

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:				
<b>Use and Abuse of Language</b>	<ul style="list-style-type: none"> <li>- Create a positive image of self by the correct use of effective language.</li> <li>- Practise the use of standard language at home, school and any other public place.</li> <li>- Recognise the implications of the use of indecent language.</li> </ul>	<ul style="list-style-type: none"> <li>- People (peers, teachers, other members of the community) are judged by the way(s) they express themselves.</li> <li>- The effective use of standard/ language is one way of gaining respect from others thus boosting your self esteem, assertiveness and resistance to peer pressure.</li> <li>- It is socially unacceptable to use indecent language.</li> </ul>	<ul style="list-style-type: none"> <li>- Freedom of expression does not entail the use of indecent language.</li> <li>- One must take responsibility for the language they use and to accept the consequences of using indecent language (orally, defacing school walls etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Willingness to use acceptable language in the home, school and community.</li> <li>- Willingness to avoid the use of indecent language as a form of retaliation.</li> <li>- Encourage peers to refrain from using indecent language.</li> </ul>	<p>Indecent language could be defined as the improper use of language in a very offensive way.</p> <p>Under the Summary Jurisdiction (offences) Act Chp. 8:02, Section 162 C. the use of any indecent or obscene language shall be liable to a fine of not less than seven thousand five hundred dollars (\$7, 500) or more than fifteen thousand dollars (\$15,000)</p>	<ul style="list-style-type: none"> <li>Brainstorming to get the meaning of the terms 'decent' and 'indecent'.</li> <li>- Exchanging views on how students feel when others use indecent language to them.</li> <li>- Discussing in groups, the following questions:               <ol style="list-style-type: none"> <li>1. How do you view a person who constantly uses indecent language?</li> <li>2. Why do you think students/youths use indecent language?</li> <li>3. What penalties should be meted out to students who use indecent language in school and on the playing field?</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between decent and indecent language?</li> <li>List the negative effects of using indecent language?</li> </ul>	<p><b>Art</b> Production of signs (No indecent language)</p> <p><b>Social Studies</b> Functions of the family. - Moral education.</p> <p><b>Language</b> Oral communication.</p> <p><b>Games/ Sports</b></p>

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<b>Family Values</b>	<ul style="list-style-type: none"> <li>- Critically examine family values and discuss why these must be maintained.</li> <li>- Recognise the importance of rules for everyday living.</li> <li>- Identify some simple family rules.</li> </ul>	<p>Values are acceptable standards of behaviour which should be observed by all members of the family.</p> <p>Every home/ institution is governed by simple rules and values to ensure that there is some degree of control and order.</p> <p>Some values change over time while others are as important today as when they were first acknowledged.</p>	<p>Children like adults need love, guidance, respect, protection, acceptance and discipline.</p> <p>As children grow older these qualities become a part of their value system.</p>	<p>A willingness to: exhibit appreciation of one's family values.</p> <p>Acceptance and observance of the rules of the wider society.</p>	<p>Values refer to those aspects of life that are considered highly desirable or important</p> <p>Family values are those acceptable/desirable standards of behaviour that are upheld or maintained by the family e.g.</p> <ul style="list-style-type: none"> <li>- Personal grooming</li> <li>- Manners</li> <li>- Poise, Posture, Personality</li> <li>- Dining habits</li> <li>- Social customs</li> <li>- Communication</li> <li>-Observance of rules</li> <li>- Common courtesies</li> <li>- Self development</li> </ul> <p>Simple rules for everyday living.</p>	<ul style="list-style-type: none"> <li>- Discussion of family values</li> <li>List some family values</li> <li>- Role play situation to bring out values. Differentiating between desirable and undesirable standards of behaviour.</li> <li>- Group work -writing courtesy rules and maxims for               <ul style="list-style-type: none"> <li>a) Home</li> <li>b) Class</li> <li>c) School</li> </ul> </li> </ul> <p>SOURCE: Song: "Desiderata" Text: <u>Learning for Living</u></p>	<p>Can students Define the term "value", "family value"?</p> <p>Differentiate between what is acceptable and what is not acceptable standards of behaviour?</p>	<p><b>Language Arts</b> Speech presentation</p> <p><b>Art</b> Illustration to show acceptable family values.</p> <p><b>Home Economics</b> Table etiquette</p> <p><b>Social Studies</b> Culture and traditional values.</p>

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<b>Family Values</b>	Identify some factors that influence family values in a negative or positive ways.	<p>Family values are affected by a number of forces both within and those outside of the immediate family.</p> <p>Some forces can have a positive or negative impact on family life.</p> <p>Family values can be improved by positive application of the seven C's of family living.</p> <p>Actions have both reasons and consequences.</p>	<p>Family goals may affect the happiness and comfort of others and may be an asset to others.</p> <p>The blending of the individual's own values with that of his/her family's values determines the individual's own family values.</p> <p>One should evaluate the possible actions for a given situation before deciding on the "best" action.</p>	<p>A willingness to:</p> <p>Make choices between what is right and wrong behaviour.</p> <p>Accept responsibility for and the consequences of one's actions.</p>	<p>Forces that can have negative/ positive influence on family values:</p> <ul style="list-style-type: none"> <li>- Resources</li> <li>- Customs and Traditions</li> <li>- Family goals</li> <li>- Gangs</li> <li>- Peer influence</li> <li>- Religion</li> <li>- Family patterns</li> </ul> <p>The seven C's for improved family living</p> <ul style="list-style-type: none"> <li>- Cooperation</li> <li>- Communication</li> <li>- Confidence</li> <li>- Concern</li> <li>- Commitment</li> <li>- Companion-ship</li> <li>- Consideration</li> </ul>	<p>Small groups of 4/6 to:</p> <ol style="list-style-type: none"> <li>1. Identify factors that cause children to behave/misbehave</li> <li>2. Discuss values that are upheld/not upheld.</li> <li>3. Discuss instances in one's society where positive and negative values are displayed.</li> <li>4. Discuss how the above attitudes affect themselves and other family members</li> <li>5. Role Play - "I didn't ask to be born" or "My parents are always telling me what to do.</li> <li>6. Dramatization - Making negative values positive.</li> </ol> <p>REFERENCES: 1. <u>TEEN Guide to HOME – MAKING.</u></p>	<p>Students: Can identify some experiences that make them</p> <ol style="list-style-type: none"> <li>a) happy?</li> <li>b) unhappy?</li> </ol> <p>Identify the most common of the above experiences?</p> <p>Compile a scrapbook that illustrates the seven C's for improved family living?</p>	<p><b>Language Arts</b> Paragraph writing – The happiest day in my life.</p> <p><b>Art</b> Picture Composition "A happy home"</p> <p><b>Social Studies</b> Family types and patterns.</p> <p><b>Drama</b> "Our family project"</p> <p><b>Science</b> Drugs – Use and Misuse.</p>

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<b>Attitudes and Behaviour</b>	<ul style="list-style-type: none"> <li>- Recognise that there are alternative and acceptable ways of behaving in given situations</li> <li>- Recognise appropriate positive behaviours that promote mental well being.</li> <li>- Work collaboratively to establish and promote team building</li> <li>- Recognise oneself as it relates to public and private image.</li> <li>- Make informed decisions about how to behave in a given situation.</li> </ul>	<ul style="list-style-type: none"> <li>- Respect for others entails accepting them regardless of mental and or physical disability.</li> <li>- There are practices which are essential for maintaining positive attitude, good behaviour and mental well being.</li> <li>Except for mentally ill persons one's behaviour is the result of a deliberate choice of actions by the individual.</li> </ul>	<ul style="list-style-type: none"> <li>- The behaviour of mentally ill persons is influenced by factors outside of their mental control.</li> <li>Positive behaviours promote a healthy mental wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>- Positive values and attitudes necessary to avoid the consequences of negative behaviour.</li> <li>- Attitudes that which are necessary for group support and team building.</li> <li>- A caring attitude towards humans, animals and non-living things in the environment.</li> <li>- Responsibility towards improving personal practices related to the environment and community.</li> </ul>	<p>What is attitude? - What is behaviour? How are attitude and behaviour related?</p> <p>Definition of "Mental" well – being.</p> <ul style="list-style-type: none"> <li>- Factors that influence both positive and negative behaviours.</li> <li>- Guidelines for determining positive/negative behaviours.</li> </ul>	<p>Group discussions and role play on positive/negative attitudes and behaviours.</p> <p>Viewing of video cassettes portraying various forms of behaviours/attitudes and the consequences.</p> <p>Review of relevant case studies</p> <p>Compose and render songs which help reinforce positive attitudes and behaviour for staff and parents</p> <p>Students prepare a checklist of behaviours and attitudes related to public and private image.</p> <p>Use of relevant texts.</p> <p>Study pictures/read</p> <p>Design games</p>	<p>Analyze the behaviour of peers/teachers in the class room?</p> <p>Review (orally) films that display negative/ positive behaviours and attitudes.</p> <p>Develop and use an instrument to observe and report on behaviours displayed by peers during various situations?</p>	<p><b>Social Studies</b> Acceptance of some forms of social behaviour</p> <p><b>English Language</b> Using correct tenses, capitalization etc.</p> <p><b>Reading</b> Reading information from charts, texts, magazines on attitudes and behaviour</p>

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<b>Civic responsibility</b>	<ul style="list-style-type: none"> <li>- Recognise the importance of conforming to school rules and policies.</li> <li>- Make decisions about acceptable standards of behaviour with regard to environmental issues</li> <li>- Formulate a personal code of conduct that will enhance their physical and social environment.</li> <li>- Develop an action plan to improve the qualities of a given environment e.g school, home community.</li> </ul>	<ul style="list-style-type: none"> <li>- Everyone should cultivate a culture of keeping a healthy environment</li> <li>- The classroom is an important place to start showing environmental consciousness</li> <li>The well- being of society depends upon the maintenance of a healthy environment</li> <li>There are international guidelines for the development and maintenance of environmental standards.</li> </ul>	<p>We should respect the rights of others to live in a pollution – free world</p> <p>A litter-free school is the start on the road to good citizenship</p> <p>Every citizen should take responsibility for keeping his or her surroundings clean and healthy.</p> <p>People should practise agreed forms of behaviour in their communities in order to ensure a healthy environment.</p>	<ul style="list-style-type: none"> <li>- Observance of clean good, health/ practices</li> <li>- Positive behaviours in the home, school and community with respect to maintaining a healthy environment</li> <li>Willingness to take positive action to promote a pollution – free environment.</li> </ul>	<p>There are basically three kinds of rights</p> <ul style="list-style-type: none"> <li>- provision</li> <li>- participation</li> <li>- protection</li> </ul> <p>that have been established to maintain high environmental standards</p> <p>Civic responsibility with respect to the environment</p> <ul style="list-style-type: none"> <li>- keeping the environment clean and healthy</li> <li>- protecting the environment</li> <li>- working for the common good</li> </ul>	<p>Brainstorming methods of protecting the environment.</p> <p>Discussion on the individual's responsibility for the quality of the environment.</p> <p>Role play acceptable and unacceptable behaviours in our community.</p> <p>Students observe and report on the negative effects of unacceptable behaviours with respect to the environment</p> <p>Individual activity – Development of a personal code of conduct to sustain a clean environment culture.</p> <p>Reference</p> <p><u>HRE for Citizenship</u> pages 81 – 85 – Environment – CRC pages 131 - 134</p> <p>Environmental Protection Agency (EPA)</p>	<p>Participate in school and community activities that involve a co-operative effort in keeping the physical environment healthy?</p> <p>Take personal responsibility for maintaining a litter-free environment at school?</p>	<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>- Civics</li> <li>- The environment</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>- Letter Writing to the NDC about pollution in the area.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Long from Human Rights Kit "Rubbish in the River".</li> </ul>

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<b>Sexuality</b>	<p>Recognize the ways in which their behaviour can be interpreted as sexual</p> <p>Distinguish friendly approach from sexual advances</p> <p>State ways of warding off unwanted sexual advances</p>	<p>Full expression of sexually needs maturity</p> <p>There are different activities youths can be involved with to express feelings and love that is not adult sexual behaviour</p>	<p>There is an appropriate context for expressing sexuality</p> <p>Sex is for both reproduction and for expressing love and unity with another person</p> <p>There is a difference between proper use of sex and the abuse of the powers and functions of sex</p>	<p>An understanding of human sexuality as a natural dimension of life</p> <p>Ability to evaluate how certain activities relate to sexuality i.e. foul language, sexual pictures, nudity and self-exposure sex jokes – can contribute to abuse of sexuality.</p> <p>Avoidance of giving opportunities for sexual assault/rape</p>	<p>Define sexuality as more an genital sexual activity</p> <p>Sexual development through the life cycle</p> <ul style="list-style-type: none"> <li>- sensuality</li> <li>- intimacy</li> <li>- sexualization</li> <li>- sexual identity</li> <li>- sexual health and reproduction</li> </ul> <p>Sexual orientation and societies tolerance</p>	<p>Class discussions: Ideas and feelings about positive and negative aspects of sexuality</p> <p>Role – plays or videos on ways to avoid sexual situations</p> <p>Case studies - to examine situations students may encounter</p> <p>Group work – brainstorming messages from friends, family and media about sexuality</p>	<p>Become comfortable talking out asking questions about sexuality</p> <p>Understand what human sexuality is and how it affects out behaviour</p> <p>Respect others sexual behaviours</p> <p>Identify their sexual development</p>	<p><b>Science</b> Reproduction system</p> <p><b>Social Studies</b> Peer pressure</p> <p><b>Drama</b> Role plays</p> <p><b>Language</b> Essays Poems</p>

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<b>Punishment and Discipline</b>	<p>Identify forms of punishment</p> <p>Recognise the differences between punishment, discipline and abuse.</p>	<p>Punishment is a penalty imposed for transgression of rules/laws.</p> <p>Punishment does not have to be physical.</p> <p>Discipline is a form of instruction designed to train persons to conduct themselves in an acceptable manner.</p> <p>Self-discipline involves the individual taking the appropriate action to do what is acceptable.</p>	<p>Punishment is designed to help a person to be accountable for the consequences of his/her behaviour.</p> <p>Punishment /discipline can be administered in different ways</p>	<p>Willingness to: Accept punishment as a result of indisciplined behaviour.</p> <p>Accept disciplinary actions for unacceptable behaviour in the same way that they would accept rewards for being a positive role model.</p> <p>Condemn any form of abuse.</p> <p>Protect others who are unable to protect themselves from abuse.</p>	<p>Discipline is a form of training to act in accordance with accepted rules.</p> <p>Punishment is a penalty inflicted for an offence</p> <p>Unacceptable forms of punishment include deprivation of meals, burning of fingers etc.</p> <p>Corporal punishment refers to bodily punishment e.g flogging</p> <p>Alternatives to corporal punishment include:</p> <ul style="list-style-type: none"> <li>- Detention</li> <li>- Withholding certain privileges</li> <li>- giving extra chores</li> <li>- suspension</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming to find out ways in which students misbehave in school and at home.</li> <li>- Group discussions</li> <li>- Identifying appropriate forms of punishment/discipline to deal with particular misdemeanors.</li> <li>- Using work sheets to match punishment with misdemeanour.</li> <li>- Formulating class rules and disciplinary code.</li> <li>- Debating whether corporal punishment should or should not take place in schools.</li> </ul>	<p>Can students State the difference between punishment and discipline?</p> <p>State at least two alternatives to corporal punishment?</p>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>- Debates</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>- drawings depicting acceptable and unacceptable forms of punishment</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>- Rules and regulations</li> </ul> <p><b>Mathematics</b></p> <p>Sets – (subsets to show forms of discipline and punishment)</p>

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<b>Peer Relationships</b>	<p>Recognise the value of positive peer relationships.</p> <p>Identify factors that will attract persons to others/group.</p> <p>Select and choose peers that are compatible with ourselves.</p>	<p>Peer groups have their own values.</p> <p>Peer group relationships help children to learn to deal with people on an equal basis.</p> <p>Individuals need to feel accepted and need to belong to a group.</p> <p>Discipline helps to guide individuals to make informed decisions.</p>	<p>Individuals need to feel equal to their peers and this may force them to accept most of the groups' values.</p> <p>Family conflicts may arise because of the choice of friends.</p> <p>Individuals need to uphold their values and to resist negative peer pressure.</p>	<p>Willingness to:</p> <ul style="list-style-type: none"> <li>- Think critically and act independently</li> <li>- Choose friends who can help them in achieving positive goals.</li> <li>- Take positive action to influence peers from negative behaviours.</li> </ul> <p>An appreciation to support from peers.</p>	<p>A peer group is a member of friends or acquaintances. Peer group relationships help individuals to interact freely with others and this may cause some changes in behaviour that are not be accepted by parents and adults in general</p> <p>Parents and adults need to guide their children as they experiment with freedom and independence.</p> <p>The choice of peer group is influenced by dress, speech, religion, ethnicity, social status, culture, etc.</p>	<p>Brainstorming to formulate definition of "peer".</p> <ul style="list-style-type: none"> <li>- Listing positive qualities that cause attraction to person/group.</li> <li>- Discuss problems that may arise from peer relationship and finding solutions to these.</li> <li>- Role Play problem solving in identifying friends from among a peer group.</li> </ul> <p>Text: <u>Child and Adolescent Development.</u></p>	<p>List factors they should consider when choosing friends?</p> <p>Form peer relationships with students of different social, religious culture/ groups.</p>	<p><b>Language Arts</b> Writing composition on "What I want in a friend".</p> <p><b>Social Studies</b> Different kinds of social groups and how they function and relate.</p>

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<b>Peer Relationships</b>	<p>Recognise the differences between the personalities of males and females.</p> <p>Solve problems that arise from the expectations of a male and female in a relationship.</p> <p>Recognise limitations of peer relationships.</p>	<p>There are physical differences between boys and girls at puberty.</p> <p>The personalities of boys and girls of the same age differ. The way they approach and deal with situations vary.</p> <p>Boys and girls become sexually attracted to each other.</p>	<p>Males are seen as the stronger sex and are expected to make decisions most times. Female are seen as the weaker of the two sexes.</p> <p>There are family, individual and societal "limits" to relationships.</p>		<p>Boys and girls display different attitudes to situations they face e.g. school work, helping at home, dealing with problems at school, going out with a boy/girl.</p> <p>Boys will .....</p> <p>Girls will .....</p> <p>That students use "lines" to pressure each other into responding on a particular way e.g</p> <ul style="list-style-type: none"> <li>- You're mama's boy.</li> <li>- You're soft.....</li> </ul>	<p>Group work.</p> <ul style="list-style-type: none"> <li>- Discussion on the differences between boys and girls.</li> <li>- physically</li> <li>- mentally</li> <li>- socially</li> </ul> <p>Talking about the way girls/boys should behave/conduct themselves in the presence of boys/.</p> <ul style="list-style-type: none"> <li>- Compiling a list of positive behaviours</li> <li>- Discussion on gang relationships</li> </ul>	<p>Identify behaviours that are considered inappropriate for boys/girls.</p> <p>List four positive qualities they would look for in a partner and discuss why they consider these essential.</p> <p>FRIEND-SHIP Write descriptive words for the kind of friends you like to have</p> <p>F - R - I - E - N - D - S - H - I - P -</p>	<p><b>Language Arts</b> Essay "My ideal Role model"</p> <p><b>Music</b> Songs dealing with love for and/or disrespect for sexes.</p> <p><b>Art</b> Collage – Love in harmony.</p> <p><b>Science</b> Physical changes in boys/girls at puberty.</p>

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<b>Care and support of self and others</b>	<p>Practise self discipline</p> <p>Maintain a clean and safe environment.</p> <p>Communicate their feelings.</p> <p>Solve problems arising from peer pressure</p> <p>Effectively communicate information orally and in writing</p> <p>Empathize with others</p> <p>Identify individual differences</p>	<p>Individual differences exist Male/Female</p> <p>There are simple communication techniques.</p> <p>The home and school environment should be clean and safe</p> <p>There are specific persons that we should care for</p> <ul style="list-style-type: none"> <li>- in school</li> <li>- at home</li> <li>- in the country</li> </ul>	<p>Peers behave differently under pressure be it social or emotional</p> <p>He/She is unique in communicating information whether orally or in writing</p> <p>A clean and safe environment is a component to take into account when caring and supporting self and others.</p>	<p>Self-control when caring and supporting self and others.</p> <p>Good communication techniques when caring and supporting self and others.</p> <p>Care when dealing with others.</p>	<p>What is self control?</p> <p>Some problem - solving strategies for coping with peer pressure.</p> <p>Effective communication skills.</p> <p>Body language</p> <p>What is a clean environment and ways of maintaining a clean and safe environment.</p> <p>Situations that require care and consideration</p>	<p>Brainstorming and guided group discussions on case studies.</p> <p>Making posters to depict clean and safe environment.</p> <p>Role play on how to cope with peer pressure</p> <p>Discussion on the care and support for elderly/ill persons living with HIV/AIDS in the home.</p> <p>Materials: Cardboard, markers, pencils Display area.</p>	<p>Can students:</p> <p>Outline simple problem solving strategies for the care and support of oneself and others</p> <p>-Communicate their feelings orally and in writing?</p> <p>Show care and consideration of fellow students in everyday life situations.</p>	<p><b>Language</b> Paragraph writing</p> <p><b>Art</b> Posters/making</p> <p><b>Social Studies</b> Peer pressure</p> <p><b>Reading</b> Analysing what self control is from a given text.</p>

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<b>Making Rules</b>	<p>Effectively contribute to the making of rules in the school</p> <p>Formulate rules that ensure that the rights of others are respected and protected.</p>	<p>Rules are necessary for everyone to be treated fairly.</p> <p>Rules help to ensure the rights of others are respected and for order in the society to be upheld</p>	<p>Everyone has a part to play in the making of rules as well as – upholding, changing, and introducing new rules</p> <p>In a democratic society rules have a fundamental role in promoting good interpersonal relationships and harmony among people</p>	<p>A willingness to uphold rules and to respect the rights of others.</p> <p>Behaviour that conforms to the law.</p> <p>A commitment to the maintenance of a democratic society.</p>	<p>Articles 13, 14, 15 CRC</p> <p>Rules governing the concepts of fairness, protection of human rights and equality.</p> <p>Some classroom Rules (10<sup>th</sup> Anniversary CRC – HRE Kit)</p>	<p>Discussing the implications that Articles 13, 14, 15 of the CRC have on rule making.</p> <p>Discussion and examination of current school rules with a view to maintaining, changing or introducing new rules.</p> <p>Compare Primary and Secondary School rules</p>	<p>Accept responsibility for conformity to school rules?</p> <p>Explain the importance of rules in maintaining a democratic society?</p> <p>Take positive action to encourage peers to confirm to rules and laws?</p>	<p><b>Social Studies</b> Rules and laws</p> <p><b>Language</b> Listing Rules Paragraph Writing on their views of existing school rules.</p> <p><b>Art</b> Design a poster to remind peers about rules governing a clean environment.</p>

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STI's	<p>Identify sexual behaviours that put one at risk for STI's</p> <p>Resist peer pressure to engage in sexual activity until ready</p> <p>Protect one self from STI's</p> <p>Communicate one's needs and wants</p>	<p>Gaining the facts helps one prevent themselves from STI's</p> <p>Unprotected sexual intercourse has high consequences and risks</p> <p>Most common STI's Are: Gonorrhea, syphilis, Genital, HPV, Crabs/Scablis, Chlamydia</p>	<p>Responsible sexual behaviour requires honoring commitments and contract in sexual relationships</p> <p>STI's can be easily transmitted through sexual activity</p> <p>Youth are high at risk for contracting STI's</p> <p>Youths should demonstrate a responsibility by communicating with their partners about sex.</p> <p>Youths should abstain to protect themselves 100% from STI's</p>	<p>Only I am accountable for my own actions</p> <p>Ability to practice skills needed to avoid sexual risk - taking</p>	<p>Distinguish among STD and STI Base facts about STI's</p> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Types</li> <li>- Signs/ symptoms</li> <li>- Transmission</li> <li>- treatment</li> </ul> <p>Prevention and controlling STI's effects of STI's on relationships economic implications of STI's myths</p>	<p>Essay writing</p> <p>Compilation of scrapbook</p> <p>Panel discussion</p> <p>Case studies</p> <p>Guest Speaker – Medical resource</p> <p>Journals</p>	<p>Demonstrates an understanding of the basic facts of STI's</p> <p>Take responsibility to protect/prevent from contracting STI's</p> <p>Get help if they suspect a STI</p> <p>Practice 'safe sex' (abstinence)</p>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>- anatomy</li> <li>- Disease pathology</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>- peer pressure</li> <li>- values</li> <li>- communication</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>- writing</li> <li>- poems</li> <li>- song</li> <li>- skits</li> </ul>

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	LIFE SKILLS Able to:	KNOWLEDGE Aware that:	UNDERSTANDING Understand that:	ATTITUDE Demonstrate:				
<b>Peer Pressure</b>	<p>Make informed about choices and risks.</p> <p>Communicate effectively with peers about their concerns</p> <p>Establish positive relationships with peers</p>	<p>- Only acceptable social behavioural patterns should be adopted from peers.</p> <p>Positive peer relationships result when peers:</p> <ul style="list-style-type: none"> <li>- respect each others / opinions</li> <li>- share secrets</li> <li>- share similar interests, values and concerns.</li> </ul>	<p>People are influenced by their friends/peers</p>	<ul style="list-style-type: none"> <li>- Selection of peers who share their interests, concerns and values.</li> <li>- Adopt positive forms of behaviour</li> </ul>	<p>Peer pressure can be described as a compelling or constraining force or influence.</p> <p>It often causes persons to display negative behaviours e.g. using indecent language, taking drugs.</p> <p>Peer pressure can also be positive</p>	<p>Group discussions on: What is peer pressure? Consequences of succumbing to peer pressure.</p> <p>Role play – depicting ways in which peers can have positive or negative influence on each other.</p> <p>List positive influences of peer pressure</p>	<p>Identify some negative consequences of succumbing to peer pressure?</p> <p>Resist peer pressure?</p> <p>Explain how peer pressure has enabled him/her to improve their behaviour?</p>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>- Debates, impromptu speech e.g. “Can peer pressure be positive”?</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>- Drawings depicting forms of peer pressure.</li> </ul>

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<b>Emotional Social Skills</b>	<p>Communicate effectively about the establishment of linkages between home/ school/community in order to create healthy environments for social interaction</p> <p>Express one's feelings in socially acceptable ways.</p>	<p>Coping with emotions involves recognising emotions in ourselves and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately.</p> <p>Intense emotions, like anger or sadness can have negative effects on our health</p> <p>Successful relationships require respect for oneself and for other persons</p>	<p>All individuals have within them the potential for self development.</p> <p>One's self concept can affect the individual as well as society.</p>	<p>- Behaviours that promote mental well being</p> <p>- Willingness/ commitment to the creation of a supportive social environment</p> <p>- respect for others, needing people not using them.</p> <p>The importance of the development of healthy inter-personal relationships</p>	<p>The way we communicate helps to determine our emotional/ social skills</p> <p>Communication is the process of transferring information and understanding the emotions of persons.</p> <p>Emotions are feelings that are the subjective experiences that accompany individual behaviours.</p> <p>Explaining how good emotional social skills can be developed.</p> <p>Discussing the importance of the Code of conduct, Interpersonal relationship/ social skills is the ability to relate positively with people, creating an environment in which people feel secure and free to interact and express their opinions.</p>	<p>Discussion of the terms emotional/social skills</p> <ul style="list-style-type: none"> <li>- Communication</li> <li>- Self Concept</li> <li>- Self esteem</li> <li>- Inter personal relations.</li> </ul> <p>Small group Discussion of the consequences of having poor emotional/social skills.</p> <p>Role playing the attitudes of persons with poor emotional/social skills.</p> <p>Group Discussion of the advantages/importance of having good social/emotional skills.</p> <p>Identifying persons in school and community with poor/good social/emotional skills.</p> <p>REFERENCES (a) <u>Life skills for Psychosocial Competence</u> INHO, 1993 (Pt.1.)</p>	<p>Display a secure sense of personal identity that is guided by a worthwhile code of conduct?</p> <p>Contribute to the establishment of linkages between home/school/ environment in order to create a healthy environment for social interaction?</p>	<p><b>Drama</b> Role play the attitude/behaviour of persons with (i) Poor (ii) Good emotional/social skills</p> <p><b>Art</b> Illustrate different facial expressions</p> <p><b>Health Education</b> Effects of poor emotional/social skills on one's health.</p>

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	LIFE SKILLS Able to:	KNOWLEDGE Aware that:	UNDERSTANDING Understand that:	ATTITUDE Demonstrate:				
<p><b>Our bodies /Ourselves</b></p> <p><b>- Personal Hygiene</b></p> <p><b>- Good Grooming</b></p> <p><b>- Physical Health &amp; Fitness</b></p>	<p>Practise good, socially acceptable personal hygiene</p> <p>Choose appropriate strategies to assist in good grooming</p> <p>Practise physical fitness</p>	<p>Practising good personal hygiene is an important part of ones' development</p> <p>There are benefits of being a well groomed individual.</p> <p>Physical and mental fitness is an integral part of being healthy</p>	<p>There are different ways of grooming one self e.g regular exercise, one's appearance, attire, combing of hair, eating healthy foods/fruits.</p>	<p>Good grooming and good personal hygiene</p> <p>Respect and appreciation for one's physical structure</p>	<p>Definition of the term, "Good Grooming"</p> <p>Examples of good grooming for specific occasions</p> <p>Examples of personal Hygiene</p> <p>The importance of being physically fit and healthy.</p> <p>The effects of stress or mental health/fitness</p>	<p>Display of pictures, and folders with photographs on good grooming.</p> <p>Role-play examples of good grooming</p> <p>Use of a Resource Person to discuss topics of importance e.g. The Dentist to discuss the importance of regular &amp; proper brushing and flossing of the teeth or a Physical Education specialist to discuss the importance of regular exercise and to give demonstrations/ conduct Physical Exercise (P.E) (practical)</p> <p><b>Materials</b> Pictures, photographs, charts, magazines.</p>	<p>Identify and compile a booklet of activities that assist in the proper grooming of the body?</p> <p>Visit the health clinic/hospital in their community and find out/collect materials with information on what makes a healthy body?</p> <p>Explain (orally/written) the importance of proper mental hygiene e.g. keeping self stress-free?</p>	<p><b>Integrated Science</b> Body parts (Varying)</p> <p><b>English Language</b> Writing of composition using correct tenses, capitalization</p> <p><b>Art</b> Cutting and proper placing together of picture, photograph.</p> <p><b>Physical Education</b> Exercising</p>

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<b>Countering/ stereotyping and prejudice</b>	Effectively communicate the reasons for difference due to cultural/personal mannerisms or practices in order to remove misunderstanding and inform others.	<p>Persons who are physically different have abilities and capabilities that are manifested in different ways</p> <p>Our body language, words we use, the way we respond to others who are different can affect our relationship with them and make them feel excluded</p> <p>All of us can create conditions whereby people of different racial, religious, social, cultural, gender and political groups can live in harmony</p>	<p>Self – confidence of differently abled persons is eroded by prejudice</p> <p>Prejudice is manifested in many different ways e.g. being overly sympathetic, lack of understanding, and shunning of persons, name calling.</p> <p>Stereotyping and prejudice are forms/ acts of discrimination</p> <p>Acceptance of differently abled persons as healthy individuals who have a part to play is important for harmonious relationships.</p>	<p>A willingness to:</p> <p>Focus on the positive aspects of the differences among people</p> <p>Show respect and value for the differences in people that make them unique.</p> <p>Associate with persons who are different</p>	<p>Definition of stereotyping prejudice and discrimination</p> <p>CRC Articles 2, 23, 30</p> <p>Art 5 UN Declaration on Elimination of all forms of Racial Discrimination.</p> <p>Prejudice influences the way we see categories of people and it is often the basis of discrimination.</p> <p>Pages 58-60 HRE for Citizenship</p>	<p>Role Play situations in which stereotyping, and discrimination, and prejudice are evident. e.g. dealing with an HIV classmate, job application, renting accommodation</p> <p>- Discuss the effects of stereotyping and discrimination on the victims</p> <p>- Discuss differences that are often misunderstood</p> <p>Simulations to show empathy</p> <p>- Viewing videos and discussing issue raised concerning stereotyping, prejudice and discrimination</p> <p>Human Rights Module (Booklet) on HIV AIDS</p> <p>- <u>HRE for Citizenship Guyana Module</u></p>	<p>Interact with persons who are different?</p> <p>Intervene in cases of prejudice or discrimination in the classroom?</p>	<p><b>Social Studies</b> Topic: Effects of discrimination</p> <p><b>Music:</b> Reviewing songs that depict prejudice</p> <p><b>Creative Arts</b> Story Writing Drama "Experiences of differently abled persons"</p>

Grade 8  
Unit 3:  
Theme:

Striving for independence  
Human Sexuality

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	LIFE SKILLS Able to:	KNOWLEDGE Aware that:	UNDERSTANDING Understand that:	ATTITUDE Demonstrate:				
<b>Teenage Pregnancy</b>	<p>Make informed decisions about when to become a parent</p> <p>Find solutions to personal problems or seek help if necessary</p> <p>Recognise the factors that affects one's emotional state</p>	<p>The definition of teenage pregnancy</p> <p>The changes that the female body undergoes during pregnancy</p> <p>How a baby receives nourishment in the womb</p> <p>The requirements of responsible parenthood</p> <p>Why stable and mature persons are better able to become effective parents</p> <p>Problems associated with teen parenting</p> <p>The way a person's life changes when they have a child</p>	<p>Stable and mature adults make better parents</p> <p>The difficulties encountered by teenage parents, especially teenage mothers</p> <p>Implications – health and otherwise of teenage motherhood to both mother and baby</p> <p>Family planning is important for effective parenting</p>	<p>An appreciation of the roles of a mother and a father in a child's life</p> <p>Willingness to wait until more mature before becoming a parent</p> <p>A willingness to identify and plan for one's personal growth and development</p>	<p>Facts about pregnancy and childbirth</p> <p>The role of male and female is the process of reproduction</p> <p>The role of the mother and father in child development</p> <p>Responsible parenthood – factors which contribute to effective parenthood</p> <p>Implications of motherhood/ fatherhood to adolescent development</p> <p>Abstinence and protection</p> <p>Goal setting guide – Students to do individual planning of goals for personal life (when to start a family), career goals (what they want to do) and personality development (hobbies, interests, spiritual health)</p>	<p>Pictorial and other presentation of facts about the male and female body, conception, pregnancy and childbirth</p> <p>Discussing the role of the parent</p> <p>Reviewing and discussing Case studies of Teenage parents</p> <p>Interviewing teenage parents</p> <p>Role play – What happens when a high school girl/boy becomes pregnant</p> <p>Discussing teenage options e.g. Abstinence</p> <p>Pictures, slides, video, posters</p> <p>Role play scenarios involving teenage pregnancy</p> <p>Goal setting for teenage</p>	<p>Articulate life goals and show evidence of being focused?</p> <p>Talk about personal problems easily?</p> <p>Tell how a woman becomes pregnant?</p> <p>Discuss their hobbies</p>	<p><b>Social Studies</b> Teenage pregnancy</p> <p><b>Integrated Science</b> Reproduction, Stages of growth</p>

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<b>Incest/ Harassment</b>	<p>Recognise acceptable and unacceptable actions of family members</p> <p>Decide when a situation is difficult or un-comfortable</p> <p>Assess when sexual intentions are directed towards them</p> <p>Distinguish between sexual and friendly advances</p> <p>Express feelings in any given situation</p>	<p>What is sexual harassment and what is incest</p> <p>The effects of incest on a child</p> <p>The dangers of sexual harassment</p> <p>Anyone can sexually harass them e.g. family member or friend, teacher, other adults, peers etc.</p> <p>Involvement in activities usually associated with sexual behaviour increases the risk of being sexual harassed</p>	<p>It is important to report cases of and / or take action to protect oneself from sexual abuse/harassment.</p> <p>Laws exist to protect children from actions of everyone even their own parents who can abuse their power over them.</p> <p>Parents have rights too</p>	<p>Respect for self and others including friends, teachers and parents</p> <p>Ability to take steps to protect themselves for being molested</p> <p>Willingness to seek help if necessary</p> <p>Willingness to take positive action to avoid being involved in activities associated with sexual behaviour</p>	<p>What is sexual harassment</p> <p>What is Incest</p> <p>Laws that can protect a child from an incestuous parent</p> <p>Ways a person can be sexually harassed</p> <p>What to do if a parent or family member friend make sexual advances or molests them</p> <p>Ways of warding off unwanted sexual advances</p> <p>How to recognise sexual harassment or incest</p> <p>Ways of self protection</p>	<p>Brain storming feelings of students about sexual advances</p> <p>Reviewing and discussing laws to protect children from sexual abuse/incest</p> <p>Visiting facilitator (lawyers)</p> <p>Teacher presents facts about the dangers of sexual harassment</p> <p>Role Play Sexual harassment scenarios</p> <p>Interviews and small group discussion on the effects of sexual abuse</p> <p>Case studies of sexual abuse/harassment</p> <p>Posters or pictures displaying sexual harassment</p>	<p>Identify situations where they can be sexually harassed?</p> <p>Say what they can do if someone is sexually harassing them?</p> <p>Express their rights and the rights of their parents?</p> <p>Tell what is incest and how it can harm them?</p> <p>Talk about their feelings and emotions on matters pertaining to sexual abuse/harassment</p>	<p><b>Language</b> Writing composition, poetry, songs, skits or plays</p> <p><b>Reading</b> Comprehension – articles on child abuse</p> <p><b>Drama</b> Role play sexual abuse situations and what they can do to save themselves</p> <p><b>Art</b> Expressions</p>

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<b>Sexuality</b>	<p>Recognize the ways in which their behaviour can be interpreted as sexual</p> <p>Distinguish friendly approach from sexual advances</p> <p>State ways of warding off unwanted sexual advances</p>	<p>Full expression of sexually needs maturity</p> <p>There are different activities youths can be involved with to express feelings and love that is not adult sexual behaviour</p>	<p>There is an appropriate context for expressing sexuality</p> <p>Sex is for both reproduction and for expressing love and unity with another person</p> <p>There is a difference between proper use of sex and the abuse of the powers and functions of sex</p>	<p>An understanding of human sexuality as a natural dimension of life</p> <p>Ability to evaluate how certain activities relate to sexuality i.e. foul language, sexual pictures, nudity and self-exposure sex jokes – can contribute to abuse of sexuality.</p> <p>Avoidance of giving opportunities for sexual assault/rape</p>	<p>Define sexuality as more an genital sexual activity</p> <p>Sexual development through the life cycle</p> <ul style="list-style-type: none"> <li>- sensuality</li> <li>- intimacy</li> <li>- sexualization</li> <li>- sexual identity</li> <li>- sexual health and reproduction</li> </ul> <p>Sexual orientation and societies tolerance</p>	<p>Class discussions: Ideas and feelings about positive and negative aspects of sexuality</p> <p>Role – plays or videos on ways to avoid sexual situations</p> <p>Case studies - to examine situations students may encounter</p> <p>Group work – brainstorming messages from friends, family and media about sexuality</p>	<p>Become comfortable talking out asking questions about sexuality</p> <p>Understand what human sexuality is and how it affects out behaviour</p> <p>Respect others sexual behaviours</p> <p>Identify their sexual development</p>	<p><b>Science</b> Reproduction system</p> <p><b>Social Studies</b> Peer pressure</p> <p><b>Drama</b> Role plays</p> <p><b>Language</b> Essays Poems</p>

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STI's	<p>Identify sexual behaviours that put one at risk for STI's</p> <p>Resist peer pressure to engage in sexual activity until ready</p> <p>Protect one self from STI's</p> <p>Communicate one's needs and wants</p>	<p>Gaining the facts helps one prevent themselves from STI's</p> <p>Unprotected sexual intercourse has high consequences and risks</p> <p>Most common STI's Are: Gonorrhea, syphilis, Genital, HPV, Crabs/Scablis, Chlamydia</p>	<p>Responsible sexual behaviour requires honoring commitments and contract in sexual relationships</p> <p>STI's can be easily transmitted through sexual activity</p> <p>Youth are high at risk for contracting STI's</p> <p>Youths should demonstrate a responsibility by communicating with their partners about sex.</p> <p>Youths should abstain to protect themselves 100% from STI's</p>	<p>Only I am accountable for my own actions</p> <p>Ability to practice skills needed to avoid sexual risk - taking</p>	<p>Distinguish among STD and STI Base facts about STI's</p> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Types</li> <li>- Signs/ symptoms</li> <li>- Transmission</li> <li>- treatment</li> </ul> <p>Prevention and controlling STI's effects of STI's on relationships economic implications of STI's myths</p>	<p>Essay writing</p> <p>Compilation of scrapbook</p> <p>Panel discussion</p> <p>Case studies</p> <p>Guest Speaker – Medical resource</p> <p>Journals</p>	<p>Demonstrates an understanding of the basic facts of STI's</p> <p>Take responsibility to protect/prevent from contracting STI's</p> <p>Get help if they suspect a STI</p> <p>Practice 'safe sex' (abstinence)</p>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>- anatomy</li> <li>- Disease pathology</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>- peer pressure</li> <li>- values</li> <li>- communication</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>- writing</li> <li>- poems</li> <li>- song</li> <li>- skits</li> </ul>

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<b>Sexual Abuse</b>	<p>Make appropriate decisions in order to avoid situations where others have opportunity to molest or sexually assault them</p> <p>Recognise when sexual intentions are directed towards them</p>	<p>Sexual abuse is illegal and certain behaviours are considered as sexual abuse.</p> <p>There are professional institutions that provide help for victims of sexual abuse.</p> <p>The laws that exist to protect them from sexual abuse e.g. the age of consent</p> <p>There are a variety of strategies that one can use to protect one from becoming a victim of sexual abuse</p>	<p>Sexual abuse is used to control the sexuality of an individual.</p> <p>Certain behaviours and activities relate to sexuality e.g. foul language, nudity, sexual pictures, self exposure, sex jokes, can lead to sexual abuse.</p> <p>School students should avoid involvement in activities that are usually associated with adult sexual behaviour</p>	<p>Socially acceptable sexual behaviour</p> <p>The ability to recognise potential sexual situations and to avoid them</p> <p>Effective strategies for warding off unwanted sexual advances</p>	<p>What is sexual abuse and ways that a person can be abused sexually</p> <p>Terms generally associated with sex and their meanings e.g. stimulation, rape, buggery, incest, molestation</p> <p>How to safeguard oneself from sexual abuse</p> <p>What to do if someone is abusing you</p> <p>Using appropriate language and other activities not associated with sexual behaviour</p> <p>- Child protection laws - Children rights - Vocabulary</p>	<p>Small group discussions to elicit students experiences and knowledge of cases of sexual abuse students, and to identify feelings on these situations.</p> <p>Class discussions to help establish acceptable ways of behaviour</p> <p>Examine case studies of sexual abuse cases and identify situations that could befall students</p> <p>Visiting facilitator, e.g. law enforcement officer, lawyer or probation officer</p> <p>Role Plays to express/demonstrate ways of dealing with and determine possible action on the part of student sexual abuse</p> <p>Teacher to refer or provide counseling as necessary</p> <p>Posters or pictures as discussion starters</p>	<p>Say what they can do if someone tries to sexually assault them?</p> <p>Express their rights and the basic laws that protect them from sexual abuse?</p> <p>Tell of persons including a parent who could also be prosecuted for sexually abusing them?</p> <p>Distinguish suggestive sexual behaviours as against friendly or abusive ones?</p>	<p><b>Language</b> Writing composition, poetry, songs, skits or plays</p> <p><b>Reading</b> Comprehension – articles on child abuse</p> <p><b>Drama</b> Role play sexual abuse situations and what they can do to save themselves</p> <p><b>Social Studies</b> Abuse</p> <p><b>Art</b> Expressions</p>

