Health and Family Life Education

Human Relationships Sample Unit Plans
Infant 1: Friendship
Total Number of Lessons: 8
Lessons per Week: 1-2
Duration: 30 minutes
Goal: By the end of the unit, students will be able to define what it means to be friends, describe how friends should be treated, and identify who their friends are in their community.

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcome</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>9.1 Identify the characteristics of a friend.</td>
</tr>
<tr>
<td>1</td>
<td>9.2 Describe some activities done with friends.</td>
</tr>
<tr>
<td>1</td>
<td>9.3 Describe good and bad ways of treating friends, such as being fair or unfair, generous or mean, kind or unkind and helpful or unhelpful.</td>
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<tr>
<td>1</td>
<td>9.4 Describe good listening and speaking behaviour, including being patient, taking turns, choosing the right words and so on.</td>
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<tr>
<td>2</td>
<td>9.5 Discuss what a person can do if a friend makes them feel unhappy or if they make their friend feel unhappy.</td>
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<tr>
<td>1</td>
<td>9.6 Explain the difference between friends, trusted adults, familiar adults and strangers.</td>
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<table>
<thead>
<tr>
<th>Learning Outcome(s)</th>
<th>Content/Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1</td>
<td>Friends are dependable, trustworthy people that care about each other.</td>
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<tr>
<td>9.2</td>
<td>Friends can play, study, or work together, share secrets, and help each other with problems.</td>
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<tr>
<td>9.3</td>
<td>Treating friends well helps to build and maintain friendships whereas treating friends poorly destroys friendships.</td>
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<tr>
<td>9.4</td>
<td>Good listeners listen quietly and pay attention while someone is speaking. Good speakers are confident, choose their words carefully, wait their turn before speaking, and do not use their words to hurt others.</td>
</tr>
<tr>
<td>9.5</td>
<td>Friends should be honest with each other about how they feel and try to resolve their problems together.</td>
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</table>
Strangers and familiar adults should be treated differently from trusted adults and friends.

**Teaching/Learning Activities**

**Week 1: Introduction**

**Materials:** *Good Friend vs. Bad Friend Qualities* list, *I Can be a Friend* Worksheet, small red sad faces and green happy faces (enough for each student to have one of each)

**Lesson 1: The Characteristics of a Friend**

- Work as a class to create a list of the qualities of a good friend. Use the qualities in the *Good Friend vs. Bad Friend Qualities* list to prompt some of the students' answers. Hang up the students' list somewhere in the classroom on large paper. Students will indicate how friends should and should not treat each other by holding up red sad faces or green happy faces in response to scenarios read aloud by the teacher. Refer to *Good Friend vs. Bad Friend Qualities* list to create short one to two sentence scenarios. (9.1, 9.3)

**Lesson 2: I Can Be a Friend**

- Discuss what it means to share, help, forgive, and be kind. Students will each make an *I Can Be a Friend* picture by assembling their own puzzle pieces and coloring them in (follow the guidelines in the “I can be a friend” worksheet). (9.1)
  - EXTENSION: Once you've listed the items, you can review them the next day at circle time and then take out a doll to act out some friend scenarios.
  - For example, have the doll discuss a "problem" he had with a friend, such as "My friend had a really, really, really, bad day. She was so angry about her day. When I said hi, she yelled at me. What should I do? Should I yell back?" etc.

**Week 2: Development**

**Materials:** *The 5 L’s of Good Listening* Poster, *I Can Take Turns* Social Story, *The More We Get Together* Song Lyrics, *Will You Be a Friend of Mine?* Song Lyrics

**Lesson 3: Things to Do with Friends**

- Students will discuss different activities they like to do with their friends. Students will sing “The more we get together” and “Will you be a friend of mine?” together as a class to practice enjoying a fun activity with friends. (9.2)

**Lesson 4: I Can Be a Good Listener / When to Listen and When to Speak**

- Teacher will show the *5 L’s of Good Listening* poster and teacher will remind them to practice using them throughout the school day (Teacher should show students the 5 L’s, allow them to practice pointing to their body parts and repeating the action out loud, then reinforce this by having them practice the 5 L’s before the start of each lesson throughout the school day). (9.4)
• Students will listen to the I Can Take Turns Social Story and discuss when it is good to speak and when it is good to listen. Students will also discuss kind words and words that hurt. (9.4)

**Week 3: Development**

**Materials:** Make an “I’m Sorry” Chart, pictures of people expressing different emotions

**Lesson 5: How to Apologize**

• Students will discuss the importance of apologizing when they’ve made someone unhappy. Children will practice creating an apology using the “I’m sorry” chart and discuss scenarios when one person should apologize to the other. (9.5)

**Lesson 6: When a Friend Makes You Unhappy**

• Students will discuss what it means to feel happy, mad, sad, or scared. Students will identify the pictures that show people feeling each emotion and discuss scenarios where they might feel each feeling. Students will practice using their words to describe how they feel and why they feel that way. Students will also practice taking deep breaths and counting backwards from 10 to help them when they feel angry. Students will discuss accepting a friend’s apology (9.5)

**Week 4: Development/ Conclusion and Assessment**

**Materials:** Friends and different Adults Visuals, a medium sized ball (like a basketball, volleyball, or football)

**Lesson 7: Friends, Trusted Adults, Familiar Adults, and Strangers**

• Students will make a list of their friends, adults they trust (people who look out for them and won’t harm them, provide them with examples using the pictures attached if possible), and adults they are simply familiar with (people they have met before but do not know well enough to trust and discuss what activities they do with each group). Students will discuss the differences in activities they typically engage in with each set of people and activities they should not engage in with each set of people. Place special emphasis on strangers and how students should act with strangers to keep them safe. (9.6)

**Lesson 8: Assessment: Friendship Roll**

• Students will sit in a circle in the classroom. Call a child's name and roll the ball to that child. As the ball rolls to that child, the class will chant “I have a good friend, a good friend, a good friend, I have a good friend and their name is (child's name)”. The child who receives the ball will say “I can be a good friend by...” and state one of the ways they can be a good friend. Continue the chant and instruct the child to roll the ball to another student. Play the game in different rounds in order to review the main concepts from the unit [characteristics of a friend, activities that can be done with a friend, good ways of treating friends, listening and speaking behaviors, and responding to when friends make us unhappy or when we make them unhappy]. (9.1-9.5)

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A GOOD FRIEND VS A BAD FRIEND

What does a good friend and a bad friend do? Read the sentences below and write them in the correct chart.

... talks behind your back          ... tries to understand your problems
... cares about you and your problems  ... only cares about himself/herself
... helps you when you are in need         ... treats you in a nice and kind way
... tells your secrets to other people ... doesn't listen to your problems
... is always with you in bad times        ... tries to solve your problems
... shouts at you when you make a mistake ... keeps your secrets
... shares everything with you           ... doesn't help you when you need
... takes your possessions without permission ... makes fun of you

https://www.englishsheets.com/friends-1.html
WILL YOU BE A FRIEND OF MINE SONG

The children stand in a circle. You start this by singing the song and then pointing to a child to join you.

The song is sung to Mary Had A Little Lamb

Will you be a friend of mine,

Friend of mine, Friend of mine?

Will you be a friend of mine,

And ____________ around with me? (Fill in the blank with a movement such as hop, dance, wiggle)

The 2 children in the middle now sing it together and invite a 3rd friend to join.

Continue until all the children are in the middle dancing or moving together!

THE MORE WE GET TOGETHER SONG

The more we get together, together, together,

The more we get together, the happier we'll be.

Because your friends are my friends

And my friends are your friends

The more we get together, the happier we'll be.

You can look up the sign language movements to go along with this song online.

There are additional lines that you can teach the children as well:

The more we share together, play together, help each other, etc. Add your own!

Friends and different Adults Visuals

**Teacher**

*(example of a trusted adult)*
Cover Puzzle People

I can be kind.
I can help.
I can share.
I can be a friend.
I can forgive.
I can be a friend.
I can help.
I can be kind.
TAKING TURNS
SOCIAL STORY
I like to talk to people.
We talk about lots of things.
When I talk to people, I need to wait until it is my turn to talk.
I love to read books.

I can listen when someone else is talking.
I like reading, too!

I can talk when someone else is done talking.
Cool! What is your favorite book?

After I am done talking, I can listen to what other people say.
Taking turns makes conversations fun for everyone!
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THE 5 L’S OF LISTENING POSTER
BY NICOLE ROWLANDS

This set includes:
A 5 L’s of listening poster, featuring original clipart.

By: NRowlands for Learnt By Heart
Terms of Use: Personal/Classroom Use only

Credit
Font: Miss Galvin Learns http://sgalvin.global2.vic.edu.au &
www.kevinandamanda.com
Frames: www.teacherspayteachers.com/Store/Tracee-Orman
The 5 L’s of Good Listening:

- Your eyes are looking at the person talking.
- Your lips are together.
- Your hands are folded in your lap.
- Your legs are crossed.
- Your ears are listening.
Infant 2 – The Classroom Community
Total Number of Lessons: 10
Lessons Per Week: 2
Duration: 35 minutes
Goal: By the end of the unit, students will be able to contribute meaningfully to their classroom community and make everyone feel welcomed in the classroom.

Previous Knowledge and Experiences
- Friends can help each other in many ways
- Being kind, generous and fair helps build friendships

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>1</td>
<td>10.1 Identify actions that can help everyone feel at home in the classroom</td>
</tr>
<tr>
<td>2</td>
<td>10.2 Explain how students can help each other keep their classroom safe and healthy</td>
</tr>
<tr>
<td>2</td>
<td>10.3 Discuss how friends can help each other do well at school and stay out of trouble</td>
</tr>
<tr>
<td>2</td>
<td>10.4 Describe ways in which people at school can help each other when they feel sad or lonely or have other problems</td>
</tr>
<tr>
<td>2</td>
<td>10.5 Discuss the ways in which students are similar to and different from each other</td>
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<td>1</td>
<td>10.6 Discuss how to make sure all students, including those with disabilities, are fully involved in classroom activities</td>
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<th>Learning Outcome(s)</th>
<th>Content/Concepts</th>
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<tbody>
<tr>
<td>10.1</td>
<td>Being friendly and respectful can help everyone feel at home in the classroom</td>
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<tr>
<td>10.2</td>
<td>Following class rules and instructions set by the teacher help to keep everyone safe and healthy.</td>
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<tr>
<td>10.3</td>
<td>Friends can provide encouragement when needed, be positive role models, and help each other do the right thing.</td>
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<tr>
<td>10.4</td>
<td>People at school can help each other when they feel sad or lonely by being friendly to each other, involving each other in activities, reminding them that they have lots of friends at school, and by not being a bully or being mean.</td>
</tr>
<tr>
<td>10.5</td>
<td>Embracing our similarities and differences allows everyone to feel included, understood, and accepted.</td>
</tr>
<tr>
<td>10.6</td>
<td>All students learn in different ways, classroom activities should allow each student to use their unique gifts and abilities so that everyone can learn and feel included.</td>
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Skills
- Communicate Effectively (10.1, 10.2, 10.3, 10.4, 10.5, 10.6)
- Draw pictures depicting actions (10.3, 10.5)
- Listen to instructions (10.2, 10.4, 10.5, 10.6)
- Write in short sentences and phrases (10.5)
- Talk about feelings (10.1, 10.4, 10.6)
- Work together to achieve a common goal (10.4, 10.5, 10.6)
- Role play various situations (10.1, 10.2, 10.3)

Attitudes
- Be positive role models
- Follow class rules
- Participate meaningfully
- Collaborate with each other

Teaching/learning Activities

**Week One: Introduction**

**Materials:** Sample Role Plays LO 10.1, flip chart paper, markers, typing sheets, crayons, scissors

**Lesson 1: Being friendly and respectful in the class**
- Students will begin by talking about what they know about being respectful. Write down what each student says. After about 5 minutes, transition to the Sample role plays for Learning Outcome 10.1 (PDF). Follow these role plays as described, leaving at least 10 minutes for the practice role play. (10.1, 10.3).

**Lesson 2: Friends are important**
- Students will discuss why friends are important, writing down their responses on a sheet of flip chart paper. After every student has had a chance to respond, provide each student with a piece of typing paper and instruct them to write “My Friends” at the top along with their name. Have them draw at least 1 picture that depicts what they feel makes their friends important. This can include sharing, helping them to study, playing with them, making them feel better when they feel sad, or any other ways in which friends help them (10.3).

**Week Two: Development:**

**Materials:** Sample Role Plays LO 10.2, flip chart paper, markers

**Lesson 3: Role Models Help Us Do Well**
- Students will begin by listing some rules of the classroom. Write these down on a piece of flip chart paper, adding any rules they do not include. Do the same for rules at home. Next, transition to the sample role plays for Learning Outcome 10.2 (PDF). Follow these role plays as described, leaving at least 10 minutes for the practice role play. (10.2).

**Lesson 4: Rules are there to help us**

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• Students will begin by listing rules that they remember from the previous lesson. List these on a flip chart paper. Students will then say why they think we have those rules. Next explain why we have rules, such as to keep us safe, to help us learn, to help keep order, and so forth. Finally, have the students play a game of Simon Says for the remainder of class.
  ◦ In the game Simon Says, one person is the leader (Simon). This person will instruct the others to do some simple thing (jump up and down, close their eyes, make an animal sound, and so forth). The leader can choose to say “Simon says” before the instruction (for example “Simon says turn around 3 times”). If they do, the others must follow their instruction. Anyone that does not follow the instruction is out. If not (for example, the leader says “Turn around 3 times”) then the others must remain still. Anyone who does the action when the leader does not say “Simon says” is out. (10.2)

**Week Three: Development**
**Materials:** Friendship Ribbons (pre-made to step 10), flip chart paper, markers

**Lesson 5: We all have friends**
• Students will explain how their friends have helped them or made them happy over the past week. Some students may respond by saying that they do not have friends. If so, reassure them that we all have friends even if we don’t believe we do. Next, tell the students that they will be making Friendship Ribbons, showing how we all have friends in class. (10.3)

**Lesson 6: Our actions affect others**
• Students will begin by listing things that make them happy, while the teacher writes those down on a piece of flip chart paper. After about 5 minutes, do the same for what makes them feel sad. After another 5 minutes, do the same for what makes them mad. Then, have them split into groups of 2 or 3. Have one student in each group be the person the other(s) compliment for 2 minutes. After 2 minutes, have them switch roles. After another 2 minutes, bring the class back together and ask them how it felt to be the person getting compliments. Conclude by talking about how our actions and words affect others. (10.4)

**Week Four: Development**
**Materials:** Feelings worksheet, About Me worksheet, flip chart paper, markers, crayons, pencils

**Lesson 7: How others affect how we feel**
• On a sheet of paper in columns, students will write or draw 1 thing that made them happy, 1 thing that made them sad and 1 thing that made them mad over the past week and why it made them feel that way. Teacher will discuss with students about their responses. Make sure to leave at least 10 minutes to complete the next activity. Finally, have them complete the Feelings Worksheet. Read each question one by one, asking them to circle the symbol that shows
how they feel (happy, sad or mad stylized faces). Review the worksheet out loud once every student has had enough time to complete it. (10.4)

**Lesson 8: We are all different**

- Students will begin by listing things that make them different from each other. This can include prompts such as “Do we all have the same birthdays?” or “Are we all the same height?” Then discuss how we each look different, we each like different things, and we each have different families. Emphasize how this makes us unique and that we should not look down on people because they are different from us. Next, give out copies of the About Me worksheet. Instruct the students to write their name in the middle of the center circle. For each of the other circles, have them draw a picture that relates to the word in the center of each. For instance, they can draw a picture of their favorite food next to the circle with “My Favorite Foods” in the middle. Explain each circle as needed. If the students are advanced enough, have them also write a word of phrase describing what they drew. (10.5)

**Week Five: Conclusion**

**Materials:** “Belize” Letter Cutouts (pre-cut), crayons, tarp or large piece of cloth, a light ball, flip chart paper, markers, glue, a large board at least 36 inches wide by 36 inches tall with blank versions of the “Belize” Letter Cutouts traced onto it spelling “We Are One Belize”

**Lesson 9: We are all Belizeans**

- Students will state what they have in common with each other. This can include prompts like “Do we all need to eat food?” List these on a piece of flip chart paper. Next, give each student a piece of a letter from the “Belize” Letter Cutouts. Ask them to write their name in the middle and then to colour it in a way that represents themselves. After the students have had time to colour each piece correctly, have each come up to the board, put a little bit of glue on the back of their letter pieces, and have them place it into the correct spot. At the end, every traced out letter should be filled with coloured letter pieces. Explain how despite our differences, such as the different colours and shapes, we are all a part of Belize (10.5).

**Lesson 10: We all should be included**

- Students will begin by saying whether or not they were ever excluded in an activity. They will then say how that made them feel. Explain how we should include others and help those who may find it hard to participate. Next, take the large piece of fabric or tarp, have each student hold onto an edge of it, and put the light ball in the center. Tell the students that they need to work together to get the ball as high as possible by moving the fabric all at once, creating a wave in the middle. See [http://www.teachpreschool.org/2013/07/08/five-activities-](http://www.teachpreschool.org/2013/07/08/five-activities-).
Major Performance-based Assessment:
Ongoing Assessments: (teacher designed- given throughout the unit)
- Observations on student interaction in other subjects

Resources:
- About Me Worksheet
- Belize Letter Cutouts
- Feelings Worksheet
- Friendship Ribbon
- Sample Role Plays LO 10.1
- Sample Role Plays LO 10.2

References:
- [www.teachpreschool.org/2013/07/08/five-activities-that-promote-teamwork/](http://www.teachpreschool.org/2013/07/08/five-activities-that-promote-teamwork/)
About Me Worksheet

Teachers Instructions

Instruct the students to write their name in the middle of the center circle. For each of the other circles, have them draw a picture that relates to the word in the center of each. For instance, they can draw a picture of their favorite food next to the circle with “My Favorite Foods” in the middle. Explain each circle as needed. If the students are advanced enough, have them also write a word of phrase describing that they drew.
Name_________________________ Infant 2

About Me

What makes me happy

My favorite foods

My hobbies

Things I do well

My family

What I want to learn about

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**What Makes Me Feel Happy, Sad or Mad?**

Circle the face that shows how you feel.

<table>
<thead>
<tr>
<th>When...</th>
<th>...I Feel...</th>
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<tbody>
<tr>
<td>My teacher says I did a good Job</td>
<td></td>
</tr>
<tr>
<td>Kids make fun of me</td>
<td></td>
</tr>
<tr>
<td>Someone breaks my toys</td>
<td></td>
</tr>
<tr>
<td>My friend shares with me</td>
<td></td>
</tr>
<tr>
<td>People yell at me</td>
<td></td>
</tr>
<tr>
<td>I get invited to a party</td>
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</tbody>
</table>
The Friendship Ribbon Activity

1. Pass out the pre-made friendship ribbons and instruct the students to carefully cut along the line, helping the students as needed.

2. After all are correctly cut out the friendship ribbon, have them open it up. Explain to them how just as the ribbon has 4 people holding hands, we each can find at least 3 others to help support us. Instruct them to write their name in one of the cut-outs and write the name of 3 other students from the class that they think are friends.

3. If some say that they do not have 3, encourage them to think of others in the class who have been nice or friendly to them. Have the student write the names of those fellow students in the remaining cut outs.

4. Finally, have them color the ribbon however they like. Hang up these colored ribbons around the classroom

Please see the following pages on how to create the Friendship Robbon
Creating a Friendship Ribbon

1) Start with a standard piece of blank typing paper.

2) Fold in half length wise

3) Cut the paper into two equal pieces along the fold

4) Each friendship ribbon only uses one half, so save the other for later
5) Fold into eight segments, alternating the folds

6) This will create an accordion, like the picture to the left

7) Fold up the paper and stack the folds, like the picture to the left

8) Make sure the side with all creases faces the left

9) Trace the image of half of a person, similar to the one on the left

10) Make sure the hands and feet go to the end of the paper (otherwise it will not work)
11) Cut along the tracing, creating something like the picture to the left

12) Finally, unfold the paper to get something like the image above

And that's it!
Sample Role Playing Scenarios

Infant 2 – The Classroom Community

Learning Outcome 10.1:

Scenario 1: Good Manners

Part 1: What not to do

Teacher role plays as a student walking into the classroom. The teacher does not say hello to any of the students and pretends to have a disrespectful attitude. After this demonstration, the teacher asks the class how that made them feel.

Part 2: What to do

Teacher role plays as a student walking into the classroom. This time, the teacher greets the class and is friendly to others. After this demonstration, the teacher asks the class how they felt this time. The teacher then talks about how having good manners and being respectful makes others feel appreciated and happy.

Part 3: Practice

The teacher divides the class into pairs (if there is an odd number of students, the teacher can pair with one of the students). Students then take turns practicing saying hello, goodbye, please, thank you and asking how the other person is doing. This can include time specific greetings, such as good morning, good afternoon, and good evening/night.
Scenario 2: Sharing With Each Other

Part 1: What not to do

Teacher role plays as a student working with another student on a team activity (this could be playing a game, taking turns to read from a book, or taking turns to color something). The teacher acts selfish and grabs the item(s) that they are suppose to work on. After this demonstration, the teacher asks the participating student how that made them feel.

Part 2: What to do

Teacher role plays as a student working with another student on a team activity (this could be playing a game, taking turns to read from a book, or taking turns to color something). This time, the teacher shares the item(s) and models how to share and work together. After this demonstration, the teacher asks the participating student how they felt this time. The teacher then talks about the importance of sharing and working together.

Part 3: Practice

The teacher divides the class into groups of 2 or 3. Students then are given some task in which they have to work together or share things, such as taking turns to read or color a picture. The students must then practice sharing and working together as the teacher modeled.
Sample Role Playing Scenarios
Infant 2 – The Classroom Community

Learning Outcome 10.2:

Scenario 1: Following the Rules

Part 1: What not to do

Teacher role plays with a group of students. The teacher models how not to be a good role model by breaking the rules or not following directions. This should be a rule or instructions that students already understand and generally follow. The participating students are asked to also break the rules (or are permitted to break them if they feel inclined to do so). The teacher can then encourage the other participants to join them in breaking the rules. After this demonstration, the teacher asks the participating students how they felt when someone broke the rules (such as if they felt like they could break those same rules). The teacher then discusses with the class how we can encourage others to follow the rules by following them ourselves.

Part 2: What not to do

The teacher role plays as a student who consistently follows the rules, again with a group of students. The teacher (prior to the demonstration) instructs one participant to break a rule. The teacher then yells “Teacher See [student’s name]!!” or some other form of tattling. After this demonstration, the teacher asks the participating students if they felt encouraged to follow the rules.

Part 3: What to do

The teacher role plays as a student who consistently follows the rules, again with a group of students. The teacher (prior to the demonstration) instructs one participant to break a rule. The teacher then models how to respond by saying to the student that we should follow the rules and that what that student is doing is not good. After this demonstration, the teacher asks the participating students if they felt encouraged to follow the rules. The teacher then discusses how we can do more to encourage others by kindly talking to others about the need to follow the rules than simply telling on them.
Scenario 2: Good Studying

Part 1: What not to do

Teacher role plays as a student with several other students who are assigned an individual task. Instead of working on the task, the teacher distracts the other students in a variety of ways. After several minutes, the teacher asks the participating students if they were able to get work done. The teacher then talks about the importance of helping each other in class by not distracting each other.

Part 2: What to do

Teacher role plays as a student with several other students assigned to individual assignments. The teacher models how to work independently and allowing others to get their work done. If another student gets distracted or is distracting others, the teacher will model how to encourage others to work by themselves and not distract others. After several minutes, the teacher asks the participating students if they felt that they got more work done than the first time.

Part 3: Practice

The teacher divides the class into groups of 4 or 5. Students then are given some individual work, such as reading or coloring or some other individual task. They are given 10 minutes to complete the activity and practice being good role models.
**Std 1 – Building and Maintaining Relationships**

Total Number of Lessons: 9  
Lessons Per Week: 2  
Duration: 35 minutes  

Goal: By the end of the unit, students will be able to describe meaningful ways of building and maintaining relationships with friends, family members and others.

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>11.1 Explain what it means to be someone's friend, including the responsibilities this brings.</td>
</tr>
<tr>
<td>2</td>
<td>11.2 Describe different types of emotions a person feels and why they might feel them.</td>
</tr>
<tr>
<td>1</td>
<td>11.3 Describe both positive and negative ways that people express their emotions within a friendship.</td>
</tr>
<tr>
<td>2</td>
<td>11.4 Discuss ways of developing and maintaining healthy relationships within a family or household.</td>
</tr>
<tr>
<td>1</td>
<td>11.5 Describe ways in which people influence them and how they in turn influence people.</td>
</tr>
<tr>
<td>1</td>
<td>11.6 Discuss how and when a person should share information about themselves with friends, family members, trusted adults and others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Content/Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1</td>
<td>Being someone’s friend involves being trustworthy, honest, loyal, and kind to that person.</td>
</tr>
<tr>
<td>11.2</td>
<td>People experience various emotions such as anger, sadness, happiness, excitement and disappointment based on situations that they experience in their life.</td>
</tr>
<tr>
<td>11.3</td>
<td>People may express how they feel in their friendships with others negatively, through anger and bad words, and positively with a calm voice and thoughtful words.</td>
</tr>
<tr>
<td>11.4</td>
<td>Direct communication and honesty are ways to maintaining and developing healthy relationships with your family.</td>
</tr>
<tr>
<td>11.5</td>
<td>One must recognize when and how they are being influenced by others, as well as recognize that the examples they set may also influence other people, either positively or negatively.</td>
</tr>
<tr>
<td>11.6</td>
<td>It is important to only share personal information with people privately who can be trusted and helpful with advice.</td>
</tr>
</tbody>
</table>
**Teaching/Learning Activities**

**Week One: Introduction**  
**Materials:** Video *How to be a Good Friend*

**Lesson 1: Being a Friend**  
- Students will pair up with a partner. Explain to them that they have to come up with three things they like about that person. After 3 minutes, have them switch partners and repeat the same thing. After 6 minutes, discuss the 3 things they liked about their partners. Explain that these things play a role in being a good friend. [11.1]

**Lesson 2: How to be a good friend**  
- Students will watch a video on *How to be a Good Friend*. Discuss the points made in the video with the students. [11.1]

**Video Link:**  
How to Be a Good Friend Video.3gpp  
https://www.youtube.com/watch?v=L GinimRIl04

**Week Two: Development**  
**Materials:** print emotions on paper and glue them to popsicle sticks, *I am* statement worksheet.

**Lesson 3: How I feel: Emotions**  
- Students will receive an emotion stick. At the beginning of the class, have them explain which emotion stick they received and ask what are some things/situations that might cause one to feel this way? Repeat for each emotion stick. Discussion follows. [11.2]

**Lesson 4: I am Emotions**  
- Students will learn about the statement *I am happy when... and I am sad when...* as a form of communication when talking to friends and family. Give the students the *I am* Worksheet. Have them finish the phrases *I am happy when... or I am mad when...* Ask if anybody would like to share their *I am* statement and discuss the importance of direct communication. [11.2, 11.3]

**Week Three: Development**  
**Materials:** various pictures of children helping their parents at home, emotions popsicle stick.

**Lesson 5: Building Healthy family Relationships**  
- Students will engage in an activity in which pictures of children helping their parents with chores will be displayed around the classroom and students will visit each station. This activity should take 5 minutes. Afterwards, have them sit down and discuss what they saw in the photos. Explain how helping their parents at home can play a role in having a healthy relationship with family. Discuss how they help in the home or could help more. [11.4]

**Lesson 6: Happiness in the Home**  
- Students will receive a sad emotion stick and a happy emotion stick. Explain that you will read off different scenarios that can happen in the home, and the students are to put up the happy emotion stick if they think their parents will be happy or the sad emotion stick if they think their
parents will be sad. Discussion will follow about ways that family members can make each other happy in the home. [11.4]

Week Four: Development

Lesson 7: Influencing People

- Teacher will explain the concept of “Monkey See, Monkey Do”. Pick a student in the class and whisper to them that they have to do certain things around the class. The teacher will then spend a few minutes pretending to be doing something. While doing so, teacher will observe how the students react to the child that was told to do certain things. After 8 minutes of this, discuss with the students what just happened, and how they were influenced to either do the same thing or do the opposite. [11.5]

Lesson 8: Telling Secrets

- Students will engage in a Telephone-Cup Activity. Divide the students into three groups evenly. Have the students line up in a line. Each group gets a Telephone Cup and teacher explains how to use it by first telling the students at the front of each line something about the classroom, using the telephone cup. They have to whisper whatever they think they heard from the previous student to the next student, each time using the Telephone Cup. The person at the end of the line will tell the teacher what they think they heard. After this activity, discuss with the students what happens when they tell each other secrets, and how the secret was twisted. Explain that they should only tell secrets to people they trust. Discuss what happen when they told someone information about the classroom and how it circulated to other people. [11.6]

Week Five: Assessment

Materials: Blank sheets of paper and sticks.

Lesson 9:

- Students will be given paper and sticks to draw and make their own emotion stick. The emotion stick should fold in half, and inside of the fold should have an “I am” statement based on the emotion they chose to draw. Under the “I am” statement, the students should come up with a self-promise; the promise has to be something that they promise to do with their emotions.
Emotions Example Worksheet
I am Worksheet

1. I am happy when...

2. I am sad when...

3. I am mad when...

4. I am excited when...
**Std 2 – Community Relationships**

Total Number of Lessons: 8  
Lessons Per Week: 2  
Duration: 35 minutes

Goal: By the end of the unit, students will be able to describe meaningful ways of building and maintaining relationships with community members and neighbors.

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12.1   Explore the concept &quot;community&quot; both in terms of place and as a group of people who have something in common.</td>
</tr>
<tr>
<td>2</td>
<td>12.2   Describe ways in which people in a community can help each other.</td>
</tr>
<tr>
<td>1</td>
<td>12.3   Explain how communities can ensure that people with disabilities can access services and participate fully in activities.</td>
</tr>
<tr>
<td>1</td>
<td>12.4   Identify potential causes of conflicts between neighbors and how these can be avoided.</td>
</tr>
<tr>
<td>1</td>
<td>12.5   Explore how community members can help create an environment that is nurturing, safe and healthy for everyone in it.</td>
</tr>
<tr>
<td>1</td>
<td>12.6   Explain the function of various public buildings, such as health centres, community centres, police stations, churches and libraries.</td>
</tr>
<tr>
<td>1</td>
<td>12.7   Investigate the positive role played by the aged and people with disabilities in many communities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Content/Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1</td>
<td>Community is where a group of people live, go to school, work, worship, and play. It is also group of people who share similar interests, attitudes, and goals.</td>
</tr>
<tr>
<td>12.2</td>
<td>Community members can help each other by encouraging healthy behaviors, playing safely, working together, caring for the elderly, and keeping the community clean.</td>
</tr>
<tr>
<td>12.3</td>
<td>Community members can ensure that people with disabilities are treated with respect and kindness, have access to services by advocating for their rights, standing up against inequalities and being inclusive to them by inviting them to participate in daily activities, such as at school, in the workplace, and at home.</td>
</tr>
<tr>
<td>12.4</td>
<td>Potential causes of conflicts between neighbors include land arguments, stealing,</td>
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</tbody>
</table>
animals fighting/killing, and burning trash/other odors. These can be avoided by having open communication, compromise, and respect between neighbors.

| 12.5 | Community members should respect each other’s personal property, exercise together, encourage healthy nutrition, play fairly, treat other people with love and kindness, and do their part in cleaning their home/land and public areas. |
| 12.6 | Health centres/mobile clinics/polyclinics offer healthcare education and services including check-ups, maternal and child health checks, vaccines, medical supplies, and medications.  
Community centres are where community events take place, such as community-wide meetings, fundraisers, health fairs, fitness groups, and youth clubs.  
Police stations are for community policing with the aim of keeping the community members safe and protected from harm.  
Churches are places where community members gather to worship and fellowship and can include a variety of denominations.  
Libraries are often connected to primary schools and are where children, youth, and parents go to read and improve their literacy. |
| 12.7 | Aged people in a community offer knowledge, experience, and wisdom to younger generations; they are also important in carrying on cultural practices, traditions, and legends. Community members learn to be more open-minded, respectful, and patient by having people with disabilities in the community; they also help in eliminating stereotyping and discrimination in a community. |

### Teaching/Learning Activities

**Week One: Introduction to Unit**  
**Materials:** Typing sheets or colored paper, pencils, crayons, markers, Flip chart

**Lesson 1: Our Community**
- Students will create a class book about their community by having each student select a place or aspect of the community to draw and write a sentence about, such as schools, homes, or places of worship. All the pages will be combined to create a community book, which will be presented and read to the class. (12.1)

**Lesson 2: Helping in our Community**
- Students will think-pair-share about ways in which they can help their families at home. Record their ideas in a circle on a flip chart paper or on the board under the heading,
“Helping at Home.” Expand the discussion to explore ways students can help at school, and record their ideas in a larger circle labeled, “Helping at School.” Finally, ask students to share ideas of how they can contribute to their community by helping others and keeping public spaces clean; record students’ responses in the largest circled labeled, “Helping in our Community.” Pause to review the home, school, and community helping charts. Talk about how students feel when they help others they know (e.g., happy, proud, capable, empowered). (12.2)

**Week Two: Development**

**Materials:** Typing sheets or colored paper, pencils, crayons, markers

**Lesson 3: Including Everyone**

- Students will, in small groups, brainstorm a community event, such as a birthday party, religious gathering, school activity, or sporting event; instruct students to think of ways to be inclusive to people with disabilities at this event. Students will draw a picture of the event and present to the class how they would ensure that people with disabilities would be included. (12.2, 12.3)

**Lesson 4: Creating a safe Community Environment**

- Students will, with the assistance of the instructor, develop and act out role plays depicting different ways in which they can help create a nurturing and safe community environment. Examples may include exercising together, respecting each other’s personal property, playing fairly, cleaning public spaces, etc. (12.5)

**Week Three: Development**

**Materials:** Large paper/shop paper, pencils, markers, crayons, tape for hanging maps in the classroom

**Lesson 5: Solving conflicts**

- Students will draw a story book about a conflict they have experienced between neighbors. Instruct students to make up two endings; in one ending the conflict is resolved, and in the other it isn't. Students will share their stories with the class and discuss methods to avoid these conflicts. (12.4)

**Lesson 6: Identifying Community Spaces**

- Students will draw community maps in small groups, focusing on public community gathering spaces and important buildings such as schools, clinics, churches, community centre, parks, libraries, and police stations. Instruct students to talk about the function of each place/location on their map as they present. In their groups, students will present their maps to the class, then compare similarities and differences between the maps. (12.6)
Week Four: Development / Conclusion and Assessment

Materials: Paper, pencils, box of random items (buttons, household items, paper clips, office supplies, etc.), flipchart paper or whiteboard, markers, video camera/phone (optional)

Lesson 7: Respecting differences

- Students will, in small teams of 3-4, be given a handful of objects from the box of random items. Students will discuss in their teams the different characteristics of the items; how would they separate the objects into smaller sub-groups? For example, would they separate them by shape, size, texture, form, use, etc.? On flip chart paper or a whiteboard, record all of the ways the group characterized the objects. Ask the group to brainstorm additional ways to sort the objects that are not listed. Let the groups continue to sort the items 3-4 more times and record the categories. Discuss how the list is related to how we categorize human beings, specifically in the community. Reiterate that people, like the objects they worked with in the activity, each have a diverse set of qualities and traits. Those differences in people, including those with disabilities or the elderly, offer a unique set of perspectives, opinions and skills to every community. (12.7)

Lesson 8

- With assistance from teacher, students will create either a short film or pretend movie about their community, depending on available resources. To help students generate descriptive words about their community, ask them to answer some or all of the following questions: “What sounds do you hear in the community?” “What tastes can you find in the community?” “What smells do you associate with the community?” “What does the community look like? What doesn’t it look like?” “What in the community is most enjoyable?” “Where in the community do people go to feel good?” “Why do people live in this community?” Using their responses, create a class video about the community, its people, places, and how to make it a safe and enjoyable place for everyone. (12.1, 12.2, 12.5)

Resources:

http://www.discoveryeducation.com/teachers/free-lesson-plans/exploring-your-community.cfm

https://www.scholastic.com/teachers/articles/teaching-content/community-arts-projects/

http://www.scholastic.com/browse/lessonplan.jsp?id=679

http://www.goodcharacter.com/YCC/ResolvingConflicts.html

https://adayinourshoes.com/how-to-teach-empathy/
**Standard 3: Family Relationships**

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>2</td>
<td>13.1</td>
</tr>
<tr>
<td></td>
<td>Explore differences and similarities among families in the community.</td>
</tr>
<tr>
<td>2</td>
<td>13.2</td>
</tr>
<tr>
<td></td>
<td>Explain the importance of respecting all families and people that live in the community.</td>
</tr>
<tr>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td></td>
<td>Identify similarities and differences in the roles, needs and aspirations of family or household members.</td>
</tr>
<tr>
<td>1</td>
<td>13.4</td>
</tr>
<tr>
<td></td>
<td>Explore feelings associated with changes in a family, such as a marriage, a new baby, someone leaving, a major illness or a death</td>
</tr>
<tr>
<td>1</td>
<td>13.5</td>
</tr>
<tr>
<td></td>
<td>Explore how family members can help create an environment that is nurturing, safe and healthy for everyone in it.</td>
</tr>
<tr>
<td>1</td>
<td>13.6</td>
</tr>
<tr>
<td></td>
<td>Differentiate between positive and negative solutions to family disputes and disagreements.</td>
</tr>
<tr>
<td>1</td>
<td>13.7</td>
</tr>
<tr>
<td></td>
<td>Discuss how trust between family members can be created and destroyed</td>
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**Learning Outcomes**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Content / Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1</td>
<td>Families in a community may share or differ in characteristics such as occupation, income, education, ethnicity, religion, culture, values and much more</td>
</tr>
<tr>
<td>13.2</td>
<td>Different families and people in a community may have different cultures, values, or lifestyles. Respecting those characteristics are important to ensure community cooperation and disrespecting others may lead to community conflict.</td>
</tr>
<tr>
<td>13.3</td>
<td>Members of the same household or family may share or differ in gender roles, expectations for employment or education, life goals, and wellness (social, mental, spiritual, physical, emotional) needs.</td>
</tr>
<tr>
<td>13.4</td>
<td>People who have had sudden familial changes can experience extreme levels of positive or negative emotions</td>
</tr>
<tr>
<td>13.5</td>
<td>Members of a family should strive to promote positive healthy behaviors that demonstrate respect, unity, and morality</td>
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</tbody>
</table>
Some solutions to family dispute may lead to disrupting family bonds and create a longing distrust among family members.

Practicing honesty and avoiding the deception of others helps build trust in a family.

**Teaching/Learning Activities**

**Week One: Introduction**

**Materials:** Printer paper, staples, pencil, crayons/markers,

**Lesson 1/2:**
This activity will introduce the concept of family to the students and explore the differences/similarities between family members over the course of two lesson timeslots.

Open the activity with a brief introduction and discussion on what a family is and what makes up a family. Using printer paper, have the students create a small booklet using printer paper and staples. On the front page of the booklet, have the students draw/color a picture of what they think their family looks like. Use the inside cover to describe the characteristics of the family. On each page, the students will draw/color a picture of a family member and write the characteristics (occupation, education, sex, age, roles in the home, aspirations etc.). Once everybody is completed, start a discussion with the students about how the family members are similar and different from each other. (13.3)

**Week Two: Development**

**Materials:** Paper with emotional emojis for labels

**Lesson 3:**
This activity will create a discussion about various changes in a family that may occur over the course of childhood.

Designate four corners of the room as different emotions (happy, sad, scared, surprise, anger etc.). Have prepared various scenarios that describe major changes in family that would invoke different emotional response. Read each scenario and ask the students to move to the corner that best describes how they feel about the change and discuss why they feel that way. (13.4)

**Week Three: Development**

**Materials:** Prepared role play scenarios, large space for acting, paper for letter

**Lesson 4**
This activity will help demonstrate positive behaviors that help create a nurturing, healthy and safe household.

Split the class into 6 groups and assign each group a role play where they explore everyday situations where they can promote a positive home life with their family members. For each role play, focus on one or two positive characteristics (gratitude, compassion, forgiveness, protection/security, helpfulness etc.). Have the rest of the class try to guess what positive behavior the role play was about and discuss why it is a positive behavior.

If time permits, instruct the students to write/deliver a short encouraging letter to family member about something positive that they saw them do recently. (13.5)
**Week Four: Development**

**Materials:** Prepared family dispute scenarios, chalkboard or flipchart, markers, chalk, red light/green light behavior list, large space for running.

**Lesson 5:**
This activity will help differentiate the positive and negative solutions to common family disputes

Have prepared a set of scenarios that include common family disputes (children not listening or failing school, children not working hard at home, drug problems, etc.) and both positive / negative / neutral solutions to them. At the end of reading each scenario, ask what the problem within the family was and ask how that problem was solved. Draw a Venn Diagram on the board (labeling the circles “positive solution” and “negative solution”) and tell the students to place the solution in one of the circles. Continue this process until all scenarios have been read and discuss the resultant Venn diagram. (13.6)

**Lesson 6:**
This activity will help explain different methods to build trust in a family (13.7)

Red Light, Green Light. Have a list of different behaviors/activities/characteristics that describe a method that will help build trust or destroy trust. Examples could include “Lying to your friends or family” or “Listening to your mother when she tells you to complete a house chore.”. Instruct the students to move outside and stand in a straight line and tell them that to walk to a finish line whenever you mention a trust-building behavior and stop when you tell them a trust-breaking behavior. If a student moves when they are not supposed to then make them return to the beginning line. First student to reach the finish line wins.

**Week Five: Development**

**Materials:** Printer paper, staples, pencil, crayons/markers

**Lesson 7/8:**
This activity (similar to lesson 1 & 2) will help describe the similarities and differences between families in a community

Open the activity with a brief introduction and discussion on what a community is and what makes up a community. Using printer paper, have the students draw/color a picture of their family and write various characteristics (number of family members, average age, occupation of father/mother, religion, ethnicity, important values etc). Once everybody is completed, combine all the papers and create one representative book for the class. You could also include a town map that the students could help create. Start a discussion with the students about how each family in the community are similar and different from each other.

End the discussion with explanations that respecting those differences between families is important to make sure that a community can work together. Identify students that have friends with familial differences but are still friends nonetheless. (13.1 & 13.2).

**Week Six: Conclusion and Assessment**

**Materials:** Newsprint paper, pencil/markers/pens, “Treasure Hunt” worksheet

**Lesson 9**
Families

Ministry of Education
Quality Assurance and Development Services
West Landivar, Belize City
Draw family tree on newsprint and indicate role of each member in the family and discuss importance of each member’s role. Examine family meeting the needs of its members. Initiate a discussion on differences between each child’s family tree and associate roles. Hang the completed newsprint around the classroom. (13.3 – 13.7)

**Lesson 10**
**Materials:** Treasure Hunt” worksheet

Communities

Have the children complete a “Treasure Hunt” about the community. Give each student a copy of the “Treasure Hunt” worksheet and have them question / sign other students on each criterion. Each criterion should be applicable to a certain student in the classroom such that a completed worksheet should have each name signed only once. Have a brief discussion on differences in worksheet results. (13.1 & 13.2)
Community “Treasure Hunt”

Name: ____________________
Standard: ____________________
Teacher: ____________________

1. Father owns a farm
2. Plays football
3. Plays the guitar
4. Mom has a job
5. Can speak Q’eqchi’

6. Religion is Catholic
7. Family member is a community leader
8. Religion is Baptist
9. Is the youngest sibling
10. Writes left handed

11. Owns a horse
12. Has ridden on a motorcycle
13. Plays volleyball
14. Has green eyes
15. Has a thatched-roofed house

16. Family owns a shop
17. Can play the piano
18. Can speak Spanish
19. Religion is Methodist
20. Owns a cow

21. Has a zinc-roofed house
22. Is the oldest sibling
23. Does not like sports
24. Family member works for the government
25. Can speak Kriol
Standard 4: Resolving Conflicts and Disputes
Total number of lessons: 11
Time per lesson: 35 minutes
Lessons per week: 2(35x2)

<table>
<thead>
<tr>
<th>Number of lessons</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>1</td>
<td>14.1: Discuss the importance of listening to and respecting the opinions of others.</td>
</tr>
<tr>
<td>2</td>
<td>14.2: Discuss common causes of conflict in the home, school and wider community.</td>
</tr>
<tr>
<td>2</td>
<td>14.3: Discuss how trust between members of a class, school or other group can be created and destroyed.</td>
</tr>
<tr>
<td>2</td>
<td>14.4: Explore, through role-play, the meaning of the word “negotiation.”</td>
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<tr>
<td>2</td>
<td>14.5: Describe some steps that can be taken to resolve conflicts in relationships</td>
</tr>
<tr>
<td>2</td>
<td>14.6: Discuss appropriate and inappropriate ways to express strong emotions such as anger, frustration or jealousy.</td>
</tr>
<tr>
<td>1</td>
<td>14.7: Compare and contrast passive, assertive and aggressive behaviors.</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>Content/concepts</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
<td>14.1</td>
<td>• Listening to and respecting the opinion of others is key to understanding others’ point of view and preventing conflict.</td>
</tr>
</tbody>
</table>
| 14.2             | • Common causes of conflict at home include arguing with a parent about chores or school issues, fights with brothers and sisters, and domestic violence between parents/other family members.  
• Common causes of conflict at school include disagreements between friends, bullying, gossip, and issues with teachers.  
• Common causes of conflict in the wider community include monetary issues, disagreements with community members, and gossip. |
| 14.3             | • Trust can be created by establishing frequent and honest communication, following through with commitments, and being sincere with your words and actions.  
• Trust can be destroyed by lying, talking about someone or acting behind his/her back, breaking your promises, and blaming others for your mistakes. |
| 14.4             | • Negotiation is used during conflict to reach a mutual agreement so that all those involved are satisfied. |
| 14.5             | • To resolve conflict in a relationship, it is important to maintain honest communication, use “I” statements, listen with an open mind, work together with cooperation, and show respect. |
| 14.6             | • Appropriate ways to express strong emotions can include any action that makes a person feel better without harming themselves or others. |
| 14.7             | • Inappropriate ways of expressing strong emotions can include any action that causes harm to oneself or someone else.  
• Passive behaviors are accepting and allowing what happens, or what others do, without active response or resistance.  
• Assertive behaviors are delivering a message by honestly expressing one’s thoughts and feelings; being direct and clear without putting down the rights of others; showing mutual respect.  
• Aggressive behaviors are delivering a message forcefully without thinking of the other person’s feelings; expressing oneself in a confrontational manner.  
• The healthiest behaviors are found by reaching a balance between attacking and avoiding by being assertive. |
Teaching/Learning Activities

Week One: *Introduction to Unit*

**Materials:** Bristol board or flip chart paper, markers, objects for obstacle course, blindfold

**Lesson 1**

- Students will work in teams of 2 persons to guide their partner through an obstacle course with chairs, tables, or any other objects available without stepping on or bumping into any of the objects or other people. The walker of each team must move backwards and blindfolded through the course using his/her partner as a guide. Discuss how this activity requires trust of your partner and what challenges the students encountered. Ask students to brainstorm how trust can be created and destroyed and why it’s necessary. (14.3)

**Lesson 2**

- As a class, students will develop a class contract which outlines expectations for each student to follow. Examples may include statements such as “I will not use name-calling,” “I will include each other,” “I will not talk when others are talking,” “We will not spread rumours about each other,” or “I will not act out in physical aggressions.” Discuss how following these rules can help facilitate the respect of different opinions and build trust within the classroom. Discuss how lack of trust may negatively affect the classroom (14.1, 14.3)

Week Two: *Development*

**Materials:** Dividing object, rope/twisted cloth, “Build a Conflict Cube” worksheet

**Lesson 3**

- Students will work in 2 even groups on opposite ends of a long rope. Each team will pull on opposite ends of the rope, demonstrating how conflict arises. Whoever crosses the middle loses. Follow-up with questions such as: “Why did your group win or lose?” “Were there any conflicts within the group?” “Was the conflict resolved? If so, how?” Instruct the groups to make a list of common causes of conflict they experience or see at home, at school, or in the community. (14.2)

**Lesson 4**

- Students will practice resolving conflict in different scenarios using their own Conflict Cube. Give students a copy of the “Build a Conflict Cube” worksheet and instruct them to illustrate each of the ways listed on the cube to resolve conflict. Show students how to assemble the cube by cutting, folding, and taping the edges together. (14.5)

Week Three: *Development*

**Materials:** Props for role plays (optional)

**Lessons 5 and 6**

Ministry of Education
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• After discussing the definition of negotiation, students will work in groups to perform role plays that demonstrate using negotiation to resolve the conflict in different scenarios. Students will write their role plays in Lesson 5 and perform them for the class in Lesson 6. Examples of scenarios that can be used or given as examples include:
  o You just started dating someone your friends don’t like. Now, all of your friends make excuses to avoid hanging out with the two of you. You are happy dating this person but you don’t want to lose your friends.
  o Every time there is a test, you notice the student sitting next to you copying your answers. You don’t like this person cheating and you’re tired of it. You want them to do their own work.
  o You shared a personal story with a friend and he/she said he/she wouldn’t tell anyone. You later find out your friend has told a few other people. (14.4)

**Week Four: Development**

**Materials:** Props for role plays (optional), deep breathing exercise examples, “Paulo” and “Tana” role plays

**Lesson 7**

• In small groups, students will discuss positive ways of expressing anger, jealousy, or frustration based on short scenarios their group receives. Students will discuss within their groups and as a class what happened in their scenarios, how they would feel in their scenario, and what advice they would give to the people in the scenario. (14.6)

• Lead students in deep breathing exercises as a positive way to respond to strong emotions. (14.6)

**Lesson 8**

• Ask two students to read the role plays, “Paulo” and “Tana”, then discuss the following questions: “Is Paulo’s behaviour passive, assertive, or aggressive?” [aggressive] “What did Paulo do to make you decide he was aggressive?” “Is Ana’s behaviour passive, assertive, or aggressive?” [passive] “What did Ana do to make you decide she was passive?”; “Is Tana’s behaviour passive, assertive, or aggressive?” [assertive] “What did Tana do to make you decide she was assertive?” (14.7)

**Week Five: Conclusion**

**Materials:** Journals or notebook, blank paper cut into strips

**Lesson 9**

• Instruct students to individually write a journal entry, including their personal conflict triggers (situations when you are most likely to get into conflict) and their conflict resolution plan for the future. (14.2)
• Hand each student a slip of paper that has either a positive or negative strategy to conflict resolution that have been discussed in previous lessons, and instruct students to organize them either on the board or on a flip chart paper as either positive or negative. Discuss the results as a class. (14.5)

**Week Six: Assessment**

**Materials:** Bristol board, markers

**Lesson 11**

• In small groups, students will create peer education posters to hang up around the school that display positive and healthy techniques to resolve conflicts at school, at home, and in the community. The teacher will design the grading rubric for this assessment. (14.5)
Build a Conflict Cube

Use I-messages.

Talk things out.

Take time to cool off.

Listen carefully.

Reach a compromise.

Treat others with respect.
Role Play 1

Paulo has been seeing Ana for about one month now. He wants her to come to his house because his parents are not home. Because he often talks about getting into a more physical relationship, Ana feels pressured to be alone with Paulo. She tries to speak about her feelings a few times, but Paulo keeps interrupting her. Ana, her head down, finally says to Paulo, in a soft voice, “I know you’ll think I’m silly, but...” Paulo interrupts again, approaches Ana nose to nose, and says loudly with his hands on his hips, “You are silly, and not only that, you’re childish too!” Ana hangs her head down, looks at the ground, and agrees to go to Paulo’s house.

Role Play 2

Tana has been upset with Kamel. When she sees him, she says, “Kamel, I need to talk to you right now. Could we talk where no one is around?” Moving to another room, Tana sits straight with her hands on the table and looks Kamel in the eye. She says in a calm but firm voice, “I’ve thought about your suggestion for our date, but I feel uncomfortable about it. I think we need more time to be close friends before being alone.

I really like you and I know you’d like for us to be alone, but I’m not ready for that yet. Is that OK with you?”
Standard 5: Parent Child Relationships

Total number of lessons: 9
Time per lesson: 35 minutes
Lessons per week: 2 (35 x 2)

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>15.1 Identify how caregivers of young children should respond to diarrhea, minor accidents, burns and fevers, including seeking medical assistance when necessary.</td>
</tr>
<tr>
<td>2</td>
<td>15.2 Describe the responsibilities of mothers, fathers and other caregivers of a child under the age of three.</td>
</tr>
<tr>
<td>1</td>
<td>15.3 Explore, through role-play, activities that a caregiver can do with a young child to help them develop, including stimulating, praising, playing and reading a book aloud with them daily.</td>
</tr>
<tr>
<td>1</td>
<td>15.4 Research the harmful effects of using violent discipline with a young child.</td>
</tr>
<tr>
<td>1</td>
<td>15.5 Investigate the financial cost of caring for a young child.</td>
</tr>
<tr>
<td>1</td>
<td>15.6 Describe what pregnant women and their partners can do to make it more likely that their child will be born healthy.</td>
</tr>
<tr>
<td></td>
<td>15.7 Explain the positive effects that breastfeeding has on the growth and development of a baby.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Content / Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.1</td>
<td>• Caregivers should know the danger signs and common symptoms of common childhood diseases or injuries in order to know when medical assistance is necessary.</td>
</tr>
<tr>
<td>15.2</td>
<td>• Caregiver responsibilities include child safety, proper nutrition, child hygiene, and early education of the child.</td>
</tr>
<tr>
<td>15.3</td>
<td>• Caregivers should promote early intellectual, mental, and emotional development through interactive activities.</td>
</tr>
<tr>
<td>15.4</td>
<td>• The usage of violent disciplinary techniques can cause lasting negative effects on the child.</td>
</tr>
<tr>
<td>15.5</td>
<td>• Raising a child puts a large financial responsibility on the family due to the costs of education, food, shelter, clothes, and personal care costs.</td>
</tr>
<tr>
<td>15.6</td>
<td>• Pregnant mothers should consume a balanced, healthy diet, avoid risky behaviors such as smoking or drinking alcohol, and attend all prenatal healthcare appointments.</td>
</tr>
<tr>
<td>15.7</td>
<td>• Exclusive breastfeeding during the first six months of life has significant health benefits to the developing infant</td>
</tr>
</tbody>
</table>

Week One: Introduction

Materials: Large open space, newspaper, pencil/marker, tape, information sheet

Lesson 1
This activity will introduce the danger signs of common illnesses and the appropriate responses to those afflictions.
- Divide students into 5 groups, provide each group with an information sheet with a list of different danger signs/symptoms and name of common illnesses in young children. (Include diarrhea, burn, fever, vomiting and other minor accidents). Provide each group with a newspaper, have each group select a different illness from the information sheet and create a poster. On the poster have groups includes pictures, name is illness, sign/symptoms, when and how to seek medical assistance. Have groups place posters on walls and present information to class. (15.1)

**Lesson 2**  
**Materials:** list of common illnesses

- Four corners activity. Have a list of different danger signs/symptoms of common illnesses (such as a sunken fontanel due to severe dehydration) and less serious symptoms (such as a runny nose). Label each corner with a different response that a caregiver may give, such as “Calling 911/Going to the emergency room”, “scheduling a doctor’s appointment”, “treating at home”, and “nothing”. Read off the list one by one and instruct the students to move to the corner that they think would be most appropriate. Take count the number of students in each corner and use it as a discussion point later in the class. (15.1)

**Week Two: Development**  
**Materials:** Poster for T-chart, markers, tape, paper

**Lesson 3**  
This activity overviews the dangers of violent disciplinary measures by defining whether common ideas about discipline are either fact or fiction.  
- Fact versus Fiction. Have prepared a list of various statements or statistics about violent discipline (such as "Corporal punishment works best. Other methods don’t."). Instruct the students to independently write down their responses to each statement in their notebooks and then collect them once they are finished. Tally the correct responses and discuss the results as a classroom. Explore why the students answered in the manner that they did. Alternatively, you could instruct the students to close their eyes and put their heads down on the desk and tell them to raise their hand whenever they believe a statement to be a fact. (15.4)

**Week Three: Development**  
**Materials:** Table and chairs for panel, paper, pencil

**Lesson 4 & 5**  
This activity demonstrates the responsibilities of a caregiver and the positive effects of breastfeeding to infants. (15.2 & 15.7)  
- Caregiver and Community Health Worker Panel. For the first lesson period, inform the students that the next HFLE class period will include a panel of local mothers and the community health worker. Instruct the students to create 2-3 questions about caregiver responsibilities and breastfeeding. Questions could explore the benefits of successfully meeting the responsibilities of raising a child or the negative consequences of failing to do so. Invite the community health worker and a few of the children’s mothers to the next HFLE class period and have each student
ask their questions to the panel. You may want to have a few prepared questions about the more important / relevant concepts for the panel as well.

**Week Four: Development**

**Materials:** Printer paper, pencils, markers/coloring pencils

**Lesson 6**

This activity aims to define the positive characteristics and behaviors that a respectable caregiver demonstrates through the construction of a “Wanted” newspaper ad for a caregiver. (15.3)

- “Wanted” Newspaper Ad. Instruct the students to create an ad for the newspaper that describes how they are searching for a new caregiver. The ad should contain a picture and different behaviors (reads to children every night, helps kids with homework, feeds kids healthy foods) and characteristics (honesty, integrity, morality, kindness, etc.). The picture should illustrate those behaviors and characteristics. Once the students are finished, you can create a collage of the newspaper ads and post it in the classroom.

**Lesson 7**

**Materials:** an egg or a doll, permanent marker

This activity aims to describe the responsibilities of mothers, fathers and other caregivers of a child under the age of three.

- Have students bring an egg or a doll to school, instruct students that they will be the parents/care givers for the egg/doll for the time period between the two class sessions in the teaching week. Teacher will document each egg by writing his/her signature with a permanent marker (for students using the egg). Explain to students that they can be creative with their eggs/babies and decorate them as a form for dressing them up (keeping them clean), build a suitable container, and carry it wherever they go. At the end of the activity have students write a journal on their experience tending to the eggs/babies. Have them include their experiences in changing diapers, bottle feeding etc. (15.2)

**Week Five: Development**

**Materials:** “Auction” worksheet, pencil

**Lesson 8**

This activity demonstrates the financial costs of raising a child as a young adult with limited income by an “auction” with various child care necessities for sale. (15.5)

- Childcare Costs. Give each child a copy of the “Auction” worksheet and instruct them that they have $600 to purchase items for their fictional child. Once they decide which items to prioritize, have them share their results with the rest of the class. Discuss what items were purchased more often than others and what the consequences of not purchasing certain items are.

**Week Six: Conclusion and Assessment**

**Materials:** Printer paper, chalkboard, pencil/markers.
Lesson 9
This activity helps provide examples of different behaviors that either promote or discourage a healthy pregnancy (15.6)

- Healthy / Unhealthy Continuum. Draw a number line from -5 to +5 across the length of the chalkboard. Label the “+5” end with “Healthy Pregnancy” and label the “-5” end with “Unhealthy Pregnancy”. Make small ticks at “-4” to “+4” as well. Split the class into four groups and instruct them that they will each be in charge of guiding an “expecting mother” to a healthy pregnancy. Have prepared a list of behaviors that promote or discourage the pregnancy (such as “eating a nutritious diet (positive)” or “drinking alcohol (negative)”). For each behavior, each team is given 10-20 second to write either “Healthy” or “Unhealthy” on their teams designated answer paper. Reveal the correct designation for the behavior once the time limit is up. Teams that wrote the correct answer will move one in the positive direction while teams that answer incorrectly will move one in the negative direction. Each team starts at zero and the groups that end at +5 will win the competition. You could provide a visuals representation for points on the chalkboard by having a picture of a pregnant lady for each team that moves with their point value.
Childcare Cost Auction Activity

Instructions: This activity demonstrates the financial costs of raising a child as a young adult with limited income by an “auction” with various child care necessities for sale. Each team is given $600 to purchase the items that they think are the most important for raising child.

Auction Items

<table>
<thead>
<tr>
<th>Housing</th>
<th>Food</th>
<th>Entertainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>$150,000 House ($300)</td>
<td>Well-balanced &amp; Nutritional Diet ($250)</td>
<td>Swing set ($50)</td>
</tr>
<tr>
<td>$75,000 House ($200)</td>
<td>Standard Diet ($150)</td>
<td>Toys ($20)</td>
</tr>
<tr>
<td>$30,000 House ($100)</td>
<td>Malnutritious Diet ($75)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Clothing</th>
<th>Personal Hygiene</th>
<th>School Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Clothes ($50)</td>
<td>Soap and Shampoo ($20)</td>
<td>Full set of School Supplies ($150)</td>
</tr>
<tr>
<td>Second-hand Clothes ($30)</td>
<td>Toothpaste, Toothbrush, and Floss ($10)</td>
<td>Partial set of School Supplies ($75)</td>
</tr>
<tr>
<td>Old Clothes ($10)</td>
<td>Hair brush, cologne, perfume ($40)</td>
<td>New School Uniform ($30)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second-hand School Uniform ($20)</td>
</tr>
</tbody>
</table>

Infantile Supplies

- Diapers ($80)
- Formula ($50)
- Crib ($20)
<table>
<thead>
<tr>
<th>Category</th>
<th>Item 1</th>
<th>Item 2</th>
<th>Item 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td></td>
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<tr>
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<tr>
<td>Infantile Supplies</td>
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</tbody>
</table>
MANAGEMENT OF A CHILD WITH ACUTE DIARRHEA:

It is based on following basic principles:

a) Rehydration and maintaining hydration.
b) Correction of electrolyte and acid-base imbalance.
c) Ensuring adequate feeding.
d) Oral supplementation of Zinc.
e) Early recognition of danger signs and t/t of complications.
f) Nutritional rehabilitation.
g) Health education for prevention of diarrhea.

Table 2. Red Flags in a Child with Diarrhea Warranting Urgent Physician Evaluation

<table>
<thead>
<tr>
<th>Condition</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caregiver report of decreased tearing, sunken eyes, decreased urine output, or dry mucous membranes</td>
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</tr>
<tr>
<td>Fever</td>
<td>≥ 100.4°F (38°C) in infants younger than three months</td>
</tr>
<tr>
<td></td>
<td>≥ 102.2°F (39°C) in children three to 36 months of age</td>
</tr>
<tr>
<td>Frequent and substantial episodes of diarrhea</td>
<td></td>
</tr>
<tr>
<td>History of premature birth, chronic medical conditions, or an accompanying illness</td>
<td></td>
</tr>
<tr>
<td>Mental status changes (e.g., apathy, lethargy, irritability)</td>
<td></td>
</tr>
<tr>
<td>Persistent vomiting</td>
<td></td>
</tr>
<tr>
<td>Poor response to oral rehydration therapy or inability of the caregiver to give adequate therapy</td>
<td></td>
</tr>
<tr>
<td>Visible blood in the stool</td>
<td></td>
</tr>
<tr>
<td>Young age (younger than six months) or low body weight (less than 17 lb, 10 oz [8 kg])</td>
<td></td>
</tr>
</tbody>
</table>

Burns

1. Follow DRS ABCD.
2. Remove person from what is causing the burn i.e. put out the fire, turn off the tap etc.
3. Hold the burn under cool running water for 20 minutes.
4. Remove any clothing or jewellery from burn unless stuck.
5. Cover burn with non-stick material i.e. Glad wrap or alfoil.
6. Seek medical attention if necessary.

Emergency Medical Services (EMS)/Pre-hospital Burn Resource Card

RULE OF NINES

% Partial Thickness + % Full Thickness = % Total Burn Surface Area (TBSA)

Burn Injury Definitions:

- **1st Degree (Superficial)**
  - Involves the epidermis
  - Red (e.g., sunburn)
  - Painful
  - Do NOT include when calculating % TBSA

- **2nd Degree (Partial Thickness)**
  - Involves entire epidermis and a viable portion of the dermis
  - Red, blistered, edematous
  - Painful

- **3rd Degree (Full Thickness)**
  - Involves the destruction of the entire epidermis and dermis
  - White, brown, dry, leathery with possible coagulated vessels

- **4th Degree (Full Thickness)**
  - Involves underlying fat, fascia, muscle and/or bone

For scattered burns, use patient’s own palmar surface (palm and fingers), which is roughly equal to 1% TBSA.

Developed and printed through the Illinois Department of Public Health, Hospital Preparedness Program. January 2015
How to REDUCE A FEVER in BABIES

COLD COMPRESSES

GIVE MORE FLUIDS

DRESS YOUR INFANT COMFORTABLY

BREAST MILK

LUKEWARM BATH

To explore more, visit www.Top10HomeRemedies.com

Ministry of Education
Quality Assurance and Development Services
West Landivar, Belize City
Vomiting

*Vomiting :-*

Is simply the forceful ejection of stomach & sometimes intestinal contents from the mouth. In medical terms, vomiting is known as emesis. Vomiting is not itself a disease; but it is the manifestation of some inner ailment.

Vomiting can be harmful because the child may lose too much fluid and salt from his body. This is called dehydration.

Nov 8, 2015

Vomiting in children

The most common causes of vomiting in children are viral infections and food poisoning. However, vomiting can also be caused by:

- severe motion sickness
- coughing
- high fevers
- overeating

In very young infants, blocked intestines can also cause persistent vomiting. The intestines may become blocked by abnormal muscular thickening, hernia,
gallstones, or tumors. This is uncommon, but should be investigated if unexplained vomiting occurs in an infant.

**Emergency care**

Seek medical care if you have nausea or are vomiting for more than a week. Most cases of vomiting clear up within 6 to 24 hours after the first episode.

**Under 6 years old**

Seek emergency care for any child under 6 years old who:

- has both vomiting and diarrhea
- has projectile vomiting
- is showing symptoms of dehydration, like wrinkled skin, irritability, a weak pulse, or reduced consciousness
- has been vomiting for more than two or three hours
- has a fever of above 100°F (38°C)
- hasn’t urinated in more than six hours

**Over 6 years old**

Seek emergency care for children over 6 years old if:

- vomiting has lasted for more than 24 hours
- there are symptoms of dehydration
- the child hasn’t urinated in more than six hours
- the child appears confused or lethargic
- the child has a fever higher than 102°F (39°C)
**Standard 6: Sexual Relationships**

Total number of lessons: 10  
Time per lesson: 35 minutes  
Lessons per week: 2 (35 x 2)

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Content/Concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1</td>
<td>One must understand that television shows, movies, music videos, internet, and newspaper can display truthful and falsified information on adult relationships, and how the media shapes your overall understanding of the world.</td>
</tr>
<tr>
<td>16.2</td>
<td>Every person has control of their own body and have the right to consent to and refuse sex activity with a partner without being a victim of discrimination, force, and violence; even if they are above the age of consent.</td>
</tr>
<tr>
<td>16.3</td>
<td>Students develop the skills to be assertive and say “no” to sexual advances with a partner.</td>
</tr>
<tr>
<td>16.4</td>
<td>Long-term commitment, loyalty, open communication, and trust are key factors to a healthy adult relationships.</td>
</tr>
<tr>
<td>16.5</td>
<td>Visiting your nearest health clinic regularly, being aware of your health status, and taking preventive measures during sexual activity can help a person to maintain good sexual health.</td>
</tr>
<tr>
<td>16.6</td>
<td>Be aware of the emotional, physical, mental, and financial stabilities when planning to conceive a child.</td>
</tr>
<tr>
<td>16.7</td>
<td>Effective Family Planning can benefit people when making the decision on when and how to conceive a child.</td>
</tr>
</tbody>
</table>
Teaching/Learning Activities

**Week One: Introduction**

**Lesson 1**

*This activity will apply the key concept that media have social and relationship impact on students.*

**Materials:**
- **hand out:** True or False? Relationship and media,
- *Teacher’s answer key (research answers to question in hand out)*

- Start by distributing the *True or False? Relationship and media handout*. Have students go through it and circle what they think is the correct answer. Tell students not to write their names on the handout and reassure them that nobody will know what the answered to any of the questions unless they choose to share them. Once students have had a few minutes to answer the question have students return them to you. Use the *Teacher’s answer key (research answers to question in hand out)* and provide the correct answer to each one. If there are questions where students don’t want to share his or her answer, pick a few of the handout and read out the answer anonymously. When you’ve finished going through the handout, briefly discuss how accurate or inaccurate students’ guesses were. (16.1)

**Lesson 2**

*This activity analyze multiple media types in terms of the message they communicate regarding gender, relationship and sexuality.*

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>16.1 Discuss how television, newspapers, music videos, movies and the internet shape their understanding of adult relationships.</td>
</tr>
<tr>
<td>2</td>
<td>16.2 Explain that every person has the right to control their own body and sexuality without being subject to discrimination, force, coercion or violence, and to refuse, or if they are above the age of consent, to agree to take part in sexual activity.</td>
</tr>
<tr>
<td>1</td>
<td>16.3 Explore assertiveness and refusal skills for saying “no” to sexual advances.</td>
</tr>
<tr>
<td>1</td>
<td>16.4 Explore the importance of openness, loyalty and long term commitment as factors that contribute to healthy adult relationships.</td>
</tr>
<tr>
<td>1</td>
<td>16.5 Identify effective ways of maintaining good sexual health, including having access to accurate information relating to sex and reproduction.</td>
</tr>
<tr>
<td>1</td>
<td>16.6 Discuss the implications for a teenager of conceiving a child.</td>
</tr>
<tr>
<td>1</td>
<td>16.7 Explore the benefits for all people, both male and female, of making informed decisions about whether and when to conceive children.</td>
</tr>
</tbody>
</table>
Materials:  
- hand out: Media, sexuality and relationship Case Study.  
- Chart paper  
- Markers  

- Distribute the handout Media, Sexuality and Relationship Case Study that analyze how advertisement portray men, women, relationships and sex. Divide the class into two groups of boys and girls. Have each group identify examples of media types they enjoys (have them identify both medium and genre, so for example “romantic comedies,” not just movies; “teen magazines,” not just magazines.)  
- Have students pick the top 4-6 media types from their list and then subdivide the groups so that 3-4 students are assigned to each media type. Have the students reflect on their experience with this media type to identify the message it sends about: men, women, relationships, sex.  
- Have each group record their analysis on chart paper. Have the gender groups trade their charts, so that the boy groups is looking at the girls’ analyses and the girl group at the boys’.  
- Have each group write ‘realistic’ picture that is more in line with statistics or their own experience. Discuss the results with class. (16.1)  

Lesson 3  
- Students will pick two different types of medias to explore and research. They will create their own skit around relationships in reference to the relationship in the medias they chose. They will pair up with one student. Make sure the skits are a two-person dialogue. Give them fifteen minutes to prepare in class. They will act out two skits per pair. After each pair, discuss the relationships being displayed. [16.1]  

Week Two: Development  
Lesson 4  
Materials- Sexual Encounter Scenario worksheet,  
Video: Consent for Kids.  

- Students will read scenarios with outcomes about events where someone has been violated sexually or forced to engage in sexual activity. Have the students choose whether the scenario displays coercion/violence, discrimination, or refusal.  
- Discuss the different outcomes in the scenarios that happen.  
- Discuss alternative outcomes that could have happen in the scenarios.  
  - Optional Activity: Students will watch a video on Consent for Kids. Discuss the ways of saying NO in the video. [16.2]  
    https://www.youtube.com/watch?v=h3nhM9ULJjc  

Lesson 5  
- Have students form groups of two’s, provide each pair with a copy of the Sexual Encounter Scenario worksheet from previous activity. The pairs will pick a scenario to roleplay. Each pair will re-write the scenario outcome to create their own experience.  
- In this activity, they will create their own NO phrases. [16.3]  

Week Three: Development  
Lesson 6  

Ministry of Education  
Quality Assurance and Development Services  
West Landivar, Belize City
Materials—cut out strips of scenarios for each student,
Healthy Relationships Web Worksheet,
Strips of paper that depicts an effective or ineffective way of maintaining good sexual health

- Students will be put in groups of three to discuss characteristics of what loyalty, openness, and commitment look like in a Healthy Relationships Web. Afterwards, discuss as a class what the students came up with and how each of these are displayed in friendships and relationships.

Lesson 7

- Students will be given a strip of paper that depicts an effective or ineffective way of maintaining good sexual health. Instruct students to stand in a straight-line shoulder to shoulder, then read their strip of paper to themselves and take a step forward if they believe their paper depicts an effective way of maintaining good health, and step backward if they believe the opposite to be true. Once students have chosen their positions have each student read their strips out loud and have the class discuss their scenarios and if they are effective or ineffective methods for maintain sexual health.

Week Four: Development

Lesson 8

Materials— Interview questionnaire When is the right time to conceive a child, When I’m Ready worksheet.

- In the previous class, students will be given a questionnaire to take home to interview their parent/s on when is the right time to conceive a child. Through oral discussion, students will compare and contrast their findings in class and discuss all aspect of when is the right time to conceive a child. Students will fill out their own When I’m Ready worksheet. They will answer questions about their own family planning and goals in their life.

Lesson 9

Materials: Case study: Pregnancy

- Through oral discussion have students answer the following questions:
  Would you like to have children one day? If so when?
  Do you know where you could go if you or a friend were pregnant?
  Are there youth friendly services dealing with pregnancy in your community?
  Provide answers that are feasibly understandable for students.
  Provide students with the Case study: Pregnancy, allow some time to reflect on the information and to form their own opinion. Have students come up with their own story based on their realities. This can be in the form of a roleplay, comic, story etc.

Week Five: Assessment

Lesson 10

- Students will split up into two groups, and play a game of Jeopardy with the topics of, “No” Statements, Adult relationships in the media, Implications of a Teenager Conceiving A Child, and Maintaining good sexual health.
True or false? Relationship and Media

For each of the following questions, circle what you think is the correct answer.

Do not write your name on this paper. You will not have to share your answer unless you want to.

1. How many of your classmates do you think have had at least one girlfriend and boyfriend?
   25%  35%  60%  80%

2. Compare to 15 years ago, when do you think teenagers of today first got exposed to adult relationship?
   When they’re younger  When they’re older  About this time

3. Through what medium do you think kids are most likely to be exposed to sexual content?
   The internet  Movies  Music  TV  Video games

4. How high does being exposed to unwanted adult material rank in a list of things teens are worried about online?
   First  Second  Third  Fourth  Fifth  Last

5. “Sex sells Ad” on Belize’s local media channels that include sexual content make more money.
   True  False

6. “Sex sells Ad” on Belize’s local media channels that include sexual content are more successful.
   True  False

7. How many Belizean students in Standard 6 have forwarded sext that someone sent them?
   1%  4%  10%  15%  21%  33%

8. How many Belizean students have never looked for adult material (sexual photos, videos, etc) online?
   1%  11%  12%  19%  31%

Ministry of Education
Quality Assurance and Development Services
West Landivar, Belize City
Media, Sexuality and Relationship Case Study

Medium means the way that a story is delivered: TV, movies, magazines, video games, the internet etc. For this case study we’re looking at print advertising (ads in magazines and newspapers).

Genre means a particular kind of story or message: reality TV shows, romantic comedy movies, teen magazines, first-person-shooter video games, social networks, etc.

For this case study we are looking at beer and alcohol ads below:
Answer the questions on a separate paper:

What audience do you think these ads are aimed at?

What behavior and characteristics are shown as been rewarded? Is this different for men or women?

What behavior and characteristics are shown as been punished? Is this different for men or women?

Who is visible and normal in these ads?

Who is invisible or abnormal in these ads?
Case Study: Pregnancy

During pregnancy, women don’t have menstruations, because the lining of the uterus won’t break down. There are a few signs that can indicate a pregnancy;

- A missed period can mean a woman is pregnant, but sometimes it means she is late, has irregular menstruations or simply skipped a month.
- Full and tender breasts
- Feeling nauseous
- Feeling very tired

The only way to be sure whether you’re pregnant is to get a test in a health centre or to use a pregnancy test bought in a pharmacy. When you find out you are pregnant, it is important to go to the health centre for regular check-ups and good monitoring. This will benefit the mother and the baby, and even more so when the mother is HIV positive. With the right treatment and care, HIV transmission to the baby during pregnancy, delivery and breastfeeding can be prevented.

Just because young people are biologically able to bear children doesn't mean that they are ready to take on that responsibility. Many young people are not prepared physically, emotionally or socially to be pregnant or have children.

It is important that a man and a woman talk about having children and know each other’s child wish. They need to discuss whether they want children, how many, when and with what spacing. They also need to talk about contraceptives to prevent pregnancy in case they don’t want to have children yet. Both men and women have the right to decide when and if to have children.
Directions: Students will add characteristics of what openness, commitment, and loyalty looks like in friendships and relationships.
Good Sexual Health

Directions: Cut these into strips, mix them up, and give each student a strip.

1. Communicate with your Partner.

2. Eat Healthy and exercise.

3. Usage of contraceptives, such as condoms and birth control.

4. Visiting the clinic regularly.

5. Having sex without protection.

6. Skipping visits to the clinic.

7. Finding symptoms on your body and ignoring them.

8. Refusing to tell your partner that you have herpes, chlamydia, gonorrhea, or HIV.

9. Forgetting to take a bath/shower after sexual intercourse.

10. Taking one-two showers a day.

11. Using an old or expired condom.

12. Remembering to take your birth control every day.

13. Drinking and smoking before/after sexual intercourse.
Conceiving a child Questionnaire Interview

1. How old were you when you had your first child?
2. What were your emotions when you first found out you were pregnant?
3. What kind of medical care did you receive when you first found out you were pregnant?
4. How did you find out you were pregnant?
5. How many doctor visits did you go to while pregnant?
6. What was the father’s role during the pregnancy?
7. Did you have any kind of family support?
8. How did you prepare financially for the arrival of the baby?
9. What was the total estimate of cost that you spent when preparing to have the baby? (Include cost of pampers, wipes, clothes, crib etc.)
10. What kind of support did you receive from friends?
11. Were you able to continue the activities you were doing before you became pregnant?
12. What changed after you had the baby? (Think about their social life)
When I’m Ready Worksheet

1. What does sex mean to me?
2. What are my values about sex?
3. What are my family’s values about sex?
4. What does my religion say about sex?
5. What are my future goals in life? (Think about career goals)
6. When do I plan to settle in a relationship?
7. What is my ideal relationship?
8. What does my ideal family look like in the future?
9. What financial Status do I plan to have when I start having children?
10. When my partner and I have decided to have children, will I be ready and why?
Sexual Encounter Scenario Worksheet

Directions: Read each scenario and decide if it displays coercion/violence, discrimination, or refusal

1. Raquel and Romel have been dating for about a year. Although they have engaged in some sexual touching, they have never engaged in sexual intercourse. One night, as they are cuddling, Romel decides that they have waited long enough and starts pressuring Raquel to have sex with him. He tells her that, if she really loved him, she would have sex with him. Romel then threatens to break up with Raquel if they don’t have sex. Raquel verbally expresses her hesitance to have sex but then goes silent. Romel interprets Raquel’s silence as a sign that she has changed her mind and proceeds to get on top of her and penetrate her. Raquel doesn’t say anything she doesn’t continue her verbal protest, but she also doesn’t say no.

2. A group of students routinely gathers outside of their dorm to publicly rate the bodies of the students passing by. When a student whose body they find attractive passes by, they raise a sign with the number 10 printed on it. When a student whose body they find unattractive passes by, they raise a sign with a lower number printed on it. Eventually, many students start avoiding this dorm, choosing instead to take a longer route to the cafeteria, their classes, the health center, etc.

3. Javier and Nina are always the first two people in their chemistry class. They pass the time before class starts by chatting about upcoming homework assignments and quizzes. As the semester progresses, their interactions become more flirtatious. One day, as Javier is passing Nina on his way to his desk, Javier pats Nina on the butt. Nina explains to Javier that she doesn’t feel comfortable with that kind of physical contact, but Javier does it again the next day.¹

¹ https://www.colby.edu/sexualviolence/scenarios/