



<p><b>CONTENT</b>  <i>Knowledge/ Skills/Attitudes</i></p>	<p><b>SPECIFIC LEARNER OUTCOMES</b>  <i>By the end of Grade 5, students should be able to:</i></p>	<p><b>SUGGESTED ACTIVITIES</b></p>
<p>- Conflict resolution</p>	<p>5. identify the characteristics of good relationships, e.g., mutual respect.</p> <p>6. appreciate that relationships require mutual respect (peer/peer) teacher/student, parent/child, etc.).</p> <p>7. identify the rights, privileges and responsibilities of individuals within their families.</p> <p>8. express feelings and opinions on how rights privileges and responsibilities are shared within the families.</p> <p>9. identify the qualities of a good friend, e.g., trust; worthiness; honesty; supportive, etc.</p> <p>10. list qualities that promote and maintain good friendship, e.g., respect, reciprocity, encouraging and uplifting.</p> <p>11. express feelings experienced in failed relationships. (divorce/separation of family members, friends).</p> <p>12. trace the events which led to the conflict in the relationships.</p>	<p>6. Allow students to generate discussions on changes in roles as people age, such as children will have more responsibilities; older relations may retire from work; parents may work part-time or a new job may involve travelling, thus be absent when needed; grand parents may be sick and may be sent to a nursing home or move in the family; older children may become parents.</p> <p>7. Allow students to list and discuss ways to promote and maintain friendship.</p> <p>8. Allow students to listen to situations which focus on physical and emotional hurt. Let them identify which type of hurt it is and write up the feelings it evokes, e.g., you trip and knock your knee (painful – physical); your pet dies (sad – emotional).</p> <p>9. Allow students to think of ways and list them to answer the question: What can I do to make myself feel better, e.g., talk about the feeling with someone else, get involved in another activity.</p>

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<p>- Conflict resolution cont'd</p>		<p>10. Allow students to draw a picture, write a poem/story, participate in a sport.</p> <p>11. Allow students to brainstorm some feeling words. List these words on the board. Distribute to each student one small paper bag in which there are five strips of paper and crayons. Students are to think about a time when they might have had certain feelings on a strip of paper and place it in bag. Then students will think of feelings they share readily with others. These will be written on the outside of their bags. Invite students to share examples of both kinds of feelings. Some students who seem reluctant to share their hidden feelings to the class can be invited by teacher to write about their feelings or discuss them with the teacher.</p> <p>12. Allow students to complete a checklist on Boredom, sad and lonely. Play the game <i>Road to Happiness and Bored</i>. In plenary session, have students discuss the times they feel sad, lonely, discouraged or depressed; let them volunteer who they call for help and what they did to conquer that obstacle.</p> <p>13. Allow students to make a list of families and friends who they have a close relationship with. Relate to group what characteristics that attracted these persons to them. Have students list the characteristics.</p>

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<p>- Conflict resolution cont'd</p>	<p>13. identify ways in which the conflict could have been resolved</p> <p>14. use mediation/conflict resolution skills to resolve these conflicts</p>	<p>Students will discuss and write about times that students needs their families/friends. e.g., I need my family/friend when ...</p> <p>14. Allow students to explain rights, responsibilities and privileges through guided discussion. They can identify (through research) some of the rights and responsibilities within the UN Rights of the Child charter. Enact scenarios to show that one should not impinge on the rights of others. Discuss the consequences of such infringements.</p> <p>15. Allow students to establish a definition for the word friends. List the qualities that you would expect from an imaginary friend. You are a good friend. Check the qualities that you possess or have listed about a good friend. Make a checklist to find out whether you can be considered as a good friend. Students who are friends can pair. Let friends tell what characteristics about the other they like.</p> <p>16. Have 'conflict situation cards' that can be categorized as feelings that make you fearful. Ask for volunteers to read and possibly enact the situation. As they read, allow students to identify the situation and make suggestions as to how to resolve these conflicts.</p> <p>17. Allow students to fold a sheet of paper in half, length-wise; label on one side 'action' and the</p>

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<p>- Values clarification</p>	<p>15. list some values which guide some of your actions, e.g., choosing a friend.</p> <p>16. research individuals whose values, beliefs, religious practices, feelings, culture are different from ours mores of people in other countries.</p> <p>17. list some steps you would take to be able to live in harmony with these people.</p> <p>18. identify situations in which they demonstrated the following values: forgiveness, justice, loyalty, co-operativeness, capacity for hard work (perseverance).</p> <p>19. set goals that would help improve personal values.</p>	<p>other side 'conflict'. As teacher reads a number of scenarios, the students will analyze each scenario according to labels. A discussion will ensue that will bring out possible suggestions to resolve those conflicts.</p> <p>18. Allow students to make a list of characteristics they admire in each other. Permit friends to place their lists in the same container. Appoint a leader to analyze and categorize contents of container to decipher whether the characteristics match common values.</p> <p>19. Allow students to take part in a sociogram. Analyze the outcomes in relation to cliques and isolated students and the underlying values that bind the cliques and let isolates alone</p> <p>20. Allow students to carry out an investigation on customs of certain groups in homelands; compare their customs.</p>

## II. Health, Welfare And Lifestyle

Grade 5

### 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.

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<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 factors that contribute to fitness and wellness, e.g., stress management, physical activity, diet, prevention of accidents and injury, professional preventive practices, rest, sleep, recreation, annual visits to dentist, eye examinations.</li> <li>2. list some positive and negative health practices or behaviours and their short and long-term effects on the individual.</li> <li>3. state differences between communicable and non communicable diseases.</li> </ol>	<ol style="list-style-type: none"> <li>1. Allow students to build a collage of the various components of fitness and wellness.</li> <li>2. Allow students to engage in the concept development of unfamiliar components, e.g., 'stress'.</li> <li>3. Allow students to record their involvement in physical activity over a period of time (2 weeks).</li> <li>4. Allow students to engage in discussions focussing on the various professional and preventive practices; whole class to participate in an activity that reduces stress; group work to brainstorm activities for managing stress.</li> <li>5. Allow students to engage in researching the presence of non-communicable chronic diseases in their family tree, e.g., diabetes, heart disease, high blood pressure, arthritis, alcoholism.</li> </ol>

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<p>▪ <b>Drugs</b></p>	<p>4. List the effects of non communicable, chronic diseases on the family and society, e.g., diseases have no cure, financial burden of treatment, most of them last a lifetime, lead to serious complications.</p> <p>5. list measures that they can take to stop themselves from developing these diseases.</p> <p>6. state the customs and rules of family, school, home and community pertaining to the use of alcohol and other drugs.</p> <p>7. explain how customs and rules of family school/home/ community affect the individual's ability to make choices regarding the use of alcohol drugs and other substances.</p>	<p>6. Allow students to engage in researching commercials in the media supporting certain cultural practices, e.g., alcohol drinking, smoking to include t.v., news-papers, magazines and to critically the claims made in the advertisements by looking at the text (songs, words, etc.) that go with the advertisements. Allow students to categorize advertisements into those they believe to be true and not to be true. These must be supported by evidence. Students judge advertisements giving reasons for their judgements through the use of art.</p> <p>7. Allow students to engage in groups to create commercials counter to the claims made in those examined. Text of commercials may be songs, words, etc.</p> <p>8. Allow students to role play negative peer pressure and resistance to that pressure.</p>





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<ul style="list-style-type: none"> <li>▪ <b>Safety Cont'd</b></li> </ul>	<ol style="list-style-type: none"> <li>17. list the components of a school health promotion programme.</li> <li>18. identify the roles of individuals, families and other groups within the community in solving health problems.</li> <li>19. integrate information about health promotion and disease prevention into an effective personal plan for lifetime health maintenance.</li> </ol>	

### III. Appropriate Eating And Fitness

Grade 5

#### Broad 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.

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<ul style="list-style-type: none"> <li>▪ <b>Food and nutrition</b></li> <li>- Nutrients</li> </ul>	<ol style="list-style-type: none"> <li>1. carry out a survey and compare the food production with the food consumption of a few households and represent findings on a graph.</li> <li>2. locate main areas in St. Lucia engaged in food production.</li> <li>3. list the functions of plant food nutrients to the body.</li> <li>4. give reasons for the need to include plant foods in their diets.</li> <li>5. explain the source of processed foods, e.g., animals, plants.</li> <li>6. explain the process of digestion, assimilation and excretion.</li> <li>7. list disorders of a excretory system, e.g., bed wetting, kidney or bladder stone, painful urination.</li> <li>8. identify proper ways of storing food.</li> <li>9. investigate the causes of food spoilage and how it can be prevented.</li> </ol>	<ol style="list-style-type: none"> <li>1. Allow students to classify foods based on their sources, e.g., bulbs, tubes, stems, etc.</li> <li>2. Allow students to interview individuals who produced foods (e.g., farmers, fishermen) to compare what they eat in relation to the food they produce, e.g., investigate whether the farmer who produces grapefruit sells them to purchase caned juices; investigate whether the fisherman sells the fish to purchase frozen meats.</li> <li>3. Allow students to carry out a simple experiment to show how food physically changes in the mouth/stomach.</li> <li>4. Allow students to investigate ways of storing and preserving food at home.</li> <li>5. Allow students to engage in preserving some foods.</li> <li>6. Allow students to examine foods on the shelves and identify preservatives contained in them.</li> </ol>

<p><b>CONTENT</b>  <i>Knowledge/ Skills/Attitudes</i></p>	<p><b>SPECIFIC LEARNER OUTCOMES</b>  <i>By the end of Grade 5, students should be able to:</i></p>	<p><b>SUGGESTED ACTIVITIES</b></p>
	<p>10. analyze diets for the presence of the six nutrients.</p> <p>11. examine the value of new foods on the market.</p> <p>12. appreciate that there is enough food to eat compared to children who are deprived.</p> <p>13. express and show concern to the less fortunate by making food contribution.</p> <p>14. locate areas around the world where children experience food scarcity.</p> <p>15. explain the importance of a balanced diet for proper growth.</p> <p>16. state the environmental conditions under which food should be eaten.</p>	<p>7. Allow students to visit supermarket to examine the expiry dates of food items on the shelves.</p> <p>8. Allow students to experiment with the preservation of some foods.</p> <p>9. Allow students to prepare a balanced lunch indicating the nutrients contained.</p> <p>10. Allow students to record eating habits in an effort to encourage healthy eating.</p> <p>11. Allow students to choreograph an aerobic routine.</p> <p>12. Allow students to record the meals eaten for a week on a graph and assess food intake based on the nutrients.</p> <p>13. Allow students to investigate the nutritional value of new food products.</p> <p>14. Allow students to contribute to the less fortunate, e.g., collection of money from classmates and school mates; seeking donation of actual foods from supermarket.</p> <p>15. Allow students to identify groups or individuals to which food must be given.</p> <p>16. Allow students to research international organization which contributes to feeding the poor in St. Lucia and the type of contribution made.</p>

<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 5, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
<ul style="list-style-type: none"> <li>▪ <b>Physical fitness</b></li> <li>- Circulatory system</li> <li>- Function of heart and blood vessels</li> </ul>	<ol style="list-style-type: none"> <li>17. list habits that keep the heart healthy.</li> <li>18. explain the circulatory system.</li> <li>19. identify the function and importance of oxygen.</li> <li>20. list the relationships between the respiratory and circulatory system.</li> <li>21. list the work of the heart and other blood vessels.</li> <li>22. identify habits that promote health of the heart.</li>   <li>23. list the value of warm ups before exercise.</li> <li>24. identify the importance of good posture during exercise routines and other times.</li> <li>25. list the importance of using appropriate gears during exercise (proper running shoes, proper clothing).</li> <li>26. practise relaxation exercises.</li> <li>27. appreciate the importance of maintaining a good level of physical fitness.</li> <li>28. propose personal goals to improve/maintain physical fitness and heart health.</li> </ol>	<ol style="list-style-type: none"> <li>17. Allow students to choreograph an aerobic routine with the help of a dance or fitness instructor.</li> <li>18. Allow students to practise relaxation exercises.</li> </ol>



<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 5, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
<ul style="list-style-type: none"> <li>- Process of reproduction</li>   <li>▪ <b>Sexuality</b></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>7. explain the process of reproduction – ovulation and menstruation, conception and pregnancy.</li> <li>8. explain myths associated with reproduction, e.g., first sexual experience not resulting in pregnancy, sex with a relative will not result in pregnancy, etc.</li> <li>9. predict the consequences of believing myths associated with reproduction.</li>   <li>10. explain the meaning of sexuality, e.g., feelings about self and others; feelings about their bodies; treatment of self and others; what attracts individuals to others, how we dress, etc.</li> <li>11. express feelings about self and others – anxious, happy, confused, frustrated, proud, etc.</li> <li>12. identify their own strengths and limitations.</li> <li>13. list ways of their strengths and reducing their limitations.</li> <li>14. set goals for self improvement.</li>   <li>15. distinguish friendly approaches from sexual advances linking feelings of discomfort to interactions paying attention to feelings of discomfort.</li> <li>16. identify inconsistencies in peoples’ behaviours in the absence and presence of others.</li> <li>17. identify ways in which their behaviour can be interpreted as sexual, e.g., mode of dress, hairstyle, partial body exposure, nudity, sexually stimulating dance, type of language used.</li> </ol>	<ol style="list-style-type: none"> <li>5. Allow students to write stories on <i>How I Feel About Myself</i>.</li>   <li>6. Through the use of stories and scenarios allow students to differentiate between friendly approaches and sexual advances.</li> <li>7. Allow students to role play sexual advances and friendly approaches.</li> <li>8. Allow students to view videos or T.V., BET and judge and comment on language and mode of dress of artists.</li> <li>9. Allow students to discuss the saying, “Better to be safe than sorry”.</li> </ol>

<p><b>CONTENT</b>  <i>Knowledge/ Skills/Attitudes</i></p>	<p><b>SPECIFIC LEARNER OUTCOMES</b>  <i>By the end of Grade 5, students should be able to:</i></p>	<p><b>SUGGESTED ACTIVITIES</b></p>
<p>- Assertiveness skills                      cont'd</p>	<p>18. suggest appropriate ways of behaviour.                      19. reinforce safe touch boundaries.                      20. identify situations that facilitate sexual assaults (rape, incest for boys and girls, home alone, visiting peoples' homes, walking alone in isolated areas, short cuts).                      21. identify protective measures against sexual assaults.                      22. identify ways in which the media influence values and sexual behaviours.                      23. critically assess the media and other materials in relation to sexual messages conveyed by expressing your opinion about these messages; giving reasons for these types of messages; making decisions about personal response to these messages (print and electronic media – internet, T.V. video, music video, games, novels, playing cards, radio, etc.).                      24. predict the consequences of exposure to sexually suggestive material.                      25. make choices regarding their exposure to sexually suggestive material.                      26. evaluate and make adjustments where necessary by refraining from reading/viewing/listening to sexually suggestive material.                      27. explain ways in which early sexual activity affects their health (cervical cancer, pregnancy, guilt, shame, confusion, difficulty in forming lasting relationships); interference with education.</p>	<p>10. Allow students to research the background and work of social groups at school and in the community.                      11. Allow students to compile a list of various activities that they can be involved in.                      12. Allow students to compile lists of persons who they can talk to when they experience personal problems.</p>





## V. Managing The Environment

## Grade 5

### 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.

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<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. list which personal behaviours and lifestyles affect the environment, e.g., poor garbage disposal, use of aerosol sprays, air pollution, pesticides, insecticides.</li> <li>2. give solutions to the eradication of diseases related to poor garbage disposal, e.g., dengue, malaria, leptosperosis, etc.</li> <li>3. predict the short and long term consequences of poor practices on the environment.</li> <li>4. suggest strategies for collectively improving the environment of the school, home, community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Allow students to engage in researching the effects of the uses of the various chemicals on the environment to include effects on the ozone layer. Students paste cut-outs from various magazines, newspapers and printed articles and from the internet unto a chart titled "Finding Out About Air Pollution".</li> <li>2. Allow students to listen and question resource persons on the use, advantages and disadvantages of pesticides and their effects on the air. Let students research the types of pesticides used in farming in St. Lucia and engage in discussion on how they affect health.</li> <li>3. Allow students to participate in field trip to talk with, and observe farmers who engage in organic food production.</li> <li>4. Allow students to write and add music to jingles on air pollution.</li> <li>5. Allow students to engage in discussions on how they can reduce air pollution, e.g., use</li> </ol>

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<p>▪ <b>Disease Prevention</b></p>	<ol style="list-style-type: none"> <li>5. name the sources of air pollution, e.g., natural air pollution – dust, pollen, etc. manmade air pollution, noise, chemicals, smoke, fumes.</li> <li>6. name some chronic diseases related to air pollution, e.g., diseases related to smoking – lung cancer, high blood pressure, heart disease, etc. diseases related to natural pollution, e.g., pollen causing asthma.</li> <li>7. list the benefits of living in a healthy environment</li> <li>8. give the difference between communicable and non-communicable diseases, e.g., non-communicable diseases are inherited or caused as a result of behaviour or lifestyle; communicable diseases are contracted by bacteria, fungus; list practices that prevent the spread of communicable diseases.</li> </ol>	<p>composting instead of burning leaves, staying away from smoke filled areas, etc.</p> <ol style="list-style-type: none"> <li>6. Allow students to relate personal experiences with people who smoke.</li> <li>7. Allow students to engage in discussions about the effects of smoking on health with emphasis on second-hand smoking.</li> <li>8. Allow students to role play within a family setting a disease contracted by a family member as a result of smoking and the emotional, economic effects on the family.</li> <li>9. Allow students to engage in discussions on the various diseases caused by smoking. Students write and add rhythm and music to commercials about the effects of smoking.</li> <li>10. Allow students to role play a child discouraging his/her parents from smoking.</li> <li>11. Allow students to engage in creative things that a smoker might do every time he/she feels like smoking, e.g., eating a sweet, drinking a glass of water, etc.</li> <li>12. Allow students to engage in discussions of examples of communicable and non-communicable diseases.</li> <li>13. Allow students to role play a behaviour which spreads a communicable disease; and role play corrective measures; allow students to engage in</li> </ol>

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<p>▪ <b>Disease Prevention Cont'd</b></p>	<p>9. state how the body protects itself against diseases.</p> <p>10. list behaviours that prevent the spread of non-communicable diseases, e.g., appropriate hygiene practices, regular medical check-ups, immunizations.</p> <p>11. predict the consequences of poor health practices for a family, community or a country. List some good general health behaviours; state how communities and individuals can help to reduce air pollution.</p>	<p>researching communicable diseases which are common in St. Lucia.</p> <p>14. Allow students to listen to and question a health personnel on communicable diseases that require them to stay away from school and be isolated from others.</p> <p>15. Allow students to engage in discussions on the concept of immunity.</p> <p>16. Allow students to brainstorm the various instances and occasions when they need to wash their hands, e.g., after using the toilet, before eating, after visiting the sick, etc. students engage in writing verses and adding popular music and rhythm to verses on washing hands.</p> <p>17. Allow students to select one personal behaviour which causes the spread of diseases and put together a plan of action to correct that behaviour through the use of decision making, e.g., identify the problem, look at possible solutions, examine the likely consequences of the solutions, etc.</p>