



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 seriously to address the numerous problems and challenges that young people in the Caribbean encounter on a daily basis, education systems in the region need to develop and implement curricula that respond to these changes and provide them with the requisite knowledge, skills and attitudes to make healthy and productive lifestyle choices and to become well-adjusted and contributing 'Ideal Caribbean Citizens'.

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

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

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

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

FOREWORD

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

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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 HFLE course addresses the needs of kindergarten and primary students 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 students, 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 Ages 5 years to 12 years*).

Course components

The Macmillan Primary HFLE course comprises seven levels: Kindergarten and Levels 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, group and class. They encourage students 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 <http://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 form 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, role play and other activities to build on students' 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 students (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 students build healthy attitudes and values regardless of their religious affiliations, and encourages respect in multi-ethnic classrooms. Helping students 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 the kindergarten and 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 resisting peer pressure to smoke, a student needs to be **motivated** to resist – have one or more personal reasons to resist, such as saving money (with a goal such as an alternative use for that money, for example to save up for a cell phone), or for health reasons (for some specific end, for example to avoid bad breath or lung cancer later). They need to have or be able to access accurate **information** about the best ways to resist, and consider this critically. They need to have the **life skills** to be able to resist their peers, for example self-awareness (of own health, what cigarettes would do to their health/budget), decision-making skills (deciding not to smoke and maintaining the decision), healthy self-management skills (valuing self and looking after their body), coping with emotions (hurt and possible rejection by peers for not fitting in), refusal skills (when offered a cigarette by a friend), communication skills (communicating their decision not to smoke), 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, drug taking 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 students to know what to do, but also to internalise skills and actually change their behaviours. There are two important aspects to this. Firstly, as students 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 29–35.

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 students is accurate and age-appropriate. The Student's Books and activities should enable students to address the issues that affect them. If there are unanswered questions, or more information is needed, then students can research these, or teachers can seek additional information. Some background information to the four themes is presented on pages 49–80 and web links are provided on pages 50, 58, 68 and 80.

Teachers need to organise and facilitate students in setting up a safe classroom for discussion (see page 41), organising appropriate activities, bringing out important points and thinking through the issues. They will need to help students 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 students 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

INTRODUCTION TO THE HFLE COURSE

healthy behaviour in general. In order to deliver effective HFLE classes and deal with some of the sensitive issues that will arise, teachers need to develop their own self-awareness, empathy and communication skills. They need to be sensitive to their students 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 students to the guidance and counselling teacher or help them to get other outside help. All students 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 page 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. Students 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/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 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
COURSE OUTLINE LEVEL TWO – Ministry of Education, Trinidad and Tobago
http://www.moe.gov.tt/Curriculum_pdfs/HFLE_Curriculum_Primary.pdf

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Regional Health and Family Life Education (HFLE) Curriculum
<http://hhd.org/resources/curriculum/regional-health-and-family-life-education-hfle-curriculum-framework-ages-9-14>

Health and Family Life Education Sample Lessons
<http://www.Health and Family Life Education - Sample ... - Ministry of Education>

Health and Family Life Education Common Curriculum
<http://tinyurl.com/lzrcvn8>

Health and Family Life Education: Teacher's Guide
http://hivhealthclearinghouse.unesco.org/search/format_long.php?lang=en&ret=topics.php&fiche=7333

Health & Family Life Education Regional Curriculum Framework, Ages 9–14 years
<http://hhd.org/resources/curriculum/regional-health-and-family-life-education-hfle-curriculum-framework-ages-9-14>

Report of UNICEF trialling secondary HFLE self and sexuality themes: *Strengthening Health and Family Life Education in the Region*
http://www.unicef.org/easterncaribbean/Final_HFLE.pdf

Health and Family Life Education Teacher Training Manual
http://hivaidsclearinghouse.unesco.org/search/resources/bie_hfle_training_manual.pdf

HFLE Teacher Training Manual, 2011.
<http://www.unicef.org>

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

Macmillan Caribbean HFLE Course (Secondary)
<http://tinyurl.com/l39aeej>

Further information about theories relating to social change and other theoretical models

Sexual Behavioural Change for HIV: Where have the theories taken us?
<http://www.UNAIDS.org>

Behaviour Change and HIV Prevention: Reconsiderations for the 21st century
<http://www.globalhivprevention.org>

Behavior 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*.
Authors:
Leena Mangrulkar, Cheryl Vince Whitman, Marc Posner
http://hhd.org/sites/hhd.org/files/paho_lifeskills.pdf

Behavior 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

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Health and Family Life Education: Empowering children and adolescents in Belize with the knowledge and skills for healthy living. July 2006. Adapted from HFLE Draft Teacher Training Manual.

http://hivaidsclearinghouse.unesco.org/search/resources/bie_hfle_resource_guide_teachers.pdf

Health and Family Life Education Teacher Training Manual

http://hhd.org/sites/hhd.org/files/hfle_teacher_training_manual.pdf

UNICEF: Health and Family Life Education Common Curriculum, Sexuality and Sexual Health Theme

<http://tinyurl.com/qcbpfr6>

Best practices

A Research Project ... about implementing the Health and Family Life Education programme

<http://uwispace.sta.uwi.edu/dspace/bitstream/handle/2139/12710/Phyllis%20Rigaud.pdf?sequence=1>

UNICEF – Life skills – The Caribbean Project

http://www.unicef.org/lifeskills/index_12020.html

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

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

2 Teaching life skills

Research evaluating health education programmes shows that those based on life skills promote healthy lifestyles and reduce risky 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 students 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 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 students and helps to give them control over their lives. It also helps students 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 students 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 students 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 of each unit in Part 2 of this Teacher's Guide. These are not the only skills you could teach or practise from the units, but are intended as a guide for students 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 students' 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 140–160 in a photocopyable form for use in the classroom. They also appear for student'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 students. By Level 4 students may be able to cope with four or five steps, and by Level 6 with more detailed or longer steps.

It is intended that over the course students will become familiar with the main steps of each skill and gradually be able to refine their understanding and execution of the skills. It is also intended that they will gradually become more competent at role-playing the skills and more able to use them in contexts outside the classroom. As students become more familiar with the skills, encourage them to decide for themselves which skills are most useful or appropriate in a given context or situation.

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 students. To begin with, if your students do not have much previous experience of life skills, you will need to teach each life skill explicitly and ask students to practise. The material in the units provides you with the context in which to do this. As you progress through Books 5 and 6 you should find that students 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 as early as possible, so that students gain sufficient practice through the primary school. Students 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 students 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 students' 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, goal setting and ideas about future careers
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, feelings towards the opposite gender, emotions such as anger, 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, bullying
Communication and interpersonal skills	
communication – listening and speaking	friends and family relationships, peer pressure, sexual relationships (at an age-appropriate level), relationships at school, conflict situations
interpersonal skills	friends and family relationships, peer pressure, relationships at school, conflict situations
assertiveness	talents, likes and dislikes, strengths and weaknesses, gender differences, values, peer pressure, friends and family relationships, sexual relationships (at an age-appropriate level), alcohol, smoking and drugs, career choices, community issues
negotiation	peer pressure, friends and family relationships, eating and fitness, community issues, conflict situations, environmental issues
refusal skills	eating and fitness, peer pressure, sexual relationships (at an age-appropriate level, e.g. saying 'no' to abuse), alcohol, smoking and drugs
empathy	friends and family relationships, caring for others, such as people living with HIV or AIDS (PLWHA), the elderly, the very young and the disadvantaged in the community, victims of violence and abuse

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co-operation and teamwork	friends and family relationships, relationships at school, working together at school, community issues
advocacy	caring for others, such as PLWHA, the elderly, the very young and the disadvantaged in the community, environmental issues, community issues
Cognitive skills	
critical thinking	peer pressure, media influence, sexual relationships (at an age-appropriate level), alcohol, smoking and drugs, environmental issues
creative thinking	caring for others, such as PLWHA, the elderly, the very young and the disadvantaged in the community, advocacy, environmental issues, community issues, conflict situations
problem-solving	sexual relationships (at an age-appropriate level), alcohol, smoking and drugs, environmental issues, community issues, family situations and conflict
decision-making	eating and fitness, sexual relationships (at an age-appropriate level), alcohol, smoking and drugs, setting goals and values, environmental issues, community issues
goal setting	eating and fitness, friends and family relationships, alcohol, smoking and drugs, future careers, 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 students are exposed to the full range of skills over the year, with more time spent on those which are most needed.

Once students 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 students. This means translating the skill into specific key steps or parts for the students. 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 students. Photocopiable key steps are available on pages 140–160. Keep in mind that the specific steps or parts may vary with the context and also with the developmental level of the students. Feel free to simplify the steps further or to make them more detailed, using the steps for teachers as a guide, depending on your students' needs and abilities.

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 students' 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 students to be able to do after they have learnt the skill?

- Ask students to give you examples of how the skills might be used.
 - Model the skill for the students 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 students to practise the skill.
 - Evaluate and re-teach if necessary. Give feedback and suggestions for improvement.
 - Help students to evaluate their learning.
3. Maintaining skills and using them more widely.
- Provide activities for personal practice outside the classroom.
 - Help students 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 students.
5	Model/demonstrate the skill.
6	Students 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, why it is important, how you can teach it and the key steps or parts into which it can be broken down. The steps here are first written for teachers' understanding, **not** for use with students in upper primary (see also page 15). Underneath in the box is a translation and simplification of each set of steps into language which might be more suitable for upper primary students.

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

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

Key steps for teachers

- Recognise that you have good points; these may relate to any aspect of yourself – appearance, talents, personality traits, skills and abilities, physical, social, mental.
- Understand that other people value you, and why. Learn to accept positive comments.
- Understand that we all have weaknesses and things that we are not good at. Be kind to yourself.

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- 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 students

- What do I love/like/value about myself?
- What do other people love/like/value about me?
- I am good at ...
- How can I contribute?
- 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 students may have misplaced confidence in themselves, and other, less confident, students may actually be more able than they realise.

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

How: Build students' self-confidence by giving them small challenges, gradually building up their abilities, for example by encouraging shy students 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 students

- 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

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 students 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 students to develop their own values, by questioning, discussion and other activities. Teachers should take care not to impose their own values on students.

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 students

- What makes me happy?
- What makes me sad or stressed?
- How do these feelings affect my behaviour?
- What is important to me? What do I value?
- What habits do I have?
- 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 students to take a couple of minutes each day (or even at the start of each HFLE lesson) to think about how they feel about the different aspects of themselves. You could focus on different aspects each lesson.

Key steps for teachers

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

Key steps for students

- How am I feeling today?
- How am I behaving today?
- What do I need? Recognise when something isn't right.
- What should I do? Where can I get help?

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.

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- Evaluate the choice.

Key steps for students

- 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 lifetime, 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 students 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 students to set short-term goals – for the end of the day, or the week. Go through the process for them. Then get students 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 (e.g., by the end of today I want to talk to each of you about ...) along with the things which may get in the way and how they are 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 students

- What do I want/need? (today/tomorrow/next week/when I grow up)
- Is it realistic?
- How much time do I have?
- Imagine getting to my goal.
- What steps will I take?
- Who can help me?
- What might stop me?
- How well am I doing?
- Celebrate each step.
- I can do it!

Coping with emotions

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

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

How: Help students 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 students

- 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 students 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. This may be particularly useful for students in Level 6 facing end of primary examinations.

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 students

- 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 – in a garden, at the beach, by a river or with a pet.

Communication and interpersonal skills

Communication

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

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

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 observe 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 example, '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 students – 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.
- Check you have understood correctly.
- 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 students – Speaking

- What message do I want to tell others?
- Pick a good time.
- 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.
- If necessary take a break to calm down.

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 case studies to get students to discuss the principles behind how we relate to others – what do 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 students

- Respect others.
- Try to understand their view.
- Listen carefully.
- Manage your emotions.
- Remember other people’s names.
- 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 students 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, provide feedback, and then activities for them to try their skills in real life.

Key steps for teachers

- Use good communication skills (see page 21).
- 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

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situation, where both people come out feeling they are better off?

Key steps for students

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

Refusal skills

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

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

How: Students 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 students

- Say 'No'.
- Use a strong, clear voice.
- Keep eye contact and make sure your body language says 'No'.
- 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 students 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 students 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, for example say 'He was an hour late', rather than 'He's always late'.
- Be matter of fact and use humour if appropriate.

Key steps for students

- Speak clearly and firmly.
- Be respectful and honest.
- State your needs. Use 'I ...' sentences.
- Say 'No' if you need to.
- Do not criticise or blame the other person.
- Describe the facts.

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 students to use their imaginations; use stories, mini-case studies, and role play to help them to place themselves in other's 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. To do this they need to identify how the other person is feeling. Ask students how they would feel in a situation. Get them to compare it with similar situations they have experienced. Ask them how they could support the other person.

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 students

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

Co-operation and teamwork

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: Students 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.

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

Key steps for teachers

- Think about what you can contribute.
- Make sure you contribute something.
- Respect others' contributions.
- Help others to contribute.
- Accept help from others and learn from them.
- Help the group to work together.
- Help to keep the group focused on the task.
- Afterwards discuss what went well and what didn't.

Key steps for students

- How can I help or take part?
- Respect others and help them too.
- 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. Students 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). Students 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. Students can join existing campaigns of different kinds, in the local community or the wider world, for example about the environment. 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 students

- What is the problem?
- Who or what needs help?
- Who can help them?
- What can I do or say to persuade them to 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 students 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 students

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

Creative thinking

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

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

How: Model and practise creative thinking. Use mind maps or pictures as visual aids, or drama and song, discussion and brainstorming.

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 students

- 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

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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 students, lead them through it using examples and then let them practise with problems in the classroom, and then in the wider world.

Key steps for teachers

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

- 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 abstain from or delay sex). 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 students to plan healthy behaviours and take responsibility for their actions.

How: Students 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 students consider the options, this will help them to clarify and reinforce their values.

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

Key steps for teachers

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

Key steps for students

- 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, we could apply the key steps above to a particular context: eating junk food (empty calories).

- The problem is whether to eat junk food.
- The choices are: **A** to say ‘Yes’ this time; **B** to say ‘No’ this time.
- In this case you have to make a decision one way or the other.
- The options or consequences of each choice:
A – unhealthy, may add weight, abuses body, goes against own desires/principles, shortens life, increases chances of lifestyle diseases.
B – healthy, lengthens life, respect own body, feel good about myself.
- **B** is the best choice.
- Say ‘No’ to junk food.
- Lost pleasure of eating something sweet/fatty/salty. Kept to my own values. Treated my body with respect. Long-term health – yes.

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 students will be able to apply them to other contexts.

You may wish to adapt the key steps further for the level of your students. 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.clcrc.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 students to think for themselves, develop ideas and suggest ways forward. It means reflecting, rehearsing and practising skills. Teachers can act as facilitators and help students 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 4 to 6 provide suggestions for student activities and the second part of this Teacher's Guide elaborates on these and gives more suggestions. 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 students. 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. Students 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



Pair work is often more focused and private than small group work, and some shyer students prefer it. It enables every student to participate and sometimes share information or feelings they may not wish to share with a larger group or the whole class. You may find it useful for students to have semi-permanent partners for pair work, or sometimes to vary the pairs. At times it may be useful to have same-sex pairs, while at others mixed pairs may be helpful.

Small group work



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, for example 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 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 students in size. Many teachers arrange their students in semi-permanent groups sitting close by each other to save class time and the disruption of furniture moving, and allow students 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 students sometimes to change groups.

Small group discussion allows more students 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 students have to learn to listen to, and respect, each other's views, and

shy students may feel more able to speak about sensitive topics.

Often students 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 students 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 students 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 students to present opposing views on an issue, for example the pros and cons of young mothers keeping their babies.

Class discussion



This can be used to discuss a problem, issue or topic and students 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, nor 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 41–43). If there are problems in keeping to them, discuss this with the class – what do they think is the best way of solving the problem? They could even apply problem-solving steps to this issue.

Examples of class discussion rules might include:

- Everyone listens and no one talks while someone is speaking.
- The person speaking holds an object, for example a shell or stick, to show that they are talking.
- No one person speaks for more than one minute at a time (including the teacher!)
- The person speaking decides who speaks next (or you could have a separate chairperson to do that).
- Anyone wanting to speak raises their hand.
- People can ask questions of previous speakers but cannot criticise them.
- Everyone's views must be respected.
- Everyone has a right to speak or not speak.

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

Debates

Debate is more formal than discussion, but by Level 6 students can be introduced to simplified debates, with some students speaking in favour of a statement and others against, either in the whole class or in small groups.

Debates allow students 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 students 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 students 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 students to develop and practise critical and creative thinking, co-operation, assertiveness and communication skills.

One way of including more students in a debate is to expect contributions from the floor, and students 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 of the whole class.

Brainstorming

In small groups or as a class, students 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 students contribute 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 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.

Role play can be a helpful way for the teacher to present or model life skills steps, either alone, with a student 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 students to get into role. Make clear statements about the roles students are taking on, for example: 'You are going to play Lucy. She is sad because ...'. Once students know what roles they are playing, give them a few moments to think about them and use their imaginations 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 students may not even need to move from their seats.

Role play is useful because it necessitates students having to imagine what it is like to be someone else, and having to think and act from another'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: help students back out of their roles, 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 Lucy?
- How did people respond to you? How did that make you feel?

Encourage students 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 students have to imagine themselves as someone else.

Using puppets for role play

In the Student's Books and Activity Books there are two animal characters – a parrot and a crab. 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 students.

Alternatively, you might find it useful to make and use puppets of human characters or to let students make some simple ones for themselves. The easiest types to make are stick puppet figures of cloth, or finger puppets. Students 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 students to use when they show their puppet role plays. Puppets 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 students, but this method can be used for students questioning the teacher or another 'expert', and each other, especially when groups of students have investigated particular topics. Having students frame their own questions, individually or in pairs, can help them to clarify their ideas and develop their thinking.

Questioning of students 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 student to say more about themselves or the topic (without being intrusive)
- enable the teacher to check if a concept has been understood

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

Encourage students 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'.

Reading activities

Students in Level 6 will vary in their reading skills; some might still be struggling, while others can read well. It is important that all students have access to the text and this can be done by the teacher (or parent/guardian) reading with students following, by paired reading (one able reader with one who is less able), or by some students reading out loud. Reading should be interactive so that before reading, the teacher introduces the reading or students 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 students may be intimidated by reading activities. You can engage the non-reader by the teacher or another student reading the passage in class or by recording the passage beforehand and playing it via 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 students in the class have access to the passage by getting able readers to explain or retell what they have read.

Using mini-stories, stories and case studies

Many of the units in the Student's Books contain mini-stories, stories 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 students 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 students' 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 students' 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 student 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 students to think through causes and consequences and practise 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 should not focus on writing, but on other active learning methods, such as speaking. However, students at upper primary can be asked to write short answers, paragraphs and diary or journal entries, as well as fill in tables, apply labels, etc. By this level they can reflect on what they have been learning about in HFLE and express their ideas in 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 student’s own perspective, to a friend, or advocating a particular course of action, supporting others.
- A journal or diary. It is very useful for students 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 student? Or sometimes by the teacher with the student’s agreement? What happens if anyone finds another student’s journal? Students need to know that if they confide their innermost thoughts to their journal, their privacy and confidentiality will be respected.

Drawing and making pictures

Some students may learn better using visual expression rather than words. Students can express their ideas in pictures, posters, picture stories, cartoon strips, mini-graphic novels, diagrams, models or sculptures. It is important to display students’ pictures, mounting them carefully and adding captions where necessary. Displaying a picture conveys to the student how much the work is valued. Students may want to take pictures home to show parents or others.

Students 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 students can make digital collages, story-boards or slide shows on particular topics or themes (this is especially useful for advocacy activities).

Modelling

This is a useful activity at upper 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 types of families.

Using diagrams and charts

Present and display different kinds of diagrams and give opportunities for students 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 students 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 students and ask, ‘What can you tell me about this picture?’ Students tend to have varying interpretations of pictures and diagrams. Questions to consider include:

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

Imagining past and future

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

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, for example 'What if I had an accident, what would I do?' Or to other people, real or fictional: 'What if Ramon didn't eat any fruits and vegetables?'

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

Reflection

In many units of the course students 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 students 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'. Students can be encouraged to

think things through, 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 students 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.

You might find it useful to look at the following websites which give simple guidance in reflective practice for teachers, but also some tips which you might find helpful for students.

'Reflective Practice and Self-Evaluation'

<http://www.qotfc.edu.au/resource/index.html?page=65381>

and '5 "Q.U.I.C.K." Steps of Reflective Practice'

<http://www.teachhub.com/5-quick-steps-reflective-practice>

Using creative arts

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

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

Games and simulations

Games can help students 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.

Students 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 students. See the photocopiable resource for these on pages 140–160.

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 resources 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 beforehand. Plan the route carefully even if you are not going very far, and be aware of any hazards. Students may be divided into groups with different tasks and a leader, preferably an adult, for each group. Each student needs to know exactly what they should do and what is

expected of them. Prepare students carefully so they are informed about the topic and can ask sensible questions.

Outside visits enable students 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 students. Discuss this with the headteacher and 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 students' 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. Students 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 among those students 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 students 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 others, caring for the environment, or advocacy, such as getting involved in campaigns about pollution, teaching others about healthy eating, or coaching

younger children in sport. There are many voluntary organisations which students 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 81 onwards) which relate closely to the CARICOM framework and national syllabuses.
- Decide on the life skill 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, pages 81–137 in the second part of this book.) Make sure that the context chosen does actually elicit the chosen life skill.
- Some units may take longer than 45 minutes and these can be divided into two sessions or a continuous project.
- You may want to teach or revise the particular life-skills steps (pages 16–28) before the main activity.
- Research shows that it is best to focus on one life skill in any one lesson.
- Make sure you have the necessary resources, for example 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 students.
- 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 students to learn from the activities and each other and make any learning explicit.
- Make sure you allow enough time for student questions and discussion of any issues.
- Check that students 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 page 39).
- If you think students 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 students 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 students in school: summative (at the end of the course), and formative – feedback given to students as they progress. HFLE assessment has mostly been of the latter kind.

Although HFLE is not usually examined formally, teachers still need to have some way of evaluating students' 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
- students 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 student learning usually include one or more of the following:

- administrative reasons
- giving students feedback on their progress
- giving guidance to students about their future work
- motivating students
- 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 students' 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 students' learning in HFLE in a useful way in order to help them to progress? We can keep a record of students' 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 assessment method is to use student portfolios, journals and Activity Books to allow students to reflect on their own learning, and teachers to assess knowledge, keep track of the work students have done, pick up on misconceptions and erroneous ideas, and sometimes to assess attitudes. They are also a useful way of giving individuals feedback and even communicating with parents.

- Activity Books accompany this course and can be used by students 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 students to be able to keep journal entries private and confidential, only reading materials as the student wishes.
- Portfolios are usually folders in which the student keeps 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 student 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 students' abilities and interests. The greater the variety the better, as this will help to motivate students and also enable those students 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 role play using refusal skills in a situation relating to alcohol

Performance task	Criteria				Total marks
No. of marks	4	3	2	1	
Participation in group discussion and planning of role play	Strong participation, good teamwork	Fair participation, some attempt to encourage others	Rare participation	No participation	
Understanding of topic knowledge: life skills steps	Remembers key steps and displays understanding of when to use them and how	Some knowledge of key steps, but lacking detail	Partial knowledge and understanding	Little grasp of life skills steps or understanding of when to use them	
Understanding of topic knowledge: dangers of alcohol	Full knowledge and more, can answer questions easily	Some knowledge and understanding	Partial knowledge and understanding	Little grasp of information	
Contribution to role play	Strong, thoughtful, participation, original ideas, empathetic, very enthusiastic, good teamwork	Some participation, some understanding of situation, enthusiasm and display of refusal key steps	Weak or half-hearted participation, no original ideas, partial display of refusal key steps	Little work, lack of enthusiasm, poor contribution, fails to display knowledge of refusal skills or understanding of situation	

Self-assessment and peer assessment

In HFLE, more than other subjects, students 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 students to understand better what they are aiming for.
- They can help students understand better what teachers are looking for.

- They provide an audience for work and can motivate students effectively.
- They can help students develop empathy and respect for others.
- They can help students reflect on their own work and areas to improve.
- They can help students 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 students 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 students 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 students might ask themselves about the role play. This allows students to become familiar with the process.

Students 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 students peer evaluation can be oral and simple: '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. Students 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 students 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 students at the same level.

Students 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 students 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 students. There are three main stages to debriefing:

- Students share what happened to them during the exercise – what they did, observed, felt, etc.
- Students share how useful it was. How did they benefit? What did they learn? How does the exercise relate to the real world? Teacher helps by sharing his or her views.

- Students discuss how they will do things differently in future.

Make sure that debriefing or evaluation is a positive experience for students – always find something good to say, even if you then go on to criticise constructively. Students 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 students 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 students best?
- What got them talking and exchanging ideas?
- Do they understand the important concepts?
- Did all the students learn something?
- Should we have spent longer/less time on any area?
- Which parts of the lesson were most effective with which students?
- 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 students 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 students 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 students to create ground rules or guidelines.

Class rules or guidelines

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

When drawing up the rules, make sure that the students are involved as much as possible from the beginning, and that this involvement in rule-setting increases as they grow and mature. By Level 4, especially for students who already have experience of HFLE classes, it should be possible to discuss and agree class rules. Help students to see that class rules are designed to keep everyone safe by discussing with them: 'What happens when ...?' or 'What might happen if ...?' While young children may find the idea of confidentiality difficult, by Level 4 they should be able to understand that you don't share something private and you don't talk about others, or what they said, outside the classroom. All students can understand 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 students 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.

Once the rules are agreed, ask the students to make a poster of them to put up in the class. If the students 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 students 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 upper primary 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 speak for too long.
- 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 students 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 students can ask difficult questions anonymously (see below).
- Respect students’ privacy – do not ask personal questions. Remember that there are some things students are happy to share with a partner that they may not want to share with a group or the class. Some things students may not want to write down, even in a personal journal, just in case someone reads it.
- Allow students to tell you when they feel upset or embarrassed by the way other people talk.
- Do not allow any students to talk in a way that offends or embarrasses others, or to tease other students or to bully them. Have a ‘no-tolerance’ strategy.
- Keep confidentiality, unless you have to tell someone else because you think a student may be in danger, for example because they are being abused. Then only tell the people you have to tell. Make sure your students know you will keep confidentiality, but with this exception.
- Do not make moral judgements about your students or criticise them as people.
- Do challenge unhealthy, unwise or unkind behaviour.

Question box

In Levels 4 to 6 it may be a good idea to have a question box in the classroom so that students can write down any questions they don’t want to ask out aloud. Students 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 students. You will have to judge at what point your students 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 students 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. Students need to know that the teacher will keep confidentiality, but that it is limited.
- Make sure students 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 students should not put any pressure on students to reveal any information they do not want to share.
- Remind students 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. Students 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 students 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 students will not feel safe in a classroom where other students are allowed to dominate or behave badly, so classroom and behaviour management are very important indeed. Students can be encouraged to take part in setting the rules (see page 41) 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 students 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 students 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 and anger management, be open to questions, seek students' 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 students 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, 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 students; 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 students, such as sexist language or jokes (see below).

Teachers should try not to criticise students' views, but instead to challenge their thinking by asking questions. Encourage students to discuss both sides of controversial issues, and if all the students 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 students advice within the classroom setting. Help students 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?', 'What do you think is important here?', 'How does that fit with your values?'

Dealing with inappropriate behaviour or language

The safer students feel, the more likely they are to talk. However, there may be occasions when something goes wrong and a student 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 students 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 students, and making silly comments to disrupt the class or make other students laugh. Other students' 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 students 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.

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, students 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 students. 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 students may ask about homosexuality, masturbation, teenage pregnancy 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 might be raised by students during upper primary HFLE lessons, even though they do not necessarily appear in the course, include:

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

For background information for teachers on some of these issues and others, see pages 52–56.

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, page 46.)

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 students healthy. We have a duty to give our students correct information and build their skills. If we are to keep students safe from HIV infection and teenage pregnancy, then we need to talk about sexuality long before our students 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 students and provide information of the right level, depth and amount. For factual background information for the teacher on sensitive sexual issues see page 52, but it is **not** intended that these topics should be taught to students.

Some students 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 students, 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 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 student who told you they were being abused, or reported domestic violence?
- Are students at risk from internet use or cell phone practices?
- How would you respond if a student 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 student?

- 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 students' first and, in many cases, most important, teachers. Research has shown us that nurturing parent-child relationships and parental participation in child-related activities relate to positive outcomes, strengthen school performance and tend strongly to impact future development and achievement. Supportive, consistent parental involvement leads to better performing schools and students. 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.

The Health and Family Life Education curriculum provides learning opportunities for our students 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, environmentally friendly practices, and so on.

INVOLVING PARENTS

- 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 students to share their HFLE related work with their parents whether orally, in writing, or via class work which is sent home and homework which can include specific activities that involve parents. Parents can also be asked to sign the homework from time to time.
- Make yourself available to individual parents should they need to discuss the best ways of talking about any sensitive topics in the curriculum with their children.
- Note parents' professions as well as any hobbies/skill sets they may have, to draw on this information for class speakers as well as projects.
- Remember to share with parents just how important their own behaviour is, as children model what they see. Encourage them to be conscious of the need to model a calm approach to solving problems, healthy lifestyles, environmental awareness, etc.
- Organise a school health fair once a year to promote aspects of the HFLE curriculum, and encourage parents to attend for free check-ups.
- Involve parents in environmental awareness activities such as school/community clean-ups, Earth Day celebrations and school/community environmental activities and campaigns.
- Encourage parents to participate in the creation of a school garden by donating seeds, tools, etc. and attending a planting party.
- Encourage students 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 students 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, student and parent.

Resources

Jamaica Ministry of Education. *HFLE Teacher Training Manual*, 2009. Pages 137–146.
http://hivaidsclearinghouse.unesco.org/search/resources/bie_hfle_training_manual.pdf

Evaluation

UNICEF. Global Evaluation of Life Skills Education Programmes. 2012. 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://hhd.org/sites/hhd.org/files/HFLE%20Core%20Curriculum_Self%20and%20Interpersonal%20Relationships.pdf

Involving parents

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 students a better start in life and a 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 students to process what they know and how they feel about themselves lays the necessary foundation. Students 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 students 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. Students can use the skills of decision-making, healthy self-management and coping with emotions to manage their feelings in a healthy way. Students can also be encouraged to identify their personal interests and aspirations.

Relationships with others

Having explored their selves, students should be in a better position to analyse, understand and manage their attitudes, behaviour and relationships with family and friends. For many of our students 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 students to recognise and resist undesirable influences such as, later, strongly felt negative peer pressure.

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 students 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 students. Psychosocial, emotional and economic pressures often threaten their growth and development. As our students 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 students 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 students' 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 students 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 which 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).

Research has shown that ignorance does not protect students, and age-appropriate knowledge helps students to delay sexual activity. Information about sexual behaviour and its consequences in the course is given in order to protect students and help them to delay sexual activity until they are adult. Always keep this aim in mind when you are teaching or answering questions.

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.

Students will have learnt about the spread and prevention of diseases in lower primary, with an emphasis on hygiene, hand washing and care for the body. This can be reinforced and continued at upper primary. Students can be encouraged to take a pride in their cleanliness and take responsibility for looking after their own body.

Spread of diseases

Some diseases are infectious, such as colds and 'flu, while others, such as asthma, sickle cell anaemia and diabetes are not. Common infectious diseases are caused by either bacteria or viruses. Usually our immune system deals with these diseases and gets rid of them.

Sometimes we may need antibiotics to deal with bacterial diseases such as chest infections.

Infectious diseases are spread in a number of different ways:

- In the air, when people cough or sneeze – colds, 'flu, chickenpox, 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 them. 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.

Hand washing 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. Students 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 and begin to be able to do this for themselves.

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

Students at upper 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 students' questions in an age-appropriate way. If not, you can refer students to other sources of information, but remember that unless a student 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 students. Teachers should refer to their head teachers and/or school policies before teaching students 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 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 last 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 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, and depending on their situations. By thinking about the possibilities and consequences beforehand, students can more easily plan to abstain and stay safe, 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 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 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 the body.

When talking about HIV and AIDS with students, 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.

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 and AIDS (PLWHA) 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 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.

Contraception

There are a number of different contraception methods, but only condoms (male and female ones) prevent HIV transmission. Other methods of contraception include chemical or hormonal methods, such as the pill, injections, implants, and spermicides. Mechanical methods include the diaphragm and IUD or coil. Men or women can also be sterilised. Lastly there is natural family planning, preferred by some religious denominations, but particularly unsafe for young girls who have irregular periods. For more information about condoms see page 55 of the *Teacher's Guide* for the Macmillan Secondary Health and Family Life Education course.

Puberty

This topic appears in the *CARICOM Regional Framework for students 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. In females the message is sent from the pituitary gland to the ovaries, where the hormone oestrogen is produced and released. In males the pituitary gland sends a message to the testicles, where the hormone testosterone is produced and released. Oestrogen and testosterone are responsible for the many different changes that come with 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.

Wet dreams: In males, wet dreams happen when the pituitary gland sends a message to the testicles and the penis becomes erect and ejaculates semen. This is quite normal and should be explained to help boys appreciate how their bodies operate. They should shower and change their sheets and dry or turn the mattress if necessary.

Females sometimes wake up with sticky vaginal secretion on their underwear but unlike boys will not need to change the bed linen.

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.

Menstruation: As a female's body grows and changes (puberty), her ovaries release oestrogen that allows the ova/eggs she was born with to be released also. This process is called ovulation, and takes place once per month until a woman reaches the menopause. During ovulation the released egg is sent to the fallopian tube and into the uterus or womb, where, if it has been fertilised, it will develop into a foetus and grow until fully mature. The endometrial lining inside the uterus thickens within a month but begins to break down if there is no fertilised egg to nourish. The lining of the walls of the uterus begins to shed through the cervix and vagina. Females need to wear sanitary napkins to absorb the blood.

Emotional changes

Self-consciousness, sensitivity about physical appearance, sensitivity to others' emotions, irritability, temper tantrums, mood swings, withdrawal/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, pressuring others or yielding to peer pressure, desire for independence and responsibility, search for identity and new experiences, risk-taking, influenced more by friends, peers and media, increased social networks and communication, changes in communication patterns (less or more talkative, using slang, social media), possibly increased conflict with adults including parents, desire for privacy, sometimes shutting out parents or other adults.

Human reproduction and the development of the embryo

This topic appears in the *CARICOM Regional Framework for students aged 9 to 10*, including the basic needs of a newborn baby. The risks that impact on reproductive health are also covered in the *CARICOM Regional Framework for students aged 11 to 12*, as are actions to prevent injury to reproductive organs, and risks associated with HIV and STIs.

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 begin 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 the 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 ($4\frac{1}{2}$ 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

The potential challenges which affect adolescent parents and their families in raising a child are covered in the *CARICOM Regional Framework for students aged 11 to 12*.

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.

Students can be encouraged to think about becoming good parents in later life. Here are some suggestions for students 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.

- Plan for when they will be ready, financially and otherwise, to start a family.
- Encourage children to be independent at tasks such as feeding, dressing and toileting.
- Praise children's achievements to help them develop confidence.
- Learn new ways to discipline 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 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 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, students 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

Background information can be found in the *International Technical Guidance on Sexuality Education*, vol. 2, available at <http://unesdoc.unesco.org/images/0018/001832/18328/e-pdf>

or

<http://www.unesco.org/aids>

Practical hand washing skills:

http://www.who.int/gpsc/clean_hands_protection/en/

Puberty and other issues for children:

<http://kidshealth.org/kid/grow/>

Information on contraception:

<http://www.nhs.uk/Livewell/contraception>

or

<http://www.netdoctor.co.uk>

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

EATING AND FITNESS THEME

UNESCO teaching materials for HIV and AIDS education – includes life-skills exercises:

http://portal.unesco.org/education/en/ev.php-URL_ID=12167&URL_DO=DO_TOPIC&URL_SECTION=201.html

How to talk about HIV in a religious context:

<http://www.e-alliance.ch/en/s/hiv aids/publications/exploring-solutions/>

Life skills for adolescents; guidance and sites for parents and teachers:

<http://www.advocatesforyouth.org/>

Information about HIV and particularly stigma and discrimination:

<http://www.avert.org/aidsstigma.htm>

All aspects of sexual health:

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

<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/fetal-development-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/>

Articles and advice on parenting:

<http://www.parenthood.com>



Eating and Fitness theme

The regional standards for this theme focus on healthy eating choices, reducing the risk of lifestyle diseases, understanding students' own fitness and fitness choices, examining

the factors which affect these choices and accessing age-appropriate information.

Some of the main issues and concepts covered in the course include: healthy eating and fitness practices, safe food handling, different types of exercise and activity, safe exercise, forming healthy habits and choices for life. The life skills needed include self-awareness and self-monitoring skills, negotiation and decision-making.

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

What is health?

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

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

Mental health involves the functioning of the mind and our emotions. Engaging the mind in stimulating activities like doing puzzles, reading and problem-solving is one way 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 vitamins we need include the following:

- 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.
- 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 and toxins. Cholera, salmonella poisoning, typhoid, gastroenteritis and tapeworm infestation are examples of food-borne illnesses. Common symptoms of these types of illnesses include vomiting, diarrhoea, nausea, 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, for example '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; they might be contaminated with sewage.
- Keep raw meat, chicken, fish and eggs away from contact with other prepared foods or serving utensils. This prevents any germs present in the raw foods from contaminating cooked food or serving utensils. Also wash hands after handling these raw foods.
- Do not eat raw or undercooked meats, eggs, fish or shellfish. These may contain germs and parasites which are killed by heat during cooking.
- Food should be covered to protect it from flies and possible contamination by dust or insecticide sprays.
- Do not drink unpasteurised milk.
- Thaw meats and other frozen foods in the refrigerator or in the microwave. Do not thaw them at room temperature. Germs which may be present in frozen foods will have a longer time to multiply if foods are thawed at room temperature.
- Regularly sterilise sponges and other materials which are used for cleaning food preparation surfaces.
- Keep hot foods hot and cold foods cold.
- Food which appears to be spoilt should be thrown out and not eaten.
- As far as possible, when eating out, inspect your surroundings to see that they are sanitary and that those preparing and handling food do so safely.

Street-side vending of foods is common in the Caribbean and provides a source of convenient and usually inexpensive food. However, street-

vended foods can pose serious health problems if vendors do not consistently apply safe food handling practices.

Requirements for safe food handling by vendors

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

Food labelling

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

- Name of the food
- Nutrient facts
- Name and address of the manufacturer,

distributor or packager

- Net weight or volume
- Preparation directions
- Storage instructions
- Dates, for example '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. Excessive calorie intake also leaves one feeling lethargic and thirsty.
 - % 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 than or fewer than 2000 calories depending on whether they are very physically active or not.
- 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 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. 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:

- Physical exercise releases hormones called endorphins which promote a feeling of well-being and help 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 people 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 students' 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 students 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/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, for example 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 page 61 above.

Fitness behaviours

Factors influencing fitness behaviours include:

1. Economic factors – some fitness activities are more expensive than others in terms of equipment, gear, facilities and special supervision/training which may be required.

2. Biological factors

- Age – the age of a person influences their physical capability to engage in different kinds of fitness activities, 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 like 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 tend 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. Obesity is a medical condition in which excess body fat accumulates, causing a number of adverse effects on a person's health. It is a risk factor for high blood pressure, heart disease and strokes, as well as cancers and osteoarthritis. It is estimated that up to 30 per cent of people in some Caribbean countries are obese. Obesity is associated with a sedentary lifestyle, decreased activity levels, and dietary changes, especially the increase in high fat/high carbohydrate, energy-dense foods. There is also increasing obesity among children, and obese children usually become obese adults.

For adults, determining obesity and overweight categories is done using BMI (body mass index), using weight over height. This gives a rough estimate of body fat. An adult BMI of under 25 is normal, 25 to 29.9 is overweight and over 30 is obese. For children age must also be taken into account.

Obese children are more likely to have:

- high blood pressure and high cholesterol, risk factors for heart disease and stroke
- increased risk of diabetes
- breathing problems, such as asthma
- joint problems
- liver disease
- social and psychological problems, such as poor self-esteem.

Diabetes is a disease caused by the pancreas producing little or no insulin. Insulin is a hormone which controls blood sugar levels.

EATING AND FITNESS THEME

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.

Hypertension or high blood pressure causes problems with blood flow in the arteries and can develop as a result of stress and other factors such as obesity, lack of exercise and high cholesterol. Hypertension can cause heart attacks and strokes, which can be fatal. High salt intake in the diet is a risk factor for developing hypertension or high blood pressure. Persons suffering from this disease are encouraged to use salt sparingly or not to add it, as it is already present in many foods.

Heart disease and strokes both result from the build-up of fatty material in the arteries (the blood vessels which carry blood and oxygen to the heart), which causes them to narrow. If the arteries become very narrow they cannot deliver enough oxygen to the heart and this can cause angina (chest pain). If a piece of the fatty deposit breaks away it can cause a blood clot in the artery and cut off the supply of oxygen to the heart entirely. This is a heart attack, and it can permanently damage the heart or be fatal. A stroke occurs when the blood clot occurs in an artery to the brain, cutting off the blood and oxygen supply to the brain.

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. 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/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 100g 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.
- 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>

'Nutrition for Children and Teens'. Authors: Maya W. Paul and Lawrence Robinson. 2014.
http://www.helpguide.org/life/healthy_eating_children_teens.htm

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

Safe food handling:

USDA Food Safety and Inspection Service food safety factsheets
<http://tinyurl.com/oleul5n>

WHO. *Essential safety requirements for street-vended foods*. 1996.

<http://www.who.int/foodsafety/publications/street-vended-food/en>

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. 'Being physically fit'. 1997.
<http://www.heartpoint.com/exercise%20for%20health.html>

Lifestyle diseases

Preventing injury and illness:

Centres for Disease Control and Prevention. 'Overweight and obesity: Causes and consequences'. 2007.
<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. 'Some trustworthy sources of health and medical information on the internet'. 2006.

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.

The environment

The environment is often said to be 'everything around you'. It is made up of the natural and the built (human-made) environment.

The natural environment

The natural environment comprises the **physical** (non-living) and **biological** (living) environments. The physical environment consists of our air, land and water, which can all be harmed by pollution.

- Air can become polluted by natural activities (e.g. volcanoes) and man's activities (burning

garbage or oil/gasoline, industrial processes, the spread of germs).

- Water includes fresh water (rivers, lakes, groundwater, as well as drinking water provided to people) and saltwater (seas, oceans and lagoons). Water can become polluted by chemical pesticides, fertilisers and sewage; oils and other pollutants dumped by ships; chemicals from factories sinking into groundwater and entering rivers and the sea; and soil from eroded hillsides entering rivers.
- Land includes mountains, valleys, fields, the soils and minerals which we get from the land. Land can become polluted from garbage dumped improperly and the overuse of chemical pesticides and fertilisers.

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.

Everything in the natural environment works together and is a functioning system. The non-living components work with the living components and everything keeps in balance. People also interact or work with both the living and non-living components of their environment.

The built environment

The built environment refers to human-made (man-made) infrastructure designed to support human activity. It includes all buildings such as homes, schools, hospitals and workplaces, as well as roads and railway lines, electric transmission lines and sewage pipes. Usually development of the built environment within the natural environment causes damaging effects, such as the removal of forests, the dredging of coastlines or harbours, or pollution. Squatter settlements occur in areas on the outskirts of cities and towns. The lands where people self-construct their housing units are usually not owned or rented by the squatters. While these settlements often start as informal developments, they may be regularised by governments after a long period. They

generally have no water or sewage services, and often electricity is taken illegally from nearby cables. It is a major issue throughout the developing world.

Motor cars, buses, trucks and lorries are now common forms of transport in all countries. Students face hazardous conditions when walking or cycling. They need to be reminded of the rules for safe use of the roads.

Natural resources

The environment provides us with natural resources, for example trees to make furniture and 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.

Natural resources can be considered as either renewable or non-renewable. There is a finite amount of non-renewable resources (fossil fuels like oil, natural gas and coal, minerals such as bauxite and gold, materials like limestone). Once they are used, they are gone for ever. The key is to use these resources as efficiently as possible. For example, if we conserve energy, we will not need to produce as much oil.

Note that coal, which is mined from beneath the Earth's surface (and is generally not much used in the Caribbean), is different from charcoal, which is created by burning trees in a controlled manner (which is frequently done in the Caribbean).

Renewable resources (water, trees/forests, sun, wildlife – including fish and other marine and aquatic life) can replenish themselves if managed carefully. But renewable resources are vulnerable to over-exploitation. For example, if too many fish – especially young fish – are caught, the fish population will collapse.

Sustainable living

Living sustainably means not taking more out of the planet than we are putting back in, or leaving resources for future generations.

Sustainable development means keeping the environment healthy for the future and using

our natural resources wisely so that future generations can meet their needs and live as well as we do. It is to be aimed at during all changes made to the environment.

'Futures thinking' means that people not only consider what is happening today, but what these actions might lead to in the future. With this mind-set, students focus on themselves and their actions, and this leads to positive, healthy self-management.

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. Many Caribbean governments have signed the Convention on Biological Diversity, which is dedicated to promoting sustainable development.

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. An ecosystem with only a few types of plants or animals could be affected by pests or a virus that killed 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.

Agriculture depends on maintaining biodiversity. More than 60 wild species have been used to improve the world's 13 major crops by providing genes for pest resistance, improved yield, and enhanced nutrition. In addition, more than 70,000 different plant species are used in traditional and modern medicine.

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.

Useful terms relating to biodiversity

- **Endemic** – an organism that is found only in one country or region and nowhere else in the world. Some of these plants and animals are protected by law. Some endemic species are endangered, because of loss of habitat or over-exploitation.
- **Endangered** plants and animals are considered threatened because their populations are low. Not all endangered species are endemic; some endangered plants and animals are found in many countries (e.g. the West Indian Manatee and American Crocodile).
- **Extinct** plants and animals are those which have died out everywhere – they are no longer present on the Earth.
- It may be useful to know the difference between **endemic** and **indigenous**. An **indigenous** species is native to the particular country – it was not brought there from another country (e.g., mongoose and bamboo, which were brought into the Caribbean from Asia, are **not** indigenous). While an endemic species is necessarily indigenous, many indigenous plants or animals are native to more than one country.
- The words **flora** and **fauna** are scientific terms: flora are plants and fauna animals.
- **Ecosystems** are communities of plants and animals in an area which interact with the non-living elements of their environment, such as climate, water and soil. An ecosystem can be as small as a pond or as big as the Amazon rainforest. Examples of ecosystems are deserts, coral reefs, forests, beaches, mangroves and even cities and towns. You can think of

ecosystems as consisting of the relationships among physical natural resources, habitats and the ‘residents’ (the plants and animals, including people) in an area.

Native ecosystems can be changed dramatically by the introduction of foreign species – known as ‘invasive’ species. Two important Caribbean examples are bamboo – which has taken over many parts of the landscape, displacing other trees – and the lionfish from Asia, which has no local predators and eats huge amounts of the local fish which our fishermen depend on for their livelihoods.

Ecosystems can also be altered dramatically by human actions such as clearing forests for farming or houses, or polluting rivers so that they cannot support life. A dramatic example of this is a ‘fish kill’, where scores of dead fish are seen floating in a river.

- A **habitat** is the home or environment of a particular plant or animal species. Habitats with different characteristics exist within ecosystems and provide four very important elements: food, water, shelter and space. Each plant or animal is suited to its habitat. In natural environments, habitats are kept free from pollution by natural processes and cycles. However, when humans live in these environments they change them by removing trees, soil and rocks, and generate pollution. This causes serious problems for living things.

Useful videos on topics related to ecosystems and habitats are available online at <http://www.neok12.com/Ecosystems.htm>

There are environmental protection agencies in all countries, which conserve the natural environment (plants, animals and their habitats). All Caribbean governments have laws that protect endemic and endangered species.

Special environments and ecosystems

Marine environments

Although seagrasses are often removed because people think of them as a nuisance,

seagrass beds are integral to the existence of beaches. The roots of seagrasses stabilise the sea floor and prevent coastal erosion by absorbing the wave actions that might disturb the sand or mud. They trap sediments and keep the water clear, and provide food and shelter for many kinds of marine organisms.

Seagrasses are threatened by human disturbance, mechanical removal and overfishing. They are also affected by sewage and fertiliser run-off, which increase the population of algae. The algae block sunlight from reaching the seagrass so it cannot photosynthesise, and deprive organisms that live with the seagrass of oxygen. The sewage and chemicals may also cause over-growth of the sea grasses.

Coral reefs are beautiful places to visit and admire. They also provide protection and

shelter for many different species of fish and sand for our beaches. They protect coasts from strong currents and waves by slowing down the water before it gets to the shore, and they are important sources of new medicines.

Threats to coral reefs include diseases (bacterial, viral); silt from rivers; an increase in sea temperature; and sewage, which causes over-growth of some algae, preventing sunlight from reaching the algae living inside the corals. Storms and hurricane waves also damage coral reefs.

Sea turtles are a good example of an endangered species. The four species that live in the Caribbean are all endangered, owing to harvesting for their meat, shells or eggs, and removal of their nesting beaches by human activity and lighting. The turtles will only lay their eggs on the beaches in the dark.

Endangered Caribbean sea turtles

Name	Size and appearance	Lifespan, diet and habitat
Leatherback	<ul style="list-style-type: none"> • Largest turtle – can grow up to 2 m long and weigh 900 kg • Has a rubbery, flexible carapace (shell) 	<ul style="list-style-type: none"> • Matures at age 30 and can live up to 100 years • Carnivorous
Hawksbill	<ul style="list-style-type: none"> • Has long flippers with a pair of claws on each one • The carapace has jagged edges and was used for decorative purposes • Has a beak like a bird’s 	<ul style="list-style-type: none"> • Lives 30–50 years in the wild • Eats mainly sponges and jellyfish, but also sea urchins and fish • Lives on coral reefs
Green turtle	<ul style="list-style-type: none"> • Previously harvested for meat and can weigh up to 320 kg • Bred for years in Cayman, but now the farm is a tourist attraction 	<ul style="list-style-type: none"> • Can live over 80 years in the wild • Likes to come onto beaches to sun itself • Feeds on seagrasses and algae
Loggerhead	<ul style="list-style-type: none"> • Beautiful patterns on shells, which are the hardest of all turtles’ 	<ul style="list-style-type: none"> • Lives 30–70 years • Lives in seagrass beds and eats mainly crabs, molluscs, jellyfish

Wetlands

Wetlands are special ecosystems characterised by trees and shrubs growing in shallow water. The roots of these plants are modified to live with little oxygen in the soil, and do not rot when they are covered with water. The soils in wetlands may be covered with water throughout the year or for part of the year.

There are different kinds of wetlands:

- Marshes are usually found in colder countries and have mainly grasses.
- Bogs and fens are also found in cold countries and have a mixture of grasses, shrubs and trees.
- Swamps are found in warm or hot countries and consist mainly of trees.

Wetlands perform a variety of important services for humans:

- They store excess water to prevent flooding.
- They help to filter and purify water.
- Tree roots in wetlands trap sediment and prevent it from clogging rivers and from draining out to sea to smother coral reefs.
- They provide a habitat for many different animals such as birds, crabs, butterflies, frogs, saltwater crocodiles and crayfish.
- They provide us with food, for example fish, crayfish, crabs.

An important and interesting wetland in Guyana is the North Rupununi wetland area, where flooding from the nearby rivers during May to September and December to January produces these wetland areas. There are several endangered species living there, including the giant otter, black caiman and giant river turtle. The area is threatened by a new highway being built across Guyana to Brazil, which will open up new areas of forest and wetland for exploitation (mining, lumbering, large scale agriculture). This will further endanger the natural plants and animals.

Mangrove wetlands are found throughout most of the Caribbean. They are usually seen at the edges of river estuaries and at the edge of the

sea. Most mangrove wetlands consist of trees and are either woodlands or forests, depending on their heights. There are four different mangrove species in the Caribbean, which are home to many different species of other plants and animals.

Mangroves are useful because:

- they provide a roosting area for many sea birds
- their roots help to stabilise the sandy ground and are a good protective nursery for many fish
- they act as a barrier to storm waves and protect the land behind the trees as well as roads and houses built there
- they provide habitats for many animals such as birds, crocodiles, turtles, oysters, hermit crabs and shrimp, and are a major tourist attraction in some countries
- they provide timber and medicines.

Threats to mangrove wetlands are: physical removal by humans; filling up of swamps for building roads and houses; pollution from sewage, chemicals and garbage. Mangroves are being destroyed rapidly in the Caribbean, although in some countries experiments are being undertaken to replant them.

Information on wetlands may be obtained from your national environmental agency, or from environmental NGOs.

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, water or food, but they can also come from events such as hurricanes and earthquakes, or from animals such as mosquitoes, cockroaches, flies and rats (pests).

Below are tables of the most common pollutants, their sources or causes, and their impacts.

Air pollutants

Pollutant	Source	Health/environmental impact
Particulate matter (tiny particles)	Motor vehicles, factories, burning garbage	Aggravates respiratory illnesses, e.g. asthma; may lead to emphysema in long term
Carbon monoxide (outside or in well-ventilated spaces, carbon monoxide quickly becomes carbon dioxide (CO ₂))	Motor vehicles, factories, burning garbage	Causes headaches and fatigue at lower levels; mental impairment or death at higher levels
Carbon dioxide	Motor vehicles, factories, burning garbage, burning wood/forests	Contributes to climate change – a major global environmental problem
Sulphur oxides	Electric power plants, factories	Aggravates respiratory illnesses, e.g. asthma; may lead to emphysema in long term
Nitrogen oxides	Motor vehicles, factories	Aggravates respiratory illnesses, e.g. asthma; may lead to emphysema in long term
Acid deposition	Formed when sulphur dioxide and nitrogen oxides in the atmosphere combine with water to form acids which fall back to the ground	Corrodes metals and building materials; reduces populations of aquatic animals and birds; can weaken trees
Cigarette smoke	Tobacco and cigarettes: second-hand smoke is emitted by a person who is smoking, and affects all persons who inhale it – not only the smoker	Respiratory diseases, e.g. asthma; cigarette smoke contains carcinogenic substances and causes cancer
Chlorofluorocarbons (CFCs) and Hydrochlorofluorocarbons (HCFCs)	In some air conditioners and fire-fighting foams (mostly now banned)	CFCs and HCFCs damage the ozone layer high in the atmosphere; the ozone layer protects us from the harmful ultraviolet rays of the Sun, which cause skin cancers

Water pollutants

Pollutant	Source	Health impact
Treated and untreated sewage	Waste water from drains, sewers, gullies	Can carry pathogens leading to infectious diseases and contamination of aquatic life; can lead to rivers being overgrown by algae resulting in harm and even death to aquatic life; humans can get diarrhoea, cholera, typhoid fever, hepatitis A and dysentery
Fertilisers and animal wastes	Run-off from farm land	Can lead to rivers being overgrown by algae resulting in harm and even death of aquatic life; humans can get diarrhoea, dysentery and other diseases
Synthetic chemicals	Pesticides, herbicides, cleaning solvents, industrial chemicals from landfills and factories	Contaminates groundwater and surface water, causing poor-quality drinking water; may cause cancer and liver and kidney diseases in humans
Solid waste	Improperly disposed of garbage from homes, offices and businesses	Can threaten aquatic life

Land pollutants

Pollutant	Source	Health impact
Solid waste	Improperly disposed of garbage from homes, offices and businesses	Can lead to diseases carried by animals such as rats, mosquitoes and cockroaches
Pesticides and herbicides in soil	Farm use	May cause cancer and liver and kidney diseases in humans
Lead	Old batteries – lead used to be emitted into the air from cars using leaded gasoline, but now only unleaded gas is used; however, operations that smelt lead batteries and refurbish batteries deposit a high lead concentration in the soil	Can cause poor brain development in children

Pollutant	Source	Health impact
Rats carrying leptospirosis	Rats feed on garbage left around	Leptospirosis is spread to humans through direct contact with the urine of infected animals or by contact with water or soil contaminated by urine
Mosquitoes carrying malaria, chikungunya and dengue fever	Water in garbage (e.g. old tyres and empty cans); flooded and swampy areas	Malaria is spread by the <i>Anopheles</i> mosquito and dengue by the <i>Aedes</i> mosquito; these two diseases are referred to as mosquito-borne or vector-borne diseases

Pest control

Pest control is an important and costly activity for both individuals and governments. Often pests can be controlled by good environmental behaviours that cost nothing. However, when pests get out of hand, epidemics have to be dealt with by mechanical (traps) or chemical means (sprays).

Pesticides commonly cause air, water and land pollution. Insecticides (a type of pesticide) are very dangerous chemicals. They kill insects (useful ones as well as pests), but may also poison other animals and can burn the leaves of some plants. They also may cause humans to become sick.

The environment and disease

While there are many problems associated with air and water pollution, air-borne and water-borne diseases are primarily related to diseases caused by pathogens (germs).

Air-borne diseases

These are diseases caused by pathogens transmitted through the air. Air-borne pathogens may cause inflammation in the nose, throat, sinuses and the lungs, leading to sinus congestion, coughing and sore throats. Examples of common air-borne diseases are chickenpox, influenza, bronchitis, measles and tuberculosis. These diseases are highly contagious; the pathogens can be spread

through coughing, sneezing, laughing or through close personal contact.

High levels of pathogens may result from the discharge of inadequately treated sewage. In the Caribbean, this could be from sewage treatment plants which are not working – and which are sometimes overwhelmed during heavy rains – or from the practice of direct dumping of human body waste. Another source of pathogens is poorly managed livestock operations.

Water-borne diseases

These are illnesses caused by drinking or coming in contact with water contaminated by human or animal faeces which may contain pathogens. Examples of common water-borne diseases are diarrhoea, cholera, typhoid fever, hepatitis A and dysentery.

Diarrhoeal diseases may also be contracted by eating food that is prepared by sick persons who have not washed their hands, or from coming into contact with sick persons. It is important to convey the importance of proper hygiene (e.g. washing hands) to students, so that they avoid spreading as well as catching these diseases.

Health impacts caused by swimming in contaminated water include not only gastrointestinal illnesses but also skin, ear, respiratory, eye and wound infections.

Some other sources of information about air- and water-borne diseases and health impacts of pollution are:

<http://www.lenntech.com/library/diseases/diseases/water-borne-diseases.htm>

http://www.nutramed.com/Air/airborne_diseases.htm

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 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 rise
- 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.

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 up' carbon 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 students 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.

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 re-used or recycled.
- Refuse unnecessary packaging or goods which use lots of energy to make (e.g. aluminium).
- Re-use things and Repair them whenever possible.
- Recycle resources and materials, such as paper, glass and aluminium.

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

- Reduce (waste), for example use containers over and over instead of disposable ones.
- Re-use (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.

Natural cycles and chains

There are several natural cycles and chains of which students should become aware. Nature constantly recycles its materials.

The importance of the water cycle is that water is an essential and main element of the bodies of all living things. (See the diagram on page 62 of Student's Book 5.)

The importance of the carbon cycle is that carbon is an essential part of all living things as well as being found in fossil fuels such as oil, natural gas and coal which are widely used throughout the world. (See the diagram on page 63 of Student's Book 5.) Petroleum (oil) and natural gas were formed millions of years

ago when tiny marine organisms died and were crushed under the pressure of water and tons of rock. The heat and pressure turned these carbon-containing organisms into petroleum and natural gas – known as fossil fuels.

In nature carbon is recycled, so that the amount in the atmosphere is kept the same, and this keeps the Earth's atmosphere at a temperature comfortable for living organisms; for example, the oceans trap some carbon dioxide (CO₂) and the plants remove CO₂ in photosynthesis. However, the burning of fossil fuels by humans causes much more CO₂ to be released into the atmosphere. Since we are also removing trees and other plants, the level of carbon dioxide is building up in the atmosphere, which is causing global warming (see page 77).

Energy is obtained from the Sun and passed to plants and then to animals from their food. Both plants and animals use up the energy to do work (e.g. growing, moving), and some energy is wasted as heat. The energy cannot be recycled – once it is used, that is the end. It is a chain, and **not** a cycle. You can teach students about food chains within ecosystems.

Natural hazards and natural disasters

There is a difference between a natural *hazard* and a natural *disaster*. A natural hazard is a naturally occurring event that poses a threat to human life or property. Examples of natural hazards are storms, floods, drought, forest fires, earthquakes, volcanoes, tsunamis, epidemics. A natural hazard becomes a natural disaster if it takes place in a populated area and causes loss of life and/or damage to property. Mitigation actions can prevent or reduce the negative impacts of natural hazards (e.g. cleaning out gullies or not throwing away garbage there in the first place). Recovery actions are done after the event (e.g. repairing roads, using chlorine in drinking water until the water supplies are safe).

Natural hazards can have severe effects on both the natural and built environments. Natural resources are damaged, landscapes are changed, buildings are destroyed. People

are usually badly affected if they have not made adequate preparations or evacuated from danger-prone areas. Natural hazards often affect the elderly and young children the most. Both these groups need greater care and consideration from others. When they are displaced from their usual home, they often become disoriented and are unable to function normally. This affects their physical health as well as their mental and emotional health.

It is important for students to learn about the effects of natural hazards, so that they may consider how to prepare for them. Each natural hazard will require a different kind of preparation, so students have to be taught the various actions to be taken.

Hurricanes

Hurricanes are one kind of tropical cyclone or storm that affect most Caribbean countries during the Hurricane Season (June to November). These storms are very powerful and their winds rotate in a counter-clockwise direction. They generally become stronger when moving over open warm oceans but may lose force once they hit high mountains on land. Because they bring not only powerful winds but often also flood rains, they may cause unusual storm surges at the coastline or landslides on mountainsides. All these events may damage or destroy the natural environment, the built environment and living things.

Government agencies monitor a hurricane's movements to check if it might hit a country, and issue useful information to guide preparations. The disaster management agency in your country can provide information on hurricane preparations and on the procedures to be followed during and after hurricanes. It usually issues helpful tips before a hurricane and information related to evacuation, curfews and school and business closures. Bulletins are notices about the hurricane which are sent out by media (newspapers, radio, television, computer websites) every few hours when a hurricane is in the area. They are usually created by the government's meteorological

service. A Hurricane Watch is a bulletin from a government agency when a hurricane is possible within the next 36 hours. A Hurricane Warning (another kind of bulletin) is issued when a hurricane is expected to hit an area within the next 24 hours.

Protective measures need to be taken when a hurricane is imminent:

- Have a disaster plan.
- Have an evacuation plan.
- Prepare a disaster kit.
- Protect home and belongings

Earthquakes

Although major earthquakes do not occur frequently, smaller ones happen throughout the Caribbean every year. This is because the Caribbean region sits in an area where two of the Earth's moving tectonic plates meet, causing frequent volcanic activity.

As a preparation for earthquakes, teach students the action to take, and have an 'earthquake drill' in the class so that they can practise what they have learnt. Drop! Cover! Hold! is the accepted way of responding to earthquake vibrations, and all students should learn to do this action. An important aspect of the drill is to ensure that students know where exactly they should meet after the immediate danger has passed. This will allow teachers and parents to discover if anyone is injured or missing.

Resources

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

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

Dengue fever:
<http://www.cdc.gov/dengue/>

Caribbean Public Health Agency website:
<http://www.carpha.org>

'Buy Nothing Day' (last Saturday/last Friday in November):
<http://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 ones:
<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 6 and
Activity Book 6





1

Family Ties

Student's Book pages 4–5

Activity Book page 3

Key Life Skills

- Self-awareness
- Communication
- Creative thinking

CARICOM Core outcomes

- Analyse the influences that impact on personal and social development (media, peers, family, significant others, community, etc.).
- Identify factors within self that lead to healthy relationships.
- Develop resilience for coping with adverse situations.
- Recognise the value of personal commitment and hard work to the improvement of self, others and the wider community.

Objectives

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

- define the term family
- differentiate the roles of the personal family, community and school family
- demonstrate that they are affected or influenced by the behaviour of family members.

Introduction

In most societies family structure is being challenged by various issues. With technology dominating our lives, time spent with family is often spent focusing on the screen of a television, computer or cell phone. Spending time together as a family in creative and

meaningful activities is to be encouraged, as it builds healthy family relationships at home and in the community.

Activity 1



This activity encourages students to think about their family, the ways in which they spend time together and how they interact. Some students may not be able to share as positively as others, as their circumstances may be different. Encourage them to think about simple actions and activities, like times they eat or watch the television together. It may be tempting for the students to talk about negative things in the family, so monitor the pair conversations and refocus as necessary on positive aspects.

Activity 2



Our societies have been trying to redefine the traditional family to embrace, for example, families with two mothers or two fathers. You may need to respond without surprise to the suggestion of such families, as there may be students in your class living in them. Giving the students the opportunity to discuss their thoughts is important, although the final definition of family should reflect the accepted definition of the institution and the community. Be aware of school policy and the law in your country when you are discussing such issues.

Activity 3



This activity, which involves students guessing each other's mimes, should be fun – HFLE is intended to be participatory and engaging. You may need to place a time limit on the mimes as well as be sensitive to the appropriateness of the message being conveyed in the mime.

Did you know?

Having the students share their understanding of these statements will show you how they are thinking, and reveal elements of their self-awareness. This discussion could also be an opportunity to get greater insight into their lives and family realities. Guide them in appreciating the points being made, as this will flow into the next group activity in which they will share on a personal level.

Activity 4

The dominant life skill in this lesson is self-awareness, and this activity could be used to help the students understand what it means to be self-aware as they share their thoughts and feelings about family members. Highlighting the characteristics of respect, trust, empathy and good communication skills in good family relationships is of paramount importance for this lesson.

Activity 5

Ask the students to share ways in which they can improve their family relationships, focusing on respect, trust, empathy and communication. This activity will also help students to explore feelings and behaviours experienced within the wider school and community families, as well as in their biological family.

Activity Book

The activities here allow space for personal reflection and self-awareness, as well as using creative thinking to reflect on healthy relationships in general.

Reflection

Encourage the students to identify someone with whom they would like to make a connection and to say what medium they will use, whether a letter, a visit, an email or a phone call.



Student's Book pages 6–7

Activity Book page 4

Key Life Skills

- Decision-making
- Communication
- Self-awareness

CARICOM Core outcomes

- Analyse the influences that impact on personal and social development (media, peers, family, significant others, community, etc.).
- Identify factors within self that lead to healthy relationships.
- Develop resilience for coping with adverse situations.
- Recognise the value of personal commitment and hard work to the improvement of self, others and the wider community.

Objectives

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

- explain the concept of friendship
- describe the ways in which friends treat each other
- describe the characteristics of a true friend.

Introduction

The need for friendship is universal. Yet there are many people who have been disappointed in what they thought were real friendships. The characteristics of a true friend and the expectations in friendships will be explored in this lesson so that students can evaluate both their understanding of friendship and their personal experiences with friends.

Activity 1



The students should think about their reasons for choosing their friends, and what really matters most to them in a friendship. As the groups describe the picture, take the opportunity to question and challenge comments that seem to be more the expected response than the true response. It is important to create an atmosphere that encourages honesty so that real personal growth may take place. Invite the students to list and describe those qualities or characteristics that are most important to them in choosing a friend. You could also explore the question of whether they choose friends or friends choose them.

Activity 2



The class discussion is intended to have the students think through the expectations of being a friend. It should also help them to consider whether they qualify as a good friend.

Activity 3



This could be either a pair or group activity. The students should discuss how they express friendship in the way they treat each other. The reasons shared about why persons may become friends with someone they may not know or like may be revealing for them.

This activity helps to develop decision-making skills as the students process how one decides to make friends. Thinking through who is a social media friend and who a real friend (some will be both, of course) should assist in developing their ideas about friendship and also in keeping them safe on the internet. Can one really be friends with so many people and

carry out the obligations and expectations of friendship? You might like to talk about 'acquaintances' too.

Good friends

The points in this box could be explored in groups, with each group sharing their thoughts about two points with the class. You could use role play to emphasise how the statements would be displayed in friendship.

Activity 4



As the students share reasons for why friendships end they may be sharing from their own experiences, so you will need to be sensitive in the way you respond. A special and meaningful friendship has the potential to foster feelings of confidence, of being loved, of happiness. Similarly, the loss of a meaningful friendship at any age can lead to feelings of rejection, of being hurt, of disappointment. These feelings may affect how one feels about oneself and also how one responds to other opportunities for friendship.

As the students prepare a song, encourage them to use positive words rather than negative ones.

Activity Book

The activities here allow for personal reflection and recording thoughts about issues discussed in the Student's Book activities.

Reflections

These are important activities for the end of this lesson. You could encourage the students to seek the opinion of a friend they trust about how they could be a better friend.



Managing Conflict

Student's Book pages 8–9

Activity Book page 5

Key Life Skills

- Conflict resolution
- Problem-solving
- Coping with emotions

CARICOM Core outcomes

- Analyse the influences that impact on personal and social development (media, peers, family, significant others, community, etc.).
- Identify factors within self that lead to healthy relationships.
- Develop resilience for coping with adverse situations.
- Demonstrate skills to cope with violence at home, at school and in the community.

Objectives

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

- explain what is meant by the terms 'conflict resolution' and 'mediation'
- suggest reasons why conflict resolution is necessary
- identify behaviours that are necessary for successful application of conflict resolution
- demonstrate a willingness to utilise conflict resolution strategies/apply non-violent solutions to resolving conflicts.

Introduction

Once there is interaction between people, there is the potential for disagreements that may lead to conflict. How these conflicts are handled or managed will determine the outcome of the interaction. Knowing how to resolve conflicts

is therefore very important in the building of healthy relationships.

The dominant life skill in this lesson is conflict resolution, but using the skill of coping with emotions, particularly in a negative and challenging setting like the one illustrated, could make all the difference to the outcome of a conflict.

Activities 1 and 2



Although it is suggested that the role play is done in groups, it might be possible to do it as a class activity instead. As the second role play is being presented and discussed, note and emphasise the power of words and attitudes in our interactions. These words and attitudes are often the real causes of many conflicts. Exploring what may have caused persons to respond in the way they did is at the heart of the lesson. The students' views about Daniel and Kemali's responses in both role plays will be very instructive. Use these as opportunities to revise the skills of conflict resolution and coping with emotions.

Did you know?

You could invite the students to share their understanding of each statement before giving the explanation. A simple and clear clarification of each statement is central to this lesson as it forms the basis for the students' understanding of what a conflict is, the impact of conflicts on relationships and, most importantly, how to deal with conflict. Resolving conflict needs to be highlighted as a very important component of developing healthy relationships and by extension healthy families and a healthy society.

Activity 3



As the students share their recent conflicts, describing the cause, the feelings and how the conflict ended, listen carefully for how their emotions controlled or affected the situation. You may need to help the students to understand the role our emotions play in the conflicts we experience. Note past experiences and old hurts as contributing factors to our responses. Probing the status of the relationship with that person (how are they feeling now?) will be critical in assessing whether or not the conflict has been appropriately dealt with and has reached an amicable solution.

Activity 4



As the model for resolving conflict is being discussed and the students share their responses to it, they may need assistance to convert the steps into action in a particular situation. Explaining and discussing how a mediator could help Daniel and Kemali and what could be done in that situation will allow them to apply the steps to a real situation. Their responses about what they would say to Daniel and Kemali could be an indicator of what they have learnt from the lesson.

Activity Book

The activities help the students to reflect on and process the learning from the scenario in the Student's Book and to think about conflict resolution more generally.

Reflections

The students should be encouraged to want to resolve their conflicts and to say if they need help in doing so. As they reflect on their last conflict, it may be useful to have them write down what they may still need to do, and the name of someone who could assist them where necessary.

The reflection in the Activity Book requires the students to think about what they have learnt and is a useful self-evaluation tool.



Student's Book pages 10–11

Activity Book page 6

Key Life Skills

- Refusal skills
- Assertiveness
- Healthy self-management

CARICOM Core outcomes

- Analyse the influences that impact on personal and social development (media, peers, family, significant others, community, etc.).
- Identify factors within self that lead to healthy relationships.
- Develop resilience for coping with adverse situations.
- Demonstrate skills to cope with violence at home, at school and in the community.
- Analyse the impact of alcohol and other illicit drugs on behaviour and lifestyle.
- Develop refusal and negotiation skills for dealing with risky or adverse situations.

Objectives

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

- identify the factors that attract young people to become involved in risky behaviours
- identify and clarify values in relation to risky behaviour including drug use and timing of first sexual intercourse
- analyse the impact of involvement with risky behaviours on life goals and on health
- demonstrate application of tips on saying 'No.'

Introduction

Statistics from across the world show that our young people are engaging in sexual

activities and taking drugs at an earlier age and on a daily basis. There are also reports of increases in types and occurrences of sexually transmitted infections. These realities point to an increasingly unhealthy society at an earlier age. This unit should assist students in understanding the dangers involved in these risky behaviours.

Activity 1



Leroy's situation may be familiar to some of the students in your class, so you will need to be sensitive to both their feelings and the comments of others. As you move around the class from pair to pair, note the reasons shared for Leroy's involvement in the group and the suggestions as to how he could leave it. This information could be used later in the discussion. Note also the students' descriptions of risky behaviour.

Activity 2



Begin this activity by discussing with the class the different descriptions of risky behaviour from Activity 1. Talk about why these behaviours are considered risky, perhaps listing them on the board for further discussion. Exploring the reasons why young people become involved in risky behaviours and how these behaviours can and often do affect life goals, health and relationships is a critical part of this lesson.

Be sure to create a caring and non-judgemental atmosphere so that the students will feel free to share their honest thoughts. There may be an opportunity to invite students to share any experience they have had personally or with family or friends.

Did you know?

These points are important to assist students in thinking through some truths about the way friends influence behaviour. Invite the students to explain each one, giving examples. Discuss how they are related to risky behaviour. The dominant life skill for this lesson is refusal, but assertiveness is also very important, especially where peer pressure is involved. The use of these skills will be critical in saying 'No' to good friends as well as encouraging positive behaviours with friends.

Assertiveness and refusal skills key steps

Time should be taken to understand and practise the steps of these skills. The students should be encouraged to think through situations they have faced or are facing, and how they could apply these skills.

Activity 3



This role play of Leroy being assertive is the focal point of the lesson as it demonstrates what has been taught. However, you should give the students the freedom to respond as they naturally would and then facilitate a discussion around what they present. Discuss the emotions associated with being assertive: Leroy's decision to leave the group and stop using drugs, though the correct one, would still be filled with uncertainty, anxiety and fear. Remind the students that making and acting on the right decision, using the appropriate life skills, is still usually very difficult and requires courage, as they may be ridiculed.

Activity 4



It is very important to help the students make the connection between the use of drugs and alcohol and risky behaviour. Highlight and discuss the effects of these substances on the brain, resulting in unusual attitudes, behaviours and decisions. You could challenge the students

to research how the body responds to drugs and alcohol, and why risky behaviours may result. An example is the effect of alcohol in reducing inhibitions and the ability to make good judgements, which may result in later regretted sexual activity. Invite the students to share concerning incidents they may be aware of when someone has been given a substance and as a result displayed risky behaviour.

Activity 5



The risky situations that each group chooses to role-play and how they apply the refusal skills will give an opportunity for the class to look at these situations and learn from how they are handled. Talk through how to apply life skills in the role plays.

Activity Book

This develops personal ideas and encourages students to identify behaviours which may be risky to them, along with the likely effects for the future. It then asks them to look in more detail at the difficulties in refusing pressure from friends

Reflections

Encourage the students to think of a friend or friends and the specific areas in which they will attempt to influence them in positive behaviour. They could also share the steps in refusal skills with their friend.

The reflection in the Activity Book requires students to make a plan to help themselves; aspects of their plans could be shared.



Facing Challenges

Student's Book pages 12–13

Activity Book page 7

Key Life Skills

- Coping with emotions
- Communication
- Critical thinking

CARICOM Core outcomes

- Analyse the influences that impact on personal and social development (media, peers, family, significant others, community, etc.).
- Identify factors within self that lead to healthy relationships.
- Develop resilience for coping with adverse situations.

Objectives

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

- express fears and concerns
- describe practical ways of coping with new situations.

Introduction

Regardless of our age or stage in life, sometimes we experience challenges. What makes all the difference is how we approach and respond to these challenges. Very often we respond with anxiety and fear. In this unit we will look at how to manage emotions in the face of challenging situations. This may be particularly appropriate in Level 6 where students are preparing to go on to secondary schools at the end of the year.

Activity 1



Guide the students in understanding the mixed emotions presented. Although Jaheil seems excited about going to his new school, the new experience in a new place without his friends is clearly frightening too: he looks anxious when his mother comes to wake him on the first day of school. Listen to the students and talk about why Jaheil is having these mixed feelings.

Activity 2



Although sharing about their fears and challenges is a pair activity, you will need to create the climate in which the students feel comfortable to share. Remind them about the principle of confidentiality and of the need to respect each other's feelings. Assure them that all of us have challenges and fears, and that it usually helps when we talk about them. Remind the students to practise their listening skills when listening to their partner. As you move from pair to pair, it may be necessary to comment on what they did in dealing with the fear or challenge, suggesting other ways of responding to the situation.

Activity 3



Students could be asked to explain each statement in the Did you know? box. They could also be encouraged to share from their experiences or those of others.

Facing our challenges and fears

The steps in facing our fears are central to this lesson, in which the dominant skill is coping with emotions. The steps will guide the students in understanding how they can

use simple actions to manage their fears and challenges. It may be valuable to have the class decide on a fear or challenge and then rehearse each of the steps in managing that fear.

Activity 4



For this pair activity, one of the fears or challenges mentioned in Activity 2 could be dramatised. The experience could be repeated using the steps in the box as a guide to managing the fear or challenge to achieve an appropriate result.

Activity Book

The activities here develop self-awareness skills. At the end students are asked to reflect and make a positive plan to deal with a fear or challenge. Make sure they know that it is never easy to deal with a fear or challenge – the first steps are to recognise it, but it can take courage, determination, persistence and help from others to deal with or overcome it.

Reflections

It is very likely that each of us faces more than one fear or challenge. The students could be encouraged to identify another fear or challenge that they are experiencing and write down the steps they will use to deal with it. Perhaps if they looked at a fear earlier in the lesson, they could now identify a challenge. They could also be encouraged to share what they have learnt with someone who may be a part of their fear or challenge.



Different Yet Alike

Student's Book pages 14–15

Activity Book page 8

Key Life Skills

- Empathy
- Creative thinking
- Self-awareness

CARICOM Core outcomes

- Appreciate that ethnic and cultural differences can add variety and richness to relationships and to available resources.
- Assess ways in which personal and group efforts can be enhanced by the interactions and contributions of persons of diverse cultural and ethnic groupings.
- Assess how the characters and ethnic groups can enhance development in Caribbean groups and individuals.

Objectives

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

- assess their feelings towards persons with disabilities, HIV and AIDS and other differences, e.g. gender preferences.
- describe the contributions to nation-building of at least two outstanding Caribbean personalities with disabilities (e.g. in sports, swimming, politics, government, religion, etc.).
- advocate for the rights of persons with disabilities or persons living with HIV.

Introduction

The world is filled with persons carrying a range of different experiences. Although our experiences may be different and we may look different, we all have feelings and we all

respond to the way others treat us. This unit is intended to assist students to think about their feelings towards different people and about people who are labelled 'special'.

Activity 1



This activity of identifying each person's job, their ethnic group and their disability from the pictures should be revealing. Note the descriptions being offered for the class discussion later. The ability of the students to decide on and discuss similarities and differences in the persons presented is a demonstration of their critical thinking skills.

Talking about a friend or a family member who has a disability may be initially difficult. You need to create a caring atmosphere in the class to receive this sensitive information.

The dominant life skill in this lesson is empathy. You could introduce the skill here and guide the students in understanding how it applies to the lesson.

Activity 2



You could introduce this activity by asking the students to get into pairs and take turns to close their eyes and move around and sense what it feels like; the other person in the pair should guide their partner to avoid collisions. From this activity they would also get a sense of what they would need and how they would like to be treated. They could also pretend to have only one hand or foot and feel the challenges associated with that disability.

Another possibility might be to borrow a wheelchair from somewhere for a short time and take it out into the community to see how easy it would be to get around (shopping, in school, using public transport), and how people

react to someone in a wheelchair (do they ignore them, speaking only to the carer?).

Did you know?

You could make this a group activity, with each group explaining a point. This age group tends to be competitive, so the class could be invited to say whose response was most informative. Provide any additional information to enhance what has been shared.

Activity 3



As the students share about how the disabled are usually treated, encourage them to be honest about how they have treated persons who are disabled or challenged in any way, and why they have treated them as they did.

You could present a list of the groups of disabled or challenged persons on whose behalf the students may choose to speak. The importance of empathy should again be highlighted in this activity. As the students research the challenges of living with disabilities, remind them to focus on the contribution that disabled people can make (and many have made) to our communities.

Another option might be to invite a disabled person into the class to be interviewed. Students will need to prepare questions carefully in advance and think about any challenges in getting the person there.

Activity 4



This individual activity has the potential to have a significant impact on the students. Encourage them to try to capture in their story the person's ordinary daily activities, such as taking a bath, having a meal or getting dressed. This is an opportunity for their empathy skills to be encouraged and shared.

Activity Book

The activities focus on different people in the family, school and community and how they are treated.

Reflections

The experiences from this lesson could be written in a notebook or diary. The students could be encouraged to share their experience with a disabled or challenged person or simply a friend or family member.

The reflection in the Activity Book asks students to think about the emotional needs of someone they know.



Student's Book pages 16–17

Activity Book page 9

Key Life Skills

- Co-operation
- Decision-making
- Creative thinking

CARICOM Core outcomes

- Appreciate that ethnic and cultural differences can add variety and richness to relationships and to available resources.
- Assess ways in which personal and group efforts can be enhanced by the interactions and contributions of persons of diverse cultural and ethnic groupings.
- Assess how the characters and ethnic groups can enhance development in Caribbean groups and individuals.
- Recognise the value of personal commitment and hard work to the improvement of self, others and the wider community.

Objectives

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

- identify the differences and similarities in Caribbean young people
- describe the talents and the characteristics required to successfully plan a Caribbean event
- demonstrate the use of co-operation skills by planning a group activity.

Introduction

As a region we are very familiar with occasions where our young people come together

for various reasons. These occasions often provide an opportunity for the expression of individuality, creativity and recreation. When these experiences are used appropriately, growth and development take place. This unit teaches young people how to benefit from being a part of a group activity by working together and learning from each other.

Activity 1



As the students view the picture and identify the young people, you could invite them to find someone who reminds them of themselves and say why. This should assist them in identifying with the group from the outset. Encourage them to observe subtle similarities like age, and differences like race, ethnicity, religion and language. The range of talents should be identified and discussed.

Activity 2



For this activity it may be helpful to have the class think about a big occasion which they have seen and of which they would have liked to be a part. They could then think of both the talents that were required and the different responsibilities and persons needed to make the occasion a success. Encourage them to talk about what they know of the talents of students from other Caribbean countries that would make a significant difference to the event.

Use the questions in the box to ask students who have been involved in a successful project about the specific contributions, however small, made by different persons.

Activity 3



It would be a good idea if the students in each group knew each other well enough to identify each other's talents. Where that is not the case, they will need to share their talents. Encourage them to affirm each other's skills. Guide them to use the talents they identify to decide on the fun activity that they would like to plan as a class.

Did you know?

Ask the students what they understand by the terms **personal commitment** and **hard work**. Explain how these two concepts are important for us as individuals, for our families, and for society as a whole. Ask them to indicate by raising their hands if they believe 'Everyone has talents if they are given opportunities to show them.' Then guide them in a discussion to appreciate that statement.

Activity 4



As the students choose an event and the group for which they will stage it, remind them of the steps in decision-making (see page 27). The talents they identified earlier in the lesson should be considered as they plan this event. The dominant life skill in this lesson is co-operation. The steps should be discussed as the students begin to plan the activity. They could nominate as leaders one or two students to organise the planning and motivate everyone to participate and make a contribution.

Activity Book

The activities here focus on the individual's contribution and then on evaluating the event.

Reflection

Students are encouraged to evaluate their project honestly, including ideas on how it could be improved.



Human Sexuality

Student's Book pages 18–19

Activity Book page 10

Key Life Skills

- Self-awareness
- Empathy
- Communication

CARICOM Core outcomes

- Display knowledge of the various components of sexuality.
- Assess traditional role expectations of boys and girls in our changing society.
- Assess ways in which behaviour can be interpreted as being 'sexual'.
- Demonstrate skills in communicating about sexual issues with parents, peers and/or significant others.

Objectives

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

- define sexuality
- differentiate between sex and gender
- identify traditional and modern gender role expectations
- communicate about sexual issues with others.

Introduction

Adolescence is a transitional period between childhood and adulthood and can be riddled with difficulties for your students if not properly explained and discussed. This challenge is coupled with the difficulty some parents feel in talking with their children and giving them accurate information about their sexual development. At this stage, the influence of peers, beliefs about their self-image and media

messages can have a big impact. It is your task to educate, guide, support and ensure that the information presented is age-appropriate. You should also try not to let your own values get in the way of guiding the students, but facilitate the lesson in a non-threatening manner.

Activity 1



This explores gender roles and the expectations of others as a key aspect of sexual development. Remember that gender roles are learnt and influenced by the standards, values, attitudes and written and unwritten rules in your area. Help your students to understand how to avoid making stereotypical judgements, and to choose activities to engage in based on their developing independence, skills and abilities rather than on preconceived gender roles.

Activity 2



This needs to be done in same-sex groups to allow for honest discussion and reduce embarrassment. Groups can report back and this should facilitate better understanding between the genders. You may need to remind students to be respectful.

Activity 3



This encourages students to think of someone to whom they could talk about sexuality.

Activity Book

Before beginning the activities, use innovative ways to explore ideas, feelings, attitudes, behaviours and impulses that students may have about their sexual development and/or

expectations during puberty. You could use scenarios submitted by students, or read their questions from an anonymous box. When they have completed the first exercise, help the students to find a link between the areas of sexuality and puberty they matched.

Reflections

The reflection in the Student's Book invites the students to reflect on other people's expectations of them and develops self-awareness. The reflection in the Activity Book encourages them to think about their own sexual development and to share their feelings.



2

Coping with Puberty

Student's Book pages 20–21

Activity Book page 11

Key Life Skills

- Healthy self-management
- Empathy
- Communication

CARICOM Core outcomes

- Develop strategies for coping with the various changes associated with puberty.
- Demonstrate awareness of the onset of puberty and the physical, emotional and cognitive changes which accompany it.
- Display knowledge of the various components of sexuality.
- Assess traditional role expectations of boys and girls in our changing society.
- Assess ways in which behaviour can be interpreted as being 'sexual'.

Objectives

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

- describe the physical and emotional changes that take place during puberty
- accept individual differences in rate of change as normal
- identify ways to maintain good personal hygiene
- evaluate messages about the role and behaviour of men and women that are promoted in the media, music, and religious books.

Introduction

There are many views and myths about puberty and gender norms at this stage of students' development. Your job will be to get students

to express their thoughts so they can be processed, and to arm them with the life skills to aid them through this dynamic phase of their life. For more factual information on this topic see pages 55–56.

The dominant life skill is healthy self-management, which is closely linked to self-awareness. Help the students understand that each person is special and unique and that knowing more about themselves and the changes they are or will be going through will help reduce their stress and fears and build their self-confidence. As they learn about the various changes, encourage them to identify and record those that are related to them, and their feelings about each one. Guide them through the key steps of healthy self-management (see pages 18–19).

Activity 1



This enables students to talk about changes in someone else, which they may find less embarrassing than talking about themselves.

Activity 2



Students pool their knowledge for this activity. This could be combined with research using books or the internet. Make sure that internet research is closely supervised.

Activity 3



Let the students discuss what Sandy should do. Forget Mark – he's obviously a rude boy? Or try to win his friendship? This is an opportunity for problem-solving or decision-making skills, using the key steps (see pages 26 and 27). Once they have made the decision, they can write the

counsellor's reply. Share the pairs' replies as a class. Do boys and girls think differently about this?

Healthy self-management during puberty

Discuss each point with the students, asking them to provide examples. Get them to suggest more items for a personal hygiene kit.

Activity Book

The activities enable students to consolidate their factual knowledge about changes in puberty.

Reflections

Help the students to reflect by letting them know they are all normal, and emphasise that they should not tease someone who is earlier or later than peers in starting puberty – everyone is the same by adulthood. You could encourage empathy by asking them how they think it feels to be the first or the last in a group to start puberty. Emphasise the importance of good personal hygiene before and during puberty. Encourage them to talk to adults they trust about their thoughts.



Sexual Harassment

Student's Book pages 22–23

Activity Book page 12

Key Life Skills

- Assertiveness
- Communication
- Decision-making

CARICOM Core outcomes

- Display knowledge of the various components of sexuality.
- Assess traditional role expectations of boys and girls in our changing society.
- Assess ways in which behaviour can be interpreted as being 'sexual'.
- Demonstrate knowledge about various types of sexual abuse and exploitation.
- Demonstrate skills in communicating about sexual issues with parents, peers and/or significant others.

Objectives

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

- discuss what constitutes sexual harassment
- demonstrate an understanding of the importance of respect in human interaction
- understand the importance of respecting your body
- demonstrate the ability to be assertive in setting sexual limits.

Introduction

The skills needed to identify good and bad touches and sexually harassing actions or words, as well as the skills needed to stop them, should be constantly reinforced at this level to prepare students for more subtle or overt forms of sexual harassment later on.

Teach assertiveness skills key steps by modelling and practising (see page 23). Discuss when it is appropriate to use such skills and make sure all the students feel comfortable being assertive, at least in the classroom.

Activity 1



Conduct a class discussion before pairing students. Let the students re-state the parts of their bodies that are out of bounds and how they feel about any sexually harassing experiences they have had. They can apply the steps in assertiveness to the scenario in Activity 1 or other scenarios they may come up with. In their pairs, encourage them to brainstorm responses to the guided questions before sharing.

Activity 2



Sexual harassment via social media is an important issue for many students today. After the activity, have a class discussion on the dangers of talking to people on the internet and the problems of knowing who they really are.

Activity 3



Mixed pairs may be uncomfortable about sharing their experiences, so be sensitive to the needs of your students and let them select partners they are comfortable with or ask for same-sex pairs. Role plays can be shared with the class and carefully debriefed so that everyone can learn from them.

Activity 4



Same-sex groups might be best here too. The role play is important – focus on assertiveness skills.

Dealing with sexual harassment

Let the students give you examples and consequences of the points here, and make sure they understand what is meant. You could use role play to reinforce some of the statements. For fun they could make up a song or jingle using the orange text, or even a music video to show to other students.

Activity Book

Encourage the students to practise the prompts in the activity and give their choice of answers. Allow them to complete a few aloud, so shyer or less assertive students can benefit. Have them supply as many examples as possible and write on a separate page if necessary. Practising what can be done in possible situations will help to prepare them for any harassment in the future.

Reflection

Remind the students to use self-restraint and courtesy when being assertive. The tendency may be to lash out at harassers and forget the steps in the process. Sometimes a bad touch could have been a mistake or an accident. The task is theirs, however, to be assertive and say what went wrong and how they feel. Offenders should be reported. The students can also examine their own behaviour to see whether they have harassed others and ask forgiveness if possible.



4

Sexual Desire

Student's Book pages 24–25

Activity Book page 13

Key Life Skills

- Decision-making
- Self-awareness
- Healthy self-management

CARICOM Core outcomes

- Display knowledge of the various components of sexuality.
- Assess traditional role expectations of boys and girls in our changing society.
- Assess ways in which behaviour can be interpreted as being 'sexual'.
- Demonstrate skills in communicating about sexual issues with parents, peers and/or significant others.
- Develop strategies for coping with the various changes associated with puberty.
- Critically analyse the key factors influencing sexual choices and experiences.
- Critically analyse the risks that impact on reproductive health.

Objectives

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

- demonstrate an understanding of the various social, emotional and physical factors that shape people's desire to express themselves sexually
- be aware of the role that sexuality plays in their development as an individual
- demonstrate an appreciation for self as a sexual being.

Introduction

Your task for this topic is to help students learn that sexual desire is a healthy part of sexual reproduction. These feelings usually arise when boys and girls are exposed to sexual stimuli such as watching a romantic scene on TV or thinking about a person they like. This is also the age when their peers and the media begin to have a greater influence on sexual attitudes. Helping your students to know that sexual intercourse is not the only way of expressing their sexual desires and exploring healthy alternatives are key factors in their ability to use their decision-making skills and make sensible choices.

Keep in mind that while some of your students may have reached puberty and even begun feeling sexual desire, others may not. They will all need to be able to control their behaviours to keep safe.

Activity 1



The same-sex group activity is critical in understanding how your students are thinking about their sexual desires. Facilitate these discussions by asking as many groups as possible to share. Help the students make connections between the feelings being expressed and the characters' behaviour as a result of those feelings.

Did you know? page 24

Ask the students to discuss the differences between sexual desire and love. What does it mean when someone says 'I love you'? Does it depend on the context? How should you respond?

Tips for dealing with sexual desire and risky situations

Discuss these with the students and let them decide which might be most helpful, and why. Unpack the reasons behind the points. Can they suggest any other ideas?

Did you know? page 25

Explore further the consequences of acting on sexual desires, discussing effects on self-respect, self-esteem, health, reputation, other people, etc.

Questions to ask yourself

These could be role-played using the characters of Suzie and Mark or discussed as a class, working through the questions.

Activity 2



This is for individual work and should be private. Students should not be expected to share and they may wish to destroy their papers when they have finished, to maintain their privacy.

Activity 3



This pair discussion explores further the relationship between sexual desire and love.

Activity Book

Let the students discuss their rating of the behaviours as risky or not and explain why. Share the good ideas and challenge the ones you think are risky. See the text *Teaching about HIV and AIDS in the Caribbean* by Diane Brown *et al.* (pages 80–81) and 'All in One' Curriculum IPPF (page 92) for additional reading.

Before students reflect by themselves, have a class discussion about personal values associated with this area.

Reflections

Guide the students into responding honestly about their feelings, as this is the first step towards healthy self-management. Help them by asking them to think about the factors which shape their desires and write them down. They should also be encouraged to notice next time/if/when it happens and think about how they can use healthy self-management steps (pages 18–19) to overcome their sexual desires.



Student's Book pages 26–27

Activity Book page 14

Key Life Skills

- Problem-solving
- Refusal skills
- Self-awareness

CARICOM Core outcomes

- Display knowledge of the various components of sexuality.
- Assess traditional role expectations of boys and girls in our changing society.
- Assess ways in which behaviour can be interpreted as being 'sexual'.
- Critically analyse the key factors influencing sexual choices and experiences.

Objectives

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

- identify three factors or risks that may have a negative impact on reproductive health
- explain what a sexual myth is
- identify common myths about sex, sexuality and pregnancy
- demonstrate a change in opinion about some common sexual myths.

Introduction

Factors affecting sexual and reproductive health can be protective, such as abstinence, being faithful to one faithful partner and using condoms or other forms of contraception. Although students of this age should know about other protective factors, you should stress abstinence or delaying sexual activity for them. Risk factors include multiple partners,

drug usage, poor decision-making and problem-solving skills and believing myths about sex. Other factors affecting young people's reproductive health include media messages, poor or no parental guidance and poor self-esteem.

Some boys and girls in Level 6 have already begun to experiment with sex even though they do not understand enough about themselves, others or their sexual and reproductive health. Others may have been abused by adults or older children. Others may not have reached puberty and be largely unaffected, except in terms of media and peer influences, etc. Often they do not understand how pregnancy or STIs occur, or think it won't happen to them. They also don't realise that a girl can get pregnant even before she has her first period or that a boy's pre-ejaculatory fluid may contain sperm.

Activity 1



Discuss the picture and let the students suggest what may have happened before this picture, and what may happen afterwards. How do they think Bobby is feeling? What about the other characters? Then get them to discuss and answer the questions in their groups.

Did You Know?

Discuss these points with the students and ask them to explain why each one affects sexual health. Provide explanations if they are not sure.

Sexual myths and facts

Begin a discussion by writing a mix of sexual myths and facts on the board and asking the students which statements are myths (voting by hands or secret ballot) and then if they can, to explain why. Remind them of the dangers of trying to find out information about sex from the internet.

Activity 2



Examine the facts about sex and make sure they understand what each means. Ask the students if they can suggest some more sexual facts they know. Correct any which are wrong and list all the correct ones. They can then do the matching activity.

Activity 3



You may need to revise problem-solving key steps (page 26) before the students answer question 1 on the case study. After the role play, make sure you debrief as a class.

Activity Book

Let the students share their responses for the activities: especially for Activity 1, which could lead to controversies about their reproductive health. The correct responses are: Myth, Fact, Fact, Myth. Then focus on positive protective motivations, attitudes, support and behaviours. Try to ensure that all students have some protective ideas in place.



Student's Book pages 28–29

Activity Book page 15

Key Life Skills

- Critical thinking
- Decision-making
- Refusal skills

CARICOM Core outcomes

- Display knowledge of the various components of sexuality.
- Assess traditional role expectations of boys and girls in our changing society.
- Critically analyse the key factors influencing sexual choices and experiences.
- Demonstrate skills in communicating about sexual issues with parents, peers, and/or significant others.
- Critically analyse the risks that impact on reproductive health.
- Demonstrate knowledge of the potential challenges which face adolescent parents and their families in raising a child.

Objectives

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

- detail the financial cost associated with pregnancy and child-rearing
- discuss social and financial costs associated with early sexual activity and pregnancy
- discuss some of the difficulties and challenges facing boys and girls who choose to abstain or delay sex.
- suggest practical ways to delay sexual activity
- commit themselves to practising responsible sexual behaviour.

Introduction

The goals of this topic are to help students appreciate the responsibilities and costs involved in taking care of a child and to get them to commit themselves to sexual abstinence or delaying sexual activity. Your task is to help them set sexual limits by presenting them with factual information in a practical and interactive way.

This topic is particularly sensitive, so the issues should be discussed without students having to make any personal disclosures. For example, you could set up 'What if?' scenarios which they can use, or ask them to talk about their (imagined) friends or the characters in a book they have read. They should know they do not have to share, and you should talk with them about confidentiality within the classroom and its limits.

Remember: a teacher cannot keep things confidential if a child is being abused or in danger. Students should be encouraged to examine and clarify their own values as they complete the exercises.

Activity 1



Read through the first part of the case study, then let the students discuss the costs to Steve associated with unplanned pregnancy, under each heading. Can they think of any other costs not detailed here?

Activity 2



Read the second part of the case study and discuss what happened to Debbie and Steve. To bring the story to life, students could be asked to role-play the scene when Debbie told her parents she was pregnant, and also when she told Steve.

In same-sex pairs, they can then role-play Debbie using refusal skills to abstain from sex. As an alternative they could role-play Steve using refusal skills and abstaining. Suggest that one option for the couple would have been to 'put a little distance between them'.

Activity Book

This allows students to relate the story to real life experiences in the community.

For Activity 6, allow a few willing students to read aloud their letters to Debbie and Steve and say how their story has helped to enlighten them about child care. The idea you are trying to convey is: 'if I am unable to deal with such responsibilities, I am not ready for sex.' If there are students who believe that they are, they need to be challenged.

Reflections

For the Student's Book reflection, let the students think about the importance not only of setting personal sexual limits but also of writing them down and identifying someone they can trust and be open with who can help to monitor their progress.

Enough time should be given for the students to contemplate the questions for reflection in the Activity Book. Try not to scare them, but let them think deeply about, perhaps, past students or community members they know who have become pregnant and the negative results. They should then assess their own behaviour and see if it is risky or not, and what their sexual limits are. Remind them that at this age they are expected by all adults to abstain from sex and to focus on their goals and their personal development.

After reflection, the students should make an abstinence pledge. This can be on a standard sheet of card or the students can get creative and make their own pledges from cartridge paper. The pledge should simply state: 'I _____ pledge to abstain from sex until ____.' They must write an age above 16. They should sign the card and have a grown-up family member or trusted friend witness it. The card should be displayed in a place where they can see it every day. They could join the abstinence club if your school has one.



Student's Book pages 30–31

Activity Book page 16

Key Life Skills

- Self-awareness
- Self-monitoring
- Assertiveness

CARICOM Core outcomes

- Critically analyse the key factors influencing sexual choices and experiences.
- Demonstrate skills in communicating about sexual issues with parents, peers, and/or significant others.

Objectives

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

- examine at least five factors affecting their sexual choices
- say how each factor affects their sexual choice
- use assertiveness skills to make positive choices.

Introduction

Factors affecting sexual choices include but are not limited to gender expectations, family background, religion and values, peer influences, students' goals, media influences, knowledge of sexual and reproductive health information, self-esteem, self-confidence and assertiveness. Keep in mind that these factors should be looked at as having positive and negative sides, depending on how they are used.

Review the steps for assertiveness skills yourself (page 23) so that you can be effective in helping the students practise them. Introduce

the topic and the objectives and give a brief overview of the lesson.

Activity 1



Brainstorm as a class what is meant by sexual choices. Elicit from the students their thoughts about how the factors written or represented in the pictures affect sexual health. Give support and encouragement as your students share.

Activity 2



Before the students participate in role play, review assertiveness skills with them (page 23) and help them to plan in their groups so that these skills come out in their role plays.

Activity 3



Revise what we mean by positive and negative effects or factors, with examples. Let the students share their group ideas about positive and negative factors and discuss them before doing the role plays. Revise refusal or assertiveness skills (see page 23).

Activity Book

After they have completed the activity, ask the students if they can think of any other factors that have not so far been mentioned. These might be the influences of role models or mentors, personal pledges, etc. Let them share how these factors influence them to make healthy sexual choices. They can also share how they will resist negative influences on their sexual health values.

Reflections

Allow the students to reflect on the main factors that influence their sexual choices and the life skills they can use to help them make healthy choices. They should write about positive and negative factors separately. For factors that affect them negatively, encourage them to write which skills they can use to change this.



Student's Book pages 32–33

Activity Book page 17

Key Life Skills

- Advocacy
- Empathy
- Critical thinking

CARICOM Core outcomes

- Critically analyse the risks that impact on reproductive health.
- Demonstrate an awareness of actions that can prevent injury to the reproductive organs.
- Understand risks associated with contracting HIV and STIs.
- Set personal goals to minimise the risks of contracting HIV, cervical cancer and STIs.
- Demonstrate knowledge of risks to reproductive health associated with contracting HIV and other STIs.
- Demonstrate skills to interact appropriately and respond compassionately to persons affected by HIV.

Objectives

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

- demonstrate an understanding of how sexually transmitted infections affect health
- develop an awareness of discrimination and stigmatisation experienced by persons who are infected
- use advocacy skills to reduce discrimination.

Introduction

The objective of this unit is to help the students practise using advocacy and empathy skills to

prevent stigma and discrimination towards PLWHA (Persons living with HIV or AIDS). As facilitator, you should examine your own attitudes towards PLWHA before teaching this unit, as your modelled behaviour will help the students make better decisions in their personal and public lives. You should also review the empathy skills steps (page 24).

For more factual information about HIV and AIDS see pages 53–55.

Additional activity



You could carry out this activity after you have given the students some facts about HIV and AIDS. You will need a ball of wool or yarn. Get the students to sit in a large circle. If possible, remove all desks and other barriers for better group dynamics. This will also create an atmosphere of empathy and support, reveal expressions and body language and cause the students to focus better on what others are sharing.

Ask a factual question about HIV and AIDS, hold the end of the yarn and toss the ball of yarn to a student for the answer. If the student answers correctly, they hold onto the length of yarn where it has reached them, and throw the ball to someone else, who will answer the next question. If they answer incorrectly or if you need to supply more information or clear up a myth, they should toss the ball back to you. When everyone has answered a question and you are all connected by a web of yarn, ask if someone would like to share a personal experience if they are brave enough, or be prepared yourself with a story to tell.

At the end let them process the activity. Students should realise that we are all connected in the circle of life and what happens to one person affects a whole community. There will also come a time when

we will all need support in one way or the other.

Activity 1



Let students read the case study and look carefully at the picture before doing the first activity.

Discuss the text below and the meaning of the words stigma and discrimination in the Did you know? before moving on to Activity 2.

Activity 2



This requires sensitivity; students may have been stigmatised or discriminated against for many different reasons – gender, ethnicity, disability, where they live. Remind them that they do not have to share anything. If they are reluctant to share or cannot think of an example, let them imagine how it might feel.

Discuss question 2 fully. Why might lack of confidentiality put people off getting tested for HIV, going for counselling or getting treated?

Activity 3



This revises knowledge about HIV and AIDS in order to dispel ignorance and fear. Answer any questions or uncertainties.

Activity 4



This requires advocacy skills; revise the key steps (see page 25).

Activity Book

Activities 1 and 2 require the students to read, critically analyse and challenge their own fears and preconceived notions about HIV and AIDS. Afterwards discuss each question and ask students to share their responses and say if/ why they have changed their answers. Teach students to empathise with PLWHA (not pity or blame them for their status) and treat them exactly the same as everyone else. They also need to remember that most people who have HIV do not realise they have it. We should follow universal precautions about not touching other people's blood or body fluids that may be contaminated (see page 54).

Reflections

Remind the students that stigma and discrimination can prevent persons from confronting their fears of HIV and AIDS and finding out their status or seeking medical treatment. This can cause the continuous spread of the infection.



Health Resources

Student's Book pages 34–35

Activity Book page 18

Key Life Skills

- Problem-solving
- Creative thinking
- Decision-making

CARICOM Core outcome

- Demonstrate the ability to locate and utilise community resources that support the health, social and emotional needs of families.

Objectives

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

- identify at least three service locations that provide health information/resources
- discuss sources of health information and the services available
- seek help to address health problems
- examine brochures and other literature of companies that offer health services.

Introduction

Students need to know where they can access health information, goods and services so they can direct their families and others to the appropriate community service. In families where there is poverty and/or illiteracy, arming students with this critical information, including contact numbers and directions, is vital. This training will also enable them to practise accessing health information and services as they grow.

Start with a class discussion about health resources before pairing students. Ask them to share their previous knowledge of health services.

Activity 1



Relate the illustrations and text to local health resources.

Activity 2



Students could be encouraged to map or list the resources in their community and find out how they can be accessed. Are they free, and if not, how much do they cost? Explore internet services, if available, for information. Could the students produce a brochure for newcomers to the area?

Activity 3



This is an opportunity for role play based on the knowledge students have gathered in the first two activities, and should empower them.

Activity 4



Review the information about STIs and the students' knowledge of them before they do this. Read through the Did you know? with them. If necessary, they could do further research about STIs. For more information about the dangers of STIs, see page 53.

Activity Book

The case studies provide opportunities for students to practise using their knowledge and skills. The work could be done in pairs and/or shared with the class.

Reflections

Remind the students that it is important for all of us to be informed about health services, as without them people could become sick, stressed, depressed, left out and alone, or even die. They should be encouraged to follow up their work with discussions with their parents/guardians on their own healthcare status, checkups, etc. Remind them also to ensure that important medical documents are safely stored.



1

Eating for Health

Student's Book pages 36–37

Activity Book page 19

Key Life Skills

- Critical thinking
- Self-awareness
- Healthy self-management

CARICOM Core outcomes

- Assess personal eating habits.
- Appreciate the importance of selecting nutritious foods for a healthy lifestyle.
- Make appropriate food choices to avoid risk factors associated with lifestyle diseases.
- Assess the nutritional value of culturally diverse foods.
- Make varied choices to broaden experiences relating to eating and fitness.
- Demonstrate the ability to locate and utilise appropriate resources within the community, in regard to eating and fitness.

Objectives

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

- understand calories and the daily caloric requirements for young people
- appreciate the importance of caloric requirements
- use appropriate skills in maintaining caloric requirements.

Introduction

Write the word 'calorie' on the board and ask the students to say what they know about calories. Explain that our bodies get energy

from the calories contained in the foods we eat and that any excess calories we take in are stored in our bodies as fat. Let students know that to stay healthy and maintain the desired weight, we should take in just the right amount of calories to give us the energy needed to perform our daily activities. Tell them that it is a good idea for them to know the correct amount of calories their bodies need to stay healthy. To be specific about their exact calorie requirements, they should use a chart that takes into consideration their age, body type, gender, weight, height and activity level.

Activity 1



Place students in small groups and have the students read and discuss the Did you know? on page 36 and the case study about Garfield before answering the questions. Encourage them to use their critical thinking skills.

Activity 2



Read the text and the Did you know? on page 37 and discuss them with the students, asking questions.

You could bring a range of food packets and labels into class for students to look at or ask students to look at packets and labels on foods they have brought to school for lunch. Alternatively, take students into a shop or supermarket or to the school canteen to inspect food packets and labels there. Then let students do the individual activity at home for homework.

If you have computer access in your class, look at the websites named or some others to research the numbers of calories in different foods. Let the students share any surprises they find and discuss the calories in their favourite

foods. Name and discuss any foods which are very high in calories.

Activity 3



The students use their creative thinking skills to prepare a poem on how exercising, eating the right amount of calories and a balanced diet help to keep people healthy and fit. They then use their communication skills to present their poems to the class. They could use creative methods of presentation such as drama, a dialogue with a friend, or a group performance.

Activity Book

This focuses on students' self-awareness and critical thinking skills. Review the first activity with them and explain what is required. They should look at the daily calorie intake chart to determine how many calories they should be eating on average every day.

For the second activity, the students check the packets/containers of eight to ten food items they eat regularly to see how many calories per serving these items contain. Ask them to check each item to see how much of the item represents one serving. They should use this information to determine how much of each item they should be eating at any one time.

Discuss the idea that as a result of what they have learnt they may wish to choose a more varied diet, reducing high or 'empty' calorie foods and increasing foods such as fruit and vegetables.

Reflection

At the end of the lesson encourage the students to think about the importance of eating the correct amount of calories daily.



2

Eating for Brain Power

Student's Book pages 38–39

Activity Book page 20

Key Life Skills

- Self-awareness
- Healthy self-management
- Critical thinking

CARICOM Core outcomes

- Assess personal eating habits.
- Appreciate the importance of selecting nutritious foods for a healthy lifestyle.
- Make appropriate food choices to avoid risk factors associated with lifestyle diseases.
- Recognise the impact of socio-cultural and economic factors, as well as personal beliefs and choices related to eating and fitness behaviours.
- Assess the nutritional value of culturally diverse foods.

Objectives

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

- communicate research findings on energy-giving foods
- appreciate locally produced foods
- differentiate between protein-rich and carbohydrate-rich foods
- examine how their present diet supports optimal learning
- demonstrate critical thinking and communication skills in a debate.

Introduction

You could begin this lesson by asking the students how they feel when they try to do

school work when hungry. Explain to them that their bodies, including their brain, need fuel to keep healthy and to help them stay focused and to learn better. Let them know that eating a healthy, balanced breakfast every morning is important to their health. Remember that there are many reasons why students may come to school hungry such as poverty, illness, choice, etc., so be very sensitive while teaching this lesson. Let students discuss the factors which affect which meals they eat and which foods they eat at each – for example, cost, beliefs and cultural traditions.

Activity 1



Place the students in small groups and ask them to examine the picture. They should answer the questions and prepare their work on poster board to present to the class. Encourage them also to focus on the local foods they eat that are easily available, to see how well these foods contribute to their brain and general health. This activity uses self-awareness and critical thinking skills.

Did you know?

Go over the content of the box with the students and clarify any questions they may have. Ask them to provide examples for each point.

Activity 2



Write the debate topic on the board. Divide the class into four groups and use any method you choose to decide which teams are for or against the motion. Ask the students to review the topic and prepare the information for the debate. Each group will choose three students in their group to debate on their behalf. Decide on a panel of three or four to judge the debate

and prepare a simple rubric for the panel to use when judging. You could be the head judge, or you could choose a student. Explain debating rules to the students and conduct the debates. This activity helps students to build their communication, decision-making and critical thinking skills.

Activity Book

Explain to the students what is required for the first activity. Encourage them to keep track of the foods they eat for one week and to check to see which foods are protein-rich and which carbohydrate-rich. They will also check their diets to see how much of their food is produced locally. Healthy self-management and creative thinking skills are targeted in this activity.

Reflection

At the end of the lesson encourage the students to think about the foods they eat to determine whether these foods are good for their brain power and general health.



Student's Book pages 40–41

Activity Book page 21

Key Life Skills

- Creative thinking
- Communication
- Self-awareness

CARICOM Core outcomes

- Recognise and value fitness as another critical component of a healthy lifestyle.
- Make appropriate choices with respect to physical activity and exercise to attain and maintain a healthy lifestyle.
- Incorporate safety principles when engaged in physical fitness.
- Design and implement an age-appropriate physical fitness plan.
- Recognise the impact of socio-cultural and economic factors, as well as personal beliefs and choices related to eating and fitness behaviours.
- Make varied choices to broaden experiences relating to eating and fitness.

Objectives

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

- participate in healthy supervised exercise and fitness activities
- demonstrate positive attitudes towards exercise and fitness
- use appropriate skills while engaging in physical fitness.

Introduction

Encourage the students to talk about sports teams they belong to and any other physical

activities they engage in to keep their bodies active and fit. Ask a student to volunteer to talk about their activity and explain to the class why they enjoy it. Remember that some students may be too shy to talk in front of the class, so do not pressure them. Explain that being physically active does not only mean going to the gym, but includes all activities that get your body moving like walking, stretching, gardening, sports, dancing, drumming, etc.

Discuss the picture in the Student's Book with the class and talk about the benefits Sharlene enjoys from being physically active. Review the information box on exercise with the students. Discuss the factors that affect people's choice of activity, such as cost, availability, personal beliefs and cultural and family traditions. Encourage the students to try new ways of exercising which they might enjoy.

Activity 1



In this activity students are asked to discuss why exercise is important and the safety measures people need to follow when engaging in physical activities. These may include: consulting a doctor before starting, gradually easing into an exercise routine, warming up and cooling down before and after a workout, paying attention to what they are doing, learning from a trainer or someone knowledgeable. They will then write a short speech to say why exercise is a must, and present it to the class. This will help to build communication and critical thinking skills.

Activity 2



The students should remain in their groups for this activity, which is designed to build self-awareness, creative thinking and communication skills. They will discuss the things they do to

improve their well-being, then come up with a slogan to express why exercise is important and should be a part of their daily lives. When they have presented their slogan to the class, decide on the best two to place on the classroom wall.

Activity 3



The students can either remain in their groups or form new ones for this activity. Have them brainstorm and choose a name for their exercise club and come up with at least three or four exercise movements to demonstrate to the class. To encourage class participation, groups could have the entire class do the exercise along with them. Let them decide on music to play or sing while demonstrating their exercises. This activity enhances students' decision-making and communication skills.

Activity Book

The exercise chart activity focuses on students' self-awareness skills. Review the chart and explain to them what is required. Ask them to write in the month on the chart and the days above each column when they plan to conduct their exercise routine (e.g. Monday to Friday). Encourage them to think about and write activities they plan on doing in the activity row, under each day. They will then do these activities for the five days, review them daily and write their observations in the boxes for week 1. Encourage them to pay special attention to how they feel physically, their mood and any other changes they observe over this five-day plan. Remind students that any fitness routine must be accompanied by drinking lots of water and eating a balanced diet.

They can use the chart to carry on recording their exercise routine for the rest of the month, in the boxes for weeks 2, 3 and 4.

Reflection

At the end of the lesson encourage the students to reflect on the day's activities and use the knowledge gained to plan and include exercise and fitness activities in their routines.



Student's Book pages 42–43

Activity Book page 22

Key Life Skills

- Critical thinking
- Self-awareness
- Communication

CARICOM Core outcomes

- Recognise and value fitness as another critical component of a healthy lifestyle.
- Make appropriate choices with respect to physical activity and exercise to attain and maintain a healthy lifestyle.

Objectives

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

- demonstrate a sequence of exercise actions for stress reduction
- explain the benefits of exercise for stress reduction.

Introduction

If possible, begin this lesson by having the physical education teacher or an outside resource person come to the classroom and demonstrate simple exercises and stretches that the students could do to relieve stress and stay focused. Encourage them to do these exercises with the teacher and to express how they feel after the demonstration, e.g. more alert, relaxed, etc. The teacher should answer any concerns or questions that the students may have and go over safety guidelines that should be observed when doing these exercises.

Alternatively, obtain a suitable exercise tape with simple exercises and have the class exercise along to the tape. Review the Did you know? at this time with the students.

Activity 1



Place the students in pairs and have them study the picture and answer the questions, using their critical thinking and self-awareness skills.

Activity 2



Read the text before doing this activity. The students should remain in their pairs and discuss the benefits of exercising while studying. Ask them to add any other benefits they can think of. They can talk about movements or activities that people could do to reduce stress and anxiety and explain these benefits to the class, perhaps demonstrating one of the exercises.

Activity Book

This activity is designed to help students to start practising simple exercises to reduce stress and help them focus better while studying. For one week, the students will practise doing simple exercises. They will then use the chart provided to add more benefits to the exercise list and to tick off every day the benefits that they derived from doing the exercises. At the end of the week they can use this information to prepare a presentation to explain what they did and how this activity has helped them. They should present their work to the class, friends and family members.

Reflection

At the end of the lesson encourage the students to reflect on the day's activities and decide on how they could add simple exercises and stretches to their study routine to reduce stress and anxiety.



Student's Book pages 44–45

Activity Book page 23

Key Life Skills

- Communication
- Critical thinking
- Self-awareness

CARICOM Core outcomes

- Recognise healthy eating as a critical component of healthy living throughout the life cycle.
- Assess personal eating habits.
- Appreciate the importance of selecting nutritious foods for a healthy lifestyle.
- Make appropriate food choices to avoid risk factors associated with lifestyle diseases.
- Apply safe food-handling principles.
- Recognise the impact of socio-cultural and economic factors, as well as personal beliefs and choices related to eating and fitness behaviours.
- Demonstrate the ability to locate and utilise appropriate resources within the community, in regard to eating and fitness.

Objectives

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

- describe a balanced diet including appropriate quantities of its main components
- investigate the effects of lifestyle-related diseases
- develop suggestions for remedying lifestyle diseases caused by what we eat

- demonstrate self-awareness and critical thinking skills.

Introduction

Start by asking the students what they understand by poor eating habits. Have them give some examples, e.g. not eating a healthy breakfast, not eating foods from the major food groups daily, not eating balanced meals, eating too much salt, sugar and fat, eating portions that are too big. Ask them about diseases they are familiar with that are caused by poor eating habits. Let them know that there are times when people find it difficult to eat healthily because of their financial situations, but that they can still try to make the best food choices possible within their financial limits. Remind students also that it is always important to use safe food handling principles and to buy food from outlets that also use them. Discuss how safe food is an important part of good nutrition.

Activity 1



Ask the students to review the picture and discuss the various diseases that can be caused as a result of poor nutrition, and the effects of these diseases on the body. Encourage them to share with their group encounters they may have had with people suffering from any of these diseases. This could be an opportunity for students to research one or more of the diseases and report their findings to the class.

Remember that this may be a sensitive topic for some students, who may themselves be suffering from one or more of these diseases, perhaps because of poverty.

Activity 2



Ask the students to create a dialogue between a doctor and patient discussing poor nutrition and its effects on the body. Encourage them to use cut-out pictures or artwork to make their dialogue interesting and creative. They can present their work to the class by role-playing the doctor and patient discussion. This activity will help to build students' self-awareness, communication and creative thinking skills.

Activity 3



Ask the students to look at the Caribbean food group chart in the Student's Book page 45, or provide, if available, country-specific dietary guidelines to determine the following: what a balanced diet is; types of foods young people should eat to ensure a healthy, balanced diet; portion size that young people should eat from each food group; and how often a young person should eat in a day. You could give them an example of a healthy, balanced menu including foods from all the food groups, such as:

<p>Pan fried red snapper with rice and peas</p> <p>Side dishes of coleslaw and callaloo</p> <p>Pineapple slices</p> <p>Cold sorrel drink</p>
--

Encourage the students to talk in their groups about the foods they like to eat and determine which food group these belong to. They can also discuss the things that influence their choices, such as costs of foods, personal beliefs and cultural traditions. They will then design an attractive flyer to educate young people in their class and school about food groups, balanced diet and portion size.

Go over the points in the Did you know? box with the students and answer any questions they may have.

Activity Book

The students identify a disease that affects their family, or one that they are interested in learning more about. They then research the cause of this disease, activities you should do to protect yourself from getting it, and foods you should and should not eat when you have it. Using this information, they examine their current lifestyle to determine how well they are doing at preventing this lifestyle disease and what changes, if any, they should make to avoid it.

Finally, the students prepare a timeline of things they need to do to prevent themselves from acquiring this disease. Encourage them to be creative and make their timeline attractive. They should try to follow their timeline plan for one week.

This activity is geared towards building self-awareness and critical thinking skills. Choose one skill to focus on and if necessary revise the key steps with the students (pages 18 and 26), or debrief the activity by asking them about the steps they used.

Reflection

At the end of the lesson encourage the students to reflect on their eating habits and to determine whether or not they eat healthy, balanced diets that will help them to avoid diseases caused by poor nutrition.



Our Endemic Species

Student's Book pages 46–47

Activity Book page 24

Key Life Skills

- Communication
- Critical thinking
- Creative thinking

CARICOM Core outcomes

- Describe basic functions and characteristics of a sustainable environment.
- Appreciate the value of a sustainable environment.
- Appreciate the need for students, families and schools to work together to contribute to a healthy environment.
- Recognise ways human behaviour affects a sustainable environment.
- Demonstrate the ability to locate and utilise accurate, age-appropriate resources within the community, in regard to managing the environment.

Objectives

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

- explain what an endemic species (plant/ animal) is
- identify endemic species found in their country
- suggest reasons for protecting endemic species
- use communication and critical thinking skills to find out about environmental conservation/ protection agencies and their work
- use critical and creative thinking skills to prepare their own 'law' for protecting wildlife.

Introduction

In this unit, the concept of endemic species is continued from lessons in Level 4. Students are reminded that these plants and animals should be protected and the reasons for this. They are introduced to the idea of laws that protect these animals and plants, and consider what these laws might contain by writing their own 'law'. For background information on this topic see pages 70–71.

Activities 1 and 2



The first two activities involve finding out more about endemic plants or animals, thinking about and discussing reasons why they may be endangered, and researching how to protect them.

Activity 3



Encourage your students to discover more about their country's environmental protection agency and how it protects endemic species. They should then use creative thinking and advocacy skills to say why and how people can protect endemic plants and animals.

Activity Book

This guides the students to write their own environmental protection law to govern actions concerning wildlife. This gives them practice in written communication skills, so focus on this aspect, ensuring that they write clearly and simply.

Reflections

These encourage the students to suggest a personal action they can take in order to take responsibility for helping towards protecting their country's endemic species.



Student's Book pages 48–49

Activity Book page 25

Key Life Skills

- Decision-making
- Critical thinking
- Creative thinking

CARICOM Core outcomes

- Describe basic functions and characteristics of a sustainable environment.
- Appreciate the value of a sustainable environment.
- Appreciate the need for students, families and schools to work together to contribute to a healthy environment.
- Recognise ways human behaviour affects a sustainable environment.

Objectives

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

- explain the concept of sustainability
- distinguish between sustainable and unsustainable lifestyles/practices
- suggest at least three sustainable practices
- practise decision-making skills.

Introduction

This unit introduces students to an important concept: that of sustainability, the ability to keep environments healthy without damaging or destroying them. Despite many new developments, buildings and highways, it is possible to exist in harmony with the physical environment, so that it can be there for generations to come. For background information on this topic see pages 69–73.

Activity 1



This asks the students to think about their own environment and to what extent it is sustainable, thereby introducing the concept of sustainability. Share the groups' ideas with the class before moving on.

Case study and Activity 2



The case study describes two farmers with different lifestyle practices. Mrs. Johnson is careful and recycles on her farm, while Mr. Greene 'thinks big' and uses resources (land, chemicals, water, fuel) extravagantly. Be sure that the students understand how Mr. Greene has used up the resources in his environment, as well as possibly damaging it.

Sustainability means ...

Make sure the students understand the idea of the 3 Rs, if possible by setting up practical opportunities for them to do these things in class or in school – for example, by reducing the amount of paper they use, by reusing paper or other items, by recycling old paper to make papier mâché or new paper.

Activity 3

This asks the students to think of useful lifestyle practices for home and school (ways of conserving fuel, electricity, water, paper, etc.). They are using creative thinking here to consider different, new ideas.

Activity Book



The first activity extends Activity 1 in the Student's Book by getting the students to promise to take three steps towards living more

sustainably. The second activity requires them to use problem-solving skills to solve a local environmental problem.

Reflection

Ask the students to think about things they could do to have less impact on the environment.



Our Marine Ecosystems

Student's Book pages 50–51

Activity Book page 26

Key Life Skills

- Critical thinking
- Communication
- Empathy

CARICOM Core outcomes

- Describe basic functions and characteristics of a sustainable environment.
- Appreciate the value of a sustainable environment.
- Appreciate the need for students, families and schools to work together to contribute to a healthy environment.
- Demonstrate skills to select appropriate responses for reducing threats to the environment and priority environmental threats.
- Recognise ways human behaviour affects a sustainable environment.
- Demonstrate the ability to locate and utilise accurate, age-appropriate resources within the community, in regard to managing the environment.

Objectives

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

- review the definition of ecosystem, giving examples
- outline the benefits to humans and other organisms of two marine ecosystems
- describe at least two threats to marine ecosystems
- use empathy skills to consider the effects of changes on marine animals.

Introduction

In this unit critical thinking skills are necessary to do the various activities, so you may need to revise the key steps with your students at the beginning (see page 26). Encourage them to think about reasons why marine ecosystems are important and useful. The unit focuses on two systems, seagrass beds and coral reefs. For background information on this topic, see pages 71–73.

Activity 1



Ask the students to discuss in pairs the animals which live in seagrass beds, the benefits of having seagrass beds and how important they are to humans. They can use the information provided and also carry out further research.

Activity 2



This requires the students to work in groups to decide why seagrass beds and coral reefs are important. Ideas could include their importance for wildlife, fishing and tourism; as a potential source of medicines or other useful substances; as parts of nature or creation; for human leisure and well-being, etc.

Activity 3



Ask the students to look at the photograph and read the threats to marine ecosystems. They should consider in groups the effects of damage to ecosystems on both the organisms living in the sea, and on humans.

Activity Book

The first activity looks more closely at the effects of various events or actions on coral reefs.

The students are then asked to imagine they are a coral animal and think of the effects on corals of hotel development. They empathise with the coral and consider how it could be protected. This is one way of encouraging students to learn about the value of other living organisms.

Reflection

The students can carry out research by asking adults or using resources such as magazines, newspapers, books and the internet.



Mangrove Wetlands

Student's Book pages 52–53

Activity Book page 27

Key Life Skills

- Problem-solving
- Critical thinking
- Communication

CARICOM Core outcomes

- Describe basic functions and characteristics of a sustainable environment.
- Appreciate the value of a sustainable environment.
- Appreciate the need for students, families and schools to work together to contribute to a healthy environment.
- Demonstrate skills to select appropriate responses for reducing threats to the environment and priority environmental threats.
- Recognise ways human behaviour affects a sustainable environment.

Objectives

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

- describe the benefits of mangrove wetlands/swamps
- explain some threats to the sustainability of mangrove wetlands/swamps
- practise problem-solving and communication skills.

Introduction

The study of ecosystems is continued in this unit with a third example: the mangrove swamp. Students are again introduced to the benefits of an ecosystem as well as to the

threats to its existence, and to the idea of protecting it. For further information on this topic see pages 73–76.

Make sure your students understand that mangroves are not just swamps and unpleasant places where mosquitoes live; they are extremely useful.

Activity 1



Read the text and look closely at the picture with the students before they do this activity. It focuses on thinking about the benefits of mangrove swamps. For question 2 find out if any students have visited a mangrove swamp and elicit their impressions and views.

Activity 2



Encourage the students to find out more about mangroves, i.e. where they are located in their own countries, and whether they are being protected or not.

Activity Book

Communication skills are to the fore in the town meeting activity – a most useful and enjoyable one. Give the students about ten minutes to prepare their ideas and arguments quietly beforehand. It might be faster if you put them in smaller groups for each role. Remind them to use their problem-solving skills (see page 26). Allow them at least 20 minutes to hold the discussion and guide them to a conclusion. Question their conclusions! Let them argue their positions!

Reflection

This can be discussed before the students write down or share their answers.



Biodiversity

Student's Book pages 54–55

Activity Book page 28

Key Life Skills

- Communication
- Advocacy
- Critical thinking

CARICOM Core outcomes

- Describe basic functions and characteristics of a sustainable environment.
- Appreciate the value of a sustainable environment.
- Appreciate the need for students, families and schools to work together to contribute to a healthy environment.
- Demonstrate skills to select appropriate responses for reducing threats to the environment and priority environmental threats.
- Recognise ways human behaviour affects a sustainable environment

Objectives

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

- define the term biodiversity
- state the importance of biodiversity
- identify at least four threats to biodiversity
- use advocacy skills to show an appreciation for nature's biodiversity
- state the relationship between a healthy environment and people's health.

Introduction

This unit introduces a new term to students – **biodiversity**. They will explore why it is

important, what damages it and what can be done to protect it. For background information on this topic see pages 70–71.

Begin by looking carefully at the photograph and asking the students to describe what they can see. What plants and animals might live here? Compare the scene to any local forest or other environment.

Activity 1



This encourages the students to learn about the plants and animals in their own environment. Often, students think of exotic plants and animals when they hear about biodiversity, but there can be a wide variety in their own yards and the school grounds.

Activity 2



Read the text about the importance of biodiversity first. Then let students discuss the questions in Activity 2, developing their arguments.

Activity 3



Activity 3 asks the students to explore why biodiversity is important in a class debate about forest conservation. You could use the statement printed across the photograph on page 54 and discussed in Activity 2 as the motion: 'We need to cut down all the trees in this forest so we get enough wood for our use.'

Examples of arguments which agree with the statement include:

- You can plant trees and they will grow back.
- People need wood to build homes and furniture; they need fuel to cook. These

MANAGING THE ENVIRONMENT

things are vital for life.

- There are many other forests that can be left alone – this one should be allotted for cutting down trees.

Examples of arguments which disagree with the statement include:

- If you cut down all the trees, the soil will wash away and trees will not be able to grow there.
- Bare land often results in landslides – filling nearby rivers with silt and covering houses, farms, etc.
- If you cut down all the trees, the animals which live in that area will have nowhere to live.

Encourage the students to think of as many different reasons as possible – give them enough time to think and prepare. This activity encourages students to think, to argue their position, to negotiate and persuade others, and to begin advocating for their own beliefs.

Let the students read the text about the things which affect biodiversity. Ask them to suggest examples.

Activity Book

This focuses on coral reefs and encourages students to examine the effects on this ecosystem of a chain of events.

Reflection

This asks the students personally to identify ways in which they can make a difference to protect the biodiversity in their community.



How Can We Be Litter-Free?

Student's Book pages 56–57

Activity Book page 29

Key Life Skills

- Problem-solving
- Decision-making
- Critical thinking

CARICOM Core outcomes

- Appreciate the value of a sustainable environment.
- Appreciate the need for students, families and schools to work together to contribute to a healthy environment.
- Demonstrate skills to select appropriate responses for reducing threats to the environment and priority environmental threats.
- Describe benefits of adopting sound practices for reducing environmental health threats in the home, school and community.
- Develop an age-appropriate plan to reduce environmental threats in the home and school.
- Explore how the main factors contribute to the priority environmental health threats (e.g. agents, vectors and host).
- Demonstrate the ability to locate and utilise accurate, age-appropriate resources within the community, in regard to managing the environment.

Objectives

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

- explain what is meant by the terms litter, waste and pollution

- categorise the types of solid waste produced at school: paper, plastics, glass, bio-degradable, etc.
- discuss the importance of recycling and reusing
- use problem-solving skills to suggest ways in which littering can be reduced
- practise keeping the classroom/school litter-free.

Introduction

This unit focuses on litter and solid waste management – one of the most noticeable environmental issues in the Caribbean. Students examine how much litter is generated, some of the problems created by improper solid waste management and some environmentally friendly behaviours to reduce this problem. The main life skill here is problem-solving. For background information on this topic see page 78.

Before class, investigate any local opportunities there are for recycling – find out which organisations collect waste for recycling and what kinds of materials they take. It might be possible to start a recycling programme in school, where items for recycling get picked up on a regular basis. It may only be plastic bottles at first, as some organisations collect only one or two kinds of materials. This will also involve placing special bins in the school grounds to collect those types of materials (i.e. separating the garbage based on its type), so there will need to be an effort to raise awareness among the students so that they place their garbage in the right bins.

Activity 1 and Activity Book



Activity 1 and the Activity Book set out an exercise for the students to determine how much litter is produced in their own

surroundings. Because they are responsible for their own actions and may have contributed to the litter, students will also learn self-management from this exercise.

Activity 2



This examines the impacts of poor solid waste management. It is more than an aesthetic issue – people’s health can be affected. Garbage encourages disease-carrying animals (agents or vectors), such as rats and cockroaches. The issue of lack of space for land use can also be addressed by using the 3 RS.

Activity 3



The last activity encourages the students to think of ways they can handle garbage properly. This is supported by the Activity Book, which has students examine the different types of waste around them.

Discuss the idea and methods of composting with the students. If possible, set up a compost heap in the school grounds and use the resulting compost to grow flowers or vegetables.

Reflection

This asks the students to look at their own garbage disposal at home and be more self-aware.



Who Am I?

Student's Book pages 58–59

Activity Book page 30

Key Life Skills

- Problem-solving
- Communication
- Healthy self-management

CARICOM Core outcomes

- Appreciate the value of a sustainable environment.
- Appreciate the need for students, families and schools to work together to contribute to a healthy environment.
- Demonstrate skills to select appropriate responses for reducing threats to the environment and priority environmental threats.
- Describe benefits of adopting sound practices for reducing environmental health threats in the home, school and community.
- Develop an age-appropriate plan to reduce environmental threats in the home and school.
- Demonstrate an understanding of the relationship between a healthy sustainable environment and the quality of life in the school and community.
- Describe the benefits of a healthy sustainable environment as it relates to the socio-economic well-being of students, family, school and community.

Objectives

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

- explain the concepts of natural resources, limits and sustainability

- describe two natural resources used in their country
- use problem-solving skills to design remedies for threatened natural resources.

Introduction

In this unit students are encouraged to think about the future and to explore the concept of sustainability to see what they can do to ensure that *their* children will have access to the resources which they now enjoy. For background information on this topic see page 70.

Activity 1



This uses imagined news headlines to encourage the students to analyse a situation related to natural resources. You could conduct this activity using actual news stories of local events that are particularly relevant for your students.

Case study and Activity 2



This uses role play to discuss various issues in a fishing community – looking at how to ensure that they will continue to have fish in the area of the sea close to them. Sustainable fisheries are an important issue for many Caribbean countries, and may be directly relevant to some students.

Activity Book

The Activity Book supports Activity 1 in the Student's Book by having students determine which resources are renewable and which are non-renewable, and then make a plan for protecting one natural resource using problem-solving skills.

Reflection

The students can choose a natural resource which they care about, for whatever reason, and think about how they can try to care for and protect it for their children and grandchildren.



Student's Book pages 60–61

Activity Book page 31

Key Life Skills

- Advocacy
- Problem-solving
- Empathy

CARICOM Core outcomes

- Appreciate the value of a sustainable environment.
- Appreciate the need for students, families and schools to work together to contribute to a healthy environment.
- Demonstrate skills to select appropriate responses for reducing threats to the environment and priority environmental threats.
- Describe benefits of adopting sound practices for reducing environmental health threats in the home, school and community.
- Develop an age-appropriate plan to reduce environmental threats in the home and school.
- Demonstrate an understanding of the relationship between a healthy sustainable environment and the quality of life in the school and community.
- Describe the benefits of a healthy sustainable environment as it relates to the socio-economic well-being of students, family, school and community.

Objectives

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

- describe two examples of balance in the natural environment

- explain the necessity for human beings to help maintain environmental balances
- commit to caring for our environment by publicly persuading others.

Introduction

This unit stresses that all parts of the environment (including people) are interconnected and that different components of the environment depend on each other. It shows what happens when a component is removed or changed. For background information on this topic see pages 69–71.

Activities 1 and 2



The first two activities examine the links between parts of an ecosystem and the impact on the whole of removing one part of the system. Activity 2 allows students to empathise with creatures within the ecosystem and with humans trying to make a living, using role play.

Activity 3



Encourage the students to involve their parents or other family members by talking to them about where waste goes and how it affects the local environment.

Activity 4



The last activity takes the focus from the local community, and the Caribbean situation, to the whole world. Some environmental issues are global and the students should be able to discuss how actions in their country affect the whole world. This will help them begin to see themselves as world citizens with connections all over the Earth.

Activity Book

This encourages students to look at ways of improving a particular area and to use advocacy skills to encourage others to protect or improve the environment. They could work together on this activity in groups.

Reflection

Stress the need for co-operation at many different levels: with classmates, with others in the community, perhaps with students in other countries. This could be used as an opportunity for a school twinning exercise with a school in another country or continent, so that students could work together and exchange views.



Managing Natural Hazards

Student's Book pages 62–63

Activity Book page 32

Key Life Skills

- **Healthy self-management**
- Critical thinking
- Self-awareness

CARICOM Core outcomes

- Appreciate the need for students, families and schools to work together to contribute to a healthy environment.
- Appreciate the personal and collective role of students, their families and communities in either increasing or reducing exposure to environmental health threats.

Objectives

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

- explain two ways in which peoples' lives are affected as a result of natural hazards
- give three rules/guidelines for behaviour during natural hazards
- suggest three ways in which the effects of natural hazards could be lessened in the school and the home
- explain how we can prepare for selected natural hazards.

Introduction

This unit teaches important procedures that students need to understand in order to prepare for natural hazards, with a focus on hurricanes. Those countries that do not experience hurricanes can substitute periods of heavy rainfall – which require the same preparations and result in similar negative

impacts. For background information on this topic see pages 79–80.

You can refer to actual hazard events that have taken place in your country and use specific examples of what the impacts and experiences were from those events.

Activity 1 and Activity Book



These explore how the students would feel during a natural hazard event and aim to reassure them that feelings of fear and insecurity are normal responses and should not be hidden. They also look at positive actions that different people can take to prepare for an event.

Activities 2, 3 and 4



These activities focus on hurricane/hazard action plans for school and home.

Activity 5

Using their imaginations to think about how they would have felt and behaved in the situation described in the case study will help students to prepare themselves for natural hazards.

Reflection

This calls for students to use self-awareness and healthy self-management skills. See pages 18 and 19.

Answers for Activity Book 6

Most of the activities in the Activity Books are open-ended and do not have specific right answers. The answers will vary from student to student or from country to country depending on where the books are being used. However, some activities do have specific correct answers and these are provided here.

Page 5

2 a Listen **b** Apologise **c** Forgive **d** Seek help

Page 10

1 a How I see myself

b Being able to create a newborn

c How society expects males and females to act

d Beginning to like the opposite sex

e How I show someone I like them

Page 14

1 a Myth **b** Fact **c** Fact **d** Myth

Page 26

1

Hurricane Kenny moves across the country.	↓
People in the nearby town stop throwing garbage into the gully.	↑
Fishermen use dynamite to catch fish on the reef.	↓
The hotel nearby starts operating glass-bottom boat tours.	↑
The hotel nearby starts giving spear-fishing lessons to its guests.	↓
The school nearby teaches students about coral reefs.	↑
The sewage treatment plant nearby stops working.	↓
Rain washes a lot of silt into the sea and onto the coral reef.	↓
People stop eating parrot fish.	↑
The temperature of the sea water gets higher.	↓

Page 30

Tick: chair, book, orange, plant, fish

Circle: gas bottle, plastic bottle, tin can

Life skills steps for students – photocopy masters

The key steps on the following pages are adapted and simplified for upper primary students but you may need or want to simplify them further for your own students. To do this you may want to reduce the number of steps and/or simplify the language. For examples of more simplified steps see *Teacher's Guide K to 3*, pages 106–126.

(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/like/value about myself?
- What do other people love/like/value about me?
- I am good at ...
- How can I contribute?
- 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 or stressed?
- How do these feelings affect my behaviour?
- What is important to me? What do I value?
- What habits do I have?
- 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? Recognise when something isn't right.
- What should I do? Where can I get help?

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/need? (today/tomorrow/next week/when I grow up)
- Is it realistic?
- How much time do I have?
- Imagine getting to my goal.
- What steps will I take?
- Who can help me?
- What might stop me?
- How well am I doing?
- Celebrate each step.
- I can do it!

Coping with emotions

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?
Does it have good or bad effects?
- 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.
- Check you have understood correctly.
- Do not interrupt.
- Give them your full attention.

Communication

Key steps – Speaking

- What message do I want to tell others?
- Pick a good time.
- 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.
- If necessary take a break to calm down.

Interpersonal or relationship skills

Key steps

- Respect others.
- Try to understand their view.
- Listen carefully.
- Manage your emotions.
- Remember other people's names.
- 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.
- Keep eye contact and make sure your body language says 'No'.
- 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.
- Do not criticise or blame the other person.
- Describe the facts.

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 and teamwork

Key steps

- How can I help or take part?
- Respect others and help them too.
- 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 persuade them to help?
- How will I do or say it?

Critical thinking

Key steps

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

Creative thinking

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 students 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.

biodiversity: the variety of plants and animals (including micro-organisms) either in a particular place or on planet Earth.

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.

conscious consumption: understanding the effects of your own buying and consumption.

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.

endemic species: an organism that is found in only one country or region and nowhere else in the world.

endurance: the ability to do an exercise or activity for a length of time.

environment: everything around us, our surroundings. It can include a small area around the home or school, or even the planet Earth.

environmental health threats: health threats come from pollution (e.g. respiratory diseases), from natural disasters (e.g. flooding), from natural hazards such as insects, and from man-made hazards such as broken pavements.

extinct: extinct plants and animals are those which have died out everywhere in the world.

flexibility: the range of movements in body muscles and joints.

food chain: a flow chart showing the food connections between the Sun, plants and animals.

food groups: foods are commonly divided into six groups: staples, legumes, vegetables, fruits, foods from animals, fats and oils.

food web: a diagram showing the feeding interrelationships between animals and plants in an area or habitat.

gender: being biologically male or female; the social and cultural aspects of being male or female, which we learn as we grow up.

gender identity: knowing your own gender.

gender roles: the roles and expectations of men and women, boys and girls in society.

gender stereotypes: the commonly held, fixed ideas about gender roles.

global warming: the rising temperatures of the Earth which are affecting our climate and sea levels.

globalisation: the spread of large, international companies using raw materials and labour from many different parts of the world.

goals: objectives or targets.

greenhouse gases: carbon dioxide and other gases given off by natural and man-made processes which are trapping heat inside the Earth's atmosphere and causing global warming.

habitat: the home or environment of a particular plant or animal species; the place where that plant or animal lives that provides it with food, water, shelter and space.

habits: things we commonly do and which may be difficult to change.

health: physical, mental and emotional well-being, not simply the absence of illness.

healthy lifestyle: a lifestyle which includes healthy food, exercise or activity, rest and sleep, mental stimulation and social support.

HIV: Human Immuno-deficiency Virus.

hypertension: high blood pressure.

incest: sexual intercourse between people who are closely related in the same family, for example father and daughter, or siblings.

indigenous: a species that is native to a particular country, i.e. it was not brought there from another country.

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.

GLOSSARY

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 and 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.

universal precautions: the rules by which people can deal with the tiny risk of HIV transmission from contact with blood in accidents and similar situations.

values: beliefs in which you have an emotional investment.

GLOSSARY

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.