

Managing the Environment

Form One Term Two

<u>Theme: Managing The Environment:</u>							
<u>Topic: Caring for the Environment</u>							
<u>Sub-topic: Defining the Environment and one's role within it.</u>							
Content	Lifskills targeted	Suggested Teaching / Learning Strategies	Resources	Related Values and Attitudes	Specific Learning Outcomes	Suggested Assessment/ Evaluation	Social Action
<p>Examine Environmental safety</p> <p>Evaluate threats to the physical environment (man made and natural)</p> <p>Pollution.</p> <ul style="list-style-type: none"> • Types • Locations. • Effects. • Mitigation efforts. <p>Understand the concept of the "Carbon footprint" (Consequences of fossil fuel exploitation)</p> <ul style="list-style-type: none"> • Landfills • Garbage incinerators • Recycling and Composting • Hazardous Waste • Nutrient Management. • Pesticides. • Climate Change • Transboundary /Transnational Air 	<p>Problem solving, Understanding consequences, Decision making, Critical thinking, Creative thinking</p> <p>Managing stress, Managing feelings, Self-management</p> <p>Self-motivation.</p> <p>Effective communication, Negotiation / refusal skills, Assertiveness,</p>	<p>Lecture / Demonstration.</p> <p>Panel discussion.</p> <p>Debate.</p> <p>Structured observation.</p> <p>Brainstorming</p> <p>Group work</p> <p>Role Play</p> <p>Simulations</p>	<p>Case studies.</p> <p>Field trip.</p> <p>Newspaper / Magazine articles.</p> <p>Natural sciences teachers.</p> <p>http://www.epa.gov/air/ef.html</p> <p>http://www.hanol/index.php</p> <p>http://www.ifrc.org/DoCS/pubs/disasters/resources/corner/db-manual/tnr</p>	<p>Appreciation for the environment.</p> <p>Ethics.</p> <p>Appropriate behaviour.</p> <p>Respect.</p> <p>Resolving negative emotional states.</p> <p>Good judgment</p> <p>Clarity.</p> <p>Understanding.</p>	<p><i>Students will:</i></p> <p>Examine environmental safety.</p> <p>Evaluate threats to the environment.</p> <p>Outline a disaster preparedness plan.</p> <p>Understand the concept of the "Carbon Footprint".</p> <p>Explain how man's activities affect the natural environment.</p> <p>Explain how changes in the natural environment affect man's activities.</p>	<p>Pencil and paper test.</p>	<p>Persuade others to respect the environment.</p> <p>Become active in efforts to preserve, enhance the environment.</p>

Managing the Environment

Form Two Term Three

<u>Theme: Managing the Environment</u>								
Topic: Environmental Impact								
Sub-topic: Personal Health								
Content	Lifeskills targeted	Suggested Teaching / Learning Strategies	Resources	Related Values and Attitudes	Specific Learning Outcomes <i>Students will:</i>	Suggested Assessment/ Evaluation	Social Action	
<p>The impact of environmental health on personal health</p> <p>Critically examine the relationship between the social environment and personal health.</p> <p>Causes, implications (connectedness to the environment) and drawing conclusions.</p> <ul style="list-style-type: none"> • crime, • vagrancy • poverty • road rage • street children, • drug use / abuse (prescription / over the counter and illegal) • mental illness. 	<p>Problem solving,</p> <p>Understanding consequences,</p> <p>Decision making,</p> <p>Critical thinking,</p> <p>Creative thinking</p> <p>Self-motivation.</p> <p>Self management</p> <p>Self awareness</p> <p>Self acceptance.</p>	<p>Role play</p> <p>Situation analysis.</p> <p>Contrived incident</p> <p>Interview</p> <p>Inquiry learning.</p> <p>Field trip.</p>	<p>Case studies.</p> <p>Newspaper and Magazine articles</p>	<p>Acceptance</p> <p>Understanding.</p> <p>Recognition</p>	<p>Explain the relationship between the social environment and personal health.</p> <p>List possible reasons for anti-social behaviour.</p> <p>Understand the need to protect the environment.</p> <p>Become proactive in the defence of the environment.</p> <p>Critically examine the relationship between the social environment and personal health.</p> <p>Discuss the impact of anti-social behaviour on the society.</p> <p>Draw conclusions about the relationship between anti-social behaviour and the environment.</p> <p>Determine the level of responsibility of mind altering substances for anti-social behaviour.</p>	<p>Debate the topic "Be it resolved that ..."</p> <p>Write an essay entitled ...</p> <p>Perform a skit entitled ...</p>	<p>Aid others in understanding the need to establish a protective mindset over the environment.</p>	

Sexuality and Sexual Health

Form One Term Two

Theme: Sexuality and Sexual Health								
Topic: Building Healthy Relationships								
Sub-topic: Explore Healthy Relationships.								
	Content	Lifeskills targeted	Suggested Teaching / Learning Strategies	Resources	Related Values and Attitudes	Specific Learning Outcomes	Suggested Assessment/ Evaluation	Social Action
Exploring Healthy Relationships.	Friendship and Dating	Effective communication,	Contrived incident.	Case studies.	Sharing.	Identify myths associated with risky sexual behaviour.	Create a cartoon debunking the myths associated with relationships.	Model appropriate school related sexual behaviours for friends, peers and family.
	Myths and realities (myths related to infatuation vs. love, colloquialism vs. correct terms, sexuality and reproduction).	Negotiation / refusal skills, Assertiveness,	Pantomime. Role play.	Student experiences	Acceptance. Understanding.	Discuss the social dynamics associated with friendship and dating.	Create a flow chart showing the consequences associated with human relationships.	Discuss with friends, peers and family ways of ensuring appropriate social behaviour patterns.
Gender and Sexual Rights	Setting boundaries	Understanding consequences,	Brainstorm.	Lovematter s.com/startover.html/	Cooperation	Identify and explore sources for obtaining accurate information of a sexual nature.	Produce a skit illustrating appropriate school related behaviour patterns.	Empathise with and assist those who are abused.
	Peer pressure	Decision making,	Lecture.	Resource person.	Empathy.	Explore possible avenues for postponing physical sexual activities.	Explore possible avenues for postponing physical sexual activities.	Explain to others ways and means of obtaining assistance.
Abstinence Concepts	Incest and sexual abuse	Critical thinking,	Debate	GOTT website.	Reconciliation.	Explore the impact of inappropriate sexual behaviour on their school careers.	Create a road map of assistance for a victim of incest or sexual abuse.	Maintain vigilance to avoid becoming a victim of abuse.
	Protocols for assistance	Self-motivation.	Discussion	Magazine and newspaper articles.	Commitment.	Identify and explain what is incest and sexual abuse.	Develop a / an appropriate method / methods of dealing with abuse in the school environment.	Discuss with friends methods of protecting themselves from
	Referrals.	Managing stress,	Group work	Resource person.	Determination.	Explain the impact of abuse on their school	Create a skit	
	The Law and Legal aspects.	Managing feelings,	Assignment	Newspaper and magazine				
	Rewards of waiting	Self-management	Interview.					
	Secondary virginity							

	Setting goals	Cooperation Empathy. Problem solving. Creative thinking Understanding consequences, Creative thinking.		articles.	work and relationships. Locate sources of assistance. Explain the sexual and reproductive rights protected by the laws of the land. Understand the process through which one must go to obtain assistance. Explain the benefits associated with postponing sexual activity whilst being a student. Discuss the social dynamics associated with friendship and dating. Identify and explore sources for obtaining accurate information of a sexual nature.	involving a school aged individual saying NO to peer pressure to become sexually active. Create a personal road map to achieve the desired goal of deferring sexual activity. Create a listing of rules, behaviours and activities appropriate to school relationships.	abuse when in school Encourage others to implement positive changes in their sexual lifestyles. Become a role model of appropriate sexual lifestyle choices. Become an appropriate model for school related lifestyles behaviours.
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Eating and Fitness

Form One Term Three

Theme: Eating and Fitness							
Topic: Impact of Positive Choices on Health and Wellness							
Sub-topic: Body Image and Nutrition							
Content	Lifeskills targeted	Suggested Teaching / Learning Strategies	Resources	Related Values and Attitudes	Specific Learning Outcomes Students will:	Suggested Assessment/ Evaluation	Social Action
Body Image and Nutrition Wide and acceptable range of body types : <ul style="list-style-type: none"> -Accept the innate body: "This is the body I was born to have." Influence of genetics and other internal weight regulators. -Normal changes of puberty vs. being "overweight." -Historical perspective on today's cultural attitudes related to body image. Commercial weight loss/gain and fitness programs Prevention of unhealthy and disordered eating The Relationship amongst <ul style="list-style-type: none"> • self-esteem • vulnerability • body image Health-related information about body size and shape as presented	Critical thinking Coping with Stress and Emotions Self Awareness Creative Thinking Decision Making Communication	Buzz Group Student presentation. Circular Response. Guest Speaker. Panel Discussion. Hot Seating. Lecture.	http://www.mayoclinic.com/health/HealthyLiving/HealthyLivingIndex Advertisements. Newspaper / Magazine articles. Medical journals. Resource person e.g. school nurse.	Determination. Understanding. Acceptance. Fortitude. Discrimination.	List the short-term and long-term consequences of using drugs to improve body image. List the short-term and long-term consequences of combining healthy eating and physical activity as a way of improving body image. Assess their current level of balance or imbalance between diet and physical activity. Establish a goal to maintain or achieve a balance of diet and physical activity in their lives, in order to maintain or improve their body image.	Portfolio and Journal entries. Role play various scenarios involving body types. Create sketches of their body type. Create a 'road map' of activities to achieve their desired BMI. Develop a possible diet regime to achieve their 'ideal' BMI.	Choose role models who reflect a realistic standard. Support others in resisting unhealthy norms about weight, dieting, low nutrient food choices, eating for entertainment, and sedentary entertainment. Encourage 'mother' to prepare and other family members to eat a healthy breakfast. Talk to friends about the significance of having a healthy

<p>in the media</p> <p>Healthy and Unhealthy ways to enhance body image</p> <p>Factors affecting health-enhancing decisions about body size and shape:</p> <ul style="list-style-type: none"> • adult role modelling • advertising • family influence • felt need • media • peer pressure • societal trends • urgency • values. <p>Healthy and unhealthy ways to enhance body image:</p> <p>Make an Informed Decision about body image</p>	<p>Demonstration</p> <p>Teacher directed activities.</p>	<p>Ask for help and advice or seek additional information on accident prevention and management.</p> <p>Be able to provide information and discuss issues related to safe living.</p> <p>Recognize and respect basic biology.</p> <p>Recognize that there is a wide and acceptable range in body type and that this range is healthy.</p> <p>Understand what is not in our control regarding size, shape, weight, and hunger.</p> <p>Enjoy eating for health, energy, and hunger satisfaction.</p> <p>Create a physically</p>	<p>breakfast.</p> <p>Discuss with others situations requiring professional health services.</p> <p>Analyze with others the short – term and long – term consequences of safe, risky, and harmful behaviours</p> <p>Develop with others injury prevention and management strategies for personal, family, and community health</p> <p>Demonstrate to others ways to reduce and/ or avoid threatening situations.</p> <p>Encourage others to consider drugs as an unnatural and unhealthy way to change body image</p>
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