



UNICEF TEACHER TRAINING MANUAL

PLACES OF SAFETY
CURRICULUM GUIDE



AKNOWLEDGEMENTS

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Special thanks to the staff and ward of the Places of Safety who assisted with the development of the manual and who will be utilising it on a daily basis.

USAGE

Teaching teams should encourage all participants on this programme of learning to get a journal to record their knowledge, experiences and any other affective domain/ emotional learning issues.

To use this manual, it is essential that teachers are clear on the different requirements. For each module a learning objective is given as statements which should bring about the desired outcome from instruction to learners. Learning objectives are underpinned by principles of cognitive (thinking), affective (feeling) and behavioural (doing). To check understanding, knowledge and/or skills - assessment criteria are provided using directive verbs and these should assist the teaching and learning process as these basically address what the learner should demonstrate to prove that learning has taken place.

The topic-titles are frequently targeted at young people and do not have any bearing on how each criterion should be addressed, for that reason, a title from the group might be used instead; as with the topic- titles, the assessments and resources are merely suggestions/ guidance.

For the purpose of piloting, teachers should aim to complete a unit in 2-3 hours based on research of the cohort's learning needs i.e. attention span.

N.B. Should any member of the teaching team be uncomfortable with delivering a session; a member of the youth work team should be engaged for the session.

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PLACES OF SAFETY

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SELF-DEVELOPMENT

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UNIT 1: WHO AM I? - DEVELOPING SELF AND GOAL SETTING

Learning Outcome The learner can:		Assessment Criteria The learner can:	Topic	Resources & Assessment
Analyse traits within self that encourage a healthy self-esteem and attract healthy relationships	<ul style="list-style-type: none"> Describe two personal strengths or abilities Describe two personal weaknesses Identify an area for self-development Suggest a suitable target to work towards and agree it with an appropriate person 	Me, myself and I	<p>Reflective journaling</p> <p>Centre's Initial assessment or RARPA 7 action plan template</p> <p>Q & A /open forum discussions</p> <p>Art work – drawing</p> <p>River of Life or other</p>	
Show understanding of how to take responsibility for their own self-development:- educational and/or social	<p>1.5 Examine life changing moments through experiences</p> <p>1.6 Highlight a personal skill or behaviour they need to develop</p>		<p>Case study: Angelina's story or other Life changing moments-abuse, criminal justice system, schooling, friendships, death/grief, abandonment-divorce/separation</p> <p>Reflective questioning and journaling</p>	

Demonstrate how they have developed personal skills/Set personal goals	<p>1.7 Describe how they will develop their personal skill or behaviour</p> <p>1.8 Demonstrate use of adverse experiences to make changes for personal growth and development</p> <p>1.9 Categorise sources of support and review the progress they have made</p>		<p>Find case studies/blogs at http://www.mind.org.uk/information-support/your-stories/?sni=1392 or locally in Jamaica</p> <p>http://www.self-esteem-health.com/self-esteem-activities.html</p> <p>Action Planning worksheet- short and long term goal setting &SMART targets</p> <p>River of Life Game- Draw your own river</p> <p>RARPA – perform reviews and evaluation- what went well and what did not go so well and make choices about how they will continue to develop their personal skills</p>
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UNIT 2: SELF-IMAGE - BODY SHAPE AND SKIN TONE

Learning Outcome The learner can:	Assessment Criteria The learner can:	Topic	Resources & Assessment
Critically analyse the perception of self and the impact of media, society and communities on self-image	2.1 Express own perception of self 2.2 Recognise the influence of media on self-image 2.3 Evaluate the effects of media/society on self-image	Black-white or somewhere between...	<p>Mirror Group Discussion –What do I see when I look at me?</p> <p>Self-image test: teachers can choose one of the following:</p> <p>http://testyourself.psychtests.com/bin/transfer?req=MnwzMTAyfDMxMDY4MTN8MXwx&refempt=</p> <p>http://www.netdoctor.co.uk/interactive/interactivetests/selfesteem.php</p> <p>http://personality-testing.info/tests/RSE.php</p> <p>Plus size body discussion</p> <p>Create a collage of beautiful people –who they see as beautiful</p> <p>Reflective questioning/ journaling:</p> <ul style="list-style-type: none"> • My unhappy body part-why does it not please me? • Write about a time you felt less beautiful-describe the feelings, identify the reasons you felt less beautiful • When do you feel most beautiful?

			<p>Song by Beyoncé: Pretty Hurts https://www.youtube.com/watch?v=LXXQLa-5n5w https://www.youtube.com/watch?v=T9T9SNI-u6M https://www.youtube.com/watch?v=L_KXRq3WDM</p> <p>Song by Kartel Cake soap https://www.youtube.com/watch?v=bwfooWHxymk</p> <p>Articles on bleaching http://www.huffingtonpost.co.uk/dimple-vijaykumar/skin-bleaching_b_4986498.html http://www.jamaicaobserver.com/news/AP--Skin-bleaching-a-growing-problem-in-Jamaica</p> <p>Discussions on bleaching-beauty, fashion and/or self-hate?</p> <p>Project: At the end of the week-create a sketch about self-image in groups of three</p>
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UNIT 3: EMOTIONAL WELL-BEING AND SELF

Learning Outcome The learner can:	Assessment Criteria The learner can:	Topic	Resources & Assessment
Categorise the emotions they feel throughout experiences	<p>3.1 Recognise the emotions belonging to a particular stage in life</p> <p>3.2 Engage in activities that progress emotional growth</p> <p>3.3 Interpret emotions by Artform</p>	Emotionally free	<p>Tell me a story: A happy day at age 8,13,16 Open discussion</p> <p>Create a list of emotional state that individuals experience (Create emotional chart)</p> <p>Dramatize each emotion Link each emotion with a colour/drawing/facial expression</p>
Demonstrate knowledge and understanding on ability to withstand internal and external pressures that jeopardise health and well-being	<p>3.4 Identify the differences between internal and external pressures</p> <p>3.5 Explain the impact of pressures to a young person in both bad and good+ terms</p> <p>3.6 Identify different strategies that can be used to cope with different pressures</p>	personal well-being	<p>Handout & Worksheet- list of internal and external pressures –e.g. media, family, school, peer group, church/religion, sports and society</p> <p>Journaling/Discussion: How does each pressure you? Journaling/Discussion: What happens when you feel pressured?</p> <p>Chalk n Talk list-strategies for overcoming pressures</p> <p>Produce a leaflet for advice to other young people on coping with pressure, e.g. aversion-sports, sewing and reading</p>

Evaluate the impact of personal and social experiences on emotional well-being	<p>3.7 Identify situations where mental and emotional health has been affected by family, peers and wider society</p> <p>3.8 Identify the signs/symptoms of mental health conditions</p> <p>3.9 Recognise any risk to own mental health and well-being</p>	Them and me	<p>Reflective journaling Case study Case study: Abandonment from Huffington Post -‘Daddyless daughter’ and Elena’s story Create own poetry/rap from an emotion experienced Handout- signs and symptoms of mental health conditions Mind handout- types of mental health conditions Tonya’s story of depression</p>
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UNIT 4: SELF-HARM - PAIN LETTING

Learning Outcome The learner can:	Assessment Criteria The learner can:	Topic	Resources & Assessment
Examine the effects of emotional pain	4.1 Define self- injury 4.2 Examine the features of two types of self-harming 4.3 Discuss rationale for self-harming 4.4 Outline coping techniques to reduce self-hurting 4.5 Demonstrate knowledge of places for support	Release the pressure!	Case study: Tonya's story of self -harm and depression Handout on self-harm Open forum teacher-led discussion Journaling <ul style="list-style-type: none"> • What might cause you to want to hurt yourself and not others? • How do you see self-harming? • What might you do to avoid harming yourself? Helpful links: http://studentsagainstdepression.org/get-support/check-suicide-and-self-harm/ http://www.mayoclinic.org/diseases-conditions/self-injury/basics/definition/con-20025897 http://kidshealth.org/teen/your_mind/mental_health/cutting.html Video advice : http://www.nhs.uk/Conditions/Self-injury/Pages/Introduction.aspx Helpful places http://www.cda.gov.jm/contact/ 1-888-429 KARE (5273) or other http://www.talkupout.com/counselling.html

UNIT 5: SELF-HARM - ANGER AND SELF-CONTROL

Learning Outcome The learner can:	Assessment Criteria The learner can:	Topic	Resources & Assessment
Investigate characteristics responses to specific situations	5.1 Identify situations which causes a loss of control 5.2 Describe responses to two different situations 5.3 Reflect on the effects of outburst on people around e.g. family, peers and others 5.4 Outline coping techniques to reduce anger 5.5 Demonstrate knowledge of dealing with a loss of control	Losing control	Group discussions Journaling and observation Project: Dramatize the process from losing control to using anger management techniques Handout on anger http://www.livestrong.com/article/81274-anger-management-techniques-teens/

UNIT 6: SUBSTANCE MISUSE

Learning Outcome The learner can:	Assessment Criteria The learner can:	Topic	Resources & Assessment
Discuss the underlying issues of substance misuse	6.1 Explain the concept of misuse 6.2 Identify at least three substances that can be misused 6.3 Describe the effects of misusing three different substances e.g. alcohol, marijuana and another 6.4 Recognise the pressures to misuse substances 6.5 Describe 2 ways to cope with these pressures mechanism 6.5 Compare two alternatives to substance misuse	In control	Teacher-led activities - review videos and links before class for group discussions Handout: Being and staying drug free http://ncda.org.im/index.php/support/videos Handouts –cannabis /marijuana http://ncda.org.im/index.php/interactives/tests/115-marijuana-screening-quiz http://ncda.org.im/index.php/interactives/tests/114-drug-iq-quiz First Thing (Sen) Vybz Kartel 2014 https://www.youtube.com/watch?v=pVK8OltYMHY http://ncda.org.im/index.php/interactives/games Teacher-led discussion on Alcohol: Can you separate ATI from Smirnoff? https://www.youtube.com/watch?v=jz4WWaqlhg Dramatize the pressure to use/misuse substances Two teams: create a list of alternatives to substance misuse

UNIT 7: SUICIDE

Learning Outcome The learner can:	Assessment Criteria The learner can:	Topic	Resources & Assessment
Evaluate the issues related to suicide	7.1 Discuss the reasons for thinking suicidal thoughts 7.2 Identify the reasons for committing suicide 7.3 Argue about the state of vulnerability and hopelessness for suicidal thoughts to become a reality 7.4 Describe the possible effects of suicide on those left behind 7.5 Recommend ways to avoid suicidal thoughts 7.6 Identify places of support	No support...no return	Teacher-led group discussions: What do you think about suicide? Who might it affect? How do you feel about suicide? Gleaner Article -From Suicide thoughts to finalist in America's Next Top Model Discussion: Guess who hurts too? Magazine article-Voices from SHE Caribbean Handout-Coping with suicidal thoughts Chalk n Talk – learners identify places for emotional support Info from suicide study in JA - create a handout or worksheet

CITIZENSHIP

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- Unit 2 CITIZEN JAMAICA
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- Unit 6 THE GLOBAL CONSUMER
- Unit 7 WORKER RIGHTS

UNIT 1: BEING JAMAICAN

Learning Outcome The learner can:	Assessment Criteria The learner can:	Topic	Resources & Assessment
Contextualise identities	1.1 Discuss the relevance of a personal identity and the significance of a cultural identity to the personal	Multiple Identities	Teacher-led discussion Who am I? Create a list of things that make you -Jamaican What does it mean to be Jamaican? Explore history-slavery, heroes, independence-self- governance i.e. financial control and sovereignty.
	1.2 Examine cultural identity- the social and economic underpinning of cultural identity		Project: Take one aspect of the Jamaican identity discussed and create a visual aid to show identity.
	1.3 Explore a subculture and the importance of a personal identity	Changing outlook-Out of Many, One people	Teacher –led discussion on whether the independence-financial control and sovereignty of Jamaica made a difference to identity throughout time....A debate on Jamaica’s 53rd year of independence has made it truly independent might be useful here.
	1.4 Critically analyse the concept of oneness-stereotyping, prejudice and discrimination	Type: negative/positive	Rastafarianism https://www.youtube.com/watch?v=5hClSuGcdPI Group discussion: How different is this subcultural is from the cultural identity explored above? Did religion or ethnicity form your personal identity-Can religion and ethnicity be observed as key to Rastafarianism? Does a movement make an identity? Teacher-led discussion: Are all people living in Jamaica-Jamaican? What do you think of when you see or hear about Rastafarians? Rastafarian Voices in Parliament 2014 letter to the Gleaner

1.5 Recognise the role of equality e.g. inclusion in determining identities	Belonging &identity	Watch videos and discuss Can the inclusion of sexual orientation affect identity? Do matters of stereotyping and prejudices affect the tolerance required in an inclusive society? http://iflag.org
1.6 Analyse the notion of tolerance	Tolerance or acceptance	We are Jamaicans https://www.youtube.com/watch?v=BS2P6TvzuFM https://www.youtube.com/watch?v=AmbN1iLDorw https://www.youtube.com/watch?v=aRu0a2hZy0o https://www.youtube.com/watch?v=g2dVV8E9pkA https://www.youtube.com/watch?v=QQU7Ss5Jl6Q

UNIT 2: CITIZEN JAMAICAN

Learning Outcome The learner can:	Assessment Criteria The learner can:	Topic	Resources & Assessment
Distinguish between human and legal rights	2.1 Provide three examples of rights relevant to age and stage in life 2.2 Explain the concept of '...freedom from and freedom to...' 2.3 Outline the historical struggle for a key human right	Rights and responsibilities-What protection?	Teacher –led discussion: Where do these rights come from? Why do conventions mention freedoms? List the things you have freedom to do and what the law/s protect you from... International Children’s Rights-Articles: 7,8,12 20,21, 23,28,29,34,36,39, 40 For teachers’ information: Children’s Act 1979 Handout: Elements of the Convention on the rights of the child. Create a pamphlet on the legal and human rights of children appropriate to age Case study- Women Suffrage: Right to vote-discuss women gaining the right to vote Present/poster outlining women’s struggle or promote voting for a cause now

UNIT 3: CONTROL ORDER

Learning Outcome The learner can:	Assessment Criteria The learner can:	Topic	Resources & Assessment
Evaluate criminal and civil law	3.1 Understands the differences between criminal, and civil law 3.2 Provide two examples of situations relating to criminal and/or civil law 3.3 Recognise the different outlook on anti-social behaviour and crime 3.4 Explain the role of police in dealing with crime	Society and the Law- Controlled citizen	Teacher-led discussion on criminal and civil law What things might young people do that can lead to an arrest/court case? Handout: Difference between civil and criminal law Q &A: Give two examples of criminal or civil from personal knowledge or media Project: Two teams working together are to research different types of courts in Jamaica. Design a table with different types of courts and their role/s in society Teacher-led discussion on the different forms of punishment for lawbreakers, the purposes of punishment and how effective they are... Case study: Use the Noise Abatement Act 1997 to discuss- Usain Bolt and his neighbourhood or bikers on the streets in Jamaica generally Handout on policing and JCF motto Chalk n talk-What might the JCF’s motto mean to young people? What should policing young people be like?

UNIT 4: POLITICAL PROCESSES

Learning Outcome The learner can:	Assessment Criteria The learner can:	Topic	Resources & Assessment
Critically analyse the concept of representative parliamentary democracy; methods of involvement in political process and types of governance systems	4.1 Demonstrate knowledge of the two major political parties and their policies in Jamaica 4.2 Explain the role of members of parliament 4.3 Describe the differences between central and local governance 4.4 Discuss the strengths and weakness of voting 4.5 Debate the significance of alternative participation in political affairs	Power and authority/ Democracy or not/ Who rules?	Teacher-led discussions: Why are elections and voting important? What do Members of Parliament do? What is central government? What can the local government do for its people? Field trip to a MPs office- ask what does s/he do. Research central and local government-visit a parish council office or online http://jis.gov.jm/government/ Teacher-led discussion: Why should citizen's vote? What is the alternative to voting? Discuss pressure groups Handouts: Guardian article-London Riots 2011 and Modern Civil Rights Movements Is social media a viable alternative to voting? Why might younger people prefer pressure groups to voting? Can voting be replaced by demonstrations and petitions to convey political and or social ideologies for change/discontent?

4.6 Compare the governance structures of Jamaica and Cuba	4.7 Recognise the importance of the economy to the political structures of countries	Investigate pressure groups in their locality Case study: Paul Bogle - Morant Bay Rebellion, Selma- Alabama demonstrations, Baltimore demonstrations, London Riots 2011 and Ghandi https://www.youtube.com/watch?v=WJmFla96NTw https://www.youtube.com/watch?v=Ya_SelM_2jU http://www.latimes.com/opinion/op-ed/la-oe-0308-krotoszynski-selma-march-protest-doctrine-20150308-story.html#page=1 https://www.youtube.com/watch?v=3WmMhircZOc
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UNIT 5: GLOBAL COMMUNITY

Learning Outcome The learner can:		Assessment Criteria The learner can:	Topic	Resources & Assessment
Show understanding of natural resources in Jamaica	5.1 Study three of Jamaica's natural resources	Exploiting resources		Research the natural resources of Jamaica-Bauxite, gypsum and limestone study
Analyse relevant environmental issues	5.2 Discuss the importance of Jamaica's natural resources	Community and environment		Teacher-led discussion: How relevant are Jamaica's natural resources to its people and economy? NEPA Handbook- http://www.nepa.gov.jm/student/resource-material/pdf/Kids_Guide_to_Jamaica's_Natural_Environment.pdf Jamaica for Sale movie http://www.jamaicaforsale.net/
Critically analyse the interaction between economy and environment	5.3 Explain tourism/fishing as a feature in environmental sustainability	Co-existing futures		Tutor-led discussion on tourism and coral reefs of Jamaica OR over- fishing What is a coral reef? Where can they be found in Jamaica? Are these tourist spots? How might tourism affect the reefs? How might fishing affect the reefs? Page 7 http://www.wri.org/sites/default/files/coastal_capital_jamaica_summary_low.pdf http://www.nepa.gov.jm/symposia_03/Policies/CoralReefReg.pdf Divide the summary between groups e.g. functions of coral reefs and problems affecting reefs Project work: What can be done to make both Reefs and tourism sustainable? Presentations by groups to whole year group assembly

Examine the effects of global warming	5.4 Discuss the scientific argument underlying global warming	It's getting hot in 'ere...		Interactive and printable resources by questions http://www.eschooltoday.com/climate-change/Introduction-to-climate-change-for-children.html http://climatekids.nasa.gov/climate-change-meaning/ http://www.kidzworld.com/article/17859-the-kids-guide-to-global-warming Teacher-led discussion: Jamaica Hot!!! Why might Jamaica be hotter tomorrow than yesterday? Why might icebergs melt? Why are they more natural disasters? Project: Poster competition on global warming
Explore community action and the environment	5.5 Demonstrate knowledge and understanding of recycling	Recyclable futures/My brothers' keeper		Handout: What is waste management? https://www.youtube.com/watch?v=e2Ffs5gMk4g Project work: Organise a recycling project in the PoS- appoint relevant personnel etc. Create a crafty item from a recyclable object https://www.youtube.com/watch?v=e1ZHnVn-vPc

UNIT 6: GLOBAL CONSUMER

Learning Outcome The learner can:		Assessment Criteria The learner can:	Topic	Resources & Assessment
Critically analyse the relationship between a consumer, consumerism and socio-economic issues globally	6.1 Define consumerism 6.2 Describe the global consumer	Consumerism and poverty	What is consumerism? Consumerism is the culture or ideology of excessive consumption of material goods or services. Who are global consumers? Teacher-led discussion-reflective questioning: What do you own but do not need? What have you done without since at PoS- Would you do without it in mainstream society? Project: Investigate Indian and Chinese economic participation in Jamaica. A simple walk through town and research how many stores are owned by either Indian / Chinese individuals https://www.youtube.com/watch?v=Z4WGiHWY1UM Poverty and consumerism https://www.youtube.com/watch?v=y5uPY2f_Q9s Group case study-read together in chunks extracted by teacher http://www.economist.com/news/briefing/21595019-market-growing-furiously-getting-tougher-foreign-firms-doing-it-their-way Handout Case Study: World Review on China's consumerism in a communist context.	
	6.3 Explain the rights of a consumers 6.4 Review four responsibilities in the context of a global world.	Whose right is it anyway?	Handout: consumer rights and responsibilities Presentation on one responsibility-What does it mean to be a responsible consumer? <ul style="list-style-type: none"> The Responsibility to Think Independently The Responsibility to Speak Out The Responsibility to be an Ethical Consumer The Responsibility to Respect the Environment 	

6.5 Interpret the social rights and responsibilities of a consumer	6.6 Recognise social justice and global purchase	6.7 Discuss the role of fair trade in global consumerism	6.8 Recognise sustainability at work in Jamaica	<p>http://www.fairtrade.org.uk/en/what-is-fairtrade</p> <p>Case study: Fairtrade Tea, banana and coffee – where in Jamaica http://www.theguardian.com/sustainable-business/fairtrade-partner-zone/2015/feb/25/five-minutes-with-a-jamaican-sugar-cane-farmer</p> <p>Teacher-led discussions: Do people really care about where goods and services come from around the world and its effects on nations? Does fair trade matter?</p> <p>List the things you purchase in a week- check the list against the list of locally manufactured products http://digjamaica.com/blog/2013/06/24/list-more-than-100-things-made-in-jamaica/ Debate Eat what you grow campaign- Can Jamaica sustain itself? http://www.jamaicaobserver.com/news/Jamaica-food-import-bill-has-decreased_7523990 Case study : Grow Jamaica video http://www.growjamaica.org/film-screenings/</p>

UNIT 7: WORKER RIGHTS

Learning Outcome The learner can:		Assessment Criteria The learner can:	Topic	Resources & Assessment
Examine work, trade unionism, and key concepts of rights and fairness	7.1 Describe a worker	Worker Rights/All rights and few wrongs	Thompson Law handout http://www.itug.info/important-labour-laws.html	
	7.2 Explain the difference between a worker and an employee		Independent Group study: Research a statutory right in Jamaica <ul style="list-style-type: none"> • Minimum Wage Act 1938 (2011) • Equal Pay Act 1975 • Employment Act 1974 (2008) 	
	7.3 Define contract of employment		Use exemplar of contract-Teachers handbook-Is the code of ethics and professional conduct statutory or contractual? http://hilleljm.com/_pdfs/Teacher-Handbook2013.pdf http://www.jta.org.jm/content/code-ethics	
	7.4 Explain the differences between a statutory and contractual right of contract		Discuss statements related to Acts and contract An employer can tell an employee to do whatever they want, e.g. Sandra works as a cashier at Mongoose Pharmacy and her boss asked her to pick up a child from school. Can this happen? Alfred is paid \$3000 each week for being a plumbing operative at Hotel Exclaim-Is this correct under Jamaican law? Teachers create own scenarios or from newspapers for class to use.	

7.5 Define the role of trade unions	A fair share of the pie	Handouts: What do trade unions do? and Defining collective bargaining Case study: Trade union rejects government wage offer (handout) Teacher-led discussion Are trade unions still relevant when there are employment laws for protection?
7.6 Explain the relevance of trade unions		
7.7 Analyse the concept of collective bargaining.		
7.9 Describe the process of complaining on an issue of employment right		Case study: Sexual harassment rife in Jamaica-Observer articles Observer UDC article

FINANCIAL LITERACY

- Unit 1 WORKING AND EARNING
- Unit 2 BANKING
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- Unit 4 PLANNING AND RUNNING AN ENTERPRISE

UNIT 1: WORKING AND EARNING

Learning Outcome The learner can:	Assessment Criteria The learner can:	Topic	Resources & Assessment
Explain how career choice affects financial stability	1.1 Describe qualifications and earnings for preferred careers 1.2 Describe how local, national and international patterns of employment affect choices 1.3 Identify the skills and qualities required by employers 1.4 Describe how own skills can be developed for employment 1.5 Compare earnings of different career choices	My future-my choice...	Discussion: What will my career/job be in a few years? Get articles on employment and migration- farm working case study, or other skilled worker programme in Jamaica associated with international working. Brain drain case study: JUTC Electrician, doctor, plumber, athlete, refuse collector, domestic worker and teacher. Get job advertisements & government or other pay scales
Understand earnings	2.1 Describe differences in ways individuals are paid 2.2 Explain what affects the amount an individual earns 2.3 Explain the difference between a salary and a wage	White or blue collar	Why are white collar jobs paid so differently? Teacher-led- chalk n talk: pros and cons of getting paid by (1) cash in hand, (2) bank credits and (3) cheques Case study: work through a nurse/teacher/accountant, salary/wages and compare it with a household helper, electrician and or mechanic.

Understand deductions shown on a payslip	3.1 Explain the difference between gross and net pay 3.2 Explain and give examples of how income tax is calculated 3.3 Explain the reasons for national insurance contributions and deductions from pay	Citizens' contributions	Government taxation scales http://www.jtug.info/2008-2010RevisedMonthlySalaryScales http://www.mlss.gov.jm/pub/index.php?artid=20 https://www.youtube.com/watch?v=RHKIGKDUpwo What is gross pay? What is net pay? What are statutory contributions-PAYE, NIS, Education Tax and NHT? Create handouts: Jamaica's Statutory deductions Case studies: Get payslips to demonstrate and work through as examples
Calculate take-home pay for different earning groups	4.1 Explain how different employment types affect financial stability 4.2 Analyse the standard of living for middle income families and compare it to those on minimum wage.	How much do I really earn? Living standards	Research the standard of living for at least three job groups and explain to class how their pay affects their standard of living and financial stability. To do so, look at salary, deductions and lifestyle-cost of rental/mortgage, one holiday per year. Project: Compare roles of job roles - technology worker and mechanic or any other and calculate the net pay. Then compare the possible standard of living.

UNIT 2: BANKING

Learning Outcome The learner can:		Assessment Criteria The learner can:	Topic	Resources & Assessment
Explain the purposes of financial institutions	<ul style="list-style-type: none"> Decide the type of institution for individual needs Recognise charges on accounts 	My future - my choice...		<p>Discussion: On the types of lending/financial institution</p> <p>How do I choose and use a financial institution?</p> <p>How do I save? How do I borrow?</p> <p>Types of Accounts</p> <p>https://www.jncb.com/individuals/banking/deposits</p> <p>http://www.jnbs.com/home/savings</p> <p>http://www.scotiabank.com/jm/en/0,,31,00.html</p> <p>http://www.cwjcu.com/index.php/savings-dep</p> <p>Banking representative to do a presentation</p> <p>Experiential learning/field trip: take learner groups to financial institution by arrangement to gain literature</p> <p>Research choices at the institution: Bank books or banking cards. Charges, fees and rates of interest</p>
Understand forms of payment for goods and services	<ul style="list-style-type: none"> Describe different forms of payment <ul style="list-style-type: none"> Cash Card Cheques 	Banking (14-18 years)	Plastic/paper/cashless worlds	<p>What is an ATM? How to use an ATM?</p> <p>Using an ATM</p> <p>Services offered by ATMs</p> <p>Cheques</p> <p>Activity: Filling in Cheque</p> <p>http://www.handsonbanking.org/htdocs/en/a/ba/atm/</p>

<ul style="list-style-type: none"> Compare advantages and disadvantages of payment types Choosing the right form of payment for goods and service 	Banking (14-18 years)	Secured banking	<p>Paying with a card</p> <p>Debit/credit cards</p> <p>Online/internet banking</p> <p>Online- national and international</p> <p>PAYPAL https://www.paypal.com/uk/cgi-bin/webscr?cmd=xpt/Help/general/TopQuestion1-outside</p> <p>Online personal banking-Bankers' Automated Clearing Services –BAC: direct debit, direct credit transfer/faster payment</p> <p>Bill Payment direct</p> <p>Project: Make a list of specific scenarios and decide on which method of payment is the best choice of cash, cheque or ATM –BAC transfer?</p> <p>Teacher- led discussion on direct debiting</p> <p>Handouts: DD mandate and What is a bank statement?</p>
Understand regular payment methods	3.1 Describe how to make regular payments	No queues/lines	
Know how payments for goods and services are recorded	4.1 Identify appropriate documentation relating to bank payments	Paperless options	<p>Handout: What is a bank statement? Demonstration</p> <p>Bank Statements</p> <p>Online statements</p>
Know the purposes of saving	5.1 Choose a saving plan to suit an income	Rainy Daze/Pots of Gold	<p>Pros and cons: long term/short term investment</p> <p>Worksheets based on literature from field trip</p> <p>Regular/Fixed deposits</p>
	5.2 Identify the differences between long term and short term investments		<p>Project: Choose accounts that will assist in financial planning to buy a car, home and a holiday</p>

UNIT 3: BUDGETING & BORROWING

Learning Outcome The learner can:		Assessment Criteria The learner can:	Topic	Resources & Assessment
1 Know how to balance a personal budget	1.1 Define a budget 1.2 State the purpose of a budget 1.3 Create a plan showing a personal income and expenditure for a month	My wage...my splurge		Using the minimum wage as a guide, \$5000 weekly. Create your income and expenditure on a budget sheet. Teacher to provide an exemplar Chalk n Talk- How much might YOU spend? Grocery bill-the weekly shop Utility bill/s - 1 month
2 Make an income work	2.1 Compare income against expenditure for one month 2.2 Estimate income and expenditure 2.3 Make plans to avoid exceeding income with expenditure	Mean Streets...easy beats		Case study: Tiffany's budget sheet Show how Tiffany can save -Controlling a budget
3 Save a dollar	3.1 Decide essential and non-essentials to make savings	Save a dime...buy time		Future planning- buy a non-essential/essential Use leaflets/brochures from field trip

4 Plan costs for a trip	4.1 Estimate costs for a trip within a given budget	Happy Daze		Internet-Holiday Planner Plan a weekend at ATI- use all learned skills-budgeting Plan a holiday to include the hotel and transportation cost-learners can use web or brochures
5 Understand the risks when borrowing money	<ul style="list-style-type: none"> Compare ways of borrowing money for expensive items Describe the risks involved in borrowing money Explain different types of debt Identify ways to avoid unnecessary debt 	Big Spender Car or House? To borrow or Not to Borrow? The Big Squeeze		Teacher-led: Learners provide the types of Money Lender https://www.bankofamerica.com/credit-cards/education/what-is-apr.go What is APR? What is a credit score? Credit scoring – Courts and Singer Case study: Debt story-IMF rules Case study: Jamaica's National Debt Crisis

UNIT 4: PLANNING AND RUNNING AN ENTERPRISE

Learning Outcome The learner can:		Assessment Criteria The learner can:	Topic	Resources & Assessment
1 Know how to select a suitable enterprise activity	1.1 Describe the strengths and weaknesses of generated ideas for an enterprise activity	The idea		Teacher-led discussion on what is an enterprise? Handout: What is an enterprise? Discuss local enterprise/s
2 Know appropriate roles and skills required for the enterprise activity	2.1 List roles and the practical and personal skills required for the enterprise activity	Business & Enterprise (11-18)	Human resources	In groups of 3-develop an enterprise idea Roles &responsibilities Allocate roles and responsibilities for their own specific idea/enterprise
3 Understand the costs involved in producing and selling a product or service	3.1 Use basic calculations to show the cost of items and processes related to producing and selling the product or service 3.2 Use basic calculations to show the final pricing of the product or service	Business &Enterprise (11-18)	The Caterer/ cook shop Clothes stall Mechanic stop- Tyres n stuff Bag juice stall	Plan a menu and budget Menu Costings sheet Keeping track \$\$\$ Teacher-led discussion on Legalities i.e. food safety Cost vs Sales Purchase Pricing Repairs cost Making a profit
4 Know appropriate promotional techniques	4.1 Provide appropriate promotional materials	The Promoter-Party Planner or Bashy/Washy		Dreaming up name Theme/no theme Promotion &Marketing <ul style="list-style-type: none"> Design the leaflet Location, location, location Special Guest Extras-give-aways, food, goody bags Legalities: KSAC permits and license

5 Understand the risks involved in running the enterprise activity	5.1 Assess the main risks that may occur in implementing the enterprise activity 5.2 Illustrate measures to manage risks	Risky Business		Teacher –led discussion on the following: Where are the buyers? Right product/wrong place/no buyers Risk management-risks involved Health and safety Security All legalities Use Open air handout and case study as study guide to discuss risks safety, security and any other legalities. Divide the handout into sections and each small group feedback the important points after reading.
6 Be able to provide a rationale of a successful enterprise	6.1 Explain the features of an effective strategy to ensure success for their enterprise activity	Up and Running		Teacher-led discussion on <i>What might tomorrow bring? Am I in profit? Can I expand/give work to others/include other items or services?</i> Divestment/Sub-contracting/Expansion

<p>7 Be able to complete an enterprise activity using appropriate skills (customer services) and procedures</p>	<p>7.1. Demonstrate selling the product or service</p> <p>7.2 Use practical and personal skills, including customer care procedures to make a sale</p> <p>7.3 Explain the importance of handling money correctly in an enterprise activity</p>	<p>Assertive vs aggressive</p>	<p>Chalk N Talk</p> <p>What is Customer service?</p> <p>Create leaflet on good customer services</p> <p>How can you balance the books?</p>
<p>8 Be able to evaluate the success of the enterprise activity</p>	<p>8.1 Use financial records to explain the reasons for the success or failure of the enterprise activity</p>	<p>How to measure success?</p>	<p>Chalk N Talk evaluation of own project</p> <p>Profit, customer satisfaction, retention of workers, need for expansion</p>
<p>9 Know how to review their personal involvement in an enterprise activity</p>	<p>9.1 describe their role in the enterprise activity and any skills they have gained</p>	<p>Performance and Pay</p>	<p>Performance related pay</p> <p>Skill advancement</p>

SEXUAL HEALTH

- Unit 1 BODY AND MIND
- Unit 2 SEX AND SEXUALITY
- Unit 3 SEXUAL DIVERSITY
- Unit 4 SEX AND SEXUALITY
- Unit 5 CONTRACEPTION & PARENTING
- Unit 6 ABUSE-GROOMING & HUMAN TRAFFICKING

UNIT 1: BODY AND MIND

Learning Outcome The learner can:		Assessment Criteria The learner can:	Topic	Resources & Assessment
1 Explain human body parts and their functions	1.1 Describe body parts specific to puberty 1.2 Explain an optimal hygiene process 1.3 Define sex 1.4 Define gender - discuss the nature of gender differences	Puberty 1 on 1...		Use reproductive drawings and in groups of three: Label the male and female reproductive organs or identify areas that might change during puberty
2 Evaluate the emotions associated with the physical changes of puberty	2.1 Describe the effects of adolescence i.e. puberty on emotions within self and externally to others 2.2 Give three emotions experienced during adolescence 2.3 Exhibit good level of communication and negotiation skills	Curiosity and self-consciousness		Tutor-led discussion and journaling: What happens to emotions during puberty? Why might a young person experience mood swings? i.e. moods and outburst during adolescence Group creates a list of emotions connected to adolescence-teacher to encourage a means of communicating those emotions Role-play: Act out a scene between a parent and an adolescent –on the issue of going out with friends, time boundaries-curfew.
3 Examine the roles assigned to gender in our society	3.1 Identify gender roles as society see them 3.2 Classify gender roles as they see themselves	Pink or Blue...		Discussion: What are some of the things that girls/boys do? Why might societal norms challenge individuals as they grow?

3.3 Suggest how gender roles might influence sexuality	3.4 Recognise the influence of gender roles on issues of equality	Who do you love... Are you sure?		List the roles and responsibilities (chores) in a household as children - males and females. Do the same for roles and responsibilities as adult male and females. Compare the lists and discuss the differences and similarities
4 Critically analyse the issue of human sexuality-sexiness in context of country	4.1 Describe the notion of attractiveness in self- presentation 4.2 Demonstrate self-awareness			What/who is considered sexy in Jamaica? Discuss the point of body development and the appearance from dress –use imagery to demonstrate differences-women in traditional conservative dress, Rastafarian and/or Islamic woman, dancehall influenced attire. Buju Banton: Batty Ryder or youth chosen https://www.youtube.com/watch?v=VAUUeqAtNag Reflective questioning: How might a song like this make a woman feel? Does the physical appearance define the sexiness of a woman? Might dress express the personality and convey a message

<p>5 Examine the issues underpinning sexuality- desires and advances</p>	<p>5.1 List 3 qualities they find attractive and 3 unattractive traits</p> <p>5.2 Explain the process of healthy dating</p>	<p>I am crushed...</p> <p>Touching Base</p>	<p>Young people to provide a list of qualities/attributes they find attractive and give the reasons. Further discussion on whether physical attributes take precedence over personality and interpersonal skills e.g. considerate, thoughtful</p> <p>Discussion: How do you get asked for a date? Role-play-different ways of being asked out for a date ...</p> <p>Develop a setting of changing in the physical and emotion sense. A boy who attends the same youth club likes a girl of 16 and she likes him but an older male (26) also likes the girl. She is asked to go on a date with both. Let the group develop the skit as they see fit.</p> <p>Discuss key points and address at evaluation. Key Points: age of consent, shared feelings, rejection and assertiveness.</p> <p>Discussion on dating: What is a base? (handout for teacher's use) Case study on vulnerability: Melissa and Harry</p>
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<p>6 Critically examine the role of communication in relationships</p> <p>6.1 Define ways of communicating</p> <p>6.2 Demonstrate knowledge of effective non/verbal communication</p> <p>6.3 Show knowledge of effective refusal</p> <p>6.4 Negotiate a point effectively</p>	<p>Say it... express yourself.</p>	<p>Take a Guess: A game where you guess the responses of individuals from their body language and non-verbal cues.</p> <p>Teachers provide cards with messages to be conveyed. Take note of the cultural context and its role in body language. For instance, hands on hips is not considered aggressive in Jamaica especially when smiling.</p> <p>Young people look at the different ways of communicating by gender-i.e. What might a boy do differently from a girl? Teacher presents situation and learners act them out.</p> <p>Discuss aspects of romantic gestures and their interpretations: Young people to provide examples of what they consider romantic; e.g. touching-hand holding, a poem/rap-singing a song to another-a love interest, winking.</p> <p>Journaling/Reflective questioning-How might these gestures convey a sentiment? How might these sentiments be received and rebuffed or approved?</p> <p>Role play: Communicate No! Family Planning Board Story Board on the different ways of refusing sexual advances as prompter</p> <p>Promotion 1 : Abstinence - Boys refusing,</p> <p>Promotion 2: Prevention - Girls refusing as avoidance of unplanned pregnancy,</p> <p>Promotion 3: Protection and negotiation – Either gender begin with no and negotiate to use protection- the case for condom usage</p>
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<p>7 Explore the notion of relationships- un/ healthy</p>	<p>7.1 Name 3 types of relationships 7.2 Name different types of behaviour associated with each relationship 7.3 Describe good and bad ways of ending relationships.</p>	<p>Should I stay? Should I go?</p>	<p>Create list Complete worksheet-create a list of traits that make a relationship work or not work. The list might have compromise and jealousy or such emotions on it. Working as two teams Group A - decide on appropriate ways of ending a relationship. Group B - decide on the not so nice ways of ending a relationship. Role playing is possible here...</p>
<p>8 Explore familial relationships</p>	<p>8.1 Classify familial relationships 8.2 Describe the ideal family relationship 8.3 Highlight different issues relating to their relationship with their parents/guardians.</p>	<p>Saving face</p>	<p>Name the different types of family relationships-e.g. nuclear, extended, single parenting. Discuss the ideal family relationship and the rationale for choice. Address the pros and cons of all types where possible... Ask the whole class to share one of their issues relating to what makes parents/guardians upset. Discuss similarities and differences - address the issue of whether parents/guardians are very different or they want the same thing irrespective of circumstances Reflective questioning- for journals Make the issue specific- young people provide rationale for the issue/behaviour. <ul style="list-style-type: none"> • Why might a parent be upset? • How can it be resolved? • Any unresolved issue should be addressed by counselling team </p>

UNIT 2: SEX AND SEXUALITY

Learning Outcome The learner can:	Assessment Criteria The learner can:	Topic	Resources & Assessment
<p>1 Demonstrate knowledge and understanding of differences between sex, sexuality and sexual orientation</p>	<p>I am...Me</p> <ul style="list-style-type: none"> • Define sex • Define sexuality • Explore the differences between sexuality as a concept and sexual orientation <p>1.4 Name 3 types of sexual orientation</p>	<p>I am...Me</p>	<p>Teachers should encourage young people to speak freely including use of colloquial language. In correction, teachers use the correct term repeatedly but not as interjection. Teacher –led discussion: When it comes to the term sex- what comes to mind? Brainstorming: What is sexuality? What is sexual orientation? Young people list the sexuality types from their knowledge and understanding Discuss views on sexuality and sexual orientation Handout on 6 types of sexual orientation Handout on definitions of sex, sexuality, sexual orientation</p>

UNIT 3: SEXUAL DIVERSITY

Learning Outcome The learner can:		Assessment Criteria The learner can:	Topic	Resources & Assessment
1 Critically analyse the socio-cultural factors influencing expression of sexual orientation	3.1 Recognise the importance of respect and acceptance of individuals who are different	IT is ... Caitlyn Jenner	Discussion point: Make a list of persons who we identify as being different. What makes them different? How do we treat persons who are different and why?	
	3.2 Discuss the segregation of specific communities in Jamaica		What do transgender, trans-sexual and transvestite mean? Caitlyn Jenner Gleaner commentary as discussion prompt What is the societal norm in relation to sexual orientation in Jamaica? Why might people who are not heterosexuals be rejected in Jamaica? Is it only the dancehall community that rejects people of different sexual orientation? Teachers to review below before session: http://jasforlife.org/html/wp-content/uploads/2012/01/Issues-Transgender.pdf http://jamaica-gleaner.com/article/commentary/20150618/turning-spotlight-transgender-people http://www.jamaicaobserver.com/entertainment/Dancehall-impacts-the-rise-of-transgender-jflag http://www.jamaicanmateygroupie.com/img-interviews/img-interviews-two-transgender-males-living-in-jamaica/	

2 Identify issues people of different sexual orientation to societal norm might experience	3.3 Discuss the changes of adolescence in relation to sexual orientation	I'm coming out!	Teacher to remind all in the groups of the class ground rules. Skit: Coming out... Taking control https://www.youtube.com/watch?v=hpHxscyCPu4 Learners to discuss the changes from having the best girlfriend to liking boys or indeed preferring girls always. Case study: Debbie's story
	3.4 Know that sexual orientation is not just a visual	Nature or nurture?	Teacher to address arguments of nature or nurture; misconceptions, prejudices and homophobic attitudes and changes in Jamaica. What does coming out mean? Case study: Peter's changes
3 Examine expressions of sexuality and sexual orientation	4.2 Identify sexuality and the expression thereof in local and international media	Can you see... can you tell?	"The gay lobby estimates that up to 270,000 lesbian, gay, bisexual, and transgendered people live in Jamaica. That represents "between three to 10 per cent of the population". " http://www.jamaicaobserver.com/entertainment/Dancehall-impacts-the-rise-of-transgender-entertainment
	4.3 Analyse the relationship between media and sexuality	Hype or Hip?	Jflag Discussion Point: How do you know someone's sexual orientation? Name the stereotypical ways that you can use to identify a person from the LGBT community... How might people of three sexual orientation express their identity? Create a column for three categorisation, e.g. heterosexual, homosexual, bisexual - allow learners to complete. Contributions regarding clothes-dress (tight jeans, white linen trousers and behaviour (limp wrist/flipping hands) might develop suggestions.
			Project : Using different types of media, ask learners to research and compare the acceptance/inclusion of people with various sexualities in at least four countries: UK, USA, Jamaica and Iran

SEXUAL HEALTH

5 Critically examine the role of religion and human sexuality	5.1 Categorise at least one area where religion condemns/ accepts people with different sexualities	Diversity	Teachings... preaching	Group work: research by internet or paper resources – the views of five mainstream religion: Judaism, Hinduism, Buddhism, Christianity and Islam Learners to reflect on the role religion might play in determining societal norms and the cultural setting of Jamaica Teacher to use http://www.religionfacts.com/compare/homosexuality-views as part of plenary to compare religions and some denominations Handouts on religious views about homosexuality
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UNIT 4: SEX AND SEXUALITY

Learning Outcome The learner can:	Assessment Criteria The learner can:	Module	Topic	Resources & Assessment
1 Recognise the relationship between sexual intercourse and sexually transmitted infections(STI)	1.1 Explain what is meant by an STI 1.2 Differentiate between a virus and a bacterium 1.3 Describe the transmission routes of STI 1.4 Identify two ways of preventing STI transmission 1.5 Name six STI and their related symptoms 1.6 List STIs that can be treated or cured by medical interventions	STI	Young and active	<p>What is a STI? National Family Brochure resources to assist teaching teams in covering the following: Genital herpes Chlamydia Genital warts Trichomoniasis Bacterial Vaginosis Human immune –deficiency virus (HIV) Gonorrhoea</p> <p>Discuss the routes to transmission- ask learners to give their knowledge of how STIs can be transmitted? Add to the list at the end of discussion. E.g. oral sex and gonorrhoea or rubbing of genitalia Learners to match the symptoms of STIs with STI name card Project: In 3 small groups – Condoms and vaccination promotion Focus on condoms/HPV vaccine -learners find and present information on the prevention of STI</p> <p>Discuss all above in the context of health and not disease. To do so requires – open discussion about the meaning, i.e. What is considered an STI and what is not necessarily a STI? For example: BV, TRICH and Thrush comparison.</p> <p>Teachers are to explain the differences between a viral and a bacterial infection, using medical references.</p>

<p>2 Critically examine the effects of STI on human health including reproductive organs</p>	<p>2.1 Demonstrate knowledge and understanding of STIs and related health issues (cervical cancer/infertility)</p>	<p>Sex & Health</p>	<p>The Listing Game: place the STI under whether it is a bacteria or a virus, colour code those that can be treated and/or cured.</p> <p>Competitive project: Create a STI leaflet for young people of similar age and stage. Winners gain extra time gaming etc.</p> <p>Recap the context of virus/bacterium</p> <p>Ask learners to identify the STIs they believe might contribute to cervical cancer...correct as appropriate. NB: point out that the ones that appear more harmful with symptoms do not necessarily affect the cervix.</p> <p>Focus 1: HPV-Genital warts and chlamydia Focus 2: Sexual practises-behaviours Focus 3: HIV</p>
<p>3 Demonstrate knowledge and understanding of different methods to practice safe sex</p>	<p>3.1 Give 3 risky sexual behaviours amongst young people</p> <p>3.2 Explain how risky behaviours might risk health and reduce life expectancy</p>	<p>Risky Business</p>	<p>Chalk n talk –brainstorm risky behaviours and possible reasons behind it</p> <p>Teachers to add when the list is not complete using Webmd handout/family planning leaflet</p> <p>Small groups to identify the risky behaviour, review the consequences of such behaviours with teacher.</p> <p>Watch DVD presentations, Janet and Paula, Teenage Sex and Marc and Tony (Peer Educator series)</p>

<p>4 Critically analyse the notion of safer sex and contraception methods available to them</p>	<p>4.1 Explain possible ways to reduce sexually risky behaviours</p> <p>4.2 Evaluate the advantages of refusal to be sexually active</p> <p>4.3 Negotiate with a sexual partner using at least one model of prevention</p> <p>4.4 Assess personal risk</p> <p>4.5 Identify the need for sexual health checks</p> <p>4.6 Name 3 places for free sexual health advice and support</p>	<p>Safer sex</p>	<p>Divide into pairs- one to advocate for and other against the following:</p> <ul style="list-style-type: none"> • abstinence • monogamy • protection • celibacy <p>Teachers to add to discussion, benefits such as healthy living and better life planning.</p> <p>Discussion using S.W.A.T. , STACK or REAL models (HFLE handbook 3rd edition)</p> <p>Role-play a chosen model and group review the easier one to use in age group</p> <p>Teachers to promote discussion with the individual responsible for the promotion of good sexual practises at the institution</p> <p>Journaling</p> <p>Focus: HPV-Cervical/Pap smear and early cancer detection</p> <p>Handouts: read and discuss together the merits of early detection</p> <p>Helpful sites http://www.cancerresearchuk.org/about-cancer/type/cervical-cancer/about/the-cervix http://jamaicacancersociety.org/607-2/</p> <p>Lucy's case study: http://www.papscreen.org.au/lucys_story</p> <p>Research Jade Goody's cervical cancer story</p> <p>List to include: Health centres/hospitals/National Family planning centres and school health worker</p>
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UNIT 5: CONTRACEPTION AND PARENTING

Learning Outcome The learner can:		Assessment Criteria The learner can:	Module	Topic	Resources & Assessment
1 Examine the roles of contraception and life planning	4.1 Explain the role of contraceptive use in life planning 4.2 Describe the variety of family planning methods available 4.3 Identify the most suitable to young people who are sexually active	Life planning Make a choice			<p>What is Life Planning?</p> <p>Teacher-led brainstorm on the benefits of life planning, relate to abstinence, unwanted pregnancy, risks from abortion and future pregnancies and the financial costs of child rearing. Recap the process of reproduction- How can you get pregnant?</p> <p>Discuss and issue NFB brochures on</p> <ul style="list-style-type: none"> • Natural-hormonal • Barrier-femidoms and condoms, diaphragm, shield/cap • IUD • Injection • Pills • Sterilisation <p>NFPB materials: http://198.63.37.126/brochures/</p> <p>Young people to chart the pros and cons of each method and debate the one most suited to sexually active young people.</p> <p>Create a promotional poster for current NFPB campaign on Dual Protection - using a condom and the injection</p>
			Safest sex-Dual Protection Promotion		

2 Demonstrate skills and understanding of using a contraceptive method	4.4 Know how to put on a condom with confidence	No glove-no love – barrier method 1			<p>NB: NFPB Youth team to be involved at this session Watch DVD/cd /YouTube video on putting on a condom and a female condom https://www.youtube.com/watch?v=-CpkG7vPz_8 https://www.youtube.com/watch?v=fTAMHBBHW54 https://www.youtube.com/watch?v=6eZ9GG1prDU Learner Activity: Practice putting on a condom</p>
3 Critically analyse the roles of contraception in life planning, risky behaviour and pregnancy	4.5 Explain the physical processes of getting pregnant 4.6 Assess own preparedness for pregnancy and childrearing? 4.7 Review the cost of pregnancy and raising a child.	Life planning Myths and Legends An expectant future			<p>DVD/VIDEO from family planning board or youth team How can I get pregnant? Handout: myths about getting pregnant Read together Observer article on adolescent pregnancy Adolescent Pregnancy - Fact Sheet 364 WHO Reflective questioning/ journaling: Is my body and mind ready for the trauma of pregnancy? Am I in stable relationship to consider an additional person-a child? Project work: 4 Groups to young people to research the cost of pregnancy, caring for new-born (0-6months), toddler and school aged children-child care cost, and clothing must be included. A visit to supermarket, clothing store and care facility should be an option.</p>

UNIT 6: ABUSE-GROOMING & HUMAN TRAFFICKING

Learning Outcome The learner can:	Assessment Criteria The learner can:	Module	Topic	Resources & Assessment
Critically examine abuse in social and cultural contexts, the individual's emotional effects and developing/accessing support	<p>5.1 Define abuse</p> <p>5.2 Provide examples of sexual assault and abuse</p> <p>5.3 Categorize the three relationship types between victims of abuse and abusers</p> <p>5.4 Describe the different process of sexual harassment and sexual abuse</p> <p>5.5 Explain how community/cultural norms can affect how abuse is seen, reported and managed</p> <p>5.6 Identify the places and people for support from before, during and after sexual abuse</p>	Sexual abuse - Label It		<p>Teacher –led discussion What is Abuse? In groups of 3: learners provide a list of examples/scenarios they consider to reflect sexual assault or abuse</p> <p>Handout: touching and non-touching</p> <p>Teacher-led discussion: Who abuses?</p> <p>Handout: What is sexual harassment?</p> <p>Gleaner article: Stolen Childhood Observer article: Misconceptions of abuse http://jamaica-gleaner.com/gleaner/20150208/lead/lead4.html http://www.ocr.gov.jm/Ashley's Diary</p> <p>Chalk n talk: Learners provide a list of places and people to seek support and report abuse. These to include the police, CDA and OCR https://youtu.be/LYKY6Bo2oK0</p>

<p>5.7 Show understanding of the factors that influence child sexual exploitation</p> <p>5.8 Identify grooming - including media grooming- as an avenue to sexual abuse</p> <p>5.9 Recognise the vulnerabilities of runaway children and sex trafficking-prostitution</p>			<p>Teacher-led discussion: What are the factors that might influence child sexual exploitation? Include: money-material things, status and power etc.</p> <p>Project: Learners create a story board about childhood sexual exploitation</p> <p>Teacher-led discussion: What is grooming? Why might an abuser groom a victim? Teachers to encourage journaling and seeking the support of on-site counsellor</p> <p>Read and watch together and talk-sex trafficking/prostitution/pimps and STI Observer articles</p> <p>Teacher- led discussion: It is never about one person-use OCR statistic to spark discussion amongst young people</p>
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SEXUAL HEALTH

UNICEF TEACHER TRAINING MANUAL

PLACES OF SAFETY
CURRICULUM GUIDE

