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## Theme: Sexuality and Sexual Health

### UNIT 1

Exploring the concept of human sexuality

- Coping with puberty- 1
- Coping with puberty- 2
- Factors affecting sexual health
- Pregnancy and child rearing

### UNIT 2

STIs, HIV and AIDS

- Sexually transmitted diseases: STIs & HIV
- Stigma and discrimination

## Theme: Self and Interpersonal Relationships

### UNIT 2

Relationships – strengthening the bonds

- Myself and others
- Effective communication for healthy living
- Dealing effectively with conflict

### UNIT 2

Making changes

- Coping with difficult situations
- Appreciating diversity
Theme: Appropriate Eating and Fitness

UNIT 1
Healthy Eating
- Nutrition for healthy bodies
- Poor nutrition
- Eating for brain power

UNIT 2
Being fit for the exams
- Exercise is a must!
- Exercise to reduce anxiety and stress

Theme: Managing the Environment

UNIT 1
A healthy environment produces a healthy human
- Noisy environments and your health
- Spirituality and our health

UNIT 2
Caring for our environment
- Creating and managing a litter free environment
- How sustainable are earth’s natural resources
- Creating a healthy environment
- Managing disasters

Sample 1
‘Be Smart’

Sample 2
Making Friends
Teaching Methodology
Acknowledgements

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Foreword

One of the primary objectives of the education system is to equip our youths with the requisite knowledge, skills and attitudes to become well-adjusted adults, capable of effectively functioning in, and contributing to the society. The introduction of Health and Family Life Education (HFLE) into the national primary and secondary schools’ curriculum was done to ensure that this objective is attained. The Ministry of Education recognizes the fact that contemporary youths are confronted with a multiplicity of options and increasing social pressures which requires sound social, cognitive, and emotional/coping skills. The education system is ideally situated to support other social sectors in equipping students with the skills required to make healthy and productive lifestyle choices.

HFLE encapsulates the required body of knowledge in a comprehensive life-skill educational programme that can be integrated across the curriculum. This is the media through which our teachers can impact and reinforce the positive behaviours that our young people are expected to adopt and display. Beyond that, through increased awareness, students are given a safe and open environment in which they can address a wide range of issues affecting young people. Perennial issues such as poverty, neglect, various forms of abuse, sex, violence, health and well-being, suicide, teenage pregnancy, HIV/AIDS/STDs and a range of potentially “high risk” behaviours and ‘taboo’ subjects, are examined in a well structured holistic programme.

HFLE is highly regarded internationally as the programme ideally suited for children of all ages and has been adopted for use in schools throughout the Caribbean. We trust that all schools in Guyana will recognize the tremendous potential this programme has and embrace this initiative. The success of HFLE is critical if we are to have highly competent, healthy citizens, effectively contributing to our national development.

Olate Sam
Chief Education Officer
INTRODUCTION

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

What is Health and Family Life Education?

Health and Family Life Education is a comprehensive, life skills–based programme, which focuses on the development of the whole person in that it:

- Enhances the potential of young persons to become productive and contributing adults/citizens.
- Promotes an understanding of the principles that underlie personal and social well being.
- Fosters the development of knowledge, skills and attitudes that make for healthy family life.
- Provides opportunities to demonstrate sound health-related knowledge, attitudes and practices.
- Increases the ability to practice responsible decision-making about social and sexual behaviour.
- Aims to increase the awareness of children and youth of the fact that the choices they make in everyday life profoundly influence their health and personal development into adulthood.

Why Health and Family Life Education?

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. Children 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. Health and Family Life Education, then, is a curriculum initiative that not only reinforces the connection between health and education, but also uses a holistic approach within a planned and coordinated framework. It is perceived as a viable way to bridge existing gaps to enable young persons to attain the high level of educational achievement and productivity required in the 21st century. (UNICEF/CARICOM1999).

Ethical guidelines for the delivery of Health and Family Life Education
The Content of Health and Family Life Education

The content of Health and Family Life Education is organised around four themes. The four thematic areas are as follows:
- Self and Interpersonal Relationships
- Sexuality and Sexual Health
- Appropriate Eating and Fitness
- Managing the Environment

What are Life Skills?

Life skills are defined by the World Health Organisation (WHO) as the abilities that enable one to adopt positive behaviours that allow one to deal effectively with the demands and challenges of everyday life. The concept of life skills is based on the assumption that there are a set of life roles that each person needs to fulfill. Life skills can be classified in various ways. The approach adopted in the development of the revised Scope and Sequence classifies Life Skills as: (i) Social and Interpersonal skills (ii) Cognitive skills and (iii) Emotional Coping skills. A few examples of each category of skills are shown below.

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

Another way of categorising life skills (WHO) is as follows:

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

Why teach life skills in school?

We know from research that behaviours and skills are learnt more easily when an individual is young (Glanz et al, 1997). You could say there is some truth to the adage: “You can't teach an old dog new tricks”. We also have evidence that an individual needs information in order to develop or change a behaviour, but that information alone is not sufficient to ensure development of or change in the behaviour. In addition the individual needs skills as
well as opportunities and an environment that allows him to learn the values and attitudes and adopt the behaviours that will enable him/her to deal effectively with the demands of daily life. School is therefore one of the best places to begin to teach these skills and to ensure, through interaction with and involvement of parents, that these lessons are reinforced at home.

The theoretical foundations of the life skills approach rest on evidence which reveals that competencies in the use of life skills can:
- Delay the onset of drug use
- Prevent high risk sexual behaviour
- Facilitate anger management and conflict resolution
- Improve academic performance and
- Promote positive social adjustment

**Life skills Methodology in the classroom/Participatory**

The life skills methodology sees the teacher as facilitator. The teacher provides opportunities to help children understand the topics in their own way. The teacher does not stand and present a topic. The teacher asks the children to consider a problem and gets from them a response. On the basis of this response, the teacher organises the children to complete class activities which will offer them a chance to understand the problem in their own situation. These activities can include:

- role play
- games/simulation
- resource persons/experts
- surveys/interviews
- journals/logs/portfolios
- community/school projects
- dance/drama/art/music
- story telling
- case studies/scenarios
- panel discussions/debates
- field visits/observations
- media
- group work/discussions
Notes to the Grade 6 Teacher

The Grade 6 student is special in many ways.

1. These pupils are preparing to sit the National Grade Six Assessment (NGSA) some time during the Easter Term. Their timetable/programme may be adjusted to allow them the extra time for preparation. HFLE should continue to be an important element in their programme. Use the time you have with them to concentrate on those issues that will help them to prepare for the exam and to do well in the examination.
   a. Managing stress
   b. Nutrition and learning
   c. Sleep, recreation, exercise and learning

2. They will be transitioning to a new school and have special needs to help them to do that successfully. You may need to concentrate on topics like:
   a. Moving to a new school
   b. Making new friends
   c. Exercising care (Being careful)
   d. Use and abuse of drugs
   e. Responsible sexual behaviours

3. Several of them, especially the girls, may have entered or are about to enter puberty. Keep this in mind as you work with them. Remember, you can help them to begin making the transition to adulthood successfully and without too much difficulty. Keep focusing on the positive (that is, what’s right with them) not on what’s wrong with them. An ASSETS approach helps you and your students have a positive approach to life and their development. Teacher, this year offers you an opportunity to review lessons from previous Grades as a means of reinforcing some of the values and strengthening skills. These include:
   a. Coping
   b. Communication
   c. Decision-making
Theme: Sexuality and Sexual Health

Unit 1: Exploring the concept of human sexuality

General objectives

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

1. Demonstrate skills in coping with the changes associated with puberty.
2. Demonstrate an understanding of factors that influence the expression of human sexuality.
3. Apply coping, social and cognitive skills to promote healthy responsible sexual behaviours.
4. Demonstrate knowledge of the requirements and impact of raising a child.

Lesson 1: Coping with puberty - 1

Life skills:

Social: Team-work, Communication

Cognitive: Analytical skills, Critical thinking

Coping: Self-awareness

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| Pupils should be able to: | Sexual behaviours | Pupils in groups choose a popular song (from a total of five, provided by the teacher) that speaks to the role of men and women, and their behaviour, and analyze the lyrics carefully. They then discuss what the song means to them, what it suggests is appropriate behaviour, and whether or not their parents would approve and why. Later, they analyze the effect of some popular songs on the actions of their peers. | • Words of songs  
• Rubrics to discuss songs.  
Pictures of the changing bodies of boys/girls.  
Critical Thinking Life Poster. | Evaluate the lyrics in the songs and can identify inappropriate lyrics using rubrics.  
Completion of Table: Changes that take place at puberty.  
Physical  
Mental  
Emotional  
Social |
Lesson 2: Coping with puberty - 2
Life Skills: Social: Communication
            Cognitive: Decision making
            Coping: Self-awareness

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<tr>
<td>Pupils should be able to:</td>
<td><strong>Puberty</strong>&lt;br&gt;Puberty is the period of time when children begin to mature biologically, psychologically, socially and cognitively. Girls start to grow into women and boys into men.&lt;br&gt;This process can take a year or even six years. This time period is when a child’s body takes on those characteristics that define it sexually.&lt;br&gt;Puberty leads to adolescence. Adolescence is a transitional period between childhood and adulthood.</td>
<td>Pupils view the video “Teenage Sex” (other relevant video). They later break into small groups and discuss the message and what it means to them.&lt;br&gt;In preparation for a visit from the experts, pupils will collect information about the changes that are taking place in their bodies during puberty. In addition, they will prepare questions to ask of the resource person or to put in the Question Box for the resource person to answer. Pupils form groups by sex and listen to the presentations of the expert and ask questions.&lt;br&gt;Pupils keep a journal of the changes in their bodies as puberty turns into adolescence.</td>
<td>Resource person eg: Nurse&lt;br&gt;Chart: Personal hygiene&lt;br&gt;Case Studies&lt;br&gt;Scenarios&lt;br&gt;Role play the above.&lt;br&gt;Decision Making Life Skill Poster.</td>
<td>Poster Personal hygiene&lt;br&gt;Display diaries / journals to map and monitor physical/ emotional changes.</td>
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<td><strong>Coping with puberty</strong></td>
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<td>We have to learn to manage changes in our body appearance and functions, like body odour and acne. Girls develop breasts and menstrual cycles. Boys get wet dreams and changes in their voices.</td>
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Theme: Sexuality and Sexual Health

Lesson 3: Factors affecting sexual health
Life Skills: Social: Communication
Cognitive: Problem solving, Decision making
Coping: Self-reflection, Refusal skills, Assertiveness

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<tr>
<td>Pupils should be able to:</td>
<td>Sexual health</td>
<td>Factors that adversely affect sexual health include early &amp; unprotected sex, high risk behaviours, unprotected sex, sexual abuse, and sexual experimentation.</td>
<td>Listen to the audio story <em>Vinnette &amp; the Uncle</em>. In groups, discuss and share the message of the story and what it means.</td>
<td>Copies of Myths &amp; Facts</td>
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<td></td>
<td>Sexual myths</td>
<td>There are several common myths about sex which have come down from generation to generation. They are not true, that is why they are myths. <strong>They include:</strong> 1. Everyone else is doing it. (No they’re not!) 2. You won’t get pregnant, because I know when I’m about to ejaculate and will have plenty of time to stop and pull out.</td>
<td>Pupils work together to design a questionnaire and interview their classmates about myths relating to sex, sexuality and pregnancy which they have heard. Later they report their findings.</td>
<td>Copies of the story “Vinnette and the Uncle” Questionnaires Material: Sexual Abuse Pictures: Risky behaviours Decision Making Skill Poster.</td>
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</table>
(Not true - pre-ejaculatory fluid is released during sex and contains sperm, so even if he does pull out before he ‘comes’, sperm may already have been released!)

3. You can’t catch an STI if you have sex quickly (Yes you can!)

4. People like me don’t get HIV (Yes they do!).
### Theme: Sexuality and Sexual Health

#### Lesson 4: Pregnancy and child rearing

**Life skills:**
- **Social:** Communication
- **Cognitive:** Critical thinking, Decision-making
- **Coping:** Values analysis

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<td>Pupils should be able to:</td>
<td>There are many different challenges when you have children.</td>
<td>Working together in small groups, pupils research the cost of having and raising a baby in the first year. Each group then shares the information with the class.</td>
<td>Case Study Simon and Shona are school friends who find each other attractive. One night, during a party, they had unprotected sex. Five weeks later Shona discovered that she was pregnant.</td>
<td>compose pledges to delay sexual activity.</td>
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<tr>
<td>- Detail the financial costs associated with pregnancy and child care.</td>
<td>Having a child requires sacrifice.</td>
<td>Pupils get a toy (male/female) from the home and role play taking care of a (baby) for a week. Each pupil writes a journal of the challenges and joys of the activity.</td>
<td>Resource persons – Teen mother – Teen father</td>
<td>Content of letter written.</td>
</tr>
<tr>
<td>- Discuss social and opportunity costs associated with early sexual activity and pregnancy.</td>
<td>Financial and social costs as well as lost opportunities are all a part of raising children.</td>
<td>Presentation by teen mother and teen father from the community. Pupils listen and ask questions. They also compare the information from the young parents with the information they gathered in their research and experience with the toy.</td>
<td>Picture Pregnant Teen</td>
<td>Creation of a poster – Benefits of Abstinence</td>
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<tr>
<td>- Discuss some of the difficulties and challenges facing boys and girls who choose to remain virgins.</td>
<td><strong>Preventing pregnancy</strong> Being pregnant while attending school is very difficult.</td>
<td>Write a letter to a best friend indicating your pledge to abstinence and reasons for delaying first sex or pregnancy.</td>
<td></td>
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<tr>
<td>- Suggest practical ways to delay sexual activity, i.e. to abstain.</td>
<td>Abstinence is not having sex and is 100% effective against pregnancy.</td>
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<td>- Commit themselves to practicing responsible sexual behaviour.</td>
<td>If you are having sexual feelings and are confused, don’t be afraid to find an adult you trust to speak to.</td>
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<td>Keep your educational and career goals in mind and try to find activities to channel your extra energy.</td>
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</table>
Discussion: Benefits of remaining a virgin. Research (mini) challenges and difficulties to remain a virgin.
### Theme: Sexuality and Sexual Health

**Unit 2: STIs, HIV and AIDS**

**General Objective:** By the end of the unit, pupils should be able to:
1. Know how sexually transmitted infections affect health.
2. Appreciate the value of delaying sexual activity – Abstinence.
3. Demonstrate awareness of discrimination and stigmatization experienced by persons who are infected.

**Lesson 1  Sexually transmitted diseases: STIs & HIV**

**Life Skills:**
- **Social:** Communication
- **Cognitive:** Analysis, Critical thinking
- **Coping:** Time-management

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<tr>
<td>Pupils should be able to:</td>
<td>STIs Sexually Transmitted Infections are infections that are passed from one person to the other through sexual contact. The most common conditions they cause are gonorrhoea, chlamydial infection, syphilis, trichomoniasis, chancroid, genital herpes, genital warts, human immunodeficiency virus (HIV) infection and hepatitis B infection. HIV (Human Immunodeficiency virus) is the virus that causes AIDS (Acquired Immune Deficiency Syndrome). Persons who get infected</td>
<td>Guest presenter talks about STIs including HIV and AIDS. The presenter talks about the way in which HIV is contracted, how it invades the body and how it is managed. The PLWHIV discusses the challenges of living with HIV and encourages the pupils to delay sexual activity and if not, to protect themselves. After the presentation pupils record in their journals what they have learnt, and how they feel about persons living with HIV and AIDS. Pupils are asked to plan an activity for World AIDS Day to educate pupils and staff at the school about HIV/AIDS and STIs.</td>
<td>Resource person (Guest) Nurse, doctor, infected person. Posters – STI's, HIV&amp;AIDS Critical Thinking Life Skill Poster.</td>
<td>Willingness to participate in the discussions. Present journals to classmates. Creation of Posters/Pamplet Five ways we are not able to contract HIV are</td>
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with HIV develop AIDS when their immune system is severely damaged and their body can no longer resist infection. Persons are classified as having AIDS when they have two or more opportunistic infections. The virus lives in blood and other specific body fluids. HIV depresses the body's immune system, making it difficult for the body to resist bacteria that might cause disease.

HIV is spread when HIV-infected fluid passes from one person to the bloodstream of another person. **HIV is not passed in saliva, sweat, tears, urine, bowel movements, mosquito bites, clothes, phone receivers or toilet seats. It is not passed by donating blood, eating together or shaking hands.**

Abstinence is the safest way to prevent transmission of HIV/STIs.
Theme: Sexuality and Sexual Health

Lesson 2: Stigma and discrimination
Life skills: Social: Communication, Empathy
Cognitive: Creative thinking, Problem solving, Decision making
Coping: Self-awareness

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<tr>
<td>Pupils should be able to:</td>
<td>Stigma is often a barrier to care and support for Persons Living with HIV (PLWHIVs), and facilitates the spread of HIV. We must show empathy for PLWHIVs and PLWAs.</td>
<td>Pupils watch the video Janu and Tisha and listen to the voice of the victims of stigma and discrimination. Pupils in groups discuss the message of the video and what it means to them. Pupils discuss collecting resources for a PLWHIV or a PLWA (person living with AIDS).</td>
<td>Data on HIV and AIDS. Video: Janu and Tisha. Case Studies (made by teacher) Critical Thinking Life Skill Poster.</td>
<td>Pupils organize and execute a school wide drive to collect resources for PLWHIV or a PLWA.</td>
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<td>Resources for HIV and AIDS</td>
<td>Pupils collect and display data on HIV and AIDS in Guyana and the worldwide Caribbean. Pupils research and make a list of resource centres and health clinics in their area where they can obtain information about sexual and reproductive health. Pupils share their findings with the class.</td>
<td>Make poster - How we should treat people who are HIV positive.</td>
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<td>There are youth-friendly resources available in the school and the community.</td>
<td>Role play – My best friend is HIV positive.</td>
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**Theme:** Self and Interpersonal Relationships

**Unit 2:** Relationships – strengthening the bonds

**General Objectives:** By the end of the unit, pupils should be able to:
1. Articulate the interconnectedness of family members.
2. Demonstrate knowledge of cultural practices which improve family connectedness.
3. Apply non-violent solutions to resolving conflicts.

**Lesson 1:** Myself and others

**Life skills:** Social: Communication  
Cognitive: Creative thinking  
Coping: Self-awareness, Self-management

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| Pupils should be able to: | **Interconnectedness**  
We are all connected.  
Everything I do affects other people in my family, community and country. | Class begins by singing song titled “No man is an island”.  
Pupils work in small groups to discuss what activities in their family ensure that they stay close together. Pupils write lists of those activities in their family and share the list with other group members so that they have new things to do in their families. | Words of song: No man is an island.  
Teacher made “Family Tree” to show connection.  
Pictures (Pupils) with family members. | Construction of own family tree.  
Completion of the list of traditions and rituals that keep the pupils’ families together.  
Making Mural showing family activities.  
Write a letter of appreciation to someone. One other mode of expression of appreciation is ___.  
Display of Scrap books. |

**Valuing family & friends**  
It is important to tell the persons in my web how important they are to me.

**Issues that impact relationships**  
Culture, values, religion, prejudices, socio-economic status affect relationships.

**Characteristics of healthy family relationships**  
Respect, trust, empathy, good communication are essential to good family relationships.

Scrap book of family activities.
• Demonstrate an appreciation that their actions affect, & are affected or influenced by other people in their family, community and country.  

| Individual pupils will talk about family activities using pictures. |  |  |  |
# Theme: Self and Interpersonal Relationships

## Lesson 2: Effective communication for healthy living

### Life skills:
- **Social:** Negotiation, Assertiveness
- **Cognitive:** Decision making
- **Coping:** Self-control

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<td>Pupils should be able to:</td>
<td><strong>Factors impacting personal development and behaviour</strong> Media, peers, family, community, personal goals, notions of right and wrong.</td>
<td>Pupils go through a story board about drug use among young persons, called “Leroy comes clean”. Pupils discuss why Leroy made the decision he did and what other choices he could have made.</td>
<td>Story “Leroy comes clean”.</td>
<td>I haven’t learn the following from Leroy’s story.</td>
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<td><strong>Drug Use</strong> Drugs have a negative impact on life and health.</td>
<td>Pupils work together to learn how to be assertive in a safe environment. Pupils are divided into three groups to practice skills:</td>
<td>Assertive Skills Steps.</td>
<td>1.</td>
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<td><strong>Early sexual experience</strong> Pregnancy, health problems, and STI or HIV, could result from early sexual experiences.</td>
<td>First group is asked to watch and listen to people to determine if they are passive, aggressive or assertive and learn from the behaviour.</td>
<td>Teacher made stories. Learning to say “NO”.</td>
<td>2.</td>
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<td><strong>How to improve one’s ability to say ‘No’</strong> Friends have a powerful and strong influence on our actions and our behaviours. It may be difficult to say no to a good friend.</td>
<td>Pupils in the second group are asked to think about a difficult situation that happened to them and decide how they would respond now if the situation were to occur again. Pupils role play their new approach.</td>
<td>Case studies Scenarios</td>
<td>3.</td>
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<td>Lists of skills learnt from Group Activities.</td>
<td>List instances when I am assertive (5 day period) eg:</td>
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<td>Day (1)</td>
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<td>We need to practise saying “no” to friends. Assertiveness is about being clear about what you want, planning and practising and making your requests or statements short.</td>
<td>The third group discusses “what if...” and think through and decide how to react.</td>
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</table>
### Lesson 3: Dealing effectively with conflict

**Life skills:**
- Social: Communication, Conflict resolution
- Cognitive: Problem solving, Creative thinking
- Coping: Anger management

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</table>
| Pupils should be able to: | **Finding alternatives**
  We can often find alternative ways of solving conflicts without being physical or violent. | The class thinks of one situation in which one of the conflict resolution techniques could be used. The pupils form small groups and work out a role play to show how the problem could be solved using the method chosen. They present the plays to the other members of the class and they evaluate the scenarios. | - Problem Solving steps.  
- Checklist to Evaluate roleplays. | Assess the scenarios and the solutions proposed using checklist. |
|   • Explain what is meant by the terms ‘conflict resolution’ & ‘mediation’. | There are some rules for helping others to sort out problems and conflicts. **These include:**
  Negotiating - listen to the others’ points of view and discuss which position might be the best.
  Compromising - Meeting halfway.
  Taking turns- splitting the time evenly.
  Active listening – try to understand the other persons points.
  Apologizing.
  Getting help. **Getting help**
  There are persons at school and in the community who can help solve conflicts appropriately. | In the same groups, pupils carry out research to discover resources within the school and the community to help people to resolve conflicts. They share this information with their peers. | Scenarios  
Copy of research questions.  
Problem Solving Skill Poster | Conflict resolution resources ar:  
Posters on conflict management  
Display journal entries. |
|   • Suggest reasons why conflict resolution is necessary. | | | | |
**Theme:** Self and Interpersonal Relationships

**Unit 2:** Making changes

**General Objectives:** By the end of this unit, pupils should be able to:
1. Communicate fears and concerns about moving to a new school.
2. Articulate/identify practical ways of coping with new situations.

**Lesson 1: Coping with difficult situations**

**Life skills:**
- **Social:** Communication
- **Cognitive:** Critical thinking, Decision making
- **Coping:** Coping with emotions and stress

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<tr>
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</thead>
<tbody>
<tr>
<td>Pupils should be able to:</td>
<td>Many changes occur in our lives</td>
<td>What would you do if you found yourself in a new school where you didn’t know anyone?</td>
<td>Scenario</td>
<td></td>
</tr>
<tr>
<td>• Communicate concerns about moving to a new school;</td>
<td>Changing school is often difficult, but we can prepare for this.</td>
<td>Pupils review STACK model and REAL model used in Grade 5.</td>
<td>Case Studies</td>
<td></td>
</tr>
<tr>
<td>• Loss of friends; family members through death migration.</td>
<td>We sometimes lose our friends or family members through violence, illness, or migration.</td>
<td>Pupil work in groups to brainstorm what they would do in that situation. They make a list of actions they would take and try them out in role plays.</td>
<td>Materials</td>
<td></td>
</tr>
<tr>
<td>• Articulate/identify practical ways of coping with the new situations.</td>
<td>We have to learn how to manage in the face of changes &amp; challenges.</td>
<td>Web. Completing web describing feelings.</td>
<td>Web – How do I feel when .......... Decision Making Skill Poster.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journal entries</td>
<td></td>
<td>Roleplay activities.</td>
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</tbody>
</table>

- Assess appropriate application of the STACK or REAL models.
- Display of journals to classmates.
### Theme: Self and Interpersonal Relationships

**Lesson 2:** Appreciating diversity  
**Life skills:**  
*Social:* Communication  
*Cognitive:* Creative thinking  
*Coping:* Self-reflection

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| Pupils should be able to: | There are similarities and differences among us, but more often than not we notice those with disabilities and challenges. | What if you were to become suddenly blind or develop a serious difficulty? What if a member of your family contracted HIV? Ask pupils to discuss these questions. | Pictures of:  
- a blind musician  
- someone in a wheelchair  
- an athlete with a prosthetic leg  
- someone singing etc. | Evaluate panel discussion using checklist.  
Sharing journals. |
|  
- Assess their feelings toward persons with disabilities, with HIV and AIDS & other differences, e.g. gender preferences. | People may be different but their contribution to the family, the school, the community and the country is important. | Class welcomes a special pupil who is disabled (deaf, blind or physically handicapped). The visitor talks about being disabled and how it has affected their lives. Pupils ask questions. | Creative Thinking Life Skill Poster |  |
|  
- Describe the contributions to nation building of at least two outstanding Guyanese with disabilities (e.g. in sports, swimming, politics, government, religion, etc.). | We should respect all persons, regardless of the differences they exhibit. | Pupils volunteer to take part in a panel discussion on the importance of accepting diversity. The discussion focuses on the need to show tolerance and respect to all persons. | Journal entries  
Interview activities |  |
## Theme: Appropriate Eating and Fitness

### Unit 1: Healthy Eating

#### General Objective:
By the end of the unit, pupils should be able to:
1. Identify foods that build muscle (protein) and provide energy (carbohydrate).
2. Understand calories and the daily calorie requirements for young adolescents – males and females.
3. Issues related to poor nutrition.

#### Lesson 1: Nutrition for healthy bodies

#### Life Skills:
- **Social:** Communication
- **Cognitive:** Critical thinking
- **Coping:** Self-awareness

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| Pupils should be able to: | **Proteins**
These foods include nuts, beans, meat, chicken, fish and pork. They provide nutrients to repair your muscles and other important parts of the body. | Pupils keep a food journal for 4 days including one weekend and do the following:
(i) Analyze their daily caloric intake to determine what they could be eating or doing differently.
(ii) Determine if variety is appropriate for healthy body.
(iii) Determine if sufficient protein and carbohydrates are present to assist pupil of this age group.
(iv) Determine if sufficient fibre is included. | Chart: 6 Food Groups
- Staples
- Legumes
- Vegetables
- Fruits
- Foods from animals
- Fats and Oils | Present Food Journals to classmates. Group Activity Plan a balanced diet for one day. Assess class presentations. |
| | **Energy**
Calculating calories
Moderate activity (15 X weight(lbs))
Very Active (16 x weight (lbs))
Competitive athlete (17 x your weight lbs) | Later pupils compare their reports and work together to improve their diets. Pupils volunteer to do research to determine the health benefits of each nutrient and to find out which foods are useful for studying. | Critical Thinking Life Skill Poster |
| | **Balanced Diets**
You need to eat a variety of foods for good health. | Diet and exercise keep you at an optimum weight. | | |

---

**Note:**
- Pupils keep a food journal for 4 days including one weekend and do the following:
  - (i) Analyze their daily caloric intake to determine what they could be eating or doing differently.
  - (ii) Determine if variety is appropriate for healthy body.
  - (iii) Determine if sufficient protein and carbohydrates are present to assist pupil of this age group.
  - (iv) Determine if sufficient fibre is included.

**Critical Thinking Life Skill Poster:**

**Chart: 6 Food Groups**
- Staples
- Legumes
- Vegetables
- Fruits
- Foods from animals
- Fats and Oils
Theme: Appropriate Eating and Fitness

Lesson 2: Poor nutrition
Life skills: Social: Group-work, Communication
Cognitive: Critical thinking, Decision making
Coping: Self-management, Self-monitoring

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<tbody>
<tr>
<td>Pupils should be able to:</td>
<td>Achieving a balanced diet is important. Adequate amounts of nutrients, such as, vitamins, minerals, water and fibre are needed for good health. It is important therefore that the appropriate amounts of proteins, carbohydrates, fats, fruits and vegetables are consumed each day.</td>
<td>Beginning with the Caribbean Food Groups chart, pupils work together to discover the appropriate proportions of nutrients for good health in their age group.</td>
<td>Caribbean Food Group Chart</td>
<td>Class presentations.</td>
</tr>
<tr>
<td>• Describe a balanced diet including appropriate quantities of its main components.</td>
<td>Factors affecting eating habits</td>
<td>Pupils working in groups also conduct research on issues which cause the increasing number of persons struggling with lifestyle diseases. Include a discussion of: (i) Cultural factors that affect eating habits. (ii) Impact of serving size on health problems. (iii) Changes which are needed to reverse the impact of the lifestyle diseases.</td>
<td>Presentations by: nurse • dietician</td>
<td>Some cultural practices that affect eating are......</td>
</tr>
<tr>
<td>• Investigate the effects of lifestyle related diseases.</td>
<td>Lifestyle diseases</td>
<td>Include menus for balanced diets for persons challenged by these diseases. Each group presents their report to the class.</td>
<td>Critical Thinking Life Skill Poster</td>
<td>Lifestyle diseases can be remedied by:</td>
</tr>
<tr>
<td>• Develop suggestions for remediing lifestyle diseases caused by what we eat.</td>
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### Objectives

Pupils should be able to:

- Communicate research findings on energy giving foods.
- Demonstrate knowledge of protein-rich and carbohydrate-rich foods.
- Examine their present diet in terms of its suitability for examination and preparation.

### Content

**Brain food**

Our brain needs nutrients to work well.

The more active and the more activities the individual must get done, the more protein rich foods are required.

All pupils need adequate amount of protein in their diet.

Energy in foods is measured by calories.

Energy is needed to study. Most food labels give information on calories.

### Activities/Strategies

Conduct research in groups and choose a leader to make the presentation on the link between energy giving foods and cell-building foods. Create charts of protein-rich and energy-rich foods.

The pupils in the class will choose sides and debate the topic: “Eating fish gives you brains”.

As snack foods are so popular among young people, pupils will collect a sample of snack foods and investigate the number of calories found in different foods as well as the relative benefits of eating them. Make display of labels.

Pupils record all their meals for one week and determine if they are maintaining proper eating habits.

### Materials

- Sample charts of Protein-rich and energy-rich foods.
- Authentic protein rich and energy foods.
- Decision Making Skill Poster.
**Theme:** Appropriate Eating and Fitness

**Unit 2:** Being fit for the exams

**General Objectives:** By the end of this unit, pupils should be able to:
1. Share in healthy supervised exercise and fitness activities.
2. Demonstrate positive attitudes toward exercise and fitness.

**Lesson 1:** Exercise is a must!

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

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<tbody>
<tr>
<td>Pupils should be able to:</td>
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<td>What is the point of exercise?</td>
<td>Case Studies</td>
<td>Evaluation</td>
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<tr>
<td>- Demonstrate knowledge of the</td>
<td><strong>Benefits of exercise</strong></td>
<td>What if I just watch what I eat, can I ignore exercise?</td>
<td>Scenarios – Benefits of Physical Activity.</td>
<td>Benefits of exercise are:</td>
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<tr>
<td>value of physical activity.</td>
<td>- Improves your health</td>
<td>Pupils conduct research to establish the value of exercise and why it cannot be ignored.</td>
<td>Decision Making Skill Poster.</td>
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<td>- Hormones that are formed</td>
<td>Individual pupils are chosen to make presentation of findings to class.</td>
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<td>make you happy</td>
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<td>- Prevents illness/diseases</td>
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<td>- Boosts immune system</td>
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<td>- Improves blood circulation and</td>
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<td></td>
<td>lung capacity</td>
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<td>- Prevents bone loss</td>
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<td>- Increases muscle strength</td>
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<td>- Controls weight</td>
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<td>- Reduces cholesterol</td>
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<td></td>
<td>- Gives you energy</td>
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<td></td>
<td><strong>Physical activity</strong></td>
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<td></td>
<td>Exercise includes sports and games,</td>
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<td>as well as exercise, but also</td>
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<td>gardening and doing laundry.</td>
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<td>Pupils work in small groups to investigate the effect of exercise on the individual’s</td>
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<td>Presentations of personal plans to exercise.</td>
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<td>psychological well being. Pupils investigate the virtue of exercise in this area and</td>
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<td>present their findings to the class.</td>
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<td>Individual pupils write personal plans to include physical activity in their regimes.</td>
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**Materials**
- Case Studies
- Scenarios – Benefits of Physical Activity.
- Decision Making Skill Poster.

**Evaluation**
- Evaluate presentations.
- Benefits of exercise are:
  - 
  - 
  - 
- Presentations of personal plans to exercise.

- Assess journals and observe the pupils to see if they are doing more exercise.
- Create Posters “Benefits of Exercise” Present to class.
Lesson 2: Exercise to reduce anxiety and stress

Life skills:
- Social: Communication
- Cognitive: Creative thinking, Decision making
- Coping: Self awareness

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<tr>
<td>Pupils should be able to:</td>
<td>Benefits of regular exercise when you are studying</td>
<td>Pupils debate the topic “Exercise makes you too tired to study”. Pupils volunteer to</td>
<td>Resource Materials</td>
<td>Assess whether pupils have learned sequences</td>
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<td></td>
<td>- Helps you to sleep</td>
<td>present one side or the other of the argument, and prepare, and present their arguments to</td>
<td>- What is stress</td>
<td>and practice daily.</td>
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<td>- Improves mental health.</td>
<td>the class.</td>
<td>- Causes of stress</td>
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<td></td>
<td>- Keeps you focused and able to study</td>
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<td>- How to deal with stress</td>
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<td></td>
<td>- Reduces stress and improves mood and physical health</td>
<td></td>
<td>- Types of stress</td>
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<td></td>
<td>Which exercises to do</td>
<td></td>
<td>- Coping with stress</td>
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<td>Gentle stretching, yoga, rhythmic activities like walking, sweeping, etc.</td>
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<td>Practical activities</td>
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<td>Evaluate validity of arguments in debate.</td>
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Theme: Managing the Environment

Unit 1: A healthy environment produces a healthy human

General Objectives: By the end of the unit, pupils should be able to:
1. Analyse the effects of noise on health.
2. Appreciate the importance of a spiritual side to human health and well being.
3. Understand the links between various elements of the environment and human health.

Lesson 1: Noisy environments and your health

Life skills: Social: Communication; Empathy
Cognitive: Critical thinking
Coping: Self-awareness

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<tr>
<td>Pupils should be able to:</td>
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<td>Pupils discuss hearing impairment and communication methods used by deaf, hearing impaired and the blind. The expert discusses how to protect your hearing from damaging sounds. The resource person also shows pupils how to communicate using sign language. Expert answers pupils’ questions.</td>
<td>Resource person to teach Sign Language</td>
<td>Pupils demonstrate basic sign language.</td>
</tr>
<tr>
<td>• Discuss personal experience with noise and noisy environments and their effects on people.</td>
<td>Noise pollution is found in some public and private vehicles, clubs and sound systems. Very loud noise is noise pollution, and this affects hearing and behaviour. It also affects other animals and plants. Loud noise makes us distracted, less focused mentally. Loud noises affect our hearing.</td>
<td></td>
<td>Resource person to talk about effects of Noise Pollution.</td>
<td>(Positive and Negative effects)</td>
</tr>
<tr>
<td>• State the effects of loud noise on hearing.</td>
<td></td>
<td></td>
<td>Poem: “Silence”</td>
<td>Pupils talk about working in silence</td>
</tr>
<tr>
<td>• Suggest ways in which they can protect their hearing.</td>
<td></td>
<td></td>
<td>Critical Thinking Life Skill Poster.</td>
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<tr>
<td>• Be able to explain the difference between being deaf and hard of hearing.</td>
<td></td>
<td>During one class session, pupils are asked to spend about 15 minutes, working in complete silence. Pupils are then asked to talk about the way silence affected them and how they felt about the session.</td>
<td></td>
<td>Display journals to the entire class.</td>
</tr>
</tbody>
</table>
- Develop an appreciation of the challenge of communicating without sound.
- Demonstrate a willingness to contribute to reducing noise levels at school

| Develop an appreciation of the challenge of communicating without sound. | Damage is caused to different parts of the inner ear. Damage is irreversible. Persons who are deaf or hard of hearing need our help. We should learn the basics of signing like Please, Thank you, & May I help you. | Pupils are placed in pairs and are asked to try and communicate with each other without speaking for five minutes. Pupils describe how they felt during this activity. Pupils describe in their journals what they can do to reduce noise pollution in their school. |
### Theme: Managing the Environment

**Lesson 2: Spirituality and our health**

**Life Skills:**  
- **Social:** Communication, Working with others  
- **Cognitive:** Critical thinking, Creative thinking  
- **Coping:** Self-awareness, Self-confidence

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<tr>
<td>Pupils should be able to:</td>
<td><strong>All environments have a spiritual aspect.</strong> Persons experience this spirituality when they: (i) appreciate their natural environment (ii) visit their natural environment (iii) increase their love and care for their natural environment.</td>
<td>How do you create a peaceful environment? Do we all need the same things to be at peace? In groups pupils discuss what they believe constitutes a peaceful environment, and how the natural environment, shared beliefs, and respect for the beliefs of others contribute to this. Each group presents its version of how to create a peaceful environment.</td>
<td>Relevant Pictures of the spiritual environment.</td>
<td>Completion of the form: The spiritual aspect of the environment is .............</td>
</tr>
<tr>
<td></td>
<td>We all have a spiritual part of our being. When we are in a spiritual environment, we have greater self confidence, sense of purpose, are better able to handle stress and disappointment. We are also able to improve our immune systems and improve blood circulation.</td>
<td>Other pupils debate the topic “Is being a spiritual person really good medicine? The discussions include activities to improve spiritual side, for example, quiet time, meditation, nature walk, help others.</td>
<td>Wheel of Life</td>
<td>The health benefits of the spiritual environment are ......</td>
</tr>
<tr>
<td></td>
<td>We are also more hopeful and optimistic.</td>
<td>Individual pupils write in their journals how to use the environment to improve their spiritual side.</td>
<td>Resource Person</td>
<td>Judge the debate using a checklist.</td>
</tr>
<tr>
<td></td>
<td>We can work to develop our spiritual environment.</td>
<td></td>
<td>Checklist to judge debate.</td>
<td>Display journals to classmates.</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Critical Thinking Life Skill Poster.</td>
<td>I can improve my spiritual environment by ..............</td>
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</table>
Theme: Managing the Environment

Unit 2. Caring for our environment

General Objectives: By the end of this unit, pupils should be able to:
1. Demonstrate actions to keep environment litter free.
2. Appreciate that balance in environments keeps us healthy.

Lesson 1: Creating and managing a litter free environment

Life skills: Social: Communication, Advocacy
Cognitive: Creative thinking
Coping: Self-monitoring, Self-management

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<tr>
<td>Pupils should be able to:</td>
<td>Litter-free environments are healthier</td>
<td>Starting with an analysis of NEPA Charts, pupils discuss the 4 R’s of Garbage Management.</td>
<td>Pictures of (Litter) Garbage around the environment.</td>
<td>Pupils’ state their understanding of the 4R’s of garbage management.</td>
</tr>
<tr>
<td>• Explain what meant by the terms – litter, waste, pollution.</td>
<td>Reducing the quantity of litter we create</td>
<td>Other pupils take a litter inventory. That is to say they determine how much of each type of waste the members of the class produce each day, and expand the data to calculate how much litter the school produces each day.</td>
<td>Poster based on Littering</td>
<td>Assess the litter inventory and the calculation of the amount of litter that the school generates. Form an advocacy group in school to deal with the situation.</td>
</tr>
<tr>
<td>• Categorise the types of solid waste produced at school – paper, plastics, glass, bio-degradable, etc.</td>
<td>-Safe collection of litter -Ways to reduce litter -Need for safe disposal of litter</td>
<td>The pupils then discuss how this amount can be reduced and if and how recycling or reuse could reduce this volume in any way.</td>
<td>Collect Newspaper articles on Littering (garbage disposal)</td>
<td>Observe pupils to see if the plan to reduce garbage is working.</td>
</tr>
<tr>
<td>• Develop an appreciation of recycling and reusing.</td>
<td></td>
<td>Field around the community to observe the litter/garbage situation.</td>
<td>Critical Thinking Life Skill Poster.</td>
<td>Construction and distribution of Garbage bins around school environment.</td>
</tr>
<tr>
<td>Demonstrate actions to keep the classroom/school environment litter free.</td>
<td>Scrap book on littering (garbage disposal).</td>
<td>Display Scrap books to classmates.</td>
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</tbody>
</table>
**Theme:** Managing the Environment

**Lesson 2:** How sustainable are earth’s natural resources

**Life skills:**
- **Social:** Communication, Collective action
- **Cognitive:** Problem solving, Critical thinking, Advocacy
- **Coping:** Self-monitoring, Self management

<table>
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<tr>
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<th>Activities/Strategies</th>
<th>Materials</th>
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<tbody>
<tr>
<td>Pupils should be able to:</td>
<td>There is a limited amount of earth’s natural resources. Examples of natural resources e.g. Minerals like bauxite and oil. Once these are used up, there can be no more supply. Recycling is important. Several natural resources in Guyana are threatened. Among them are drinking water, beaches, fisheries, coral reefs, rivers, aquifers, forests, mangroves, river sand, and bauxite.</td>
<td>Pupils play the Fishing game. Questioning to bring out concepts of natural resources &amp; their limited supply. Pupils prepare case studies of causes, effects and remedies of threatened natural resources in Guyana. Pupils present findings.</td>
<td>Map of Guyana showing location of natural resources. Resource Persons to talk about natural resources and sustainability. Critical Thinking Life Skill Poster.</td>
<td>Observation of pupils participating in activities. Newspaper articles.</td>
</tr>
</tbody>
</table>
**Theme:** Managing the Environment

**Lesson** 3: Creating a healthy environment

**Life skills:**
- **Social:** Communication, Collective action
- **Cognitive:** Problem solving, Critical thinking, Advocacy
- **Coping:** Self monitoring, Self management

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<td>Pupils should be able to:</td>
<td>In the natural environment there is a balance among the elements. The types of plants that grow in an area are suited to the soil. The number of animals living in an area is enough so that they can all get sufficient food. The temperature of the place suits the plant and animal life. Plant, animals and pests are in balance. <strong>We need to maintain that balanced environment in order to keep humans healthy.</strong> If the plants die out in an area, the entire climate changes, more pests enter, and these changes affect human health.</td>
<td>Pupils research what happens in environments that are out of balance. With this information, they role play a tree in a deforested area, and an animal whose species is endangered. In the role play, they discuss what they will do to survive, or if they will survive. Pupils investigate what happens to living things in different environments. One half of the class investigates what happens to fish in a tank (use a large bottle) that is placed in a dark place and overfed. The other half of the class investigates what happens when the tank is put in bright sunlight and fed properly. Pupils observe the changes and write a report.</td>
<td>Reading materials on Environment that are out of balance. Pictures of different aspects of the environment. Problem Solving Life Skill Poster.</td>
<td>Pupils’ participation in the activities using a checklist. Two examples of balance in the natural environment are: 1. 2. Writing commitment pledge. Creating posters to sensitize persons of the fragile nature of the environment.</td>
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<tr>
<td>I can perform activities that will help to keep my environment healthy. This keeps me healthy.</td>
<td>What is overpopulation? How can there be too many animals or plants? What happens if there are too many? Pupils in two groups research the concepts of carrying capacity of and overpopulation in the natural world and in the man-made environment. Each reports its findings.</td>
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**Theme:** Managing the Environment

**Lesson 4:** Managing disasters  
**Life skills:**  
*Social:* Communication, Collective action  
*Cognitive:* Problem solving, Critical thinking, advocacy  
*Coping:* Self monitoring, Self management

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| Pupils should be able to: | Natural disasters  
Floods, hurricanes, earthquakes, forest fires. These events affect lives during, immediately after and long after they are over. | Pupils work in two groups to prepare a scrapbook of newspaper clippings about each of the last two natural disasters. Scrapbooks are put on display and pupils explain the significance of the disaster as shown by the pictures. | Newspaper clippings of natural disasters. | Assess scrap books and reports. |
| • Explain two ways in which peoples’ lives are affected as a result of natural disasters. | Lessening effects of natural disasters  
Prepare for disasters. Rules for behaviour during disasters. | Another group of pupils do an audit of the school about its disaster preparedness. The report describes what is needed and how pupils can help. It includes:  
school location & hazards  
school structure  
resources present in school  
recommendations for improvement of hazards | Resource Persons from Government Ministries responsible for natural disasters | Completion activities Two ways persons lives are affected by natural disasters are: 1. 2. |
| • Give three rules/guidelines for behaviour during natural disasters. | Recovering from natural disasters  
Agencies that can assist. Factors to consider:  
stress/shock to persons; loss of life; economic losses; loss of housing; loss of infrastructure. | As part of the report, pupils prepare guidelines for the bulletin board on:  
(i) preparations for disasters  
(ii) drills  
(ii) guidelines for action during disasters  
(iii) actions to be taken for recovery how to react. Practice saying “NO” among each other. | Problem Solving Life Skill Poster. | The audits of the school’s disaster preparedness are: ........ |
| • Suggest three ways in which the effects of natural disasters could be lessened in your school and your home. | | | | Display of Scrapbooks. |
| • Explain how we can prepare for selected natural disasters. | | | | Quality of bulletin board display using checklist/rubrics. |
| | | | | Time Line showing how we prepare for natural disasters. |
The fishing game

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

Materials required:

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

Directions:

1. Group pupils into 6/8 groups of approx. 6 pupils each.
2. Give each group one plastic container and 16 peas/beans/or pebbles to be placed inside the container.
3. Keep a bag of peas/beans/pebbles for yourself as your stock.
4. Explain –
   
   i) that each group of pupils represents persons in a fishing village, who depend on the fish in their harbour as their source of income (no other source of income is allowed in the village).
   
   ii) the objective is to fish for their livelihood each time the teacher instructs “go fishing” and to stop fishing when told to do so.
   
   iii) they will get more than one chance to fish.

5. Begin the game by giving the “go fishing” instruction and after 30-40 seconds say “stop fishing”. After each ‘fishing’ episode, ask each group to count the number of “fish” caught, and the number left in their harbour and record these on the chalkboard for each group.

6. Ask groups to identify by putting up hands when they have “fish” left in the harbour after each episode. Then give these groups an equal number of “fish” from your stock to replenish the number they have left over in their harbour, i.e., “fish have reproduced”. (NB. they cannot get more than a total of 16 fish, for their harbour cannot support more than this number- this is their harbour’s *carrying capacity*).

7. After three “go fishing” episodes, check and record for each group how many fish are left in their harbour. (*harbour may be totally depleted, i.e. natural resources all gone/ or partly depleted….i.e., harbour fish population may revive itself by reproduction/same number of fish left at end as in beginning*).

8. Question pupil: *which village did best?* Is it the one that got the most fish? (= most money) OR the one that left most fish in harbour? Which one did most damage to environment, depleted fish population (now villagers have to move away from area) .Which one kept a balance? (maintained their environment for future generations - they used fish for income and food but fish are left over to re-populate harbour & fish another day.

9. NB. There is no real winner here! Several ‘villages’ can be winners.
Lesson Topic: ‘Be Smart’

Age Level: Grade 6

Duration: Two 40 minute sessions plus homework time.

Student Objectives: 1. To raise pupil awareness of how young people become involved with drugs – what the attractions are. 2. To sensitise pupils as to the effects involvement with drugs can have on their goals.

Skills: 1. To be able to identify situations which may lead to drug abuse.

Materials: Poster Series ‘Leroy Comes Clean’
Activity cards

Preparation: Peruse poster and activity cards.

Session 1

Step 1: (1 min) Introduction

Step 2: (3 mins) Display the story ‘Leroy Comes Clean’

Assign the roles of narrator, Leroy, Marcus, Kofi and Ritchie to students.

Ask ‘actors’ to read their parts from the posters.

Step 3: (10 mins) Hold a discussion about the story (the following questions could be used as a guide):

- Towards the end of the story, Leroy eventually says No to Ritchie but early on in the story, Leroy said yes to an activity - what was this activity and why do you think Leroy said yes?
- What kind of pressure do you think Leroy was under to take drugs?
- Marcus and Leroy are good friends; they both enjoy basketball and each other’s company. Why do you think Marcus had a different opinion about alcohol and drugs than Leroy did?
• What do you think Marcus thought about Leroy’s influence on Kofi?
• What connection is there between Ritchie having been expelled from school and the fact that he is selling drugs?
• Ritchie seems to be quite successful at selling drugs now. What sort of future do you think he has facing him?

**Step 4: (26 mins)** Divide the class into groups of no more than four. Give each group an activity card.

_The assignments on the cards will probably take two lessons and homework time to complete. When completed, ask pupils to share their projects with the class._

**Session 2**

Pupils continue with assignments.

**Extension:** The assignments could form part of a drug awareness presentation for the school. Grade 6 could spearhead this activity and could be given the responsibility to organise all aspects of it:
- Devising the programme
- Choosing and inviting guest speakers
- Organising an exhibition and presentation of the work they have done.
Sample lesson 2

Making Friends

**Age**

**Duration 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. Use critical thinking skills to recognize important qualities in a friend.

**Materials:** 4-5 large Cake templates, one for each group (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.
- Teacher begins lesson by asking the following questions:
  
  What is friendship?
  Why do we need friends?
  Can boys and girls be friends?

- T tells Ss they are going to use critical thinking skills to determine important Characteristics in a friend. We are going to make a “Friendships Cake” today.

**Step 2: (20 minutes)**

- T asks Ss probing questions:
  
  What is important to you in a friend?
  What did you base this on?
  How does this affect your choice in friends?
• Ss make an individual list of characteristic they value in friend.
• Then in groups (leader, recorder, timekeeper, and reporter), Ss share their important characteristics (ingredients) of friendship.
• Ss take turns in substituting ingredients of friendship on the group cake template(see Worksheet). Each S explains why the component he/she chose is important to friendship.
• (Allow each student to contribute one characteristic to the cake)
• T walks around to each group lists on the bored 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 complete their personal cake template based on class activity
  Or
- 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.
BUTTER

EGGS

BAKING POWDER

FRIENDSHIP

SUGAR

MILK

FLOUR
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 smiling’, keep shinin’
Knowin’ you can always count on me, for
Sure
That’s what friends are for
For the 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’. 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 smiling’, keep shinin’
Knowin’ you can always count on me, for
Sure
That’s what friends are for
For the good times and 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.
Sample Lesson 3

ALCOHOL AND DRUGS CAN KILL...IN MORE WAYS THAN: 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: Student will be able to:

4. State the effects of alcohol consumption on sexual behaviour.
5. Demonstrate a responsible attitude toward the consumption of alcohol.
6. 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 focuses the discussion on how alcohol:
  Impairs judgment
  Reduces inhibition
  Makes people more vulnerable to unwanted sexual advances

Step 2: (30 minutes)

- T tells students they will be applying refusal skills to real-life scenarios.
- 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 (see background information)
In groups of two, Ss role-play one aspect of the R.E.A.L. Model using as their point departure the scenario outlined in the comic strip.

Debrief:
Were refusal skills used effectively?
How did you feel when practicing the refusal skills?
Do you think you will be able to use these skills in a real-life situation?
If not, why not?

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**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.

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**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**- Simple 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, 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 @Arizona State University)
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. Show empathy and support for 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 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 probing questions to guide group discussions:
  Why didn’t Jim think that he could get AIDS?
  Do you believe many young people like 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 facilitated this process.

Step 3: (25 minutes)

- T points out that persons living with AIDS their families need support and empathy.
- T points out steps for showing empathy
- Ask the person to talk about how they feel
Share your feelings - be honest and open
Give support when needed/as needed
Offer encouragement
Be available to listen and talk

- In groups again, Ss are asked to identify ways to show empathy and support for persons living with AIDS and their families. “What would they have said to Jim”
- Ss role play ideas of showing empathy with the class.

**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 deems 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