Health and Family Life Education

Protection from Harm Sample Unit Plans

Ministry of Education
Quality Assurance and Development Services
West Landivar, Belize City
Infant 1: Protecting Yourself  
Number of Lessons: 9  
Lessons per Week: 2 x 35 mins

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcome</th>
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<tbody>
<tr>
<td>2</td>
<td>25.1 List safety rules for avoiding dangerous situations at home or in school.</td>
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<tr>
<td>1</td>
<td>25.2 Identify items in the home or classroom that are dangerous to drink or touch.</td>
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<tr>
<td>1</td>
<td>25.3 Explain the difference between discipline and abuse.</td>
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<tr>
<td>2</td>
<td>25.4 Explain the difference between touching of their bodies by other people that is good and bad or that makes them feel comfortable or uncomfortable.</td>
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<tr>
<td>1</td>
<td>25.5 Identify types of abuse that can happen in the home.</td>
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<tr>
<td>1</td>
<td>25.6 Describe what a person can do if they are in a situation that makes them feel unsafe, including when they are alone with an adult they do not trust.</td>
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<tr>
<td>1</td>
<td>25.7 Identify ways to seek assistance and express feelings if worried, abused or threatened.</td>
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<tbody>
<tr>
<td>25.1</td>
<td>Safety rules in the home include keeping away from fire, avoid putting toxic chemicals like cleaners in the mouth. Safety rules in the school include keeping hand and feet to yourselves, avoid throwing objects across the classroom. Such rules are important because they help keep people from dangerous situations.</td>
</tr>
<tr>
<td>25.2</td>
<td>Touching, drinking or playing with dangerous items in the home such as sharp objects (knives), chemicals (cleaning products), and items with electrical current can lead to serious injury and illness.</td>
</tr>
<tr>
<td>25.3</td>
<td>Discipline is used to train and educate children. Any act of discipline that causes actual physical injury or is degrading can be considered abuse.</td>
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<tr>
<td>25.4</td>
<td>Touching of someone’s genitals, bottom, breasts, or any kind of touching that makes someone feel uncomfortable is considered bad touch and should be reported to a safe trusted adult immediately.</td>
</tr>
<tr>
<td>25.5</td>
<td>Types of abuse that can occur at home include physical, emotional, and sexual abuse.</td>
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<tr>
<td>25.6</td>
<td>If feeling unsafe one should remove themselves from the situation as quickly as possible and find a safe adult they trust to ask for help.</td>
</tr>
<tr>
<td>25.7</td>
<td>It is important to find someone such as a teacher, a parent, older sibling or any other trusted adult to confide in or who could offer help to you when you are feeling worried, abused or threatened in any way.</td>
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Teaching/Learning Activities  
Week One: Introduction to Unit  
Materials: dangerous (such as knives and other sharp objects, chemicals like cleaning products, and things that can cause burns or electrical shock) and non-dangerous items that can be found in the home and the class, small pieces of red paper, small pieces of green paper, Rules for Safety Sheet, chalk  

Lesson 1  
- Students will discuss a variety of household and classroom items brought in by the teacher and decide if they are safe or unsafe for children to drink or touch and why. Students will each be
given a few red pieces of paper and a few green pieces of paper. Students will tape their red pieces of paper to items they feel are unsafe and tape their green pieces of paper to items they believe are safe for children to use. (25.2)

Lesson 2
- Students will pretend to be cars on a road drawn with chalk on the floor of the classroom (see Rules for Safety sheet for activity details). After completing the activity students will discuss the differences in their experience travelling on the “road” when they followed the rules and when they did not follow the rules. Students will then discuss why they think rules are important, and where are some places they should have rules to keep them safe. (25.1)

Week Two: Development
Materials: Safety Rules worksheet, Swimsuit/good touch-bad touch worksheet, doll
Lesson 3
- Students discuss safety rules for different environments, including classroom, playground, home, and bus. They will then be given a Safety Rules worksheet to work on in pairs. They will match safety rules to pictures on the worksheet. Class discussion will follow. (25.1)

Lesson 4
- Students may be asked to show ways using a doll, in which they would give and receive affection (good touch) from friends and family members. Examples may include: hugs, pats on the back, kisses on cheek from immediate family, handshakes, and fist bumps. Students will then color the swimsuit worksheets, identify and discuss body parts visible in the pictures that are usually involved in giving and receiving affection and good touch. Teacher will emphasize types of affection and touch that is appropriate from different people and mention that no one (other than caregivers and health care providers) should see or touch (bad touch) the areas covered by their swimsuits as those are private areas. (25.4)

Week Three: Development
Materials: What if Game Sheet
Lesson 5
- Students will discuss and create a list of types of touching that make them feel good and comfortable (for example, hugs from grandma, fist bump with a friend, pat on the back from teacher) and types of touching that make them feel bad or uncomfortable (for example, Pushing, hitting, touching of private areas, hugs from strangers). Teacher will use the What if game sheet to discuss “good touch” or “bad touch” and emphasize that any bad touch should be reported to a trusted safe adult right away. (25.4)

Lesson 6
- Students will discuss situations that may cause them to feel unsafe and list as many safe adults as they could identify to go to for help. Students will be asked to role-play how to tell a trusted adult about a situation that makes them feel uncomfortable or unsafe. Discussion will follow on how to remove themselves from these situations quickly by referring back to the What If game (25.6)
Week Four: **Conclusion and Assessment**

**Materials:** Abuse scenarios, role play activity – protection from harm

**Lesson 7**
- Teacher will discuss with students different ways in which they are typically disciplined at home (i.e. how are they punished when they break a rule or disobey their parents). Teacher will then discuss the differences between discipline and abuse and have students decide which types of behaviors would be considered discipline or abuse. For example, taking away TV time (discipline) and hitting the child with a broom (abuse) (25.3)

**Lesson 8**
- Teacher will ask students if they know the difference between physical, emotional, and sexual abuse. Teacher will read through 3 different scenarios and discuss with students the different types of abuse based on what was read aloud. (25.5)

**Lesson 9**
- Students will practice responses to situations that may cause feelings of worry, abuse, or threat through role plays in the role play activity. (25.7)
Rules for Safety

Before Class...

Move all of the desks and place them on the sides of the room. Using chalk, draw a large road that goes from one end of the classroom to the other. Optional: use a few chairs as obstacles in the road. See image below as a guide.

Activity

Divide students into two groups, placing each group on opposite ends of the road. Give the students the 3 rules below and instruct them to walk to the end of their road while following the rules.

1. Walk slowly.
2. Walk on the right hand side of the road only (help students figure out where is their right)
3. Keep your eyes on the road.

After students have reached the end of their road instruct students to turn around and walk to the other end of the road again however this time they must not follow any of the rules.
Avoid from throwing items across the room.

Keep away from fire and electrical items.

Keep your head, hands and arms inside

Avoid walking in front of swings
Good Touch/Bad Touch
Good Touch/Bad Touch

Bad Touch:
Touches that make you feel uncomfortable are usually bad touches. You don’t have to keep a secret when someone gives you bad touches. Don’t feel that you are bad.

Whoever gives you a bad touch is the one who is bad, not you. Your body belongs to you.

Ask the children
Do you know what a bad touch is?
- It is a bad touch if it hurts you.
- It is a bad touch if someone touches you on your body where you don’t want to be touched.
- It is a bad touch if a person touches you in a way that makes you feel scared.
- It is a bad touch if that touch makes you feel like you want to run away.
- It is a bad touch if a person forces you to touch him or her.
- It is a bad touch if a person asks you not to tell anyone.
- It is a bad touch if a person threatens to hurt you if you tell.

What If Game
Play “What If?” game. Children say “yes” or shout “no”.

1. A stranger offers to buy you ice cream. Should you go with him/her?
2. A man says he lost his little kitten and wants you to help find it. What should you say?
3. Your friend asks you not to tell her sister about her surprise birthday party. What should you say?
4. A grown up wants to get you a treat for not telling that he/she touched you in a way that made you feel icky. What should you say?
5. A friend of your family wants you to touch their private parts. What should you say? Review with the children what they should do if someone touches them inappropriately.
   - Say “NO!” Tell the person that you don’t like it and don’t want to be touched.
   - Get away fast! Run away from the person whose touch you don’t like. Never stay alone with that person ever again.
   - Call for help. You can scream as loud as you want no matter where you are. You won’t get into trouble. Believe in yourself. You did nothing wrong. Your body belongs to you!
Abuse Scenarios

Scenario 1
Anthony’s dad hits him every day. It seems like everything Anthony does makes his dad angry. Sometimes when Anthony’s dad hits him it leaves bruises on his face and body. (Physical abuse)

Scenario 2
Sara’s mom tells her she’s stupid and humiliates her in front of the whole school. She tells Sara things like “You will never be anything in life you’re too stupid” she tells her things like this every day. (Mental abuse)

Scenario 3
Ashlee’s mom left her alone with her Uncle Tom one day. While they were alone Uncle Tom asked Ashlee if he could have a hug. Ashlee said “Sure” she loves her Uncle Tom and hugs him all the time. But today when he hugged her he touched her bottom. It made Ashlee feel very uncomfortable but she didn’t know what to do. Uncle Tom has never touched her like that before. (Sexual abuse)
Role-Play activity

Aiden is worried because he believes his best friend at school is being abused. He often comes to school with bruises on his arm and whenever Aiden tries to ask him about them his friend gets very quiet and says to leave him alone. Sometimes Aiden even sees his friend crying by himself during lunchtime.

- Who should Aidan talk to, to get help?
- How do you think Aidan feels in this situation?
- Do you think Aidan should talk to someone about his feelings?
- What are some situations you’ve seen in that have made you feel worried or scared?

Kaylee’s family has been having some hard times lately. The rainy season has been drier than normal and her dad who is a farmer was not able to grow as much corn as he was expecting too. Yesterday she overhead her dad telling her mom that he doesn’t know how they will be able to afford food to eat next month.

- How do you think Kaylee is feeling?
- Do you think Kaylee should talk to someone about her feelings? Why or why not?

Cindy’s mom tells her how stupid she is every day. Every time Cindy makes a mistake her mom screams at her and tells her she wishes she could just give her away. Cindy cries herself to sleep every night.

- How do you think Cindy is feeling?
- Should Cindy talk to someone about how she’s feeling?
- Who do you think might be able to get Cindy some help or make her feel better?

Eddie is the biggest bully in school. One day Cory accidentally stepped on Eddie’s shoes while walking to class. Eddie got so angry, he told Cory “You better watch out. I’m going to make you pay for this after school!”

- How do you think Cory is feeling?
- Should Cory tell someone about how he’s feeling?
- Who should Cory talk to, to get help?

Melanie was in class during recess and saw a classmate smelling and tasting the cleaning products that the teacher has in her class.

- Who should Melanie talk to about what she observed?
- How do you think Melanie feels in this situation?
- Who do you think might be able to help her classmate?
Infant 2: Abuse At Home and School

Number of Lessons: 8
Lessons per Week: 2 x 35 mins

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<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcome</th>
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<tbody>
<tr>
<td>1</td>
<td>26.1 Identify school and household substances that are harmful for children to consume or touch, including cleaning products, vehicle care products and adult medication.</td>
</tr>
<tr>
<td>2</td>
<td>26.2 Explain why substances such as alcohol, tobacco, marijuana and adult medication are harmful for children to consume.</td>
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<tr>
<td>1</td>
<td>26.3 Identify feelings associated with appropriate and inappropriate touching.</td>
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<tr>
<td>1</td>
<td>26.4 Identify types of abuse that can happen inside and outside of the home.</td>
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<td>2</td>
<td>26.5 Discuss the meaning of the phrase, &quot;My body belongs to me.&quot;</td>
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<tr>
<td>1</td>
<td>26.6 Explain the importance of telling an adult if someone is in danger of or is being abused.</td>
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<tr>
<td>26.1</td>
<td>Cleaning products, vehicle care products, and medication can cause serious harm if ingested or get on skin, in eyes, or nose and should never be used or handled by children.</td>
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<tr>
<td>26.2</td>
<td>Alcohol, tobacco, marijuana, and adult medication are harmful to children because if consumed they can lead to injury, illness, damage to bodily organs, and difficulty with learning, functioning, and development.</td>
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<tr>
<td>26.3</td>
<td>Appropriate touching brings positive feelings such as happiness and comfort, inappropriate touching typically brings negative feelings such as discomfort, fear, shame, and sadness.</td>
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<tr>
<td>26.4</td>
<td>Types of abuse that can occur in or outside of the home include physical, sexual, and emotional abuse.</td>
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<tr>
<td>26.5</td>
<td>“My body belongs to me” is a phrase that indicates each person’s right to decide what happens to their body, how it is treated and when and how they are touched.</td>
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<tr>
<td>26.6</td>
<td>It is important to tell an adult if someone is in danger of or is being abused so that they can get the help they need.</td>
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Teaching/Learning Activities

Week One: Introduction

Materials: Household cleaning products, car care items, bottles of medication in pill form, bottles of medication in liquid form, two bins (label one with a red skull and bones sign and the other with green smiley face), Substance Effects Sheet, Bristol board, markers, glue, scissors

Lesson 1: Harmful substances

- Teacher will show different items to students and they will decide if items are safe or unsafe for children to use by placing them in either the skull and bones bin (unsafe) or the smiley face bin (safe). Discussion will take place about the meaning of the skull and bones on the bin, then
will share ideas about what can happen if any of the items placed in the skull and bones bin are ingested or get on their skin. (26.1)

**Lesson 2: Effects of drugs**
- Teacher will provide students with handouts (Substance effects sheet) that demonstrate the effects of alcohol, marijuana, or tobacco on the body. Students will work in groups to create a poster using the information on the fact sheet. (26.2)

**Week Two: Development**
**Materials:** Good Touch Bad Touch Sheet, scissors, glue.

**Lesson 3: Effects of substances on body**
- Groups will present to the class the effects of each substance on the body, using posters created in previous lesson. (26.2)

**Lesson 4: Good touch vs. Bad Touch**
- Teacher will discuss the difference between good touch and bad touch with students. Students will be given a good and bad touch worksheet to complete by cutting out and pasting pictures of each action under good touch or bad touch. Discussion will follow about the feelings associated with bad touches and good touches as teacher goes through the examples provided on the worksheet. (26.3)

**Week Three: Development**
**Materials:** Abuse Scenarios, My body Belongs to Me Activity Instructions

**Lesson 5: Types of Abuse**
- Teacher will elicit a meaning of the word abuse through discussion with students. Teacher will introduce and discuss the differences among the terms physical, mental and sexual abuse. Using scenarios provided by teacher, students will discuss the different types of abuse that can occur. Discussion will also take place on which trusted adult to talk to or get help from if a person in danger, feeling abused, threatened or in any harmful situation. (26.4, 26.6)

**Lesson 6: My Body Belongs to Me**
- Students will explore what the phrase “My body belongs to me” means as well as the concept of personal space through the “My Body Belongs to Me Activity.” (26.5)

**Week Four: Conclusion and Assessment**
**Materials:** Gallery Walk Unit Review Activity instructions, My body Belongs to Me Activity Instructions

**Lesson 7: My Body Belongs to Me**
- Students will continue with the second part of the My Body Belongs to Me Activity (26.5)
Lesson 8

- Students will complete the Gallery Walk Unit Review Activity as detailed below.
  - Place shop paper around the room with the following written at the top of each:
    - Effects of Marijuana, Effects of Alcohol, Effects of Tobacco, Harmful Substances, Types of abuse, Good touch, Bad Touch, When to get Adult Help.
  - Divide the class into 8 small groups. Each group will start at one of the sheets of shop paper and have their own markers.
  - Students will discuss with their groups what information they remember about their assigned topic and write as much as they can remember on their papers.
  - Once finished students should rotate to each of the sheets of shop paper adding more information if they feel any is missing.
  - Once all the groups have added to each of the shop papers review the total information written on each as a class.
Effects of Alcohol

**Effects of Alcohol on the Body**

- Liver damage
- Vomiting
- Increased blood flow, rapid heat loss
- Blurred vision, slurred speech, loss of coordination, reduced perception
- Increased heart rate, increased blood pressure
- Increased stress on kidneys

Bad Vision, Hearing, and Coordination

Hangovers aka Goma (headache, vomiting, dizziness, tiredness)

Long Term: Memory loss, stomach ulcers, heart damage
Effects of Tobacco

Long term coughs, colds, asthma
Rotting teeth
Lung and Heart Disease
Bad breath and odor from body
Effects of Marijuana

- Problems with memory and learning
- Red, bloodshot eyes
- Loss of coordination
- Depression and anxiety
- Criminal charges
- Problems in school
Good Touch

I'm scared.

Don't tell anyone.
**Abuse Scenarios**

**Scenario 1**

Anthony’s dad hits him every day. It seems like everything Anthony does makes his dad angry. Sometimes when Anthony’s dad hits him it leaves bruises on his face and body. (Physical abuse)

**Scenario 2**

Sara’s mom tells her she’s stupid and humiliates her in front of the whole school. She tells Sara things like “You will never be anything in life you’re too stupid” she tells her things like this every day. (Mental abuse)

**Scenario 3**

Ashlee’s mom left her alone with her Uncle Tom one day. While they were alone Uncle Tom asked Ashlee if he could have a hug. Ashlee said “Sure” she loves her Uncle Tom and hugs him all the time. But today when he hugged her he touched her bottom. It made Ashlee feel very uncomfortable but she didn’t know what to do. Uncle Tom has never touched her like that before. (Sexual abuse)
MY BODY BELONGS TO ME

OVERVIEW

Students learn about physical boundaries and examine how the ‘rules’ apply to different people in their lives.

OBJECTIVES

To help students identify appropriate boundaries for touch and their personal space including consent.

DURATION

Approximately 1 hour (or 2 30-Minute Lessons)

INSTRUCTIONS

BEFORE CLASS: Draw a large circle on a piece of paper (or use a hula hoop or rope tied into a circle) on the floor.

ACTIVITY:

1. Introduce the activity with the following explanation: Everyone’s body is special and is their own. It is up to you to decide who can touch you and how.

2. Ask two students to stand inside the circle together and ask them how it feels to be so close [Perhaps nervous/anxious, excited, etc]. Explain to the whole group that they should imagine that this circle around themselves is their private space, and they get to decide who comes inside with them.

3. On a sheet of paper or the board draw a circle to represent this ‘private space’ and then draw three more rings around it. Show the group a list/pictures of different people [for example, parent, best friend, aunty, teacher, stranger, police officer, religious leader etc] and ask them to say which circle they think they should go in. When you’ve written the people into the circles, discuss the different types of contact that might happen with each one [for example, a parent might kiss and hug, a best friend might give a high-five, a religious leader might just nod]. Answer any questions students might have about the types of touch which are appropriate from different people they know/encounter.

PART 2

1. Follow up with a second activity which breaks down where on the body people can touch – split students into groups of three or four.

2. Give each small group a large piece of paper and ask them to draw the outline of a person.

3. Explain that there will be times when you might let someone into your ‘private space’ but that there are still ‘rules’ around who is allowed in, and if and how they might touch you.

4. Write up different scenarios or give them out on cards [for example: visiting the doctor, meeting a new classmate, playing with your brother, learning to swim, hugging your mum..] and ask students to take it in turns to read out the scenario. The group should mark on their outline where they think it would be OK to be touched in each scenario, and to explain what type of touch might be allowed.
5. Bring all groups back together and discuss the activity, drawing out the fact that the rules will be different depending on who the person is.

**KEY MESSAGES**

- Whoever the person is you have a right to say if they are making you uncomfortable – if they are too close to you or touch you in a way you don’t like.

- Your body is your own and people shouldn’t break the rules – if they do you should talk to an adult you trust.

- We should be aware of what other people like and dislike and try not to do things which might upset them or make them feel uncomfortable.
### Standard 1: Bullying Prevention

**Number of Lessons:** 8  
**Lessons per week:** 2 x 45 minutes

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<th>Learning Outcomes</th>
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<tr>
<td>1</td>
<td><strong>27.1</strong> Identify as bullying, any action towards others, whether it takes place in the real world or online, that is mean, disrespectful or verbally aggressive or involves negative peer pressure, the threat or use of violence or the misuse of someone’s property.</td>
</tr>
<tr>
<td>1</td>
<td><strong>27.2</strong> Identify the characteristics of and feelings associated with bullying or verbal and emotional abuse.</td>
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<tr>
<td>1</td>
<td><strong>27.3</strong> Describe actions they can take to avoid becoming a bully or a victim of bullying.</td>
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<td>2</td>
<td><strong>27.4</strong> Describe actions that schools can take to reduce the prevalence of bullying.</td>
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<tr>
<td>1</td>
<td><strong>27.5</strong> Discuss how to resist pressure from their friends, classmates, older children or adults to engage in bullying.</td>
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<td>1</td>
<td><strong>27.6</strong> Describe the physical and emotional impact that bullying can have on an individual, family or school.</td>
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<tr>
<td>1</td>
<td><strong>27.7</strong> Explain the importance of telling an adult if someone is in danger of or is being bullied or abused.</td>
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<tr>
<td><strong>27.1</strong></td>
<td>Bullying includes any action towards others that is disrespectful or verbally aggressive, negative peer pressure, threats or use of violence, and misuse of someone’s property, whether they take place in the real world or online.</td>
</tr>
<tr>
<td><strong>27.2</strong></td>
<td>A person who is picked on regularly, talked about amongst others, or bullied in any other way is a victim of verbal and emotional abuse. This type of behavior towards them may cause them to feel alone, left out, depressed, angry or feel badly about themselves and their abilities. These feelings can lead to suicidal thoughts and actions, withdrawal from social situations and activities, and poor performance in school.</td>
</tr>
<tr>
<td><strong>27.3</strong></td>
<td>To avoid being bullied stay near to trusted adults and other children that don’t engage in bullying or who will speak on your behalf or defend you in such situations. Talk to a trusted adult to create a plan if you feel that you are a victim of bullying.</td>
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<tr>
<td><strong>27.4</strong></td>
<td>To reduce the prevalence of bullying, schools should take actions that create a supportive and safe school climate where all students are accepted and know how to respond when bullying happens to them or their classmates.</td>
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<tr>
<td><strong>27.5</strong></td>
<td>It is important for children to learn how to say “No” to bullies, not engaging them in any way and create their own phrases to resist peer pressure.</td>
</tr>
<tr>
<td><strong>27.6</strong></td>
<td>Bullying can lead to physical and emotional harm for those subject to it, stress, frustration, and fear for their families, and create an environment of fear and oppression within a school.</td>
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<tr>
<td><strong>27.7</strong></td>
<td>Informing a trusted adult that someone is being bullied can prevent the escalation or continuation of that situation and provide help to the person being bullied.</td>
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Teaching/Learning Activities:

Week One: Introduction
Materials: Short stories worksheet, Bullying Interview Questionnaire.

Lesson 1: Bullying

- Students will learn the different types of bullying through stories. The teacher will read a story with various forms of bullying. The students will identify the different forms of bullying in the story. [27.1]

Lesson 2: Feelings associated with Bullying

- Students will learn about characteristics and feelings of bullying through conversation with their parents or other family member. Students will ask their parents about what they experience growing up in terms of bullying. Students will return to school and give those examples in class. [27.2]

Week Two: Development
Materials: cut-out cardboards or cut-out circles that are different colors, TorF Bullying worksheet.

Lesson 3: Avoiding bullies or becoming a bully

- Students will learn how to avoid becoming a bully or being a victim of bullying through a game called Invitation. Give each student a small cardboard based on the number of students in the class. Give them instructions that they each are having a party and they are to invite people in the classroom to their party. To invite someone to their party they must give them a small cardboard as an invitation. The goal is that at the end of the game, everybody should have the same amount of cardboards that they began with. If a student does not have the same amount of cardboard that they began with, discuss with the class how that person is a victim of bullying because he/she was excluded. Also discuss ways in which bullying can be avoided. [27.3]

Lesson 4: All about bullies

- Students will complete a short True or False activity (Refer to the TorF Bullying Worksheet). Afterwards students will discuss when they believe they should tell a trusted adult about bullying they are experiencing or have witnessed and what the benefits of speaking to an adult can be. [27.7]

Week Three: Development
Materials: Peace sign template, pictures of forms of bullying and anti-bullying, a poster, paper, markers and crayons, glue or tape.

Lesson 5: Bullying vs. Anti-Bullying

- Students will observe photos that display bullying such as laughing at their peers when they are being bullied and peers being isolated from playing with others. Students will discuss the form of bullying in the pictures and ways to resist that type of bullying, as well as ways to have peace among friends, classmates etc. (Refer to the pictures for Bullying and Anti-Bullying). [27.5]

Lesson 6: Avoiding bullies

- Students will draw pictures that displays ways of avoiding engaging in bullying. The drawing can be about how they will include each other in games or how they will tell others to stop being mean to others using phrases such as “Let’s be Friends”, “Say NO to Bullying”, “Let’s Play Together”, and “No
Bullies allowed”. The teacher will glue the drawings and phrases on a poster in the form of either a Heart or Peace Sign. [27.4]

**Week Four: Conclusion and Assessment**

**Lesson 7: Impact of bullying**

- Students will play a game called “Teams.” One student will stand at the front of the class and they will pick people to be on their team based on their physical appearance and characteristics. The student has to say the phrase “I want ____ on my team because he/she has or wears _____.“ The students that aren’t picked will remain in their seats. Discuss how each person felt whether they were picked or not to be on the student’s team. Repeat the game for the students that were left sitting and have a discussion about other feelings and how people who are bullied typically feel. [27.6]

**Lesson 8: No to Bullying**

- Students will perform a skit that displays the different forms of bullying they’ve learned about or create posters to place around school as an awareness campaign.
Billy the Class Bully

In Belize Primary School (BPS) there was a boy named Billy who was Mrs. Wilson’s class Bully. He caused so much trouble in her class that she found it hard to teach class. He would push kids. Not only in the classroom, but on the playground. He would take their lunches and sometimes even call them names.

Billy had no friends. Until one day a new boy named Richard came to (BPS). Billy started right off pushing Richard around. But, the more he tried to make Richard mad, the more Richard would talk to him and tell him that he just wanted to be his friend. He said “Why do you always try to make kids not like you? We could be good friends.”

Billy started thinking. He said “Maybe we COULD be friends. OK, let’s try it. We could eat lunch together.” So that’s what they did. After school they walked home together. They found out that they lived close to each other.

So from that day on Billy and Richard were the best of friends. Billy also made other friends because of his friendship with Richard. He found that being a friend made him a lot happier than being a Bully.¹

Billy the Internet Bully

In Belize Secondary School (BSS) there was a boy named Billy who was in Mrs. Wilson’s class. Every day when he was in class he would be on his phone on Facebook. He would post pictures of the kids in class and talk about their outfits and how they look. He would make the students feel uncomfortable and scared to approach him in school.

Billy had no friends in school. Until one day a new boy named Frank came to BSS. Billy started right off talking about Frank on his Facebook and posted pictures of Frank. He would also message Frank mean things about himself on Frank’s Facebook page. But, the more he tried to make Frank mad, the more Frank would talk to him and tell him that he just wanted to be his friend. He said “Why do you always try to make everyone laugh with your comments on Facebook. You say mean things about them just to get people to like you and it isn’t working. We could be good friends.”

Billy started thinking. He said “Maybe we COULD be friends. OK, let’s try it. We could eat lunch together.” So that’s what they did. After school they walked home together. They found out that they lived close to each other. Billy would post pictures of him and Frank hanging out. And he even started leaving other students nice comments about their appearances.

So from that day on Billy and Frank were the best of friends. Billy also made other friends because of his friendship with Frank. He found that being a friend made him a lot happier than being a Bully.²
Billy the Mean Bully

In Griga Primary School (GPS) there was a boy named Billy who was in Mrs. Wilson's class. Jeffrey was also in Mrs. Wilson's class. Every day at recess, Billy and Jeffrey would form teams to play a game of Football. As Billy and Jeffrey picked teams, Billy would always tell the small kids they couldn't play because they were too little and ugly to play. He would call them names and make jokes about them while everybody laughed.

Until one day a new boy named Richard came to GPS. Billy started right off pushing Richard around. But, the more he tried to make fun of Richard, the more Richard would talk to him and tell him that he just wanted to be his friend because he was new to the school. He said "Why do you always try to make fun of me and the other kids just because I'm different. We could be good friends."

Billy started thinking. He said "Maybe we COULD be friends. OK, let's try it. We could eat lunch together." So that's what they did. After school they walked home together. They found out that they lived close to each other. All the kids started noticing Richard and Billy hanging out. Billy even included Richard on his team along with the other small kids to play Football.

So from that day on Billy and Richard were the best of friends. He found that he shouldn't be mean to people just because they look different. Being a friend made him a lot happier than being a Bully.
Family Member Interview Questions

Definition of Bullying: a repeated act of force, threat, or act of being mean towards a person to abuse, intimidate, and aggressively dominate others.

1. When you were in school, did you or your friends experience Bullying?

2. Did you tell an adult or a teacher?

3. Did the bullying stop occurring, or did it keep going? Why?
Bullying Worksheet

Bystander Quiz
WHICH OF THESE STATEMENTS IS TRUE?

1 Bystanders are usually watching when kids get bullied. True False

2 Most kids who watch bullying feel uncomfortable. True False

3 Most kids who watch bullying do nothing to try to stop it. True False

4 Kids who silently watch bullying usually make things worse. True False

5 Kids who laugh at or cheer on bullying usually make things worse. True False

6 Kids who try to stop the bullying often make things better. True False

7 Sometimes grownups don’t stop bullying because they don’t see it happen, don’t hear about it, or don’t understand how much it hurts. True False

8 Both kids and adults can learn to become helpful bystanders who stop bullying. True False
Bystander Quiz

WHICH OF THESE STATEMENTS IS TRUE?

1 Bystanders are usually watching when kids get bullied. True False

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7 Sometimes grownups don’t stop bullying because they don’t see it happen, don’t hear about it, or don’t understand how much it hurts. True False

8 Both kids and adults can learn to become helpful bystanders who stop bullying. True False
Bullying Type – Isolation

Bullying Type – Using Force and Threat
Bullying Type – Isolation

Bullying Type – Using Force and Threat
Solution – coming together as friends

Stand up against bullying
# Standard 2: Physical and Sexual Abuse

**Number of Lessons:** 6  
**Lessons per Week:** 1

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcome</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>28.1</strong> Explain the risks involved in developing a real or online friendship with an unfamiliar adult.</td>
</tr>
<tr>
<td>2</td>
<td><strong>28.2</strong> Identify behaviour that constitutes sexual, physical or emotional abuse.</td>
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<tr>
<td>1</td>
<td><strong>28.3</strong> Describe situations that can increase the risk of abuse.</td>
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<tr>
<td>1</td>
<td><strong>28.4</strong> Explain how to avoid being touched by someone else in inappropriate ways.</td>
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<tr>
<td>1</td>
<td><strong>28.5</strong> Identify ways to seek information and assistance if worried, abused or threatened.</td>
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<thead>
<tr>
<th>Learning Outcome</th>
<th>Content/Concepts</th>
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<tbody>
<tr>
<td>28.1</td>
<td>In unfamiliar friendships with adults, either real or online, there are risks of false identity, exploitation, cyber bullying, and physical threats/harm.</td>
</tr>
<tr>
<td>28.2</td>
<td>Sexual abuse is any sexual act that is done against someone’s will (rape, attempted rape, unwanted touching, or threats); physical abuse is when a person is hurting someone (hitting, punching, kicking, slapping, biting, burning, pulling hair, spitting, or throwing objects); emotional abuse is continual verbal aggression that hurts someone’s feelings (yelling, isolating, name calling, threats and intimidation, humiliation, insults, or mocking.)</td>
</tr>
<tr>
<td>28.3</td>
<td>Factors that increase risk of abuse include lack of attachment between parent and child, family background of abuse, isolation/social exclusion, and stigma/discrimination.</td>
</tr>
<tr>
<td>28.4</td>
<td>To avoid being inappropriately touched by someone, it is important to have courage to say “no,” be confident about your body, not be alone with untrusted adults, and ask for help if you feel uncomfortable in a situation.</td>
</tr>
<tr>
<td>28.5</td>
<td>If worried, abused or threatened, you should express your feelings into words, talk to a trusted family member, report to the police, talk to a health professional, and don’t keep it a secret.</td>
</tr>
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</table>

**Teaching/Learning Activities**  
**Week One: Introduction to Unit**  
**Materials:** Shop paper, markers, “Is it Abuse If...” worksheet  
**Lesson 1**

- Students will be divided into small groups, and each group will be assigned one type of abuse. Give each group a blank sheet of shop paper and a marker, and after explaining the definitions of each type of abuse, groups will come up with some specific behaviours that could occur under their assigned category. For example, under the physical abuse category would be
‘hitting.’ Each group will come up with their own unique lists, but there may be some overlap from time to time. Students will present their lists to the class (28.2).

**Lesson 2**

- Students will be given the worksheet, “Is It Abuse If...?” Students will read each statement and decide whether they think what is described is abusive, and to indicate their decision by circling the response on the sheet. Students will be asked to recall group presentations from previous lesson. In the comments section, students will write down which category of abuse the scenario demonstrates. Discussion will follow (28.2).

**Week Two: Development**

**Materials:** paper, crayons/markers, newsprint or shop paper

**Lesson 3**

- Students will create/draw a hypothetical social media page. Students should discuss different parts of their page as a class, what kind of picture to upload, what kind of status updates to post, what kind of information to post in their “about me” section, etc. Discuss with students responsible social networking behaviours and risky social networking behaviours that should or should not be included on their profile. Be sure to talk about personal information being kept private online and what information can be shared publicly (28.1).

**Lesson 4**

- Discuss situations that put people at risk for different types of abuse and different behaviours or actions that can help protect people from being in abusive situations. Working individually, in pairs or groups, provide students with large sheets of newsprint or shop paper and instruct students to draw each other. Students may then use art supplies to illustrate the ‘protection’ they have around them – the things that protect them from abuse, such as a supportive family or friends, adequate housing, and parental employment. These may be displayed around the classroom. (28.3)

**Week Three: Conclusion and Assessment**

**Materials:** “Avoiding Inappropriate Touch” sheet, “Who Would You Tell” worksheet

**Lesson 5**

- Students will work in small groups to create and act out role plays of different ways to avoid being touched inappropriately, using the prompts given on the “Avoiding Inappropriate Touch” sheet (28.4).

**Lesson 6**

- Students will complete the “Who Would You Tell” worksheet after reading the poem and discussing the importance of telling a trusted adult if being worried, abused, or threatened. Students should list the names or draw family members, non-family members, and organizations who they can openly talk to in these situations and seek help (28.5).
Worksheet: Is It Abuse If…?

1. ... a couple is arguing and when one partner begins to yell, the other gives them a light slap to calm them down?
   YES   NO
   Comments:

2. ... a person walks their partner to school every morning, meets them for lunch every day, and picks them up at the end of each afternoon?
   YES   NO
   Comments:

3. ...a young girl’s uncle or family friend is touching her on the butt and tells her how beautiful she is every time he sees her?
   YES   NO
   Comments:

4. ... an 18-year-old has sex with a 14-year-old?
   YES   NO
   Comments:

5. ... a couple starts “play-fighting” and they wrestle around on the floor resulting in bruises on one of their arms?
   YES   NO
   Comments:

6. ... one partner says they want to have sex. Their partner says they’re not ready, but after talking about it, gives in and has sex anyway, even though they really don’t want to?
   YES   NO
   Comments:

7. ... someone expects to be able to check their partner’s cell phone/texts anytime they wish?
   YES   NO
   Comments:

8. ... a child’s parents tell him/her that he/she is stupid and will never be anything in life
   YES   NO
   Comments:
Worksheet: Is It Abuse If...?

Answer Sheet

1. ... a couple is arguing and when one partner begins to yell, the other gives them a light slap to calm them down?
   YES  NO
   Comments: physical abuse

2. ... a person walks their partner to school every morning, meets them for lunch every day, and picks them up at the end of each afternoon?
   YES  NO
   Comments:

3. ...a young girl’s uncle or family friend is touching her on the butt and tells her how beautiful she is every time he sees her?
   YES  NO
   Comments: sexual abuse

4. ... an 18-year-old has sex with a 14-year-old?
   YES  NO
   Comments: sexual abuse (adult having sex with a minor)

5. ... a couple starts “play-fighting” and they wrestle around on the floor resulting in bruises on one of their arms?
   YES  NO
   Comments: both partners complied with play-fighting

6. ... one partner says they want to have sex. Their partner says they’re not ready, but after talking about it, gives in and has sex anyway, even though they really don’t want to?
   YES  NO
   Comments: sexual and emotional abuse

7. ... someone expects to be able to check their partner’s cell phone/texts anytime they wish?
   YES  NO
   Comments: emotional abuse

8. ... a child’s parents tell him/her that he/she is stupid and will never be anything in life
   YES  NO
   Comments: emotional abuse
Avoiding Inappropriate Touch, Being Alone with Untrusted Adults or People who make you Feel Uncomfortable

Be aware of your surroundings.
Knowing where you are and who is around you may help you to find a way to get out of a bad situation.

Walk with confidence.
Even if you don’t know where you are going, act like you do. If you are being followed, go into a store or an area with people or knock on a door for help. Avoid dark or isolated areas.

Be wary of isolated spots, like offices after business hours.
This includes parks or deserted beaches. Meet in public where help will be nearby. It is more difficult to get help if no one is around.

Stay away from alcohol.
Alcohol consumption can impair your judgment.

Be assertive — don’t let anyone violate your personal space.
Be clear about touch you like/are comfortable with or do not like/are uncomfortable with. If someone touches you in a way you do not like, tell them so immediately.

Trust your instincts.
If a situation or location feels unsafe or uncomfortable, it probably isn’t the best place to be. Get out of this situation as soon as possible.

Establish a Buddy System.
When going to a party or other social events, go with a group of friends and don’t be afraid to let a friend know when someone is making you feel uncomfortable.

Take safety precautions if hitchhiking or picking up a hitchhiker.
Even when the person asking for a ride may be someone you have met before, remember to follow your instincts. If you are not comfortable or have second thoughts about giving the person a ride or taking a ride from someone, then don’t.

Avoid being alone with unfamiliar adults
Tell a trusted adult whenever another person does or says things that you make feel uncomfortable.
Who Would You Tell?

If you ever feel sad and blue,
and need someone to talk to, you’d need someone to lend an ear, who’d let you talk – who’d want to hear.

Even if it was really hard to say, they’d never turn you away.  
No matter what you had to tell, they’d stay calm – they wouldn’t yell. 

They’d be there to help you out, they’d stand by you without a doubt. 

It is a big person’s job to keep your body safe and sound 
so if you ever need a helping hand to come around 
Who would you tell? Who would it be? Who is in your circle of body safety?

Let’s talk about who you could trust to help you if you ever needed help keeping your body safe.

Together, write their names, and/or draw their faces in the circles.
Standard 3: Alcohol and Tobacco.
Total number of lessons: 8
Time per lesson: 2 x 45 minutes

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>29.1 Identify sources and types of alcohol and tobacco available locally.</td>
</tr>
<tr>
<td>1</td>
<td>29.2 Explain laws related to the sale and consumption of alcohol and tobacco.</td>
</tr>
<tr>
<td>1</td>
<td>29.3 Identify the factors that influence a person's decision to use, or refrain from using, alcohol and tobacco.</td>
</tr>
<tr>
<td>1</td>
<td>29.4 Describe actions and language to use when resisting pressure from others to use alcohol and tobacco.</td>
</tr>
<tr>
<td>2</td>
<td>29.5 Explore ways in which alcohol consumption can affect a person's relationships with family and friends and their ability to work or study.</td>
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<tr>
<td>1</td>
<td>29.6 Explain how drinking alcohol can immediately change the way a person thinks and acts, including making it more likely they will take dangerous risks, come to harm or be abused.</td>
</tr>
<tr>
<td>1</td>
<td>29.7 Investigate the short and long term impact of alcohol and tobacco use on physical development, brain development and the health of both the person consuming them and those who live in the same house.</td>
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<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Content / Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.1</td>
<td>Various types of alcohol and tobacco can be purchased from shops in villages and towns but they may also be found in the homes of friends and family.</td>
</tr>
<tr>
<td>29.2</td>
<td>Belizean law prohibits the sale and consumption of alcohol and tobacco products to individuals under the age of 18.</td>
</tr>
<tr>
<td>29.3</td>
<td>Peer pressure/influence, accessibility, familial support, depression, and financial burden are major factors that influence an individual's decision to consume alcohol or tobacco products.</td>
</tr>
<tr>
<td>29.4</td>
<td>Avoiding situations or people associated with alcohol/tobacco, informing others on dangers of their use, and having practical excuses to circumvent alcohol/tobacco offers are examples of helpful responses to peer pressure.</td>
</tr>
<tr>
<td>29.5</td>
<td>Binge drinking, regular overconsumption of alcohol, and consumption at inappropriate times/settings can damage or put strain on a person’s relationships with family and friends and decrease their ability to work or study.</td>
</tr>
<tr>
<td>29.6</td>
<td>Alcohol lowers the capacity for self-control / inhibition and decreases the brain’s ability to make sound judgements which may lead to participation in dangerous behaviours and actions.</td>
</tr>
<tr>
<td>29.7</td>
<td>Habitual long-term use of alcohol and tobacco products can lead to addiction and increased chance for the development of potentially deadly chronic diseases such as cancer, liver diseases, and other adverse health complications.</td>
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</table>
Teaching/Learning Activities

Week One: Introduction

Lesson 1:
- Provide students with the Alcohol and Tobacco Facts, have student read and write a definition for the word Alcohol and Tobacco in their textbook. Have students participate in a “Think-Pair-Share” activity to help identify the types of alcohol/tobacco they may encounter and what areas they may encounter them at. Have each student independently identify three different types of alcohol and three different places in the community and write it in their book. After five minutes, tell the students to meet with a partner and compare answers. After they discuss with a partner, collect the answers and write all the answers on the blackboard and discuss the results. (29.1)

Lesson 2:
- Have students explore the different laws around tobacco and alcohol using a “Red Light – Green Light” activity. See the “Red Light – Green Light Tobacco and Alcohol Laws” supporting documents for further instructions. (29.2)

Week Two: Development

Lesson 3:
- Have students read given scenarios (see “Alcohol and Tobacco Peer Pressure Scenarios” document) about alcohol and tobacco abuse and their effects on the abuser, family, and friends and how to resist peer pressure. After reading each scenario, have a discussion by asking the students each of the follow-up questions that are on the supporting document. (29.4)

Lesson 4:
- Discuss the case study Alcohol Effects on Family with students. Have students orally share related experiences that they have seen or witness. Discuss with students ways to cope with or avoid the effects of such thing listed in the case study.
- Divide the class of students into 4 groups. Provide each group with a scenario from the document entitled “Effects of Alcohol/Tobacco Abuse Scenarios” have groups members read and discuss the scenario among themselves. Have group members discuss ways how to prevent the issues listed in the case studies. Have a presenter from each group orally share the scenario and their suggested ways to prevent the issues with the class. (29.5)
**Week Three: Development and Review**

**Materials:** projector or T.V., “Alcohol Abuse Consequences Venn Diagram”

**Lesson 5:**
- Have students watch the videos using the links below that demonstrate the negative effects that alcohol abuse has on the abuser and their family. Discuss the content in each video and how each of the problematic situation could have been avoided. (29.5, 29.6)
  - [https://www.youtube.com/watch?v=sFh6T2w4KFw](https://www.youtube.com/watch?v=sFh6T2w4KFw)
  - [https://www.youtube.com/watch?v=scEsOXzuLoM](https://www.youtube.com/watch?v=scEsOXzuLoM)

**Lesson 6:**
- With the use of a Venn diagram have students review all of the short term and long-term consequences of alcohol abuse. Split the class into five groups and instruct each group to compile a list of all of the short term and long term effects of continued alcohol use. After ten minutes, have members of each group go to the board and stick answers on a Venn-diagram on the blackboard, have individual discuss with class reasons for them to place their choice in the section of the Venn diagram. For extended activity, provide students with a similar Venn-diagram and instruct them to independently complete the diagram (see “Alcohol Abuse Consequences Venn Diagram” document) (29.7)

**Week Five: Conclusion and Assessment**

**Materials:** printer paper, coloring pencils, markers, Bristol board

**Lesson 7:**
- Have students compete in a flyer competition where they will create a flyer that promotes the avoidance of alcohol and reasons why a person should not abuse alcohol or tobacco products. Each ad should focus on a specific reason why people choose to consume alcohol (for example: peer pressure, accessibility, familial support, depression, and financial burden), practical persuasive reasons that address their assigned reason, and 1 short or long term effect of alcohol and tobacco use. The advertisement should be persuasive in nature and the winning flyers can be posted around the school campus or at the local health post. (29.3)
## Alcohol and Tobacco Facts

### What is alcohol?

Alcohol is a drug found in all alcoholic drinks like beer, wine and spirits such as vodka and whiskey.

Alcohol is a depressant drug. It slows down various sections of the brain and the central nervous system.

This affects your ability to control your behaviour and your bodily functions, like thinking, talking, walking and even breathing.

### Tobacco

Tobacco is a plant originally indigenous to the Americas which is now grown across the world. Its leaves contain high levels of the addictive chemical nicotine and many cancer-causing chemicals, especially polyaromatic hydrocarbons (PAHs).

The leaves may be smoked (in cigarettes, cigars, and pipes), applied to the gums (as dipping and chewing tobacco), or inhaled (as snuff).

Nicotine is now being extracted from the leaf to produce novel nicotine products, such as e-cigarettes, but also for Nicotine Replacement Therapies, which are used to treat tobacco addiction. Tobacco use and exposure to second-hand tobacco smoke causes many types of cancer, as well as heart, respiratory, and other diseases.
**Red-Light / Green Light: Belizean Alcohol and Tobacco Laws**

**Instructions:** Have all of the students move outside the class room and to a large open space where they can run. Line the students up on one side of the field. For this activity, the teacher will proceed through each of the factual and fictional statements listed below about Belizean laws regarding alcohol and tobacco. If students believe that the statement is true, then they will run towards the finish line until you say “STOP”. If it is a false statement, then the students should not move at all and wait until the next statement. If a student runs after a fictitious statement then they have to return to the start of the field again.

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<tbody>
<tr>
<td>1.</td>
<td>You are NOT allowed to drink alcoholic beverages until you are over the age of 18</td>
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<tr>
<td>2.</td>
<td>You can use tobacco after the age of 18</td>
</tr>
<tr>
<td>3.</td>
<td>It is legal to drink alcohol if your older family members gave you it</td>
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<tr>
<td>4.</td>
<td>The stores are legally mandated to refuse the sale of alcohol and tobacco products to underage individuals</td>
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<tr>
<td>5.</td>
<td>You can drink wine under the age of 18 because it does not have much alcohol in it.</td>
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<tr>
<td>6.</td>
<td>It is illegal to operate a motor vehicle after consuming alcohol. This is called “Drinking under the Influence (DUI)”</td>
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<tr>
<td>7.</td>
<td>If the police catch an underage person drinking alcohol then they can be sent to jail</td>
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<tr>
<td>8.</td>
<td>You can drink beer before the age of 18 because it has less alcohol in it than liquor products (Rum, Vodka, Gin, etc)</td>
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<tr>
<td>9.</td>
<td>It is illegal to drink in public places</td>
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<tr>
<td>10.</td>
<td>Underage people can buy cigarettes at the store if they have an adult present with them</td>
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</table>
**Alcohol and Tobacco Peer Pressure Scenarios**

**Instructions:** Read through each of the following scenarios about alcohol and tobacco use and discuss the subsequent questions.

**Scenario 1:**

Cindy is 16 years old. Cindy's parents are going away for the weekend. Renee, Cindy's best friend, is pressuring her to let all their friends come drink at their home since no one will be home. Renee even suggested that Cindy steal some of her parent’s rum so that they have more to drink. Renee also spread the word around school for everyone to show up. Cindy now has over $100 worth of alcohol hid in the basement, an empty house for the weekend, and fifteen friends expected to show. What should she do?

**Potential Answers:**

1. “I don’t want to get in trouble with our parents”
2. Call her parents
3. “I’m feeling pretty sick right now so I think I will pass for tonight”

**Scenario 2:**

Bill and Tom, both 16, are driving around on a Saturday night looking for something to do. Tom stops at his house to make some phone calls and pick up some beer for the road. He hands the 6-pack to Bill, who immediately opens one and tosses the rest in the backseat. Tom, distracted by Bill, swerves off the road and almost hits a tree. Bill becomes uneasy because he believes that Tom might be too intoxicated to drive. What should he do?

**Potential Answers:**

1. “Hey Tom, do you think maybe we should get a taxi? We might get in trouble for having alcohol and driving”
2. Convince Tom to let Bill drive instead.
3. “I heard there was a police checkpoint on this road, let’s take a taxi so you don’t get in trouble for drinking and driving.”

**Scenario 3:**

During a school break, a guy or girl you like suggests that you go off in the woods behind school to have a couple of beers before the next class to calm your nerves. You really like this person and don’t want to embarrass yourself. But you also don’t want to get drunk or get in trouble. How can you respond?
Potential Answers:
'I really don't like drinking - it just makes me feel funny.'
'I’ve got a test next period, and I need to keep my head clear.'
'I’m exhausted - let’s go to the store and get some coffee instead.'

Scenario 4:
There is a multi-village football marathon this Saturday at the local field hosted by the village council. You know that lots of people there will be drinking and getting high. A friend really wants you to go with him. You don’t want to go because of all the drugs and alcohol. What could you say to him?

Potential Answers:
"Sorry, I’m doing this thing with my family this weekend, and there’s no way I can get out of it."
“I need to study for a test this next weekend so I cannot make it!”
“My father is making me go to the farm with him on Saturday so I wouldn’t be able to go.”

Test Scenarios

Scenario 1:
You are hanging out with a friend of yours at your house after school. You know that he has drank alcohol before but he has been a friend of yours for a very long time. While you are talking, your friend pulls out a bottle from his backpack and explains that his older brother gave him a bottle of rum for his birthday. He wants you to try some with him. What do you say?

What is your response: __________________________________________

Scenario 2:
You are hanging around the park with three of you friends when an older students comes up and starts a conversation with one of the girls in your group. He seems to enjoy talking with your friend and wants your friend’s group to come hang out at his house for a party later. What do you say?

What is your response: __________________________________________
Alcohol Effects on Family

Impact on the Family Unit

Alcoholism not only affects the drinker, but it also affects those around them. Since family members are the closest to the alcoholic, they are the most severely impacted. General problems that are often a result of alcoholism in the family include domestic abuse and financial concerns.

Domestic abuse involves both physical violence and emotional abuse that occur within a household. It involves a pattern of abuse that develops and is used by one family member to gain control over another. Well over half of reported domestic abuse cases involve alcoholism as the cause.

Alcoholism can also have a negative impact on a family's financial situation. Alcoholism is an expensive problem. The cost of the alcoholic beverages alone can be enough to create financial strain. An alcoholic is also more likely to experience job loss. This loss of income can place an even greater financial burden on the family unit.

Impact on Children

The effects on children of alcoholics can begin before they are even born. A woman who drinks during her pregnancy is at risk of having a child born with a condition known as fetal alcohol syndrome (or FAS). FAS is a condition resulting from alcohol exposure during pregnancy that causes brain damage and growth problems.

Children who are born without complications such as FAS will still experience many emotional side effects from living with an alcoholic father or mother. Children of alcoholics are likely to have low self-esteem, unusual feelings of guilt or despair, a fear of abandonment, chronic depression, and high levels of anxiety. These children may blame themselves for their parent's actions and suffer from bed-wetting or phobias. They are less likely to establish positive personal relationships or attend college. In addition, children of alcoholics are more likely to be physically, sexually, or mentally abused and are more likely to have problems with the law.

When the child of an alcoholic becomes an adult, the effects will continue to impact their lives. They often have lasting problems with depression, anxiety, aggression, and impulsive behaviour. They are also more likely to become alcoholics themselves.
Effects of Alcohol and Tobacco Abuse Scenarios

Instructions: Read through each of the following scenarios about alcohol and tobacco use and discuss how alcohol/tobacco abuse affected the characters in the story.

Scenario 1:

Pablo is a second form student at his high-school. He gets good grades and is respected by all his teachers in class. He has an outgoing personality and makes friends wherever he goes. One Thursday during break, an older student named John calls him over and invites him over to his house to hang out that evening. Pablo, being the friendly guy that he is, accepts the offer but says that he has a big math test the following day, so he wouldn’t be able to stay for long. Later that night, Pablo arrives at John’s house to find seven other fourth form students drinking and talking. Although Pablo knows he has a big math test the next day, he falls into John’s peer pressure and begins to drink. He drinks until 2 A.M. and later passes out at John’s house due to alcohol intoxication. Pablo wakes up the next day with a massive hangover and still feels the effects of the alcohol from the night before. He barely wakes up the following day in time for the bus and makes it to school just before the math test. Due to the combination of intoxication, lack of sleep, and alcohol hangover, Pablo gets a 30% on his math test. The poor test grade lowers his overall class grade to the point where his scholarship could be revoked because of his math scores.

Scenario 2:

Bill and Tom, both 16, are driving around on a Saturday night looking for something to do. Tom stops at his house to make some phone calls and grab some beer for the road. Bill and Tom end up drinking 5 stouts before heading back onto the road. While on their way back to Tom’s house, Bill makes an illegal and dangerous turn in front of an oncoming truck. The truck hits the passenger side of Bill’s vehicle causing it to flip multiple times. When the ambulance arrives, both Bill and Tom are in critical condition as they are badly bleeding with multiple broken bones. They are immediately rushed to the nearest hospital for treatment. The doctors performed surgery, but Tom succumbed to his wounds and Bill’s injuries to his spine left him paralyzed from the waist down. Bill feels guilty that his intoxicated actions caused the death of his best friend and he will have to live the rest of his life in a wheelchair.

Scenario 3:

Maria is a standard six student at the village school. She works part time at her family store after school. She tries hard in school and always does a good job at the family store. Her older brother is the primary worker at the store but he has a tobacco addiction and smokes at least a pack of cigarettes every single day. It did not use to be as big of a problem but the stress of owning a business and financial issues has caused him to start smoking more. The smoking has negatively impacted his health as he has a hard time working for long periods of time due to his decreased lung capacity. In
addition, the habitual usage of tobacco has caused further money problems within the family. With Maria’s brother’s health at risk and a growing financial debt, she is worried that the family store will be forced out of business. She wants to help but her brother is in denial of his tobacco addiction and continually states that “He can stop anytime that he wants to”.

**Scenario 4:**
Antony and Julie are 14-year-old twins that live in Belize City with their mother and father. They have always had a strong family relationship with each other and love one another greatly. As the twins got older, they started to notice their father spend less time at home and more time at a bar. His drinking habits developed to the point where he was coming home drunk at least four to five times a week. One day, Anthony, Julie and their mother sat down with their father to discuss his drinking addiction. Despite their efforts to try to get him to stop, their father denied the accusations and said that “He did not want to hear of this again.” The following week, the father arrived late in the evening once again but this time he was especially intoxicated. He broke the door while he was trying to come inside the house and it caused the rest of the family to wake up. When their mother tried to confront their father again, he aggressively hit her which caused her face to swell with a dark bruise. Their father proceeded to go to bed while the rest of his family were fearfully gathered in another bedroom. The drunken actions of the father of the house led to the family breaking apart and the father being forced to leave their home for good.
Alcohol Abuse Venn Diagram

Instructions: Students will use the following list of short and long terms consequences and place them on the appropriate location of the attached Venn-diagram. If they believe it to be negative effect due to habitual and continued usage of alcohol then they should place the consequence in the long-term consequence. If they believe the consequence to be more immediate effect of alcohol then they should place it in the short-term consequence. If they believe the consequence to be both a short-term and long-term consequence, then they should put it in the middle section.

Consequences:

- Slurred speech
- Drowsiness
- Vomiting
- Diarrhea
- Upset stomach
- Headaches
- Breathing difficulties
- Distorted vision and hearing
- Impaired judgment
- Decreased perception and coordination
- Unconsciousness
- Anemia (loss of red blood cells)
- Coma
- Blackouts
- Unintentional injuries such as car crash, falls, burns, drowning
- Intentional injuries such as firearm injuries, sexual assault, domestic violence
- Increased on-the-job injuries and loss of productivity
- Unconsciousness
- Increased family problems, broken relationships
- Alcohol poisoning
- Decreased perception and coordination
- High blood pressure, stroke, and other heart-related diseases
- Poor judgement
- Distorted vision
- Liver disease
- Nerve damage
- Sexual problems
- Permanent damage to the brain
- Ulcers
- Gastritis (inflammation of stomach walls)
### Standard 4: Avoiding Violent and Abusive Situations

**Number of Lessons:** 9  
**Lessons per Week:** 2 x 45 minutes

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>30.1</strong> Identify the causes and effects of youth violence and gangs.</td>
</tr>
<tr>
<td>1</td>
<td><strong>30.2</strong> Describe words and actions that can be used to resist pressure to use tobacco, alcohol or drugs or to engage in sexual activity.</td>
</tr>
<tr>
<td>1</td>
<td><strong>30.3</strong> Identify ways to resist pressure to join a gang or to commit a violent or illegal act on someone else’s behalf.</td>
</tr>
<tr>
<td>1</td>
<td><strong>30.4</strong> Identify measures to protect themselves against sexual or criminal approaches and actions by peers, adults or older children.</td>
</tr>
<tr>
<td>2</td>
<td><strong>30.5</strong> Identify a range of behaviours that constitute sexual abuse and exploitation.</td>
</tr>
<tr>
<td>1</td>
<td><strong>30.6</strong> Describe various forms of human trafficking and modern day slavery.</td>
</tr>
<tr>
<td>1</td>
<td><strong>30.7</strong> Identify individuals, organizations and sources of information that a person can access when they need help.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Content/Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>30.1</strong></td>
<td>Causes of youth violence and gangs include media influence, insufficient parental supervision, financial difficulty, child abuse, peer pressure, and drug use. Youth violence and gangs have serious and long-lasting effects on the physical, mental, and social health of young people and their communities.</td>
</tr>
<tr>
<td><strong>30.2</strong></td>
<td>Learning assertive communication skills, avoiding people and situations in which tobacco, substance use, or sexual activity are likely to occur, and surrounding oneself with people who are supportive of their decisions not to engage in these activities are various methods that can be used to resist pressure to engage in negative or harmful behaviours.</td>
</tr>
<tr>
<td><strong>30.3</strong></td>
<td>Seek support from a trusted adult, avoid drug and alcohol use, get involved in positive after-school activities such as sports or youth clubs, select friends and companions carefully, and use assertive communication to resist pressure to join a gang or to engage in violence.</td>
</tr>
<tr>
<td><strong>30.4</strong></td>
<td>To protect one’s self against sexual or criminal approaches, keep friends who do not engage in these activities, avoid being alone with people who are likely to use these approaches, seek the support and advice of a trusted adult, and keep personal information private.</td>
</tr>
<tr>
<td><strong>30.5</strong></td>
<td>Examples of sexual abuse and exploitation include sexual activity between an adult and minor or older child and younger child, any forced sexual advance or activity including touching, removing of clothing, or penetrative sex, and the use of one’s age, power, money, or influence to convince another person to engage in sexual activity.</td>
</tr>
<tr>
<td><strong>30.6</strong></td>
<td>Forms of human trafficking and modern day slavery include forced labour, forced labour exploitation, forced sexual exploitation, forced child labour, child soldiers, debt bondage, forced marriage, and prostitution.</td>
</tr>
<tr>
<td><strong>30.7</strong></td>
<td>Healthcare professionals, such as doctors, nurses, and psychologists can be a resource for victims of violence and abuse. The Human Trafficking Institute of Belize empowers Belizean police and prosecutors to stop human traffickers; Haven House is a non-profit domestic violence shelter and provider of support for women and children in Belize; the Belize Human Development is another unit which facilitates policy development and implements programmes that promote social justice and equity.</td>
</tr>
</tbody>
</table>
Teaching/Learning Activities
Week One: Introduction to Unit
Materials: shop paper, crayons/markers, “Youth Risk Factors to be involved in Gangs or Violence” reference sheet

Lesson 1:
- Have students brainstorm what is youth violence and what are gangs? Write each listed answer on the board. Discuss and formulate the correctly accepted definition. Have students participate in a Think-Pair-Share activity where they will discuss their ideas of the causes of youth violence and gangs. First, students will be instructed to “think” 1 minute silently on their own and will then “pair” with a partner to share their ideas; the pairs will then “share” to the larger class. Discuss with students the effects of gangs. (30.1)

Lesson 2:
- Provide Students with strips of paper with examples of causes of risk factors for gang involvement or violence (see “Youth Risk Factors to be involved in Gangs or Violence” sheet); have students place their examples under one of the following categories posted around the room (individual, peer group, school, family, community). Discuss with students reasons for them to have placed their example under the specific category. (30.1).
- Assignment: Have students create posters of different forms of youth violence/gangs and their consequences. Teachers at the school will form a judging committee and select the best posters to be displayed as awareness around the school compound (30.1).

Week Two: Development
Materials: “Peer pressure case study”, Great Escapes – saying no to peer pressure

Lesson 3:
- Engage students in a discussion based on the following prompts:
  - Have you ever experienced or seen violence?
  - Have you ever challenged or seen someone else challenge violence?
  - How can you resist pressure to participate in violence or gangs?

Teachers can use the “Youth Risk Factors to be involved in Gangs or Violence” reference sheet to facilitate discussion. Have students create and present role plays demonstrating different ways to resist peer pressure to join gangs or participate in violence acts. (30.3).

Lesson 4
- Teacher will introduce the activity by asking students if they have ever done something they felt bad about but knew their friends would laugh at or criticise if they did not do that. Ask for several examples.

If students are unable to narrate such examples, prompt them with hints such as being pressured by friends to “bang school” and go hang out with friends, steal a sweet, lie to parents etc.

Discuss with students the importance of saying ‘NO’ to peer pressure.

Divide the class into five groups and give one case study to each group. Have members of the group read and discuss among themselves and share different ways and words that can be used to say no to the different situations. Share few case studies with the class. Students may then complete the worksheet Great Escapes – saying no to peer pressure for assignment. (30.2)
Week Three: Development


Lesson 5:
- Teacher will share the “Tell, Tell, Tell” story of Anna with students. Have students share their thoughts on what occurred in the story, what they liked/disliked, how it made them feel, and explain why the actions of Anna’s uncle was wrong. Have students make a list of other advances that are also unacceptable. Discuss with students how they can seek help if a similar event would happen to them or to someone they know. (30.5).

Lesson 6:
- Have students discuss what is sexual exploitation? Provide students with the news article on Sexual Exploitation. Have students read and discuss the laws in Belize in relation to sexual exploitation. Teacher will then read the scenarios from the “Sexual Exploitation Scenarios” worksheet, students will stand up if an example of sexual exploitation is read and remain seated if the scenario does not show sexual exploitation. (30.5).
- Assignment: Have students discuss ways to protect themselves against sexual or criminal approaches then create a Public Service Announcement campaign addressing the issue. Examples may include a pretend TV advertisement, pamphlet, poster with a slogan, or pretend radio commercial (30.4).

Week Four: Development

Lesson 7:
Materials: “Fact or Myth Human Trafficking” worksheet, posters/brochures on human trafficking
- Have students observe the video https://www.youtube.com/watch?v=DWoHgIoLCPg Discuss with students the definition and causes of human trafficking. Relate the information in the video with the local Belize Ads on TV. Using the information in the video have students identify and list the different forms of human trafficking. (30.6).

Lesson 8:
- Teacher will share several posters/pamphlets on human trafficking with students. Students will be assigned into groups, and each group will be responsible for studying the poster/pamphlet and then present to the class what they learned. Students will then complete the Fact or Myth Human Trafficking Worksheet. Discussion will follow. (30.7)

Teacher Resource:

Week Five: Conclusion and Assessment

Materials: BINGO sample worksheet, tokens to mark boards

Lesson 9
- Students will play a BINGO game related to sexual violence and abuse information learned in completion of the unit.
Youth Risk Factors to be Involved in Gangs or Violence

Individual

- Desire to be “cool”
- Pre-teen exposures to stress
- Anti-social attitudes
- Alcohol and drug use

Peer Group

- Negative peer behaviors
- Maintaining antisocial peer influences
- Alluring to high-risk teenagers with gang-affiliated friends

School

- Poor school performance

Family

- Family affiliation in gangs (i.e. older siblings)
- Lack of parental supervision or parental positive role models
- Family violence, neglect, or drug addiction
- Extreme economic deprivation

Community

- Living in high-crime neighborhoods/environments
- Feeling unsafe in neighborhood
Case Studies to resist peer pressure

Marie is smart, likes to go to school and studies very hard. Most of her friends do not like to study and say that it is a waste of time, as they will get married soon and have to take care of children. They are encouraging Marie to go along with them to a friend’s house to smoke marijuana after school on Monday. Marie is thinking about going along with them. She feels like her friend are doing fine by doing the things that they are doing.

Do you think her decision is right? Why/Why not? If you were Marie what would you do?

Rajan is very good at taking care of younger children, and he tries to help at home as much as he can. He enjoys helping around the house. His friends urge him not to be so responsible and to “hang out” with them. Sometimes he does this.

Do you think his decision is right? Why/Why not? If you were Rajan what would you do?

Anil knows the difference between right and wrong, but he wants to fit in, too. When his friends encourage him to watch videos with sexual content and make fun of a girl, he does it, even though he knows it is wrong.

Do you think his decision is right? Why/Why not? If you were Anil what would you do?

Suresh knows that drugs are harmful. But taking drugs and watching adult movies is now very popular amongst his friends, and they tempt him to try drugs almost every day. He is thinking of giving in. Do you think his decision is right? Why/Why not? If you were Suresh what would you do?

Seema does not have a boyfriend. She feels left out, because all her friends have boyfriends. Her friends say that they know a boy who is interested in her and wants to go out with her. Although she has refused many times, she still thinks of going out with him. Do you think her decision is right? Why/Why not? If you were Seema what would you do?
Great Escapes – saying no to peer pressure

Instructions: When peer pressure comes knocking, it’s a good idea to have a few responses ready to help you “escape.” Read the following scenarios and write three comebacks for each to get you out of the sticky situations.

Example

You’re at a convenience store, and a friend stuffs a bag of chips into your shirt pocket.

1. “Dude, really? I’m not a thief.”
2. “No way – my parole officer said one more strike and I go away for a long time.”
3. “All this junk food must be going to your brain. I’m putting it back.”

You are riding your bike home after school when a classmate approaches you and offers you a beer.

1. 
2. 
3. 

Your friend and you go to a party on the weekend at a high school student’s house. Your friend’s older brother pulls you into a bedroom and demands for you to take off your clothes.

1. 
2. 
3. 

You’ve had a bad day and your friend says he has just the thing to help you feel better: a joint (weed rolled in wrapping).

1. 
2. 
3.
Story: “Tell, tell, tell”

Anna is 11 and lives with her mother in Belize City. Anna’s favourite uncle is Uncle Carl. Uncle Carl always visits the house and brings lots of nice things for Anna. He brings her ice cream, chocolates and special toys.

Uncle Carl always hugs Anna and Anna sits on his lap. He tells Anna that she will never be too old to sit on his lap.

Sometimes when Anna’s mother has to work late or go out of town she leaves Anna with Uncle Carl. Anna loves staying with Uncle Carl as he allows her to watch TV late and to play games on his cell phone.

One day Uncle Carl came to pick Anna up from school in his new car. He told her that her mother was working late and so he will take her for a ride. He bought Anna her favourite ice cream and then took her to the park.

Anna had lots of fun. When they got to Anna’s house, her mom was still not at home. When they got inside the house, Uncle Carl held Anna’s hand and told her that she was growing up to be a big girl now. Anna did not like the look on Uncle Carl’s face. He kissed her on the mouth and told her that she was beautiful.

Anna began to feel strange. She did not like the way Uncle Carl was touching her.

He told her that he would come and pick her up in his nice car the next day after school and take her to a special place.

Anna’s mother came home at that moment. She told Uncle Carl thanks for all his help. Anna said goodbye to Uncle Carl but was feeling confused because Uncle Carl never looked at her or kissed her like that before.
Sexual Exploitation Scenarios

Instruct students to stand up if the scenario describes sexual exploitation and to remain seated if it is not sexual exploitation

1. Your cousin tells you that he will buy you some ice cream if you help him to clean the yard.

2. Your uncle tells you that he will give you money if you let him touch your breast.

3. An older boy who lives on your street tells you that he will buy you food and drinks if you let him kiss you and touch your private parts.

4. The lady who sells tacos tells you that you are a handsome boy and gives you a dollar tacos for free. She says that you must study hard and do well in school.

5. Your teacher buys you a new cell phone and says that he/she will fail you if you don’t accept it and use it to send pictures to him/her at night.

6. Your stepfather tells you he will give you $10 if you let him come into the bathroom and take a picture of you while you bathe.
Belize is known as a transit point for the trafficking of men, women, and children for commercial sexual exploitation and forced labour, especially of minors. Arrests and convictions have been few, but tonight, a woman from San Ignacio finds herself in trouble with the law. Police report that as a result of an investigation conducted by the Anti Trafficking in Person Unit in the Cayo District, forty-nine year old Petrona Inez Montejo was arrested and charged with the crime of Procuring a Child for Sexual Exploitation. On Monday, police also arrested and charged twenty-three-year-old Jeffery Perez of Santiago Juan Layout San Ignacio for the Crime of Child Prostitution.
REPORT ANY CHILD ABUSE!

Hey Belize!
Be like Dooley Bear.
Call the hotline!

0800 PROTECT
0800 776 8328

All calls are free and confidential.

STOP HUMAN TRAFFICKING

IT COULD HAPPEN TO YOU!

Human Trafficking is modern day slavery for the purpose of forced labour or sexual exploitation.

CONTACT CRIMESTOPPERS HOTLINE FOR HELP
0-800-922-TIPS

Supported by
WHAT IS HUMAN TRAFFICKING?

Human trafficking is slavery of human beings for different forms of forced labor.

It implies being recruited through deception into forced labour and sexual exploitation.

HOW TO PROTECT YOURSELF?

1. Don’t trust job offers promising high pay with minimal requirements.
2. Be suspicious of loans or debts offered as part of the job, travel or study opportunities.
3. Be careful when handing out personal information or photographs to agencies whose reputation you don’t know.

CONTACT CRIMESTOPPERS HOTLINE FOR HELP:

Crimestoppers Hotline 0-800-922-TIPS

for more information about human trafficking and its dangers.

STOP HUMAN TRAFFICKING

IT COULD HAPPEN TO YOU!

Human Trafficking is modern day slavery for the purpose of forced labour or sexual exploitation.

This message was brought to you by
Fact or Myth - Modern Day Slavery and Human Trafficking (State why)

1. **Statement:** Slavery still exists today. Myth or Fact?
   - **Answer 1:** FACT
     Although traditional slavery is illegal in all countries, it still persists today in various forms.

2. **Statement:** Sex trafficking is the only form of human trafficking. Myth or Fact?
   - **Answer 2:** MYTH
     Elements of human trafficking also occur in situations of forced labour or services. The broader concept of human trafficking encompasses both “sex trafficking” and “labour trafficking.”

3. **Statement:** Trafficking and slavery victims are always poor and uneducated. Myth or Fact?
   - **Answer:** MYTH
     Although poverty is one of the biggest risk factors, anyone can become a victim of human trafficking and modern enslavement. In fact, victims come from a range of income levels—some victims are university-educated, some are professionals, and some come from middle class and upper class suburban areas.

4. **Statement:** Most slavery victims are women and children. Myth or Fact?
   - **Answer:** FACT
     The National Underground Railroad Freedom Center suggests that three out of four slavery victims are women and that half of all modern-day slaves are children.

5. **Statement:** There are more people in slavery now than at any other time in human history. Myth or Fact?
   - **Answer:** FACT
     According to research carried out by the organization Free the Slaves, more people are currently enslaved worldwide than ever before. In its 400 years, the transatlantic slave trade is estimated to have shipped up to 12 million Africans to various colonies in the West. Free the Slaves estimates that the number of people in slavery today is at least 27 million.

6. **Statement:** Human trafficking is the 2nd largest criminal industry in the world. Myth or Fact?
   - **Answer:** FACT
     The United Nations estimates that human trafficking generates around $7 billion dollars a year—a number that is surpassed only by the drug industry.
# BINGO

<table>
<thead>
<tr>
<th>Causes of Youth Violence/ Gangs</th>
<th>Ways to Resist Negative Peer Pressure</th>
<th>Sexual Abuse and Exploitation</th>
<th>Ways to Protect Against Sexual or Criminal Approaches</th>
<th>Sources When Needing Help</th>
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</thead>
<tbody>
<tr>
<td>Media Influence</td>
<td>Use Assertive Communication Skills</td>
<td>Sexual Activity between Adult and Minor</td>
<td>Seek Support from a Trusted Adult</td>
<td>Healthcare Professionals</td>
</tr>
<tr>
<td>Peer Pressure</td>
<td>Avoid Environments with Tobacco/Alcohol/ Drugs/Sexual Activities</td>
<td>Any Forced Sexual Activity</td>
<td>Avoid Drug and Alcohol Use</td>
<td>Psychologists for Victims of Violence and/or Abuse</td>
</tr>
<tr>
<td>Drug Use</td>
<td>Surround Yourself with Positive &amp; Supportive Friends</td>
<td><strong>FREE SPACE</strong></td>
<td>Get Involved in Positive After-School Activities (i.e. youth clubs, sports teams)</td>
<td>The Human Trafficking Institute of Belize</td>
</tr>
<tr>
<td>Child Abuse</td>
<td>Make up a Good Excuse to Get OUT of a Situation</td>
<td>Any Forced Sexual Advanced (i.e. touching, removing clothing)</td>
<td>Select Friends and Companions Carefully</td>
<td>Haven House</td>
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<tr>
<td>Insufficient Parental Supervision</td>
<td>Blame it on Someone Else (i.e. Parent/Caregiver)</td>
<td>Using Age, Money, or Power to Convince Another Person to have Sex</td>
<td>Use Assertive Communication Skills</td>
<td>Belize Human Development Unit</td>
</tr>
</tbody>
</table>
## Standard 5: Substance Abuse.

**Total number of lessons:** 8  
**Lessons per week:** 2 x 45 minutes

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>31.1 Describe the dangers of abusing highly caffeinated drinks and common household products such as glues, adhesives, cleaning products and medicines.</td>
</tr>
<tr>
<td>1</td>
<td>31.2 Identify the types, harmful effects of and laws relating to illegal drugs available locally.</td>
</tr>
<tr>
<td>2</td>
<td>31.3 Explain how substance abuse can immediately change the way a person thinks and acts, including making it more likely they encounter dangerous situations, come to harm or become the victim of abuse.</td>
</tr>
<tr>
<td>1</td>
<td>31.4 Investigate the harmful long-term effects of abusing marijuana at a young age</td>
</tr>
<tr>
<td>1</td>
<td>31.5 Identify the factors that influence a person's decision to use, or refrain from using, alcohol, tobacco and illegal drugs</td>
</tr>
<tr>
<td>1</td>
<td>31.6 Describe words and actions that can be used to resist pressure to use marijuana and other illegal drugs</td>
</tr>
<tr>
<td>1</td>
<td>31.7 Investigate the benefits of talking to parents, other responsible adults, the police, governmental agencies and other organizations in relation to substance abuse.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Content / Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.1</td>
<td>The overconsumption of highly caffeinated drinks can cause heart complications and the recreational usage of household products (glues, adhesives, cleaning products, and medicines) can have deadly and severely damaging effects.</td>
</tr>
<tr>
<td>31.2</td>
<td>Marijuana, cocaine, opioids, and illegally-acquired prescription medications are nationally outlawed drugs that each can lead to socioeconomic difficulties, debilitating addiction, slowed or impaired development, brain and internal organ damage, and life altering diseases or disorders.</td>
</tr>
<tr>
<td>31.3</td>
<td>Habitual drug usage causes addiction, physical dependency on drugs, and inhibition of good decision-making skills which subsequently can lead to participation in dangerous or risky situations.</td>
</tr>
<tr>
<td>31.4</td>
<td>Usage of marijuana can harm the growing bodies of teenage youths which can limit focus, memory, and learning capacity and increased risk for developing lung damage, anxiety, and depression. Long term use of marijuana at a young age can also lead to poor performance at school and work leading to poor grades and possible loss of economic opportunities.</td>
</tr>
<tr>
<td>31.5</td>
<td>Peer pressure, drug accessibility, chronic stress, familial support, education, and addiction are major factors that influences an individual’s decision to consume drugs or alcohol and tobacco products.</td>
</tr>
<tr>
<td>31.6</td>
<td>Avoiding situations or people associated with illegal drugs, informing others on dangers of drugs, forming and adhering to personal boundaries regarding substance use, and having practical excuses to drug offers are examples of helpful responses to resist peer pressure.</td>
</tr>
<tr>
<td>31.7</td>
<td>Parents, police, health professionals, governmental agencies and other trusted adults can help provide information on the harmful effects of substance abuse and provide support for resisting the pressures to use.</td>
</tr>
</tbody>
</table>
Teaching/Learning Activities

Week One: Introduction


Lesson 1:
- Have students observe the video: https://www.youtube.com/watch?v=6fmhLcYSn-Y and answer the questions:
  What is substance abuse?
  What are the most used drugs by teens?
  What are the effects of substance abuse on teens?
  What is drug addiction?
  What is drug dependency?
- Discuss the answer with students in the class. Use information from the video to explain how substance abuse can immediately change the way a person thinks and acts, including making it more likely they encounter dangerous situations, come to harm or become the victim of abuse. (31.3)

Lesson 2:
- Share with students a research or national news articles that pertain to drug-abuse. Discuss the finding with the class. Speak to students about the effects on drugs on the body/themselves.
- Group the students into groups of four and instruct each group to write a small report (see “Drug Abuse in the News” document) about a news article regarding students using drugs in schools, pay keen attention to the interviewees and their position and role in society and the alleged significant consequences on students. Have each group present their report to the class and discuss the immediate and long-term consequences of drug abuse. (31.3)

Week Two: Development

Materials: “Drug-Use Fact/Fiction” Document, Marijuana Factsheet, Bristol board, markers

Lesson 3:
- Students will be introduced to the names of variety of common illegal drugs and relevant statistics through a drug-use fact or fiction activity. Instruct the students to stand in the middle of the classroom and label two opposite walls with “FACT” on one and “FICTION” on the other.
- Using the information provided on the “Drug-Use Fact/Fiction” document, proceed through each fact/fiction statement and tell the students to move to the “FACT” wall if they believe it as a factual statement or move to the “FICTION” wall if they believe it as a fictional statement. You may also write a t-table on the black board and place the statements under the appropriate column for visual support. Discuss with students that the named drugs are illegally-acquired prescription medications that are nationally outlawed drugs that each can lead to socioeconomic difficulties, debilitating addiction, slowed or impaired development, brain and internal organ damage, and life altering diseases or disorders. (31.2)

Lesson 4
- Provide students with Marijuana Facts sheet, then have students create a presentation about the long-term effects of youth-usage of marijuana to present to the Standard Three and Standard Four classrooms. Split the class into four groups – two groups for each classroom.
Each group will independently create an informational poster on a Bristol board with the following information:
Define marijuana, Short term effects of marijuana, describes the long-term consequences of using marijuana during developmental year. (31.4)

**Week Three: Development**

**Materials:** “Caffeine and Household Chemical Activity” Document

**Lesson 5:**

- Have students make a list of all known caffeinated drinks, household chemicals, prescription medicines, and cleaning products that they can find. Discuss with students the danger that these products present to a child’s health. Split the class into 4 groups and have one group brainstorm different types of caffeinated drinks, group 2- household chemical products, group 3 prescription medicines, and group 4 cleaning products. Allow each group five to ten minute brainstorming session, bring the class back together and have each group write their list on the board. Use the “Caffeine and Household Chemical Activity” as a reference and complete their list as necessary. Discuss with students ways of handling household chemicals, cleaning products, prescribed and non-prescribed medication etc. (31.1)

**Lesson 6:**

- Have students explore the reasons to avoid drug use through a drug-use survey.
  Instruct the students to survey five individuals throughout the community and ask them “Why is it important to avoid using drugs and alcohol?” In the following class, compile the responses on the black board in the form of a bar chart and discuss the survey results.

  **Alternative:** If possible, bring in the community health worker or a representative from the Belize National Drug Abuse Control Council (NDACC) to discuss the results and the importance of avoiding the abuse of drugs. (31.5)

**Week Four: Development**

**Materials:** “Drug-use and Peer Pressure Scenarios” document

**Lesson 7:**

- Have students read given scenarios regarding drug use and peer pressure. Following the instructions on the “Drug-use and Peer Pressure Scenarios” document, students will read through the three scenarios and discuss how the character was pressured, how he/she responded, and trusted adults that were involved as a class. Use the last two scenarios as a testing activity for each individual student. (31.6)

**Lesson 8:**

- Have students observe the video [https://www.youtube.com/watch?v=6Y6gn_dd54Q](https://www.youtube.com/watch?v=6Y6gn_dd54Q). Discuss peer pressure and how students can resist it. (31.7)

**Week Five: Conclusion and Assessment**

**Materials:** “Marijuana Factsheet” document, Drug Abuse Brochure” document, Bristol board, markers, glue, printer paper, colouring pencils
Lesson 9

- Students will conclude this strand by creating a brochure that reviews all the drugs that have been taught and discussed over the last four weeks. Follow the “Drug Abuse Brochure” document instructions, split the class into FIVE groups to create a brochure about an assigned drug. Post the brochures around the classrooms of the school. (31.1 – 31.4)
A recent survey involving a sample of four hundred and fifty high school students is showing an alarming use of drugs. The survey was carried out by the National Drug Abuse Control Council and the University of Belize. It shows that students are consuming serious amounts of alcohol, marijuana and in some cases cocaine. While the use of drugs is prevalent among the teenagers between fourteen and sixteen years, the survey says that children as young as ten years are experimenting with drugs. News Five’s Isani Cayetano reports.

Isani Cayetano, Reporting

Drug use among young people in Belize is an issue of grave concern since its prevalence, particularly with high school students in Belize City, is relatively high. A recent study shows that a majority of teenagers, mostly between the ages of fourteen and sixteen, have experimented with illegal substances. These include marijuana and crack cocaine, while others are equally introduced to alcohol and tobacco consumption around the same age.

Jean Briceno-Perriott, Psychologist/Researcher

“This study was done with third year high school students, so for that particular sample of the study three-quarters of them admitted to experimenting with alcohol. Why we say experimenting is because we asked them to report lifetime, which meant having used it once. We asked them to report their use twelve months before the questionnaire was completed and thirty days before the questionnaire was completed and we saw that the first report for lifetime was three-quarters of them; about seventy-six point four percent.”

Simply put, three out of every four teenagers from all students who participated in the survey admit to having tried alcohol at least once. According to a study published in the Journal of
School Health, the theory of a “gateway drug” is not associated with marijuana, but rather one of the most damaging and socially accepted drug in the world, alcohol.

Fermin Olivera, U.B. Lecturer

“What I notice here is that the age tends to be in the early teens maybe fourteen, fifteen, sixteen, while in Central America I have seen figures or studies, comparative work that suggests that they start much earlier, as young as nine, ten, eleven. For marijuana specifically, and unfortunately our study didn’t flag that but I’m sure it’s something we can present afterwards, just for comparison purposes. In Central America we have seen that young people take marijuana at a much older age.”

In contrast, marijuana is being consumed at a younger age in Belize. Curiously, the results of the study indicate that females are more likely to snort cocaine than men. It also shows that there is little difference between males and females as it pertains to drug use.

Jean Briceno-Perriott

“Is there a difference between females and males in doing drugs? Well, we found that with this particular sample there is really no difference except for four. In four of them we found that males were more likely to do these particular three drugs out of the four, which was tobacco and we measure that in the form of cigarette smoking, use of marijuana and crack. Interestingly, females were more likely to do inhalants. We found that sixteen-point-one percent of that particular sample reported having used once in a lifetime.”

While the statistics show that drug use among youths is found frequently, the effects are far-reaching, beginning first with a drop in academic performance.

Fermin Olivera

“What it translates to, as it relates to the social impact, the implications. Well, for one we believe that the more students use or abuse drugs and alcohol and licit or illicit drugs, their performance in school will probably be affected negatively; meaning that they would drop out of school. They won’t perform as good and of course there are other possible implications, depression, maybe aspects of self-esteem, maybe anger, maybe violence and of course accidents. All these things can be as a consequence of high use of drugs and alcohol within, you know, by young people.”
Of equal interest is that contrary to popular opinion, teenagers who live in extended-family households are more likely to experiment with crack, as opposed to those from single-parent homes.

**Jean Briceno-Perriott**

“In most studies we find that family origin does have an impact. Almost we are saying all the time that oh it’s single-parent families and negative connotation, but in this study what we’ve found is that it wasn’t the single-parent family. More than half of the students lived in single-parent families, by the way, you know, from this particular sample. What we found is that it was the extended family or the blended family that is a predictor for crack use for the young males.”
# Drug-Use: Fact or Fiction

<table>
<thead>
<tr>
<th>Statement</th>
<th>Fact or Fiction?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Marijuana, cocaine, meth-amphetamine, and opioids are all drugs that can be found in Belize</td>
<td>FACT</td>
</tr>
<tr>
<td>2. It is legal to smoke marijuana in Belize.</td>
<td>FICTION. It is illegal.</td>
</tr>
<tr>
<td>3. Cocaine is a stimulant and causes temporary increased alertness and energy</td>
<td>FACT</td>
</tr>
<tr>
<td>4. Meth-amphetamine is a depressant and slows brain function</td>
<td>FICTION. Meth-amphetamine is a stimulant and increases energy and heart rate</td>
</tr>
<tr>
<td>5. It is legal to use prescription medication that were not prescribed to you.</td>
<td>FICTION</td>
</tr>
<tr>
<td>6. Marijuana is the most commonly used illegal drug found in Belize.</td>
<td>FACT</td>
</tr>
<tr>
<td>7. Many illegal drugs are not addictive.</td>
<td>FICTION. Most illegal drugs are addictive and led to drug-seeking behaviours</td>
</tr>
<tr>
<td>8. Using too much of any drug at any one time can lead to overdose and death</td>
<td>FACT</td>
</tr>
<tr>
<td>9. Once you are addicted to a drug, there is no way to recover a normal lifestyle</td>
<td>FICTION. Although difficult, it is possible to overcome drug addiction through rehabilitation programs. However long-term drug use can cause irreversible damage to a person’s body and appearance.</td>
</tr>
<tr>
<td>10. Opioids include drugs such as fentanyl, oxycodone, morphine, and codeine.</td>
<td>FACT.</td>
</tr>
<tr>
<td>11. Illegal drugs are not harmful to your body</td>
<td>FICTION. They can lead to brain damage, organ failure, and addiction.</td>
</tr>
<tr>
<td>12. Opioids are often drugs that are prescribed by doctors to relieve pain.</td>
<td>FACT</td>
</tr>
</tbody>
</table>
Marijuana Factsheet

- Marijuana is the most commonly used illegal drug in Belize
- Research shows that about 1 in 10 marijuana users will become addicted. For people who begin using before the age of 18, that number rises to 1 in 6.
- Marijuana use directly affects the brain — specifically the parts of the brain responsible for memory, learning, attention, decision making, coordination, emotions, and reaction time. It decreases focus, lowers attention-span, slows reaction time and generally decrease memory capability.
- Developing brains, like those in babies, children, and teens, are especially susceptible to the adverse effects of marijuana.
- Eating foods or drinking beverages that contain marijuana have some different risks than smoking marijuana, including a greater risk of poisoning.
- Long-term or frequent marijuana use has been linked to increased risk of psychosis or schizophrenia in some users.
- Using marijuana during pregnancy may increase the baby’s risk for developmental problems.
- Decline in school performance: Students who smoke marijuana may get lower grades and are more likely to drop out of high school than their peers who do not use.
- Increased risk of mental health issues: Marijuana use has been linked to a range of mental health problems in teens such as depression or anxiety. Psychosis has also been seen in teens at higher risk like those with a family history.
- Impaired driving: Driving while impaired by any substance, including marijuana, is dangerous. Marijuana negatively affects a number of skills required for safe driving, such as reaction time, coordination, and concentration.
- Potential for addiction: Research shows that about 1 in 6 teens who repeatedly use marijuana can become addicted, which means that they may make unsuccessful efforts to quit using marijuana or may give up important activities with friends and family in favor of using marijuana.

Source: cdc.gov
# Caffeine and Household Chemicals Activity

<table>
<thead>
<tr>
<th>Drinks with Caffeine</th>
<th>Household Chemical Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee</td>
<td>Bleach</td>
</tr>
<tr>
<td>Coke</td>
<td>Pesticides</td>
</tr>
<tr>
<td>Sprite</td>
<td>Ammonia</td>
</tr>
<tr>
<td>Fanta</td>
<td>Lice Shampoo</td>
</tr>
<tr>
<td>Monster</td>
<td>Laundry Detergents</td>
</tr>
<tr>
<td>Full Throttle</td>
<td>Inhalants (gasoline, paint thinner, gas lighters, spray paint)</td>
</tr>
<tr>
<td>Tea</td>
<td></td>
</tr>
<tr>
<td>Red Bull</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Household Chemical Product</th>
<th>Danger</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bleach</td>
<td>Bleach can cause pulmonary edema, vomiting, or a coma if ingested. It can also irritate the skin/eyes if contacted.</td>
</tr>
<tr>
<td>Pesticides</td>
<td>Pesticides are extremely toxic and impairs the central nervous system. Many cause cancer and accumulate in your fat to attack the nervous system.</td>
</tr>
<tr>
<td>Ammonia</td>
<td>Ammonia is a volatile chemical that can damage your eyes, skin and respiratory tract.</td>
</tr>
<tr>
<td>Lice Shampoo</td>
<td>Lice shampoo uses the chemical “Lindane” that can cause vomiting, convulsions, and circulatory collapse.</td>
</tr>
<tr>
<td>Laundry Detergents</td>
<td>Most detergents contain highly concentrated chlorine and often causes child poisoning.</td>
</tr>
<tr>
<td>Inhalants (gasoline, paint thinner, butane lighters, spray paint)</td>
<td>Long term effects of inhalant use can lead to liver and kidney damage, hearing loss, loss of coordination and brain damage, severe mood swings, lack of energy, rashes and burns to the face. Short term effects beyond the initial high include increased heart rate, irregular heartbeat, disorientation, slurred speech, dizziness, and steep drop in motor function.</td>
</tr>
</tbody>
</table>
Drug-use and Peer Pressure Scenarios

Scenario 1:
It’s the weekend and Julia is having a party at her parent’s house. Her parents let you into the house and when you get to Julia’s room, everyone is dancing and playing drinking games. As the night continues, you get pulled to an empty room by one of the partygoers and he offers you (cocaine, marijuana, prescription drug etc. Up to teacher’s discretion) to keep the party going. You have never tried cocaine before but you have heard that it is illegal? What do you do?

Potential Answers:
“I don’t want to get in trouble with your parents”
“I need to go home early tonight so I don’t think it would be such a great idea”
“I’m feeling pretty sick right now so I think I will pass for tonight”
“No, I don’t use drugs”

Trusted Adult: Sally’s Parents

Scenario 2:
During a school break, a guy or girl you like suggests that you go off in the woods behind school to smoke marijuana to get high. You really like this person and don't want to embarrass yourself. But you also don’t want to get high. How can you respond?

Potential Answers:
'I really don't like smoking weed - it just makes me really anxious."
"I’ve got a test coming up, and I need to keep my head clear."
“No, I am not interested in smoking weed"
"I’m exhausted - let’s go to the convenience store and get some coffee instead."

Trusted Adult: Principal or teachers

Scenario 3:
There is a multi-village football marathon this Saturday at the local field hosted by the village council. You know that lots of people there will be drinking and getting high. A friend really wants you to go with him. You don't want to go because of all the drugs and alcohol. What could you say to him?

Potential Answers:
"Sorry, I'm doing this thing with my family this weekend, and there's no way I can get out of it."
“I need to study for a test this next weekend so I cannot make it!”
“My father is making me go to the farm with him on Saturday so I wouldn’t be able to go.”
“No thank you, I don’t want to go to the marathon.”

Trusted adult: Village chairman, Parents
**Test Scenarios**

**Scenario 1:**
A student who typically performs well at school seems to be having concentration problems and low energy. You overhear her in the restroom telling a friend she’s been taking some of her mom’s pills to help her relax. When her friend tells her that’s not a good idea, she responds by saying that “it came from a doctor, so it’s totally safe.” She offers some of the pills to you so that you can try it. What do you say?

What is your response: ______________________________________________

Who is a trusted adult you can go to: __________________________________

**Scenario 2:**
You are hanging out with a friend of yours at your house after school. You know that he has used illegal drugs before but he has been a friend of yours for a very long time. While you are talking, your friend pulls out a small bag from his backpack and explains that his older brother is selling meth-amphetamine and he wants you to try some. What do you say?

What is your response: ______________________________________________

Who is a trusted adult you can go to: _________________________________
Drug Abuse Brochure

Instructions: Students will be split into five groups that will each create an informational brochure about one of the following drugs/products: marijuana, cocaine, opioids, meth-amphetamines, and household chemicals (glues, adhesives, cleaning products, prescription medications etc.). Each brochure should contain the following points of information:

1. Name of drug
2. Type of drug (stimulant, depressant, pain reliever etc.)
3. Description of how the drug affects the body
4. Consequences of habitual use on the body
5. Symptoms of drug use
6. How to tell if your friend if using this drug
Standard 6 – Social Media and Personal Safety
Total Number of Lessons: 10
Lessons Per Week: 2 x 45 minutes

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>32.1</strong> Identify what constitutes risky or unsafe online, public, sexual or other behaviour.</td>
</tr>
<tr>
<td>2</td>
<td><strong>32.2</strong> Discuss how social media can have a powerful influence on what people think and do.</td>
</tr>
<tr>
<td>1</td>
<td><strong>32.3</strong> Develop a set of personal rules for staying safe at high school, in the real world and online.</td>
</tr>
<tr>
<td>1</td>
<td><strong>32.4</strong> Discuss how friends can help each other stay safe at high school, in the real world and online.</td>
</tr>
<tr>
<td>1</td>
<td><strong>32.5</strong> Explore how the use of alcohol, marijuana, highly caffeinated drinks and other substances can make it more difficult for a person to resist pressure to engage in sexual activity, risky behaviour or criminal activity.</td>
</tr>
<tr>
<td>2</td>
<td><strong>32.6</strong> Explain what they can and should do if they or one of their friends or family members is misusing alcohol or other substances or is the victim of any type of abuse.</td>
</tr>
<tr>
<td>1</td>
<td><strong>32.7</strong> Discuss the threat of abuse that children face from early childhood through adolescence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome(s)</th>
<th>Content/Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>32.1</strong></td>
<td>Risky behaviour includes any behaviour that increases a person’s chance of illness, injury, abuse or death. This includes sharing personal information or photos online, consuming alcohol or other substances, travelling alone at night or in areas known as unsafe, and unprotected sexual activity.</td>
</tr>
<tr>
<td><strong>32.2</strong></td>
<td>Social media can have a powerful influence on people by encouraging or discouraging specific behaviours through peer and public approval or admiration.</td>
</tr>
<tr>
<td><strong>32.3</strong></td>
<td>Personal rules to help avoid risky situations and discourage risky behaviour increases personal safety in high school, the real world, and online.</td>
</tr>
<tr>
<td><strong>32.4</strong></td>
<td>Friends can help each other stay safe at high school, in the real world, and online by encouraging each other to avoid risky behaviour and mitigate the effects of peer pressure by using positive strategies.</td>
</tr>
<tr>
<td><strong>32.5</strong></td>
<td>Substances like alcohol, marijuana and other substances can make it more difficult for a person to resist pressure to engage in sexual activity, risky behaviour, or criminal activity by altering a person’s mental and emotional state, reducing judgement making ability and increasing susceptibility to coercion.</td>
</tr>
<tr>
<td><strong>32.6</strong></td>
<td>People can help friends and relatives who are abusing alcohol and other substances by talking with them about the dangers of abuse, encouraging them to seek help in treating their addiction, and providing moral and emotional support while they treat their addiction.</td>
</tr>
<tr>
<td><strong>32.6</strong></td>
<td>People can help friends and relatives who have experienced abuse by providing emotional support to them, taking the time to ensure that they feel valued and supported, and helping them find professional help if needed.</td>
</tr>
<tr>
<td><strong>32.7</strong></td>
<td>Children can face various types of abuse from early childhood through adolescence, including physical abuse, verbal and emotional abuse, and sexual abuse from adults and older children.</td>
</tr>
</tbody>
</table>
**Teaching/learning Activities**

**Week One: Introduction to Unit:**

**Materials:** Avoiding Risk Term Paper sheet, Think-Pair-Share sheet, Gallery Walk sheet, flip chart paper, markers

**Lesson 1: Introduction to Personal Safety and Risks**
- Have students discuss the importance of personal safety. Students will then discuss what they believe **risks** are and what is **personal safety**, followed by a short Think-Pair-Share activity (See Think-Pair-Share Sheet for instructions). Use the following prompts:
  - Was there a time when your behaviour put you in danger? What happened?
  - Was there a time when your behaviour helped you avoid risk? What happened?
  - After the brief discussion, provide students with a copy of *Avoiding Risk Term Paper assignment* and sign them up for specific paper topics. This paper will be due before last lesson.

**Lesson 2: Risks Associated With Alcohol, Tobacco and other Drugs**
- Students will explore the risks associated with alcohol, tobacco and other drugs by completing the Gallery Walk activity (see Gallery Walk sheet) with the following prompts:
  - What are the dangers of using Alcohol?
  - What are the dangers of using Tobacco?
  - What are the risks associated with Marijuana?
  - Are drinks with a lot of caffeine risky? Why or why not?
  - What are the risks associated with illegal drugs like cocaine or heroin

**Week Two: Development:**

**Materials:** Risks Online Worksheet, Spectrum Unit 32 Lesson 4.pdf

**Lesson 3: Risks Faced When Using Social Media and While Online**
- Have students explore the risks they face while online by answering the following questions:
  - How do you know if a website is a good source of information?
  - If you give out personal information to someone online, what can happen?
  - What can happen if you agree to meet with someone you met online in person?
  - What risky activities do you see people do online or on social media?

  Have students complete the Risks Online Worksheet (see Risks Online Worksheet) (32.4)

  *Alternative:* Have students observe the video and discuss the good and bad uses of social media.
  
  [https://www.youtube.com/watch?v=x4Atnti70cM](https://www.youtube.com/watch?v=x4Atnti70cM)

**Lesson 4: Risky Behavior – How Our Actions Can Increase the Risks we Face**
- Students will explore how certain behaviors can put them at risk by completing the Spectrum activity (see Spectrum Unit 32 Lesson 4). (32.1)

**Week Three: Development**

**Materials:** Think-Pair-Share sheet, markers, flip charts

**Lesson 5: Social Media and Our Thoughts**
• Have students explore how social media affects a person’s thoughts and actions by first discussing their experiences with social media. Students will then watch either of the videos below and discussion will follow after: (32.2)

5 Crazy Ways Social Media is Changing Your Brain Right Now https://www.youtube.com/watch?v=HffWFd_6bJ0.

Lesson 6: Social Media and Our Actions
• Have students discuss how social media can influence our actions. After a brief discussion, introduction and review of the previous lesson, have students observe the video How Social Media Drastically Affects Us. Discussion will follow. (32.2) https://www.youtube.com/watch?v=x4Atnti70cM).

Alternative: If the class is ready for a more challenging activity, students can complete the Think-Pair-Share activity (see Think-Pair-Share sheet) with the following prompts:
◦ After visiting social media, how do you feel about your body image? Why?
◦ Social media encourages us to do what we can to get “likes”. Is this a form of peer pressure? Why or why not?
◦ After seeing a popular person on social media do something that you would not usually do (such as drink alcohol, take drugs, do risky things, or break the law), would you be more willing to do something similar? Why or why not? (32.2)

Week Four: Development
Materials: My Personal Rules Worksheet, flip chart paper, markers
Lesson 7: Ways to Reduce Risks
• Have students discuss the types of behaviour that reduces risk, focusing on the risks associated with alcohol and drug use, online risk, and other personal safety risks previously discussed. After discussion, divide students into equal groups. Have each group discuss how to help friends and others reduce the risk associated with one of the behaviours the class identified as risky in Lesson 4. After students have had a chance to discuss, have a representative from each group go to the board and list at least 2 strategies their group came up with to reduce risk. (32.4).

Lesson 8: Personal Rules To Reduce Risky Behavior
• Students will explore the ways they can reduce the risks they face by creating a set of personal rules. Students will complete the My Personal Rules worksheet and then take turns writing their various personal rules on a large piece of shop paper at the front of the class. Hang this paper up somewhere in the classroom where students can see daily. (32.3)
**Week Five: Development**

**Materials:** Gallery Walk, video 10 Red Flags of Abuse, flip chart paper, markers

**Lesson 9: Abuse-Red Flags**

- Have students discuss the various types of abuse children can face from early childhood through adolescence by first watching the video 10 Red Flags of Abuse [https://www.youtube.com/watch?v=NMDJkWl7E2A](https://www.youtube.com/watch?v=NMDJkWl7E2A).

After watching this short video, have students identify the types of abuse they saw in the video.

Have students sit in a circle and discuss the different types of abuse they have seen or heard about affecting children, possible signs that someone is being abused, and what they can do if they believe someone is being abused. **NOTE:** Students must keep any anecdotes as anonymous as possible and should not feel pressured to contribute if they feel uncomfortable. (32.6, 32.7).

**Lesson 10: Helping Friends And Family At Risk**

- Have students discuss how they can help friends and family who are at risk of abuse or who are abusing alcohol, tobacco or other drugs by completing the Gallery Walk activity (see Gallery Walk) with the following prompts:
  - What are the signs that someone is being abused?
  - What are the signs that someone is abusing alcohol, tobacco, or other drugs?
  - If someone you know is being abused, what can you do to help them?
  - If someone you know is abusing alcohol, tobacco or other drugs, what can you do to help?
  - If you are not sure what you can do to help, what should you do? (32.6)

**Week Six: Conclusion and Assessment**

**Materials:** Avoiding Risk Term Paper, flip chart paper, markers

**Lesson 11: Unit Review**

- Review the content of the unit with students by having them present their Avoiding Risk term papers. Students may either present individually or for larger classes present in groups of 2 or 3 (if they have related topics). (32.1, 32.2, 32.3, 32.4, 32.5, 32.6, 32.7)
Avoiding Risk Term Paper

Purpose
To get students to think critically about a specific area of risk and reflect on the effects, the causes and how they can avoid that risk. This is a paper to be completed at home.

Description
Students will select one of the topics from the unit and write a one to two (1-2) page report on this topic and include the following components:

- Identify the topic (for example Alcohol)
- The risks associated with the topic
- Ways to reduce risk
- The effects the topic can have on someone’s life
- Conclude with a discussion of how we can help others affected by this topic.

Students will take notes on the information presented throughout the unit and use this information to write their paper. Students are expected to complete this paper before Lesson 10 in this unit and should turn it into the teacher prior to that week’s lesson. Prior to the last lesson of the unit, students should work in groups based on their topic to prepare a brief presentation discussing the main components (above) related to their topic (not more than 5 minutes).

Timing
5 minutes for the teacher to discuss the activity during the first class of the term
10-15 minutes for students to sign up for topics
2-3 hours or more total for students to write their paper
10-20 minutes outside of class to prepare the presentations
5 minutes per presentation

Encourage students throughout the term to continue working on their paper to avoid attempting to assemble information and write their paper at the last minute. This can be considered part of ongoing assessments and/or a part of the final cumulative assessment for the unit.
**Avoiding Risk Term Paper Topics**

*Instructions: Write your name on one of the lines below the paper topic you want to write your paper on. If one topic already has 4 names, please choose a different topic.*

<table>
<thead>
<tr>
<th>Topic</th>
<th>1)</th>
<th>2)</th>
<th>3)</th>
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<tbody>
<tr>
<td>Alcohol</td>
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<td>Tobacco</td>
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<tr>
<td>Highly Caffeinated Drinks (such as energy drinks)</td>
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<tr>
<td>Physical Abuse</td>
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<tr>
<td>Verbal and Emotional Abuse</td>
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<tr>
<td>Risks Related to Sexual Activity</td>
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<td>Peer Pressure</td>
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<td>Social Media</td>
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<td>Illegal Drugs</td>
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<td>Marijuana</td>
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<tr>
<td>Risks Online</td>
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<tr>
<td>Sexual Abuse</td>
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Think-Pair-Share

1. Purpose
To get students to think about a topic and discuss it with classmates

Process
Teacher will give students a prompt. Students will have 2 minutes to think individually about the prompt. Then they will have 3 minutes to Pair with a classmate and discuss their thoughts.
Lastly, students will share their thoughts and that of their partner with the class.
This can be repeated as many times as needed using different prompts.

Gallery Walk

Purpose
To help students explore a given topic by answering specific questions about the topic and viewing the responses of their classmates to the same questions.

Process
The teacher will write different prompts on several large pieces of shop paper and post them around the classroom. Each paper should have one prompt written on it. The teacher will divide the class into groups based on the number of prompts created and assign each group to a prompt. Students are to discuss their assigned prompt with their group members and write the responses of each group member below the prompt in marker on their piece of shop paper. Once complete, groups will rotate to each of the pieces of paper around the room until all groups have contributed to all the prompts. The teacher will then read and discuss the responses written on each of the papers with the students and add additional comments to each prompt as necessary.

Note: Allow at least 5 minutes between rotations for groups to discuss their ideas and write down their responses.
Instructions: To help you think about the risks we face online and on social media, please complete the following worksheet.

A) List six (6) risks we face online:
1) __________________________ 2) ____________________________
3) __________________________ 4) ____________________________
5) __________________________ 6) ____________________________

B) List three (3) behaviors that increase these risks:
1) ____________________________________________________________
2) ____________________________________________________________
3) ____________________________________________________________

C) There is a new challenge on social media where people are posting videos of themselves running naked through a field where poisonous snakes are known to inhabit.
1) Is this safe? _____ Why or why not? ____________________________
2) If someone wants you to do this challenge, how can you say no?
________________________________________________________________________

D) What are four (4) pieces of personal/private information should you never share while online or on social media?
1) ____________________________ 2) ____________________________
3) ____________________________ 4) ____________________________

E) You receive an email from someone claiming to represent one of your long lost relatives who had a lot of money and just passed away. This person says that you have just inherited all of the relative’s money but they first need some personal information, including a bank account.
1) Is this real? _____ How do you know? ____________________________
2) What should you do in response to this email? ____________________________
**Spectrum Activity**

**Purpose**
To identify if various behaviors put a person at low risk for danger, high risk, or somewhere in between.

**Process**
On the board, along the top of the board, draw a long line and label one end “Low Risk” and the other end “High Risk” like the example below.

<table>
<thead>
<tr>
<th>High Risk</th>
<th>Low Risk</th>
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</table>

Explain to students that the Low Risk end of the line represents behaviours that present a low risk to a person’s health or safety and the High Risk end of the line represents behaviours that present a high risk to a person’s health or safety. The line represents a spectrum so behaviours can fall under either end of the spectrum or somewhere in between. The closer behaviours get to the high risk side the riskier they are, the closer behaviours get to the low risk side the less risky they are.

Create space in front of the classroom and allow students to stand up. Select a behaviour from the list below and read aloud to the class. The students are to choose if they feel the behaviour is low risk, high risk, or somewhere in between by standing underneath the spectrum in an area that corresponds with their choice. Continue until all the behaviours have been read aloud.

Encourage students to explain the reasons for their choices.

**Behaviors:**

- Drinking alcohol
- Drinking a lot of alcohol
- Drinking a lot of caffeinated drinks
- Drink unpurified water
- Drink purified water
- Try illegal drugs
- Smoke tobacco
- Walking alone at night
- Playing football with friends
- Walking with friends
- Reading
- Give personal information to people online
- Participate in an online challenge that seems unsafe
- Dropping out of school

- Asking for help from trusted adults when you feel threatened
- Walking barefoot in places known to have poisonous snakes and insects
My Personal Rules

Instructions: Think about various risks you face and how your behavior can help reduce that risk. Then complete the following prompts. Keep this worksheet to remind yourself of the rules you set for yourself.

To keep me safe from ____________________________________________
I will __________________________________________________________
________________________________________________________________

To keep me safe from ____________________________________________
I will __________________________________________________________
________________________________________________________________

To keep me safe from ____________________________________________
I will __________________________________________________________
________________________________________________________________

To keep me safe from ____________________________________________
I will __________________________________________________________
________________________________________________________________

To keep me safe from ____________________________________________
I will __________________________________________________________
________________________________________________________________