


Student's Book 5



Health and Family Life Education

for primary level



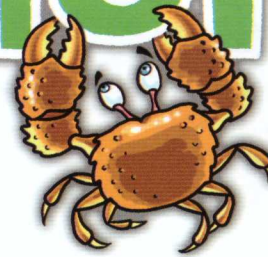
macmillan
education

Student's Book 5



Health and Family Life Education

for primary level



Author and advisor team:

Fortuna Anthony • Jenelle Babb • Pauline Bain • Hermione Baptiste • Vindra Cassie
Gerard Drakes • Clare Eastland • Mavis Fuller • Janice Ho Lung • Sharlene Johnson
Elaine King • Louise Lawrence-Rose • Nordia McIntosh-Vassell • Heather Richards
Glenda Rolle • Gina Sanguinetti Phillips • Rebecca Tortello • Esther Utoh • Pat Warner

 macmillan
education

Contents

<i>Theme</i>	<i>Unit</i>	<i>Page</i>
How to use this book		
SELF AND INTERPERSONAL RELATIONSHIPS	1 My Role Model	4
	2 Who Influences Me?	6
	3 Active Listening	8
	4 Coping with My Emotions	10
	5 Special Events in My Life	12
	6 Drugs Are Harmful	14
	7 Dealing with Bullying	16
	8 Say No to Abuse!	18
	9 Who Are They?	20
	10 What Are My Roots?	22
SEXUALITY AND SEXUAL HEALTH	1 Human Sexuality	24
	2 Puberty	26
	3 Emotional and Social Changes	28
	4 Respecting Human Rights	30
	5 Babies and My Future	32
	6 Risky Behaviours	34
	7 The Power of Positive Decisions	36
	8 Stigma and Discrimination	38
	9 Health Resources	40
EATING AND FITNESS	1 Think Before You Buy	42
	2 Our Family Meals	44
	3 Eating My Way to Fitness	46
	4 Food Safety	48
	5 Exercising for a Healthy Lifestyle	50
MANAGING THE ENVIRONMENT	1 Habitats Are Homes	52
	2 Our Wonderful Wetlands	54
	3 Our Actions Affect Our Health	56
	4 Environmental Damage Costs Money	58
	5 Planning for Disasters	60
	6 Cycles and Chains in Nature	62

Who Are They?

1



2



3



4



5



Activity 1



The people in the pictures are: a university lecturer; a mother of five children; a convicted murderer; a sex worker; a business person.

- 1 In groups, decide which description best fits each person and say why.
- 2 Talk about the people in the pictures, saying what you think about them and why.

Share your findings with the class.

Activity 2



- 1 Read the true identities of the people in the pictures at the bottom of this page. Discuss them in class.
- 2 Talk about how we judge persons based on how they look.
- 3 Why do we judge persons without knowing them?

Did you know?

Each of us is different. We have different experiences, different desires and different goals. Being different is a good thing, because it makes the world an interesting place and we can learn from each other.

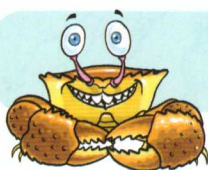


Activity 3



Choose a partner you do not know well.

- 1 Guess different pieces of information about each other, for example favourite colour, favourite meal, places you have been, books you like to read, career choice.
- 2 Find out if you were right.
- 3 Now talk about how some things you assumed about each other turned out to be wrong. Why do we often judge persons wrongly?



Never judge a book by its cover!

Reflection

Why should I never judge a book by its cover?



1 The convicted murderer; 2 The business person; 3 The university lecturer;
4 The mother of five; 5 The sex worker.

Human Sexuality



Every person is a sexual being. As we grow older, other people's expectations and behaviour, and our own feelings, help us to understand who we are as boys or girls, women or men. This life-long process is called our **sexuality**. Sexuality involves how we feel, how we express our feelings and how we act. It is influenced by our family, friends, culture, the media, society and beliefs.

Activity 1

In small groups, discuss:

- 1 What is sexuality?
- 2 How do you know you are male or female?
- 3 Where do we get information about our sexuality?

Activity 2

In pairs of boys or girls discuss:

- 1 What you like most about your body.
- 2 How you express love and care to others.
- 3 How you develop healthy friendships.
- 4 How you express your feelings.

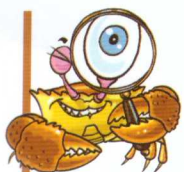


Did you know? —

Sexuality includes:

- how you feel about your body
- how you feel about belonging to a family
- how you feel about being male or female and the roles you have.

We communicate these feelings and thoughts through words and actions.



1 Stacey goes to music classes on Saturday mornings. She likes to wear casual clothes with short skirts. One day Mrs. Johnson caught Jeremy and Luke writing sexy jokes about Stacey.

2 Marlie and Remar are neighbours in a small community. Marlie lives with her grandmother who insists that she does chores, especially washing and cleaning the bathroom. Remar, who lives across the street, is often outside playing cricket with his friends while his father rakes the yard.

Sometimes people misuse their sexuality, for example by trying to persuade another person to engage in sexual activity.

Sexual intercourse is part of sexuality, but should only be shared between two adults who agree they want to have sex. When we appreciate and respect our bodies and those of others, we protect and care for them.



Activity 3



In small groups, discuss these questions:

- 1 How might Stacey feel if she found out what the boys think about her?
- 2 Why do you think Jeremy and Luke made sexy jokes about Stacey?
- 3 Are Jeremy and Luke right to make fun of the way Stacey expresses herself?
- 4 How should Mrs. Johnson deal with this?

Activity 4



In the same groups, talk about:

- 1 Why do males and females have different roles in society?
- 2 Do you think boys and girls can and should do the same chores?
- 3 How do you feel about the way gender roles can limit the things you can do?

Activity 5



Here are some questions for you to think about:

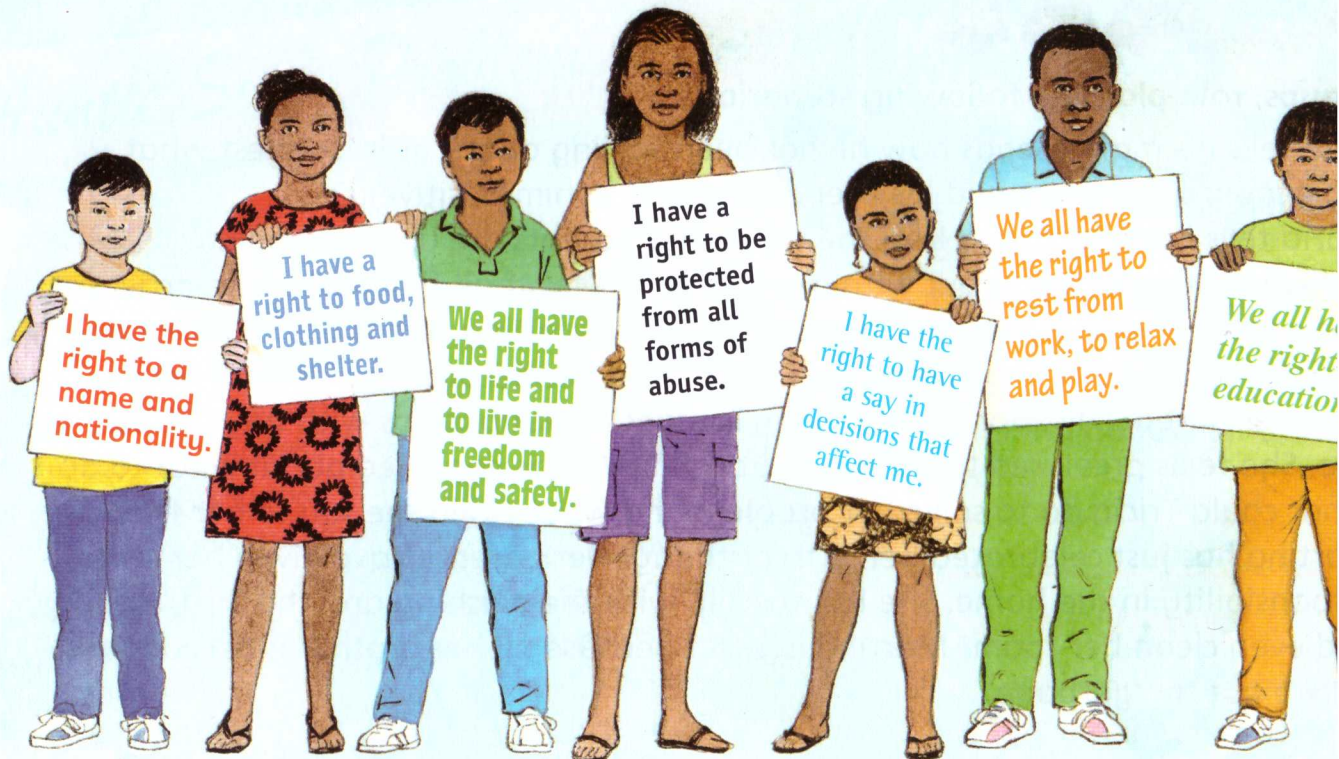
- 1 What is the difference between sex and sexuality?
- 2 How much do you value yourself?
- 3 What would you do if someone were to try to entice you into sexual activities?

Reflection

Who could I talk to about sexuality? What would make it easier to talk about sexuality?



Respecting Human Rights



As human beings we all have rights, whatever our age, gender, ethnicity, nationality, identity and beliefs; and whether we are sick or healthy, rich or poor. Human rights are universal principles about how individuals should be treated by others and by their governments.

In 1948, the United Nations issued the Universal Declaration of Human Rights. In 1989, the United Nations Convention on the Rights of the Child gave children a human rights agreement of their own. Every person under the age of 18 is protected by these rights.

Activity 1



Discuss these questions in small groups:

- 1 What do we mean by human rights?
- 2 Why do children need rights of their own?
- 3 Do you think that some rights are more important than others?
- 4 Which right do you think is most important to you?
- 5 Why is it important that adults respect these rights?



Reflection

Who could I talk about any of my rights that have been violated?

Activity 2



In groups, role-play the situations below.

- 1 Cara and Jenny's parents don't allow them to play with other children.
- 2 Marcus sleeps on cardboard sheets near the busy traffic lights in town.
- 3 A male family friend makes Anna feel uncomfortable. He comes into her room, closes the door and tries to touch her. He tells her she must not say anything.
- 4 Carlos lives in your community but does not attend school. He has no birth certificate and does not know his real name.
- 5 Mary has to do the housework until bedtime.

Discuss the role plays in your groups:

- Which rights was each child denied?
- If you were any of the children, how would you feel?
- Which child's right to protection from sexual abuse was not respected?

Our human rights include sexual and reproductive rights, such as:

- the right to education about sexuality, reproduction, and sexual and reproductive health
- the right to protection from sexual abuse
- the right to sexual and reproductive health services
- the right for couples to decide the number, spacing and timing of their children
- the right to freedom of sexual expression, providing this does not violate others' rights
- freedom from discrimination for People Living With HIV and AIDS (PLWHA).



Activity 3



- 1 Discuss in class why it is important to learn about sexual and reproductive rights.
- 2 Which of the rights in the picture on page 30 helps to protect children from sexual abuse?
- 3 Are all children's rights always respected?

Activity 4



Create a role play to help other students in your school become aware of human rights and children's rights.

The Power of Positive Decisions

PPD Club Agenda
Taking personal
responsibility to
prevent STIs and HIV

It's so important to prevent STIs and HIV. Do you know that in 2013 the World Health Organisation reported that 3.3 million children worldwide were living with HIV? We must each use the power of our positive decisions to prevent the spread of all sexually transmitted infections, including HIV, and to educate others.



Did you know?

- AIDS is caused by a virus called HIV which weakens the immune system.
- You cannot tell if a person has HIV by looking.
- HIV is transmitted mainly through sexual intercourse. It can also be passed on through blood by sharing needles, and from mother to baby in the womb, during birth or through breast milk.
- HIV is not transmitted through the air, by sneezing, by mosquitoes, by touching or sharing food, or by other normal activities.
- Other sexually transmitted infections (STIs) are also transmitted through sexual activities.



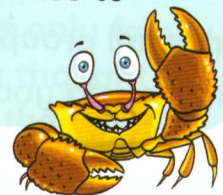
Activity 1

- 1 In groups, talk about what messages you think the PPD Club will give to the rest of the school about:
 - HIV, AIDS and other STIs
 - personal responsibility
 - abstinence and delaying sexual activity until adulthood
 - the sexual abuse of children
 - giving sexual favours in exchange for money or other things
 - playing games of blood brother or sister by pressing open, bleeding cuts together.
- 2 What skills could they teach other students to help them?

Activity 2

- 1 Discuss in class what you think the club members mean by 'the power of positive decisions'.
- 2 Why is it important to avoid sexual activities as a young person?
- 3 Why is abstinence the only 100 per cent safe way of avoiding STIs?

The PPD Club members are promise-keepers. They are keeping the promise to themselves to avoid sexual activities. They are also keeping a promise to help other children prevent the spread of STIs and HIV.



Activity 3

- 1 Talk about whether you would want to be a member of the PPD Club.
- 2 What might prevent you making a positive decision to abstain or delay sexual activities?
- 3 What might encourage you to make a positive decision?

Activity 4

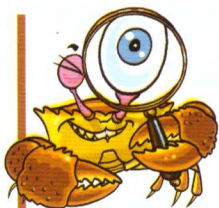
Use the decision-making skills key steps on page 33 to think about abstaining from sexual activities until adulthood or marriage. Write out the decision, your options and the consequences of each option.

Reflection

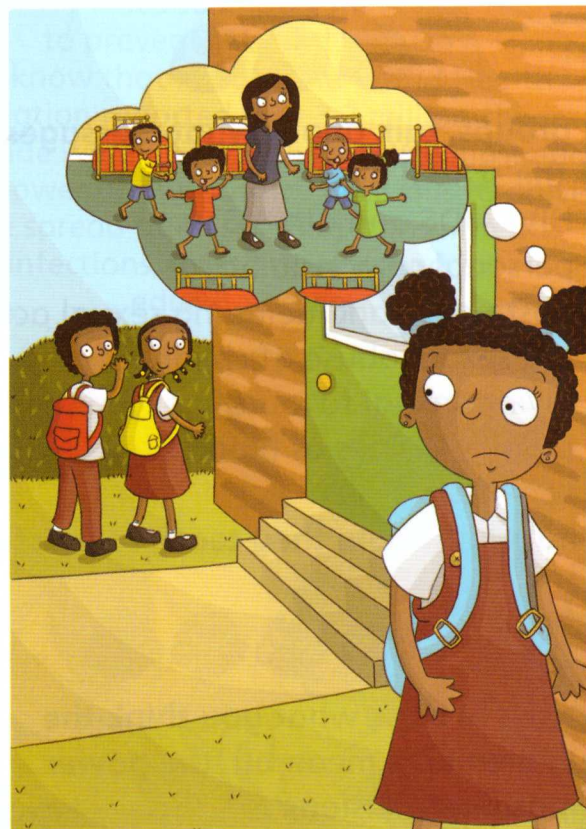
Can I make a promise to myself about avoiding HIV and STIs and keep it?



Stigma and Discrimination



The Service Group at St. Joseph's School is visiting a home for children with HIV. Samantha said she didn't want to go. She said she felt afraid of being in a place with so many persons with HIV. She asked if she could send presents and money from her parents instead. Some of the Service Group members whispered, 'She just signed up for the school party where there will be hundreds of people, but she can't help the children at the home?'



Activity 1

In small groups, talk about these questions:

- 1 Why do you think Samantha is afraid?
- 2 Why is it important for the Service Group to visit the home?
- 3 How might the children living with HIV feel if they knew Samantha was afraid to visit?
- 4 What could you do to reassure Samantha that she would not be at any risk?
- 5 What could you do to help Samantha realise that children living with HIV need more than money and toys?
- 6 Does your country have a policy or law that protects people living with HIV and AIDS (PLWHA)?

Stigma and discrimination

Ignorance, myths and misunderstandings can make us fearful of others who are different in physical appearance, family background, gender or HIV status. We blame them for their own situations or illnesses and not value them as equal. When groups of people are treated in this negative way, we call it **stigma**.

Stigma leads to **discrimination**. When we discriminate against others we treat them differently and unfairly. We use myths and misunderstandings to justify the discrimination.

Activity 2



- 1 Discuss in class what you think the words 'stigma' and 'discrimination' mean.
- 2 Which groups are stigmatised in your country and community?
- 3 Which groups are discriminated against?

Activity 3



- 1 Share any experiences you have had of stigma or discrimination.
 - How did it feel?
 - Have you ever discriminated against someone?
 - How do you think they felt?
- 2 Think of some situations that you have experienced or heard about that show stigma and discrimination. Role-play one situation, showing first the discrimination, and then how the person should have been treated.

Activity 4



Imagine for a moment that you are the only person in the class or the only family in the community who has naturally blue hair. Blue hair is incorrectly thought to be associated with a deadly disease, caught only by people who eat their pets.

- How might you feel?
- How might people treat you?

Share your ideas with the class.

Activity 5



Create a short play with your classmates to help students understand how to treat people living with HIV. Ask your teacher to help you present the play to the students at your school.



Reflection

What can I do to help remove stigma and discrimination from my community?

Macmillan's *Health and Family Life Education for primary level* is an exciting new course for Caribbean schools based on the CARICOM Regional Curriculum Framework. The course follows the four CARICOM themes:

- Self and Interpersonal Relationships
- Sexuality and Sexual Health
- Appropriate Eating and Fitness
- Managing the Environment

These resources will develop knowledge, life skills, values and positive attitudes relating to real-life situations.

About the authors

The author and advisory team includes experienced Caribbean HFLE teachers and educators with experience as professional writers, teacher trainers, curriculum developers, guidance counsellors and Ministry HFLE Co-ordinators.

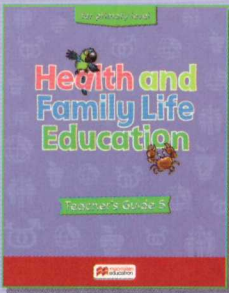


Key features:

- Interactive, discussion and personal reflection activities help children to build values, and practise life skills
- Case studies, mini stories and illustrations provide contexts for learning and help children to integrate new knowledge into their own experiences
- Group, pair and individual activities using different learning styles help children to develop healthy attitudes and behaviours
- Colourful illustrations help to bring each topic to life
- Playful characters will appeal to young learners



Course components:

Level	Student's Book	Activity Book	Teacher's Guide
K	Combined Student's Book and Activity Book for kindergarten level, with integrated notes for teachers and parents as extra support		Teacher's Guides for all levels are freely available online at www.macmillan-caribbean.com  Teacher's Guide 5
1	✓	✓	
2	✓	✓	
3	✓	✓	
4	✓	✓	
5	✓	✓	
6	✓	✓	





FREE Teacher's Resources
Available online at
www.macmillan-caribbean.com



eBooks
All popular titles now available on
www.macmillancaribbeanbooks.com



 Find us on Facebook
[/macmillancaribbean](https://www.facebook.com/macmillancaribbean)

 Find us on Twitter
[@MacCaribbean](https://twitter.com/MacCaribbean)

www.macmillan-caribbean.com

ISBN 978-0-230-43182-9

