

I. Social, Emotional And Spiritual Well-Being

Grade 4

Broad Objectives

The Social, Emotional And Spiritual Well Being core area will enable students to:

1. demonstrate an awareness of self, others and a supreme being.
2. establish and maintain good relationships.

CONTENT <i>Knowledge/ Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 4, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> ▪ Self awareness - Building self concept 	<ol style="list-style-type: none"> 1. explain the meaning of self concept. 2. identify ways of building on self concept (interests, achievements, strengths, attributes, qualities). 3. list emotional, social, intellectual and spiritual factors that help to build self concept. 4. identify ways in which they can assist others to build their self concept. 5. identify persons who can assist in building self concept (parents, teachers, family members, friends). 6. identify behaviours that indicate good self concept, e.g., appropriate grooming and dressing, language, practising good behaviours, quality of friendships. 	<ol style="list-style-type: none"> 1. Use story telling to engage students in the concept development of self concept. 2. Allow students to engage in preparing a booklet entitled, <i>Me</i>. In this booklet, student will draw him/herself as he/she sees himself/herself. 3. Students write their unique personal attributes, such as, good, responsible, well-mannered. 4. Allow students to engage in writing poem describing personal attributes. 5. Allow students to construct a poster using pictures, drawings, words symbols to represent self. 6. Allow students to write short sentences, such as: I am good because; I am responsible because; I am considerate because. 7. Allow students to engage in writing advertisements entitled, <i>How I see myself</i>. 8. Have students draw in their booklet a 'One of a kind butterfly'.

<p>CONTENT <i>Knowledge/ Skills/Attitudes</i></p>	<p>SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 4, students should be able to:</i></p>	<p>SUGGESTED ACTIVITIES</p>
<p>▪ Interpersonal relationships</p>	<p>7. identify steps in mediation.</p> <p>8. give reasons for self control exercising.</p> <p>9. identify the consequences of lack of self control.</p> <p>10. give reasons why family conflicts arise, e.g., not fulfilling individual responsibility; trampling on the rights of others; betraying trust, conflicts with friends, etc.</p>	<p>9. Allow students to write in their booklets. I am unique; I can help my friends see themselves as unique too.</p> <p>10. Allow students to pick names from the bags and identify personal qualities of them.</p> <p>11. Allow students to write these qualities down on decorated paper for display.</p> <p>12. In the booklet allow students to write: 'I am special and unique'; 'these people can help me feel special and unique'.</p> <p>13. Allow students to draw/write/put photos of people who can assist in the development of their self concept.</p> <p>14. Allow students to role play situations that require mediation. Use the steps in the mediation process and the role of the mediator.</p> <p>15. Allow students to display pictures of ripples in water or use a basin of water to show ripples.</p> <p>16. Allow students to discuss the effects in waves during storms, e.g., flooding.</p> <p>17. Allow students to relate self control to ripples by explaining that their behaviour has far reaching effects on others.</p> <p>18. Instruct students to draw concentric circles to represent ripples in water.</p>

<p>CONTENT <i>Knowledge/ Skills/Attitudes</i></p>	<p>SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 4, students should be able to:</i></p>	<p>SUGGESTED ACTIVITIES</p>
<p>▪ Decision making</p> <p>- Factors that affect decision making</p>	<p>11. use conflict management skills to resolve conflicts with friends, family members, etc.</p> <p>12. list some daily decisions that they make.</p> <p>13. list examples of simple and difficult decisions.</p> <p>14. identify the steps in decision making.</p> <p>15. identify factors that influence their decisions.</p>	<p>19. Allow students to role play situations where anger is inappropriately managed and vice versa.</p> <p>20. Use stories reflecting situations of self control.</p> <p>21. Allow students to write stories relating personal situations of mistrust, distrust, trust.</p> <p>22. Allow students to engage in concept formation of 'conflict'.</p> <p>23. Allow students to discuss the concept of conflict within the family.</p> <p>24. Group students to role play the different conflicts which exist within the families highlighting cause of conflict, effect and possible ways the conflict can be resolved.</p> <p>25. Allow students to role play conflict among friends, in stories focus on cause, effect and possible ways to resolve the conflict.</p> <p>26. Allow students to engage in dramatizations to generate class discussions on the conflict resolution techniques.</p> <p>27. Allow students to use court scenes, e.g., People's Court.</p> <p>28. Allow students to engage in developing the concept of decision.</p> <p>29. Allow students to role play situations, e.g., a child is studying for her spelling test; a friend calls her out to play; next day she performs badly in the test. Analyse the cause and</p>

CONTENT <i>Knowledge/ Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 4, students should be able to:</i>	SUGGESTED ACTIVITIES
	16. use the steps in decision making to practise making difficult decisions regarding health and other personal situations.	effect demonstrated by each situation. Discuss each presentation. 30. Allow students to role play decisions made by main characters in classics such as classics, e.g., <i>The Three Bears</i> , <i>Jack and The Beanstalk</i> . Have students suggest other familiar stories. 31. Allow students to construct stick/ paper puppets and dramatize some classic stories changing events and outcomes by having the main character select an alternative situation to the problem, e.g., 'Jack did not sell the cows for the beans', 'Snow White did not eat the apple'. 32. Allow students to display a variety of pictures which show people in situations, e.g., grocery shopping, trying new shoes, buying a house, etc. 33. Allow students to use pictures that depict decisions as either major or minor. 34. Allow students to illustrate that whether major or minor the steps remain the same. 35. Allow students to work in pairs or larger groups to construct a chart with depicts major or minor decisions. 36. Allow students to practise making difficult decisions about health, etc., through the use of major decision making. 37. Allow students to write stories/verses, sing songs about big decisions they have made.

<p>CONTENT <i>Knowledge/ Skills/Attitudes</i></p>	<p>SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 4, students should be able to:</i></p>	<p>SUGGESTED ACTIVITIES</p>
<p>▪ Values clarification</p>	<p>17. explain the meaning of values. 18. explore value systems of other societies. 19. compare the values of other societies with value systems in St. Lucia. 20. explain how religious beliefs and cultural mores influence value systems. 21. list some cultural practices/ values that are dangerous to health, e.g., alcohol drinking, smoking of cigarettes, fatty foods, etc. 22. list some values which are common to all societies, e.g., respect for self; respect for authority; respect and reverence for children; compassion to people in need, etc. 23. explain how the family and school help us to know the difference between right from wrong. 24. appreciate/understand that right and wrong are first learnt within the family unit. 25. identify good values learnt from home. 26. list the benefits of good moral values in a society. 27. identify ways in which they practice some of the values towards family, friends and others. 28. propose goals to improve on values such as self respect, responsibility hard work, kindness (not hurting others) compassion, tolerance.</p>	<p>38. Allow students to engage in developing the concept of values through short stories or real life situations. 39. Allow students to engage in discussion on family values or education , religion, drugs. 40. Group students and have each group carry out research on St. Lucian society, Caribbean and other societies. 41. Allow students to generate class discussion to find out the similarities and differences in values of different cultures. 42. Allow students to research value systems that stem from religion. 43. research cultural values in St. Lucia; generate class discussions on the rightness or wrongness of these values, e.g., use of alcohol, smoking etc. in the society. 44. Allow students to engage through role play in generating ideas to taking action to change using values; school campaign or effects of alcohol; present campaign to parents through dramatization. 45. Allow students to list values which are common to all societies, e.g., basic human rights; respect of self and others. 46. Allow students to role play a situation where they practice some of the common values learnt. Situations which include, trust, being on time, etc. 47. Allow students to write/draw a chart entitled, <i>My Class Values</i>.</p>

II. Health, Welfare And Lifestyle

Grade 4

Broad Objectives

The Health, Welfare And Lifestyle core area will enable students to:

1. evaluate the complexity of forces which influence personal health, principles and practices.
2. take responsibility for making decisions for attainment of health lifestyle and high level of wellness.

CONTENT <i>Knowledge/ Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 4, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> ▪ Disease prevention and lifestyle practices <ul style="list-style-type: none"> - Personal health ▪ Drugs 	<ol style="list-style-type: none"> 1. identify characteristics of illness and wellness. 2. identify behaviours that can promote emotional and physical wellness. 3. identify areas where health behaviours may need to change (emotional, physical). 4. list some strategies to improve and maintain personal health. 5. identify measures for reducing risks to disease within the home, school and community. 6. identify the roles of individuals, institutions and organisations in health promotion and disease prevention. 7. categorize the different forms of drugs/substance commonly used/misused/abused. 8. explain the effects of illegal drugs on the body. 9. suggest steps/ways by which they can be drug free. 	<ol style="list-style-type: none"> 1. With the use of pictures generate discussions to bring out wellness and illness. Allow students to engage in concept development of 'wellness' and 'illness'. 2. Allow students to engage in brainstorming feeling words associated with emotional wellness. 3. Allow students to engage in researching individuals, organizations and institutions and their responsibilities, e.g., The Ministry of Health, Human Services, Family Affairs and Gender Relations; Research the role of Doctors, Environmental Officers, Nutritionists, Nurses, the City Council, etc. 4. Students engage in researching the various illegal drugs, visit a drug rehab centre to get first hand information on methods of treatment. 5. Students interact and talk with a doctor who is involved in the treatment of addicts.

<p>CONTENT <i>Knowledge/ Skills/Attitudes</i></p>	<p>SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 4, students should be able to:</i></p>	<p>SUGGESTED ACTIVITIES</p>
<p>▪ Safety</p>	<ol style="list-style-type: none"> 10. suggest steps/ways by which their school can be made drug free. 11. demonstrate the ability to make informed choices/decisions regarding the use/abuse of drugs/substances. 12. identify that physical/social activities can provide healthy alternative to drug use. 13. plan for the creative use of leisure time. 14. identify situations where accidents/injuries are caused by human error. 15. suggest steps indicating how these accidents/injuries can be prevented; state a life threatening/ emergency situation that require professional assistance. 16. list simple measures for dealing with minor accidents at home, e.g., burns, scalds, minor injuries. 17. identify agencies responsible for various kinds of accidents e.g. motor vehicular accidents – fire service, police, hospital, etc; water accidents, such as drowning, lost at sea. 18. give reasons why emergency calls are free of cost. 19. explain the necessity of public telephones with regard to accidents and personal emergencies. 20. list desirable behaviours they would practise in various situations for protection from injury. 	<ol style="list-style-type: none"> 6. Allow students to view films/videos that show the effect of drugs on individuals. 7. Allow students to form or join Drug Free Clubs and other groups in their schools. 8. Allow students to role play drug refusal skills, sing songs, write verses about refusing drugs. 9. Allow students to brainstorm words that are associated with safety, e.g., responsibility, carelessness, accidents, risks, hazards, behaviour. 10. Allow students to engage in searching for hazards in the school and other environments; brainstorm safety measures to be taken around these hazards. 11. Allow students to engage in researching the various agencies with responsibility for various accidents and have them report their findings. 12. Allow students to engage in role playing/ dramatizing an emergency situation when they were home alone. 13. Allow students to engage in practising simple first aid skills with the help of health professionals. 14. Allow students to practise simple first aid skills. 15. Allow students to practise fire drills in school.

CONTENT <i>Knowledge/ Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 4, students should be able to:</i>	SUGGESTED ACTIVITIES
	21. demonstrate appropriate responses to emergency situations when alone or with others. 22. develop and implement a plan for reducing risks to accidents within the home/school and community.	

<p>CONTENT <i>Knowledge/ Skills/Attitudes</i></p>	<p>SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 4, students should be able to:</i></p>	<p>SUGGESTED ACTIVITIES</p>
<p>- Digestion Cont'd.</p> <p>▪ Physical fitness</p>	<p>properly; eating regular meals; eating foods that are well prepared.</p> <p>13. identify the characteristics of a good snack.</p> <p>14. identify factors that influence eating patterns and habits (availability, cost, financial power, peer influence, TV advertisements and other types of advertising , movies, celebrations, cultural influence accessibility, taste, family eating habits, etc.</p> <p>15. make personal goal statements to improve eating habits.</p> <p>16. develop a preference for the nutritious foods that are available.</p> <p>17. list the health conditions under which foods should be purchased and eaten.</p> <p>18. explain the importance of keeping the body fit.</p> <p>19. identify exercises/activities that keep the body fit.</p> <p>20. identify activities that strengthen heart and lung.</p> <p>21. identify poor living habits that contribute to heart disease (lack of exercise, over weight, poor eating habits, smoking, drinking of alcohol, etc.).</p> <p>22. explain the function of the respiratory system.</p> <p>23. list diseases associated with the respiratory system.</p> <p>24. state how lifestyles contribute to contracting some diseases of the respiratory system.</p> <p>25. explain the value of rest, relaxation leisure and exercise to good health.</p>	<p>produced and utilized during digestive by the body.</p> <p>9. Allow students to carry out an investigation into each others eating patterns using a questionnaire.</p> <p>10. Allow students to assess the truth in the chain of food advertisement and then prepare counter ads.</p> <p>11. Allow students to assess the nutritional value of foods prepared in St. Lucia for Jounen Kweyol, etc.</p> <p>12. Allow students to practise exercises that strength heart and lungs.</p> <p>13. Allow students to practise relaxation exercises.</p> <p>14. Allow students to engage in carrying out experiments showing the effect of smoking on the lungs.</p> <p>15. Allow students to listen to soothing relaxing music.</p> <p>16. Allow students to form a fitness club.</p>

CONTENT <i>Knowledge/ Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 4, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> ▪ Physical Fitness 	26. identify methods of relaxation (listening to music, reading, watching TV, etc.) 27. list the effects of environmental factors on the respiratory system, e.g., gases – carbon monoxide; germs; pollutants – inhalants, some cause asthma; humidity; altitude; temperature; stress – anxiety, fear.	

IV. Sexuality And Sexual Health

Grade 4

Broad Objectives

The Sexuality And Sexual Health core area will enable students to:

1. adopt lifestyles which promote sexual health and sexual well-being.
2. develop individual responsibility for their sexual health.
3. understand the importance of privacy.

CONTENT <i>Knowledge/Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 4, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> ▪ Body systems ▪ Sexual and sexual safety <ul style="list-style-type: none"> - Assertiveness skills 	<ol style="list-style-type: none"> 1. list the parts of the different body systems, e.g., mouth, stomach, intestines - digestive system; genitals - ovaries, etc. reproductive system; heart – veins, etc. circulatory system; lungs – respiratory system etc. 2. list the basic functions of each system. 3. list ways in which their bodies are unique and special. 4. reinforce safe touch boundaries. 5. identify signs of sexual advances – inappropriate touches, intrusive comments about their bodies; secretive offers of gifts, money, food, snacks, meals, outings suggestions to meet in isolated places; suggestions to keep interactions as a secret; decide on appropriate ways in which to relate to different people. 6. anticipate the likely consequences of certain interactions. 7. practise refusal skills/diversion tactics, e.g., scream to draw attention; run away, call for help 	<ol style="list-style-type: none"> 1. Allow students to use life size structure to identify parts of the various systems of the body. 2. Allow students to point to safe touch boundaries through the use of dolls. 3. Allow students to respond appropriately to sexual advances through the use of role play, story telling. 4. Allow students to role play refusal/ diversion tactics karate/judo expert to demonstrate defensive techniques to students with a view to encouraging them to join a group in order to learn and master techniques.

<p>CONTENT <i>Knowledge/Skills/Attitudes</i></p>	<p>SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 4, students should be able to:</i></p>	<p>SUGGESTED ACTIVITIES</p>
<p>- sexuality</p>	<p>use defensive techniques, e.g., karate, judo and other self defensive techniques (both girls and boys).</p> <p>8. explain the meaning of sexuality, e.g., uniqueness of male and female; everything about it, how we feel about own selves; how we laugh; the friendships we choose to form on general appearance; the way we dress; self confidence, talents, abilities, etc. (everything about us).</p> <p>9. express feelings associated with being male or female.</p> <p>10. speak and approach people confidently.</p> <p>11. display talents and abilities.</p> <p>12. respect other people's individuality by being courteous, tolerant to differences (ethnic socio economic, and physical challenges. etc.</p>	<p>5. Allow students to engage in concept development of 'sexuality'.</p> <p>6. Allow students to participate in discussions that focus on recognizing that roles are not restricted by gender and the interchange of roles and responsibilities over time.</p> <p>7. Allow students to write verses, poems about their sexuality, keep and share records over a two week period of how they have practised roles that are culturally gender specific.</p>
<p>- Roles and responsibilities</p>	<p>13. explain the biological differences between male and female.</p> <p>14. identify male and female roles defined by culture.</p> <p>15. appreciate the talents, abilities, achievements of individuals regardless of sex.</p> <p>16. examine their own roles and responsibilities at home with a view to initiate change where necessary (e.g., chores have to be done by both male and female).</p>	<p>8. Allow students to use pictures that show external changes, view films that talk about the changes.</p> <p>9. Allow students to write on the topic, <i>How I feel about being a boy/girl.</i></p> <p>10. Allow students to monitor and record changes in their bodies.</p> <p>11. Allow students to practise inter-changing roles that have been gender specific.</p>

<p>CONTENT <i>Knowledge/Skills/Attitudes</i></p>	<p>SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 4, students should be able to:</i></p>	<p>SUGGESTED ACTIVITIES</p>
<p>▪ Growth and development</p> <ul style="list-style-type: none"> - Pubertal changes in male and female - Physical changes 	<p>17. identify changes that take place in male and female during puberty (external and internal), e.g., growth in height and weight; breast-chest changes; body hair (pubic and auxiliary hair) changes in shape; onset of menstruation.</p> <p>18. express feelings associated with body changes.</p> <p>19. list some proper body hygiene practices, e.g., bathing properly; using anti perspirant; change of under garments daily; wearing clean clothes, etc.</p>	

V. Managing The Environment

Grade 4

Broad Objectives

The Managing The Environment core area will enable students to:

1. relate to the environment in ways which will promote protection from and protection of the environment.
2. understand that a healthy environment is an individual and community concern and responsibility.

CONTENT <i>Knowledge/Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 4, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> ▪ Environmental awareness - Environmental safety 	<ol style="list-style-type: none"> 1. explain the importance of the basic elements essential for life, e.g., living elements - plants and animals; non-living elements - air, water, soil, temperature, sunlight. 2. identify ways in which environmental damage affects health, e.g., improper garbage disposal, deforestation, use of chemicals, air, water, noise, pollution, etc. 3. list the health consequences of not protecting the environment, e.g., lack of water supply, soil erosion, deletion of ozone layer, diseases, contamination of water supply. 4. list ways in which we can protect the environment. 5. list ways of utilizing the environment without degrading it. 6. assess their home and school environment for health and safety hazards. 7. state how health hazards can be reduced, prevented and avoided. 	<ol style="list-style-type: none"> 1. Allow students to carry out an experiment that will help them to discover the basic elements essential for life, e.g., air, enclose a plant and an insect in an air tight container. 2. Allow students to practise holding their breath for a few minutes; talk about experiences. 3. Allow students to water the plants (this can be done in small groups). 4. Allow students to observe ventilation in the home, school. 5. Allow students to engage in discussions about the experiments. 6. Allow students to make generalizations about the experiments. 7. Allow students to go on field trip to observe environmentally damage areas. Generate discussions for the effect of these behaviours on health and let them suggest ways of solving those problems. 8. Allow students to make a plan about how they will address one

<p>CONTENT <i>Knowledge/Skills/Attitudes</i></p>	<p>SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 4, students should be able to:</i></p>	<p>SUGGESTED ACTIVITIES</p>
	<ul style="list-style-type: none"> 8. list the elements of an aesthetically clean environment 9. identify the emotional and physical benefits of living/working in an aesthetically clean environment. 10. identify ways in which students can help to establish and maintain an aesthetically clean environment. 11. list the various agencies involved in environmental activities. 12. describe the nature of the work of agencies involved in environmental activities. 	<ul style="list-style-type: none"> environmental project; write and sing songs about the environment. 9. Allow students to debate the lack of environmental consciousness among many communities. 10. Allow students to role play how they will talk to communities about caring for the environment using communication skills. 11. Allow students to form an environmental club and create rules and guidelines for group. choose logo, etc.; they discuss projects to be undertaken during school year. 12. Establish and maintain an aesthetically pleasing school environment. 13. Allow students to carry out a hazard hunt in school yard, classroom, home, community. Let them display a table about the hazards found, and seen and the things they can do to reduce, prevent or avoid hazards. 14. Allow students to research the work of environmental health workers through interviews with these workers. Results of interviews may e entered in their portfolios.