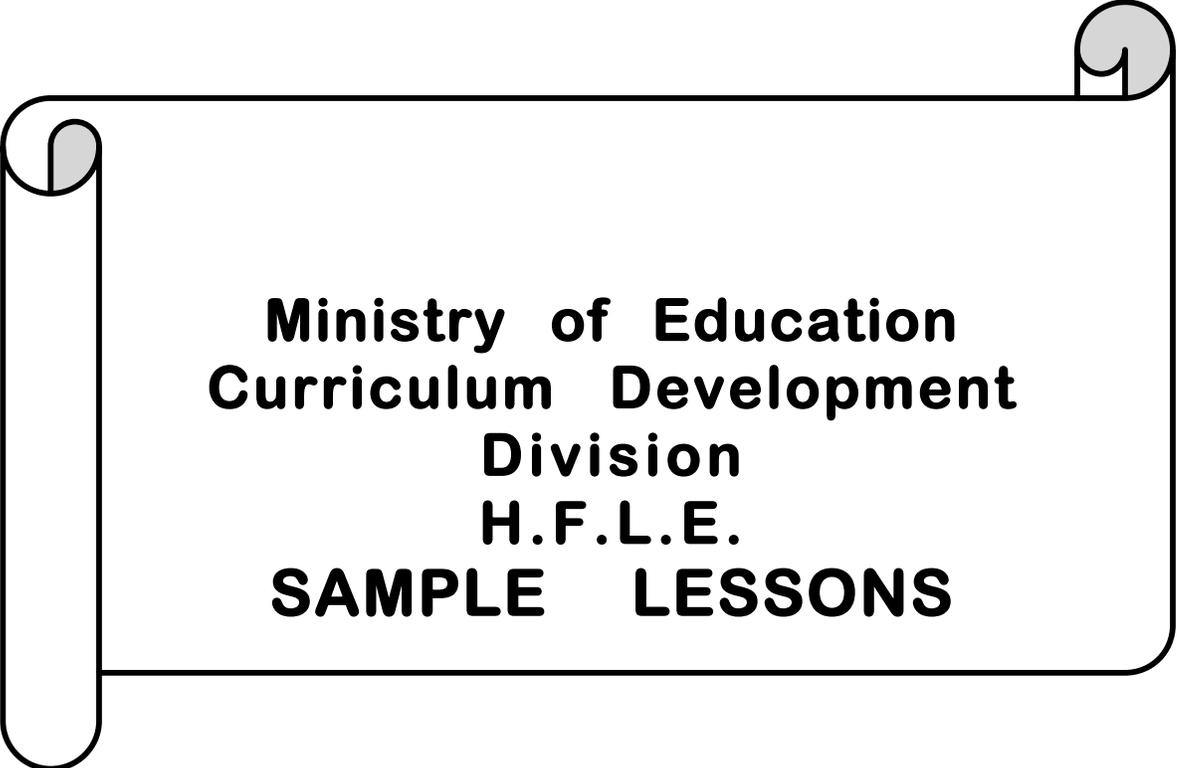


Health And Family Life Education



Sample Lessons



**Ministry of Education
Curriculum Development
Division
H.F.L.E.
SAMPLE LESSONS**

SAMPLE LESSON #1

*From: Health and Family Life Education Curriculum
Trinidad & Tobago
Curriculum Development Division, Ministry of Education*

| | |
|-----------------------------|---|
| Theme | Sexuality and Sexual Health |
| Unit Topic | Gender Role and Responsibility |
| Skill | Problem Solving |
| Sub Skills | Decision making, critical thinking, self management, self awareness. |
| Social Action | Show responsibility and accept roles when need arises. |
| Level | Three (3) |
| Duration | 35 minutes |
| Specific Objectives: | <ol style="list-style-type: none">1. Identify situations that require a change in traditional roles for healthy resolution2. Accept the role which would have been traditionally attributed to the other gender.3. Solve social dilemmas/family problems. |
| Previous Knowledge | Pupils are aware of traditional gender roles eg. male, female. |
| Resources: | Doll, baby items (bottle formula) tape recorder (baby crying), pot, young child with book. |

Presentation:

Step 1

Introduction: Role Play

Mother (mother mixing formula) while cooking a meal and supervising homework for an older child

Father "I thought we agreed to breast feed this baby!"

Mother "Hats off to you the day you can do it."

Discuss problems – establish roles.

Questions: What is the problem/or problems?
Discussions on problem, introducing and establishing roles

Step 2

What can daddy do to assist in the following situations?

1. Baby crying.
2. Mixing formula.

Step 3

- Talk to pupils about gender roles and initiate discussions.
- Use newspaper clippings to sensitize pupils.
- Use of video tapes.
- Roles can be changed when need be.
- Draw from experience, situations around them that created gender roles.
- Using groups exchange problems use problem solving skills to assign roles.

Step 4

Group Presentations

- Students comment, critique
- Summary from teacher _ gender roles and problem solving

Students give their presentation through the use of drama.

Summary: Reflection – Write a reflection on gender roles.

Other suggested situations for reversed traditional gender roles:

- Father mowing lawn.
- Brother washing car.
- Sister baking.
- Mother washing clothes

SAMPLE LESSON #2

*From: Health and Family Life Education Curriculum
Trinidad & Tobago
Curriculum Division, Ministry of Education*

| | |
|----------------------------|--|
| Theme | Self and Interpersonal Skills |
| Unit Topic | Adapting to and managing change/sharing. |
| Skill | Managing Feelings |
| Topic | Caring Enough to Share |
| Sub Skills | Decision Making, Self Monitoring, Critical Thinking, Being Responsible. |
| Social Action | Display characteristics of kindness and caring. |
| Age Level | 5-7 Years |
| Duration | 20-25 minutes |
| Specific Objectives | Students will be able to: <ol style="list-style-type: none">1. Discuss the importance of sharing and identify ways of sharing.2. Develop a positive attitude towards sharing.3. Manage Feelings that prevent them from sharing. |
| Previous Knowledge | Pupils have been engaged in sharing before. |
| Resources | puppets, colouring sheets, crayons, video clip, works and music of song on sharing. |
| Presentation: | |
| Set Induction | Use of puppetry to dramatize scenarios about sharing in the classroom. |

Step 1

Students and Teacher chat about issues highlighted in set induction and discuss the importance of sharing and ways of sharing.

Step 2

Viewing a video clip of story which involves someone (having to share) faced with the issue of sharing. Stop the story and ask children what they would do.
Deal with issues of managing feelings and issues of being responsible when some one shares with you.

| | |
|---------------------------|---|
| Evaluation | Students are put in groups and given pictures of scenes from the story to colour. Each child is given 1 of 4 colours so they are forced to share colours. The teacher observes their sharing behaviour using a checklist. |
| Summary | Song on Sharing. |
| Follow up Activity | Bring a snack from home to share. |

SAMPLE LESSON #3

*From: Health and Family Life Education Curriculum
Trinidad & Tobago
Curriculum Division, Ministry of Education*

| | |
|----------------------------|---|
| Theme | Managing the Environment |
| Unit Topic | Reduce, Reuse, Recycle (Waste Disposal) |
| Skill | Creative Writing |
| Sub Skills | Critical Thinking Decision Making Self Awareness Self Management Monitoring Problem Solving |
| Social Action | Dispose Waste properly to ensure a healthy environment. |
| Age/Level | 7-9 Years, Level 2 |
| Duration | 25-30 Minutes |
| Specific Objectives | <ol style="list-style-type: none">1. Explain the different methods of waste disposal (reduce, reuse and recycle).2. Appreciate the effects of alternative methods of waste disposal.3. Demonstrate alternative ways to properly dispose of waste. |
| Previous Knowledge | Concept of waste, aware of simple methods of waste disposal. Participate in 'recycling' practices. Pupils have worked collaboratively in groups. |
| Resources | chubby bottles, garbage bag, grains, colour beads, water, boxes, bags, markers, glitter and glue. |

Presentation:

Introduction

Teacher passes around with a large garbage bag to collect bottles/boxes after breakfast was eaten by students. The bag is nearly full.

Teacher remarks- 'oops' what are we going to do with bag of garbage in our class all day, the garbage truck has already collected the garbage from the school. We don't want flies and ants to come into our school/classroom.

I wonder if we can find some way of not leaving this in the corner of our classroom."

Step 1

Discussions on 'Creative Thinking' and the process. What it entails and who is responsible for that.

Step 2

Group Activity

Task Place pupils into groups and present them with various items. They are to select items from the material presented and creative/design items.

A group leader is selected and reports to the class. The process involves and what they did to create the product/item. Why did they choose to create that product/item.

Step 3

Teacher's Report/Input

Open Discussion

Review Lesson. Evaluate what was done.

Look at the fact that items around us should not just be discarded. They can be used more than one time and can be used in many different ways.

Review of the various skills that are highlighted during the exercise.

Evaluation Elect from pupils other items that can be reused, reduced and recycled.

Week ending assignment:

Compose a song/poem/ad/poster on alternative ways of using waste.

Summary

Pupils will choose/recap major points of the lesson.

Selection of suitable literature.

Values that we learnt/appreciated.

SAMPLE LESSON #4

*From: Health and Family Life Education Curriculum
Trinidad & Tobago
Curriculum Division, Ministry of Education*

| | |
|---------------------------|--|
| Theme | Sexuality and Sexual Health |
| Unit Topic | |
| Skill | Self Awareness |
| Lesson Topic | Knowing Myself - I Like Being Me (Boy/Girl). |
| Sub Skills | Assertiveness, Decision Making |
| Social Action | Display appreciation of self and others. |
| Age Level | Level 1 |
| Duration | 25 minutes |
| Objective | Pupils will be able to:- Φ appreciate themselves; Φ demonstrate an acceptance of self; Φ understand that each one of them is special. |
| Previous Knowledge | Pupils have personal likes. |
| Resources | Mirrors, photographs, chart, tape (mountain tape) bush/vine. |
| Presentation | A "Pond" Using A Piece Of Mirror, With Bushes Around the edges. Photographs in box or prepared chart with each child's name and the word "likes" next to each name and a space to stick each child's photograph. |

Step 1

Introduction (2 minutes)

Teacher explains a game to the class by demonstrating.

Teacher will turn around three (3) times in front of the “pond” while saying:-

*“Turn Me and Twist Me
And show me the Elf.
I looked into the water
And there saw _____.”*

Then teacher looks into the pond and says “Myself!” or “Me!” to end the rhyme.

Step 2 (10 minutes)

Each child comes up to the “pond” and does the same with the class chanting the rhyme. Each student will identify self clearly / loudly.

Step 3 (10 minutes)

Teacher poses the question: “*What does the person in the pond like?*” to each child. Child’s response is filled in by teacher on prepared chart.

e.g. Rennie likes **being a boy**. Rennie likes **football**.
Susan likes **being a girl**. Susan likes **skipping**.
John likes **being a boy**. John likes **hopscotch**.
Vashti likes **being a girl**. Vashti likes **cricket**.

Evaluation (3 minutes)

Each child will choose own picture from the box and stick it next to his/her response while saying:
“This is ME. I am a boy/girl.” I am special.

SAMPLE LESSON #5

*From: Health and Family Life Education Curriculum
Trinidad & Tobago
Curriculum Division, Ministry of Education*

| | |
|----------------------|---|
| Theme | Managing the Environment |
| Unit Topic | Pollution |
| Skill | |
| Topic | Concept of Pollution |
| Unit Topic | Pollution |
| Sub skills | |
| Social Action | Pupils will initiate and participate in clean up campaigns and at school. |
| Age Level | 6 years |
| Duration | 20 - 25 minutes |
| Objectives | <ul style="list-style-type: none">● Practise effective communication and critical thinking.● Explain what is pollution.● Give examples of pollution in their environment.● State ways of preventing pollution. |
| Resources | Video clip, charts, pictures, boxes. |

Presentation:

Step 1

Introduction (5 minutes)

Teacher shows a video clip of different scenes/areas - polluted and unpolluted. Students choose scene or area they like and give reasons (why) for their choice.

Step 2 (10 minutes)

- Teacher organizes students in groups of five (5) or less.
- Teacher gives each group a picture box with not less than ten (10) pictures of different scenes/areas from their environment – (class, school, home, beach, river, community) as well as a chart divided into Pollution/No Pollution.
- Each pupil in each group, in turn, takes a picture from the box and sticks it in the correct column on the chart, with the group's approval - (Land Pollution / Water Pollution / Air Pollution).
- Group discusses how to prevent this from occurring in community – e.g. put up don't litter signs, write to appropriate authorities.

Step 3 (5 minutes)

Each group displays the completed chart and the entire class decides:

- if picture is in correct column;
- what is responsible for the scenes;
- what can be done to improve the area.

Evaluation (5 minutes)

Students from each group:-

- state what is pollution;
- what causes pollution;
- give at least two (2) examples of pollution in their environment.

Home Work

- (a) As you go about your daily business, look for places that show pollution.
- (b) Discuss with parents the ill effects of poor environmental practices.
- (c) Think of what you can do to fix the pollution.

SAMPLE LESSON #6

*From: Health and Family Life Education Curriculum
Trinidad & Tobago
Curriculum Division, Ministry of Education*

| | |
|---------------------------|---|
| Theme | Sexuality and Sexual Health |
| Unit Topic | Myself and Others |
| Age Level | Infants One & Two; 5-8 years |
| Skill | Critical Thinking, Problem Solving, Decision Making. |
| Social Action | Student displays positive attitude about self in drawings and creative writing. |
| Duration | 25 minutes |
| Previous Knowledge | Students are aware of some similarities and differences between themselves and other classmates. |
| Lesson Topic | Knowing Myself |
| Student Objectives | Students will be able to:- <ul style="list-style-type: none">● use critical thinking skills to examine themselves and develop positive feelings to assist them to develop confidence;● show appreciation for positive self affirmation by applause;● differentiate between desirable and undesirable behaviour by indicating with an X those qualities/elements that hamper the child's positive outlook on self. |
| Resources | Portrait mirror, paper, crayons, two (2) of the children's favourite items, song : I am a Promise. |

Presentation:

Introduction

Who do I say that I am? Each child will be asked to look in the mirror and make a statement about himself/herself.

Step 1

(Problem solving, putting the pieces together)

Teacher, using a list of the children's names will record statements (whether positive or negative) pupils made about themselves. Pupils will then stick the names of their favourite items next to their statements.

Step 2

Critical Thinking: Do I need to be a better me?

Discuss with pupils the statements made to ascertain the desirable me or undesirable me. Place an X over the undesirable **elements** in me.

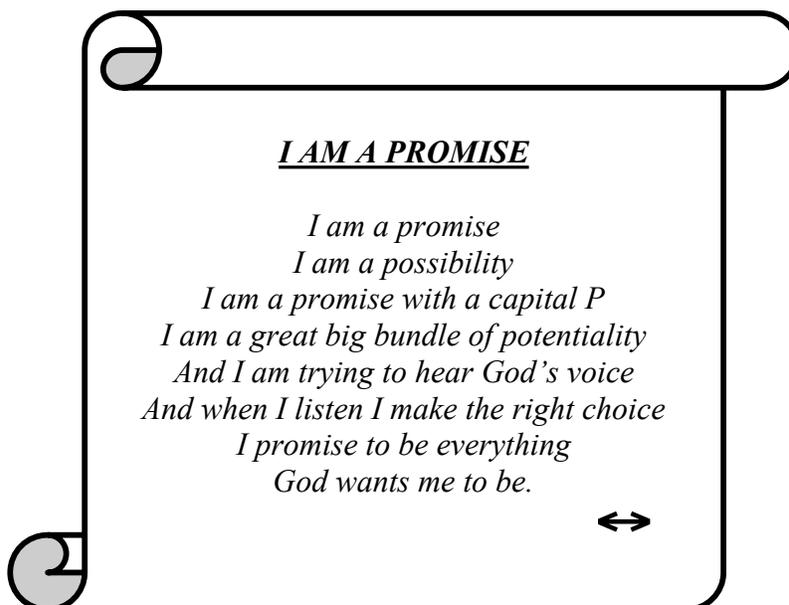
Evaluation

Draw a picture of themselves with two (2) of their favourite things. Make a positive declarative statement about themselves.

Closure

Sing song: *I am a Promise.*

Home/Work: Place picture in a position where it can be seen everyday.



SAMPLE LESSON #7

From: Health and Family Education Curriculum

Grenada

Curriculum Division, Ministry of Education & Ministry of Health

pg.35

THEME: FEELINGS

TOPIC: Positive Feelings

Target Group: Infants 1 and 2

Duration:

Specific Objectives:

Pupils should be able to:

- Identify a variety of positive feelings that they experience.
- Describe how these feelings are expressed by people.
- List some reasons why people express these feelings.

Content:

Understanding (a) happiness, (b) joy, (c) love, (d) contentment, (e) peacefulness, (f) pride, (g) satisfaction, (h) comfort, (i) excitement, (j) confidence, (k) being capable.

Suggested Teacher's Activities:

1. Prepares chart of faces of people showing different feelings.
2. Organizes role play to demonstrate positive feeling.
3. Provides opportunities for pupils to experience positive feelings of life at school.
4. Discuss situations which help pupils to experience positive feelings e.g. going on a school tour, having a birthday party.
5. Supervises children's drawing and making of masks.

Suggested Pupils' Activities:

1. Draw faces of situations that make them happy.
2. Make masks of happy faces.
3. Make collage of happy faces or people doing things to make them happy.
4. Sing songs and say poems about happiness e.g. "If you're happy and you know it clap your hands."
5. Take part in role play and discussions.
6. Participate in activities that make them feel happy.

Evaluation:

SAMPLE LESSON #8

From: Health and Family Education Curriculum

Grenada

Curriculum Division, Ministry of Education & Ministry of Health

pg.35

THEME: **FEELINGS**

TOPIC: **Negative Feelings**

Target Group: **Infants 1 and 2**

Duration:

Specific Objectives:

Pupils should be able to:

- Identify a variety of negative feelings that they experience.
- Describe how these feelings are expressed by people.
- List some reasons why people express these feelings.

Content:

Understanding (a) sadness, (b) grief, (c) loneliness, (d) resentfulness, (e) disappointment, (f) shame, (g) jealousy, (h) anger, (i) dissatisfaction, (j) hate, (k) greed, (l) selfishness, (m) ungratefulness, (n) fear, (o) shyness.

Suggested Teacher's Activities

1. Reads stories that illustrate negative feelings and discuss.
2. Organizes role play to demonstrate these feelings.
3. Supervises drawings and making of masks.
4. Discuss how to deal with negative feelings.

Suggested Pupils' Activities

1. Draw faces or situations that make them unhappy.
2. Make masks of sad faces.
3. Take part in discussions and role play.

Evaluation:

Teacher's Note:

When there is no suggested evaluation teachers are encouraged to do their own evaluation.

SAMPLE LESSON #9

From: Curriculum Guide in Health and Family Life Education (HFLE)

Age/Grade Level: 5-7 Years

The Curriculum Development Unit

Ministry of Education, St. Vincent and the Grenadines, pg. 3

TOPIC: Manners and Courtesies

Target Group: Infants 1 and 2

Duration:

Specific Objectives:

Pupils should be able to:

- Name/Identify many instances of showing good manners.
- Display good manners at home, school and play.

Content:

- When you are asking for something, always say please, e.g. *may I have some milk please?*
- Never pass persons blocking you without addressing them properly, e.g. *excuse me please/or may I pass please.*
- Put your hand up when you need to ask a question in class or give an answer.
- Say thank you when you receive something/anything.
- Greet anyone you meet by saying "Good morning," "Good evening," or "Hello."
- Make new persons feel welcome to your class, home, game, club, etc.

Values and Attitudes:

Good manners and behaviour are very important in everyday life.

- Learning about others.
- Appreciation of others.
- Respect for self and others.
- Practise good manners.

Suggested Activities:

1. Let pupils role play different instances/examples of people showing good manners.
2. Discuss occasions when pupils displayed bad manners. Let pupils suggest what should have been done to correct others.

Materials Needed:

- Pupils in class.

Possible Areas of Infusion:

- Drama story telling.

SAMPLE LESSON #10

*From: Facilitators Programme Phase 2
Guyana 1999*

THEME: EMOTIONAL AND SOCIAL SKILLS

TOPIC: Coping with Anger

Target Group: 9-10 year olds

Duration: 30 minutes

Specific Objectives:

- To recognize situations and events that can cause anger.
- To identify ways of coping with anger appropriately.

Content:

- Recognition of anger signals.
- Consequences of anger.
- Put your hand up when you need to ask a question in class or give an answer.
- Say thank you when you receive something/anything.
- Greet anyone you meet by saying "Good morning," "Good evening," or "Hello."
- Make new persons feel welcome to your class, home, game, club, etc.

Values and Attitudes:

Good manners and behaviour are very important in everyday life.

- Learning about others.
- Appreciation of others.
- Respect for self and others.
- Practise good manners.

Suggested Activities:

1. Let pupils role play different instances/examples of people showing good manners.
2. Discuss occasions when pupils displayed bad manners. Let pupils suggest what should have been done to correct others.

Materials Needed:

- Pupils in class.

Possible Areas of Infusion:

- Drama story telling.

SAMPLE LESSON #11

From: Health and Family Education Curriculum

Grenada

Curriculum Division, Ministry of Education & Ministry of Health

pg.35

THEME: FEELINGS

TOPIC: Positive Feelings

Target Group: Infants 1 and 2

Duration:

Specific Objectives:

Pupils should be able to:

- Identify a variety of positive feelings that they experience.
- Describe how these feelings are expressed by people.
- List some reasons why people express these feelings.

Content:

Understanding (a) happiness, (b) joy, (c) love, (d) contentment, (e) peacefulness, (f) pride, (g) satisfaction, (h) comfort, (i) excitement, (j) confidence, (k) being capable.

Suggested Teacher's Activities:

1. Prepares chart of faces of people showing different feelings.
2. Organizes role play to demonstrate positive feeling.
3. Provides opportunities for pupils to experience positive feelings of life at school.
4. Discuss situations which help pupils to experience positive feelings e.g. going on a school tour, having a birthday party.
5. Supervises children's drawing and making of masks.

Suggested Pupils' Activities:

1. Draw faces of situations that make them happy.
2. Make masks of happy faces.
3. Make collage of happy faces or people doing things to make them happy.
4. Sing songs and say poems about happiness e.g. "If you're happy and you know it clap your hands."
5. Take part in role play and discussions.
6. Participate in activities that make them feel happy.

Evaluation:

SAMPLE LESSON #12

*From: Health and Family Education Curriculum
Grenada*

*Curriculum Division, Ministry of Education & Ministry of Health
pg.35*

THEME: FEELINGS

TOPIC: Negative Feelings

Target Group: Infants 1 and 2

Duration:

Specific Objectives:

Pupils should be able to:

- Identify a variety of negative feelings that they experience.
- Describe how these feelings are expressed by people.
- List some reasons why people express these feelings.

Content:

Understanding (a) sadness, (b) grief, (c) loneliness, (d) resentment, (e) disappointment, (f) shame, (g) jealousy, (h) anger, (i) dissatisfaction, (j) hate, (k) greed, (l) selfishness, (m) ungratefulness, (n) fear, (o) shyness.

Suggested Teacher's Activities

1. Reads stories that illustrate negative feelings and discuss.
2. Organizes role play to demonstrate these feelings.
3. Supervises drawings and making of masks.
4. Discuss how to deal with negative feelings.

Suggested Pupils' Activities

1. Draw faces or situations that make them unhappy.
2. Make masks of sad faces.
3. Take part in discussions and role play.

Evaluation:

Teacher's Note:

When there is no suggested evaluation teachers are encouraged to do their own evaluation.

SAMPLE LESSON #13

From: Curriculum Guide in Health and Family Life Education (HFLE)

Age/Grade Level: 5-7 Years

The Curriculum Development Unit

Ministry of Education, St. Vincent and the Grenadines, pg. 3

TOPIC: Manners and Courtesies

Target Group: Infants 1 and 2

Duration:

Specific Objectives:

Pupils should be able to:

- Name/Identify many instances of showing good manners.
- Display good manners at home, school and play.

Content:

- When you are asking for something, always say please, e.g. *may I have some milk please?*
- Never pass persons blocking you without addressing them properly, e.g. *excuse me please/or may I pass please.*
- Put your hand up when you need to ask a question in class or give an answer.
- Say thank you when you receive something/anything.
- Greet anyone you meet by saying "Good morning," "Good evening," or "Hello."
- Make new persons feel welcome to your class, home, game, club, etc.

Values and Attitudes:

Good manners and behaviour are very important in everyday life.

- Learning about others.
- Appreciation of others.
- Respect for self and others.
- Practise good manners.

Suggested Activities:

1. Let pupils role play different instances/examples of people showing good manners.
2. Discuss occasions when pupils displayed bad manners. Let pupils suggest what should have been done to correct others.

Materials Needed:

- Pupils in class.

Possible Areas of Infusion:

- Drama story telling.

SAMPLE LESSON #14

*From: Facilitators Programme Phase 2
Guyana 1999*

THEME: EMOTIONAL AND SOCIAL SKILLS

TOPIC: Coping with Anger

Target Group: 9-10 year olds

Duration: 30 minutes

Specific Objectives:

- To recognize situations and events that can cause anger.
- To identify ways of coping with anger appropriately.

Content:

- Recognition of anger signals.
- Consequences of anger.
- Put your hand up when you need to ask a question in class or give an answer.
- Say thank you when you receive something/anything.
- Greet anyone you meet by saying "Good morning," "Good evening," or "Hello."
- Make new persons feel welcome to your class, home, game, club, etc.

Values and Attitudes:

Good manners and behaviour are very important in everyday life.

- Learning about others.
- Appreciation of others.
- Respect for self and others.
- Practise good manners.

Suggested Activities:

1. Let pupils role play different instances/examples of people showing good manners.
2. Discuss occasions when pupils displayed bad manners. Let pupils suggest what should have been done to correct others.

Materials Needed:

- Pupils in class.

Possible Areas of Infusion:

- Drama story.

