

**CURRICULUM GUIDE
KEY STAGE 2**

HEALTH AND FAMILY LIFE EDUCATION

GRADES 3&4

**SKILLS FOR HEALTHY
LIVING**

Curriculum, Measurement and Evaluation Unit
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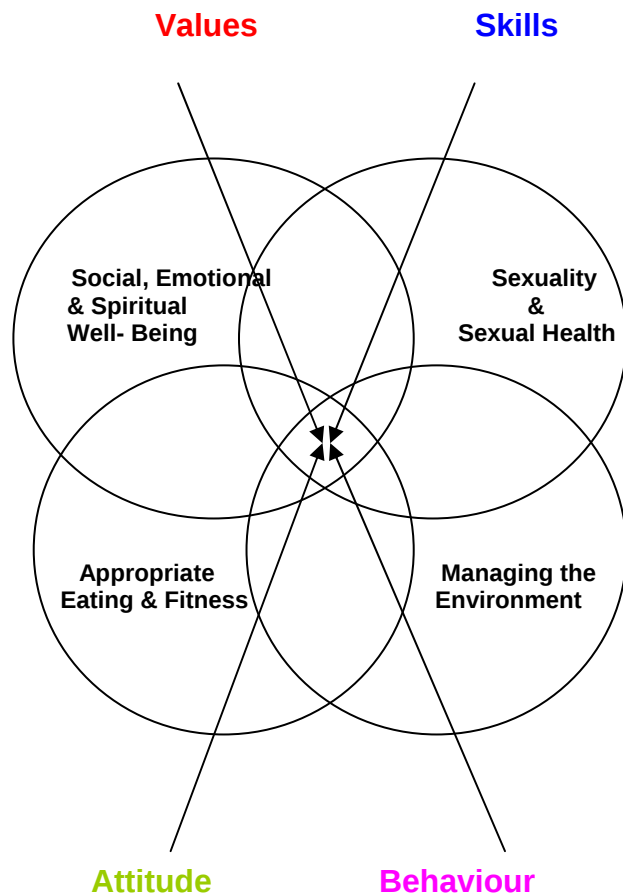
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*Myrtle Prevost
E.O. - Health and Family Life Education*

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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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 unit plan, lessons and lesson plans for Grades 3 & 4; samples of a case study, checklist and rubric; 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 3

TERM 1 SUMMARY

		SESSIONS	PAGE
UNIT 1:	WHO AM I?		
TOPIC 1: AT 1 LO 1 SC: 1 & 4	SELF-AWARENESS	4 – 6	10
TOPIC 2: AT 1 LO 2 SC: 1 – 4	REVERENCE TO FAITH	3 – 4	12
TOPIC 3: AT 1 LO 1 SC: 2 – 3 LO 3 SC: 1 – 3	RELATIONSHIPS	3-4	14
 UNIT 2	 IS OUR ENVIRONMENT SAFE?		
TOPIC 1: AT 4 LO 1 SC: 1 – 4:	HOME AND SCHOOL ENVIRONMENT	4 – 6	16
TOPIC 2: AT 4 LO 2 SC: 1– 4	HEALTH AND SAFETY	4 – 5	18
			TOTAL(25 - 27)



GRADE 3

UNIT 1

WHO AM I?

TOPIC 1: SELF-AWARENESS

STRAND 1: SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING

SESSIONS: 4 - 6

LO 1: DEMONSTRATE SELF-CONFIDENCE AND RESPONSIBILITY IN BUILDING GOOD RELATIONSHIPS



SUCCESS CRITERIA:

- 1. Demonstrate good communication skills when participating in listening and speaking activities and games**
- 2. Work with others in a group to plan and complete a task**
- 3. Participate in group activities by offering inputs and accepting those of others**
- 4. Give and receive comments about their own behaviour and that of others**

ACTIVITIES:

- Write and present tribute to each other
- Practice giving and receiving compliments
- Write a poem highlighting the good things about self and read it out loud to class
- List positive things they like about themselves and negative things that can be corrected
- In a group develop a game that focuses on positive attributes e.g. pick a name out of a box and say something positive about the person.

RESOURCES: Sample of tribute, sample of portrait, list for project

➡ **Skills:** Self awareness, self-esteem, communication, interpersonal relationship skills
➡ **Teacher Note:** Give pupils an example of a tribute to someone local including a farmer, a teacher or student of another class.

ASSESSMENT:

- Assess pupils' participation in group activities using a checklist.
- Assess the products of pupils' group work
- Pupils prepare a collage about themselves

GRADE 3

UNIT 1

WHO AM I?

TOPIC 2: REVERENCE TO FAITH

STRAND 1: SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING

SESSIONS: 3 - 4

LO 2: DEMONSTRATE AWARENESS OF WHAT IS RIGHT AND WRONG ACCORDING TO ONE'S OWN FAITH



SUCCESS CRITERIA:

- 1. Encourage each other to do what is right**
- 2. Render service to each other even in small ways**
- 3. Treat each other fairly**
- 4. Work co-operatively with each other**

ACTIVITIES:

- Write songs/poems on doing what is right
- Role play situations to show how they can render service to each other fairly
- Prepare “Good Turn Cards” for recording good turns done to others

RESOURCES: Sample of songs/poems, sample of case studies/scenarios, situations for role play, good turn cards

- | |
|--|
| <ul style="list-style-type: none">➔ Skills: Self-awareness, communication, interpersonal relationship skills➔ Teacher Note: Encourage pupils to orally share instances where they tendered service to others. |
|--|

ASSESSMENT:

- Pupils are assessed on songs/poem presentation
- Pupils' Good Turn Cards are assessed
- Use check list to assess role play

TOPIC 3: RELATIONSHIPS

STRAND 1: SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING

SESSIONS: 3 - 4

LO 3: PARTICIPATE IN MEANINGFUL ACTIVITIES TO HELP THEMSELVES AND OTHERS TO DEVELOP POSITIVELY



- 1. Assist and encourage others to develop/improve personal skills/talents**
- 2. Respect and lend assistance to those who ask for help**
- 3. Encourage others to visit sick/shut-in people**

ACTIVITIES:

- Plan and participate in a talent show
- Work on project showing ways in which they can be of help to others in small groups
- Role play ways in which they can assist those in need of help
- Visit sick/shut-in/elderly and report on their activities
- Prepare poems cards of good sentiments

RESOURCES: Sample of cards, situation of role play, equipment and props for talent show

➡ **Skills:** Self-awareness, interpersonal relationship skills, communication, empathy
➡ **Teacher Note:** Allow pupils to plan for activities to take place during each visit. Prepared poems, songs and cards may be taken to the sick and shut in.

ASSESSMENT:

- Assess pupils' presentation at talent show
- Use check list to assess role play
- Assess cards, poems, participation in activities.

TOPIC 1: **HOME AND SCHOOL ENVIRONMENT**

STRAND 4: **MANAGING THE ENVIRONMENT**

SESSIONS: **4 - 6**

LO 1: **DESCRIBE THE POTENTIAL DANGERS OF ENVIRONMENTAL PRACTICES ON OUR HEALTH**



SUCCESS CRITERIA:

- 1. Make a display of farming and household chemicals**
- 2. Read labels and discuss the dangers associated with the use/handling and storage of the farming and house hold chemicals**
- 3. Make a presentation in groups to demonstrate appropriate use/handling of chemicals and disposal of garbage to keep the home and school clean and healthy**
- 4. Discuss dangers of tampering with harmful objects**

ACTIVITIES:

- Bring in and make a display of empty containers and/or pictures
- Read labels of farming and household chemicals and present in different categories e.g. should not be inhaled; should be touched with gloves on
- Participate in group presentations to demonstrate appropriate use/handling of household chemicals using different strategies (role play, songs, poems murals)
- Listen to resource person on the storage and handling of farming and household chemicals
- Discuss pictures of persons littering rivers, beaches
- Participate in field trip to farm to observe proper use of farming chemicals

RESOURCES: Samples/pictures, labels of farming and household chemicals, gloves, containers, props for group presentation, Environmental Health Officer, farmer

➡ **Skills: Problem solving, decision making, creative thinking, communication**
➡ **Teacher Note:** Be sure to draw to attention of pupils the dangers of indiscriminately using common household cleaning agents.

ASSESSMENT:

- Assess participation and presentation using check list and rubric
- Prepare items for portfolio

TOPIC 2: HEALTH AND SAFETY

STRAND 4: MANAGING THE ENVIRONMENT

SESSIONS: 3-4

LO 2: EXAMINE SITUATIONS AND PRACTICES, WHICH CONTRIBUTE TO A SAFE AND HEALTHY ENVIRONMENT



SUCCESS CRITERIA:

- 1. Create a visual to differentiate between proper/improper storage and disposal of garbage**
- 2. Identify and discuss some common health problems caused by improper storage and disposal of garbage**
- 3. Produce a text (print and visual) on ways of preventing common illnesses caused by improper garbage disposal.**
- 4. Demonstrate an understanding of the potential danger of certain games (e.g. throwing stones) and certain places where they play (e.g. rivers, sea, pools) without adequate supervision**

ACTIVITIES:

- Role play proper garbage disposal strategies at school and home
- Create a visual to differentiate between proper/improper storage and disposal of garbage
- Write a paragraph on ways of preventing the common illness associated with improper garbage disposal and storage
- Prepare questionnaire and listen to a resource personnel on dangers of improper storage and disposal of garbage
- Role play some dangers associated with certain games
- Participate in a field trip to a garbage disposal site

RESOURCES: Samples of visual/audio presentation, props of simulations, samples of questionnaire, resource person

➡ **Skills:** **Critical thinking, decision making, problem solving, communication**
➡ **Teacher Note:** This Unit is ideal for sharpening pupils' problems – solving skills. Pupils may be set tasks that require the use of that skill.

ASSESSMENT:

- Pupils are assessed on the questionnaire and interpretation (through role play)
- Assess pupils on presentation using check list
- Write a paragraph explaining the dangers involved in playing certain games.

GRADE 3

TERM 2 SUMMARY

		SESSIONS	PAGE
UNIT 3	HOW DO I KEEP FIT?		
TOPIC 1: AT 2 LO 2 SC: 1 – 4:	NUTRITION	4 – 6	21
TOPIC 2: AT 2 LO 3 SC: 3:	EXERCISE, REST AND HYGIENE	4 – 6	23
UNIT 4	WHAT SHOULD I DO?		
TOPIC 1: AT 3 LO 1 SC: 1 – 4:	GENDER	4 – 6	25
TOPIC 2 AT 1 LO 4 SC: 1 - 5	WORK AND CAREER	3 – 4	27

TOTAL(20 - 22)



GRADE 3

UNIT 3

HOW DO I KEEP FIT?

TOPIC 1: **NUTRITION**

STRAND 2: **APPROPRIATE EATING AND FITNESS**

SESSIONS: **5-6**

LO 2: **EXPLAIN THE BENEFITS OF NUTRITIOUS FOODS AND DRINKS TO THE INDIVIDUAL AND FAMILY**



SUCCESS CRITERIA:

- 1. Present healthy meals using foods from each food group and explain the importance of this**
- 2. Identify and discuss nutritious snacks**
- 3. In groups develop strategies to encourage peers to eat healthier snacks**
- 4. Suggest ways to influence parents to cook healthy meals using foods from each food group**

ACTIVITIES:

- Participate in healthy snacks display
- Use paper plates and pictures to present a healthy meal
- Prepare pep talk to deliver to other students at assembly about eating healthily
- Prepare healthy snacks
- Prepare questions to ask resource persons on food and nutrition/meal planning and preparation

RESOURCES: Sample of healthy snacks, paper plates and pictures, sample of questions, sample of pep talk, ingredients of healthy snacks

➡ Skills: Creative thinking, decision- making, communication ➡ Teacher Note: Students can brainstorm ways in which they can influence their parents to prepare healthy snacks and as a home work exercise, put the suggestions into practice.

ASSESSMENT:

- Assess students on participation and presentations
- Poster display about different foods
- Written test

TOPIC 2: EXERCISE, REST AND HYGIENE

STRAND 2: APPROPRIATE EATING AND FITNESS

SESSIONS: 4-5

LO 3: APPLY HYGIENE AND FITNESS PRACTICES AT HOME AND SCHOOL



SUCCESS CRITERIA:

- 1. Display good hygiene practices, e.g. sneeze in handkerchief, comb hair, wash hands after using washroom, brush teeth especially at night**
- 2. Develop and use strategies to encourage others to engage in good hygiene practices**
- 3. Role play the effects of good/poor hygiene practices on class relationships**
- 4. Plan a simple, fitness routine to include exercise and rest**

ACTIVITIES:

- Role play the effects of good/poor hygiene practices after fitness programmes
- Prepare visual to display various fitness and exercise activities
- Prepare charts to display good hygiene practices
- Prepare jingles and rhymes to encourage good hygiene practices and discuss
- View a film/pictures on effects of poor hygiene

RESOURCES: Sample of charts, props for role play, skip ropes, balls, videos/DVD

➡ Skills: Self-awareness, self-esteem, communication, interpersonal relationship skills ➡ Teacher Note: Stress the importance of applying good hygiene practices after participating in a fitness/exercise activity. Students should explore when 'rest' is necessary and why.
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ASSESSMENT:

- Use checklist to assess pupils' presentations.

TPOIC 1: GENDER

STRAND 3: SEXUALITY AND SEXUAL HEALTH

SESSIONS: 5-6

LO 1: DISCUSS THE DIFFERENT TYPES OF ROLES ASSOCIATED WITH MALES AND FEMALES



SUCCESS CRITERIA:

- 1. Interview members of the family and school about the roles they associate with males and females and why**
- 2. Use visuals, role play, bar charts to present/share information about roles played by males and females**
- 3. Discuss their feeling about the information gleaned through research on gender roles**
- 4. Work in groups to provide evidence to dispel myths about the types of jobs males and females can do**

ACTIVITIES:

- Develop a questionnaire to interview persons on their views about roles associated with males and females
- Interview persons in their families and neighbourhood to find out roles they associate with male and female
- Present information on views associated with male and female in drama, charts and song
- Dramatize roles associated with male and female
- Discuss the stereotype in roles associated with male and female
- View/discuss video tapes and pictures providing evidence to dispel myths and misconceptions about roles associated with male and female

RESOURCES: Resource person, props for role play, picture video tape, sample myths

➡ **Skills:** **Critical thinking, self-awareness, assertiveness, communication**
➡ **Teacher Note:** Use local examples to demonstrate the changing roles of male and female. Invite resource persons e.g. Females who are in traditional male jobs and vice versa to share their experiences with class.

ASSESSMENT:

- Assess pupils' presentations
- Pupils make a list of myths and misconceptions and show how they are incorrect

GRADE 3

UNIT 4

WHAT SHOULD I DO?

TOPIC 2: WORK AND CAREER

STRAND 1: SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING

SESSIONS: 3 - 4

LO 4 CLASSIFY DIFFERENT CATEGORIES OF JOBS IN TERMS OF THEIR CONTRIBUTION TO SELF, FAMILY AND SOCIETY



SUCCESS CRITERIA:

- 1. Identify categories of jobs e.g. Health worker, Communication worker, Service provider, Self-employed worker**
- 2. Discuss the contribution of work to self, family and society**
- 3. Identify and discuss how a lack of skilled persons for some jobs can impact poorly on the community**

ACTIVITIES:

- Interview persons in the community about the jobs they do and how that job benefits themselves, their families and their community
- Role play jobs that parents or other members of the family do
- Make a display of jobs and their contribution to self, family and community
- Listen to resource persons on contribution of careers to the community
- Share knowledge of what skills are needed to perform some jobs
- Play games to identify workers and the work they do

RESOURCES: Picture, charts of jobs in our community, game cards, resource persons

➡ **Skills:** **Decision-making, critical thinking, communication**

➡ **Teacher Note:** Link having a job to building self esteem, self confidence and helping others. Students can also discuss what it would be like to have a few or no skilled workers in a community.

ASSESSMENT:

- Complete the blanks e.g.

A ----- cares for the sick and works at a hospital

- Match job to contribution. For each contribution state whether it is to self, family or community by writing S, F or C

- Pupils create a booklet about workers/occupations in the community.

GRADE 3

TERM 3

SUMMARY

		SESSIONS	PAGE
Unit 5:	HOW DO I CARE FOR MYSELF AND OTHERS?		
TOPIC 1: AT 2: LO 3: SC 1, 2, 4 AT 3: LO 2 SC 2, 4 AT 3: LO 3 SC 5	RESPECT FOR SELF AND OTHERS	5-6	30
TOPIC 2: AT 2: LO 1: SC 1-5 AT 3: LO 2: SC 5	DRUG AWARENESS	5-6	32
TOPIC 3: AT 3: LO 3 SC 1 – 4 AT 3: LO 2 SC 1, 3, 5	HIV/AIDS AWARENESS	4-6	36
		Total (17-18)	



GRADE 3

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 SOME UNDERSTANDING OF THE CONCEPT OF SEX AND SITUATIONS THAT CAN PUT THEM AT RISK FOR SEXUAL ABUSE



SUCCESS CRITERIA:

- 1. Make a presentation of appropriate and inappropriate modes of dress for different occasions e.g. visual, role play**
- 2. Discuss the importance of home rules in relation to their behaviour and their coming and going etc.**
- 3. Explain sexual abuse in simple and appropriate language**
- 4. List family arrangements and situations which put them at risk for sexual abuse e.g. family arrangements, friendships, strangers**
- 5. Participate in discussion on case study about the importance of keeping home rules**

RESOURCES: Charts, rhymes, list of home rules, list of good behavioural techniques

ACTIVITIES:

- Present a view on the concept of sex
- Participate in a fashion show appropriate wear for different occasions
- Draw up a set of rules for their own behaviour in relation to their sexual health
- Listen to a talk by district nurse welfare officer on situations that put them at risk for sexual abuse

➡ **Skills:** Self-awareness, self-esteem, communication, decision-making, assertiveness
➡ **Teacher Note:** Students need to know that their behaviour in public as well as the places they go and friends that they frequent can also put them at risk for sexual abuse.

ASSESSMENT:

- Assess pupils on level of participation in group work and presentations
- List specific family arrangements and situations and tell how they can put you at risk for sexual abuse

GRADE 3

UNIT 5

HOW DO I CARE FOR MYSELF AND OTHERS?

TOPIC 2: HIV/AIDS AWARENESS

STRAND 3: SEXUALITY AND SEXUAL HEALTH

SESSIONS: 4-6

LO 3: IDENTIFY AND DISCUSS THE DIFFERENT WAYS THROUGH WHICH HIV AND STIs CAN BE CONTRACTED



SUCCESS CRITERIA:

- 1. Use literature to find out ways that HIV/AIDS and other STIs can be contracted**
- 2. Discuss how sexual abuse, inappropriate behaviour and other factors can put them at risk for HIV/AIDS and other STIs**
- 3. Play games to show how easily HIV can be transmitted from person to person.**
- 4. Produce a visual to show how they can keep themselves sexually healthy**
- 5. Use literature and background knowledge to explain how the use of alcohol and other drugs can put them at risk for sexual abuse(drunk and vulnerable).**

ACTIVITIES:

- Carry out research to find out about the different ways by which HIV/AIDS can be contracted. Pupils present their findings in whatever way they choose
- Co-operatively write and role play a story about the AIDS virus or any other STI
- Create jingles, raps focusing on prevention of HIV
- Role play ways to say no to sexual advances

- React to literature and case studies which portray how assertiveness is used to resist sexual advances

RESOURCES: Props for role play, resource personnel, literature, case studies – paper, markers, crayons, pictures

➡ **Skills:** Critical thinking, creative thinking, communication, self-awareness,
 ➡ **Teacher Note:** Allow students to think through their own situations and come up with strategies to keep safe.

ASSESSMENT:

- Assess pupils on role play using checklist
- Make a list of ways to avoid situations that could lead to sexual abuse
- Write 3 sentences explaining how HIV can be contracted
- Create poster explaining how to say no to prevent HIV/AIDS infection

GRADE 3 UNIT 5 HOW DO I CARE FOR MYSELF AND OTHERS?

TOPIC 3: DRUG AWARENESS

STRAND 1: SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING

SESSIONS: 4-6

**LO1: UNDERSTAND THAT DRUGS AND OTHER SUBSTANCES CAN
LEAD TO ADDICTION**



SUCCESS CRITERIA:

- 1. Use literature to discuss the stages and dangers of addiction**
- 2. List and categorize legal and illegal drugs that people can become addicted to e.g. alcohol, coffee, tobacco, marijuana**
- 3. Interview an ex drug addict and discuss issues that arise**
- 4. Express feelings and opinions about persons who are addicted to drugs**
- 5. Name some socially accepted drugs that can lead to addiction. (E.g. alcohol, tobacco) and discuss the effects on health**

ACTIVITIES:

- Collect and use booklets, flyers, newspapers, clippings to contribute to discussion on types of drugs
- In a group prepare a display of different kinds of drugs. Note: pictures should be used especially for illegal drugs. Resource person can bring in samples of drugs.
- Prepare questions to ask an ex drug addict about drug addiction and the effects on his/her life

- Make scrap books of drugs (pictures)
- Write slogans/posters to encourage a drug free life. Note: Not all drugs are bad. Some legal drugs can be abused

RESOURCES: Booklets, flyers, newspapers, clippings, sample of questions, Pictures of drugs, sample of slogans/posters, resource person

➡ **Skills:** Communication, decision-making, assertiveness, critical thinking, creative thinking

➡ **Teacher note:** Impress on pupils that not all drugs are bad. Also, both legal and illegal drugs can be abused.

ASSESSMENT:

- Assess pupils participation in work done in class
- Use rubric to assess scrap book and slogans/posters

GRADE 4
TERM 1 SUMMARY

		SESSIONS	PAGE
UNIT 1:	WHO AM I		
TOPIC 1: AT 1 LO 1	SELF-AWARENESS	4 – 6	37
TOPIC 2: AT 1 LO 2	REVERENCE TO FAITH	3 – 4	39
TOPIC 3: AT 1 LO1	RELATIONSHIPS	3 - 4	41
UNIT 2	IS OUR ENVIRONMENT SAFE?		
TOPIC 1: AT 4 LO 1	HOME AND SCHOOL ENVIRONMENT	4 – 6	43
TOPIC 2: AT 4 LO 4	HEALTH AND SAFETY	4 – 5	45

TOTAL(25 - 27)



TOPIC 1: SELF AWARENESS

STRAND 1: SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING

SESSIONS: 4-6

LO 1: DEMONSTRATE GOOD SELF IMAGE AND SENSITIVITY
WHEN COMMUNICATING WITH OTHERS TO AVOID
CONFLICT



SUCCESS CRITERIA:

- 1. Demonstrate concern for and interest in the feelings, wants and needs of others.**
- 2. Use role play, singing and stories to demonstrate an awareness of diversity in the feelings and needs of people.**
- 3. speak respectfully to others without rancour**
- 4. Respect those in authority (e.g. no talking back, disobedience)**
- 5. Engage in activities that will encourage amicable resolution of differences**

ACTIVITIES:

- Create stories/poems and role play situations which express an interest in other people's feelings, wants and needs
- Create/sing songs which tell of various differences that exist among different people e.g. race, religion class, physical fitness etc
- Present a mural or collage to show diversity in people
- Formulate a set of rules which encourage respect for those in authority
- Debate on a topic in an amicable manner

RESOURCES: Props for role play, paint, brushes – mural, materials for collage, samples of rules, samples of stories/poems

➡ **Skills:** Self-awareness, self-esteem, communication, empathy, interpersonal relationship skills

➡ **Teacher Note:** Link diversity in people to diversity in the needs and wants of different people

EVALUATION:

- Assess role play using a checklist
- Choose three rules and give consequences for breaking them
- Write a letter to a friend telling him/her how to show respect for those in authority.

GRADE 4

UNIT1

WHO AM I?

TOPIC 2: REVERENCE TO FAITH

STRAND 1: SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING

SESSIONS: 4-6

LO 2: SHOW TOLERANCE AND RESPECT FOR OTHER PEOPLE'S FAITHS AND BELIEFS



SUCCESS CRITERIA 1:

- 1. Role play how to show respect for places of worship of different faiths e.g. take off your shoes on entering a mosque**
- 2. Work as a team to achieve a common goal with others of different faiths**
- 3. Use dramatic form to show respect for beliefs of others – Muslims, Hebrews, Christians**

ACTIVITIES:

- Role play how to show respect for various places of worship
- Brainstorm ways in which religious differences can cause conflict
- Visit places of worship of different faiths
- Create a mural of different places of worship

RESOURCES: Props for role play/drama

ACTIVITIES:

- Use role play to show ways to resolve religious conflict
- Research beliefs of local faiths
- Work in a multi – faith group to creatively display the various beliefs of local religions

➡ **Skills:** **Interpersonal relationship skills, communication, creative thinking**
➡ **Teacher Note:** When teaching this Unit, show pupils how they can use effective communication and interpersonal relationship skills to avoid religious conflict.

ASSESSMENT:

- List three ways you can show respect for places of worship of other faiths
- Assess pupils group work and presentations

TOPIC 3: RELATIONSHIPS**STRAND 1: SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING****SESSIONS: 4-6****LO 1: DEMONSTRATE GOOD INTERPERSONAL RELATIONSHIP SKILLS THROUGH PARTICIPATION IN GROUP ACTIVITIES AT SCHOOL****SUCCESS CRITERIA:**

- 1. Treat others fairly regardless of gender, race or creed**
- 2. Use personal skills, talents and knowledge to work collaboratively with others in a team.**
- 3. Show willingness to compromise in difficult situations**
- 4. Practice effective communication skills**
- 5. Anticipate needs of others and offer assistance**

ACTIVITIES:

- Role play dramatic ways in which they can treat others fairly
- Pupils work as a group to make presentation to the rest of the school e.g. – assembly
- Pupils make presentation (through various ways) to show the importance of effective communication on interpersonal relationships and conflict resolution
- React to case studies to show how they can offer assistance to others

RESOURCES:

Props for drama and role play, sample of presentation, case study, to conflict resolution

➡ **Skills:** Self-awareness, interpersonal relationship skills, communication, problem-solving

➡ **Teacher Note:** Pupils need to know what it means to work collaboratively with others.

ASSESSMENT:

- Write a slogan to encourage fair treatment of others
- Assess pupils presentation
- Explain how effective communication enhances interpersonal relationships

TOPIC 1: HOME AND SCHOOL ENVIRONMENT

STRAND 4: MANAGING THE ENVIRONMENT

SESSIONS: 4-6

LO 1: DEMONSTRATE AN UNDERSTANDING OF AND HELP PROMOTE HEALTHY PRACTICES WITHIN THE SCHOOL AND HOME ENVIRONMENT



SUCCESS CRITERIA:

- 1. Make a list of different types of garbage and classify according to their own criteria and share with others**
- 2. Discuss ways in which improper disposal of garbage can affect their health**
- 3. Make a visual of the ways of disposing of different categories of garbage at home, school and in the community**
- 4. Identify an area of the school that needs to be uplifted and write a letter to the teacher or principal to suggest ways to improve it**
- 5. Draw up, share and display goals for promoting and maintaining a healthy home and school environment**

ACTIVITIES:

- Design containers and label as bio-degradable and non-biodegradable
- Pupils to dispose of their garbage accordingly.
- Participate in a litter-free day at school.
- Participate in making a compost.
- Prepare a questionnaire and carry out a research among the school population on the different ways by which they dispose their garbage at home and which way of disposal is the most appropriate

- Pupils adopt an area within the school compound where they will be responsible for planting trees/flowers, weeding, watering the plants and keeping it free from litter
- Participate in discussion with a health official on ways by which garbage can impact on their lives

RESOURCES: Containers, (pails, buckets), garbage bags, questionnaire, list of questions to be raised during discussion, resource person

➡ **Skills:** **Decision-making, problem solving, communication, critical thinking**
 ➡ **Teacher Note:** To teach this Unit as an HFLE topic and not a social science, be sure to allow pupils to practice at least one Life Skill per lesson.

ASSESSMENT:

- Define the terms biodegradable and non-biodegradable. List three examples of each
- Use checklist to assess participation in activities
- Design posters depicting proper garbage disposal

TOPIC 2: HEALTH AND SAFETY

STRAND 4: MANAGING THE ENVIRONMENT

SESSIONS: 4-5

LO 4: DEVELOP AND APPLY STRATEGIES WHICH WILL PROMOTE PROTECTION OF THE ENVIRONMENT



SUCCESS CRITERIA:

- 1. Research activities that damage the environment**
- 2. Identify and discuss local activities that damage the environment**
- 3. Design a programme for better use of the environment to share with others**
- 4. Participate in a rally to promote environmental awareness**

ACTIVITIES:

- View film depicting pollution
- Write a letter to the Village Council Chairman informing him/her of a site in the community that is being polluted e.g. – the beach, river, drains, an empty lot
- Research the impact of tarish mining on communities where the activity is taking place
- Make posters and participate in a ‘Save the Environment’, walk
- Brainstorm alternatives for chemicals such as pesticides, weedicides and insecticides
- Design a project on one of the alternatives
- Participate in a class discussion on safe environmental practices with an Environmental Health Officer (EHO) or a Conservation Officer

RESOURCES: Questionnaire for research, markers, crayons, paper for posters, clean containers, labels of pesticides, weedicides and insecticides, list of questions which need addressing during the discussion, video

➡ Skills: Creative thinking, problem-solving, critical thinking, communication ➡ Teacher Note: Project on the environment can be further developed for the annual Science, Mathematics and Technology Fair.

ASSESSMENT:

- Use checklist/rubric to assess pupils work on research, project, letter

GRADE 4

TERM 2

SUMMARY

		SESSIONS	PAGE
UNIT 3	HOW DO I KEEP FIT?		
TOPIC 1: AT 2 LO 2	NUTRITION	4 – 6	47
TOPIC 2: AT 2 LO 3	EXERCISE, REST AND HYGIENE	4 – 6	49
UNIT 4			
TOPIC 1: AT 3 LO 1	GENDER	4 – 6	51
TOPIC 2 AT 1 LO 4	WORK AND CAREER	3 – 4	53

TOTAL(20 - 22)



GRADE 4

UNIT 3 HOW DO I KEEP FIT?

TOPIC 1:

NUTRITION

STRAND 2:

APPROPRIATE EATING AND FITNESS

SESSIONS:

4-6

LO 2:

PLAN A MEAL FOR A FAMILY WITH A SPECIFIC BUDGET



SUCCESS CRITERIA:

- 1. Identify and discuss meals that meet the different needs of family members**
- 2. Follow a meal planning process to plan a meal for a specific family**
- 3. Research and prepare a shopping list within a family budget**
- 4. Prepare a recipe with costing for one dish from a meal, using visual and print**

ACTIVITIES:

- Select dishes/food for a family taking into account the family's budget
- Categorize family members based on their nutrition needs e.g. baby, adolescent
- Research and prepare a shopping list with cost within the budget
- Present using visual and print one recipe for one dish from your meal with costs
- Listen to resource person on meal planning

RESOURCES: Ingredients for recipe, pictures, resource person

➡ **Skills:** communication, creative thinking, problem-solving, critical thinking, communication

➡ **Teacher Note:** A field trip to the general hospital to tour its kitchen and listen to a talk by its nutritionist would be a worthwhile experience for pupils.

ASSESSMENT:

- Prepare a menu for a meal for your pre-school sister/brother
- How much does it cost to feed you for a day?
(Include breakfast, lunch, afternoon snack and dinner)
- Assess pupils on class participation and presentation

GRADE 4

UNIT 3

HOW DO I KEEP FIT?

TOPIC 2: EXERCISE, REST AND HYGIENE

STRAND 2: APPROPRIATE EATING AND FITNESS

SESSIONS: 4-6

LO 3: CONDUCT A GROUP RESEARCH TO UNDERSTAND THE BENEFITS OF DIET, TRAINING, HYGIENE AND REST



SUCCESS CRITERIA:

1. Investigate and report on the contribution of diet, training, hygiene and rest to fitness and good health
2. Participate in fitness programmes at school
3. Critically assess the importance of good health to the individual, family and community

ACTIVITIES:

- Prepare questions to ask resource person about diet, training, hygiene and rest
- Pupils organize a display of different things used in body hygiene
- Participate in fitness programmes e.g. – track and field
- React to case study/scenario of how poor health can hinder the progress of individuals and the community

RESOURCES: Resource person, soap, water, washes cloth, tooth brushes, body wash etc

➡ Skills: Critical thinking, creative thinking, communication ➡ Teacher Note: Be sure to make the distinction between ‘diet’ which refers to one’s meal and ‘dieting’ to lose weight.

ASSESSMENT:

- Write a list of activities that help to keep us fit
- Write a letter to your friend explaining the importance of diet, training, hygiene and rest

GRADE 4

UNIT 4

WHAT SHOULD I DO?

TOPIC 1: GENDER

STRAND 3: SEXUALITY AND SEXUAL HEALTH

SESSIONS: 5-6

LO 1: EXPLAIN VARIOUS EMOTIONS, THEIR CAUSES AND WAYS TO HANDLE THEM



SUCCESS CRITERIA:

1. In groups, role play a variety of situations that evoke different emotions using prepared stimuli
2. In the same group, role play ways of managing the emotions illustrated by another group – e.g. – when to turn away, stay calm, scream, run etc.
3. Analyse behaviour in emotional situations that arise at home and school (e.g. making fun of one another)
4. Make a presentation of appropriate strategies for managing or coping with these emotional situations to demonstrate tolerance of each other

ACTIVITIES:

- Role play a variety of situations that evoke different emotions
- Interpret and discuss pictures that infer emotions
- Group discussion on managing emotions
- React to case study to show how they can manage or cope with emotional situations

RESOURCES: Pictures expressing different emotions, case studies

➡ **Skills:** **Coping with emotions, coping with stress, empathy, communication**
➡ **Teacher Note:** Pupils need to know that it is ok to have emotions. However, it is important that these emotions are appropriately expressed.

ASSESSMENT:

- Write a few sentences to show how you would react to a given situation
- It is Jeans Day at your school. All the children are dressed in their T-shirts and Jeans pants while you are in complete uniform. All attention seems to be focused on you. How do you think you would feel? How would you react?

GRADE

UNIT 4

WHAT SHOULD I DO?

TOPIC 2: WORK AND CAREER

STRAND 1: SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING

SESSIONS: 5-6

LO 4: COMPARE THE KNOWLEDGE AND SKILLS NEEDED TO PERFORM THE JOBS THAT INTEREST THEM



SUCCESS CRITERIA:

- 1. Identify jobs that interest them, give reasons**
- 2. Compare and contrast the skills needed to perform the jobs that interest them**
- 3. Discuss the benefits to the community of a job that interests them**
- 4. Creatively share information on a job of their interest**
- 5. Explain how skills and attitudes required for the jobs of their choice can be used in their every day life e.g. willingness to work, making good use of time**

ACTIVITIES:

- Make a list of jobs, tools, equipment and work places associated with jobs that interest them.
- Participate in field-trips to different work places. Farm, bank, radio station
- Interview workers about the knowledge and skills needed to carry out identified jobs
- Participate in Career Day activities
- Draw up a personal study schedule and time table
- Use pictures and text on display board to share information on a job that interests them

RESOURCES: Tools and equipment, questionnaire to be used on field trip, materials for Career Day, samples of study schedule

➡ Skills: Critical thinking, creative thinking, decision-making, communication, self management skills ➡ Teacher Note: Use small – group work to encourage pupil participation
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ASSESSMENT:

- Assess pupils on participation and presentation using checklist
- Prepare a piece of work on the job you want to do for your portfolio

GRADE 4

TERM 3

SUMMARY

		SESSIONS	PAGE
Unit 5:	HOW DO I CARE FOR MYSELF AND OTHERS?		
TOPIC 1: AT 3 LO 2	RESPECT FOR SELF AND OTHERS	5-6	57
TOPIC 2: AT 3 LO 3	HIV/AIDS AWARENESS	4-6	59
TOPIC 3: AT 2 LO 1	DRUG AWARENESS	5-6	61

Total (17-18)



GRADE 4

UNIT 5

HOW DO I CARE FOR MYSELF AND OTHERS?

TOPIC 1: RESPECT FOR SELF AND OTHERS

STRAND 3: SEXUALITY AND SEXUAL HEALTH

SESSIONS: 5-6

LO 2: DEMONSTRATE THE USE OF APPROPRIATE STRATEGIES FOR RESISTING SEXUAL ADVANCES



SUCCESS CRITERIA:

1. **Discuss ways to show and expect respect in relation to their bodies e.g. – touching in places that make them feel uncomfortable.**
2. **Demonstrate ability to use appropriate language and action to prevent sexual abuse (say no and run away)**
3. **Use literature and case studies to discuss situations in which assertiveness is used to resist sexual advances**
4. **Role play and discuss ways to build a relationship of trust with an adult and the importance of such relationships**
5. **Explore where to find help when threatened with sexual advances from others**

ACTIVITIES:

- **Role play ways to say no to sexual advances**
- **Prepare questions and listen to presentation by a resource person on showing respect in relation to their bodies**
- **React to literature and case studies which portray how assertiveness is used to resist sexual advances**
- **Research the different organizations and persons who are available to give help to people who are in situations where they are sexually abused**
- **Role play ways to build trust with an adult**

RESOURCES: Props for role play, resource personnel, literature, case studies

➡ **Skills:** Self-awareness, self-esteem, Critical thinking,, assertiveness, decision-making, interpersonal relationship skills

➡ **Teacher Note:** Pupils should be made aware of some pressure 'lines' that people might say to someone in order to take advantage of them. They can also brainstorm possible responses to those 'lines'.

ASSESSMENT:

- Assess pupils on role play using checklist and rubric
- Make a list of ways to say “NO” to sexual advances
- Write a note to a friend telling her/him where he/she can find help if he/she is in an abusive situation

GRADE 4

UNIT 5

HOW DO I CARE FOR MYSELF AND OTHERS?

TOPIC 2: HIV/AIDS AWARENESS

STRAND 3: SEXUALITY AND SEXUAL HEALTH

SESSIONS: 5-6

LO 3: DISCUSS PREVENTATIVE METHODS FOR CONTRACTING HIV/AIDS AND OTHER STIS AND SHARE WITH OTHERS



SUCCESS CRITERIA:

1. Use literature/visuals to give an account on how HIV/AIDS and other STIs are contracted
2. Research different methods of prevention of infection of HIV/AIDS and other STIs
3. Share information on HIV/AIDS and other STIs with others through visuals/role play etc
4. Discuss ways to protect their sexual health

ACTIVITIES:

- Use magazines and other literature to create a mural on how STIs can be contracted
- Play different games to show how easily HIV can be transmitted
- Write songs, poems, rhymes on ways to keep themselves sexually healthy
- Prepare questions for and listen to a resource person talk on sexual health

RESOURCES: Magazines and other literature, sample of mural, sample of questions, sample of songs, poems, rhyme

→ **Skills:** Self-awareness, self-esteem, communication, assertiveness, decision-making, problem-solving, coping with emotions

→ **Teacher Note:** It is important to impress on pupils that abstinence is the most reliable way of not contracting HIV and other STIs.

ASSESSMENT:

- Assess pupils on presentation of songs, poems, rhymes, mural using rubrics
- Assess pupils on role-play showing refusal skills.

GRADE 4

UNIT 5

HOW DO I CARE FOR MYSELF AND OTHERS?

TOPIC 3: DRUG AWARENESS

STRAND 2: APPROPRIATE EATING AND FITNESS

SESSIONS: 4-6

LO 1: EXPLAIN THE EFFECTS OF DRUGS AND OTHER SUBSTANCES ON THE INDIVIDUAL, THE FAMILY AND COMMUNITY



SUCCESS CRITERIA:

- 1. Role play what happens when people over use socially acceptable drugs, and other harmful substances**
- 2. Prepare and give a presentation (orally, visually and in print) on the effect of drug abuse on an individual and family**
- 3. Share knowledge gained from different media texts about the effects of drug on the community**

ACTIVITIES:

- Role play what happens when people abuse socially acceptable drugs and other addictive substances
- Prepare and give a presentation (orally, visually and in print) on the effects of drugs on the individual and family
- Prepare slogans and banners to encourage a drug-free life
- Participate in a match against drug use/abuse in the community using banners and slogans to convey messages

RESOURCES: Booklets, flyers and video tapes of drug use/abuse, samples of slogans, banners for match

➡ **Skills:** Self-awareness, self-esteem, assertiveness, communication, decision-making, refusal skills
➡ **Teacher Note:** Pupils' presentations can be posted in strategic areas in the school

ASSESSMENT:

1. Write a letter to a friend to encourage a “drug-free” life
2. Use a checklist to assess pupils on participation in activities
3. Assess pupils on presentations using a rubric

LIFE SKILLS

Life Skills are abilities for adaptive and positive behaviour that enable one to deal effectively with the challenges of everyday life.

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	Enables us to adjust our levels 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	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 UNIT PLAN - GRADE 3

GRADE 3 – Unit 1 WHO AM I?				
<i>Topic – Reverence to Faith: Social, Emotional and Spiritual Well-Being</i>				
Objectives	Content	Activities	Resources	Evaluation
Pupils will be able to:				
1. Encourage each other to do what is right and treat each other fairly.	- Ask permission before taking another's property - Be fair - Respect each other - Social graces such as please, thank you, excuse me, may I, sorry	- Group discussions on pictures depicting different behaviours - Role play correct and incorrect behaviour	- Pictures - Text: Health For Life - Pupils relevant objects	Write two sentences related on correct behaviour Draw pictures showing correct behaviour
2. Render service and work co-operatively with each other	- Services can be rendered by visiting the sick, sharing, empathising, helping each other - Working in groups - Working on projects - Drama	- Visit the sick and shut-in - Design get-well cards - Donate food/fruit baskets to the needy - Dramatise different scenarios relating to objectives taught	- Food/fruits - Paper , markers, crayons - Songs - Scenarios	Write ways in which service can be rendered to others
3. Appreciate and respect each other's faith and beliefs	- Some activities may be acceptable in some faiths but unacceptable in others - Different religions have different beliefs	- Visit different churches - Talk about different faiths - Discuss similarities and differences - Role play activities related to one's	- Churches - Booklets - Pupils - Objects related to different faiths	Orally pupils state ways in which they can respect each other's beliefs

	• Have reverence for the Supreme Being/Creator • Respect each other's beliefs	own faith		
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SAMPLE LESSONS from UNIT PLAN - GRADE 3

Sample Lesson 1

PURPOSE: To give pupils the opportunity to think about their behaviour

STUDENT OBJECTIVES: Pupils will be able to-

1. Write or draw situations relating to correct behaviour - **cognitive**
2. Encourage each other to do what is right - **affective**
3. Use communication and decision making skills in demonstrating correct behaviour - **skills**

Sample Lesson 2

PURPOSE: To familiarize pupils with ways in which they can render service to others

STUDENT OBJECTIVES: Pupils will be able to-

1. List three ways in which service can be rendered to others - **cognitive**
2. Appreciate the need to work co-operatively with others - **affective**
3. Use interpersonal relationship and empathy skills to render service to others - **skills**

EXEMPLAR LESSON PLAN from UNIT PLAN – GRADE 3

Unit 1: *Who Am I?*

TOPIC: Reverence to Faith

TIME: 35 minutes

CLASS: Grade 3

PURPOSE: To give pupils the opportunity to think about/reflect on their behaviour

STUDENT OBJECTIVES:

Pupils will be able to-

- a) write or draw situations relating to correct behaviour - **cognitive**
- b) encourage each other to do what is right - **affective**
- c) use communication and decision making skills in demonstrating correct behaviour - **skills**

RESOURCES: Pictures

STEP 1: Introduction (5 minutes)

T asks pupils to recite the pledge 'Kids for Character'

STEP 2: Development (20 – 25 minutes)

T places pupils in groups and distributes pictures showing selected behaviours

Ps in their groups, identify and give reasons for selecting correct and incorrect behaviour

Ps report

T clarifies misconceptions

Ps Get into pairs to discuss each other's behaviour

Ps share ways in which each other can improve on their behaviour

T moves around class to keep pupils on task.

Ps volunteer to share with whole class ways in which they can improve on their own behaviour.

CONCLUSION: T reviews main points of the lesson through questioning

EVALUATION: Pupils

- i. Write two sentences relating to correct behaviour
- ii. Draw a situation depicting correct behaviour

EXEMPLAR UNIT PLAN – GRADE 4

GRADE 4 – Unit 1 Who am I?				
TOPIC: Relationships:- Social Emotional & Spiritual Well-being				
Objectives	Content	Activities	Resources	Evaluation
Pupils will be able to :				
1) a. Demonstrate the importance of caring for others b. Show empathy for others c. List ways in which we care for others	- Each one is special in their own way - We need to care for others	- Read and discuss the story “The Good Samaritan” - Share their own experiences - List ways in which they can care for others - Role play dramatic ways in which they can treat others	- Story - Props for role play	Case Study (with questions) depicting a scenario where a child was injured by another and left alone without help.
2) a. Work collaboratively to identify the needs of others b. Work in groups to assist those in need c. Use interpersonal skills to relate to others	- Different people have different needs - Collaboration involves each one playing a part in some way to achieve a common goal	- Study pictures of needy persons - Identify the needs and what can be done to assist - Visit a needy person in the community in small groups - Identify what can be done to assist that	- Pictures - Needy people in the community	- Pupils make reports based on their activity - Use rubric to assess working collaboratively

		person		
2) a. Identify the problem in a case study in groups b. Generate ideas for solving the problem	• Much can be achieved through team work and team spirit	• Pupils work in groups to read case studies • Pupils identify problems and suggest ways that the problem can be solved	• Case study	Pupils make their presentations based on their case study

SAMPLE LESSONS from UNIT PLAN - GRADE 4

Sample Lesson 1

PURPOSE: To help pupils understand that we are all responsible for each other and that much can be achieved through collaboration

STUDENT OBJECTIVES: Pupils will be able to-

1. State in simple terms some needs of self and others - **cognitive**
2. Take responsibility for working collaboratively with others in a group - **affective**
3. Use critical, creative and problem solving skills to assist others in need - **skills**

Sample Lesson 2

PURPOSE: To provide students with the opportunity to understand that a caring attitude is essential in fostering and building good relationships

STUDENT OBJECTIVES: Pupils will be able to-

1. List ways in which we care for others - **cognitive**
2. Appreciate the importance of caring for others - **affective**
3. Use empathy and effective communication skills to demonstrate caring for others – **skills**

EXEMPLAR LESSON PLAN from UNIT PLAN – GRADE 4

Unit 1: **Who Am I?**

TOPIC: Relationships

TIME: 35 minutes

CLASS: Grade 4

PURPOSE: To help pupils understand that we are all responsible for each other and that much can be achieved through collaboration

STUDENT OBJECTIVES: Pupils will be able to-

- a) State in simple terms some needs of self and others - **cognitive**
- b) Take responsibility for working collaboratively with others in a group - **affective**
- c) Use critical, creative and problem solving skills to assist others in need - **skills**

RESOURCES: Picture

STEP 1: **Introduction (5 minutes)**
T hands out slips of paper to pupils
Ps think of and write a need that they have on their paper

STEP 2: **Development (20-25 minutes)**
Ps read the different needs to the rest of the class
Ps conclude that we all have different needs
T introduces the concept of collaboration
Ps discuss ways in which they can collaborate in a group
T guides discussion
Ps get into groups to plan what they can do as a group to assist someone who is in need

CONCLUSION: Ps share the suggested solutions with the rest of the class

EVALUATION: i. Pupils in groups, plan a visit to a person in their community who is in need.
ii Teacher to assess pupils using *rubric for assessing collaborative work*

ALTERNATIVE ASSESSMENT TOOLS

Alternative assessment strategies provide a non-traditional approach to assessing and interpreting student performance/achievement. Below are some examples of tools used for alternative assessment.

Checklist

A checklist is an instrument that can be used to record the level of participation of a student or group of students in an activity. It can also provide helpful feedback to the teacher about the attitudes, values and feelings of students.

Every checklist requires a rating scale. This checklist which assesses the life skill **empathy** presents a rating scale from (1) Not at all; (2) Sometimes; (3) Often.

Sample Checklist for assessing the life skill empathy

Students	Demonstrates sensitivity	Expresses concern for others	Offers support to others	Identifies with the experience	Withholds personal judgment	Avoids criticizing others
Jane Austin	1	1	2	1	3	3
Joan Cambrun	2	2	2	2	1	2
Kimani Joseph	3	1	3	2	2	1
Agatha Endower	3	2	1	1	1	1
Rohan Golpher	3	2	3	3	2	3

Teacher Comments

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Rating Scale - Role Play

Rating scale for assessing role play

CRITERIA	EXCELLENT (4)	GOOD (3)	AVERAGE (2)	BELOW AVERAGE (1)
Content accuracy				
Role (extent to which arguments, solutions etc. were in character)				
Knowledge gained				
Required elements				
Attitudes/feelings				
Props/costumes (optional)				

Rubrics

A rubric is a tool used for assessing performance tasks. The elements of a rubric include a) the criteria for the task, b) levels of performance, and c) quality statements for each level.

Rubric to assess working collaboratively in groups

Skills	Criteria				Points
	1	2	3	4	
Helping: The teacher observed the students offering assistance to each other	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
Listening: The teacher observed students working from each other's ideas	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
Participating: The teacher observed each student contributing to the project.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
Persuading:					

The teacher observed the students exchanging, defending, and rethinking ideas	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
Questioning: The teacher observed the students interacting, discussing, and posing questions to all members of the team.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
Respecting: The teacher observed the students encouraging and supporting the ideas and efforts of others	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
Sharing: The teacher observed the students offering ideas and reporting their findings to each other.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	
Total Points					

Teacher Comments:

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Case Study

Case Studies are real- life stories that describe in detail what happened to a community, family, a school or an individual. When reading or handing out a case study to a class, it is important to help students recognize that a case study is not necessarily the way things ought to happen but is the way things did happen in a specific instance. Case studies may be used to help pupils clarify their own values. They also help teachers gain some insight into the values of their pupils.

Case Study – Moral Development

Joe is a 14-year-old boy who wanted to go to camp very much. His father promised him he could go if he saved up the money for it himself so Joe worked hard at his paper route and saved up the \$40 it cost to go to camp and a little more besides. Just before camp was going to start, however, his father changed his mind. Some of his friends decided to go on a special fishing trip, and Joe's father was short of the money it would cost. He told Joe to give him the money he had saved from the paper route. Joe didn't want to give up going to camp, so he thought of refusing to give his father the money.

Questions for Story

1. Should Joe refuse to give his father the money? Why?
2. Does his father have the right to tell Joe to give him the money? Why?
3. Does giving the money have anything to do with being a good son? Why?
4. Which is worse: a father breaking a promise to his son or a son breaking his promise to his father? Why?
5. Why should a promise be kept?