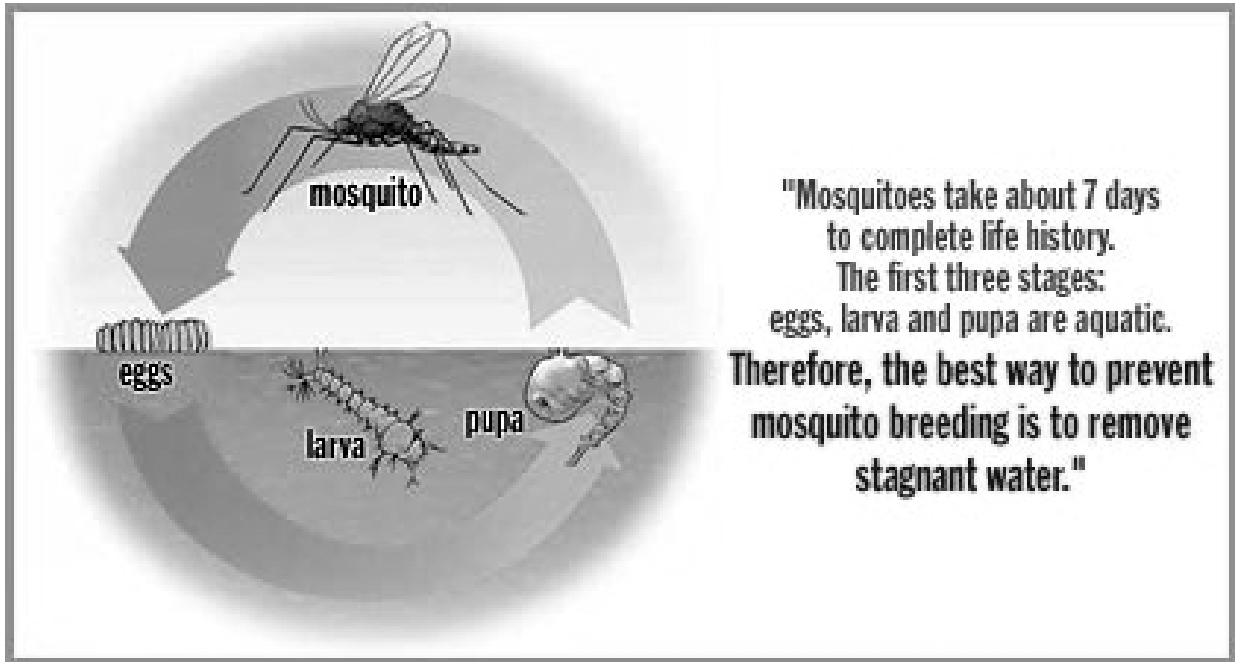
- Dispose of refuse, like lunch boxes and soft drink cans where water accumulates, properly.



- Top up all defective ground surfaces to prevent accumulation of stagnant water.



LIFE CYCLE OF THE MOSQUITO



"Mosquitoes take about 7 days to complete life history. The first three stages: eggs, larva and pupa are aquatic. Therefore, the best way to prevent mosquito breeding is to remove stagnant water."

SAMPLE LESSON GLITTER GERMS

Age Level: 9-10

Duration: 55 min.

Standard 3: Demonstrate an understanding of the environmental threats to the health and well being of students, families and schools and communities.

Core Outcome: Number 1

Lesson Outcome: Students will understand the connection between personal hygiene and the potential health hazards to the community.

Skills:

- ❑ Social – communication
- ❑ Cognitive – critical thinking, problem solving, decision making

Student Objectives: Students will be able to:

1. Properly wash their hands.
2. Explain how easily germs can be spread from person to person.
3. Explain how germs contaminate the food and water supply.

Materials: Different coloured glitter, paper towels, hand lotion, buckets (one filled with water), lettuce leaves, warm water and soap for washing up later.

Preparation: T lists and describes common illnesses in the community that are caused by germs and easily spread by simple contact: cold, rash, etc.

Step 1: (5 min.)

- ❑ T brings Ss into a circle and poses the following questions:
 - What is a germ?
 - How big is it?
 - How do germs get on food and into our water?

Step 2: (10 min.)

- ❑ T explains the activity to the class: “Today we are going to use glitter to help us understand how germs contaminate our food and water supply. “ T asks, “What do you think the glitter represents? Why did I pick glitter for this activity?”
- ❑ T then divides the class into three groups and assigns a specific colour of glitter to each group:
 - Group 1 has just come in from the playground.
 - Group 2 has just used the bathroom.
 - Group 3 has just worked outside in the garden.
- ❑ T puts a small amount of hand lotion in each student’s hands. Have Ss rub it all over their hands. (The lotion makes the glitter stick to the Ss hands.)
- ❑ T sprinkles, over a bucket, a small amount of glitter into each student’s hands. Have Ss rub their hands to spread the glitter evenly.

Step 3: (10 min.)

- ❑ T splits the class up, making sure that Ss from each group take part in both observations.
- ❑ T asks Ss: “What will happen when you pick up the lettuce leaf or dip your hands into the water?” T records answers on the board for later discussion.
 - T tells Ss in Group 1 to rub their hands over the lettuce leaf and record what they observe. Ss should see:
 - Glitter sticking to the lettuce. Ss should see all three colours showing up.
 - The amount of glitter on each leaf should grow as more Ss handle the lettuce.
 - T tells Ss in Group 2 to dip their hands into the pail of water and record what they observe. Ss should see:
 - Glitter floating on the surface of the water. Ss should see all the colours showing up.
 - The amount of glitter floating in the water should grow as more Ss dip their hands in.

Step 4: (10 min.)

- ❑ T brings the class back to order and reviews the observations of each group.
- ❑ T directs Ss to look closely at their hands. Some Ss should notice that their hands have picked up different colours of glitter. T asks Ss to explain how this happened. (Responses should include handling lettuce or dipping into the water after other Ss.)
- ❑ T asks, “If the glitter we used really was germs, how safe were you today from the diseases we talked about?”

Step 5: (10 min.)

- ❑ T again divides the class into three groups. Each group is told to try to get the glitter germs off in a different way:
 - Group 1 uses just paper towels.
 - Group 2 uses just plain, cold water.
 - Group 3 uses warm water, with soap, to get the glitter germs off.
- ❑ Ss record what happens when they try to remove the glitter.
- ❑ T directs everyone to wash his or her hands with warm, soapy water.

OPTION

- ❑ Before Ss remove the glitter, T directs students to shake hands with students in other groups.
- ❑ After all students in the group have shaken hands, T tells them to rub off the different colours of glitter from their hands onto the paper towels. (Ss respond to the same questions afterwards.)

Step 6: (10 min.)

- ❑ T brings everyone back to the circle and asks the following questions:
 - What does the glitter represent (Germs)?
 - What happened when you tried to get it off with just paper towels? (Only some comes off.)
 - What happened when you tried to get it off with just cold water? (Only some comes off.)
 - What happened when you tried to get it off with warm, soapy water? (All of the glitter comes off.)

- What did you learn today about how germs are spread from person to person?

Evaluation/Homework (15 min.)

- Students will design a sign to explain how germs are spread from person to person and the importance of washing hands often.

SAMPLE LESSON PREPARING FOR A HURRICANE

Age Level: 9-10

Duration: 45 min.

Standard 4: Analyze the social, political and economic impact of existing and broad-scale environment hazards threatening the individual territories and Region as a whole, including considerations of scientifically sound and affordable responses, both locally and regionally.

Core Outcome: Number 1

Lesson Outcome: Discuss and describe how to prepare for a hurricane.

Skills:

- Coping – healthy self-management
- Social – communication, assertiveness, advocacy
- Cognitive – critical thinking, problem solving, decision making

Student Objectives: Students will be able to:

1. List ways people prepare for hurricanes.
2. Identify disaster shelters in the community.
3. Discuss a family emergency plan and a family disaster kit.

Materials: Paper, pencil, poster board, markers

Preparation: Before the start of hurricane season or when a hurricane is approaching, T will get a hurricane-tracking map and begin tracking tropical storms with the class as they occur. T will also collect information and articles about recent hurricanes that outline the impact of the hurricane on the local economy.

Step 1: (15 min.)

- Class brainstorms what a hurricane is and what to expect if a storm hits the town.
- T creates a display of newspaper articles, photos, etc. of past storms.
- T records responses.

Step 2: (10 min.)

- T leads the class through a discussion with the following questions:
 - What might happen to our town if a hurricane hits here? (Lose electricity, damage to homes and businesses, contamination of food and water, flooding, schools and businesses closed.)
 - What should you do if the electricity is out for several days after a hurricane?
 - How do you protect food supplies? (Pack spoilable food in ice or throw it away.)
 - What happens to drinking water after a flood?
 - What do you have to remember to do to water after a flood? (Water can be contaminated by things it comes in contact with. Boil all drinking water.)

Step 3: (20 min.)

- Ss design posters for classrooms throughout the school, listing safety rules for hurricanes.

Evaluation/Homework (5 min.)

- Ss research safety rules for hurricanes using Internet, library, or community agency resources to complete their posters with accurate information.

SAMPLE LESSON HURRICANE EXPERTS

Age Level: 11-12

Duration: Two 45 minute lessons

Standard 4: Analyze the social, political and economic impact of existing and broad- scale environmental hazards threatening the individual territories and Region as a whole, including considerations of scientifically sound and affordable responses, both locally and regionally.

Core Outcome: Number 2

Lesson Outcome: Students will be more prepared for a hurricane. They will know what to expect when a hurricane hits the Region and what precautions are necessary.

Skills:

- Social – communication
- Cognitive – critical thinking, creative thinking, problem-solving, decision-making

Student Objectives: Students will be able to:

1. Describe potential natural hazards affecting their community.
2. Prepare and present, in groups, a poster on hurricanes.
3. Learn about disaster preparation and response strategies for hurricanes.

Materials: Resource materials (internet, library books, community agency materials), poster board, and markers.

Preparation/ Overview:

Prior to starting this lesson, explain to students that soon they will be studying hurricanes and the impact of hurricanes on their island. They will become a “ Hurricane Expert.” For homework ask students to research hurricanes that have impacted their island. To be included in this research: What are hurricanes, potential impact of hurricanes, precautions to take when a hurricane is approaching, what to do during and after a hurricane. Students should record their responses to share with others in their group.

Step 1: Introduction/Brainstorm (15 min.)

- Ts ask Ss based on their research to answer these two questions: What is a hurricane? Are hurricanes a natural hazard to the Island?
- Ts record responses on board
- Ts ask Ss to brainstorm what has been the broad impact of hurricanes on the island?
- Ts record responses to the brainstorm on board

Step 2: Class discussion (20 min.)

- Ts ask Ss to look at the responses on the board and identify general categories for their examination of hurricanes. Possible categories include:
 - Nature of Hurricanes
 - Impact of Hurricanes
 - Preparation for Hurricanes
 - Hurricane in Progress
 - Post Hurricane
- Ts record as Ss categorize each response

Step 3: Group work (40 min.)

- Ts divide Ss into five groups, or one group per category.
- Ss discuss their category in the small group based on their research.
- Ss develop a title for their category.
- Ss develop a list of “guiding questions” for examining their category. Guiding questions are questions used to help students think through their topic. (In the category: Impact of Hurricanes, an example of a guiding question would be: What is the potential impact of a hurricane on our island? Their response may be wind damage, soil erosion etc.)
- Ss use poster board to represent their topic and answers to the “guiding questions.”

Step 4: Presentations (50 min.)

- Ts displays the posters in the classroom in a sequential order.
- Ss as a team give a 10-minute presentation about their poster. (Presentations should be in a sequential order.) As part of their presentations, Ss should share the “guiding questions” and the groups thinking for responding to the questions.

Step 4: Conclusion (15 min.)

- Ts ask students to look at the posters in the room.
- Ts review’s the key elements from each poster. Emphasis that local organizations are prepared to help before, during and after a hurricane.
- Ts ask students what they should do to prepare for a hurricane.

Evaluation/ Homework

- Ss will develop a checklist to help their family prepare for a hurricane.
- Ss will identify community agencies that help with natural disasters. This information can be found online, libraries, or government offices.
- Ss will share this checklist with family.

SAMPLE LESSON HURRICANE EMERGENCY KIT

Age Level: 9-10

Duration: 45 min.

Standard 5: Develop knowledge and skills to access age-appropriate sources of information, products and services as it relates to managing the environment.

Core Outcome: Number 1

Lesson Outcome: Students will gain knowledge and skills needed to gather information about hurricane disaster response.

Skills:

- Social – communication
- Cognitive – critical thinking, creative thinking, problem-solving, decision-making

Student Objectives: Students will be able to:

1. Develop an emergency family plan.
2. Identify materials to include in a hurricane emergency kit.

Materials: Resource materials (internet, library books, community agency materials), Hurricane Emergency Kit checklist, Family Disaster Plan, Hurricane Emergency Kit (empty box), a flashlight, can food, non-electric can opener, blanket.

Overview:

Living in an area that is affected by hurricanes, it is important that students are involved in developing a family plan for what to do in a hurricane and pull together an emergency supply kit.

Step 1: Introduction (15min.)

- Using the Family Disaster Plan worksheet, students record their answers to the following questions:
 - What type of hurricane hazard could affect your family? (storm-surge, flood, wind)
 - What is the safest room or area in or near your home for each hazard?
 - What are the best escape routes for people and pets?
 - Where is the family meeting place?
- Ts ask Ss to share responses with class

Step 2: Class discussion (20 min.)

- Ts introduce the idea of a Hurricane Emergency Kit. There are some things that the adults in your family will need to do to prepare for a hurricane like making the house as strong as possible and getting important documents together, but young people can help too by working with an adult to put together a hurricane emergency kit. The kit will be useful if you are confined to your home for several days or if you need to be evacuated.
- Ts introduce an empty wood or plastic box labeled Hurricane Emergency Kit

- Ts suggest adding the flashlight, canned food and a can opener and blanket to the kit and explain why these items are important. (Ts can add as much as they want)
- Ts ask Ss what else should go in a Hurricane Emergency Kit and why.
- Ts record responses on board

Step 4: Conclusion (10 min.)

- Ts review the importance of having a Hurricane Family plan and a Hurricane Emergency Kit
- Ts pass out the Hurricane Emergency Kit Checklist and tell students this should be completed with a parent or guardian.

Evaluation/ Homework

- Ss will review the Hurricane Family Plan with a parent or guardian
- Ss will research what should be in a Hurricane Emergency Kit using the internet, library or government and non-government agencies.
- Ss will complete the Hurricane Emergency Kit checklist with a parent or guardian

Hurricane Emergency Kit

The following Items should be included in a Hurricane Emergency Kit:

- Flashlight
- Canned Food
- Blanket
- Can opener - non-electric
-
-
-
-
-
-
-
-
-
-
-
-
-

Family Disaster Plan

(Name) _____ Family

1. What type of hurricane hazards could affect my home?

2. What is the safest room or area in my home?

3. Map out the best escape route for family members

4. Where is your meeting place?

5. List emergency number:

