



Health and Family Life Education

for primary level



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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, 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 (HFLE) 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 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 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, for example self-awareness (how many sweets do I eat, what do sweets do to my health or 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 49–72 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 41–43), 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

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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 36 and 46–47). 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 46–47.

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 or 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>

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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/unaid99_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/bctheory.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

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>

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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
- discuss the skills

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- 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 for 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 135–155 in a photocopiable 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
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
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
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 135–155. 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 re-teach/ 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 135–153). 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.

SOME IMPORTANT LIFE SKILLS

- 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 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

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. The class can all celebrate (even by simple clapping) when one student achieves something they have not done before.

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 children

- 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.

SOME IMPORTANT LIFE SKILLS

Key steps for children

- 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

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. 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 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.
- Says 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.

SOME IMPORTANT LIFE SKILLS

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.

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

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.

SOME IMPORTANT LIFE SKILLS

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.

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

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 3, Theme 1, Unit 5 (page 12) you could encourage children to empathise with Patrick. To do this they need to identify how the character is feeling – he is upset and feels he is clumsy and no good at anything. He probably feels guilty about spilling his drink on Mary and sad about her unkind words.

Ask children how they would feel in that situation. Get them to compare it with similar situations they have experienced. Ask them how they could support Patrick and what they could say to Mary to help her change her unkind behaviour.

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 or she like me to do?

Co-operation and teamwork

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.

SOME IMPORTANT LIFE SKILLS

- Help the group to work together.
- Help to keep the group focused on the task.
- 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 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

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 or 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 or 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, or against own desires or 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 or principles, but placates friends, difficult to stop, expensive, maybe 'looks cool'.

C hypocritical, goes against own desires or 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 example 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 41–44). 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.

Debates

Debate is more formal than discussion but by Year 3 children can be introduced to simplified debates, with some children speaking in favour of a statement and others against, either in the whole class or in small groups.

Debates allow children to research the background to an issue or can act as a summary for work already done. In a whole class debate it can be hard to ensure all children are involved, but debates can also be carried out in small groups. They can focus on any of the topics in the themes: relationships, sexual health, eating and fitness, and the environment, but often moral or health issues are most successful. Choose topics which children feel strongly about and allow them to speak for the side they agree with. The motion can be decided by the teacher or by the whole class. Debates allow children to develop and practise critical and creative thinking, co-operation, assertiveness and communication skills.

One way of including more children in a debate is to expect contributions from the floor, and children can be asked to prepare for this. The motion for the debate can be worked through in a preparation lesson (brainstorming, preparing arguments, writing speeches). You will need two or three speakers for the motion, two or three against, one or two chairpersons and a time keeper. Decide on the length of the

speeches. The chairperson should introduce the motion and speakers from each side should alternate. Hold the floor debate before the final summing up by the teams. Then have a vote by the whole class.

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 you 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 or 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 story-boards. 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 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 or 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 135–155.

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 facility 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 are informed 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 and school 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 74 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 74–132 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.
- 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, and
- 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. They are also a useful way of keeping track of the work children have done, assessing progress, giving individuals feedback and even 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.
- 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.

The following table is an 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 ...?'

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 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 student, 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. Try not to criticise or blame the person, but rather their behaviour – do not say 'You are a rude boy' but rather 'Why did you behave in such a rude way?'

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 primary HFLE lessons, even though they may not necessarily appear in the course, include:

- Family conflict and domestic violence
- Divorce

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- 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 52–57.

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 50–56, 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, 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

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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 or 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 or community clean ups, Earth Day celebrations and school or 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 exhibition 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.

- Last but not least, remember to let parents know regularly that 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

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 Ages 5 years to 12 years* 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 Ages 5 years to 12 years*.



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 develop 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 and continuing it through primary education 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 would like 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 empathise with others better 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

SEXUALITY AND SEXUAL HEALTH THEME

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

Hands should be washed 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 judgement
- 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 TB or pneumonia or skin cancers. 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.

Puberty

This topic appears in the CARICOM Regional Framework for children aged 9 to 12, including physical, emotional and cognitive changes.

Brief explanations of changes are provided below:

Physical changes

When our bodies begin to grow and change, our brain releases hormones from the pituitary gland, a pea-shaped gland located at the base of the brain. These hormones carry messages to other parts of the body, such as the sex organs and sweat glands, and begin the changes of puberty.

Boys:

Boys often experience oily skin, acne, increased height (boys' growth spurt is usually later than girls'). The chest enlarges, the shoulders broaden, muscles develop, hair begins to grow under the armpits and in the pubic area. The penis, testes and scrotum grow bigger. Sweating and increased body odour are usually experienced. Some boys begin to experience wet dreams. Eventually facial hair grows. The voice deepens and there are usually changes in sleep patterns, with adolescents wanting to go to bed later and get up later.

Girls:

Girls often experience oily skin, acne, increased height (girls' growth spurt is usually earlier than boys'). Breasts grow larger, hips get wider, hair begins to grow under the armpits and in the pubic area. The ovaries begin to release eggs, and menstruation (monthly periods) start. Sweating and increased body odour are usually experienced. The voice deepens slightly and there are usually changes in sleep patterns similar to those experienced by boys.

Emotional changes

Self-consciousness, sensitivity about physical appearance, sensitivity to others' emotions, irritability, temper tantrums, mood swings, withdrawal or isolation, hyperactivity, elation and depression, feelings of uncertainty and/or confusion, worry, beginnings of attraction to the opposite sex, sexual desire, romantic feelings, intensity of emotions and a desire for privacy.

Cognitive changes

Greater memory and problem-solving abilities, development of values such as ideas about right and wrong, improved reasoning, ability to think logically, creatively and see the consequences of viewpoints or behaviour, increased curiosity and boredom, better understanding of other people, development of abstract thinking and questioning of different points of view, ability to form own ideas and questions, process several ideas at once and make decisions.

Social changes

Change of focus to associate with peers rather than family, desire for independence and responsibility, search for identity, search for new experiences, risk-taking, influenced more by friends, peers and media, increased social networks and communication, possibly increased conflict with adults including parents.

Human reproduction and the development of the embryo

This topic appears in the *CARICOM Regional Curriculum Framework for students aged 9 to 10*, including the basic needs of a newborn baby.

Fertilisation

During the menstrual cycle the uterus (womb) creates a blood-rich lining of tissue ready to support a fertilised egg. At the same time, eggs ripen in fluid-filled follicles in the ovaries. One egg is then released into the fallopian tube. In the next 12 to 24 hours, that egg can be fertilised if one of 350 million sperm (an average ejaculation) manages to swim all the way from the vagina through the uterus to the fallopian tube, to penetrate the egg.

Implanting

Once fertilised, the egg is called a zygote. It begins dividing into identical cells and moves down the fallopian tube to the uterus, where it continues to grow. Once in the uterus the zygote is called an embryo. By four weeks it

is the size of a small seed and begins dividing into three layers which will form the body's organs and tissues. The top layer forms the brain, backbone, spinal cord, and nerves. The middle layer forms the heart and the circulatory system and the bottom layer forms the lungs, intestines and urinary system. At the same time the placenta connects with the lining of the uterus, and begins to take nutrients and oxygen from mother to embryo and take away waste. A water-filled sac around the embryo called the amniotic sac helps to protect it.

Month 1: A face forms with eyes, mouth and throat. Blood cells form and blood circulation begins, powered by a tiny heart.

Month 2: Ears and eyes are developing. Tiny buds form that will grow into arms and legs, with fingers and toes. The digestive system begins to develop and bone begins to grow. By the end of the second month, the embryo is about 2 cm ($\frac{3}{4}$ in) long. After the eighth week, the embryo is called a foetus.

Month 3: The arms, hands, fingers, feet and toes are fully formed. Fingernails, toenails and teeth are beginning to develop. The reproductive organs also develop, but it is difficult to tell the sex of the foetus. By the end of the third month, the foetus is fully formed and about 8 cm (3 in) long. All the organs are formed.

Month 4: Eyelids, eyebrows, eyelashes, nails, and hair are formed. The foetus can make faces, yawn and stretch. The nervous system is beginning to function. It is usually possible to tell if the foetus is male or female. By the end of the fourth month, the foetus is about 12 cm ($4\frac{3}{4}$ in) long.

Month 5: The foetus is developing muscles and moving. Hair begins to grow on baby's head. By the end of the fifth month, the foetus is about 20 cm (8 in) long.

Month 6: The eyes open and the foetus can hear sounds. By the end of the sixth month, it is about 24 cm ($9\frac{1}{2}$ in) long.

Month 7: The foetus continues to grow and responds to pain, sound and light. He or she changes position frequently. At the end of the

seventh month, it is about 28 cm (11 in) long. If born now, the baby would be likely to survive.

Month 8: The foetus continues to grow and mature. The brain is developing fast and the foetus can see and hear. It is about 36 cm (14 in) long and may weigh as much as 2 kg (4½ lb) .

Month 9: The foetus continues to grow. It can blink, close the eyes, turn the head, grasp firmly with the fingers. The lungs are nearly fully developed. The foetus changes position to prepare for birth and drops down with the head down. The baby is about 36 to 40 cm (14–16 in) long and weighs about 3 kg (7 lb).

Parenting

Parenting is something which is often taken for granted but is crucial for the development of young people into productive, tolerant citizens who can make positive contributions to national development. Effective parenting is a learnt skill. Much of what parents know and practise is drawn from traditional information generally available and the personal experiences they had with their own parents. Today, we know more about all aspects of human development – emotional, physical, social, moral and economic. The challenge is to disseminate this knowledge to parents of the future, so that they can apply it in their parenting activities.

Children can be encouraged to think about becoming good parents in later life. Here are some suggestions for children to improve their parenting *when* the time is right for them to start their own families. We are **not** encouraging them to become young parents but instead getting them to think about the need to delay parenting until they are adults and able to be effective parents. Good parents should:

- Plan for when they will be ready, financially and otherwise, to start a family.
- Encourage their children to be independent at tasks such as feeding, dressing and toileting.
- Praise their children's achievements to help them develop confidence.
- Learn new ways to discipline their children without hitting them or hurting their feelings.
- Encourage good behaviour by teaching their children how to do the right things. Model good moral behaviour.
- Set reasonable rules and good examples – a child learns how to behave from its parents.
- Be affectionate and treat their children with love and respect so that they learn to be affectionate with, and respect, others.
- Investigate schooling options. Make sure the school has the right 'feel' for the child and meets all legal requirements in terms of public health, safety and teacher training.
- Get involved in school activities like the PTA.
- Make sure their children are healthy and ready for school by providing nutritious meals and making sure they get enough rest.
- Take their children to a health professional for regular check-ups and immunisations.
- Spend quality time, reading, talking and playing with their children each day.
- Go on regular family outings to parks, beaches or the local library.
- Show their children that they value reading – model reading, buy books as gifts.
- Save towards their children's higher education.
- Ask their children open ended questions as much as possible to encourage them to think about their answers.
- Dedicate some time for themselves with their friends and partners without the children.

Above all, children must come to understand that the best and most effective parents are those who are ready in every way to have a child; they are happy with themselves, with what they have accomplished so far and are ready to dedicate the time and energy needed to parent responsibly.

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 children:
<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 data.unaids.org/pub/ExternalDocument/20091210_international_guidance_sexuality_education_vol_2_en.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>

For more information on the development of the baby in the womb, see:
<http://www.beginbeforebirth.org/in-the-womb/fetal-development>

<http://www.babycenter.com/pregnancy-week-by-week>

This website is full of articles on any aspect of parenting you can think of and for any age:
<http://www.more4kids.info/>



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.

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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 12 inches long and food is prepared without salt. Rastafarians do not drink alcohol, milk or coffee.
- 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.

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- 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.
- Do not buy 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 or 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 require 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 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.

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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.

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 will 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, needs 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.
- 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.

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 or behaviours related to a reduction in activity levels and the body's inability 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 such as 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 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 60–61 above.

Fitness behaviours

Factors influencing fitness behaviours include:

1. Economic factors

- Some fitness activities are more expensive the others in terms of equipment, gear, facilities and special supervision or 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, and 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 in 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 or 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.
- 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.

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- Reduce the amount of sugar you add to hot and cold drinks.
- Select foods that are labelled sugar-free.

Resources

Nutrition

'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. *Healthy Eating for Better Living: A Caribbean handbook*. 2002. Chapter 2 'What is good nutrition?' and 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. *Top tips for a healthier lunchbox*. 2004.
<http://www.food.gov.uk/news/newsarchive/2004/sep/toplunchboxtips>

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

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

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

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/topic/food-safety-education/get-answers/food-safety-fact-sheets/safe-food-handling/basics-for-handling-food-safely/CT_index

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

Fitness

Children's health and fitness:
http://kidshealth.org/kid/stay_healthy/

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

Exercise: 7 benefits of regular physical activity
<http://www.mayoclinic.com/health/exercise/HQ01676>

Journal of the American Medical Association. 2005. Patient Page: Fitness. Janet M. Torpy.
<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: Causes and Consequences'.

<http://www.cdc.gov/nccdphp/dnpa/obesity/consequences.htm>

National Diabetes Information Clearing House. '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 the environment is, our appreciation, enjoyment and valuing of the environment and its resources; the impact of human activity 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 biodiverse region of the world. Biodiversity does not just refer to 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 it for food, clean water, clean air, fertile soil, health and well-being. 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 or 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 affected by the 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 the 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. Governments make regulations that will prevent pollution and they also take actions to reduce it (by keeping the water supply clean and collecting garbage).

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 other times they come from events such as hurricanes and earthquakes or 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 such as 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.

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- 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) for example, use containers over and over instead of disposable ones
- Reuse (as much as possible), for example, create a notepad using paper already used or printed on one side
- Recycle (materials) for example, glass bottles can be 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/>

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 3 and Activity Book 3





I Am Wonderful

Student's Book pages 4 and 5

Activity Book page 3

Key Life Skills

- Self-awareness
- Communication
- Creative thinking

CARICOM Core outcomes

- 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:

- use self-evaluation to identify personal qualities
- recognise the good in themselves and others.

Introduction

Teachers may begin by asking children what is meant by 'self-esteem.' Explain to children that everyone has something about themselves that they may not like, and that some people are able to look past this flaw, remain positive and maintain a high self-esteem. However, some people may suffer from low self-esteem if they often think about their flaws and feel bad about themselves. Let children know that people who try to feel good about themselves most of the time usually have high self-esteem. Be sensitive and observant since there may be children who might be uncomfortable with this topic because they may have low self-esteem.

Activity 1



This activity seeks to build children's self-awareness, communication and creative

thinking skills. Emphasise that children are only to say kind things to each other.

Activity 2



Have children examine the picture in the Student's Book on page 4. The goal is for them to identify the things around Anna that make her feel good and bad about herself, for example, Anna may already be insecure about the way she looks or not happy with her performance in school. Therefore, if someone speaks insensitively or unkindly to her about this, she may feel bad about herself. However, if someone tries to help her with this in a good way, she will feel good about herself.

Explain to children that there are many sources from which bad or good messages can come and which cause people to feel good or bad about themselves, e.g. other people, TV, magazines, etc. Children could be asked to volunteer to speak about some good and bad messages that they have received through these sources. Let children know that to overcome these feelings they need to find positive ways to deal with these issues, e.g. avoiding the situation that causes discomfort, discussing the issue with the person causing the discomfort, discussing the issue with a trusted adult.

Children can then prepare two role plays, the first one showing a situation which makes the person feel good and the second in which the person felt bad about himself or herself. Children present their work to the class and say what could have been done differently in the second role play so that the person would feel good.

This activity will help build their self-awareness skills, along with their creative thinking and communication skills. Before or after the activity you can ask children to remind you of the key steps for self-awareness skills or whichever of the other two skills you have

chosen to focus on in this unit. (See pages 17–18 and photocopiable skills, page 137.)

Review the 'Did you know?' information and the 'Tips for healthy self-esteem' with children after Activity 2 to reinforce what they have learnt and to prepare them for Activities 3 and 4.

Activity 3



In Activity 3, children try to specify words or actions by other people that make them feel good or bad about themselves. Some children may find it easy to think of things, but others may need some prompting.

Activity 4



Activity 4 is a class discussion and brainstorming session of what children discussed in pairs in Activity 3.

Activity Book

Ask children to complete the poem by filling in the blanks with their own words. This activity is geared towards building their self-esteem; therefore, the words they decide on must be positive and reflect the wonderful qualities they have. Ask children to find creative ways to decorate their poems and have them read their poems to the class, friends and family members. This activity will help build their self-awareness, creative thinking and communication skills

Reflection

Allow children to reflect on their own self-esteem and that of their friends. Encourage them to think of different things they could do to help improve their own self-esteem and that of their friends.



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Hobbies and Interests

Student's Book pages 6 and 7

Activity Book page 4

Key Life Skills

- Self-awareness
- Decision-making
- Interpersonal relations

CARICOM Core outcomes

- Demonstrate increased awareness of self through types of interaction with family, peers and others (social clubs, Cubs, Brownies, Sunday School, etc.).
- Recognise how self-concept is fashioned in relationships with family and friends.
- Recognise ways of building a positive self-concept.

Objectives

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

- recognise how to use free time effectively
- apply self-evaluation and assessment skills to determine how to spend their free time
- recognise the importance of having a hobby
- engage in at least one hobby.

Introduction

Introduce this unit by asking children if they have special or fun things that they like to do in their spare time. Review the 'Did you know?' information with children to help them understand the benefits of having a hobby. Emphasise to them that having a hobby could be lots of fun.

Activity 1



Children work in pairs to review the stories about Katie and Robert and to answer the questions that follow. They learn about their partner's hobby as well as telling their partner about their own hobby. The paired interaction will give them the comfort and ease they need to learn more about each other and their hobbies. This activity will help with building their self-awareness and interpersonal relationship skills. The pair work can also be used to practise listening and speaking skills.

Activity 2



The goal of this activity is to encourage participation among children and to make children aware of the different types of hobbies their peers participate in and the important role they play in their lives. This activity helps children to learn more about the different kinds of hobbies and the benefits that can be derived from these hobbies. Children will need to swap around partners for this activity. Self-awareness and interpersonal relationships skills are two key skills addressed in this activity.

Activity 3



In groups, have children prepare a collage about hobbies, saying why it is good to have hobbies, then present their posters to the class.

Reflection

Children will reflect on the things they do in their spare time, and think about ways in which they could spend their free time more wisely.

Activity Book

There is a link between the above reflection and these activities. Teachers can therefore help children see the connection and use the reflection to help complete the activities.

In these activities, children will use self-awareness and decision-making skills to explore the hobbies they already have and to determine if these hobbies are good or bad for them. Children will also identify at least one other hobby that they would like to take up. To facilitate this process, they are encouraged to explore the use of various sources like the library, friends and family, the internet, etc. to learn more about various hobbies and to decide on a new hobby they would like to try out.



Family Relationships

Student's Book pages 8 and 9

Activity Book page 5

Key Life Skills

- Communication
- Creative thinking
- Self-awareness
- Interpersonal relations

CARICOM Core outcomes

- Demonstrate skills and behaviours for building harmonious relationships with family and friends.
- Demonstrate increased awareness of self through types of interaction with family, peers and others (social clubs, Cubs, Brownies, Sunday School, etc.).
- Recognise how self-concept is fashioned in relationships with family and friends.
- Recognise ways of building a positive self-concept.

Objectives

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

- explain the importance of family
- discuss factors that enhance family relationships
- apply appropriate social and interpersonal relationship skills that strengthen bonds in the family.

Introduction

Introduce this topic by asking children to describe what is going on in the artwork of the Pratt's family home on page 8 of the Student's Book. Explain to children that this artwork portrays a traditional nuclear family (two parents and their children), but that there

are many other types of family who share the same kinds of values regardless of their family makeup. As an exercise you could have children identify the different types of family units they are familiar with. Guide the discussion to highlight the values displayed on the Scrabble board, which are important to the Pratt family household. Explain to children that families who do activities together and co-operate with each other develop stronger bonds.

Be sensitive to the fact that some children may not live in families which share or do things together; some children may have absent parents, for example. Be careful not to make judgemental statements about other kinds of families.

Activity 1



The aim of this activity is to make children aware of the importance of co-operation and the role of the family in providing basic needs for its members. The questions about the artwork are designed to improve children's self-awareness skills by helping them identify the values that are important to families and to help them recognise the important role family members play in building bonds.

Activity 2



Activity 2 requires children to draw a picture of a family doing fun activities together and showing at least one or more quality on the Scrabble board. This artwork could either depict an indoor or outdoor activity. Have children present their work to the class. This activity will help children develop their creative thinking and communication skills.

Review the 'Did you know?' box with children to help them understand what a family is and

who comprises a family. Have children read this out together as a class before beginning the next activity

Activity 3



Have children examine the list of values at the beginning of the activity. This activity focuses on the important values that families should have. Children will use their self-awareness skills to determine why these values are important and how they are expressed in a family. For the role play, assign one of the values in the list to each group. Children could also include in their role play what could happen if a family does not have that value. This is quite a challenging role play and some groups may need help with how to show these values.

Activity 4



Pairs should discuss reasons why the two family members might feel like this before beginning their role play.

Reflection

Encourage children to reflect on the role they play in their family unit, and what they can do to help maintain values and strengthen family bonds.

Activity Book

Question 1 is designed to build children's self-awareness skills by having them identify what

each member of their family does for them and how this makes them feel. In question 2, children will write a short poem to their family or to any family member they choose, saying how much he or she cares for his or her family or that family member. They will then design a card in which to write the poem and present it to their family or chosen person. Encourage children to read their poems to the class, friends and family members. This will help build their communication skills.

Additional activity

If time permits, have children do this activity individually. Encourage children to think about the important role each family member plays in their life and to create a family album using pictures or drawings of these family members (or whatever creative way they choose). This activity is designed to build their self-awareness and creative thinking skills. Have them use the following steps to prepare their family album:

My Family Album

- Choose or draw pictures of each of your family members.
- Make your family album colourful and attractive.
- Label the pictures of each family member.
- Write about the important role each family member plays in your life.
- Share your family album with your teacher, classmates, and family members.



4

Friends

Student's Book pages 10 and 11

Activity Book page 6

Key Life Skills

- Decision-making
- Creative thinking
- Critical thinking

CARICOM Core outcomes

- Demonstrate skills and behaviours for building harmonious relationships with family and friends.
- Demonstrate increased awareness of self through types of interaction with family, peers and others (social clubs, Cubs, Brownies, Sunday School, etc.).
- Recognise how self-concept is fashioned in relationships with family and friends.
- Recognise ways of building a positive self-concept.

Objectives

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

- list characteristics of healthy friendships
- identify the qualities of a good friend
- demonstrate friendly characteristics
- use decision-making skills to choose positive friends.

Introduction

You will need the following resources for this unit: poster boards or paper, markers/crayons, paper paste, scissors.

Write the word 'Friendship' on the board and ask children to say what friendship means to them. Ask children to identify different types of friendships and to say what qualities they look for in a friend. Explain to children that choosing

a friend with good qualities is very important since friends influence the things we do and sometimes friends with bad qualities could influence us to do things that are unsafe or not right for us to do. Teachers may want to review the 'Did you know?' box with children at this point before doing Activity 1.

Activity 1



Children will review the story and answer the questions posed. This exercise helps them to determine the qualities of a good friend and see the various things that they do together. This activity also strives to bring out the fact that usually friends have similar tastes in the things they do, like games, clothing, etc.

Children are also encouraged to prepare a simple song with a message about the different qualities friends should have. Encourage children to sing their song for the rest of the class. These activities will help to build their creative thinking, self-awareness and communication skills. You may wish to remind children of creative thinking skills key steps before they begin preparing the song.

Activity 2



Ask children to pair themselves with another child who they consider to be their friend. Be very sensitive to children who have few friends or for unreciprocal feelings of friendship in the class. Some children may not have any friends in the class so you could pair those children and ask them to talk to each other about a friend they have outside of school. Children will discuss with their partner the things they have in common, e.g. religion, ethnicity, similar taste in music or style, sports or other activities and say why they like that person as a friend, and their partner will do the same.

Activity 3

Individually, children think of one of their friends and identify the things they like doing with them, e.g. going shopping, playing games. They then list the qualities their friend has. Finally, encourage them to make a small token for their friend, to share with that person, e.g. a card, friendship band etc.

Reflection

Allow children to reflect on how they act as a friend, their own qualities, and whether they could improve how they behave towards friends.

Activity Book

The first activity requires children to make a friend tree. Children will need to list the names of friends they had before preschool, while in preschool and now, at the primary school level, before they begin. Children will then prepare their friend tree, placing 'before preschool friends' at the root, 'preschool friends' at the trunk and 'primary school friends' at the top in

the leaves. Encourage children to add pictures or drawings of their friends and to write the good qualities they see in their friends. Children will also write what type of friend they consider that friend to be. They could also add activities that they like doing with each friend.

Ask children to choose two friends on their tree and privately list their good and bad qualities.

Ask children to review their friend tree and to identify the friends who negatively impact their lives and those who have a positive impact on their lives. Ask children to determine what decisions they would like to make about the friends who negatively impact their lives. Encourage children to place a copy of their friend tree somewhere in their homes where they could add to it as they make new friends.

To build their decision-making skills, encourage children to remember the key steps in decision-making as a class and then help them to apply them individually to choosing friends. The key things to consider are the options – who could you be friends with – and the consequences of your choices. (See Decision-making key steps on pages 27 and 155.)



Managing Me

Student's Book pages 12 and 13

Activity Book page 7

Key Life Skills

- Coping with emotions
- Advocacy
- Conflict resolution
- Problem-solving

CARICOM Core outcomes

- Identify ways of coping with feelings and emotions when under pressure in adverse circumstances.
- Demonstrate increased awareness of self through types of interaction with family, peers and others (social clubs, Cubs, Brownies, Sunday School, etc.).
- Demonstrate skills and behaviours for building harmonious relationships with family and friends.
- Demonstrate awareness of behaviours and situations that can place them at risk of injury to themselves and others.

Objectives

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

- demonstrate an understanding of the importance of management of emotions to healthy relationships
- appreciate the usefulness of communication skills in dealing with conflicts
- apply learnt interpersonal skills in order to develop healthy relationships.

Introduction

The following resources will be useful for this unit: poster boards, markers/crayons, paper, paste, scissors.

Ask children to think of words that people say that make other people angry, but be careful to warn them NOT to use swear words or be offensive to other members of the class. Record these words on the board. Ask children to say how they feel when these words are said to them. Have children write on the board next to each word a different word that could be used in place of this word that would not make them angry.

Explain to children that there are times when people may say or do things that make them angry but that they need to find ways to cope with these feelings so that they can express their anger in appropriate ways or, if necessary, not express it at all until later. Discuss with the class situations in which it might be dangerous to show anger.

Activity 1



Children examine the dialogue between Mary and Patrick and answer the questions posed. The goal is for children to recognise that the words we say to others can sometimes hurt their feelings, but if we choose our words carefully we could express ourselves in a more appropriate manner without hurting the other person's feelings. Children can also talk about things they could do to avoid getting angry in situations where people speak hurtful words to them.

Children will then rewrite the dialogue to show how Mary could have handled the situation differently using kind words. Encourage pairs to present their rephrased dialogue to the class. This will help them to develop better conflict resolution skills and learn how to cope with their emotions better.

You might want to revise self-management skills key steps, or remind children that it is always wise to stop and think before you

speak.

Activity 2



This activity will be done in pairs. Each child will choose one of the sentences in the box to say to his or her partner and the partner will say how he or she felt when the statement was said to him or her. Pairs will then repeat this process, this time each partner makes up his or her own statement. Explain to children that this is a sensitive topic and that they should refrain from using expletives (curse words or swearing) and other inappropriate words when coming up with their statements.

After pairs have done this exercise, have them examine the statements and come up with new ways in which they could express themselves without hurting the other person’s feelings. This activity helps children to examine their own feelings when unkind words are spoken to them and the feelings of others when they are the ones using unkind words. The activity also helps them to find other ways of saying things so as not to hurt the feelings of others. Share the good ideas and give plenty of feedback. You could even summarise some good word choices on the board for the class.

Activity 3



Let children discuss the practical suggestions for coping with anger – what might work for them. Let them try some of them out in class – how do they feel afterwards? Then ask them each to try one or more ways at home or school in a real situation and report back on how they felt and whether it helps them or not.

Encourage children to talk about situations that they have experienced, witnessed, read about or seen on film or TV, in which people felt hurt by harsh words spoken to them by others.

Children then prepare a poster on hurtful words to show how others feel when these words are spoken to them. Children should also include in their poster ways in which people could show kindness by using kind words instead of hurtful words. Have children display their posters on the classroom wall.

Reflection

Allow children to reflect on the words they use and how they can avoid using hurtful words.

Activity Book

This activity requires children to track their anger triggers. For one week, children will track at least six instances in which someone said something that caused them to become irritated or angry. Some children may find they are easily angered while others are very slow to anger. Reassure children that this is fine, we are all different, what matters is not so much whether we get angry but what we do about it. People who react violently or harshly need to control their reactions for their own sakes as well as for others’ – they will feel better and build better relationships. However, it may not be good to simply absorb your anger – it can be good to express it in ways which are not harmful, getting rid of the energy in some way.

In the chart provided, children will indicate what was said, how they felt, how the person could have said things differently to cause them not to become upset and what he or she could have done or did to avoid becoming angry or upset. Tracking their anger triggers will help children to identify the things that cause them to become angry in the first place and what they could do to avoid or address the issue. Advise children that at times it is good to express how they feel to the person who is upsetting them. It may be a case where the person is unaware that his or her words are inflicting so much pain. However, they should take care to express the anger in a way which does not make the situation worse. This



Choosing to Refuse

activity will help children cope better with their emotions and build their problem-solving skills.

Student's Book pages 14 and 15

Activity Book page 8

Key Life Skills

- Refusal skills
- Advocacy
- Critical thinking

CARICOM Core outcomes

- 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 situations.
- Develop refusal and negotiation skills for dealing with risky or adverse situations.
- Identify ways of coping with feelings and emotions when under pressure in adverse circumstances.

Objectives

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

- explain how they or others may feel when offered harmful substances by friends
- state the ways in which smoking can be harmful
- make a decision not to accept harmful substances
- display refusal skills to deal with harmful situations.

Introduction

There are three key elements to this unit: understanding the risks of harmful substances, being able to deal with the emotions involved

in peer pressure and learning refusal skills. The unit also involves the discussion and development of children's own moral values – notions about what is right – both in caring for their own bodies by not smoking or taking other harmful substances, and also not trying to persuade others to do something wrong. Some teachers and children find the idea of listening to their own inner voice useful in these situations.

Write the word DRUGS on the board and ask the children to say what comes to mind when they see the word. Ask children to say the name of some drugs they know and whether or not the drug is harmful to their bodies. Explain to children that drugs that are prescribed by doctors and used in the correct way are usually helpful to the body but that unprescribed drugs are often harmful and could hurt their bodies in many ways. Let children know that they could also be jailed if caught with drugs that are illegal and harmful to the body. If possible, show a DVD on drugs or have a resource person come in to talk about drug use and abuse. It may be useful to have some magazines, newspapers, etc. with information on drug use and abuse for children to look at.

Activity 1



Begin by discussing the picture and dialogue. Elicit suggestions from the children to all the various questions – make sure children understand all the harmful effects of smoking including passive smoking (e.g. children in cars with parents who smoke – banned in some countries), and later, bronchitis and lung diseases such as cancer, cancers of the mouth and throat, heart disease and strokes, and also the disadvantages to them as young people – bad breath, smelly clothes, addiction, cost, poor fitness, etc. You could do this as a brainstorming exercise.

Discuss the options open to Tim and the consequences of each option. What is the best option? (practise decision-making) Also discuss the options for Brian – what could he have done? What could he do in response to Tim’s decision?

The aim of this activity is to assist children with their refusal and decision-making skills when faced with decisions about drug use and abuse. This activity is done in pairs to give each child an opportunity to practise these skills. Go through the refusal skills key steps with the children and then model them, perhaps with one of the children, so all children can see what to do. If they have done this before, then concentrate on a particular aspect of refusal skills to practise, e.g. getting the body language right, or choosing kind but firm words to use.

Let children role-play being Tim and Brian, and give feedback. Then let them invent their own scenario to role-play with another harmful drug. Let children know that they should be very assertive in their refusal so that the other person knows they are serious about their decision when they say no. Have children reverse roles so that their partner gets the opportunity to practise his or her refusal skills.

Activity 2



This involves critical thinking and children may like to do some research using books, health brochures or the internet. Let the children do the activity in groups and then debrief, collecting suggested answers on the board.

Activity 3



This activity involves advocacy, critical thinking and also creative thinking. Children will

advocate for healthy drug-free habits by deciding on a suitable slogan to use for their poster. Children will design their posters using art, magazine cut-outs, etc. to say why drugs are harmful and why people should not use them. You might like to discuss the audience for the posters and what will appeal to this audience before they begin.

While the groups of children are working on their posters, move around the groups encouraging them, keeping them focused and helping with ideas or suggestions where necessary. Have children explain their posters to the class and display them around the classroom. If possible, find somewhere else the posters can be displayed to make the task as useful and authentic as possible, giving the posters a real purpose.

Activity Book

The activities in the Activity Book consolidate and extend the learning about drugs. They can be done in pairs or individually at school or at home. The final one requires some research at home – make sure you ask children to share what they have found out in the next lesson. Encourage them to ask friends, family members or to use other sources like the internet, etc.

Reflection

Finally, read the reflection and ask children to suggest ways in which they can avoid using drugs. They can each then think about which strategies they think might be best for them personally.

Finish the unit by asking some children to recap and say what they have learnt, and what was most useful in this unit.



Different but Equal

Student's Book pages 16 and 17

Activity Book page 9

Key Life Skills

- Critical thinking
- Interpersonal relations
- Communication
- Creative thinking

CARICOM Core outcomes

- Affirmation of persons who are different from oneself (ethnic and cultural).
- Appreciate that resources among diverse people are essential to developing positive relationships.
- 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:

- explain how someone might feel if they were excluded because of their ethnicity
- display ways in which we can include others
- state why it is good to have friends from different ethnic and cultural groups.

Introduction

If necessary, make sure that children understand what is meant by equality. Ask children if they remember the meaning of 'ethnic group'. If not, remind them of its meaning and elicit some different ethnic groups from them. Point out that the ethnic groups will vary from country to country.

Activity 1



Let groups look at the picture and discuss the dialogue and answer the questions. It might be a good idea to make sure your groups are ethnically mixed if possible. Then share the discussion as a class. How do children think ALL the various characters may have been feeling, and why? How could Amanda and Marcy behave in different, kinder ways which would make everyone feel better?

Then widen the discussion to think about the class, school, community and then your country, particularly if your school is not very ethnically mixed. Help children to think about the positive aspects of living in an ethnically mixed country and the contributions of different groups to the culture, food, music, economy, etc. Discuss why life is more interesting in a multi-cultural class or society.

Activity 2



Let children role-play the situation and find words to solve the problem and create a better outcome for all. This will involve some empathy skills, in imagining how the other person feels. Show some role plays to the class and let them give constructive feedback.

Activity 3



For this activity you might want to group children who do not normally work together and perhaps do not know each other so well. Let children complete the group activity which should help them get to know each other better and become more self-aware about similarities and differences with their peers.

Activity 4

This activity allows for creativity in rhythm and creating another verse. How might the class put their various verses and rhythms together for a performance to the rest of the school, or for parents?

Activity Book and Reflection

This work consolidates what they have been thinking about and could be done as individual work or homework. The Reflection may need some pair or group discussion, or even a class discussion to elicit ideas about supporting others.



Student's Book pages 18 and 19

Activity Book page 10

Key Life Skills

- Problem-solving
- Self-awareness
- Empathy

CARICOM Core outcomes

- Demonstrate skills and behaviours for building harmonious relationships with family and friends.
- Identify ways of coping with feelings and emotions when under pressure in adverse situations.

Objectives

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

- develop ideas of 'fairness' to others and associated moral values
- identify actions of others and themselves which are fair or unfair
- state their own responsibilities at home, at school and in relationships with their friends, such as in playing games.

Introduction

Children of this age usually have a highly developed sense of fairness and are greatly concerned that life should be fair. Begin by asking children to tell about a time when they were treated unfairly. Discuss as a class what we mean by fairness and unfairness. Be aware that in the discussions children may raise times when they think that you or other members of staff may have acted unfairly. Be ready for this – you may want to explain why you acted as you did, but you should be very careful about discussing the actions of other teachers, and it is probably best to either listen to children but

make no comments, or perhaps to say that to discuss or criticize people who are not there to defend themselves is unfair – and that they may have had good reason for what they did.

Activity 1



Let children look at the picture on Student's Book page 18 and answer the questions for Activity 1 in pairs, and then share ideas as a class.

Activity 2



When doing Activity 2, children may have different opinions for question 2. Develop this as a whole class discussion after groups have had time to talk about it first.

Activity 3



In the role play, encourage children to concentrate on resolving the issue fairly. Is it always possible to do this? Through discussion allow children to see that it can be very difficult to be fair to everyone all the time, and people may feel they have been treated unfairly even when the other person is doing their best. Ask them if they always treat everyone else fairly.

Activity 4



Talk through the list of responsibilities and explain or ask children to explain how responsibilities are connected with fairness. If we do not carry out our responsibilities we are not being fair to others. Then let children complete Activity 4.

Activity 5

Lastly, move on to the sweet sharing role play. You could do this with real sweets or with pictures, or simply mime it. You may need to have one or more groups of three or five rather than four, in which case make sure the number of sweets still does not work for the number of people. Work through the problem-solving steps first and then let each group come to their solution and tell the class what it was.

As a class, discuss what the best solution was and why. Did any particular people make outstanding contributions or act unselfishly to create a good solution for the group?

Activity Book

Let children complete the activities individually or in pairs.

Reflection

The Reflection can be for individual thought and perhaps a note in a journal or notebook.



Looking Forward to Puberty

Student's Book pages 20 and 21

Activity Book page 11

Key Life Skills

- Refusal skills
- Self-awareness
- Self-monitoring

CARICOM Core outcomes

- 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 situations.
- Identify ways of coping with feelings and emotions in adverse situations.
- Develop refusal and negotiation skills for dealing with risky or adverse situations.
- Demonstrate awareness of the onset of puberty and the physical, emotional and cognitive changes which accompany it.
- Respond appropriately to uncomfortable or risky situations.

Objectives

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

- state what puberty means
- identify some changes that boys and girls go through during puberty
- be aware that they may be at risk of sexual advances which can be harmful
- display risk response strategies for dealing with sexual advances
- explain refusal skills and display them in role play.

Introduction

Before you teach this unit make sure that parents, the head teacher and any other relevant people are aware of what you will be teaching, and why. This should be taken care of by your school's HFLE policy and discussions with parents and any governing or funding body. Some parents may feel Year 3 children are too young, but some girls do begin puberty at this age, and it is important that children, girls and boys, have some tools to protect themselves from sexual advances at any age.

Be sensitive in this unit to the fact that some children, especially girls, may have just begun experiencing puberty, while most of the class probably will not. It is probably best not to draw attention to those children – you need to present puberty as a normal experience which happens to us all, at different times and in slightly different ways – no one person's experience is exactly the same as another's.

In any case, all the class need to learn about puberty before they reach it and before the changes begin, if possible, so that they know what to expect and are not frightened or anxious about it. However, this is an introduction and there is probably no need to go into great detail as they will learn more about it in following years as they go through the school. Approach all the activities in a matter of fact manner and do not tolerate sniggering, smutty jokes or any kind of teasing.

Make sure that all children understand they do not need to talk about themselves and their own experiences if they don't want to and also that they understand the risks of sharing confidences in class or with a partner. The best rule for them, at this age, is not to share with one person (except the teacher) anything they would not want everyone to know. Make it clear that even the teacher may have to disclose information to others if he or she thinks that a child is at risk from abuse.

Activity 1

Let children complete the activities and then provide feedback to the class. You need to decide whether you want to put the children into same-sex groups or a mix of boys and girls for Activity 1.

Activity 2

They can talk about the characters in the books or discuss things they have heard other older children talk about. Encourage them to ask any questions they have – if you feel it is appropriate you may wish to have an anonymous question box in the class, where children can put their questions and you can answer them later.

Activity 3

This whole class discussion is a good opportunity to correct any misconceptions children may have of puberty. If you have had an anonymous question box, you can answer the questions now.

Activity 4

Activity 4 is probably the most important – role-playing refusal skills. Read through the points and then model, or ask two children to model, the refusal skills key steps. Make sure they understand that, even though they are in same-sex pairs for the activity, they should not actually touch the other person – they can act this without touching. Let them do the role plays and debrief carefully as a class. Then discuss the questions and the importance of these skills.

Activity Book and Reflection

The Activity Book activities revise and consolidate the Student's Book work.

For the Reflection, you may like to make it clear that if children don't feel they could talk to anyone else, then you would be pleased to listen to them.



2

Keeping Safe

Student's Book pages 22 and 23

Activity Book page 12

Key Life Skills

- **Healthy self-management**
- Decision-making
- Assertiveness

CARICOM Core outcomes

- 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 situations.
- Identify ways of coping with feelings and emotions in adverse situations.
- Develop refusal and negotiation skills for dealing with risky or adverse situations.
- Demonstrate knowledge of the various types of sexual abuse and exploitation.
- Respond appropriately to uncomfortable or risky situations.
- Provide support to peers and siblings in uncomfortable and risky situations.
- Demonstrate an awareness of actions that can lead to damage of reproductive organs.

Objectives

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

- identify some dangerous situations they may have to face
- explain why the internet and cell phones can be dangerous
- explain the best way to act in such dangerous or adverse situations

- display appropriate ways of responding in risky or dangerous situations.

Introduction

The most important aspects of this unit are identifying risky situations and then being able to respond in appropriate ways to stay safe. Emphasise to children that if they feel uncomfortable or at risk in a situation, they should put themselves first and make sure they protect themselves – they should not worry too much about the other person's feelings. Also emphasise that in relations between children and adults it is always the adult's responsibility to protect the child and act responsibly, although, of course, not all adults do this. Children are never to blame for sexual advances by adults.

Activity 1



During this activity, discuss the dangers of the internet, including the fact that it is never possible to know if someone is who they say they are, and help children to come up with some rules for keeping themselves safe – e.g. never meeting someone in real life who they've only met on the internet without a parent or guardian being with them, never disclosing their address or telephone number to someone they meet on the internet.

Let the children do the activities and be careful to discuss and share as a class, pointing out any dangers the children have not seen. These require critical thinking skills – why is a situation dangerous, what might happen? Responses may require decision-making skills too – what is the best option? And then communication and assertiveness skills. Overall these combine with self- and social-awareness to provide some healthy self-management skills.

Activity 2

Many children may never have been in a dangerous situation, or other children may not want to be reminded of it if they have been. Let children try to think of any areas of their lives where dangerous situations could arise. This is a good point at which to have a class discussion on bullying. Many children are bullied, especially at school, and they need to know what to do and how to cope with bullies. Tell children the school policy on bullying, then work through a role play using one of the following skills: problem-solving, negotiation skills, communication or conflict resolution.

Activity 3

After children have discussed this in groups, make a list on the board, asking groups for their suggestions.

Activity 4

Answer any questions and encourage the children to discuss ways of keeping themselves safe in different situations. Try to ensure that by the end of the unit all children feel confident

they have some rules for keeping safe. Make sure they do understand that it is not always possible to avoid danger, for example from adults at home, or those who use force, but by taking sensible precautions they can mostly protect themselves. Make sure they all know who they can call in an emergency and that they all have someone to whom they feel they can talk.

Activity 5

In pairs, children role-play what they would do in a dangerous situation. Such situations could include getting separated from a parent in a busy shopping centre or town, someone offering sweets to get in a car with them, playing near a busy road or deep water, etc. Ensure that children know the phone number of someone they could call if necessary.

Activity Book and Reflection

The Activity Book activities reinforce those in the Student's Book. Question 6 encourages children to support each other. This may need discussion. The Reflection in the Student's Book may also need discussion – they may feel most at risk when out on their own perhaps, but could be at more risk from people they know, or even at home on the internet.



The Media

Student's Book pages 24 and 25

Activity Book page 13

Key Life Skills

- Critical thinking
- Self-awareness
- Communication

CARICOM Core outcomes

- Explore personal experiences, attitudes and feelings about the roles that boys and girls are expected to play.
- Demonstrate an understanding of the ways in which sexuality is learnt.
- Demonstrate ways to respond appropriately to the key factors influencing sexual choices and experiences.
- Demonstrate awareness of similarities and differences between boys and girls.

Objectives

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

- explain what 'The Media' refers to
- talk about how people are shown in the media
- realise that there is a difference between reality and how some things are shown in the media.

Introduction

This unit brings together ideas they will have met before in earlier levels about body image and the media. Begin by brainstorming what we mean by "The Media". If possible, bring into class as many different kinds of media as you can – newspapers, magazines, a radio, internet (laptop, smart phone), TV schedules,

etc. Ask children to give some examples of how the media show males and females. To get them thinking, let them look through newspapers or other media or discuss their favourite TV programmes – what characters are there? How do they look? How do they behave? Talk about stereotypes such as young females, older males, etc.

You might want to revise the critical thinking skills they have learnt already (see pages 25–26 and page 152 for the key steps) and apply critical thinking skills key steps to these questions.

Activity 1



Then let the children do the Student's Book activities, moving on to think about heroes and heroines. What qualities do they display? What are their preferred body images? How do they think people may be influenced by seeing such images again and again?

Activity 2



Discuss the 'Did you know?' statement. Do they agree with it? Children then go on to do Activity 2.

Activity 3



You may need to listen to some of the songs popular with your class before setting children to do this activity. If there is any particular song that you feel expresses some of this unit's messages very well, you may wish to bring a copy of the words to the lesson.

Activity 4



The final activity summarises what has been learnt over the unit. Questions 3 and 4 are very important for teaching children that the images shown by the media often don't represent reality, but an idealised world. Many images are designed to sell us something, whether it is a product or an idea. We should not try to copy the people we see in the media, but we should be ourselves.

Activity Book and Reflection

The Activity Book activities reinforce what has been covered but then ask children to think about their responses to media models or stereotypes. Help them to see that they can and should be confident in themselves and their own qualities and uniqueness – they do not need to try to look like someone else. This is reinforced in the Reflection.



4

What Is Gender?

Student's Book pages 26 and 27

Activity Book page 14

Key Life Skills

- Assertiveness
- Self-awareness
- Critical thinking

CARICOM Core outcomes

- Explore personal experiences, attitudes and feelings about the roles that boys and girls are expected to play.
- Demonstrate an understanding of the ways in which sexuality is learnt.
- Demonstrate awareness of the capacity for both boys and girls to perform similar tasks.
- Demonstrate awareness of similarities and differences between boys and girls.

Objectives

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

- identify similarities and differences between girls and boys, women and men
- empathise with children who like to do things which are not typical of their own gender
- use assertiveness skills to be able to follow their own dreams and not be confined by stereotypes or others' expectations
- be tolerant of those who choose non-stereotypical activities, careers or ways of life.

Introduction

This unit builds on materials children have encountered in previous levels. It is intended to allow children to be more fully themselves, to feel able to choose activities or careers which

are not necessarily gender-typical and to be tolerant of others who do so. You might like to begin by a discussion of the colour pink – is it a boys' colour or a girls' colour or neither? Or you could ask children to put up their hands if it is their favourite colour. Tell children that until about the year 1900, pink was seen as a boys' colour – vibrant and active – it has only recently become a girls' colour. So such things as preferred colours, ways of dressing, etc. are all cultural and learnt – they are not biological or fixed. You might also want to discuss the fact that some of the best cooks or chefs are men, and there are outstanding men AND women in all walks of life. They could perhaps suggest some.

Activities 1 and 2



Let the children complete these two activities. In Activity 1, children are looking at differences between individuals in their group, regardless of whether the person is a boy or girl. In Activity 2, groups are looking at differences between genders.

Activity 3



Girls may find it easier than boys to admit to doing things usually associated with the other gender. More self-confident children will be happier to talk about this. Those who are less self-confident will be worried about being teased. You need to reassure children that this won't happen, even after the lesson, in the playground. You may need to be vigilant to ensure there is no teasing.

Activity 4



Children should recognise that, like individuals, all families are different and what is normal

in one family may not be in another. Some families may have very defined gender roles. Children in these families may find it more difficult to ignore gender stereotyping.

Activity 5



The role play builds children's empathy skills. Suppose you really enjoyed doing X or were really good at Y and felt you could not do it because other children teased you. Imagine how that might feel – how could it influence your life? How might the community or country be disadvantaged by losing people who are really talented in an area? Children need to come up with responses to teasing. Provide some practice and words for those who are in such a situation and encourage children to

think of positive words and phrases. Be careful to praise any really good responses, and not to pick out children who may be feeling the unit is about them, but give them permission to be different.

Activity Book and Reflection

The Activity Book activities reinforce the topic, but the song creation at the end goes further in that it encourages children to think about how the two genders should behave towards each other. You might like to brainstorm some words they could use beforehand, such as 'respect', 'kindness', 'tolerate', etc.

Through the Reflection, encourage ALL children to think of something they like to do which is more often associated with the opposite gender.



Gender Identity and Roles

Student's Book pages 28 and 29

Activity Book page 15

Key Life Skills

- Decision-making
- Self-awareness
- Critical thinking

CARICOM Core outcomes

- Explore personal experiences, attitudes and feelings about the roles that boys and girls are expected to play.
- Demonstrate an understanding of the ways in which sexuality is learnt.
- Demonstrate ways to respond appropriately to the key factors influencing sexual choices and experiences.
- Demonstrate awareness of the capacity for both boys and girls to perform similar tasks.
- Demonstrate awareness of similarities and differences between boys and girls.

Objectives

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

- explain gender identity and gender roles
- state some examples of gender roles at home and in the community
- describe and critically analyse gender roles at home
- give reasons for their views about gender roles
- use decision-making skills to identify a job or career they may like to do in the future.

Introduction

This unit builds on the previous one, introducing the idea of gender identity and gender roles. You may also wish to talk about gender expectations, which go with those roles. Encourage children to think through the questions and their answers and challenge any gender stereotypes they come up with. For example, they may say that only men can be fishermen or construction workers, but there are women who perform both these roles. In the same way they may think that 'real' men cannot be nursery nurses. However, men do not have a monopoly on strength, nor women on compassion, and with modern equipment, technology and training it is possible for either gender to do any job.

Activity 1



Opinions within the groups may vary for some of the questions in Activity 1. Encourage them to think about the fact that the gender differences in jobs and tasks has more to do with other people's expectations and fear of being ridiculed than it does to do with a person's innate ability to do a task.

Activity 2



Tell children that the drawings should be very simple, but it needs to be clear if it is a man or a woman in each picture.

Activity 3



After doing Activity 3, have a class discussion about children's drawings and expectations. Point out that all jobs can be done by men or women.

Activity 4



Go through the decision-making steps and model them for the children, perhaps using your own example, before you let them use the steps to make their own decision. You may need to point out that this is only an exercise – they don't have to stick by the decision they make.

Activity Book and Reflection

The Activity Book activities help children to think about gender roles at home and to look

at them critically to decide whether the job allocations are fair or equal. Do they think everyone is happy with their roles and tasks? It then goes on to think about influences on our gender identity – what affects the way we think of ourselves? Have a class discussion about this before the children circle their own answers. You may like to remind them of their earlier work on the media and body image and ask how this fits with those ideas.



What Does a Baby Need?

Student's Book pages 30 and 31

Activity Book page 16

Key Life Skills

- Empathy
- Critical thinking
- Communication

CARICOM Core outcomes

- Demonstrate knowledge of the development of an embryo and of the basic needs of a newborn baby.
- Demonstrate ways to respond appropriately to the key factors influencing sexual choices and experiences.
- Demonstrate awareness of the capacity for both boys and girls to perform similar tasks.

Objectives

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

- demonstrate knowledge of the basic needs of a newborn baby
- explain the responsibilities involved in looking after a baby or young child
- explain why they are not yet ready to have a child
- make a decision not to have earlier sexual intercourse or early pregnancy.

Introduction

Check your school's policy on teaching reproduction and check that parents and other relevant bodies are supportive of the teaching you undertake. The CARICOM HFLE Regional Curriculum Framework document also requires knowledge of the development of an embryo,

which is not included in Student's Book 3 or Activity Book 3 as some parents and schools may feel children are too young for that topic. However, you may want to include this – see the background information section, pages 56–58. In any case, at this age you only need to provide outline information and answer questions.

The main focus of this unit is on getting children to understand the difficulties and responsibilities of caring for a baby and to help them come to a decision that they do not want to have an early pregnancy or early parenthood. It is very important to include boys in this fully, with the expectation that they will one day be fathers and that men can be responsible for small babies. Encourage boys to feel that it is manly to take responsibility for your actions, to care for and support any children you have and be a caring and sensitive father. It is important to emphasise joint responsibility, sexual communication, assertiveness, and refusal skills in preventing teenage pregnancy.

You might find it useful to ask for volunteers to look after a 'baby' for a day or two, or from one lesson to the next – if so, give them a fresh egg which they must take care of, keep with them all the time and give attention to – once the children have done the activities they should be able to say how much time they should devote to their 'baby' each day – for feeding, changing nappies, playing, etc. Afterwards, get the volunteer mothers and fathers to report back on how it felt to be responsible in this way – did any of them break their egg?

Activity 1



For Activity 1, children with younger brothers and sisters will know more about babies and can tell other members of the group about babies.

Activities 2 and 3

For Activities 2 and 3, relate the needs of a new baby to their own needs in discussion. Encourage children to empathise with a baby and its feelings when its needs are not met. Also encourage them to empathise with a mother or father trying to meet those needs – what problems or difficulties might they face?

Children may need guidance with the role play. One of the pair takes the part of the child and the other plays the parent. In the most basic form, the child makes their need clear and the parent provides for that need, e.g. by offering food if the need is hunger. In a more challenging role play, the parent may have to explain why a 'need' is unreasonable or cannot be met, for example if a child wants to have

friends round to play every day or wants a very expensive toy.

Activity 4

For the last activity, if possible invite someone with a young baby or toddler into class to be interviewed. Get the children to prepare questions to ask, to find out about the tasks and time involved in bringing up a child.

Activity Book and Reflection

Use the Activity Book activities interspersed with those in the Student's Book so that children record carefully the tasks and time taken by a baby, before they reflect on their ability to care for someone in this way.



How Diseases Spread

Student's Book pages 32 and 33

Activity Book page 17

Key Life Skills

- Refusal skills
- Critical thinking
- Decision-making

CARICOM Core outcomes

- Display knowledge of transmission of diseases especially HIV and AIDS.
- Demonstrate an awareness of actions that can lead to damage of the reproductive organs.
- Demonstrate skills to interact appropriately and respond compassionately to persons affected by HIV.
- Demonstrate skills to assist and respond compassionately to peers and siblings requiring health care.

Objectives

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

- explain that diseases are spread by germs, some of which are viruses and others bacteria
- state how diseases such as colds and flu, diarrhoea, etc. are spread and ways in which we can prevent this
- state how HIV is transmitted and not transmitted and how we can prevent its transmission
- explain some basic facts about HIV.

Introduction

Remind children about what they have learnt about germs and read the 'Did you know?' box

together. You will need to explain what some of these diseases are.

Activity 1



Begin by asking if anyone has had a cold or 'flu recently and ask children to tell you how these diseases are spread and how we can prevent them. Do Activity 1 and, with information from the children, compile a table on the board with different diseases, the ways they can be spread and ways of prevention.

Activity 2



Then move on to ask what they know about the spread of HIV. Read the text together and correct any misconceptions. Activity 2 should be a revision exercise.

Activity 3



Then talk about the importance of refusal skills in HIV prevention. Go through the skills and model them. Then ask children to complete Activity 3. Debrief carefully and ask them in which situations they may need to use these skills.

You may want to brainstorm a list of ways to stay safe. Explain the meaning of the term 'Universal precautions' to children, and say that you are going to think of ways to stay safe. Take suggestions from children and guide them to form a list similar to the following:

Universal precautions

- Say NO to sex until you are an adult.
- Never come in contact with blood, vomit, faeces or discharges of anyone.

- Always wear protective gloves when cleaning up mess.
- Cover all your wounds with a bandage or dressing.
- Wash hands with soap and water.

Activity Book and Reflection

The Reflection requires the choice of safe or healthy behaviours, so discuss what these might be first, keeping in mind that it is not possible to know who has HIV and who does not.

The Activity Book revises and consolidates the work of the Student's Book and then goes on to ask them to use decision-making skills – so you may need to revise or teach those first. They need to look at the options and the consequences of each – sensible decisions might be to abstain from sexual activity, to delay sexual activity until adulthood and marriage to a faithful uninfected partner, to use condoms (perhaps too old an idea for this age group, but children may suggest it). For all sorts of other reasons and consequences (health, other STIs, early pregnancy, etc.), at this age they should be deciding to abstain.



Student's Book pages 34 and 35

Activity Book page 18

Key Life Skills

- Empathy
- Co-operation
- Problem-solving

CARICOM Core outcomes

- Demonstrate skills to interact appropriately and respond compassionately to persons affected by HIV.
- Demonstrate skills to assist and respond compassionately to peers and siblings requiring health care.

Objectives

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

- state the basic needs of children living with HIV
- empathise with other children who have HIV or AIDS
- use problem-solving skills to help a child needing health care.

Introduction

You may need to be especially sensitive in teaching this unit in case one or more of your children are HIV positive. Remember that you will not be able to tell by looking and the school may not have been told. The main message to get across is that people living with HIV and AIDS are exactly the same as the rest of us, with the same needs, but like anyone else who has a chronic illness, such as diabetes or asthma, they may need some special help or consideration. The worst problem people living with HIV face is other people's prejudice, stereotyping and discrimination.

Activity 1



You may want to begin the unit by revising the children's own basic needs from earlier in the course. Then discuss the illustration and let the children complete Activity 1. You may want to let children do some research to find out any special needs of children with HIV, but perhaps the most important special needs are the needs for compassion, care, equality and advocacy.

Activity 2



Use this unit as a context to teach empathy skills. Take the children through the key steps, and model them for them before they do Activity 2.

Activity 3



Discuss the two situations, and the questions. Discuss with the children what they can say, and how they should behave. This is an opportunity to revise the universal precautions for dealing with accidents, and the message that the first thing they should do is get an adult. Let them use the problem-solving steps to decide the best solution to the problem. Let them do the role play activity which uses empathy in everyday situations and make sure you debrief properly.

Activity Book and Reflection

The Activity Book activities allow children to consolidate this learning and then use empathy in a situation where a child seems lonely. Discuss the children's responses afterwards and read out some of the best responses and explain why you like them. This will help children who find this less easy.

Finally, children can reflect on their empathy skills – what are they good at, what not – but help them with this. You could together write a checklist on the board of empathy elements from the key steps: good listening, imagining how it is for the other person, sharing feelings, support – through what you say, support – through what you do. Children can think about which of these they are good at and which less good at and therefore which they might improve.



Where Can I Get Help?

Student's Book pages 36 and 37

Activity Book page 19

Key Life Skills

- Communication
- Problem-solving
- Co-operation

CARICOM Core outcomes

- Identify family, school and community services as sources of information on health.
- Assess family, school and community resources as sources of accurate information that deal with health, social and emotional issues.

Objectives

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

- name sources of health care and information and say which are found in their community
- discuss feelings about going for health care or information
- state some places they could go for help with health, social or emotional issues and begin to identify the best place to go for different kinds of help.

Introduction

Again, this is a sensitive topic as some children in the class may have experienced or be experiencing some of the issues raised. You do not need to know this and should not ask for disclosure, but do make it clear that you are available if children need someone – a trusted adult – to talk to. You should also make it clear that although you would keep most things confidential, you will have a duty to tell someone if they are in danger or being harmed in any way, for example being abused.

Activity 1



Let the children do Activity 1 and discuss the questions in groups.

Activity 2



Let them share with a partner in Activity 2 – ideally, this should be someone with whom they feel comfortable sharing. If this is not possible, then you need to partner a child yourself. As a class talk, let children share their feelings about going to the doctor and help to normalise fears, embarrassment, etc. for them – everyone has these feelings from time to time. However, it is important to overcome them in order to stay well or treat any illnesses, dental caries, etc.

Activities 3 and 4



Then do the two role play activities, taking time to discuss each one first, considering the questions and answering them. Discuss the role plays afterwards and debrief carefully. For the first one you might first perhaps ask a child to be Natalie and you be the health worker to model the role play and help them think about what to say as the health worker. You could put some useful phrases on the board or on cards to help them.

This unit is a good opportunity to revise and practise communication skills – speaking clearly when explaining your problem, and listening very carefully to what the health worker says. Suggest to children that it can be useful to have a list of questions when you go to a health worker, or to take someone with you, as it can be difficult to remember what to ask or take in what is said to you if you are anxious or fearful. Go through communication key steps

and practise them before doing the role plays or before the health worker's visit.

Activity 5



To prepare for the health worker's visit, children can invent their questions and then as a class they could decide which questions they most want to ask and how to word them. Let the children (carefully monitored) be responsible for bringing the person to the class, welcoming them, or introducing themselves and thanking them afterwards. Make sure each child asking

a question knows what they will be asking. You could rehearse this event with you as the health worker.

Activity Book and Reflection

The Activity Book activities mostly consolidate the work done, but Activity 3 asks children to relate specific health care problems to specific types of health workers. Depending on the ability of your children you may want to go through this as a class before they do it. You can also use the Reflection to get them to think about where they should go for different types of health care and advice.



Student's Book pages 38 and 39

Activity Book page 20

Key Life Skills

- **Advocacy**
- Healthy self-management
- Communication
- Problem-solving

CARICOM Core outcomes

- Recognise healthy eating as a critical component of healthy living throughout the life cycle.
- Promote selection of healthy foods among family and peers.
- Initially analyse the location of food on the nutrients pyramid/wheel of food groups.

Objectives

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

- recognise healthy eating as an important component of healthy living
- recognise that food helps them to grow and to keep them healthy
- identify different foods by name and put them into groups.

Introduction

Children this age are bombarded with a range of unhealthy food options, and advancements in technology mean that lives are less active and therefore in some ways less healthy than previously. The answers to the question 'Why do I need to eat healthy foods?' should be made simple and practical to children. With your help, children will develop an attitude of learning – not only how to make healthy food choices, but also how to use advocacy skills to influence positive changes in others.

Be sensitive to the fact that some children may not be able to eat healthily if there are no healthy foods at home. Encourage them to make their own choices when they can and to gently persuade their parents to buy differently, e.g. buy fruit instead of sweet things, or buy vegetables instead of processed foods or starches.

Activity 1



Help children understand that healthy eating should be a habit that is carried on throughout the life cycle. Guide them to look at the wheel showing the six Caribbean food groups and the proportions in which we should eat them. You can see what size one portion is on the following websites: http://www.heart.org/HEARTORG/GettingHealthy/NutritionCenter/HealthyEating/Suggested-Servings-from-Each-Food-Group_UCM_318186_Article.jsp or <http://www.lifeclinic.com/focus/nutrition/food-pyramid.asp>

We do not have to stop eating the unhealthy foods we like altogether – but we should take care to make healthy choices most of the time. With time, children may find they like healthy foods more than unhealthy ones.

Activity 2



When children are convinced, they will naturally try to convince others to believe as they do. Guide them how to use advocacy skills. First they must identify the issue, then decide who to influence, then research information and present it in a convincing and appealing way. Model advocacy skills key steps with one or more examples before letting them try the steps for themselves in Activity 2.

Activity Book and Reflection

Let children do the activities in the Activity Book, but be careful to introduce them and discuss issues as a class. Children can learn problem-solving skills by using a simpler version of the skills key steps than that used with older children.

Before children reflect, remind them that they are responsible for making healthy food choices not only for the present but also for a brighter, healthier future. Ask them what healthy food choices they have made that day. Which ones can they make tomorrow and the next day until healthy food choices become a habit?



2

My Favourite Foods

Student's Book pages 40 and 41

Activity Book page 21

Key Life Skills

- Healthy self-management
- Critical thinking
- Problem-solving

CARICOM Core outcomes

- Recognise healthy eating as a critical component of healthy living throughout the life cycle.
- Promote selection of healthy foods among family and peers.
- Demonstrate ways to select a balanced meal, using a variety of foods.

Objectives

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

- demonstrate an awareness of the various foods from each food group
- name the foods they like and say whether they are healthy or not
- state what is meant by 'empty calorie' foods
- assess their eating habits.

Introduction

Some children have already learnt about types of foods in other subject areas or earlier in HFLE. This unit will provide a good opportunity for integrating what they already know with the skills they need to develop. The concepts **Glow Foods** (vitamins, water and minerals), **Go Foods** (starches or carbohydrates, fats and oils) and **Grow Foods** (proteins) are good reminders of foods from each food group.

Activity 1



Let children discuss the questions and recall what they can about food groups. They say which foods they like and why, and whether these are healthy or not. Read the 'Did you know?' box with children.

Activity 2



In the Caribbean, we often eat too much starch in relation to the other food groups. In their groups, have children process the contents of Matthew's meal and share their findings with the whole class. Ask them to share substitutes for starch and to give reasons for their choices. Supply them with suitable ones such as vegetables or legumes. Let them practise calculating the caloric content of other foods.

Activity 3



In Activity 3, ensure that the snack the children will be promoting is a healthy snack or it will defeat the purpose of the activity. Children can be given a project beforehand to research the nutritional value of the snack they will be promoting then asked to 'sell' this as the best snack to pack. They should explain the food group the snack originates from, how it is prepared and its nutritional value. They should also say why it is so delicious. Allow time for questions and answers and evaluation of advocacy skills after each presentation.

Activity Book and Reflection

Allow children sufficient time to make their menu selections and give reasons. Ask individuals to share their food choices and their reason for selection. Guide discussions

and make suggestions as necessary. Challenge appropriate children to work out the cost of their meal by listing prices for each item.

If your school serves lunch then it would be a good idea to ask children to critique the choices available – is it possible to choose a healthy lunch? How could they use advocacy skills to advocate for healthier school meals? Alternatively, can they look at packed lunches and break-time snacks – what do most children bring or buy? How could they improve the nutrition of the school?



3

Food Hygiene

Student's Book pages 42 and 43

Activity Book page 22

Key Life Skills

- Communication
- Refusal skills
- Decision-making

CARICOM Core outcomes

- Apply safe food-handling principles.
- Maintain safe hygiene and food handling practices.

Objectives

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

- identify at least three ways in which they can practise food safety
- share ideas that would encourage proper food safety
- use effective communication to exchange ideas about food safety
- show correct handwashing techniques and habits.

Introduction

Children this age are not always careful about their food hygiene and food safety precautions. This needs to be developed as a skill that can become habitual. The most important aspect of this is handwashing – before eating, before handling food and after going to the toilet or doing anything else that is dirty, such as sneezing, playing football or handling pets. Encourage children to stop and think before handling food. For example, when they come back from the shops with food or help a parent put it away in the fridge or cupboards they should wash their hands.

It is useful to revisit handwashing techniques too – they need to wash the whole of both hands, use soap and warm water if possible and then dry carefully with a dry towel. Demonstrate this to the class and then get them to practise, both as a mime in the class and then for real in the washroom before they eat. Insist that all children wash their hands before they eat at school.

Activities 1 and 2



You may find it useful to bring some old wrappers in so that children can see the use by and best before dates and other labelling relating to dates. Note that, although nutrients are mainly found in or just under the skin or peel of fruits and vegetables, some fruits and vegetables, such as carrots, it may be better to peel rather than wash as pesticides are absorbed into the outside layer. You might also like to talk about vegetables and fruits grown at home without the use of chemicals.

Discuss the information in the 'Did you know?' box.

As children share in their groups, reinforce effective communication skills. You may need to revise the key steps of speaking and listening. Everyone should listen when someone else is talking and be respectful, not cut in, etc. Giving some children roles can help this. Group members can select one person as leader to ensure that children take turns to talk, a writer could record the notes and read them at the end. The presenter could present the poster and the ideas shared in the group to the whole class. The time keeper should make sure no time is wasted, etc.

After doing the activities, talk about using our senses to detect bad foods. Children should understand that there are a number of food related illnesses such as food poisoning,

salmonella, etc. and symptoms such as diarrhoea, vomiting and headaches. Let them share experiences of this happening to them or someone they know. It would be a good idea to have samples of the spoiled foods being referred to as children use their senses to detect them. Reinforce the dangers of tasting bad foods or foods they are unsure about.

It is very important to ensure that children wash their hands after being around spoiled food, even if they have not actually touched it. Emphasise that they do not have to eat the food to become ill from it – germs can be transferred in other ways, especially on hands.

Activity Book and Reflection

Children do question 1, which follows on from the class discussion about using our senses. For question 2, discuss and model the refusal skills first. How can children be clear about saying 'No' without being offensive to the vendor or their friends? As children practise their refusal skills, remind them to always make sure their body language matches the things they say. Help them understand the importance of moving away after they have said no.

Let children reflect on their own behaviour to see if it matches what they say and stress the importance of always making sure their actions match their words.



Student's Book pages 44 and 45

Activity Book page 23

Key Life Skills

- **Healthy self-management**
- Communication
- Decision-making
- Problem-solving

CARICOM Core outcomes

- Recognise fitness as another critical component of healthy lifestyle.
- Incorporate safety principles when engaged in fitness activities.
- Design and implement an age-appropriate physical fitness plan.
- Appreciate the role of fitness in achieving good health.
- Display safe behaviours during physical activity.
- Access relevant information on eating and physical activity.
- Identify sources of age-appropriate information relating to eating and fitness.

Objectives

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

- explain why physical activity is important
- explain some safety measures and equipment for exercising
- engage in physical activities
- outline a physical fitness program.

Introduction

Help children to understand that physical fitness is for everyone and not only athletes or persons who are overweight or unwell. Help them understand that physical activity improves brainwork and thinking skills, moods, attitudes and their health and well-being. It protects against illnesses in later life, including memory loss.

Activity 1



Let children do Activity 1. Talk about the protective clothing worn for the exercise in the illustrations and also for any sports or other activities the children engage in, such as cricket. Discuss other safety measures, such as following a Highway code when cycling on the road and taking care with road safety if out running or even walking. Caution against cycling, running or walking with an ear piece for a music player or phone – you cannot hear any approaching traffic.

Activity 2



The game 'Hurray' can give the children a good workout and also enhance memory and concentration. The leader will try to confuse everyone by touching a body part but calling it the wrong name. Anyone who is confused and touches the wrong body part should sit. Other variations can be walk on the spot at the back of the room or do a dance, when you are out. You can reward skilful children who remain with small tokens (no sweets). Let selected children share how they feel at the end using effective communication skills. Take care to debrief the game properly, talking about feelings after playing and also safety issues.

Activity 3

Let children use their creative thinking skills to invent a new game – this should include some physical exercise, but must also have rules to keep players safe. Children could then try out the newly invented games at break times during a week, and at the end vote for the best game. This could be developed by the class and a set of rules written. It could even be shared with other schools using the internet.

Activity Book

Prepare children to write their personal exercise plan by going through the plan and discussing it with them to ensure that all children have some ideas. You could pair less

able children with others for this activity. Help them understand that the activities should be simple and achievable. Help them understand the need for a guide or monitor. Some children may have special conditions or illnesses that require specialised care so exercise is not something they do on their own. Afterwards, let children share their personal development plan for exercise.

Reflection

Encourage children to think about what they have learnt. Help them reflect on feelings after completing their daily or weekly exercise plan. Let them share challenges and successes they have had and how they were able to deal with them.



5

The Rules of the Game

Student's Book pages 46 and 47

Activity Book page 24

Key Life Skills

- Critical thinking
- Communication
- Healthy self-management

CARICOM Core outcomes

- Recognise fitness as another critical component of healthy lifestyle.
- Incorporate safety principles when engaged in fitness activities.
- Appreciate the role of fitness in achieving good health.
- Develop refusal and negotiation skills for dealing with risky and adverse situations.
- Demonstrate skills and behaviours for building harmonious relationships with family and friends.
- Display safe behaviours during physical activity.
- Apply basic eating and fitness rules (safety, space, awareness) to maintain optimum health.
- Access relevant information on eating and physical activity.
- Identify sources of age-appropriate information relating to eating and fitness.

Objectives

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

- discuss rules for safety when engaged in physical activity
- accept responsibility for their own safety and the safety of others

- demonstrate skills for building relationships on the playing field.

Introduction

Playing fairly and being safe while playing are two key principles children need as they grow. At this stage children can be quite selfish, but they often have a strong sense of fairness, and need to be given opportunities to learn and practise co-operative skills, empathy skills and management of safety for themselves and others.

Activity 1



Let children read about Paula. What could she do? Who could she speak to? What could she say? This could be used as a context to teach or practise problem-solving skills. Discuss the 'Did you know?' box and the checklist and provide or elicit examples from the children for each item.

Activity 2



Let children read about Tom and Dewayane. Ask them to put themselves in the place of the characters and say how they think each person would feel when treated unfairly in the game or when they did not get their turn. Allow children to share their feelings and experiences of being treated unfairly.

Let children do the role play but be careful to debrief after question 3, when children playing Tom and Dewayane share their characters' feelings. Ask groups how they feel when there are no rules in a game as against when there are rules and monitors of the game, such as referees and umpires.

Under Tips for playing safely, discuss the words we use when we apologise for mistakes.

Sometimes it might be good to apologise even when we don't think we've done anything wrong – why? Let children practise apologising, in a paired role play. Some children find apologising difficult so it is good to get them into the habit.

Activity Book

Give children enough time to process the story. Allow them to work in groups to discuss responses to the questions posed. Children will be employing critical thinking skills as they work. Allow time for as many groups as possible to share their responses, especially to question 6, which requires them to make up

safety guidelines. As a follow up, children can record their answers and put them somewhere they will see them, as a reminder. Ask children to think about anything Joan did wrong and how she felt too.

Reflection

Let children reflect on life threatening and fatal accidents that may have happened in their age groups due to unsafe practices. Remind them that the key word for playing is SAFETY. Encourage them to always stop and ask the question '*Is it safe?*' before proceeding into any activity. Let them share other questions they can ask about safety.



6

Our Eating and Fitness

Student's Book pages 48 and 49

Activity Book page 25

Key Life Skills

- Communication
- Problem-solving
- Critical thinking
- Advocacy

CARICOM Core outcomes

- Appreciate that ethnic and cultural differences can add variety and richness to relationships and to available resources.
- Demonstrate an awareness of cultural/ social factors that influence eating and physical activity in individual families.
- Demonstrate an awareness of factors that influence eating and fitness behaviours.
- Make varied choices to broaden experiences related to eating and fitness.
- Access relevant information on eating and physical activity.
- Identify sources of age-appropriate information relating to eating and fitness.

Objectives

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

- identify favourite dishes in their community
- show an appreciation for dishes from other cultures
- use communication skills to speak about their favourite foods
- choose to try foods from other cultures.

Introduction

The Caribbean is a melting pot of different cultures and family traditions. Holidays and special occasions are times when families and communities bond together with food. Some children are very exposed to the kitchen and can even make special dishes, while others have less experience. This will be an exciting time of sharing. Help children to speak clearly and directly, being respectful of other cultures and not putting people down. Begin sentences with personal pronouns such as 'I' and 'My.'

If your class does not contain different ethnicities then you could contrast differences between family traditions or invite someone from outside the school to come in and share about their own food traditions, or you, the teacher, could role play an invited guest from a different community to talk about and show their foods.

Activity 1



Children look at the picture and answer the questions in groups. They may need help identifying some of the foods shown. Let them share the special family, community or national occasion on which they eat special meals. Let children identify their ethnicities and their likes or dislikes for any dish. Ask children to listen attentively while others share and try not to interrupt. Let them say how the dish(es) are made by repeating what the speaker has said.

Activity 2



Let children pair and share the kinds of foods they eat at each special occasion identified and what they like best or least. Some foods may bring good or bad memories depending what occasions children associate them with. Have

a few pairs share good and bad experiences with food and how they dealt with them. Be sensitive if children are sharing bad experiences and do not compel any children to share these.

Activity 3



This role play provides good practice for a range of skills including creative thinking and good listening skills.

Activity Book and Reflection

Have children conduct research and present it to the class on the national dishes of the countries listed. This way they will be able to share what they have learnt about others and advocate for them as they present their new findings.

Be sensitive when talking about the Reflection and foods which different religious groups cannot eat.



7

Safe Eating and Fitness

Student's Book pages 50 and 51

Activity Book page 26

Key Life Skills

- Creative thinking
- Problem-solving
- Healthy self-management

CARICOM Core outcomes

- Apply safe food handling principles.
- Make appropriate food choices to avoid risk factors associated with lifestyle diseases (e.g. excess salt, sugars and fats).
- Incorporate safety principles when engaged in fitness activities.

Objectives

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

- discuss safety precautions to take before they eat
- list consequences of making safe and unsafe choices
- use problem-solving skills in given situations.

Introduction

In this unit children learn about some of the dangers associated with eating too much of certain types of food and they summarise how to keep safe while doing exercise. It would be useful to have some food labels showing lists of ingredients that children could look at in the classroom.

Activity 1



Talk about the information given on food labels, including a list of the ingredients. Point out that this is where you can see if a food has sugar or salt in it. Tell children that ingredients are usually listed by quantity – the ingredients that make up more of the food are listed first.

Ask children to name some fats that might appear in a list of ingredients.

Children then do Activity 1. After they have done the activity, ask children to share some of what they discussed. Supply them with information that did not come out in the activity. The dangers of eating too much sugar include cavities in teeth, diabetes, and heart diseases. Dangers of eating too much salt include high blood pressure, weakened bones, problem with kidneys, etc. Dangers of eating too much fat include becoming fat or overweight, having heart disease, and stomach cancer.

Let the children prepare their collages and allow plenty of time for this. Talk through the Eating for Health text. Children could use this as the basis for an additional activity, such as making a game about healthy eating.

Activity 2



Let children complete Activity 2. Listen to all the songs. Some children could record them on a computer or a phone, perhaps. Be aware of, and guided by, your school's policy about the use of cell phones. Children could vote for those they like best and they could be used as a jolly way of reinforcing safety before sports lessons or on other occasions.

Activity Book

Revise problem-solving skills and as children examine the picture, have them use their problem-solving skills to:

- Stop, think and ask what is the problem
- Discuss sources where they could get information for the problem
- Identify or brainstorm their choices or solutions. – this is an opportunity for lateral or creative thinking!
- Discuss the consequences of each choice.
- Choose the best alternative and reflect on their choices.



The Variety of Living Things

Student's Book pages 52 and 53

Activity Book page 27

Key Life Skills

- Critical thinking
- Communication
- Creative thinking

CARICOM Core outcomes

- Appreciate the beauty of the natural environment.
- Identify elements of a sustainable environment (air, sunlight, water, land, plants, animals).
- Recognise the interdependence of the various elements in the environment.

Objectives

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

- explain the meaning of *biodiversity*
- describe their feelings when in beautiful natural settings or environments
- suggest how plants and animals are inter-connected
- describe how plants and animals are useful to people
- use critical thinking, creativity and communication skills in the activities.

Introduction

In this unit, children are introduced to the concept of biodiversity – the great diversity or variety of different species in nature. For background information for teachers about biodiversity, see page 68. Children consider ways in which people depend on biodiversity, not only for aesthetics but also for essentials – food, water, building shelter, clothing, medicine, etc.

Activity 1



Ask children to make a list in their notebooks saying 'plants, animals, trees, flowers, lizards, insects, birds'. Tell them they are going to go outside and look for these things. Take children outside with their notebooks and let them walk around looking at the natural environment and noting down how many of the items on their list they see.

Activity 2



Activity 2 focuses children on their feelings about their environment to draw attention to the biodiversity of the area. They can be creative in order to communicate their feelings with a song or a piece of art. They can appreciate their environment because it is beautiful and makes them feel good. Discuss how children may feel when they visit beautiful places or see beautiful things. In urban areas, encourage them to appreciate the beauty in isolated natural things such as insects, flowers and clouds in the sky by careful observation.

Activity 3



Activity 3 encourages them to think about the origins of their food (you can introduce water here also), which comes from their environment. Extend this by drawing food chain diagrams for a useful overlap with science topics. Food chains could be developed using paper chains with one plant or animal on each chain piece or using mobiles to hang in or across the classroom.

Activity 4



Activity 4 again lets children be creative, where they make a diorama, and then focuses their thinking on what might happen when one of the plants or animals is removed.

Reflection

In the Reflection they are asked to think about what they can do – you could focus this on a particular animal, plant or place they like to give more motivation.

Activity Book

The Activity Book suggests the drawing or making of a collage of biodiversity. Revise the communication speaking skills on Activity Book page 27 and perhaps ask children to practise in pairs what they might say to explain their collage to others. The one not speaking can then practise listening skills.



Student's Book pages 54 and 55

Activity Book page 28

Key Life Skills

- Problem-solving
- Critical thinking
- Communication

CARICOM Core outcomes

- Identify elements of a sustainable environment (air, sunlight, water, land, plants, animals).
- Identify threats to a sustainable environment.
- Appreciate the need for a sustainable environment.
- Recognise the effect/impact of individual actions on the environment.

Objectives

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

- describe their environment
- suggest differences between the natural and the built environment
- explain how we get our basic needs from the natural environment
- suggest how we could act to keep the environment healthy and sustain it for the future
- practise problem-solving skills.

Introduction

This unit introduces children to the concept of their environment and how we depend on the natural environment for our basic needs. The idea of conserving materials is introduced also, so that children can comprehend that clean and healthy environments will continue

to supply people's needs in the future as well as now.

Use this unit to revise and encourage children to practise problem-solving skills or decision-making skills – focus on a small, simple, local environmental problem or decision, such as litter in the school or planting a tree, as suggested in the Activity Book.

Activity 1



This activity concentrates on distinguishing the natural environment from the man-made or built environment.

Activity 2



Activity 2 asks children to decide what basic needs are and to find examples of these. This idea has been met in earlier units. It is useful to remind children that all their basic human needs are met from the natural environment. Discuss this as a class with examples.

Activity 3



As the natural environment is the source for meeting all our needs, we should try to ensure that it can last forever. This is not just for ourselves but for future generations – the idea of sustainability is that future generations should have the resources to be able to live as well as we do. This means that we must not have destroyed, used up or degraded the resources. Talk about resources we are using up and elicit ideas from the children about ways in which we are degrading or destroying resources. Children are encouraged to think of ways or actions to prevent this.

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They can first of all think about ways they can themselves save resources and care for the environment, at school, at home and in the community. The Reflection then asks them to think about how they might persuade others.

Activity Book

The Activity Book concentrates on trees, and suggests that we need to grow trees to help our environment. Problem-solving skills are used to decide how to do this and where.



3

Pollution

Student's Book pages 56 and 57

Activity Book page 29

Key Life Skills

- Critical thinking
- Decision-making
- Communication

CARICOM Core outcomes

- Identify threats to a sustainable environment.
- Appreciate the need for a sustainable environment.
- Identify environmental health threats with emphasis on priorities in their country.
- Identify the main factors and sources that contribute to these environmental health threats.
- Identify ways in which the quality of the natural environment can affect personal health and the well-being of the school and community.
- Identify practical opportunities for maintaining a sustainable environment and reducing health threats.
- Appreciate that each individual has a responsibility to contribute to a healthy sustainable environment.
- Recognise the effect/impact of individual actions on the environment.

Objectives

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

- explain what pollution is
- give at least three examples of pollution
- practise decision-making and communication skills.

Introduction

The concept of pollution is introduced in this unit. Children can understand that pollution creates many problems in the natural environment which then affect people and their health. Air pollution involves emissions of greenhouse gases such as carbon dioxide, contributing to global warming and therefore worldwide climate change, which brings additional problems.

It is important that children realise that although it is factories, cars, etc. that pollute the environment, it is *people* who make this happen. We are all responsible, through the way we consume and use resources.

Begin by talking about the meaning of the word pollution and brainstorming, asking children to think of as many examples as they can, both locally and in other places. Read the text together and discuss it – what kinds of pollution are found in their community? Can we see all kinds of pollution? Is pollution a threat to our health, and if so, how?

Activity 1



In the first activity, children are asked to think of ways in which the manufacture of orange juice can pollute the environment. They are also asked to suggest the requirements for making the juice in terms of healthy clean water and land (and air or the orange trees would die!). This is not something that children usually consider, but it is a useful activity.

Once you have looked at this particular manufacture, you might like to research as a class pollution caused by one or more other manufactured things that children like or desire, such as smart phones, laptops or particular brands of trainers or t-shirts. They will need your help to work through the different stages from the raw material to the finished product

including transport, but it is a great way to begin to understand how our consumption affects the planet. After identifying any pollution caused by these processes, children can then consider how to reduce or eliminate this.

Activity 2



It is helpful to introduce the idea of climate change to these young children, so that they can (i) know the term (ii) learn the causes and the effects later on. The main causes are burning of fossil fuels (coal, gas, oil) for

energy in vehicles, electricity generating plants, factories and homes. Other causes include methane from keeping livestock. See the background information pages 69–70 for more on climate change so that you can answer questions.

Activity Book

The Activity Book encourages their use of creative and critical thinking skills to prepare a public radio announcement about a pollution issue in their community. They can then use communication skills to 'broadcast' the announcement to the class or even record it.



4

Managing Our Water

Student's Book pages 58 and 59

Activity Book page 30

Key Life Skills

- Communication
- Creative thinking
- Self-awareness
- Critical thinking

CARICOM Core outcomes

- Identify threats to a sustainable environment.
- Identify environmental health threats with emphasis on priorities in their country.
- Identify the main factors and sources that contribute to these environmental health threats.
- Identify ways in which the quality of the natural environment can affect personal health and the well-being of the school and community.
- Appreciate how a healthy sustainable environment contributes to their well-being and their peers'.
- Identify practical opportunities for maintaining a sustainable environment and reducing health threats.
- Appreciate that each individual has a responsibility to contribute to a healthy sustainable environment.

Objectives

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

- explain what an environmental threat is and give an example
- state some ways of preventing pollution
- explain how to keep safe from mosquitoes

- suggest ways of reducing water usage.

Introduction

Although people cause pollution and affect the world's climate, it is possible for people to change their behaviours so as to reduce these effects on the natural environment. In this lesson there is a focus on water, its sources, use and pollution. Fresh, clean and safe water is a precious resource.

Activities 1 and 2



In Activity 1, children are introduced to ideas about where their water comes from; then, in Activity 2 they are asked to think creatively about how much water they use and how they might use less. This suggests to them that they can reduce their water use, and so conserve water. Make sure you stress that they should simply make sure they do not waste water – but they should not reduce their hand washing or washing of other parts of the body, clothes, etc. as that would be unhealthy.

Some ways of avoiding water waste is to turn off the tap when brushing teeth or run a small bowl of water to wash hands, not leave the tap running. Showers use less water than baths and if possible cars should be cleaned and gardens watered with water collected in rain butts or saved after other uses, not with drinking water.

Activity 3



Activity 3 asks children to suggest ways of reducing water pollution using problem-solving skills. Children need to think creatively to suggest alternative ways of doing the activities shown.

(One effect of water pollution may be considered as stagnant water which can breed

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mosquitoes. Mosquitoes may cause diseases such as malaria, chikungunya fever and dengue fever for humans. It is helpful if children can consider cause and effect here and you might like to draw a cause and effect diagram for them with arrows on the board.)

Activity Book and Reflection

The Activity Book contains a game that children can play which teaches about mosquito

breeding and how to prevent mosquito bites, which can cause diseases.

Before the Reflection you might like to take a walk to look at a nearby river, stream or gully and check for pollution, or to discuss local water sources.



5

Environmental Rules

Student's Book pages 60 and 61

Activity Book page 31

Key Life Skills

- Healthy Self-management
- Creative thinking
- Communication

CARICOM Core outcomes

- Identify threats to a sustainable environment.
- Identify environmental health threats with emphasis on priorities in their country.
- Identify the main factors and sources that contribute to these environmental health threats.
- Identify ways in which the quality of the natural environment can affect personal health and the well-being of the school and community.
- Appreciate how a healthy sustainable environment contributes to their well-being and their peers'.
- Identify practical opportunities for maintaining a sustainable environment and reducing health threats.
- Make appropriate choices to reduce exposure to environmental risks for self and family.
- Appreciate that each individual has a responsibility to contribute to a healthy sustainable environment.
- Display initiative to maintain a healthy environment.
- Practise health skills to reduce vector population at home and school.

Objectives

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

- suggest ways of recycling old items or items usually put in the garbage
- suggest ways and rules for keeping our environment safe and healthy
- explain what can be done to protect against mosquitoes
- practise self-management, creative thinking and communication skills.

Introduction

This unit introduces a new term to children: environmental threats. They will understand that there are threats to our health which may be caused by our actions, and therefore we need rules to reduce threats and so improve health. Environmental threats are any things or processes that might cause negative effects on our health. Sometimes, these threats come from polluted air, or from polluted water, or from unsafe food, and sometimes they come from events such as hurricanes and earthquakes. Often, environmental threats come from animals, such as mosquitoes, cockroaches, flies and rats (pests). We can improve our health and safety by our own actions although we cannot always eliminate threats such as hurricanes or diseases caused by pests. See Background information pages 71–72 for more details.

Activity 1



Children start by considering the environmental threat caused by mosquitoes. In groups, children look at the pictures on Student's Book page 60 and answer the questions. Children are asked to make rules to prevent the problems they bring. Children can think up

rules to manage their own behaviour. Have a general class discussion after this activity and groups can present some of their rules to the class.

Activity 2



In the second activity children are asked about what they throw away at home and whether they could have done something else with any of the items to reduce waste. The basic rules for garbage management for a sustainable environment are the 3Rs: Reduce, Reuse, Recycle. Composting is a useful way of recycling green and food waste, but there are rules to ensure that it does not attract pests, such as not including cooked or processed food waste or items such as meat, cereals, fish or dairy.

Activity 3



Children formulate some rules for what to do with waste items and create a sign or poster showing these rules. They can use ideas from

their discussions for Activity 2, and, in addition, they can think about rules such as not dumping garbage or leaving it by the roadside and keeping their garbage area clean so as not to encourage pests such as rats.

Reflection

For the Reflection, encourage each child to think of one rule which is practical and which they can easily follow.

Activity Book

In the Activity Book, children need to formalise rules for keeping their classrooms litter free. Beforehand, you may need to revisit healthy self-management skills with children, and help them to apply these rules to this context. Children are encouraged to consider the appropriate penalties for those breaking rules, and they can be asked at the same time to consider rewards for those who keep the rules well.



Student's Book pages 62 and 63

Activity Book page 32

Key Life Skills

- **Healthy self-management**
- Creative thinking
- Communication

CARICOM Core outcomes

- Identify ways in which the quality of the natural environment can affect personal health and the well-being of the school and community.
- Appreciate that each individual has a responsibility to contribute to a healthy sustainable environment.
- Identify sources of accurate age-appropriate information relating to managing the environment.
- Source information on managing the environment from family, school, community and the media.

Objectives

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

- state two dangers to our health and to the environment
- suggest people, organisations and agencies to go to for information about the environment
- list two organisations or agencies that help to protect the environment
- use self-management and creative thinking skills.

Introduction

Children learn that there are different organisations and agencies that have

information on the environment and how to treat the environment. There are also agencies that work to protect the environment.

Before teaching the unit, obtain information about the national environmental agency or department in your country, environmental NGOs in your country and major environmental laws. You could collect some brochures, or arrange for someone from an organisation to come to speak with the class.

Activity 1



In Activity 1, children are asked to name some people and organisations to whom they could go for further information. Let them follow these up and ask questions.

Activity 2



For Activity 2, children are required to do some research: to interview people in their community who know something about natural disasters, in this case floods or hurricanes, and about the organisations or government ministries that (i) have information on the environment and (ii) actually work at protecting the environment. They could also visit one of these agencies, organisations or ministries as a field trip. You would need to guide them to prepare their questions beforehand.

Children can be assisted with their research. You might also provide them with brochures from NGOs, from the government environmental protection agency, from the agency that helps persons prepare for emergencies, etc. Once they are provided with the information, they need to use critical thinking and communication skills to set out the information in a short and simple manner and to present it to the class. Self-management

skills come in when they learn where they can go to obtain information.

(If your country does not suffer from floods or hurricanes, concentrate on other threats or natural hazards such as fires or earthquakes.)

Activity Book

This consolidates work in the Student's Book and then asks children to prepare a news item or story on one of the organisations. This will provide practice of their creative thinking and communication skills. Here, they can summarise their findings in a creative manner. Children

who find difficulty in writing may instead prepare a cartoon strip or even a computer animation.

At the end of the year, review the work over the year with the children, asking simple questions about what topics they have most enjoyed and found most useful. You could hold a quick fire quiz on major facts. Let them reflect on and discuss their own progress in understanding and using the life skills and any things they still find difficult.

Answers for Activity Book 3

Page 8

1 Helpful drugs: aspirin, multivitamins, cough medicine, any other correct answers such as paracetamol, antibiotics, penicillin
Harmful drugs: cocaine, marijuana, alcohol, any other correct answers such as nicotine, heroin

Page 11

2 Sandra: growing taller, beginning to develop breasts, Ramon: not growing fast yet, Karl: getting body hair and voice is changing.

Page 16

1 Babies needs are: diaper/nappy, cot, baby clothes, bottle of milk, mother singing, house, parents, changing mat, medicine, toy car
2 Diaper/nappy – cleanliness (clothing); cot – sleep and rest; clothes – clothing; bottle – food and water; mother singing – love and care/ stimulating environment; house – shelter; parents – love and care; changing mat – cleanliness; medicine – health services; toy car – play/stimulating environment

Page 17

1 HIV – razor and needle, pregnant mother to baby, couple going to bedroom
Colds and Flu – sneezing, coughing, holding hands
Stomach upsets – flies on food
Malaria and Dengue fever – mosquitoes
2 Tick against razor/needle, pregnant woman and couple going to bedroom. Cross against all the others.

Page 19

3 Diarrhoea to Doctor
Sexual abuse to Doctor or Guidance counsellor
Blisters to Nurse
Toothache to Dentist
Sexually transmitted disease to Doctor
Pregnancy to Doctor or Nurse

Page 22

1a Cheese with green mould on it – sight, smell
b Milk with bubbles or froth in it – sight, smell
c A snack with yesterday's date on it – sight
d Tomato that is soft and slightly discoloured – sight, touch
None of these should be tasted!

Page 24

1 He removed his faceguard.
2 The teacher, Joan, any of the other players.

Page 25

2 For some of these countries there is not a single recognised national dish. Accept the following or any other reasonable answers.
Grenada – oil down
Jamaica – salt fish and ackee
Barbados – flying fish and cou-cou
Bahamas – conch with peas and rice
India – rice, dhal, curry/Tandoori chicken
China – Peking duck/rice or noodles
England – fish and chips/roast beef and Yorkshire pudding

Page 28

1 For me to grow up healthy and strong, I need: water, air, sunlight, soil, nutrients, space
When I am a big, strong tree, I do these things for the environment and for people: give shade, give fruit, store carbon dioxide, give off oxygen, store water, prevent soil erosion, transpire (let out) water from leaves, encourage rainfall, provide animal habitats/homes, provide wood/timber.

Page 32

Answers will vary from country to country.

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.
- Say: I can do it!

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: imagining 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.

GLOSSARY

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.

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.