

Topic	LEARNING OBJECTIVES				Content	Method/Strategies Materials	Evaluation Can Students	Areas of Integration
	LIFE SKILLS Able to:	KNOWLEDGE Aware that:	UNDERSTANDING Understand that:	ATTITUDE Demonstrate:				
Conflict Resolution and Problem Solving	<ul style="list-style-type: none"> - recognise that conflict and problems will arise in one's day to day life. - communicate effectively about one's expressions, feelings and emotions. solve problems systematically using the following steps/processes - problem sensing - depicting the problem - setting objectives - generating alternatives - evaluating alternatives - selecting and alternative - taking appropriate action 	<ul style="list-style-type: none"> - conflicts can be resolved if those involved are willing to address them in a cooperative way - in solving problems one must be able to take control of his/her anger/ emotions. - conflicts can make people more aware of problems that they need to resolve. - effective communication particularly non-verbal i.e. feelings and emotions, whether positive or negative can have an impact on the outcome of solving a problem/conflict. 	<ul style="list-style-type: none"> - problem solving enables us to deal constructively with problems in our lives. problems left unattended can cause mental stress and give rise to accompanying physical strains. - being empathetic and showing tolerance can be factors that help in problem solving/conflict resolution. 	<ul style="list-style-type: none"> willingness to: <ul style="list-style-type: none"> - display empathy and tolerance in problem/ conflict solving situations. - accept that conflicts can help individuals begin to know themselves better and to know what annoys them. - comprise to meet the needs of stakeholders 	<ul style="list-style-type: none"> - Conflicts arise when there is disagreement or opposition between individuals or groups of persons. Conflict occurs when one person/group is defending while the other is attacking or thought to be attacking. - Problem solving is the process through which a difficult situation/ problem is resolved. <p>The seven steps of - solving conflicting situations include: abuse, divorce/separation, stereotyping, insecurity</p> <ul style="list-style-type: none"> • The steps in Problem Solving 	<ul style="list-style-type: none"> - Guided discussion on problem solving and Conflict resolution - Group work in which students are given situations/case studies involving problem solving. Students will identify and suggest ways to solve the problems. - Group report and chalk board summary will be done. 	<ul style="list-style-type: none"> Identify some factors that cause conflict? Identify and find appropriate solutions to the problems? 	<ul style="list-style-type: none"> <u>Home Economics</u> Management - Relationships <u>Social Studies</u> - Socialisation <u>Language</u> - Impromptu - Short Stories

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Relationships at home	<ul style="list-style-type: none"> - Discuss and decide on meaning of term "relationship" - Analyse effective relationships which have been experienced and describe the qualities that make these effective. - Describe the types of inter-personal relationships experienced and the effects of these. 	<p>Family is the first group most people belong to and from family members one gets first experiences. One learns from the family how to get along with others and derives the basic value system from it.</p>	<p>We are born as social beings i.e. we need other people. People enrich our lives and give us a sense of belonging and being valued. We receive from families the first opportunity for physical well – being, learning and loving.</p>	<p>A willingness to appreciate that: Relationships help to satisfy a basic emotional need to belong. The expressions of expectations nurture healthy relationships.</p>	<p>What is a relationship?</p> <ul style="list-style-type: none"> - Values of relationship - Social inter-dependence - Good/ rewarding relationships - Difficult relationships - Individual rights in relationships. <p>Types of Relationships Parent/child Brother/sister</p> <p>Advantages/ Disadvantages</p> <ul style="list-style-type: none"> - Emotional stability - Financial security - Love and protection - Abuse - Incest - Divorce/ separation - Stereo-typing - Deprivation 	<ul style="list-style-type: none"> - Discussing the term "Relationship" - Group discussion and reporting on effective relationships experienced - Listing qualities that make a relationship effective. - What values/benefits are from family relationships? - Discuss group work: Listing (a) advantages (b) disadvantages of relationships at home. <p>Reference: <u>Parent and Parenting</u> Chapter 2. Poem: <u>Children learn what they love.</u> - <u>Education for Living</u>: 3.2</p>	<p>Describe three qualities one shows a brother/sister/parent.</p> <p>Tell what qualities to expect to be shown by brother/sister/parent?</p> <p>Discuss openly interpersonal relationships at home? What were the reactions of students to negative interpersonal relationships?</p>	<p>Social Studies Family problems - Causes and effects</p> <p>Music Songs of love/hate</p> <p>Drama Dealing with problems at home.</p>

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Suicide	<ol style="list-style-type: none"> 1. Recognise suicidal tendencies 2. Turn negative situations to positive ones 3. Identify the things that are pleasurable and wholesome 4. Communicate effectively about the value and advantages of living 	<ol style="list-style-type: none"> 1. There are clearly suicidal tendencies e.g. extreme change in personality 2. Difficult circumstances have wholesome recommended solutions 3. Persons who display suicidal tendencies need help <p>Suicidal tendencies are associated with difficult mental and psychological health problems</p>	<ol style="list-style-type: none"> 1. There are reasons why persons commit suicide 2. Timely intervention can help prevent suicide 	<ol style="list-style-type: none"> 1. The ability to express anger and disappointment in healthy ways 2. The ability to develop a philosophy of life that focuses on living life to the fullest 3. A willingness to be supportive to persons with suicidal tendencies 	<p><u>Definition of Suicide</u> - the intended taking of one's own life.</p> <p><u>Causes of suicide</u> - experiences of loss and rejection - Loss of control - feelings of hopelessness - loss of self confidence - loss of health - feelings of confusion</p> <p><u>Signs of suicide</u> - exhibit drastic change in personality - withdrawn from family and other people - lose interest in personal appearance - lose interest in (school) work - have difficulty getting along with others</p>	<p>Brainstorming an instances, causes and frequency of suicide</p> <p>Participating in small group exercise</p> <p>Role play on handling stress</p> <p>Making charts, posters</p> <p>Discussion</p>	<p>Solve conflict e.g If you had a friend who confided in you that he/she was contemplating suicide what steps could be taken to prevent such a thing happening</p> <p>Recognise suicide tendencies in others and bring this to the attention of teachers, parents etc?</p> <p>avoid indulging in destructive suicidal behaviour?</p>	<p><u>Language Arts</u> - Reading – Writing, counseling</p> <p><u>Social Studies</u> Behaviour in society</p> <p><u>Mathematics</u> Analyzing statistical data - Plotting graphs - Constructing Pie Charts, Bar Graphs etc.</p>

Grade 9
 Unit 1:
 Theme:

Coping With Changes
 Health

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					<ul style="list-style-type: none"> - increase in the use of chemicals, such as alcohol - change sleeping and eating habits drastically - give away valued possessions - talk about getting even with parents - talk about suicide - ask questions about death <p><u>Suicide Prevention</u></p> <ul style="list-style-type: none"> - Recognise signs of suicide - trust your own judgment <p>If you believe someone is in danger of suicide, act on your beliefs.</p> <ul style="list-style-type: none"> - Tell others as quickly as possible, share your knowledge with teachers, parents, friends or other persons who may help in suicide crisis - Stay with suicidal person until help arrives 	<p>Publication on instances and issues of suicide e.g. films, posters, audio tapes, videos, articles, Materials Films</p> <p>Resource materials from G.R.P.A, Ministry of Health</p> <p>Resource persons e.g. Health officers, relatives of victims</p>	Express anger in health ways?	

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					<p>- Listen intelligently. Encourage a suicidal person to talk. Do not give false reassurances.</p> <p>Urge professional help</p> <p>Put pressure on a suicidal person to seek help from a psychologist, psychiatrist, social worker, etc. Be supportive</p> <p>Show the person you care.</p>			

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Equality of opportunity	<p>Make an objective assessment of persons regardless of differences in terms of race, gender, sexuality, religion, disability, opinion, nationality and health status.</p> <p>Communicate acceptance and respect for people who are different in a variety of ways indulging for persons of minority groups /indigenous people.</p>	<ul style="list-style-type: none"> - Everyone has a right to normal life in society. - minority groups/ indigenous people have equal rights as all citizens. - All citizens have equal rights, including ministries. - many groups of people are discriminated against e.g. the poor, HIV positive, minority groups, indigenous people, learning disability and or elderly, the sight – impaired, mobility impaired. 	<p>All human beings should enjoy the same Human Rights</p> <p>Human diversity is an asset</p>	<ul style="list-style-type: none"> - A willingness to befriend or maintain friendships with persons who are different including HIV positive - A willingness to include persons in all activities of which they are capable or have desire to participate. - A willingness to reach out to people who are different. - a willingness to actively promote equality of opportunity for all persons 	<p>Articles 2, 23 of CRC HRE for Citizenship Module – pages 42 – 60.</p> <p>The following are important:</p> <ul style="list-style-type: none"> - respect for the disabled and the elderly - treat others as you would like to be treated - recognise the valuable contribution of persons who are different. - take action to protect the rights of those who are discriminated against. 	<p>Display/demonstration of Human Rights abuses through</p> <ul style="list-style-type: none"> - Role play - simulation exercises - group discussion <p>Display of positive images through:</p> <ul style="list-style-type: none"> - pictures as stimulus materials - listing international figures including persons with disabilities - reporting - research <p>Materials</p> <ul style="list-style-type: none"> - posters and pictures depicting persons with disabilities <p>HRE Module</p>	<p>Tell who are the most vulnerable groups in our society?</p> <p>Befriend a person who is different including persons with HIV?</p> <p>Take action to eliminate discrimination in school?</p>	<p>Language: Short story writing</p> <p>Reading: Short stories/case studies.</p> <p>Social Studies: Map work to identify areas where Amerindians live.</p>

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Not Ready for Sex	<p>Make decisions to control their emotions and have self discipline</p> <p>Make careful selection of friends</p> <p>Practise ways to delay having sexual intercourse</p> <p>Resist peer pressure to have sexual intercourse</p>	<ul style="list-style-type: none"> - There are benefits to waiting to have sex until more mature - Sexual activity have responsibilities and delegations to safeguard their health and the health of their partner - They must make appropriate choices early - Having sexual intercourse early and/or with more than one partner increases the risk of sexually transmitted infections (STIs) 	<p>Students will understand why/how/that:</p> <ul style="list-style-type: none"> - There are many alternatives to early sexual activity - Choosing not to have sex is the best way to protect oneself from contracting HIV/AIDS and STIs 	<ul style="list-style-type: none"> - Willingness to delay sexual intercourse - Self awareness - Understanding of others <p>Ability to</p> <ul style="list-style-type: none"> - Listen to reasoning - Ability to make plans for the future - Avoidance of sexually transmitted diseases 	<ul style="list-style-type: none"> - Feelings and emotions - Self Controlling self - Building one's self esteem, developing hobbies and interests - Healthy/fun alternatives to sex - Why delay sex - Goal setting - Sexually transmitted diseases 	<p><u>Class Discussions</u> Dealing with feelings and emotions</p> <p><u>Individual tasks</u> Develop a hobby and an activity to learn a new skill</p> <ul style="list-style-type: none"> - Small group discussion case studies of alternatives to sex. <p><u>Individual Activity</u> Goal setting short and long term goals</p> <ul style="list-style-type: none"> - Video presentation on STI's 	<p>Identify healthy alternative activities to sex?</p> <p>Plan goals and work towards a healthy life</p> <p>Developed a hobby?</p> <p>Control their feelings?</p> <p>Demonstrate awareness of the causes of STIs</p>	<p>Science The Human Reproductive System</p> <p>Social Studies Teen Pregnancy</p> <p>Creative Writing Essays on Abstinence</p>

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Stress and Anger Management	<p>Identify sources of stress/anger in one's life</p> <p>Recognise that change of any kind can be stressful</p> <p>Make objective judgements about choices and risks</p>	<p>Tensions which result from stress/anger can be dangerous to one's physical and mental health</p> <p>Knowledge of one's self is a way of helping one to cope with stress</p> <p>Knowing the causal factor(s) for stress enables one to make wise choices</p>	<p>Rapid changes are experienced during adolescence</p> <p>It is important to learn to manage stress and find time to relax.</p> <p>It is valuable to be positive during stressful situations</p>	<p>Willingness to adjust one's life style or personal situation so as to cope effectively with stress</p>	<p>Stress is a physical and mental state of tension that occurs when an individual's environment places excessive demand on him/her and results in the individual becoming less creative or incapacitated</p> <p>Anger is a strong feeling of displeasure or belligerence aroused by a real or supposed wrong Factors that bring on: 1. Stress:- - changes of any kind e.g. bell schedule, new teacher, change of weather etc. 2. Anger - untruth - provocation</p> <p>Managing Stress/Anger 1. Close your eyes. 2. Breathe deeply in and out. 3. Count to ten. 4. Stop and reason for stress/anger 5. Pray/meditate 6. Try to communicate and resolve the situation peacefully.</p>	<p>Brainstorming to get definition of stress/anger <u>Discussion</u> How students relate to stressful situations in their lives (home, school). Explain how they were able to cope with stress/anger</p> <p>Talk by Resource person</p> <p>Panel Discussion - coping with stress/anger</p>	<p>Show understanding for the terms stress and anger?</p> <p>Identify ways of dealing with stress/anger?</p>	<p><u>Language</u> - Writing Poems</p> <p><u>Social Studies</u> - The family coping with problems (stress/anger among sibling and peers)</p> <p><u>Home Economics</u> - Management The effective management of stress/anger.</p>

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Courtship	<ul style="list-style-type: none"> - Assess and choose suitable friends. - Describe qualities they appreciate in the opposite sex. - Discuss the role of parents in a boy-girl relationship. - Talk about the stages of courtship. - Decide on set "limits" in relation to courtship. 	<p>Adolescence: is a stage in one's development for making lots of friends of both sexes.</p> <ul style="list-style-type: none"> - helps the child to understand human nature and to learn how to get along with other people. <p>Some young people take longer to start that "special friend" relationship.</p> <p>Girls reach puberty before boys and become more interested in older boys</p>	<p>During the adolescent stage students begin to form more serious friendships outside the family.</p> <p>Adolescent relationships help to prepare students for a closer relationships with the opposite sex and to later start a family.</p> <p>That attractiveness is not just facial beauty, big muscles or a good figure but rather depends on the individual's TOTAL personality.</p>	<p>A willingness to:</p> <p>Display a great sense of responsibility to oneself and loyalty to close friends</p> <p>Use good judgement in the choice of close friends</p>	<p>Social growth pertains to growth in the area of human relationships.</p> <p>Boy – Girl relationships often become an area of social growth for teenagers.</p> <p>Parents should be made aware of their children's relationships and must sanction activities planned.</p> <p>Some factors to consider in special relationships:</p> <ul style="list-style-type: none"> - Etiquette - Planning entertainment - Asking/ accepting invitations. - Dressing - Family approval - Relationship behaviour 	<p>Group discussion on</p> <ul style="list-style-type: none"> (i) Why we need friends (ii) How you select friends. <p>Listing qualities you'll look for in a friend of the opposite sex.</p> <ul style="list-style-type: none"> - Reporting to whole group. <p>Role play</p> <ul style="list-style-type: none"> - Situations e.g. (i) Asking a girl/boy out/for a date. (ii) Introducing your "special" friend to your parents. <p>Class discussion on the stages of courtships</p> <ul style="list-style-type: none"> - dating - going steady - engagement <p>References:</p> <ol style="list-style-type: none"> 1. <u>Thoughts for Teens</u> 2. <u>Health and Safety for you</u> 3. <u>Parent and Parenting.</u> 	<p>Can students Make a list of places to go / not to go and things to do / not do when on a date?</p> <p>What are the advantages of going out in a group / individually?</p> <p>Disadvantage?</p>	<p>Language Arts Impromptu Speech on "Friends" "Going Steady" "My ideal partner".</p> <p>Music Analysing love songs, writing one verse and <u>chorus</u> of your own</p> <p>Social Studies Social problems of adolescence</p> <p>Science Types of hormones</p>

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Mental and Psycho-logical health	<p>Cope with stress and mental fatigue</p> <p>Work under changing conditions</p> <p>Exercise physical and mental faculties</p> <p>Practise eating the appropriate amount of nutritious foods</p>	<p>Good mental and psychological health is being comfortable with yourself, feeling good about your relationships with others and being able to positively meet the demands of life.</p> <p>Physical exercise helps to develop the mind and improve mental alertness</p> <p>There are identifiable characteristics of mentally healthy persons</p> <p>Adequate rest will help to promote good mental and psychological health</p>	<p>Sound decisions are based on good mental and psychological health</p> <p>Mental and psychological health are important to one's success in life</p> <p>A healthy diet is essential for a good mental health</p>	<p>Sound judgement and actions in decision making.</p> <p>Willingness to do physical exercises regularly.</p> <p>Willingness to select and use wholesome foods.</p>	<p>What is good mental and psychological health?</p> <ul style="list-style-type: none"> - The importance of good mental health. <p>What is stress?</p> <ul style="list-style-type: none"> - Identify and list stresses - Ways of reducing stress and mental fatigue. - Ways to achieve success. <p>The mind can be kept sound through</p> <ul style="list-style-type: none"> - eating well - taking prescribed medicine - positive association - exercises <p>The importance of physical exercise.</p> <p>Characteristics of mentally healthy persons</p> <p>The importance of nutrients.</p> <ul style="list-style-type: none"> - How to face everyday situations or challenges 	<ul style="list-style-type: none"> - Mental and psychological health. - The causes of mental and psychological ill-health <p>Brainstorming:</p> <p>Participating in small group exercises</p> <p>Role play: Handling stress.</p> <p>Making charts, posters</p> <p>Group discussion an issues raised</p> <p>Video</p> <p>Markers</p> <p>Books on mental and physical health</p>	<p>Work under stress and mental fatigue especially during afternoon sessions?</p> <p>Turn stressful situations into positive behaviours?</p> <p>Show a sense of purpose or commitment in their daily activities?</p> <p>Utilize physical exercise to cope with stress and mental fatigue</p> <p>Work hard under difficult conditions</p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> - Stress Management - Achieving successes; characteristics of mentally healthy persons <p><u>Physical exercise</u></p> <p><u>Home Economics</u></p> <ul style="list-style-type: none"> - Nutrients <p><u>Art</u></p> <ul style="list-style-type: none"> - Poster making

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Countering Racism	<ul style="list-style-type: none"> - make decisions about being personally responsible for racial harmony in school. - develop advocacy skills in the promotion of racial harmony. - recognise racial practises 	<ul style="list-style-type: none"> - despite differences in colour, texture of hair, ancestral origins, culture, religion, lifestyle and political persuasion, the people that make up the Guyanese nation are all equally Guyanese. - racial harmony is vital to making progress in a country i.e. development. 	<ul style="list-style-type: none"> - every individual must make decisions for himself/herself in order to avoid all forms of racial discrimination, verbal abuse, exclusion, harassment, inciting racial hostility or violence. Everyone must work together as Guyanese for national progress. - the future of the country belongs to the young people and they are the ones who have to work hard now at promoting the kind of society they would like to live in as adults. 	<ul style="list-style-type: none"> a willingness to: <ul style="list-style-type: none"> - make friends and maintain friendships with persons of another race, ethnicity. - be involved in activities in school that are intended to promote racial harmony. - sanction their peers who are prejudiced or who discriminate or use negative language in reference to another race. Willingness to take action to dispel racial undercurrents/problems. 	<p>Articles 2, 3, 30 of CRC. Article 5 of UN Declaration on Elimination of all Forms of Racial Discrimination</p> <p>Definitions</p> <ul style="list-style-type: none"> - What is Racism? - Who is Racist? - 'Ethnicity' vs. 'Being Guyanese' <p>The case of racism</p> <p>The effects of racism on victims/society</p>	<p>Discussion – group, class.</p> <p>Making Posters</p> <p>Group work – planning a campaign for eliminating all forms of racism</p> <p>Discrimination in school groups, discussion to identify the victims of discriminatory practices.</p> <p>Interview a ROC participant to find out about 'Race Free Zone' activities</p> <p>Materials</p> <p>Posters HRE Module ROC Materials</p> <ul style="list-style-type: none"> - bookmark - pledge - murals - HRE Music Kit - 10th Anniversary CRC - Kit (Rap on Racism) 	<p>Take action to eliminate racial prejudice?</p> <p>Compose a "Rap on Racism"?</p>	<p><u>Music</u> Singing Songs</p> <p><u>English Language</u> - reading and writing case studies</p> <p><u>Art and Craft</u> - Making posters</p>

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Family Planning	<p>Make decisions about</p> <ul style="list-style-type: none"> • size of family • time between children • when to start a family <p>Recognise one's personal feelings and needs and ones role in family decisions</p> <p>Communicate one's feelings and emotions</p> <p>Identify and solve problems concerning one's family life</p>	<p>Both partners have the responsibility of deciding the size of family.</p> <p>A variety of methods are available to prevent conception</p> <p>That some contraceptives have negative effects on your health</p> <p>Having a family is a major responsibility</p> <p>Persons can obtain advice and help from professional institutions</p> <p>Family planning prevents unwanted pregnancies</p>	<p>There are benefits for parents and child in spacing between births</p> <p>Having a baby will impact on their lives.</p> <p>Family planning enables the needs of the children to be met in an organised manner.</p>	<p>Awareness of the methods available for family planning</p> <p>Awareness that eat a variety of foods for better health</p> <p>They should seek advice and assistance when necessary</p>	<p>Definition of term 'family planning'</p> <p>Types of contraceptives available.</p> <p>Benefits of family planning.</p> <p>Consequences of poor family planning.</p> <p>Agencies and places to go for help.</p> <p>Accessing information on family planning</p>	<p>Completion of questionnaire relating to family planning followed by discussion based on the responses</p> <p>Display of different types of contraceptives</p> <p>Invite resource person(s)</p> <p>Compile directory of agencies/organizations which offer information and services on family planning</p> <p>Hand outs, pamphlets, magazines, samples of contraceptives</p> <p>Text books on family planning</p>	<p>Relate effectively to adults/parents on various aspects of family planning?</p> <p>Recognise the best condition for starting a family?</p> <p>Tell where they can go if they need help or advice on family planning</p>	<p><u>Integrated Science</u> - Reproduction</p> <p><u>Social Studies</u> - Social issues</p> <p><u>English Language</u> - Debates</p> <p><u>Mathematics</u> - Graphical display</p>

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Careers/ World of Work	<p>Make decisions based on known facts</p> <p>Establish new and improved relationships</p> <p>Effectively communicate your career choice with peers/adults</p> <p>Display creativity to make maximum use of job availability</p> <p>Strengthen self-esteem.</p>	<p>There are myriads of job opportunities existing in and out of the community.</p> <p>Job satisfaction is the ultimate goal in a person's life.</p> <p>There is a need to express one's views openly as they relate to their intended career path.</p> <p>Job benefits and lifestyles support each other.</p> <p>Work management makes a difference in people's lives.</p> <p>Each new experience provides scope for new learning.</p>	<p>It is necessary to evaluate job description and specification thoroughly before making decisions.</p> <p>Success involves working honestly getting along despite obstacles and handicaps.</p> <p>There is need to relate intended career path easily to peers/adults.</p> <p>Improving one's self-esteem makes it easier to face challenges.</p> <p>Having a clear sense of values help to give directions in making choices.</p>	<p>Careful career planning</p> <p>Willingness to explore various kinds of work opportunities</p> <p>To show pride and determination in the career choice.</p>	<p>Career entails</p> <ul style="list-style-type: none"> - job choice - job satisfaction preparation - personal adaptability - preparation for transition (personal development) <p>Examples of job classification:</p> <ol style="list-style-type: none"> a) Day b) Night c) Part - time d) Full - time e) Seasonal f) Jobs in which there is need to think things through <ul style="list-style-type: none"> - writers - promoters etc. 	<ul style="list-style-type: none"> - Interviewing - Visiting Worksites - Writing (keeping a diary) - Taking and collecting pictures - Discussing in small groups - Brainstorming - Five-minute talks - Show and Tell 	<p>Show awareness about job opportunities that are available?</p>	<p><u>Language</u></p> <ol style="list-style-type: none"> 1. Essay Writing, poetry, skits/plays. 2. Pre-vocational subjects - gathering information on job types.

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Suicide	<p>- Recognise the need to be aware of their human value and emotional needs</p> <p>Explore and find solutions to everyday problems.</p> <p>Effectively communicate their emotional needs</p>	<p>The ability to manage stress and to deal with conflicts can serve to prevent suicide.</p> <p>Establishing strong family ties with good inter-personal relations can also prevent suicide.</p> <p>As individuals we need to be aware of our strengths and weakness.</p> <p>Be aware of oneself and know what affects the emotional state.</p>	<p>Suicide victims come from all groups of people irrespective of race, religion, sex, age, social orientation, etc.</p> <p>Actions are influenced by our thoughts.</p> <p>There are worthwhile alternative courses of action to deal with problems</p> <p>The solution to problems vary with the individual and the circumstances</p>	<p>A willingness to see ourselves as individuals having much worth and able to contribute significantly to the development of society.</p> <p>A high value of our life.</p> <p>An appreciation for the needs of others</p>	<p>Suicide – the intentional killing of oneself.</p> <p>Method used for committing suicide include:</p> <p>a) hanging b) ingestion or inhaling of poisonous substances c) stabbing d) suffocation e) shooting Suicide is committed for reasons such as</p> <p>a) stress and personal problem b) conflicts c) loneliness ..</p> <p>Preventing suicide</p> <p>- Take suicide talks seriously. - Provide empathy and social support - Identify and clarify problems - Suggest alternative courses of action. - Encourage professional help.</p>	<p>Discussion on what is suicide and saying who commits suicide Group discussion to find solutions to difficult situations (given)</p> <p>- Reporting and analysing findings of above discussions</p> <p>Examining the role of family members in times of individual crisis and discussing the effectiveness of family support.</p> <p>Working in groups on quiz, games, cross word puzzle,</p> <p>References:</p> <p>i) Social Studies Core Unit ii) Parent and Parenting iii) A Teen Guide to Home Making.</p>	<p>Tell how they can see themselves as worthwhile human beings?</p> <p>Show awareness that they have a significant role to play in the development of society?</p> <p>Find solutions to everyday problems?</p>	<p>Science The body as a machine that needs care to work.</p> <p>Social Studies Resolving Conflicts.</p> <p>Art Expressing feelings</p> <p>Creative Writing - Poetry - Stories - Songs</p> <p>Home Economics Nutrition for all</p>

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Social and Emotional Health	<p>Cope with emotional stress caused by peer pressure</p> <ul style="list-style-type: none"> - Communicate effectively with parents/ responsible adults in the community - Recognise one's self-esteem - Recognise the symptoms of poor and emotional health - Identify the causes of poor social emotional health 	<p>Stress is a major cause of poor emotional health</p> <p>Poverty and limited education are the main contributions to poor social health</p> <p>Poor social and emotional health have a negative impact on society</p> <p>The key and critical role the family has in dealing with social and emotional health</p> <p>Unhealthy lifestyles result in poor emotional/ social health</p>	<p>It is important to inculcate acceptable social health behaviours</p> <ul style="list-style-type: none"> - Peers could influence their fellow peers either in a negative or positive manner 	<p>Concern for individuals who are affected by poor emotional health.</p> <p>A willingness to encourage individuals to maintain a positive, socially healthy network</p>	<p>Definition of key terms.</p> <ul style="list-style-type: none"> - Peer pressure - Stress - Emotion - Socialization - Health <p>- The influence peer pressure on social and emotional health</p> <p>Dealing with emotional stress</p> <ul style="list-style-type: none"> - at home - at school <p>The role of family values in promoting good social and emotional health</p> <p>The importance of the influence of the physical and social environment on individuals</p> <p>Symptoms of poor social and/or emotional health</p>	<p>Students viewing a film on emotional health</p> <ul style="list-style-type: none"> - Role play the major consequences of poor social health - Small group discussion on aspects of social and emotional health. <p>Video cassette</p> <p>Pictures depicting the effects of emotional stress and poor social health</p>	<p>Identify the cause(s) of emotional stress on a fellow student or members in society?</p> <p>Display acceptable social behaviours?</p> <p>Provide support to fellow peers who have attempted suicide once as a result of peer pressure?</p> <p>Recognise the symptoms of poor social and emotional health?</p>	<p>Social Studies</p> <ul style="list-style-type: none"> - Peer influence/ - Peer pressure, the role of family members <p>English Language</p> <ul style="list-style-type: none"> - After viewing film, summarize findings in two paragraphs.

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Freedom of Expression	<p>Effectively communicate one's opinions and views without infringing the right of others.</p> <p>Creatively express oneself in terms of rights and responsibilities</p> <p>Critically examine situations where malice, libel, slander are evident and learn to avoid/resolve situations.</p>	<p>- Opinions are what a person thinks about something based on personal experience rather than actual facts.</p> <p>- Facts are what a person knows to be accepted or proven as true.</p> <p>- People have a right to their freedom of expression which does not mean being rude, vociferous, lewd, or freedom to violate others rights. It means expressing oneself in a responsible manner.</p> <p>- Freedom of expression comes with responsibilities.</p>	<p>- Freedom of expression comes the responsibilities of</p> <ol style="list-style-type: none"> 1. confidentiality 2. respect 3. tact 4. choice of words 5. responsible behaviour <p>Individuals have the right to be heard and should feel free to express themselves but to do so in a responsible manner.</p>	<p>A willingness to:</p> <ul style="list-style-type: none"> - express oneself confidently and responsibly - to be open-minded about listening to the views/opinions of others. <p>To be tolerant of persons who may have a different opinion</p> <p>Respect for and an appreciation of the opinion(s) of others</p>	<p>Articles 12 and 13 of CRC</p> <p>- the concept of 'freedom of expression' involves the right to express opinions and views that do not hurt anyone but impart information and ideas that should be appreciated and respected.</p>	<p>Debates</p> <p>Discussion – group panel, class.</p> <p>Role play</p> <p>Short 'one minute' speeches on particular topics e.g. current and topical issues.</p> <p>Materials HRE Module</p> <p>Current newspapers</p> <p>Posters</p>	<p>Express themselves effectively and responsibly?</p> <p>Show respect and appreciation for the opinion(s) of others?</p> <p>Willingly defend their rights and the rights of others?</p>	<p>Language:</p> <ul style="list-style-type: none"> - Debating - Essay Composition on 'Right and Responsibilities'. <p>Social Studies Human Rights: "Freedom of Expression</p> <p>Art Drawing pictures that depict self – expression.</p> <p>Music Calypso on "Expressing my Rights".</p>

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Preventing Sexually Transmitted Infections/ HIV/AIDS.	<p>Make critical life threatening decisions e.g. saying 'No' to having sexual intercourse</p> <p>Solve problems in order to resist being pressured into having sex.</p> <p>Use positive actions to avoid situations that arise.</p> <p>Communicate decisions to abstain.</p> <p>Demonstrate self – control in terms of knowing your limits.</p> <p>Identify the risks that result from individual action(s)</p>	<p>There are consequences associated with one's actions</p> <p>There are specific ways by which one can be infected with STIs, HIV virus.</p> <p>Abstinence is the most effective way of avoiding STIs and safeguarding oneself.</p> <p>There are instructions that provide professional help and advice on matters pertaining to STIs</p>	<p>Everyone has values and these influence the choices they make.</p> <p>Once you are sexually active you are at risk of contracting STIs.</p>	<p>The willingness to behave responsibly in terms of making appropriate choice of friends</p> <p>Respect for oneself</p> <p>Positive actions to reduce the possibility of contracting STIs</p>	<p>Differentiate between facts and myths</p> <p>Actions and consequence risk assessment</p> <p>Ways by which one can contract STIs and HIV.</p> <p>Symptoms and treatment of STIs and HIV.</p> <p>Ways of preventing STIs and HIV.</p> <p>- Places to get help.</p>	<p>Viewing video tapes and talk shows programmes</p> <p>Role play reflecting different STIs.</p> <p>Conduct risk game with questions and answers.</p> <p>Discussions on STIs</p> <p>Video tapes, newspaper clippings, magazines.</p>	<p>Can the relationship between their choice and preventing STIs and HIV?</p> <p>Tell where he/she can go to for help if needed?</p> <p>Express what they know about STIs and HIV?</p>	<p><u>Social Studies</u> - Values clarification, Sexually Transmitted Diseases</p> <p><u>Integrated Science</u> - Health In Action</p> <p><u>Mathematics</u> - Deductive reasoning</p> <p><u>Drama</u> - Skits on messages based on STI's and HIV.</p> <p><u>English Language</u> - Comprehension</p>