



Health and Family Life Education

for primary level



Author and advisor team:

Fortuna Anthony • Jenelle Babb • Pauline Bain • Hermione Baptiste • Vindra Cassie
Gerard Drakes • Clare Eastland • Mavis Fuller • Janice Ho Lung • Sharlene Johnson
Elaine King • Louise Lawrence-Rose • Nordia McIntosh-Vassell • Heather Richards
Glenda Rolle • Gina Sanguinetti Phillips • Rebecca Tortello • Esther Utoh • Pat Warner

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Foreword

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

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

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

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

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

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

FOREWORD

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

Douglas Slater, M.D., M.P.H.
Assistant Secretary-General
Directorate of Human and Social Development
CARICOM

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

1 Introduction to the HFLE Course



Background

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

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

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

The CARICOM Regional Curriculum Framework and regional syllabuses

The Macmillan Primary HFLE course has been written to follow the *CARICOM Health and Family Life Education Regional Curriculum*

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

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

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

Course components

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

factual information or stimulus material, and different types of activities – individual, pair and group. They encourage children to reflect on and discuss the issues.

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

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

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

Teaching approaches

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

The course takes a human rights perspective which can hold good for children (and teachers) of any religion or denomination, or none. Moral issues are frequently encountered in HFLE and can be discussed from religious viewpoints but this human rights approach provides a foundation set of values to help children build healthy attitudes and values regardless of their religious affiliations, and encourages respect in multi-ethnic classrooms. Helping children to develop their own values is an important part of Health and Family Life Education.

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

Behaviour change

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

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

A number of theories of behaviour change can help us understand this complex issue which is so important in aspects of healthy living such as preventing obesity, smoking or early sexual activity. It used to be thought that if people

were given the correct information, then they would change their behaviour. However it has now been realised that because choices about health and relationships are complex decisions, education has also to provide skills and take into account the socio-cultural factors which influence individuals.

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

Theories focused on the individual

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

Social theories

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

Social change theories

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

Environmental and economic theories suggest that behaviours are the result of the social environment and economic factors such as poverty.

The importance of participatory learning

Participatory or interactive methods are crucial for the teaching and learning of HFLE. Research

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

The role of the teacher

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

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

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

INTRODUCTION TO THE HFLE COURSE

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

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

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

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

A whole school approach

A whole school approach is critical to the success of the HFLE programme. Every adult who is involved with the school needs to know and accept that the HFLE programme is wholesome, necessary, relevant and important. You will need their full understanding and

support as partners as you implement the different aspects of the programme. First, enlist the support of your school board, sponsors, administrators and staff including cleaners, handymen, security guards, cooks and persons who provide food to the school. Then have discussions with parents, guardians, caregivers and community leaders disclosing the purpose and content of the themes.

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

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

Resources

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

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

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

PART 1 ALL ABOUT TEACHING HFLE

Health and Family Life Education Sample Lessons

http://www.moe.gov.tt/lesson_plan_pdfs

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

<http://tinyurl.com/qcbpfr6>

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

http://www.unicef.org/easterncaribbean/Final_HFLE.pdf

Health and Family Life Education Teacher Training Manual

<http://hivaidsclearinghouse.unesco.org/library/documents/health-and-family-life-education-teacher-training-manual-and-research-handbook>

Health and Family Life Education – National Family Planning Board

<http://www.jnfpb.org/guidance/FLE%20Information%20Package.pdf>

Macmillan Caribbean HFLE Course (Secondary)

<http://tinyurl.com/l39aeej>

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

Sexual Behavioural Change for HIV: Where have the theories taken us?

http://data.unaids.org/publications/irc-pub04/jc159-behavchange_en.pdf

Behaviour Change and HIV prevention Reconsiderations for the 21st century

<http://kff.org/global-health-policy/report/behavior-change-for-hiv-prevention-reconsiderations-for-the-21st-century>

Behaviour Change – A summary of four major theories

<http://www.fhi360.org/resource/behavior-change-four-major-theories>

PAHO: *Life Skills Approach to Child and Adolescent Healthy Human Development*, Leena Mangrulkar, Cheryl Vince Whitman, Marc Posner

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

Behaviour Change Theories – California State Polytechnic University

http://www.csupomona.edu/~jvgrizzell/best_practices/bctheory.html

Other links about HFLE:

Preventing HIV/AIDS in Young People: A Systematic review of the evidence from Developing Countries, WHO Technical Report Series: 938

<http://tinyurl.com/ctp5z4d>

UNICEF. *Health & Family Life Education... 10 Years & Beyond*. 2000, vol 2, Children in Focus.

http://www.unicef.org/easterncaribbean/cao_publications_cifhfle2.pdf

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

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

St. Lucia Primary HFLE Curriculum Guide

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

INTRODUCTION TO THE HFLE COURSE

Best practices:

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

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

Evaluation of the Health and Family Life Pilot Curriculum; Authors: Martin Henry, Joan Black; UNICEF 2006
http://www.unicef.org/jamaica/resources_9096.htm

2 Teaching life skills

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

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

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

What are life skills?

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

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

Life skills include: problem-solving, decision-making, critical thinking, creative thinking, communication, negotiating, assertiveness, managing interpersonal relationships, empathy,

self-awareness, coping with stress, and coping with emotions.

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

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

The CARICOM Framework groups life skills into three overarching types:

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

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

How to teach life skills

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

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

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

HOW TO TEACH LIFE SKILLS

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

Throughout the course units, three life skills are identified in each unit. They are also shown in the teacher's notes of each unit in Part 2 of this Teacher's Guide. These are not the only skills you could teach or practise from the units, but are intended as a guide for children and teachers. One of the three skills appears in **bold** and is the **dominant life skill** – the one it is recommended that you use that unit to teach and/or practise. We have identified a dominant life skill because it has been found that it is best to concentrate on one skill in each lesson, even if others are also used. However, you do not have to teach the dominant life skill in any unit – depending on your children's needs you may decide to teach or practise other life skills. The content or topics of the units provide the contexts for teaching the skills.

Each life skill is made up of key steps but these can vary with the age and abilities of the children. We have not included the key steps for each life skill within the unit, for lack of space, and avoidance of repetition, but they can be found in the section below and also on pages 106–126 in a photocopiable form for use in the classroom. They also appear for children's reference in some Student's Book and Activity Book units. Teachers may need or want to simplify or otherwise adapt the key steps for their children. With younger children it is best to have just two or three steps for them to remember. By Level 3, children may be able to cope with four or five slightly more complicated steps.

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

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

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

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

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

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

Core life skills and possible contexts

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

HOW TO TEACH LIFE SKILLS

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

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

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

Once you have identified the skill or skills you want to concentrate on in a lesson you will need to break them down for the children. This means translating the skill into specific key steps or parts for the children. Teachers should model or demonstrate these steps clearly. We have given examples of this for you in the next few pages, by providing the full steps for each skill for the teacher, and a simplified version for children. Photocopiable key steps are available on pages 106–126. Keep in mind that the specific steps

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

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

Teaching and developing life skills involves broadly three stages:

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

2. Developing and practising skills.

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

3. Maintaining skills and using them more widely.

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

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

Stages for the teacher

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

Some important life skills

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

106–126). Underneath these, in a box, is a translation and simplification of each set of steps into language which might be suitable for lower primary children.

Emotional/coping and self-management skills

Self-esteem

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

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

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

Key steps for teachers

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

Key steps for children

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

Self-confidence

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

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

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

Key steps for teachers

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

Key steps for children

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

Self-awareness skills

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

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

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

Key steps for teachers

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

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

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

Key steps for children

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

Self-monitoring

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

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

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

Key steps for teachers

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

Key steps for children

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

Healthy self-management

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

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

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

Key steps for teachers

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

Key steps for children

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

Goal setting

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

SOME IMPORTANT LIFE SKILLS

They increase motivation and give a sense of purpose.

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

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

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

Key steps for teachers

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

Key steps for children

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

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

Coping with emotions

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

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

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

Key steps for teachers

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

Key steps for children

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

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

Coping with stress

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

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

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

Key steps for teachers

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

Key steps for children

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

Tips for coping with stress:

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

Communication and interpersonal skills

Communication

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

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

SOME IMPORTANT LIFE SKILLS

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

Key steps for teachers – Listening

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

Key steps for children – Listening

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

Key steps for teachers – Speaking

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

Key steps for children – Speaking

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

Interpersonal skills or relationship skills

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

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

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

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

Key steps for teachers:

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

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

Key steps for children

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

Negotiation skills

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

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

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

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

Key steps for teachers

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

Key steps for children

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

Refusal skills

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

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

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

SOME IMPORTANT LIFE SKILLS

Key steps for teachers

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

Key steps for children

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

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

Assertiveness skills

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

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

How: Model assertiveness skills for the children and encourage them to discuss and then practise assertive responses to

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

Key steps for teachers

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

Key steps for children

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

Empathy

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

Importance: Empathy is important in caring for others and helps us to be more likeable and make good relationships. It helps us to be more

tolerant towards people unlike ourselves and to avoid judging or stigmatising others.

How: Encourage children to use their imaginations, use stories and 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 (the difference between the first and second step in the Key steps for children). For example, in the Kindergarten Student's Book Theme 1, Unit 4 (page 10), you could encourage children to empathise with either Melissa or her friend, the boy who stays in to play with her. To do this, they need to identify how the character is feeling: Melissa may be feeling sad and lonely, as she knows that all the other children will be playing outside; the boy may be feeling torn between playing outside with his other friends or staying inside to play with Melissa, who is also his friend. Ask children how they would feel in either of those situations. Get them to compare it with similar situations they have experienced. Ask them how they could support Melissa or the boy.

Key steps for teachers

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

Key steps for children

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

Co-operation and teamwork skills

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

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

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

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

Key steps for teachers

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

Key steps for children

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

SOME IMPORTANT LIFE SKILLS

Advocacy

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

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

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

Key steps for teachers

- Identify the issue or problem.
- Decide who needs to be influenced.
- Research information and make sure it is accurate.
- Present information in a way which will appeal and be persuasive.
- Present information implicitly or explicitly to be effective.
- Suggest different ways to solve the problem or make change work.
- Make sure that the suggested solution changes the behaviour or solves the problem.

Key steps for children

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

Cognitive skills

Critical thinking

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

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

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

Key steps for teachers:

- Ask questions about information and about their own and others' opinions. Begin by thinking about the most useful questions to ask. Ask questions such as:
 - What evidence is provided for that conclusion?
 - Where could you find evidence?

- How does the evidence impact the issue? How convincing is it?
- What assumptions are being made?
- Are there contradictory statements or evidence?
- Think about the answers. Are they useful or relevant? What additional information is needed?
- Evaluate the information.

Key steps for children

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

Creative thinking

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

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

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

Key steps for teachers

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

- Try out the new ideas and evaluate them.

Key steps for children

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

Problem-solving

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

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

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

Key steps for teachers

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

SOME IMPORTANT LIFE SKILLS

Key steps for children

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

Decision-making

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

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

How: Children can be encouraged to think critically about other people's choices and decisions using the mini-stories provided in the Student's Books and other examples you or they provide. Then they can think about past decisions they have made, which turned out well and which did not, and why. Get them to think in advance about their own decisions, keeping in mind their values and goals. Encourage them to consider the effects of various decisions on their lives. Use 'What if?' questions to present possible decision-making situations, such as asking 'What if your best friend offered you a cigarette?' As children consider the options this will help them to clarify and reinforce their values.

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

Key steps for teachers

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

Key steps for children

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

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

- The problem is whether to accept a cigarette that is offered.
- The choices are to: **A** say yes and smoke this one; **B** to take up smoking; **C** to appear to smoke and not inhale; or **D** not to accept.
- In this case you have to make a decision one way or the other.

- The options or consequences of each choice:

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

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

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

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

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

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

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

Resources

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

Key steps adapted from C Constantine, EDC, 2005-06-12 and David and Roger Johnson <http://www.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 children to think for themselves, develop ideas and suggest ways forward. It means reflecting, rehearsing and practising skills. Teachers can act as facilitators and help children to:

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

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

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

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

Pair work and small group work

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

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

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

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

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

children know they will have to report back to the class this helps to keep them on task.

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

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

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

Class discussion

This can be used to discuss a problem, issue or topic and children can learn from each other. Class discussions may be possible and useful depending on the size, maturity and other characteristics of your class. In order to keep everyone's interest, do not let the discussion go on too long, 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 40–44). If there are problems in keeping to them, discuss this with the class – what do they think is the best way of solving the problem? They could even apply problem-solving steps to this issue.

Examples of class discussion rules might include:

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

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

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

Brainstorming

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

Role play

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

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

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

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

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

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

Debrief using questions such as:

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

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

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

Using puppets, dolls or toys for role play

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

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

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

Questioning

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

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

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

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

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

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

Reading activities

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

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

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

Using mini-stories and case studies

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

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

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

Using longer stories and story-telling

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

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

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

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

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

Speaking and writing activities

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

Speaking and writing within HFLE could include:

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

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

Drawing and making pictures

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

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

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

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

Modelling

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

Using diagrams and charts

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

Using photographs and other illustrations

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

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

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

Imagining past and future

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

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

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

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

Reflection

In many units of the course, children are asked to reflect on issues for themselves. Teachers may of course use these reflection points in different ways, depending on the maturity and needs of their classes, but at times it is certainly good to allow individual children space to reflect – on how what they have learnt impacts on their own lives, their attitudes and values.

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

Using creative arts

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

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

Games and simulations

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

Children can invent their own games to help them learn.

Life skills cards or posters

When teaching specific life skills you may find it useful to have large cards or posters you can hold up or display listing the key steps for children. See the photocopiable resource for those on pages 106–126.

Using the wider community

Outside visits

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

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

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

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

Visitors in the classroom

Invite visitors into the classroom to speak with the children. Discuss this with the head

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

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

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

Voluntary activities

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

Lesson planning for HFLE

Although in most countries HFLE is not an examined subject, planning HFLE lessons is just as important, if not more so, because of the participatory life skills approach. You can use your normal lesson planning template but it

may be useful to keep in mind the following:

- Decide on the Regional Standard and core outcomes (in the CARICOM Framework or in your own national syllabus) that the lesson will focus on. Or, for Kindergarten, check the core outcomes or objectives for your national curriculum or syllabus. 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 72 onwards) which relate closely to the CARICOM Framework and national syllabuses.
- Decide on the life skill or skills and context and make sure that each fits well with the other. (Relevant life skills are noted on each double-page spread/unit of the Student's Books and in the teacher's notes on pages 72–104 of this book.) Make sure that the context chosen does actually elicit the chosen life skill.
- You may want to teach or revise the particular life skills steps (pages 16–28) before the main activity.
- Do not feel you need to focus on more than one life skill in any one lesson.
- Make sure you have the necessary resources, e.g. poster paper, markers, newspaper clippings, etc. where these are needed.
- Make sure that the main part of the lesson is an age-appropriate activity, interactive and participatory, and that you change the activity often enough for your children.
- It may sometimes be useful to begin with a non-threatening warm up activity and/or by linking this lesson's topic to previous ones.
- Make sure that instructions for all activities are very clear.
- Make sure that any activities, especially role plays, are properly debriefed and that you allow sufficient time for this. Help children to learn from the activities and each other and make any learning explicit.
- Make sure you allow enough time for children's questions and discussion of any issues.

EVALUATION AND ASSESSMENT

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

Evaluation and assessment

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

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

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

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

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

- motivating children
- planning future lessons.

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

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

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

Alternative assessment methods

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

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

- Portfolios are usually folders in which the child 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 child clearly to demonstrate that they have acquired the knowledge and skills laid out in the Regional Standards. Activities may include individual written, drawn or made materials, such as a report, cartoon strip, test, story or model, or a record of reflection about their learning. They can also include co-operative

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

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

Example of an alternative assessment rubric:

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

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

Self-assessment and peer assessment

In HFLE, more than other subjects, children can be involved in evaluation, by assessing their own progress and that of their partners or groups. Whole-class marking can also be useful as it allows discussion and sharing of ideas in a safe environment. While these kinds of assessment should never replace teacher assessment and should be carefully supervised and monitored, they also have many benefits:

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

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

The development of effective self and peer assessment takes time and effort. Teachers need to begin by modelling the process, for example, by showing how to give constructive feedback with detailed comments on a group role play, or

by providing a list of questions that children might ask themselves about the role play. This allows children to become familiar with the process.

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

Some rules for peer assessment:

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

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

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

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

Lastly, it is important to remember that not all objectives may be achieved at the end of an HFLE lesson or unit. Objectives of developing a life skill, value or attitude may require many sessions over the years. In these cases your assessment strategy must monitor and record skills development or attitude change over a considerable period of time.

Debriefing activities

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

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

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

Teacher self-evaluation

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

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

- Did I achieve the learning objectives?
- What motivated the children best?
- What got them talking and exchanging ideas?
- Do they understand the important concepts?
- Did all the children learn something?
- Should we have spent longer/less time on any area?
- Which parts of the lesson were most effective with which children?
- Were there problems with class control or attention?
- What can I do to improve it next time?

Creating a safe classroom environment for HFLE

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

Class rules or guidelines

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

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

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

For older children it may be helpful to ask them to discuss in pairs the issues of talking

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

Suggested rules for lower primary:

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

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

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

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

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

- Always listen to each other carefully, with respect.
- When one person speaks, everyone else listens.
- Take turns to speak; let everyone who wants to speak have a turn.
- No one has to say anything about themselves, their family or what they feel.
- Don't ask difficult personal questions.
- Don't tease others.
- Don't make rude drawings or jokes with sexual meanings.

- Don't whisper when someone is speaking.
- Keep class discussions confidential. That means, when you are outside the class you don't talk about what was said in class.

The following are some useful rules for teachers:

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

Question box

It may be a good idea to have a question box in the classroom so that children can write down any questions they don't want to ask out aloud. Children put their questions in the box and the teacher takes them out and answers them later.

No one, not even the teacher, needs to know who asked which question.

Confidentiality

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

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

Creating a positive atmosphere

In order to teach HFLE effectively the teacher needs to create a positive atmosphere which is conducive to learning and feels safe and friendly. Children need to feel their views are

respected, that they can ask questions (even apparently 'silly' questions) without ridicule. They need to feel that the learning material and methods are interesting and relevant.

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

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

How the teacher behaves is important in creating the right atmosphere. The teacher needs to be the role model for behaviour. You will need to model respect for others, be open to questions, seek children's views and take them seriously. You need to show respect for each child, value and respond to their opinions, and find opportunities to praise them.

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

Class norms

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

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

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

Dealing with inappropriate behaviour or language

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

Some classes and individual children may react in a challenging way to HFLE, perhaps because of fear, embarrassment, confusion or immaturity. Challenges may include trying to shock by saying things which are rude or sexually explicit, asking difficult questions,

asking personal questions of the teacher or other children, and making silly comments to disrupt the class or make other children laugh. Other children's embarrassment may make them stay silent or giggle nervously.

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

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

Dealing with difficult issues and sensitive topics in the classroom

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

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

to bear in mind the life skills and human rights perspectives of the course, when responding.

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

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

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

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

Many of us find it difficult to talk openly about sex and sexuality. Some teachers may feel shy

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

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

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

INVOLVING PARENTS

They need to be comfortable with themselves and their own family relationships, their sexuality, their relationship to issues such as healthy eating and exercise, and even with their responses to environmental issues.

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

- How do you feel about yourself: physically, socially, mentally, spiritually, emotionally?
- What is your relationship with food and exercise? Does the school have a policy on junk food?
- How well do you look after the environment? Does the school have a policy on environmental issues?
- Do the moral standards and expectations for men and women differ in your community – for example in relation to domestic violence or unfaithfulness?
- How would you respond to a child who told you they were being abused, or reported domestic violence?
- Are children at risk from internet use or cell phone practices?
- How would you respond if a child disclosed they were being bullied, or alternatively that they were bullying another child?
- How does the community respond to teenage pregnancies or homosexuality?
- How do you think you would feel if you found out someone close to you had HIV?
- How would the school deal with sex between a teacher and child?
- What are community attitudes to different ethnic or religious groups?

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

Involving parents

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

Involving parents is a great challenge as well as an opportunity. Regardless of cultural and socio-economic backgrounds, parents the world over love their children, want the best for them and are willing to support schools to teach them important life skills and keep them safe. As teachers it is vital that we reach out to our parents to involve them in this work. This is especially important because of the sensitive and sometimes controversial topics which may come up in HFLE classes. You might consider writing a letter to parents to explain the purpose of HFLE and what it covers, perhaps also reassuring parents about the topic Sexuality and Sexual Health (which is age-appropriate and relates mainly to safe touch and gender differences between boys and girls), and saying that children will be encouraged to share what they learn with their parents.

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

- Stage a sensitisation session for parents on the key components of the HFLE curriculum – i.e. explain that as the course progresses, you will be asking them to share stories about friendship, healthy menus using 'glow, grow and go' foods, and environmentally friendly practices.

PART 1 ALL ABOUT TEACHING HFLE

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

Resources

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

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

Evaluation:

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

Criteria as a checklist for evaluating an English lesson: *Criteria for evaluating lesson effectiveness*
<http://eteachermethods.wikispaces.com/file/view/Criteria+for+Evaluating+Lesson+Effectiveness.pdf>

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

INVOLVING PARENTS

Assessment Strategies:

<http://tinyurl.com/lzrcvn8>

Rubrics:

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

Involving parents:

Involving parents in children's education: CXC document pages 11 and 12

<http://www.cxc.org/SiteAssets/CPEADocuments/HandbookforAdministrators20December2011.pdf>

4 Background and resources for the four themes

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



Self and Interpersonal Relationships theme

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

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

Relationship with self

We all need to process and understand self in order to attempt to enjoy and manage relationships. Inviting the young children

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

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

Relationships with others

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

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

Responding to violence at home, in school and in the community is a daily challenge in our society. Understanding and embracing the skills of managing emotions, effective communication, assertiveness and negotiation prepares children to display behaviours that could significantly reduce violence. Enabling young children to manage their emotions better leads to happier and more effective classrooms.

The wider world

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

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

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

Resources

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

<http://kidshealth.org/kid>

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

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

Sexuality and Sexual Health theme

The regional standards for this theme focus on an understanding of human sexuality; the factors which influence the expression of sexuality; reproductive health; acquiring values, skills and knowledge to understand their own sexuality and reduce their vulnerability to risks and problems such as HIV and AIDS; and accessing sources of sexual health information and services.

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

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

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

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

Spread of diseases

Some diseases are infectious, such as colds and 'flu, while others, such as asthma, sickle cell anaemia and diabetes are not. Common

infectious diseases are caused by either bacteria or viruses. Usually our immune system deals with these diseases and gets rid of them. Sometimes we may need antibiotics to deal with bacterial diseases such as chest infections.

Infectious diseases are spread in a number of different ways:

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

Handwashing rules

Wash hands before:

- preparing food and eating
- treating a cut.

And after:

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

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

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

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

Caring for the body – personal hygiene

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

Hair

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

Mouth, teeth and gums

Bacteria in the mouth grow on teeth and gums forming dental plaque, which attacks the

teeth and gums and causes disease. Keeping the mouth clean will protect against tooth decay, toothache, bleeding gums, tooth loss, discoloured teeth and bad breath.

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

Difficult topics

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

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

Masturbation

This is when a person touches themselves sexually to reach orgasm. It is a way of

expressing sexual feelings. Research shows that most people masturbate at some point in their lives. It does not harm the body and may help with abstinence. It is safer to masturbate than to have sex and risk getting pregnant or getting HIV. And it is better to masturbate than to harass others. But some people say masturbation is wrong. There is no truth in the many myths about masturbation, such as that it makes you blind, or mad, or that it makes you lose interest in sex.

Sexual orientation

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

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

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

Sexually transmitted infections (STIs) or diseases (STDs)

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

ABC and risky behaviour

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

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

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

Even quite young children may be at risk from these behaviours, especially from predatory adults, depending on their situations. By thinking about the possibilities and consequences beforehand, children can more easily plan to abstain and stay safe, to practise refusal and assertiveness skills and to use them as necessary.

HIV transmission

HIV is present in all the bodily fluids of a person with HIV, but mainly in blood, semen and vaginal fluids. It can be transmitted through breast milk too, but the amounts present in saliva and tears are so small that these fluids are not routes of transmission. HIV does not spread from person to person very easily. It is killed by heat and by drying and does not live long out of the body.

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

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

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

HIV is **not** transmitted through faeces or urine (unless they contain blood), nor by insects such as mosquitoes, nor by casual everyday contact. You cannot catch HIV by living with someone with HIV, sharing food, utensils, towels or toilets, or by shaking hands, hugging or kissing on the cheek. The risks to health workers are

low – they need to come into direct contact with an infected person's blood and themselves have a cut or sore through which the virus can enter their body.

When talking about HIV and AIDS with children, it is important to use the two terms correctly – HIV is the virus which is passed from one person to another, whereas AIDS is the syndrome or group of associated diseases that people with HIV may get as their immune system becomes compromised. In practice, today, although HIV is still spreading, there are very few people with AIDS because treatments have improved greatly, enabling people with HIV to stay well.

Universal precautions

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

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

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

Voluntary counselling and testing (VCT)

The only way for someone to know if they have HIV is to go and get tested. When they go for testing they will usually receive counselling both before the test and after the test when the results come. The result of an HIV test is confidential. The counsellor should help the person to decide whether and whom to tell if the result is positive and give them help and advice about safe practices whatever the result.

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

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

Treating HIV

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

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

Stigma and discrimination relating to HIV

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

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

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

Resources

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

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

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

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

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

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

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

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

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

All aspects of sexual health <http://www.likeitis.org>
<http://www.nhs.uk/Pages/HomePage.aspx>

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



Eating and Fitness theme

The regional standards for this theme focus on healthy eating choices, reducing the risk of lifestyle diseases, understanding their own fitness and fitness choices, examining the factors which affect these choices and accessing age-appropriate information. Some of the main issues and concepts covered in

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

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

What is health?

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

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

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

Social health is influenced by the quality of our relationships with our families and others. Spending quality time together, communicating, helping others, giving gifts and showing appreciation are some ways of maintaining social health.

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

The different components of health do not exist in isolation but interact with and influence each other. For example, physical illness may affect social health because it can limit social contact and even cause stresses in

relationships with those who have to take on the role of caregivers. Similarly, mental illness such as depression can actually cause physical symptoms like pain and loss of energy and may cause the affected individual to withdraw from social interactions.

Nutrition

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

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

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

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

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

Vitamins

There are many different vitamins in food which are essential for a healthy body. We only need small amounts of them. Some need to be taken into the body every day (water-

soluble vitamins), others (fat-soluble vitamins) are needed less frequently as they can be stored in the body's fat. Vitamins help the body's processes and some have very specific functions. Some common examples are listed below:

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

Minerals

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

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

Balanced diets and multimix principles

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

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

Vegetarian meals

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

Some religious dietary rules

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

- Adult Catholics fast on Ash Wednesday and Good Friday, and those aged about 14 years and older do not eat meat on Ash Wednesday, Good Friday and all the Fridays during Lent.
- Seventh-Day Adventists do not eat pork and its products, nor fish without scales and fins. These foods, according to their beliefs, are unclean. They do not drink alcohol.

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- Rastafarians eat strictly *I-tal* which means natural and clean. They do not eat pork or fish more than twelve inches long and food is prepared without salt. Rastafarians do not drink alcohol, milk or coffee.
- Muslims do not eat pork and its products, nor meat from animals with claws such as crabs. They do not drink alcohol. During the month of Ramadan, a time of fasting, they do not eat or drink during the day.
- Hindus do not eat beef because the cow is considered to be sacred, and most Hindus are vegetarians.
- Many Buddhists and Sikhs are also vegetarians.
- Jews do not eat pork or shellfish, and many observe other rules, such as not eating meat and dairy products in the same meal.

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

Food safety

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

Some food safety principles are:

- Wash hands with soap and water before preparing and handling food.
- All cuts or sores should be bandaged before handling foods.
- Ensure that all cooking and serving utensils are clean before use.
- Carefully wash fruits and vegetables before eating raw or cooking.

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

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

Requirements for safe food handling by vendors

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

Food labelling

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

- Name of the food

- Nutrient facts
- Name and address of the manufacturer, distributor or packager
- Net weight or volume
- Preparation directions
- Storage instructions
- Dates e.g. 'sell by', 'best if used by' and expiry dates.

Ingredients listing

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

The nutrition facts label

This panel on the label gives information on the following:

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

Physical fitness

The benefits of physical exercise

Regular physical activity is recognised as being an essential component of a healthy lifestyle. Such activity is important at all stages of life. Children and young people should be encouraged to be physically active because the benefits reach into adulthood. The risk of developing chronic 'lifestyle' diseases such as diabetes and hypertension (high blood pressure) can be significantly reduced by engaging in regular physical activity from an early age.

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

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

- Muscles become stronger and respond more efficiently when active.
- Joints move more freely and this helps prevent the development of arthritis.
- Bones are strengthened and protected from becoming brittle.
- Exercise can help in weight control by reducing the amount of body fat present.
- During exercise the heart beats harder and faster and this makes it healthier. This helps reduce the risk of heart attacks and also improves blood circulation.
- Improved blood circulation causes the blood vessels to be more elastic and this reduces the risk of developing hypertension.
- The lungs become stronger and their capacity increases. This means that more air can be inhaled and oxygen transferred faster into the blood.
- The risk of developing diabetes is reduced since excess blood sugar and body fat are used during regular physical activity.

- Physical exercise releases hormones called endorphins, which promote a feeling of well-being, and helps the body reduce stress levels.
- The overall functioning of the body is improved as food digests more effectively, bowel movements occur more regularly, the kidneys function better and increased perspiration removes waste products through the skin.
- Individuals may feel better about their bodies and health and so experience higher levels of self-esteem.

Physical fitness comprises:

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

- Flexibility – the ability to move joints and stretch muscles through their full range of motion. Slowly stretching muscles which move the major joints (e.g. joints of the arms and legs) increases flexibility. Flexibility is important in preventing injuries to muscles and joints. It also help persons to bend and move easily.

Planning fitness programmes

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

- Training should be done at least three days a week with sessions spread out over the week.
- Sessions should last for at least 20 minutes during which exercises are done to improve fitness in cardio-respiratory endurance, muscular strength, muscular endurance and flexibility.
- Training should start at an intensity suited to the person's current level of fitness and should increase in intensity as the body becomes adapted to the exercises.

Additionally, each training session should include the following phases:

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

lactic acid which would have built up in the muscles during training. It also prevents blood from accumulating in the muscles, muscle soreness and stiffness.

Safe exercise

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

- Wear appropriate safety gear or use appropriate safety equipment.
- Drink plenty of water during or after exercise.
- Warm up at the beginning and cool down afterwards with appropriate exercises.
- Take especial care to monitor any children with health problems such as asthma, and if in doubt they should check with their doctor.
- Increase exercise gradually over a period of time.

Eating and fitness behaviours

Eating behaviour

Eating behaviour is influenced by the following factors:

1. Economic factors
 - The amount of money an individual or family possesses usually determines the quantity and types of foods which can be purchased.
2. Biological factors
 - Age – a baby has special dietary needs and habits because of its early stage in life. The 'growth spurt' characteristic of the teen years is generally associated with an increase in food consumption. The elderly also have special nutritional needs/behaviours related to a reduction in activity levels and the body's ability to digest food as efficiently as before.
 - Gender – the greater muscle mass of males requires more energy to function optimally and so men tend to eat larger quantities of food than women. The

loss of blood during the menstrual cycle requires that females have more iron in their diets than males. Pregnancy is marked by special nutritional requirements and behaviours.

- Health issues – persons with health conditions like diabetes, hypertension, stomach ulcers and high cholesterol levels need to limit the kinds of foods they eat.
3. Social factors
 - The influence the peer group extends to eating behaviours, since there is a tendency to follow the eating patterns of the rest of the group.
 - The influence of the media on lifestyles is undeniable. Food advertisements and television programmes showing the eating habits of other cultures influence eating behaviours.
 4. Cultural factors
 - Traditions – national and family traditions influence eating behaviours daily and seasonally. Families may traditionally eat main meals around noon or in the evening. Larger quantities and special types of foods may be eaten related to the ‘season’ of the year being celebrated nationally.
 - Ethnicity – there are foods which are associated with specific ethnic groups e.g. Indian, African, ‘Creole’, Chinese food. Ethnic groups may also have different eating patterns in terms of the quantities and types of foods which are eaten for breakfast, lunch and dinner.
 - Religion – some religious groups place restrictions on the types of food which may be eaten. For example, some religions forbid the eating of pork or beef and some advocate vegetarianism. Fasting also plays a role of varying prominence among religions. See pages 56–57 above.

Fitness behaviours

Factors influencing fitness behaviours include:

1. Economic factors
 - Some fitness activities are more expensive the others in terms of equipment, gear, facilities and special supervision/training which may be required.
2. Biological factors
 - Age – the age of a person influences their physical capability to engage in different kinds of fitness activities or the frequency and intensity of the activity. For example, young persons may be able to engage in very vigorous activities like football while the elderly might find walking more suited to their abilities.
 - Physical attributes and abilities – a person’s physical attributes and abilities may either enhance or reduce their tendency to participate in specific fitness activities. For example, someone who is very short may shy away from participating in basketball while someone with a naturally muscular build may be drawn to weight training.
 - Health issues – certain health conditions such as heart conditions, sickle cell anaemia and respiratory disorders (e.g. asthma) may limit individuals to certain types of fitness activities which are safe for them.
3. Social factors
 - The media and peers influence fitness behaviours in much the same way they influence eating behaviours, by stimulating the desire to ‘fit in’ or subscribe to some standard that is portrayed as desirable. The media tends to portray thin and muscular physiques as the most desirable body types and may advocate frequent high intensity workouts using various expensive pieces of equipment.
4. Cultural factors
 - Gender roles – fitness activities may be labelled as being ‘female’ and ‘male’

activities in some cultures. So females may be discouraged from participating in activities that are seen as masculine in nature and vice versa. For example, some still think of activities like football and cricket as being predominantly masculine sports.

- Ethnicity – there may be the perception that certain ethnic groups excel at specific fitness activities.
- Traditions – some families have fitness traditions which are passed on from parents to children.

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

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

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

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

Saturated fats are usually solid at room temperature and are found in meat, poultry and dairy products. Saturated fats contribute to the level of 'bad' cholesterol in the blood which

increases the risk of heart disease. Fat deposits block blood vessels which supply the heart and this can lead to heart attacks. Unsaturated fat is usually liquid at room temperature and is found in fish and plant products.

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

Reducing salt

- Always check food labels for the salt or sodium content. A product high in salt is one that has above 1.25g of salt per 100g or 0.5g of sodium per 100g. A product low in salt is one that has 0.25g or less of salt per 100g or 0.1g or less of sodium. The daily value for sodium based on a 2000 calorie daily diet is 2400mg.
- 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. 20g or more of fat per 100g is considered high while 3g or less per 100g is considered low in fat. In terms of saturated fat, 5g or more per 100g is considered high and 1g or less per 100g is considered low in saturated fat. The daily value for total fat based on a 2000 calorie daily diet is 65g while that for saturated fat is 20g.
- Eat lean meats or trim fat from meats and poultry.

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- 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

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

More about vitamins:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

US FDA/CFSAN (2006) *How to understand and use the nutrition facts label*
<http://www.fda.gov/food/IngredientsPackagingLabeling/LabelingNutrition/vcm274593.htm>

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



Managing the Environment theme

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

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

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

Biodiversity

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

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

Biodiversity is also affected by removal of habitats and therefore loss of species, for example, when people clear land for farming; by pollution of our land, air and water; by climate change, which causes heavier rains, more droughts, stronger storms, higher temperatures in some places and rising sea levels; by introduction of new species which often crowd out native plants or kill

native animals; and by over-exploitation – harvesting too many plants and animals so that they cannot replace themselves, such as overfishing.

The environment

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

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

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

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

Pollution and health threats

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

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

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

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

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

Global warming and climate change

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

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

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

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

Global warming results in:

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

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

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

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

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

Many of the technical and human solutions to this problem are already within reach or actually available. The problem is whether we can act together in time. Human solutions depend on millions of individuals and families acting together, for example, even by switching off a TV at the plug at night, rather than leaving it on standby, we can save a quarter of the electricity the TV would use over a year. There are lots of small actions like this which we can take and which children can identify, to save energy. Technological solutions can come in the form of more energy-efficient appliances, such as electric vehicles, and renewable energy sources such as solar cell phone chargers, solar (pv) panels and solar thermal panels, hydro-electricity, wind power turbines and newer ideas such as bio-energy from algae.

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

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

Water resources and conservation

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

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aquifer. Rainfall replenishes both surface water and groundwater.

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

Health threats from polluted water include:

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

Reducing waste

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

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

- Resources – use less of them

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

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

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

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

Sustainable living

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

Pollution and environmental diseases

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

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

Resources

Leptospirosis

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

Malaria

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

Dengue fever

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

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

www.adbusters.org/campaigns/bnd

Water resources

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

The story of stuff – resources, production

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

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

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

To download 'Our Planet special issue Caribbean Environment Programme' UNEP
http://www.unep.org/publications/search/pub_details_s.asp?ID=3895

Caribbean coral reefs and threats

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

300 topics about the environment

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

Imaginative recycling tips

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

Part 2 Teacher's notes to accompany the Kindergarten Student's Book



Introduction

There are 19 Units in the Primary Health and Family Life Education (HFLE) Kindergarten Student's Book. Each of these units can be divided into two to four twenty-minute lessons depending on the level of interest of the children and the pace of teaching. HFLE can be introduced at Circle Time early in the morning and/or developed later in the day during the Creative Learning Session or at other appropriate and relevant times. In these sessions children should engage in participatory activities in order to experience and practise the skills being taught.

As there is no CARICOM Curriculum Framework for Kindergarten or early childhood, the units have been designed to cover themes and topics relating to the CARICOM Regional Curriculum Framework Ages 5 to 12 and the Caribbean Consulting Group early childhood HFLE syllabus (adopted by Jamaica) for approximately ages 3/4 to 5. Related CARICOM core outcomes are given at the beginning of each unit below.

Each unit of the Student's Book occupies a single page or a double-page spread. The book and its units are divided into pages which are largely stimulus for discussion, role play, etc. and activities, which are designed to be used by the children and require them to circle, draw or write/trace something. On each spread there are notes and suggestions for teachers and/or parents, in small type, for how to use the book with the children. Life skills are identified for each unit with the dominant or main life skill in bold.

The role of the Kindergarten practitioner

As a Kindergarten or early childhood practitioner, your role is that of a facilitator who encourages the children to take an active part in every lesson. An effective and efficient Kindergarten practitioner reinforces learning by presenting the situations, asking questions, drawing from the children's knowledge and experience, listening to their responses and leading them so that they will gain new knowledge through clear thinking instead of just giving them all the information. When necessary, introduce and teach new information which is relevant and age-appropriate, but avoid giving too much at one time.

Your body language, tone of voice and attitude will often be more important than your words. The children are watching very carefully and learning much more from your facial expressions, gestures and tone of voice than from your words. So, for example, if you frown when you are talking with them about eating vegetables and fruits, they will get the message that vegetables and fruits are not really nice or good for them. If you appear shocked and respond in a judgmental way when they give you information that you find surprising, for example, when topics pertaining to violence or sexuality and sexual health are being discussed, they will get the message that it is better to keep quiet than to share information about these subjects with you and the group. So be aware of both the nonverbal and verbal messages you are giving at all times.

HFLE life skills

A life skills based curriculum is student-centred and emphasises the development of a number of skills which will help children grow, develop, and learn to cope better in their homes, schools and communities. For each unit, there is a dominant life skill which should be the main focus. There are also some additional life skills which are relevant that have been included to expand the focus of the topic. Since this is a small book for little children, it would be impossible to present topics that adequately treat all the life skills that are part of the CARICOM Regional Framework document. Even the treatment for the ones included in the textbook is not exhaustive. We depend on you to use your creativity and experience to facilitate the lessons.

As we have seen in the main Introduction (page 12), the HFLE CARICOM Regional Curriculum Framework groups life skills into three main categories: Cognitive, Emotional/Coping, and Social. For simplicity, only six life skills from the groups are described and used in the HFLE Kindergarten Student's Book and the notes

below: **Decision-making** and **Problem-solving** from the Cognitive group, **Self-awareness** from the Emotional/Coping group, and **Communication, Refusal** and **Empathy** from the Social group. The table below gives some simpler definitions of these skills for you to keep in mind. These skills' definitions are NOT intended for use with the children. Life skills key steps can be introduced at a much simpler level, suitable for Kindergarten children, for example:

Decision-making: What are the options?
What are the consequences of each option?
What is the best option?

Problem-solving: What is the problem? What are the possible solutions? What is the best solution? Why? Act on it.

Self-awareness: I know how I feel, I know how I behave.

Communication: Listen carefully, speak clearly.

Refusal skills: No, Go, Tell.

Empathy: I can imagine what you are thinking and why.

Skill	Kindergarten/Early Childhood Definition
Decision-making	The ability to make choices about what to say and what to do after thinking carefully about the consequences.
Problem-solving	The ability to identify a problem and possible solutions and identify the best solution.
Self-awareness	The ability to identify one's own feelings, give a name to those feelings and describe one's behaviour related to the feelings.
Communication	The ability to express oneself in ways that are appropriate, respectful, and non-violent; the ability to listen, understand and respond to verbal communication.
Refusal	The ability to say a firm 'no' to someone and really mean it.
Empathy	The ability to imagine what another person is feeling, guess how another person is thinking and do or say something appropriate to encourage that person.

Preparation

Adequate preparation before facilitating the units in the text is a must.

- Always look carefully at the illustrations on the relevant pages of the HFLE Kindergarten Student's Book and read the section of notes in smaller type for teachers and parents as part of your preparation for each unit.
- Check the Teacher's notes over the following pages related to the particular unit for additional information and, of course, do your own research in order to become very familiar with the topic.
- You will find some background information on the four themes on pages 48 to 68 of this Teacher's Guide, but these are for your information – they are not at a level suitable for the children.
- Above all, observe the children and use examples based on your observations to help them to make the practical links for each topic.

Try to avoid appearing to condemn children if they do or say childish things or if they don't grasp what you are teaching very quickly. Always remember that HFLE is a subject designed to develop skills for life and repetition is necessary for reinforcement.

Feelings

The first unit in the text looks at the topic 'My Feelings and Your Feelings', which is very important for children at this stage of development. The treatment of the topic is not exhaustive, so you are free to introduce other relevant ideas and books as you relate to your group.

This is a topic to which you must return very often in order to help the children to identify particular feelings, the situations and circumstances when they are aware of them and the ways in which they behave when they are experiencing these feelings. It is also very important to help them to choose socially appropriate ways of behaving to replace inappropriate behaviours.



Student's Book pages 4 and 5

Key Life Skills

- Self-awareness [dominant skill]
- Empathy
- Communication

CARICOM Core outcomes

- Demonstrate an awareness of self, their individual attributes, strengths, uniqueness, when relating to own family and in the classroom.
- Display respect and tolerance in social interactions with peers and others who may be different.

Objectives

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

- say how they think the boys in the picture story feel
- say how they (the children in their class) are feeling
- talk about the ways they themselves behave when they are happy, sad or angry
- list at least two appropriate ways that they can behave when they are angry.

Preparation

Obtain a commercial emotions chart showing some basic emotions such as 'happy', 'sad', 'angry', 'excited', or 'surprised' or make your own flash cards or chart by cutting pictures from magazines or drawing faces to represent the emotions.

Introduction

Children who are at the Kindergarten stage often have difficulty identifying and naming their feelings. They usually find it easier to

identify and name a positive feeling like happiness rather than negative feelings like anger or sadness. Anger can be displayed as frustration and can be associated with behaviours such as crying, biting, spitting, screaming, or kicking and hitting other children or adults. Children need to learn early that they have the ability to choose the way they behave when they have negative feelings.

Activities



Introduce photographs or drawings of happy, sad and angry faces. If possible, use a commercial emotions chart with a range of emotions or flash cards with selected emotions. Ask the children to tell you which face is happy, sad or angry. Allow the children to tell you how they know when other children or adults are happy, sad or angry. Guide them to talk about the ways these children and adults behave.

Make flash cards with the words the children used to describe the negative and positive behaviours, for example, scream, hit another person or thing, shout, cry, stomp feet, stop talking, speak, smile, laugh, take deep breaths, be quiet, walk away, stop and think. Sort the behaviours they identified into appropriate and inappropriate ways of responding to these feelings.

Ask the children to show how they themselves look when they are 1) happy, 2) sad, or 3) angry by allowing individuals to stand in front of the class while the others guess the feeling they are representing. For each feeling, let them talk about the ways they usually behave.

Introduce the first page of the unit, letting the children tell the picture story. Follow through with the suggested guidelines for teachers and parents on the page.

Sing the recommended song (see below) or any other relevant songs. Then have a more

detailed discussion about the things they do with their lips, hands, and feet. Pay attention to the children's responses to feeling angry. Help them to talk about the difference between appropriate and inappropriate ways of expressing their anger. Assure them that it is **not** wrong to feel angry – what is right or wrong is how they behave when they are angry.

Walk around the classroom with a mirror (use a plastic mirror for safety) and allow some children to look at their happy, sad or angry faces. Give some examples of the statements that you would like them to use: 'I am happy because ...', 'I am sad because ...', 'I am angry because ...', 'I am angry, should I hit you?', 'I am angry because you broke my crayon', 'I am angry. If I hit you, I will hurt you and that is not nice.'

Get children to do the drawing activity on page 5. Ask some children to explain what they have drawn to the class. Help them to describe their pictures. Talk about what a good ending to the story might be.

You can use these first few units to begin to teach self-awareness skills. The children do not need to know the term 'self-awareness' or what it means, but they can begin to understand: 'I know how I feel' and 'I know how I behave', and even: 'I know what causes my feelings'. You can ask them to reflect by asking 'How do you feel when ...?' and 'What do you do when you are feeling ...?'

Recommended songs:

Watch your lips, watch your lips, what they say.
 Watch your lips, watch your lips, what they say.
 There's a Father up above, looking down in tender love.
 Watch your lips, watch your lips, what they say.
 Watch your hands, watch your hands, what they do, etc.

If you're happy and you know it, clap your hands.
 If you're happy and you know it, clap your hands.
 If you're happy and you know it, and you really want to show it,
 If you're happy and you know it, clap your hands.
 If you're sad and you know it, make a frown, etc.
 If you're angry and you know it, stomp your feet, etc.
 If you're angry and you know it, close your lips, etc.

Information for parents

Encourage parents to talk to their children about their feelings and name them. Instead of saying 'fine', 'okay' or 'bad', ask them to help their children to say 'happy', 'sad', 'angry', or 'afraid'.

Additional activities

For all units, write some of the key words from the unit on large pieces of card, e.g. angry, feelings. Mount these on the classroom wall. You can ask children to draw pictures to illustrate the words. Put some of the pictures up next to the words.



In pairs, children take it in turns to draw a face showing an emotion. Their partner tries to guess what the emotion is. You can make it easier by giving children a limited number of emotions to draw, e.g. happy, sad, angry, afraid.



Student's Book pages 6 and 7

Key Life Skills

- Communication
- Self-awareness
- Empathy

CARICOM Core outcomes

- Demonstrate an awareness of self, their individual attributes, strengths, uniqueness, when relating to own family and in the classroom.
- Display respect and tolerance in social interactions with peers and others who may be different.

Objectives

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

- talk about the difference between kind and unkind words
- explain how kind words can help them and others to feel good
- describe the ways in which unkind words can hurt them and other persons
- learn selected sentences that they can use in order to say kind things to their friends.

Preparation

For two or three days before facilitating this topic, listen carefully and make a note of the things children say to each other. Sort them into 'kind' and 'unkind' statements.

Introduction

Some little children have deep feelings of insecurity. They learn very early in life that one way of dealing with their insecurities is to put other people down by the things they say and

do. In order to help these children, you need to help them to become very aware of the extent to which unkind words and behaviours hurt them and others. You can also help them to accept the challenge to replace unkind words and behaviours with kind words and behaviours. This is a wonderful opportunity to help children to learn to stop and think before they speak.

Activities



Ask the children to give you some examples of unkind things people tell them. Let them talk about the way they feel when they hear these unkind words.

Use this strategy again to get information from them about kind words. Let them say which words they prefer, kind or unkind.

If they have difficulty producing examples of kind and unkind words, introduce, in a gentle way, the words you heard while you were listening carefully to them in preparation for the topic. For example, you may say, 'Have you ever said ... to anyone in this class?' or 'Has anyone ever said ... to you?' But be careful not to show any individual children up in front of others.

Activity 1



Children colour in the picture of the girl who has unkind thoughts.

Work with the children to find kind statements to replace unkind statements. Let the children do role plays to demonstrate the use of kind words.

Activity 2



Put children into pairs to practise saying kind words to each other. Go round the pairs listening and helping children who are struggling to think of what to say.

Recommended songs: Watch your lips, watch your lips, what they say, Watch your hands, watch your hands, what they do.

Rhyme: 'If you can't say something nice, shsh, say nothing at all!'

The Golden Rule: 'Treat others as you want them to treat you.'

Information for parents

Ask parents to watch what they say to their children and replace unkind words with kind words; and to encourage their child/children to use kind words instead of unkind words.

Additional activities



Have a 'Kind words' day where everyone tries to say as many kind words to other people as they can and tries not to say any unkind words at all. The following day, ask children how they felt during the 'Kind words' day – did they feel happier or more cheerful? Saying kind words usually makes you feel better, as well as the person you say them to.



Friends

Student's Book pages 8 and 9

Key Life Skills

- Self-awareness
- Empathy
- Communication

CARICOM Core outcomes

- Demonstrate an awareness of self, their individual attributes, strengths, uniqueness, when relating to own family and in the classroom.
- Display respect and tolerance in social interactions with peers and others who may be different.

Objectives

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

- list some things a good friend does
- talk about some things they can do to show that they are a good friend
- use appropriate language in role-play activities about friendship.

Preparation

In addition to the illustrations in the textbook, try to find other pictures illustrating friendship.

Introduction

Making and keeping friends are important interpersonal skills which our children will need for the rest of their lives. You can help children improve their social skills by helping them to learn appropriate ways of interacting with other persons.

Activities



Ask the children to tell you about

- 1) the different places that they have friends: home, school, places of worship;
- 2) the things they do with their friends;
- 3) the things they say to their friends.

Let them describe some of the things a good friend does.

Set up role-play activities for them to demonstrate positive ways of talking and interacting with their friends.

Activity



Encourage them to use polite words such as please, thank you and sorry. Let them say how they feel when people do or don't use these words to them.

Ask children to think about how they feel towards their friends and how they behave towards them.

Information for parents

Even at this early stage, it is very important for parents to get to know their child's friends. Ask parents to talk to their children about the friends they have in school and the community and how they relate to them. Encourage parents to get to know their child's friends.

Additional activities



Make a list on the board of things friends do and don't do, eliciting suggestions from the children.



My Friend Is Sick

Student's Book pages 10 and 11

Key Life Skills

- Empathy
- Communication
- Decision-making

CARICOM Core outcomes

- Display respect and tolerance in social interactions with peers and others who may be different.
- Display knowledge of habits/behaviours which can protect from the spread of germs.
- Demonstrate appropriate health habits to protect themselves and others against the spread of disease.
- Develop the capacity to cope and empathise in real life situations.
- Display tolerance towards others who are, or are perceived to be, different, e.g. PLWHA.

Objectives

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

- talk about a time when they had a cold, the flu, asthma or gastroenteritis (diarrhoea or 'running belly') and got better
- describe the differences between symptoms of diseases such as the 'flu and asthma
- list three things they can do to help a friend who is sick.

Preparation

Make sure that you obtain correct information about some of the following conditions, including those we all experience from time to time, such as: a cold, influenza, gastroenteritis,

and those some children may have to live with such as: asthma, sickle cell anaemia, and HIV and AIDS.

Introduction

This unit aims to help children respond with empathy to other children who have recurrent illnesses. It is possible that if children understand how certain illnesses affect the children who have them, they may become more empathetic and supportive.

Activities



Engage the children in a conversation about the symptoms they have when they have a cold, the 'flu and gastroenteritis. Let them tell you how they feel when they have these illnesses.

Ask them if they know anyone who has asthma or sickle cell disease. Help them to understand that they recover and get better from a cold, the flu and gastroenteritis but children who have asthma or sickle cell disease never really get better. They may not have the symptoms every day but they may have to stay home from school more often and may also have to go to the clinic or hospital often.

Find out what children know about HIV. Remind them that they cannot catch asthma, sickle cell disease, or HIV by touching, helping, speaking to or sitting close to a child who has any of these diseases.

This unit also provides an opportunity to talk about how we can prevent the spread of germs, such as colds and 'flu, by covering our mouth and nose with a tissue or a handkerchief when we sneeze and washing hands frequently. Tell children that if we don't have a tissue or handkerchief, we should cough or sneeze into our elbow or upper sleeve, not into our hand. We should keep our hands away from our mouth, nose and eyes when we are

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sick because germs are often spread by touch. We should wash our hands thoroughly and often, especially when we are sick. Practical handwashing skills can be taught. See http://www.who.int/gpsc/clean_hands_protection/en/



Teach empathy key steps, model them for the children and guide them to empathise with a child who is sick.

Guide the children through the decision-making key steps, showing how the boy decides whether to go out to play or stay with his friend who is sick. Go through other situations also, using these steps. This could be a difficult concept for some children and the more examples you have, the easier it will be for children to understand the decision-making process.

Information for parents

Your child cannot catch asthma, sickle cell disease or HIV just by sitting close to, playing with or sharing things with, a child who has one of these diseases.

Additional activities

Ask children how they would help a friend who was sick and couldn't come to school. What would they do to make their friend feel happier?

Student's Book page 12**Key Life Skills**

- Communication
- Problem-solving
- Self-awareness

CARICOM Core outcomes

- Demonstrate an awareness of self, their individual attributes, strengths, uniqueness, when relating to own family and in the classroom.
- Display respect and tolerance in social interactions with peers and others who may be different.

Objectives

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

- describe a disagreement or argument in which they were involved
- say what they think the word 'problem' means
- describe right and wrong ways they can behave when they are not getting along with another child.

Preparation

Get newspapers or magazines and cut out scenes depicting conflicts/problems/disagreements from them. Place the scenes individually on cardboard.

Introduction

When you observe children carefully, you will recognise that they have conflicts around the same issues as we, the adults, do. There are probably times that you get tired of the complaints the children bring to your attention each day. Complaints may appear to be simple but they interrupt the flow of your lessons

very frequently. Helping children to reduce and resolve conflict in the classroom may be beneficial to you and them.

Activities

Introduce the illustration on page 12 of the textbook to the children and allow them to describe the scene. Engage the children in a discussion about disagreements, arguments, and problems. Use the questions listed on the page to guide the discussion. Encourage the children to stop, think and use their 'inside' voice when they have disagreements.

Teach communication skills key steps, speaking and listening, separately. Guide children to use these steps to speak and listen in pairs. Discuss how these steps can be helpful in times of disagreement.



Children then do the role-play activity in pairs, using the communications skills key steps.

Use the opportunity to teach simple problem-solving key steps, going through the steps with them. As a class, ask them to solve the problem using the steps. Begin by modelling the steps for them.

Information for parents

Encourage parents to teach their child to think before they speak and use good manners to say how they feel. If they feel very angry with someone it is best to walk away.

Additional activities

Ask children to think about who they argue with the most. Get them to agree to try to sort out the problem without arguing the next time. Revisit this topic in two weeks, asking children if they have settled any disagreements without arguing.



Accidents

Student's Book page 13

Key Life Skills

- Self-awareness
- Empathy
- Communication

CARICOM Core outcomes

- Recognise signs of risky or unfavourable situations.
- Develop skills in assessing their vulnerability in adverse situations.
- Demonstrate age-appropriate response in risky or unfavourable situations.
- Develop the capacity to cope and empathise in real life situations.

Objectives

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

- talk about accidents that sometimes happen at home, at school or in the community
- give two reasons why they should always call an adult when there is an accident
- describe what they and the adult helping a child who is bleeding should do.

Preparation

Collect illustrations of accidents with different modes of transportation: bicycle, car, bus, truck, or train. Introduce the word 'accident' if a child bumps into another child or a child spills water or a drink. Make an effort to use the word 'accident' as situations arise in the classroom to help the children to become familiar with the concept.

Introduction

It is important for children to understand that accidents are not deliberate actions. As they grasp this idea, it should help them to become

more compassionate and learn to display more empathy. They also need to begin to assess risks so they can keep themselves safe, and know what to do in a risky situation or when something such as an accident happens. Self-awareness skills include awareness of risk or danger.

Activities



Ask the children to describe accidents that they have seen at home, school, or the community. Return to page 4 of the Student's Book and through discussion help the children determine if the actions of the boys in the pictures were deliberate or a result of an accident. Use the answers they give to help them decide what action should be taken for or against each boy.

Follow through with the suggested guidelines under the 'For Teachers and Parents' section. Remind them that if a child falls and gets a cut that is bleeding, they should not touch the wound or the blood, they should go quickly to call an adult to get help.

Develop this to talk about risky situations, e.g. if you run backwards in the playground are you likely to bump into someone? If you cross the road without looking what is likely to happen?

They should know that calling an adult or going to get a trusted adult is always the best thing to do.

Information for parents

Parents should teach their child to call for help from an adult when there is an accident. Remind the child not to touch the blood of another child. Explain why in a non-judgmental way.

Additional activities



Have a class brainstorming session on types of accident. Discuss how each could be avoided or dealt with if it happens.



Student's Book pages 14 and 15

Key Life Skills

- Self-awareness
- Communication
- Decision-making

CARICOM Core outcomes

- Display an awareness of healthy hygiene habits and proper care of the body.
- Display knowledge of habits/behaviours which can protect from the spread of germs.
- Demonstrate appropriate health habits to protect themselves and others against the spread of disease.
- Demonstrate an awareness of private parts of the body. Recognise that boys and girls are different.

Objectives

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

- name, with the correct words, the parts of their bodies
- say why it is important to wash the parts of their bodies where skin touches skin, for example, under arm, under neck, behind ears, between legs, penis, vulva, buttocks and between toes
- demonstrate how they wash different parts of their body, while singing appropriate songs
- accept the responsibility to use their toothbrush and toothpaste at least twice every day
- accept the responsibility to use a washcloth and soap when they bathe.

Preparation

View television programmes and identify internet sites that teach children how to take care of their bodies. Have books and pictures about body care available for your class.

Introduction

At this stage, some parents allow their children to take responsibility for bathing themselves. Other parents supervise the process, while others bathe their children. Washing the areas of the body where skin covers skin is important to reduce the accumulation of dirt and bacteria. Don't forget to include handwashing and care of their nails. Brushing or combing their hair is also part of taking care of their bodies.

Activities



Use a chart with the human body to make sure that the children can point out and name the parts of the body using correct words. Have a discussion with the children about TV programmes, DVDs, or websites from which they have obtained information about taking care of their body.

Allow children to demonstrate how to bathe properly by using a small plastic container, a doll, a washcloth, soap and water.

Introduce page 14 of the Student's Book and allow the children to talk in detail about each illustration. Let them say how they care for their bodies. Allow them to sing appropriate songs while demonstrating how they wash themselves or clean their teeth.



Have a class discussion as to what is missing from the pictures on page 15. Children then complete the activity on page 15 individually. After they have had some time to do this, remind them of what items they should have

added to the picture, so they can check they have included all these.

Talk about the correct way to clean your teeth. Remind children that they need to brush all the surfaces of their teeth and their gums also, and that they should move the brush in a circular motion. They should brush for at least two minutes. If children have an egg-timer, they can use this to time themselves. If they don't, they can sing a song in their heads that lasts two minutes while they brush. Practise some appropriate songs that last two minutes. (Children can sing them two or three times to get to the two minutes.)

Singing a song while washing their hands is also a useful way to ensure they wash their hands thoroughly. For this, singing 'Happy Birthday' twice is about right.

Remember that there is no need to rush through the material. If the children have had enough, change the subject and return to it another time or day.



Play 'Follow the Leader' or 'Mirror'. These games can be played both indoors and outdoors.

For 'Follow the Leader', the teacher and all members of the class should stand in a space where they can easily see everybody in the group. The teacher begins as the leader and demonstrates how to clean one or two parts

of the body, miming how to put soap (liquid or bar) on a washcloth or toothpaste on a toothbrush. The whole class follows the leader's actions. Subsequent leaders are either chosen openly or quietly. The rest of the group needs to pay attention and change their action quickly.



For 'Mirror', put the children in pairs facing each other. One child will initiate the action of cleaning a part of the body, the other child will do everything that the first child does. After 20 seconds, the teacher will blow a whistle or clap her hands and the children will reverse their roles.

Practical handwashing skills can be taught or practised. See http://www.who.int/gpsc/clean_hands_protection/en/

Information for parents

Make sure that your child's teeth are properly brushed before going to bed at night.

Additional activities



In small groups, children can play a mime game. One child acts out how they clean or look after a part of their body and the others have to guess what they are doing.



2

My Precious Body

Student's Book pages 16 and 17

Key Life Skills

- Self-awareness
- Refusal
- Communication

CARICOM Core outcomes

- Demonstrate an awareness of private parts of the body. Recognise that boys and girls are different.
- Respond appropriately to uncomfortable/ risky situations.
- Recognise signs of risky or unfavourable situations.
- Demonstrate age-appropriate response in risky or unfavourable situations.

Objectives

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

- talk about the ways they treat precious objects at home
- say why they have precious bodies
- describe the pictures on pages 16 and 17
- talk about who is allowed to touch their precious bodies
- explain the bathing suit guidelines
- explain the meaning of 'No! Go! Tell!'.

Preparation

Ask parents to bring photographs of their child. Alternatively, ask children to each draw a picture of themselves. Talk to parents to find out what objects in their homes they treasure and regard as precious – the ones they never allow their children to touch, the ones they handle very carefully.

Introduction

Be careful as you teach units 2 and 3 of this theme. Touch that is inappropriate for children can be appropriate for adults who are in a loving, caring, non-threatening and stable relationship. You may therefore have to emphasise that some behaviours that are okay for adults are not appropriate for children.

Children who know that they are loved more easily accept that they are special and that their bodies are precious. They are less likely to allow persons to touch them inappropriately. Use the stories about precious objects at home that are handled with great care, or precious toys or objects the children may have, to develop the concept of precious bodies that must be handled with care and always protected. Or you could bring one precious object of your own to share with the children and explain why it is precious and why you take care of it.

Activities



Have a discussion with the children to find out what items they and their family treasure and regard as precious, for example a special toy or object like a lamp, a piece of furniture, or a plant. Talk about the ways they treat the special item. Find out if they are allowed to touch their parents' special treasures. Let them do a role play to show how their parents behave if they touch a special object at home. Find out who they allow to touch their special toy. Take your cues from the children's responses as you continue to develop the ideas of precious and special treasures.

Activity 1



Allow the children to paste their photographs or draw their pictures in the space provided

on page 16 and give reasons why their bodies are precious. Sing songs and say poems and rhymes that reinforce the concepts of being special, unique and loved.

Establish the connection between precious objects and the way they are treated and special bodies and how they should be treated.

Allow the children to talk about the pictures on page 17. Let them separate the appropriate ways of touching from the inappropriate ways and give reasons for their choices. Introduce the swimming suit guidelines – the parts of the body that are covered when they are swimming can only be touched by health care workers, like doctors and nurses who are examining them, and by parents and other care givers who are washing them. When these persons touch them they are to do it quickly. These parts shouldn't be touched by anyone else.

Activity 2



Children do activity 2 individually. Go round the classroom while they are colouring to check that everyone understands which children are at risk.

Use the Student's Book to talk about touch. Let them tell you if it is okay to be touched in ways similar to the children in the pictures. Ask the children to identify the persons who are allowed to touch different parts of their bodies.

Talk about listening to their 'inner voice' and how they feel (comfortable or uncomfortable with a touch), using self-awareness key steps.

Activity 3



In pairs, children do activity 3. Once the pairs have shown two safe touches, they can change partners and do a further two. You could have same-sex pairs first, then boy-girl pairs. Ask some pairs to show their touches to the class.

Use this opportunity to teach refusal skills. Model the refusal skills for them using role play. Then let them rehearse the three steps of the refusal skill process that they should use if someone touches them inappropriately: **No! Go! Tell!** – which means **Say 'No', Go away quickly** and **Tell an adult** whom they trust. Each child should choose someone they trust who they would go to.

This unit can also be used to help develop children's self-esteem.

Information for parents

Tell your children every day that you love and accept them and that they are precious and special.

Additional activities



Ask children to draw pictures of their favourite toy then get them to tell you how they treat it or look after it.



Safe and Unsafe Touch

Student's Book page 18

Key Life Skills

- Decision-making
- Refusal
- Self-awareness

CARICOM Core outcomes

- Demonstrate an awareness of private parts of the body. Recognise that boys and girls are different.
- Respond appropriately to uncomfortable/ risky situations.
- Recognise signs of risky or unfavourable situations.
- Develop skills in assessing their vulnerability in adverse situations.
- Demonstrate age-appropriate response in risky or unfavourable situations.

Objectives

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

- talk about the differences between safe and unsafe touches
- identify some situations which may be unsafe for them
- role-play 'No! Go! Tell!'
- identify who they will talk to if they feel unsafe when an adult or child touches them.

Preparation

Find books, pictures and activities from the internet that deal with the topic.

Introduction

Be aware that it is sometimes difficult to teach this topic because some children may misunderstand and become very afraid. Listen

carefully to their responses and make every effort to clear up their misunderstandings. For example, if a child says: 'No one is to touch me, hug me or kiss me', you can explain that a friendly touch, a quick hug, or a kiss on the forehead or cheek can be okay. At this age, holding hands with friends or cuddling up to a parent or grandparent is fine. It can be useful to get them to recognise their 'inner voice' and whether a touch feels uncomfortable or wrong. Link this unit with the previous one, reinforcing the swimming suit guidelines and the 'No, Go, Tell' rule.

Activities



Read the story on page 18 of the textbook and have a discussion with the children about other parts of their body that adults and other children should not usually touch: breasts, buttocks, penis, and vagina. Remember to include kissing on the lips, frequently or for a long time, as behaviours that are unsafe in the wrong context (wrong time, wrong place, wrong person).

In order to help them to be alert to unsafe situations, talk about some of the enticements an adult may offer them: sweets, chocolates, drinks, and food. Talk about the 'No, Go, Tell' rule and set up role plays for them to practise. Remind them that they must never keep touches a secret. If someone asks them to keep touches a secret, then it must be wrong.

Practise refusal skills (No, Go, Tell) in role plays and emphasise the importance of using the right words and body language, and getting away quickly.

Use this opportunity to talk about and use decision-making skills to decide what to do in a situation.

Information for parents

Teach your children that they can say no to an adult who is telling them to do something that is clearly unsafe and wrong.

Additional activities



Write some of the key words from the unit on large pieces of card, e.g. touch, adult. Make sure children are all clear about the meaning of the words before they begin. Mount these on the classroom wall. You can ask children to draw pictures to illustrate the words. Put some of their pictures up next to the words.



4

Who Is a Stranger?

Student's Book page 19

Key Life Skills

- Refusal
- Decision-making
- Self-awareness

CARICOM Core outcomes

- Respond appropriately to uncomfortable/ risky situations.
- Recognise signs of risky or unfavourable situations.
- Develop skills in assessing their vulnerability in adverse situations.
- Demonstrate age-appropriate response in risky or unfavourable situations.

Objectives

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

- say how they recognise a stranger
- talk about what they will do if a stranger calls them and offers them sweets
- say what they will do if a stranger tries to take them away
- role-play 'No, Go, Tell'.

Preparation

Have paper, pencils and crayons so that the children can draw.

Introduction

Children must learn early that it is unsafe to go with strangers. However, please note that research findings show that children are abused more often by persons they know: family members, relatives and friends of the family, than by strangers. Children can be taught how to get away from strangers and run in

the opposite direction. It is very important to present this unit in a balanced way. For example, if there are news items about adults luring children, you can find out what your children know and use the information as a launching pad for introducing the topic.

Activities

Let them tell you what the word 'stranger' means to them and talk about what some strangers can do that can be dangerous. Ask the children to draw a picture of a stranger and talk about what the stranger is doing or will do. Emphasise that not all strangers will hurt children. However, talk about the danger of taking things from strangers and going with them without their parents' knowledge and permission.

Introduce page 19 of the textbook and guide the discussion to help them agree that the woman in the picture is a stranger. The children do not know her. She is offering sweets to get them to go with her. Remember, as mentioned already, to talk about the danger of taking things from strangers and going with them without parents' knowledge and permission.

Practise 'No, Go, Tell' and refusal skills. Ask children which child is obeying the 'No! Go! Tell!' rule in the picture.

Information for parents

Teach your children to be careful, but not frightened, of strangers.

Additional activities

Display some of the children's drawings of strangers on the classroom walls.



1

The Food Groups

Student's Book pages 20 and 21

Key Life Skills

- Self-awareness
- Communication
- Decision-making

CARICOM Core outcomes

- Demonstrate the ability to choose and eat healthy foods.
- Demonstrate an awareness of self, their individual attributes, strengths, uniqueness, when relating to own family and in the classroom.
- Explain why our bodies need food.
- Demonstrate beginning knowledge of healthy foods and 'empty calorie' foods.

Objectives

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

- identify two foods from each of the five basic food groups
- talk about their favourite foods
- talk about the colours, sizes, shapes, texture and the tastes of the different items of food
- sort the foods they eat raw and the ones their parents cook
- sort the foods that come from plants and those that come from animals
- play a game to choose the foods that will make balanced meals for breakfast and dinner.

Preparation

Collect information and material needed to make 'papier mâché' food, fruits and vegetables. In addition, collect pictures of food, fruits and vegetables for children to use in the activity on page 21 and to make flash

cards which you can use to play games naming foods, identifying their colours, and sorting them into different categories. Ask parents to bring in selected fruits and vegetables on assigned days so that the children can make fruit and vegetable salads, which they will eat.

Introduction

Note that in the Student's Book, **five** food groups were chosen instead of **four** or **six**. As you work with the children, remember to mention the importance of drinking water as part of their regular daily practice and, whenever possible, encourage them to drink water instead of sweet drinks.

Activities



Teach the children how to make papier mâché food, fruits and vegetables. Introduce one food group at a time and ensure that the children can identify at least two foods from each group. Talk about colours, sizes, shapes, textures and the tastes of the different items of food.

Use the flash cards to play individual and team games to reinforce and assess how much children have learnt. Let the children sort real food or flash cards with foods into different categories.



If you have pictures of foods from magazines or newspapers or if children have brought some pictures in, put children in groups and give each group some pictures. Children paste the pictures into their pie chart on page 21 individually. They draw any remaining foods once the pictures are all used.

Work with the children to make simple fruit salads for snacks and vegetable salads as part of the lunch menu. Introduce the concept of a balanced meal.



Play 'I spy with my little eye' a ripe banana, or half of an orange, or one egg on a plate for breakfast.

Encourage self-awareness by allowing children to say what foods and colours they like. You could also use this to teach decision-making skills using simple key steps: What are the choices/options? What are the consequences of each? (E.g. eating lots of fruits/vegetables or eating lots of sweets and cakes.) What is the best option/choice?

Information for parents

Encourage your children to try small amounts of food that they think they do not like and to drink lots of water.

Additional activities



Ask children to find out what their parents' favourite foods are. Then have a class discussion, putting these foods into the correct food group.



2

Go, Grow, Glow Foods

Student's Book pages 22 and 23

Key Life Skills

- Communication
- Self-awareness
- Decision-making

CARICOM Core outcomes

- Demonstrate the ability to choose and eat healthy foods.
- Demonstrate an awareness of self, their individual attributes, strengths, uniqueness, when relating to own family and in the classroom.
- Explain why our bodies need food.
- Demonstrate beginning knowledge of healthy foods and 'empty calorie' foods.

Objectives

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

- name the foods in each basket
- talk about the colours of the foods
- explain that 'Go foods' give them energy to run, jump and play
- explain that 'Grow foods' build muscles, teeth and bones
- explain that 'Glow foods' help their eyes, skin, and hair to look bright and healthy
- give the names of at least two foods from each group that they will learn to eat.

Preparation

Collect all the information you can get on 'Go, Grow, and Glow' foods. You may even want to find out about 'Slow' foods to help the children to know which foods they should eat less of, and the ones they should avoid. This may also

help them compare the different groupings of food and decide what is most healthy.

Introduction

Our children need to learn about the different types of food and food groups in order to make healthy choices and develop good eating habits.

Activities



Play games to get the children to become acquainted with the foods that belong to each of the categories in focus. Talk about the colours, sizes, and shapes of the foods. Talk about the foods they like and dislike. Guide them to make a commitment to learn to eat at least two foods from each of the groups. Check at a later date to see if they have kept their promise.

Activity 1



Put children into groups and tell them they are going to make up a song about Go, Grow and Glow foods. Help children with some suggestions for words they could use, or give them a line to start with and see if they can come up with a second line. Once groups have made up a song, each group can sing theirs to the class.

Teach and practise communication skills or decision-making skills using simple key steps as in the previous unit.

Activity 2



Once children have done Activity 2, they could talk about their choice of foods with a partner.

Information for parents

Encourage your children to try small amounts of food that they do not yet like. Ask them to tell you about 'Go, Grow and Glow' foods.

Additional activities



Grow some healthy food such as cress or lettuce in a pot or tray in the classroom (or outside, if your school has space). Children help to plant the seeds and look after them, then eat the foods when they are ready.



3

Exercise Every Day

Student's Book pages 24 and 25

Key Life Skills

- Self-awareness
- Decision-making
- Communication

CARICOM Core outcomes

- Demonstrate an awareness of self, their individual attributes, strengths, uniqueness, when relating to own family and in the classroom.
- Engage in various activities for health, fun and development of motor skills.
- Source information on eating and physical activity from family and school.

Objectives

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

- recognise that the children in the picture are getting exercise while playing a game
- talk about the things they do to get exercise
- agree that exercise is fun
- agree that exercise is good for their bodies
- commit to doing exercise every day.

Preparation

Find songs and rhymes for children that promote movement.

Introduction

Health practitioners are concerned about the increase in obesity in children in the Caribbean. As a teacher, you have an important role to work with parents to get their children to eat balanced meals and exercise regularly. Let the children enjoy the activities in this unit and have lots of fun.

Activities



Sing songs and say rhymes that will get your children moving in the classroom and outdoors. Play games and do exercises outdoors that will require the children to listen and follow instructions, such as 'Simon Says'. Do the activities in the Notes on page 24. Ask children to say which activities they enjoyed most and why. Guide children to commit to doing exercises every day.

Ask children to find out which sports or other exercises people in their families enjoy and why.

Activity 1



Children choose their favourite game or sport and draw themselves playing it. Talk about what games children chose.

Activity 2



The only children not exercising are the two sitting on the bench. Make sure children understand that all the other children are involved in exercise.

Recommended action songs:

Head, shoulders, knees and toes, knees and toes
 Head, shoulders, knees and toes, knees and toes
 and eyes and ears and mouth and nose,
 Head, shoulders, knees and toes, knees and toes.

One finger, one thumb keep moving
 One finger, one thumb keep moving
 One finger, one thumb keep moving
 We'll all be merry and bright.

One finger, one thumb, [one arm, one leg,
 one nod of the head, stand up, sit down] keep
 moving, etc.

You put your [left arm] in,
Your [left arm] out,
In, out, in, out.
You shake it all about.
You do the hokey pokey,
And you turn around.
That's what it's all about!

Information for parents

Encourage your children to turn off the television, computer, and hand-held games and play outdoors, or go with them for a brisk walk. Parents can also teach their children sports or outdoor activities which they enjoy.

Additional activities



Have a class brainstorming session to think of as many different sports as possible.



4

Get Enough Rest!

Student's Book pages 26 and 27

Key Life Skills

- Decision-making
- Self-awareness
- Communication

CARICOM Core outcome

- Demonstrate an awareness of self, their individual attributes, strengths, uniqueness, when relating to own family and in the classroom.

Objectives

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

- say how much sleep is healthy for them on average
- talk about the benefits of getting a good night's sleep
- talk about things that prevent them from getting enough sleep
- list the consequences of not getting a good night's sleep
- recognise that they can rest by sitting quietly, especially after playing outdoors
- talk about the time they go to sleep at night.

Preparation

Ask parents to give you information about

- a) the time their children go to sleep at night;
- b) their children's sleep avoidance behaviours;
- c) the number of hours their children sleep at nights.

Introduction

Children at this stage need at least 10 hours sleep at night. Inadequate sleep can affect their mental and physical development. Many young children try to avoid going to bed and sleep.

Activities



Lead a discussion with the children about how they feel and the things they do when

- a) they have had a good long sleep at night;
- b) they have had too little sleep.

Ask the children to describe some of the things they do when they do not want to go to sleep.

Read the story on page 26 about Justin and compare and contrast their behaviours with his. Do the chart on bedtimes suggested in the Notes on page 26 and the activities on page 27.

Help children to use decision-making skills key steps to decide to go to bed early and get enough sleep.

Information for parents

Your child needs at least ten hours of sleep at this stage. Establish a bedtime routine and turn off the television, computers and hand-held devices.

Additional activities



Write some of the key words from the unit on large pieces of card, e.g. sleep, rest. Mount these on the classroom wall. You can ask children to draw pictures to illustrate the words. Put some of their pictures up next to the words.



My Beautiful Country

Student's Book page 28

Key Life Skills

- Self-awareness
- Communication
- Decision-making

CARICOM Core outcome

- Appreciate the beauty of the natural environment.

Objectives

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

- give the name of a beautiful place that they have visited in their country
- describe the beautiful place they visited
- identify the feelings that they associate with the beautiful place
- work co-operatively on a collage that shows the beauty of their country
- list the things they can do to take care of such places so that they will always be beautiful.

Preparation

Collect information and pictures of beautiful places in your country. Ask parents and children to bring as many pictures as they can. Have all the supplies for making the collage in place. This could include magazine pictures, coloured paper, pieces of cloth and also found items such as leaves or flowers.

Introduction

As Caribbean people, we do not always appreciate the beauty of our countries. As a result, we sometimes fail to give adequate care to our environment. As we become more aware of the beauty around us, we can

teach our children from an early age to love, appreciate and care for our environment: the beautiful places and the spaces in which they live. You may want to enlist their help to do some environmental protection projects at school such as planting trees and flowers, finding and destroying mosquito breeding sites and collecting and sorting garbage.

Remember that, depending on your school's location, some children may not have visited beautiful places or know much about them. If possible you could take children out to a local park, beach or wild area and point out why it is beautiful. Alternatively, perhaps, you could make your school classroom or a corner of the school playground or yard into a beautiful place by decorating it with flowers and coloured pictures or flags. For small children, especially, the beautiful place you talk about or they enjoy does not have to be very big – a small garden or a lovely tree may be enough. Or, if the weather is good, you could take children outside and ask them to look at the beautiful blue sky with fluffy white clouds.

Do not begin the activities until you know that all the children have a beautiful place they can think about.

Activities



Help the children to be quiet and thoughtful by getting them to close their eyes, take deep breaths, and think about a beautiful place they have visited. Follow through with the suggestions for teachers and parents on page 28. Focus on small projects in the school or community where children spend the major portion of their time and will be able to observe and participate in the environmental changes.

Try to get your group to make commitments to care for the environment. Allow each child to tell you one thing that he or she plans to do to

care for the environment. It may be something as simple as not dropping litter. Check back with them at a later date to find out if they are doing what they said they would do. Applaud and encourage them to continue.

Now make a collage. If the group is too big, it may be easier to divide them into smaller groups to make several collages. Please do not do the work for the children, but allow them to decide where and how to place the pictures in the collage. It is their work, not yours. Encourage them to discuss and plan their collage before they start, and perhaps even draw out a rough sketch.

For those of you who work in institutions that were established or sponsored by religious groups, or for others for whom it is appropriate, encourage the children to say prayers expressing thanks for their beautiful country.

Teach children patriotic songs about their country and its beauty.

Information for parents

As you move around with your children, talk to them about the beautiful sights – the sunset, a cloud formation, the sky, trees, flowers, rivers, hills and the sea.

Additional activities

Children draw pictures of their ideal imaginary beautiful place.



Air Pollution

Student's Book page 29

Key Life Skills

- Empathy
- Self-awareness
- Decision-making

CARICOM Core outcomes

- Recognise the effect/impact of individual actions on the environment.
- Develop awareness of various types of waste generated within the home and community.
- Demonstrate the ability to keep the environment healthy for self, family and school.
- Engage in appropriate actions to sustain a healthy environment.

Objectives

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

- talk about their understanding of air pollution
- identify at least two sources of air pollution
- describe at least one illness that can be caused by air pollution
- talk about what they can do to reduce air pollution.

Preparation

Be aware of situations in and around your school that contribute to air pollution, like garbage, bush or sugar cane being burned, emissions from motor vehicles and factories, aircraft flying over, and the residue from insect/weed sprays and killers. If possible, plan a trip to visit a botanical garden or a flower farm or a clean beach or forest so that the children can

compare the smells in their school yard with the smells of the garden, forest or sea air.

Introduction

One meaning of the word 'pollute' is to make unclean or impure; another is to introduce something harmful. When we talk about air and water pollution, we are saying that these elements are dirty, unclean or impure, or contain harmful substances. Please make sure that the children understand and use the word 'pollution' correctly. Teach them that if we reduce human activities that contribute to air pollution, we may become healthier because the air we breathe in will be cleaner.

Activities



At the beginning of the first lesson of this unit, take the children outdoors. Allow them to run freely for about one minute then ask them to stop in a space by themselves, breathe deeply and listen carefully. Then let them sniff the air for 20 seconds and tell you what they smell. Help them to identify the different things that they smell. Talk about the smells that are healthy and those that are not. Return to the classroom and introduce page 29.

Note that not all polluting substances in the air can be identified by smell – some are odourless.

Talk with the children about common ways in which the air they breathe is polluted and how this can harm their lungs and make them ill. Examples include people smoking, vehicle exhausts, burning rubbish or bush, air pollution from factories, dust from mining, etc.

Explain what the illnesses mentioned in the Teacher's notes on page 29 are. People with asthma find it difficult to breathe sometimes, because the airways to their lungs get narrower when they come into contact with an irritant, such as tobacco smoke. Bronchitis is an

MANAGING THE ENVIRONMENT

infection of the airways causing a cough and fever. Pneumonia is an inflammation of the lung caused by an infection. It causes a cough, fever, chest pain and difficulty breathing.

Teach the empathy skills key steps and encourage children to empathise with others who have asthma or other respiratory diseases.

Children could practise their decision-making skills to make a decision not to smoke when they grow up, or they could advocate against smoking in talking with their parents.

Information for parents

Set an example for your children by not burning garbage. If you have been in the habit of burning bush or other garbage, make a

decision to stop and talk with your children about your decision. Smoking is also a form of air pollution and smoking around your children pollutes the air they breathe. This is especially harmful in small spaces such as cars and contributes to asthma, respiratory diseases and cancer.

Additional activities



In groups, children make posters about air pollution or posters encouraging people to give up smoking.



3

Water Pollution

Student's Book page 30

Key Life Skills

- Decision-making
- Self-awareness
- Communication

CARICOM Core outcomes

- Recognise the effect/impact of individual actions on the environment.
- Develop awareness of various types of waste generated within the home and community.
- Demonstrate the ability to keep the environment healthy for self, family and school.
- Engage in appropriate actions to sustain a healthy environment.

Objectives

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

- describe the picture in detail
- list some ways that the water became polluted
- talk about the diseases (gastroenteritis, cholera, and leptospirosis) the children will get if they drink water from that river
- avoid drinking or playing in dirty water
- tell you where they usually get clean drinking water
- tell you what their parents do to ensure that the water they drink is safe.

Preparation

Find out from parents what they do to ensure that their drinking water is safe. Some methods used to make sure that drinking water is safe are boiling, purifying with bleach

and purification tablets, using the correct proportions.

Introduction

Sometimes it is possible to see clearly that water is polluted, at other times we cannot see the pollution in water. It is very important to ensure that the water we drink is safe. In the Caribbean, water from taps is usually quite safe but if there is heavy rain or a hurricane, the water can become polluted. Some persons wash clothing in rivers and throw garbage near to rivers which is eventually washed down into the water. Also, livestock and wild animals may urinate or defecate in or near to rivers and streams. Often, waste water from homes, including sewage, and from farms and industries is allowed to enter water courses.

For your own information, gastroenteritis is 'running belly' and vomiting. Persons who have cholera can also have 'running belly' and vomiting in addition to a fever. The bacteria that cause leptospirosis can be spread to people from the urine of infected animals. (See information at <http://www.cdc.gov/leptospirosis/>.) The symptoms of leptospirosis are similar to many other diseases, including fever, vomiting, headache and muscle pains. One feature is jaundice or yellow eyes.

Activities



Allow the children to describe in detail the picture on page 30. Let them say some ways that the water became polluted. Let them tell you what they and their family members can do to avoid polluting the river. You could let them practise decision-making or problem-solving skills here.

If possible, organise a field trip to look at a clean river and a dirty river. If there are no rivers near to your community, talk about garbage in the drains and gullies or pollution on the beach

and in the sea. Help the children understand that the garbage in drains or gullies will eventually pollute rivers and the sea.

Talk about illnesses they can get from dirty water, such as gastroenteritis, cholera, and leptospirosis. Let the children tell you why they shouldn't play in or drink dirty water. They could perhaps use decision-making skills to make a healthy decision and then make a promise or pledge to avoid playing in and drinking dirty water. Emphasise the importance of washing hands with soap and clean water before eating and after using the toilet.

Have a discussion about where they can get safe drinking water and what things their parents do to ensure that the water they drink is safe and clean.

Information for parents

Encourage your children to wash their hands with soap in clean water. Talk to them about the dangers of drinking and playing in dirty water.

Additional activities



Have a class brainstorming session listing all the rubbish that people might throw in a river.



4

Reduce, Reuse and Recycle

Student's Book page 31

Key Life Skills

- Decision-making
- Self-awareness
- Problem-solving

CARICOM Core outcomes

- Recognise the effect/impact of individual actions on the environment.
- Develop awareness of various types of waste generated within the home and community.
- Demonstrate the ability to keep the environment healthy for self, family and school.
- Engage in appropriate actions to sustain a healthy environment.

Objectives

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

- recognise the recycle symbol
- colour the outline of the recycle symbol
- use the words 'reduce', 'reuse' and 'recycle' correctly in context
- use the picture on page 31 to recognise the following: a) that the boy will put nothing or very little in the garbage bin after eating; b) that he will reuse the lunch bag and plastic container; c) that he will put the sandwich container (unless he reuses it), drinks can, fruit peelings and paper napkin into the recycling bin.
- list the things they can do to practise the 3 Rs
- trace the words 'Reduce, Reuse and Recycle' on the poster on the page.

Preparation

Place containers with the recycle symbol around the classroom. If possible, bring samples of greeting cards or paper made from recycled materials to show the children.

Introduction

The main goal of the 'Reduce, Reuse and Recycle' (3 Rs) principle is live more sustainably – to cut back on the volume of garbage that we produce and therefore the landfill space required; to reduce the amount of raw materials and resources we use; to reduce the amount of carbon dioxide we put into the environment and so prevent global warming and climate change. For children this age it is best to talk about reducing waste.

'Reduce' requires that we throw less in the garbage and use less water and electricity. It also means reducing the amount we consume – for example by repairing things rather than throwing them away, or by buying less or by choosing items with less packaging.

'Reuse' means that we look for opportunities to use something again. We can reuse paper, boxes, plastic bags and other containers and we can offer things we have finished with to other people.

'Recycle' means that we collect and sort waste materials and use them to make new products, for example paper, magazines, newspapers, plastic containers, cardboard packaging, aluminium cans, glass and cloth can be recycled. Organic plant wastes such as fruit peelings can be recycled to make compost to enrich the soil. You could do this at school by making a compost heap or bin and using the compost to grow plants.

Activities



Play a game called 'Recycle Symbol Hunt' by allowing children to move around the classroom and search for objects that have the recycle symbol. This game can be played by individuals or in teams. The person or team that finds the most recycle symbols wins. Give the children examples of what the 3Rs represent. Do the activities in the Notes on page 31.



After talking about the picture as a class, let children circle the things that can be reused or recycled on page 31 individually, then talk about what they have circled. Point out that although the napkin doesn't have a recycle symbol on it, it can be recycled as it is paper. Find out what your school does with fruit and vegetable waste. Is there a school compost bin? If not, perhaps you could start one.



Guide the children to accept that they can 'Reduce, Reuse and Recycle'. For example, they can turn off the tap while they are brushing their teeth, turn off lights and other equipment powered by electricity when they are not being used, and write on both sides of paper.

Ask the children for their own ideas about how they can carry out the 3 Rs at school, for example by ensuring that paper is not thrown away unless used on both sides, by using waste paper to make art products.

Help children to use decision-making skills to decide on one thing they can do to reduce waste.

There is a series of useful story books about the environment and related issues, with songs on a CD, in the Reggae Pickney Series. These are *Shaggy Parrot and the Reggae Band*, *The Reggae Band Rescues Mama Edda Leatherback* and *Brave Turtellini and the Reggae Band – Dolphin Rescue*.

Information for parents

Ask the parents to help the children to look at home to find things with the recycle symbol and bring one object to school for the next lesson. Ask parents to help their children to think about ways all the family could implement the 3 Rs at home.

Additional activities

Ask children to bring in washed out plastic bottles, wrappers, straws, etc. – anything that is garbage that can be recycled, washed and reused. Make a class recycled piece of art, or several pieces of art, if the children work in small groups.



Student's Book page 32

Key Life Skills

- Self-awareness
- Communication
- Decision-making

CARICOM Core outcomes

- Recognise the effect/impact of individual actions on the environment.
- Engage in appropriate actions to sustain a healthy environment.
- Appreciate the beauty of the natural environment.

Objectives

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

- identify two uses of plants
- give examples of the different parts of plants that they eat
- say which plants give clothes, food, shade, and wood
- touch at least three things in the classroom that are made from plants
- commit to protecting plants
- talk about the foods they get from animals
- identify the animals people use for other purposes
- talk about how we care for animals
- talk about beautiful plants and animals.

Preparation

Collect information about the many ways we use plants. Collect posters, calendars and photos of plants that we use. Ask parents and children to bring samples of live plants and parts of plants that we use, for example;

carrots, plums, nuts and lettuce. Make sure you have a food to show children for each plant part.

If possible, bring a wooden carving or something else beautiful made of wood to the classroom to show the children another item that is made from wood.

If possible, bring a live animal into the classroom or take children outside to look at one. Have books and pictures of farm animals and animals that are used for transportation. It may also be possible to find jigsaw puzzles of farm animals. (See the link below if you are interested in using images of oxen ploughing. <http://www.inimage.com/searchterms/oxen.html>)

Introduction

It is very important to help the children recognise that we cannot live without plants because we breathe in oxygen that the plants provide. Children need to learn that since they get so many things from plants and trees, they should take care of and protect them.

Children of this age are usually interested in animals, especially if they are unusual. You may want to extend this unit by introducing animals that work, including oxen and camels. For communities that are vegans, explain that other persons eat food from animals. Many people are vegetarian and do not eat animals, so you could talk with children about this.

Activities



Begin by thinking about plants. Lead a brainstorming session to find out what the children know about the ways we use plants. Let them go outdoors, observe plants and identify the parts of a plant. Can they name any trees or other plants that give us clothes, food, shade or wood? Discuss what wood is used for, for example chairs, doors, paper,

pencils. Tell children that many medicines come from plants. Use real food to show the parts of plants that they eat: fruits, seeds, roots and tubers, leaves and stems. Let them examine the picture on the page and talk about the uses of each plant. Ask if they know where we get sugar from.

Ask the children to walk around the classroom and touch at least three things that are made from plants. If they miss items that are not obvious like paper and pencil, point it out to them. Let them name the plants on page 32. Allow the children to tell you what they can do to care for and protect plants.

Now move on to think about animals. If possible, bring an animal into the class for this, or take children outside to look at one. Ask the children to tell you how animals are different from plants (they move, breathe, make sounds, etc.). Ask children which animals we eat and which foods we get from animals. They might list milk, butter, cheese and eggs. Let them identify the animals people use for other purposes, for example, to ride and carry goods; as pets; those we enjoy for their beauty. Ask them to identify farm animals and wild animals.

Let the children look at books and pictures that you have introduced. If you have jigsaw puzzles of farm animals, allow the children to put them together and talk about the different animals. Follow through with naming the animals on page 32.

Ask children to say how people care for pets and for farm animals. What do we have to provide for them? Ask them how we can care for wild animals. Help them to appreciate the beauty of plants and animals.

Help children to appreciate the beauty of plants and animals, part of our environment, by talking about beautiful trees and flowers, coral reefs, forests and butterflies and birds, for example. Which is the most beautiful animal they have seen?

Use self-awareness skills to let children say how they feel about different plants and animals, and how they behave towards them.

Information for parents

Help your child to plant a seed and watch it grow.

Supervise your child to care for the new plant.

Additional activities



If your school has some available space, children can plant some seeds and look after them. Or grow some seeds in a pot in the classroom. Children can take turns to water the seeds.

Life skills steps for students – photocopy masters

The key steps on the following pages are adapted and simplified for primary children but you may need or want to simplify them further for your own children, especially at Kindergarten or Level 1. To do this you may want to reduce the number of steps and/or simplify the language. For example, Refusal steps for Kindergarten or Level 1 children can be simplified to 'No, Go, Tell'. Decision-making skills below may be further simplified to four steps: What do we have to decide? What choices are there? What are the consequences of each choice? Select the best choice and act.

(Source for steps, adapted from C. Constantine, EDC, 2005-06-12 and David and Roger Johnson: <http://www.clcrc.com>)

Self-esteem

Key steps

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

Self-confidence

Key steps

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

Self-awareness skills

Key steps

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

Self-monitoring

Key steps

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

Healthy self-management

Key steps

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

Goal setting

Key steps

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

Coping with emotions

Key steps

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

Coping with stress

Key steps

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

Communication

Key steps – Listening

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

Communication

Key steps – Speaking

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

Interpersonal skills or relationship skills

Key steps

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

Negotiation skills

Key steps

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

Refusal skills

Key steps

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

Assertiveness skills

Key steps

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

Empathy

Key steps

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

Co-operation skills

Key steps

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

Advocacy

Key steps

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

Critical thinking

Key steps

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

Creative thinking

Key steps

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

Problem-solving

Key steps

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

Decision-making

Key steps

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

Glossary

This glossary is intended to help the teacher – it is NOT intended as a list of words which children need to learn or be taught.

advocacy: speaking out on behalf of a person or group to give support.

aerobic exercise: continuous rhythmic exercise which increases heart rate and lung function.

AIDS: Acquired Immune Deficiency Syndrome.

anti-retrovirals (ARVs) or anti-retroviral treatment (ART): drug treatment which can prevent or halt AIDS and keep someone with HIV well for many years.

attitudes: positive or negatives views or judgements about things or issues.

balanced diet or meal: a diet or meal made up of foods from all six food groups.

bullying: when a person or group intentionally threatens or harms someone else by verbal, physical or emotional means.

carbon cycle: how carbon circulates on Earth.

carbon footprint: the amount of carbon dioxide a person is responsible for making by what they do, use and consume – human responsibility for global warming.

cervical cancer: the growth of abnormal cells on the cervix (neck of the womb). If untreated the cancer may spread to other parts of the body. Nowadays a vaccine is available in some countries to prevent cervical cancer.

community: the area where we live or spend time and the people who live there with us.

cultural diversity of foods: different cultures have different foods.

culture: the way of life of a particular group; their attitudes, practices, values and behaviours.

discrimination: treating people unfairly or unequally because of a category they fall into, e.g. because of gender or race.

diversity: the wide range of physical, emotional, mental and social attributes, and ethnic, cultural, religious, language and other

characteristics, which make us all different and unique.

ecosystem: a community of plants and animals in an area which interact with each other and the non-living elements of their environment.

empathy: imaging how someone else feels, putting yourself in their shoes.

endangered species: plants and animals that are threatened with extinction because their populations are low.

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

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

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

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

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

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

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

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

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

gender identity: knowing your own gender.

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

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

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

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

goals: objectives or targets.

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

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

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

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

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

HIV: Human Immuno-deficiency Virus.

human-made things: things made by people, such as houses, roads, factories, farms.

hypertension: high blood pressure.

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

intimacy: closeness with another person, an emotional bond.

lifestyle diseases: lack of regular exercise and poor eating habits help to cause many diseases such as diabetes, heart disease and hypertension (high blood pressure). These are chronic diseases which cannot be cured, only treated; once you have them they stay with you for life.

living things: plants, animals and people, including very small organisms such as bacteria and viruses.

multimix principle: choosing a variety of foods from different food groups – staples, fats and oils, vegetables, legumes and nuts, foods from animals, fruits.

non-living things: in the natural environment these include sunlight, water, air and the land.

non-renewable resources: resources such as fossil fuels (coal, gas, oil) and metals, of which there are only finite amounts on the Earth; they do not renew themselves.

nutrients: substances we get from our food which our bodies need for various functions: to build bone, muscles and other tissues, to make us grow, to help heal us and fight diseases, to give us energy.

obesity: being dangerously overweight because of the storage of excess fat.

peer pressure: pressure from friends or others of your own age to behave in certain ways. Peer pressure can be positive or negative.

personal growth: developing your attitudes, values, goals and other aspects of yourself.

physical fitness: the ability to exercise or do activities.

pollution: harmful materials entering the environment as a result of human activities, for example chemical fumes, waste water and solid by-products from industries, transport, farming and households.

prejudice: having opinions about someone without finding out the truth.

puberty: the beginning of adolescence, when children start to change into adults.

rape: forcing a person to have sexual intercourse.

recycling: reusing materials for a different purpose, for example collecting waste paper and using it to make new paper.

relationships: your interactions and connections with others.

renewable energy: unlike fossil fuels which are non-renewable, solar, wind, wave, tide and water (hydro-electric) energy are renewable and sustainable.

GLOSSARY

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.

sustainable use: using things in a way which means that they are conserved for the future.

values: beliefs in which you have an emotional investment.

waste: things we do not want and throw away; solid and liquid wastes can cause pollution.

water cycle: the continuous movement of water on, above and below the Earth.

