

KEY STAGE 2

HEALTH AND FAMILY LIFE EDUCATION

GRADES 5 & 6

SKILLS FOR HEALTHY LIVING

ACKNOWLEDGEMENT

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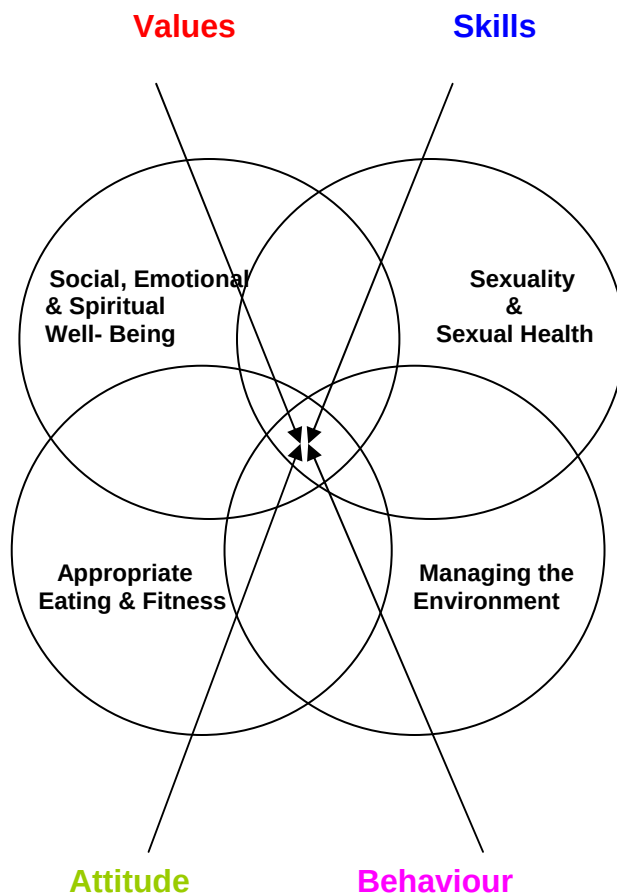
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*Myrtle Prevost
E.O. - Health and Family Life Education*

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.

The guide also contains a sample unit plan, lessons and lesson plans; 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 5

TERM 1 SUMMARY

		SESSIONS	PAGE
UNIT 1	WHO AM I?		
TOPIC 1: AT 3: LO2 SC 3,4	SELF-AWARENESS	4 - 6	
TOPIC 2: AT 1: LO 2 SC 1, 2, 3	REVERENCE TO FAITH	3 - 4	
TOPIC 3: AT 1 LO1 SC 1-4 AT 1 LO3 SC 1-3	RELATIONSHIPS	3 - 4	
 UNIT 2	 <i>IS OUR ENVIRONMENT SAFE</i>		
TOPIC 1: AT 4 LO1 SC1-4	HOME AND SCHOOL ENVIRONMENT	4 - 6	
TOPIC 2: AT 4 LO2 SC 1-3	HEALTH AND SAFETY	4 - 5	
TOTAL (25 – 27)			



GRADE 5

UNIT 1

WHO AM I?

TOPIC 1: SELF AWARENESS

STRAND 3: SEXUALITY AND SEXUAL HEALTH

SESSIONS: 4-6

LO 2 DEMONSTRATE WAYS THROUGH WHICH THEY CAN SHOW RESPECT FOR THEIR BODIES AND THOSE OF OTHERS



SUCCESS CRITERIA:

- 1. Demonstrate appropriate ways to deal with body discomfort in public places e.g. scratching sex organs**
- 2. Write songs, poems, rhymes etc on ways to value/appreciate their Bodies**
- 3. Discuss certain actions that are demeaning e.g. boys slapping girls' bottoms**

ACTIVITIES:

- Critically analyse pictures of people behaving appropriately and inappropriately
- Give reasons for judgments on appropriate and inappropriate behaviour
- Share written work on perception of appropriate or inappropriate behaviour
- Participate in discussion generated through presentation of a scenario and questioning
- Share experiences on behaviours witnessed in public places
- Discuss the appropriateness/ inappropriateness of various styles of clothing worn at a fashion show

RESOURCES: Pictures, written scenarios

-  **Skills:** Self-awareness, self-esteem, assertiveness, communication, decision-making, refusal skills
-  **Teacher Note:** Students should be made aware that respect in this case also includes what they allow others to do to their bodies, as well as what they do to the bodies of others.

ASSESSMENT:

- Write an acrostic to explain what behaviour in public places should be
- Write a song that tells about appropriate behaviour and mode of dress
- Role play appropriate public behaviours

TOPIC 2: REVERENCE TO FAITH

STRAND 1: SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING

SESSIONS: 3-4

LO 2: EXAMINE THE MAJOR SIMILARITIES AND DIFFERENCES IN VARIOUS RELIGIOUS FAITHS



SUCCESS CRITERIA:

1. Research the similarities and differences of religious faiths in Dominica
2. Make a presentation on research that respects diversity
3. Discuss ways in which similarities and differences in religious faiths in Dominica can hinder or enhance community development

ACTIVITIES:

- View/discuss clippings of varied messages advocating beliefs of different faiths e.g. the Seventh Day Adventist's literature on health
- Formulate questions to ask of clergy members
- Use speech/drama, oral, written, cartoon stripes to present information on differences and similarities of different faiths in Dominica.

RESOURCES: Questionnaire, pictures, resource persons

 **Skills:** Self-awareness, self-esteem, coping with emotions, communication, decision-making,

 **Teacher Note:** Throughout this exercise, students should demonstrate respect for each religious faith addressed.

ASSESSMENT:

- Describe three beliefs of any religious faith in your country
 - Say True or False
 - (a) Members of the Jehovah Witness congregation like to stand at attention when praying
 - (b) Catholics believe in the Virgin Mary
 - (c) The Seventh Day Adventists worship on Saturday
1. Complete the blanks with a suitable word e.g.
- keep their worship service in a mosque

GRADE 5

UNIT 1

WHO AM I?

TOPIC 3: RELATIONSHIPS

STRAND 1: SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING

SESSIONS: 4-6

LO 1: DEMONSTRATE SENSITIVITY TO PEOPLE OF DIVERSE BACKGROUNDS

LO 3: PARTICIPATE IN ACTIVITIES IN THE COMMUNITY TO SUPPORT OTHERS



SUCCESS CRITERIA:

- 1. Discuss differences without being judgmental through role play and stories**
- 2. Through role play and in real life show empathy for others who may be treated wrongly**
- 3. Discuss a topical issue in groups and respect the individual views of group members**
- 4. Talk with different groups of people about their life experiences in Dominica and share with class**
- 5. Share life experiences with each other and find ways to help and support each other**

ACTIVITIES:

- Identify and discuss a variety of situations in the community to which they can volunteer their service
- Encourage each other to join a volunteer group through letter writing
- Study recorded messages and discuss perception of ideas learnt or messages received

- Role play scenes where empathy is shown
- Conduct a survey to find out life experiences of various groups of persons in their community and discuss information received
- Participate in discussion on varied scenarios in which people were treated wrongly
- Participate in horse shoe panel discussion on a current issue where students demonstrate respect for each other's views

RESOURCES: Stories, resource person

 **Skills:** Self-awareness, interpersonal relationship skills, communication, decision-making

 **Teacher Note:** Raise awareness by asking students to research various nationalities represented in Dominica and present in drama.

ASSESSMENT:

- Prepare a skit to demonstrate how one can deal with emotional tensions
- List at least three factors that may lead to emotional tension
- Prepare a list of questions to ask resource persons about diversity in our community
- Write a paragraph stating an experience you had and how empathy was shown to you

GRADE 5

UNIT 2

IS OUR ENVIRONMENT SAFE?

TOPIC 1: HOME AND SCHOOL ENVIRONMENT

STRAND 4: MANAGING THE ENVIRONMENT

SESSIONS: 4-6

LO 1: DEMONSTRATE AN UNDERSTANDING OF THE CONTRIBUTION THAT THE ENVIRONMENT MAKES TO A HEALTHY LIFE-STYLE



SUCCESS CRITERIA:

- 1. Discuss and share their understanding of a healthy life-style**
- 2. Research ways in which the environment can contribute to a healthy life-style by talking with various persons in the community**
- 3. Creatively share information on the benefits of living in a healthy environment e.g. reduce pest and rodent infestation**
- 4. Draw up a list of healthy practices that they will follow for at least a week and report on their progress (eg orally or in LLC journals)**

ACTIVITIES:

- Make a chart showing health and safety rules they can observe. Display in the classroom
- Walk around the schoolyard each day to collect litter for a week. Weigh if possible. Record weight and make comparison
- Make rules that can be observed at home and school to keep the yard clean
- Embark on a tree planting project preferably at home
- Discuss/debate the effects of mining/quarrying

- Engage in river or beach clean-up campaign

RESOURCES: Manila, markers, writing paper, garbage bags, young plants, pictures of mining activities

 **Skills:** Problem-solving, communication, decision-making, critical thinking, creative thinking

 **Teacher Note:** Students may be taken on a field trip to visit the quarry at Colihaut or Layou and to interview the villagers on the impact of the quarry on their community.

ASSESSMENT:

- Use a checklist to assess pupils compliance to health and safety rules at school
- Write a letter to the chairman village council/parliamentary representative/quarry company stating the impact that the activity is having on the health of the community

GRADE 5

UNIT 2

IS OUR ENVIRONMENT SAFE?

TOPIC 2: HEALTH AND SAFETY

STRAND 4: MANAGING THE ENVIRONMENT

SESSIONS: 4-5

LO 2: EXAMINE WAYS TO HELP CONTROL THE SPREAD OF COMMON DISEASES CAUSED BY LIVING IN AN UNHEALTHY AND UNSAFE ENVIRONMENT



SUCCESS CRITERIA:

- 1. Identify and discuss the different forms of pollution and talk to resource people in the community about ways pollution can affect the environment**
- 2. Discuss the practices that contribute to and prevent the spread of diseases related to air pollution and demonstrate understanding through the production of different written text-types (eg stories, reports, letters etc)**
- 3. Create a song, drama, poem about the consequences of poor environmental health practices for a family**

ACTIVITIES:

- Participate in a field trip to polluted areas.
- View films on forms of pollution
- Take part in a clean-up campaign in and around the school
- Design and make a litter bay for class/school
- Develop and use a questionnaire and carry out a survey on disease vectors in their community
- Discuss findings on surveys carried out

- Listen to talk by resource person (Environmental Health Officer) on ways to control the spread of common diseases and ask pertinent questions

RESOURCES: Garbage bags, video



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



Teacher Note: In developing a questionnaire, students may brainstorm and discuss questions to be included as a whole class exercise.

ASSESSMENT:

- Pupils write stories, poems, slogans conveying anti-pollution messages

GRADE 5

TERM 2

SUMMARY

		SESSIONS	PAGE
UNIT 3	HOW DO I KEEP FIT?		
TOPIC 1: AT 2 LO2 SC 1-3	NUTRITION	4-6	
TOPIC 2: AT 2 LO3 SC 1, 3, 4	EXERCISE, REST AND HYGIENE	4-6	
UNIT 4	WHAT SHOULD I DO?		
TOPIC 1: AT 3 LO1 SC 1-4	GENDER	5-6	
TOPIC 2: AT 1 LO4 SC 1-2	WORK AND CAREER	5-6	
		TOTAL (20-24)	



GRADE 5

UNIT 3

HOW DO I KEEP FIT?

TOPIC 1: NUTRITION

STRAND 2: APPROPRIATE EATING AND FITNESS

SESSIONS: 4-6

LO 2 EXPLAIN THE NEED FOR DIFFERENT TYPES OF DIETS



SUCCESS CRITERIA:

- 1. Categorize meals that are suitable for different age groups**
- 2. Identify the main nutrients of each food group and explain the importance of having a balanced diet**
- 3. Make a presentation of the consequences of not eating a balanced diet eg obesity, heart-attack**

ACTIVITIES:

- Write poems/slogans about the importance of eating properly
- Bring samples of food from home and group foods accordingly
- Discuss what is a balanced diet and its importance
- Group samples of food to form a balanced diet
- Research information on deficiency diseases
- Measure and use weight and height to find their body mass index

RESOURCES: Samples of foods from each food group

-  **Skills:** Self-awareness, self-esteem, coping with stress, communication, decision-making, creative thinking
-  **Teacher Note:** Explain the importance of drinking adequate amounts of water for good health

EVALUATION:

- Write a menu for a balanced meal
- Compose jingles on proper eating habits
- Write poems/slogans about the importance of a balanced diet

TOPIC 2: EXERCISE, REST AND HYGIENE

STRAND 2: APPROPRIATE EATING AND FITNESS

SESSIONS: 4-6

LO3: DEMONSTRATE WAYS THAT THEY CAN INCORPORATE HYGIENE AND FITNESS PRACTICES INTO THEIR DAILY LIVES



SUCCESS CRITERIA:

- 1. Display proper hygiene bahaviours, eg sneezing in handkerchief**
- 2. Participate in fitness activities at school**
- 3. Role play the effects of good/poor hygiene practices on class relationships**

ACTIVITIES:

- Study pictures to identify proper hygiene bahaviours
- Read/repeat poems and jingles that depict and promote proper hygiene bahaviour
- Engage in physical activities outside classroom e.g. hiking
- Suggest reasons for engaging in physical activities and the benefits derived
- Prepare skit depicting effects of good/poor hygiene practices after engaging in physical activity
- Identify/discuss the effects of each of the hygienic practices

RESOURCES: Varied pictures or charts of hygiene (available in stores), display charts, rhymes, poems, jingles, ropes, balls, sticks



Skills: Self-esteem, communication, decision-making,



Teacher Note: Involve parents in this unit so that practices taught at school may be reinforced at home

ASSESSMENT:

- Write a poem or rhyme on any hygienic practice of your choice

1) Answer questions

We can maintain fitness and prevention of diseases by

a)..... (c).....

b)..... (d).....

GRADE 5

UNIT 4

WHAT SHOULD I DO?

TOPIC 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 feelings 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:

- Prepare questionnaire for interview on their perception of gender roles
- Listen to talk by resource person on roles of members of the family
- Engage in discussions on roles of family members
- Prepare chart to show roles of family members
- Discuss changing roles of males and females
- Role play /skit on roles of males and females

RESOURCES: Resource person, charts, questionnaire



Skills: Self-awareness, self-esteem, communication, decision-making,



Teacher Note: Popular myths about roles of men and women could be discussed and put into perspective

ASSESSMENT:

1. Put a tick on the things that can be done by both male and female
 - (a) Care for the family
 - (b) Lift a heavy log
 - (c) Cook a meal
2. Write a paragraph explaining how the shouldering of one's role in the family can contribute to family togetherness

TOPIC 2: **WORK AND CAREER**

STRAND 1: SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING

SESSIONS; 5-6

LO 4: DISCUSS THE DIFFERENT CATEGORIES OF JOBS THAT
SUIT DIFFERENT PERSONALITIES AND LINK TO SCHOOL,
KNOWLEDGE AND SKILLS



SUCCESS CRITERIA:

1. Associate personality traits to different jobs, e.g. bravery – policeman, kindness – nurses, dedication – teacher
2. Explain how school contributes to their knowledge, skills and attitudes for future occupation

ACTIVITIES:

- Participate in Career Day activity
- Engage in research on personality traits, skills and attitudes of persons in selected/identified jobs
- Discuss strengths, skills necessary for a selection of jobs
- Make a presentation of poems or stories of how school has helped in the development of knowledge and skills for the career of their choice
- Develop acrostic to show understanding of the career of their choice

RESOURCES: Resource persons, charts



Skills: Self-awareness, self-esteem, assertiveness, communication, decision-making, refusal skills



Teacher Note: Students should appreciate that there are some basic attitudes and skills that are required for all jobs. E.g. commitment

ASSESSMENT:

1. Circle the career from this crossword puzzle

Teacher t e a c h e r

Policeman v e s r u n t

Nurse r e h c a e t

2. Write a paragraph explaining the skills you need to perform the career of your choice

GRADE 5

TERM 3 SUMMARY

		SESSIONS	PAGE
UNIT 5	HOW DO I CARE FOR MYSELF & OTHERS?		
TOPIC 2: AT 2 LO3 SC 2 AT 3 LO1 SC 5 AT 3 LO2 SC 1, 4	RESPECT FOR SELF AND OTHERS	3-5	
TOPIC 3: AT 3 LO3 SC 1-5	AWARENESS OF HIV AND AIDS	4-6	
TOPIC 1: AT 2 LO1 SC 1-4	DRUG AWARENESS	4-6	
TOTAL (15-17)			



GRADE 5

UNIT 5

HOW DO I CARE FOR MYSELF AND OTHERS?

TOPIC 1: RESPECT FOR SELF AND OTHERS

SESSIONS: 3 - 5

STRAND 2: APPROPRIATE EATING AND FITNESS

LO 3: DEMONSTRATE WAYS THAT THEY CAN INCORPORATE HYGIENE AND FITNESS PRACTICES INTO THEIR DAILY LIVES

STRAND 3: SEXUALITY AND SEXUAL HEALTH

LO 1 DESCRIBE PHYSICAL AND EMOTIONAL CHANGES THAT OCCUR IN THE BODY DURING PUBERTY AND HOW TO COPE WITH THEM

LO 2 DEMONSTRATE WAYS THROUGH WHICH THEY CAN HOW RESPECT FOR THEIR BODIES AND THOSE OF OTHERS



SUCCESS CRITERIA:

- 1. Explain the role of exercise, rest and hygiene in maintaining good health**
- 2. Explain how poor hygiene practices can affect their sexual health.**
- 3. Use literature to discuss sexual practices e.g. – masturbation and rape.**
- 4. Write songs, poems, rhymes etc on ways to value or appreciate their bodies.**

ACTIVITIES:

- Demonstrate the proper way of washing hands

- Make a chart showing healthy and safety rules to be observed while preparing foods. Display the chart in the classroom
- Write and role play a story about a germ that travels from one person to another because of poor health habits. Could this germ have been stopped? How?
- Make a drawing or display pictures from magazines to show how germs may be transmitted from one person to another, e.g. – sneezing, coughing, carelessness in handling food
- Engage in physical activities and describe the benefits derived
- Draw up a hygiene chart and indicate daily by ticking ways by which they take care of themselves e.g.
- Discuss what growing up means
- Pupils bring pictures of themselves when they were younger to the class for comparison. They take note of changes (physical)
- Make posters of different stages of their development for display
- Participate in discussion with a health official (FNP/Nurse) on changes that occur during puberty and how to cope with it
- Demonstrate through role play how respect can be shown to the body

	Bathe	Brush Teeth	Comb hair	Clean nails
Mon				
Tues				

RESOURCES: Materials for hand washing, pictures depicting ways germs are transmitted, physical activities

-  **Skills:** Self-awareness, self-esteem, assertiveness, communication, decision-making, refusal skills

 **Teacher Note:** Teacher needs to set the tone of the class prior to lessons on sexuality so that students do not become distracted

ASSESSMENT:

List three changes that occur during puberty in males/females

1. Use checklist to assess pupils participation in physical activities and other demonstrations
2. List good hygiene practices to be observed by themselves and by the opposite sex

GRADE 5

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: INVESTIGATE AND DEVELOP STRATEGIES TO PREVENT THE CONTRACTION OF SEXUALLY COMMUNICABLE DISEASES



SUCCESS CRITERIA 1 – 5:

- 1. Explore myths related to contracting sexually communicable diseases**
- 2. Use literature to discuss sexual abuse and rape as a means by which STI and HIV/AIDS can be contracted**
- 3. Explore in groups different types of help/support, (individuals, groups, organizations) available in Dominica for the sexually abused**
- 4. Make a plan to conduct a group research to find different strategies for responsible sexual behaviour for their age group**
- 5. Collect, organize and use information to engage in activities to promote knowledge about different strategies for responsible behaviour amongst their peers e.g. rally, competitions, posters, songs**

ACTIVITIES:

- Listen to talk by a resource person on the spread and control of sexually communicable diseases
- Role play methods of spread of HIV
- Carry out research on methods of spread and control of HIV
- Discuss role play on the stigma and discrimination of people living with AIDS

- Share experiences about people with the HIV and AIDS
- Write poems/stories depicting empathy and sympathy towards people living with AIDS

RESOURCES: Resource persons, props for role play

 **Skills:** Self-awareness, self-esteem, assertiveness, communication, decision-making, refusal skills, negotiation skills, critical thinking, coping with emotions

 **Teacher Note:** Showing empathy towards people with HIV and AIDS cannot be over emphasized in the teaching of this unit

ASSESSMENT:

1. Pupils list some ways in which one can avoid contracting sexually communicable diseases
2. Assess pupils poems/stories using a rubric

GRADE 5

UNIT 5

**HOW DO I CARE FOR MYSELF AND
THERS**

TOPIC 3: DRUG AWARENESS

STRAND 2: APPROPRIATE EATING AND FITNESS

SESSIONS: 4-6

**LO 1: EXAMINE STRATEGIES THAT MAY PREVENT
SUBSTANCE ABUSE**



SUCCESS CRITERIA:

- 1. Give basic explanations of the effects of illegal drugs/substances on the body**
- 2. Participate in discussions on how to avoid/resist substance abuse**
- 3. Research the ways that persons become introduced to drugs**
- 4. Identify sources of information and support related to drug/substance abuse**

ACTIVITIES:

- View drug samples critically
- Listen to talk by drug personnel
- Conduct research to find out how people are introduced to drugs
- Categorize drugs into legal and illegal
- Discuss effects of illegal drugs on an individual
- Role play situations showing
 - (i) effects of drugs on a family
 - (ii) how to avoid drugs

RESOURCES: Drug samples, structured questions

 **Skills:** Self-awareness, self-esteem, assertiveness, communication, decision-making, refusal skills

 **Teacher Note:** Students must also be taught ways of resisting peer pressure to take drugs

EVALUATION:

1. Name two illegal drugs
2. State/explain two effects of drug abuse on an individual
3. State two effects of drug abuse on a family
4. State and explain two life skills that an individual should acquire to help them avoid drug abuse

GRADE 6

TERM 1

SUMMARY

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



GRADE 6

UNIT 1

WHO AM I?

TOPIC 1: SELF-AWARENESS

STRAND1: 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. Make plans to work together as a group to complete a task**
- 3. Participate in group activities by offering inputs and accepting those of others**

ACTIVITIES:

- Deliver planned and impromptu speeches on topics relevant to HFLE
- Play games such as “Follow the Leader” and “Treasure Hunt” by following oral instructions
- Speak on current issues relevant to HFLE
- Follow project planning steps to plan and complete a task as a group

RESOURCES: Samples of speeches, Instructions for games, Rules for debate, Steps for project planning



Skills: Self-awareness, self-esteem, assertiveness, communication, decision-making, coping with emotions, interpersonal relationship skills



Teacher Note: Teacher may start a public speaking club to help students build confidence

ASSESSMENT:

- Assess pupils on presentations

GRADE 6

UNIT 1

WHO AM I?

TOPIC 2: REVERENCE TO FAITH

STRAND 1: SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING

SESSIONS: 3 - 4

LO2 ENGAGE IN ACTIVITIES TO DEMONSTRATE MORAL VALUES



SUCCESS CRITERIA:

- 1. Engage in debates dealing with issues of moral value**
- 2. Participate in role plays/skits highlighting the moral issues of various social situations**

ACTIVITIES:

- List and discuss common moral and value issues relating to their community and country
- Debate on a topic in an amicable manner
- Dramatize (role play, dance, song) moral issues of various social situations

RESOURCES: Rules to guide discussion and debate, Musical instrument, radio, Props for dramatization



Skills: Self-awareness, self-esteem, assertiveness, communication, decision-making, coping with emotions, critical thinking, interpersonal relationship skills



Teacher Note: Students and teachers should be sensitive to the social situations of students during these lessons

ASSESSMENT:

- Assess pupils' presentations
- Pupils present a report on how they are affected by certain identified issues

GRADE 6

UNIT 1

WHO AM I?

TOPIC 3: RELATIONSHIPS

STRAND 1: SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING

SESSIONS: 4 - 6

LO1: DEMONSTRATE THE ABILITY TO COPE WITH CHANGES AND THE EMOTIONS THAT THEY MAY CAUSE



SUCCESS CRITERIA:

- 1. Identify and discuss changes that they have experienced in the past two years and expect in the next two years**
- 2. In groups, describe the emotions related to these changes and the strategies they have used to cope and record using print and visuals**
- 3. Demonstrate two coping strategies through role play**

LO3: UNDERTAKE A COLLABORATIVE GROUP PROJECT TO ACHIEVE A COMMON GOAL

SUCCESS CRITERIA:

- 1. Identify and visit elderly people in the community, discuss their needs and write a report**
- 2. Present a report on needs of elderly people in the community**

ACTIVITIES:

- Discuss all the changes they have experienced in the past 2 years
Eg – physical
 - in their family
 - at school
- Document on a time-lined/snake changes they expect in the next two years
- Dramatize changes and the strategies they have used to cope
- Begin diaries/journals to help them record changes and the strategies they used to cope

- Role play a variety coping strategies
- Work as a group to design and implement a project which can assist the elderly in the community
e. g. Clean a yard or house
Gardening
Painting project etc
- Work in a group to contribute food to the elderly

RESOURCES: List of elderly individuals from the community, Needs assessment report on elderly people in the community

Sample of time-line/snake, Props, Sample of diaries/journals

 **Skills:** Self-awareness, self-esteem, assertiveness, communication, decision-making, coping with emotions, coping with stress, empathy

 **Teacher Note:** Some changes can give rise to emotions that may cause conflict. Children should learn how to manage these emotions

ASSESSMENT:

- Assess pupils' presentations
- Assess pupils' diaries/journals
- Assess students on their group project outcome and their ability to work as a group
- Students will write a report about the challenges and strengths of working as a group to accomplish a task

TOPIC 1: **HOME AND SCHOOL ENVIRONMENT**

STRAND 4: **MANAGING THE ENVIRONMENT**

SESSIONS: 4 - 6

LO1: INVESTIGATE THE WAYS IN WHICH ECONOMIC ACTIVITIES CAN ENHANCE OR DESTROY THE ENVIRONMENT



SUCCESS CRITERIA:

- 1. Plan and conduct a research making use of/ through media, books, visits to categorise a list of economic activities in their area (eg farming, fishing, marketing, construction etc)**
- 2. Identify one controversial environmental activity in their area and plan and participate in a debate to illustrate the pros and cons of that activity**
- 3. Prepare posters and slogans to promote school awareness of activities that can threaten the environment**

ACTIVITIES:

- Participate in a community walk to identify economic activities that exist in their area
- Debate on topics related to activities on the environment:
 - a) Should mining activities be continued in Dominica?
 - b) Should deforestation of our forests be encouraged to allow for development?
 - c) Should Dominica vote at the International Whaling Commission (IWC) in support of whaling?
- Draw posters against harmful environmental practices

e.g.

Conservation is the key to keep Dominica clean, green and healthy

Keep our rivers clean.
STOP POLLUTION NOW!!!

- Write poems/songs against harmful environmental practices
- keep a journal of some dangerous environmental practices observed in the community and suggest ways that these can be curbed
- In a group, design/create a business which would be useful in your community without causing any danger to the environment
- discuss newspaper clippings on issues surrounding activities that damage the environment
- view a video presentation on damage to the environment
- listen to a resource person on the effects of damaging the environment
- using steps for programme planning, design a programme to encourage better use of the environment
- prepare slogans, placards, posters, jingles and short speeches to participate in a rally

RESOURCES: Newspaper clippings, Resource person, Video eg Lion King, Copies of steps for programme planning, Manila, markers etc for poster

	Skills: Critical thinking, creative thinking, communication, decision-making, problem-solving
	Teacher Note: Students can share information gleaned with the whole student body through creative means.

ASSESSMENT:

- Prepare a speech to encourage people to use the environment wisely
- Assess pupils presentations
- Prepare a project on the importance of the environment

GRADE 6

UNIT 2

Is Our Environment Safe?

TOPIC 2: HEALTH AND SAFETY

STRAND 4: MANAGING THE ENVIRONMENT

SESSIONS: 4 - 5

LO2: 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:

- Use a variety of research methods to find out about the environment
- Participate in a whale watching expedition (See IFAW Floating Classroom Manual pg.62)
- Prepare instruments (e.g. questionnaire, interview schedules, checklist) to facilitate research about the environment



Skills: Self-awareness, self-esteem, assertiveness, communication, decision-making, refusal skills



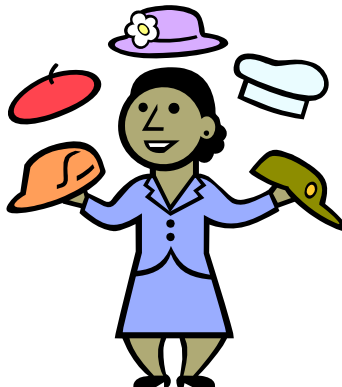
Teacher Note: Development of the instruments should be a whole class activity.

GRADE 6

TERM 2

SUMMARY

		SESSIONS	PAGE
GRADE 6	UNIT 3 HOW DO I KEEP FIT?		
TOPIC 1: AT 2 LO2 SC: 1 – 4:	NUTRITION	4 - 6	
TOPIC 2: AT 2 LO 3 SC: 1-3:	EXERCISE, REST AND HYGIENE	4 - 6	
UNIT 4:	WHAT SHOULD I DO?		
TOPIC 1: AT 3 LO 1 SC: 1 – 3	GENDER	5 - 6	
TOPIC 2; AT 1 LO 4 SC: 1, 2	WORK AND CAREER	5 - 6	
		TOTAL (20-24)	



GRADE 6

UNIT 3

HOW DO I KEEP FIT?

TOPIC 1: NUTRITION

STRAND 2: APPROPRIATE EATING AND FITNESS

SESSIONS: 4 – 6

LO 2: CRITICALLY ANALYSE DIFFERENT WAYS OF USING THE FAMILY INCOME TO PROVIDE HEALTHY EATING FOR ALL



SUCCESS CRITERIA:

1. Use questionnaires to investigate the cost and feasibility of providing three nutritious meals a day for a family
2. Analyze the data collected and use tables and graphs to present findings
3. Discuss strategies in which family income can be used effectively to provide nutritious meals
4. Develop and implement strategies to encourage the community to support locally grown foods

ACTIVITIES:

- Prepare questionnaires
- Listen to a resource person on how to plan a meal
- Organize an “eat what you grow and grow what you eat” campaign
- Prepare posters to advocate healthy eating and place them in strategic places in the community

RESOURCES: Samples of questionnaires, resource person, markers, manila etc

 **Skills:** Self-awareness, communication, decision-making, creative thinking

 **Teacher Note:** Students should be taught how to budget for basic family needs.

ASSESSMENT:

- A family has limited funds to spend on food. Please advise this family on how to spend that money effectively
- Assess pupils on presentation

GRADE 6

UNIT 3

HOW DO I KEEP FIT?

TOPIC 2:

EXERCISE, REST AND HYGIENE

STRAND 2:

APPROPRIATE EATING AND FITNESS

SESSIONS:

4 - 6

LO3:

INVESTIGATE CHOICES OF DIET, FITNESS AND HYGIENE PRACTICES IN THE COMMUNITY AND DEVELOP STRATEGIES TO CREATE A BALANCE IN THEIR ACTIVITIES



SUCCESS CRITERIA:

- 1. Plan a fitness programme for a person with a health and/or physical need e.g. asthma, obesity, anorexia, bulimia etc**
- 2. Critically examine some magazines and media advertisements relating to fitness and health**
- 3. Examine factors that contribute to good/poor fitness and hygiene practices**

ACTIVITIES:

- Identify from case studies the signs of anorexia, bulimia and obesity
Example of case study: – Cathy is 12 and weighs 70 pounds but complains of being fat. She exercises twice a day, eats large amounts of food at meal time, and then goes immediately to the bathroom. Her teeth became rotten because of induced vomiting
 1. How would you describe Cathy's condition
 2. What kinds of food would you encourage Cathy to eat
 3. Suggest to Cathy some ways in which she can keep fit while eating healthy
- Cut out pictures from magazines (make scrap book) on the following exercises:
 - Cardiovascular
 - Muscle building
 - Target exercises (butt, abs and arm exercise)

RESOURCES: Case studies, cards/manila paper, markers, fitness magazines, pictures of exercises

-  **Skills:** Self-awareness, self-esteem, assertiveness, communication, decision-making, refusal skills
-  **Teacher Note:** The importance of rest and sleep to overall fitness should not be overlooked.

ASSESSMENT:

- Students will be assessed on case studies and menus
- Scrap book will be organized according to various types of exercises

GRADE 6

UNIT 4

WHAT SHOULD I DO?

TOPIC 1:

GENDER

AT 3:

SEXUALITY AND SEXUAL HEALTH

SESSIONS:

5 - 6

LO1:

RESEARCH MYTHS AND CONCEPTS IN DOMINICA AND THE REGION RELATING TO GENDER AND SEXUALITY

SUCCESS CRITERIA:

- 1. Research myths relating to gender and sexuality in Dominica**
- 2. Discuss the myths collected in terms of truth and falsehood**
- 3. Make a presentation of the research findings to illustrate the danger of behaviour based on myths e.g. girl will not get pregnant when having sexual intercourse for the first time**
- 4. Draw up a personal list of solutions for possible sexual behaviour in and out of school eg dress, language, action, body gesture**

ACTIVITIES:

- Plan method of research
- Discuss myths relating to gender and sexuality in Dominica
- List the myths and match with the facts
- Brainstorm solutions for possible sexual behaviour in and out of school
- Formulate a set of rules that would guide sexual behaviour

RESOURCES:

Examples of myths – facts, examples of rules



Skills: Self-awareness, self-esteem, assertiveness, communication, decision-making, refusal skills



Teacher Note: Compare myths with sayings which have a scientific basis

ASSESSMENT:

- Your friend's sexual behaviour is not very responsible. Write a letter to him/her giving a few facts that may evoke some change in their behaviour

GRADE 6

UNIT 4

WHAT SHOULD I DO?

TOPIC 2: **WORK AND CAREER**

STRAND 1: SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING

SESSIONS: 5 – 6

LO4: RESEARCH A JOB OF PERSONAL INTEREST TO IMPROVE PERSONAL KNOWLEDGE AND SKILLS ATTRIBUTED TO THAT JOB



SUCCESS CRITERIA:

1. **Collect data on a job of personal interest through job attachment**
2. **Present a written project on the job of personal interest, detailing the knowledge, skills, values and attitudes and their reasons for interest**

ACTIVITIES:

- Review data collecting instruments
- Listen to resource person as they speak about their field of work
- Discuss guidelines to project writing
- Participate in a Career Day where pupils come to school dressed to represent the job they are interested in
- Present project on a job in which they are interested

RESOURCES: Samples of data collecting instruments and projects, resource person



Skills: Critical thinking, communication, decision-making, creative thinking

Teacher Note: If possible, either arrange for pupils to spend a day or a few hours at their parents workplace or a job of their interest to learn about what doing a job entails

ASSESSMENT:

- Assess pupils on presentations

GRADE 6

TERM 3

SUMMARY

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



GRADE 6 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

**LO2: ANALYZE THE CONSEQUENCES OF INAPPROPRIATE
SEXUAL BAHAVIOUR AND MAKE A PRESENTATION TO
OTHERS**



SUCCESS CRITERIA:

1. Use literature, songs to discuss:

- **The responsibilities of pregnancy and parenting**
- **Different sexual orientations**
- **The cost of illness in terms of medication and care**
- **The dangers of unwanted pregnancy**
- **Consequences of abortion**

2. Use role play, song, poem to illustrate the physical and mental pain for males and females of inappropriate sexual bahaviour

ACTIVITIES:

- Pupils parents/baby sit a doll for at least twenty-four hours
- Pupils discuss their experience
- Listen to and ask question of resource person to find out the cost to families of illness in terms of medication and care
- View a video that depicts the dangers of unwanted pregnancy or abortion
- Discuss aspects of a video presentation on unwanted pregnancy or abortion
- Role play some consequences of inappropriate sexual behaviour

RESOURCES: Dolls, guidelines for baby sitting, resource person, video, props for role play



Skills: Self-awareness, self-esteem, assertiveness, communication, decision-making, refusal skills



Teacher Note: Other aspects of parenting may be discussed in this Unit

ASSESSMENT:

- Assess pupils on presentation
- Assess pupils' essays on 'Why do you think young people should put off having children until they are ready'

GRADE6 UNIT 5 HOW DO I CARE FOR MYSELF AND OTHERS?

TOPIC 2: HIV/AIDS AWARENESS

SESSIONS: 4 – 6

STRAND 3: SEXUALITY AND SEXUAL HEALTH

**LO 3 APPLY STRATEGIES TO FIGHT STIGMA AND DISCRIMINATION
BY DEMONSTRATING TOLERANCE FOR THOSE WHO HAVE
CONTRACTED HIV AND AIDS AND OTHER STIs**



SUCCESS CRITERIA:

- 1. Collect information from the media and in real life to:**
 - a) Find examples of stigma in the country and its effect on people**
 - b) Identify different strategies to fight stigma and select one for presentation**
- 2. Research the work of local groups and organizations that support those affected by HIV and AIDS**
- 3. Using appropriate language, role play situations to display empathy towards people infected and affected by sexually transmitted diseases**
- 4. Plan and participate in a ‘NO DISCRIMINATION’ rally**

ACTIVITIES:

- Prepare a mural with news clippings based on HIV/AIDS
- Make a presentation in songs, poems, skit etc to encourage the fight against discrimination
- Prepare a list of organizations that support people living with HIV/AIDS
- Role play given situations depicting different aspects of the life of people living with HIV/AIDS
- Prepare posters, slogans, flyers and other materials for “No Discrimination” march

RESOURCES: Markers, manila, thumb tack, props for role play



Skills: Communication, decision-making, critical thinking



Teacher Note: Case studies on how to handle discrimination may also be used

ASSESSMENT: Assess pupils on presentations

TOPIC 3: DRUG AWARENESS

AT 2: APPROPRIATE EATING AND FITNESS

SESSIONS: 4 - 6

LO1: USE DRUG PREVENTION STRATEGIES TO RAISE AWARENESS OF THE EFFECT OF SUBSTANCE ABUSE



SUCCESS CRITERIA:

- 1. Analyze situations to identify skills needed to avoid/prevent substance abuse**
- 2. Use problem solving and assertiveness skills to avoid/prevent drug abuse in relationships and in various social settings**
- 3. Participate in class presentation (oral, visual and performance) against the misuse/abuse of drugs**
- 4. Create short stories and slogans for students in lower classes and for competitions, to raise awareness of the effects of drug abuse**
- 5. Participate in rallies and marches against substance abuse**

ACTIVITIES:

- Discuss and role play ways in which students can be assertive in turning down/avoiding peer pressure to use drugs
- Plan and execute a drug march/rally in the community in which the following will be done:

- Prepared slogans would be used to educate the public on the dangers of drugs (slogans would be prepared by students)
- Students will role play/dramatize the dangers of drugs
- Students will sing original songs about drugs
- Display projects on the effects of drugs and strategies to overcome the pressures to use drugs

RESOURCES: Parliamentary representatives to address rally, manila paper/bristol board (for slogans), markers, prepared songs from students, prepared projects from students for display at the rally

 **Skills:** Self-awareness, self-esteem, assertiveness, communication, decision-making, refusal skills

 **Teacher Note:** Be cognizant of the fact that a number of our students belong to the Rastafarian religion where smoking marijuana is a way of life

ASSESSMENT:

- Students will be assessed on the projects prepared for the rally

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
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Life Skills	Definitions	Significance
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
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 5

GRADE 5 – Unit 5 HOW DO I CARE FOR MYSELF AND OTHERS?			
<i>Topic- HIV and AIDS Awareness: Sexuality and Sexual Health</i>			
Objectives	Activities	Resources	Assessment
Pupils will be able to:			
1) a. State in simple terms what a sexually communicable disease (SCD) is b. List examples of SCDs	Use context clues presented in sentences to find the meaning of the key words Read pamphlets and other relevant literatures to get examples of SCDs (group work)	Sentence strips Word cards Pamphlets Other relevant literature	Define SCD From a list of diseases circle those that are SCDs
2) Discuss the physical, mental, emotional, social effects of SCDs	Listen to talk by resource person on the effects of SCDs View effects of SCDs on certain body organs Discuss case studies and scenarios Discuss ways to show empathy towards people with SCDs (role play)	Resource person Pictures Case studies Props	Complete a project on the effects of SCDs

3) a. Explore myths related to SCDs b. Discuss protective measures that can be taken to reduce the incidence of SCDs	Brainstorm/research/discuss myths and traditional stories relating to SCDs Role play situations depicting assertiveness and negotiation skills for avoiding SCDs	Traditional stories Myths People in community Case study Resources person	Panel discussion
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4) Make a plan to conduct a group research to find different strategies for responsible sexual behaviour for their age group	Formulate a questionnaire to collect data Write questions to conduct interviews Role play interviews	Questionnaires Props	Report/ strategies
5) Organise and use data to engage in activities to promote knowledge about different strategies for responsible behaviour among their peers	Rally Competitions Posters Songs Poems Songwriting	Checklist Manila Markers Scissors	Asses activities
6. Explore in groups different types of help/support (individuals, groups, organizations) available in Dominica for the sexually abused	Visit different support groups involved in dealing with sexual abuse situations Listen to resource persons In groups discuss ways of dealing with sexual abuse Identify and discuss ways of preventing sexual abuse	resource persons	Develop an action plan for keeping self safe

SAMPLE LESSONS FROM: Grade 5 Unit 4 Topic: Gender

Lesson 1

Purpose: To enable students to gain a basic understanding of what is meant by the term 'gender roles' and to identify some roles played by males and females (1 period)

Lesson 2

Purpose: To allow students the opportunity, in groups, to plan/design a questionnaire to find out about gender roles, related myths and gender equality.
(1 period)

Lesson 3

Purpose: To give students the opportunity to creatively organize information about gender, gender roles and related myths (2 periods)

Lesson 4

Purpose: To give students the opportunity to present and discuss information about gender roles and myths (2 periods)

EXEMPLAR LESSON PLAN - Lesson 1

Unit 4: *What Should I do?*

TOPIC: Gender

TIME: 35 minutes

CLASS: Grade 5

PURPOSE: To enable students to gain a basic understanding of what is meant by the term 'gender roles' and to identify some roles played by males and females (1 period)

STUDENT OBJECTIVES: Pupils will be able to-

- a) State in simple terms what is meant by 'gender roles' - **cognitive**
- b) Appreciate that roles played by both males and females are important - **affective**
- c) Use analytical, creative and communication skills to discuss roles played by males and females - **skills**

RESOURCES: Story

STEP 1: **Introduction (5 minutes)**

T reads a story in which persons in the home (or in another setting) are engaged in different activities

Ps give their reaction to the story

STEP 2: **Development (20-25 minutes)**

T gives **Ps** the objective of the lesson and links to the story

T asks students to identify the role/activity of each person in the story and writes on board

Ps categorise roles/activities as performed by males and females

T introduces the concept of gender roles

Ps get into groups to discuss roles performed by males and females in the story and the importance of each gender role in the setting

T keeps pupils on task

CONCLUSION: **Ps** share their views with the rest of the class

T notes that some roles are played by both males and females – shifting gender roles

EVALUATION: Pupils write a short paragraph on gender roles

HOMEWORK: **Ps** interview five persons on their views of roles performed by males and females today

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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HFLE COMMON CURRICULUM: August 2006

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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HFLE COMMON CURRICULUM: August 2006

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. But just before camp was going to start, 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. So, 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?

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