

# I. Social, Emotional And Spiritual Well Being

## Grade 6

### 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.

<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 6, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
<ul style="list-style-type: none"> <li>▪ <b>Self awareness</b></li> </ul>	<ol style="list-style-type: none"> <li>1. list personal characteristics.</li> <li>2. demonstrate awareness of self by identifying personal characteristic.</li> <li>3. list ways to improve personal characteristics.</li> <li>4. assess improvements on personal characteristics made over the past year.</li> <li>5. use decision making skills to manage personal weaknesses.</li> <li>6. express feelings associated with personal changes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Allow students to trace a body outline and mark the major body organs. Let them write personal characteristics or attributes about themselves on outline, e.g., brain – things to think about; heart – things I like, people I love; stomach – my favourite foods; hands – things I can do for myself; feet – places I love to visit.</li> <li>2. Allow students to make a list of words which describe a person who feels good about himself/herself; make a poster, placing a picture of self in the centre; write up descriptive words with coloured marker around the picture (students may use their previous list of characteristics that are unique to themselves).</li> <li>3. Allow students to design a logo including one or more skills that they have developed from the last class; they may use their own method of decorating their work; such work can be in the form of a booklet, mural or poster.</li> </ol>

<p><b>CONTENT</b>  <i>Knowledge/ Skills/Attitudes</i></p>	<p><b>SPECIFIC LEARNER OUTCOMES</b>  <i>By the end of Grade 6, students should be able to:</i></p>	<p><b>SUGGESTED ACTIVITIES</b></p>
<p>▪ <b>Interpersonal relationships</b></p> <ul style="list-style-type: none"> <li>- Situations that may go against family expectations, risk-taking behaviours</li> <li>- Consequences with family, friends and the law, society</li> </ul>	<ol style="list-style-type: none"> <li>7. recognise that families influence their relationships.</li> <li>8. identify ways in which families may influence relationships (positive/negative influences)</li> <li>9. list perceived family expectations.</li> <li>10. list behaviours that go against personal family expectation, drug and gang involvement other risk-taking behaviours.</li> <li>11. express feelings and opinions about values/expectations.</li> <li>12. identify the consequences of going against family values/expectations.</li> <li>13. identify persons that may influence them to go against family values and expectations (peers, teachers, adults, friends, relatives).</li> <li>14. identify other forms of influences that may cause family conflicts (print and electronic media, music, advertising, movies).</li> <li>15. use decision making skills to respond to positive influences.</li> </ol>	<ol style="list-style-type: none"> <li>4. Allow students to develop together a checklist that encourages/motivates them to improve on their personal skills/abilities. Such a list can be checked at the end of each week/month/term to ascertain success/improvement. Students may liase with a previously chosen mentor who will give encouragement.</li> <li>5. Conduct class discussion to get an idea of family influence on family relationship.</li> <li>6. Use case study which depicts a child whose parents disapproves of his/her friends.</li> <li>7. Generate discussions on the cause and effect of child's behaviour.</li> <li>8. Allow students to list positive and negative factors regarding ways families may influence their relationships with friends. Allow students to place <b>P</b> next to the positive influences and <b>N</b> next to the negative influences and rate them.</li> <li>9. Allow students to list 10 family expectations; rate these expectations in numerical order based on importance; underline those expectations that they approve of; circle those they disapprove of.</li> <li>10. Allow students to role play situations when students go contrary to family expectations. Generate class discussions.</li> <li>11. Allow students to role play situations when friends and other influence students to go</li> </ol>



<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 6, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
<p><b>Interpersonal relationships</b>                      Cont'd</p> <p>▪ <b>Conflict resolution</b></p>	<p>16. differentiate between passive, aggressive and assertive behaviours.</p> <p>17. identify how aggressive behaviour leads to conflict.</p> <p>18. relate situations where aggressive behaviours have been displayed.</p> <p>19. use conflict management skills to resolve conflict.</p> <p>20. use situations to practise assertive skills (verbal and non verbal).</p> <p>21. list the benefits of assertive behaviours.</p>	<p>against family values and expectations. Generate discussions on decision made by the students, possible consequences of decisions, alternative situations.</p> <p>12. Allow students to list some form of influences which may cause conflict within one's family, e.g., encouraging one to smoke, drink, stay out late, etc.</p> <p>13. Generate discussions on role of the media in influencing students to go against parental expectations. Focus on the influences, classify them as either positive or negative. Explore the consequences of those influences, what are some decisions one can make with regards to media influences.</p> <p>14. Select four volunteers and distribute a scene setter card to one student and cue card to each of the other three students. The student with scene setter card studies the card and role plays the situation on each for the other 3 volunteers. The volunteers respond as instructed by their cue cards. Discuss each situation as presented, identify the behaviours linking them in one of the categories (aggressive, assertive or passive).</p> <p>15. Facilitate a discussion of typical problems encountered in interpersonal relationships, list them on the board.</p> <p>16. Divide students into groups of three and provide each group</p>



<p><b>CONTENT</b>  <i>Knowledge/ Skills/Attitudes</i></p>	<p><b>SPECIFIC LEARNER OUTCOMES</b>  <i>By the end of Grade 6, students should be able to:</i></p>	<p><b>SUGGESTED ACTIVITIES</b></p>
<p>▪ <b>Spiritual development</b></p>	<p>26. explain the need to develop their own spirituality by belonging to a religious group.                      27. research how various groups express their spirituality.                      28. explain how they practise spirituality.                      29. identify the needs of disadvantaged groups/persons in the community, e.g., poor, handicapped, physically and mentally challenged ails; cancer, diabetes sufferers.                      30. express feelings associated with being treated unjustly/unfairly                      31. set goals to develop their social/emotional/spiritual well-being.</p>	<p>meditation, massage, sport; harmful to relationship with others; harmless to relationship with others; appropriate for me.                      21. Allow students to list fun activities that can help release stress, e.g., get a hobby, take part in sports, paint, play musical instrument, dance, etc.                      22. Allow students to analyze the activities, examine the advantages/disadvantages. Make decisions concerning activities.                      23. Allow students to list some advantages of belonging to a religious group.                      24. Allow students to research on how the needs of those persons are being met; class to demonstrate support for a particular group.                      25. Allow students to name the different religions and list activities they perform. Have students tabulate result and identify the similarities and differences in the activities they perform, e.g., pray and worship would be similar.                      26. Discuss the importance of prayer. Help develop student prayer habits by allowing pupils to conduct the class assembly.</p>



## II. Health, Welfare And Lifestyle

Grade 6

### 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 healthy lifestyle and high level of wellness.

<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 6, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
<ul style="list-style-type: none"> <li>▪ <b>Disease prevention and lifestyle practices</b></li> <li>- Personal health</li> </ul>	<ol style="list-style-type: none"> <li>1. identify the role of individuals and groups in the solution of health problems, e.g., home owner in the prevention of dengue fever, garbage disposal, community improvement committees.</li> <li>2. list common family practices and the effects on health and wellness, e.g., eating practices; poor family relationships contributing to stress home remedies; high sugar and salt; improper diets, etc.</li> <li>3. accept that the causal factors of diseases and disorders and the extent to which they can be prevented/treated/controlled through individual health behaviours.</li> <li>4. list the importance of using safe products, appropriate services and scientifically valid information to promote and maintain their health.</li> </ol>	<ol style="list-style-type: none"> <li>1. Allow students to engage in researching the presence of dengue fever in St. Lucia.</li> <li>2. Allow students to observe unhealthy practices at home and community that contribute to the prevalence of dengue fever.</li> <li>3. Allow students to research other diseases carried by mosquitoes.</li> <li>4. Allow students to discuss family and community measures that would help to combat unhealthy practices.</li> <li>5. Allow students to initiate and participate in a community project with the help of parents.</li> <li>6. Individual students write verses, poems, songs about (a) food preferences in their family (b) family relationships.</li> <li>7. Allow students to engage in group work to (a) research diseases that are caused as a result of stress (b) differentiate between healthy and unhealthy food practices within their families. Students bring into classroom samples of various plants used as home remedies.</li> </ol>

<p><b>CONTENT</b>  <i>Knowledge/ Skills/Attitudes</i></p>	<p><b>SPECIFIC LEARNER OUTCOMES</b>  <i>By the end of Grade 6, students should be able to:</i></p>	<p><b>SUGGESTED ACTIVITIES</b></p>
<p>▪ <b>Drugs</b></p>	<ol style="list-style-type: none"> <li>5. identify factors that predispose individuals to drug use/misuse and abuse, e.g., family history of addiction/use alcoholism.</li> <li>6. list regulatory laws controlling prescriptive and illegal drugs and the reasons for legal controls.</li> <li>7. predict personal consequences of using alcohol, illegal drugs and other substances.</li> <li>8. define chemical dependency.</li> <li>9. list the effects of chemical dependency on the family, community, nation.</li> <li>10. list the names of persons/ agencies institutions who/which provide assistance to persons who abuse drugs or alcohol.</li> <li>11. identify behaviours which would assist them in making appropriate choices about drugs.</li> <li>12. develop a personal plan to prevent the use of drugs.</li> <li>13. give reasons why persons engage in the use of illegal drugs and socially acceptable harmful drugs, e.g., coffee, cigarettes, alcohol.</li> <li>14. list ways by which they will protect themselves from drugs.</li> <li>15. collaborate with agencies which assist persons to combat/prevent drug use, e.g., Alcoholics Anonymous, Alanon Alateen, etc.</li> </ol>	<p>Use a health professional to talk to students about precautions in the use of various home remedies.</p> <ol style="list-style-type: none"> <li>8. Allow students to engage in the concept development of addiction in researching students to family history in relation to alcohol, cigarette smoking, illegal drugs, etc.</li> <li>9. Allow students to discuss the relationship between family history of addiction and their personal use of drugs.</li> <li>10. Allow students to research laws pertaining to illegal drugs.</li> <li>11. Allow students to select and sing songs which caution against the use of illegal drugs.</li> <li>12. Allow students to dramatize the effect of drugs on a family.</li> <li>13. Allow students to write songs, poems, choreograph dances about the harmful effects of drugs.</li> </ol>



<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 6, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
<ul style="list-style-type: none"> <li>▪ <b>Safety</b></li> </ul>	<ol style="list-style-type: none"> <li>16. explain some life saving techniques (mouth to mouth recitation; choking, etc.).</li> <li>17. suggest alternative measures to the use of violence to solve disputes.</li> <li>18. predict the personal risks associated with violent acts.</li> <li>19. list the impact of violence on young people and their families.</li> <li>20. examine the relationship between drug involvement, gangs and violence.</li> <li>21. identify risks associated with being part of a gang.</li> <li>22. use mediation skills or conflict resolution skills to solve disputes.</li> <li>23. express feelings associated with the death of young people as a result of violence.</li> <li>24. propose goals to avoid their involvement in gangs and violence.</li> </ol>	<ol style="list-style-type: none"> <li>14. Allow students to practise techniques with the help of a health professional.</li> <li>15. Using conflict resolution skills, allow students to engage in role play to solve problems that may lead to violence.</li> <li>16. Allow students to dramatize resolution of a conflict within the family and among friends.</li> <li>17. Allow students to choreograph and perform dances depicting and resolving conflicts among friends.</li> </ol>



### III. Appropriate Eating And Fitness

Grade 6

#### Overall Objectives

*The Appropriate Eating and Fitness core area will enable students to:*

1. understand the importance of food and fitness to good health.
2. practise fitness skills that promote good health.
3. adopt positive attitudes towards eating and fitness.

<b>CONTENT</b> <i>Knowledge/Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 6, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
<ul style="list-style-type: none"> <li>▪ <b>Food and nutrition</b></li> </ul>	<ol style="list-style-type: none"> <li>1. name deficiency diseases caused by lack of nutrients.</li> <li>2. list foods that prevent deficiency diseases.</li> <li>3. list eating disorders caused by poor eating habits, e.g., bulimia, anorexia, neurosis.</li> <li>4. name a variety of foods which contain the nutrients.</li> <li>5. list the factors that influence individual diets.</li>   <li>6. select some foods and investigate how they can be preserved.</li> <li>7. use research skills to find out the functions of food additives.</li> <li>8. formulate arguments for/against processed foods.</li> <li>9. give reasons why food should be conserved.</li> </ol>	<ol style="list-style-type: none"> <li>1. Allow students to research diseases caused by lack of nutrients and the foods needed to prevent such deficiencies.</li> <li>2. Allow students to collect pictures of persons suffering from various eating disorders.</li> <li>3. Allow students to plan a nutritious meal.</li> <li>4. Allow students to research the various types of eating disorders.</li> <li>5. Allow students to engage in discussions focusing on what influences their diets.</li> <li>6. Allow students to compare their diets to that of other cultures.</li> <li>7. Allow students to write on the topic, <i>How I will influence my Parents to prepare more nutritious meals.</i></li>   <li>8. Allow students to collect empty food containers and boxes to observe the presence of additives and preservatives in those foods.</li> <li>9. Allow students to research the advantages and disadvantages of additives and preservatives.</li> </ol>

<p><b>CONTENT</b>  <i>Knowledge/Skills/Attitudes</i></p>	<p><b>SPECIFIC LEARNER OUTCOMES</b>  <i>By the end of Grade 6, students should be able to:</i></p>	<p><b>SUGGESTED ACTIVITIES</b></p>
<p>▪ <b>Physical fitness</b></p>	<p>10. accept that food should be conserved and not wasted.                      11. state the hygienic conditions under which food should be handled.                      12. appreciate the need to be a discriminating consumer.                      13. manage time to allow for work as well as leisure, relaxation and sleep.                      14. identify exercises that improve health of heart and lungs.                      15. appreciate the importance of leisure and rest.                      16. respect the physical strength and weaknesses of themselves and others.                      17. accept that daily exercises are essential for healthy living.</p>	<p>10. Allow students to practise exercises which improve muscle strength.                      11. Allow students to engage in games, such as basket ball, cricket, tennis, etc. and have them investigate the rules of these games.                      12. Allow students to seek help from a group or organization that will help establish a court, or buy gears for them.                      13. Allow students to plan and prepare a nutritious dinner.</p>



## IV. Sexuality And Sexual Health

## Grade 6

### Overall 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.

<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 6, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
<ul style="list-style-type: none"> <li>▪ <b>Body systems</b> <ul style="list-style-type: none"> <li>- Reproductive system</li> </ul> </li>   <li>▪ <b>Sexual safety</b> <ul style="list-style-type: none"> <li>- Assertiveness skills</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. explain fertilization.</li> <li>2. explain the process of the menstrual cycle.</li> <li>3. identify reasons for extreme care of personal hygiene (counteract odours during puberty caused by increase hormonal changes, strong perspiration in boys/girls, care during menstruation).</li> <li>4. reinforce safe touch boundaries (boys and girls) buttocks, genitals, chest, etc.).</li> <li>5. recognise behaviours that lead to sexual involvement (kissing, fondling, suggestive body language).</li> <li>6. investigate laws related to the age of consent.</li> <li>7. explain the meaning of abuse.</li> <li>8. give reasons for the establishment of laws on sexual abuse.</li> <li>9. identify persons/institutions who can offer assistance in the cases of sexual assault (teacher, parent, social services, police, family court, church, crisis centre, someone you can trust).</li> </ol>	<ol style="list-style-type: none"> <li>1. Allow students to view a film showing the fertilization process.</li> <li>2. With the help of a nurse or other health professional, allow the girls to use the calendar to help check their menstrual cycle.</li> <li>3. Allow students to role play appropriate responses to unsafe touches.</li> <li>4. Allow students to research and report on laws pertaining to the age of consent.</li> <li>5. Allow students to engage in developing the concept of sexual abuse.</li> <li>6. Allow students to research on the help offered by various institutions as it pertains to sexual abuse.</li> <li>7. Allow students to role play refusal skills for sexual abuse.</li> <li>8. Allow students to engage in the concept development of various sexual terminologies.</li> </ol>

<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 6, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
Assertiveness skills cont'd	<ol style="list-style-type: none"> <li>10. express feelings associated with abuse.</li> <li>11. offer support to those who have been abused (encouraging them to report, providing companionship, expressing feelings of regret).</li> <li>12. practise refusal skills, e.g., run away, lock door at nights, self defence.</li> <li>13. use appropriate terminology related to sexual abuse (rape, incest, sexual assault).</li> <li>14. identify some of the possible consequences of early sexual involvement (psychological, emotional guilt, shame, aggression, early pregnancy, promiscuity, etc.).</li> <li>15. differentiate between sex as an expression of 'love' and body abuse.</li> <li>16. list some precautions for protecting themselves from sexual abuse/assault.</li> <li>17. explain the appropriate context for participating in sexual activity (physical – emotional - maturity, committed relationship in marriage).</li> <li>18. identify ways of controlling sexual feelings (sports, physical activities, hobbies extra-curricular activities).</li> <li>19. list ways of contracting sexually transmitted diseases (STD's).</li> <li>20. list some sexually transmitted diseases.</li> <li>21. differentiate between STDs and other kinds of genital infections.</li> <li>22. list measures to avoid genital infections/STDs, e.g., abstinence.</li> </ol>	<ol style="list-style-type: none"> <li>9. Allow students to generate reasons for abstaining from sex.</li> <li>10. Allow students to view commercials and construct commercials to contradict messages from the media.</li> </ol>



<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 6, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
<p>Assertiveness Skills cont'd</p> <p>▪ <b>Growth and development</b></p> <ul style="list-style-type: none"> <li>- Primary sex characteristics</li> <li>- Secondary sex characteristics in male/female</li> </ul>	<ul style="list-style-type: none"> <li>23. explain the consequences of becoming infected.</li> <li>24. identify signs and symptoms of STDs.</li> <li>25. identify signs of genital infections which are not STDs.</li> <li>26. give reasons for practising abstinence.</li> <li>27. explain measures to be taken if infected with an STD, e.g., seek medical attention in the case of infection.</li> <li>28. report signs of infection to someone they can trust.</li> <li>29. decide on a personal code of sexual behaviour.</li> <li>30. express their opinions on sexual messages, images and stereotypes in the media by making inferences about the messages conveyed; identifying the main points in the messages; predicting how people will respond to the messages.</li> <li>31. list appropriate responses to the messages.</li> <li>32. list physical/emotional changes during puberty in detail.</li> <li>33. compare the development rate of boys and girls.</li> </ul>	

## V. Managing The Environment

Grade 6

### Overall Objectives

*The Managing the Environment core area will enable students to:*

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

<b>CONTENT</b> Knowledge/Skills/Attitudes	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 6, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
<ul style="list-style-type: none"> <li>▪ <b>Environmental awareness</b></li> <li>- Environmental safety</li> </ul>	<ol style="list-style-type: none"> <li>1. state how pests and insect vectors affect health.</li> <li>2. identify various sites in your communities/St. Lucia that encourage insect vectors.</li>   <li>3. describe problems that arise in communities as a result of poor environmental management.</li> <li>4. develop and implement a plan of action to improve an environmental problem affecting the health of your school or community.</li> <li>5. identify environmental problems in your community that require the help and support of outside agencies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Allow students to engage in researching diseases carried by pests and insect vectors (e.g., malaria, dengue, leptosperosis) the prevalence of these diseases in St. Lucia, and to give a graphical representation of the number of persons who have been affected by these diseases by age and community; let them research measures taken by Health Authorities to combat these diseases; role play a visit to the doctor by someone suffering from dengue, leptosperosis, malaria, etc.</li>   <li>2. Allow students to engage in field trip to examine various sites within their communities; engage students in problem solving to find corrective measures to address the problem by                         <ol style="list-style-type: none"> <li>(a) clearly defining the problem, examining possible solutions, looking at the likely consequences of the suggested solutions, choosing the best possible solution.</li> </ol> </li> </ol>



CONTENT Knowledge/Skills/Attitudes	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 6, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> <li>▪ <b>Disease Prevention</b></li> </ul>	<ol style="list-style-type: none"> <li>6. list ways in which families/communities/country can cut down on solid waste.</li>   <li>7. name the various agencies (national, regional, international) involved in the management of the environment, e.g., St. Lucia – St. Lucia Solid Waste Management Authority (SLSWMA), Naturalist Society, National Trust; Caribbean – Natural Resources Management Unit (NRMU) of the O.E.C.S., Caribbean Environmental Health Institute, (CEHI), etc. International – Organization of American States (OAS), RARE Centre For Tropical Conservation, UNESCO, etc.</li> </ol>	<ol style="list-style-type: none"> <li>(b) looking at resources (human and natural) that are needed to solve the problem, assigning duties and responsibilities to individuals or groups to implement solution, reviewing the plan of action after implementation (to be done as a class project).</li>   <li>3. Allow groups of students to engage in researching the work and function of the various agencies; groups report findings in the form of role play, e.g., the name of our organization is the St. Lucia Solid Waste Management Authority; Our office is located at San Soucis; We manage and control waste in order to reduce public health risks and protect the environment; It is very important that all our garbage is collected, treated and disposed of properly, etc.</li>   <li>4. Allow students to engage in field trip of a landfill site in St. Lucia and draw the layout of the site; let students engage in discussions on the types of activities taking place in landfills.</li> </ol>

CONTENT Knowledge/Skills/Attitudes	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 6, students should be able to:</i>	SUGGESTED ACTIVITIES
<p><b>Disease Prevention cont'd</b></p>	<p>8. list environmentally friendly ways of dealing with waste.</p> <p>9. list the advantages and disadvantages of the use of technology and its impact on environmental health.</p> <p>10. name some careers associated with environmental health management.</p> <p>11. identify ways to prevent the spread of diseases, e.g., purification of water supply, avoiding food contamination, avoiding direct contact with persons who suffer from certain diseases, proper health regulations within communities, adherence to immunization rules, breathing clean air, etc., proper hygiene practices.</p> <p>12. list ways to prevent the spread of communicable diseases.</p> <p>13. name some diseases that are spread by drinking impure water.</p>	<p>5. Allow students to research various professions associated with environmental health management, e.g., Health Inspector, Entomologist, Environmentalist; let students report findings to the class in the form of role play, e.g., I am an entomologist, I study and research all there is to know about insects, etc.</p> <p>6. Allow students to role play various disease prevention practices to differentiate between the spread of communicable diseases and non-communicable diseases.</p> <p>7. Allow students to go on field trip to water purification plant, observe water purification. Students engage in discussions involving various methods of purifying water at home, e.g., boiling, filtering, application of small amounts of chlorine to water.</p>



<p><b>CONTENT</b>                      Knowledge/Skills/Attitudes</p>	<p><b>SPECIFIC LEARNER OUTCOMES</b>  <i>By the end of Grade 6, students should be able to:</i></p>	<p><b>SUGGESTED ACTIVITIES</b></p>
<p><b>Disease Prevention cont'd</b></p>	<p>14. name some common chronic diseases, e.g., cancer, diabetes, cardiovascular diseases, alzheimas disease, etc.</p> <p>15. list some lifestyle practices that prevent or delay the onset of diseases, such as diabetes, cardiovascular diseases, cancer, e.g., regular exercise, proper diets avoidance of stress, etc.</p> <p>16. predict the effects of poor prevention practices on a family, community and country.</p>	<p>8. Allow students to research the presence of common chronic diseases in their family tree.</p> <p>9. Allow students to engage in discussions about life style practices that contribute to the development of these diseases, e.g., high salt in diet, lack of exercise, inability to manage stress, poor diets, etc., all contribute to high blood pressure and heart disease.</p> <p>10. Allow students to role play a conversation between two children on how one child suffering from diabetes manage and cope with the disease on a day to day basis.</p> <p>11. Allow students to research the symptoms and manifestations of these diseases.</p> <p>12. Allow students to participate in class talks and ask questions of individuals who suffer from these diseases.</p> <p>13. Allow students to engage in discussions focusing on the economic and health costs to family and country.</p>