



Health and Family Life Education

for primary level



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Note to Teachers

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Foreword

Increasingly in the Caribbean, the changing realities of the socio-economic landscape have placed additional pressures on adults, children and young people, influencing their behaviours and putting their lives and health at risk. We are all faced with a plethora of new technologies, including social media, which very often promote and perpetuate perspectives at odds with cultural norms. The economic downturn in many of our Member States has also influenced the rates of unemployment and migration, which can have adverse effects on the family. Lifestyles, attitudes and values are changing. These changes have led to an increase in new health threats, especially obesity and other lifestyle-related diseases, neglect, unintended pregnancy, HIV infection, various forms of abuse, violence and substance misuse.

Current child development theories emphasise the acquisition of social competencies as a critical element in the holistic development of children and adolescents. It has become very clear that, in order to seriously address the numerous problems and challenges that young people in the Caribbean encounter on a daily basis, education systems in the region need to develop and implement curricula that respond to these changes and provide them with the requisite knowledge, skills and attitudes to make healthy and productive lifestyle choices and to become well-adjusted and contributing 'Ideal Caribbean Citizens'.

At the Sixth Special Meeting of the Council for Human and Social Development (COHSOD) on Education held in Trinidad and Tobago in April 2003, the Council, realising the significant contribution that Health and Family Life Education (HFLE) could make to help young people develop skills, to build competencies and adopt positive behaviours, endorsed the modification of the knowledge-based regional HFLE curriculum to a life-skills based HFLE Regional Curriculum Framework.

This revised CARICOM HFLE Curriculum Framework has been introduced in primary and secondary schools in most Member States, and provides that body of knowledge and life skills that will help to address the multiplicity of psycho-social and emotional problems and challenges that our youngest citizens face and have to cope with. It is intended that our Caribbean children and adolescents will not only acquire accurate knowledge and explore positive values and attitudes, but also develop social, interpersonal, emotional, coping and cognitive skills.

In schools throughout the region, the HFLE programme is the medium through which our teachers can impact and reinforce the positive behaviours that our young people are expected to adopt and display. It is imperative, therefore, that teachers are adequately trained and prepared to effectively deliver the curriculum to achieve the desired outcomes. The success of the HFLE programme depends on this and also on a supportive environment. It is in this regard that the Caribbean Community (CARICOM) welcomes the Macmillan Teacher's Guides for primary levels.

These Teacher's Guides, which are based on the CARICOM HFLE Primary School Curriculum, set out the objectives and standards for teaching, and identify the desired knowledge, skills and behavioural outcomes for students. They also provide teachers with interactive teaching methodologies, materials and resources to deliver the four thematic areas: Self and Interpersonal Relationships, Sexuality and Sexual Health, Appropriate Eating and Fitness and Managing the Environment. Unit themes and the content are responsive to the many health and social challenges that our young people experience in the region.

FOREWORD

I wish to encourage primary schools in our Member States to utilise these Teacher's Guides, which can serve as useful resources and teaching tools for HFLE teachers at primary level. I commend Macmillan Education for their educational materials developed over the years for the Caribbean, but especially for making these HFLE Teacher's Guides for primary available for use in our schools. The CARICOM Secretariat is pleased to be associated with this material, which will strengthen the HFLE programme, an initiative in which our Member States and our Regional and International Partners have also invested so much.

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Assistant Secretary-General
Directorate of Human and Social Development
CARICOM

Part 1 All about teaching Health and Family Life Education (HFLE)

1 Introduction to the HFLE Course



Background

The Macmillan Health and Family Life Education course addresses the needs of kindergarten and primary children and teachers for life-skills based materials to help children learn to cope with some of the challenges facing Caribbean societies today, including rising levels of violence, health and environmental problems.

These materials grew out of the recognition of a need within Caribbean schools for a course to teach life skills and HIV prevention. The course follows the *CARICOM Health and Family Life Education Regional Curriculum Framework Ages 5 years to 12 years*, and also early years national curricula from the region.

The author and advisory team comprises experienced Caribbean HFLE teachers and educators, some with specialist interests in each of the four themes. Between them they have experience as professional writers, teacher trainers, curriculum developers, guidance counsellors and Ministry HFLE co-ordinators. Some have been involved in developing and implementing their own national HFLE syllabuses, others have helped to develop the University of the West Indies Open Campus Diploma course for HFLE teachers. All are passionately committed to Health and Family Life Education. They come from around the Caribbean region, including Antigua, The Bahamas, Barbados, Belize, Grenada, Guyana, Jamaica, St. Lucia, St. Vincent and the Grenadines, and Trinidad and Tobago, and from UNESCO and UNICEF.

The CARICOM Regional Curriculum Framework and regional syllabuses

The Macmillan Primary HFLE course has been written to follow the *CARICOM Health and*

Family Life Education Regional Curriculum Framework set out by the CARICOM Multi-Agency Health and Family Life Education (HFLE) Project, set up by the Standing Committee of the Ministers of Education, with funding and assistance from UNICEF, UNESCO, EDC, the World Bank and the Global Fund to fight AIDS, Tuberculosis and Malaria. The *CARICOM Health and Family Life Education Regional Curriculum Framework for Ages 5 years to 12 years* was launched in 2009.

The Curriculum Framework for ages 5 to 12 has been largely adopted by many countries in the region and incorporated within their own Education Ministry syllabuses. The authors have covered this curriculum framework and its life skills, regional standards and core outcomes to meet the needs of kindergarten and primary children, and also to incorporate aspects of country-specific syllabuses for early years and primary.

The Macmillan course follows the four themes of the CARICOM Curriculum Framework: Self and Interpersonal Relationships, Sexuality and Sexual Health, Appropriate Eating and Fitness and Managing the Environment, and attempts to meet the relevant regional standards (see *Health and Family Life Education Regional Curriculum Framework 2009 for ages 5 years to 12 years*).

Course components

The Macmillan Primary HFLE course comprises seven levels: Kindergarten and Books 1 to 6. There is a combined Student's and Activity Book for Kindergarten, and Student's Books and Activity Books for each of Levels 1 to 6. Each level contains four themes and approximately 30 topics or units, each topic being about one 45-minute lesson. So each book contains

INTRODUCTION TO THE HFLE COURSE

approximately enough material for one lesson per week for one school year. Topics include factual information or stimulus material, and different types of activities – individual, pair and group. They encourage children to reflect on and discuss the issues.

There are accompanying Teacher's Guides available online for each level, with one Introduction common to lower primary, Levels K to 3, and another for upper primary, Levels 4 to 6. See the Macmillan website: www.macmillan-caribbean.com.

The Teacher's Guides are designed to help teachers use the course effectively and easily. They provide background information on HFLE and some of the issues, but also, more importantly, advice and practical suggestions for HFLE planning, teaching and assessment including teaching life skills, and detailed suggestions for teaching each unit.

The course can be used within dedicated Health and Family Life Education subject lessons, when HFLE is integrated with other subjects, or with class groups, guidance and counselling lessons or after school clubs.

Teaching approaches

The CARICOM Curriculum Framework sets out an approach to teaching and learning life skills which is student-centred, interactive and participatory. The course uses illustrations, mini-stories, case studies and other stimulus material, discussion, personal reflection and other activities to build on children's own experience and encourage them to develop their values and life skills, and to take an active role in their communities. For more details of teaching approaches see pages 29–36.

The course takes a human rights perspective which can hold good for children (and teachers) of any religion or denomination, or none. Moral issues are frequently encountered in HFLE and can be discussed from religious viewpoints but this human rights approach provides a foundation set of values to help children build healthy attitudes and values regardless of their religious affiliations, and encourages respect

in multi-ethnic classrooms. Helping children to develop their own values is an important part of Health and Family Life Education.

The course takes a life skills approach – seeking to gradually build a set of life skills using the various themes through Kindergarten and the primary years (see pages 12–28).

Behaviour change

Research has shown that for attitude and behaviour change to take place in areas of health such as healthy eating, fitness or hygiene, children need to have three things: **motivation** (usually stemming from feelings of self-worth and goal setting), accurate **information** (such as the correct information about different foods) and **skills** (they need to know the steps to follow in life skills such as communication, assertiveness, self-management and problem-solving, and to practise them in the classroom and then outside, so they feel confident to use them in real situations).

So, looking at an example of behaviour change such as stopping eating sweets, a child needs to be **motivated** to stop – have one or more personal reasons to give up, such as saving money (with a goal such as an alternative use for that money – for example to save up for a toy), or to avoid dental fillings (for some specific end, for example to avoid unpleasant visits to the dentist). They need to have or be able to access accurate **information** about the best ways to stop, and consider this critically, such as cutting down versus stopping completely. They need to have the **life skills** to be able to stop, e.g. self-awareness (how many sweets do I eat, what do sweets do to my health/budget), decision-making skills (deciding to stop and maintaining the decision), healthy self-management skills (how many sweets did I eat yesterday, can I manage to have no more today), coping with emotions (giving up is making me irritable), refusal skills (when offered a sweet by a friend), communication skills (accessing help to stop), and others.

A number of theories of behaviour change can help us understand this complex issue which is

so important in aspects of healthy living such as preventing obesity, smoking or early sexual activity. It used to be thought that if people were given the correct information, then they would change their behaviour. However it has now been realised that because choices about health and relationships are complex decisions, education has also to provide skills and take into account the socio-cultural factors which influence individuals.

A brief summary of the three main types of behaviour change theories is given below.

Theories focused on the individual

Individual theories focus on perceptions of risk and beliefs about the effectiveness and benefits of the new behaviour. Some theories suggest that in order to change behaviour a person needs to have both information and a change of attitude. Other theories are based on people's ability to reason, and think through the benefits of change for themselves, commitment to change, taking action and communication.

Social theories

In many cases people's behaviour is not based on clear reasons or attitudes and not well thought through. Social theories look at the wider context in which the individual is acting – the social, cultural and economic context and particularly the influence of peers or community. Young people, in particular, are influenced by their peers (peer pressure) and their behaviour can be changed by slightly older role models. Other social theories include the influences of respected individuals in a community and gender relations between men and women.

Social change theories

Some theories suggest that behaviour change comes from empowering individuals, groups, organisations and communities to change their communities, environment and society.

Environmental and economic theories suggest that behaviours are the result of the social

environment and economic factors such as poverty.

The importance of participatory learning

Participatory or interactive methods are crucial for the teaching and learning of HFLE. Research has also shown that participatory methods not only help children to know what to do, but also to internalise skills and actually change their behaviours. There are two important aspects to this. Firstly, as children role-play or otherwise act out, mentally or verbally, the life skills they are being taught, this rehearsal or practice helps them to internalise or retain the behaviours. Secondly, as they learn healthy behaviours together with their peers, in pairs, groups or as a class, they take these on as peer group norms and learn from each other. See Teaching methods for HFLE, pages 29–36.

The role of the teacher

The teacher's role in this course is one of facilitator. The teacher does not need to know all the background information – for example the detailed science of the causes of global warming. However, the teacher must make sure that the information given to children is accurate and age-appropriate. The books and activities should enable children to address the issues that affect them. If there are unanswered questions, or more information is needed, then children can research these or teachers can seek additional information. Some background information to the four themes is presented on pages 48–68 and web links are provided for each theme.

Teachers need to organise and facilitate children in setting up a safe classroom for discussion (see pages 40–43), organising appropriate activities, bringing out important points and thinking through the issues. They will need to help children in deciding on appropriate action and carrying it out. They will also need to organise and facilitate the learning of life skills (see pages 12–28), using interactive methods in order to be effective. Life skills education cannot be taught effectively through 'chalk and talk'. Teachers cannot

lecture children about life skills and expect any development of values, life skills or behaviour change; participatory methods are essential.

Teachers have other roles as well. They need to model, or explicitly demonstrate, particular life skills. They should also act as role models for healthy behaviour in general.

In order to deliver effective HFLE classes and deal with some of the sensitive issues that will arise, teachers need to develop their own self-awareness, empathy and communication skills. They need to be sensitive to their children and the issues and problems which they may bring to the classroom. They need to offer support and encouragement inside the classroom. They also need to know when to refer children to the guidance and counselling teacher or help them to get other outside help. All children need to feel valued as individuals with the right to have their own opinion. At the same time, they also need to demonstrate a willingness to respect and listen to the views of others.

Teachers do not need to feel that they are alone in this task. Within the school HFLE teachers need to form strong teams to support each other, discuss issues and share resources and ideas, learning together to improve their competence. A team approach for planning, preparation and delivery will share the load and be most effective.

It is also important to collaborate with parents and the wider community (see pages 35–36 and 45–46). Building connections with other agencies, such as Social Services and health clinics will provide support and resources. Teachers can plan activities that deliberately engage parents, getting them involved in small projects, assignments and so on. Children can be encouraged to share their Activity Books with their parents or guardians. See Involving parents, pages 45–46.

There will be times, however, when all the intervention used at school and in the community may not be meeting the individual's needs. This is when referral to Social Services, a psychologist or psychiatrist may be necessary and important.

A whole school approach

A whole school approach is critical to the success of the HFLE programme. Every adult who is involved with the school needs to know and accept that the HFLE programme is wholesome, necessary, relevant and important. You will need their full understanding and support as partners as you implement the different aspects of the programme. First, enlist the support of your school board, sponsors, administrators and staff including cleaners, handymen, security guards, cooks and persons who provide food to the school. Then have discussions with parents, guardians, caregivers and community leaders disclosing the purpose and content of the themes.

As you establish these partnerships, you will want to ensure that everyone will help to reinforce the HFLE messages and will avoid the introduction of contradictory messages.

Some practical implications/out-workings of an HFLE programme include providing balanced meals at school and encouraging children to try small amounts of foods that they don't usually eat. If possible, teachers should eat at the same time as the children and model acceptable behaviours like eating fruits and vegetables, and drinking water instead of sweet drinks. The whole school approach therefore becomes 'a way of being and living'. It requires awareness at all times and should facilitate the integration of every aspect of the HFLE programme into the life of the school and community. So, sound information and healthy practices related to daily exercise, care of the environment, sexuality and sexual health, and positive interpersonal relationships, should become the norm.

Resources

CARICOM HFLE Regional Curriculum Framework 2009 Ages 5 years to 12 years
http://www.unicef.org/barbados/UNICEF_HFLE_Ages_5-12.pdf

Primary Health and Family Life Education (H.F.L.E.) Curriculum, Ministry of Education, Trinidad and Tobago
http://moe.edu.tt/Curriculum_pdfs/HFLE_Curriculum_Primary.pdf

UNICEF: Health and Family Life Education Common Curriculum, Self and Interpersonal Relationships theme
<http://tinyurl.com/lzrcvn8>

UNICEF: Health and Family Life Education Common Curriculum, Sexuality and Sexual Health theme
<http://tinyurl.com/qcbpfrb>

Health and Family Life Education Sample Lessons
http://moe.edu.tt/lesson_plan_pdfs/HFLE%20SAMPLE%20LESSONS.pdf

Report of UNICEF trialling secondary HFLE self and sexuality themes: *Strengthening Health and Family Life Education in the Region: The Implementation, Monitoring, and Evaluation of HFLE in Four CARICOM Countries* (Antigua, Barbados, Grenada, and St. Lucia)
http://www.unicef.org/easterncaribbean/Final_HFLE.pdf

Health and Family Life Education Teacher Training Manual
<http://hivaidsclearinghouse.unesco.org/library/documents/health-and-family-life-education-teacher-training-manual-and-resource-handbook>

Health and Family Life Education – National Family Planning Board
<http://www.jnfpb.org/guidance/FLE%20Information%20Package.pdf>

Macmillan Caribbean HFLE Course (Secondary)
http://www.macmillan-caribbean.com/uploads/14227a3e-1602-478b-a76c-7052589837ff_Pages%20from%20HFLETB1.pdf

For further information about theories relating to social change and other theoretical models see:

Sexual behavioural change for HIV: Where have theories taken us?
http://www.who.int/hiv/strategic/surveillance/en/un aids_99_27.pdf?ua=1

Behavior Change and HIV prevention: Reconsiderations for the 21st century
<http://kff.org/global-health-policy/report/behavior-change-for-HIV-prevention-reconsiderations-for-the-21st-century>

Behaviour Change – A summary of four major theories
<http://www.fhi360.org/resource/behavior-change-four-major-theories>

PAHO: *Life Skills Approach to Child and Adolescent Healthy Human Development*, Leena Mangrulkar, Cheryl Vince Whitman, Marc Posner
http://hhd.org/sites/hhd.org/files/paho_lifeskills.pdf

Behaviour Change Theories – California State Polytechnic University
http://www.csupomona.edu/~jvgrizzell/best_practices/bcttheory.html

Other links about HFLE:

Preventing HIV/AIDS in Young People: A Systematic review of the evidence from Developing Countries, WHO Technical Report Series: 938
<http://tinyurl.com/ctp5z4d>

UNICEF. *Health & Family Life Education... 10 Years & Beyond*. 2000, vol 2, Children in Focus.
http://www.unicef.org/easterncaribbean/cao_publications_cifhfle2.pdf

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Health and Family Life Education: Empowering Children and adolescents in Belize with the knowledge and skills for Health Living, July 2006. Adapted from HFLE Draft Teacher Training Manual, June 2006

<http://hivaidsclearinghouse.unesco.org/library/documents/health-and-family-life-education-hfle-resource-guide-teachers-lower-division>

St. Lucia Primary HFLE Curriculum Guide

http://www.camdu.edu.lc/?page_id=249

Best practices:

A Research Project ... about implementing the Health and Family Life Education programme
<http://tinyurl.com/oaj982c>

UNICEF – Life skills – The Caribbean Project
http://www.unicef.org/lifeskills/index_12020.html

Evaluation of the Health and Family Life Pilot Curriculum; Authors: Martin Henry, Joan Black; UNICEF 2006

http://www.unicef.org/jamaica/resources_9096.htm

2 Teaching life skills

Research evaluating health education programmes shows that those based on life skills promote healthy lifestyles and reduce risk behaviours. There are three findings of importance to teachers:

1. Health education is more likely to be successful if it develops life skills for making healthy choices, as well as giving accurate information and addressing attitudes and values.
2. Life skills are more likely to be used effectively for healthy behaviour if they are taught and practised in the context of a particular health issue or choice.
3. Life skills are more likely to be learnt if children are actively involved in learning and participatory teaching methods are used.

(Source: UNESCO/UNICEF/WHO/The World Bank, 2000; Tobler, 1998 Draft; WHO, 1997; WHO/UNFPA/UNICEF, 1995; Burt, 1998; Vince Whitman et al., 2001)

What are life skills?

The World Health Organisation (WHO) defines life skills as: 'abilities which help us to adapt and to behave positively so that we can deal effectively with the challenges of everyday life'.

These are the skills that children and young people need in order to understand themselves and their environment and to develop the confidence to make good choices and take positive action for their own health and well-being. Life skills education develops the individual child and helps to give that child control over his or her life. It also helps children to develop moral and democratic values important for today's citizens, such as respect for gender equality, human rights and the rule of law, and the ideals of environmental protection and sustainable development.

Life skills include: problem-solving, decision-making, critical thinking, creative thinking, communication, negotiating, assertiveness, managing interpersonal relationships, empathy, self-awareness, coping with stress, and coping with emotions.

The WHO has grouped the most important life skills into five core areas:

- Decision-making and problem-solving
- Critical and creative thinking
- Communication and interpersonal relationships
- Self-awareness and empathy
- Coping with stress and coping with emotion.

The CARICOM Framework groups life skills into three overarching types:

- Emotional/coping skills (self-awareness, self-monitoring, healthy self-management, coping with emotions)
- Social skills (communication – listening and speaking, interpersonal skills, assertiveness, negotiation, refusal, empathy, co-operation, advocacy)
- Cognitive skills (critical thinking, creative thinking, problem-solving, decision-making).

Many of these skills have sub-skills, for example self-management may include help-seeking, self-esteem, self-confidence, self-monitoring, and goal-setting skills, communication may include conflict resolution and refusal skills. Some skills overlap more than one category, for example negotiation may be a communication skill and also an important coping skill.

How to teach life skills

It is most important when we teach Health and Family Life Education that we give children the skills they need in order to be able to make healthy choices and carry them through into healthy behaviour.

Research has shown that in order to teach life skills successfully, it is best to

- be explicit about what skills you are teaching
- help children to be aware of the skills needed and how and when to employ them

HOW TO TEACH LIFE SKILLS

- discuss the skills
- practise those skills
- teach the skills within a suitable context or scenario.

Throughout the course units, three life skills are identified in each unit. They are also shown in the teacher's notes of each unit in Part 2 of this Teacher's Guide. These life skills are usually the same in the Student's Book and the Activity Book for each unit, except in a few units, where different life skills are used in the Activity Book. In this case, there will be more than three life skills listed in the unit notes in the Teacher's Guide.

These are not the only skills you could teach or practise from the units, but are intended as a guide for children and teachers. One of the three skills appears in **bold** and is the **dominant life skill** – the one it is recommended that you use that unit to teach and/or practise. We have identified a dominant life skill because it has been found that it is best to concentrate on one skill in each lesson, even if others are also used. However, you do not have to teach the dominant life skill in any unit – depending on your children's needs you may decide to teach or practise other life skills. The content or topics of the units provide the contexts for teaching the skills.

Each life skill is made up of key steps but these can vary with the age and abilities of the children. We have not included the key steps for each life skill within the unit, for lack of space, and avoidance of repetition, but they can be found in the section below and also on pages 130–150 in a photocopyable form for use in the classroom. They also appear for children's reference in some Student's Book and Activity Book units. Teachers may need or want to simplify or otherwise adapt the key steps for their children. With younger children it is best to have just two or three steps for them to remember. By Level 3, children may be able to cope with four or five slightly more complicated steps.

Read the following section carefully and then refer back to it as you prepare for lessons.

You will need to decide which skill or skills to teach or emphasise in any one unit, depending on the needs and experience of your children.

To begin with, in Year 1, if your children do not have any previous experience of learning life skills, you will need to teach each life skill explicitly and ask children to practise. The material in the units provides you with the context in which to do this. As you progress through Years 2 and 3 you should find that children will remember the earlier key steps and processes for the life skills and you can ask them to apply them to different contexts and problems as you work through the material. You can also develop them and introduce further steps. Gradually they should then be able to apply these skills to their own real life situations and problems.

It is important to introduce and begin to teach all the life skills in Kindergarten and Years 1 and 2, so that children gain sufficient practice through the primary school. Children need to be so comfortable with the skills that they internalise them and transfer them to life's situations as they grow older.

The life skill you decide to teach in any particular lesson will depend on the needs of your children and the content area. Specific life skills can be tied in to developing healthy behaviours in particular contexts or situations. For example, if you want to develop children's behaviours to eat healthy foods, this might include:

- Self-awareness of what they eat now
- Critical thinking applied to their current food choices
- Decision-making about what foods to choose
- Goal setting with regard to eating behaviours
- Negotiation with parents about food brought for eating at school
- Resistance to peer pressure to eat unhealthy snacks.

Core life skills and possible contexts

Skills	Possible contexts
Emotional/coping and self-management skills	
self-esteem, self-confidence building	talents, abilities, likes and dislikes, strengths and weaknesses, values, friends and family relationships
self-awareness	my body, personal hygiene, strengths and weaknesses, talents, likes and dislikes, friends and family relationships, setting goals, values, eating and fitness, coping with stress, gender differences, my environment, my actions which affect the environment
self-monitoring	my body, personal hygiene, eating and fitness, coping with stress, loss and anger, conflict situations, environmental awareness
healthy self-management, including goal setting	my body, personal hygiene, eating and fitness, coping with stress, sexual relationships (at an age-appropriate level), alcohol, smoking and drugs, relationships at school, loss and anger, conflict situations, environmental management (e.g. litter)
coping with emotions, including coping with stress	friends and family relationships, peer pressure, sexual relationships (at an age-appropriate level), loss and anger, conflict situations
Communication and interpersonal skills	
communication – listening and speaking	friends and family relationships, peer pressure, sexual relationships (at an age-appropriate level), relationships at school, conflict situations
interpersonal skills	friends and family relationships, peer pressure, relationships at school, conflict situations
assertiveness	talents, likes and dislikes, strengths and weaknesses, gender differences, values, peer pressure, friends and family relationships, sexual relationships (at an age-appropriate level), alcohol, smoking and drugs, career choices, community issues
negotiation	peer pressure, friends and family relationships, eating and fitness, community issues, conflict situations, environmental issues
refusal	eating and fitness, peer pressure, sexual relationships (at an age-appropriate level, e.g. saying 'no' to abuse), alcohol, smoking and drugs
empathy	friends and family relationships, caring for others, such as people living with HIV or AIDS (PLWHA), the elderly, the very young and the disadvantaged in the community, victims of violence and abuse

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co-operation and teamwork	friends and family relationships, relationships at school, working together at school, community issues
advocacy	caring for others, such as PLWHA, the elderly, the very young and the disadvantaged in the community, environmental issues, community issues
Cognitive skills	
critical thinking	peer pressure, media influence, sexual relationships (at an age-appropriate level), alcohol, smoking and drugs, environmental issues
creative thinking	caring for others, such as PLWHA, the elderly, the very young and the disadvantaged in the community, advocacy, environmental issues, community issues, conflict situations
problem-solving	sexual relationships (at an age-appropriate level), alcohol, smoking and drugs, environmental issues, community issues, family situations and conflict
decision-making	eating and fitness, sexual relationships (at an age-appropriate level), alcohol, smoking and drugs, setting goals and values, environmental issues, community issues

Many of the above skills, such as cognitive skills and communications skills, can be applied to almost any context. In any one lesson you will only be able to focus on learning and practising one, or occasionally two, skills, but try to make sure by careful planning that children are exposed to the full range of skills over the year, with more time spent on those which are most needed.

Once children become aware of the range of skills available to them, they may be able to think about the skills they will need in a particular context, if they want to keep safe, change their behaviours or behave in a healthy way in the future.

Once you have identified the skill or skills you want to concentrate on in a lesson you will need to break them down for the children. This means translating the skill into specific key steps or parts for the children. Teachers should model or demonstrate these steps clearly. We have given examples of this for you in the next few pages, by providing the full steps for each skill for the teacher, and a simplified version for children. Photocopiable key steps are available on pages 130–150. Keep in mind that the specific steps or parts may vary with the

context and also with the developmental level of the children. Feel free to simplify the steps further.

You will also need to choose appropriate activities to practise these steps. Some of these appear in the activities in the Student's Books and Activity Books but you will sometimes need to add your own, depending on which life skill you are teaching or practising, and on the children's needs.

Teaching and developing life skills involves broadly three stages:

1. Identifying the objectives.

- Begin by identifying the skills which are essential or most important for influencing a specific behaviour, e.g. healthy eating. What do you want the children to be able to do after they have learnt the skill?
- Ask children to give you examples of how the skills might be used.
- Model the skill for the children and discuss this with them.
- Let them try out the skill orally or in role play. Correct any misconceptions. Give feedback.

2. Developing and practising skills.

- Provide opportunities to observe the skill being carried out well. Model or demonstrate the skill.
- Provide activities for children to practise the skill.
- Evaluate and re-teach if necessary. Give feedback and suggestions for improvement.
- Help children to evaluate their learning.

3. Maintaining skills and using them more widely.

- Provide activities for personal practice outside the classroom.
- Help children to evaluate their own performance and learn from their experiences.

(Adapted from WHO series on School Health Life Skills Doc 9 2003)

Stages for the teacher

1	Choose the skill or context
2	Choose the context or skill to match
3	Identify the key steps
4	Discuss with the children
5	Model/demonstrate the skill
6	Children practise the skill in class
7	Evaluate, reflect and reteach/ improve
8	Personal practice outside the classroom
9	Reflect, evaluate experience

Some important life skills

For each life skill, the section below provides: a definition or explanation, the reason why it is important, how you can teach it and the key steps or parts into which it can be broken down. The first key steps under each life skill (**Key steps for teachers**) are written for teachers' understanding, **not** for use with children in Kindergarten and lower primary (see also photocopyable life skills on pages 130–150). Underneath these, in a box, is a

translation and simplification of each set of steps into language which might be suitable for lower primary children.

Emotional/coping and self-management skills

Self-esteem

Definition: It is debatable whether self-esteem is really a life skill. Self-esteem is related to self-awareness. Self-esteem is how you feel about yourself whether you are self-aware or not. It means how you value yourself and how you feel about your strengths and weaknesses. Self-esteem is built up from early childhood as how others treat you affects how you think and feel.

Importance: Children with high self-esteem will feel more comfortable with themselves and others, and more confident.

How: You can help to build children's self-esteem by making them aware of their talents, good points and achievements, and encouraging children to acknowledge each other's strengths. Encourage them to try to succeed at new activities as this will also build self-esteem. Develop a positive atmosphere in the classroom where all individuals are valued.

Key steps for teachers

- Recognise that you have good points – these may relate to any aspect of yourself – appearance, talents, personality traits, skills and abilities, physical, social, mental.
- Understand that other people value you and why. Learn to accept positive comments.
- Understand that we all have weaknesses and things we are not good at. Be kind to yourself.
- Understand that we can all make a positive contribution to other people's lives and to our communities.
- Increase your self-confidence by attempting new activities or ways of doing things.
- Celebrate your achievements.

Key steps for children

- What do I love/like about myself?
- What do other people love/like about me?
- I am good at ...
- How have I improved?
- What do I have to celebrate?

Self-confidence

Definition: Self-confidence is similar to self-esteem and relates to our feelings about our abilities to do things. Some children may have misplaced confidence in themselves, while other children, who may actually be more able, may appear or behave less confident.

Importance: Self-confidence is helpful as it makes it easier to attempt new things and risk failure.

How: Build children's self-confidence by giving them small challenges, gradually building up their abilities, for example by encouraging shy children to present group findings or outgoing ones to work hard on their listening skills. Identify something which each member of the class excels at and celebrate new achievements.

Key steps for teachers

- Know your talents, strengths and achievements.
- Build on your ability to do things by setting yourself small challenges.
- Improve areas where you are weak.
- Try out new activities.
- Celebrate your achievements.

Key steps for children

- I know my talents, strengths and achievements.
- I would like to be able to ...
- I can improve ...
- I can try something new ...
- I can celebrate what I can do!

Self-awareness skills

Definition: Self-awareness means having a sense of your own identity and an understanding of your emotions, attitudes, beliefs, values, goals, motivations and behaviours. It involves personality, values, habits, needs and emotions and knowing your strengths and weaknesses in these various areas.

Importance: Self-awareness helps us to understand our emotions and clarify our values so that we can communicate with others, form relationships and develop empathy. By knowing our strengths we can improve our self-esteem and self-confidence. By knowing our weaknesses we can make better decisions based on realistic expectations of what we can do, and look after ourselves more effectively.

How: Self-awareness can be achieved partly by children thinking about themselves, noting their own behaviours, emotions, etc. but also by asking or talking with others – friends, family and others such as teachers. It is useful to be aware of how others see us, even if that is not exactly how we see ourselves. So learning to be self-aware is partly reflective, and partly achieved by discussion, role play and other activities. We may also come to know ourselves better by doing new things, setting ourselves challenges, etc. Teachers should help children to develop their own values, by questioning, discussion and other activities. Teachers should take care not to impose their own values on children.

Key steps for teachers

- Understand yourself and your personality. This can help you to know where you will be able to grow and be happy, and what you might find too stressful.
- Understand your needs. If you know what your needs are then you can more easily try to meet them and you will better understand your behaviour.
- Understand your emotions. If you know your own feelings, what causes them, and how they affect your thoughts and actions, you are in a better position to manage them. You

can understand what happens inside when you experience different emotions and so have more control over them.

- Know what your values are. This will help you to achieve your most important goals.
- Know your habits. Some good habits increase your effectiveness. Bad habits may be harmful to relationships and prevent you from reaching your goals.
- Try to learn more about yourself every day. Reflect on new experiences.

Key steps for children

- What makes me happy?
- What makes me sad?
- How do these feelings affect what I do?
- What is important to me?
- What have I learnt about myself today?

Self-monitoring

Definition: This is similar to self-awareness (above), but is an ongoing activity. It means keeping a watch on yourself from day to day to check that all is well, physically, mentally, emotionally and socially.

Importance: It is important because it enables you to know quickly if things are not right and to do something about them, so keeping healthy.

How: Encourage children to take a couple of minutes each day (or even at the start of each HFLE lesson) to think about how they feel about the different aspects of themselves. You could focus on different aspects each lesson.

Key steps for teachers

- Get to know yourself – your body, emotions and mind.
- Recognise when something isn't right
- Take action, such as talking to someone, seeking help or taking exercise.

Key steps for children

- How am I feeling today?
- How am I behaving today?
- What do I need?
- What should I do?

Healthy self-management

Definition: This is similar to self-monitoring (above) but it means not only keeping a watch on yourself, but also coping with your emotions and managing your feelings and behaviours, and recognising when you may be at risk.

Importance: It is important that children learn to manage their emotions and behaviour in order to build healthy relationships.

How: Encourage children to reflect on their behaviour and what causes it and to develop alternative more appropriate or healthy ways of responding, for example in conflict situations.

Key steps for teachers

- Get to know yourself, your emotions and behaviour.
- Recognise the consequences of your behaviour on your health, and on others.
- Choose behaviour to stay healthy.
- Take action to stay healthy.
- Evaluate the choice.

Key steps for children

- How do I feel and behave?
- How does my behaviour affect my health?
- Choose healthy behaviour.
- How has that choice helped or hurt me?

Goal setting

Definition: This is the skill of setting goals for yourself. It can be used for setting personal goals over a life time, or for shorter term goals, or even for goals in a co-operative task, such as a campaign. Goals can be anything you desire.

SOME IMPORTANT LIFE SKILLS

They increase motivation and give a sense of purpose.

Importance: Goal setting is important because it provides motivation for healthy behaviours such as avoiding the risks of HIV, and also helps children to focus on longer term achievements.

Goals help you take control of your life, feel good about yourself and realise your potential.

How: Begin by asking children to set short term goals – for the end of the term, or even the week. Go through the process for them. Then get children to visualise themselves in the future and talk about how they might get there. It is helpful if the teacher can model this by sharing some personal goal setting, along with the things which may have got in the way and how they were dealt with. Practise the key steps in class.

Key steps for teachers

- Think about what you want in life.
- List, write down and visualise realistic, specific detailed goals for the short term and the long term.
- Visualise the benefits of reaching your goals. Imagine yourself in that situation.
- Identify any obstacles – what might hold you back?
- Make a plan of action: the steps on the way, with a time line. It helps to work backwards.
- Monitor your progress and celebrate small achievements.
- Have a 'goal buddy' with whom you share your goals and your progress.
- Believe in yourself and don't give up.

Key steps for children

- What do I want/need? (tomorrow/next week/when I grow up)
- Is it realistic?
- How much time do I have?
- Imagine getting to my goal.
- What steps will I take?

- Who can help me?
- What might stop me?
- How well am I doing?
- Celebrate each step.
- I can do it!

Coping with emotions

Definition: Coping with our emotions or feelings means recognising the range of different emotions we experience, understanding how emotions affect behaviour and coping with emotions in a way which maintains physical, mental and social health.

Importance: Managing emotions helps us to recognise our own emotions and those of other people and relate them to behaviour. It helps us to cope with negative feelings such as anger, frustration, fear and sadness in ourselves and others. It helps us to express our feelings in a healthy way, without resorting to violence. When negative emotions are repressed for a long time they can affect our mental and physical health. Managing our emotions also helps us to relate better to other people.

How: Help children to recognise and talk about different kinds of emotions, the situations which bring them about and healthy ways to express them. Encourage them to reflect on any difficulties they may have with expressing emotions such as anger. What could they do about this? Can they take steps on their own or do they need to access help?

Key steps for teachers

- Try to identify, name and understand the emotions you experience.
- Think about what causes them and how you behave as a result.
- Does this behaviour have any good or bad effects for yourself or others?
- How could you manage your emotions better?

Key steps for children

- How am I feeling?
- Why am I feeling that way?
- How does the feeling make me behave?
- Does my behaviour affect me or others?
Does it have good or bad effects?
- Can I change anything?

Coping with our emotions includes **coping with stress**.

Coping with stress

Definition: We experience stress in difficult situations in life such as when we experience loss of various kinds, or when we have to deal with bad situations which we cannot change, such as long-term illness or family problems. Other stressful situations include examinations, having too much to do in too little time, or when others reject or criticise us.

Importance: A small amount of pressure may motivate us, but managing stress means learning to recognise what we find stressful and also what helps us to cope and calms us down.

How: Encourage children to discuss problems of stress and how they cope, and reflect on what they find helpful in coping with stress. Give them opportunities to experience new ways of relaxing or de-stressing. Let them exchange ideas for staying calm under pressure.

Key steps for teachers

- Get to know yourself and what makes you feel stressed, so you can take action before it gets too bad.
- Recognise the signs in yourself which tell you you're stressed (e.g. feeling anxious, angry or emotional, headaches, difficulty sleeping)
- Get to know what helps you to cope or relax – everyone is different.
- Practise strategies for de-stressing so you know how to use them
- Avoid using drugs or alcohol to help – it never works.

Key steps for children

- What makes me feel stressed?
- What signs tell me I'm stressed?
- What helps me feel better?
- Who can I talk to?
- What should I avoid?

Tips for coping with stress:

- Talk to someone about how you feel.
- Think positively – remind yourself of the good things in your life and your achievements.
- Try to work out what is causing your stress.
- Take a deep breath and count slowly to ten.
- Try to manage your time better
- Spend some time doing things you enjoy, being with people you care about.
- Eat healthy food, take some exercise and try to get a good night's sleep.
- Spend time in the natural world – a garden, beach, river or with a pet.

Communication and interpersonal skills

Communication

Definition: Effective communication is the ability to express ourselves and listen to others. It includes verbal and non-verbal expression (body language). Language includes not only the words we use, but also our tone, speed, volume and other aspects of speech. Being a good listener not only means hearing and understanding what the person is saying, but also being sensitive to their meaning, conveyed by body language, tone, etc. It also means providing feedback to show you are listening.

Importance: It allows us to give and get information of all sorts – factual, emotional and social. It includes negotiation, assertiveness and refusal skills and enables us to meet all our different needs better. It is crucial for good relationships.

SOME IMPORTANT LIFE SKILLS

How: Model good speaking and listening skills and provide lots of opportunities for practice and feedback.

Key steps for teachers – Listening

- Listen to the words being said and to the speaker's body language.
- Use body language to show you are attentive: turn towards and face the speaker, and make eye contact. Keep your arms unfolded. Nod your head to show you understand and give encouragement.
- Encourage them with words and phrases, such as 'I know what you mean', 'Yes' or 'I see'.
- Do not interrupt to tell stories or give information.
- Don't give the speaker advice or tell them what to do.
- Listen for the feelings behind the words or shown in the body language.
- Show you understand by saying, for e.g., 'You must be feeling ...' or 'That must have been...'
- Ask questions or restate what the speaker says in your own words to check that you have understood correctly. For example by saying 'Do you mean ...?' or 'So you're saying....'
- Give your full attention to them – turn off your cell phone, do not be distracted by other things or people.

Key steps for children – Listening

- Listen to the words.
- Look at the body language.
- Face the speaker and look them in the eyes.
- Encourage the speaker with nods and brief words.
- Do not interrupt.
- Give them your full attention.

Key steps for teachers – Speaking

- Pick a time when both of you can focus on what's being said without distractions.
- Face the other person and make eye contact.
- Speak with a pleasant, even tone, do not shout, mumble or whine.
- Speak clearly and not too fast.
- Do not be demanding or bossy.
- Be respectful; do not put the other person down, even when you think they are wrong or stupid.
- Be confident and positive.
- Pay attention to their responses, the words and body language, to check if you've been heard.
- If things get heated or feelings are very strong, take a break to calm down.

Key steps for children – Speaking

- What message do I want to tell others?
- Face the listener and look them in the eyes.
- Speak clearly and not too fast.
- Speak kindly and with respect.
- Do my voice and body say the same thing?
- Watch their responses.

Interpersonal skills or relationship skills

Definition: This is the ability to relate to other people in a positive and healthy way. This makes others feel safe and comfortable, and able to interact and express their views. It enables trust and includes recognising boundaries and breaking relationships.

Importance: This allows us to make and keep friends and other relationships so it is important for our mental and emotional health. It helps us to co-operate with others and in team work and it helps us to persuade others to help meet our needs.

How: Model good ways of relating to others and use role play to practise. Use stories or mini-case studies to get children to discuss the principles behind how we relate to others – what we mean by trust, the nature of friendship, etc. Allow them to develop their own ‘rules’ and practices.

Interpersonal skills are closely related to good communication skills and skills such as empathy and negotiation.

Key steps for teachers:

- Respect other people’s views and positions, try to understand them.
- Be genuinely interested in others.
- Manage your own stress and anger.
- Be an active listener.
- Remember people’s names.
- Treat others as you’d like them to treat you.

More specific interpersonal skills such as assertiveness and refusal skills are dealt with below.

Key steps for children

- Respect others.
- Try to understand their view.
- Listen carefully.
- Manage your emotions.
- Treat the other person as you’d like them to treat you.

Negotiation skills

Definition: This is an aspect of interpersonal relations. It is the ability to communicate with others in order to come to an agreement or settle a dispute or conflict. It involves persuasion and also making compromises.

Importance: Negotiation skills are important because they enable us to meet our needs and get on well with other people. They are useful in team work and within communities.

How: Help children to understand the problem or conflict from both people’s points of view.

Then model good negotiation skills to come to an agreement. Provide opportunities for them to practise using role play, give feedback, and then provide activities for them to try their skills in real life.

Key steps for teachers

- Use good communication skills (see above).
- Listen carefully to what the other person wants.
- Explain clearly what you want.
- Be prepared to meet the other person half-way, to give and take.
- Think creatively about ways in which you can both give something in order to reach agreement. Can you create a win-win situation, where both people come out feeling they are better off?

Key steps for children

- Listen carefully.
- Explain clearly what you want.
- Be willing to give and take.
- Try to think of a way you can both be happy.

Refusal skills

Definition: This is being able to say ‘NO’ effectively even in difficult situations. The refusal needs to be understood and accepted by the other person.

Importance: Refusal skills are important for making healthy choices and resisting peer pressure to have sex, take drugs or do other unhealthy or risky things. It enables us to stay true to our values and aim for our goals.

How: Children discuss the situations or contexts in which refusal skills can be used. Model refusal skills in different contexts. Provide opportunities for them to practise using role play. Give feedback on their effectiveness. Let them think about ‘What would I say if they say ...’ and rehearse their responses. Encourage them to practise in real life situations.

SOME IMPORTANT LIFE SKILLS

Key steps for teachers

- Say 'No'.
- Use a strong clear voice, keep eye contact and make sure your body language also says 'No'.
- Do not smile.
- Repeat your refusal as often as necessary.
- Explain why – give reasons.
- Suggest an alternative activity.
- Talk it through or, if necessary, walk away.

Key steps for children

- Say 'NO'.
- Use a strong, clear voice.
- Do not smile.
- Repeat your refusal as often as necessary.
- If necessary, walk away.
- Tell a trusted adult.

One variation on this for young children is the 'No! Go! Tell!' message for children facing abuse or inappropriate touching.

Assertiveness skills

Definition: Assertiveness is the ability to get your voice heard and be taken account of. It is the ability to express your feelings and needs, and get your rights, while respecting the rights and feelings of others. It is related to communication skills and sometimes to refusal skills. Assertive communication is clear, direct, open and honest.

Importance: Assertiveness is important because it enables people to express their views and get their needs met, while still respecting others. It helps to improve interpersonal relations and reduce stress. It helps to resolve conflict rather than avoiding it or making it worse, and it can improve self-esteem.

How: Model assertiveness skills for the children and encourage them to discuss and then practise assertive responses to different situations. It can be helpful to make

a distinction between being assertive, passive and aggressive. Passiveness is not being clear about your own needs or views, whereas aggressiveness does not respect the other person. Provide or suggest real situations in which children can practise their assertiveness and then evaluate their effectiveness and how this made them feel.

Key steps for teachers

- Speak clearly, be honest and open, firm and direct.
- Be respectful to the other person, do not put them down.
- State your needs, use sentences beginning with 'I ...'
- Say no if you need to.
- Do not criticise or blame the other person, avoid sentences beginning 'You ...'
- Describe the facts, be specific, do not make judgements or exaggerate, e.g. say 'He was an hour late', rather than 'He's always late'.
- Be matter of fact and use humour if appropriate.

Key steps for children

- Speak clearly and firmly.
- Be respectful and honest.
- State your needs. Use 'I...' sentences.
- Say 'No' if you need to.

Empathy

Definition: This is the ability to imagine what life is like for someone else, even in a different situation. It means putting yourself in their shoes so as to better understand their needs, motivations, goals, etc. and involves caring for others and tolerance towards those who are different from ourselves.

Importance: Empathy is important in caring for others and helps us to be more likeable and make good relationships. It helps us to be more tolerant towards people unlike ourselves and to avoid judging or stigmatising others.

How: Encourage children to use their imaginations. Use stories, mini-case studies, and role play to help them to place themselves in others' shoes. The important skill is in being able to switch from objective to subjective; see, for example, the difference between the first two steps below and the third step (the difference between the first and second steps in the Key steps for children).

For example, in Student's Book 2, Theme 1, Unit 8 (page 18) you could encourage children to empathise with Khalid. To do this they need to identify how the character is feeling – he is worried and afraid about starting at a new school where he does not know anybody. The school is probably much bigger than his last school, as it is in the city rather than in a village. He is probably worried that he will not make friends or that the other children may be unkind to him. He may be worried that he will get lost in such a big school.

Ask children how they would feel in that situation. Get them to compare it with similar situations they have experienced. Some children in the class will probably have had exactly the same experience. If you think they would be happy to talk about how they felt, then ask them to tell the class, but be careful not to remind individual children of unpleasant feelings that may make them feel insecure. Ask the children how they could support Khalid.

Key steps for teachers

- Ask the person to talk about their situation or how they feel but respect that they may not want to talk.
- Be a good listener.
- Use your imagination to understand how it is for the other person.
- Share your feelings – be honest and open.
- Give support and encouragement.
- Offer help as appropriate, a listening ear or something practical.

Key steps for children

- Listen carefully and well.
- Imagine how the other person feels.
- Try to understand.
- How can I show support?
- What would he/she like me to do?

Co-operation and teamwork skills

Definition: This is the ability to work together with others to achieve a goal or perform a task, get a job done or learn together.

Importance: Co-operation skills are important for team work. They allow us to learn and gain from each other, to build up trust and interdependence. Often more can be accomplished with others than alone, so working together can increase self-esteem and self-confidence. Co-operation skills are good for building relationships with friends, partners and family.

How: Children can be given opportunities for co-operating in pairs and small groups in many different kinds of tasks, some quite structured and others which are more open ended.

Make sure the task is clear, but as children improve their team work, allow them to assign roles and work out for themselves how to accomplish the task. Ask children to reflect on how well they worked together as a group – did some members take over, did others contribute little? How can their team work be improved?

Key steps for teachers

- Think about what you can contribute.
- Make sure you contribute something.
- Respect others' contributions.
- Help others to contribute.
- Accept help from others and learn from them.
- Help the group to work together.
- Help to keep the group focused on the task.

SOME IMPORTANT LIFE SKILLS

- Afterwards discuss what went well and what didn't.

Key steps for children

- How can I help or take part?
- Let others help.
- Learn from others.
- Work well together on the task.
- What could we have done better?

Advocacy

Definition: Advocacy is speaking up for others or for a cause. This is a social skill related to empathy. It involves active support for another person or group to influence or change things. It includes skills of persuasion and influencing others. It also includes motivating others to help, and networking to contact people with influence or the ability to help.

Importance: It is an important skill in order to create a more just, equal and healthy world. It is a skill of good citizenship. It also enables people to feel empowered to influence the world around them and this is healthy.

How: Advocacy can be modelled. Children can develop advocacy through meeting and learning about people who are powerful advocates for others, such as those speaking out for the rights of people living with HIV and AIDS (PLWHA). Children often feel very strongly about injustices in the world. They can be given opportunities to find out more about the issues they care about and contribute their time and efforts. Advocacy can also be practised in the school and local community. They can join existing campaigns of different kinds, in the local community or the wider world, for example about climate change. This is a good opportunity to involve parents.

Key steps for teachers

- Identify the issue or problem.
- Decide who needs to be influenced.
- Research information and make sure it is accurate.

- Present information in a way which will appeal and be persuasive.
- Present information implicitly or explicitly to be effective.
- Suggest different ways to solve the problem or make change work.
- Make sure that the suggested solution changes the behaviour or solves the problem.

Key steps for children

- What is the problem?
- Who or what needs help?
- Who can help them?
- What can I do or say to make them help?
- How will I do or say it?

Cognitive skills

Critical thinking

Definition: This means examining problems, issues and information in a critical way. It means not simply accepting the first idea or information given without looking at it carefully. Critical thinking involves enquiry, information processing, reasoning and evaluation.

Importance: It is important because it enables us to challenge assumptions, think about what people are telling us or about what we read (e.g. in the media) and base our decisions or opinions on evidence. It helps us to examine our own and others' attitudes, values and behaviour and to be aware of inequality and injustice. It enables us to see that those in authority are not always right and to develop skills as responsible citizens.

How: Encourage children to read critically, to ask questions and to challenge and evaluate information and assumptions before making up their own minds. Critical thinking is something which can be done in groups, with everyone contributing.

Key steps for teachers:

- Ask questions about information and about their own and others' opinions. Begin by thinking about the most useful questions to ask. Ask questions such as:
 - What evidence is provided for that conclusion?
 - Where could you find evidence?
 - How does the evidence impact the issue? How convincing is it?
 - What assumptions are being made?
 - Are there contradictory statements or evidence?
- Think about the answers. Are they useful or relevant? What additional information is needed?
- Evaluate the information.

Key steps for children

- Do I have all the facts/truth?
- How will this help me?
- Ask questions about the facts.
- Think about the answers.
- What do I think now?
- Do I need more information?

Creative thinking

Definition: This is thinking of new and original ideas which help us to solve problems and adapt to changes in our lives. It means exploring all the possible alternatives, including 'thinking the unthinkable'. It can be an individual or group activity.

Importance: It is important because it helps us in problem-solving, decision-making, conflict resolution and advocacy. It enables us to look at the consequences of our choices and find new solutions to problems or conflicts. It also contributes to healthy self-expression.

How: Use mind maps or pictures as visual aids, or drama and song, discussion and brainstorming rather than words.

Key steps for teachers

- Research or discuss the issue.
- Brainstorm all possible solutions and suggest new or alternative ones. Do not rule anything out at this stage.
- Consider the consequences of each solution.
- Choose one or more 'best' alternatives.
- Try out the new ideas and evaluate them.

Key steps for children

- Find out and talk about it.
- Think of lots of possible options.
- Think about the consequences of each option.
- Choose the best option.
- Try out your ideas.
- Did they work?

Problem-solving

Definition: This is the process through which we can solve problems in our lives. Usually this involves identifying alternative solutions and choosing the best.

Importance: Problem-solving enables us to identify problems and their causes and decide what to do about them. It helps us to think about the consequences of our behaviours and make choices from a wider range of options, to ask for help and to compromise in conflict situations. Problem-solving is useful for groups and communities as well as individuals.

How: Model the process for the children, lead them through it using examples and then let them practise with problems in the classroom, and then in the wider world.

Key steps for teachers

- Stop and think. What is the problem?
- Gather necessary information.
- What are the choices/solutions? Identify as many solutions as possible. (Use creative thinking.)

SOME IMPORTANT LIFE SKILLS

- What are the consequences of each? List the positive and negative consequences of each solution. Weigh them up carefully.
- Choose the best alternative. Act on it.
- Afterwards, look back – do you still think your choice was the best solution?

Key steps for children

- What is the problem?
- Find out more.
- What are the options?
- What are the consequences of each option?
- Choose the best option.
- Act on it.
- Afterwards – did I choose the best option?

Decision-making

Definition: This is about choosing from a number of options. It may be a decision to be implemented immediately (such as deciding to see a film tonight) or it may be simply a resolve for the future (such as deciding to eat more fruit). In some ways it is similar to problem-solving.

Importance: It is important because it allows thinking about a problem or issue in advance, rather than acting impulsively. It means that the issue can be thought about properly, weighing up the various choices, factors and consequences, more information can be sought as necessary and the decision can be made with care. It is useful for setting goals and improves self-esteem. It enables children to plan healthy behaviours and take responsibility for their actions.

How: Children can be encouraged to think critically about other people's choices and decisions using the mini-stories provided in the Student's Books and other examples you or they provide. Then they can think about past decisions they have made, which turned out well and which did not, and why. Get them to think in advance about their own decisions, keeping in mind their values and

goals. Encourage them to consider the effects of various decisions on their lives. Use 'What if?' questions to present possible decision-making situations, such as asking 'What if your best friend offered you a cigarette?' As children consider the options this will help them to clarify and reinforce their values.

To encourage discussion you could ask groups of children to make a decision about a dilemma by consensus.

Key steps for teachers

- State the problem. What has to be decided?
- List the choices of the decision/action. Think of as many options as possible.
- What will happen if a decision is not made?
- Evaluate the options – consider the consequences of each. Think about the consequences for others as well as yourself. Think about why you want to make a particular decision. Check that the options fit with your values.
- Select the best choice.
- Act on the decision.
- Evaluate the decision.

Key steps for children

- What do we have to decide?
- What choices are there?
- What are the consequences of each choice?
- Which choice fits with my values?
- Who can help me decide?
- Should I act now or later?
- Select the best choice and act.
- Afterwards – did I make the best choice?

For example, if we apply the key steps above to a particular context: smoking cigarettes.

- The problem is whether to accept a cigarette that is offered.

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- The choices are to: **A** say yes and smoke this one; **B** to take up smoking; **C** to appear to smoke and not inhale; or **D** not to accept.
- In this case you have to make a decision one way or the other.
- The options or consequences of each choice:

A unhealthy, goes against parents and disappoints them, goes against own desires/principles, but placates friends, but also they'll expect you to say yes the next time, reputation as a 'smoker'.

B very unhealthy, shortens life, goes against parents and disappoints them, goes against own desires/principles, but placates friends, difficult to stop, expensive, maybe 'looks cool'.

C hypocritical, goes against own desires/principles, but placates friends, but also they'll expect you to say yes the next time, reputation as a 'smoker'.

D stay true to self, healthy, shows you're independent, if your friends are 'real' they'll accept, they won't bother you with it again, pleases parents.

- **D** is the best choice.
- Say 'No' to the offered cigarette.
- Lost a couple of so-called friends. Kept to my own values.

This shows how the steps can be applied to a context. Before you teach any of the life skills above, try applying the key steps to the context you intend to use in a similar way. If you adapt them for a particular situation, make sure that children will be able to apply them to other contexts.

You may wish to adapt the key steps further for the level of your children. In the lower classes or the first time you teach a skill you may want to simplify it and leave out some steps.

Resources

Definitions and importance adapted from *CARICOM Multi-agency HFLE Programme manual for Facilitators of Life Skills Based HFLE Programmes in the Formal and Non-Formal Sectors and Teenage Health Teaching Sessions*.

Key steps adapted from C Constantine, EDC, 2005-06-12 and David and Roger Johnson <http://www.clrc.com>

PAHO: *Life Skills Approach to Child and Adolescent Healthy Human Development*; Authors: Leena Mangrulkar, Cheryl Vince Whitman, Marc Posner http://hhd.org/sites/hhd.org/files/paho_lifeskills.pdf

3 Teaching HFLE

Teaching methods for HFLE

Teaching Health and Family Life Education and life skills requires active thinking and learning. Active learning means encouraging children to think for themselves, develop ideas and suggest ways forward. It means reflecting, rehearsing and practising skills. Teachers can act as facilitators and help children to:

- understand the issues and appropriate life skills
- practise life skills in a safe and supportive environment
- relate the issues and skills to their own lives and apply the skills
- think about their values and experiences.

Life skills are learnt more effectively through interactive methods. There are many different kinds of participatory learning activities which are useful for Health and Family Life Education and for this course. The units in Student's Books K to 3 provide suggestions for student activities and the second part of this Teacher's Guide elaborates on these and gives more suggestions. But these do not have to be followed slavishly. Teachers often need to decide which kind of method is most appropriate for a particular kind of learning or a particular set of children. The choice of activity may also depend on the life skill which is being taught.

Most interactive learning will take place in groups. This includes pairs, small groups, larger groups and whole class work. Children are expected to take part and express their views or ideas, not to sit back and listen to the teacher. There will be times, of course where teacher-led whole class teaching is appropriate, such as perhaps a brief introduction to a topic at the beginning of a lesson, or a summary at the end, or when giving instructions.

Below we will look at some of the main interactive methods in more detail, with pointers for the kinds of learning they can be most effective for.

Pair work and small group work

Pair work is often more focused and private than small group work, and some shyer children prefer it. It enables every child to participate and sometimes share information or feelings that they may not wish to share with a larger group or the whole class. You may find it useful for children to have semi-permanent partners for pair work, or sometimes to vary the pairs.

You may also want to vary the group size within a lesson. Small group work may be discussion or it may be a more focused task, e.g. producing a list or making a poster. In any case talk is required and negotiation, co-operation and team work skills can be developed and practised. Even very young children can manage group work, with help, for short periods of time and with very clear rules.

Small groups should ideally be from about three to five children in size. Many teachers arrange their children in semi-permanent groups sitting close by each other to save class time and the disruption of furniture moving, and to allow children to get to know each other better. Then they can simply say 'Get into your groups....' However, for some activities you may want to change the groups or have groups based specifically on mixed or single genders. It can be refreshing for children sometimes to change groups.

Small group discussion allows more children to 'have their say' and so develop their own thoughts, than is possible in whole class discussion. Also it is less likely to be dominated by the teacher, and children have to learn to listen to, and respect, each other's views, and shy children may feel more able to speak about sensitive topics.

Often children need assistance with group discussion. They may wander from the point and need to be brought gently but firmly back to the topic by the teacher. It is helpful to give them a specific question to answer or discuss or a list of points to put in order of priority. If children know they will have to report back to

the class this helps to keep them on task.

Each group can have a leader, chairperson and/or task-master to keep them focused and perhaps a different 'secretary' or 'spokesperson' to report back. Make sure all group members get an opportunity to take these roles. It is best to keep the time limit for each discussion or other group task quite short, and the task clear and simple, for example: 'You have five minutes to discuss this and come up with an agreed list of three points.'

Encourage children to express their own ideas as this helps them to focus their thinking and clarify what they mean. You might also ask two groups of children to present opposing views on an issue, for example the pros and cons of building more houses in their village.

The Kindergarten book contains brief notes at the bottom of the pages for teachers and parents suggesting points for discussion.

Class discussion

This can be used to discuss a problem, issue or topic and children can learn from each other. Class discussions may be possible and useful depending on the size, maturity and other characteristics of your class. In order to keep everyone's interest, do not let the discussion go on too long, or let any one speaker or speakers dominate. Lay down a set of rules for agreed conduct – these should be part of the agreed class rules decided at the beginning of the year (see pages 40–43). If there are problems in keeping to them discuss this with the class – what do they think is the best way of solving the problem? They could even apply problem-solving steps to this issue.

Examples of class discussion rules might include:

- Everyone listens and no one talks while someone is speaking.
- The person speaking holds an object, for example a shell or stick, to show that they are talking.
- No one person speaks for more than one minute at a time (including the teacher!)

- The person speaking decides who speaks next (or you could have a separate chairperson to do that).
- Anyone wanting to speak raises their hand.
- People can ask questions of previous speakers but cannot criticise them.
- Everyone's views must be respected.
- Everyone has a right to speak or not speak.

Begin with short class discussions, which everyone can easily feel able to contribute something brief to.

Brainstorming

In small groups or as a class, children suggest as many ideas as possible about a particular question or topic. All ideas are recorded on a sheet of paper or the board so everyone can see them. Ideas are not discussed or judged initially. After brainstorming, discuss the ideas and keep the useful ones. This is useful for all age groups because children are contributing their ideas. It is good for finding out what the class knows about something, for collecting suggestions, options or alternatives, for creative thinking and for problem-solving.

Role play

Role play is a vital technique for teaching HFLE and life skills and there are many suggestions for this throughout the Student's Books. Role play is informal dramatisation in pairs or small groups, when Individuals take roles to act out a situation. Even very young children often find role play quite easy as they can use their imaginations to pretend to be someone else, or to pretend to be themselves doing or saying something in particular.

Role play can be a helpful way for the teacher to present or model life skills steps, either alone, with a child or another adult, or perhaps using puppets (see below).

The teacher needs to prepare children by describing the situation and discussing it with them, making clear any important points about the individual roles and helping children to get

into role. Make clear statements about the roles children are taking on, for example 'You are going to play John. He is afraid because ...'. Once children know what roles they are playing, give them a few moments to think about them and use their imagination to get into role. Role play does not have to be a big performance. In a large class, role play can take place in small groups or pairs, and children may not even need to move from their seats.

Role play is useful because it necessitates children having to imagine what it is like to be someone else, and having to think and act from someone else's point of view. It helps them to try out new ways of behaving and see the responses others give in a safe situation.

It is important to role-play with a specific problem or issue to resolve. After the role play you need to debrief and help children back out of their roles, and your need to discuss what happened, how the characters felt, how the life skills can be improved or what happened in the interaction. Debriefing is important to ensure that the teaching point of the role play is not lost.

Debrief using questions such as:

- How did it feel to be John?
- How did people respond to you? How did that make you feel?

Encourage children to differentiate between their own thoughts and those of their characters, for example by saying: 'I am Sharlene, and usually I talk a lot, but when I played Suzanne I felt ...'. Role plays can be acted out again with questions asked of the characters or use of a 'pause button' to ask the audience what they think a character should do next.

Role play is an important method for practising life skills, such as communication, refusal, assertiveness and co-operation skills. It is also good for trying out possible choices and working through the responses from others. In addition, role play encourages empathy, as children have to imagine themselves as someone else.

Using puppets, dolls or toys for role play

In the Student's Books and Activity Books there are two animal characters – a parrot and a crab. Especially in Kindergarten or Level 1 classes, you might build on this by making a simple puppet of each for use in front of the class. These puppets can be used for role-play demonstrations, by you or by children.

Alternatively, you might find it useful to make and use puppets of human characters or to let children make some simple ones for themselves. The easiest types to make are stick puppet figures or cloth or finger puppets. Children can make a simple finger puppet with a roll of paper around a finger and a face drawn on the paper. You could even create a basic puppet theatre for children to use when they show their puppet role plays.

Puppets and dolls may be used for story-telling, dialogues, to introduce topics, and for role-play modelling and practising life skills key steps.

Questioning

Traditionally we think of the teacher questioning the children, but this method can be used for children questioning the teacher or another 'expert', and each other, especially when groups of children have investigated particular topics. Children framing their own questions, individually or in pairs, can help them to clarify their ideas and develop their thinking.

Questioning of children by the teacher needs to have a specific purpose to be effective. It should be clear and concise and require comprehension, analysis or evaluation skills. Avoid questions which are vague or undemanding. Try to avoid most closed questions. Instead include questions which:

- invite recall of important factual information
- invite the child to say more about themselves or the topic (without being intrusive)
- enable the teacher to check if a concept has been understood
- challenge a child to look at something in a different way

- open up a topic or explore a different aspect of it
- ask children to compare and make value judgements
- ask children to think about what they would do in a given situation
- present children with a dilemma or choice
- ask children to analyse why something happens, to give reasons
- ask children to suggest consequences.

Encourage children to refine their own questioning skills – what do they want or need to know about a topic? How or where can they find this out? For example at the end of a unit or topic they could be encouraged to frame ‘Questions I still want answered’.

The Kindergarten book contains brief notes for teachers and parents suggesting questions to ask as they use the book with the child or children.

Reading activities

Children in Kindergarten to Level 3 are learning reading skills so it is important that the teacher (or parent/guardian) reads with and for them, ensuring that all children have access to the text. They may read individually or in pairs or groups and it can be useful to pair less able readers with more able ones. Reading should be interactive so that before reading, the teacher introduces the reading or children talk about the topic, and afterwards they review the reading in some way. This might be by asking questions about the reading, by reading critically or discussing what is meant. The Student’s Books provide short factual passages for reading, as well as mini-stories and case studies.

Some children may be intimidated by reading activities. You can engage the non-reader by the teacher or another child reading the passage in class or by recording the passage beforehand and playing it via a computer or cell phone. Make good use of the illustrations in the Student’s Books to explain the text through questioning before or afterwards. Or make sure all children in the class have access to the

passage by getting able readers to explain or retell what they have read, either to the class or in pairs.

Using mini-stories and case studies

Many of the units in the Student’s Books contain mini-stories, situations or case studies. These are intended to give depth to an issue, to personalise it and allow discussion of common dilemmas or situations for which fictional examples may be more easily discussed. They allow children to avoid talking about themselves or people they know. They allow them to discuss and analyse situations which they might encounter, explore problems and test solutions verbally. This means that they think about the factors which affect someone’s thinking and the consequences of their actions. They practise their decision-making skills in the safe environment of the classroom.

It is useful if the teacher guides the children’s thinking, filling gaps, extending thinking, bringing out important points and raising questions of values, morality or longer term consequences.

Mini-stories can also be used as models for children’s own work – creating stories or dramas to describe or explain situations. Sometimes they may be asked to act out or write alternative endings, depending upon the choices made.

Using longer stories and story-telling

Stories may be invented by the teacher or child or be read from published materials.

Books are available with longer stories on some of the topics tackled. For example see the *Caribbean HIV•AIDS Readers* Level 1, and the *Living Health and Living Earth Readers* published by Macmillan. These can be read by individuals with an interest in a particular topic, or used by groups who can then present the story in some way to the class. Many stories for young people contain passages about choices or dilemmas which the teacher can use. For example, a short passage can be read to the class who then ask questions about it, or suggest solutions to a dilemma using problem-

solving skills. Groups can role-play various endings or individuals can go away and write an ending and share it with the class.

Similarly, pairs or groups may be asked to tell stories about a given topic. They can be given a starting point, or situation and asked to think through what might happen. Then the different groups can share their alternative stories or solutions to the problem, and the class can discuss them, and the choices made. Pairs or individuals may also like to make cartoon strips or picture stories, graphic novels, or film storyboards. If your class has access to computers these kinds of activities lend themselves to using digital methods.

Story-telling helps children to think through causes and consequences and practises critical and creative thinking. It helps with empathy and can be a useful tool in presenting situations for advocacy.

Speaking and writing activities

Generally HFLE work at this level should not focus on writing, but on other active learning methods, such as speaking. However, children at lower primary can be asked to circle, tick or write short answers, colour pictures, draw, fill in tables, and by Level 3 write whole sentences. By this level they can reflect on what they have been learning in HFLE and express their ideas in journals, diaries, poems, dialogues, songs and stories.

Speaking and writing within HFLE could include:

- Presenting ideas in fictional narratives – stories about situations or problems encountered, such as family conflict or peer pressure.
- Poetry – perhaps about a place they feel happy or safe in, or about an environmental problem.
- Songs or raps explaining a situation or giving advice about some aspect of healthy living.
- Brief notes for themselves, perhaps their goals and how they will achieve them.
- Instructions for others to follow – such as how to say ‘No’.

- Lists – advantages and disadvantages, pros and cons, stages in a process or reasons for something.
- Opinions – giving their own view on an issue and the reasons for it.
- Dialogues (can be a paired activity) to show a conversation, negotiation, assertiveness skills, etc.
- Letters – imagining they are someone else, written from a child’s own perspective, to a friend or advocating a particular course of action, supporting others.
- A journal or diary. It is very useful for children to be able to have somewhere they can reflect on ideas and their own thoughts and feelings. Ideally this should be a separate book, but the accompanying Activity Book can be used, or even an exercise book. However, you need to draw up rules for this at the start of the year. Will the journal be read by the teacher or only the child? Or sometimes by the teacher with the child’s agreement? What happens if anyone finds another child’s journal? Children need to know that if they confide their innermost thoughts to their journal their privacy and confidentiality will be respected.

Drawing and making pictures

Even before young children can express their ideas in words they may be able to express them in pictures or simple models. Children enjoy colouring and draw quite naturally, even if their drawings are not always instantly recognisable! They can begin to add labels, titles, captions and speech bubbles to pictures, draw sequences of pictures to make a story and express quite complicated sequences of events, and make posters.

It is important to display children’s pictures, mounting them carefully and adding captions where necessary, perhaps dictated by the child. Displaying a picture conveys to the child how much the work is valued. Children may want to take pictures home to show parents or others.

Children might use pictures cut from old magazines or newspapers to make collages

or posters. They might even take a series of photos, or draw pictures of people they care about, or of favourite healthy foods, sports or a favourite place. If your class has access to computers and the internet, then children can make digital collages, storyboards or slide shows on particular topics or themes. (This is especially useful for advocacy activities.)

Modelling

This is a particularly useful activity at lower primary, especially if you have access locally to clay or to junk materials such as cardboard, old containers, and papier mâché. Modelling can be used to show different types of foods or human needs, or aspects of our environment. If modelling is carried out after careful observation and discussion then it can take thinking forward. Different types of models include dioramas, made in cardboard boxes, models resembling maps or plans of the environment, or model figures, such as families.

Using diagrams and charts

Some children think and learn visually rather than in words, so present and display different kinds of diagrams and give opportunities for children to express their ideas in diagram form, such as flow-charts, mind maps or star diagrams. Decision diagrams can also be used – a question can be posed and at each point alternative answers presented. Each answer may lead on to another question, with its own answers.

Using photographs and other illustrations

Pictures such as those in the Student's Books can be 'read' in a similar way to the text. Sometimes they reinforce the text but often they provide additional information and ideas. Photographs and other illustrations can provide a useful stimulus for discussion before reading. Teachers can encourage children to look at illustrations critically and to ask themselves questions, such as: 'What is the person feeling?' A useful introduction to a lesson may be to show the picture to

children and ask, 'What can you tell me about this picture?' Children tend to have varying interpretations of pictures and diagrams. Questions to consider include:

- What/who is the main thing or person in the picture? What does the picture tell us about them?
- Is there anything happening? Who is doing what?
- What has happened before this? What will happen next?
- How do the people feel?
- What details do we notice? What do they tell us?

Imagining past and future

Much work in HFLE requires using the imagination. For example, in order to get on with others and empathise with them we need to imagine how they may feel. Similarly, in order to solve problems and make decisions, children need to develop their imagination.

One useful way of doing this is to consider the cause and consequence of an event or situation. To think about the causes for someone's behaviour we need to think back in time. To think about consequences we need to think forwards.

Another useful game or method is to consider 'What if ...?' This can be applied to oneself – e.g. 'What if I had an accident, what would I do?' Or to other people, real or fictional: 'What if Maisie didn't wear safety gear when she was cycling?'

A chain of consequences can be built up, predicting: if this happens ... then

Reflection

In many units of the course, children are asked to reflect on issues for themselves. Teachers may of course use these reflection points in different ways, depending on the maturity and needs of their classes, but at times it is certainly good to allow individual children space to

reflect – on how what they have learnt impacts on their own lives, their attitudes and values. Sometimes this reflection may take the form of a journal entry or piece of expressive art, but often there does not need to be any kind of ‘product’. Children can be encouraged to think things through and to reflect quietly for a few moments. Do not always offer this as a homework exercise or something rushed at the end of the lesson – many children will not have time or space to do it. Show that you take reflection seriously, perhaps even modelling it for them, both out loud and silently.

Using creative arts

As a teacher of young children you will know it is important to motivate children by using exciting and memorable stimuli, and encourage active participation. Songs and rhymes are particularly good for young children as they are enjoyable, they require everyone to participate and they help children remember important points.

All the creative arts provide ways in which your children can express what they feel and think, both individually and in pairs or groups. The arts also provide ways in which children can practise advocacy, persuade others and present their findings. Visual arts including posters, displays, photos and video, modelling, music and song, drama and dialogue can all be exciting motivators and help children to develop their thinking.

Games and simulations

Games can help children learn concepts and skills and foster positive attitudes. They provide opportunities for active learning and can reinforce ideas such as healthy eating. They are good for practising listening and speaking skills and excellent for encouraging co-operation. For example, action games such as ‘Simon says’ can reinforce good habits such as cleanliness and road safety and help to teach leadership. Board games based on the snakes and ladders principle can reinforce health or hygiene rules. Games can also sometimes have an emotional, and therefore behavioural, impact, which other

kinds of learning lack. Above all, games are intended to be enjoyable and active.

Children can invent their own games to help them learn.

Life skills cards or posters

When teaching specific life skills you may find it useful to have large cards or posters you can hold up or display listing the key steps for children. See the photocopiable resource for these on pages 130–150.

Using the wider community

Outside visits

Outside visits can greatly enhance some aspects of the course. It is hard to learn about the environment sitting in the classroom.

Walks around the school playground and the neighbourhood or visiting a landfill site or other facilities are important for learning about the environment and environmental health. Learning about healthy food choices can be enhanced by visits to a market, mall or supermarket. Fitness can be encouraged by outside activities, trying new sports, even doing some exercises or playing physical games in the playground. Other aspects of the course such as health can be made more immediate by visiting the local health centre.

It is essential to prepare outside visits carefully. Discuss any proposed visit with colleagues and the head teacher. Make sure you obtain parental consent, if necessary, well in advance. Visit the place or person yourself in advance. Plan the route carefully even if you are not going very far, and be aware of any hazards. Children may be divided into groups with different tasks and a leader, preferably an adult, for each group. Each child needs to know exactly what they should do and what is expected of them. Prepare children carefully so they know about the topic and can ask sensible questions.

Outside visits enable children to see their learning as part of the real world and to talk to people who work with these issues every day.

Visitors in the classroom

Invite visitors into the classroom to speak with the children. Discuss this with the head teacher/administration in advance to obtain clearance and advise them of the presence of visitors on the premises. Be sure to brief the visitors well. Make sure the visitors don't think they will be giving a presentation. Instead, ask visitors to speak for only a short while, to show something interesting, or lead an activity and then be happy to answer children's questions or join in with discussions.

People to invite might include health workers, a dietitian, teenage parents, a person living with HIV and AIDS or someone caring for PLWHA or orphans, drug workers, officials responsible for the environment or people from environmental campaigning groups or even the school's own guidance counsellor.

Parents might also be willing to take part in debates or discussions on important issues such as cleaning up our neighbourhood, gender roles or conflict at home. Children will usually find it interesting to meet people with first-hand experience of the issues they are discussing.

Voluntary activities

In research it has been found that commitment to healthy behaviours is most marked amongst those children who not only learn information and life skills, but also take part in voluntary activities, for example in an anti-litter campaign. You might therefore like to think about the ways children can take part in voluntary work with their families or others to deepen their personal experience of some of the issues. This might include caring for the environment, such as taking part in a community clean-up, or advocacy, such as making posters about preventing pollution to put up in their community, or teaching others about healthy eating. There are many voluntary organisations which children can join.

Lesson planning for HFLE

Although in most countries HFLE is not an examined subject, planning HFLE lessons is just

as important, if not more so, because of the participatory life skills approach. You can use your normal lesson planning template but it may be useful to keep in mind the following:

- Decide on the Regional Standard and core outcomes (in the CARICOM Framework or in your own national syllabus) that the lesson will focus on. If you do not have access to the CARICOM Framework then see the CARICOM Core outcomes and unit objectives in the unit notes in this book (page 69 onwards) which relate closely to the CARICOM Framework and national syllabuses.
- Decide on the life skill or skills and context and make sure that each fits well with the other (relevant life skills are noted on each double-page spread/unit of the Student's Books and in the teacher's notes on pages 69–126 of this book.) Make sure that the context chosen does actually elicit the chosen life skill.
- You may want to teach or revise the particular life skills steps (pages 16–28) before the main activity.
- Do not feel you need to focus on more than one life skill in any one lesson.
- Make sure you have the necessary resources, e.g. poster paper, markers, newspaper clippings, etc. where these are needed.
- Make sure that the main part of the lesson is an age-appropriate activity, interactive and participatory, and that you change the activity often enough for your children.
- It may sometimes be useful to begin with a non-threatening warm up activity and/or by linking this lesson's topic to previous ones.
- Make sure that instructions for all activities are very clear.
- Make sure that any activities, especially role plays, are properly debriefed and that you allow sufficient time for this. Help children to learn from the activities and each other and make any learning explicit.
- Make sure you allow enough time for children's questions and discussion of any issues.

EVALUATION AND ASSESSMENT

- Check that children have grasped the main concepts.
- Summarise or tie up the lesson at the end.
- Make sure each lesson or homework includes something which you will use to evaluate learning and that you have decided on the criteria for evaluation (see below).
- If you think children have not grasped the skill, plan for another session using a different approach, or a different context, either following this one or later in the term. Life skills take time to grasp and internalise so don't expect your children to be able to understand, remember and apply them immediately. Learning these skills is a life-long process.

Evaluation and assessment

Traditionally there have been two kinds of assessment of children in school: summative (at the end of the course) and formative, feedback given to children as they progress. HFLE has mostly been of the latter kind.

Although HFLE is not usually examined formally, teachers still need to have some way of evaluating children's progress and the success, or otherwise, of their teaching. Evaluation is important because:

- teachers need to know how well they are teaching, what has been successful and what less so
- children need to know they are making progress
- the head teacher needs to be aware of what is happening in the HFLE classrooms
- parents need to know about their children and how they are doing.

So the purposes of each assessment of children's learning usually include one or more of the following:

- administrative reasons
- giving children feedback on their progress
- giving guidance to children about their future work

- motivating children
- planning future lessons.

In HFLE, evaluation needs to concern itself with knowledge, skills, attitudes and behaviours. It is mostly informal, although you might need to check more formally that important concepts have been understood at the end of the theme or year. More important, however, is assessing children's progress in acquiring life skills and for that purpose traditional assessment methods can be ineffective. Consequently we need to look at alternative methods of assessment.

How can we assess children's learning in HFLE in a useful way in order to help them to progress? We can keep a record of children's progress as seen in discussions, in role-plays and in any individual or group work presented, but this can lack any objectivity. It may be useful to think in terms of three stages for each skill:

- a) knowing the steps and understanding the skill,
- b) being able to show the skill in classroom situations,
- c) being able to try to apply it in real life and reflect on that experience.

Alternative assessment methods

One alternative method is to use children's portfolios, journals and Activity Books to allow children to reflect on their own learning, as well as allowing teachers to assess knowledge, pick up on misconceptions and erroneous ideas and sometimes to assess attitudes. These are also a useful way of keeping track of the work children have done, assessing progress, giving individuals feedback and even a way of communicating with parents.

- Activity Books accompany this course and can be used by children as a record of their thinking and individual progress. They can also be marked by teachers and taken home and seen by parents.
- Journals are usually more personal, allowing a space for reflection, and some teachers may want children to be able to keep journal entries private and confidential, only reading material as the child wishes.

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- Portfolios are usually folders in which the children keep their best work; pieces of which they are proud. They may also contain samples of worst or rough work or work which has been revised or improved upon, in order to show progress. They provide evidence of work done, and can also contain reflections about the learning and teacher or parents' feedback. Portfolios can also be used for grading purposes.

Many different kinds of tasks or activities can be used in HFLE to assess learning. The important thing is that the task enables the child clearly to demonstrate that they have acquired the knowledge and skills laid out in the Regional Standards. Activities may include individual written, drawn or made materials, such as a report, cartoon strip, test, story or model, or a record of reflection about their learning. They can also include co-operative

group work such as a role play, drama, debate, poster, interview or CD. Suggestions are provided in the Student's Books and Activity Books, but teachers should feel free to choose others, depending on their children's abilities and interests. The greater the variety, the better, as this will help to motivate children and also enable those children who do not necessarily excel at written work or prefer other learning styles to show their achievements.

Generally, teachers assess life skills learning informally, by watching and listening carefully, but this can be difficult in large classes and can also be open to bias. To assess the practical oral and behavioural learning of life skills, teachers need other methods. For more objective alternative evaluation and assessment it can be useful to develop rubrics setting out the criteria for assessing an activity or piece of work and the resulting marks.

Example of an alternative assessment rubric:

Performance task – a group discussion and creation of a poster about personal hygiene

Performance task	Criteria				Total marks
No. of marks	4	3	2	1	
Participation in group discussion	Strong participation, good teamwork	Fair participation, some attempt to encourage others	Rare participation	No participation	
Understanding of topic knowledge	Full knowledge and more, can answer questions easily	Some knowledge and understanding	Partial knowledge and understanding	Little grasp of information	
Contribution to group poster	Strong, thoughtful, participation, original ideas, very enthusiastic, good teamwork	Some suggestions, enthusiasm and work to complete	Some contribution, no original ideas, hasty involvement	Little work, lack of enthusiasm, poor contribution, lost interest	

Self-assessment and peer assessment

In HFLE, more than other subjects, children can be involved in evaluation, by assessing their own progress and that of their partners or groups. Whole-class marking can also be

useful as it allows discussion and sharing of ideas in a safe environment. While these kinds of assessment should never replace teacher assessment and should be carefully supervised and monitored, they also have many benefits:

- They can help children to understand better what they are aiming for.
- They can help children understand better what teachers are looking for.
- They provide an audience for work and can motivate children effectively.
- They can help children develop empathy and respect for others.
- They can help children reflect on their own work and areas to improve.
- They can help children to understand different successful approaches they could have taken.
- They can help to build a learning community where everyone learns from everyone else in a spirit of co-operation and enquiry.
- They can save teacher time in marking straightforward exercises.

Many teachers are concerned about using peer assessment, but children are usually scrupulously fair in assessing the work of others, even if they are sometimes more critical than teachers. Nevertheless, you may want to begin this process by allowing partners to mark each other's work on a quick quiz or other activity where answers are clearly correct or not. You will then be able to move on to let children assess other activities and products, perhaps using mutually agreed criteria.

The development of effective self and peer assessment takes time and effort. Teachers need to begin by modelling the process, for

example, by showing how to give constructive feedback with detailed comments on a group role play, or by providing a list of questions that children might ask themselves about the role play. This allows children to become familiar with the process.

Children need to be supported in giving effective feedback, helping them to understand the different types of feedback that can be given and how each type can help others (and themselves) to improve their work. For younger children peer evaluation can be oral and simply, 'What I liked about ...'.

Some rules for peer assessment:

- Respect the work of others.
- Identify successful features.
- Word suggestions positively.

For peer assessment to work well, teachers need to create a safe learning environment where mistakes are seen as learning opportunities and teachers, too, can make mistakes and learn from them. Children can act as critical but supportive friends but they need to understand that everyone is different and learns at their own pace. It is important that some children do not lose motivation by comparing their work with that of others. Where they are evaluating each other's work it is best to pair children at the same level.

Children can similarly be encouraged to reflect on their own learning and progress, comparing their current work with previous work, with criteria identified by the teacher or the class, and with their own personal targets. They can be encouraged to identify weaknesses and see how they can make improvements. They can also then help to develop their own targets and take responsibility for their learning.

To help children in self-assessment, use debriefing after activities such as role plays or games (see below).

Lastly, it is important to remember that not all objectives may be achieved at the end of an HFLE lesson or unit. Objectives

of developing a life skill, value or attitude may require many sessions over the years. In these cases your assessment strategy must monitor and record skills development or attitude change over a considerable period of time.

Debriefing activities

After most activities it is useful to debrief with the children. There are three main stages to debriefing:

- Children share what happened to them during the exercise – what they did, observed, felt, etc.
- Children share how useful it was – How did they benefit? What did they learn? How does the exercise relate to the real world?
- How will they do things differently in future?

Make sure that debriefing or evaluation is a positive experience for children – always find something good to say, even if you then go on to constructively criticise. Children need feedback in order to improve, but they are more likely to listen to your criticism if it is presented positively as a way of improving.

Teacher self-evaluation

Much of the value of evaluation is that it enables the teacher to check their own performance. If you can be self-critical you can improve your teaching skills by becoming aware of what has gone well and what has failed. This is especially important in an area like HFLE which requires participatory activities and engaging children with sensitive issues.

After each lesson and theme ask yourself some reflective questions or criteria, such as:

- Did I achieve the learning objectives?
- What motivated the children best?
- What got them talking and exchanging ideas?
- Do they understand the important concepts?
- Did all the children learn something?

- Should we have spent longer/less time on any area?
- Which parts of the lesson were most effective with which children?
- Were there problems with class control or attention?
- What can I do to improve it next time?

Creating a safe classroom environment for HFLE

It is very important to create a safe classroom environment for sharing ideas and expressing thoughts and feelings in HFLE. Without this teachers will not be able to teach effectively using a life skills approach and children will not be able to take an active part in the lessons. HFLE deals with sensitive issues such as emotions, personal hygiene, family life, friendship, conflict, sexuality, HIV and diet. Many children will feel shy or uncomfortable about sharing personal information with their classmates or teacher. Some may feel worried about being teased or harassed as a result. This can be addressed by allowing children to create ground rules or guidelines.

Class rules or guidelines

At the beginning of each year, with each new group of children, you will need to set up classroom rules for HFLE. These will help you to manage the class, and also help children to talk about difficult or sensitive issues, to protect themselves and respect you and each other. The rules are an important part of creating a safe classroom environment and will need to be revisited often.

For very young children you will need to begin by setting up a few basic rules, but do make sure that they are involved as much as possible from the beginning and that this involvement in rule-setting increases as they grow and mature. Children like to feel safe and you can help them to see that class rules are designed for this by discussing with them ‘What happens when ...?’ or ‘What might happen if ...?’

CREATING A SAFE CLASSROOM ENVIRONMENT FOR HFLE

While very young children may not be able to cope with the idea of confidentiality, they may be able to understand that you don't share something private and you don't talk about others outside the classroom. And even at Level 1 you can agree with the children basic rules such as 'I must be kind to others' and 'I must not speak when someone else is speaking'. Make sure that everyone understands the rules.

For older children it may be helpful to ask them to discuss in pairs the issues of talking openly, how safe they feel and what might make them feel safer. Let them discuss issues of trust, honesty, kindness, etc. so that they can develop their ideas and understanding. Then you may either present the class with a list of suggested rules for them to discuss or ask them to suggest some.

Suggested rules for lower primary:

- When one person speaks, everyone else listens.
- Always listen carefully.
- Take turns to speak; let everyone who wants to speak have a turn.
- No one has to say anything about themselves, their family or what they feel.
- Don't tease others.
- When you are outside the class you don't talk about what was said in class.

Once the rules are agreed, ask the children to make a poster of them to put up in the class.

If the children feel ownership of the rules, they will be more willing to keep to them.

Of course, children at any age will at times fail to keep to the rules. Use any such failures, not to criticise or tell children off, but as an opportunity to revisit the rules and discuss why they are needed and how they help everyone.

The following are some suggested rules for classes to aim for:

- Always listen to each other carefully, with respect.

- When one person speaks, everyone else listens.
- Take turns to speak; let everyone who wants to speak have a turn.
- No one has to say anything about themselves, their family or what they feel.
- Don't ask difficult personal questions.
- Don't tease others.
- Don't make rude drawings or jokes with sexual meanings.
- Don't whisper when someone is speaking.
- Keep class discussions confidential. That means, when you are outside the class you don't talk about what was said in class.

The following are some useful rules for teachers:

- Let children work in separate groups of girls and boys sometimes when talking about sexual matters.
- Use correct scientific words (like 'penis' or 'vagina') when talking about sexuality.
- Have a question box so children can ask difficult questions anonymously (see below).
- Respect children's privacy – do not ask personal questions. Remember that there are some things children are happy to share with a partner they may not want to share with a group or the class. Some things children may not want to write down, even in a personal journal, just in case someone reads it.
- Allow children to tell you when they feel upset or embarrassed by the way other people talk.
- Do not allow any children to talk in a way that offends or embarrasses others, or to tease other children or bully them. Have a 'no-tolerance' strategy.
- Keep confidentiality, unless you have to tell someone else because you think a child may be in danger, for example because they are being abused. Then only tell the people you have to tell. Make sure your children know

you will keep confidentiality, but with this exception.

- Do not make moral judgements about your children or criticise them as people. Do challenge unhealthy, unwise or unkind behaviour.

Question box

It may be a good idea to have a question box in the classroom so that children can write down any questions they don't want to ask out aloud. Children put their questions in the box and the teacher takes them out and answers them later. No one, not even the teacher, needs to know who asked which question.

Confidentiality

This is very important indeed, and applies to teachers as much as children. You will have to judge at what point your children may be ready to understand this and perhaps even try to keep confidentiality, but do not expect young children to be able to do this easily.

- Talk to the children about confidentiality and what it means. Tell them that nothing they say or hear in class should be passed on to others or talked about outside. Let them discuss confidentiality and the trust that goes with it, thinking about some 'What if?' scenarios.
- Make it clear that the teacher, too, will keep everything they hear in class confidential, with one exception. If the teacher hears something which makes them think a child is being abused or in danger, then they have a duty of care and so they MUST discuss it with someone else. Children need to know that the teacher will keep confidentiality, but that it is limited.
- Make sure children understand that they do not have to share anything personal with the class, or with a partner or in a group – everyone has a right to keep quiet. The teacher and other children should not put any pressure on children to reveal any information they do not want to share.

- Remind children that if they share something personal and someone breaks the confidentiality rule, people outside the class may get to know. So they need to think carefully before they share very personal information.

Creating a positive atmosphere

In order to teach HFLE effectively the teacher needs to create a positive atmosphere which is conducive to learning and feels safe and friendly. Children need to feel their views are respected, that they can ask questions (even apparently 'silly' questions) without ridicule. They need to feel that the learning material and methods are interesting and relevant.

Using participatory methods does not mean allowing children to do as they like. Group work and interactive activities will only work well if there is a good structure in place and the teacher maintains authority. Many children will not feel safe in a classroom where other children are allowed to dominate or behave badly, so classroom and behaviour management are very important indeed. Children can be encouraged to take part in setting the rules (see above) and in enforcing them, but they must be held to account in keeping to them.

Classroom management also means taking care when setting up pairs or groups for discussion. In many cases children will be willing to tell a best friend personal information that they may not want to share with the whole class, so moving from pair work to sharing with the class must be dealt with sensitively. The teacher may need to warn children at the beginning of an activity, for example by saying 'Only share with your partner what you do not mind sharing with the class'. On other occasions it may be best to use single sex groups to discuss some sensitive issues.

How the teacher behaves is important in creating the right atmosphere. The teacher needs to be the role model for behaviour. You will need to model respect for others, be open to questions, seek children's views and take

them seriously. You need to show respect for each child, value and respond to their opinions, and find opportunities to praise them.

You can encourage children to take responsibility for their learning by offering them choices. For example, you could sometimes let them choose activities, who to pair with, or discussion topics. Then you can encourage them to take responsibility too – by bringing in resources, giving out books, clearing up, and organising their group work so that everyone contributes.

Class norms

The teacher, as facilitator, needs also to encourage positive and safe 'norms' within the class: kindness and co-operation between children; helpfulness and support; trust between friends; respect for each other's opinions; respect for the opposite sex; respect and tolerance for other people who are different; willingness to work hard and contribute to group tasks; willingness to ask questions; a sense of humour (but not at others' expense!), and a recognition that we are all special and possess gifts that can contribute to the whole class in positive ways.

This can be done by modelling such behaviour, but also by challenging unacceptable comments or behaviour from children, such as sexist language or jokes (see below).

Teachers should try not to criticise children's views, but instead to challenge their thinking by asking questions. Encourage children to discuss both sides of controversial issues, and if all the children are firmly of one view it may be necessary for the teacher to present the opposite opinion clearly. Try not to make moral judgements or offer children advice within the classroom setting. Help children to develop their own values and morality by asking questions, such as 'Is that fair?', 'Who does that benefit?', 'How might X feel about that?'

Dealing with inappropriate behaviour or language

The safer children feel, the more likely they are to talk. However there may be occasions when something goes wrong and a child is teased or something said in confidence is spread to others. If this happens it may be more effective to discuss what happened with the class rather than simply meting out punishment to the offenders.

Some classes and individual children may react in a challenging way to HFLE, perhaps because of fear, embarrassment, confusion or immaturity. Challenges may include trying to shock by saying things which are rude or sexually explicit, asking difficult questions, asking personal questions of the teacher or other children, and making silly comments to disrupt the class or make other children laugh. Other children's embarrassment may make them stay silent or giggle nervously.

Some of this kind of behaviour is to be expected when sexuality is first discussed in class, and simple giggling and embarrassment should be tolerated at first, but as time goes on discourage giggling, along with other more challenging behaviour. Refer children to the rules they have made and remind them of their purpose. Be clear about what is appropriate behaviour and language for the classroom and deal firmly with anything inappropriate. However, be careful to criticise the behaviour and not the child.

Teachers also need to deal effectively with any statements which reinforce stereotypes or put people down, for example, statements which imply that people with HIV have poor morals, or which suggest that women are inferior to men or boys are inferior to girls, or which are offensive to particular ethnic or religious groups. Discuss any such statements with the class to show how erroneous they are.

Dealing with difficult issues and sensitive topics in the classroom

Many of the topics and issues raised in this course are sensitive or capable of causing discomfort and even offence if handled badly. Some may be topics (such as family conflict, violence and sexuality) that some parents feel should not be discussed in class. The teacher's responsibility is to liaise with colleagues, the head teacher, children and parents in order to teach the course effectively.

Some controversial aspects of sexuality or other matters are not directly dealt with in the course but may well be raised in questions from children. Think in advance how you will deal with this. It is important that such questions are answered accurately and honestly and in a matter of fact way. For example, children may ask about homosexuality, masturbation or violence at home. Teachers will find it helpful to bear in mind the life skills and human rights perspectives of the course, when responding.

Some of the sensitive topics which may be raised by children during lower primary HFLE lessons include:

- Family conflict and domestic violence
- Divorce
- Child abuse
- Parenting styles, including corporal punishment
- Family types
- Children's rights and responsibilities
- Adoption
- HIV and AIDS and other STIs
- Casual sex and adultery or unfaithfulness
- Abstinence, chastity and delaying sexual activity
- Masturbation
- Sexual orientation, homosexuality, transvestism and transgender

- Drug use and abuse

For background information for teachers on some of these issues and others, please see pages 49–54.

You may find it useful to think about your own attitudes to these topics before you begin teaching HFLE, and make sure you have accurate information or know where to get it. You may also find it useful to discuss these topics with your colleagues and even develop some informal guidelines about how to deal with questions that arise. Think about your own personal experiences and values in relation to these issues and how these may influence what you say or how you behave in the classroom. Keep in mind that it is best not to judge people without first exploring the reasons for what they do or have done. (See also the next section on the teacher's own attitudes and values.)

Many of us find it difficult to talk openly about sex and sexuality. Some teachers may feel shy or unsure of the facts. Others may be afraid that talking about sexuality may affect their reputation. However, we must keep in mind the importance of sexual health education in keeping children healthy. We have a duty to give our children correct information and build their skills. If we are to keep children safe from HIV infection or teenage pregnancy then we need to talk about sexuality long before our children are sexually active. They need to have accurate information about human reproduction, contraception and sexually transmitted diseases, and they need to have the motivation, values and life skills to make healthy, safe choices.

Teachers should also bear in mind the age and maturity of their children and provide information of the right level, depth and amount. For factual background information for the teacher on sensitive sexual issues, see pages 51–54, but it is not intended that these topics should be taught to children.

Some children may approach you for help outside the class. Think in advance how you will deal with this. Is there a guidance counsellor to whom you could refer children,

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who would be better able to help them than you are? How can you best respond? As they have approached you in trust, you need to do the following:

- Listen carefully to what they are saying. If necessary find a better time to talk to them. Take their concerns seriously.
- Do not be judgemental. Thank them for approaching you and if possible refer them to someone trained, who can help, within the school or outside (e.g. a health clinic or NGO). Check later that they have followed this up.
- Keep what they have said confidential, unless they are in danger, when you should point out to them that you have a duty to tell someone else.

The teacher's own values and attitudes

In order to teach HFLE effectively teachers need to be aware of their own values and attitudes. They need to be comfortable with themselves and their own family relationships, their sexuality, their relationship to issues such as healthy eating and exercise, and even with their responses to environmental issues.

None of us is totally without prejudices, but teachers approaching HFLE for the first time may find it useful to tackle or reflect on some of their own attitudes and feelings. You may find it useful to discuss some of these issues with colleagues, or even reflect on them yourself:

- How do you feel about yourself: physically, socially, mentally, spiritually, emotionally?
- What is your relationship with food and exercise? Does the school have a policy on junk food?
- How well do you look after the environment? Does the school have a policy on environmental issues?
- Do the moral standards and expectations for men and women differ in your community – for example in relation to domestic violence or unfaithfulness?

- How would you respond to a child who told you they were being abused, or reported domestic violence?
- Are children at risk from internet use or cell phone practices?
- How would you respond if a child disclosed they were being bullied, or alternatively that they were bullying another child?
- How does the community respond to teenage pregnancies or homosexuality?
- How do you think you would feel if you found out someone close to you had HIV?
- How would the school deal with sex between a teacher and a child?
- What are community attitudes to different ethnic or religious groups?

When thinking or talking about these issues, keep in mind ideas about human rights, equality, gender and diversity.

Involving parents

Parents are our children's first and, in many cases, most important, teachers. Research has shown us that nurturing parent-child relationships and parental participation in child-related activities contribute to positive outcomes, strengthen school performance and tend to strongly impact future development and achievement. Supportive, consistent parental involvement leads to better performing schools and children. It is especially important in a subject such as Health and Family Life Education, which to be effective, really needs to have parents on board, supporting the teaching and encouraging the learning.

Involving parents is a great challenge as well as an opportunity. Regardless of cultural and socio-economic backgrounds, parents the world over love their children, want the best for them and are willing to support schools to teach them important life skills and keep them safe. As teachers it is vital that we reach out to our parents to involve them in this work. This is especially important because

of the sensitive and sometimes controversial topics which may come up in HFLE classes. You might consider writing a letter to parents to explain the purpose of HFLE and what it covers, perhaps also reassuring parents about the topic Sexuality and Sexual health (which is age-appropriate and relates mainly to safe touch and gender differences between boys and girls), and saying that children will be encouraged to share what they learn with their parents.

The Health and Family Life Education curriculum provides learning opportunities for our children and their families, therefore finding creative ways to involve parents is critical. Here are some basic suggestions:

- Stage a sensitisation session for parents on the key components of the HFLE curriculum – i.e. explain that as the course progresses, you will be asking them to share stories about friendship, healthy menus using ‘glow, grow and go’ foods, and environmentally friendly practices.
- Listen to parents’ views and concerns about the teaching of HFLE and try to allay any fears by explaining the aims of the course.
- Encourage children to share their HFLE-related work with their parents, whether orally, or in writing, or via class work which is sent home and homework, which can include specific activities that involve parents. Parents can also be asked to sign the homework from time to time.
- Make yourself available to individual parents should they need to discuss the best ways of talking about any sensitive topics in the curriculum with their children.
- Note parents’ professions as well as any hobbies/skill sets they may have, to draw on this information for class speakers as well as projects.
- Remember to share with parents just how important their own behaviour is, as children imitate what they see. Encourage them to be conscious of the need to model a calm approach to solving problems, healthy lifestyles, environmental awareness, etc.
- Organise a school health fair once a year to promote aspects of the HFLE curriculum and encourage parents to attend for free check-ups.
- Involve parents in environmental awareness activities such as school/community clean ups, Earth Day celebrations and school/community environmental activities and campaigns.
- Encourage parents to participate in the creation of a school garden by donating seeds, tools, etc. and attending a planting party.
- Encourage children and parents to work together on HFLE-related community issues and local advocacy.
- Stage an expo of HFLE related work during a school open day to share the scope of the children’s work during the course.
- Encourage parents to join and participate in their PTA.
- It is important that we let parents know when their children are performing well, in addition to when they are performing poorly. Encourage parents of children who excel at aspects of HFLE to be particularly proud of them, especially if they are not always so good at academic subjects, by sending home notes remarking on their children’s stellar HFLE performance.
- And last but not least, remember to regularly let parents know you appreciate their concern and participation. Consistently thank them for their interest and support and remind them that schooling is a partnership between teacher, child and parent.

Resources

HFLE Training Manual (2009), Jamaica Ministry of Education, pages 137–146
http://hivaidsclearinghouse.unesco.org/search/resources/bie_hfle_training_manual.pdf

HFLE Teacher Training Manual (2006), UNESCO, pages 93–103:
http://www.hhd.org/sites/hhd.org/files/hfle_teacher_training_manual.pdf

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Evaluation:

Global Evaluation of Life Skills Education Programmes (2012), UNICEF, pages 26–30
http://www.unicef.org/evaldatabase/files/UNICEF_GLS_Web.pdf

Criteria as a checklist for evaluating an English lesson: *Criteria for evaluating lesson effectiveness*:

<http://eteachermethods.wikispaces.com/file/view/Criteria+for+Evaluating+Lesson+Effectiveness.pdf>

A Quick Checklist for Teachers Dorit Sasson
1.12.2006
<http://suite101.com/article/a-quick-checklist-for-teachers-a12951>

Assessment Strategies:

<http://tinyurl.com/lzrcvn8>

Rubrics:

<http://www.schrockguide.net/assessment-and-rubrics.html>

Involving parents:

Involving parents in children's education: CXC document pages 11 and 12
<http://www.cxc.org/SiteAssets/CPEADocuments/CPEAHandbookforAdministrators20December2011.pdf>

4 Background and resources for the four themes

In considering the important concepts, issues and skills in the four themes, teachers should refer to the *HFLE Regional Curriculum Framework for Ages 5–12* or to their national syllabuses, and in particular the HFLE standards, which specify the essential knowledge, skills and attitudes that should be taught. Teachers should also refer to the key ideas of each of the themes in the *HFLE Regional Curriculum Framework for Ages 5–12*.



Self and Interpersonal Relationships theme

The two key areas here are relationship with self and relationship with others, but these take place within a wider community and world context. The regional standards for this theme focus on acceptance of self, the need to belong and be loved, universal needs and rights, and acquiring skills to build good personal resilience, build healthy relationships, reduce risky behaviours, avoid unhealthy behaviours and take a responsible role. They also involve valuing and respecting diversity and equality among Caribbean peoples.

Key concepts include self-concept, self-awareness, self-esteem, attitudes, values and goals, and personal growth. Human beings are social, and our mental and emotional health is closely related to the health of our relationships. Healthy relationships depend on acquiring social life skills. Learning life skills can help individuals' emotional health, their personal relationships and their interactions with the wider world. Beginning this process as early as possible gives children a better start in life and greater chance of fulfilling their potential.

Relationship with self

We all need to process and understand self in order to attempt to enjoy and manage relationships. Inviting the young children to process what they know and how they feel about themselves lays the necessary foundation.

Children can then use the skills of self-awareness and critical thinking to identify and clarify their values, beliefs, strengths, weaknesses and habits. The self-concept, that which is known and believed about the self, can be distorted by negative statements and attitudes. By creating the right safe environment we can empower children to explore their feelings and improve how they feel about themselves, which is their self-esteem.

Childhood and early adolescence can be confusing and challenging, but personal growth and development can come from applying creative and critical thinking skills to the changes experienced. Children can use the skills of decision-making, healthy self-management and coping with emotions to manage their feelings in a healthy way. Children can also be encouraged to identify their personal interests and aspirations.

Relationships with others

Having explored their selves, children should be in a better position to analyse, understand and manage their attitudes, behaviour and relationships with family and friends. For many of our children, at this stage of their development the relationships they share with their parents or guardians are the most important. By learning effective communication skills early on they may be able to continue to communicate effectively with these important adults during puberty and beyond, and build good healthy relationships with friends and others as they grow up.

Acquiring and using self-awareness, decision-making, problem-solving, assertiveness and refusal skills will enable children to recognise and resist undesirable influences such as negative peer pressure, which will become even stronger as children get older.

Responding to violence at home, in school and in the community is a daily challenge in our society. Understanding and embracing the skills of managing emotions, effective

communication, assertiveness and negotiation prepares children to display behaviours that could significantly reduce violence. Enabling young children to manage their emotions better leads to happier and more effective classrooms.

The wider world

We live in a world of big business, media and rapidly changing technologies. Our cultural realities have the potential to undermine the values we desire to see in our children. Psychosocial, emotional and economic pressures often threaten their growth and development. As our children struggle to locate themselves in a diverse and rapidly changing world, interpersonal, critical thinking and decision-making skills become vital if their potential is to be realised.

Growing self-esteem and confidence enables children to better empathise with others and to use the skills of advocacy to begin to make a meaningful contribution in their community.

To some extent the three levels of self, relationships and the wider community can be seen in the other themes.

Resources

<http://www.youngminds.org.uk>

<http://kidshealth.org/kid>

<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=282&id=1791>

<http://www.kidshelp.com.au/grownups/news-research/hot-topics/>



Sexuality and Sexual Health theme

The regional standards for this theme focus on an understanding of human sexuality; the factors which influence the expression of sexuality; reproductive health; acquiring values,

skills and knowledge to understand their own sexuality and reduce their vulnerability to risks and problems such as HIV and AIDS; and accessing sources of sexual health information and services.

In order to enable children to understand their own sexuality, and protect their sexual health, a number of key areas or concepts are dealt with in the course:

- sexuality as a part of personality, including gender and gender roles
- puberty, preparing for coping with its changes
- knowledge about reproductive health and parenting, and access to information
- sexual behaviours and values are affected by family values and practices, religious beliefs and teachings, social and cultural norms and personal experiences
- reducing the risks of abuse, exploitation, early pregnancy, HIV and AIDS, STIs, cervical cancer
- stigma and discrimination against, and caring for, people living with HIV and AIDS (PLWHA).

In a similar way to the 'Self' theme above, issues are dealt with at three levels – individual, personal relationships and the wider world. At each of these levels, different life skills are more important.

At the lower levels, two of the key topics are germs and how they are spread and care of the body, washing, cleaning teeth, etc.

Spread of diseases

Some diseases are infectious, such as colds and 'flu, while others, such as asthma, sickle cell anaemia and diabetes are not. Common infectious diseases are caused by either bacteria or viruses. Usually our immune system deals with these diseases and gets rid of them. Sometimes we may need antibiotics to deal with bacterial diseases such as chest infections.

Infectious diseases are spread in a number of different ways:

- in the air – when people cough or sneeze – colds, ‘flu, chicken pox, tuberculosis.
- through touch – when one person touches another or when one person touches a surface on which there are bacteria. Examples include colds and athlete’s foot. The best way of preventing this is by washing hands.
- through food – many foods have low levels of bacteria which our bodies can deal with, it is only when the numbers grow that this becomes harmful. Cooking destroys bacteria and safe food handling controls it. Some bacteria such as salmonella and cholera can be very dangerous.
- through water – water may contain bacteria which cause illnesses such as cholera or gastroenteritis. Drinking water is normally purified.
- through animals – malaria is spread by mosquitoes. Rabies is spread when an infected animal bites a person.

Handwashing rules

Wash hands before:

- preparing food and eating
- treating a cut.

And after:

- touching uncooked foods
- blowing your nose, coughing or sneezing
- taking out the garbage
- playing with pets
- working with animals or in the garden or farm
- changing nappies.

Handwashing steps – you will need warm water, soap and a clean dry towel.

1. Wet hands with warm water.
2. Use soap and rub the palms of the hands together.

3. Rub the palm of one hand over the back of the other and then swap hands.
4. Put your palms together again and interlace the fingers. Keep rubbing the soap in.
5. Rub the back of your fingers against the palms of the other hand.
6. Wrap one thumb with the other hand and rub. Swap hands.
7. Use the fingers of one hand to scrub the palm of the other hand. Swap hands.
8. Rinse hands with water.
9. Dry hands with a clean, dry towel.

Washing hands properly should take as long as singing ‘Happy Birthday’ twice.

Caring for the body – personal hygiene

Daily bathing or washing is essential and should include a bath or shower in the morning or before bedtime, or washing in a basin. Children need to know how to wash their face, ears, armpits, private parts and feet. They should know how to brush their finger and toe nails, clean beneath the nails and clip them, although younger children may need an adult to do some of this for them.

Hair

- wash regularly with shampoo
- massage your scalp well. This will remove dead skin cells, excess oil and dirt.
- rinse well with clean water
- use a wide toothed comb for wet hair as it is easier to pull through.

Mouth, teeth and gums

Bacteria in the mouth grow on teeth and gums forming dental plaque, which attacks the teeth and gums and causes disease. Keeping the mouth clean will protect against tooth decay, toothache, bleeding gums, tooth loss, discoloured teeth and bad breath.

- Brush teeth and gums twice a day – before or after breakfast and before bed.
- Use a small soft toothbrush and fluoride toothpaste. From six years of age children can use adult toothpaste. Children under six need special children’s toothpaste.
- Gently brush each side of every tooth, the gums and tongue. It should take about three minutes.
- At the end, rinse your toothbrush under running water and store it in a clean dry place.
- Do not share a toothbrush.
- Visit a dentist for regular check-ups and any necessary treatment.

Difficult topics

Children, even at lower primary, may occasionally ask about masturbation, homosexuality or other sensitive topics. It is important that teachers know about these topics and any school policies dealing with them. If you feel comfortable talking about these issues then the background information below may help you to deal with children’s questions in an age-appropriate way. If not, you can refer children to other sources of information, but remember that unless a child is in danger you must keep confidentiality about their questions.

The information below is provided for the teacher, to enable them to have greater knowledge themselves and answer any questions accurately, and **not** with the expectation that they should teach this to their children. Teachers should refer to their head teachers and/or school policies before teaching children about sexual matters.

Masturbation

This is when a person touches themselves sexually to reach orgasm. It is a way of expressing sexual feelings. Research shows that most people masturbate at some point in their lives. It does not harm the body and may help with abstinence. It is safer to masturbate than to have sex and risk getting pregnant

or getting HIV. And it is better to masturbate than to harass others. But some people say masturbation is wrong. There is no truth in the many myths about masturbation, such as that it makes you blind, or mad, or that it makes you lose interest in sex.

Sexual orientation

Sexual orientation is whether people are heterosexual (attracted to the opposite sex), homosexual (attracted to their own sex) or bisexual (attracted to both). Some men are attracted to men (often called ‘gay’ or men who have sex with men (MSM)) and some women are attracted to women (lesbian). Many people have these feelings during adolescence or young adulthood, but some people have these feelings all their lives.

In some countries, including most, if not all, Caribbean countries, homosexuality is against the law. In others, homosexuals are allowed to get married or have civil partnerships. Make sure you know the situation in your own country and any Ministry or school policy. In many places, cultures or religions are against homosexuality and people feel that homosexuals ought to change or abstain. Others disagree and say that homosexuality is something a person is born with and cannot change.

Transgendered people feel their physical sexual organs do not match their mental state, for example they are born a man but feel they are a woman. Sometimes this results in them seeking hormone treatment and sex change operations. A transvestite is someone who dresses in clothes belonging to the opposite sex. This may be occasionally, regularly, or all the time. In many places and cultures people disapprove of transgendered people and transvestites.

Sexually transmitted infections (STIs) or diseases (STDs)

These include diseases such as syphilis, chlamydia, herpes, gonorrhoea and HIV – any disease which is spread by sexual activity, not necessarily only by intercourse. Their spread can often be prevented by using condoms.

ABC and risky behaviour

The ABC or ABCD of prevention is a slogan used in HIV and other STI prevention in many countries. It stands for the choices which people make to stay safe: **A**bstain, **B**e faithful, **C**ondomise, and **D**isease, the latter referring to treating any STDs (Sexually Transmitted Diseases or STIs) quickly. Even before young people become sexually active, it is important that they are taught the ABC of prevention. This is to enable them to protect themselves when they get older and understand the risks they may be taking. It may be appropriate for children as young as eight, nine or ten to understand that they should delay sexual activity to keep themselves safe, although you may not want to go into any details about this. Check with your school policies.

Some behaviours increase the risk for young people of having unsafe sex and contracting HIV and other STDs. These include:

- spending time alone with someone they love and are sexually attracted to
- accepting gifts or money from someone who then expects sexual intercourse in return
- using alcohol or other drugs which reduce their inhibitions and affect their judgment
- listening to peer pressure to have sex or believing myths about the need for sex or the effects of not having sex.

Even quite young children may be at risk from these behaviours, especially from predatory adults, depending on their situations.

By thinking about the possibilities and consequences beforehand, children can more easily plan to abstain and stay safe, to practise refusal and assertiveness skills and use them as necessary.

HIV transmission

HIV is present in all the bodily fluids of a person with HIV, but mainly in blood, semen and vaginal fluids. It can be transmitted through breast milk too, but the amounts present in saliva and tears are so small that these fluids are not routes of transmission. HIV does not

spread from person to person very easily. It is killed by heat and by drying and does not live long out of the body.

The main way in which HIV is transmitted is by sexual intercourse, either vaginal intercourse or anal intercourse. HIV cannot enter the body through unbroken skin (skin without cuts or sores) but it can get in through the thin walls of the vagina, anus and penis. HIV is more easily transmitted from men to women than the other way around. The risk of HIV infection is increased by the number of times the person has sex, the number of different sexual partners they have, the presence of a sexually transmitted disease, forced sex, sexual intercourse during menstruation, and especially by anal intercourse.

HIV can also be transmitted by blood. There is no risk from giving blood, and in virtually all countries today blood for transfusions is screened. Infected blood can be passed from one person to another by sharing needles for injecting drugs such as heroin. It can also be passed in this way when unsterilised needles are used for medical injections. It is important that instruments used for male circumcision, tattooing and skin piercing are also sterilised properly, and that razors are not shared.

HIV can be passed from mother to baby, either in the womb, during childbirth or through breast feeding. However, nowadays most pregnant women are tested for HIV and the use of anti-retroviral drugs (ARVs) can prevent much mother-to-child transmission.

HIV is **not** transmitted through faeces or urine (unless they contain blood), nor by insects such as mosquitoes, nor by casual everyday contact. You cannot catch HIV by living with someone with HIV, sharing food, utensils, towels or toilets, or by shaking hands, hugging or kissing on the cheek. The risks to health workers are low – they need to come into direct contact with an infected person's blood and themselves have a cut or sore through which the virus can enter their body.

When talking about HIV and AIDS with children, it is important to use the two terms correctly – HIV is the virus which is passed

from one person to another, whereas AIDS is the syndrome or group of associated diseases that people with HIV may get as their immune system becomes compromised. In practice, today, although HIV is still spreading, there are very few people with AIDS because treatments have improved greatly, enabling people with HIV to stay well.

Universal precautions

Universal precautions are the rules by which people can deal with the tiny risk of HIV transmission from contact with blood in accidents and similar situations. As most people who have HIV do not know that they have it, and the only way to find out is by taking a test, it is safer to assume that anyone, or indeed everyone, may have it and avoid touching other people's blood.

Universal precautions help to prevent the spread of HIV to everyone (hence universal). They are important because they do not discriminate by applying precautions only to people known to have HIV, so they are anti-discriminatory. They keep everyone safe, as in many cases we do not know who has HIV, and indeed many people with HIV do not know themselves that they have the disease.

Universal precautions are important for teachers and school policy. They mean making sure that we do not touch the body fluids of anyone else. HIV cannot enter a person's body through the skin unless they have cuts or sores, so it is usually safe to help someone who is bleeding even if you do not have plastic gloves. Use a cloth to help stop any bleeding to prevent the blood from getting on to your skin. It is useful to keep the following items in a first aid kit and use them appropriately: rubber or plastic gloves, some pieces of clean cloth, cotton wool, a plastic bag for soiled or bloody material, a bandage and antiseptic lotion.

Voluntary counselling and testing (VCT)

The only way for someone to know if they have HIV is to go and get tested. When they go for testing they will usually receive counselling both before the test and after the test when

the results come. The result of an HIV test is confidential. The counsellor should help the person to decide whether and whom to tell if the result is positive and give them help and advice about safe practices whatever the result.

It is important that people go and get tested if they suspect that they may be HIV positive or have been exposed to any risky behaviours. By knowing their status, people are able to keep themselves and others safe. If they are HIV negative, they can get advice on how to stay negative. If they are HIV positive, they can get advice on caring for themselves, getting treatment such as anti-retroviral drugs, and keeping others safe. If a woman is pregnant, she can get drugs to protect her child from getting HIV. Research has shown that people who get tested and know their status early are more likely to stay well and live longer with HIV.

Most HIV tests look for antibodies to HIV in the blood. Antibodies are proteins in the blood which the body makes to fight HIV. Nowadays HIV tests are very accurate and sensitive.

Treating HIV

People with HIV can remain well for many years. After a time, however, they usually begin to get opportunistic infections, such as skin cancers, TB or pneumonia. By treating these infections quickly, people living with HIV can live longer.

Anti-retroviral drugs (ARVs) are usually given to boost the immune system and keep HIV in check. Once someone is taking ARVs, then they must continue to do so for the rest of their life. ARVs do not cure HIV but help to keep the virus under control and enable the person to live a much longer, healthier life. A person taking ARVs can still infect others with HIV. Nowadays, although many people experience side effects and other problems, ARVs have changed HIV into a chronic but largely manageable disease.

Stigma and discrimination relating to HIV

Stigma about HIV and AIDS comes from a combination of ignorance, fear and shame.

People are ignorant of the facts and afraid that they may contract HIV. The way that HIV is mainly transmitted, by heterosexual activity, and the early association with homosexuality and prostitution means that it is associated with taboos and negative moral judgements. People who have HIV have even been blamed for their own illness. Therefore people have responded to HIV and AIDS and the people who live with it with blame and abuse. Often AIDS-related stigma is associated with other forms of stigma and discrimination, such as racism and homophobia or stigma towards prostitutes or drug abusers.

Stigma and discrimination make it very difficult for those trying to come to terms with HIV and AIDS, and seeking treatment. They often experience discrimination in the workplace or with housing or medical help. Even more importantly, stigma and discrimination also affect attempts to prevent transmission and treat the disease for the following reasons.

- Governments may feel unable or unwilling to spend the necessary resources.
- Individuals may be unwilling to get tested because of stigma and lack of confidentiality. If people don't go for testing, they do not know if they are HIV positive and may continue to pass the virus on to others.
- People with HIV may be reluctant to go for treatment and advice. If they don't get treated early, they are much more likely to die from the disease rather than live for many years.

Resources

Practical handwashing skills, see
http://www.who.int/gpsc/clean_hands_protection/en/

Identify internet sites that teach children how to take care of their bodies.

Puberty and other issues for kids
<http://kidshealth.org/kid/grow/>

Life skills for adolescents; guidance and sites for parents and teachers
<http://www.advocatesforyouth.org/>

Background information can be found in the *International Technical Guidance on Sexuality Education* (Vol. 2), available at
<http://unesdoc.unesco.org/images/0018/001832/183281e.pdf>

WHO Information Series on School Health – Teachers' Exercise Book on HIV Prevention
http://www.who.int/school_youth_health/resources/sch_document61_HIV_prevention_env2.pdf

UNESCO teaching materials for HIV and AIDS education – includes life-skills exercises
<http://www.unesco.org/new/en/hiv-and-aids/our-priorities-in-hiv/educaids>

How to talk about HIV in a religious context
<http://www.e-alliance.ch/en/s/hiv aids/publications/exploring-solutions/>

Information about HIV and particularly stigma and discrimination
<http://www.avert.org/hiv-aids-stigma-and-discrimination.htm>

All aspects of sexual health
<http://www.likeitis.org>

<http://www.nhs.uk/Pages/HomePage.aspx>

STIs
<http://www.nhs.uk/conditions/sexually-transmitted-infections/pages/introduction.aspx>



Eating and Fitness theme

The regional standards for this theme focus on healthy eating choices, reducing the risk of lifestyle diseases, understanding their own fitness and fitness choices, examining the factors which affect these choices and accessing age-appropriate information. Some of the main issues and concepts covered in the course include: healthy eating and fitness practices, safe food handling, different types of exercise and activity, safe exercise, forming healthy habits and choices for life. The life

skills needed include self-awareness and self-monitoring skills, negotiation and decision-making.

As in the other themes, issues are dealt with at three levels – individual, personal relationships and the wider world. At each of these levels, different life skills are more important.

What is health?

The World Health Organisation (1978) defines health as ‘a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity’.

Physical health refers to the functioning of a person’s body. Good eating and fitness habits contribute to a healthy body. Rest and sleep are also important.

Mental health involves the functioning of the mind and our emotions. Engaging the mind in stimulating activities like doing puzzles, reading and problem-solving are some ways of keeping the mind healthy. Research suggests that engaging in such activities on a regular basis reduces the risk of developing Alzheimer’s disease in old age. Recreation also helps to refresh the mind.

Social health is influenced by the quality of our relationships with our families and others.

Spending quality time together, communicating, helping others, giving gifts and showing appreciation are some ways of maintaining social health.

The Caribbean Charter for Health Promotion (1993) includes ‘spiritual health’ in its definition of health promotion in the Caribbean context. Religious activities and charity work are two ways of addressing spiritual health.

The different components of health do not exist in isolation but interact with and influence each other. For example, physical illness may affect social health because it can limit social contact and even cause stresses in relationships with those who have to take on the role of caregivers. Similarly, mental illness such as depression can actually cause physical

symptoms like pain and loss of energy and may cause the affected individual to withdraw from social interactions.

Nutrition

All human beings require water and different types of food and constituents of food in order to be healthy. Malnutrition may not simply be a lack of food in general but lack of specific substances, and this can cause deficiency diseases such as rickets and night blindness (vitamin A deficiency) or anaemia (iron deficiency).

Water is essential for all bodily processes such as digestion, removal of waste and regulation of temperature. It is obtained from drinking water and other drinks and also from food.

Carbohydrates provide energy for movement and thinking. Simple carbohydrates such as sugar provide instant energy. Complex carbohydrates such as staples provide energy over a longer period. Carbohydrates are found in most staples and some root vegetables.

Proteins are used in most bodily processes. They are needed for growth, development and repair of bones, muscles and other tissues. Proteins are found in all meats, fish, eggs, milk, cheese, nuts and pulses or legumes such as lentils, peas and beans.

Fats provide energy and are important for the body to absorb some vitamins. Saturated fats are found in meat, dairy products and some oils. They are not good for you in large quantities. Unsaturated fats are found in plant and fish oils and help to protect the body from disease. Modern diets tend to include too much saturated fat and this is one of the factors causing modern obesity.

Vitamins

There are many different vitamins in food which are essential for a healthy body. We only need small amounts of them. Some need to be taken into the body every day (water-soluble vitamins), others (fat-soluble vitamins) are needed less frequently as they can be stored in the body’s fat. Vitamins help the body’s processes and some

have very specific functions. Some common examples are listed below:

- Vitamin A (retinol): important for night vision, skin health and the immune system, and found in orange and yellow fruits and vegetables such as sweet potatoes, carrots, mangoes and papayas. It is fat soluble so not needed every day.
- Vitamin B6: important for using and storing energy and for healthy blood, found in white meat, fish, cereals, bread, soya beans, peanuts, milk. It is water soluble so needed every day.
- Vitamin C (ascorbic acid): important for healthy cells and taking in iron, found in fruits and vegetables such as tomatoes, oranges, peppers and green vegetables. It is needed every day.
- Folic acid: important for blood and brain function, and found in some cereals, oranges, bananas and green vegetables. It is needed every day.
- Riboflavin: important for healthy skin and eyes, found in dairy products.

Minerals

Our bodies also need different kinds of minerals. They act in a similar way to vitamins. Some of the main minerals we need include:

- Iron: important for red blood cells and growth and found in red meat, liver and dark green vegetables.
- Calcium: essential for strong, healthy bones and teeth and found in meat, dairy products and fish bones.
- Iodine: used for thyroid function, helps brain processes and growth, and found in salt and seafood.

Balanced diets and multimix principles

A balanced diet is one which provides adequate amounts of carbohydrates, proteins, fats, vitamins and minerals. The multimix principle involves combining foods from different

food groups so that a variety of nutrients are present in meals. Each meal should contain a staple which is the main source of energy for the body. Other food groups are then added in varying numbers to the staple to improve the nutrient content of the meal. The most nutritious meals contain all six food groups or the four main groups (staples, food from animals, legumes and vegetables). A meal of chicken, rice, red/kidney beans and carrots is an example of a meal containing the four main food groups. The number of food groups present can be increased by using cooking oil (fats and oils) in the preparation and adding a fruit drink (fruits).

Meals containing only two food groups must include either legumes or food from animals in addition to the staple. This ensures proteins are present in adequate amounts.

Vegetarian meals

Some vegetarians eat fish, eggs, cheese and milk but eat no meat. Very strict vegetarians, called vegans, eat no foods from animals. Vegans therefore need to include a good mixture of cereals, legumes, vegetables and fruits in their diet. Vitamin B12 is not found in plants so vegans need to take supplements to get this vitamin.

Some religious dietary rules

Some basic food rules about the different religions in the Caribbean include:

- Adult Catholics fast on Ash Wednesday and Good Friday, and those aged about 14 years and older do not eat meat on Ash Wednesday, Good Friday and all the Fridays during Lent.
- Seventh-Day Adventists do not eat pork and its products, nor fish without scales and fins. These foods, according to their beliefs, are unclean. They do not drink alcohol.
- Rastafarians eat strictly *I-tal* which means natural and clean. They do not eat pork or fish more than twelve inches long and food is prepared without salt. Rastafarians do not drink alcohol, milk or coffee.

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- Muslims do not eat pork and its products, nor meat from animals with claws such as crabs. They do not drink alcohol. During the month of Ramadan, a time of fasting, they do not eat or drink during the day.
- Hindus do not eat beef because the cow is considered to be sacred, and most Hindus are vegetarians.
- Many Buddhists and Sikhs are also vegetarians.
- Jews do not eat pork or shellfish, and many observe other rules, such as not eating meat and dairy products in the same meal.

Some people with no religious affiliations believe that it is wrong to eat animals and so they are vegetarians (no meat) or vegans (no meat, dairy or other animal products).

Food safety

Food-borne illnesses are caused by consuming foods and beverages which have been contaminated by germs, parasites or toxins. Cholera, salmonella poisoning, typhoid, gastroenteritis and tapeworm infestation are examples of food-borne illnesses. Common symptoms of these types of illnesses include nausea, vomiting, diarrhoea, abdominal pain and fever. These diseases can be prevented by handling food safely.

Some food safety principles are:

- Wash hands with soap and water before preparing and handling food.
- All cuts or sores should be bandaged before handling foods.
- Ensure that all cooking and serving utensils are clean before use.
- Carefully wash fruits and vegetables before eating raw or cooking.
- Do not eat foods which have gone past the expiry or best before dates on labels.
- Follow food safety instructions on labels e.g. Keep refrigerated.
- Buy canned foods which are free of rust, bulges and dents. Bulges may indicate that

the food is spoilt and producing gas. Rust and dents may cause leaks in cans which allow germs to enter.

- Refrain from buying fruits and vegetables after floods since they might be contaminated with sewage.
- Keep raw meat, chicken, fish and eggs away from contact with other prepared foods or serving utensils. Also wash hands after handling these raw foods. These measures prevent any germs present in the raw foods from contaminating cooked food or serving utensils.
- Do not eat raw or undercooked meats, eggs, fish or shellfish. These may contain germs and parasites which are killed by heat during cooking.
- Food should be covered to protect it from flies and possible contamination by dust or insecticide sprays.
- Do not drink unpasteurised milk.
- Thaw meats and other frozen foods in the refrigerator or in the microwave. Do not thaw them at room temperature. Germs which may be present in frozen foods will have a longer time to multiply if foods are thawed at room temperature.
- Regularly sterilise sponges and other materials which are used for cleaning food preparation surfaces.
- Keep hot foods hot and cold foods cold.
- Food which appears to be spoilt should be thrown out and not eaten.
- As far as possible, when eating out, inspect your surroundings to see that they are sanitary and that those preparing and handling food do so safely.

Street-side vending of foods is common in the Caribbean and provides a source of convenient and usually inexpensive food. However, street-vended foods can pose serious health problems if vendors do not consistently apply safe food handling practices.

Requirements for safe food handling by vendors

- Vendors should cover foods properly to prevent contamination by dust, foreign matter and flies.
- Caps/head-coverings should be worn to prevent hair and germs from contaminating foods.
- Food vendors should wear clean clothing.
- Hands should be clean and nails kept short to avoid contaminating food with germs.
- Clean disposable gloves should be worn or clean tongs used when handling foods.
- Vendors should not handle money then touch foods with their hands.
- Vendors should refrain from touching mouth, nose, eyes, etc.
- They should refrain from spitting, coughing and sneezing on or near food.
- All food containers, utensils, napkins, cups and straws must be protected from contamination.
- The area around the vendor should be free of garbage and animals.
- Foods to be eaten hot should be kept hot and cold foods kept cold.
- A food vendor's badge or certificate should be prominently displayed signifying that the vendor has undergone education in safe food handling practices and is deemed medically fit to sell food by the relevant authority.

Food labelling

Food labels help us make healthy food choices and usually contain the following elements:

- Name of the food
- Nutrient facts
- Name and address of the manufacturer, distributor or packager
- Net weight or volume
- Preparation directions

- Storage instructions
- Dates e.g. 'sell by', 'best if used by' and expiry dates.

Ingredients listing

Food labels usually have lists of the ingredients present in the particular foods. The ingredients can be divided into natural products and food additives. Natural products include carbohydrates, proteins, fats, vitamins, minerals, water and spices. Food additives include preservatives and colours.

The nutrition facts label

This panel on the label gives information on the following:

- Serving size and servings per container. Serving size is the amount of food that is contained in one serving. Quantities may be given in terms of cups, pieces or number of grams.
- Calories and calories from fat. This gives the amount of energy you get from one serving of the food. This section is important in helping persons manage their weight since excess calories in the diet which are not used up during physical activity are linked to overweight and obesity.
- % Daily Value. This tells us what portion of the recommended daily requirement of a nutrient is present in one serving of the food. This value is based on a daily 2000 calorie diet for most adults and children over the age of four. A person's daily diet may contain more or fewer than 2000 calories depending on whether they are very physically active or not.

Physical fitness

The benefits of physical exercise

Regular physical activity is recognised as being an essential component of a healthy lifestyle. Such activity is important at all stages of life. Children and young people should be encouraged to be physically active because the benefits reach into adulthood. The risk of

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developing chronic 'lifestyle' diseases such as diabetes and hypertension (high blood pressure) can be significantly reduced by engaging in regular physical activity from an early age.

WHO recommends participating in moderate intensity physical activity for 30 minutes at least five times a week. The minimum might be 20 minutes at least three times a week.

The activity should be vigorous enough to increase both the heart and breathing rates and make the individual sweat. Such a programme of physical activity benefits the body in the following ways:

- Muscles become stronger and respond more efficiently when active.
- Joints move more freely and this helps prevent the development of arthritis.
- Bones are strengthened and protected from becoming brittle.
- Exercise can help in weight control by reducing the amount of body fat present.
- During exercise the heart beats harder and faster and this makes it healthier. This helps reduce the risk of heart attacks and also improves blood circulation.
- Improved blood circulation causes the blood vessels to be more elastic and this reduces the risk of developing hypertension.
- The lungs become stronger and their capacity increases. This means that more air can be inhaled and oxygen transferred faster into the blood.
- The risk of developing diabetes is reduced since excess blood sugar and body fat are used during regular physical activity.
- Physical exercise releases hormones called endorphins, which promote a feeling of well-being, and helps the body reduce stress levels.
- The overall functioning of the body is improved as food digests more effectively, bowel movements occur more regularly, the kidneys function better and increased perspiration removes waste products through the skin.

- Individuals may feel better about their bodies and health and so experience higher levels of self-esteem.

Physical fitness comprises:

- Cardio-respiratory endurance – the ability of the body to supply oxygen through the respiratory and circulatory systems during periods of sustained physical activity. Exercises to improve this endurance include running, walking, swimming, jumping rope, football, bicycling, tennis and aerobic dancing. Cardio-respiratory endurance improves the efficiency of the lungs and heart and increases the rate at which the body burns calories.
- Muscular strength – the ability of a muscle or group of muscles to exert force in a single effort. Muscular strength can be developed by various weight lifting exercises or by using body weight during exercises like squats, push ups, pull ups and abdominal crunches. Muscular strength helps persons perform everyday activities like lifting and carrying objects, and climbing stairs. It also keeps bones dense and strong.
- Muscular endurance – the ability of a muscle or group of muscles to make repeated actions without fatigue. Muscular endurance can be developed in the same way as muscular strength but using less resistance/weight and more repetitions. The benefits of muscular endurance are similar to those of muscular strength. It also helps persons to engage in physical activity without tiring easily and increases muscle mass while decreasing fat tissue.
- Flexibility – the ability to move joints and stretch muscles through their full range of motion. Slowly stretching muscles which move the major joints (e.g. joints of the arms and legs) increases flexibility. Flexibility is important in preventing injuries to muscles and joints. It also helps persons to bend and move easily.

Planning fitness programmes

When planning and implementing fitness programmes the following guidelines should be considered:

- Training should be done at least three days a week with sessions spread out over the week.
- Sessions should last for at least 20 minutes during which exercises are done to improve fitness in cardio-respiratory endurance, muscular strength, muscular endurance and flexibility.
- Training should start at an intensity suited to the person's current level of fitness and should increase in intensity as the body becomes adapted to the exercises.
- Warm up at the beginning and cool down afterwards with appropriate exercises.
- Take especial care to monitor any children with health problems such as asthma, and if in doubt they should check with their doctor.
- Increase exercise gradually over a period of time.

Additionally, each training session should include the following phases:

- Warm up (5–10 minutes)
This involves doing light exercises for the entire body to warm up muscles and prepare the joints for the session. Light jogging and stretching are good warm up exercises.
- Fitness training (at least 20 minutes)
Ideally, this phase should include exercises to improve the four components of physical fitness described in the previous section. Relevant exercises were also described for each component. However, the types of exercises chosen should be determined by children's interests, present levels of fitness and what they want to accomplish.
- Cool down (5–10 minutes)
This final phase of the session should include light exercises similar to those of the warm up phase. This phase helps the body remove waste products like carbon dioxide and lactic acid which would have built up in the muscles during training. It also prevents blood from accumulating in the muscles, muscle soreness and stiffness.

Safe exercise

Everyone, but especially growing children, need to take care when engaging in sport or physical exercise. Some guidelines include:

- Wear appropriate safety gear or use appropriate safety equipment.
- Drink plenty of water during or after exercise.

Eating and fitness behaviours

Eating behaviour

Eating behaviour is influenced by the following factors:

1. Economic factors

- The amount of money an individual or family possesses usually determines the quantity and types of foods which can be purchased.

2. Biological factors

- Age – a baby has special dietary needs and habits because of its early stage in life. The 'growth spurt' characteristic of the teen years is generally associated with an increase in food consumption. The elderly also have special nutritional needs/behaviours related to a reduction in activity levels and the body's ability to digest food as efficiently as before.
- Gender – the greater muscle mass of males requires more energy to function optimally and so men tend to eat larger quantities of food than women. The loss of blood during the menstrual cycle requires that females have more iron in their diets than males. Pregnancy is marked by special nutritional requirements and behaviours.
- Health issues – persons with health conditions like diabetes, hypertension, stomach ulcers and high cholesterol levels need to limit the kinds of foods they eat.

3. Social factors

- The influence the peer group extends to eating behaviours, since there is a

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tendency to follow the eating patterns of the rest of the group.

- The influence of the media on lifestyles is undeniable. Food advertisements and television programmes showing the eating habits of other cultures influence eating behaviours.

4. Cultural factors

- Traditions – national and family traditions influence eating behaviours daily and seasonally. Families may traditionally eat main meals around noon or in the evening. Larger quantities and special types of foods may be eaten related to the 'season' of the year being celebrated nationally.
- Ethnicity – there are foods which are associated with specific ethnic groups e.g. Indian, African, 'Creole', Chinese food. Ethnic groups may also have different eating patterns in terms of the quantities and types of foods which are eaten for breakfast, lunch and dinner.
- Religion – some religious groups place restrictions on the types of food which may be eaten. For example, some religions forbid the eating of pork or beef and some advocate vegetarianism. Fasting also plays a role of varying prominence among religions. See pages 56–57 above.

Fitness behaviours

Factors influencing fitness behaviours include:

1. Economic factors

- Some fitness activities are more expensive than others in terms of equipment, gear, facilities and special supervision/training which may be required.

2. Biological factors

- Age – the age of a person influences their physical capability to engage in different kinds of fitness activities or the frequency and intensity of the activity. For example, young persons may be able to engage in very vigorous activities like football while

the elderly might find walking more suited to their abilities.

- Physical attributes and abilities – a person's physical attributes and abilities may either enhance or reduce their tendency to participate in specific fitness activities. For example, someone who is very short may shy away from participating in basketball while someone with a naturally muscular build may be drawn to weight training.
- Health issues – certain health conditions such as heart conditions, sickle cell anaemia and respiratory disorders (e.g. asthma) may limit individuals to certain types of fitness activities which are safe for them.

3. Social factors

- The media and peers influence fitness behaviours in much the same way they influence eating behaviours, by stimulating the desire to 'fit in' or subscribe to some standard that is portrayed as desirable. The media tends to portray thin and muscular physiques as the most desirable body types and may advocate frequent high intensity workouts using various expensive pieces of equipment.

4. Cultural factors

- Gender roles – fitness activities may be labelled as being 'female' and 'male' activities in some cultures. So females may be discouraged from participating in activities that are seen as masculine in nature and vice versa. For example, some still think of activities like football and cricket as being predominantly masculine sports.
- Ethnicity – there may be the perception that certain ethnic groups excel at specific fitness activities.
- Traditions – some families have fitness traditions which are passed on from parents to children.

Reducing 'lifestyle' diseases: heart disease, diabetes and hypertension

Heart disease is the number one cause of death in the Caribbean with diabetes and hypertension ranked fourth and sixth (CAREC, 2005). These lifestyle diseases can be prevented and controlled by having healthy diets and being physically active.

Diabetes is a disease caused by the pancreas in the body producing little or no insulin. Insulin is a hormone which controls blood sugar levels. Diabetes is treated first by diet and exercise. In severe cases, where the body produces no insulin, the individual has to be injected daily with insulin. Diabetes can cause blindness, kidney and nerve damage and slow healing wounds. Diabetics are usually advised to limit their intake of starchy foods and sugars and eat complex carbohydrates which release sugars slowly.

High salt intake in the diet is a risk factor for developing hypertension or high blood pressure. Hypertension can cause heart attacks and strokes. These can prove fatal. Persons suffering from this disease are encouraged to use salt sparingly or not to add it as it is already present in many foods.

Saturated fats are usually solid at room temperature and are found in meat, poultry and dairy products. Saturated fats contribute to the level of 'bad' cholesterol in the blood which increases the risk of heart disease. Fat deposits block blood vessels which supply the heart and this can lead to heart attacks. Unsaturated fat is usually liquid at room temperature and is found in fish and plant products.

Fats, sugars and salt may be 'hidden' in foods. For example, sugars may be present as corn syrup, high fructose corn syrup and fruit juice concentrate; fats may be present as shortening; salt is usually present in seasonings added to foods.

Reducing salt

- Always check food labels for the salt or sodium content. A product high in salt is one

that has above 1.25 g of salt per 100 g or 0.5 g of sodium per 100 g. A product low in salt is one that has 0.25 g or less of salt per 100 g or 0.1 g or less of sodium. The daily value for sodium based on a 2000 calorie daily diet is 2400 mg.

- Cut down on salty snacks, such as chips, cheese sticks/curls and salted nuts, and heavily salted foods such as salt fish, bacon, cheese, corned beef, smoked herring.
- Do not add salt to food.
- Eat fresh rather than canned foods. Salt is usually added to these as a preservative.
- Season foods with spices and herbs instead of salt.
- Select foods that are labelled salt-free or low salt.

Reducing fat

- Always check the food label for fat content. 20 g or more of fat per 100 g is considered high while 3 g or less per 100 g is considered low in fat. In terms of saturated fat, 5 g or more per 100 g is considered high and 1 g or less per 100 g is considered low in saturated fat. The daily value for total fat based on a 2000 calorie daily diet is 65 g while that for saturated fat is 20 g.
- Eat lean meats or trim fat from meats and poultry.
- Reduce the intake of fried foods. Choose broiled, baked or steamed foods instead of fried foods.
- Use butter, margarine, cheese, mayonnaise or salad dressings sparingly.
- Select low-fat or fat-free products.

Reducing sugar

- Always check the food label for sugar content. A product with high sugar content is one that has 10 g or more of sugar per 100 g. A product low in sugar contains 2 g or less per 100 g. There is no recommended daily value for sugar.

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- Always check the ingredient list on food labels. Watch out for other words used to describe sugar such as sucrose, glucose (syrup), fructose, hydrolysed starch and invert sugar.
- Avoid drinks that are very high in sugar, such as carbonated/fizzy drinks or juice. Instead, choose unsweetened fruit juice or water.
- Limit the number of cakes, biscuits and sweets you eat. Try eating fresh or dried fruit instead.
- Reduce the amount of sugar you add to hot and cold drinks.
- Select foods that are labelled sugar-free.

Resources

Nutrition

Children's health and fitness:

http://kidshealth.org/kid/stay_healthy/

More about vitamins:

<http://www.nlm.nih.gov/medlineplus/ency/article/002399.htm>

<http://www.vitamins-nutrition.org/vitamins-guide/index.html>

'Caribbean Food Groups. A Guide to Meal Planning for Healthy Eating' prepared by the Caribbean Food and Nutrition Institute (CFNI). This guide may be viewed at the website 'Six food groups for the Caribbean'

http://www.paho.org/English/CFNI/six_food_groups.ppt

Caribbean Food and Nutrition Institute (2002) *Healthy Eating for Better Living. A Caribbean handbook*. Chapter 2 What is good nutrition? <http://www.paho.org/English/CFNI/cfni-HealthyEatingFBL.PDF>

Caribbean Food and Nutrition Institute (2002) *Healthy Eating for Better Living. A Caribbean handbook*. Appendix I Unravelling the nutrients: What they do and where they are found. <http://www.paho.org/English/CFNI/cfni-HealthyEatingFBL.PDF>

Food Standards Agency (2004) *Top tips for a healthier lunchbox*
<http://www.food.gov.uk/news/newsarchive/2004/sep/toplunchboxtips>

Rose, A., and Jaffe, J. (2007) *Healthy eating for kids and teens: Nutrition facts your children need*
http://www.helpguide.org/life/healthy_eating_children_teens.htm

American Dietetic Association (2006) *Shop Smart – Get the Facts on Food Labels*
<http://www.eatright.org/search.aspx?search=shop%20smart>

US FDA/CFSAN (2006) *How to understand and use the nutrition facts label*
<http://www.fda.gov/food/IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm>

Safe food handling:

Partnership for Food Safety Education (2006) *Safe food handling*
<http://www.fightbac.org/safe-food-handling>

USDA (2006) *Basics for handling food safely*
http://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/get-answers/food-safety-fact-sheets/safe-food-handling/basics-for-handling-food-safely/CT_index

fitness

WHO (1996) *Essential safety requirements for street-vended foods*
http://www.who.int/foodsafety/fs_management/No_03_streetfood_Jun10_en.pdf

WHO recommendations for physical activity
http://www.who.int/dietphysicalactivity/factsheet_myths/en/index.html

Exercise: Seven benefits of regular physical activity
<http://www.mayoclinic.com/health/exercise/HQ01676>

Journal of the American Medical Association (JAMA) Patient Page: Fitness
<http://jama.ama-assn.org/cgi/content/full/294/23/3048>

HeartPoint (1997) *Being physically fit*
<http://www.heartpoint.com/exercise%20for%20health.html>

Lifestyle diseases

Centres for Disease Control and Prevention (2007) *Overweight and obesity: health Consequences*
<http://www.cdc.gov/nccdphp/dnpa/obesity/consequences.htm>

National Institutes of Health (2005) *Diabetes, heart disease, and stroke*
<http://diabetes.niddk.nih.gov/dm/pubs/stroke/>

University of Pittsburgh (2006) *Some trustworthy sources of health and medical information on the internet*
http://www.wheelchairnet.org/WCN_Living/Docs/healthinfo.html



Managing the Environment theme

The regional standards focus on the interrelationships in sustainable natural environments, environmental threats to health and their causes, the importance of a sustainable healthy environment for our health and well-being, reducing environmental health threats, protecting the environment and accessing age-appropriate information about managing the environment.

Some of the key ideas include: what is the environment, our appreciation, enjoyment and valuing of the environment and its resources; that all human activity has impacts on the environment – we can change, adapt, preserve, enhance, degrade or destroy it; the sustainable use and protection of our environment; the effects of technologies; and interrelations between quality of life, health and quality of the environment.

As in the other themes, issues are dealt with at three levels – individual, personal relationships and the wider world. At each of these levels, different life skills are more important.

Biodiversity

Biodiversity is the variety of plants and animals (including micro-organisms) either in a particular place or on Planet Earth. The Caribbean is a very bio-diverse region of the world. Biodiversity does not just mean a variety of species, but also the variety of genes possessed by living things, and the variety of ecosystems.

Biodiversity is vital for supporting all life on Earth. Humans have always depended on biodiversity for food, clean water, clean air, fertile soil, health and well-being. It is our most valuable natural resource. The more biodiversity there is, the better protected we are. An ecosystem with only a few types of plants or animals could be affected by pests or a virus that kills some/all of them, changing the whole ecosystem. The more variety there is in an ecosystem, the more likely it is to remain healthy and balanced, even in times of change. This is why we say that biodiversity is nature's insurance policy – it guards against environmental changes, diseases and disasters.

Biodiversity is also affected by removal of habitats and therefore loss of species, for example, when people clear land for farming; by pollution of our land, air and water; by climate change, which causes heavier rains, more droughts, stronger storms, higher temperatures in some places and rising sea levels; by introduction of new species which often crowd out native plants or kill native animals; and by over-exploitation – harvesting too many plants and animals so that they cannot replace themselves, such as overfishing.

The environment

The environment is made up of the natural and the built (human-made) environment.

The natural environment is made up of the *physical* (non-living) and *biological* (living)

environments. The physical environment consists of our air, land (e.g. ground, fields, soils and minerals) and water (e.g. rivers, lakes, ponds, sea). The biological (living) environment is composed of plants (flora) – ranging from algae to grasses and trees – and animals (fauna) – ranging from bacteria to insects to fish, reptiles, birds and mammals – including humans.

The built environment includes our towns, buildings, roads, bridges, mines, etc.

The environment provides us with natural resources – e.g. trees to make paper, the air we breathe, oil to make fuels and plastic, land space to dispose of garbage, etc. We use these to meet our basic needs: food, shelter, clothing, clean air and water.

Pollution and health threats

Pollution of the air, land and water can affect human health in a number of ways.

Health threats are any things or processes that cause negative effects on our health. Sometimes, these threats come from polluted air, polluted water, or polluted food, and sometimes these threats come from events such as hurricanes and earthquakes. Often health threats come from animals, such as mosquitoes, cockroaches, flies and rats (pests).

Air pollution – from vehicle exhaust fumes, factories, power plants, forest fires and other sources, including tobacco smoke from someone else's cigarette or cigar – can cause respiratory diseases e.g. asthma. Germs such as viruses and bacteria that cause the flu or chickenpox can be spread through the air by people coughing or sneezing.

Water pollution – some diseases we get from water polluted by sewage or agricultural runoff include diarrhoea, cholera, typhoid fever, hepatitis A, and dysentery. Mosquitoes which breed in water in garbage (e.g. old tyres and empty cans) can cause malaria and dengue fever. Malaria is spread by the *Anopheles* mosquito and dengue fever is spread by the *Aedes aegypti* mosquito. These two diseases, both of which occur in the Caribbean, are

referred to as mosquito-borne or vector-borne diseases.

Land pollution and solid waste – lead from old batteries can cause poor brain development in children. Rats which feed on garbage can cause leptospirosis. Pesticides and herbicides in soil and water can cause cancer, and liver and kidney diseases

Global warming and climate change

There is a lot of evidence to show that the Earth is getting warmer. Sea temperatures are rising year on year. Ice at both the poles is melting and in the Arctic it is predicted that the permanent thick ice cap will almost disappear by 2020. As a result of this, sunlight will be absorbed by the sea and will not be reflected back up into the atmosphere in the summer months, and so warming will increase even more. Polar bears will lose their habitat.

This increase in temperatures has a number of different effects. As water in the oceans warms, it expands, so sea levels rise. Melting polar ice adds a little to this. Sea level rises threaten whole countries, such as the Maldives, with flooding, and large areas where people now live and farm, such as Bangladesh, may be under water in a few years' time. Global warming is affecting the health of coral reefs.

Increased temperatures also mean melting of snow and ice elsewhere in the world and changes to the amounts of water available for irrigation, and to local climates. Global warming may also affect the world's system of ocean currents and winds, but scientists are not yet sure exactly how.

There is also broad scientific agreement that this is not just a natural phenomenon but the result of human activities. Global warming has been happening much faster since the industrial revolution, and even faster in the last 25 years.

Global warming results in:

- an increase in global surface temperature
- more intense storms and hurricanes

- greater weather variability leading to both increased rainfall and increased drought
- sea level rises
- an increase in sea temperatures which could lead to coral bleaching (resulting in the death of coral reefs)
- greater incidence of vector-borne diseases such as dengue fever and malaria.

We are beginning to see changes in our climate patterns over the world, with more extremes of weather, such as increased flooding, droughts and worse hurricanes. For example, as the sea temperatures in the Caribbean rise, this is likely to cause worse storms and hurricanes.

Climate change and global warming are a direct result of the way we produce and consume energy. Most of our energy at the moment comes from fossil fuels: oil, coal and natural gas. When we burn fossil fuels, or wood, gases are released into the atmosphere. They include carbon dioxide (CO₂), methane, chlorofluorocarbons (CFCs), water vapour and a variety of other gases. These gases form a layer in the atmosphere and trap the sun's heat. They are called 'greenhouse gases' because the effect is rather like the warming of a greenhouse in the sun. Greenhouse gas emissions are caused by many human activities: household uses, transport, industries, power stations, forest fires or burning, even rearing livestock, especially cattle, for meat.

By saving energy or using renewable energy, we can save fossil fuels and cut down the amount of greenhouse gases released into the atmosphere (also called 'carbon emissions').

Scientists are now looking at trying to lock carbon up in the sea or in trees to prevent carbon emissions.

Many of the technical and human solutions to this problem are already within reach or actually available. The problem is whether we can act together in time. Human solutions depend on millions of individuals and families acting together, for example, even by switching off a TV at the plug at night, rather than leaving it on standby, we can save a quarter of the

electricity the TV would use over a year. There are lots of small actions like this which we can take and which children can identify, to save energy. Technological solutions can come in the form of more energy-efficient appliances, such as electric vehicles, and renewable energy sources such as solar cell phone chargers, solar (pv) panels and solar thermal panels, hydro-electricity, wind power turbines and newer ideas such as bio-energy from algae.

Our carbon footprint is the impact our daily life has on the planet, in terms of the amount of greenhouse gases produced, measured in units of carbon dioxide. The main way in which we contribute carbon emissions is through our fuel consumption, such as travel (air travel is especially bad), and electrical consumption at home – air conditioning, fridges, cooking, etc. Every time we turn on the TV or open the fridge for a cold drink we are adding to global warming. We also contribute to global warming through the things we buy and consume – items such as CDs, T-shirts and food all take energy to produce.

You can calculate your carbon footprint using a carbon calculator. There are many different ones available on the internet.

Water resources and conservation

Surface waters – rivers, streams, ponds – provide drinking water. However, many people also obtain drinking water using wells to access groundwater – stored in aquifers (underground water stores). Groundwater can be polluted from chemicals in the soil that leach into the aquifer. Rainfall replenishes both surface water and groundwater.

Water conservation measures include changes in behaviour (e.g. turning off pipes) as well as changing equipment (e.g. installing toilets with smaller tanks) and environmental changes, such as reforestation to protect watersheds.

Health threats from polluted water include:

- Drinking water contaminated by untreated or improperly treated sewage can cause gastroenteritis and other diarrhoeal diseases,

cholera, intestinal worm infections and typhoid fever.

- Eating shellfish from contaminated waters can cause typhoid fever, viral hepatitis, cholera, liver damage and even death.
- Swimming or bathing in rivers, lakes and coastal zones where untreated sewage, industrial effluent or agricultural wastes are discharged can cause a range of problems including diarrhoea, respiratory infections and skin irritation.

Reducing waste

One way to help our environment is to think about what we use and try to reduce our waste. This means we will have less impact on the environment. Waste is what we throw away, but everything we dispose of has to go somewhere else. Most of it goes in landfill but many landfill sites are nearly full, and some pollute the areas around them when gases or chemicals in fluids leak out. Also, when we throw things away we are losing the natural and human resources we used to make them. For example, if we throw glass bottles away they take thousands of years to break down, and when we need another glass bottle we have to make it from scratch using scarce resources. All the effort, energy and materials which went into the ones we have thrown away have been lost.

A useful way to reduce waste is through 'Remembering the Rs':

- Resources – use less of them
- Reduce your consumption and reduce your waste
- Rescue things which can be reused or recycled
- Refuse unnecessary packaging or goods which use lots of energy to make (e.g. aluminium)
- Reuse things and repair them whenever possible
- Recycle resources and materials, such as paper, glass and aluminium.

For primary children you may wish to keep to the commonly known Three Rs:

- Reduce (waste) e.g. use containers over and over instead of disposable ones
- Reuse (as much as possible) e.g. create a note pad using paper already used/printed on one side
- Recycle (materials) e.g. composting or glass bottles melted down to make new bottles.

Composting is a form of recycling – using kitchen and yard waste to create mulch which is useful for potting out plants and improving soil in garden beds.

Sustainable living

Living sustainably means not taking more out of the planet than we are putting back in and leaving resources for future generations. It means living in such a way that future generations will be able to live at least as well as we do now, in terms of available resources and environmental quality.

Pollution and environmental diseases

Water pollution can cause gastroenteritis, which is 'running belly', and vomiting. Persons who have cholera can also have 'running belly' and vomiting in addition to a fever. The bacteria that cause leptospirosis can be spread to people from the urine of infected animals, such as rats and cattle, frequently through contaminated fresh water.

Malaria, chikungunya and dengue fever are carried by mosquitoes and spread by their bite; rat-bite fever is carried by rats and mice, and can be spread through food or water contaminated by urine or faeces as well as by their bite; the germs that cause fever and diarrhoea are carried by houseflies and cockroaches and spread by eating contaminated food, etc.

Resources

Leptospirosis
<http://www.cdc.gov/leptospirosis/>

PART 1 ALL ABOUT TEACHING HFLE

Malaria

http://www.againstmalaria.com/faq_malaria.aspx

Dengue fever

<http://www.cde.gov/dengue>

'Buy Nothing Day' November 29th/November 28th USA (last Saturday/last Friday in November)

www.adbusters.org/campaigns/bnd

Water resources

<http://www.wateraid.org/uk/audience/schools?gclid=CJKz-YXKiL4CFUoCwwodcCUA4g#/teaching-materials>

The story of stuff – resources, production

<http://www.youtube.com/watch?v=gLBE5QAYXp8&feature=fvst>

How green is my water bottle – compares steel water bottle and plastic one

<http://www.nytimes.com/interactive/2009/04/19/opinion/20090419bottle.html>

To download 'Our Planet special issue:

Caribbean Environment Programme' UNEP

http://www.unep.org/publications/search/pub_details_s.asp?ID=3895

Caribbean coral reefs and threats

<http://www.guardian.co.uk/environment/2008/jan/24/climatechange>

300 topics about the environment

<http://www.enviropedia.org.uk/index.php>

Imaginative recycling tips

<http://www.guardian.co.uk/environment/2007/mar/12/practicaladvice>

Part 2 Teacher's Notes to accompany Student's Book 2 and Activity Book 2





I Can Be Anything!

Student's Book pages 4 and 5

Activity Book page 3

Key Life Skills

- **Self-awareness [dominant life skill]**
- Creative thinking
- Decision-making
- Communication

CARICOM Core outcomes

- Demonstrate an awareness of self, their individual attributes, strengths, uniqueness, when relating to own family and in the classroom.
- Demonstrate increased awareness of self through types of interaction with family, peers and others (social clubs, Cubs, Brownies, Sunday School, etc.).

Objectives

At the end of this unit children should be able to:

- identify their strengths and weaknesses
- identify goals: careers or jobs they may like to do.

Introduction

The aim of this unit is to encourage children to think about what they like to do, their strengths and weaknesses and their goals – careers or jobs they might like to do when they grow up. At Level 2 this will be about encouraging children to aim high and focus on working hard and developing their talents. The main emphasis should be on things we enjoy and things we are good at so as to promote high self-esteem.

You could begin with a motivational song if you know one – or you could invent one with the children, perhaps along the following lines, using a tune you know.

I can be anything, anything I want,
I can be a ..., a ... (children fill in ideas of careers or jobs, people/roles or active things they can do – such as an artist or a diver or whatever, singing them).
Anything I want.

Talk about what we like – we all like different things and have different strengths (talents). Ask individual children to say what they like, or to name a talent or something they like about themselves. Discuss strengths and weaknesses, focussing on strengths. Share a couple of your own strengths and weaknesses that children can relate to. Ask them to share a strength each.

Activity 1



Use the Student's Book to talk about the picture and discuss what the children there are saying. Then move on to Activity 1, in pairs. Partners could report back to the class on what their partner said (good for listening skills and memory).

Activity 2



Read the text about goals on page 5. Relate this to goals in the sporting sense, being the things we aim for. Refer to the sports they play or watch, such as football or netball. Discuss the difference between short-term (today, next week), medium-term (next year) and long-term goals (when I grow up), and the importance of aiming 'high'.

Activity 3



Emphasise how we can make sure we get to our goals by working hard and being

organised, and by visualising ourselves doing that job or succeeding in whatever it is. Children could be asked to shut their eyes and imagine themselves achieving their goal or be asked to draw a picture of themselves having succeeded, and celebrating perhaps. Children do Activity 2 and Activity 3 in the Student's Book. Ask children to share some of their answers to both activities with the class.

The Reflection encourages children to widen their outlook and to relate what they want to do to what they are good at.

Activity Book

The Activity Book work concentrates on strengths and weaknesses and could be done in class or at home. Remind children that they can try to improve or change their weaknesses. Help any children who struggle to name a strength by telling them a couple you have noticed.



2

Making Decisions

Student's Book pages 6 and 7

Activity Book page 4

Key Life Skills

- Decision-making
- Critical thinking
- Self-awareness

CARICOM Core outcomes

- Demonstrate increased awareness of self through types of interaction with family, peers and others.
- Demonstrate awareness of behaviours and situations that can place them at risk of injury to themselves and others.
- Recognise signs of risky or unfavourable situations.
- Develop skills in assessing their vulnerability in adverse situations.
- Demonstrate age-appropriate response in risky or unfavourable situations.

Objectives

At the end of this unit children should be able to:

- suggest at least two disadvantages and consequences of guessing
- demonstrate steps of good decision-making
- use decision-making in two situations/ simulations
- make a personal commitment through decision-making and problem-solving to improve on a particular area of their life.

Introduction

The main focus of this unit is on decision-making skills, but be sure also to get across to children ideas about it not being wise to do things which will cause them harm, such

as smoking cigarettes. Bring out the fact that they like themselves and so will take care of themselves. You can use the scenario about Sean to discuss the effects of watching too much TV and the scenario about Maureen to discuss the harmful effects of drugs such as cigarettes.

Talk about how we decide things, and what we mean by guessing. Ask children whether they just guess when asked to decide something. Ask them to suggest some examples of decisions they have made where they guessed. You could also provide your own. What are the advantages and disadvantages of guessing? What are the possible consequences of guessing? Use some example scenarios. Put ideas on the board. Then let them do the first activity in the Activity Book.

Activity 1



Move on to discuss the picture of Sean in the Student's Book. Let them do the activity in small groups and report back to the class. Can they suggest some good ways for Sean to make the decision? It's not a very important decision but could affect his health if he ALWAYS chooses to watch TV and NEVER chooses to play football with his friends. How will he miss out by watching TV? How can watching too much TV harm Sean?

Introduce decision-making steps or revise them if children already know them.

There are a number of different versions of decision-making steps for children and you will need to decide which you use. You could go for a very simple four essential steps:

Stop.
Consider.
Act.
Review.

Or you could offer the version:

1. Stop and think it through/talk it over with another person.

2. Consider the consequences of each decision.
3. Decide.

Or indeed whether you go for something more complex, including checking the decision against your values before you act:

1. Stop.
2. Think about the consequences.
3. Check against my values and goals.
4. Decide.
5. Act.
6. Review.

It will depend on how much your children already know and understand and their general development. At this stage it is worth including the idea that they can talk the decision through with someone else they trust. Also, the review step is important at the end – then they can learn, ready for the next decision.

Use the steps for Sean’s decision and discuss it.

Activity 2



Then look at Maureen’s picture and talk about her decision. Discuss with the children by asking questions about cigarette smoking. How might her friend feel if Maureen refuses? Let children work in pairs to do Activity 2 and use the decision-making key steps to help Maureen

make her decision. You may want to break this into two parts and discuss after each part to ensure enough time is spent on the thinking stage.

Once everyone has done the thinking about the options and consequences, written these down and/or shared them as a class, then let them move on to the role play – at this point they can think about how Maureen communicates her decision to her friend, firmly but gently. Let them practise the role play and then some pairs can show the role play to the class. Talk about body language and tone of voice as well as the actual words used.

Reflection

Read the reflection with the class. Let them each think about something they can decide to improve.

Activity Book

Then let children do the remaining activities in the Activity Book. Explain how to do question 3. Let them talk the decision through with a partner or with someone at home if they wish. Then they can make the personal commitment – this can be the same thing as the decision or something different. They should feel proud of the commitment and can colour or decorate it. Be sure to remind them that they have decided to do this, and come back a in a few days to ask if they have managed to keep to it.



Understanding Feelings

Student's Book pages 8 and 9

Activity Book page 5

Key Life Skills

- Self-awareness
- Communication
- Coping with emotions

CARICOM Core outcomes

- Demonstrate increased awareness of self through types of interaction with family, peers and others.
- Demonstrate skills and behaviours for building harmonious relationships with family and friends.

Objectives

At the end of this unit children should be able to:

- discuss feelings about difficult or pleasant situations
- identify situations which may bring on specific emotions
- identify ways to 'cheer up' or help yourself or a friend feel better or different.

Introduction

Begin with a general class discussion about the different emotions or feelings we all experience at different times. Brainstorm with the class to build up a list of feelings on the board. Make sure all the children know what the words mean.

Activity 1



Let the children do the first activity in the Student's Book. There aren't necessarily right and wrong answers for question 1. Accept any

reasonable emotion that each group suggests. The important point is for groups to think of a range of different emotions. If groups are finding the exercise difficult, you could write some suggestions on the board, or ask children questions about situations to elicit a certain emotion. For example, for the final picture you could ask, 'How would you feel if you saw a fierce tiger running towards you?' to elicit the emotion 'frightened'.

Go on to explain that although we can all experience the same feelings, sometimes the feelings we get from different situations can be different. For example, some people get angry more often than others – more things make them angry. Talk with the class about the specific feelings which come from particular situations – we feel sad when people die (and sometimes angry because they have left us), we may feel disappointed when we don't get what we want, humiliated if we're told off or shown up as failing at something, etc. Get children to provide examples – they can talk about themselves and their own feelings or, if they prefer, they can talk about family members or friends, or hypothetically: 'I think someone would feel X if'.

Activity 2



Let children do Activity 2 in the Student's Book in pairs and then question 3 about their own feelings in the Activity Book.

Activity 3



Read the text in the blue box on page 9 with the children. Explain that our feelings cause us to behave in different ways. Different people behave differently when they have particular feelings. That is OK, but some people react to bad feelings by hurting others, while when

other people feel bad they dislike themselves, and yet others acknowledge the feeling, talk about it and/or deal with it. Discuss this with the children – how do they behave when they are happy/sad/peaceful/upset, etc.? Make sure you use plenty of examples, but be sure not to pick out children who have problems with anger, for example. Children should then do Activity 3.

Activity 4



Lastly, talk with the children about the importance of acknowledging and dealing with our feelings, and how we can do this – what makes us feel better if we are feeling unhappy or sad, for example? How can we help our friends when we see they are feeling bad? Children can then do Activity 4 and the Reflection.

Activity Book

Children can do the remaining Activity Book questions either in class or at home.

Let children remember self-awareness and self-monitoring skills by using:

- I know my feelings.
- I know what causes them.
- I know how I behave.
- I know what I need.

You might like to make a set of feelings cards: a deck of cards with positive and negative feelings faces or words on one side, blank on the reverse. You can use these for a game or for groups of children who need more help in identifying and expressing feelings. They can make the face showing the emotion on the card they pick up and tell a story or explain a situation which causes that feeling. They can then say how they behave with that feeling. If it is a bad feeling they can say what makes them feel better, and then say the new feeling and/or make the new 'face'. (See the Jamaica HFLE primary curriculum for a 3-round game using these cards.)



Family Relationships

Student's Book pages 10 and 11

Activity Book page 6

Key Life Skills

- Interpersonal relations
- Empathy
- Self-awareness

CARICOM Core outcomes

- Demonstrate increased awareness of self through types of interaction with family, peers and others.
- Demonstrate skills and behaviours for building harmonious relationships with family and friends.

Objectives

At the end of this unit children should be able to:

- say what the word 'family' means
- identify and describe three types of family
- draw a family tree with at least 3 generations
- describe activities families can do together to build their relationships.

Introduction

Be aware with this unit that some children may not have families or may not live with them or with all nuclear family members. Some children may feel upset or sensitive about this, for example if parents are going through a divorce or are working away from home. Or some children may live in unconventional households or suffer abuse at home. Do not be judgemental and make sure you stress variety and maintain equality of family types.

The main aim of this unit is to get children thinking about their families, the different people who belong to them and the way they spend time together. By the end of the unit they should have a greater appreciation of

the variety of different families and also an appreciation of the importance of spending time together in whatever way (doing chores, doing leisure activities, staying in or going out), to build relationships.

Activity 1



Begin by discussing the different family types shown in the pictures on page 10. Ask questions about the members of each family shown and the size of each family. Explain what we mean by 'generation' and give examples. Can the children recognise their own family type in the pictures? Explain that there are many other variations of households and ways of living. For example, some children may live with grandparents or an aunt and uncle, some may live with an older sibling, others with guardians, foster parents or in a children's home.

Help the children to arrive at a simple definition for the word family, e.g. the people we are related to, and family household – the people we are related to and live with.

Let children do Activity 1 in small groups. Then they can answer questions 1 and 2 in the Activity Book.

Then discuss with the children how they feel about their families and family members. You might share how you feel about your own family. Some may say they love their families – by questioning get them to think about what this means – talk about the things family members do for each other, using words such as care, support, spending time together, listening, looking after, etc.

Activity 2



Read the story about Joe and his family. Ask the children how many members there are

and how many generations. Let them answer the questions but be sure to discuss/debrief in between.

For homework, ask children to interview or talk with their family members and find out about the different generations and who is related to whom. Some children may be able to find out about more distant relations, too, or grandparents and great-grandparents in the past who have now died.

Explain what a family tree is and draw a simple family tree (perhaps your own, or one of the children's) on the board. Talk about the various members and how they are related. Let the children practise asking and answering questions about this in pairs.

Some more able children may like to try the following puzzle: On my father's side, Susannah is the sister of my grandfather's son, what relationship is she to me? Answer: Aunt.

Activity Book

Read through the Activity Book questions about Joe's family and look at his family tree. Let the children answer the questions. They can start their family trees in class or do them at home with help from other family members.

Reflection

Lastly, come back to how we spend time with our families. Let children say how they spend time with their families and perhaps brainstorm ideas on the board. Talk about how this makes them feel, and what they and other family members enjoy (or not) about this time. How does spending time together build relationships and strengthen the bonds/ties between family members? Again, you may need to brainstorm ideas as a class to help those who do not have this experience or are less able to think in this abstract way.



Building Relationships

Student's Book pages 12 and 13

Activity Book page 7

Key Life Skills

- Empathy
- Communication
- Interpersonal skills

CARICOM Core outcomes

- Demonstrate increased awareness of self through types of interaction with family, peers and others.
- Demonstrate skills and behaviours for building harmonious relationships with family and friends.

Objectives

At the end of this unit children should be able to:

- identify people with whom they share a bond
- explain why they feel close to that person/ those persons
- describe feelings people share when they are close
- describe ways we can build relationships with others.

Introduction

There are three main parts to this unit: firstly helping children to understand how we bond with others; getting children to think about the different areas of their lives where they have relationships or friendships, apart from the family; and helping them to understand that they can actively build relationships with other people.

Activity 1



Begin by sharing information about someone with whom you felt a close bond when you were growing up/their age – how did you feel about them and why did you feel the bond? Or invent a story about someone. Do they feel like that about anyone – an adult or a special friend? Discuss with them the meaning of the word 'bond'. Let them do the Activity 1 in the Student's Book and the first four questions in the Activity Book.

Read the Student's Book and discuss how Joe (from Unit 4) feels about his father – why do they think he feels like this?

Activities 2 and 3



Look at the picture on page 13 and talk about what a plant needs and how we look after it and help it to grow. Explain that friendships/relationships can be like plants. We can look after them and help them to grow. Ask the children for ideas about this. Some may say something like 'Buying the person a present'. While this is OK, point out to them that there are better ways of building relationships – by being kind or helpful, understanding, listening etc. Ask them to say what they would value in a friend. Then ask children to do Activity 2.

Children can then do the role play in Activity 3 in pairs and some can show theirs to the class. Debrief after this so that children can learn from it, or ask children themselves to say what was good about a particular role play.

Brainstorm the different people with whom they have relationships/friendships and the areas of their lives in which these happen. Talk about the differences between knowing people well, sharing feelings and trust, feeling safe with them, and people we know less well or

hardly at all. We may like them but we do not know them enough to trust them. Children can share ideas on this in groups or as a class.

Activity Book

Look at Mary's star diagram in the Activity Book and talk about it with the children. Once they understand how it works, let them each draw their own diagrams. Some more able children may understand that shorter lines can mean closer relationships but others may simply be able to label the lines with different people or places. Afterwards, share some diagrams and explain that shorter lines can mean closer relationships.

Reflections

Finally, emphasise the fact that we can actively build relationships with other people, both those that we know and feel close to, and others whom we know less well.



Special Feelings

Student's Book pages 14 and 15

Activity Book page 8

Key Life Skills

- Communication
- Coping with emotions
- Self-awareness

CARICOM Core outcomes

- Demonstrate increased awareness of self through types of interaction with family, peers and others.
- Demonstrate skills and behaviours for building harmonious relationships with family and friends.

Objectives

At the end of this unit children should be able to:

- discuss feelings about difficult or pleasant situations
- identify situations which bring specific emotions
- identify ways to cheer up or help a friend or help him/herself deal with loss or disappointment.

Introduction

Begin by talking about feelings and what they are – they are how we are inside, not how we act. Ask children to brainstorm the words for some feelings or emotions and write them on the board. Either write them in two columns, or better still, once you have about ten or so, ask children to categorise them as pleasant or unpleasant – they can circle the pleasant ones such as happy, glad, joy etc. Children can make the facial expressions associated with each of the feelings words.

Be especially sensitive in this unit to children who have suffered a major loss in their lives,

even if this was some time ago. Even children who have, for example, lost a pet recently may be upset by discussing these feelings. You might like to remind children that we all have similar feelings, but different things affect us in different ways. We should never laugh at anyone else's feelings or the way they express them.

Activity 1



Look at the pictures in the Student's Book and discuss them as a class or let children do Activity 1 in groups and report back. Talk about happy or joyful occasions children have experienced, such as their own birthdays, Christmas, Divali, Eid, etc., as appropriate to your class. Clearly differentiate between the event or situation, the feelings and the behaviour or expression of the feelings.

Activity 2



Let them role-play grandma's birthday party and then draw their own pictures of a happy time, showing people expressing their happiness.

Activity 3



Next talk about the feelings we all have of grief when we experience loss – we may feel sad or angry or numb, hopeless or even confused. Sometimes even when we are just disappointed we may feel grief. For example, if we are looking forward to an event such as going out with our family, and then it is cancelled, we may feel loss and disappointment. How do people feel when Grandma dies? How do they express this? (Tears, crying, sad faces, bringing flowers, setting up a memorial of some sort, caring for loved ones of a person who has died.

etc.) Ask some children to volunteer to role-play visiting Grandma's grave – how do they feel? How do they express it? Then ask children to draw a picture to show something they have felt loss or disappointment about.

Activity 4



Move on to how we can make others and ourselves feel better. Ask children to volunteer ideas – what helps them if they feel sad or disappointed? What can they do to help others? Make sure you include listening to someone's troubles, showing sympathy, making them laugh, and helping in practical ways. In pairs, children can do the activity: role play ways to help someone who feels sad. They can take it in turns to be the sad person and the helper. Debrief this – ask the children to say who did it really well or how they could improve what they said. Emphasise that sharing someone's grief and saying we are sorry to hear about ... (whatever has happened) helps. Giving a friend or family member a hug or putting an arm around someone can also help.

Reflection

Emphasise that different people do different things to help make themselves feel better. Perhaps share what you do – talk to a friend or go to a beautiful place or read a favourite poem or book. Some people like to be with others, other people like to be alone, perhaps by the sea. Ask children to think about what they can do to help themselves feel better or to cope with loss. This is an important reflection.

Activity Book

Work through the Activity Book questions with the children so they know what is expected. They can either complete them in class or take them home and talk with parents or others about the questions.



I Am Changing

Student's Book pages 16 and 17

Activity Book page 9

Key Life Skills

- Self-awareness
- Communication
- Decision-making

CARICOM Core outcomes

- Demonstrate increased awareness of self through types of interaction with family, peers and others.
- Demonstrate skills and behaviours for building harmonious relationships with family and friends.

Objectives

At the end of this unit children should be able to:

- understand that we all change through our lives
- identify ways in which they have changed
- understand that we experience changes too, some good and some bad
- understand that we can change and adapt to new situations.

Introduction

This unit is all about change: the way we change as we grow up, grow and can do different things, and the changes we experience in our lives. Most children will be able to grasp that we grow and change and that changes happen to us. For some it may take longer for them to understand that we can change ourselves to adapt to new situations.

Activity 1



Begin by talking about the changes all the class have experienced as they've grown up from

babies – brainstorm and record the children's ideas on the board. Then read the story about Marcia and how she has changed and let them think about the changes they have had in the last year. Children do Activity 1. During this, try to include discussion of physical changes, mental and emotional changes (simple things like being able to do harder sums) and social changes (friends, clubs etc.).

For homework let them do the Activity Book questions. They can talk with their families about how they have changed and draw pictures on the time line. Share their drawings in class in the next lesson – they could open the Activity Books on the desk and walk around to see each other's or stay seated and pass books to neighbours in a group.

Activity 2



Then move on to changes which happen to us: good things, such as moving up a class at school or having a new baby in the family, and other things we may not feel so good about, such as moving school or house, or a pet or person dying. Ask children who have experienced something like this to share it if they want to, but be especially sensitive to children who may have experienced a loss. Monitor pairs while they do Activity 2, checking that no child is becoming upset.

Activity Book

Let children complete the questions in the Activity Book.

Reflection

Finally, consider the reflection together. Some children may like to draw a picture, share with a friend or write something about changes they have experienced in the past year.



Dealing with Changes

Student's Book pages 18 and 19

Activity Book page 10

Key Life Skills

- Self-management
- Communication
- Critical thinking

CARICOM Core outcomes

- Demonstrate increased awareness of self through types of interaction with family, peers and others.
- Demonstrate skills and behaviours for building harmonious relationships with family and friends.
- Develop and display risk response strategy to unfavourable or threatening situations.
- Identify ways of coping with feelings and emotions when under pressure in adverse situations.
- Recognise signs of risky or unfavourable situations.
- Develop skills in assessing their vulnerability in adverse situations.
- Demonstrate age-appropriate response in risky or unfavourable situations.

Objectives

At the end of this unit children should be able to:

- explain how they might feel in different situations
- identify unexpected and unpleasant changes which can happen in life
- suggest strategies which might help them or others to deal with these changes.

Introduction

This unit aims to help children understand themselves better, how they can deal with unexpected and unpleasant changes in life and how they can manage themselves to deal with such changes.

You could begin with a game about feelings. Children sit in pairs numbered 1 and 2. You call out a feeling and a number and the child who is that number has to make the face associated with the emotion.

Then as a class ask them what emotions we most associate with sudden changes – they should be able to give you fear, excitement, perhaps shyness, even anger. You could add discomfort, confusion, uncertainty

If possible, talk about a time of sudden change for you, when something unexpected happened and how you coped with it. Explain that people find change difficult, but that we can try to make the best of it and find opportunities. Often, changes are not so bad as we expect them to be. Remind them how they dealt with the change of coming to primary school, and then moving into Year 2.

Activity 1



Read together about Khalid and look at the picture. Discuss how Khalid felt. Have any of the class arrived from other schools? How did they feel? What happened to them? How did they cope? (Be sensitive to any newly arrived children who may not be coping too well.)

Let the children do Activity 1 in pairs and then discuss it as a class.

Activity 2



Let the children do the role play. If any of them don't do very well in terms of interpersonal

skills – teacher and classmates being friendly etc. – then give them constructive feedback and an opportunity to do it again to build skills.

Activity 3



Go through the self-management steps, making sure children understand what they mean. Then let them deal with the five scenarios in Activity 3 in groups.

Activity Book

The Activity Book is intended to help them to reflect on their own feelings and behaviour when faced with sudden change, and how they can find ways of managing themselves to improve things. You may need to give some examples of how to manage uncomfortable feelings – such as envisioning things working out well in the end, or telling themselves they can get through this, talking to friends or even a pet, getting help from the school counsellor, or a teacher, etc.

Reflection

You might finish by providing a checklist for responding to risky or unfavourable situations and discussing possible answers to the questions:

- Whom to tell?
- Where to go?
- What to do?
- What to say?



I Can Control Myself

Student's Book pages 20 and 21

Activity Book page 11

Key Life Skills

- Coping with emotions
- Interpersonal relations
- Problem-solving

CARICOM Core outcomes

- Demonstrate increased awareness of self through types of interaction with family, peers and others.
- Demonstrate skills and behaviours for building harmonious relationships with family and friends.
- Demonstrate awareness of behaviours and situations that can place them risk of injury to themselves and others.
- Identify ways of coping with feelings and emotions when under pressure in adverse situations.
- Recognise signs of risky or unfavourable situations.
- Develop skills in assessing their vulnerability in adverse situations.
- Demonstrate age-appropriate response in risky or unfavourable situations.

Objectives

At the end of this unit children should be able to:

- recognise when they feel angry and when others show anger
- explain some things which cause them to feel anger
- identify some effects of anger on themselves and others
- identify how they behave when they feel angry

- suggest some strategies for managing their anger
- demonstrate good ways of apologising.

Introduction

Be especially sensitive in this unit to children in your class who may have problems controlling their anger. Do not pick them out in any way. Stress that we all get angry sometimes and sometimes we may fail to control it. As children, they will find it should get easier as they get older.

Ask the children to share how they feel when someone gets angry with them (even with good reason!) It is very unpleasant – so we should try to control our anger with other people. It will improve our relationships, enable us to resolve conflicts and help us to feel better about ourselves.

Activity 1



Let children look at the picture of Paulette. Discuss how she is feeling and read what she says. Let them do the group activity and then debrief by sharing their answers. Watch some of the role plays as a class and discuss the effects of Paulette's anger – on herself and others.

You could at this point ask the children to all quietly think of a time when they felt angry – how did they feel and how did they behave? Why did they feel angry? What happened afterwards? Did getting angry make things worse?

Activity Book

They could do the Activity Book questions now or later, perhaps at home.

Let them share their stories from question 2 in the Activity Book – some may need to tell them

to a partner in class. Others could be displayed around the classroom.

Activities 2 and 3



Move on to discuss how we can control our anger. What can we do at the time to make things better? Some ideas are given in the Student's Book, but children may suggest others that work for them. Anger has lots of energy so it can be good to let this out in a harmless way – by a big shout or scream once you are on your own, or by running fast, perhaps. Other people may want to sit somewhere quiet and peaceful, or try to control their breathing in order to calm down. Discuss many different techniques. You could even practise some of them in class – or loud ones in the playground!

Then let the children do Activities 2 and 3, remembering to debrief in between.

Activity 4



Finally, discuss apologising. How does it feel when someone apologises if they have been angry with you? Why is it good to apologise? Ask children to suggest good words to use for apologising – 'I'm sorry...', 'I want to apologise...', 'I didn't mean to hurt you', etc. Children then do the role play. To finish, children can write an apology in their Activity Book for question 3.

Reflection

Remind children to put this into practise the next time they get angry. You will need to keep reminding them of their suggestions, perhaps at break time when they go out to play, or in the playground itself.



Student's Book pages 22 and 23

Activity Book page 12

Key Life Skills

- Communication
- Problem-solving
- Decision-making

CARICOM Core outcomes

- Demonstrate increased awareness of self through types of interaction with family, peers and others.
- Demonstrate skills and behaviours for building harmonious relationships with family and friends.

Objectives

At the end of this unit children should be able to:

- give examples of ways in which communication can improve relationships
- identify some key steps in listening and speaking skills
- demonstrate some key steps in listening and speaking skills.

Introduction

Communication means giving and receiving ideas and information. We do this in many different ways: by talking and listening, by reading and writing, by drawing and looking, by our body language and faces. We use different kinds of technology: books and pens, TVs, radios, DVDs, cell phones and computers. Most important, though, are speaking and listening. This unit teaches and practises listening and speaking (communication) skills.

You could begin with a game of Chinese whispers for the whole class – how has the message changed when it gets to the end of the circle?

Activity 1



Then let the children do Activity 1, looking at the picture and sharing ideas as a class. Ask the children how good communication (good speaking and listening) can help build relationships – they should be able to give some examples.

Activity 2



Tell them they are now going to learn and practise their speaking and listening skills. First model the skills for them yourself – ask them to say what you are doing. You can use a child to play the other part. Show them speaking, and then listening. Then read through the key steps and let them try doing this on their own, the whole class, with you playing the other part. (You can put the words to be spoken on the board – keep it simple!) Then let them practise in pairs, doing Activity 2. Some pairs could present their conversations to the class.

Discuss what was easy and difficult and how it feels when the other person is a good listener or speaker. Discuss the body language which tells us someone is attending to what we are saying. There are lots of other fun ways to practise this. For example, ask two children to come to the front. They stand back to back a little apart – one has to explain clearly to the other how to put on or remove a jacket or shoe, or how to do something else – without the other one knowing what they are trying to achieve – they must simply follow the instructions. This can be a real test of speaking clearly and listening.

Activity 3



Discuss the importance of speaking and listening when we disagree with others. Often misunderstandings lead to worse conflict. Can the children think of any times when this has happened to them? Let them do Activity 3 about Jason and Darren. Girls can be given a different scenario or a choice if you prefer.

Activity Book

Lastly, let children finish drawing features, colour and embellish the two heads in the Activity Book to show a good speaker and a good listener. They should also be able to add labels such as 'eye contact' with a line to the eyes, and 'speaks clearly' to the mouth on the left. You might want to put a list of labels on the board for children to copy.



Drugs

Student's Book pages 24 and 25

Activity Book page 13

Key Life Skills

- Refusal skills
- Decision-making
- Healthy self-management

CARICOM Core outcomes

- Demonstrate awareness of behaviours and situations that can place them risk of injury to themselves and others.
- Develop and display risk response strategy to unfavourable or threatening situations.
- Develop refusal and negotiation skills for dealing with risky or adverse situations.
- Recognise signs of risky or unfavourable situations.
- Develop skills in assessing their vulnerability in adverse situations.
- Demonstrate age-appropriate response in risky or unfavourable situations.

Objectives

At the end of this unit children should be able to:

- say why drugs are harmful
- identify some risky situations
- suggest the ways they should respond to risky situations
- demonstrate refusal skills.

Introduction

This unit focuses on responses to risky situations and the risks of injury in the context of drugs. The skills learnt can then be used to deal with other risky situations, such as abuse.

Activity 1



Begin by finding out through discussion what your children already know about drugs. Make sure they understand that some drugs are harmful, while others (medicines) are used to heal us. But medicines too can be harmful if too many are taken or they are taken by someone for whom they are not intended (prescribed). Get children to suggest examples and scenarios from their experience. Explain the difference between legal and illegal drugs, and that some drugs are legal but still harmful.

Talk about the effects of cigarettes (including passive smoking, when you are in a room with people who smoke) and alcohol (aggression, loss of judgement, etc.).

Read Margaret's story together. Let them do Activity 1 in groups, and then answer questions 1–4 in the Activity Book.

Activity 2



Now move on to risk response and refusal skills. Read the refusal skills key steps on page 25.

This is a simplified version – you will have to judge exactly what wording to use with your class. You may like to discuss body language with them – and they can practise saying 'No' with their bodies – crossing their arms, turning away, shaking their heads etc. A fuller version is:

Refusal skills key steps

- Say 'NO'.
- Use a strong clear voice, keep eye contact and make sure your body language also says 'No'.
- Do not smile.
- Repeat your refusal as often as necessary.

SELF AND INTERPERSONAL RELATIONSHIPS

- Explain why, give reasons.
- Suggest an alternative activity.
- Talk it through or, if necessary, walk away.

Move on to risk response. Go carefully through the risk response points below with the children – what do we mean by each point? Let them practise individually and suggest someone they can trust and a safe place each could go to.

Risk response:

- Say No. (What to say)
- Use refusal skills. (What to do)
- Tell someone you trust. (Whom to tell)
- Go to a safe place. (Where to go)

Make sure they understand that this can be used for other risky situations, not just being offered drugs. Ask them to suggest other risky situations when this may be useful. Brainstorm to put a list of risky situations on the board, for example: verbal, physical or sexual abuse, sexual harassment, being offered drugs of any kind, being alone with a person who might harm them or in a place which feels unsafe (e.g. out at night in the street).

Children do Activity 2, in pairs. Watch some of the role plays as a class and give feedback.

Activity 3



Children then do Activity 3 to practise their refusal skills further. Give them feedback on their role plays.

Reflection

Discuss whether it is more difficult to say 'NO' to a group of people than just one person. Why? Is it more difficult to refuse friends than people you don't know? Why?

Activity Book

To consolidate learning they can do questions 5 to 9 in the Activity Book.



Beautiful People

Student's Book pages 26 and 27

Activity Book page 14

Key Life Skills

- Advocacy
- Creative thinking
- Self-awareness

CARICOM Core outcomes

- Demonstrate increased awareness of self through types of interaction with family, peers and others.
- Demonstrate skills and behaviours for building harmonious relationships with family and friends.
- Affirmation of persons who are different from self (ethnic and cultural).
- Appreciate that ethnic and cultural differences can add variety and richness to relationships and to available resources.

Objectives

At the end of this unit children should be able to:

- identify their own ethnic group and gender
- talk positively about cultural and other differences between people in class and school
- explain how people are equal.

Introduction

This unit is about appreciating that differences in ethnicity, gender and ability make our class, community and country a richer place. If you have disabled children in your class or school this is particularly important. Underneath we are all beautiful people, and we are equal and have the same rights. By working together and building good relationships we can improve our class, school and country.

Activity 1



Begin by asking children what ethnic group they belong to and which gender. On the board make a list of the different ethnic groups in the class and in the community. Discuss the importance of accepting themselves and others as they are. Let the children look at the picture and do Activity 1.

Activity 2



Then talk about the cultural differences in the class – the foods they eat, clothes for special occasions, customs, religions and beliefs, etc. Let individual children contribute information about their culture. You could create big posters about different aspects of culture such as food and display them.

Then let groups of children do Activity 2, role-playing a festival or celebration scene. Not all the children in each group need to be the same ethnicity – children can role-play a celebration from a different ethnic group with help from friends.

Let children do Activity Book questions 1–4. Display the pictures of the celebrations in class.

Activity 3



and Activity Book

Discuss the fact that we are all the same underneath the skin – we are equal. We all have the same needs: food, water, shelter, clothing, love and care. And we all have the same rights: to a name, a family, a home, food, water, love and care. Discuss with the children what we mean by each of these. Ask them to say how each applies to them – their name, their family etc. Then they can do question 5 and 6 in their Activity Book.

SELF AND INTERPERSONAL RELATIONSHIPS

Lastly, talk together about why these rights are important – what would life be like without a name or a home? Remind children that we need to appreciate our similarities and differences and build friendships with each other.

Reflection

Let children think about this for a while, then share ideas as a class.



Growing Up

Student's Book pages 28 and 29

Activity Book page 15

Key Life Skills

- Critical thinking
- Communication
- Self-awareness

CARICOM Core outcomes

- Apply proper personal care and hygiene practices.
- Demonstrate awareness of similarities and differences between girls and boys.
- Maintain appropriate care of genitals.
- Demonstrate an awareness of actions that can lead to damage of reproductive organs.
- Demonstrate appropriate health habits to protect themselves and others from the spread of disease.
- Display knowledge of habits/behaviours which can protect from spread of germs.

Objectives

At the end of this unit children should be able to:

- identify how they have changed since they were babies
- explain why it is important to look after our bodies
- explain and demonstrate the different ways in which they care for their bodies
- demonstrate effective handwashing techniques and habits.

Introduction

This unit consolidates the work on growing and changing from Self and Interpersonal

Relationships, Unit 7. It moves on to discuss how we care for our bodies. As much as possible this should be a practical lesson.

Activity 1



Begin by asking children to say how they have grown and changed since they were babies. The children will probably think of physical changes such as getting taller and heavier, but remind them they have also become less clumsy and better co-ordinated, their mental abilities have grown – they can now do simple sums, talk, read, etc. After an initial brainstorm of ideas, the groups can each come up with five different ways. You could also think about different stages or milestones, such as walking and talking.

Then children can draw the comparison pictures in the Activity Book. You can point out that they have been growing for 7 years so far and have about another 14 to go to be fully adult!

Activity 2



To lead into the next part of the unit you could remind children how we have to look after babies – by washing and cleaning, changing nappies and feeding them, etc. However, at 7 they are old enough to look after their bodies themselves. Ask them how they do that – and collect ideas from the class. Remind them that we not only need to clean ourselves properly but also to rest, eat and exercise.

Discuss why it is important to look after our bodies – to keep us healthy and prevent disease. Germs like to live in dirt. When we wash we carry away the germs.

Handwashing is very important. Explain to children that washing your hands is the best

way to stop germs from spreading and stop us from getting ill. Ask them to think about all of the things they touch – door knobs, toilets, tissues, food, friends, balls which have touched the ground, etc. Each time they touch something, they touch germs. A germ on your hand can be carried to your face or mouth.

Have bowls of water, soap and towels in the class or move the class to a washroom. Demonstrate to the children how to wash your hands properly – using soap and water (preferably warm water), and drying with a towel (paper or cloth). You need to wash all of both hands with soap, between the fingers, around the joints, under the nails, the backs. For more information on this see: http://www.wash-hands.com/hand_hygiene_and_you/how_to_wash_your_hands , http://www.who.int/gpsc/clean_hands_protection/en/

Once you have demonstrated how to do it, then get the children to practise in pairs, with one doing it and the other watching and giving advice – then they swap over.

If you have internet or computer access for your class, there's a lovely little animation and game at www.bbc.co.uk/wales/bobinogs/games/game.shtml?3. Many other websites have songs suitable for this age group – put 'washing hands song' into your search engine; or you could sing 'This is the way we wash our hands, wash our hands, wash our hands BEFORE ... or AFTER ...' with the children supplying alternative endings. That song can also be adapted for other things such as cleaning teeth or brushing hair, with actions.

Everyone should ALWAYS wash their hands BEFORE touching or preparing food or eating, and AFTER going to the toilet, playing outside, touching pets, blowing their nose or coughing, and handling garbage or any kind of dirt. It helps to prevent persons catching colds etc. if they wash their hands after contact with other people – for example when they come home from school.

You could do a similar demonstration about cleaning teeth properly, with children using (properly washed!) fingers instead of toothbrushes for practice. See <http://www.nhs.uk/Livewell/dentalhealth/Pages/Teethcleaningguide.aspx> for advice and proper technique.

Look at the pictures on page 29 with the children and talk about what is happening in each. Point out the boy washing his private parts. Explain that as well as keeping our faces, hands, etc. clean we also need to look after our private parts. Talk about how we use our private parts for going to the toilet and also for reproduction – having babies. There is no need to go into detail. But these parts are special – we should wash them carefully and keep them covered. We should not let anyone else touch them, apart from a carer or a nurse or doctor.

Let children do Activity 2 in the Student's Book. Then they can fill in the Activity Book table or take this home to do with help from families.



2

Alike but Different

Student's Book pages 30 and 31

Activity Book page 16

Key Life Skills

- Critical thinking
- Communication
- Self-awareness

CARICOM Core outcomes

- Demonstrate awareness of similarities and differences between boys and girls.
- Demonstrate awareness of the capacity for both boys and girls to perform the same tasks.
- Demonstrate an awareness of private parts of the body. Recognise that boys and girls are different.

Objectives

At the end of this unit children should be able to:

- state some similarities between boys and girls
- state some differences between boys and girls
- explain that both genders are equally capable of doing the same tasks
- demonstrate that they can do some tasks or activities associated with the opposite gender.

Introduction

The aim of this unit is to look at the similarities and differences we find between girls and boys, men and women, but to make children aware that both genders are equally capable of doing the same or similar tasks.

Activity 1



Children start the lesson by doing Activity 1. Make sure that all groups are as evenly mixed as possible between boys and girls to do this activity.

Activity 2



In some households there may be specific male and female roles but in many single-parent or women-only households, men are absent and women do all the necessary tasks. In other single parent homes headed by fathers, women are absent and men do all the tasks. You might be able to use this fact in the discussion with the children if some have entrenched views about who should do what in a family.

Activity 3



Traditionally women and men had different jobs and careers but this was largely due to stereotypical ideas about what men and women should do, and not related to actual capability. Today there are many male nurses and men working in kindergartens or other traditionally female occupations, just as there are women engineers and builders, etc. The message to the children should be that they can follow whatever career they like, regardless of gender – they may meet some opposition, but they should not let that put them off. In the past there were few women lawyers, doctors or teachers, but today that has changed completely. Similarly, boys should be encouraged to become nurses, chefs, etc. if they want to.

You could take this opportunity to look at stereotypes in children's books or magazines or

TV programmes – any media they are familiar with. A good example is adverts for toys – when boys are encouraged to want action and engineering toys, and girls to want dolls and traditionally ‘female’ toys. Similarly the colours available to girls and boys are often restricted – pink is seen as a girls’ colour whereas blue and green are boys’ colours. (Note that this is quite recent – in the past, and as recently as the early 20th century, pink was seen as a colour for men and boys.) This makes it difficult for girls to choose toys and activities which stretch their spatial abilities and involve science or engineering skills, and boys to choose caring or role-playing activities and toys. This is a good tool for encouraging critical thinking in the children.

You might be interested to note that there have been recent campaigns by mothers aimed at toy manufacturers and retailers to reduce this stereotyping.

Activity Book

As well as the activities provided in the Student’s Book and Activity Book, it would be good to finish with a practical activity whereby the girls choose to do something usually done or seen to be done by boys in your school or community, and the boys choose to do something usually done or seen to be done by the girls. Some children may be reluctant but this should be OK if they ALL have to do this. Afterwards debrief – how did it feel? Did they enjoy the activity? Would they choose to do it again? Children can end by doing the reflection.



Good Touch, Bad Touch

Student's Book pages 32 and 33

Activity Book page 17

Key Life Skills

- Assertiveness
- Decision-making
- Refusal skills

CARICOM Core outcomes

- Respond appropriately to uncomfortable or risky situations.
- Provide support to peers and siblings in uncomfortable or risky situations.
- Demonstrate awareness of behaviours and situations that can place them at risk of injury to themselves and others.
- Develop and display risk response strategy to unfavourable or threatening situation.
- Demonstrate awareness of private parts of the body.
- Develop refusal and negotiation skills for dealing with risky or adverse situations.
- Recognise signs of risky or unfavourable situations.
- Develop skills in assessing their vulnerability in adverse situations.
- Demonstrate age-appropriate response in risky or unfavourable situations.
- Demonstrate ways to respond appropriately to various factors influencing sexual choices and experiences.

Objectives

At the end of this unit children should be able to:

- identify good and bad touches and say why they are good or bad

- explain how they feel when they receive good touches, and when they give them
- describe how people feel when they receive bad touches
- state private parts of the body for boys and girls
- use refusal skills appropriately to refuse bad touches.

Introduction

This unit deals with good touch, bad touch, which Year 2 children should have learnt about earlier, and also the idea of uncomfortable or risky situations, how to respond to them, and how to support peers. The initial focus is on identifying good and bad touches (critical thinking), both in their own lives through Activity 2, and also by looking at the pictures in the Activity Book. You could begin the lesson by discussing good and bad touches, pointing out that most touches we receive are good, and that we do not only receive touches, we also give them. We should make sure we only ever give good touches. Then children do questions 1 and 2 in the Activity Book and you discuss the answers. Make sure all children understand exactly why each touch is either good or bad – talk about the feelings of the person receiving it.

Activity 1



Then move back to the Student's Book to discuss the touching of private parts – almost always bad (exceptions are during a medical examination or a parent perhaps, but only in exceptional circumstances – see the scenario of father helping John to aim his penis on page 33, no. 5). You could discuss whether touching girls' or women's breasts counts as being the same as private parts.

There may be some giggling and jokes etc. as children are embarrassed by this discussion, but

just ignore the silliness and praise good, mature answers. Do not question children about touches they receive at home, though they may volunteer information. Some children may have been abused or be currently experiencing abuse so be very sensitive to this. Tell the class that if they wish to discuss anything with you or perhaps a guidance counsellor, then they can do so. However, if they are being harmed you would not be able to keep confidentiality – you would have to tell someone else in order to protect them. Make sure they all understand this.

Read the story about Sandra and Joanna and let them do Activity 1. Then debrief it, focussing on what Sandra should do and how might each girl feel.

Activity 2



Then let them do Activity 2. Encourage children to invent their own mini-stories for discussion as this may enable them to ask questions and explore what behaviours and touches are OK, and what are not. Depending on the level of your class, you could ask the children to rank the scenarios for level of risk – which is the most risky, which not risky at all.

Let children role-play the scenarios in pairs, using refusal skills. If necessary, teach or revise these skills (see page 22) at an appropriate level. If they have only come across the simple 'NO! Go! Tell!' so far, then you can introduce another element, such as 'how' to say No, or using body language to say No to build the skills. Let them practise. Discuss 'No! Go! Tell!' in detail and ask children about whom they should tell, and why, and what to do if someone does not believe them.

Activity 3



Children do Activity 3 in pairs. Monitor pairs to make sure children understand what good and bad touches are.

Reflection

Discuss supporting their friends or siblings who have experienced risky or uncomfortable situations. What should they do if they know a friend is being abused, or receiving bad touches? What should they do if they are afraid their friend may be at risk or may get into risky situations, for example because they accept lifts from strangers? Lead them to think about different ways of being supportive: listening, going with them to tell a trusted adult, telling someone themselves if necessary, making sure to stay friends and be supportive afterwards.



4

HIV Prevention

Student's Book pages 34 and 35

Activity Book page 18

Key Life Skills

- Creative thinking
- Communication
- Decision-making

CARICOM Core outcomes

- Demonstrate awareness of actions that can lead to damage of reproductive organs.
- Demonstrate appropriate health habits to protect themselves and others from the spread of disease.
- Demonstrate skills to assist and respond compassionately to peers and siblings requiring health care.
- Recognise signs of risky or unfavourable situations.
- Develop skills in assessing their vulnerability in adverse situations.
- Demonstrate age-appropriate response in risky or unfavourable situations.
- Develop the capacity to cope and empathise in real life situations.
- Display an awareness of healthy hygiene habits and proper care of the body.
- Display knowledge of habits/behaviours which can protect from the spread of germs.
- Display tolerance towards others who are or who are perceived to be different.

Objectives

At the end of this unit children should be able to:

- state how HIV is transmitted and how it is not transmitted

- demonstrate appropriate skills and responses to deal with accidents involving blood (simplified universal precautions)
- demonstrate empathy and compassion for others who have HIV or who have an accident in the playground or elsewhere.

Introduction

This unit on HIV prevention provides an opportunity to discuss various appropriate health habits to protect ourselves, as well as an awareness of actions which can lead to health damage. The last part allows children to respond empathetically and compassionately to peers who need health care, both children who may have HIV and also any who have an accident in the playground or elsewhere.

Activity 1



Begin by reading the Student's Book and discussing what HIV and AIDS are, their treatment, etc. Point out that in the past many people died of AIDS but now most people with HIV live for many years with good treatment. However, there is no cure for HIV and people who have it have to take medicines every day, sometimes with unpleasant effects. Activity 1 assesses knowledge gained.

Move on to discuss how HIV is spread – the main way is by heterosexual sex. Children can protect themselves as they grow up by avoiding unprotected sex and delaying sex for as long as possible. HIV can also be spread by sharing razors or needles, so children should avoid injecting drugs. However, some children do have HIV – they may have been abused by an infected person, or more likely they got it from their mother who was infected. However, now special medicines prevent most infected mothers passing HIV to their children.

Discuss the various ways in which HIV cannot be spread and deal with children's questions about this. It may be a good idea to have an anonymous question box in the classroom for children's questions about HIV and AIDS. Invite questions one lesson, and then answer them the next. Even if you recognise a child's writing, do not address the answer to them particularly!

The other thing to point out is that most people who have HIV do not know they have it – you can live with it for many years without becoming ill. During that time you can pass it on. That is why it is important when dealing with blood to treat everyone as if they may have HIV – and take precautions. HIV can live in blood, but not for long in dried blood or outside the body. The likelihood of HIV being passed on through blood in an accident entering another person's body is very, very small indeed.

Activity 2



Demonstrate how the teacher will deal with a playground accident, using an 'injured' child and props if possible. Then let the children do Activity Book question 2, ordering the activities. Then the children can role-play what to do after a playground accident – the most important thing for the children to know is to tell an adult immediately, and not to touch the blood. This activity gives them an opportunity to role-play compassion to someone needing health care and empathy.

Let the children use creative thinking skills to make up a song or poem about how HIV is spread or not spread – remind them of the key steps in creative thinking first. And have the steps visible in the classroom to help them. (See the photocopiable steps on pages 130–150.)

Reflection

This should remind children of the key point of this unit.

Student's Book pages 36 and 37

Activity Book page 19

Key Life Skills

- Empathy
- Advocacy
- Coping with emotions

CARICOM Core outcomes

- Demonstrate appropriate health habits to protect themselves and others from the spread of disease.
- Demonstrate skills to assist and respond compassionately to peers and siblings requiring health care.
- Display respect and tolerance in social interactions with peers and others who may be different.
- Demonstrate skills to interact appropriately and respond compassionately to persons affected by HIV.
- Develop the capacity to cope and empathise in real life situations.
- Demonstrate awareness of family and school as sources of information on health.
- Identify family, school and community services as sources of information on health.
- Display tolerance towards others who are or who are perceived to be different.

Objectives

At the end of this unit children should be able to:

- recognise stigma and discrimination against people living with HIV and AIDS (PLWHA)

- describe what it might feel like to be discriminated against
- demonstrate empathy to PLWHA in role play
- suggest positive ways in which they can support or be compassionate towards PLWHA.

Introduction

The main emphasis of this unit is on developing empathy for PLWHA and developing understanding of the stigma and discrimination faced by PLWHA. The main message is that we should treat everyone with kindness and respect. You might like to teach or revisit empathy skills at the beginning of the lesson, by modelling them in a role play and letting children do the same in pairs. Then you can revisit aspects of the skills as you teach the lesson – for example, using imagination to understand what it feels like to be a PLWHA.

Activities 1 and 2



Begin by using the situation of Saffron to illustrate stigma and discrimination. Children should do Activity 1 in groups and then the role play in Activity 2, some of which could be shown to the whole class. Children this age usually have a strong sense of fairness and unfairness. Make sure you debrief both properly. How would they respond to a child in their class who was HIV positive? How would they respond to people who treated them badly? This might lead into other issues such as how children would even know if another child was HIV positive ... so be prepared to answer all kinds of questions. If you do have an HIV positive child in the class make sure you handle this very sensitively and do not accidentally disclose the fact if it is not known.

Activity 3



Explain what we mean by stigma and discrimination and get children to give you lots of examples. Have they ever felt discriminated against? Discrimination robs people of equality and of their rights.

If possible invite someone living with HIV into the class to talk to the children and explain what stigma and discrimination feel like. If not, you might be able to tell them stories about people who have been refused jobs or medical care because they have HIV.

Activity Book

The Activity Book questions consolidate and allow for reflection about the issues. You could also let groups of children do some additional research about HIV and AIDS and make a list of sources of information and help in the local community or wider.

Reflection

Finally, come back to the message about us being kind to people, asking children how they can be kind generally, to each other, to PLWHA or people with other illnesses. What can they do?



Fruit and Vegetables

Student's Book pages 38 and 39

Activity Book page 20

Key Life Skills

- Advocacy
- Communication
- Healthy self-management

CARICOM Core outcomes

- Demonstrate the ability to choose and eat healthy foods.
- Promote the selection of healthy foods among family and peers.

Objectives

At the end of this unit children should be able to:

- explain why fruit and vegetables are healthy foods, why they are good for us, what they do for our bodies
- describe the tastes, textures, appearance of a range of fruit and vegetables
- state the importance of the various components of foods: carbohydrates, fibres, proteins, fats, vitamins and minerals
- be self-aware about the amount of fruits and vegetables they eat and whether this is enough
- promote the selection of foods and vegetables in their family
- demonstrate advocacy skills.

Introduction

Try to make this unit as much fun as possible. If you can, bring some different fruits and vegetables into class for children to try small pieces. Make sure they know the names of them. Ask them to describe the tastes and textures of each. Talk about whether they are

sweet or sour, soft or crunchy, etc. Are they grown locally or imported? Are they nice raw or cooked? Integrate this with mathematics by doing some bar charts of the most popular ones.

Activity 1



Let children do Activity 1. Then move on to explain what carbohydrates, fibre, vitamins and minerals are and why they are important for our bodies. Choose some examples of vitamins and minerals, e.g. Vitamin A and calcium, to explain in more detail. Explain that different fruits and vegetables also include small amounts of proteins and fats. (Beans are high in protein, avocado is high in good fats.)

You could also let children research some of the different vitamins and minerals in fruits and vegetables – how they help our bodies and which fruits and vegetables they are found in. (See <http://www.health-alternatives.com/vegetables-nutrition-chart.html> or <http://www.kidspot.com.au/files/kidspot-vitamins-and-minerals-chart.pdf>.)

Activity 2



Explain that we need to eat at least 5 portions of fruits and vegetables each day to get the vitamins and minerals we need. Ask children to do Activity 2 in pairs and then ask some pairs what their answers were. You could revisit self-awareness skills key steps here.

Activity Book and Reflection

Finally let children do the Activity Book page and then discuss how we can persuade/encourage our families to eat more fruits and vegetables. Revisit advocacy skills (ask children to tell you the key steps if they have met them

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before) or teach them if necessary (see pages 25 and 146). Go through the steps for this problem/issue as a class. Then brainstorm and write ideas on the board. For example – they could find out which fruits and vegetables are cheap and suggest them; they could tell whoever does the shopping about the benefits of eating fruits and vegetables; they could explain that they would like to eat more themselves; they could perhaps offer to help with shopping or preparing food. Let each child take home at least one idea to try with their family. Remember to ask later how they got on.



Healthy Food Choices

Student's Book pages 40 and 41

Activity Book page 21

Key Life Skills

- Critical thinking
- Decision-making
- Healthy self-management

CARICOM Core outcomes

- Demonstrate the ability to choose and eat healthy foods.
- Promote the selection of healthy foods among family and peers.
- Initially analyse the location of food on the nutrients pyramid/Caribbean food chart.
- Place food in categories according to (animal or plant) source or manufactured.
- Explain why our bodies need food.
- Demonstrate beginning knowledge of healthy foods and 'empty calorie' foods.

Objectives

At the end of this unit children should be able to:

- state what a balanced diet means
- understand that we have to eat more of some foods and less of others
- say what kind of foods we should eat most of
- say what kind of foods we should eat least of
- name the major food groups and give examples of food in each group
- choose the healthy options from a choice of foods.

Introduction

This unit focuses on making healthy choices to have a balanced diet. Discuss the food pie

chart on page 40 with the children – you might like to get a large food pyramid poster for the class or children could create their own poster pyramid with pictures cut from magazines or food packets or drawn themselves. Each group could contribute pictures for a different level of the pyramid. You could then leave the poster up for reference.

Activity 1



Read through the text in the Student's Book and then let children do the activity as a class, sharing answers. Emphasise that obesity isn't just because of eating the wrong foods, it can also be due to simply eating too much – so portion size is important. How much people need to eat varies depending on their age and how much activity or exercise they do.

Activity 2



Move on to talk about Rebecca's two days of food. Discuss each meal and then compare the two days. Ask the children lots of questions about Rebecca's choices – why might she have chosen as she did? How can we make better choices every day? Let children do Activity 2 in pairs and then share their answers with the class.

Activity Book

Let children do the activities in the Activity Book, drawing a balanced meal they would enjoy. Then let them plan a balanced diet for one day, with three meals. Talk about how we categorise food by sources: from animals and from plants. Let them give examples. Talk about fresh foods and manufactured/processed foods and let them give examples. You might like to mention that manufactured or processed food often contains high levels of salt, sugar and fat, in order to preserve the food so it keeps longer,

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and because people generally like foods with these flavours. So manufacturers add them to make people buy more. However, these foods are not generally as healthy as fresh foods. If there is time you could look at some food labels together, for example tinned savoury products which often contain lots of sugar.



Safe Food

Student's Book pages 42 and 43

Activity Book page 22

Key Life Skills

- Critical thinking
- Communication
- Healthy self-management

CARICOM Core outcomes

- Maintain safe hygiene and food handling practices.
- Apply proper personal care and hygiene practices.
- Demonstrate appropriate health habits to protect themselves and others from the spread of disease.

Objectives

At the end of this unit children should be able to:

- demonstrate effective handwashing techniques and habits
- explain why we should wash our hands before eating and preparing food
- explain the effects of not keeping food safe
- demonstrate and explain ways of keeping food safe
- demonstrate safe food preparation.

Introduction

The focus of this unit is on safe food handling and hygiene practices. Begin by revising what they learnt on washing hands in Sexuality and Sexual Health, Unit 1, pages 93–94 (Student's Book page 29). Check – do they now remember to wash their hands frequently – after going to the toilet and before eating and handling food, etc.?

Activity 1



Ask if any children have been sick from food poisoning. Discuss the symptoms. Then talk about germs (usually bacteria but sometimes viruses) on food. Explain that most food has germs on it – and if the germs multiply they can make us sick. Germs like and grow fastest in warm, wet, dirty conditions. They can be killed by cooking at high temperatures and growth can be slowed by chilling and freezing. They can be washed and scrubbed off fruit and vegetables.

For more information see: <http://www.nhs.uk/Livewell/homehygiene/Pages/food-and-home-hygiene-facts.aspx> and <http://www.fightbac.org/safe-food-handling>.

There are some activities for children at: <http://www.fightbac.org/kids/smartkidsfightbac>.

Read through the different ways in which we can keep our food safe – Clean (wash), Separate, Cook and Chill are the 4 main things to remember. (Food left out at room temperature allows bacteria to grow on it quite fast – see the Did you know? box.) As you go through the different methods, ask the children to mime the actions or invent your own noises and gestures to help them remember. For example, you could have a whooshing or whirring noise for the cooker!

Discuss why we do each of the things. Let them ask questions. (Note that we separate raw meats, eggs and fish from other foods because they already have bacteria on them which is then killed by thorough cooking. We do not want the bacteria to get on to the foods we are not going to cook to a high temperature, such as salads or fruit.)

Read through Activity 1 with the children and perhaps demonstrate an example yourself of preparing and cooking a chicken or something else children like and are familiar with. Then

let the children do the activity in pairs. Make sure they do not spend too much time making the paper foods. (You could provide pictures or they could cut them from magazines instead.) Ask some pairs to show parts of their role play to the class. Revise the main points again.

In addition, you may want to include the following points, depending on your children's abilities:

Germs multiply even when food is chilled or cooked. Other things we can do:

1. Check food labels for use by dates.
2. Check fruit and vegetables carefully before cooking and eating.
3. Cover food against flies.
4. Throw food away if you have kept it too long.

Activity 2



This poster should summarise what they have learnt in this unit.

Activity Book

Finally, let the children do the activities in the Activity Book. You may want to remind children of critical thinking skills in this unit. They could apply the key steps to the questions about the kitchen in the Activity Book.



Student's Book pages 44 and 45

Activity Book page 23

Key Life Skills

- Healthy self-management
- Critical thinking
- Decision-making

CARICOM Core outcomes

- Perform gross loco motor and fine loco motor movements to improve health and fitness.
- Engage in various activities for health, fun and development of motor skills.

Objectives

At the end of this unit children should be able to:

- perform movements to show how muscles work
- explain what our bodies need for healthy muscles
- perform gross loco motor and fine loco motor movements.

Introduction

Make this a practical lesson if possible. It could even be done outside or in a hall so the children can move around if there is not much space in the classroom. The emphasis should be on the physical activity and movement. There is lots of overlap here with PE and with science.

Activity 1



To start with, ask all the children to stand up and move their arm muscles. Ask them how they manage to do this. Then use your own body to show how muscles work, OR if you

have one available, use a model. For your own information on how the muscles contract and relax to pull the bones up and down, and how they work in pairs, see <http://www.natureshiddendesign.com/how-your-muscles-work/>.

Let children practise doing this – moving one arm and feeling the muscles, or working in pairs and while one moves their arm, the other one watches and feels the muscles.

Stress that we need to eat healthy food, especially proteins – ask children to name foods which contain proteins from what they learnt in Unit 1 of this theme. And we need to work muscles to make them strong and healthy. Then do some more exercises as suggested, depending on where you are.

Activity 2



Move on to talk about the two different types of movement. Explain the terms 'gross movements' and 'fine movements' and demonstrate one or two of each yourself. Then ask different children to demonstrate them. Let children find some fine movements they can do and do Activity 2. This can be great fun as they share with the class and the class copy different ideas.

Activity Book

Finally, ask children to complete the food and fitness chart for the week. Those who are keen may be able to continue it for three more weeks. This allows for some self-awareness and healthy self-management.

Reflection

Let them think about the reflection and then ask for volunteers to share their thoughts.



Student's Book pages 46 and 47

Activity Book page 24

Key Life Skills

- Healthy self-management
- Communication
- Critical thinking

CARICOM Core outcomes

- Display safe behaviours and others during physical activity.
- Appreciate the role of fitness in achieving good health.
- Apply basic eating and fitness rules (safety, space awareness) to maintain optimum health.
- Demonstrate an awareness of safe behaviours during physical activity.

Objectives

At the end of this unit children should be able to:

- explain why physical exercise is good for us
- state some safety rules for physical exercise
- demonstrate following safety rules
- explain why safety rules are important
- identify qualities of a good team player
- demonstrate co-operation skills in team play
- describe some of the feelings involved in competing, winning and losing
- suggest ways of coping with these feelings.

Introduction

This unit is about exercising safely. Again, it is best to focus on the activity so, if possible, have this lesson outside where children can practise and demonstrate what they are learning, not just think and write about it.

Activity 1



If possible, begin by children running around in a space or playing a game of tag. Then ask children to explain why physical exercise is good for us. Ask them to 'listen' to their bodies – they should be panting (using their lungs) and their hearts should be thumping (moving fast). The diaphragm below the lungs, which causes inhalation and exhalation, is the muscle for breathing. The heart is an organ made up of muscles. Which other muscles have they been using? How do they feel? Let children do Activity 1 in the Student's Book and share the answers.

Activity 2



Then ask them about safety in what they were doing – were there any near misses? How did they avoid running into each other? What rules were they following?

Review any safety rules they have learnt in previous years.

If possible, let the children run around again in the space, paying attention to safety rules they have discussed. Debrief. Discuss safety rules in the games that they normally play or watch, such as cricket, netball, football. Then let them do Activity 2.

This can be followed up and consolidated by children doing question 3 in the Activity Book individually.

Activity 3



Next, move on to doing a team activity, preferably something physical outside, such as a team game. If you have to stay in the

classroom, you could do a team co-ordination activity – such as teams able to stand on one leg for the longest, or minutes they can jog on the spot for. Give a prize or reward for the winning team.

Then discuss how the teams felt and do Activity 3. Talk about the qualities of a good team player. If children ever have to choose teams, how do they decide who to choose? Do they always choose their friends or do they choose the best/most skilled players, or people who are good at being team players? Then let them do question 4 in the Activity Book. Other qualities of a good team player might be: flexible, good communicator, active participant, cooperative, helpful, respectful, good problem solver, adaptable, enthusiastic, tenacious, self-improver. Make sure all children understand the meanings of the words in the box and any others added.

Activity 4



Ask children if they have been involved in any competitions, either in teams or on their own. Ask them how they felt beforehand – were they nervous? Did they prepare? What did they do to make sure they performed at their best? Try to mention a range of different competitions to include as many class members as possible – even class or school tests can be viewed like this. Also mention music exams or competitions, public speaking, dance or sports, etc.

Talk about the feelings associated with winning and losing, and how we can manage them, and the stress of competing and how we can best manage that. Ask for suggestions from children. This is a good opportunity to discuss feelings and how to manage them and practise healthy self-management skills. You might also use this opportunity for children to discuss the values involved in games and sports such as fair play, not cheating, etc.

Then let them do Activity 4 in the Student's Book and the final two questions in the Activity Book – the picture or written story.



Eating and Fitness Choices

Student's Book pages 48 and 49

Activity Book page 25

Key Life Skills

- Critical thinking
- Communication
- Self-awareness

CARICOM Core outcomes

- Demonstrate an awareness of social/cultural factors that influence eating and physical activity in individual families.
- Recognise that there is a relationship between the foods eaten and physical activity.
- Make appropriate choices for eating and physical activity.
- Demonstrate an awareness for cultural and religious factors that influence eating and physical activity.

Objectives

At the end of this unit children should be able to:

- state some of the factors which influence our eating and physical activity
- identify factors which affect eating and physical activity for their own family and themselves
- explain how the amount of physical activity we do can affect our appetites and food needs.

Introduction

Begin by reading the list of things which affect what we choose to eat and the physical activity we do – ask the children for examples of each factor. Then ask them if they can think of anything else that affects the choices we make about what food to buy. Question them to

elicit other factors such as: money available, special occasions, TV adverts or programmes or other media such as magazine adverts, store promotions like buy-one-get-one-free, seasonally available foods, likes and dislikes, family or religious beliefs, special diets, etc. You could brainstorm all the factors you can think of and list them on the board.

Activity 1



Ask the children to look at the pictures and do Activity 1. Each group should choose a different person in the picture, but make sure all three are covered. Encourage children to be creative and imagine more about the person from how they look and what they say. If necessary, ask more questions, such as 'How does grandfather's diabetes affect what he can eat and when? How does his arthritis affect his physical activity?' Some research may be needed. To make this more fun you could ask children to pretend to be one of the three characters and to 'hot seat' with other children asking them questions.

Then let the groups share, discussing each person in turn and making comparisons between them. Children could say or write sentences using 'whereas', such as 'The boy ..., whereas the woman ...'.

Activity 2



You could then ask the children to think of other examples of people, such as a baby who cannot eat solid food and cannot run, and an athlete (name one from your country). How are their needs and habits different? Children need to understand that the amount of physical activity people do affects their food needs – people who work in labouring jobs, for example, need many more calories than those

who sit at a desk all day. When we are making food choices for ourselves we should consider our age, our health, the amount of physical activity we do and our beliefs. Use questions to revise what children know about beliefs (religious and otherwise) which affect the kinds of foods people eat. Some people may also be affected by the amount of time they have for food preparation or shopping, or by the facilities or appliances they have.

Mention that some people cannot eat certain foods because they are intolerant to them – ask if there are any children in the class who are allergic or intolerant to nuts, dairy products

or wheat gluten. Ask them to say what they cannot eat and why. Other people may be intolerant of seafood, especially shellfish, or tomatoes, for example.

Now let children do Activity 2 in the Student's Book.

Activity Book and Reflections

Lastly, they can fill in the page in the Activity Book about themselves as a record, then consider the reflections in the Activity Book and Student's Book.



Our Environment

Student's Book pages 50 and 51

Activity Book page 26

Key Life Skills

- Critical thinking
- Communication
- Self-monitoring

CARICOM Core outcomes

- Recognise the interdependence of the various elements of the natural environment.
- Appreciate the beauty of the natural environment.
- Recognise the effect/impact of individual actions on the environment.

Objectives

At the end of this unit children should be able to:

- categorise elements in the environment into natural, built, living and non-living.
- state some examples of ways in which changes to one part of the environment affect another part
- state some examples of ways in which human beings have changed their environment
- explain what we mean by natural resources
- state some benefits of natural resources
- suggest some ways in which they impact on the environment.

Introduction

Begin by discussing the environment around the school or neighbourhood. Take children out on a walk if possible, or ask them to list the things they see on the way to school. Then practise classifying these into natural and

built (human-made or man-made) and living and non-living. Include those things we can't see, such as air, sunlight and wind. Children could draw pictures of different categories of things in the environment. They could even use Venn diagrams to categorise things. Can they suggest ways in which humans have changed their local environment or are changing it now?

Activity 1



Then read the text and look carefully at the picture. Discuss it as a class. What does it show? What different things can they see? Let the children do Activity 1 in pairs and then share their ideas. Then read the Did you know? text. Give them some examples of ways in which changes to one part of the environment affect another, at the small scale – for example in the school playground or neighbourhood, and on a larger scale, such as cutting down trees removes homes for wildlife and animals may die out. Building factories or mining can pollute the air, land and water. Improving farming methods (using fewer chemicals) can reduce pollution, etc. Ask them to think of examples to share.

You might also like to grow some plants in pots in the classroom. You can show how the plants depend on water and sunlight to grow by having three different plants – one has water and sunlight, the second has water but no sunlight (use a black bin-bag to cover it or put it in a cupboard), the third has sunlight but no water.

Activity 2



Let children do Activity 2 in the Student's Book and then discuss natural resources. Ask them to point out things in the classroom made from natural resources. They could do the

same at home. Talk about natural resources which can run out – such as fish in the sea, or oil and gas.

Activity Book

Talk about the benefits we all get from natural resources and let children do the questions in the Activity Book. Forests and other natural ecosystems such as mangroves reduce the risk of climate change impacts, like floods and droughts; provide homes for wildlife; provide foods, fruits, bark, medicines and beautiful views or places to enjoy for walks, picnics and other leisure activities. Wood from trees

is used to make many different things. Plants take carbon dioxide out of the air and produce oxygen. This enables us to have oxygen to breathe and reduces the effect of carbon dioxide on global warming. Animals provide food, clothes, shelter, companionship and transportation.

Reflection

Let children reflect on how they each affect the natural environment. They can draw a beautiful place or part of the environment – either a real place they like to go or an imagined place.



2

Trees and Forests

Student's Book pages 52 and 53

Activity Book page 27

Key Life Skills

- Problem-solving
- Communication
- Self-monitoring

CARICOM Core outcomes

- Recognise the interdependence of the various elements of the natural environment.
- Appreciate the beauty of the natural environment.
- Recognise the effect/impact of individual actions on the environment.
- Display initiative to maintain a healthy environment.

Objectives

At the end of this unit children should be able to:

- appreciate the beauty of trees and forests
- explain some ways in which we use plants
- explain how trees and forests help keep the planet Earth healthy
- suggest ways in which we can protect and care for our trees, forests and other plants
- demonstrate problem-solving skills.

Introduction

Begin by taking children for a walk in the neighbourhood, or even simply into the school playground and looking at the plants which grow there – trees, crops, weeds, etc. Can they name any? It might be useful to have an identification book with you or someone who knows the names of trees and other plants locally.

If possible, show children some photos or a video of beautiful forests. See <http://www.greenantilles.com/2012/05/30/video-natural-wonders-of-the-caribbean-cloud-forests/> and <http://www.niherst.gov.tt/publications/video-documentaries/natural-wonders-of-the-caribbean.htm>, although the commentaries are too difficult. Also see: <http://merrick.library.miami.edu/cdm/ref/collection/cwsi/id/1361> for a Guyanese poet reading poems about forests for integration with language arts. You might also like to invite someone from the Forestry Department to visit the class and talk about some aspect of forests.

Activity 1



Then let children look at the picture of the forest in the Student's Book and read what the tree is saying. Let them do Activity 1 and then share ideas.

Activity 2



Go on to discuss and question children about all the ways we use plants – the ones we eat and those we use to make things (cotton, wood, paper, medicines such as aspirin, etc.). Let children suggest their ideas and give them additional examples.

Then go on to talk about other ways plants and forests are important – they keep the planet Earth healthy – plants take in carbon dioxide and store it (helping to prevent global warming and keep the planet cool), they give off oxygen which we breathe, and water. The water rises as vapour and makes clouds which fall as rain, sometimes over the forest and sometimes blown elsewhere by winds.

Go on to ask children what happens when we use forest resources, for example, to make

paper. What happens to the forests and the animals and plants that live there? What can we do to care for and help protect forests? Children may be able to suggest some ideas such as reusing paper on both sides or recycling it, joining a forest organisation, writing to MPs or Ministers. Your community may have an Adopt a Tree Project, or the children could map and identify all the trees around the school and ensure they are protected, or collect tree seeds and grow small trees in a nursery and then plant them somewhere.

Activity 3



Let children do Activity 3 in the Student's Book.

Activity Book

Finally, children can do the questions in the Activity Book. Have some large pieces of paper for them to use to create their imaginary forest. Alternatively, you could make a class model of a rainforest on a piece of board, using papier mâché with each child contributing a tree, or other plant and some creatures which live there. You could even make the model using collected natural materials. If you then 'felled' the trees or built roads in to collect certain trees for their wood, this would provide a very graphic way for children to understand the destruction.

Reflection

Problem-solving skills can be taught using the key steps in the Activity Book from the following unit on Pollution (see page 28 of the Activity Book) and used for children to think about how they can protect the forest from destruction.



Pollution

Student's Book pages 54 and 55

Activity Book page 28

Key Life Skills

- Problem-solving
- Communication
- Healthy self-management

CARICOM Core outcomes

- Recognise the effect/impact of individual actions on the environment.
- Display initiative to maintain a healthy environment.
- Develop awareness of various types of waste generated within the home and community.
- Engage in appropriate actions to sustain a healthy environment.

Objectives

At the end of this unit children should be able to:

- identify some ways in which they have an adverse impact on the environment
- identify examples of pollution in their environment
- describe some of the effects of pollution on people's health
- suggest some solutions to pollution problems
- demonstrate problem-solving skills.

Introduction

Begin by discussing what we mean by pollution and reading the top text in the Student's Book together. A useful way of explaining it may be to say that pollution is making nature or our environment dirty. Then brainstorm different kinds of pollution – land, water and air, and both small-scale (e.g. dropping litter) and large-

scale (e.g. factory pollution). The emphasis should be on children recognising the impact of their own actions on the environment. For example, if they drop litter on the beach or leave plastic wrappers on a field, these are not only unsightly, but can also be dangerous for wildlife.

Activity 1



Let children do Activity 1 in the Student's Book and discuss the answers. Then they can do question 1 in the Activity Book individually or in pairs.

Activity 2



The class could look at their own classroom to see if there is any 'pollution' and go out into the playground and the neighbourhood, observing, sketching and taking photos (perhaps using a cell phone) for display in the class or to make a 'pollution dossier'. Let children classify any pollution they find as air, water or land pollution. They could also be asked to talk with an older person in the community (Activity Book question 2).

(If you want your children to use cell phones for this activity or any other, make sure that you are aware of your school's policy on the use of cell phones and are guided by it.)

Talk about the fact that often we cannot see pollution because the particles are so small, e.g. pesticides in the air or on farm land and even on our food (one reason why we must wash fruit and vegetables before eating them – see Eating and Fitness, Unit 3, page 42), particles from car exhausts in the air we breathe along our roads, chemicals in rivers or even sewage waste in the sea. Scientists can test for these things.

Then do the class discussion, Activity 2, in the Student's Book. Let children volunteer information about what affects them if they have asthma, or if they know of other people who have been affected by local pollution, and then read the text in the Student's Book.

Discuss with children how our own actions help to cause pollution – by dropping litter or not disposing of garbage properly. We are also responsible because we consume things made by factories, travel in vehicles, etc. Pollution is usually the result of getting rid of wastes and it is a big problem.

Activity Book

Go through the problem-solving skills key steps in the Activity Book and focus together as a class on one local pollution problem, demonstrating the key steps as together you aim to solve the problem. This could be something as simple as litter along the street. Possible solutions: education, bins, signs, clear-up parties

Brainstorm possible solutions to the pollution problem and think through the consequences of each. Weigh each possible solution and decide which is best (e.g. bins would have to be emptied and might overflow ...). Get children to do this thinking process as you go by questioning them – do not simply give them the answers. Then let children write about this in the Activity Book. More able children may be able to choose a different pollution problem locally, work through the steps and suggest the best solution.

Reflection

Finally, children can think about the reflection.

There are some good pollution activities etc. for children at <http://tiki.oneworld.org/>



4

Put It in the Bin!

Student's Book pages 56 and 57

Activity Book page 29

Key Life Skills

- Advocacy
- Communication
- Healthy self-management

CARICOM Core outcomes

- Explore the proper disposal of waste within home and community.
- Recognise the effect/impact of individual actions on the environment.
- Display initiative to maintain a healthy environment.
- Demonstrate the ability to keep the environment healthy for self, family and school.
- Develop awareness of various types of waste generated within the home and community.
- Engage in appropriate actions to sustain a healthy environment.
- Practice health skills to reduce vector population at home and school.

Objectives

At the end of this unit children should be able to:

- explain what happens to the things they throw away
- explain why leaving garbage around in the community is bad for health
- suggest ways in which we can improve garbage disposal
- demonstrate advocacy skills.

Introduction

This unit can help to fulfil several important outcomes so you may want to spend more than one lesson on it. It can help to enable children to recognise the impact of their own actions on the environment, enable them to display the initiative to maintain a healthy environment and explore the proper disposal of waste at home and in the community.

Activity 1



The unit focuses on the disposal of solid waste, with the slogan 'Put it in the bin!' You could invite a garbage collector, waste disposal officer or someone similar into class to explain what they do and where the garbage goes. Children could prepare questions to ask them. Alternatively, they could investigate this themselves, by asking questions – for example by finding out who empties the classroom bin, and asking where they put it, perhaps by watching the school garbage being collected and taken away (from a safe distance) and interviewing one of the garbage collectors. You could even arrange a class visit to a nearby landfill site, or at least show children photos. They could then draw their own picture story or write a story about the journey of a piece of garbage from their hand to the landfill.

Read the text and let children do Activity 1 in the Student's Book.

Activity 2



Ask children – why do they think we need to dispose of our garbage in this way/safely? Read the Did you know? box and discuss the different diseases that rats, mice, flies and mosquitoes can spread. Then ask them how they think we can make our environment healthier. Children then do Activity 2.

Activity Book

Activity Book question 1 needs to be done at home, with children bringing their answers into the lesson and sharing them. The next question can be done in class individually. Finally, discuss with children how they persuade other people to dispose of garbage safely. Hold a class competition for a winning slogan, jingle or song. Talk through the advocacy key steps with this problem in mind and demonstrate how you'd do it. Then let children create their song or slogan individually or in pairs. Let children vote for the one they think is best and award a prize (e.g. 30 minutes in class to read what they like).



Improving Our Environment

Student's Book pages 58 and 59

Activity Book page 30

Key Life Skills

- Creative thinking
- Advocacy
- Self-monitoring

CARICOM Core outcomes

- Engage in action to recycle waste within the home and school.
- Recognise the effect/impact of individual actions on the environment.
- Display initiative to maintain a healthy environment.
- Demonstrate the ability to keep the environment healthy for self, family and school.
- Engage in appropriate actions to sustain a healthy environment.

Objectives

At the end of this unit children should be able to:

- suggest some ways in which they can improve the environment at school
- demonstrate/put into action some ways in which they can improve the environment at school
- suggest some ways in which they can improve the environment at home
- demonstrate creative thinking skills.

Introduction

This unit aims to enable children to recognise the impact of their own actions on the environment and enable them to take the initiative to maintain a healthy environment. It goes wider than simply thinking about

pollution (Unit 3 of this theme) and can include ideas from the Eating and Fitness theme as well as this Environment theme.

Try to make the core of the work in this unit as practical as possible and with real effect so the children feel empowered. For example, children might improve the health of the school environment by making decorated lunch boxes for packed lunches to keep food safely covered, by making net food covers, by making bins for each classroom or for recycling different types of garbage, such as paper used on one side and ready for reuse. They could organise active games for the playground or mark the playground for active games to improve exercise facilities. They could be encouraged to think about quiet spaces too for children who want to read or talk at breaks. They could think about decorating the school using posters or artwork – all fall within the remit of 'improving the environment'.

Activity 1



The Student's Book and Activity Book focus on the idea of E-monitors or Environmental monitors – an ongoing scheme which would enable children to make use of what they have learnt so far.

Begin by reading the text and looking at the picture on page 58 together. Then let the children do Activity 1. Encourage them to think back to what they have learnt so far about keeping healthy. Groups should then share with the class, reporting back their ideas. List some of these on the board to help children do Activity 2.

Activity 2



This activity requires them to turn broader 'ideas' into specific tasks – you will probably need to give some examples of tasks coming

from the ideas you have written on the board from Activity 1.

Activity Book

Let children do the first questions in the Activity Book which recap the work already done. Then remind or teach creative thinking key steps (see the photocopiable skills on page 148). You can go through these as a class first if you wish. They can then design the badges either individually or in pairs. You could use the best ones to reproduce for the E-monitors, or each child could draw a version of their own on card to use when they are the E-monitor.

Reflection

Finally, ask them to reflect on what they can do to improve their environment at home – have they learnt anything from what has been done in this unit which can help them?



Reduce, Reuse Recycle

Student's Book pages 60 and 61

Activity Book page 31

Key Life Skills

- Critical thinking
- Communication
- Healthy self-management

CARICOM Core outcomes

- Engage in action to recycle waste within the home and school.
- Recognise the effect/impact of individual actions on the environment.
- Display initiative to maintain a healthy environment.
- Engage in appropriate actions to sustain a healthy environment.

Objectives

At the end of this unit children should be able to:

- explain what the three Rs are and why they are important.
- demonstrate understanding and use of the three Rs
- suggest ways in which they and others can reduce, reuse and recycle.

Introduction

Again, this unit needs to be as active as possible. Begin by discussing what the words mean and asking children to give examples of each. Children can then walk around the school and/or the community to identify things which fit into each category: reduce – unnecessary, wasteful use of resources such as two layers of packaging, or buying things we don't need; reuse – items such as clothes, books, CDs, car parts, plastic bags and cardboard boxes which can be reused; recycle – items such as

paper, cardboard, glass and aluminium drinks cans and other metals which can be recycled. Organic materials such as fruit peelings and grass cuttings can be composted.

Children can get very excited at the prospect of being able to collect materials for recycling and sell them for cash, as is often possible if a school collects enough. It is a good idea to find out if this is possible locally and what materials to collect. This could act as a boost for the school funds and motivate the children.

Activity 1



Let the children do Activity 1 in groups, and share with the class. Then allow children, wearing rubber gloves or plastic bags on their hands for safety, very carefully to sort through the class bin and identify the garbage. They can classify the garbage into things that could be reduced, reused or recycled, and for integration with maths they could use bar charts to show the number of different kinds of garbage. Afterwards they should wash their hands.

Discuss what has been found and what could be done with it. Stress the need to avoid items going to landfill unless it is unavoidable. This is for two reasons – to reduce the need for landfill sites, and to conserve our natural resources.

Activity 2



In addition to doing Activity 2, children could make various bins for the classroom for reuse and recycling and use them for waste items.

Activity Book

They can make labels for these bins in question 5 in the Activity Book. A few weeks later they could evaluate how this is going and whether they are now throwing less into the garbage bin.



Finding things out

Student's Book pages 62 and 63

Activity Book page 32

Key Life Skills

- Communication
- Decision-making
- Healthy self-management

CARICOM Core outcomes

- Source information on managing the environment from family, school, community and the media.
- Source information on the environment from family and school.

Objectives

At the end of this unit children should be able to:

- suggest one question on the environment which they would like answered
- identify sources of information about the environment from family, school, community and the media
- describe the work of at least one environmental agency in the Caribbean
- identify something important they have learnt in HFLE this year.

Introduction

As this is the last unit of the year, it rounds up some of the work done earlier and focuses on the sources of information not only for the environment but also for the other themes. Consequently, teachers can use it as a means of revision.

Activity 1



It begins by focusing on the environment. Start by asking each child to write down a question about the environment which they would like to answer. Give examples if necessary so they get the idea. Then guide them to think about where they could go to find the information for their different questions. Discuss possible sources of information – newspapers, TV programmes they may have seen, local organisations, etc. with the children.

Look at the pictures and let the children do Activity 1.

Then move on to tell the children about the work of one or two environmental agencies working in your country, such as UNEP <http://www.unep.org/>, WWF, CEHI <http://www.cehi.org.lc/> and any national organisations and agencies such as marine conservation parks, forestry departments, national parks and local groups. If possible, ask someone working on conservation to come to the class to talk about their work.

Activity 2



Then revise some of what they learnt in earlier themes – where would children go to find out about themselves? (Family, friends or perhaps their teacher, depending on what they wanted to know.) And about health and sexuality? (Guidance counsellor, teacher or nurse perhaps, their parents/guardians.) Eating and fitness could be a medical person or perhaps the PE teacher at school.

Let children do Activity 2, making sure that each of the three themes is covered by at least one group. Share the group's findings so all children get some ideas about each theme.

Activity Book

Then let children answer the questions in the Activity Book.

Reflection

Finally, allow a few minutes for them to think about something important they have learnt in HFLE this year. Ask for volunteers to share their ideas.

Answers for Activity Book 2

Page 4

2 1 options; 2 consequences; 3 best, act;
4 review

Page 5

1b Positive feelings, underlined: glad, hopeful, brave, able, comfortable, peaceful, content, thrilled, excited, confident, joyful, grateful, strong, loving

Negative feelings, circled: sad, frustrated, panicky, jealous, humiliated, depressed, annoyed, anxious, irritated, tired, greedy, aggressive, angry, scared, doubtful, unsure, disappointed

Page 6

3 a Lisa, b Samuel, c Sarah, d Marcia and Sharlene

4 3 generations.

Page 7

6 Family – mother, father, sister (then friends in class, then cousins)

Page 12

1 Labels should include any of the following, plus any other reasonable suggestions: keep eye contact, listen carefully, speak clearly, use your body – smile, nod your head

Page 13

Any correct answers, for example:

1 alcohol, marijuana, heroin, nicotine (cigarettes), cocaine

2 heroin, cocaine

3 aspirin, codeine, paracetamol, etc.

4 alcohol, nicotine (cigarettes)

6 a Say 'NO', b Use refusal skills, c Tell someone you trust, d Go to a safe place.

9 Refusal skills. Say 'No'. Use a firm clear voice and keep eye contact. Do not smile. Repeat 'No' as often as necessary. If necessary, walk away.

Page 17

1 Ticked boxes: a, b, d, f, g

2 Crossed boxes: c, e, h

Page 18

1 Ticked: a, e, g

2 a 5, b 2, c 6, d 3, e 1, f 4

Page 20

1 Fruit and vegetables contain carbohydrates, which give us energy; fibre, which helps our bodies get rid of waste; vitamins and minerals, which help us grow and protect us from disease.
3 5

4 Because different fruits and vegetables have different vitamins and minerals.

Page 22

1 Unsafe things include: flies etc. around the bin; fridge door open; food in fridge not covered or in bags; chicken dripping onto carrots in fridge; spilt food in fridge; saucepan boiling over; uncovered meat on chopping board plus flies; dirty washing up; cat on food surface; rat

2 Reasons why this isn't safe include: spilt food, dirty washing up and meat left out and uncovered attract flies, which spread germs; boiling saucepan dangerous to baby; food remains on floor etc. attracts rats, which spread disease; cat can also spread germs; fridge door open means food won't chill properly and will go off quickly, meaning more germs; meat not bagged and dripping onto carrots in fridge spreads germs; raw meat left out will spoil quicker and cause more germs

3 Ways to make kitchen safe include: All spilt food and food remains need to be cleaned up; food in fridge bagged; fridge door closed; bin needs a cover or lid; washing up needs doing; raw meat on chopping board should be put away in fridge if not being used immediately; cat shouldn't be allowed on kitchen surfaces; boiling saucepan shouldn't be left unattended with baby in kitchen

Page 24

2 Benefits include: strengthens our muscles, heart and lungs; gives us energy; helps us cope with stress; improves co-ordination and self-confidence; helps prevent us from becoming overweight.

4 ticked words: patient, tries hard, supports others, wants to win, determined, friendly, reliable, kind, good listener, willing to share, committed

Other qualities of a good team player might be: flexible, dependable, enthusiastic, good communicator, unselfish, active participant, co-operative, helpful, respects others, good problem-solver, adaptable, tenacious, self-improver, generous.

Page 26

Accept any reasonable answer, for example:

1 the sea: fish, transport, leisure activities, tourism

a river: water (for drinking and irrigating crops), transport, leisure activities, e.g. fishing, boating, swimming, hydro-electricity

land: growing crops, building space, mining – mineral resources

forests: fruits, fungi, oxygen, absorption of carbon dioxide, habitat for wildlife

trees: fruit, wood (building, furniture-making, paper, firewood),

other plants: material, e.g. cotton, food (fruit and vegetables), medicines

animals: meat, food products (e.g. milk, eggs), clothing (wool), companionship, security (guard dogs)

Page 27

2a Wood from the trees for building materials, furniture-making, paper, firewood; medicinal plants for drug companies; land – clearing the forest to provide land for building or agriculture, or possibly mining

b It will destroy habitats for animals and plants, leading to fewer numbers of these and potentially to endangered species.

c Removal of trees can lead to soil erosion or polluting of rivers by silt; it also reduces the amount of water available as ground water and in the atmosphere, as rainfall; it destroys an area of beauty and enjoyment for the local people; may increase pollution from industrial processes, etc.

Potential benefits for local people: may increase number of jobs locally; may provide amenities such as shops.

d Trees cut down for timber etc. should be replaced by planting new trees. Controls on amount of trees cut down. Work with local people to preserve environment. Education to inform people of the value of the natural environment. Write to MPs or Ministers.

Page 28

1 a land, b air, c air, d air, e water, f land.

Life skills steps for students – photocopy masters

The key steps on the following pages are adapted and simplified for primary children but you may need or want to simplify them further for your own children, especially at Kindergarten or Level 1. To do this you may want to reduce the number of steps and/or simplify the language. For example, Refusal steps for Kindergarten or Level 1 children can be simplified to 'No, Go, Tell'. Decision-making skills below may be further simplified to four steps: What do we have to decide? What choices are there? What are the consequences of each choice? Select the best choice and act.

(Source for steps, adapted from C. Constantine, EDC, 2005-06-12 and David and Roger Johnson: <http://www.clcrc.com>)

Self-esteem

Key steps

- What do I love or like about myself?
- What do other people love or like about me?
- I am good at ...
- How have I improved?
- What do I have to celebrate?

Self-confidence

Key steps

- I know my talents, strengths and achievements.
- I would like to be able to ...
- I can improve ...
- I can try something new ...
- I can celebrate what I can do!

Self-awareness

Key steps

- What makes me happy?
- What makes me sad?
- How do these feelings affect what I do?
- What is important to me?
- What have I learnt about myself today?

Self-monitoring

Key steps

- How am I feeling today?
- How am I behaving today?
- What do I need?
- What should I do?

Healthy self-management

Key steps

- How do I feel and behave?
- How does my behaviour affect my health?
- What should I do to be healthy?
- Choose healthy behaviour.
- How has that choice helped or hurt me?

Goal setting

Key steps

- What do I want or need? (tomorrow or next week or when I grow up)
- Is my goal realistic?
- How much time do I have?
- Imagine getting to my goal.
- What steps will I take?
- Who can help me?
- What might stop me?
- How well am I doing?
- Celebrate each step.

Coping with emotions

Key steps

- How am I feeling?
- Why am I feeling that way?
- How does the feeling make me behave?
- Does my behaviour affect me or others?
- Can I change anything?

Coping with stress

Key steps

- What makes me feel stressed?
- What signs tell me I'm stressed?
- What helps me feel better?
- Who can I talk to?
- What should I avoid?

Communication

Key steps – Listening

- Listen to the words.
- Look at the body language.
- Face the speaker and look them in the eyes.
- Encourage the speaker with nods and brief words.
- Do not interrupt.
- Give them your full attention.

Communication

Key steps – Speaking

- What message do I want to tell others?
- Face the listener and look them in the eyes.
- Speak clearly and not too fast.
- Speak kindly and with respect.
- Do my voice and body say the same thing?
- Watch their responses.

Interpersonal skills or relationship skills

Key steps

- Respect others.
- Try to understand their view.
- Listen carefully.
- Manage your emotions.
- Treat the other person as you'd like them to treat you.

Negotiation

Key steps

- Listen carefully.
- Explain clearly what you want.
- Be willing to give and take.
- Try to think of a way you can both be happy.

Refusal skills

Key steps

- Say 'NO'.
- Use a strong, clear voice.
- Do not smile.
- Repeat your refusal as often as necessary.
- If necessary, walk away.
- Tell a trusted adult.

Assertiveness

Key steps

- Speak clearly and firmly.
- Be respectful and honest.
- State your needs. Use 'I ...' sentences.
- Say 'No' if you need to.

Empathy

Key steps

- Listen carefully and well.
- Imagine how the other person feels.
- Try to understand.
- How can I show support?
- What would he or she like me to do?

Co-operation

Key steps

- How can I help or take part?
- Let others help.
- Learn from others.
- Work well together on the task.
- What could we have done better?

Advocacy

Key steps

- What is the problem?
- Who or what needs help?
- Who can help them?
- What can I do or say to make them help?
- How will I do or say it?

Critical thinking

Key steps

- Do I have all the facts or the truth?
- How will this help me?
- Ask questions about the facts.
- Think about the answers.
- What do I think now?
- Do I need more information?

Creative thinking

Key steps

- Find out and talk about it.
- Think of lots of possible options.
- Think about the consequences of each option.
- Choose the best option.
- Try out your ideas.
- Did they work?

Problem-solving

Key steps

- What is the problem?
- Find out more.
- What are the options?
- What are the consequences of each option?
- Choose the best option.
- Act on it.
- Afterwards – did I choose the best option?

Decision-making

Key steps

- What do we have to decide?
- What choices are there?
- What are the consequences of each choice?
- Which choice fits with my values?
- Who can help me decide?
- Should I act now or later?
- Select the best choice and act.
- Afterwards – did I make the best choice?

Glossary

This glossary is intended to help the teacher – it is NOT intended as a list of words which children need to learn or be taught.

advocacy: speaking out on behalf of a person or group to give support.

aerobic exercise: continuous rhythmic exercise which increases heart rate and lung function.

AIDS: Acquired Immune Deficiency Syndrome.

anti-retrovirals (ARVs) or anti-retroviral treatment (ART): drug treatment which can prevent or halt AIDS and keep someone with HIV well for many years.

attitudes: positive or negatives views or judgements about things or issues.

balanced diet or meal: a diet or meal made up of foods from all six food groups.

bullying: when a person or group intentionally threatens or harms someone else by verbal, physical or emotional means.

carbon cycle: how carbon circulates on Earth.

carbon footprint: the amount of carbon dioxide a person is responsible for making by what they do, use and consume – human responsibility for global warming.

cervical cancer: the growth of abnormal cells on the cervix (neck of the womb). If untreated the cancer may spread to other parts of the body. Nowadays a vaccine is available in some countries to prevent cervical cancer.

community: the area where we live or spend time and the people who live there with us.

cultural diversity of foods: different cultures have different foods.

culture: the way of life of a particular group; their attitudes, practices, values and behaviours.

discrimination: treating people unfairly or unequally because of a category they fall into, e.g. because of gender or race.

diversity: the wide range of physical, emotional, mental and social attributes, and ethnic, cultural, religious, language and other

characteristics, which make us all different and unique.

ecosystem: a community of plants and animals in an area which interact with each other and the non-living elements of their environment.

empathy: imaging how someone else feels, putting yourself in their shoes.

endangered species: plants and animals that are threatened with extinction because their populations are low.

endurance: the ability to do an exercise or activity for a length of time.

environment: everything around us, our surroundings. It can include a small area around the home or school, or even the planet Earth.

environmental health threats: health threats come from pollution (e.g. respiratory diseases), from natural disasters (e.g. flooding), from natural hazards such as insects, and from man-made hazards such as broken pavements.

extinct: extinct plants and animals are those which have died out everywhere in the world.

flexibility: the range of movements in body muscles and joints.

food chain: a flow chart showing the food connections between the sun, plants and animals.

food groups: foods are commonly divided into six groups: staples, legumes, vegetables, fruits, foods from animals, fats and oils.

food web: a diagram showing the feeding interrelationships between animals and plants in an area or habitat.

gender: being biologically male or female; the social and cultural aspects of being male or female, which we learn as we grow up.

gender identity: knowing your own gender.

gender roles: the roles and expectations of men and women, boys and girls in society.

gender stereotypes: the commonly held, fixed ideas about gender roles.

global warming: the rising temperatures of the Earth which are affecting our climate and sea levels.

globalisation: the spread of large, international companies using raw materials and labour from many different parts of the world.

goals: objectives or targets.

greenhouse gases: carbon dioxide and other gases given off by natural and man-made processes which are trapping heat inside the Earth's atmosphere and causing global warming.

habitat: the home or environment of a particular plant or animal species; the place where that plant or animal lives that provides it with food, water, shelter and space.

habits: things we commonly do and which may be difficult to change.

health: physical, mental and emotional well-being, not simply the absence of illness.

healthy lifestyle: a lifestyle which includes healthy food, exercise or activity, rest and sleep, mental stimulation and social support.

HIV: Human Immuno-deficiency Virus.

human-made things: things made by people, such as houses, roads, factories, farms.

hypertension: high blood pressure.

incest: sexual intercourse between people who are closely related in the same family, for example father and daughter, or siblings.

intimacy: closeness with another person, an emotional bond.

lifestyle diseases: lack of regular exercise and poor eating habits help to cause many diseases such as diabetes, heart disease and hypertension (high blood pressure). These are chronic diseases which cannot be cured, only treated; once you have them they stay with you for life.

living things: plants, animals and people, including very small organisms such as bacteria and viruses.

multimix principle: choosing a variety of foods from different food groups – staples, fats and oils, vegetables, legumes and nuts, foods from animals, fruits.

non-living things: in the natural environment these include sunlight, water, air and the land.

non-renewable resources: resources such as fossil fuels (coal, gas, oil) and metals, of which there are only finite amounts on the Earth; they do not renew themselves.

nutrients: substances we get from our food which our bodies need for various functions: to build bone, muscles and other tissues, to make us grow, to help heal us and fight diseases, to give us energy.

obesity: being dangerously overweight because of the storage of excess fat.

peer pressure: pressure from friends or others of your own age to behave in certain ways. Peer pressure can be positive or negative.

personal growth: developing your attitudes, values, goals and other aspects of yourself.

physical fitness: the ability to exercise or do activities.

pollution: harmful materials entering the environment as a result of human activities, for example chemical fumes, waste water and solid by-products from industries, transport, farming and households.

prejudice: having opinions about someone without finding out the truth.

puberty: the beginning of adolescence, when children start to change into adults.

rape: forcing a person to have sexual intercourse.

recycling: reusing materials for a different purpose, for example collecting waste paper and using it to make new paper.

relationships: your interactions and connections with others.

GLOSSARY

renewable energy: unlike fossil fuels which are non-renewable, solar, wind, wave, tide and water (hydro-electric) energy are renewable and sustainable.

renewable resources: resources in the natural world which are capable of renewing themselves, such as forests or fish stocks. However, even these can be over-used so that they are no longer able to renew themselves.

resources: things from the environment which we make use of.

safe food handling: choosing safe, clean foods and storing and preparing them safely to avoid illnesses such as diarrhoea.

safer sex: abstinence is the safest protection from STIs and pregnancy; less safe are avoiding any exchange of body fluids and the use of condoms; unprotected intercourse is least safe.

safety principles (for exercise): exercising safely, building up the amount gradually and using the appropriate safety gear.

self-awareness: knowledge about all aspects of yourself, your positive and negative attributes.

self-concept: what you know and believe about yourself; the image you have of yourself.

self-esteem: the value you place on yourself; the feelings you have about your own worth.

sensuality: awareness of our own bodies and senses and the pleasure they can give us.

sex: being biologically and physically male or female; sexual activity.

sexual abuse: when an adult or child touches a child's private parts, shows a child their own private parts or shows a child pornographic images.

sexual harassment: making someone feel uncomfortable by touching them, asking for sexual favours or talking about sex.

sexual health: the health of your body's reproductive organs.

sexualisation: making something sexual, usually to influence others; for example, using models dressed in provocative clothing in advertisements to sell cars.

sexuality: maleness and femaleness, and all the different ways people express their maleness and femaleness; how people relate to others to whom they are attracted.

stereotyping: categorising people and generalising about them based on characteristics such as gender or ethnicity.

stigma: the feeling of being looked down on or shame felt by people who have been stereotyped with bad attributes or behaviour.

STIs/STDs: sexually transmitted infections, sexually transmitted diseases. Some are bacterial, others are viruses, including HIV. They can cause illness, death and infertility if untreated. Abstinence or condom use protect against STIs.

strength: the ability to exert force, for example by lifting or pushing.

substance abuse: recreational use of substances such as alcohol, tobacco and other drugs which harm our bodies.

sustainable development: building in such a way that future generations can continue to live as well as we do now.

sustainable living: living in a way which means that the Earth's resources are conserved for future generations and can continue to be used; for example, replanting forest trees as they are used.

sustainable use: using things in a way which means that they are conserved for the future.

values: beliefs in which you have an emotional investment.

waste: things we do not want and throw away; solid and liquid wastes can cause pollution.

water cycle: the continuous movement of water on, above and below the Earth.

