

**CURRICULUM GUIDE
KEY STAGE 1**

HEALTH AND FAMILY LIFE EDUCATION

GRADES K, 1 & 2

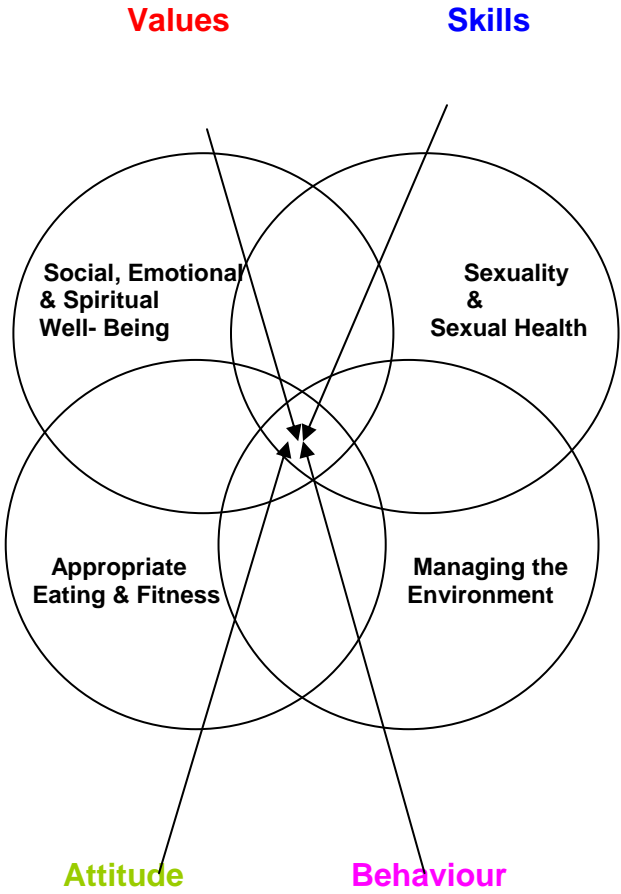
**SKILLS FOR HEALTHY
LIVING**

**Curriculum, Measurement and Evaluation Unit
Ministry of Education, Human Resource Development, Sports and Youth Affairs
Roseau, Dominica, 2006**

HEALTH AND FAMILY LIFE EDUCATION (HFLE)

HFLE is a powerful educational programme that provides children and young people with a positive view of HEALTH and its benefits to them NOW and in the FUTURE. It is essentially classroom education that seeks to empower children and young people with knowledge and skills for healthy living, preparing them to cope effectively with the many challenges of life.

HFLE: SUBJECT STRAND INTEGRATION



ADDRESSING THE COMPLEXITY AND CONNECTEDNESS BETWEEN VARIOUS CONCEPTS, GOALS, COMPONENTS AND STANDARDS ASSOCIATED WITH ATTITUDE AND BEHAVIOUR CHANGE.

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1. Self Awareness (Grade K)
2. Respect for Self and Others (Grade 1)
3. Relationships (Grade 2)

INTRODUCTION

This Health and Family Life Education (HFLE) curriculum guide is designed to enable all primary school teachers to empower students with the confidence they need to believe in themselves and to help them understand the importance of taking responsibility for their own health.

A very critical aim of this new curriculum guide is to help students achieve certain Attainment Targets as identified in the document. **Attainment targets are what students should know, should be able to do, and the desirable attitudes and values that they should display in each subject by the end of the compulsory years of schooling.** Additionally, the proposed programme embodies life-skills and other psychosocial competencies that our children and youth should develop as they grow into adult hood.

Structure of the Guide

The HFLE curriculum has been developed in keeping with the standards of the National Curriculum and the HFLE Regional Curriculum Framework. The content is guided by four broad principles or themes that form the bedrock of the HFLE programme. These themes are *Social, Emotional and Spiritual Well Being, Appropriate Eating and Fitness, Sexuality and Sexual Health*, and, *Managing the Environment*.

The content is so developed that for each unit at each grade level there are for main action areas:

- a) Learning Outcomes – Learning Outcomes are derived directly from the Attainment Targets and provide a measure of the learner’s achievement of the same. They indicate the depth and breadth of what learners should know, be able to do, and the desirable attitudes and values they should demonstrate at the end of each Key Stage
- b) Success Criteria – Success Criteria are derived directly from individual Learning Outcomes. They can be seen as stepping stones/ bench marks to achieving the Learning Outcomes
- c) Suggested Activities – Suggested Activities are activities in which students may be involved in order to realise the Learning Outcome
- d) Assessment Strategies – Assessment Strategies are mechanisms to determine the extent to which the Learning Outcomes have been achieved.

A time frame has been recommended for the teaching of each Unit in terms of number of sessions/teaching periods. However, it is advised that teachers avoid focusing on curriculum coverage. Rather, we suggest that teachers provide opportunity for students to have meaningful interaction with the materials with a view to promoting in students positive behavioural and attitudinal change.

The guide also contains a sample of lesson plans, a list of Life Skills and some useful tips for the teacher.

ATTAINMENT TARGETS



- AT: 1** **The learner will be able to demonstrate an appreciation of the diverse nature of people, to live and work effectively as an individual, a member of a family and a community with respect for gender equity, individual rights, responsibility and show reverence to a supreme creator.
(SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING – STRAND 1)**
- AT: 2** **The learner will be able to recognise and appreciate the benefits of appropriate dietary and fitness habits to promote healthy lifestyles for themselves, their families and the nation.
(APPROPRIATE EATING AND FITNESS – STRAND 2)**
- AT: 3** **The learner will be able to develop a critical understanding of human sexuality, analyse the influence of socio-cultural and economic factors on the expression of sexuality and demonstrate the ability to make appropriate choices relating to their sexual well-being.
(SEXUALITY AND SEXUAL HEALTH – STRAND 3)**
- AT: 4** **The learner will demonstrate the use of acquired life skills and positive attitudes in responding to challenges in the environment, make informed decisions using local, regional and global issues to ensure that the environment is sustained for use by present and future generations.
(MANAGING THE ENVIRONMENT – STRAND 4)**

GRADE K

TERM 1 SUMMARY

		SESSIONS	PAGE
UNIT 1	WHO AM I?		
TOPIC AT: 1 LO:1 SC: 1-3	SELF AWARENESS	4-6	
TOPIC 2 AT: 1 LO:2 SC: 1-4	REVERENCE TO FAITH	3-4	
TOPIC 3 AT: 1 LO: 3 SC: 1-4	RELATIONSHIPS	3-4	
UNIT 2	IS OUR ENVIRONMENT SAFE?		
TOPIC 1 AT: 4 LO: 1 SC: 1-5	HOME AND SCHOOL ENVIRONMENT	4-6	
TOPIC 2 AT: 4 LO: 2 SC: 1-3	HEALTH AND SAFETY	4-6	
		TOTAL (24-26)	



GRADE K

UNIT 1

WHO AM I?

TOPIC 1:

SELF AWARENESS

STRAND 1:

SOCIAL, EMOTIONAL AND SPIRITUAL WELL BEING

SESSIONS:

4-6

LO 1:

DISPLAY AN AWARENESS OF SELF AND EMOTIONS



SUCCESS CRITERIA:

- 1. Recognise that they are alike and special.**
- 2. Describe themselves positively in simple terms.**
- 3. Describe their families and their position in the family.**

ACTIVITIES:

- Listen to positive statements made by teacher about themselves.
- State what they like about self/others/family.
- Describe how they feel about who they are.
- Draw pictures about self and friends.
- Sing along positive things about themselves e. g. the song “I am Special”.
- Use play dough (locally made) to create images of the family.
- Draw paper faces and stick them on an ‘I am Special Tree’.

RESOURCES:

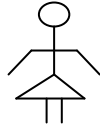
Chart, rhymes, crayons, songs, drawing paper, play dough

- ➡ **Skills: Self awareness, self esteem, communication, creative thinking**
- ➡ Teacher Note: Ensure that students concentrate on positive attributes. ‘I am Special Tree’ can be made from dried branches.

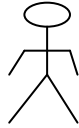
ASSESSMENT:

1. Draw a picture of yourself and write *two* words which describe you.

2. Draw a line to join pictures to names.



Father



Mother

TOPIC 2: REVERENCE TO FAITH

STRAND 1: SOCIAL, EMOTIONAL AND SPIRITUAL WELL BEING

SESSIONS: 3-4

LO 2: SHOW REVERENCE ACCORDING TO ONE’S FAITH.



SUCCESS CRITERIA

1. **Show Spiritual Gratitude for life.**
2. **Sing and enjoy Spiritual choruses and songs of praise.**
3. **Recite simple prayers according to one’s faith.**
4. **Respond positively to moments of silence and prayer.**

ACTIVITIES:

- Engage in singing songs of praise and thanksgiving!
- Engage in discussion on the goodness of the Creator.
- Sing along choruses or hymns in assembly and class.
- Demonstrate and exercise respect during spiritual activities.
- Share stories, poems or prayers encouraging reverence to Creator.
- Participate and take turns in leading class assemblies.

RESOURCES: Poems, rhymes, hymns, prayers, pictures of spiritual activity.

➡ **Skills: Self awareness, creative thinking, communication**
➡ Teacher Note: Description of the Creator should be restricted to the affective and not physical.

ASSESSMENT: Recite a verse of scripture or rhyme about the Creator.

Write/repeat *two* words to describe God/Creator.

GRADE K

UNIT 1

WHO AM I?

TOPIC 3: RELATIONSHIPS

STRAND 1: SOCIAL, EMOTIONAL AND SPIRITUAL WELL BEING

SESSIONS: 3-4

LO 3: BUILD GOOD RELATIONSHIPS AT HOME AND SCHOOL



SUCCESS CRITERIA:

1. **Show concern for others by sharing and caring.**
2. **Share positive events and experiences with others during sharing time.**
3. **Keep the rules at school and home.**
4. **Carry out chores at home and at school.**

ACTIVITIES:

- Use photographs/pictures to share positive events and experiences within the family.
- Dramatise stories with reflect sharing e.g. “Anansi and the Plantains” and Bible Stories (Wisdom of Zeraphat).
- Participate in sharing/helping activities e.g. sharing snacks and toys, distributing books, tying each other’s shoe laces.
- Listen to stories that reflect the importance of good manners in the development of relationships (page 15 The Greens Move).
- Discuss the importance of school rules and consequences of breaking them.
- Role play chores done at home.

RESOURCES:

Pictures of positive events in the family, book – Anansi Stories, toys, snacks

- ➔ **Skills: Communication, self-awareness, empathy, interpersonal relationship skills**
- ➔ **Teacher Note:** Scrap book can be verified by parents at home.

ASSESSMENT:

1. Put a ✓ next to things you share.
2. State at least *two* reasons why school rules should be obeyed (orally).
3. Recite rhyme depicting good manners!
4. Design a scrapbook to record chores done at home and at school.

GRADE K

UNIT 2

IS OUR ENVIRONMENT SAFE?

TOPIC 1: HOME AND SCHOOL ENVIRONMENT

STRAND 4: MANAGING THE ENVIRONMENT

SESSIONS: 4-6

LO 1: APPRECIATE THE BEAUTY OF HOME AND SCHOOL



SUCCESS CRITERIA: .

- 1. Cultivate and care for a plant at school or at home.**
- 2. Demonstrate proper disposal habits e.g. using bin wisely.**
- 3. Make a visual of a beautiful environment of their choice.**
- 4. Avoid cruelty and unnecessary killing of little creatures through songs, rhymes and actions.**
- 5. Demonstrate respect for one's own property, that of others and the school.**

ACTIVITIES:

- Visit or look at beautiful area(s) close to school.
- Name things found in the environment e.g. animals, flowers, trees, rocks/stones etc.
- Grow plants in an area on school compound or in non-breakable pots.
- Care for a plant daily.
- Use pictures to identify particular areas of the home/school and demonstrate activities which take place in each area.
- Visit a farmhouse in the neighbourhood to observe how animals are cared for.
- Participate in nature walk around the school to observe and discuss care to be taken of plants and animals in the environment.

- Bring in /draw pictures of pets and identify their favourite.
- Suggest ways of making their classroom clean.
- Role play ways to show respect for the property of others in the class.

➔ **Skills: Creative thinking, problem solving, decision-making**
 ➔ Teachers Note: Teachers should help students to see and appreciate beauty in the world around them

RESOURCES: Garbage bins, non – breakable pots, manila paper, plants, markers, glue

- ASSESSMENT:**
1. Put a tick next to pictures of good environmental practice.
 2. Draw *three* things that should/should not be in the school surroundings.
 3. Match.

Gardens	Garbage
Library	Flowers
Incinerator	Books

4. Colour each part of the home/school in a different colour eg. Kitchen = blue, library = orange, garden = green

GRADE K

UNIT 2

IS OUR ENVIRONMENT SAFE?

TOPIC 2: HEALTH AND SAFETY

STRAND 4: MANAGING THE ENVIRONMENT

SESSIONS: 4-6

LO 2: DISCUSS THE FACTORS THAT CONTRIBUTE TO A SAFE AND HEALTHY ENVIRONMENT AT HOME AND SCHOOL.



SUCCESS CRITERIA:

- 1. Look at pictures/posters of school environments and identify potential dangers that could cause accidents at school.**
- 2. Discuss and demonstrate understanding of appropriate actions to avoid and deal with simple accidents when they happen.**
- 3. Make a list of games, activities and objects that could be dangerous to them and others.**

ACTIVITIES:

- Listen to talk by resource person on safety practices in general.
- Examine the pictures of hazardous objects and discuss safety in relation to those objects.
- Listen to and discuss stories about keeping safe e.g. Page 19 (Greens Move) Grade 2 Reader.
- Practice fire drills/safety measures.
- Draw illustrations of hazardous objects.
- View/discuss film on Barney and keeping safe.
- Participate in a walk around the school to identify areas of potential danger and discuss steps to be taken to avoid accidents/harm in those areas.

RESOURCES: Barney cassettes, Grade 2 Reader, stories, resources persons, hazardous objects, pictures

- ➡ **Skills: Communication, problem solving, decision making, critical thinking**
- ➡ **Teacher Note:** Impress on students that some accidents can be avoided if one follows safety rules.

ASSESSMENT:

1. Put a tick (✓) on objects which are dangerous to play with.
2. State safety practices at least (4).
4. Put these pictures in order to show the right practice during a fire drill. (Pictures).

GRADE K

TERM 2 SUMMARY

		SESSIONS	PAGE
UNIT 3	HOW DO I KEEP FIT?		
TOPIC 1 AT:2 LO:2 SC:1-3	NUTRITION	4-6	
TOPIC 2 AT:2 LO:3 SC:1-4	EXERCISE, REST AND HYGIENE	4-6	
UNIT 4	WHAT WILL I DO?		
TOPIC 1 AT:3 LO:1 SC:1-4	GENDER	4-6	
TOPIC 2 AT:1 LO:4 SC:1-5	WORK AND CAREER	3-4	
	TOTAL (20-22)		



GRADE K

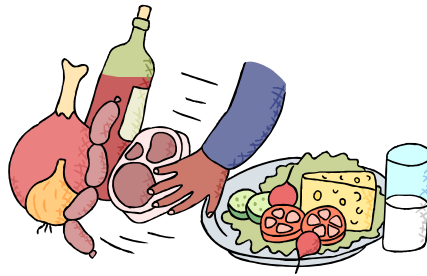
UNIT 3: *HOW DO I KEEP FIT?*

TOPIC 1: **NUTRITION**

STRAND 2: **APPROPRIATE EATING AND FITNESS**

SESSIONS: **4 – 6**

LO 2: **APPRECIATE THE NEED TO EAT NUTRITIONAL MEALS EVERY DAY.**



SUCCESS CRITERIA:

- 1. Use different art forms to show basic foods eaten at breakfast, lunch and supper.**
- 2. Discuss reasons for eating healthy meals.**
- 3. In groups prepare display of a sample of nutritional foods**

ACTIVITIES:

- Discuss pictures of foods they would eat for various meals.
- Draw clocks to correspond to meal times.
- Talk about why we eat food.
- Sort snacks into ‘healthy’ and ‘not so healthy’ groups.
- Talk about the ‘goodness’ of healthy snacks.
- Discuss dangers of eating unhealthy snacks.
- Recite rhymes and jingles about food.
- Work in groups to set up a display of local foods.

RESOURCES:

Chart, posters, pictures, paper, crayons, local foods

→ **Skills: Decision making, creative thinking,**

→ **Teacher Note:** Teacher should use this opportunity to dissuade students from snacking on foods such as sweets, soft drinks, chocolates, coconut cheese etc. Activity 1. may be broken down into three different activities relating to breakfast, lunch and supper.

ASSESSMENT:

1. Draw foods eaten for breakfast, lunch and supper.
2. Draw a circle around foods that are healthy.
3. Give reasons for eating healthy foods (oral).
4. Put a cross against foods to avoid.

GRADE K

UNIT 3: *HOW DO I KEEP FIT?*

TOPIC 2: EXERCISE, REST AND HYGIENE

STRAND 2: APPROPRIATE EATING AND FITNESS

SESSIONS: 4-6

LO 3: ENGAGE IN BODY MOVEMENTS THAT ENHANCE FITNESS,
REST AND HYGIENE



SUCCESS CRITERIA:.

1. **Use a variety of movements to imitate climbing ladders, marching, tracing, waving.**
2. **Demonstrate washing their hands after use of the toilet (and other hygienic practices).**
3. **Participate in Physical Education and sporting activities at school.**
4. **Participate in activities for rest.**
5. **Practice good posture.**

ACTIVITIES:

- Listen to stories to show the importance of exercise, rest and cleanliness.
- Engage in different exercises and observe heart beat before and after exercise.
- Sing action songs with emphasis on fitness, rest, and hygiene e.g.
 - Heads, shoulders, knees and toes;
 - Simon works with one hammer, two hammers etc. after ten hammers, he goes to bed (rest)
 - This is the way we brush our teeth (x3)
 - This is the way we brush out teeth early in the morning.
- Recite poems that stress the importance of rest. e.g.,
 - Early to bed, early to rise
 - Makes a person healthy and wise
- Demonstrate how to bathe and dress using dolls (male and female).

- Discuss the importance of water and its use for hygienic purposes e.g. for bathing, brushing teeth.
- Participate in rest period after lunch.
- Listen to a talk by dentist/dental auxiliary.
- Imitate good posture as demonstrated by teacher (sitting, standing, walking).

RESOURCES: Tape recorder, audio cassette, dolls (male, female). Resource person (dentist) chart, pictures, stories, songs, poems

- ➔ **Skills: Self-esteem, self-awareness, communication, decision-making, critical thinking**
- ➔ **Teacher Note:** The importance of play and rest should be stressed. Students should be allowed to talk about their bed time e.g. how they get ready, what time they go to bed etc. They should also practice good posture during the singing of the National Anthem and prayers. Teacher can, in addition to suggested assessment strategy, use checklists to assess observable hygiene habits in students.

ASSESSMENT: 1. Use ticks (✓✓) and crosses (XX) to identify good/bad hygiene habits e.g.

HYGIENE HABITS	() (X)
Brush teeth after each meal	
Wash hair regularly	
Eating without washing hands	

2. Orally explain, in simple statements, the importance of rest.

GRADE K

UNIT 4:

WHAT WILL I DO?

TOPIC 1:

GENDER

STRAND 3:

SEXUALITY AND SEXUAL HEALTH

SESSIONS:

4-6

LO 1:

DISCUSS THE SIMILARITIES AND DIFFERENCES BETWEEN MALE AND FEMALE



SUCCESS CRITERIA:

1. Discuss what makes a boy a boy and a girl a girl.
2. Identify persons as male or female.
3. Sing songs, rhymes about boys and girls that are gender sensitive
4. Use words related to gender appropriately.
5. Make a visual representation of similarities and differences between male and female.

ACTIVITIES:

- Critically examine pictures of boys and girls or toys e.g. (male dolls, female dolls).
- Present and discuss names of body parts including names of private parts.
- Match names of body parts to blank diagram of males and females.
- Sing along rhymes/ songs that are gender sensitive.
- Draw diagrams to show how they view males and females.

RESOURCES:

Pictures, flash cards, blank diagrams, songs and rhymes

- ➔ **Skills: Communication, critical thinking, decision making, self awareness**
- ➔ **Teacher Note:** Students can draw match-stick illustrations to represent their perception of males and females. This is an opportunity for students to learn the correct names of the male and female genitals.

ASSESSMENT:

1. Draw and name parts of a male body and female body.
2. Identify words relating to a particular gender.

GRADE K

UNIT 4: WHAT WILL I DO?

TOPIC 2: WORK AND CAREER

STRAND 1: SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING

SESSIONS: 3 – 4

LO 4: DEMONSTRATE AWARENESS OF THE VARIETY OF JOBS/ WORK PEOPLE DO AT HOME AND ELSEWHERE



SUCCESS CRITERIA:

- 1. Identify jobs people do within the home and surrounding.**
- 2. Differentiate between chores and jobs.**
- 3. Speak about the jobs that members of their family do.**
- 4. Articulate a desire to perform a certain job when they are older.**
- 5. Role play jobs they would like to do.**

ACTIVITIES:

- Role play chores they do at home.
- Listen to resource person talk about the work they do.
- Discuss/ask questions about information given by resource person.
- Practice taking turns when performing different activities within a group.
- State and discuss jobs that different family members do.
- Discuss preference for jobs that they like.
- Draw and colour pictures of different careers.

RESOURCES: Job chart, crayons, drawing papers, posters

- ➔ **Skills: Communication , problem solving, creative thinking**
- ➔ **Teacher Note:** In this Unit teachers should emphasize the importance of doing jobs/chores to the best of one’s ability. “Everything worth doing is worth doing well”. Parents who are professionals may be invited in to talk to students about their careers.

ASSESSMENT:

1. Sketch the chores/jobs that they enjoy doing.
- .2. Match jobs to family members.
3. Talk about why jobs/chores should be done properly.

GRADE K

TERM 3 SUMMARY

UNIT 5	HOW DO I CARE FOR MYSELF AND OTHERS?	SESSIONS	PAGE
TOPIC 2 AT:3 LO:2 SC:1-5	RESPECT FOR SELF AND OTHERS	4-6	
TOPIC 3 AT:3 LO:3 SC:1-2	HIV AND AIDS AWARENESS	4-6	
TOPIC 1 AT:1 LO:1 SC:1-3	DRUG AWARENESS	4-6	

TOTAL (12-18)



GRADE K

UNIT 5

HOW DO I CARE FOR MYSELF AND OTHERS

TOPIC 1: RESPECT FOR SELF AND OTHERS

STRAND 3: SEXUALITY AND SEXUAL HEALTH

SESSIONS: 4-6

LO 2:. DEMONSTRATE AN APPRECIATION OF AND RESPECT FOR THEIR BODIES AND THOSE OF OTHERS.



SUCCESS CRITERIA:

1. Show pride in themselves as male or female.
2. Understand that certain body parts are ‘private’.
3. Invent their own songs to celebrate themselves/their bodies.
4. Differentiate between ‘good’ and ‘bad’ touches.
5. Demonstrate ways to respond to ‘good’ and ‘bad’ touches.

ACTIVITIES:

- Sing and talk about the song “I am Special” or “I am a Promise”.
- Display talents that show that they are special.
- Listen to talk by resource person.
- Role play appropriate behaviour to protect themselves from “bad” touches.
- Talk about what to do if they should experience a ‘bad’ touch.
- Create songs, rhymes or poems that show how special they are.

RESOURCES: Songs, resource person, paper pencil

- ➡ **Skills: Self-awareness, self-esteem, assertiveness, decision-making, communication**
- ➡ **Teacher Note:** Teacher may have an ‘I am Special’ orientation to inform parents about the importance of developing children’s self esteem and to ensure reinforcement of values at home.

ASSESSMENT:

1. Draw a ✓ next to the good touches and an X next to pictures of bad touches such as: touch on vagina, touch on the shoulder, touch on the buttocks.
2. Complete sentences which show how to respect the body. e.g.
I should sit with my legs _____.
3. Use 'show' and 'tell' to explain which touches are 'good' and 'bad' and how to respond to the different types of touches.
4. Draw a person that represents their sex (boy or girl).

TOPIC 2: **HIV/AIDS AWARENESS**

STRAND 3: **SEXUALITY AND SEXUAL HEALTH**

SESSIONS: 4-6

LO 3: **DEMONSTRATE AN AWARENESS OF HIV AND AIDS**



SUCCESS CRITERIA:

- 1. Share their understanding of HIV and AIDS.**
- 2. Discuss ways in which they can interact with people living with HIV and AIDS.**
- 3. Role play what to do when another student gets a cut or bruise during play.**

ACTIVITIES:

- Listen to stories about children who have been infected with HIV and role play how they would respond in similar situations.
- Express feelings about the condition and situations of children who have been infected with HIV.
- Describe what they should do if another child gets a bruise or cut.
- Play the game “In the river, on the bank” - a True or False game about ways in which they can interact with persons who are infected with HIV:

Students stand on one side of a drawn line, representing the bank. They listen as the teacher makes a statement about how they can interact with an infected person/child. If the statement is true, students jump in to the river. .If it is false, students will remain on the bank.

The student who gets an answer wrong is out of the game until there is a winner.

- Dramatise a situation where a student bleeds and appropriate action is taken.

RESOURCES:

Pictures, charts, story books of children, case study

- ➡ **Skills: Communication, empathy, creative thinking, critical thinking, assertiveness**
- ➡ Teachers Note: Students should be taught how to show empathy even when they are avoiding contact with the blood of an injured person.

ASSESSMENT:

1. Orally identify from a list of behaviours, the “right” and “wrong” way to behave towards persons infected with HIV or AIDS e.g.

- giving a kiss on the cheeks
- giving a hand shake
- sharing a hug
- touching a bruise
- sharing a kiss on the lips

2. Role play one way in which they would try to make someone who is ill happy.

TOPIC 3: DRUG AWARENESS

STRAND 1: SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING

SESSIONS: 4-6

LO 1: DEMONSTRATE AN AWARENESS OF DRUGS.



SUCCESS CRITERIA:

1. **Display an awareness of what a drug is.**
2. **Identify commonly used drugs when seen (charts, posters and in real life).**
3. **Classify drugs as ‘good’ and ‘bad’.**
4. **Identify persons from whom they can accept drugs. e.g. parents, doctors etc.**
5. **Recite rhymes/jingles for and against the use of bad drugs.**
6. **Discuss safety measures in relation to drugs.**

ACTIVITIES:

- Listen to talk by resource person.
- Participate in an “Open Day” in which students prepare, display and discuss posters made on drugs.
- Group pictures into ‘good’ and ‘bad’ drugs.
- Create jingles against the use of ‘bad’ drugs.
- Draw pictures of drugs.
- Recite slogans on drugs e.g.
 - ‘Drugs’ is a killer; it makes you insane; it spoils your liver and destroys your brain;
 - SAY NO TO DRUGS;
 - Down with coke and ganja, up with agriculture
- Role play how they should respond to situations when asked to use, buy or sell drugs.

- Talk about things they may or may not do to prevent harm from 'good' drugs (colloquially called medicine) e. g. Not drinking prescribed medicine straight out of the medicine bottle.

RESOURCES: Bristol Board (manila paper), charts, pictures of drugs markers, crayons

- ➔ **Skills: Communication, decision-making, assertiveness, self-esteem, refusal skills**
- ➔ Teacher Note: Health person can speak to students about proper use of medicines including use of good medicines for specific childhood diseases or disorders.

- ASSESSMENT:**
1. Write simple sentences against the use of drugs.
 2. Circle correct responses for positive drug related activities.
 3. Place pictures of drugs under the correct heading 'Good' / 'Bad'.

GRADE 1

TERM 1 SUMMARY

		SESSIONS	PAGES
UNIT 1	WHO AM I?		
TOPIC AT 1: LO1 SC 1-2	SELF AWARENESS	4-6	
TOPIC 2 AT 1: LO 2 SC 1-5	REVERENCE TO FAITH	3 – 4	
TOPIC 3 AT 1: LO3 SC 1-3	RELATIONSHIPS	4 – 5	
UNIT 2	IS OUR ENVIRONMENT SAFE?		
TOPIC 1 AT 4: LO1 SC 1-4	HOME AND SCHOOL ENVIRONMENT	3 -4	
TOPIC 2 AT4: LO 2 SC 1-4	HEALTH AND SAFETY	5 -6	
			TOTAL (23-25)



GRADE 1

UNIT 1

WHO AM I?

TOPIC 1:

SELF AWARENESS

STRAND 1:

SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING

SESSIONS:

4-6

L O 1:

DEMONSTRATE BASIC SOCIAL SKILLS IN DEVELOPING GOOD RELATIONSHIPS WITH FAMILY MEMBERS AND OTHERS



SUCCESS CRITERIA:

- 1. Recognise that they are alike but unique in the family.**
- 2. Demonstrate through playing games and role play the basic social skills of:**
 - o **Listening while others are speaking**
 - o **Refraining from laughing at the mistakes of others**
 - o **Displaying friendly behaviour (e.g. – hugging, playing, sharing)**
 - o **Exhibiting fair play regardless of gender**
 - o **Applauding positive behaviour and achievement of others**
 - o **Interacting with each other in an honest and helpful way**
 - o **Using ‘excuse me’, ‘sorry’ and other polite remarks**
 - o **Waiting their turn**
- 3. Sing the Barney song “I Love You” and demonstrate how we can show love to others.**

ACTIVITIES:

- Role play situations that reflect social graces e.g. waiting their turn, entering and leaving classroom in an orderly manner; using polite expressions such as ‘excuse me’ and ‘please’.
- Dramatise the importance of respecting others through social skills/graces while singing the song “Only one can talk at a time”.
- Suggest class rules to help develop social skills.

- Role-play basic similarities and differences in relation to language, cultural habits, clothes, food among groups/races in Dominica (Haitians, Caribs, Blacks, Asians).

RESOURCES: Bristol board (manila paper), crayon/marker, chalk, visual aides e.g. cut outs of desirable and undesirable social behaviours

- ➔ **Skills: Self-awareness, communication, inter-personal relationship skills**
- ➔ **Teacher Note:** In this Unit, students can learn how to accept others who are different. They should also be encouraged to demonstrate social graces in all settings – home, school, community.

ASSESSMENT:

1. Draw pictures that represent their family including a representation of themselves.
2. Recite one class rule that helps to develop social skills.
3. Show and tell positive and negative social behaviours.

TOPIC 2: REVERENCE TO FAITH

SESSIONS: 3 – 4

LO 2: RECOGNISE DIFFERENT WAYS OF SHOWING REVERENCE ACCORDING TO ONE’S FAITH



SUCCESS CRITERIA:

1. **Respect those in authority through cooperation and keeping rules.**
2. **Respect the worship time of each other’s faith.**
3. **Practice speaking the truth.**
4. **Demonstrate qualities of honesty.**
5. **Participate in prayer time according to one’s faith.**

ACTIVITIES:

- Dramatize the correct posture for prayer in terms of their faith.
- Create class rules and give consequences if not followed.
- Display posters of religious stories.
- Listen to or view stories of religious characters which teach admirable moral principles and discuss these principles e.g.

David and Goliath – strength, great possibilities, faith
Sampson and Delilah – obedience
King Josiah (age 8) – faith
Samuel- obedience

RESOURCES: Stories of religious characters, posters of religious stories

- ➔ **Skills: Communication, interpersonal relationship skills, decision-making, creative thinking**
- ➔ Teacher Note: Teachers must be sensitive to the forms of worship/prayer of different faiths and guide students accordingly

ASSESSMENT:

1. Write a prayer based on their faith.
2. Discuss the importance of obedience.

GRADE 1

UNIT 1

WHO AM I?

TOPIC 3:

RELATIONSHIPS

SESSIONS:

4 - 5

LO 3:

RECOGNISE AND APPRECIATE THE POSITIVE QUALITIES OF DIFFERENT PEOPLE



SUCCESS CRITERIA:

- 1. Interact with others in a ways that are honest and helpful.**
- 2. Applaud positive behaviour and achievements of others.**
- 3. Allow others to contribute in areas where they are strong.**
- 4. Encourage efforts in others.**
- 5. Give others a chance to use their talents.**

ACTIVITIES:

- Demonstrate the importance of sharing.
- Say positive things about others in the class.
- Role play situations where they are honest, kind, friendly, funny.
- Discuss “do unto others as you would have them do unto you”.
- Dramatize stories which reflect sharing. E.g. Bible stories such as “Joseph and his brothers”.
- Take turns to demonstrate, applaud and encourage others in areas of strengths/talents.
- Role play how you would assist disabled children at school e.g. at play time, sharing, being kind etc.
- Identify negative and positive values portrayed by characters in stories.

RESOURCES:

Story Books
Bristol boards (manila paper)
Crayons/Marker

Scissors
Pictures cut out
Rulers

- ➔ **Skills: Interpersonal relationship skills, communication, decision-making, empathy, critical thinking**
- ➔ **Teacher Note:** For this unit students can also organise a class talent show and write notes of appreciation to all actors.

ASSESSMENT:

1. Design and make “Thank you Cards” and present them to someone they appreciate.

GRADE 1

UNIT 2 IS OUR ENVIRONMENT SAFE?

TOPIC 1:

HOME AND SCHOOL ENVIRONMENT

STRAND 4:

MANAGING THE ENVIRONMENT

SESSIONS:

3-4

LO 1:

DISCUSS WAYS TO ENHANCE THE BEAUTY OF HOME AND SCHOOL SURROUNDINGS.



SUCCESS CRITERIA:

- 1. Plan and participate in a clean up campaign at school.**
- 2. Make a group presentation of different things they do at home to keep it clean e.g. role play, visual, song etc.**
- 3. Discuss in groups ways to make the school/classroom more beautiful.**
- 4. Discuss negative environmental practices and their effect on the environment.**
- 5. Make a visual to show some effects of poor environmental practices.**

ACTIVITIES:

- Visit school's garbage dump. Discuss disposal methods.
- Make posters to encourage healthy, clean and beautiful surroundings.
- Plant flowers in flower pots.
- List to an environmental officer/resource person talk on garbage disposal.
- Play the game "House" depicting the different roles that family members perform in the home to help keep surroundings clean.
- Sing the song "clean up" while they clean the school surrounding.

RESOURCES: Hand outs for assessment, bins for decoration, paint, water colour, boxes, crayons, Bristol board, manila paper, resource person, picture

- ➔ **Skills: Communication, problem-solving, creative thinking,**
- ➔ **Teacher Note:** Refer to 'Life Skills at home' – Grade 1 Curriculum 2005, for pictures relating to garbage disposal

ASSESSMENT:

1. Answer questions on garbage disposal methods based on picture. (Refer to: Life Skills at home – Grade 1 Curriculum 2005).
2. Describe activities they can perform to keep their bedrooms clean and beautiful (oral).

GRADE 1

UNIT 2

IS OUR ENVIRONMENT SAFE?

TOPIC 2:

HEALTH AND SAFETY

STRAND 4:

MANAGING THE ENVIRONMENT

SESSIONS:

5-6

LO 2:

DEMONSTRATE WAYS IN WHICH A SAFE AND HEALTHY ENVIRONMENT IMPACTS POSITIVELY ON THEIR LIVES AND THOSE OF OTHERS IN THE COMMUNITY.



SUCCESS CRITERIA:

- 1. Role play, sing action songs, recite rhymes about clean-up activities at home.**
- 2. Use literature to highlight the impact of good environmental behaviours on their well-being (e.g. tell stories, recite poems etc).**
- 3. Talk about different ways that germs can spread (e.g. through litter, coughs, sneezes etc.)**
- 4. Make visuals to show ways to prevent the spread of germs.**
- 5. Demonstrate healthy behaviours in class and record progress in journals for at least a week.**

ACTIVITIES:

- Discuss with use of video the danger of handling discarded items in the garbage dump or otherwise e.g. toys, food etc.
- Use video to demonstrate how insects and rodents (multiply) but can be controlled.
- Participate in a field trip to and compare, an area where there is improper disposal of garbage and an area which is well-kept.
- List and talk about pollutants which may negatively impact on health e.g. smoke, sprays, noise etc.

RSOURCES: Water colour, Bristol Board (manila paper) video, VCR, crayon/maker, first aid kit (field trip), checklist

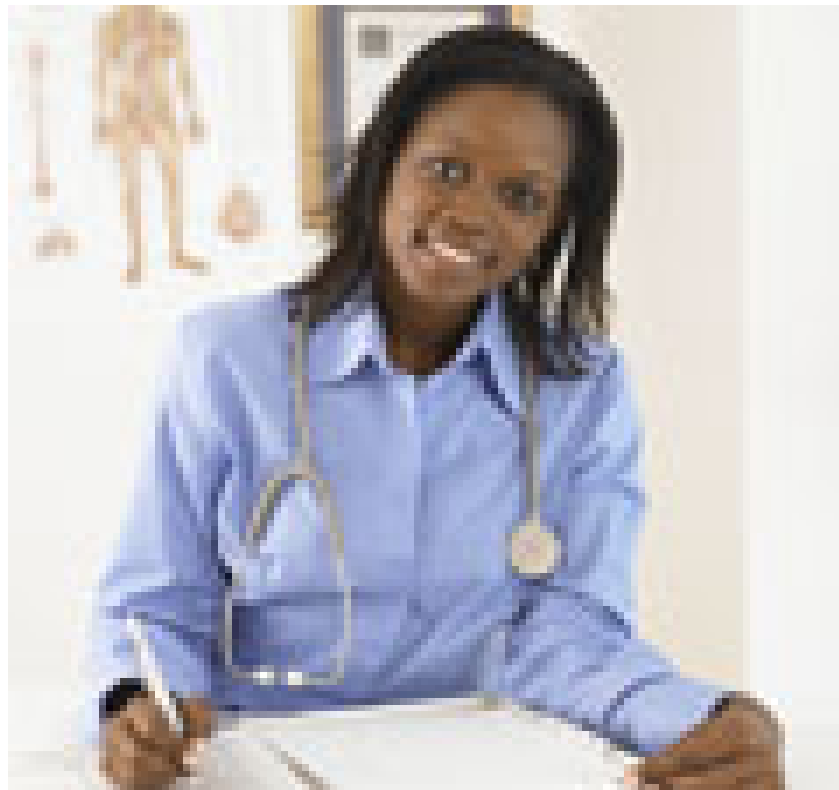
- ➔ **Skills: Communication, decision-making, creative thinking, critical thinking**
- ➔ **Teacher Note:** It is advisable to research good environmental practices and relate them to the well being of the students and people in general. Students should prepare questions in advance of field trip.

- ASSESEMENT:**
1. In a group use art to express their impression of a healthy and unhealthy environment.
 2. Take turns to participate in a discussion on how ‘good environmental practices’ can be beneficial to the community.

GRADE 1

TERM 2 SUMMARY

UNIT 3	HOW DO I KEEP FIT?	SESSIONS	PAGE
TOPIC 1: AT 2: LO 2 SC 1-3	NUTRITION	5-6	
TOPIC 2: AT 2: LO3 SC 1-4	EXERCISE, REST & HYGIENE	4-5	
UNIT 4	WHAT SHOULD I DO?		
TOPIC 1: AT 3: LO1 SC 1-5	GENDER	5-6	
TOPIC 2 AT 1 LO4 SC 1-3	WORK AND CAREER	3-4	
			TOTAL (19-21)



GRADE 1

UNIT 3

HOW DO I KEEP FIT?

TOPIC 1:

NUTRITION

STRAND 2:

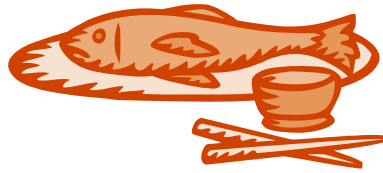
APPROPRIATE EATING AND FITNESS

SESSIONS:

5 – 6

LO 2:

REALISE THAT OUR BODIES NEED DIFFERENT TYPES OF FOOD.



SUCCESS CRITERIA:

1. **Group foods according to three basic functions Go, Grow and Glow.**
2. **Use literature/sing songs to explain briefly the importance of food to healthy life.**
3. **Demonstrate healthy snack choices for at least a week.**
4. **Bring in and display examples of foods they eat.**

ACTIVITIES:

- Visit supermarket or food market to observe varieties of foods.
- Classify foods by groups e.g. (go, glow, grow).
- Sing along rhymes which tell the importance of eating healthy foods (Food, Caroline, Loud law).
- Discuss pictures/stories that show healthy foods.
- Participate in a Fruit/healthy Food day.

RESOURCES:

Fruits/vegetables/pictures/ snacks, Life Skills at Home Grade 1 (pictures, stories on healthy foods)

- ➔ **Skills: Communication, decision-making, creative thinking**
- ➔ **Teacher Note:** See ‘Life Skills at Home Grade 1’ for pictures/stories on healthy foods. For food days, teachers can also contribute fruits such as bananas and citrus for students to snack on. Students can work along with teacher to develop their own rhymes and jingles.

ASSESSMENT:

1. Draw 2 foods from each food group go, glow and grow.
2. Put the pictures of given foods under the headings Fruits and Vegetables.
3. Talk about why we should eat go, glow and grow foods.

GRADE 1

UNIT 3

HOW DO I KEEP FIT?

TOPIC 2: EXERCISE, REST AND HYGIENE

STRAND 2: APPROPRIATE EATING AND FITNESS

SESSIONS: 4-5

LO 3: UNDERSTAND THAT REST, EXERCISE, FRESH AIR AND GOOD HYGIENE HABITS CONTRIBUTE TO A HEALTHY BODY.



SUCCESS CRITERIA:

- 1. Dramatize good hygiene habits through action songs and poems e.g. (This is the way we brush our teeth etc).**
- 2. Describe the consequences of not washing hands after using the toilet.**
- 3. Perform actions that develop the limbs.**
- 4. Practise taking rest periods.**
- 5. Demonstrate neatness and tidiness.**

ACTIVITIES:

- Use pictures of rest/exercise/daily baths to discuss the importance of rest/exercise, daily baths.
- Discuss and demonstrate through role play the proper use of items used for daily baths.
- Prepare a picture or use picture cut-outs to show one activity they can do to remain fit.
- Role play the song “Simon Says” and others e.g. “Jumping Jacks” to develop limbs.
- Engage in rest/cooling down activities, after exercise.

RESOURCES:

Pictures, check list, songs, bath paraphernalia

- ➔ **Skills: Self-esteem, decision-making, self-management, coping with stress**
- ➔ **Teacher Note:** A check list may be used to assess neatness and tidiness in students over a period of time. Information about hygiene can be presented during assembly as ‘Tip of the day’.

ASSESSMENT:

1. State True (T) or False (F), e.g.
Rest helps us gain new energy. (T)
2. Circle the activities, which help us to remain fit.
3. Follow instructions to the game ‘Simon says’.

GRADE 1

UNIT 4

WHAT SHOULD I DO?

TOPIC 1:

GENDER

STRAND 3:

SEXUALITY AND SEXUAL HEALTH

SESSIONS:

5-6

LO 1:

EXAMINE AND COMPARE GENDER ROLES AND RESPONSIBILITIES WITHIN THE FAMILY



SUCCESS CRITERIA:

- 1. Make a visual to show understanding of themselves and their family.**
- 2. Explain the roles that males and females play in the family.**
- 3. Explore feelings about the roles that males and females play.**
- 4. Listen to/read/or view a variety of literature and discuss situations in which family members may change gender roles in the family.**

ACTIVITIES:

- Prepare a big book about their family using photographs.
- Role play work done by males and females in their home.
- Discuss literature in which family members change role.
- Sing along tunes of family members roles e.g. (When daddy cooks the banana. Happy, happy home).
- Express ideas/feelings for the contribution of males and females to the family.
- Discuss the responsibilities that each family member has towards the execution of their roles.
- Listen/discuss stories where family members maintained their roles.

RESOURCES:

Photographs, glue, pictures, paper, literature, scissors, former Health and Family Life Education (Primary Curriculum)Grade 1 Life Skills at Home

- ➔ **Skills: Self-awareness, communication, coping with emotions, critical thinking**
- ➔ **Teacher Note:** This Unit presents an opportunity to correct stereotypes relating to gender roles.

ASSESSMENT:

1. Write the names of family members next to the pictures

Mother
Father

Sister
Brother

Grandmother
Grandfather

2. Write 1 sentence about what these family members do:

a. Mother
c. Father

b. Brother
d. Sister

3. Circle the things that happen when family members keep their roles.

- a, accidents happen
- b, always on time
- c, smiling faces
- d, food on the table
- e, fighting

GRADE 1

UNIT 4

WHAT SHOULD I DO?

TOPIC 2:

WORK AND CAREER

STRAND 1:

SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING

SESSIONS:

3 – 4

LO 4:

IDENTIFY AND TALK ABOUT THE ATTRIBUTES/ATTITUDES REQUIRED FOR DIFFERENT TYPES OF WORK/JOB IN THE COMMUNITY



SUCCESS CRITERIA:

- 1. Listen to talk from professionals and discuss the desired attributes and personality types needed for each profession.**
- 2. Explain what persons in different professions do.**
- 3. Role play different jobs demonstrating attributes needed for each job.**

ACTIVITIES:

- Prepare a collage of pictures representing different jobs in community.
- Discuss information given by resource person and identify attributes needed for certain jobs.
- Listen to and discuss stories in which jobs of different workers in the/a community are explained.
- Role play different jobs in the community.
- Visit a work plant to have first hand experience of different jobs requirements.

RESOURCES:

Teachers Book: Life Skill Learning Programme; list of work related attributes; tools used by different workers e.g. cutlass, thermometer, trays, aprons, forks; stories.

➡ Skills: Critical thinking, creative thinking, decision-making, problem-solving

→ Teacher Note: Impress on students the importance of some attributes that are common to all jobs e.g. punctuality, honesty.

ASSESSMENT:

1. Make a list of jobs in your community.
2. Circle the word(s) that best describe the worker at his job
Fisherman: Loving patient funny
Nurse: loud kind caring etc
3. Make a present action to show attributes needed for a job of your choice.

GRADE 1

TERM 3 SUMMARY

		SESSIONS	PAGE
UNIT 5:	HOW DO I CARE FOR MYSELF AND OTHERS		
TOPIC 2 AT3: LO 2 SC 1-3	RESPECT FOR SELF AND OTHERS	4-6	
TOPIC 3 AT 3: LO 3 SC 1-2	AWARENESS OF HIV AND AIDS	4-6	
TOPIC 1 AT 1: LO 1 SC 1-4	DRUG AWARENESS	4-6	

TOTAL (16-18)



GRADE 1

UNIT 5 HOW DO I CARE FOR MYSELF AND OTHERS?

TOPIC 1: RESPECT FOR SELF AND OTHERS

STRAND 3: SEXUALITY AND SEXUAL HEALTH

SESSIONS: 4-6

LO 2: APPRECIATE THEMSELVES FOR WHO THEY ARE AND DEVELOP POSITIVE SEXUAL VALUES.



SUCCESS CRITERIA:

- 1. Make positive statements as boys/girls about themselves and others of the opposite sex.**
- 2. Participate in mixed group activities and discuss their feelings.**
- 3. Make a booklet about themselves, their likes, dislikes, strengths, needs and why they appreciate their gender.**

ACTIVITIES:

- View chart and identify differences and similarities between male and female.
- List common and correct names given to sexual organs, e.g. ‘kiki, tolly, penis, vagina.
- Participate in class discussion on the parts of the body and acceptance of oneself.
- Show pictures of themselves and state their likes, dislikes, strengths and needs.
- Engage in ring games and comment on feelings after the games, e.g. ‘I declare’.
- Sing songs promoting positive sexual values. e.g. ‘I am a promise’.

RESOURCES: Chart, pictures, ring games, songs

➡ Skills: Self-awareness, self-esteem, communication, creative thinking, coping with emotions, assertiveness

→ In this Unit teacher should try to avoid gender bias.

ASSESSMENT:

1. Give one way in which males and females are similar.
2. Give one way in which males and females are different.
3. Create an 'All about Me' project. It should include photographs, likes, dislikes, talents.

GRADE 1

UNIT 5 HOW DO I CARE FOR MYSELF AND OTHERS?

TOPIC 2:

AWARENESS OF HIV AND AIDS

STRAND 3:

SEXUALITY AND SEXUAL HEALTH

SESSIONS:

4-6

LO 3:

UNDERSTAND THAT HIV/AIDS CAN BE CONTRACTED BY ANYONE



SUCCESS CRITERIA:

- 1. Demonstrate through discussion the knowledge that different types of persons can and do become infected with HIV.**
- 2. Discuss the spread of HIV from mother to child.**
- 3. List ways to show empathy for persons with HIV and AIDS.**

ACTIVITIES:

- View pictures of persons infected with HIV and comment on age, size, race, looks, profession etc. of each.
- View photos or video presentation of people with AIDS and comment on it.
- Listen to a talk/stories on ways in which children can become infected with HIV.
- Participate in class discussion on ways in which they can protect themselves from HIV infection.
- Role-play behaviours towards a classmate who is HIV positive.
- Create simple poems showing empathy for persons with HIV and AIDS.

RESOURCES:

Nurse practitioner, photos, video, cassette and player, songs of empathy.

➔ **Skills: Empathy, critical thinking, communication, assertiveness, coping with emotions**

➔ Language used and information given must be pitched at the level of the students.

ASSESSMENT:

1. Make a greeting card for a child who is living with AIDS.
2. Draw a picture which shows empathy for persons with HIV and AIDS.

GRADE 1

UNIT 5 HOW DO I CARE FOR MYSELF AND OTHERS?

TOPIC 3:

DRUG AWARENESS

**STRAND 1:
SESSIONS:**

SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING
4-6

LO 1:

SHOW AWARENESS OF THE DANGERS OF CERTAIN
DRUGS



SUCCESS CRITERIA:

1. **Identify useful and harmful drugs.**
2. **Listen to/view advertisements promoting drugs accepted in the country and discuss.**
3. **Make a presentation with art, drama, dance etc. on the misuse of drugs.**
4. **Discuss care and safety measures to be taken with ‘useful’ drugs.**

ACTIVITIES:

- View chart or video presentation on useful and harmful drugs.
- Listen to advertisements promoting legal drugs and comment on them.
- During class discussion, share their own experiences on the use/abuse of drugs at home and within their community.
- Role-play situations with drug related problems in the family.
- Recite rhymes, jingles and songs against bad drugs.
- Make a display of labels on containers of prescribed and over the counter drugs and discuss care and safety in using them.
- Discuss stories based on drug related situations.

RESOURCES:

Video cassette and player, T.V., audio cassette, CD player,

cassette/CD, chart, pictures, stories (drug related), songs, container labels.

- ➔ **Skills: Critical thinking, creative thinking, decision-making, refusal skills, assertiveness**
- ➔ The term 'medicine' can be introduced here to accommodate students who are less familiar with the expression 'prescribed drugs'.

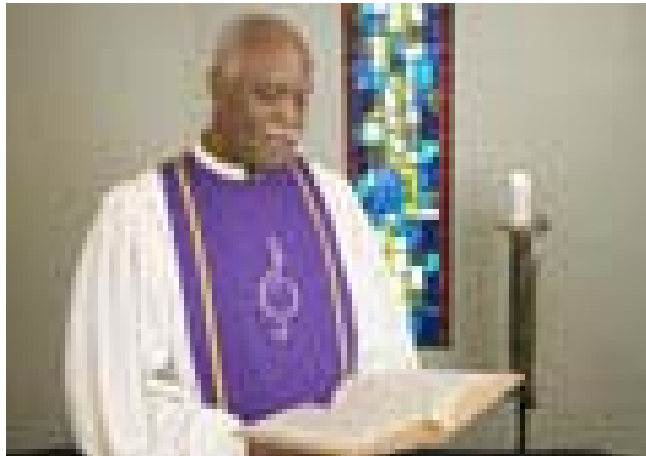
ASSESSMENT:

1. On the chart provided draw a blue circle around the good drugs and a red circle around the bad drugs.
2. List precautions to be taken with 'useful' drugs.
3. Place a tick next to the effects of 'useful' drugs and a cross next effects of 'harmful' drugs.

GRADE 2

TERM 1 SUMMARY

		SESSIONS	PAGE
UNIT 1:	WHO AM I?		
TOPIC 1: AT 1 LO:1 SC: 1-4	SELF AWARENESS	4-6	
TOPIC 2: AT 1 LO: 2 SC: 1-3	REVERENCE TO FAITH	3-4	
TOPIC 3: AT 1 LO:3 SC: 1-4	RELATIONSHIPS	4-6	
UNIT 2	IS OUR ENVIRONMENT SAFE?		
TOPIC 1: AT 4 LO 1: SC: 1-3	HOME AND SCHOOL ENVIRONMENT	4-6	
TOPIC 2: AT 4 LO2: SC: 1-2	HEALTH AND SAFELY	4-5	
		TOTAL (25 – 27)	



GRADE 2

UNIT 1:

WHO AM I

TOPIC 1:

SELF AWARENESS

STRAND 1:

SOCIAL AND EMOTIONAL WELL BEING

SESSIONS:

4-6

LO: 1

EXHIBIT BEHAVIOURS AND ATTITUDES THAT REFLECT POSITIVE SELF ESTEEM AND WAYS OF COPING WITH EMOTIONS.



SUCCESS CRITERIA:

- 1. Demonstrate some level of self-confidence by using initiative in familiar situations.**
- 2. Express personal feelings and opinions to common situations at home and school.**
- 3. Affirm others by using complimentary remarks e.g. during circle time at school and home.**
- 4. Demonstrate an awareness of self by their general deportment.**

ACTIVITIES:

- Engage in scenarios in which pupils use their own initiative e.g.: books are on the floor, What do I do? An old lady has a big bag and something falls from it, What do I do?
- Participate in impromptu speeches on familiar topics.
- Role-play different feelings for given situations e.g. A child gets burnt in a fire.
- Listen to and discuss stories of feelings expressed in different situations e.g., Winsome and Hostess; Home in New Gardens.
- Identify complimentary remarks expressed to them and discuss how they felt.
- Participate in expressing complimentary remarks during circle time.

- Sing along tunes that promote complimentary remarks e.g. “Scratch a little back little back next to you”.
- Practice social skills through courtesies, dress and general deportment.

RESOURCES: Written scenarios, sample of topics for impromptu speech, stories from Integrated Reader Book 5

➔ **Skills: Self-awareness, self-esteem, creative thinking, communication, coping with emotions**

➔ **Teacher Note:** Students should be encouraged to exhibit these attitudes in and out of the school setting.

ASSESSMENT:

1. Make use of checklist e.g.
- | | Yes | No |
|---------------------------------------|-----|----|
| 1. participates in activities | | |
| 2. is considerate to others | | |
| 3. expresses ideas clearly | | |
| 4. offers positive feedback to others | | |
| 5. offers help without being asked. | | |

2. Match feelings to given situations

Sad	standing in a long line
Happy	after falling down a step
Patient	on receiving a gift

GRADE 2

UNIT 1:

WHO AM I

TOPIC 2:

REVERENCE TO FAITH

SESSIONS:

3 – 4

LO 2:

DEMONSTRATE AWARENESS AND RESPECT FOR EACH OTHER'S RELIGIOUS FAITHS



SUCCESS CRITERIA:

1. Practice qualities of listening, understanding another's point of view and forgiveness.
2. Discuss and show respect and tolerance toward each other's faith.
3. Resolve conflict by using the principles of one's faith.

ACTIVITIES:

- Practice sharing of blessings of the day during circle time.
- Discuss poster display of religious stories and demonstrate tolerance.
- Role play scenarios of religious conflicts.
- Explain simple ways in which religious conflicts are caused and resolved.

RESOURCES:

Posters of religious activities, stories, written scenarios

- ➔ **Skills: Self-awareness, communication, interpersonal relationship skills**
- ➔ Teacher Note: Teacher should bear in mind and respect the fact that different faiths have different doctrines.

ASSESSMENT:

1. Say at least 2 ways in which you were blessed today.
2. Explain in 2 sentences how religious conflict may be caused.
3. List steps that should be taken to resolve a given religious conflict.

GRADE 2

UNIT 1

WHO AM I

TOPIC 3:

RELATIONSHIPS

STRAND 1:

SOCIAL, SPIRITUAL AND EMOTIONAL WELL-BEING

SESSIONS:

4 - 6

LO 3:

MAINTAIN LASTING POSITIVE RELATIONS WITH OTHERS AT HOME AND SCHOOL



SUCCESS CRITERIA:

- 1. Discuss the merit of showing tolerance and respect towards others.**
- 2. Know how to resolve conflict in every day situations.**
- 3. Be obedient to those in authority.**
- 4. Assist others in difficulties demonstrating personal care and safety.**
- 5. Demonstrate the principle of doing unto others as you would have others do unto you.**

ACTIVITIES:

- Listen to/discuss stories depicting poor behaviour e.g. “Barrington your mother calling you. Monkey!”
- Talk about the effect of laughing and booing at an individual.
- Dramatise situations of conflict resolution.
- Suggest and formulate class rules and discuss consequences for obeying/disobeying them.
- Practice kind acts among classmates.
- Role play activities of principle “Do unto others as you would have them do unto you.”
- Participate in simulation activity in class; e.g., class accident of broken arm.
- Practice forming lines for assembly, break time, going out of class, entering class.

RESOURCES:

Display of school rules.
Language Arts Book 4 Story “Barrington your Mother”

- ➔ **Skills: Interpersonal relationship skills, empathy, conflict resolution, coping with emotions, communication**
- ➔ Teacher Note: Undesirable behaviours such as cursing and swearing can be addressed in this section.

ASSESSMENT:

1. Read the story “Barrington your Mother” and list four ways in which you would act differently if you were looking at Barrington.
2. Draw different faces to show how someone may look if they are laughed at.
3. In your groups prepare 2 items that can be included in (your) class Rule.
4. Put a tick✓ on the things that you would like done to you
 - a. Called a nickname
 - b. Said a kind word to
 - c. Have your pencil snatched from you
5. Use a flow diagram to show steps in conflict resolution.

GRADE 2

UNIT 2 IS OUR ENVIRONMENT SAFE?

TOPIC 1:

HOME AND SCHOOL ENVIRONMENT

STRAND 4;

MANAGING THE ENVIRONMENT

LO 1:

SHOW APPRECIATION FOR A CLEAN AND HEALTHY ENVIRONMENT, AND WAYS TO KEEP IT BEAUTIFUL.



SUCCESS CRITERIA:

- 1. Create slogans pertaining to a clean and healthy surrounding.**
- 2. Tend a plant in a pot to beautify school surroundings.**
- 3. Make a visual to demonstrate ways to conserve resources e.g.**
 - a. switching off the light when not in use**
 - b. keeping taps closed**

ACTIVITIES:

- Talk about how ugly litter is and how it spoils the environment for everyone.
- Sing Songs:

Bits of paper (2)	Clean up (2)
Lying on the floor (2)	Clean up
Make the place untidy (2)	Everybody do their share
Pick them up (2)	Clean up (2)
	Everybody, everywhere
- Participate in a trip around the school to observe the environment.
- Discuss ways to make the school environment clean and beautiful
- Carry out activities to make school and surroundings clean and beautiful e.g., pick up litter, plant flowers in the soil and in pots.
- Maintain surroundings by picking up litter, observing plants and taking turns to water them.
- Discuss resources in school environment and create posters depicting ways in which they can be conserved.

RESOURCES

Manila paper, markers, seedlings, pots, watering cans

- | | |
|---|---|
| ➡ | Skills: Decision-making, creative thinking, communication |
| ➡ | Teacher Note: Students can adopt and take care of an area in the school environment |

ASSESSMENT:

1. List two ways in which litter can affect us.
2. Use a drawing to show how one resource in your school environment can be conserved.

GRADE 2

UNIT 2:

IS OUR ENVIRONMENT SAFE?

TOPIC 2:

SAFETY

STRAND 4:

MANAGING THE ENVIRONMENT

SESSIONS:

4-5

LO 2:

DEMONSTRATE SAFETY MEASURES IN LIVING IN HARMONY WITH THE ENVIRONMENT.



SUCCESS CRITERIA:

- 1. Talk about some of the illnesses caused by flies, cockroaches and rats, and, measures to be taken to relieve these illnesses.**
- 2. Observe and discuss environmental practices that encourage flies, cockroaches, rats etc.**
- 3. Suggest ways to protect the environment.**

ACTIVITIES:

- Prepare questions to ask resource persons about the environment.
- Listen to and discuss information from resource persons about the dangers of flies, roaches and rats.
- Talk about pictures depicting how flies can endanger one's life even to the point of death.
- Role play safety measure against the presence of rats.
- Talk about preventative measures to guard against flies cockroaches.
- Create poems or slogan to express dangers of flies/cockroaches.
- Undertake clean up campaign.
- Visit two different communities to observe and compare environmental practices.
- Display slogans and poems on measures to be taken to keep the environment friendly.

RESOURCE: Resource person, pictures of pests, prepared questions, manila, markers

- ➡ **Skills: Communication, critical thinking, creative thinking, problem solving**
- ➡ **Teacher Note:** Information about illness caused by flies, cockroaches and rats should be very basic and delivered in simple language. A check list may be used to mark students' participation in discussions and clean up campaign.

ASSESSMENT:

1. Draw a fly and say two ways that flies make you ill.
2. Create/write a rhyme or poem to share with class about keeping the environment safe.
3. Place a star ☆ next to statements that give the dangers of flies, cockroaches and rats.

GRADE 2

TERM 2 SUMMARY

	SESSIONS	PAGE
UNIT 3:		
HOW DO I KEEP FIT		
TOPIC 1: NUTRITION AT:2 LO 2: SC: 1-4	4-6	
TOPIC 2: EXERCISE, REST AND HYGIENE AT:2 LO:3 SC: 1-5	4-6	
UNIT 4:		
WHAT WILL I DO?		
TOPIC 1: GENDER AT:3 LO 1: SC:1-4	5-6	
TOPIC 2: WORK AND CAREER AT:1 LO 4: SC: 1-4	5-6	
	TOTAL (20-24)	



GRADE 2

UNIT 3

HOW DO I KEEP FIT?

TOPIC 1:

NUTRITION

STRAND 2:

APPROPRIATE EATING AND FITNESS

SESSIONS:

4 – 6

LO 2:

IDENTIFY AND DISCUSS NUTRITIOUS CHOICES FROM COMMONLY AVAILABLE FOODS AND DRINKS.



SUCCESS CRITERIA:

- 1. Choose healthy foods from foods presented and state reasons for choice.**
- 2. Identify and discuss the use of locally grown foods and advantages over imported, processed foods.**
- 3. Develop strategies to encourage parents to provide healthy snacks.**
- 4. Plan simple nutritious meals using various menu cut outs.**

ACTIVITIES:

- Prepare a journal of their eating habits and feelings in relation to the foods that they eat.
- Carry only fruits to school on a particular day every week.
- Pretend to be a particular local food and give information about that food e.g. My name is carrot... see my green sprout... I provide you with enough Vitamin A to give you big bright seeing eyes.
- Design a healthy food corner in the class.
- Display healthy locally grown foods at an Open Day for parents and talk about the importance of these foods to their diet.
- Identify foods associated with the three main meals of the day.
- Use pictures to create healthy menus for each main meal of the day.

RESOURCES:

Bristol board/manila paper, picture cut outs of various

snacks/foods, journal, fruits/vegetables for display, costumes/
T-shirts associated with the colour of various foods, water colour,
markers.

- ➔ **Skills: Decision-making, creative thinking, self-awareness**
- ➔ **Teacher Note:** ‘Healthy menus’ can be stuck to Bristol board/manila paper for display in classroom. The Open Day presents an opportunity for teachers to encourage parents to provide children with healthy snacks for school.

ASSESSMENT:

1. Draw pictures to represent various healthy foods.
2. Prepare journals of eating habits.
3. Match various foods to the correct functions e.g.:

Helps us to see well

Milk

Milk

Builds strong bones and teeth

Eggs



Gives healthy gums

Orange



GRADE 2

UNIT 3

HOW DO I KEEP FIT?

TOPIC 2:

EXERCISE, REST AND HYGIENE

STRAND 2:

APPROPRIATE EATING AND FITNESS

SESSIONS:

4-6

LO 3:

ENGAGE IN DAILY ACTIVITIES TO MAINTAIN
PERSONAL HEALTH AND FITNESS



SUCCESS CRITERIA:

1. Engage in fitness activities.
2. Role play care of personal effects after use e.g. soiled/used kerchief, comb, tooth brush.
3. Demonstrate hygiene practices e.g. brushing teeth, use of handkerchief etc.
4. Maintain accepted personal appearance and dress.
5. Develop and use sleep log to practice going to bed on time.

ACTIVITIES:

- View pictures/video presentations, which show the effects of poor health habits.
- Walk quickly around school and rest for about 10 minutes. Discuss feelings before and after.
- Compare feelings at school on mornings and afternoons.
- Participate in outdoor exercise activity e.g., Sports.
- Stick cut-outs of various sporting activities on board and list the benefits of each.
- Participate in a field trip to a gym to view the different equipments used in body building.
- Listen to a talk by a resource person on the importance of exercise.

RESOURCES:

Picture cut outs, video, VCR, sporting equipments/gear

- ➔ **Skills: Self-esteem, decision-making, communication, self-management**
- ➔ **Teacher Note:** Students can bring in their own items to role play proper use and care of some personal effects.

- ASSESSMENT:**
1. List 2 or 3 activities that contribute to body fitness.
 2. Keep an exercise journal, recording number of days of exercise, type of exercise, duration etc.
 3. List personal effects that should not be shared with others.

GRADE 2

UNIT 4

WHAT SHOULD I DO?

TOPIC 1:

GENDER

STRAND 3:

SEXUALITY AND SEXUAL HEALTH

SESSIONS:

5-6

LO 1:

EXPLAIN WHAT MAKES ONE MALE OR FEMALE



SUCCESS CRITERIA:

- 1. Identify, name and discuss basic physical similarities and differences in males and females (children and adults).**
- 2. Make a visual to show external differences between males and females and share with others.**
- 3. Discuss the roles that males and females can play during pregnancy and caring for the new-born baby (feeding, cleaning, showing love).**

ACTIVITIES:

- Observe and comment on physical similarities and differences in males and females.
- Identify similarities and differences in sexual organs of males and females.
- Listen to a scenario in which a new born-baby brings about changes in the roles of the family members and comment on it.
- Dramatize ways in which the different members of the family can help when a new born baby arrives.
- Compile pictures to show external differences between males and females and share with others.
- Recite rhymes that promote males and females.

RESOURCES:

Pictures, rhymes, scenario (written), charts

- ➔ **Skills: Communication, critical thinking, creative thinking**
- ➔ **Teacher Note:** Students can also look at the roles that they can play in caring for the new born.

ASSESSMENT:

1. Create poster with pictures which show student's uniqueness as male or female.
2. Write three sentences explaining what you like about yourself as male or female.
3. Shade the pictures that show how members of the family can show caring for the new born baby. (drawings)

GRADE 2

UNIT 4

WHAT SHOULD I DO?

TOPIC 2:

WORK AND CAREER

STRAND 1:

SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING

SESSIONS:

5-6

LO 4:

IDENTIFY JOBS IN THE COMMUNITY AND DISCUSS THE BASIC KNOWLEDGE, SKILLS AND ATTITUDE NEEDED TO PERFORM THEM WELL.



SUCCESS CRITERIA:

- 1. Prepare and ask questions to community workers about the job they do.**
- 2. Discuss skills and knowledge needed to perform certain jobs.**
- 3. Discuss disadvantages in engaging in jobs/activities without the necessary knowledge and attitude.**
- 4. Identify and discuss how the subjects they learn are needed for different jobs.**
- 5. Make a presentation on skills, knowledge and attitude required to do certain jobs.**

ACTIVITIES:

- Role play jobs that parents do (they dress up accordingly).
- Play the “Guess who I am “ game, where students guess what the jobs are.
- View chart showing various jobs and discuss skills and knowledge needed by workers to do them.
- Participate in a field trip to different workplaces in the community. Ask questions, record and present information about knowledge, skills and attitude required for each job.
- Hold short conversations about careers with invited parents who are professionals in their field.
- Share views on how what they learn is needed for the jobs they would like to do.

RESOURCES

Chart, pictures, questionnaire, props for role play, Life Skills at Home Grade 1

- ➡ **Skills: Self-awareness, decision-making, problem solving**
- ➡ Teacher Note: The field trip should provide opportunity for students to benefit through observing approaches to problem-solving and interpersonal relationship skills on the job.

ASSESSMENT:

1. Complete the chart below by matching the name of the job to the activity being shown e.g. refer to resource - Life Skills at Home Grade 1 pages 21, 24.
2. Create a project on the type of job you would like to do. Include the following:
 - Pictures of different activities the job entails.
 - Pictures of the tools/equipment needed to do this job.
 - The knowledge needed to do this job.
 - The skills and attitudes required for the job
 - How this job can benefit your community

GRADE 2

TERM 3 SUMMARY

	SESSIONS	PAGE
UNIT 5: <i>HOW DO I CARE FOR MYSELF AND OTHERS?</i>		
TOPIC 2: RESPECT FOR SELF AT:3 LO:2 SC: 1-4	3 – 5	
TOPIC 3: AWARENESS OF HIV AND AIDS AT:3 LO:3 SC:1-4	4 – 6	
TOPIC 1: DRUG AWARENESS AT: 1 LO 1: SC: 1-5	4 – 6	
	TOTAL (15 – 17)	



GRADE 2

UNIT 5

HOW DO I CARE FOR MYSELF AND OTHERS?

TOPIC 1

RESPECT FOR SELF

STRAND 3:

SEXUALITY AND SEXUAL HEALTH

SESSIONS:

5-6

LO 2

USE SOCIAL SKILLS TO KEEP THEMSELVES SEXUALLY SAFE AND HEALTHY.



SUCCESS CRITERIA:

- 1. Discuss how good and bad touches make them feel.**
- 2. Demonstrate ways to keep themselves sexually safe through visual or role play, or the use of dolls.**
- 3. Explain how to deal with ‘bad’ touches.**

ACTIVITIES:

- Make “I am Special” poster.
- Talk about respect and courtesy shown to them and others.
- List/discuss situations which cause disrespect to self and others.
- Define bad and good touches.
- Discuss opportunities that give rise to good and bad touches.
- Role play/dramatize ways to keep themselves safe or to guard against ‘bad’ touches.
- Dramatize action to take should they experience a ‘bad’ touch.

RESOURCES:

Posters, dolls, video, definition for ‘bad’ and ‘good’ touches

- ➔ **Skills: Self-awareness, self-esteem, coping with emotions, refusal skills, communication, critical thinking, decision-making**
- ➔ **Teacher Note:** Teacher should recognise when a student is about to disclose confidential matter during class discussions, stop that student and follow up on the matter with the student or students concerned after the lesson.

ASSESSMENT:

1. Prepare slogans to fight against bad touches.
2. Role play a situation which involves the use of refusal skills.
3. Put in True or False for things, which are good to do: e.g.
 - (i) Sit on the lap of strangers
 - (ii) Tell an adult when you are uncomfortable with a situation.

GRADE 2 **UNIT 5** **HOW DO I CARE FOR MYSELF AND OTHERS?**

TOPIC 2: **AWARENESS OF HIV AND AIDS**

STRAND 3: **SEXUALITY AND SEXUAL HEALTH**

SESSIONS: 4-6

LO 3: **DEMONSTRATE EMPATHY FOR THOSE WHO ARE
INFECTED/AFFECTED BY HIV AND AIDS**



SUCCESS CRITERIA:

- 1. Discuss effects of HIV and AIDS on an individual and their family.**
- 2. Talk about ways to provide support to people who are infected and affected by HIV and AIDS.**
- 3. Role play ways to show empathy to those infected and affected by HIV and AIDS.**
- 4. Prepare cards/letters for and be sensitive to those infected and affected by HIV and AIDS.**

ACTIVITIES:.

- Read the stories: “Monde the courageous girl;” and “ I will miss Mr. Kizito,’ from pupils Resource Book on How to avoid HIV/AIDS.
- Discuss the effects of HIV/AIDS.
- Prepare/plan a drama activity to sensitise the general school body on how to relate to people infected with and affected by HIV/AIDS.
- Create encouraging greeting cards for people infected with HIV/AIDS and present to nurse for patients in the community.

RESOURCES:

Books: Fountain Junior Living Youth Series:
I will miss Mr. Krizito –Enest B. Sempebwa.
Monde the courageous girl – Vat Kamatsiko.
Fountain Youth Survival Kit for schools.
Pupils Resource Book on how to avoid HIV/AIDS. By Dr.
Elioda Tumwesigye.

Manila paper/bristol board, markers, picture cut outs, scissors,
resource persons – e.g. Nurse, Health Educator.

- ➡ **Skills: Communication, empathy, problem-solving, creative thinking**
- ➡ **Teacher Note:** Teachers be aware of and sensitive to students in your class who may be affected by HIV/AIDS.

ASSESSMENT:

1. Answer questions referring to stories from Resource Books:
“Monde the courageous girl” – page 13

“I will miss Mr. Kizito” – page 34.
2. True or False: Can you contract AIDS if you do the following?
 - a. Sit by someone who is infected with the virus.
 - b. Hug an infected person.
 - c. Share a snack with someone who is infected
 - d. Play with the needle of an infected person
 - e. Want to learn more about the topic.

GRADE 2 **UNIT 5** **HOW DO I CARE FOR MYSELF AND OTHERS?**

TOPIC 3: **DRUG AWARENESS**

STRAND 1: SOCIAL, EMOTIONAL, SPIRITUAL WELL BEING

SESSIONS: 4-6

LO 1: DESCRIBE SIMPLY THE EFFECTS OF DRUGS AND OTHER SUBSTANCES ON THE INDIVIDUAL.



SUCCESS CRITERIA:

- 1. Prepare and ask questions to resource persons about the effects of drugs and alcohol (harmful substances) on an individual.**
- 2. Role play situations showing the effects of drugs and alcohol.**
- 3. Produce posters/slogans which address the effects of drugs and alcohol.**
- 4. Express feelings and opinions about persons who use drugs and alcohol.**
- 5. Demonstrate ways (e.g. through role play) of refusing or avoiding harmful substances.**

ACTIVITIES:

- Listen to talk by resource persons.
- Prepare questions and use to initiate discussion after talk by resource person.
- Participate in a mini display of pictures of drugs.
- Create posters/pictures/slogan to show dangers of drugs.
- Engage in role plays to portray effects of drugs on an individual.
- Participate in activities to show empathy to those affected by drugs.
- Dramatize ways in which one can refuse or avoid harmful drugs.

RESOURCES: Resource personnel, prepared questions, slogan/pictures

- ➔ **Skills: Communication, critical thinking, creative thinking, decision-making, assertiveness**
- ➔ In this Unit the emphasis is on alcohol and harmful drugs commonly referred to as 'drugs'.

ASSESSMENT:

1. Write one sentence against the use of alcohol.
2. Write *three* sentences to describe the effect of one harmful drug on an individual.
3. Draw posters to depict drugs and their effect.
4. Find, circle and write one sentence about the harmful substances in a word search.

SKILLS IN LIFE SKILLS BASED HFLE

Students should be given the opportunity to practice at least one skill during each lesson.

Life Skills

Life Skills	Definitions	Significance
Decision making	The ability to choose a course of action from a number of options which may result in a specific outcome or involve only the resolve to behave in a certain way in the future	Helps us deal constructively with health and other decisions about our lives by enabling us to assess the different options and what effects different decisions may have
Problem solving	The process through which a situation/problem is resolved (i.e., diagnosing the problem, taking action to close the gap between present situation and desired outcome, and generalizing the principles to other situations)	Allows us to deal constructively with problems in our lives, that left unattended, could cause new problems, including mental and physical stress
Creative thinking	The ability to depart from traditional ways of thinking, resulting in the generation of original and innovative ideas that enable us to respond adaptively to life situations	Contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-actions
Critical thinking	The ability to analyze information and experience, formulate ideas, derive conclusions, ask pertinent questions and present logical arguments	Contributes to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as media and peer pressure influences
Effective communication	The ability to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations	Allows the transfer of information, understanding, and emotion from one person to another to make one's intent clear
Interpersonal relationship skills	The ability to relate positively with people, creating an environment in which people feel secure and free to interact and express their opinions	Allows us to keep friendly relationships which can be of great importance to our mental and social well-being, and impacts the way we communicate with, motivate and influence each other
Self-awareness	Having a sense of identity and an understanding of our own feelings, beliefs, attitudes, values, goals, motivations, and behaviours	Helps us to recognize our feelings and values and is a prerequisite for effective communication, interpersonal relationships, and developing empathy for others
Empathy	The ability to imagine what life is like for another person, even in a situation that we are unfamiliar with	Can help us accept others who may be very different from ourselves, respond to people in need and promote other positive social interactions
Coping with emotions	The ability to recognize a range of feelings in ourselves and others, the awareness of how emotions influence behaviour, and the ability to respond to emotions appropriately	Enables us to respond appropriately to our emotions and avoid the negative effects that prolonged, pent up emotions may have on our physical and mental health

Coping with stress	The ability to recognize the sources of stress in our lives and the effects that stress produces, and the ability to act in ways that help us cope or reduce our levels of stress	Enables us to adjust our levels of stress and avoid the negative consequences of stress, including boredom, burnout, susceptibility to disease and behavioural changes
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Life Skills	Definitions	Significance
Negotiation skills	The ability to communicate with other people for the purpose of settling a matter, coming to terms, or reaching an agreement. This may involve the ability to compromise or to give and take	Helps us to meet and address individual needs and concerns in ways that are mutually beneficial. This is a key factor in working and playing cooperatively with others.
Refusal skills	The ability to communicate the decision to say “no” effectively (so that it is understood).	Enables us to carry out health-enhancing behaviours that are consistent with our values and decisions.
Assertiveness skills	The ability to state one’s point of view or personal rights clearly and confidently, without denying the personal rights of others	Assertiveness skills enable people to take actions that are in their own best interests. Such actions include the ability to stand up for oneself or someone else without feeling intimidated or anxious and to express feelings and points of view honestly and openly.
Healthy self-management/monitoring skills	The ability to make situational and lifestyle behaviour choices that result in attaining and/or maintaining one’s physical, social, emotional, spiritual, and environmental health.	Enables us to maintain health-enhancing decisions from day to day as well as to reach longer-term health and wellness goals.

EXEMPLAR LESSON PLANS

LESSON PLAN 1

UNIT 1; TOPIC 1: SELF AWARENESS

GRADE: K

TIME: 35 Minutes

PURPOSE: To allow students to get a better understanding of themselves

STUDENT OBJECTIVES: Students will be able to:

1. State what makes them special
2. Demonstrate an appreciation of self and others
3. Use self-awareness skills to positively describe themselves

RESOURCES: Paper, crayons, scissors, materials for “I am Special” tree

STEP 1: Introduction (5 minutes)

T asks students to form a circle

Ss sing song “I am Special”

T asks “Are you Special?”

T consolidates responses – we are all special

STEP 2: Development (20-25 minutes)

T invites students to say something good about themselves

Ss get into pairs to say something good about each other

T defines the term special and stresses that we are all special in our own different ways

Ss make paper faces of what makes them special

Ss stick faces on “I am Special” tree

EVALUATION/ HOMEWORK:

1. Draw picture of yourself and write two words to describe you
2. Draw picture of a friend and give two words to describe him/her

LESSON PLAN 2

UNIT 5; TOPIC 1: RESPECT FOR SELF AND OTHERS

GRADE: 1

TIME: 35 minutes

PURPOSE: To help students appreciate themselves for who they are – boy/girl

STUDENT OBJECTIVES: Students will be able to:

1. Explain what makes them male/female, boy/girl
2. Demonstrate an acceptance of their gender
3. Use critical thinking skills to deal with gender issues

RESOURCES: Chalk board, chalk, magazines, newspapers, brochures, leaflets

STEP 1: Introduction (5minutes)

T says “All girls go to the front left and all boys go to the front right” (this suggestion is valid for single sex classes also)

T asks boys and girls “why did you go to the left/right?”

Ss return to their seats

STEP 2: Development (20-25 minutes)

T creates two columns on chalk board – boys, girls

Ss take turns to say one characteristic that they associate with each gender group

T writes responses on board. (If the response fits both groups teacher places response in both columns and address the gender issue)

T introduces concept of gender

T encourages acceptance of gender by asking: “why do you like being a boy/girl?”

EVALUATION/HOMEWORK:

Use cut out pictures to make a collage showing characteristics of your gender. Students may obtain pictures from magazines, brochures etc.

LESSON PLAN 3

UNIT1; TOPIC 3: RELATIONSHIPS

GRADE: 2

TIME: 35 Minutes

PURPOSE: To provide students with the opportunity to understand ‘friendship’ as the basis of a good relationship

STUDENT OBJECTIVES: Students will be able to:

1. List the components of friendship
2. Show appreciation for friends
3. Use communication skills to build and maintain friendships

RESOURCES: Song – ‘The more we are together’, materials for friendship bracelets, list of components of friendship e.g. trust, honesty, confidence

STEP 1: Introduction (5 minutes)

Ss sing the song:
The more we are together, together, together
The more we are together
The happier we shall be
For my friend is your friend
And your friend is my friend
The more we are together, the happier we shall be

T asks students
What makes someone a friend?
Are friends important?

Ss brainstorm some components of friendship

STEP 2: Development (20-25 minutes)

T divides students into groups of five

Ss prepare a list consisting of components of friendship and the importance of each component to friendship

T interacts with each group during this exercise

Group leaders put their list on the board and explain the contents

T gives a summary of the components and their importance to friendship

EVALUATION:

Students make friendship bracelets for friends of another class in the school. At least five components of friendship should be written on each bracelet. Bracelets may be prepared during VPA lesson.