



# Health and Family Life Education

## Teacher's Guide



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Guide

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# Foreword

The Caribbean Community (CARICOM) Secretariat, in particular the Directorate of Human and Social Development, is pleased to be associated with this Teacher's Guide which has been developed specifically for teachers of Health and Family Life Education (HFLE) in this region.

Our Caribbean children and youth have become increasingly vulnerable to new threats to their development and face, on a daily basis, many challenges for which they are ill equipped to cope. Problems such as sexual abuse, alcohol and drug abuse, sexually transmitted infections, HIV and AIDS, early and unwanted pregnancy, crime and gang violence, obesity and lifestyle related diseases, and emerging sub-cultures are related to the fundamental and complex changes in the socio-economic and cultural patterns of living. These problems are manifested both within and outside the school system and prevent our young people from maximising their true potential for learning and personal development, and influence their health and life opportunities.

In recognition of the negative impact of the escalating social problems on adolescents and youth and the increase in non-communicable diseases, there developed a growing acceptance, particularly by Ministers of Education and Health across the Caribbean region, of the need to strengthen the role of schools to address the situation by helping to reshape attitudes, values, practices and behaviour and addressing gender differences. It is within this context that urgent 'Calls for Action' have been made in several declarations and fora, including the Special Meeting of the Council on Human and Social Development (COHSOD) on the Education Sector Response to HIV and AIDS in 2006; the CARICOM Heads of Government at a Special Summit on Chronic Non-Communicable Diseases in 2007; and more recently, in the final CARICOM Commission on Youth Development Report approved by the CARICOM Heads of Government in January 2010, all of which support the development of a comprehensive approach to Health and Family Education (HFLE). Also, in August 2008, Ministers of Education and Health from Latin America and the Caribbean called for a strategic multi-sectoral approach to strengthen the response to the HIV epidemic through the *Mexico City Declaration on Sex Education in Latin America and the Caribbean*.

Health and Family Life Education (HFLE) is cited as one of the key interventions to increase awareness and change attitudes among children and young people as a means to adopting healthy lifestyles. To achieve and sustain this goal, we will heavily depend on the preparation of teachers. HFLE must therefore be part of the core of the professional preparation offered for all teachers.

Enhancing teacher competency is critical since the effectiveness of HFLE will ultimately rest on what they do in their classrooms, the social environments they create in schools and their ability to forge positive links between the school, home and communities. Equally important is the need to increase the volume of appropriate teacher resource materials to support teachers in the delivery of the HFLE curricula in the classrooms. In the past, HFLE teachers were not seriously considered in the development agenda, however. Now their realities, needs and capabilities are being recognised and accorded higher priority in the development of policy and practice.

The preparation and publication of this Teacher's Guide to accompany the HFLE textbook series is therefore very timely and will provide guidance to teachers in both the delivery of content and methodology. This Teacher's Guide is in sync with modern efforts, theories and tested approaches. It highlights ways of engaging children and young people to help them analyse and manage various situations they are confronted with on a daily basis. It provides a template that is critical for teachers to assist them to be effective advocates within and outside the classroom. The suggested lessons and activities in the guide are interlaced with social determinants and attempt to reduce risk factors and strengthen protective ones.

To all teachers and others working with children and young people, this Teacher's Guide is a valuable resource. It contains much that has been learnt in the past decade about participatory methods and approaches. You are encouraged to use it as it is geared towards the acquisition of specific practical skills, knowledge and strategies needed to enhance your level of competence to effectively deliver the life-skills based HFLE programme.

The CARICOM Secretariat will continue to support initiatives like this one that seek to strengthen the delivery of HFLE.

Dr Edward Greene  
Assistant Secretary-General  
Human and Social Development  
Caribbean Community Secretariat

## 1

# Introduction to the HFLE course

## Background

The Macmillan HFLE course addresses the needs of lower secondary students and teachers for life-skills based materials to help young people to cope with some of the challenges facing Caribbean societies today, including HIV and AIDS, rising levels of violence, health and environmental problems. HIV in the Caribbean is increasing at a rate second only to sub-Saharan Africa.

These materials grew out of a CAPNET (Caribbean Association of Publishers) meeting on HIV and AIDS in Jamaica in 2005, the recognition of a need within Caribbean secondary schools for a course to teach life skills and HIV prevention, and discussions with teachers and educators in the region. They follow the CARICOM Regional Curriculum Framework.

The authors of the materials, Gerard Drakes, Mavis Fuller, Christopher Graham and Barbara Jenkins, have all been practising teachers and work in education, including life skills and HIV and AIDS prevention. They also each specialise in one of the four themes of the course.

The authors work mainly in Jamaica and Trinidad, but the materials have also benefitted greatly from advice from teachers and educators in many Caribbean countries, including Antigua, the Bahamas, Barbados, Belize, Guyana, Jamaica, St Lucia, St Vincent and the Grenadines, and Trinidad and Tobago, and from UNESCO, UNICEF and the Education Development Center Inc (EDC).

## The CARICOM Regional Curriculum Framework and regional syllabuses

The Macmillan HFLE course has been written to follow the Caribbean Community (CARICOM) Health and Family Life Education Regional Curriculum Framework developed under the CARICOM Multi-Agency Health and Family Life Education (HFLE) Project as agreed at the April 2003 CARICOM Council on Human and Social Development (COHSOD), with funding and assistance from UNICEF, UNESCO, EDC, the World Bank and the Global Fund to fight AIDS, Tuberculosis and Malaria. The CARICOM Regional Curriculum Framework was launched in 2005 with sample lessons and trialled in Antigua and Barbuda, Barbados, Grenada and St Lucia.

The HFLE Regional Curriculum Framework is now available for ages 5–12 in the primary school and 11–16 in the secondary school and has been largely adopted by many countries in the region and incorporated within their own Education Ministry syllabuses. The authors have tried to cover this curriculum to meet the needs of lower secondary students, Grades 7 to 9 (Belize 8 to 10), and also to incorporate aspects of country-specific syllabuses for lower secondary.

The Macmillan course follows the four themes of the CARICOM curriculum framework: Self and Interpersonal Relationships, Sexuality and Sexual Health, Eating and Fitness and Managing the Environment, and attempts to meet the relevant regional standards (see Health and Family Life Education Regional Curriculum Framework for ages 5–12 and 11–16).

## Course components

The Macmillan HFLE course comprises three Student's Books, one for each of Grades 7 to 9. Each Student's Book contains four themes and approximately 40 topics, 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 some factual information, stimulus material, and different types of activities – individual, pair and group. They encourage students to reflect on and discuss the issues.

This accompanying Teacher's Guide is designed to help teachers use the course effectively and easily. It provides background information on some of the issues, but also, more importantly, on teaching the life skills necessary for students to live healthy lives and make safe choices.

There is also an Activity Book to accompany each Student's Book. These can act as a student's journal and record of learning

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

## Teaching approaches

The CARICOM curriculum framework sets out an approach to teaching and learning life skills which is student-centred, interactive and participatory. The course uses mini-stories, case studies and other stimulus material, discussion, personal reflection and other activities to build on students' own experience and encourage them to take an active role in their communities. For more details of teaching approaches, see page 29.

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

The course takes a life-skills approach – seeking to gradually build a set of life skills through the various themes and develop them through the three years (see page 12).

## Behaviour change

Research has shown that for attitude and behaviour change to take place to prevent HIV transmission, and in other areas of health such as drug misuse, teenagers need to have three things: motivation (usually stemming from feelings of self-worth and goal setting), accurate information (such as the correct information about how HIV is transmitted and how to prevent it) 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 smoking, 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 an iPod), or to improve fitness (for some specific end, for example to compete in a race). They need to have accurate information about the best ways to stop, such as cutting down versus stopping suddenly, or using nicotine patches, and where to get them. They need to have the life skills to be able to stop, for example self-awareness (how many cigarettes do I smoke, what smoking is doing to my health/budget), decision-making skills (deciding to stop and maintaining the decision), self-monitoring skills (how many cigarettes did I smoke yesterday, can I manage to have fewer today?), coping with emotions (giving up is making me irritable), refusal skills (when offered a cigarette by a friend), communication skills (accessing help to stop), and others.

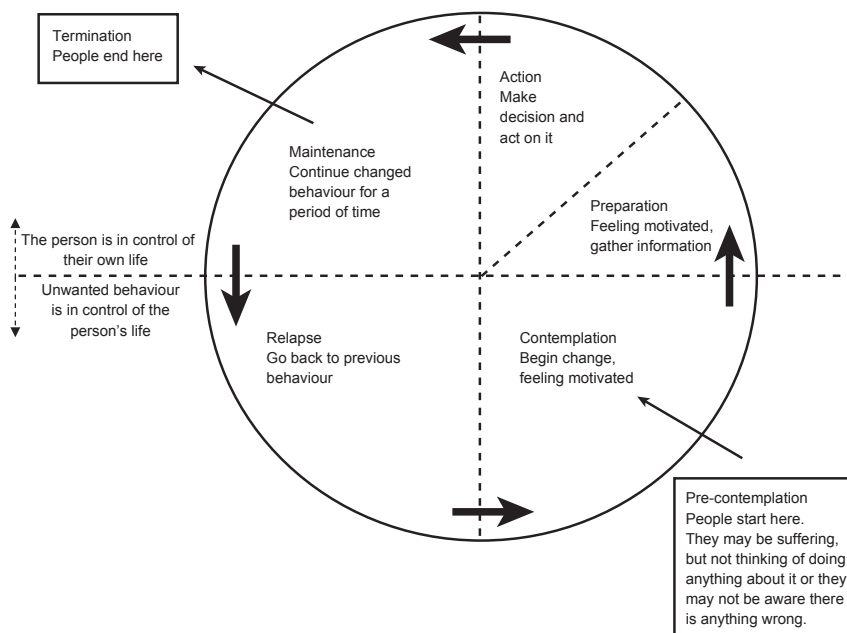
A number of theories of behaviour change can help us understand this complex issue which is so important in the prevention of HIV and AIDS and in other aspects of healthy living such as preventing drug abuse. It used to be thought that if people were given the correct information about HIV or drugs, then they would change their behaviour. However, it was later realised that because choices about sexual activity and drug use are complex decisions, education has also to provide skills and take into account the socio-cultural factors which affect individuals.

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

### Theories focused on the individual

- The **health belief model** focuses on the individual and their beliefs. In order to change their behaviour, a person has to believe that they are at risk, that the risk is serious, that the new behaviour will be effective and that they will benefit from it. For the person to change their behaviour, the benefits must be greater than the costs.
- **Social learning theories** suggest that people's behaviour is based on copying others or learnt from direct experience. In order to change behaviour, a person needs to have both information and a change of attitude.
- Some theories, such as the **theory of reasoned action** and the **stages of change model**, are based on people's ability to reason, think through and perceive the benefits of change for themselves.





Smokers typically go round the circle 3–7 times before finally becoming permanent non-smokers.

**Figure 1** Stages of change model

Source: adapted from diagram developed to help people stop smoking by Prochaska, Di Clemente, Norcross, 1992

Model also used in the book *Motivational Interviewing* by Miller and Rollmic

- The **AIDS risk reduction model** is built on other theories and suggests that individuals go through three stages when changing their behaviour in relation to HIV: Stage 1 is recognising their risk of getting HIV; Stage 2 is when they commit to change behaviour and Stage 3 is taking action to change. Various factors affect each stage, such as knowledge, beliefs and emotions, environmental and social factors.

Other individual theories focus on the perception of risk and communication skills as being important factors in changing behaviour.

## Social theories

However, in many cases, people's sexual behaviour, or use of drugs, 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. Gender is an important dimension here.

- The **diffusion of innovation theory** describes how a new idea is spread in a community and the important influence of respected individuals. If they change their behaviour, others follow.

- The **social influence model** suggests that young people, in particular, are influenced by their peers (peer pressure) and suggests that behaviour can be changed by slightly older role models offering information and life-skills teaching.
- **Theories of gender power relations** point to the unequal position of women in society and gender norms to explain behaviour in sexual relationships. Change can only be affected when men and women renegotiate power.

## Theories relating to social change

- **Empowerment 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

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

## 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 about the use of anti-retrovirals (ARVs) in treating HIV, or the detailed science of the causes of global warming, though it would be useful to know where more information can be found. However, the teacher must make sure that the information given to students is accurate and age-appropriate. The Student's Books and activities should enable students to address the issues that affect them. If there are unanswered questions, or more information is needed, then students can research these or teachers can seek additional information. Some background information to the four themes is presented on page 48 and web links are provided on pages 50, 58, 69 and 75.

Teachers need to help students in setting up a safe classroom for discussion (see page 40), organising appropriate activities, bringing out important points and thinking through the issues. They will need to help students in deciding on appropriate action and carrying it out. They will also need to organise and facilitate the learning of life skills (see page 13), using interactive methods in order to be effective. Life-skills education cannot be taught effectively through 'chalk and talk'. Teachers cannot lecture students about life skills and expect any development of values, life skills or behaviour change; participatory methods are essential.

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

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

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

It is also important to collaborate with parents and the wider community (see page 36). Building connections with other agencies, such as Social Services and health clinics will provide support and resources. Teachers may need to make use of referral systems such as these for issues which are beyond the scope of the teacher or even the school. Teachers can plan activities that deliberately engage parents, getting them involved in small projects, assignments, etc. See *Involving Parents*, page 45.

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

## Resources

<http://hhd.org/resources> (a division of EDC with downloadable HFLE Regional Curriculum Framework)

For further information about theories relating to social change and other theoretical models and their usefulness in HIV interventions:

*Sexual Behavioural Change for HIV: Where have the theories taken us?*  
[www.UNAIDS.org](http://www.UNAIDS.org)

*Behaviour Change and HIV Prevention Reconsiderations for the 21<sup>st</sup> Century*  
[www.globalhivprevention.org](http://www.globalhivprevention.org)

*Behaviour Change – A summary of four major theories*  
[www.fhi.org](http://www.fhi.org)

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 thinking about how best to teach knowledge, skills and behaviours to decrease risk, prevent unhealthy behaviours and increase healthy behaviours:

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

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

## What are life skills?

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

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

Life skills include problem solving, decision making, critical thinking, creative thinking, communication, negotiation, 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 skills, communication may include conflict resolution. Some skills overlap more than one category, for example negotiation may be a communication skill and also an important coping skill.

## How to teach life skills

It is most important when we teach Health and Family Life Education that we give students the skills they need in order to be able to make healthy choices and carry them through into healthy behaviour. Research has shown that in order to teach life skills successfully, it is best to be explicit about what skills you are teaching, help students to be aware of the skills needed and how and when to employ them, discuss and then practise those skills. Skills also need to be taught within a suitable context.

Throughout the Student's Book units, two or three life skills are identified at the top of each unit. They are also shown in the teacher's notes of each unit in Part 2 of this Teacher's Guide. These are not the only skills you could teach or practise from the units, but are intended as a guide for students and teachers. The units, based on content, provide the contexts for teaching the skills.

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 205–223 in a form that can be photocopied for use in the classroom. Key steps are also included in the Activity Books for reference as appropriate.

Read the following section carefully and then refer back to it as you prepare for lessons. You will need to decide which skill or skills to teach or emphasise in any one unit, depending on the needs and experience of your students. To begin with, in Year 1 (Grade 7), if your students do not have any previous experience of learning life skills, you will need to teach each life skill explicitly and ask students to practise. The material in the units provides you with the context in which to do this. As you progress through Years 2 and 3, you should find that students will remember the 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. Gradually, they should then be able to apply these skills to their own real life situations and problems.

It is important to introduce and begin to teach all the life skills as soon as possible. In many countries HFLE begins in the primary school, but in any case students need to become familiar with life skills in Year 1 (Grade 7), so that they gain sufficient practice through the three years. Students need to be so comfortable with the benefits that they transfer them to life's situations as they grow older.

The life skill you decide to teach in any particular lesson will depend on the needs of your students and the content area. Specific life skills can be tied in to developing healthy behaviours in particular contexts or situations. For example, if you want to develop students' healthy 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 bought for eating at home
- Resistance to peer pressure to eat unhealthy snacks.

### Life skills and possible contexts

Skills	Possible contexts
<b>Emotional/coping skills</b>	
self-awareness	strengths and weaknesses, friends and family relationships, setting goals and values, eating and fitness, coping with stress, future careers
self-esteem	strengths and weaknesses, friends and family relationships, sexual relationships, setting goals and values, future careers
self-confidence	strengths and weaknesses, friends and family relationships, setting goals and values, future careers
self-monitoring or healthy self-management (also referred to simply as self-management)	eating and fitness, coping with stress, loss and anger, sexual relationships, alcohol, smoking and drugs, relationships at school, conflict situations, environmental awareness
managing emotions	friends and family relationships, peer pressure, sexual relationships, loss and anger, conflict situations
<b>Social skills</b>	
communication – listening and speaking	friends and family relationships, peer pressure, sexual relationships, relationships at school, conflict situations
interpersonal skills	friends and family relationships, peer pressure, relationships at school, conflict situations
assertiveness	peer pressure, friends and family relationships, sexual relationships, alcohol, smoking and drugs, career choices, community issues
negotiation	peer pressure, friends and family relationships, community issues, conflict situations, environmental issues
refusal	peer pressure, sexual relationships, alcohol, smoking and drugs
empathy	friends and family relationships, caring for others, such as people living with HIV (PLWHIV), elderly, very young and disadvantaged in the community, victims of violence and abuse
co-operation	friends and family relationships, relationships at school, community issues
advocacy	caring for others, such as PLWHIV, elderly, very young and disadvantaged in the community, environmental issues, community issues

<b>Cognitive skills</b>	
critical thinking	peer pressure, sexual relationships, alcohol, smoking and drugs, environmental issues
creative thinking	caring for others, such as PLWHIV, elderly, very young and disadvantaged in the community, environmental issues, community issues, conflict situations
problem solving	sexual relationships, alcohol, smoking and drugs, environmental issues, community issues, gangs, family situations and conflict
decision making	eating and fitness, sexual relationships, alcohol, smoking and drugs, setting goals and values, future careers, environmental issues, community issues
goal setting	eating and fitness, friends and family relationships, sexual relationships, alcohol, smoking and drugs, future careers, environmental issues, community issues

Strictly speaking, self-esteem and self-confidence are not really life skills, but they are attributes or qualities which teachers can help students to improve.

In any one lesson, you will only be able to focus on learning and practising one or two skills, but try to make sure by careful planning that students are exposed to the full range of skills over the year, with more time spent on those which are most needed.

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

Once you have identified the skill or skills you want to concentrate on in a lesson, you will need to break them down for the students. This means translating the skills into specific steps or parts for the students. Teachers should model or demonstrate these steps clearly. We have given examples of this for you in the next few pages, but keep in mind that the specific steps or parts may vary with the context and also with the developmental level of the students.

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

Teaching and developing life skills involves broadly three stages:

#### 1. Identifying the objectives

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

2. Developing and practising skills
  - Provide opportunities to observe the skill being carried out well. Model or demonstrate the skill.
  - Provide activities for students to practise the skill.
  - Evaluate and re-teach if necessary. Give feedback and suggestions for improvement.
  - Help students to evaluate their learning.
3. Maintaining skills and using them more widely
  - Provide activities for personal practice outside the classroom.
  - Help them to evaluate their own performance and learn from their experiences.

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

## Some important life skills

The section below provides for each life skill: a definition or explanation, why it is important, how you can teach it and the key steps or parts into which it can be broken down. The steps are written in such a way that teachers should be able to use them with their students (see also page 205) where the key steps are presented in a photocopiable form for use in class. The key steps have also been included as appropriate in the Activity Books. The life skills are organised in the order in which they first appear in Student's Book 1.

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

### Key steps for students

- 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.

## Self-esteem

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

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

**How:** You can help to build students' self-esteem by making them aware of their talents, good points and achievements, and encouraging students to acknowledge each others' strengths. Encourage them to try and 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 students

- 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.

## Self-confidence

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

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

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

### **Key steps for students**

- 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.

## **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 better to meet all our different needs. It is crucial for good relationships.

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

### **Key steps for students – 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 example 'You must be feeling ...' or 'That must have been ...'
- Ask questions or restate what the speaker says in your own words to check that you have understood correctly, for example by saying 'Do you mean ...?' or 'So you're saying ...'
- Give your full attention to them – turn off your cell phone, do not be distracted by other things or people.



### Key steps for students – 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.

## 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 story or mini case studies to get students to discuss the principles behind how we relate to others – what do we mean by trust, the nature of friendship, etc? Allow them to develop their own 'rules' and practices.

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

### Key steps for students

- 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.

## Empathy

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

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

**How:** Encourage students to use their imaginations, use story and mini case studies, and role play to place themselves in others' shoes. The important skill is in being able to switch from objective to subjective, for example in the difference between the first two steps below and the third step. For example, in Student's Book 1, Theme 1, Unit 3 (page 14) you could encourage students to empathise with Ella. To do this they need to identify how the character is feeling – she is torn between her brothers and probably doesn't know what to do. She may be frustrated and disappointed that she's not been able to build a good relationship between them. Ask students how they would feel in that situation. Get them to compare it with similar situations they have experienced. Ask them how they could support Ella.

### Key steps for students

- 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.

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

### Key steps for students

- 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?

## Managing emotions

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

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

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

### Key steps for students

- 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?

## Coping with stress

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

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

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

### Key steps for students

- 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 (for example 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 in the long term.

### **Tips for coping with stress**

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

## **Self-monitoring/healthy self-management**

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

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

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

### **Key steps for students**

- 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.

## **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 students to understand the problem or conflict from both people's points of view. Then model good negotiation skills to come to an agreement. Provide opportunities for them to practise using role play, feedback, and then activities for them to try their skills in real life.

### Key steps for students

- 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?

## 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 (for example in the media) and base our decisions or opinions on evidence. It helps us to examine our own and others' attitudes, values and behaviour and to be aware of inequality and injustice. It enables us to see that those in authority are not always right and to develop skills as responsible citizens.

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

### Key steps for students

- 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.

## Advocacy

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



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

**How:** Advocacy can be modelled. Students can develop advocacy through meeting and learning about people who are powerful advocates for others, such as those speaking out for the rights of people living with HIV and AIDS. Teenagers 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 students**

- 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.

## **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.

### **Key steps for students**

- 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.

Note: some people find it easier to think creatively if they think visually using mind maps or pictures, or drama and song, rather than words.

## Decision making

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

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

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

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

### Key steps for students

- 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.

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 A to say yes and smoke only 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.

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

### Key steps for students

- 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.

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

### Key steps for students

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

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

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

### Key steps for students

- 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.

## Goal setting

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

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

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

**How:** Begin by asking students to set short term goals – for the end of the term, or even the week. Go through the process for them. Then get students to visualise themselves in the future and talk about how they might get there. It is helpful if the teacher can model this by sharing some personal goal setting, 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 students

- 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.

You will see that for the key steps in decision making above, an example has been given showing 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.

## 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 Session

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

## Teaching methods for HFLE

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

- Understand the issues and appropriate life skills
- Practise life skills in a safe and supportive environment
- Relate the issues and skills to their own lives and apply the skills
- Think about their 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 1–3 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. The Activity Books also provide activities, reinforcement and opportunities for reflection. Teachers often need to decide which kind of method is most appropriate for a particular kind of learning or a particular set of students. The choice of activity may also depend on the life skill which is being taught.

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

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

### Pair work and small group work

Pair work is often more focused and private than small group work, and some shyer students prefer it. You may find it useful for students 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, for example producing a list or making a poster. In any case, talk is required and negotiation and team work skills can be built up.

Small groups should ideally be from about three to five students in size. Many teachers arrange their students in semi-permanent groups sitting close by each other to save class time and the disruption of furniture moving, and allow students to get to know each other better. Then they

can simply say ‘Get into your groups ...’ However, for some activities you may want to change the groups or have groups based specifically on mixed or single genders. It can be refreshing for students to sometimes change groups.

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

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

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

Encourage students to express their own ideas as this helps them to focus their thinking and clarify what they mean. You might also ask two groups of students to present opposing views on an issue, for example the pros and cons of young mothers keeping their babies.

## Class discussion

This can be used to discuss a problem, issue or topic and students can learn from each other. Class discussions may be possible and useful depending on the size, maturity and other characteristics of your class. In order to keep everyone’s interest, do not let the discussion go on too long, or 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 page 40). If there are problems in keeping to these rules, 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 the following:

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

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



## Debates

Debate is more formal than discussion and allows students to research the background to an issue in depth. In a whole class debate, it can be hard to ensure all students are involved, but this may be a useful activity towards the end of a theme, choosing one topic to round off with. Otherwise debates can be carried out in small groups. Debates can focus on any of the themes: relationships, sexual health, eating and fitness and the environment, but often moral or health issues are most successful. As far as possible, choose topics which students feel strongly about and allow them to speak for the side they agree with. The motion can be decided by the teacher or by the whole class. Debates allow students to practise research, analysis, critical and creative thinking, co-operative work, assertiveness and persuasive skills.

One way of including more students in a debate is to expect contributions from the floor, and students can be asked to prepare for this. The motion for the debate can be worked through in a preparation lesson (brainstorming, researching arguments, structuring speeches) or by teams for homework. A preparation lesson is especially useful if the class has not done much debating before. You will need two or three speakers for the motion, two or three against, one or two chairpersons and a time keeper. Decide on the length of the speeches. The chairperson should introduce the motion and speakers from each side should alternate. Hold the floor debate before the final summing up by the teams. Then have a vote of the whole class.

## Brainstorming

In small groups or as a class, students suggest as many ideas as possible about a particular question or topic. All ideas are recorded on a sheet of paper or the board so everyone can see them. Ideas are not discussed or judged initially. After brainstorming, ideas are discussed and useful ones kept. This is good for collecting ideas, options or alternatives, for creative thinking and problem solving.

## Role play

This is informal dramatisation in pairs or small groups. Individuals take roles to act out a situation. The teacher needs to describe the situation and any important points about the individual roles, helping students to get into role. Make clear statements about the roles students are taking on, for example 'You are going to play John. He is courageous, and wants to take a stand about ... but he is worried about speaking out and what people will think.' Sometimes 'role cards' may be useful so that students acting together do not know the position of the other actors until they speak. Once students know what roles they are playing, give them a few moments to think about them and use their imaginations to get into role. Role play does not have to be a big performance. In a large class, role play can take place in small groups or pairs, and it may not even necessitate students moving from their seats.

Role play is useful because it necessitates students having to imagine what it is like to be someone else, and having to think and act from their point of view. It is important to role play with a specific

problem or issue to resolve. After the role play, you need to debrief, to help students back out of their roles, discuss what happened, 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 students to differentiate between their own thoughts and those of their characters, for example by saying 'I am Sharlene, and usually I'm a bit loud, but when I played Suzanne I felt ...' Role plays can be acted out again with questions asked of the characters or the use of a 'pause button' to ask the audience what they think a character should do next.

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

## Questioning

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

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

- Invite recall of important factual information
- Invite the student to say more about themselves or the topic
- Enable the teacher to check if a concept has been understood
- Challenge a student to look at something in a different way
- Open up a topic or explore a different aspect of it
- Ask students to compare and make value judgements
- Ask students to think about what they would do in a given situation
- Present students with a dilemma or choice
- Ask students to analyse why something happens, to give reasons.

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

## Reading activities

Students may read individually or in pairs or groups. Reading should be interactive so that before reading, the teacher introduces the reading or students talk about the topic, and then they review

the reading in some way afterwards. This might be by asking questions about the reading, by reading critically or discussing what is meant. Pairing good readers with those who have difficulty can be effective. The Student's Books provide short factual passages for reading, as well as mini-stories and case studies.

Some students may be intimidated by reading activities. You can engage the non-reader by the teacher or another student reading the passage in class or by recording the passage beforehand. Make good use of the illustrations in the Student's Books to explain the text through questioning before or afterwards. Or make sure all students in the class have access to the passage by getting able readers to explain or retell what they have read to the class or in pairs.

## **Using mini-stories and case studies**

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

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

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

## **Using longer stories and story-telling**

Stories may be invented by the teacher or student or be read from published materials. Books are available with longer stories on some of the topics tackled. For example see the *Caribbean HIV/AIDS Action Readers*, 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 at the next lesson.

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, one student taking notes. Then the different groups can share their alternative stories or solutions to the problem, and the class can discuss them, and the choices made. Pairs or individuals may also like to make cartoon strips or picture stories, graphic novels, or film story-boards.

Story-telling helps students 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.

## Writing activities

Generally HFLE work should not focus on writing, but on other active learning methods. However, students at lower secondary can be asked to reflect on what they have been learning about in HFLE and to express their ideas in journals, diaries, poems, dialogues, songs and stories. Writing within HFLE will be mostly for homework, but 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
- Song or rap explaining a situation or giving advice about some aspect of healthy living
- 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, from student’s own perspective, to a friend or advocating a particular course of action, supporting others
- A journal or diary – in places this is mentioned in the Student’s Books. It is very useful in this course for students to be able to have somewhere they can reflect on ideas and their own thoughts and feelings. Ideally this should be a separate book, but the accompanying Activity Books can be used, or even an exercise book. However, you need to draw up rules for this at the start of the year – will the journal be read by the teacher or only the student, or sometimes by the teacher with the student’s agreement? What happens if anyone finds another student’s journal? Students need to know that if they confide their innermost thoughts to their journal, their privacy and confidentiality will be respected.

Writing for a purpose is best, and at times it may be part of advocacy work. The Activity Books include the various kinds of writing mentioned above.

## Using diagrams and charts

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

## Using photographs and other illustrations

Pictures such as those in the Student's Books can be 'read' in a similar way to the text. Sometimes they reinforce the text but often they provide additional information and ideas. Photographs and other illustrations can provide a useful stimulus for discussion before reading. Teachers can encourage students to look at illustrations critically and to ask themselves questions, such as 'What is the person feeling?' Students tend to have varying interpretations of pictures and diagrams. A useful introduction to a lesson may be to show the picture to students and ask 'What can you tell me about this picture?'

- 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?

Students might also use pictures cut from old magazines or newspapers to make collages or posters. They might even take a series of photographs, or draw pictures of people they care about, or of favourite healthy foods, sports or a favourite place.

## Imagining past and future

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

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

Another useful game or method is to consider 'What if ...?' This can be applied to oneself, for example 'What if I found myself pregnant, 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, students are asked to reflect on issues for themselves. Teachers may of course use these reflection points in different ways, depending on the maturity and needs of their classes, but at times it is certainly good to allow individual students space to reflect – on how what they have learnt impacts on their own lives, their attitudes and values. Sometimes this reflection may take the form of a journal entry or piece of expressive art, but often there does not need to be any kind of 'product'. Students can be encouraged to think things through, reflect quietly for a few moments. Do not always offer this as a homework exercise or something rushed

at the end of the lesson – many students will not have time or space to do it. Show that you take reflection seriously, perhaps even modelling it for them, both out loud and silently.

## Using creative arts

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

## Games and simulations

Games can help students learn concepts and skills and foster positive attitudes. They provide opportunities for active learning and can reinforce ideas such as healthy eating. They are good for practising listening skills and excellent for encouraging co-operation. Games can also sometimes have an emotional, and therefore behavioural, impact, which other kinds of learning lack. Above all, games are intended to be enjoyable and active.

Students can even invent their own games to help them learn.

## 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 water treatment plants and 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 sexual health can be taught by visiting the local health centre, or STI/HIV centre, talking to staff, understanding about HIV testing and treatments.

It is best to prepare outside visits carefully. Discuss any proposed visit with colleagues and the principal or 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. Students may be divided into groups with different tasks. Each student needs to know exactly what they should do and what is expected of them. Usually it is best to prepare students carefully so they know about the topic and can ask sensible questions.

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

## Visitors in the classroom

Invite visitors into the classroom to speak with the students. Discuss this with the principal and administration in advance to obtain clearance and advise them of the presence of visitors on the premises. Be sure to brief the visitors well, or ask a few students to do so. Make sure the visitors don't think they will be giving a presentation. Instead it is best to ask visitors who will speak for only a short while, or can show something interesting, and then be happy to answer students' questions or join in with discussions. People to invite might include health workers, a dietician, teenage parents, a person living with HIV, someone caring for a child orphaned by AIDS or otherwise working in that field, 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, or inter-generational conflict. Students will usually find it interesting to meet people with first-hand experience of the issues they are discussing.

## Voluntary activities

In research studies on the effectiveness of HIV and AIDS prevention education, it has been found that behaviour change is most marked amongst those students who not only learn the facts about HIV and AIDS, and some life skills, but also take part in voluntary activities, for example in caring for AIDS orphans as above or helping those people living with HIV and AIDS. You might therefore like to think about the ways students can take part in voluntary work over the three year course to deepen their personal experience of some of the issues. This work might include caring for others, caring for the environment, or advocacy, such as getting involved in campaigns about stigma or pollution, teaching others about healthy eating, or coaching younger children in sport. There are many voluntary organisations which students can join, or they could even start their own project.

## Lesson planning for HFLE

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

- Decide on the Regional Standard and core outcomes (in the CARICOM framework or in your own national syllabus) that the lesson will focus on. If you do not have access to the CARICOM framework then see the learning outcomes in the lesson notes in this book which relate closely to the CARICOM framework.
- Decide on the life skill/s and context and make sure that each fits well with the other (relevant life skills are noted on each double-page spread /unit of the Student's Books and in the teacher's notes, pages 76–194 in the second part 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 (page 16) 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, for example poster paper, markers, newspaper clippings, etc. where these are needed.
- Make sure that the main part of the lesson is an activity: interactive and participatory.
- It may 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 are properly debriefed and you allow sufficient time for this. Help students to learn from the activities and each other and make any learning explicit.
- Make sure you allow enough time for student questions and discussion of any issues.
- Check that students have grasped the main concepts.
- Summarise or tie up the lesson at the end.
- Make sure each lesson or homework includes something which you will use to evaluate learning and that you have decided on the criteria for evaluation.
- If you think students have not grasped the skill, plan for another session using a different approach, or a different context, either following this one or later in the term.
- It is important to ensure that the classroom set-up and atmosphere are conducive to the delivery and learning for the lesson (see Creating a safe classroom environment, page 40).

Life skills take time to grasp and internalise so don't expect your students to be able to understand, remember and apply them immediately.

## Evaluation and assessment

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

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

In HFLE evaluation needs to concern itself with knowledge, skills, attitudes and behaviours. It is mostly informal, although you might like to check more formally that important concepts have been understood at the end of the theme or year. More important, however, is assessing students' progress in acquiring life skills – you can keep a record of their progress as seen in discussions, in role plays and in any individual or group work presented. It may be useful to think in terms of three stages for each skill – a) knowing the steps and understanding the skill, b) being able to show the skill in classroom situations, and c) being able to try to apply it in real life.

## Alternative assessment methods

Some teachers will find student Activity Books, journals or portfolios a good way of keeping track of the work students 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 students as a record of their thinking and individual progress. They can also be marked by teachers and taken home and seen by parents. Journals are usually more personal, allowing a space for reflection, and some teachers may want students to be able to keep journal entries private and confidential, only reading materials as the student wishes. Portfolios are usually folders in which the student keeps their best work, pieces of which they are proud. They may also contain samples of worst or rough work or work which has been revised or improved upon in order to show progress. They provide evidence of work done, and can also contain reflections about the learning and teacher or parents' feedback. Portfolios can also be used for grading purposes.

Many different kinds of tasks or activities can be used in HFLE to assess learning. The important thing is that the task enables the student to clearly 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 could 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 the Activity Books, but teachers should feel free to choose others, depending on their students' abilities and interests. The greater the variety the better, as this will help to motivate students and also enable those students who do not necessarily excel at written work to show their achievements.

In HFLE, more than other subjects, students can be involved in evaluation, assessing their own progress. To help them in this, use debriefing after activities such as role plays or games.

## Debriefing activities

After many activities, it is useful to debrief with the students. There are three main stages to debriefing:

- Students share what happened to them during the exercise – what they did, observed, felt etc.
- Students share how useful it was – how they benefited, what they learnt, how the exercise related to the real world
- Students discuss or reflect on how they will do things differently in future.

Make sure that debriefing or evaluation is a positive experience for students – always find something good to say, even if you then go on to constructively criticise. Students need feedback in order to improve, but they are more likely to listen to your criticism if it is presented positively as a way of improving. It is important to respect students' opinions but correct discriminatory language and opinions.

## Teacher self-evaluation

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

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

- Did I achieve the objectives?
- What motivated the students best?
- What got them talking and exchanging ideas?
- Do they understand the important concepts?
- Should we have spent longer/less time on any area?
- Were there problems with class control or attention?
- What can I do to improve it next time?

## Creating a safe classroom environment for HFLE

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

### Class rules or guidelines

Each of the three Student's Books begins with a unit on 'Talking about difficult issues' to help students discuss possible fears and problems and help teachers set rules with their classes.

It may be helpful to begin by asking students, in pairs, to discuss the issues of talking openly, how safe they feel and what might make them feel safer. Then the teacher may either present the class with a list of possible rules for them to discuss or ask them to suggest some.

### Suggested rules

Student's Book 1 contains the following list of suggested rules:

- 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 in ways which may hurt, for example about their bodies.
- Don't make rude drawings or jokes with sexual meanings.
- Don't whisper to others when someone is talking.
- Everyone must keep the class discussions confidential. That means, when you are outside the class you don't talk about what was said in class.

Once the rules are agreed, ask the students to make a poster of them to put up in the class. If the students feel ownership of the rules, they will be more willing to keep to them. As a class, decide together what will happen if the rules are not respected.

Student's Book 1 also contains a list of suggestions for the teacher to follow.

## Question box

Have a question box in the classroom so that students can write down their questions when they don't want to say them out aloud. Students put their questions in the box and the teacher takes them out and answers them. No one, not even the teacher, needs to know who asked which question.

## Confidentiality

This is very important indeed, and applies to teachers as much as students.

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

## Creating a positive atmosphere

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

Using participatory methods does not mean allowing students to do as they like. Group work and interactive activities will only work well if there is a good structure in place and the teacher maintains authority. Many students will not feel safe in a classroom where other students are allowed to dominate or behave badly, so classroom and behaviour management are very important indeed. Students can be encouraged to take part in setting the rules (see 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, students will be willing to tell a best friend personal information that they may not want to share with the whole class, so moving from pair work to sharing with the class must be dealt with sensitively. The teacher may need to warn students at the beginning of an activity, for example by saying 'Only share with your partner what you do not mind sharing with the class'. On other occasions, it may be best to use single sex groups to discuss some sensitive issues, at least initially.

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 students' views and take them seriously. You need to show respect for each student, value and respond to their opinions, and find opportunities to praise them.

You can encourage students to take responsibility for their learning by offering them choices. For example, you could let them choose discussion topics, who to invite in to the classroom to speak, even research projects or other tasks. Then you can encourage them to take responsibility too – by researching a chosen discussion topic, bringing in resources, organising their group work so that everyone contributes.

## Class norms

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

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

Teachers should try not to criticise students' views, but to challenge their thinking by asking questions. Encourage students to discuss both sides of controversial issues, and if all the students are firmly of one view it may be necessary for the teacher to present the opposite opinion clearly. Try not to make moral judgements or offer students advice within the classroom setting.

## Dealing with inappropriate behaviour or language

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

Some classes and individual students may react in a challenging way to HFLE, perhaps because of fear, embarrassment, confusion or immaturity. Challenges may include trying to shock by

saying things which are rude, sexually explicit or by asking difficult questions, asking personal questions of the teacher or other students, making silly comments to disrupt the class or make other students laugh. Other students' embarrassment may make them stay silent or giggle nervously.

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

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 men are inferior to women. Discuss any such statements with the class to show how erroneous they are.

## **Dealing with difficult issues and sensitive topics in the classroom**

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

Some of the sensitive topics which are likely to be raised during HFLE lessons include:

- Family conflict and domestic violence
- Divorce
- Child abuse – sexual (including incest), physical, verbal, emotional abuse and neglect
- Parenting styles, including corporal punishment
- Family types
- Children's rights and responsibilities
- Abortion
- Adoption
- HIV and AIDS and other STIs
- Casual sex and adultery or unfaithfulness
- Rape or forced sex
- Contraception and the use of condoms
- Prostitution
- Transactional sex
- Abstinence, chastity and delaying sexual activity
- Masturbation

- Oral sex
- Sexual orientation, homosexuality, transvestism and transgender
- Pornography (Students have easy access via the internet and share clips on cell phones. Some even make their own pornographic films using camera phones.)
- Peer pressure
- Drug use and abuse.

For background information on some of these issues, please see page 48.

You may find it useful to think about your own attitudes to these topics before you begin teaching HFLE, and make sure you have accurate information or know where to get it. You may also find it useful to discuss these topics with your colleagues and even develop some informal guidelines about how to deal with questions that arise. Think about your own personal experiences and values in relation to these issues and how these may influence what you say or how you behave in the classroom. Keep in mind that it is best not to judge people without first exploring the reasons for what they do or have done. (See also the next section on the teacher's own attitudes and values, page 45.)

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, especially HIV education, in saving lives. We have a duty to give our students correct information and build their skills. If we are to keep students safe from HIV infection, then we need to talk about sexuality long before our students are sexually active. They need to have accurate information about human reproduction, contraception and sexually transmitted diseases, and they need to have the motivation, values and life skills to make healthy, safe choices.

Some controversial aspects of sexuality or other matters are not directly dealt with in the course but may well be raised in questions from students. Think in advance how you will deal with this. It is important that such questions are answered accurately and honestly and in a matter-of-fact way. For example students may ask about homosexuality, masturbation 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. This will help them to avoid making value or moral judgements or using discriminatory language.

Teachers should also bear in mind the age and maturity of their students and provide information of the right level, depth and amount. For factual background information on sensitive sexual issues such as abuse, masturbation, homosexuality, teenage pregnancy, see page 52.

Some students may approach you for help outside the class. Think in advance how you will deal with this. Is there a guidance counsellor to whom you could refer students, who would be better able to help them than you are? How can you best respond? As they have approached you in trust, you need to do the following:

- Listen carefully to what they are saying. If necessary, find a better time to talk to them. Take their concerns seriously.



- Do not be judgemental. Thank them for approaching you and, if possible, refer them to someone trained who can help, within the school or outside (for example a health clinic or NGO). Check later that they have followed this up.
- Keep what they have said confidential, unless they are in danger or put others at risk, when you should point out to them that you have a duty to tell someone else.

## The teacher's own values and attitudes

In order to teach HFLE effectively, teachers need to be aware of their own values and attitudes. They need to be comfortable with themselves and their sexuality. They also need to be comfortable about their own family relationships, 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 does the school and/or community respond to teenage pregnancies?
- Do the moral standards and expectations for men and women differ – for example in relation to domestic violence or unfaithfulness?
- How do you think you would feel if you found out someone close to you had HIV?
- How do you think you would respond if you found out you had HIV?
- How would you respond if a student disclosed that he/she was homosexual?
- How would you respond if a student disclosed that she was pregnant and thinking of having an abortion?
- How would the school deal with sex between a teacher and student?
- Are students at risk from internet use or cell phone practices?
- How would you respond to a student who told you they were being abused, or reported domestic violence?
- 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?
- How do you feel about yourself: physically, socially, mentally, spiritually, emotionally?

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

## Involving parents

Parents are our students' first and, in many cases, most important, teachers. Research has shown us that nurturing parent-child relationships and parental participation in child related activities relate to positive outcomes, strengthen school performance and tend to strongly impact future

development and achievement. Supportive, consistent parental involvement leads to better performing schools and students. It is especially important in a subject such as Health and Family Life Education, which to be effective, really needs to have parents on board, supporting the teaching and encouraging the learning.

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

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

- Stage a sensitisation session for parents on the key components of the HFLE curriculum. Make sure that you include something on teaching life skills and the use of participatory methods.
- Listen to parents' views and concerns about the teaching of HFLE and try to allay any fears by explaining the aims of the course.
- Encourage students to share their HFLE related work with their parents.
- Make yourself available to individual parents should they need to discuss the best ways of talking about any sensitive topics in the curriculum with their children.
- Note parents' professions as well as any hobbies/skill sets they may have, to draw on this information for class speakers as well as projects.
- Remember to share with parents just how important their own behaviour is as children model what they see. Encourage them to be conscious of the need to model healthy lifestyles, environmental awareness, etc.
- Stage a parent HFLE meeting each term to help parents to consider some of these issues in practical ways – share healthy menus, exercise options and environmentally friendly practices, encouraging them to bring ideas that work in their own homes.
- Hold one session focused only on the tricky issue of speaking with their children about safe reproductive health practices.
- Listen to parents' concerns about any areas in HFLE which they would particularly like to see covered, such as drug abuse or setting career goals.
- Organise a school health fair once a year and encourage parents to attend for free check-ups and promote the HFLE curriculum.
- Involve parents in environmental awareness activities such as school/community clean ups, Earth Day celebrations and school/community environmental activities and campaigns.
- Encourage parents to participate in the creation of a school garden by donating seeds, tools etc. and attending a planting party.
- Encourage students and parents to work together on HFLE related community issues and local advocacy.
- Encourage parents to join and participate in their PTA.

- It is important that we let parents know when their children are performing well, in addition to when they are performing poorly. Encourage parents of students who excel at aspects of HFLE to be particularly proud of them, especially if they are not always so good at academic subjects, by sending home notes remarking on their children's stellar HFLE performance.
- And last but not least, remember to let parents know regularly that you appreciate their concern and participation. Consistently thank them for their interest and support and remind them that schooling is a partnership between teacher, student and parent.

## Resources

<http://www.bmj.com/cgi/content/full/bmj; 310/6973/158>

# Background and resources for the four themes

In considering the important concepts, issues and skills in the four themes, teachers can also refer to the CARICOM HFLE Regional Curriculum Framework for Ages 5–12 and 11–16, or to their national syllabuses, and in particular the HFLE standards, which specify the essential knowledge, skills and attitudes that should be taught.

## 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 world context. This course does not specifically include issues relating to spirituality but for those teachers in schools wishing to include it, this theme would probably be the most appropriate. The regional standards for this theme focus on learning about self, family, school and community, acquiring skills to avoid unhealthy behaviours 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. Learning life skills can help individuals' emotional health, their personal relationships and their interactions with the wider world.

### Definitions of main concepts

**Self-concept:** what you know and believe about yourself; the image you have of yourself

**Self-awareness:** knowledge about all aspects of yourself, positive and negative attributes

**Self-esteem:** the value you place on yourself; the feelings you have about your own worth

**Attitudes:** positive or negative views or judgements about things or issues

**Values:** beliefs in which you have an emotional investment

**Goals:** longer-term objectives or targets

**Personal growth:** developing your attitudes, values, goals and other aspects of yourself

**Relationships:** your interactions and connections with others

**Diversity:** our wide range of physical, emotional, mental and social attributes, and ethnic, cultural, religious, language and other characteristics, which make us all different and unique

**Substance abuse:** recreational use of substances such as alcohol, tobacco and other drugs which harm our bodies

**Culture:** the way of life of a particular group; their attitudes, practices, values and behaviours

**Community:** the area where we live or spend time and the people who live there with us

**Peer pressure:** pressure from friends or others of our own age to behave in certain ways. Peer pressure can be positive or negative.

**Bullying:** when a person or group intentionally threatens or harms someone else by verbal, physical or emotional means

**Stereotypes:** categorising people based on superficial characteristics

**Prejudice:** having opinions about someone without finding out the truth

**Discrimination:** treating people unfairly or unequally because of the category they fall into, for example because of gender or race

## Additional information for teachers

### Relationship with self

We all need to process and understand self in order to attempt to enjoy and manage relationships. Inviting the students to process what they know and how they feel about themselves lays the necessary foundation. Students will use the skills of self-awareness and critical thinking to identify and clarify their values, beliefs, strengths, weaknesses and habits. The self-concept, that which is known and believed about the self, can be distorted by negative statements and attitudes. By creating the right safe environment, we can empower students to explore their feelings and improve how they feel about themselves, which is their self-esteem.

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

### Relationships with others

Having explored their own selves, students should be better able to analyse, understand and manage their attitudes, behaviour and relationships with family and friends. For many of our students at this stage of their development, the relationships they share with their parents or guardians are fraught with misunderstandings. By learning effective communication skills, they may be able to alter the potentially negative emotional and verbal responses and experiences.

Adolescence is usually a period of intense peer pressure. Acquiring and using self-awareness, decision-making, problem-solving, assertiveness and refusal skills will enable students to recognise and resist undesirable influences.

Responding to violence at home, in school and in the community is a daily challenge in our society. Understanding and embracing the skills of managing emotions, effective communication, assertiveness and negotiation prepares students to display behaviours that could significantly reduce violence.

### The wider world

We live in a world of big business, media and rapidly changing technologies. Our cultural realities have the potential to undermine the values we would like to see in our students. Psychosocial,

emotional and economic pressures often threaten their growth and development. As our students struggle to locate themselves in a diverse and rapidly changing world, interpersonal, critical-thinking and decision-making skills become vital if their potential is to be realised.

A renewed sense of self becomes necessary as students are required to confront and manage both the internal changes and the external anxieties and demands. A growing confidence could be achieved as our students look beyond themselves to assess and identify the uniqueness in those around them. This level of consciousness should enable them to use the skills of empathy and advocacy appropriately 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

[www.doe.in.gov](http://www.doe.in.gov)

[www.eric.ed.gov](http://www.eric.ed.gov)

[www.jamaicateachers.org.jm](http://www.jamaicateachers.org.jm)

[www.talktoFrank](http://www.talktoFrank)

[www.teenissues.co.uk](http://www.teenissues.co.uk)

[www.youngminds.org.uk](http://www.youngminds.org.uk)

[www.kidshealth.org/teen](http://www.kidshealth.org/teen)

[www.connexions-direct.com](http://www.connexions-direct.com)

[www.nhs.uk/teenlifecheck](http://www.nhs.uk/teenlifecheck)

[www.teenhelp.co/teenissues/life-directions-for-teens.html](http://www.teenhelp.co/teenissues/life-directions-for-teens.html)

## Sexuality and sexual health theme

The regional standards for this theme focus on an understanding of human sexuality; the socio-cultural, economic and personal factors which influence the expression of sexuality; reproductive health; reducing vulnerability to issues such as HIV and AIDS; and accessing sources of sexual health information and services.

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

- Sexuality and its dimensions: sensuality, intimacy, sexualisation, and identity, including gender and gender roles
- Puberty, coping with its changes and sexual feelings
- Knowledge about reproductive health and parenting, and access to information and services
- Sexual behaviours, factors which affect behaviours, abuse and exploitation

- Reducing the risks of early pregnancy, HIV and AIDS, STIs, cervical cancer
- Stigma and discrimination against, and caring for people living with HIV
- Feelings, love, friendship
- Gender issues.

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.

## Definitions of main concepts

**Sex:** being biologically and physically male or female

**Sexual intercourse:** sexual contact between individuals usually involving insertion of penis into the vagina

**Gender:** 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

**Puberty:** a time of physical and emotional change as children grow and mature into adults

**Sexual health:** the health of your body's reproductive organs, including STIs

**Sexuality:** maleness and femaleness, and all the different ways people express their maleness and femaleness, how people relate to each other and to whom they are attracted

**Sexualisation:** making something sexual, for example making images of cars sexual in advertisements. Usually sexualisation is used to influence others

**Sensuality:** awareness of our own body and our senses and the pleasure they can give us

**Intimacy:** closeness with another person, an emotional bond

**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 not safe unless both partners have been HIV tested and are mutually faithful

**Sexual abuse:** when an adult or child touches a child's private parts, shows a child their own private parts or shows a child sexy pictures or film

**Age of consent:** age at which sexual intercourse is permitted by law

**Rape:** when a person is forced to have sexual intercourse against their will

**Sexual harassment:** when one person makes the other person feel uncomfortable by touching them, asking for sexual favours, talking about sex or making comments about a person's body

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

**HIV:** Human Immuno-deficiency Virus

**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

**Stigma:** a person is 'stigmatised' when another person thinks negatively of them or because they belong to a particular group



**Discrimination:** treating people unfairly or unequally because of prejudice or a stigmatising belief, for example because of their HIV status

**Empathy:** imagining how someone else feels, putting yourself in their shoes

**Advocacy:** speaking out for a person or group to fight on their behalf and give support

**STIs/STDs:** sexually transmitted infections or 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.

**Cervical cancer:** the growth of abnormal cells on the cervix. If untreated the cancer may spread to other parts of the body. Nowadays a vaccine is available in some countries to prevent cervical cancer.

## Additional information for teachers

Students may ask about masturbation, homosexuality and other topics. It is important that teachers know about these topics and any school or Ministry policies dealing with them. If you feel comfortable talking about these issues then the ideas below may help you to deal with students' questions. If not, you can refer students to other sources of information, but remember that unless a student is in danger you must keep confidentiality about their questions.

### **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 unprotected 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') and some women to women (lesbian). Many people have these feelings during adolescence or young adulthood, but some people have these feelings all their lives.

In some countries 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 some people feel that homosexual people ought to change or abstain. Others disagree and say that homosexuality is something a person is born with and cannot change.

Transgender 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 leads to 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.

## **HIV transmission**

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

The main way in which HIV is transmitted is by sexual intercourse, either vaginal intercourse or anal intercourse. HIV cannot enter the body through unbroken skin but it can get in through the thin walls of the vagina, anus and penis. HIV is more easily transmitted from men to women than the other way around. The risk of HIV infection is increased by the number of times the person has unprotected 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 most 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, skin piercing and shaving are also sterilised properly.

HIV can be passed from a mother to her baby, either in the womb, during child birth or through breast feeding. However, nowadays most pregnant women are tested for HIV and the use of 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, or 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.

## **ABC and risky behaviour**

The ABC or ABCD of prevention is a slogan used in HIV 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 for 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.

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 you 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 your inhibitions and affect your judgment
- listening to peer pressure to have sex or believing myths about the need for sex or the effects of not having sex.

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

### **Universal precautions**

This means applying precautions to prevent the spread of HIV to everyone (hence universal). It is important because it does not discriminate in applying precautions only to people known to have HIV so it is anti-discriminatory. It also keeps 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 (such as the common ELISA test) look for antibodies to HIV in the blood. A small amount of blood is taken and checked. Antibodies are proteins in the blood which the body makes to fight HIV. Nowadays HIV tests such as the ELISA test are very accurate and sensitive. However, it takes about four to six weeks after HIV enters the body for it to produce the antibodies. This is called the window period. If the first result is negative, the person being tested is usually asked to return for another test in about three months time, when the window period is passed and not to engage in any risky behaviours such as unsafe sex, during that time.

## 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 (PLWHIV) can live longer.

Anti-retroviral drugs (ARVs) are usually given once people's immune system begins to fail and they have a high viral load of HIV and/or a low count of antibody cells. ARVs help 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 lives. ARVs do not cure HIV but help to keep the virus under control and enable the person to live a longer more healthy life. A person taking ARVs can still infect others with HIV.

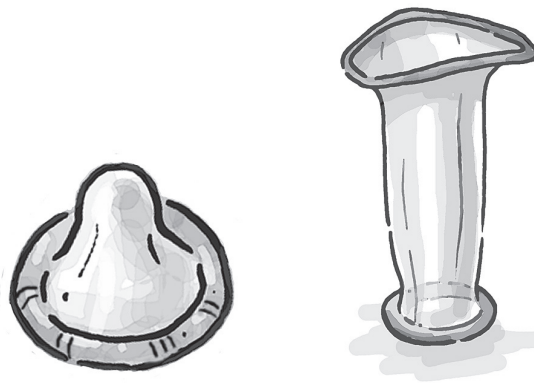
## Contraception

There are a number of different contraception methods, but only condoms (male and female ones) prevent HIV transmission. Condoms must be used correctly. A couple needs to check the condom is not out of date, always keep them in a cool place and use a new condom for every time they have sex.

### Information about condoms

This information is provided for the teacher, to enable them to have greater knowledge themselves and answer any questions accurately, and **not** with the expectation that they should teach this to their students. Teachers should refer to their principals or school policies before teaching students about condom use.

A male condom is a soft rubber tube that is put on a man's penis before sex to stop the semen and sperm from entering the woman's body. It also stops the woman's fluids from touching the man's penis and therefore prevents HIV and STD transmission in either direction. A female condom is put inside the woman's vagina and acts in the same way.



**Figure 2** Male and female condoms

A condom is correctly and safely used in the following way:

- 1 Wait for the man's penis to be hard and the woman's vagina to be wet before the condom is put on. This reduces the chance of the condom breaking.

- 2 Open the packet on the side using your fingers.
- 3 Place the condom on your hand with one side up, like a hat.
- 4 Pinch the end of the condom to squeeze out the air. Put the condom on the end of the penis and unroll it all the way down.
- 5 When the man has ejaculated he must pull out his penis while it is still hard, holding the condom on as he does this.
- 6 Take the condom off and tie a knot in it to stop the semen from coming out. Dispose of it safely.



**Figure 3** Using a condom correctly and safely

A condom can be unsafe for the following reasons:

- If it is old then it may break – always check the expiry date on the packet
- If the package is damaged, then the condom may also be
- If the condom is torn when the packet is opened
- If it has been used before
- If it has come into contact with oil such as Vaseline
- If it has been left in a hot place.

Other methods of contraception include chemical or hormonal methods, such as the pill, injections, implants, and spermicides. Mechanical methods include the diaphragm and IUD or coil. Men or women can also be sterilised. Lastly there is natural family planning, preferred by some religious denominations, but particularly unsafe for young girls who have irregular periods.

## **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 sex) and the early association with homosexuality and prostitution means that it is associated with taboos and negative moral judgements. It has even been suggested by some, that people who have HIV have got what they deserve – they have 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, though, it also affects attempts to prevent transmission and treat the disease.

- Governments may feel unable or unwilling to spend the necessary resources.
- Individuals may be unwilling to get tested. 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.
- Individuals 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.

## Parenting

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

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

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

- Ask children open ended questions as much as possible to encourage them to think about their answers.
- Dedicate some time for themselves with their friends and partners without the children.

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

## Resources

Background information can be found in the International Technical Guidance on Sexuality Education (Vol. 2), available at [http://www.unaids.org/en/KnowledgeCentre/Resources/FeatureStories/archive/2009/20091210\\_UNESCO\\_sexed.asp](http://www.unaids.org/en/KnowledgeCentre/Resources/FeatureStories/archive/2009/20091210_UNESCO_sexed.asp) or [www.unesco.org/aids](http://www.unesco.org/aids)

Information on contraception:

[www.nhs.uk/Livewell/contraception](http://www.nhs.uk/Livewell/contraception) or [www.netdoctor.co.uk](http://www.netdoctor.co.uk)

Information on the menopause:

<http://www.netdoctor.co.uk/diseases/facts/menopause.htm>

<http://www.mayoclinic.com/health/male-menopause/MC00058>

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](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://portal.unesco.org/education/en/ev.php-URL\\_ID=12167&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=12167&URL_DO=DO_TOPIC&URL_SECTION=201.html)

How to talk about HIV in a religious context:

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

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

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

[http://www.manipuronline.com/Features/January2004/hivaids11\\_1.htm](http://www.manipuronline.com/Features/January2004/hivaids11_1.htm)

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

<http://www.ypsh.net>

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

<http://www.nhs.uk/worhtalkingabout/pages/sex-worth-talking-about.aspx>

This website is full of articles on any aspect of parenting you can think of and for any age:

<http://www.more4kids.info/>

These websites have articles and advice on parenting, and everything from communication and curfews to drug use and internet safety:

<http://www.parentsoup.com>

<http://www.parenthood.com>

<http://www.parentingteens.com/>

<http://www.parent-teen.com/>

<http://www.safeteens.com/>



# Eating and fitness theme

The regional standards for this theme focus on healthy eating choices, reducing the risk of lifestyle diseases, understanding fitness, and the factors which affect these choices.

Some of the main issues and concepts covered in the course include healthy eating, safe food handling, different types of exercise and activity, safe exercise, 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.

## Definitions of main concepts

**Health:** physical, mental, emotional and social 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

**Exercise and food habits:** things we commonly do and which may be difficult to change

**Food groups:** food is commonly grouped into six groups: staples, legumes, vegetables, fruits, foods from animals, fats and oils

**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. See page 60 below for more information.

**Balanced meal:** a meal made up of a variety of foods from all six food groups

**Balanced diet:** a diet made up of foods from all six food groups

**Multimix principle:** choosing a variety of foods from different food groups: staples, fats and oils, green and yellow vegetables, legumes and nuts, foods from animals, fruits (see Student's Book 3 pages 66–67)

**Food-related lifestyle diseases:** lack of regular exercise and poor eating habits help to cause many diseases such as diabetes, heart disease, hypertension (high blood pressure). These are chronic diseases which cannot be cured, only treated – once you have them, they stay with you for life.

**Safe food handling:** choosing safe clean foods and storing and preparing them safely to avoid illnesses such as diarrhoea

**Cultural diversity of foods:** different cultures have different foods

**Physical fitness:** the ability to exercise or do activities for a prolonged period of time without undue fatigue

**Safety principles:** exercising safely, building up the amount gradually and using the appropriate safety gear

**Aerobic or cardio-respiratory exercise:** continuous rhythmic exercise which increases heart rate and lung function

**Flexibility:** the range of movements in body muscles and joints

**Strength:** the ability to exert force, for example lifting or pushing

**Endurance:** the ability to do an exercise or activity for a length of time

## Additional information for teachers

### 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. Some experts also include the emotions under mental health. 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 their 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 of each other but interact with and influence each other. For example, physical illness may affect social health since it could limit social contact and even cause stresses in relationships with those who have to take on the role of caregivers. Similarly, mental illness like depression can actually cause physical symptoms like pain and loss of energy and may cause the affected individual to withdraw from social interactions.

### Nutrition (see also Student’s Book 3 pages 62–65)

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, regulation of temperature. It is found in drinking water and other drinks.

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, and 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, and 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, and found in dairy products.

## **Minerals**

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

- 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.

## **Multimix principles**

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.

### **Four to six food groups**

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).

### **Three food groups**

The most nutritious meals containing three food groups include staples, food from animals and legumes OR staples, food from animals and vegetables. As in the case of the meal containing the four main groups, the nutrient content of these meals can be increased by using cooking oil and having a fruit drink.

### **Two food groups**

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.

## **Food safety**

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

Some food safety principles are as follows:

- Do not eat foods which have gone past the expiry dates on labels.
- Follow food safety instructions on labels, for example 'Keep refrigerated'.
- Buy canned foods which are free of rust, bulges and dents. Bulges may indicate that the food is spoiled and producing gas. Rust and dents may cause leaks in cans which allow germs to enter.
- 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.
- 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. This prevents 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 be 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 for many students. However, street-vended foods can pose serious health problems if vendors do not consistently apply safe food handling practices. Students therefore need to be aware of safe food handling practices that apply to food vending in general.

### **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 healthful food choices and usually contain the following elements:

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

## **Ingredients listing**

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

## **The nutrition facts label**

This panel on the label gives information on the following:

- Serving size and servings per container: serving size is the amount of food that is contained in one serving. Quantities may be given in terms of cups, pieces or number of grams.
- Calories and calories from fat: this gives the amount of energy you get from one serving of the food. This section is important in helping people 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 less 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 since the benefits reach into adulthood. The risk of developing chronic 'lifestyle' diseases like 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 people 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 (for example joints of the arms and legs) increases flexibility. Flexibility is important in preventing injuries to muscles and joints. People also bend and move easily.

### **Planning fitness programmes**

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

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

Additionally, each training session should include the following phases:

- Warm up (5–10 minutes)  
This involves doing light exercises for the entire body to warm up muscles and prepare the joints for the session. Light jogging and stretching are good warm up exercises.
- Fitness training (at least 20 minutes)  
Ideally, this phase should include exercises to improve the four components of physical fitness



described in the previous section. Relevant exercises were also described for each component. However, the types of exercises chosen should be determined by students' interests, present levels of fitness and what they want to accomplish.

- **Cool down (5–10 minutes)**

This final phase of the session should include light exercises similar to those of the warm up phase. This phase helps the body remove waste products like carbon dioxide and lactic acid which 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 teenagers, 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 special care to monitor any students with health problems such as asthma, and if in doubt they should check with their doctor.
- Increase exercise gradually over a period of time.

## **Eating and fitness behaviours**

### **Eating behaviour**

Eating behaviour is influenced by the following factors:

1. **Economic factors** – the amount of money an individual or family possesses usually determines the quantity and types of foods which can be purchased.
2. **Biological factors**
  - **Age** – a baby has special dietary needs and habits because of its early stage in life. The 'growth spurt' characteristic of the teen years is generally associated with an increase in food consumption. The elderly also have special nutritional needs/behaviours related to a reduction in activity levels and the body's ability to digest food as efficiently as before.
  - **Sex** – 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 the tendency to follow the eating patterns of the rest of the group.
  - The influence of the media on lifestyles is undeniable. Food advertisements and television programmes showing the eating habits of other cultures influence eating behaviours.

#### 4. Cultural factors

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

### **Fitness behaviours**

Factors influencing fitness behaviours include:

1. Economic factors – some fitness activities are more expensive than others in terms of equipment, gear, facilities and special supervision/training which may be required.
2. Biological factors
  - Age – the age of a person influences the 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 like heart conditions, sickle cell anaemia and respiratory disorders (for example 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 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 of 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 and eggs; 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.
- 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 10g or more of sugar per 100g. A product low in sugar contains 2g or less per 100g. 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 eating cakes, biscuits and sweets. 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.

## **Sources of information on healthy eating and fitness**

Some sources of information, products and services relating to eating and fitness include:

- Libraries
- The internet (world-wide web)
- Health centre/facility
- Fitness centre/gym
- Fitness and nutrition experts, for example dietitians, fitness trainers, teachers (biology, food and nutrition, physical education), health care professionals
- Stores specialising in sports and fitness products, health foods
- Community facilities like swimming pools, basketball and tennis courts, and playgrounds
- Non-profit organisations like the YMCA and YWCA
- Sports clubs
- Restaurants/shops/vendors serving safe, healthy foods
- Mass media (television, radio, magazines, newspapers etc.)

## **Resources**

More about vitamins:

[www.nlm.nih.gov/medlineplus/ency/article/002399.htm](http://www.nlm.nih.gov/medlineplus/ency/article/002399.htm)

[www.vitaguide.org](http://www.vitaguide.org)

WHO recommendations for physical activity:

[www.who.int/dietphysicalactivity/factsheet\\_myths/en/index.html](http://www.who.int/dietphysicalactivity/factsheet_myths/en/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’ given below.

Caribbean Food and Nutrition Institute (2002) Chapter 2 What is good nutrition?

*Healthy eating for better living. A Caribbean handbook*  
[www.paho.org/English/CFNI/cfni-HealthyEatingFBL.PDF](http://www.paho.org/English/CFNI/cfni-HealthyEatingFBL.PDF)

Six food groups for the Caribbean  
[www.paho.org/English/CFNI/six\\_food\\_groups.ppt](http://www.paho.org/English/CFNI/six_food_groups.ppt)

Partnership for Food Safety Education (2006) Safe food handling  
<http://www.fightbac.org/content/view/6/11/>

USDA (2006) Basics for handling food safely [http://www.fsis.usda.gov/Fact\\_Sheets/Basics\\_for\\_Handling\\_Food\\_Safely/index.asp](http://www.fsis.usda.gov/Fact_Sheets/Basics_for_Handling_Food_Safely/index.asp)

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>

Fitness: Preventing injury and illness  
[http://www.webmd.com/hw/health\\_guide\\_atoz/ta1890.asp?printing=true](http://www.webmd.com/hw/health_guide_atoz/ta1890.asp?printing=true)

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<http://diabetes.niddk.nih.gov/dm/pubs/stroke/>.

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<http://www.heartpoint.com/exercise%20for%20health.html>

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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*  
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American Dietetic Association (2006) *Get smart – get the facts on food labels*  
[http://www.eatright.org/ada/files/Get\\_Smart.pdf](http://www.eatright.org/ada/files/Get_Smart.pdf)

US FDA/CFSAN (2006) *How to understand and use the nutrition facts label*  
<http://www.cfsan.fda.gov/~dms/foodlab.html>

BBC Health (2007) *Nutrition – life stages* [http://www.bbc.co.uk/health/healthy\\_living/nutrition/life\\_index.shtml](http://www.bbc.co.uk/health/healthy_living/nutrition/life_index.shtml)

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[http://www.helpguide.org/life/senior\\_nutrition.htm](http://www.helpguide.org/life/senior_nutrition.htm)

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[http://www.helpguide.org/life/healthy\\_eating\\_children\\_teens.htm](http://www.helpguide.org/life/healthy_eating_children_teens.htm)

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

## Managing the environment theme

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

Some of the main issues covered in the course include: what the environment is; our enjoyment and valuing of the environment; the use of resources in our environment and keeping them safe/healthy; sharing resources; the sustainable use of resources; our effects on our environment – waste, pollution, the effects of modern technologies; health threats from our environment – from home and school to the wider world, for example carbon emissions and global warming; and inter-relationships 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.

## Definitions of main concepts

**Environment:** everything around us, living and non-living, our surroundings. It can include a small area around the home or school, or even the planet Earth

**Living things:** plants, animals and people, including very small organisms such as bacteria and viruses

**Non-living things:** in the natural environment these include sunlight, water, air and the land

**Human-made things:** things made by people, such as houses, roads, factories, farms

**Resources:** things from the environment which we make use of

**Sustainable use:** using things in a way which means that they are conserved for future generations and can continue to be used, for example replanting forest trees as they are used

**Recycling:** reusing materials for a different purpose, for example collecting waste paper and using it to make clean paper again

**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

**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

**Renewable energy:** unlike fossil fuels which are non-renewable, solar, wind, wave, tide and water (hydro-electric power) energy is renewable and sustainable

**Waste:** things we do not want and throw away; solid and liquid wastes can cause pollution

**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

**Environmental health threats:** health threats come from pollution (for example respiratory diseases), from natural disasters (for example flooding), from natural hazards such as insects, and from man-made hazards such as broken pavements

**Food chains:** flow chart showing the food connections between the sun, plants and animals

**Food web:** diagram showing the feeding inter-relationships between animals and plants in an area or habitat

**Carbon cycle:** how carbon circulates on Earth

**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

**Global warming:** the rising temperatures of the Earth which are affecting our climate and sea levels

**Carbon footprint:** the amount of carbon dioxide you are responsible for releasing into the atmosphere by what you do, what you use and what you consume – your part in our human responsibility for global warming

**Conscious consumption:** understanding the effects of the consuming/buying that you do

**Globalisation:** large companies are international, using raw materials and labour from many different parts of the world, designing, manufacturing and selling their products all over the world

## Additional information for teachers

### Climate change

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. Scientists think that this is the result of global warming. For example as the sea temperatures in the Caribbean rise, this is likely to cause worse storms and hurricanes.



## Global warming

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

This increase in temperatures has a number of different effects. As water in the oceans warms it expands, so sea levels rise. Melting polar ice adds a little to this. Sea level rises threaten whole countries, such as the Maldives, with flooding, and large areas where people now live and farm, such as Bangladesh, may be under water in a few years time. Global warming is affecting the health of coral reefs (see Student's Book 2 page 81).

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.

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 (CO<sub>2</sub>), nitrous oxide, water vapour and a variety of other gases. These gases in addition to methane and chlorofluorocarbons (CFCs) 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 cattle.

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

See Student's Book 2 pages 78 to 79 for more on the carbon cycle. 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 students can identify, to save energy. Technological solutions can come in the form of more energy efficient appliances, such as electric vehicles, solar mobile phone chargers, 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 web.

## **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 landfills 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 waste
- Rescue things which can be reused or recycled
- Refuse unnecessary packaging or goods which use lots of energy to make (for example aluminium)
- Reuse and Repair whenever possible
- Recycle resources, such as paper, glass and aluminium.

Challenge students to see if they can reduce the amount they throw away each week.

## **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 trying to make the planet’s resources last longer, and making sure that new developments do not affect the environment badly.

## **Resources**

Dengue fever: CAREC website:

[www.carec.org](http://www.carec.org)

[www.dhpe.org/infect/dengue.html](http://www.dhpe.org/infect/dengue.html)

Newspapers carry reports: [www.caribbeannewspapers.com/](http://www.caribbeannewspapers.com/) lists news from a range of newspapers; these have searchable archives.

‘Buy Nothing Day’ November 29<sup>th</sup>/November 28<sup>th</sup> USA (last Saturday/last Friday in November):  
[www.adbusters.org/campaigns/bnd](http://www.adbusters.org/campaigns/bnd)

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>

Quizzes and short notes on a range of environment topics:  
<http://www.youthink.worldbank.org/4kids/>

To download ‘Our Planet special issue: Caribbean Environment Programme’ UNEP:  
[http://www.unep.org/publications/search/pub\\_details\\_s.asp?ID=3895](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>

Making tourism count for the local economy in the Caribbean:  
<http://www.propoortourism.org.uk/caribbean/caribbean-briefs-whole.pdf>

# 5

## Student's Book 1

Year 1 Grade 7 (Belize Grade 8)

All page numbers in Part 2 refer to the relevant Student's Book unless otherwise stated.

### Talking about difficult issues

See the section above on Creating a safe classroom environment, Teacher's Guide page 40.

## Theme 1 Self and interpersonal relationships

### Unit 1 Knowing and liking myself *(page 10)*

#### Life skills:

**self-awareness, self-esteem, self-confidence**

#### Additional life skills:

communication, decision making

### Learning outcomes

At the end of this unit students should:

- understand the terms self, self-concept, self-awareness, self-esteem and self-confidence
- better understand themselves
- be better able to build their self-awareness, self-esteem and self-confidence – see Teacher's Guide pages 16–28 for more information on building these life skills.

### Introduction

Creating a caring, non-threatening environment will enhance the level and quality of the interaction and will improve learning, personal growth and development. See the section on page 40 of this Teacher's Guide.

The concept of the self may be somewhat challenging for our students to grasp. We will approach the understanding of the self by focusing on three dimensions. Firstly what we know about ourselves (self-concept), secondly how we feel about ourselves (self-esteem) and finally how we display who we are through our behaviour.

**Self-concept or self-image:** This refers to learnt beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. What a person thinks about himself is reflected in his self-image.

**Self-esteem:** This refers to the perception of one's self as a person of worth, a person's perception of him or herself. Self-esteem includes a person's perception of their own strengths and weaknesses. How adolescents perceive themselves significantly affects how they think about themselves and life in general, as well as their choices and behaviour.

Begin the lesson by asking the students: 'Who are you?' Ensure that students do not focus on the physical appearance by responding with statements such as 'I am a boy with brown eyes' or 'I am a girl with long hair' etc.

After allowing them to respond freely for a while, noting their responses on the board, draw their attention to John in their book (page 10) who is making a list of what he *knows* about himself.

## Activities

**Pair activity:** Have the students do the activity, listing things they know about themselves. Help the students to understand that this means what they know about themselves as facts or opinions they have about themselves.

Give guidance where necessary. Look for cues to ask appropriate questions. Invite a student or two to share with the class. Be aware of those students who are shy but would like to share, and encourage them.

Invite a student to read the story of Mazie and Sharon. Discuss the question asked as to why Mazie and Sharon had not shared before.

**Individual activity:** Encourage the students to write the letter to someone they choose or introduce the use of a personal journal, or make use of the Student's Activity Book.

Invite students to share their understanding of self-concept and self-esteem as defined in their books. Explore each concept to ensure a proper understanding. Encourage them to personalise their expressions to ensure that students are engaging more in the process.

One or two students may be invited to dramatise the scene with George to stimulate discussion. Discuss what is happening in the picture:

- What was that boy thinking about himself?
- Why do you think he feels that way?
- What do you think he can do to feel better about himself?

As students share things they do well, have them affirm each other by noting the things they believe their classmates do well. Depending on your class, you may even be able to suggest they then tell each other: 'You are very special'.

Help students to identify their uniqueness. Use their uniqueness to engage them in appreciating why comparing themselves with others is not necessary, though often done.

## Unit 2 Communication *(page 12)*

**Life skills:**  
**communication, self-awareness**

Additional life skills:  
empathy, interpersonal skills

### Learning outcomes

At the end of this unit students should:

- understand that communication is two-way
- understand the importance of body language
- be better able to listen.

### Introduction

Communication is one of the greatest challenges in life. The quality of our interpersonal relations is usually dependent on our ability to communicate. We cannot assume that because there has been an exchange of words, communication has taken place.

### Activities

**Cell phone scene:** In discussing the first scene with the cell phones, question whether the increase in communication through the cell phone means there is an increase in the quality of relationships, simply because we are much more in touch with each other and if not, why not. Ask students: 'What do you think is happening in the picture? Why have cell phones become so popular?'

**Class activity:** In this game of Chinese whispers, it is important to make the connection to how we listen to second hand information (news, gossip) and pass that information on as fact. The implications of this kind of behaviour need to be discussed.

**The communication process:** Discuss each segment of the communication process. The sender needs to be able to clearly say what he or she intends to say. Encourage students to think,

share and practise how they give information, with partners giving feedback, and opportunities to improve.

Students need to discuss how the message is shared (verbally or non-verbally), giving attention to how we use language and words, and how words have different meanings to different persons. Ask the students to give examples of words that may have different meanings when communicated to different persons or groups of persons.

The ability of the receiver to decode, understand or interpret what he or she just heard and/or saw is very important. Talk about the 'noise' or the interferences, those things which affect and impact accurate communication, causing faulty feedback. Explaining that past experiences, how one thinks about life, one's culture, emotions and attitudes can affect how one hears and interprets what was sent is critical. Ask students to think of examples of such interferences and their effects.

It is important to the sender that the receiver understands exactly what was meant in the message. Discuss what happens when there is no feedback, how the sender can ensure that the message is received as intended, and how the receiver can provide good feedback.

**Pair activity:** It is thought that 75 percent of our communication is non-verbal. As the students do the activity on body language, have them note the use of the different parts of the body in giving the message; the use of eyes, hands, body movements and the entire facial expression. Help students to appreciate the power of non-verbal cues. Ask them to share experiences when they received mixed signals, when what the person said was not matched by their non-verbal communication.

**Class discussion:** That listening is so much more than hearing needs to be clearly stated. Listening means giving keen attention to what is being said and more. Listening enables one to hear the wishes of the speaker. Discuss how we use our ears, eyes, heart and whole body. Encourage students to think about their patterns of listening. Examples could be drawn from what may have been happening in their classroom, how they 'listen' to each other. Encourage students to practise listening to each other differently.

**Conclusion:** Applying the skills being taught is critical. Encourage students to become more aware of how they communicate: how they speak, how they use words, how they say what they would like someone else to hear and understand, as well as how they receive information from someone, how they listen keenly to make sure that what they are hearing is what is intended by the speaker. Practise responding to information being received. Emphasise the importance of verbally responding to a message or information shared. Emphasise the power of responding with the heart and whole being, as most of us feel cared for and understood when this happens. Make sure that the impact communication has on the quality of our relationships emerges clearly.

**Homework:** Students could identify persons at home or elsewhere, with whom they feel they have a problem communicating. Have them plan a new approach to communicating with that person, noting especially body language as well as listening with the heart and whole being. They could write about this in their journal or share with another class.



# Unit 3 Healthy relationships with my family

(page 14)

## Life skills:

**interpersonal skills, empathy, problem solving**

Additional life skills:  
communication

## Learning outcomes

At the end of this unit students should:

- be able to talk about family situations and conflict
- understand some tips for building healthy family relationships.

## Activities

**Pair activity:** The class may need to start off by defining what we mean by family and students may want to do the activity using either nuclear family or household, or wider extended family. The point of the activity is firstly to encourage students to think about the quality of the relationships they have with members of their families and secondly to think about the qualities of individual family members.

Take care throughout this unit to emphasise that students do not have to share about their families and relationships unless they want to.

**Case study and class discussion:** These allow students to talk about difficult family relationships which are not personal to them and to speculate about fictional characters, their emotions, motivations, etc.

- Ask them to empathise with each of the characters – how might they be feeling? What could they do or say as a friend of each of them?
- Ask them to think about ways in which each character could make the situation better or worse. What interpersonal skills are needed here?
- There is clearly a problem in the family. Teach or remind students of problem-solving steps – see page 20 of this Teacher's Guide.

Students may be able to apply ideas from the discussion to their own situations. Some students may be willing to share situations of family conflict with partners, small groups or the class for discussion and problem solving. Students might similarly empathise with the people involved, discuss the interpersonal skills needed and try problem solving.

**Tips for building healthy relationships:** Read through the tips for building healthy relationships. The class might try to produce its own list first or simply add any other ideas. Talk about each tip, what it means and how useful it is.

**Reflection:** The reflection provides opportunities for homework.

## Unit 4 Healthy relationships with friends *(page 16)*

### **Life skills:**

**interpersonal skills, self-awareness, communication**

Additional life skills:

empathy, negotiation

### **Learning outcomes**

At the end of this unit students should:

- be more aware of their own relationships
- understand how to build healthy friendships.

### **Introduction**

Again take care throughout this unit to emphasise that students do not have to share about their friends and relationships unless they want to.

The class may find it useful to begin by discussing what we mean by friendship and what a friend is. Students may be happy to share anecdotes about situations such as starting secondary school when they make new friends. Allow students to discuss the aspects of friendship which matter to them at this time.

### **Activities**

Students can work through the materials in the Student's Book unit. It would also be useful for students to discuss the interpersonal skills which are important for making and keeping friendships. Choose one main skill and teach students the steps (pages 19 of this Teacher's Guide).

Students can use role play to practise some of the skills and attitudes of friendship: empathy, listening, respect and tolerance, negotiation, resolving conflicts. See the life skills steps on pages 16–28 of this Teacher's Guide. They might enjoy working one or more role plays into a drama for a small group or the whole class.

**Tips for building healthy friendships:** Discuss the tips for building healthy friendships. What does each mean in practice? Can they add any others?

Ask students to think about their own skills as friends (self-awareness). What are they good at, and what areas do they need to work on?

## Unit 5 Feelings and emotions *(page 18)*

### **Life skills:**

**self-awareness, empathy, managing emotions**

Additional life skills:

decision making

### **Learning outcomes**

At the end of this unit students should:

- understand that everyone has different feelings, positive and negative
- understand some ways to express feelings safely
- be able to name emotions.

### **Introduction**

Although we all experience a range of feelings, we do not often take the time to identify our feelings, to understand them and to learn how to express them safely. This unit aims to assist students to become more aware of their feelings, to own those feelings, and to think about how feelings may be expressed.

The word feelings is defined as mental or physical awareness, whereas emotions usually mean stronger instinctive sensations. At this level, however, the two may be interchangeable. Help students deliberately to describe exactly what they are experiencing or feeling. Brainstorming words associated with different emotions may help them in this.

### **Activities**

**Pair activity:** As students identify the faces in the artwork and describe how they think the person may be feeling, make sure they know that to have those feelings is acceptable and that a 'bad' feeling, such as anger, does not mean that the person who is having the feeling is bad.

**Reflection:** The reflection, it is hoped, will allow the students to respond honestly to how they are feeling. Encourage some to say why they are feeling that way. Identifying and owning their feelings is the beginning of the process of managing their emotions. They will need help in understanding this.

**Feelings and behaviour:** Students may need help in making the connection between the feeling they may have and how they behave as a result of that feeling.

Using role play or drama, students can dramatise how someone may behave resulting from a particular feeling they may be experiencing.

You could also play a game where one student names an emotion and others say or write down how they behave when they feel that way. After the game, you should debrief. Discuss which behaviours are associated with which emotions: do people have different ways of coping with different emotions? Are some behaviours more useful than others?

Some students may benefit from learning a simple technique such as counting to ten slowly or breathing deeply if they feel very intense emotion, such as anger, before they say or do anything. Other alternative strategies may include walking away or expressing their emotions in writing or drawing.

**Expressing feelings and emotions:** The concept of appropriately expressing our emotions may be challenging for some students where the tendency is to react spontaneously when a feeling is triggered by a situation. It is not always possible to know where the emotion is coming from or what has caused it, but it is there and needs to be dealt with.

**Case study:** Using the case study, guide students to understand that Liz's feelings, regardless of whether they are negative or positive, pleasant or unpleasant, are just fine; they are okay. Discuss Liz's feelings and what she could do with them. This should help them to appreciate how to express emotions simply, without negative behaviours, and the valuable outcomes of those expressions and responses.

**Individual activity:** Students may be encouraged to do this final activity about pleasant and unpleasant feelings alone or in pairs or threes. Students could be invited to share:

- Other situations when they may have had a negative emotion which was of value to them
- The experience of having both a pleasant and unpleasant feeling at the same time.

**Conclusion:** The power of our emotions needs to be highlighted. We need to be able to manage our emotions and the resulting behaviour so that we do not do things we may regret later, such as being violent.

## Unit 6 Managing our feelings and emotions

*(page 20)*

**Life skills: managing emotions, empathy, self-monitoring**

Additional life skills: self-awareness, decision making, critical thinking

## Learning outcomes

At the end of this unit students should:

- begin to understand how to manage their feelings
- be able to relate feelings and behaviour.

## Introduction

The last unit was about exploring and expressing feelings. This unit is about understanding how to manage feelings. Managing our emotions is different from expressing our emotions appropriately. Expressing the emotion means how we show or display what we are feeling. Managing our emotions means what we do with these feelings that will help us in our relationships and our growth and development. It is important to make this distinction for the students.

## Activities

**Class discussion:** Talk about the picture and speech bubbles. In the activity, students describe Zeela's emotions and how she is coping with them. Emphasise that there is value in crying, regardless of gender, age or stage in life. Discussing her friend, Julia's response should help them understand that managing our feelings is a process that may take time.

**Reflection:** Students should be encouraged to identify honestly those feelings that they have difficulty coping with and also to acknowledge their way of handling those emotions. Tell them that this is critical to their personal development. But do make sure that no one is pressurised to share their reflection.

**Masking our behaviour:** Wearing masks to conceal our feelings and emotions is normal. It is not always possible or wise to reveal our emotions in any given setting. However, it is important that the students understand the delicate balance between not confronting or acknowledging our emotions and pretending that we are not experiencing a particular emotion.

It is the pretending that a particular emotion does not exist and deliberately using another behaviour to conceal that emotion that is unhealthy.

Help students to understand that our emotions are best processed in a loving and caring environment.

In the picture on page 21, both young people are acknowledging their emotions to themselves. Allow willing students to share their thoughts about what the two could do with their emotions to stimulate discussion. Students can empathise with them and ask themselves if they do any of the things discussed in the unit. Alternatively, they could treat each of the thought bubbles as a problem and use the problem-solving steps to come up with a solution.

Students could use drama to express the emotions they struggle with and identify the masks they use to conceal them. The use of drama could create a more relaxed, non-threatening environment in which those emotions, as well as the masks, could be dealt with as each is discussed. Why do people need masks? Alternative approaches to managing the emotions should always be noted and encouraged.

Explain that we do not only mask unpleasant feelings but pleasant ones as well. When we mask our true feelings, we often miss the opportunities to experience affection and acceptance in loving and caring relationships.

**Group activity:** As the students share their situations or experiences, note carefully the messages being shared. Talk about the reasons why people have these feelings.

**Reflection:** From the emotions listed, the students may be encouraged to identify one or two that they may have had to confront recently and write about their feelings and responses in their journal.

**Conclusion:** Units 5 and 6 aim to help students to identify, own, express and manage their feelings. They need help to understand that:

- They need to take responsibility for how their feelings are expressed and the consequences of those expressions
- All feelings are normal
- How they handle their feelings and emotions will significantly impact their personal growth and development and in some cases their future lives.

## Unit 7 Cooling down *(page 22)*

**Life skills:**  
**managing emotions, communication, negotiation**

Additional life skills:  
goal setting, problem solving

### Learning outcomes

At the end of this unit students should:

- understand how better to handle anger
- realise that some behaviours escalate conflict situations, while others can cool them down.

### Introduction

This unit aims to help students deal with anger and conflict. They can be helped to deal with their own anger, communicate their feelings effectively and begin to negotiate outcomes which can be good for everyone. See also the appropriate life-skills steps (pages 16–28 of this Teacher's Guide) and help students to use these in relation to the case study and their own situations.

### Activities

**Case study:** Use the case study to provide a situation at a distance from people in the class.

Role-playing the situation and various outcomes should help students to see how angry situations escalate and how it is possible to cool them down.

**Difference between anger and violence:** Emphasise the difference between anger and violence. Anger is an emotion, which is okay and can sometimes be useful. Ask students to suggest situations where this might be the case. Violence is a behaviour which is almost never useful and almost always destructive. You could perhaps bring in ideas about human rights here, respect for others, etc.

Encourage students to share ways they deal with anger or irritation without being violent with others. Talk about the tips in the cooling down poem. What are positive ways of channelling anger?

**Reflection:** The reflection encourages planned behaviour change but students may also find it useful to practise in pairs, or through role play, ways of reacting when they feel anger which are not destructive.

## Unit 8 Different but valuable *(page 24)*

**Life skills:**  
**empathy, critical thinking, advocacy**

Additional life skills:  
communication

### Learning outcomes

At the end of this unit students should:

- understand the terms 'diversity', 'stigma' and 'discrimination'
- value our differences and uniqueness
- be able to empathise with others who are different.

### Introduction

The aim of this unit is to encourage students to celebrate human diversity rather than thinking negatively about people who are different.

Begin by looking together at the illustrations on page 24 of the Student's Book. What do we notice about the different groups of things shown? Alternatively, let the students flick through the Student's Book pages and say what they notice about the people shown. They are different. Students can look at the people in the picture on page 24 and explain how each of them is equally valuable.

### Activities

**Pair activity:** In the activity encourage students to think of as many ways as possible that people are different. Make sure you include all the main dimensions on the board: gender, sex, age, ethnicity, religion, language, appearance, physical and mental capabilities, health and illness, wealth, education, culture, likes and dislikes, etc.



**Case study:** Use the case study and activities that follow and discuss what happens to Dale and why. Talk about people in your community or nation who may be stigmatised or discriminated against. Discuss the difference between stigma and discrimination. This may be easier to understand in discussing attitudes and behaviours towards one group, such as people living with HIV. How do they think Dale may feel? How do Zack and his friends feel?

Some students may be willing to share times when they have felt stigmatised or discriminated against. Alternatively, they may be able to find real situations in the newspapers where people are being discriminated against. Women were often discriminated against in the recent past and even today some top jobs may not be given to women.

This might be a time to refer to human rights and the UN declaration.

**Reflection:** The final reflection encourages action and change of attitudes. Can the students work together to do something which will have a real impact?

**Conclusion:** Round up the lesson by emphasising the importance of valuing all human beings equally.

## What have we learnt? *(page 26)*

Encourage students to share what they have learnt in HFLE with their parents, guardians or siblings.

# Theme 2 Sexuality and sexual health

This theme deals with some sensitive issues – you may want to refer to pages 43–45 of this Teacher's Guide before teaching this theme.

## Unit 1 Gender roles *(page 28)*

### Life skills:

**self-awareness, critical thinking, problem solving**

### Additional life skills:

self-esteem

## Learning outcomes

At the end of this unit students should:

- understand what gender roles are

- understand what we mean by gender stereotypes
- understand why it is important for individuals to be able to make their own choices.

## Introduction

This unit aims to get students thinking more precisely and carefully about gender and aspects of sexuality. It also aims to help them become more self-aware and confident.

## Activities

**Sex and gender:** Ask students to discuss the pictures – what are the differences between the two pictures? What are the differences between men and women shown? To begin with answers are likely to be superficial, such as ‘the ones on the left have no clothes’, but get them to think about the deeper meanings. Would it matter if the two people in the right hand pictures swapped jobs? Discuss the questions under the pictures.

This discussion may at first provoke some giggling or silliness, but deal with this kindly but firmly, insisting that students speak respectfully about both sexes/genders and think carefully about their answers.

The activity on page 28 can be done individually or in pairs or groups.

**Case study:** Students should be able to empathise with the case study and Lucas’s experience. Students could tackle Lucas’s problem using the problem-solving steps (page 20 of this Teacher’s Guide).

Discuss gender stereotypes at school and in the community. What happens if people do not conform? How does this affect individuals’ lives? Students could use critical-thinking steps to explore these ideas. How can we be more tolerant of individual differences and diversity?

**Reflection:** Students might reflect on whether there are some things they do, or aspects of themselves which do not strictly conform to their gender stereotype. Encourage them to be confident about these aspects of themselves.

## Unit 2 Coping with puberty – getting ready (page 30)

**Life skills:**  
**self-awareness, empathy, communication**

Additional life skills:  
self-management, co-operation skills

## Learning outcomes

At the end of this unit students should:

- know about the physical changes of puberty, and menstruation
- understand that we all change at different speeds.

## Introduction

Begin by talking about how we change as we grow, from babies through childhood, both physical and mental/emotional changes, and ask students to suggest different changes which happen during childhood. What changes did they experience? What did they notice in younger siblings?

Move on to discuss changes in puberty. Give the students a few minutes to do the reflection.

Students may find it more comfortable to have some discussions in same sex pairs or groups for this unit. However, it is important that boys learn about changes in girls and girls learn about changes in boys. Perhaps same sex groups could make a presentation of the changes which affect them, to the whole class. You could let boys ask questions about girls' changes and vice versa, or if students are too shy to ask or answer in this way, make use of an anonymous question box (see page 41 of this Teacher's Guide).

## Activities

**Our hormones:** Make sure students understand the terms: puberty, hormones, adolescence and menstruation. Some students might like to research more information about the particular hormones involved and how they work, or more about the scientific aspects of menstruation.

**Pair activity:** Before students do the activity, discuss the difference between physical, mental, emotional and social changes.

**Class discussion:** There may be some giggling and silliness when looking at the diagrams showing naked Keisha and Damon, but if you take a serious approach and treat students' questions and comments with respect, it should be possible to work in a relaxed but sensitive and adult way. If necessary, remind students about the ground rules for talking about sensitive issues.

**Group activity:** The group role play activity on page 31 needs to be done very sensitively, making sure that students will not tease each other and that there is no sexual harassment after the class.

## Unit 3 Coping with puberty – changes in how we feel *(page 32)*

### Life skills:

**self-awareness, negotiation, managing emotions**

Additional life skills:

problem solving, communication, self-monitoring

## Learning outcomes

At the end of this unit students should:

- understand that we experience emotional and mental changes in puberty
- be more aware of own emotional changes.

## Introduction

This unit deals with the emotional and mental changes of puberty rather than physical ones. Kirk's worries are partly physical and partly emotional. Discuss the effects of Kirk's physical changes on how he feels.

## Activities

**Class activities:** After doing the class activities, let the students talk impersonally about emotional changes they've noted in others (without using names), or in general. In friendship pairs, they could perhaps also talk about their own emotional changes.

The class could brainstorm the slang and other words they use for the strong emotional feelings towards a member of the opposite sex, such as 'crush' or 'hots for'. Discuss whether these emotions are the same as adult love. What is the difference between them? What is it best to 'do' about these feelings? How do they deal with them? Can they come up with any strategies?

Students can talk about the differences between how younger children play and hang out together, how they do so in Grade 7 and whether this changes in Grade 9 and beyond? What have they noticed? What are the ages and stages involved?

Students could suggest or research the best places to go for help when puberty problems feel too much: trusted family members, older friends, help lines, etc. What places or people may it be unsafe to share these things with? An example would be internet chat rooms and social networking sites.

**Pair activity:** The final activity addresses the problem of inter-generational conflict. Most young people disagree with their parents at some point or rebel against their discipline. How does it help if everyone can manage their emotions? How can Anna manage her anger?

Let students discuss why this rebellion is a natural process and how they can negotiate. Let students role-play Anna's scenario or other similar ones from their own experience. This is good practice for being parents and resolving conflict. Teach students the skills of negotiation and (for parents) refusal.

## Unit 4 What is sexuality? (page 34)

### **Life skills:**

**self-awareness, problem solving, interpersonal skills**

Additional life skills:

empathy, managing emotions

### **Learning outcomes**

At the end of this unit students should:

- understand that sexuality is much more than just sexual intercourse
- be more aware of their own and others' sexual feelings.

### **Introduction**

This unit begins with a joke in the way that John Doe has filled out the form – John thought that the word sex meant the sexual act rather than his sex. This makes the point that words about sexuality are often confused. This unit tries to give students the correct terms and help them to understand the different aspects of sexuality.

### **Activities**

**Pair activity:** Students discuss the different meanings of the word 'sex' (biological sex, gender, sexual intercourse). You might also ask them to talk about the slang words they use for sex and the implications or associations that go with them. Point out that some slang words for sex may be disrespectful to women or trivialise the sexual act. Encourage students always to use the correct and precise words in class.

**Stimulus questions:** The questions with the illustration on page 34 are intended to make students think carefully about sex and gender and gender roles. Remind them about what they learnt in Unit 1. Make the point that gender roles are learnt from an early age. All individuals are different, with different talents and likes. We all have some supposedly 'male' and some supposedly 'female' characteristics. There are more differences between one individual and another than between men and women in general. We should not feel we cannot do something, such as a career, just because we are one sex or the other.

Discuss how pressure from other people, peer pressure and pressure from families and communities, makes people develop certain aspects of themselves and not develop others.

Our sexuality – how we feel about the opposite sex – can also be learnt from others. Students may ask about sexual orientation or homosexuality here. See page 52 of this Teacher's Guide for more information on how to deal with this.

**Group activity:** The activity about Jane is for same sex groups. Point 1 helps students to explore their own feelings and develop self-awareness. Then, when groups share with the class, this can help each gender understand the other better.

Point 2 is about management of emotions and can be done as a problem-solving practice (see page 20 of this Teacher's Guide). Take students through the steps. The main point of this is that we do not have to act at all on our sexual feelings. If we do act, we need to act safely, in a way that does not put us at risk. The first two options may put Jane at risk – the students can discuss how.

Showing our feelings is part of our sexuality. Let students discuss safe and unsafe ways of showing your sexual feelings and what might be appropriate in different relationships or at different stages of a relationship. How can we manage our feelings and behaviour to keep ourselves safe? Introduce the idea of trust and talking within boy-girl or sexual relationships.

**Reflection:** The reflection asks students to think about influences on their own gender roles.

## Unit 5 Reproductive health *(page 36)*

**Life skills:**  
**creative thinking, self-awareness, advocacy**

### Learning outcomes

At the end of this unit students should:

- understand some of the dangers of early sexual involvement
- know where to access good information about reproductive health.

### Introduction

This unit provides some basic information about our reproductive systems which students may have encountered before in science or biology classes. It then goes on to discuss why it is important to take care of our reproductive systems.

Begin by asking the class in a show of hands, how many students think they will eventually want to have children. Most will want to be parents at some point. Do they know any people who have had difficulty having children? Do they know teenagers who have had children too early?

Reproductive health means looking after your reproductive system so that you can have children safely when you want to. Some sexually transmitted diseases can prevent people from having children (make them infertile). Ask students to name any sexually transmitted diseases they have heard of.

## Activities

### Individual activity

The activity asks students how we can protect our bodies, both from early pregnancy and from sexually transmitted diseases and infertility. Five ways might include very direct answers: (from safest to least effective) abstaining from sexual intercourse or delaying sex until adulthood; using condoms correctly and consistently every time; being faithful to a faithful partner, having both tested for HIV and other STIs (this is more appropriate for adults); having few sexual partners. Other ways are avoiding contracting HIV from having tattoos or piercings etc with unsterilised equipment, or sharing razors, and not using intravenous drugs. Other ways of protecting our bodies are by not smoking (increases risk of cervical cancer and infertility), not drinking alcohol (reduces inhibitions and makes risky sex more likely). Students may suggest other ideas such as avoiding risky situations. Share their ideas as a class and accept all reasonable answers.

**Definition of reproductive health:** Read the speech bubble carefully and make sure students understand the elements or aspects of reproductive health. Check they understand the meaning of 'family planning'. What different ways of family planning are they aware of?

**Reflection:** With the reflection, ask students to think of reasons for their readiness or unreadiness.

**Class activity:** Where can people go for family planning help and advice? Where can people go for information about sex? Students can research this in the local community. If they have access to the internet, there may be some safe sites (check that you have restrictions on access to unsafe sites) they could look at. Check them out yourself carefully first.

Encourage students to be creative in their presentation of the reproductive health pamphlet so they produce something which will appeal and be interesting to other students. Talk about the most important messages they want to convey.

## Unit 6 Sexual choices *(page 38)*

**Life skills:**  
**decision making, refusal, assertiveness**

Additional life skills:  
creative thinking, self-monitoring, managing emotions

### Learning outcomes

At the end of this unit students should:

- understand the key steps in decision making



- know the reasons why some teenagers become sexually active
- be able to practise assertiveness or refusal skills.

## Introduction

Begin by getting students to brainstorm and discuss some of the choices they routinely make every day. Then move on to decisions which are more difficult. Students do the activity individually, making notes. Ask some volunteers to share their thoughts with the class.

When dealing with difficult decisions or those which may have long-term consequences for ourselves and others, it is useful to think about the choices we have carefully, rather than following our instincts or impulses. Sometimes we can think about future decisions some time before we actually have to make them.

Let students share situations where they or people they know have made hasty decisions which weren't thought through or were made under the influence of alcohol, and later regretted. We've all done things we regretted later, when we saw the consequences. How can we improve our decision making?

## Activities

**Group activity:** Students do the keeping safe activity in small groups.

Kelly is faced with a difficult decision – she can go with Cindy or stay behind. She feels reluctant and has to think about her own safety, Cindy's safety and the best course of action.

**Decision-making steps:** Take the class through the decision-making steps on the next page and apply these to Kelly's situation. What are the alternatives/choices? Help students to think through the consequences of any of the choices. How might creative thinking (see page 24 of this Teacher's Guide) help her to make a decision?

Then use the decision-making steps and apply them to other situations to do with sexual choices – perhaps students can suggest difficult situations they've been in, or even fictional situations they can imagine. If not, you might suggest some.

**Class activity:** As a class or in groups, do the activity, points 1 and 2. This is about the factors which influence our choices about having sex. What can they remind themselves of, which might help to keep them safe? (Pregnancy or fatherhood, disruption of education and career, STIs including HIV, possible infertility, emotional hurt) What are the consequences of abstinence or safe sexual activity? (Self-respect, health, looking after self and others, long-term goals not disrupted)

**Remember:** Discuss the text under Remember – how do students feel about this? How easy is self-control or self-management? What can help with this?

**Reflection:** Let individuals or pairs do the reflection. This leads on to ideas about assertiveness and refusal skills. Depending on time, you might like to ask students to role-play a situation requiring refusal (such as Kelly's), practising what they can say.

# Unit 7 What does it mean to be ready? *(page 40)*

## **Life skills:**

**decision making, communication, refusal skills**

Additional life skills:

negotiation, goal setting

## **Learning outcomes**

At the end of this unit students should:

- understand the responsibilities involved in having sex
- be able to decide whether they are ready for sex
- be able to practise refusal skills.

## **Introduction**

This unit follows on from the previous one in terms of life skills. You may want to refer back to the decision-making steps in Unit 6 or practise communication (for example listening to 'No' as well as saying it) and refusal skills.

## **Activities**

**Case study:** Read through the case study with the class or let them read it alone or in pairs.

Ask the students:

- How does Peter feel about Michelle before the crucial day?
- How does Michelle feel about Peter before the crucial day?
- How does Michelle feel when she sees Peter walking across the playing field?
- Why does Michelle tell Peter about how she feels? What is she expecting?
- What might Peter feel when Michelle suggests they have sex?
- What do you think Michelle feels when Peter rejects her suggestion?

Then discuss:

- How might Michelle have approached Peter about this in a way which would not have led to her feeling rejected?
- How might Peter have said 'No' to sex without Michelle feeling rejected?

**Class activity:** You might need to ask students to think about what we mean by 'being ready for sex'.

Pairs of students might role-play alternative endings to the story, which end more happily. How can Peter refuse firmly but still stay friends with Michelle?

**Individual activity:** Students can do the individual activity, making notes of their ideas, and

then perhaps sharing them with a friend. You might like to discuss how having firm goals can help us to keep focused and safe.

**Class activity:** The conversation between Tisha and Troy can be done as a class or in groups. They could develop short plays in writing, or role-play the conversations. Teach students refusal skills (Teacher's Guide page 26).

**Remember:** Read the remember paragraph. Why is abstinence better for young people? Why should partners both test for HIV BEFORE they have sex? Why is it important to use a condom even in a committed relationship?

Do the students know how to use a condom correctly? Consider whether this is the appropriate time for you or a health worker to teach them this, or whether it should wait for later in the course – this will depend on the maturity, knowledge and vulnerability of your students. Always check with your head teacher or principal before doing this. In some territories, you may need to check with parents or others. Keep in mind the age of consent in your country and be careful not to promote condom use and sexual activity. You are providing students with information they may need later in life – you are not promoting condom use. Abstinence is always safer.

**Reflection:** Finally students consider for themselves situations where they might be vulnerable and how to avoid them.

## Unit 8 Sexual abuse (*page 42*)

**Life skills:**  
**self-awareness, refusal, problem solving**

Additional life skills:  
advocacy

### Learning outcomes

At the end of this unit students should:

- be clear about what sexual abuse is
- understand what to do if someone attempts to abuse them
- know how to help someone who is being abused by taking them to an appropriate adult.

### Introduction

This is a very sensitive issue to deal with, as there may well be students in your class who have been or are currently being abused, or even who are abusing others. You might perhaps say at the outset that the classroom is not a place for disclosures about abuse, but that if any student wants to talk to you about anything that has happened to them or someone they know, they can

do so later. However, you must point out that in matters of abuse you will not be able to keep any disclosures confidential – it is your duty to tell the relevant authorities.

The purpose of this unit is to help students understand what sexual abuse is and keep themselves and others safe from it as far as possible. Perhaps begin by talking about different kinds of abuse – students may be able to tell you about physical abuse, emotional abuse, neglect of children, etc. Point out that usually the abused are those without power – children and women – and usually the abusers are those with power – boys, men and adults. Some adult women do abuse children in different ways, including sexually. Some adult women also abuse adult men both physically and emotionally.

## Activities

**Same-sex pair activity:** Students do the first activity about places that it is okay to touch and places that it is not okay, in same sex pairs. Many people have different rules for different situations. For example a mother or father may touch a young boy's penis to help him to pee. A doctor may look at or touch a girl's breast to check for cancer. Parents and children may hug tightly. Football players hug and kiss each other after scoring a goal. Some individuals and families are more demonstrative than others.

Each of us has the right to look after our own bodies. No one else has the right to touch you. Suggest to students that they listen to their 'inner voice' – does this touching feel comfortable and right? If not, then ask the person to stop.

**Pair activity:** Students do the second activity in pairs. Again same sex pairs may be best. Then read through the text. Point out that abusers are rarely strangers, usually they are people known to the person, and perhaps to their family. Often abusers are very plausible – they look and sound exactly like everyone else. Adults who consistently abuse children are called paedophiles. Often they 'groom' or make friends with their victims over a long period before abusing them.

You could use this opportunity to discuss the dangers of internet chat rooms or social networking sites, where students may not know the real identity of people they are 'talking' to. People can easily hide their true gender and age. Students should never divulge their address, telephone number or other contact details, nor agree to meet people who they meet in this way. You could ask students how many of them have used chat rooms or similar sites and find out whether they are aware of the dangers.

Often young children are taught this slogan to remember in case of abuse: STOP, GO, TELL – shout 'Stop', Go away from the abuser quickly, Tell a trusted adult. It is still useful for teenage students to remember. Always say 'No' and go for help.

**Pair activity:** The last activity enables students to clarify their thinking and provide help for others through SAFE plans.

## Unit 9 HIV and AIDS (page 44)

**Life skills:**  
**advocacy, critical thinking, communication**

### Learning outcomes

At the end of this unit students should:

- understand what HIV and AIDS are
- understand how HIV is transmitted.

### Introduction

The first part of this unit provides information about HIV and how it attacks our immune system. Students may know some of this information from other subjects such as science. Make sure they understand how the immune system works and how HIV is transmitted.

### Activities

**Individual activity:** The first activity should encourage awareness of parts of the immune system we don't always think of, like the skin. This is important in HIV as the skin mostly acts as a barrier to HIV, except where there are sores, cuts or a wound, although often these are too small to see, and through the membranes of the vagina, anus and penis. It is therefore safe to touch people with HIV or AIDS in normal social contact.

**How the immune system works:** Talk to students about their experience of how their immune systems work – what happens when they have a cold or 'flu for example. Do they know how long it takes from catching a cold to the appearance of symptoms such as runny nose and cough? Compare that to the time it takes from HIV to AIDS.

**How HIV is transmitted:** Make sure students understand clearly the ways in which HIV can and cannot be transmitted.

Make sure that students understand that you cannot tell if someone has HIV by how they look, or by the symptoms or illnesses they have. This can only be done by a blood test. Most people who have HIV do not know they have it and look and feel completely well and normal, like the rest of us.

**Class activity:** The final activity allows students to process what they know, protect others and find out more. Teach them steps in advocacy (see Teacher's Guide page 23).

You could also include a student role play between two people or in a family, talking about how you can or cannot get HIV, or students could create a song or play to provide simple information for their peers about how HIV is transmitted.

# Unit 10 STIs (page 46)

**Life skills:**  
**decision making, critical thinking, self-awareness**

## Learning outcomes

At the end of this unit students should:

- understand what STIs are and how to avoid them
- understand the dangers of unsafe sex.

## Introduction

Begin by asking students what STIs are. Can they name any? What is the difference between STIs and STDs? (There is no difference.) How are STIs transmitted? HIV is an STI.

Emphasise the point that STIs are transmitted by sexual contact – you do not have to have full intercourse to get an STI. The best way of preventing STIs is to abstain from sexual contact or to use condoms correctly. Point out that other contraceptive devices, such as the pill or the coil, do not protect against STIs.

The table on page 47 is intended to provide some information for any students without access to the internet or other sources of information for research. The photographs may cause some pointing, giggling or disgust but it is hoped will encourage students to understand the seriousness of these diseases and make them think about the risks.

While many STIs are treatable, some are very serious and, if untreated, can lead to infertility or even death.

## Activities

**Individual activity:** The research activity can be done singly or in pairs or groups. Students will need to read and analyse the information on page 47 in order to produce their own tables. They could add anything they have discovered for themselves.

Students could also research where to go for information and advice about STIs and where to get tested and treated.

**Reflection:** Discuss the first two points of the reflection as a class. Finally each student can write down their own action plan to avoid STIs. They need to use self-awareness skills to decide what might put them personally at risk and plan their decisions.

# Unit 11 Cervical cancer *(page 48)*

## **Life skills:**

**self-awareness, decision making, critical thinking**

Additional life skills:

advocacy

## **Learning outcomes**

At the end of this unit students should:

- understand what cervical cancer is and how it is contracted
- understand how to reduce the transmission of cervical cancer.

## **Introduction**

Although this is something which only affects girls, it is important that boys and men know about it as it can affect their partners and they can help to reduce the spread of the HPV virus by having fewer sexual partners, always using condoms, and getting STIs treated promptly.

Note that the symptoms given are not only confined to cervical cancer, they can result from other diseases. Students shouldn't assume that if they have these symptoms they have cancer, but they should get checked out by a doctor.

Stress the importance of girls and women going for regular smear tests so that any cancer can be caught at a very early stage. It can then usually be treated successfully.

## **Activities**

Students can find out whether HPV vaccination is available in your country. If so, they could find out more about it and discuss the pros and cons of having it. If not, they might like to campaign for it to be made available.

Students could use the points under 'What increases the risk of cervical cancer?' to make posters to share their knowledge with others.



# Unit 12 Risk behaviours for HIV and other STIs

(page 50)

## Life skills:

**problem solving, critical thinking, self-awareness**

Additional life skills:

goal setting

## Learning outcomes

At the end of this unit students should:

- understand the risk behaviours for STIs and HIV
- be able to say which activities are most risky and which least risky
- be aware of own levels of risk.

## Introduction

Talk about the cartoons with the students. Ask them to suggest other very risky situations they are aware of. Some risks are greater or more dangerous than others. Some risks are obvious, but others are less so. Talk about the differences.

## Activities

**Class activity:** Let the class do the activity and rank the risks from highest to lowest. Encourage discussion and debate until they reach the right ranking.

Correct ranking in order of risk from the most risky:

- Having sexual intercourse with more than one partner without using a condom.
- Having sexual intercourse with one partner you think is faithful to you.
- Having sexual intercourse with one partner and using a condom correctly.
- Abstaining from sexual intercourse.

Students may dispute the ranking of the two middle ones, but we can never be absolutely sure a partner is faithful to us. (Many faithful married women have contracted HIV even though they thought their husbands were faithful.)

**Reflection:** Use the reflection to talk about how HIV and STIs are transmitted and what puts us at risk of getting them.

**Pair activity:** Students, in pairs, do the activity and discuss which activities A to E are safe, slightly risky or very risky. This requires careful observation and critical thinking. There are no absolute right answers to this; it depends on your interpretation of the pictures.

A – This may be a group of friends (no risk), or possibly represent a situation where the man has sex with three partners (risky).

B – The couple are probably going to have sex (risky) but there is a packet of condoms on the table – so this could be safe or slightly risky (if the condom splits or they use it incorrectly).

C – The couple are kissing passionately, which is safe provided they do not continue and have sexual intercourse or they use a condom, or are both faithful, having tested for HIV first.

D – The man is probably paying the girl for sex – but we do not know how many partners each has had or whether they are using a condom.

E – The activity, playing squash, is safe, but are the couple alone together and could the situation lead to sex?

Students continue by making their own list of behaviours which carry some risk for contracting HIV. They then discuss and rank them. They also think of safe behaviours. Finally, they set or remember two of their own goals which will help them to stay safe, for example to stay on at school and go on to further education, to have a family, or to be fit and healthy.

## Unit 13 ABCs – just wait *(page 52)*

### **Life skills:**

**empathy, problem solving, critical thinking**

Additional life skills:

assertiveness

## **Learning outcomes**

At the end of this unit students should:

- understand the ABC methods for avoiding HIV
- be able to reduce their own level of risk.

## **Introduction**

This unit recaps and consolidates knowledge about safe behaviours, especially abstinence, and encourages students to think more deeply about what this means and the difficulties of staying safe.

You could begin by asking students to share what they think are the main difficulties of abstaining, for example peer pressure, desire and keeping self control, others' expectations.

## **Activities**

**Case study:** Students read the case study. You could ask the boys to explain how they think Marlon is feeling, and the girls to explain how they think Trisha is feeling. Encourage both genders to empathise with both characters.

Trisha is not ready for sex. She has set herself goals and wants to stay safe. At the same time she was in love with Marlon. What do the students think she should do or say?

Marlon told Trisha he loved her in order to get sex from her. Why is he embarrassed? He is obviously being pressurised by his friends or feels they expect him to have sex with Trisha. Does he love Trisha? What is he more worried about – what Trisha thinks or what his friends think? What do the students think he should say to his friends? And what should he say to Trisha?

As a class, discuss how Trisha and Marlon feel and how to help them. Students could role-play, in pairs, a conversation between Trisha or Marlon and a close friend. The close friend tries to advise them.

You can use the case study to practise problem solving. What is Trisha and Marlon's problem? Use the problem-solving steps, see page 20 of this Teacher's Guide.

**Individual activity:** Students read the text and do the activity on abstinence. Talk in more detail about 'secondary abstinence'. It is never too late to decide to stop having sex and delay until adulthood. Young people often find they recover more self-respect and are better able to concentrate on other parts of their lives in this way.

**Being faithful:** Discuss the difficulties of faithfulness, even for married partners. No one can ever be absolutely sure that their partner is faithful, so it is wise to use condoms unless you want to have children.

**Using a condom:** Make sure students understand what it means to use a condom correctly – see page 55 of this Teacher's Guide.

## Unit 14 People living with HIV (*page 54*)

**Life skills:**  
**self-awareness, empathy, advocacy**

### Learning outcomes

At the end of this unit students should:

- be aware of their own attitudes towards people living with HIV and AIDS (PLWHA)
- be able to empathise with PLWHA
- be able to advocate for PLWHA.

### Introduction

This unit seeks to break down some of the stigma, stereotyping, discrimination and denial surrounding HIV. It encourages teachers and students to look at their own attitudes, become more self-aware and empathetic. They then have the opportunity to advocate on the part of people living with HIV (PLWHIV).

Be sensitive to the fact that one or more students in your class may be living with HIV or have family members or friends who are living with HIV or have died of an AIDS-related illness.

Let students share their worries and fears, but encourage them also to speak kindly and not be insulting or discriminatory in their speech. Help them to think through the real risks of having a friend with HIV (very low indeed).

## Activities

**Class activity:** Students read the case study and perhaps act out what has happened in the story before discussing it. Then do the activity as a class or in groups, sharing findings.

Students can role-play a continuation of the story, making their own ending. Present the role plays to the class and discuss the various endings.

Individual students may also like to write the story and their own ending at home.

Finally students can design the poster. They may also like to find out about or contact real local groups which advocate for PLWHIV, to invite someone to speak to the class or offer their help in some way.

## What have we learnt? *(page 56)*

Encourage students to think about what they have learnt: factual information, and how their feelings or attitudes may have changed. How have these two elements helped to make them safer?

You can also use this opportunity to recap or practise any life skills, such as goal setting, refusal or assertiveness.

The plan to keep healthy consolidates work from the whole unit.

## Theme 3 Eating and fitness

### Unit 1 Healthy foods for healthy bodies *(page 58)*

#### **Life skills:**

**self-awareness, critical thinking, problem solving**

#### **Additional life skills:**

**healthy self-management, communication**

## Learning outcomes

At the end of this unit students should:

- be able to explain the concept of a 'balanced meal'
- appreciate healthy eating as a critical component of healthy living
- be able to use critical thinking skills and communication skills to plan balanced meals using a variety of foods
- be able to use healthy self-management skills to monitor personal eating habits.

## Introduction

All living things need food for life. Food provides the energy for activities and body warmth. Food is also needed to build, repair and maintain body tissues like muscles and bones. It also helps the body fight against diseases.

In the Caribbean, food is classified into six groups:

- Staples: foods made from flour like bread and roti, macaroni, rice, potatoes, breadfruit and cassava. Staples form the bulk of meals and are excellent sources of energy.
- Legumes: peas and beans like lentils, red/kidney beans, pigeon/gungo peas, black eye peas and peanuts. Legumes are good sources of plant protein for healthy body tissues.
- Vegetables: dark green leafy and/or yellow vegetables like cabbage, spinach/callaloo/bhagi, carrot and pumpkin. Other common vegetables are cucumber and tomato. Vegetables contain important minerals like iron and vitamins like Vitamins A and C.
- Fruits: West Indian cherry, mango, guava, citrus such as oranges and grapefruit. Fruits contain vitamins, especially Vitamin C, and minerals.
- Food from animals: fish, poultry, meat, dairy products (milk, cheese etc.), eggs. Animal products are good sources of proteins.
- Fats and oils: butter, vegetable oil, fatty meats. Fats and oils are good energy sources.

Eating balanced meals is important for good health. Balanced meals contain foods from as many of the food groups as possible in adequate proportions (Four parts staples, two parts legumes, one part vegetables, one part fruits, one part food from animals, small amounts of fats and oils). These proportions are outlined in meal guides/plans that were especially developed for the Caribbean. One such popular guide is *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' given below.

## Activities

**Class activity:** If possible, display posters showing the six food groups and a meal plan specially developed for the Caribbean. The home economics or food and nutrition department should have these.

With the aid of the posters or pictures in the students' texts, introduce students to the six food groups and the concept of a balanced meal.

Let students work in pairs or small groups to plan balanced meals using the meal guide. Facilitate the process by circulating among them and providing support where necessary.

Allow groups to share their balanced meals at the end of the session and get feedback from the rest of the class. Give feedback at the end of each presentation.

**Individual activity:** As an extension activity, ask students to record the meals they eat each day of the next week in a 'Meal Journal'. They can discuss their journals in their small groups at the next session. Share with students the importance of this exercise as an important step in helping them to make healthier food choices in the future, since it makes them aware of their eating habits.

## Unit 2 Handling foods safely *(page 60)*

**Life skills:**  
**self-awareness, creative thinking, critical thinking**

Additional life skills:  
interpersonal skills

### Learning outcomes

At the end of this unit students should:

- be able to explain how safe food handling practices protect our health
- demonstrate appreciation of the importance of following safe food handling practices
- be able to use critical-thinking and creative-thinking skills to identify safe food handling practices.

### Introduction

See page 62 of this Teacher's Guide for background information on food safety.

As an introduction, ask for volunteers to share any personal experiences they have had with getting sick from eating unsafe food. You may decide to share your own experience or that of someone you know.

Define safe food as food that is free of germs, parasites and harmful chemicals. Ask the class for possible signs or symptoms from eating unsafe food. Supplement answers, if needed.

### Activities

**Class activity:** Allow the class to identify the safe food handling principles talked about in the pictures and ask probing questions to help them discover how these keep food safe. Remind students that safe food is free from germs, parasites and harmful chemicals. Use this definition to

help them discover the reasons behind the practices. For example washing hands before handling food keeps the food free from germs. Students could draw their own illustrations for each rule and make these into a booklet on food safety.

Students, in small groups, could brainstorm additional food safety principles not shown in the pictures and say how they keep food safe. Facilitate the process by monitoring groups and offering support where needed.

The groups' principles may be compiled on the chalkboard/whiteboard. If you wish, you may supplement their list using the safe food handling principles given above in this Teacher's Guide, pages 62–63.

**Class activity:** As an extension activity, in small groups, students develop posters showing safe food handling practices. Arrange to have these displayed in the classroom and/or on the school's notice board.

## Unit 3 Be active! *(page 62)*

**Life skills:**  
**self-awareness, problem solving, advocacy**

Additional life skills:  
decision making

### Learning outcomes

At the end of this unit students should:

- be able to identify benefits of regular physical activity
- demonstrate a willingness to increase their levels of physical activity
- be able to use self-awareness and decision-making skills to increase their levels of physical activity.

### Introduction

This unit may be introduced by having the class jog on the spot, do jumping jacks or dance to vibrant music for five minutes. Ask students how they feel after doing the activity. What physical changes do they observe (for example faster heartbeat and breathing)?

### Activities

**Class activity:** Let the class brainstorm to identify simple ways of being physically active. A volunteer may list these on the chalkboard/whiteboard as they are given.



**Pair activity:** Allow pairs or small groups to identify some benefits of physical activity and write a short song, rap/chant or poem which they later share with the class. At the end of the presentations, you may give additional benefits from the list above as needed.

**Reflection:** Allow students to reflect on their personal levels of activity using the questions given in their text. Encourage them to act on the choices they make, based on their reflection.

**Pair activity:** Encourage pairs of students to plan and follow a timetable for an active week with a friend. At the end of the week, they can share what their experiences were like.

## Unit 4 Keep fit and be safe *(page 64)*

**Life skills:**  
**problem solving, advocacy, communication**

Additional life skills:  
self-awareness, critical thinking

### Learning outcomes

At the end of this unit students should:

- be able to identify safety guidelines related to physical activity
- demonstrate a willingness to improve personal safety when engaging in physical activity
- be able to use critical-thinking and self-awareness skills to identify safety guidelines which can be followed to improve personal safety.

### Introduction

Although physical activity is an essential component of a healthy lifestyle, there is the risk of suffering injuries if basic safety guidelines are not followed. The following guidelines can help prevent injuries related to physical activity.

1. Follow all safety instructions given for the activity.
2. Wear appropriate protective gear such as helmets, knee and elbow pads, reflective clothing and protective eye-wear. Boys should wear athletic supporters and cups while girls should wear athletic bras where appropriate.
3. Use recommended safety equipment correctly.
4. Do warm-up and cooling-down exercises like stretching or slow movements at the start and end of the activity.
5. Begin new exercises at low intensity and gradually increase the intensity over time as the body adapts to the additional demands.

6. There should be adult or expert supervision where necessary, for example at the beach or pool.
7. Do not continue an activity if pain or fatigue is experienced.
8. Do not participate in physical activity if injured.
9. Drink enough fluids like water or sports drinks to prevent dehydration through sweating.
10. Avoid vigorous physical activity outdoors when days are extremely hot and humid. Choose a time of day when it is cooler.

## Activities

**Class discussion:** Allow a student to read the case study given in the student's text. Use the questions to lead a class discussion on the importance of safety in fitness activities.

**Group activity:** Ask small groups of students to identify specific safety guidelines for the following activities:

- Fun at the beach, river, pond or swimming pool
- Football
- Cricket
- Running (day and night)
- Outdoor sports in hot, humid weather
- Skateboarding or rollerblading.

Each group may work on one activity. You may modify the list of activities as desired to reflect activities that are relevant to your students.

**Reflection:** Allow students to reflect on their safety practices.

**Group activity:** Encourage small groups to identify other safe habits needed at home, at school and on the road. Groups can then make a booklet on safety in one of these areas.

## Unit 5 Eating and fitness habits *(page 66)*

**Life skills:**  
**self-awareness, critical thinking**

Additional life skills:  
communication

## Learning outcomes

At the end of this unit students should:

- be able to discuss the factors which influence eating and fitness behaviour

- demonstrate a willingness to understand their personal eating and fitness behaviour
- be able to use critical-thinking and communication skills to analyse the factors which influence personal eating and fitness behaviour.

## Introduction

See background information on page 66 of this Teacher's Guide about eating and fitness behaviours.

Use the two pictures at the start of the unit in the students' text to introduce the topic of eating and fitness behaviours.

## Activities

**Class discussion:** Discuss the questions on the pictures before moving on to use the concept map to discuss factors influencing eating behaviours. Define the terms biological, cultural, social and economic.

Be sensitive when discussing the cultural factors of ethnicity and religion. Do not allow students to make any disparaging comments.

**Pair/small group activity:** Let students work in small groups to identify factors affecting fitness behaviours. Ask them to start by looking at the factors which influence eating behaviours. Are the factors the same? Facilitate the process by moving among groups and giving support. Allow groups to share their ideas in a plenary session and give appropriate feedback after each group's contribution.

Allow pairs of students to discuss their personal eating and fitness behaviours.

**Reflection:** Individual students can then reflect on their personal eating and fitness habits.

## Unit 6 Healthy choices *(page 68)*

**Life skills:**  
**self-awareness, decision making, critical thinking**

Additional life skills:  
communication

## Learning outcomes

At the end of this unit students should:

- be able to identify new foods and fitness activities they would like to try
- demonstrate a willingness to try new foods and fitness activities
- be able to use critical-thinking, decision-making and communication skills to select new food and fitness activities they would like to try.

## Introduction

Generally, change is very challenging since many people are quite content to remain in their 'comfort zones' and may actually experience anxiety when faced with the prospect of trying new behaviours. However, the process of adopting new behaviours can be made easier if the person involved is provided with guidance to help them think about the new behaviours and what is required to make the change.

## Activities

A good place to begin helping students try new foods and fitness activities is to encourage them to brainstorm and list all the foods and fitness activities they are interested in. With respect to new foods, you may help by providing recipes and/or pictures of foods that your students may have never tried.

**Pair activity:** Pairs of students should then use the points and questions given to prioritise and focus on those foods and activities which are easiest or those which they want to try first.

It would help if you guide the class through the process, using examples of foods or fitness activities, before allowing students to do it on their own.

### Optional activities:

1. Students can bring samples of various meals they think their classmates have never tried to share with the class during the session or a subsequent one.
2. Students can also be encouraged to try new fitness activities by having them vote on an activity they would like to try and arranging to have them engage in the activity during or after school. This process can be repeated at other times so that various activities are included.

## What have we learnt? *(page 70)*

This summative unit provides the opportunity for students to reflect on what they have learnt and how the units on Appropriate Eating and Fitness have affected their attitudes and behaviours. It also allows students to make plans to improve their eating and fitness behaviours.

**Group activity:** Select an appropriate object for this activity. You may choose an object related to eating and fitness, for example a ball or a health magazine rolled up like a baton; a firm fruit with a tough outer skin such as an orange, grapefruit or mango; a packaged healthy snack like a granola bar or mixed dried fruit.

Announce that the final person left standing with the object gets to keep it. This should engender some excitement as students may try to pass on the object more quickly so that they remain longer in the activity.

Choose vibrant music. It may be useful to select music that your students are familiar with. Randomly stop the music as is done in 'musical chairs'.

If a student merely ‘parrots’ something another student said, gently encourage him or her to give another answer.

### **Individual activity:**

- Since learning styles vary among students, allow your students to express themselves in a way they find most comfortable. Some possible ways of presenting their answers are given in the student’s text.
- Although it is suggested that the activity be done by individuals, use your discretion to allow students to work in pairs or groups of no more than four if they feel more comfortable working with others. However, in such cases, ensure that each student makes a contribution to the final product.
- It would be good to have a session or two where students can present what they have learnt to the class using their chosen method.
- Encourage students to act upon what they have learnt in the units.

## **Theme 4 Managing the environment**

### **Unit 1 The environment** *(page 72)*

**Life skills:**  
**self-awareness, creative thinking**

### **Learning outcomes**

At the end of this unit students should:

- understand the term ‘environment’
- show awareness of their senses in perceiving the environment
- recognise that there are different types of environment.

### **Introduction**

Ideally, an introduction to the environment should be carried out in the environment itself. This could be a short tour of the school compound, or a short field trip in the school neighbourhood.

1. Before setting off, discuss with the class where they are going and what they know already about the place.
2. Students could go out in pairs and draw each other’s attention to all that they can observe with their senses.
3. Back in the classroom, students can work in pairs to discuss what they saw.
4. A class brainstorm can be used to build up a list on the board of what they saw.

If a field trip cannot be arranged, follow the text and use Jack's picture of his journey to school as a starting point.

## Activities

If you have been out on a field trip, get students, in groups, to build up their own diagrams to show what makes up the environment, using their own lists.

**Pair activity:** The pair activity about using senses in the environment can be debriefed by inviting volunteers to share their ideas or simply use it as a warm-up activity for the next section.

**Individual activity:** This can be given as a homework exercise and involves self-awareness and creative-thinking skills.

A running list of the concepts learnt could be built up during the lesson as they emerge. Here is a possible summary:

- Our environment is everything that is around us – the natural world and the man-made world.
- We sense the environment by seeing, hearing, touching, smelling and tasting it.
- We also have feelings or emotions about the environment.

## Unit 2 Water wise (page 74)

**Life skills:**  
**critical thinking, self-awareness, creative thinking**

## Learning outcomes

At the end of this unit students should:

- be able to test different samples of drinking water and make a choice of the best sample
- know about the water cycle
- be able to monitor their use of water.

## Activities

**Group activity:** Supply drinking water from three different sources – school drinking supply, commercial bottled water, one other source (your home supply).

After the activity, discuss why water from different sources looks and tastes different.

**Pair activity:** Others water sources are wells and reservoirs.

**Did you know:** Give a quick quiz for pairs to focus attention on the diagram of the water cycle:

1. What is evaporation?
2. In what form is water after evaporation?

3. What are clouds?
4. Where does rain go when it reaches the ground?
5. Where does the sea get its water from?
6. What is condensation?
7. What is another word for rain and snow?
8. What word means water stored in rocks underground?
9. Where in the cycle can water be in a solid form? A liquid form? A gas?
10. Can you see where in the water cycle diagram, water might be collected by the people shown in the illustrations above?

**Class brainstorm:** Possible uses of water are personal, domestic; agriculture – crops and animals; industry – transport, cooling and energy supply; whatever is relevant to your country and within students' experience.

This should lead to an appreciation by students that they consume a great deal of water indirectly through consuming agricultural and industrial products.

**Individual activity:** This activity at the end involves critical thinking and self-awareness.

## Unit 3 Air matters *(page 76)*

**Life skills:**  
**self-awareness, critical thinking, creative thinking**

### Learning outcomes

At the end of this unit students should:

- be aware of air in the environment
- recognise some common air pollutants in our environment
- understand that some people suffer health problems caused by air pollution.

### Activities

**Pair yoga breathing exercise:** Here are the instructions for the simple yoga breathing exercise:

1. Sit straight and close your eyes.
2. Begin to notice your breathing.
3. Focus on the feeling of your breath moving in and out of your nostrils.

4. Stay focused on your nostrils for five to ten breaths.
5. Now focus on the back of your throat and notice the feeling of the breath brushing the back of your throat.
6. Stay focused on your throat for five to ten breaths.
7. Notice how the air coming in is cool while the air going out is warm.
8. Now focus on your abdominal area and notice the natural movement of your belly as you breathe.
9. Notice how your abdomen fills up as you breathe in and empties as you breathe out.
10. Draw your navel right back to your spine as you breathe out.
11. Pay attention to your next intake breath.

When debriefing, focus on how the students felt before and after the exercise. This raises students' awareness of their own bodies and breathing.

**Class discussion:** For the discussion about how safe air is to breathe, there are many situations where the air may be harmful, such as: gas stations, heavy traffic, factories, cane-in-arrow season, newly cleaned or freshly painted rooms, area around smoking fires, rotting foodstuffs or garbage.

**Pair activity:** Can you think of anything else that can make air polluted? Possible answers are:

- Salt in the air causes damage to electric and electronic goods.
- Agricultural and industrial chemicals can cause cell damage.
- Fibres in clothing factories and shops that sell fabric can irritate the respiratory tract.
- In the domestic setting – cigarette smoke, mosquito coil smoke, insect and air purifier sprays, fumes from cleaners, soap powders, paints and polishes and glue.

**Individual activity:** Something special in the air could be a homework exercise. To prepare for this, groups of students examine labels from common canned goods. They note what goes on a label and how a label is designed. This is meant to be a playful activity with a serious intent – to think about what makes for special air.

## Unit 4 Sharing resources *(page 78)*

**Life skills:**

**negotiation, co-operation skills, self-awareness**

Additional life skills:

critical thinking



## Learning outcomes

At the end of this unit students should:

- understand that the natural environment provides resources
- appreciate that resources should be shared
- understand that how resources are shared can cause people to get different amounts of resources and can cause disagreements.

## Activities

**Class activity:** In the first part of this activity on the natural environment on ‘Shipwreck Island’, let the class have just three minutes to imagine the island and then debrief. Maybe students will come up with something like this after some prompting: white coral sand on a beach, coconut palms, hills, streams, forests, rocks, caves, mammals, birds, fish, reptiles, insects, amphibians.

The rest of this activity deals with human needs on the island. The activity should show how needs are incremental depending on the length of stay. For one day, just food and water; one week, add shelter; one year, territory or land space to provide food, fuel for cooking and heat. Don’t forget clean air.

Ask students: ‘Do you know how to make fire? Can you find out ways of making fire?’

**Group activity:** Debrief this activity about resources in the natural environment so that groups can share ideas and demonstrate resourcefulness.

**Class game:** Draw a chalk circle about 1.5 metres in diameter in an open space. This is ‘Shipwreck Island’. On six different coloured sheets of letter-size paper, write the words – Water; Food; Air; Land; Fuel; Shelter – one sheet for each word.

This game demonstrates that resources get smaller as they are shared and that owning and sharing resources can cause problems. The game can be ended at any time when you feel that its purpose has been served.

The class debrief should go naturally from the post-game discussion to real-world situations.

Extra questions to guide discussion:

- How did new people get resources?
- How did the people on the island behave towards the newcomers?
- How did the people decide how to share the resources?
- Does anyone feel that they didn’t get enough of any resource? Why do they feel that way?
- Who had the biggest pieces of resources at the end? How did they manage to get so much of the resources?
- Can you think of any real-world situations that are like this game?

The game requires negotiation and co-operation skills, so ask students how these were used and then debrief about what worked and what didn’t. You could look at these in depth (see pages 22 and 27 of this Teacher’s Guide) and then play the game again at another time.

**Reflection:** Students can reflect individually or in pairs on the game, which will require critical thinking and self-awareness.

## Unit 5 Using resources sustainably *(page 80)*

**Life skills:**  
**critical thinking, problem solving, creative thinking,**  
**self-awareness**

### Learning outcomes

At the end of this unit students should:

- appreciate that some resources are renewable – they replace themselves naturally
- appreciate that other resources are non-renewable – when they are used up, there are no more
- appreciate that renewable resources must be used carefully so that they can renew themselves.

### Activities

**Individual activity:** For this activity matching items with their uses when recycled, can you access items made from discarded materials? If your students can actually examine some of these and guess at their origins, it would make a more direct introduction to this topic.

**Pair activity:** Debrief this so that pairs can share their discussion with the rest of the class.

Good reasons to reuse are:

- Saving money by not having to buy the item
- Developing creativity by making something new and useful
- Developing a hobby which may bring in income
- Adding to the social life of the peer group if done with friends
- Saving the world's resources of raw material and fuel
- Saving on waste.

**Pair activity:** Students examine the diagram showing natural cycles and renewable resources closely and appreciate the cyclical nature of life. They should also see that a variety of animals and plants, soil, micro-organisms and weather work together to create the 'forest environment'.

**Class activity:** The removal of many trees leads to soil loss and the inability of the forest to regenerate. The key concepts here are:

- Renewable resources are renewable only when they are allowed to regenerate naturally or are replaced when used.
- Non-renewable resources are finite and will run out.
- Renewable resources become sustainable when they are managed so that they can be used over and over again.

**Individual activity:** You may want to make this a group activity. Students could make something from old newspaper. Try making a papier-mâché piñata:

1. Add two cups flour to two cups warm water while stirring to make a paste.
2. Smear strips of newspaper about 3 cm wide with the paste.
3. Blow up a balloon and cover it with the paper strips, overlapping the strips in many layers.
4. Hang the balloon to allow the papier-mâché to dry and harden and become a piñata.
5. Paint and decorate the piñata.
6. Prick the balloon, cut a hole at the top of the piñata, and fill it with sweets.
7. Hang it overhead and let blindfolded students take turns to hit it with a stick until it breaks open in a shower of sweets.

**Did you know:** Plastic is made from a non-renewable or finite resource: petroleum and natural gas. Discuss other things made from petroleum and other finite resources students know about.

**Class activities:** Discuss renewable and non-renewable sources of energy. The final activity gives opportunities for research.

## Unit 6 What a waste! *(page 84)*

**Life skills:**  
**self-awareness, creative thinking, critical thinking**

### Learning outcomes

At the end of this unit students should:

- be aware of their own role in producing waste
- understand what happens to their waste material
- understand that some of what is thrown away can be reused.

### Activities

**Class activity:** What's in the bin?

You will need:

- Household gloves
- A large sheet of plastic to cover the ground
- Several plastic grocery bags
- A rubbish bin that contains rubbish
- Weighing scales.

Then you need to do the following:

1. Empty the rubbish bin on to the sheet of plastic.
2. Sort the rubbish into different piles – plastic, metal, paper and cardboard, glass, styrofoam, food, fabric and leather, other – identified if possible.
3. Put each type of rubbish in separate grocery plastic bags. Do not squeeze or flatten the rubbish – keep each item as you found it.
4. Estimate the volume of each type of rubbish by the number of grocery bags it fills.
5. Record the results.
6. Weigh each bag of rubbish.
7. Record the results.
8. Put the bags of rubbish back into the bin.
9. Write the results on the board.

**Class activity:** Is it all just ‘rubbish’? To debrief, ask some questions about the types and amount of rubbish:

- Why is there so much styrofoam and plastic?
- What are the advantages of using styrofoam or plastic?
- How does this affect resources and the environment?
- Can students reduce the amount of rubbish they generate at school?

**Class activity:** The investigation of waste disposal can be modified to suit your own circumstances. Here is a guide to a format for the survey:

Item	How disposed
<i>List the items here</i>	<i>Write in the response here</i>

Help students to become aware of what they throw away and the impact this has on the environment. Encourage them to think critically about this and to be creative about how they might change this.

## Unit 7 Health threats around us (page 86)

**Life skills:**  
**creative thinking, empathy, advocacy**

## Learning outcomes

At the end of this unit students should:

- know that factors in the environment can threaten their health and well-being
- be able to identify some of the main threats to health in their environment
- be able to think about ways of reducing these common health threats.

## Activities

**Pair activity:** Students should try to relate some of these common Caribbean scenes and the headlines to locations in their own communities.

You may substitute your own community's concerns where these are more topical. For example, malaria can replace dengue fever as a mosquito-transmitted disease.

Clue: each picture shows something that can be harmful to health or safety.

**Group activity:** If you think that your students may find this difficult, introduce it with a brief whole class activity by:

- Brainstorming a local current news item with which your students are familiar
- Asking the Who? What? When? Where? Why? How? questions
- Getting students to act as interviewers and interviewees to flesh out the story.

Allow about 10 minutes for groups to develop their 'TV news story' and a further 15 minutes for the groups to perform for the class.

The fact file box provides resource material that students can use for their 'TV news story'.

Encourage students to empathise with the people involved in the stories. Ask them to think about how they may be feeling and what the consequences are.

## Unit 8 Health threats at school *(page 88)*

### **Life skills:**

**critical thinking, problem solving, decision making**

### **Additional life skills:**

**creative thinking, empathy, advocacy**

## Learning outcomes

At the end of this unit students should:

- be able to identify some of the main threats to health and safety in their school environment
- be able to plan and carry out remedial action on one health threat in the school environment.

## Activities

In preparation:

- Have a large sketch plan of your school compound ready for this activity.
- Your sketch should show the outdoor spaces as well as the common spaces, for example corridors and washrooms and your own classroom.
- Divide the school into areas and mark these on the sketch plan, for example the playground, the north side of the building, the boys' washroom, the balcony, the stairs and so on.

**Class activity:** Start this activity with a class discussion to focus thinking on health and safety in the school environment. If your school is very big, you may prefer to confine the discussion and investigation to one wing or block. Refer to the illustrations on page 88 to prompt the discussion. Specifically ask them to think about anything in the places they use often that may pose a health and safety risk to the people who use them. Record these on the board.

**Group activity:** Assign a different section of the school compound to each group for their surveys. Each group should make an oral presentation to the rest of the class on where they surveyed and what they found.

**Class activity:** The activity on fixing the problem will probably last a couple of weekends and engage other members of the school community, including the administration, other students, parents and teachers.

Help the students to focus on one problem and draw up a plan. Refer them to the problem-solving steps (see page 20 of this Teacher's Guide). It is best to choose something which is possible, such as removing litter. Assign the different tasks associated with the 'fix-up' to groups of students so that there is teamwork in the planning and execution of the activity. They will use decision-making skills for this. Follow up, perhaps, with a plan of action for the whole school and PTA.

## Unit 9 Enjoying our environment *(page 90)*

**Life skills:**  
**creative thinking, self-awareness, problem solving**

Additional life skills:  
coping with stress

### Learning outcomes

At the end of this unit students should:

- recognise that the Caribbean region has many varied, wild and free natural environments
- be able to identify their own special places

- identify the things that make their special place a great place to be
- understand that special places, plants and animals can be protected.

## Introduction

Maybe the students have visited some natural environment where they saw some animals and plants in their habitat? Recalling such an experience will help them to relate to this little story.

After they have read Sian's story and talked about the pictures, ask the class: Do *you* think that it was an exciting and special event?

## Activities

**Class discussion:** Can you think of any beach activities that could interfere with the nesting habits of leatherback turtles? This could be any activity which involves light, noise, movement or is a barrier...

Some activities are: beach parties; construction of buildings, for example a bar or a hotel; fishing; sand mining; catching turtles for meat; collecting eggs; allowing unrestricted access by dogs which dig for and eat turtle eggs; placing fishing nets in the sea where the turtles come ashore.

**Individual activity:** You could allow students to use any kind of expression for this to be creative and express their feelings about their special experience. Encourage them to think carefully about the experience before they write or draw.

**Pair or group project:** This research activity could be done as homework to be completed over a period of about a week. Brainstorm your country's 'special' natural places, animals and plants. You can consider:

- Eco-tourism locations
- Places of outstanding natural beauty
- Specific flora and fauna
- Symbolic 'national' animals as, for example, on the country's coat of arms
- 'National' flowers or trees
- 'Sacred' natural places – stretches of a river, a waterfall, a hill.

Many of these are depicted on postage stamps and tourist brochures.

## What have we learnt? *(page 94)*

In this unit, students will:

- Identify common behaviours and situations in the environment which are health threats
- Suggest ways of changing the behaviour
- Devise techniques to encourage environmentally sensitive behaviour

## Why spider characters?

- Anansi, known for mischief-making and causing mayhem, is a much-loved Caribbean folk character.
- Students can take an objective and detached view of the behaviours of the characters and so adopt a critical and non-emotive stance towards the issues that arise.
- Some of these anti-social habits and behaviours are probably exhibited by the students themselves and their families. It is therefore a very sensitive area.

**Class activity:** Everyone loves a chance to make-over someone else. Encourage a detailed scrutiny of the drawings to spot as many examples of ‘errant behaviour’ as possible and ask students to explain why these are threats.

It is also important that the ‘good’ behaviours recommended are practical, manageable and do promise to benefit the health and well-being of the Anansi family and their community.

The students can produce an advert using any medium – a poster, a newspaper ad, a TV advert, a radio advert, a jingle/rap/calypso. The resulting advert focuses on ONE behaviour change only, for example germs in the environment and washing hands before eating; crossing roads at designated crossings; safe disposal of garbage.

## Year 1

## Review (*page 96*)

This encourages students to recap some of the things they have learnt during the year, especially changes to the way they think, feel or act. Allow them a few minutes to look back over the Student’s Book or their notes, Activity Book or journal.

They are asked to think over what they have done and choose one important message to pass on to others. You may need to brainstorm some of the different issues as a class, to help students to think about this.



## Talking about difficult issues

See page 40 of this Teacher's Guide on creating a safe classroom environment.

### Theme 1 Self and interpersonal relationships

#### Unit 1 Personal growth *(page 10)*

**Life skills:**

**self-awareness, self-confidence, communication**

Additional life skills:

critical thinking, decision making

#### Learning outcomes

At the end of this unit students should:

- understand that we all grow through our lives
- appreciate their own uniqueness
- identify personal weaknesses to work on and ambitions to plan for.

#### Introduction

At this stage of development students will be quite conscious of their physical growth.

Developing socially and emotionally are not always as clear as physical growth and may not be as easily observed and defined.

#### Activities

Creating an emotionally, non-threatening environment for students to explore their weaknesses, desires, goals and ambitions will enable them to honestly and comfortably evaluate who they are and who they would like to become.

The real objectives of this unit are to assist students in exploring ways in which they have grown or need to grow at the personal level and to stimulate a desire in them to continuously evaluate their own growth.

Appreciating their uniqueness usually helps to reduce students' need to compare themselves with their peers, as well as helping them to accept their differences.

It will also help students if they can think through and understand how they have changed or may need to change. Help them to identify their ambitions and begin the process and planning to accomplish these ambitions. See goal setting, page 28 of this Teacher's Guide.

## Unit 2 Understanding relationships *(page 12)*

### **Life skills:**

**interpersonal skills, self-awareness, communication**

Additional life skills:

self-management, critical thinking, negotiation

### **Learning outcomes**

At the end of this unit students should:

- begin to understand the qualities they like and dislike in others
- begin to understand how to work on relationships.

### **Introduction**

The concept of being in a relationship has often been limited to a male–female relationship. Explore with the students the thinking that the general dynamics and principles of relationships apply to most, if not all, types of relationships.

### **Activities**

**Group activity:** Processing their friendships and relationships is intended to help the students appreciate the value of being the kind of person to whom they would like to relate.

**Group activity:** Defining and describing the qualities, attitudes and behaviours that contribute positively to relationships is intended to enable students to confront their own attitudes and behaviours.

**Pair activity:** It is important that students realise that the impact of how they relate to someone in a moment can determine the outcome of the day.

It is the intention of this unit that the students grasp and identify the simple yet significant ways in which relationships may be established and built-up, as well as destroyed. It is therefore essential that students are encouraged to dissect the pointers given for making the most out of our relationships.

## Unit 3 Coping with loss *(page 14)*

### **Life skills:**

**empathy, managing emotions, communication**

Additional life skills:

self-awareness, critical thinking

### **Learning outcomes**

At the end of this unit students should:

- be able to empathise with others who have experienced loss
- understand that we all experience loss in our lives and that grieving is a normal process.

### **Introduction**

The subject of loss may be very painful for those who may still be experiencing grief. Sensitivity to the responses of the students during this lesson is critical. It is, however, necessary and valuable that the sharing of loss be encouraged, if not in class itself, then with others.

### **Activities**

**Group activity:** As the responses to and expressions of grief are shared, it is important that the students be helped to understand that there is no right way to grieve. Expressions of grief are different from the stages of grief. It may be particularly important to assure our male students that it is okay to cry – the expression of tears is a very healthy and curative approach to managing grief.

**Did you know:** Helping the students to understand the stages of grief is critical on a personal level but also helps them to understand the behaviour of someone else who is experiencing it.

**Pair activity:** Encourage students to identify their own expressions of grief, give them the opportunity to hear each other's expressions and understand that it is okay to express themselves if they are feeling emotional pain.

**Group activity:** Sharing how their grief can be managed and how they could help another deal with their grief will empower them to deal with their pain. It can also help them to be sensitive to the pain of others and, it is hoped, generate a desire to reach out to assist.

# Unit 4 Substance abuse – the impact of alcohol *(page 16)*

## **Life skills:**

**empathy, decision making, self-monitoring**

Additional life skills:

refusal skills, self-awareness

## **Learning outcomes**

At the end of this unit students should:

- understand the effects of alcohol on people
- be able to practise refusal or assertiveness in relation to alcohol use
- know that people who abuse alcohol can get help.

## **Introduction**

The objective of this unit is to assist students to think about and confront the physical, social and emotional effects of alcohol on an individual.

## **Activities**

**Group activity:** Exploring the reasons why people drink is useful, as rarely are these reasons given much attention, thought about or understood. They will also be asked to assess their personal values and think about other qualities they need to develop.

**Group activity:** As students role-play the scene, they should be encouraged to process different endings to the scene, the associated complications of the actions and the consequences. Analysing the development of the behaviour to become a habit could be useful, especially to those who may have already tried alcohol.

**Individual activity:** Making the connection in practical ways between alcohol use and the decision-making process can be used to highlight the powerful effect of drugs on life in general, and on individuals and families in particular.

**Reflection:** Identifying the values, skills and qualities necessary to resist the temptation to use alcohol, even occasionally, coupled with the decision-making steps (see page 25 of this Teacher's Guide), has the potential to empower the students.

## Unit 5 Coping with violence *(page 18)*

### **Life skills:**

**empathy, interpersonal skills, self-monitoring**

Additional life skills:

self-awareness, creative thinking, decision making, communication

### **Learning outcomes**

At the end of this unit students should:

- understand the bad effects of violence
- know some ways to help people cope with trauma
- express support for those who experience violence.

### **Introduction**

In some communities violence has become an accepted way of life for both children and adults. Some students may openly share incidents that may surprise and terrify others. Teachers may need to manage the level of detail shared by students as there could be implications if names and locations are divulged.

### **Activities**

**Group activity:** It is important to assist students in thinking through and understanding the reasons why emotional and psychological violence may be more harmful than physical violence. An understanding of this could influence their own interactions with others, as well as their response to violence directed at them.

**Group activity:** Thinking about the concept of trauma should help them to appreciate that persons respond to experiences differently; what may be traumatic for one person may not be so for another. Respecting that difference should result in empathy, as could be expressed in the role play.

**Pair activity:** Encourage a detailed examination and comprehension of each method of coping with trauma. This will help students to be able to use this material to deal with their own experiences, which perhaps have never been shared. Embracing with the students the difficulty in coping with both violence and trauma is an opportunity for the teacher to model empathy.

## Unit 6 Cultural connections *(page 20)*

### **Life skills:**

**self-awareness, co-operation, creative thinking**

Additional life skills:

critical thinking, communication

### **Learning outcomes**

At the end of this unit students should:

- know the meaning of 'culture'
- appreciate that others' culture is different from our own
- be willing to work with people of different cultures.

### **Introduction**

This unit is intended to help our students to think deliberately not only about the culture of their society but of their immediate environment, such as home and school.

### **Activities**

**Group activity:** Understanding that our way of life and our attitudes and behaviours are learnt is significant because it suggests that they can also be unlearned if they are inappropriate for the context in which we operate.

**Individual activity:** Help students to make the connection between their various cultural experiences and their behaviours and attitudes as they confront, define and explain their own attitudes and behaviours. Encourage them to dissect their cultural experiences, noting the positive and negative expressions of that culture. This will help to promote behaviours and attitudes beneficial to their personal growth and development.

**Group activity:** Recognising the value of experiencing other cultures and understanding the differences and uniqueness in expressions, values, music, attitudes and behaviours could help to increase the tolerance level of the students and their ability to coexist with others.

## Unit 7 Goal setting *(page 22)*

### **Life skills:**

**self-awareness, problem solving, decision making**

Additional life skills:

critical thinking, creative thinking, goal setting

### **Learning outcomes**

At the end of this unit students should:

- be able to set some goals for themselves
- understand the difference between a dream and a goal
- appreciate some of the challenges in setting and achieving one's goals.

### **Introduction**

Students may have been engaged in goal setting before this lesson. Check what they have already done and know. Clearly differentiating between a dream and a goal is most important.

### **Activities**

What could, however, make the difference in this lesson is guiding them to identify not only the most important goals that they need to set at this point in their personal development, but step by step how they can successfully accomplish these goals. Simplifying and clarifying their goals will take them closer to realising their goals.

Along with prioritising their goals, students must face the reality that they will most likely need other people to help them to fulfil these goals. They need to think practically about their choice of persons and the reasons why they are choosing these persons.

Categorising goals as long term, medium and short term will reduce the possible frustration of unrealistic expectations.

**Tips for goal setting:** The tips for goal setting on page 26 should be carefully processed to ensure a clear understanding and appreciation that the practice of goal setting requires dedication, commitment and patience. Expressing the decisions they have made could help them to stay on track.

# Unit 8 Making a contribution to your community *(page 24)*

## **Life skills:**

**self-awareness, creative thinking, negotiation**

Additional life skills:

communication, decision making

## **Learning outcomes**

At the end of this unit students should:

- understand why it is important to contribute to the community
- appreciate from experience some of the benefits of contributing to the community.

## **Introduction**

Exploring the idea of one's community being where life is shared is important in a world in which individuals have become increasingly isolated from each other. Encouraging students to take a different attitude is a part of their personal growth.

## **Activities**

**Stimulus questions:** The concept of community service has become more significant as it has become part of the matriculation process in colleges and universities. This has altered the approach many students have taken to being involved in their community. However, some students still find it difficult to identify areas of service. Defining and describing their communities together in detail should help them to become aware of places or areas of service not previously considered.

**Group activity:** Identifying the positives and negatives about their community may help students to assess their contribution to the current state of that community, be it at home, school or the wider community.

Deciding on a specific project to enhance their community, and articulating what prompted the choice of the project and the benefit of that project, is important for student's heightening self-awareness.

## **What have we learnt? *(page 27)***

The activities here help to revise the material in the first theme and enable students to reflect on their learning.



If you have time, it would be good to extend the idea of goal setting and future planning, either within class or as individual projects. Students can research what they would like to do as careers or jobs, and think about their suitability and what they need to do to get there. See the goal setting steps, page 28 of this Teacher's Guide.

## Theme 2 Sex and sexuality

### Unit 1 Coping with puberty *(page 28)*

**Life skills:**  
**self-awareness, empathy, critical thinking**

#### Learning outcomes

At the end of this unit students should:

- understand the changes that happen during puberty
- understand that these changes are physical as well as psychological
- realise that the pace of change is different for each person
- recognise that their concerns about puberty are shared by their peers
- be able to examine their own attitudes to growing up
- be able to empathise with people who have concerns about growing up.

#### Introduction

At the start of the lesson, the teacher could encourage students to discuss changes that happen in puberty. In same sex groups, students can use an outline of the adolescent body (Student's Book 1, page 31) and draw in the physical changes that they observe in their own bodies. Emotional changes can be illustrated as something going on in their heads. 'How I look' and 'How I feel' is the outcome of this activity. In feedback, the two sexes can share their findings.

When the groups come together for sharing, they may need to be reminded about class rules. There is a real need to ensure that students feel safe to discuss sensitive and personal issues in a safe environment.

#### Activities

**A bagful of concerns:** The introductory paragraph on page 28 sets the stage for the first activity. Students may take turns to read the letters to Aunt Nicole.

**Group activity:** In the first group activity, students have an opportunity to address real concerns and empathise with fellow adolescents. They also examine ‘normal’ as a concept and the range of physical and emotional conditions that the term includes.

**Group activity:** For the same-sex group work, encourage openness in identifying things that bother teens about growing up. This could be achieved by an initial brainstorming session where individuals identify issues and all are noted. Then the issues could be discussed in smaller groups.

**Reflection:** The teacher may discuss the ups and downs of growing up with the class first to prompt serious reflection on balance in students’ emotional life.

**Conclusion:** As a wrap-up to this session, ask students what they have learnt and list these for the class to share.

## Unit 2 Changing gender roles and attitudes

*(page 30)*

**Life skills:**  
**problem solving, negotiation, creative thinking**

### Learning outcomes

At the end of this unit students should:

- understand that men and women are different biologically
- recognise that roles assigned to men and women are often determined by society
- understand that different societies have different views on gender roles
- realise that gender roles can and do change in the same society over time and with a person’s position in society.

### Activities

**Class activity:** The teacher could make the ‘What’s the difference?’ activity more kinaesthetic by having a large Venn diagram on Bristol board with the qualities on strips of Bristol board to be physically placed by students where they belong. Different colours for the qualities in questions 2 and 3 will help to make the distinction between biologically determined and socially/culturally determined differences. Teachers may also ask students to add any more qualities they can think of.

- The men circle: has testes, produces sperm, can grow a beard.  
The women circle: produces eggs, has a vagina, produces milk, grows breasts, gives birth, has little facial hair.  
The both space: nothing, but this is debateable.

- This should produce some discussion and difference of opinion and can be used to demonstrate differing and changing opinions on what men and women can and should do.
- Question 2 is determined by biology; question 3 by society.

**Group activity:** What's your solution? Encourage discussion on male and female roles as shown in these scenarios. Have students act out the scenarios and their solutions to the situations.

**Individual activity:** Gender roles – then and now: The teacher should prepare students for this homework activity by helping them to clarify the focus of the activity to gender roles. They would very likely enjoy talking to an older person about what men and women were expected to be like and to do 'in their day'. The differences between grandparents, parents and themselves will serve to demonstrate that roles change and have always been shifting.

**Conclusion:** Let students brainstorm to make a list of what they have learnt and how they propose to carry forward the learning into their daily activities and behaviour.

## Unit 3 What is sexuality? *(page 32)*

**Life skills:**  
**assertiveness, communication, refusal skills**

### Learning outcomes:

At the end of this unit students should:

- understand that sexuality has many facets
- distinguish between the different facets of sexuality
- see how sexuality is expressed in the public domain
- understand and be able to practise assertiveness skills as a technique for dealing with sexually challenging situations among familiars.

### Introduction

Teachers may wish to introduce this topic by having students brainstorm the word 'sexuality'. 'What do you think of when you hear the word 'sexuality'?

Teacher writes the word and all suggestions on the board.

If students do not offer much beyond 'Having sex', the teacher can stimulate discussion by having students look at the illustrations in the text and discussing what they show, how they feel about them and whether they have anything to do with 'sexuality'. The teacher may wish to supplement the text illustrations with other printed material or a video clip or a song.

### Activities

Introduce each term in the bullet list and its meaning and ask students to give examples or

scenarios to illustrate them. The teacher may also wish to get students to say the words aloud so that they own the words and can use them accurately and without embarrassment.

**Group activity:** Teachers may use the activity on expressing sexuality to help develop media/advertising/entertainment literacy so that students can learn to recognise how easily we can be manipulated by appeals to deep-seated emotions and instincts.

**Group activity:** What would you do? Teachers could ask whether students would like to act out these scenarios. They can then explore how each person feels, what are the motives for the behaviour, what is 'appropriate/inappropriate' and why. This kinaesthetic approach can be more effective in achieving behaviour change than a purely intellectual one.

**Group activity:** How to be assertive: See also page 26 of this Teacher's Guide. As with so many skills, assertiveness comes with practice. Students should practise these assertiveness skills with different partners until it comes naturally to them.

And what if Kyle does not respond as predicted? How do they think Kyle would respond to Lizzie's handling?

Students should also develop realistic scenarios themselves as well as using the ones in the text.

**Conclusion:** Let students brainstorm to make a list of what they have learnt and how they propose to carry forward the learning into their daily activities and behaviour.

## Unit 4 Teenage sexual choices *(page 36)*

### **Life skills:**

**self-awareness, self-esteem, critical thinking**

Additional life skills:

decision making

### **Learning outcomes**

At the end of this unit students should:

- be able to examine the reasons why some teenagers choose abstinence
- understand the factors in choosing abstinence
- understand ways in which adults can help teenagers to delay sexual activity
- understand that abstinence is the safest method of protection against STIs and pregnancy
- realise that choosing to engage in sexual activity requires serious thought and careful planning
- know that there are laws that relate to sexual activity in all Caribbean territories
- recognise that some teenagers experience non-consenting sexual activity
- be able to access agencies which support teenagers in difficult sexual situations.

## Introduction

Teachers may have students brainstorm reasons for choosing abstinence; and also for choosing to become abstinent after having been sexually active previously.

The illustration and positions adopted by the speakers present a range of sexual choices. Discuss the merits and otherwise of these positions.

## Activities

**Group activity:** Teachers remind students about the agreed class rules for discussion. Teachers should explore question 5 in some detail as parental and school supervision and involvement in students' activities is a powerful agent in making the abstinence choice work.

**Group activity:** The reason for including this section and activity on safer sex is that studies have shown that many Caribbean teens have had their first sexual experience before 14 years old. Sometimes this experience is consensual sex in a 'Romeo and Juliet' relationship of mutual sexual exploration where one thing leads to another. Students should learn to recognise how relationships that start off as friendships can develop into sexual relationships and what they can do to avoid this happening and what to do if it does develop into a sexual relationship.

**Group activities:** Consenting sex and non-consenting sex: Sometimes teens find themselves in relationships where the other partner is an adult. Students should learn what the law in their territory is with regard to sex and sexual relationships and the age of consent.

If a visit from a member of an organisation that deals with the effects of non-consenting sex could be arranged, it would be helpful.

**Conclusion:** Let students brainstorm to make a list of what they have learnt and how they propose to carry forward the learning into their daily activities and behaviour.

## Unit 5 Communication about sexual issues

*(page 40)*

**Life skills:**  
**communication, interpersonal skills, critical thinking**

## Learning outcomes

At the end of this unit students should:

- be able to think critically about sources of information on sexual matters
- appreciate peer group influence in making choices about sexual behaviour
- understand the difficulties in parent–teenage communication about sexual matters.

## Activities

**Group activity:** Sources for the 'Other' circle – books, school, cultural events, people outside family and social circle ...

**Group activity:** Teenagers and peers: The teacher should get students to discuss *non-sexual* things that they get others to do and what techniques they use, with examples.

Then they can offer examples of what can be used (not what they themselves use) to influence sexual behaviour among peers.

**Same-sex group discussion:** In some schools, parents and teenagers meet with teachers to talk about growing up and sexuality as a means of improving communication between parents and teens. Where this has been done, parents and teens report improvement in parent–teen communication, greater understanding and trust and greater teen responsibility for their behaviour.

If this is a strategy the teacher wishes to take on board, a short course of six or so sessions can be devised by teachers and parents and conducted after school.

**Same-sex group activity:** For the role play, encourage the groups first of all to brainstorm to raise issues that would provoke fruitful parent–teen discussion. Then have the groups choose one or more to role-play for the class.

## Unit 6 Unplanned teenage pregnancy (page 42)

**Life skills:**  
**critical thinking, problem solving, communication**

### Learning outcomes

At the end of this unit students should:

- understand the responsibility of the two partners in a teenage pregnancy
- understand the effects of different choices in teenage pregnancy on the two partners, their families and the child
- understand the importance of planning and decision making in sexual activity.

## Activities

**Pair activity:** Some important issues for exploration here are:

- Teenage pregnancy is a Caribbean reality.
- Although many young mothers are now allowed to return to school, an unplanned pregnancy changes the lives of many people and often reduces the life chances of young girls and their babies.

- The responsibility for the baby still rests with the girl and her parents while the boy and his parents can opt out or may play a minor supporting role.
- Students should be encouraged to examine this traditional scenario and discuss whether greater equity can be or should be aimed at.
- They should also examine whether this inequitable distribution of final responsibility should also place on girls a greater initial responsibility when agreeing to unprotected sex.

**Same-sex group activity:** Effects of teenage pregnancy: Here both boys and girls must explore fully the effects of teen pregnancy on both the young mother and the young father; the effect on the new baby and his life and life chances must also be discussed. Other family members and friends will also be affected to varying degrees.

The teacher must encourage students to see that although the sexual activity involved two people only, the repercussions extend well beyond them and for a long time after, resulting in compromised life chances all round.

**Same-sex group activity:** Three fathers: One father feels disappointed and betrayed by his daughter's pregnancy; one defends his son, the reported father of the coming baby; the father-to-be abrogates all responsibility and will not allow the coming baby to compromise his future.

The teacher should encourage students to examine these positions and discuss whether they agree with them, and in what way they would like a different approach to the situation.

**Group activity:** What if? This activity allows students to 'change the course of the story' by choosing a different response to each situation. For example 'What if Ayana and Troy, having discussed skipping school and spending time alone together, agreed not to skip school? What if having decided to have sex, they had chosen to have protected sex?

What if, when Ayana announced her pregnancy, Troy had behaved differently? What could he have said? What could he have done?

Students can be encouraged to role-play the new scenarios.

## Unit 7 Reproductive health risks *(page 45)*

**Life skills:**  
**self-awareness, creative thinking, advocacy**

### Learning outcomes

At the end of this unit students should:

- understand some of the risks to their reproductive health
- be able to explain these risks to others.

## Activities

**Class and group activities:** Questions and answers about reproductive health:

- Prepare students for this lesson by asking them to think about questions about sex they would like to have answers to.
- Have the students write their questions and drop them in a box before the lesson.
- You select those that cover the range of topics raised; you may need to modify the language or take measures to shield the identity of the questioner.
- At the start of the lesson, write on the board the questions you have selected and have same-sex groups discuss as many questions as you determine, and come up with answers.
- Have the groups share their answers with the class.

**Group activity:** Following the factual information on common risks to sexual health, divide the class into at least seven groups. Each group should illustrate one of the seven points as a poster for a class exhibition. Hold a poster exhibition in the next lesson so that all students get a chance to view the other posters and discuss them.

**Conclusion:** Summarise learning at the end of the lesson, or ask the students to do so. Brainstorm ideas about where students could go for further information.

## Unit 8 Aiming for your goals *(page 48)*

**Life skills:**

**critical thinking, creative thinking, problem solving**

Additional life skills:

goal setting

### Learning outcomes

At the end of this unit students should:

- be able to set their own life goals
- be able to think about how these goals can be achieved
- identify other people to help them reach their goals
- identify possible distractions and challenges
- understand ways to get back on track after initial failure.

### Introduction

Ask students to think about what they would like to achieve in the coming week or month. The feedback could be put on the board. Explain that these are short-term goals. Then students do the first activity.



## Activities

**Goals:** Students think about what they would like to achieve in the longer term. This can be done as a visualising exercise:

- Close your eyes.
- Think about yourself in five years' /ten years' time.
- How old are you then? Think 'I am ... years old'
- Where are you? Think 'I am in ...'
- What are you wearing?
- What do you look like?
- What are you doing as a job/career?
- Are you married? Single?

**Pair activity:** Students can then complete the pair activity.

**Shattered dreams:** These stories reflect common situations of thwarted ambition. Encourage students to talk about situations they may know about at first-hand.

**Group activity:** Getting back on stream or finding acceptable compromises to match new realities can be an uphill battle. Encourage students to find ways of meeting adjusted goals. They will have real-life stories of people who have done just that – made the best out of a disappointing situation.

**Individual activity:** Many Caribbean teenagers have not given serious thought to long-term goals at this stage. Initially, it may be necessary to encourage them to think about shorter-term goals: what they would like to do/get/be in a month's time or a year's time.

Planning to reach that goal, how to anticipate possible obstacles, how to plan to manage any that may appear, are valuable skills that can be developed while thinking about short-term goals.

## Unit 9 Choices to reduce risk *(page 51)*

**Life skills:**  
**critical thinking, assertiveness, refusal skills**

### Learning outcomes

At the end of this unit students should:

- understand about making decisions through the 3Cs technique – Challenge, Choices and Consequences
- recognise danger signals and the consequences of choices
- be able to practise recognising decision making.

## Introduction

Ask students about what choices they made that morning before coming to school and what choices they have made in the school day so far.

Ask about any consequences of the choices taken and possible consequences of choices not taken.

## Activities

**Group discussion:** Point out that not all decisions about choices have serious consequences; but that some do.

**Group activity:** Encourage students to develop different outcomes to this Challenge, Choices, Consequences scenario, so that Jon has many possible choices to meet his challenge.

**Group activity:** This red flags activity can be done as a game. Students could make a red flag to hoist when a challenge appears when the story of Jon and Suzy is read aloud. The student hoisting the red flag has to say why there is a red flag there and what Jon could have said or done at that point to get out of danger.

**Group activity:** Ensure that students recognise the challenge in each scenario about reducing risk and can determine choices and consequences. The idea is for students to recognise that they have options when faced with challenges and that some are unsafe choices and some are safe. This activity encourages practice in making safe choices with safe outcomes.

**Reflection:** It is important that teens realise that being 'lucky' when taking risks does not confer immunity in future risk-taking. This exercise should make teens reflect on risks they have taken and how it could have ended differently. They should then use that reflection to help them build on skills to protect themselves from future risk-taking.

## Unit 10 Empathy and support for people living with HIV and AIDS *(page 54)*

**Life skills:**  
**empathy, problem solving, critical thinking**

### Learning outcomes

At the end of this unit students should:

- recognise that all people are different
- understand that discrimination against individuals or groups can cause those discriminated against to have fewer life chances
- empathise with persons who are HIV positive by identifying their needs and finding ways of supporting them.

## Activities

**Individual activity:** The teacher may give the first activity as homework so that students arrive for this unit with a completed questionnaire. Some boxes may not be ticked but students may have seen some of those characteristics in cinema or TV or may have heard of people who fit that description. The ‘why’ of these qualities is not relevant here.

This exercise should reveal that the range of human experience and taste is quite large and that we have things in common with some people and have differences too.

**Discrimination:** Write the word ‘Discrimination’ on the board and ask students to respond to what it means to them. Racial discrimination will be mentioned and can be explored as to how this can affect life chances, even in the diverse Caribbean. Students should be encouraged to go beyond this important issue and look at ways that people with physical and/or mental disabilities are catered for/ignored by society’s provision for them. Students should think about name-calling, teasing, harassment of people who are deemed ‘different’. Discrimination is about how we treat people.

**Stigma:** ‘Stigma’ can be discussed next. This is about the opinions and generalisations we hold about groups of people or individuals because they look different from us or have different views. So we might say: ‘People with HIV have loose morals’ – stigma. This then leads to discrimination: ‘Therefore they are not fit to be treated equally. We will not allow them in our school’.

**Class discussion:** After reading Shereen’s story, discuss the questions listed. In question 6, ask students to recall the ways in which HIV is transmitted. Shereen could have been infected in any one of these ways. Does it matter?

**Group activity:** This should encourage building empathy and finding practical solutions to Shereen’s problems.

## What have we learnt? *(page 57)*

The activities here help students to revise the material in this theme, in groups, and enable individual students to reflect on their learning and make a plan of action.

## Theme 3 Eating and fitness

### Unit 1 I am what I eat *(page 58)*

**Life skills:**  
self-awareness, critical thinking, communication

## Learning outcomes

At the end of this unit students should:

- be able to assess their eating habit
- demonstrate a willingness to examine their eating habits
- use self-awareness and critical-thinking skills to monitor their eating habits.

## Introduction

One way of introducing this unit is by showing the class pictures of a variety of foods and beverages which are commonly perceived as healthy or unhealthy. These may include pictures of balanced meals, fast foods with a high fat content, fresh salads and fruits, fruit juices and carbonated drinks with high sugar content, snacks known to have a high sugar/preservative content, etc. If possible, you may also include actual wrappers of snacks or bottles/cans of drinks that students frequently consume. Students can then be asked to identify which foods they think are healthy or unhealthy and give reasons for their answers.

## Activities

**Group activity:** Allow students to work in small groups to discuss what they had for breakfast, lunch, dinner/supper and snacks the day before. Let them decide if these meals were healthy or not and give reasons for their answers.

Students should be made aware that foods/snacks which are perceived as ‘unhealthy’, for example fast foods, do not usually cause serious health problems if eaten occasionally or in moderation. They cause health problems when they are eaten excessively on a regular basis. That is, when they become an integral part of our eating habits.

**Individual activity:** Encourage students to develop the habit of deliberately thinking about their food choices so that they don’t just automatically select foods without thinking about the effect these foods can have on their health in the long term. This can be achieved by letting them use a chart like the one in their texts to record what they eat every day for one week. Students can then use this information to form conclusions about their eating habits like they did in the small groups.

The following unit which looks at correcting food imbalances follows naturally on this one. Students will therefore need to complete the record of their eating habits for the week so that such imbalances can be identified and personal plans made to correct these imbalances in the next unit.

## Unit 2 Watch what you eat *(page 60)*

### **Life skills:**

**self-awareness, critical thinking, decision making**

Additional life skills:

problem solving, creative thinking

### **Learning outcomes**

At the end of this unit students should:

- be able to relate diets high in sugar, salt and fats to the lifestyle diseases diabetes, hypertension and heart disease respectively
- demonstrate a willingness to improve their eating habits
- use self-awareness, problem-solving and decision-making skills to make appropriate choices to avoid risk factors associated with lifestyle diseases.

### **Introduction**

See background information on the Eating and Fitness theme, page 59 of this Teacher's Guide for information about heart disease, diabetes and hypertension and how to reduce the risks. Be sensitive when talking about obesity and being overweight if you have students in class who have problems in this area.

### **Activities**

**Group activity:** Students use the illustration in their textbook to identify the dietary risk factors associated with hypertension, diabetes and heart disease. They can then think of ways to reduce these factors and share these with the class. List answers on the board and provide suitable feedback. You may supplement answers with those given in the lists above.

Let them make suggestions about how they can help an obese or overweight friend change their eating habits.

**Pair activity:** Encourage students to use the information they gathered from the previous lesson to develop personal plans to reduce their intake of fats, salt and sugars. These plans should be as detailed as possible and include foods they want to reduce or give up, healthy substitutes for these foods and a time frame for implementing their plan. Ask them to date and sign their plan as though it were a contract.

## Unit 3 Buying safe foods *(page 62)*

**Life skills:**  
**critical thinking, creative thinking, communication**

### Learning outcomes

At the end of this unit students should:

- be able to discuss food safety principles for a variety of settings
- demonstrate a willingness to apply safe food handling principles
- use creative-thinking and communication skills to demonstrate safe food handling principles in a variety of settings.

### Introduction

See background information on the theme, Teacher's Guide page 62, about safe food handling.

### Activities

**Class activity:** Students use critical thinking to analyse the case study. You may need to remind them of the key critical thinking steps. They then use creative thinking to suggest healthier alternatives.

**Group activity:** In the role play, students have to use communication skills. Remind them to use words, body language and mime. This could be done with or without props and could even be turned into a miming game where the others have to guess exactly what the role-playing groups are doing.

**Individual activity:** Students write a story showing dangerous food handling. These stories can be collected and feedback given to the students.

## Unit 4 Let's get physical! *(page 64)*

**Life skills:**  
**problem solving, self-awareness, critical thinking**

Additional life skills:  
interpersonal skills

## Learning outcomes

At the end of this unit students should:

- be able to outline the components of physical fitness
- be able to distinguish between exercise, sports fitness and physical activity
- demonstrate a willingness to engage in physical activity
- use self-awareness skills to identify components of physical fitness in which they need to improve.

## Introduction

Physical activity involves any body movements which release energy. Exercise and sporting activity are forms of physical activity which improve physical fitness. See background information, Teacher's Guide page 64 for more on physical fitness.

Sports fitness relates to the level of physical fitness needed to take part in regular sporting activity.

## Activities

**Introductory class activity:** The exercises outlined in the textbook relate to the components of physical fitness. The first exercise, jogging on the spot, improves cardio-respiratory endurance. The second, squats, improves muscular strength and endurance of the leg muscles. The arm curls performed using the school bags in the third exercise improve muscular strength and endurance of the arm muscles. The final stretching exercise increases flexibility.

The exercise session can be made fun by playing very vibrant music to accompany the movements. It would also help if two students, male and female, are prepared before-hand to lead the rest of the class in the exercises.

**Small group activity:** The sports listed all require the four components of physical fitness to some degree. However, some emphasise certain components more than others:

- Football – muscular endurance (continuous running), muscular strength (to kick the ball), cardio-respiratory endurance (football is a very active sport) and flexibility (stretching legs to get ball or arms to hold ball in the case of the goal keeper)
- Gymnastics – muscular strength (for example during bar exercises), flexibility (some routines require stretching)
- Cricket – muscular strength (bowling and batting actions), flexibility (bowling action and reaching to catch the ball)
- Swimming – cardio-respiratory endurance (continuous swimming action), flexibility (arm and body movements), muscular endurance (continuous arm and leg movements), muscular strength (kicking motion and pulling motion of arms)
- Dance – cardio-respiratory endurance, muscular endurance (constant leg and arm movements), flexibility (stretching)
- Netball/basketball – cardio-respiratory endurance, muscular strength (tossing ball), muscular endurance (constant running and bouncing ball), flexibility (reaching for ball and swinging of racket)

- Jumping rope – cardio-respiratory endurance, muscular endurance (constant leg and arm movements).

**Individual activity:** Allow students to rate themselves in each component of physical activity and list those components they need to work on.

## Unit 5 Choosing fitness – my plan *(page 66)*

### **Life skills:**

**self-awareness, decision making, co-operation**

Additional life skills:

interpersonal skills, creative thinking

### **Learning outcomes**

At the end of this unit students should:

- be able to identify guidelines which must be followed when making a fitness plan
- demonstrate a willingness to design and implement a physical fitness plan
- use decision-making and interpersonal-relations skills to design and implement a physical fitness plan.

### **Introduction**

See background information on planning fitness programmes, page 65 of this Teacher's Guide.

### **Activities**

**Pair activity:** Making fitness plans: Remind students of the various exercises related to the components of physical fitness which were given in the last unit. These may be listed on the board where students can see them as they write their plans.

Students may also be encouraged to do research on the internet or in the library to discover additional exercises/activities they can include in their plans.

## Unit 6 Exercise safely *(page 68)*

### **Life skills:**

**communication, critical thinking, creative thinking**

Additional life skills:

advocacy, self-monitoring



## Learning outcomes

At the end of this unit students should:

- be able to identify safety guidelines related to their personal fitness plans
- demonstrate a willingness to exercise safely
- use critical-thinking skills and creative-thinking skills to advocate for safety in exercise.

## Introduction

The background information given on safety in physical activity in Year 1 Unit 4 (see Teacher's Guide page 00) is relevant to this lesson.

## Activities

**Small group activity:** It would be good to review the safety guidelines outlined in Year 1 Unit 4 with your students before they get into groups to identify those guidelines which are relevant to their fitness plans. It is suggested in the student's text that this review take the form of students sharing what they remembered. However, it would also be useful to prepare a list of these guidelines for display during the course of the group activity so that the students can refer to them.

Students may need to be reminded of the key steps for creative thinking to help them prepare their message.

## Unit 7 Eating and fitness habits *(page 70)*

**Life skills:**  
**creative thinking, communication, co-operation**

Additional life skills:  
advocacy, coping with stress

## Learning outcomes

At the end of this unit students should:

- be able to identify eating and fitness patterns of students from selected classes in their school
- demonstrate a willingness to promote healthy eating and fitness habits
- use communication and creative-thinking skills to promote healthy eating and fitness habits.

## Introduction

The background information contained in the Year 1 Unit 5 teacher's notes on factors that influence eating and fitness habits (Teacher's Guide page 66) is relevant to this unit. It would be a good idea to review briefly these factors with the class before the groups conduct their surveys.

## Activities

**Small group activity:** Students should be encouraged to select classes from different years so that various age groups will be included. If classes from different years are surveyed using the same question, then comparisons of the results for these classes can be made.

Encourage students to calculate simple percentages based on the numbers of particular responses. For example, if 5 out of 20 students said that they eat fresh fruits regularly, then students can also report that this represents 25% of the class. This gives a better idea of proportion than just giving numbers.

Students may tend to focus only on those who respond positively to the questions. Inform the groups that they also need to find out what affects the eating and fitness habits of those who don't follow safety guidelines, participate in physical activity or eat fresh fruits regularly.

**Class activity:** Involve the class in the decision concerning the location of the health exhibit. Of course you may also give your suggestions.

Although the emphasis should be on materials produced by the class, the class may also include additional posters and brochures produced by health and fitness agencies in the exhibit.

## Unit 8 Eating and fitness resources in your community *(page 72)*

**Life skills:**  
**problem solving, creative thinking, critical thinking**

Additional life skills:  
communication

### Learning outcomes

At the end of this unit students should:

- be able to identify age-appropriate sources of information, products and services related to eating and fitness within their communities
- demonstrate a willingness to locate and use age-appropriate sources of information, products and services related to eating and fitness within their communities
- use critical-thinking skills and communication skills to locate and use age-appropriate sources of information, products and services related to eating and fitness within their communities.

### Introduction

Helping students locate and access age-appropriate resources relating to eating and fitness is an essential step in supporting their choices to lead healthier lives. See background information to the

theme, Teacher's Guide page 69, for some sources of information, products and services relating to eating and fitness.

## Activities

**Group activity:** Field trip: Encourage students to access available sources relating to eating and fitness in their communities. Let students write letters to the person/organisation they are interested in visiting, outlining the purpose for their visit.

It would help to advise students on how to conduct visits and on appropriate clothing for visits. Some tips you can give students include:

- Greet the persons appropriately, for example 'Good morning/afternoon.'
- Introduce yourselves and identify your school.
- Refer to the appointment you have to visit.
- Have a list of questions prepared in advance that you would like to ask. Ask additional questions if you want to find out more or do not understand what was said.
- Listen attentively when the persons are speaking.
- Be tidy in appearance and do not wear revealing clothing. It might be advisable to wear school uniform depending on the school's policy and the place being visited.
- Thank the persons for hosting you.

Encourage students to go as a group for added safety and to get permission from parents/guardians to do the visits.

Groups should be encouraged to use the information gathered from the visits to make a booklet about health and fitness resources in the local community.

## What have we learnt? *(page 74)*

This summative unit is designed to be a very practical one where students evaluate the plans they made and implemented with regard to improving their eating and fitness behaviours. Working in groups for the first activity should encourage accountability, which has been shown to be important in promoting behaviour change.

The unit is also designed to encourage students to make a written pledge or contract with themselves to practise healthier eating and fitness habits.

**Group activity:** Allow students to work in small groups or in pairs to share their experiences in following their eating and fitness plans. Encourage them to help each other by making suggestions on ways of improving each other's plans and progress. Questions have been given in the Student's Book to guide them through the process.

**Individual activity:** Encourage students to review their eating and fitness plans and make any changes needed to improve them.

Students can copy and complete the pledge. They can also be encouraged to create their own pledges and to decorate them the way they want.

Encourage students to share their pledge with friends and family members and to place it where they can regularly see it.

## Theme 4 Managing the environment

### Unit 1 Food chains and food webs (page 76)

**Life skills:**  
**critical thinking, creative thinking, communication**

#### Learning outcomes

At the end of this unit students should:

- know about food chains and food webs
- understand the energy flow in a food chain and in food webs
- see the connectedness and interdependence of living organisms
- appreciate that living things and the non-living environment are connected.

#### Activities

**Pair activity:** The food chains are as follows:

- Dead leaves→ ants→ anteater→ snake
- Living plant leaves→ mealy bug→ ladybird (ladybug) → corn bird→ snake
- Water weeds→ mosquito larvae→ fish→ duck.

**Group discussion:** Let students discuss these ideas in relation to other things they know, and their own food. At the end of the lesson summarise the key points:

- Living things in the environment are interconnected.
- Living things are also connected with the non-living physical environment.
- Food chains show how energy flows through systems of living organisms.
- When one animal or plant in a food chain or a food web is disturbed, there is an effect on other plants and animals.

## Unit 2 The carbon cycle (page 78)

### Life skills:

**critical thinking, decision making, problem solving**

### Additional life skills:

creative thinking

## Learning outcomes

At the end of this unit students should:

- understand that the total amount of carbon on the planet is constant
- recognise that carbon moves through living and non-living things and has different forms
- appreciate that human activity is responsible for increased CO<sub>2</sub> in the atmosphere
- understand that global warming is a result of additional CO<sub>2</sub>, a greenhouse gas
- be able to suggest how global warming could be stopped or reduced.

## Introduction

One way this unit could be started is to have carbon in different forms on display: a piece of coral or limestone; a sea shell; a lump of charcoal; a piece of wood; a fizzy soft drink; a container of air. Ask students to find out about the composition of each item. The point is that carbon is in all living things and many other parts of the environment, so it is very important to us. And how we are using it is affecting the climate.

## Activities

**Pair activity:** Students should look closely at the carbon cycle in the past, noting where and how carbon dioxide is taken in by plants and stored as carbon compounds in living plants and animals, detritus, rocks, fossil fuels – oil, coal and natural gas.

Carbon is also present as carbon dioxide (CO<sub>2</sub>) in the air and is added to by living animals when breathing out.

When looking at the carbon cycle in the present, students should note where carbon dioxide is being released into the air – burning fossil fuels, industry, transport, human and animal population increase. They should also note that with deforestation, one large carbon extractor and store is dwindling.

When considering how the carbon cycle has changed, the size of the circle represents the comparative sizes of carbon stores and CO<sub>2</sub> sources in the past and at present. The change is either an increase (+) or decrease (-).

**Individual activity:** It would probably help if the class, or groups discuss this first by looking again at the agents and activities that are responsible for adding to the level of CO<sub>2</sub> in the air

and global warming and getting suggestions as to how these could be controlled, changed or eliminated. Then individuals could explore the idea further.

## Unit 3 It's getting hot, hot, hot *(page 80)*

### **Life skills:**

**communication, problem solving, creative thinking**

Additional life skills:

advocacy

### **Learning outcomes**

At the end of this unit students should:

- understand some of the likely effects of global warming
- be able to identify effects of global warming in their own countries
- see relationships between rainfall patterns and water supply.

### **Introduction**

To start this topic, you could ask students what they already know about global warming and its effects and ask too about what may be good and what may be bad as a result of global warming.

### **Activities**

**Class discussion:** Rising sea levels result in coastal areas becoming submerged, salt water intrusion into surface and ground fresh water sources, coastal communities and infrastructure being disrupted, small island states and low-lying countries losing a large percentage of land area.

The class then discuss the possible results of rising sea levels on a local place on the coast that they know.

**Individual activity:** Discuss what students know about hurricane frequency and severity over recent years. Can they research the figures to see if this is really true?

They then draw up their personal hurricane preparedness plan and share ideas at the next lesson.

**Group research and discussion:** Coral reefs are important as a nursery for marine life; breeding ground and home for marine life; biodiversity store; breakwater against waves and storms; and a carbon store as calcium carbonate. They also protect the coastline against normal coastal erosion and are important for tourism, jobs and the economy.

**Reflection:** This involves personal involvement and creative thinking.

**Individual activity:** The final activity practises advocacy. Refer to the advocacy steps on page 23 of this Teacher's Guide. Students could share their ideas in pairs first, or discuss which they thought was the most effective letter.

## Unit 4 What can we do about global warming?

*(page 82)*

**Life skills:**  
**decision making, creative thinking, advocacy**

Additional life skills:  
critical thinking

### Learning outcomes

At the end of this unit students should:

- recognise that the Caribbean region is dependent on fossil fuels for fuel, manufacturing, agriculture and tourism and is therefore responsible for CO<sub>2</sub> emissions which contribute to global warming
- understand that each person has a carbon footprint as they create carbon dioxide by using goods and services which use fossil fuels
- appreciate that there is choice in consuming goods and services and everyone can reduce their carbon footprint.

### Introduction

A person's carbon footprint is the amount of carbon dioxide they make or cause to be made in the things that they do and use, directly and indirectly. This includes the means of transport they use; the food they eat – how it was grown, where it was grown, how it was transported; the types of activities they do; what appliances and equipment they use and how they are powered etc.

You could explore this concept with the class first and examine one or two items or activities for 'carbon footprint' impact.

### Activities

**Group activity:** The atmosphere-friendly or atmosphere-hostile choices about carbon use table should look like this:

	😊	?	😞
1. Transport	walk bicycle	bus	car
Food	c	b	a
Holiday travel	d and b if sailing/rowing/kayaking b if powered vessel and c		a
Leisure games	b	c	a
Clothes and footwear	a	c	b
Air temperature control	c and d	b	a
Domestic hot water	c	b	a

**Individual activity:** Students use creative thinking to examine how they can improve the choices they make.

**Group activity:** In the final group activity making the poster uses advocacy skills.

## Unit 5 Not just a load of rubbish *(page 84)*

**Life skills:**  
**communication, critical thinking, problem solving**

Additional life skills:  
creative thinking

### Learning outcomes

At the end of this unit students should:

- understand what rubbish is and where it goes
- be able to distinguish between a sanitary landfill and a rubbish dump
- understand that solid waste is harmful to the environment, takes up valuable land space and can pose health threats
- recognise that we need to cut down on solid waste, and that much of what is disposed of can be reused.

### Activities

**Class brainstorm:** Items that go into rubbish include: paper, food stuffs, old furniture, old appliances and equipment, building material waste, e-waste, garden trimmings, packaging material, metal, glass and plastic. You could ask students for specific items, for example old fridges, mattresses, old computers.



Items that will decompose are: food and garden trimmings that will decompose quickest because they are organic matter. Other items that will remain as they are for a long time are metal, plastics, appliances and equipment, e-waste.

Potentially harmful items are batteries, metal, old paint, used motor oil, chemicals.

Note that there are health dangers from living near rubbish dumps. Here are some risks:

- Respiratory disease from fires and dust
- Ground water and surface water contamination from leachate
- Poisoning from exposure to toxic chemicals
- Diseases from rats, mosquitoes, cockroaches that live in the dump
- Food from fish and shellfish harvested nearby may have heavy metal contamination from leachate.

**Group research project:** By finding out what happens to their own waste, students can apply the knowledge learnt in the lesson and understand some of the problems for the authorities in dealing with waste.

**Individual activity:** This allows students to make a decision to reduce the waste they create and then think critically and creatively to solve their own waste problem. They may then want to go on to persuade others to join them.

## Unit 6 Sustainable living – getting more from less *(page 86)*

**Life skills:**  
**communication, critical thinking, advocacy**

Additional life skills:  
creative thinking

### Learning outcomes

At the end of this unit students should:

- understand that consumption of goods and services uses up many non-renewable resources and creates problems with waste
- appreciate the need to adopt sustainability goals
- understand that there are many ways to become more sustainable
- be able to design and implement a sustainability project.

## Activities

**Group activity:** Students look carefully at the life cycle of the plastic bottle and note all the different things that happen to it, in obtaining the raw materials, manufacture, selling and distribution – they all take energy. You might like to discuss a similar life cycle for another product most students like or use, such as a cell phone or t-shirt.

**Class discussion:** The class activity about what may eventually happen if we continue to make new things and throw away the old involves creative and critical thinking.

**Group discussion:** Additional Rs of sustainable living are: **R**efuse to buy new things and things that are over-packaged; **R**eclaim space that was formerly used for industry and bring into recreational use or farming; **R**eplant trees in deforested areas; **R**ecreate natural habitats; **R**epair appliances and household goods rather than replace them ...

**Class activity:** This sustainability in school project is a longer-term project and may take a few extra sessions to plan and implement.

## Unit 7 Threats from the natural environment

*(page 88)*

### Life skills:

**critical thinking, creative thinking, problem solving**

Additional life skills:

empathy

## Learning outcomes

At the end of this unit students should:

- understand that threats from the natural environment affect people's lives
- appreciate that some are major threats and some are local
- understand that flooding causes severe damage and disruption
- appreciate that human activity is the cause of many of the smaller scale environmental threats.

## Activities

**Class discussion:** Students could role-play the flood experiences or responses to the flood disaster, using some of the characters in the illustration. Encourage empathy.

**Group activity:** Students should be able to identify from the diagram showing natural protection against flooding, the ways in which trees and other vegetation slow down runoff, lessen the impact of heavy rain, absorb surplus water, bind soil together, release water slowly.

Emphasise the point that it is the human activities on the natural landscape which change it and make flooding worse.

**Group activity:** In addition, students could undertake a group research and display project. The class could discuss this first to prompt groups to think about events in their own districts or country: a landslide, a period of drought, a plant pest, the outbreak of a disease among farm animals. Groups of students can then investigate this and the effects on people's lives, including interviews with affected persons.

## Unit 8 Dealing with threats from the natural environment *(page 90)*

**Life skills:**  
**problem solving, communication, self-awareness**

Additional life skills:  
advocacy

### Learning outcomes

At the end of this unit students should:

- appreciate that we cannot control major natural environment events
- understand that we can control the amount of damage that such events cause
- know what to do before, during and after a major natural environment event
- be able to develop an emergency action plan for their school
- be able to publicise the plan and put it into practice as drills
- know which agencies in their country are responsible for structures in the built environment and which agencies deal with disasters.

### Activities

#### Group activity

For variety and to make sure that more than one threat is addressed, groups may choose to look at different threats, depending on the likelihood of that threat being realised in their district or country.

Emphasise that being prepared is the best way to be safe if a threat should strike

## Unit 9 Good places to be *(page 92)*

### **Life skills:**

**critical thinking, self-awareness, creative thinking**

Additional life skills:

communication (listening)

### **Learning outcomes**

At the end of this unit students should:

- appreciate that the natural environment offers opportunities for interaction and enjoyment
- recognise that it is possible to have low environmental impact while getting joy and exercise in the natural environment
- understand that special places have played an important role in the mental and spiritual health of human beings for a long time
- understand that people can feel peace, calm and a sense of well-being in special natural places
- appreciate that such places must be protected for our physical and mental well-being.

### **Introduction**

**Enjoying the natural environment:** It is important to stress, in this section, that being in the natural environment, with little man-made or energy-using equipment, can give physical, mental and social benefits to the person, while doing little or no harm to the environment. This is a win-win situation!

**The environment and sacred places:** Natural sacred places need not be very ancient in their establishment. Some in the Caribbean are old, those spaces revered by the native peoples. Some are of recent origin, created by people originally from Africa and Asia who replicated their ancient natural 'sacred spaces' in their new homelands.

**The environment and healing:** This is a topic that students may enjoy researching. Ancient techniques from all over the world are being adapted to modern living to relieve stress and to help people with disabilities. Restorative therapy is also being used by therapists who deal with abusers and abused people.

### **Activities**

**Reflection:** For the individual student, it is a place to commune with nature, to wind down and to reflect.

# What have we learnt? (page 94)

## The Managing the Environment Game

In this unit students play a board game to find out how much they have learnt and remembered in this theme. The game is best played in small groups.

Here are the questions; answers are in *italics*:

1. Green plants get energy from the *sun*.
2. The feeding connection between plants and animals is a *food chain*.
3. Sort out this feeding connection: *seaweed, small fish, pelican*.
4. Stores of carbon are called carbon *sinks*.
5. In the air, carbon is mainly in the form of *carbon dioxide*.
6. In the past, the amount of carbon stored in trees was *more* than in the present.
7. Burning fossil fuels has *added to* the amount of carbon dioxide in the air.
8. A gas that traps heat in the atmosphere is a *greenhouse* gas.
9. The rise in average air temperature in the world is called *global warming*.
10. When sea level rises, coastal areas will become *submerged*.
11. When there is a heavy shower, water *runs off* quickly.
12. Coral reefs *are* valuable as fish nurseries.
13. Coral reefs protect coastal areas from storm surges. *True*
14. Eating meat is not carbon friendly because modern techniques of rearing animals for food use a great deal of fossil fuels in feed production, housing the animals and transport. *True*
15. A highly inflammable gas in landfills and dumps is *methane*.
16. Water passing through waste picking up chemicals and dissolved waste is *leachate*.
17. A *salvager* collects useful material which was discarded and brings it back into use.
18. The 3 Rs of Sustainable Living are *Reduce, Reuse, Recycle*.
19. To use less and less of the Earth's resources is to *reduce*.
20. To take an object which is past its life and use its material for making something is to *recycle*.
21. Which is better for the environment – incandescent bulbs or fluorescent bulbs? *Fluorescent*
22. Sustainable living aims at using and wasting as little as possible, replacing what is used, sharing more and avoiding spoiling the environment for the future. *True*
23. When there is a flood, people are *exposed* to water-borne diseases.
24. Which of these will not contribute to flooding? *Planting trees*

25. All of these will help before an environmental threat strikes except *leaving it up to others to handle it*.
26. Every home and school should have an emergency plan. *True*
27. An assigned place where people gather in an emergency is a *muster point*.
28. Which leisure activity uses more of the Earth's and country's resources – golf or hiking? *golf*
29. If you live on an island, swimming in the sea is more environmentally sustainable activity than swimming in a pool. *True*
30. People want to preserve natural sacred places because *these places bring peace and calm to those who visit them*.

Creative students could add their own set of questions to the game.

## Year 2

## Review (page 96)

This helps students reflect on their own personal growth and learning. The individual activity does not have to be restricted to what has occurred in HFLE. The group activities encourage students to discuss their learning and compare their ideas.

## Talking about difficult issues

See Teacher's Guide page 40 on creating a safe classroom environment.

You may also like to spend more time discussing trust and confidentiality.

Discuss with students:

- How sharing our experiences and feelings can help us to solve our problems and get support from each other?
- We can never be sure when we share, that everyone will keep our secrets.
- Why do some people find it difficult to keep secrets/confidentiality? What temptations are there to tell?
- How does it feel when secrets are told and people gossip or tease?

Some safe ways of talking about our feelings include:

- Talking generally – saying 'some young people might ...'
- Talking as if the experience happened to someone we know – saying 'a friend of mine ...' without giving names
- Talking as if the experience happened to someone in a book or magazine – saying 'I read about someone who ...'
- Or we can keep quiet about ourselves, our feelings and our experiences.

## Theme 1 Self and interpersonal relationships

### Unit 1 Growth ... against all odds (*page 10*)

**Life skills:**

**self-awareness, managing emotions, problem solving**

Additional life skills:

critical thinking

### Learning outcomes

At the end of this unit students should:

- understand that challenges can help us to grow
- be able to use problem-solving steps.

## Activities

**Reflection:** For many, if not most persons, this stage of life has presented some challenges, social, emotional or physical. The foundation that has been laid in the early years has been considered central to the managing of these challenges. Having students reflect on previous challenges, their responses, the outcome and the consequences, could help them in this stage of their development.

**Group activity:** Students need to appreciate that negative and painful experiences are a part of the process of growing and may actually contribute positively to that process.

Analysing the factors contributing to one's ability to deal with challenges is intended to assist students in evaluating their performance and abilities. This unit helps students to acquire the necessary skills and abilities at this time and to decide to use them appropriately in managing their challenges.

Understanding that ultimately their growth is not merely in the challenges that will confront them but in how they chose to respond is of paramount importance.

## Unit 2 Risks in relationships *(page 12)*

### **Life skills:**

**interpersonal skills, managing emotions, communication**

Additional life skills:

self-awareness, decision making, critical thinking

## Learning outcomes

At the end of this unit students should:

- understand that relationships change over time
- understand some of the risks in relationships.

## Activities

**Case study:** The factors that impact on relationships are many and varied. As the students think about the possible reasons from the case study, it is hoped that they will think through their own experiences and how they may be contributing to undesirable outcomes in their relationships.

It is critical that students become aware of the fact that choosing not to take the risk associated with loving and caring usually also means not experiencing the feelings of belonging, joy, fulfilment and growth that are possible in a meaningful relationship and friendship.

It is important to help students analyse the behaviours and attitudes that can both enhance and destroy relationships. This will affect how they think about and behave in a relationship, the resulting relationship and its effect on each person.



Help students to understand that relationships have stages and phases which can be managed. Jon and Suzanne needed help to sort through what was happening at that time in their friendship and where next to take the relationship.

The significance and powerful impact of honest and open sharing in a relationship may be difficult to comprehend without the experience but still needs to be communicated. Encouraging students to use the skills being learnt in their friendships at school could help to give them this experience.

## Unit 3 No alcohol or drugs for me *(page 14)*

### **Life skills:**

**empathy, decision making, self-monitoring**

### **Additional life skills:**

problem solving, refusal, self-awareness, critical thinking

## **Learning outcomes**

At the end of this unit students should:

- be able to use problem-solving steps to solve a problem
- be able to empathise with others' problems
- know how to deal with peer pressure using assertiveness, negotiation or refusal skills.

## **Activities**

**Case study:** Responding to pressures from others takes place at all stages of lives. Our desire to be accepted and belong drives us to respond to the pressure of our peers even when we are aware of the possible dangers.

That life is all about choices is a fundamental principle our students will need to recognise. Carlos was willing to give the responsibility of his decision to his friends by suggesting that they made him do what he did.

Usually, to withstand the pressure of peers, someone would need to have clearly defined values by which they have chosen to live, or to have someone who they respect and to whom they are very accountable for their behaviour, such as a parent or teacher, or to have some goals and ambitions towards which they are striving and from which they will allow nothing to dissuade them.

**Pressure pointers:** Processing each pressure pointer should clarify for the students the deliberate steps which need to be taken to manage the powerful influences of peer pressure.

## Unit 4 Coping with Ms. Bully *(page 16)*

**Life skills:**  
**empathy, interpersonal skills**

Additional life skills:  
refusal, advocacy, self-awareness, assertiveness, critical thinking

### Learning outcomes

At the end of this unit students should:

- empathise with victims of bullying
- be able to design a plan to reduce bullying in school.

### Introduction

The desire to be in charge and to take control without the permission of other people is more common than we realise. The bully usually has some deep seated needs that have been left unattended. They often have low self-esteem inverted to conceal their own insecurity. The attention they need is obtained forcefully.

### Activities

**Class activity:** Consistently sharing space with a bully, as in a classroom or school, can be frustrating for some and terrifying for others. People who are habitually the victims of a bully may be traumatised. The fear can be crippling and demoralising.

**Group activity:** The victim of a bully usually needs an advocate, someone who will represent and defend him in the presence of the bully. Assisting the victim in the development of personal and social skills is intended to encourage assertiveness and wholesome self-defence.

The bully is usually best confronted in private in a gentle and caring manner. Empathetically inviting honest expression and helping him or her to think through the behaviour offers the person the opportunity to share their reason for their behaviour. Offering understanding, a sense of acceptance and even friendship can often transform the once hostile behaviour.

In the Student's Book unit, the bully is female, but do make sure in your lesson that you discuss bullies of both genders. Ms. Bully was chosen because it is sometimes assumed that bullies are male.

## Unit 5 Stereotypes *(page 18)*

**Life skills:**  
**empathy, self-awareness**

Additional life skills:  
creative thinking, critical thinking, decision making, problem solving

### Learning outcomes

At the end of this unit students should:

- understand how we stereotype people unfairly
- understand the meaning of prejudice
- use problem solving to prevent unfairness at school.

### Introduction

Our society has created images and profiles which are circulated through the media and in printed material. These images have influenced our definition and perception of other people in ways in which we are often unaware.

### Activities

**Group activities:** There really is no accurate identification of the persons in the picture, the real point being that anyone in that picture could be the other. Our images and the associated labels categorise individuals and groups without any real basis. 'Answers' are provided in the Student's Book only in order to challenge their ideas.

There is a sense in which the practice of judging others without prior knowledge offers the person judging a sense of difference and superiority.

It will be most valuable for the students to honestly identify those persons they would have difficulty accepting and why.

**Reflection:** Evaluating their own feelings were the situation reversed has the potential to impact their attitudes and behaviours. This could help to make students less judgemental and more tolerant in the future.

Taking the time to discover who the person is behind the label is the desired outcome of this unit.

## Unit 6 He is unique *(page 20)*

### **Life skills:**

**self-awareness, advocacy, interpersonal skills**

Additional life skills:

decision making, communication, self-esteem

### **Learning outcomes**

At the end of this unit students should:

- appreciate the benefits of diversity
- understand the need for advocacy for minorities or those who cannot secure their own rights.

### **Introduction**

The need to have a sense of acceptance and belonging is a very powerful one. Persons who present as being different for any reason experience a loneliness and a feeling of isolation that is sometimes difficult to explain.

### **Activities**

**Case study:** Liz's experience in Trinidad transformed her perspective on the different persons in her environment because beyond their differences they had common interests around which they could relate. She possibly also discovered that although externally and culturally they may be different, their human experiences and needs may be similar.

**Group activities:** It will be invaluable for the students to identify their own biases and inhibitions about persons who are different to them. A person's socialisation, how they were raised and their experiences are usually responsible for their bias and prejudice.

**Individual activity:** Defending persons who have been marginalised or discriminated against has the power to transform both the person and the environment in which they operate.

## Unit 7 This is my region *(page 22)*

### **Life skills:**

**critical thinking, problem solving, decision making**

Additional life skills:

self-awareness, advocacy

## Learning outcomes

At the end of this unit students should:

- appreciate some of the characteristics of the Caribbean
- be able to use critical thinking to form an opinion about the free movement of people in the Caribbean.

## Introduction

At this level in the educational system, students will be preparing to choose the subjects that they will sit in the Caribbean Examination Council's (CXC) examination. This choice is usually influenced by the student's career goal.

So this is an opportune time for our students to assess the needs of their home country and give deliberate thought as to how they may contribute to its development. The guidance received through career guidance, such as Career Expos and Career Seminars provides detailed information from professionals in the field and institutions of learning. All this, coupled with their own leaning, talents and skills should help to prepare students to make informed choices concerning their future.

## Activities

Engage the students in discussion about the global financial and social realities and how they impact their country to help inform the decisions they will be making in the forthcoming months.

**Group discussion:** Thinking about the Caribbean Single Market and Economy (CSME) and its implications for their country has the potential to generate in students a new sense of ownership, loyalty and responsibility for what could happen in the country.

**Class debate:** This will help students' thinking skills and model democratic processes.

Overall, the desire is that a new sense of patriotism will be their experience and a renewed vision of themselves as the custodians of the future of the Caribbean nations.

## What have we learnt? *(page 24)*

This aims to encourage students to think about the first theme and the way they have used it for their own growth. Make sure they reflect on the life skills that they should, by now, be using almost automatically to tackle the issues and problems of the course, and practising frequently.

## Theme 2 Sex and sexuality

### Unit 1 A lifetime of sexuality *(page 26)*

**Life skills:**

**self-awareness, self-management, communication**

Additional life skills:

interpersonal skills

#### Learning outcomes

At the end of this unit students should:

- recognise that adolescence is just another stage in growing up
- recognise that each stage has a value, a sexuality and ways of enjoying sexuality safely
- understand that older people have been through those stages and that their experiences can help young people to enjoy adolescence safely
- understand that there is a future to plan for and to protect.

#### Activities

Make a collection of photographs of people of all ages, in groups and in pairs – same sex or male and female. Students may then match them to the time-line. In groups, they could discuss what the lives of the people are probably like.

**Group activity:** Young adults: What are some sexual and reproductive health issues that young adults may face?

- Finding the right partner – skilled educated women often find it difficult to find a partner of equal standing
- Unwillingness to surrender sexual freedom
- Lack of intimate time together, when children are very young and dependent
- Decision making about family size and spacing as couples
- Biological clock in women
- STDs which may affect fertility
- Family pressure to 'settle down'

**Group activity:** Older adulthood: What are the changes associated with female menopause?

- Fertility declines
- Menstruation ceases
- Weight gain
- Vagina becomes dry

- Hot flushes
- Mood swings

How does ageing affect male sexuality?

- Decline in motile sperm count
- Loss of erection
- Weight gain

## Unit 2 Managing my sexual feelings *(page 28)*

### **Life skills:**

**self-awareness, self-management, decision making, communication**

Additional life skills:

interpersonal skills, creative thinking

### **Learning outcomes**

At the end of this unit students should:

- understand that sexual feelings are normal and natural
- understand that sexual feelings do not mean that you must have sex, even when popular culture or peer pressure may say otherwise
- be able to make safe and healthy choices about sexual feelings.

### **Activities**

**Group brainstorm:** When brainstorming the things that can cause sexual feelings, you could emphasise the following:

- Sexual feelings are normal and natural.
- The body sends clear signals of readiness for sex ... BUT ....
- Sexual feelings do not mean that you must have sex ... even when popular culture may say otherwise.

**Group discussion:** What can we do about sexual feelings? Remind the class about confidentiality and respect for other people's views.

Myths and facts sessions like this one can unearth many misconceptions about sexuality. Discuss other possible myths and deal with them, or make use of the anonymous question box for students to feed questions to you.

Students may raise the issue of masturbation in this lesson or afterwards. See page 52 of this Teacher's Guide. Deal with this in a calm and matter of fact way if you feel comfortable to do so, or ask a health worker or guidance counsellor to discuss this issue.

Emphasise the importance of making safe and healthy choices.

## Unit 3 Is it all about sex? *(page 30)*

### **Life skills:**

**decision making, problem solving, communication**

### **Additional life skills:**

**critical thinking, empathy, interpersonal skills**

## **Learning outcomes**

At the end of this unit students should:

- understand the everydayness of sexy messages
- recognise the casual use of sex to sell products
- recognise the role of the internet in the early sexualisation of young people
- understand the effect of these messages on their minds and bodies.

## **Activities**

**Class discussion:** It may come up that there are students who are producers of, and willing actors in, the production of cell phone pornography as a lucrative commercial activity. Deal with this carefully and, if necessary, if students or other children are at risk, you may need to discuss the problem with colleagues.

Find out about your territory's law as it relates to the production of pornographic material and its dissemination among minors.

**Group discussion:** Beware of online predators: Help students to identify safe practices in relation to online chat rooms etc, using problem-solving steps. This could be an opportunity to discuss other risky situations.

**Group discussion:** Resisting sexy messages: Students can use critical-thinking skills to look at media messages.

**Group activity:** Everyone can be a star: There are many lessons to be drawn from the comic strip story. Students may well have had similar things happen to them. They need to discuss the choices of the different characters and think about cause and effect, using problem-solving skills.



## Unit 4 Money and sex *(page 34)*

### **Life skills:**

**decision making, problem solving**

### **Additional life skills:**

assertiveness, self-awareness

### **Learning outcomes**

At the end of this unit students should:

- understand the role of power and vulnerability in some sexual relationships
- be able to identify risks early
- be able to use assertiveness in dealing with risk
- be aware of their own weaknesses and risks.

### **Activities**

**Group activity:** Let students examine the choices made by the three characters. Are they risky? Why? Use problem solving to decide on the best course of action for each character.

**Group activity:** De-brief the role plays carefully, pointing out good strategies for being assertive and letting students rehearse and practise to improve. The teacher could model strong assertive behaviours for students as necessary.

## Unit 5 My beliefs, my values *(page 36)*

### **Life skills:**

**self-awareness, self-management, problem solving,  
decision making**

### **Additional life skills:**

assertiveness, negotiation, goal setting

### **Learning outcomes**

At the end of this unit students should:

- understand some of their own values and where they have come from
- understand how values influence behaviour
- be able to recognise and deal with challenges to their values about sexual health.

This is a longer unit so you may need to take more than one lesson.

## Activities

**Individual and group activities:** What is value? Let students talk about the things they value and how they try to show what their values are by how they behave.

When listing their own values they might start with a brainstorm and then perhaps rank them with the most important first. This will develop self-awareness skills.

As students compare their own values with those of their peers and their families, they may decide to revise their own ideas.

**Class discussion:** Values and behaviour

1. Why do people sometimes behave in ways which do not support their values?  
Peer pressure will come up for discussion here. Later there is an opportunity for role-playing how peer pressure can attempt to undermine values.
2. What happens when young people do not behave in a way which matches their family's values? This may lead to family disapproval, ostracism, punishment, loss of privileges etc. Alienation may lead to being vulnerable to negative influences from outside the family.

Other questions that could be discussed:

3. Are there situations where going against family values may help in a person's development?  
Sometimes: choice of marriage partner, career choice, friendships, religious observance, diet.
4. How could you handle these differences in values in a harmonious way?
5. When is it appropriate to be assertive, to negotiate?

**Individual activity:** This final activity links values to goals for sexual health.

## Unit 6 Stand up for yourself *(page 40)*

**Life skills:**

**assertiveness, problem solving, refusal skills**

Additional life skills:

negotiation

## Learning outcomes

At the end of this unit students should:

- know the difference between refusal, negotiation, and avoidance
- understand how to use these three techniques
- be able to practise refusal in different situations.

## Activities

**Group activity:** Discuss the different strategies for saying ‘No’ – refusal, and the advantages and disadvantages of each. Then talk about which strategies may be most useful for each of the scenarios, depending on the friend’s response.

Role play and careful debriefing of the role play is key to this unit. Make sure students know when they are ‘in role’ and when they are ‘themselves’. They can use role play to try out strategies, wording, style, body language and discuss what seems to be most effective. How does the person being refused feel?

Expand the role plays to include negotiation. Talk about situations in which that may be more effective or useful.

**Reflection:** Finally students reflect on their own experiences of being pressurised into doing something. By rehearsing responses they should be better prepared in the future.

## Unit 7 Wanted ... good parents *(page 43)*

### **Life skills:**

**decision making, problem solving, self-awareness, communication**

Additional life skills:  
interpersonal skills

## Learning outcomes

At the end of this unit students should:

- understand some of the qualities which make a good parent
- realise that choosing a co-parent is a serious thing to undertake
- understand some of the needs of a child
- be aware of some of their own strengths and weaknesses in relation to parenting.

This is a longer unit and may require more than one lesson.

## Activities

Students, in pairs, may start this unit by imagining themselves at 25 or so, 10 years from the present. Where do they see themselves in terms of family life?

Have a short feedback session, asking students how many see themselves as parents. How many know someone of 25 who is a parent?

**Class brainstorm:** Move on to brainstorm what makes a good parent. Let students discuss the various views on parenting and why the young people may say what they say.

### **Choosing the best father or the best mother for your child**

The first group activity looks at parenting as a job and the next takes ideas about parenting on, to enable students to think about qualities they might want in a long-term partner. It encourages students to consider and plan future pregnancy and prepares students for Unit 8.

## **Unit 8 Teenage pregnancy (*page 46*)**

### **Life skills:**

**decision making, problem solving, self-awareness, communication**

### **Additional life skills:**

**interpersonal skills**

### **Learning outcomes**

At the end of this unit students should:

- understand the problems and effects of teenage pregnancy
- be able to use problem-solving and decision-making skills to address this
- be aware of their own values in relation to teenage pregnancy
- be aware of the likely effects on themselves and others of teenage pregnancy.

### **Activities**

**Case study:** Good news? Gender differences and gender inequalities may show themselves here. One way of looking at this is from a human rights and gender equality perspective. Is it fair that Shona takes all the responsibility and Simon can continue in school, etc?

### **Class discussion: What next? Some choices for Shona and Simon:**

- Have the baby and continue to live with their own parents; Shona and the baby with her parents.
- The couple move in with either Simon's or Shona's parents and have the baby.
- They get married, live apart from parents, and have the baby.
- They get married, live with either's parents, and have the baby.
- Shona has an abortion and they continue life as if nothing has happened.
- Shona has the baby and they give it up for adoption and carry on life as if nothing has happened.

**Class discussion:** Abortion happens whether it is legal or not. An illegal abortion is risky,

unsafe conditions can have very serious, sometimes fatal, effects on the pregnant girl. Where abortion is illegal, there are often legal and medical loopholes which allow those who are knowledgeable to have safe terminations. Are there organisations active in your country that work towards making all terminations safe?

Students may be keen to discuss the rights and wrongs of abortion and this may make a good topic for a class debate.

In talking about adoption, it may be a good idea to invite someone who has been adopted, or a social worker with this specialism, to discuss the issue with the class. It is easy for teenagers to think that this is an easy solution with few repercussions for the young parents or the child.

**Reflection:** The reflection allows for practice of decision-making skills.

## Unit 9 Abstinence *(page 49)*

**Life skills:**  
**decision making, problem solving, self-awareness, communication**

Additional life skills:  
refusal skills, interpersonal skills, self-confidence

### Learning outcomes

At the end of this unit students should:

- understand the meaning of abstinence and secondary abstinence
- appreciate that abstinence is the safest way of avoiding pregnancy, HIV and other STIs
- consider abstinence as a choice for themselves.

### Introduction

There are many abstinence programmes that can be adopted by schools. A search on the internet yields a wide range of material.

You need to teach this unit very sensitively and remind students about confidentiality and that they do not have to share anything personal. Some students may have been victims of unwanted sexual experiences and may be uncomfortable in class discussion. You may ask students each to put one question into the question box, so as to encourage reticent students to get their concerns addressed.

What is your school policy regarding disclosure of a student's intimate revelations where these involve sexual abuse? What is your Ministry of Education's position? What is the law of your country?

## Activities

Allow students to explore their values, and also talk about safe practices. It may also be helpful to relate this material to goal setting.

## Unit 10 I must protect myself *(page 52)*

**Life skills:**  
**decision making, communication, interpersonal skills**

### Learning outcomes

At the end of this unit students should:

- understand how to protect themselves from pregnancy and STIs
- understand and be able to evaluate risky behaviours
- be able to reduce their own risk.

## Activities

**Pair activity:** All the statements are false.

**Group discussion:** The answers tell you that:

- There is a high level of awareness about HIV and AIDS
- One quarter have had sex under 15 years old
- Half to three quarters used a condom
- Less than 10% had been tested and knew the result.

The possible sexual health risks of these behaviours are: STIs, HIV and pregnancy.

**Pair activity:** Reducing risk among sexually-active young people: This activity may be carried out by the teacher, or a nurse from the health sector, a school nurse or someone from the Family Planning Association (FPA) could be invited to come in as a guest facilitator. This exercise is most effective when actual methods for preventing pregnancy and/or STIs are demonstrated and are handled by the students.

It boosts confidence and develops assertiveness to have touched and read the labels of these devices.

	Protection from pregnancy	Protection from HIV and other STIs
Male condom	✓	✓
Female condom	✓	✓
The pill	✓	
Diaphragm	✓	
IUD	✓	
Syringe of depo-provera	✓	
The rhythm method	✓ (not very reliable)	

Make sure you answer the questions from the question box at the next lesson. You may need to find out more information to do so.

## Unit 11 We are all equal *(page 54)*

**Life skills:**  
**empathy, problem solving, communication**

Additional life skills:  
advocacy, interpersonal skills

### Learning outcomes

At the end of this unit students should:

- empathise with people who experience stigma and discrimination
- be able to suggest ways of reducing this using problem-solving skills.

### Introduction

It can be hard to feel empathy when you perceive that the person is in that situation through their own fault. The tendency is to blame or reprimand, but encourage students to think about their own behaviours – none of us is perfect; we all make mistakes or do things which are irrational. We don't always know someone's motivation or circumstances and shouldn't judge them.

### Activities

**Pair activity:** Jason's story is intended to show how unfair stigma and discrimination can be. Help students to distinguish between shame, stigma and discrimination before they do the pair activity.

**Group activity:** Before students do the activity on stigma and discrimination towards people affected by HIV and AIDS, you may want to ask them how stigma and discrimination is demonstrated in a community that does not accept the reality of HIV and AIDS and how that denial helps to spread the disease.

## Unit 12 Speak out *(page 56)*

**Life skills:**  
**advocacy, communication, interpersonal skills**

Additional life skills:  
empathy, self-awareness

### Learning outcomes

At the end of this unit students should:

- understand the importance of equal treatment for PLWHA
- be able to use problem solving to suggest ways to improve treatment of PLWHA
- be aware of own attitudes and feeling about HIV.

### Introduction

This unit deals with how being open about HIV and supportive of PLWHA (people living with HIV and AIDS) can help to halt the spread of the disease. Be aware that there may be students in your class or school who are living with HIV or have siblings or parents who are.

### Activities

**Group activity:** Use the advocacy steps, see page 23 of this Teacher's Guide.

## Unit 13 Getting support *(page 58)*

**Life skills:**  
**self-management, problem solving**

### Learning outcomes

At the end of this unit students should:

- understand the meaning of 'self-reliance'



- be able to access accurate advice and support about sexual health issues
- know the law about sexual behaviour in their own country.

## Introduction

Contact agencies involved in teenage sexual health in your community. Perhaps a member of staff can visit the school or a school trip can be arranged to have students learn about what's available for them.

Some sensitive topics that may arise for open discussion are homosexuality, the age of consent and statutory rape. Young people often have very strong opinions on these. Confidentiality and a non-judgemental stance are critical in this, as in all discussion.

## What have we learnt? *(page 60)*

This aims to help students review and reinforce learning in this theme.

The group activity on you and your school community involves advocacy skills.

The final class activity uses problem-solving.

# Theme 3 Eating and fitness

## Unit 1 Nutrients and health *(page 62)*

**Life skills:**  
**creative thinking, communication**

### Learning outcomes

At the end of this unit students should:

- be able to outline the functions of various nutrients in promoting good health
- appreciate the importance of the nutrients to good health
- be able to use creative-thinking skills and communication skills to outline the importance of the various nutrients in promoting good health.

### Introduction

Nutrients are the chemicals found in foods which are needed for good health and growth. The main nutrients, their functions and food sources are given on page 63 of the Student's Book.

In addition to these nutrients, roughage or dietary fibre, found in fruits and vegetables, is needed for healthy bowel movement. It is also recommended by many health experts that we drink lots of water during the day. Some advise drinking about eight glasses of water daily for good health.

## Activities

**Small group activity:** Allow groups to select one nutrient from the table in their texts, discuss the information and prepare a presentation in the form of an advertisement on that nutrient. Bristol board or newsprint and markers should be provided for those groups wishing to make posters.

After the groups present their posters, summarise the main points of the unit for the whole class.

## Unit 2 Do you know what you eat? *(page 64)*

### **Life skills:**

**critical thinking, healthy self-management, communication**

### **Additional life skills:**

**self monitoring**

## Learning outcomes

At the end of this unit students should:

- be able to explain the information given on food labels
- appreciate the value of using food labels to make better food choices
- be able to use critical-thinking and communication skills to evaluate the caloric and nutrient content of foods based on information from food labels.

## Introduction

This unit may be introduced by presenting the class with three or more cans containing products but having no labels. One or two of the cans may have food like vegetables or soup while the others may have products like soy sauce and motor oil. The class can then be asked which of the cans they would like to eat from. After the class responds, the cans may be opened to reveal the contents. This would lead naturally into discussion of the importance of food labels. See page 63 of this Teacher's Guide.

## Activities

**Group activity:** You may provide students with a variety of food labels or you may ask them in advance to bring such labels. It would be interesting to include labels from foods that

are identified as low fat, high fibre, low calorie etc, so that students can evaluate these claims in addition to evaluating the calorific and nutrient content of foods.

The class can subsequently make a scrapbook using the food labels with comments about what they found.

Students should be encouraged to read food labels on their own and to use the information to make healthier food choices. They could feed back their experiences to the class a week or two later.

(The teacher's notes from the previous unit and from Year 2 Unit 2, 'Watch what you eat', are also relevant to this unit.)

## Unit 3 Multimix meals *(page 66)*

### **Life skills:**

**critical thinking, communication, healthy self-management**

### **Additional life skills:**

creative thinking

## **Learning outcomes**

At the end of this unit students should:

- be able to explain the multimix principle
- appreciate the importance of having multimix meals
- be able to use critical-thinking and creative-thinking skills to plan multimix meals.

## **Introduction**

It would be useful to review the six food groups at the start of the session and to reinforce the importance of eating foods from as many of the groups as possible.

Briefly talk to students about vegetarian meals.

## **Activities**

**Group activity:** Allow students to work in small groups to plan meals using the multimix principles. See background information for the theme on page 61 of Teacher's Guide.

**Extension activity:** Encourage students to actually prepare a multimix meal. If a home management or food and nutrition kitchen is available at the school, this activity can be done there. Safe food handling practices should be reinforced during this session.

## Unit 4 Healthy food choices for life *(page 68)*

### Life skills:

**problem solving, communication, critical thinking**

### Learning outcomes

At the end of this unit students should:

- be able to analyse food choices throughout the life cycle
- appreciate the importance of making appropriate food choices throughout the life cycle
- be able to use problem-solving skills to suggest appropriate food choices for different stages of the life cycle.

### Activities

**Case study:** Everyone needs to have a balanced diet, regardless of their stage in the life cycle and their level of activity. In the case study we have several persons of different ages having different levels of activity.

- Tony is a very active teenager who would be experiencing a growth spurt. He therefore needs to eat larger quantities of food. He also needs more carbohydrates for energy, more proteins to build muscle tissue and minerals like calcium and phosphorus for healthy bone growth. He should not be missing lunch and eating only fast foods at school. The high fat content associated with fast foods can put him at risk for developing heart disease. Due to his busy schedule, he may have sandwiches containing meat, eggs or cheese with lettuce and tomatoes. A milk drink, like peanut punch, would provide the calcium and phosphorus he needs.
- Tony's sister could substitute the soft drinks and sweet biscuits for fruit. She could also drink more water instead of the soft drinks. Her frequent high sugar intake puts her at risk for becoming overweight and developing diabetes.
- His grandmother needs soft foods that need little chewing due to her lack of teeth. Her foods, especially meat, should also be cut into very small pieces. Her irregular bowel movements could mean that she is not getting enough roughage in her diet, while her very sedentary lifestyle requires that her carbohydrate intake be limited.
- Tony's father is involved in a very physically demanding line of work and needs to have adequate amounts of carbohydrates for energy and proteins for building and maintaining muscle tissue.
- Tony's mother does not require as large amounts of carbohydrates as her husband due to the largely sedentary nature of her job. In her case, excess carbohydrates could lead to her becoming overweight, putting her at risk for diabetes and heart disease.

The teacher's notes provided for the three previous units (Year 3) can be used in preparation for this unit. The first two units of Year 2 from this theme (Appropriate Eating and Fitness) also contain relevant information.

## Unit 5 Understanding our food choices *(page 70)*

### **Life skills:**

**self-awareness, self-management, critical thinking**

Additional life skills:

decision making, advocacy, self-monitoring

### **Learning outcomes**

At the end of this unit students should:

- be able to analyse social, emotional and economic influences on personal food choices
- be able to express how they feel about the different influences on personal food choices
- be able to use critical-thinking skills and self-awareness skills to monitor and evaluate personal food choices.

### **Introduction**

We usually eat because we are hungry. Hunger is the body's way of indicating that it needs the nutrients required for good health, growth and development. However, persons may also eat for other reasons. These include:

- Eating because others in the social setting are eating
- Food is abundant because it is cheap or can be easily afforded
- Not wanting to waste food that may spoil soon
- Loneliness
- Sadness
- Rejection
- Anxiety/stress
- Boredom.

Additionally, people may have specific food preferences depending on their feelings or motives. For example, many people consume large quantities of coffee to stay awake to study or work extra hours. Others have their favourite 'comfort foods' like chocolates, cake, ice-cream or potato chips.

Habitually eating foods for the above reasons may have unhealthy consequences for our bodies and may even lead to the development of eating disorders. We therefore need to understand the motives behind our food choices so that more appropriate actions can be taken to address them. For example, engaging in physical activity or calling or visiting a friend may be better way of coping with stress, loneliness or boredom than eating. Food may also be given away instead of eating it to avoid wastage. Relaxation techniques like meditation may also relieve anxiety and stress.

## Activities

**Comic strip story:** Volunteers could be asked to assume the roles of the different characters and read out loud while the others follow. The story may even be presented as a short role play, if students are prepared in advance.

If you are comfortable doing so, you may also share with the class some of your own food choices that have nothing to do with hunger.

## Unit 6 Gear up for safety (*page 72*)

**Life skills:**  
**critical thinking, communication**

### Learning outcomes

At the end of this unit students should:

- be able to relate the structure of safety gear used during physical activities to their functions
- demonstrate a willingness to use safety gear during physical activities
- be able to use critical-thinking skills to relate the structure of safety gear used during physical activities to their functions.

### Introduction

The background information provided on Teacher's Guide page 66 for the Year 1 unit on 'Safety in physical activities' can be used in preparation for this unit.

Obtain as many examples of safety gear as possible so that each group can have at least one to examine. The physical education department of the school should be able to provide some safety gear. Students may also be asked to bring safety gear that they have access to.

## Activities

**Group activity:** Allow groups to examine the safety gear using the questions given in the text as a guide. Encourage students to try on the gear and move about the class to get the feel of it.

Depending on what is available, different gear may be circulated among the groups so that each group gets to examine more than one type of gear.

**Extension activity:** As an extension activity, you can arrange a session during which students actually get to use safety gear while participating in an appropriate physical activity. For example, students may play a cricket match using the relevant safety gear.

**Group activity:** Students should learn about the treatment of injuries which may occur during physical activity. Allow small groups to read the information in their text concerning signs and symptoms, prevention and treatment of injuries and role-play how they would treat one of these injuries.

## Unit 7 Fact or fiction? *(page 74)*

**Life skills:**  
**critical thinking, communication**

### Learning outcomes

At the end of this unit students should:

- be able to evaluate the validity of health information related to eating and fitness
- demonstrate a willingness to evaluate health information related to eating and fitness
- be able to use critical-thinking and communication skills to evaluate health information related to eating and fitness.

### Introduction

Accessing valid health information is important in helping us to make better informed eating and fitness choices. Our students therefore need to develop the skills to evaluate health information so they can distinguish information that is reliable from that which is not so. This is especially important since we live in an age where, every day, we are flooded with information from a variety of sources.

### Activities

**Small group activity:** Provide students with clippings of articles containing eating and fitness information from a variety of sources, for example newspapers, magazines, the internet and tabloids. The website given below provides many useful links where such articles can be sourced. Include information that makes miraculous claims. Students may also be asked to bring clippings.

If audio-visual equipment is available, you may decide to play bits of health information or advertisements related to eating and fitness. This should make the unit more interesting for students.

Select an article to demonstrate how students can use the guiding points given in their texts to evaluate health information.

## Unit 8 Enjoy total health *(page 76)*

### **Life skills:**

**healthy self-management, self-monitoring, critical thinking**

Additional life skills:

Coping with stress

### **Learning outcomes**

At the end of this unit students should:

- be able to identify different components of a holistic healthy lifestyle
- demonstrate a personal responsibility for maintaining physical, social and mental health
- be able to use healthy self-monitoring skills to maintain physical, social and mental health.

See background information on Teacher's Guide page 60, 'What is health?'

### **Activities**

**Class activity:** Allow the class to brainstorm what physical, mental and social health mean. Facilitate by asking probing questions. The definitions developed may be written on the board.

You may include the concept of spiritual health in your discussion if you feel comfortable doing so.

**Small group activity:** The small group activity may be preceded by another short brainstorming session to help students identify a few examples of activities which would maintain physical, mental and social health. You may choose to provide the groups with markers and large sheets of paper or Bristol board to draw their Venn diagrams and list as many of these activities as they can in the appropriate circles. The completed diagrams can then be displayed as each group presents to the class.

The circles overlap to show that the three components interact and influence each other. It could also mean that some activities maintain health in more than one component. For example, physical fitness activities improve physical health but also affect social health if performed in a group. Allow students to share their ideas before sharing the possible reasons with them.

**Individual activity:** Encourage students to follow up with a personal plan to engage in activities to improve and maintain their physical, social and mental health, as outlined in their text.

## **What have we learnt?** *(page 78)*

**Pair activity:** Students share what they have learnt from the units on 'Appropriate Eating and Fitness'. Encourage them to share what they found most important and what changes they have



made in their eating and fitness habits.

Encourage them to listen very carefully, without taking notes, as their partner shares what he or she has learnt. Let them know that they will have to share with the rest of the class the main points which their partner shared with them. This should help students to further develop good communication skills as they give their partner their full attention.

**Individual activity:** If possible, provide students with materials like markers and Bristol board (stiff paper used to make posters) and scissors.

**Small group activity:** Allow small groups to develop quiz questions on a unit of their choice. Each group can then ask the class their questions and see how many they get correct.

**Individual activity:** An alternative activity might be for individual students to design a poster or advertising leaflet for a Ministry of Health 'Appropriate Eating and Fitness Month'. They can be given the following instructions:

- Include information about what you learnt from the units. The information can be in the form of a poem, message or any form or combination you choose.
- Give an appropriate heading that will catch the attention of the readers.
- Decorate the poster or leaflet with a design, drawing or pictures that relate to the theme.
- Share your poster or leaflet with your teacher, family and friends.

It might be a good idea to invite the art teacher in for this session to give some helpful tips on making posters or leaflets.

## Theme 4 Managing the environment

### Unit 1 Managing natural environments *(page 80)*

**Life skills:**  
**problem solving, advocacy**

#### Learning outcomes

At the end of this unit students should:

- understand threats to mangrove swamps and other environments
- appreciate the importance of such environments
- be able to use problem solving to suggest ways to protect an environment
- advocate for the environment's protection.

## Activities

**Class discussion:** The shoreline then and now: Answers to questions 3 and 5 could include the following points:

3. Many Caribbean cities have experienced growth into areas that were once natural landscapes or agricultural land and usually what was gained was space for housing, offices, roads, industry and commerce.
5. Increased traffic, noise; loss of community; loss of livelihood if formerly agricultural; loss of open space for recreation and creative adventure. A serious issue is increased flooding. In the past, drains and rivers simply ended in the mangrove. After land reclamation and construction, the drains and newly canalised rivers have a longer journey to the sea along a very low gradient. When there is heavy rain, the water backs up, drains and rivers overflow and there is flooding.

**Group discussion:** Threats to mangrove swamp life:

- In swamp threats: over-fishing of oysters, crabs; poaching of birds including protected species; disturbance of wildlife, pollution by boats bringing visitors to the swamp.
- Outside threats to swamp: pollution of the environment by industrial waste and agricultural run-off causing death of species; industrial development – airports, roads, housing encroaching on the perimeter making the area unsuitable for wildlife; runoff from quarrying, soil erosion making the water turbid and disrupting the water-based food web.

**Group research project:** The research project on other threatened natural environments should encourage students to appraise their wild spaces heritage and assess its value to their country and to themselves.

Heightened awareness, problem-solving and advocacy skills are developed here.

## Unit 2 When nature threatens human health

*(page 82)*

**Life skills:**

**critical thinking, problem solving, self-awareness**

### Learning outcomes

At the end of this unit students should:

- understand how dengue fever is a threat to human health
- be aware of how they can protect themselves and their families
- be able to plan and then practise health improvement.

Dengue in its four forms is now endemic in many parts of the Caribbean.

**Group research project:** Students can do research in different ways, for example:

- On the internet, for example the CAREC website – [www.carec.org](http://www.carec.org); and a Google search yielded an informative [www.dhpe.org/infect/dengue.html](http://www.dhpe.org/infect/dengue.html)
- Newspapers carry reports – [www.caribbeannewspapers.com/](http://www.caribbeannewspapers.com/) lists news from a range of newspapers; these have searchable archives
- Interviews with medical personnel and people who have been affected by dengue; public health or vector control bodies
- Field surveys of actual and potential mosquito breeding grounds.

Make sure all health and safety rules and policies are followed when students are doing this group activity.

## Unit 3 The man-made environment can be dangerous to your health *(page 84)*

**Life skills:**  
**empathy, critical thinking, problem solving**

### Learning outcomes

At the end of this unit students should:

- be able to empathise with disadvantaged people
- be able to assess environmental risks around their school
- be able to use problem solving to improve their environment.

### Activities

There are many man-made hazards, beyond the individual's control, in our environment. We are so familiar with many of them that we take them for granted and may even blame the victim when something goes wrong. A class discussion on whose responsibility it is to make the environment safe could be part of awareness-building about hazards.

This unit is intended, at one level, to heighten students' awareness about health and safety threats in their own school and neighbourhood, where they are able to identify, measure, publicise and ameliorate threats.

At another level, individuals are encouraged to look at the home environment from the point of view of someone else, to identify and eliminate potential hazards.

Follow the problem-solving steps for the group activity role play.

## Unit 4 Fixing it when things go wrong in the man-made environment *(page 86)*

### **Life skills:**

**problem solving, empathy, communication, self-management**

### Additional life skills:

co-operation

### Learning outcomes

At the end of this unit students should:

- understand the complexities of dealing with an environmental problem
- empathise with those affected
- be able to identify hazards in their own environment
- suggest ways of solving the problems identified and carry them out.

### Activities

**Case study:** This provides an example of how and whether victims cope and the support that is offered. Some of the complexities of issues faced by victims of man-made environmental disasters are explored in the case study and students should be encouraged to find creative solutions to problems that people in difficult situations face.

Group and individual work encourages pro-active behaviour, advocacy and calling agencies to perform as they are mandated, as well as developing communication skills.

Students may then be able to transfer their learning to their own environment.

## Unit 5 Managing change in the environment *(page 88)*

### **Life skills:**

**problem solving, critical thinking, communication**

### Additional life skills:

empathy

## Learning outcomes

At the end of this unit students should:

- understand that environmental change produces winners and losers
- use problem solving to suggest solutions.

## Activities

**Pair activity:** How people view the quarry: Managing change is always problematic. Students should be encouraged to put themselves into other people's shoes for this activity. Often it isn't realised how much 'development' can cause strife in communities that were once united.

This is because 'development' brings 'benefits' to some and 'costs' to others. The idea of public loss and private gain can be raised with respect to issues that students meet in their lives, for example loud parties, a vehicle body-shop or mechanic's yard in a residential neighbourhood, use of water in the dry season, bars and rum shops near schools; each territory has its own shared space or shared resource issues. These can be discussed with real-life local examples.

**Class activity:** The end of the quarrying activity: A dramatisation is always helped by simple props – a cap, a broom, a clip-board, a school-bag ...

If the earlier discussion focused on a real local problem that students are attuned to, the role play could be modified to deal with that issue instead.

## Unit 6 Tourism – hosts and guests *(page 90)*

**Life skills:**  
**critical thinking, communication**

## Learning outcomes

At the end of this unit students should:

- understand the effects of tourism development on the environment and communities
- use problem-solving and negotiation skills to suggest ways in which communities can benefit.

## Activities

**Class brainstorm:** Additional reasons why tourists come to the Caribbean:

- Sporting events – golf, fishing, cricket, sailing
- Diaspora returnees – visiting relations, ancestral homes
- Festivals – carnivals, jazz festivals, folk festivals
- Academic – universities, research centres
- Work – international agencies, construction, mining, tourism.

**Class discussion:** Some of the differences between visitor and host countries are shown in the table.

Attribute	Visitor/visitor's country	Host/ host's country
Owens airlines, cruise ships	✓	
Owens guest houses		✓
Owens travel agencies	✓	✓
Are tour operators		✓
Owens hotel chains	✓	
Works in hotels, restaurants, entertainment		✓

**Group activity:** Tourists may choose NOT to visit the Caribbean because:

- Crime levels in the host country are a deterrent
- There are counter-attractions elsewhere – newer, more attractive locations
- Transport costs are increasing – airfares, etc (and carbon emissions from air travel)
- Previous bad experience of package holiday – hotel, service, conditions
- Global economic difficulties reducing disposable income for travel and holidays
- Lack of things to see and do – inadequate product.

**Reflection:** The final reflection requires decision-making skills too.

## Unit 7 Conscious consumption (*page 92*)

**Life skills:**  
**self-awareness, decision making, critical thinking**

### Learning outcomes

At the end of this unit students should:

- understand that the resources of the planet are finite
- understand that producing and consuming goods and services that are not essential is wasteful of resources
- know that every good or service that is consumed has a cost – to the planet, to the consumer, to those whose labour is used in all stages, from resource exploitation to finished product
- understand that joy of life and self-esteem are not dependent on consumption – you are not what you buy/own
- be aware of their own consumption and be able to consider changing how or what they consume.

## Activities

Students may research and discuss 'Buy Nothing Day' which is on November 29<sup>th</sup> or November 28<sup>th</sup> in the USA (last Saturday or last Friday in November).

See: [www.adbusters.org/campaigns/bnd](http://www.adbusters.org/campaigns/bnd)

They could also research the fair trade movement.

Ethical consumption is another concept that students should explore.

## What have we learnt? *(page 94)*

This provides an opportunity for students to widen their knowledge of environmental issues which affect their country. The aim is to encourage responsible citizenship.

## Year 3

## Review *(page 95)*

Teachers can use this review to help students to think about the life skills they have now learnt and how they can make use of them in the future.

# Answers for Student's Activity Books

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

## Activity Book 1

Page 10

Communication

Can you say what these people are feeling by their body language?

*The four pictures show:*

1 anger      2 sadness      3 worry      4 confidence

Page 26

Look at the list of physical changes below. Match them to either Damon or Keisha or both by drawing lines.

*Physical changes*

Oily skin (Keisha and Damon)

Acne (Keisha and Damon)

Deeper voice (Damon)

Chest gets bigger (Damon)

Wet dreams (Damon)

Penis grows erections (Damon)

Testes and scrotum grow bigger (Damon)

Breasts develop (Keisha)

Hair grows under arms (Keisha and Damon)

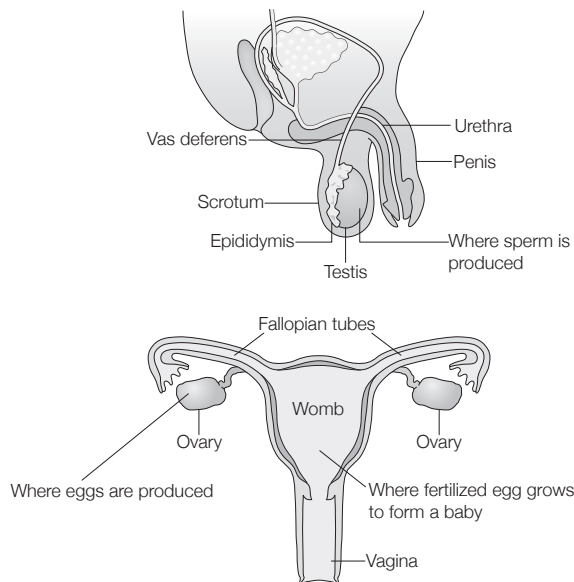
Ovaries release eggs (Keisha)

Menstruation (Keisha)

Hair grows on the pubic area (Keisha and Damon)



## Reproductive health



What are two possible results of early sexual involvement?

*Any two of: pregnancy, HIV or other STDs, lack of interest in or continuation with education, emotional upsets*

Page 36

No, Go, Tell!

What is sexual abuse?

*Sexual abuse is when someone forces him or herself on you or tries to touch your private parts or forces you to touch them.*

Page 37

HIV and AIDS

*HIV stands for Human Immunodeficiency Virus.*

*AIDS stands for Acquired Immune Deficiency Syndrome.*

*The body's defence system is called the **immune** system. HIV attacks this system and makes it weak. The person cannot fight against germs (viruses and **bacteria**). They get frequent illnesses we call **opportunistic** infections. When the immune system is permanently damaged and they get very sick, this is called **AIDS**. Nowadays drug treatments called **anti-retrovirals** can slow the onset of AIDS and keep people well.*

How can we tell if someone has HIV?

*Only if they get tested and tell us they have tested positive.*

Tick the pictures which show how HIV can be spread.

*There should be ticks against: young couple in bedroom, syringe/needle, razor shared, mother breast feeding.*

Page 38

# Taking risks with HIV and STIs

Rank the riskiness of the following behaviours/situations for getting an STI (including HIV), on a scale of 0 to 3 with 3 as very risky, 2 as some risk, 1 as small risk and 0 as no risk at all.

Situations/behaviours	<b>0</b> Safe: no risk	<b>1</b> small risk	<b>2</b> some risk	<b>3</b> very risky
Person sitting next to you in class has an STI	0			
You are kissing your boy/girlfriend and want to go further			2	
Your friends dare you to have sex			2	
You go to a party and drink lots of alcohol				3
You have sex with your long-term boy/girlfriend without a condom				3
You have casual sex with someone the first time you meet them and use a condom			2	
You share a friend's razor		1		
You share a meal with a friend who is HIV positive	0			
You have many different sexual partners				3
You hold hands with your boy/girlfriend but don't have sex	0			

*Note that some of the above are open to debate – the important point is to discuss the issues as a class.*

Page 39

ABC and being assertive

*ABC is for HIV prevention.*

*A is for abstinence.*

*B is for being faithful.*

*C is for condomise or using condoms.*

Page 58

Renewable and non-renewable resources

Draw lines from each object to put them in the right container.

*Renewable resources: tree, plant, fish, the sun, soil, wind turbine, plate of food, wooden chair, cow*

*Non-renewable resources: plastic pot, petrol pump, diamond ring, aluminium drinks can, tin of food, plastic bottle, glass bottle, computer, mobile phone*

What can happen to make renewable resources unable to renew themselves?

*If renewable resources such as fish stocks are depleted (used up) to such an extent that they cannot reproduce or renew*

Name some sustainable energy resources: *solar power, wind power, tidal power, wave power, hydro-electric power*

## Activity Book 2

Page 22

Puberty quiz

- 1 Puberty starts from a gland in our heads. *True*
- 2 Boys generally start puberty before girls. *False*
- 3 Chemicals called hormones cause the changes at puberty. *True*
- 4 Menstruation occurs when a girl produces an egg in her womb. *False*
- 5 All girls get oily skin and acne. *False*
- 6 The size of a boy's penis, scrotum and testes show how fertile and manly he is. *False*
- 7 It is important to wash more carefully under the arms and in the genital areas because hair begins to grow there and adolescents sweat more than children. *True*
- 8 Girls cannot get pregnant until they have had their first period. *False*
- 9 Our feelings change as our bodies develop. *True*
- 10 Wet dreams are when a boy has an erection and releases sperm at night. *True*
- 11 Masturbation makes you infertile. *False*
- 12 All boys get broad shoulders and hairy chests. *False*

Page 27

Sexuality

Match the correct terms with their meanings by drawing lines.

Correct matches:

Intimacy	Closeness with another person
Sexual identity	Your sense of being male or female, your gender role and sexual orientation
Sensuality	Awareness of your own body
Sexual health	Health of your reproductive organs
Sexual acts	How we behave to express our sexual feelings

Page 29

Sexual choices

Look at the pictures and read the speech bubbles on Student's Book 2 page 36.

What have the girls decided? *To abstain*

What are the boys' attitudes? *To have sex, although one mentions using a condom*

Page 30

Making a choice about abstinence

Read Student's Book 2 page 37. For each of the young people note down the main reason for their abstinence choice.

*Kizzy wants to do well at school.*

*Chris wants to be his own person, in control of his life.*

*Sateesh wants to be carefree.*

*Lulu wants to stay healthy.*

*Marlon does not want to be a schoolboy father.*

Page 31

How 'safer sex savvy' are you?

What can sexual activity put you at risk of? *Pregnancy, HIV and other STIs*

What is the safest method of protection? *Abstinence is safest.*

List some safer sexual practices. *Kissing, holding hands, using condoms correctly, masturbation*

Why can it be difficult to stop at safer sexual practices and not go on to unsafe practices? *People often find it difficult to stop once they are sexually aroused.*

When is it important to use a condom? *When having sexual intercourse with any partner.*

Why is it more risky to have more than one sexual partner? *If you have more than one partner you have more than one chance of getting an STI, HIV or pregnancy.*

What methods help to protect against pregnancy but not against STIs such as HIV? *Any forms of contraception except condoms, e.g. the pill, coil, diaphragm, etc.*

Which sexual practices are most risky? *Anal intercourse and vaginal intercourse without a condom*

What can you do to avoid 'accidental' sex? *Make a decision beforehand about abstaining. Avoid alcohol and other drugs which may affect your judgement.*

Page 39

Jon's dilemma

Look at the dialogue on Student's Book 2, page 51.

How do you think Jon is feeling? *Any of embarrassed, awkward, afraid, worried*

What are Jon's choices? *To leave now or to go in and sit with Suzy*

What are the warning signs in the story?

- *Suzy is wearing very little.*
- *Everyone is out.*
- *Suzy wants Jon to sit close to her.*
- *Jon does not think he should.*
- *Suzy is taunting Jon, accusing him of being a little boy.*

Page 40

Shereen's story

Read the case study in Student's Book 2 page 55.

What special needs does Shereen have because she is HIV positive?

*She has to take her drugs several times each day. She needs to keep her home clean and avoid sick people to avoid germs. She has to eat a balanced diet and keep fit.*

Page 44

Buying safe foods

Read Student's Book 2, pages 62 and 63.

Name four diseases you can get from unsafe foods.

*Cholera, gastroenteritis, salmonella poisoning, tapeworm infestation*

Page 58

What a waste!

Use the Rs to sort your waste.

Put the things in the right bin by drawing a line from each item. Try not to throw away more than you have to. Be ready to defend your choice.

Possible answers:

*Reuse or repair: Glass bottle, cardboard box, book, plastic pot, rubber tyre, old TV, plastic carrier bag, old t-shirt, battery, old wooden chair, mobile phone*

*Recycle: Glass bottle, cardboard box, newspaper, book, half-eaten apple, (compost) weeds (compost), plastic pot or food packaging, rubber tyre, old TV, plastic carrier bag, aluminium drinks can, old t-shirt, battery, vegetable peelings (compost), old wooden chair, old pair of trainers, mobile phone*

*Rubbish/garbage – as few items as possible*

# Activity Book 3

Page 25

Kamika's story

Read Kamika's story in Student's Book 3 on pages 32 and 33.

Find the places where Kamika had choices to make. What did she choose?

*To go to the club or not. She chose to go.*

*To ask her parents. She chose not to.*

*To dance with Delroy or not. She chose to dance.*

Page 30

Standing up for myself

Key steps: Refusal skills

- Say 'No'. **(a)**
- Use a strong clear voice, keep eye contact and say No with your body language too. **(b)**
- Repeat your refusal as often as necessary. **(c)**
- Explain why – give reasons. **(d)**
- Tell the person how you feel. **(e)**
- Suggest an alternative activity. **(f)**
- Talk it through or, if necessary, walk away. **(g)**

Look at the refusal pictures on Student's Book 3 page 41 and the refusal skills key steps above.

For each of pictures 1 to 6 and 8 write the letter of the key step being shown. (Some may show more than one.)

- 1 *Use a strong clear voice, keep eye contact and say No with your body language too. (b)*
- 2 *Say 'No'. (a) Use a strong clear voice, keep eye contact and say No with your body language too. (b)*
- 3 *Explain why – give reasons. (d)*
- 4 *Tell the person how you feel. (e)*
- 5 *Tell the person how you feel. (e)*
- 6 *Suggest an alternative activity. (f)*
- 8 *Talk it through or, if necessary, walk away. (g)*

Picture 7 shows something you shouldn't do – what is it? *Criticising the other person's character*

Page 31

*I have a right to:*

- Say how I **feel** about a situation.
- Say '**No**' without feeling guilty.
- **Protect** myself from harm.
- Do what is **right** for myself.
- Change my **mind** even if I agreed to do something before.

Page 34

Getting pregnant – how much do you know?

Write T for 'true' or F for 'false' after the following statements.

A girl cannot get pregnant:

- 1 if she has not started menstruating yet. *F*
- 2 if she has sex during her period. *F*
- 3 if the couple has sex standing up. *F*
- 4 if the couple use a condom correctly. *T*
- 5 if the boy is under 15 years old. *F*
- 6 if the boy does not put his penis inside the girl. *F*
- 7 the first time she has sex. *F*
- 8 from kissing and holding hands. *T*

Page 36

Reaching your abstinence goals

How can improving your self confidence help you to reach abstinence goals?

Talk about this with a partner. Refer to the self confidence key steps above. Fill in the blanks:

*Believe in yourself – then it's **easier** to resist pressure and say 'No'.*

*Know your weaknesses – then it's easier to avoid **risky/dangerous** situations.*

*Know your **strengths/talents** so you can use them to keep on track.*

*Be **confident** about your beliefs and values, so you are not easily tempted away from your goals.*

*Set long term **goals** so you will be motivated to make safe decisions.*

Page 37

Protecting myself

What do we mean by 'unprotected sexual intercourse'? *Sexual intercourse without using a condom*

What are the main dangers of having unprotected sexual intercourse? *Pregnancy and HIV or other STIs*

Which age-group in the Caribbean has the highest increase in HIV? *15–24 year olds*

What methods protect against pregnancy but not HIV and other STIs? *The pill, IUD, diaphragm, Depo-Provera. The rhythm method does not protect against pregnancy for young girls and women who may have irregular periods.*

What method protects against pregnancy and STIs? *Male and female condoms*

Page 38

Stigma and discrimination

What do we mean when we say communities are 'in denial' about HIV and AIDS? *They believe that it does not exist in their community.*

Why are people in such communities afraid to get tested? *They are afraid to know the truth and afraid to be stigmatised by others.*

What effects does it have if people are afraid to get tested and treated? *The disease spreads faster because people do not realise they are HIV positive. People do not get treated early and so they are more likely to get ill and die.*

Page 53

Total health

What do we mean by social health? *Social health is having healthy relationships and not being isolated.*

Page 55

Managing natural environments

List the ways mangrove swamps are useful.

- 1 *They protect inland areas from floods.*
- 2 *They act as nurseries for young fish.*
- 3 *They hold the soil in place and prevent erosion.*
- 4 *They provide food for fish and other animals.*



# Life-skills steps for students

## Photocopy masters

Source for Key Steps: adapted from C. Constantine, EDC, 2005-06-12 and David and Roger Johnson: <http://www.clcrc.com>

# Self-awareness skills

## Key steps

- 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.

# Self-esteem

## Key steps

- Recognise that you have good points. These may relate to any aspect of yourself –appearance, talents, personality traits, physical, social and mental skills and abilities.
- 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.

# Self-confidence

## Key steps

- 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.

# Communication

## Key steps – 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 the speaker with words and phrases, such as 'I know what you mean', 'Yes' or 'I see'.
- Do not interrupt to tell stories or give information.
- Don't give the speaker advice or tell them what to do.
- Listen for the feelings behind the words or shown in the body language.
- Show you understand by saying, for example, 'You must be feeling ...' or 'That must have been ...'
- Ask questions or restate what the speaker says in your own words to check that you have understood correctly, for example by saying 'Do you mean ...?' or 'So you're saying ...'
- Give your full attention to them – turn off your cell phone, do not be distracted by other things or people.

## Key steps – 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.

# **Interpersonal skills or relationship skills**

## **Key steps**

- 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.

# Empathy

## Key steps

- 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.

# Problem solving

## Key steps

- 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?



# Managing emotions

## Key steps

- 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?

# **Coping with stress**

## **Key steps**

- 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 (for example 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.

## **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.

# **Self-monitoring**

## **Key steps**

- 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.

# Negotiation skills

## Key steps

- 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?

# Critical thinking

## Key steps

- 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.

# Advocacy

## Key steps

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

# **Creative thinking**

## **Key steps**

- 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.

# Decision making

## Key steps

- 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 and 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.



# **Refusal skills**

## **Key steps**

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

# Assertiveness skills

## Key steps

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

# **Co-operation skills**

## **Key steps**

- 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.

# Goal setting

## Key steps

- 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.

**Health and Family Life Education** is an exciting new course for Caribbean Secondary Schools. It addresses the needs of lower secondary students and teachers for a life-skills based course reflecting the CARICOM Regional Curriculum Framework document but also takes into account national syllabuses, such as those from Jamaica, Belize and Trinidad.

**Health and Family Life Education** attempts to meet some of the challenges facing Caribbean societies today, including the HIV and AIDS epidemic, rising levels of violence, health and environmental problems. HIV in the Caribbean is increasing at a rate second only to sub-Saharan Africa and HFLE can be a major vehicle for preventive education in schools. Research has shown that life-skills education can positively affect behaviours such as high-risk sexual behaviours, drug abuse, anger and conflict management, and improve social responsibility and academic performance. It can increase awareness of the choices available and encourage responsible decision making.

The course is interactive and participatory, using mini-stories, case studies and other stimulus material, discussion, personal reflection and other activities to build on students' own experience and encourage them to take an active role in their communities. It aims to build healthy attitudes, motivation, values and life skills as well as teaching information, to enable students to cope better with the complex world in which they will operate as adults.

There are four themes in each of the three years: Self and Interpersonal Relationships, Sexuality and Sexual Health, Appropriate Eating and Fitness and Managing the Environment. The material in each year builds on earlier work, and is carefully structured to develop appropriate life skills through interactive, self-discovery learning. Each Student's Book contains approximately enough material for one 45 minute lesson per week over a year. The course can be used within dedicated Health and Family Life Education subject lessons, when HFLE is integrated within other subjects, or with form groups, guidance and counselling lessons or after school clubs.

*The course comprises:*

Three Student's Books, one for each year, Grades 7, 8 and 9

Three students' Activity Books, one for each year, Grades 7, 8 and 9

A Teacher's Guide providing sections on teaching methodologies and strategies, participatory learning, assessment, and lesson notes for each theme and unit in each year, as well as additional information about teaching life skills and background factual information.

**The authors**

The authors are experienced Caribbean teachers and educators, with specialist interests in the four themes. Between them they have experience as professional writers, teacher trainers, curriculum developers and implementers of Ministry initiatives. They are also all passionately committed to Health and Family Life and HIV and AIDS Education. For the Teacher's Guide and Workbooks they have been assisted by Clare Eastland, a writer with considerable experience in producing materials and training teachers in HIV and Health Education.



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