

Perfect Match

Health Education

Dr Michael Chia

Grade

6

Teacher's Guide

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**HODDER
EDUCATION**

AN HACHETTE SINGAPORE COMPANY

ISBN: 978 981 48 0108 9

© Dr Michael Chia 2018

This edition published in 2018 by

Hodder Education Singapore
An Hachette Singapore Company
52 Genting Lane
#06-05 Ruby Land Complex Block 1
Singapore 349560

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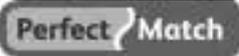
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Emotional and Psychological Health	Stress Management	1: What Gets To You?	56		75	81
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Preface

The over-riding concept of the  Primary Health Education series builds on the belief that young learners have multiple intelligences (Howard Gardner, 1993) which should be nurtured throughout primary education. With that in mind, the Teacher's Resources and Pupil's Books have been carefully designed to cater to the different intelligences.

The teacher is guided through detailed lesson plans to engage pupils in discovery and active learning of health concepts. As the adult, the teacher plays a crucial role in facilitating and stimulating pupils' dialogue, co-action and co-construction of knowledge. He/She questions, summarises, clarifies, and encourages pupils' explorations and applications of concepts that are taught.

The materials in this Health Education series have been designed to engage pupils in the three key areas of health education, based on a Health Education syllabus developed for Primary School. To aid in the learning and mastery of health concepts, there is extensive use of everyday settings that pupils can easily identify with. In addition, six characters with distinctive personality traits that typify school-going children today accompany pupils in their learning journey.

Components of the Teacher's Resource Booklet

Each Teacher's Resource Booklet is organised by dimension and is presented in the following order: Physical Health, Environment and Your Health, and Emotional and Psychological Health. It includes Suggested Lesson Plans, Image Masters, Teaching Notes and Suggested Answers.

62	Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
Emotional and Psychological Health	<p>Lesson 5: Wise Choices Objective: At the end of the lesson, pupils will be able to identify characteristics of positive and negative relationships, and seek appropriate sources of help or skills needed when threatened by negative peer influence.</p> <p>Key Ideas:</p> <ul style="list-style-type: none"> It is important to resist peer pressure and temptations to smoke, take alcohol or experiment with drugs. Peer pressure can be resisted by: <ul style="list-style-type: none"> choosing friends wisely; saying 'no' politely and with respect; and talking to an adult. 	<p>Start Review</p> <ul style="list-style-type: none"> Without allowing pupils to open the Pupil's Book, ask them to list the five steps of the assertiveness skill aloud. <p>Develop Class Activity (Verbal/Linguistic)</p> <ul style="list-style-type: none"> Make two copies of the Image Master 'What Should I Do?' and cut out the four scenarios. (There should be two copies of each scenario.) Divide pupils into eight groups and allocate one scenario per group. Ask each group to read their given scenario and to discuss how they would respond if they were faced with the same situation as each superfriend. Discuss with pupils what they could do in each situation. Highlight to pupils that in all the scenarios, they will need to make a decision about whether they should continue spending time with those friends. There are times they may need to talk to a trusted adult such as a parent, teacher or school counsellor about what has happened. Ask pupils to note down their responses in the Pupil's Book for all the scenarios. <p>Conclude Lecture</p> <ul style="list-style-type: none"> Help pupils to understand that when they meet with negative peer pressure, they need to make certain decisions that can be difficult, such as being assertive at the expense of losing their friends, or even leaving friends who are negative influences. Encourage pupils to stand firm in doing what is right, even when it may seem difficult. No one can make them do anything that they do not want to do. The important thing is for them to make the right choice and stick to it, regardless of what others may say or do to them. Remind pupils to seek the counsel of adults when they feel uncertain about anything, especially regarding things related to substance abuse. <p>Extension Activity Sharing (Interpersonal)</p> <ul style="list-style-type: none"> Share with pupils any personal experiences you had in your adolescence relating to negative peer pressure and how you dealt with it. 	<p>Pages 55 & 56</p>	<p>Image Master: What Should I Do? (Page 73)</p>

The key idea(s) and objective(s) of each lesson are listed here. They correspond to the scope of content and learning objectives in the syllabus.

A suggested procedure is given for each lesson. Please see pages viii to ix for more details.

The relevant page number(s) in the Pupil's Book is/are given here.

Available resources such as Image Masters or Teaching Notes for each lesson are listed here.

Teaching Notes: Managing Peer Influence

Note: These teaching notes are designed as background reading materials for teachers to better understand the teaching content. They are not meant to be read out to the class.

Charades

This game aims to give pupils the opportunity to observe feelings portrayed through non-verbal channels of communication. Since speaking is not allowed in 'Charades', pupils will need to use their body language effectively to convey their messages.

Instructions:

- Step 1: Organise pupils into groups of five or six.
- Step 2: Tell pupils they are going to play a game of 'Charades'. Explain to pupils that each group will take turns to act out a given scenario while the rest of the class is to guess what scenario they are portraying. Pupils are not allowed to speak while acting. However, they may look for their own props to act out the scenarios.
- Step 3: Each group is to be given one of the following scenarios, written on an index card.
 - A group of pupils are comforting their classmate whose pet has passed away.
 - A child has just received a surprise gift from his/her parents.
 - Two siblings are arguing over who gets to use the computer.
 - A pupil is upset because he/she has just lost his/her handphone.
 - A group of pupils are celebrating their classmate's birthday for him/her.
 - A group of pupils are anxiously waiting to enter the examination hall.
 - Two friends are trying to persuade a third person to go to the movies.
 - A group of pupils are enjoying themselves at the swimming pool.
- Step 4: Give each group three minutes to plan.
- Step 5: Allow one group at a time to present its scenario to the class. Have the rest of the class guess what scenario is being portrayed. In particular, ask pupils to guess what feelings are being portrayed.

Teaching Notes provide background information on certain topics, or details regarding games or activities to be used in the lessons.

Image Masters are reproducible worksheets to be used in class or as extension activities. They may also be given to pupils as notes.

Image Master

Name: _____ Class: _____ Date: _____

Lesson 4

Feminine Hygiene

Girls need to take extra care of their hygiene when they are having their period. Sanitary towels, or pads, should be changed every three to four hours to prevent odour and bacterial infections.

When disposing of used sanitary towels, girls should follow these steps:

1. Roll up the used pad.
2. Wrap it in toilet paper.
3. Dispose of the pad in the rubbish bin or the special sanitary pad disposal bin found in the toilet. Never flush the pad down the toilet.
4. Wash your hands thoroughly.






Good hygiene is all about staying clean and fresh. Not only will it keep you healthy, it will also keep you happy!

26 Physical Health

Suggested Answers

Stress Management

Lesson 1: What Gets To You?

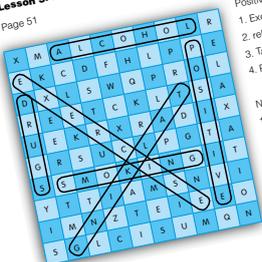
- Page 46
1. Lam - Inability to handle setbacks
 2. Tawan - Not sure about yourself
 3. Ajit - Pressure from self and family
 4. Harold - High expectations of yourself
 5. Haris - Inability to handle rejection from peers
 6. Eileen - Family problems

Lesson 2: Stressed Out?

- Pages 47 & 48
- Accept all plausible answers.

Lesson 3: Make Stress Work For You

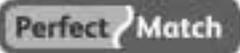
Page 51



- Positive ways of managing stress:
1. Exercise
 2. relaxation
 3. Talking
 4. Positive

- Negative ways of managing stress:
1. alcohol
 2. Smoking
 3. drugs

Suggested Answers for the activities in the Pupil's Book and Image Master worksheets are provided.

The  Primary Health Education series makes use of a variety of teaching methods to engage pupils in their study of Health Education. Each lesson involves the use of one or more teaching methods—see the Suggested Lesson Plans for details.

The table below lists the teaching methods that are used in the Grade 6 level. A brief description and aim of each teaching method are also included.

No.	Teaching method	Description	Aim
1.	Brainstorm	Describe a situation or problem to pupils. Encourage pupils to suggest solutions and note them on the board. Do not allow others to comment on, criticise or evaluate their suggestions. Brainstorming may be conducted as a class or in groups of four or five.	To stimulate pupils to think creatively and generate as many ideas as possible regarding an issue related to the topic they are studying.
2.	Team Collaboration	Divide the class into groups of four or five (or otherwise as indicated in the lesson plan). Each group is to discuss the task given and work towards completing it.	To encourage co-operative learning in pupils and the completion of a task through group participation.
3.	Discussion	This method involves an exchange of ideas, opinions and thoughts on a subject between pupils and the teacher. It allows the teacher to address and clarify any concerns or queries that pupils may have.	To help pupils formulate and communicate their ideas, opinions or thoughts on a subject, and to allow for clarification of any concerns or queries pupils may have.
4.	Lecture	Give a prepared oral presentation of the key idea(s) of a lesson to the entire class.	To present the key idea(s) of the lesson to the entire class in a short period of time.
5.	Lecture-Discussion	Give a prepared oral presentation of key idea(s) of the lesson. This is followed by a short period of discussion to immediately address and clarify any concerns or queries pupils may have.	To present the key idea(s) of the lesson to the entire class and to allow for clarification of concerns or queries immediately after.
6.	Question and Answer	Call on pupils to answer questions. Pupils may be asked to respond individually, or they may be paired-up or organised into groups to briefly discuss their answers before sharing them with the class.	To assess pupils' understanding of the key idea(s) of the lesson.

No.	Teaching method	Description	Aim
7.	Review	Summarise or recap the key idea(s) that have been taught. Allocate time to allow pupils to ask questions to clarify any queries they may have.	To help pupils recall the key idea(s) of the lesson.
8.	Role Play	Select pupils to read aloud a dialogue or act out a scene presented in the book. A brief discussion should follow regarding pupils' feelings and thoughts during the role play.	To help pupils consider concepts and ideas from different viewpoints regarding a topic.
9.	Demonstration	Show or perform a task or skill to pupils. Alternatively, select one or a few pupils to demonstrate the task or skill to the class.	To help pupils learn and understand a certain task or skill easily.

In the event that none of the above teaching methods is explicitly used for an activity, the activity will be listed under one of the following headings:

No.	Heading	Description
1.	Activity	This indicates that written work is to be done.
2.	Class Activity	This indicates an activity that is conducted in the classroom or elsewhere within the school.
3.	Crossover-[subject]	This indicates that the activity is cross-curricular in nature. The related subjects may be one of the following: Art, Mathematics, Music or Science.
4.	Sharing	The teacher is to share something about himself/herself, or the pupils are to share something about themselves.
5.	Survey	Pupils are asked questions and a tally of their responses made. The purpose of the survey is to help pupils relate what they have learnt, or are going to learn, to their daily lives.

The Multiple Intelligences approach regards intelligence as multi-dimensional and can be taught and developed over time. The approach takes into consideration the fact that pupils have diverse intelligences and require different learning experiences.

With that in mind, some of the activities in the  Primary Health Education series have been written to develop

a particular intelligence—for instance, visual/spatial, verbal/linguistic, musical/rhythmic, intrapersonal or interpersonal. In such cases, the type of intelligence the activity develops is indicated within brackets.

The table below lists the eight multiple intelligences and the activities that best develop them.

No.	Multiple intelligence	Activities
1.	Bodily/Kinesthetic	Hands-on activities such as acting, role playing, dancing and moving about
2.	Interpersonal	Interacting with others and doing group work
3.	Intrapersonal	Individual work which requires reflection
4.	Logical/Mathematical	Activities involving numbers and patterns, applying information to tasks, brainstorming and organising facts
5.	Musical/Rhythmic	Musical activities such as rapping, clapping, humming and composing music
6.	Naturalist	Observing the surroundings
7.	Verbal/Linguistic	Reading, writing and discussing
8.	Visual/Spatial	Activities involving visuals such as drawing, creating, solving puzzles and using graphic organisers to organise information

MY LEARNING LOG

A learning log has been added at the end of each lesson to give opportunity for reflective learning. Young learners are encouraged to look back at the lesson and ask themselves two simple questions: ‘What did I learn?’ and ‘What do I want to remember?’

The learning log cultivates the habit of recalling the lesson taught to assess what has impressed upon the learner and the points of learning which are valuable to commit to memory.

Physical Health

Introduction

Learning about physical health is important. The formal introduction to physical health in this Health Education series helps to develop and cultivate physical literacy in pupils. This in effect imbues an appropriate understanding of the importance of physical health to the holistic development of pupils.

The topics covered in this dimension allow pupils to apply concepts and recognise principles that are important to physical health. Pupils will learn more about puberty and the importance of balanced nutrition and good hygiene during this time. The issue of body image will also be discussed, as puberty is a time when adolescents become more self-conscious about their physical appearances. Pupils will also learn about common eye infections and some problems affecting the teeth.

The physical development of pupils is an integral part of their development. Therefore, it is important to mould the minds of young pupils with the life skills for physical self-care.

Suggested Lesson Plans

Physical Changes (Lessons 1 to 3)

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 1: More About Puberty</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to recognise the different stages of growth and development of their bodies.</p> <p><u>Key Idea:</u> Puberty is a stage of development where there is a rapid increase in height and weight, hair growth in the armpits and around the sexual organs, development of breasts, onset of menstruation (in girls), and a change in voice (in boys).</p>	<p>Start</p> <p> <u>Review</u></p> <ul style="list-style-type: none"> • Ask pupils to get into pairs to complete the activity in the Pupil's Book. The activity will help refresh their memory on the topic of puberty covered in Grade 5. • Go over the answers with them. • The main points for review are: <ul style="list-style-type: none"> – Puberty is a process whereby the body prepares for adulthood by maturing. – Puberty happens to everyone at different times, depending on the biological make-up of an individual's body. – During puberty, there may be a growth spurt where height and weight increase rapidly. – Pupils may develop pimples, acne and body odour. – Hair will grow under the arms, in the pubic region, on the arms and legs and on the chest and face for boys. – Girls will develop breasts and menstruation will begin around two years after that. Girls will also put on weight at their hips and thighs. – For boys, the penis and testicles will develop. The shoulders, arms and chest will broaden and put on muscle. The voice 'breaks' and becomes lower. – It is important to eat healthily during puberty to ensure that the body receives the energy and nutrients that it needs to grow. • Inform pupils that this and the next lesson will focus on the inner changes that occur in their body during puberty. • Remind pupils that puberty is a natural process of change that everyone goes through to reach adulthood, and so they should not tease classmates who are developing at a faster or slower rate than them. <p>Develop</p> <p> <u>Lecture-Discussion</u></p> <ul style="list-style-type: none"> • Explain to pupils that their pubertal changes are caused by special chemicals called hormones, which the body produces. 	<p>Pages 3 & 4</p>	

Objective and Key Idea**Procedure****Pupil's Book****Teacher's Resource**

- Tell pupils that hormones are like chemical messengers in the body. They instruct the different parts of the body to start growing and changing. During puberty, the brain sends a signal to the reproductive organs to tell them that it is time to begin maturing.
- Ask pupils if they can name some hormones which are involved in puberty. Boys produce the hormone testosterone. Girls produce the hormone oestrogen.
- Ask pupils what the reproductive organs are for. An acceptable answer is that they enable people to reproduce, or have children.

ConcludeActivity

- Tell pupils that in the next lesson, they will be learning about developmental changes in male and female reproductive organs during puberty.

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 2: More About Puberty</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to recognise the different stages of growth and development of their bodies.</p> <p><u>Key Idea:</u> Puberty is a stage of development where there is a rapid increase in height and weight, hair growth in the armpits and around the sexual organs, development of breasts, onset of menstruation (in girls), and a change in voice (in boys).</p>	<p>Start</p> <p> <u>Review</u></p> <ul style="list-style-type: none"> Without allowing pupils to open their books, ask them to describe to you the changes that occur in the male reproductive system during puberty. The main points that should be covered are: <ul style="list-style-type: none"> Hormones from the brain are sent to the testicles to tell them that it is time to mature. The testicles then produce the male sex hormone testosterone. Testosterone causes the different parts of the reproductive system to mature, and the body will grow and change from a child's body to an adult's body. The testicles will also produce sperm, which is the male sex cell. Pupils may not be able to articulate the terms accurately and their feedback may reveal general misconceptions. Tell them they will learn the correct terms in this lesson. <p>Develop</p> <p> <u>Activity</u></p> <ul style="list-style-type: none"> Ask pupils to get into pairs to complete the activity in the Pupil's Book. Go through the answers with the pupils. Highlight the correct terms for the existing local slang. <p> <u>Lecture</u></p> <ul style="list-style-type: none"> Tell pupils that because of the changes in the male reproductive system during puberty, some boys may experience wet dreams. <p>Conclude</p> <p> <u>Activity</u></p> <ul style="list-style-type: none"> Tell pupils to close their books. Elicit five words from the day's lesson and list them on the board. Ask pupils for the meaning of each word. 	<p>Page 5</p> <p>Page 6</p>	

Objective and Key Idea**Procedure****Pupil's Book****Teacher's Resource****Lesson 3: More About Puberty**Objective:

At the end of the lesson, pupils will be able to recognise the different stages of growth and development of their bodies.

Key Idea:

Puberty is a stage of development where there is a rapid increase in height and weight, hair growth in the armpits and around the sexual organs, development of breasts, onset of menstruation (in girls), and a change in voice (in boys).

StartReview

- Write the following words on the board:
 - *testosterone*
 - *testicles*
 - *sperm*
- Ask the male pupils in class to recall what they had learned from Lesson 2.

DevelopActivity

- Ask pupils to get into pairs to complete the activity in the Pupil's Book.
- Go through the answers with the pupils.
- Highlight the correct terms for existing local slang.

Lecture

- Tell the pupils about the changes in the female reproductive system during puberty and how these changes lead to menstruation.
- Explain how menstruation may affect everyone in different ways.

ConcludeActivity

- Take this opportunity to explain to pupils that while they (both boys and girls) may be physically able to have children, they are not mentally, emotionally and financially ready yet. Guide them to see that if they cannot take proper care of themselves, they certainly will not be able to care for a baby.
- To further illustrate to pupils the importance of being responsible for their bodies, you may wish to bring in newspaper or Internet articles on teenage pregnancy and discuss them with the class.

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Page 8

Page 9

Objective and Key Idea

Lesson 4: More About PubertyObjective:

At the end of the lesson, pupils will be able to recognise the different stages of growth and development of their bodies.

Key Idea:

Puberty is a stage of development where there is a rapid increase in height and weight, hair growth in the armpits and around the sexual organs, development of breasts, onset of menstruation (in girls), and a change in voice (in boys).

Procedure

Pupil's Book

Teacher's Resource

StartActivity (Intrapersonal/Interpersonal)

- Get pupils into groups.
- Ask them to do the activity in the Pupil's Book, which is to think of the best and most challenging things about going through puberty.
- Ask pupils to draw on what they have learnt about puberty in class, as well as the personal experiences they have had so far.
- Remind pupils that their responses are not limited to physical changes. They should feel free to write down anything that they feel affects them such as their emotions and relationships with family and friends.

DevelopLecture

- Explain to pupils that puberty will bring them into a stage of life called 'adolescence', where they are no longer considered children, but neither are they considered adults yet. It can be a difficult and confusing time for them as they deal with issues like body image, personal identity and emotional changes.
- Remind pupils that adults have gone through puberty and can provide them with support, understanding and encouragement.
- Encourage pupils to speak with a trusted adult, such as a parent, teacher or counsellor, about any questions or problems they may face now or in the future.
- Encourage pupils to go through this new stage of life with a positive attitude and a bright outlook for the future.

ConcludeCrossover-Art (Visual/Spatial)

- Get pupils to create a collage entitled 'When I Grow Up...' on drawing block paper. The collage should represent what they hope to be in the future, using pictures that they have cut out at home.
- Select some pupils to share their creations with the class, and to explain what their pictures symbolise.

Page 10

Objective and Key Idea

Procedure

Pupil's Book

Teacher's Resource

Lesson 5: Smelling Fresh, Keeping Clean

Objective:

At the end of the lesson, pupils will be able to understand that it is important to establish daily habits for caring for their bodies in order to maintain or improve health and prevent illnesses.

Key Ideas:

- Personal hygiene is especially important during adolescence as the body glands are more active.
- During menstruation, girls should change sanitary towels regularly and dispose of them correctly.

Start



Role Play (Verbal/Linguistic)

- Select a few pupils to read the dialogue and act out the scenario in the Pupil's Book.

Develop



Brainstorm (Verbal/Linguistic)

- Get pupils into groups.
- Have pupils work in their groups to suggest how the boys could have practised better hygiene.
- Tell pupils not to write their answers in the Pupil's Book yet.
- Some things that the boys could have done are:
 - stopped playing early enough to take a shower before class or at least made time to change into fresh clothes;
 - applied deodorant or powder under the arms before playing because deodorant helps slow down the growth of bacteria on the skin;
 - brought towels to wipe off their sweat; and
 - brought a change of socks and underwear.



Activity

- Call on each group to share their answers with the class.
- Write pupils' responses on the board. If pupils have not covered the points listed above, bring them up and write them on the board as well.
- Give pupils time to write the answers in the Pupil's Book.



Lecture

- Go through this portion on feminine hygiene only if you have female pupils in your class.
- Reproduce and distribute the Image Master 'Feminine Hygiene' to female pupils.
- Inform pupils that girls who have begun menstruating need to take special care to keep clean during their periods. Female pupils should dispose of their sanitary towels or pads every three to four hours to prevent leakage, odour and bacterial infection.

Page 11

Page 11

Image Master: Feminine Hygiene (Page 26)

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
	<ul style="list-style-type: none"> • Inform pupils that pads must be thrown into the dustbin or the special sanitary pad bin provided in female toilets. • Remind pupils that pads should never be flushed down the toilet as they can cause clogged pipes. • Remind pupils that during puberty, the sweat glands tend to produce more sweat than before. If they do not take steps to keep themselves clean, they can develop body odour when bacteria acts on the sweat on their skin. • Encourage pupils to bathe regularly, particularly after exercise. It is perfectly fine if they feel the need to bathe more than once a day. Pupils should focus on keeping the armpits, private parts and feet clean. • Inform pupils that some people may also have a naturally stronger body odour that clings to them even if they are not sweaty. Tell pupils that using deodorant can help mask the odour. • As body odour can be a sensitive issue, encourage pupils to be gentle and tactful if they ever feel the need to tell a friend that he/she has body odour, being careful not to cause him/her embarrassment. <p>Develop</p> <p> Class Activity (Verbal/Linguistic)</p> <ul style="list-style-type: none"> • Ask pupils to turn to the Pupil's Book. • Invite one or two pupils to read aloud the text on the page and relate this to their own experience with pimple care. • Remind pupils that acne is a condition where there is a serious pimple outbreak. If acne is severe, pupils should consult a dermatologist, that is, a doctor who specialises in treating skin problems. He/She can prescribe them special soaps or medication to help control the acne. <p>Conclude</p> <p> Activity (Interpersonal)</p> <ul style="list-style-type: none"> • Get pupils into groups. • Reproduce the Image Master 'Hygiene Game' and distribute one sheet to each group. • Tell each group to make their own spinner and game pieces by following the instructions on the Image Master. You need to provide each group with a paper clip for the spinner. • Alternatively, you may choose to use dice. If so, provide enough dice for each group to have one. 	Page 14	Image Master: Hygiene Game (Page 27)

Objective and Key Idea**Procedure****Pupil's Book****Teacher's Resource**

- Ask pupils to turn to the game in the Pupil's Book.
- Explain the game to pupils—they are to help the superfriends make it through the day with their hygiene intact.
- Explain the rules of the game to pupils:
 - Each player will choose to be one of the superfriends.
 - Players will take turns spinning the spinner. The person with the biggest number gets to go first, followed by the person on his/her left, and so on.
 - Players will spin the spinner to see how many squares to advance their pieces on the game board.
 - If players land on a square that has text, they must obey whatever instructions it gives.
 - The first player to reach 'Home Sweet Home' is the winner. However, pupils must spin an exact number to reach this square. This means that if pupils spin a number bigger than the number of steps it takes to get to this final square, they will have to double back.

Pages 12 & 13

Suggested Lesson Plans

Puberty (Lessons 6 to 8)

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 6: My Body Needs Energy</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to understand that good eating habits are necessary to develop and maintain healthy growth.</p> <p><u>Key Ideas:</u></p> <ul style="list-style-type: none"> • During puberty, healthy eating is necessary for body growth and development. • Understanding one's own energy requirement is also helpful to enable one to manage it. • Attention should be taken to ensure having the recommended number of servings of food. 	<p>Start</p> <p> <u>Question and Answer</u></p> <ul style="list-style-type: none"> • Ask pupils why they need to eat. This will revise what pupils learnt in Grade 5, mainly that they need to eat because food gives the body the energy and nutrients it needs to stay alive and healthy. <p>Develop</p> <p> <u>Activity</u></p> <ul style="list-style-type: none"> • Get pupils to form pairs and turn to the activity in the Pupil's Book. • Ask pupils to decide whether each activity the superfriends are doing requires energy. • Give pupils time to complete the activity, then go over the answers with them. <p> <u>Lecture-Discussion</u></p> <ul style="list-style-type: none"> • Ask pupils to tell you which activities they placed a tick under and their rationale for doing so. Write their answers on the board. Pupils should indicate that all the activities shown require energy. • Tell pupils that their bodies need energy to do everything—breathing, eating, sleeping, moving, thinking, sitting still, etc. • Explain to pupils that even when they are at rest, that is, sitting still or lying down, the body still needs energy. Ask pupils to suggest why this is so. • Acceptable answers are that even at rest, the body is still hard at work breathing, pumping blood to the muscles and organs, digesting food that has been eaten, and growing (especially during puberty). These are the body's basic needs, and it does all these things to sustain itself, that is, to keep alive. <p> <u>Team Collaboration (Verbal/Linguistic)</u></p> <ul style="list-style-type: none"> • Ask pupils to get into groups. • Explain to pupils that most of the energy they get from food is used to meet the body's basic needs. Most of the remaining energy is used to carry out the daily physical activities pupils engage in, such as walking, running or carrying their school bags. 	Page 15	

- Get pupils to discuss and answer the following questions:
 1. Look again at the activities the superfriends are doing on page 15. Do you think that each superfriend is using the same amount of energy? Why or why not?
 2. What happens to the body when it is running out of energy?
 3. How can the body's energy be restored?
- Possible responses include:
 1. Each superfriend is using a different amount of energy because different activities use up different amounts of energy. For example, Tawan and Lam, who are playing basketball, will use more energy than Ajit, who is sitting down reading. This is because playing basketball causes breathing and heart rate to increase and exerts the muscles and bones—the body uses energy to do this.
 2. When the body is running out of energy, pupils may feel tired, weak and hungry.
 3. The body's energy can be restored by eating balanced meals according to My Healthy Plate and following the recommended number of servings for each food group. Pupils also need to get at least eight hours of sleep every night.

Conclude



Activity

- Ask pupils to form pairs to work on the activity in the Pupil's Book.
- Explain to pupils that the table lists some common activities according to how much energy they use up. Mild activities use the least amount of energy, while vigorous activities use a lot of energy.
- Tell pupils they are to think up more activities for each column. They should then circle the activities that they enjoy doing often.
- If pupils have trouble coming up with more examples, you can prompt them with the following:
 - Mild activities: ironing clothes, playing chess, playing the piano, reading, etc.
 - Moderate activities: leisure swimming, leisure cycling, leisure inline skating, mopping the floor energetically, slow jogging, etc.
 - Vigorous activities: fast swimming, vigorous dancing (such as hip hop or jazz), fast cycling, football, basketball, etc.

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Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
	<ul style="list-style-type: none"> • When pupils have completed the exercise, ask them to take a look at the activities they have circled. • Ask pupils to note if most of the circles are in one column or whether they are evenly spread among all the columns. Pupils could use this as a rough indicator of how much energy their bodies use. • Get pupils to plan a daily or weekly routine of MVPAs. <p> <u>Lecture</u></p> <ul style="list-style-type: none"> • Inform pupils that they will be creating a food diary for themselves in the next lesson. They will be using the food diary to note down all that they eat for two weekdays and one weekend. • Tell pupils to bring a clean notebook that they would like to use as their diary. Alternatively, they can create a diary using construction paper. • Encourage pupils to be creative in designing and decorating their diary. 		

Objective and Key Idea**Procedure****Pupil's Book****Teacher's Resource****Lesson 7: The Right Food For Puberty**Objective:

At the end of the lesson, pupils will be able to understand that good eating habits are necessary to develop and maintain healthy growth.

Key Ideas:

- During puberty, healthy eating is necessary for body growth and development.
- Understanding one's own energy requirement is also helpful to enable one to manage it.
- Attention should be taken to ensure having the recommended number of servings of food.

StartQuestion and Answer

- Ask pupils how they can get all the energy and nutrients their body needs. An acceptable answer is by eating according to My Healthy Plate and following the recommended number of servings for each food group.

Activity

- Get pupils to form groups.
- Tell pupils that this activity will help them revise the recommended number of servings for each food group on My Healthy Plate.
- Reproduce the Image Master 'Knowing My Servings' and distribute to pupils. This will help them recall what the recommended number of servings for them are.
- Ask pupils to turn to the activity in the Pupil's Book and give them time to complete it.

DevelopLecture-Discussion

- Get pupils to look at Eileen's food diary in the Pupil's Book.
- Get pupils to list any observations they have about Eileen's food diary.
- Some guiding questions you could use:
 - How is Eileen's diary organised?
 - Why has she organised it in this way?
 - Did Eileen eat healthily? How can you tell?
 - What is the point of keeping a food diary?

Crossover-Art (Visual/Spatial)

- Get pupils to read the instructions on how to make their own food diary at the bottom of page 18.
- Inform pupils that they are to create a food diary that will help them keep track of everything they eat for two weekdays and one weekend. They can refer to Eileen's diary to help them.
- Encourage pupils to be creative in their design of the diary and how they wish to record their information. They should use the notebook or construction paper they have brought to make their diary.

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Image Master: Knowing My Servings (Page 28)

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
	<p>Conclude</p> <p> <u>Lecture</u></p> <ul style="list-style-type: none">• Remind pupils that as they record their eating habits during the week, they should bear in mind My Healthy Plate and the recommended number of servings from different food groups.		

Lesson 8: The Right Weight For Me

Objective:

At the end of the lesson, pupils will be able to understand that good eating habits are necessary to develop and maintain healthy growth.

Key Ideas:

- During puberty, healthy eating is necessary for body growth and development.
- Understanding one's own energy requirement is also helpful to enable one to manage it.

Start



Discussion

- Get pupils into groups.
- Ask pupils to use what they know about energy input (through eating) and energy output (through the body's basic functioning and doing physical activities) to explain why people gain or lose weight, or maintain a constant weight.
- Invite each group to share their answers with the rest of the class.
- You may wish to ensure the following points are covered:
 - When energy input is equal to output, weight usually remains constant.
 - When energy input is more than output, weight increases as the excess energy is stored as fat.
 - When energy input is less than output, weight decreases as the body draws energy from its store of fat.

Develop



Question and Answer

- Have pupils remain in their groups.
- Reproduce the 'Weight For Height Charts' and distribute to pupils.
- Ask pupils to take a look at the two charts and answer the following questions:
 - What is the weight for height chart for?
 - Why do boys and girls have separate charts?
- Invite each group to present their answers to the class.
- Acceptable responses include:
 - The weight for height chart is a gauge for children and adolescents to check that they are in the healthy weight range.
 - The main reason why boys and girls have separate charts is because they have different body compositions (muscle mass and bone structure) and growth rates.



Activity

- Get pupils to do the activity in the Pupil's Book.
- Ask pupils to check their weight against their height in the charts that you have distributed to find out what their weight range is.
- Encourage pupils who are underweight or overweight to suggest how they can attain a weight that is in the healthy weight range.

Image Master: Weight For Height Charts (Pages 29 & 30)

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Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
	<ul style="list-style-type: none"> Possible suggestions for overweight and underweight pupils include following a balanced diet using My Healthy Plate as a guide. Underweight and overweight pupils should ensure they are eating the recommended number of servings from each food group every day. Overweight pupils should increase the amount of exercise that they do if they are not getting enough exercise and cut down on foods high in fats, oil and sugar. Foods high in sugar provide a lot of energy but may contain little nutritional content—if the energy is not used, it stores up as fat. Do be mindful that weight can be a sensitive issue for some pupils, so be sure to handle this topic with care and tact. <p>Conclude</p> <p> <u>Activity</u></p> <ul style="list-style-type: none"> Ask pupils to form pairs to complete the activity in the Pupil's Book. This activity will help them revise key concepts. 	Page 20	

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 9: You Are What You Eat</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to understand that it is important to make healthy food choices to obtain and maintain healthy growth.</p> <p><u>Key Ideas:</u></p> <ul style="list-style-type: none"> Understanding one's own energy requirement is also helpful to enable one to manage it. Improper diet could lead to some common health problems such as obesity, high blood pressure and high blood cholesterol. 	<p>Start</p> <p> <u>Review</u></p> <ul style="list-style-type: none"> Ask pupils to state what foods belong to My Healthy Plate. Responses should include any foods that contain high amounts of fat, oil, salt and sugar, such as sweets, fried foods, potato chips, soft drinks and ice-cream. You may wish to refer pupils back to the Image Master 'Knowing My Servings' to help them in the discussion. <p>Develop</p> <p> <u>Survey</u></p> <ul style="list-style-type: none"> Ask pupils how many of them like to eat the foods mentioned above— sweets, fried foods, potato chips, etc. Advise pupils that while these foods taste good, eating too much of them over a long period of time can result in health problems when they are older. <p> <u>Brainstorm</u> (Verbal/Linguistic)</p> <ul style="list-style-type: none"> Get pupils into groups. Ask pupils to list down the health problems that can result from eating too much of foods high in fat, oil, salt and sugar. Encourage pupils to try and explain their answers. Invite each group to share their answers with the class. Possible health problems include obesity, stroke, heart attack, high blood pressure and tooth decay. Note that there may be pupils in your class suffering from obesity or tooth decay, so ensure that you guide the discussion with sensitivity and tact. <p> <u>Activity</u></p> <ul style="list-style-type: none"> Bring pupils to the computer lab. Instruct pupils to work in pairs as they use the Internet to help them find the answers to the activity in the Pupil's Book. 	<p>Pages 21 & 22</p>	<p><u>Image Master:</u> Knowing My Servings (Page 28)</p>

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
	<p>Conclude</p> <p> <u>Lecture-Discussion</u></p> <ul style="list-style-type: none">• Inform pupils that a lot of the foods they may enjoy snacking on may contain large amounts of fat, oil, salt and sugar.• Caution pupils not to wait for health problems to develop before they decide to change their eating habits. How they eat now will determine how healthy they will be in the future.• Ask pupils to suggest healthy snacks that can serve as alternatives to foods high in fat, oil, salt and sugar. These can be foods that are good sources of fibre, vitamins and minerals, such as fruit, vegetables and wholegrain foods.		

Lesson 10: Is There An 'Ideal Body'?

Objective:

At the end of the lesson, pupils will understand that it is important to make healthy food choices to maintain healthy growth.

Key Ideas:

- Understanding one's own energy requirement is also helpful to enable one to manage it.
- Improper diet could lead to some common health problems such as obesity, high blood pressure and high blood cholesterol.

Start



Discussion

- Show pupils pictures of weight-loss advertisements and images of male and female fashion models from magazines.
- Ask pupils to discuss how they feel about these pictures. You may wish to use the following questions to stimulate discussion:
 - Do you wish you could look like these models? Why or why not?
 - Do you think that the models in the images have ideal bodies?
 - Explain what you think an ideal body should look or be like.

Develop



Activity

- Get pupils to do the activity in the Pupil's Book. Pupils are to read what each character on the page has to say and decide who has the 'ideal' body.
- Get pupils to explain why they think each character has an 'ideal' body or not.



Lecture

- Once pupils have completed the Pupil's Book activity, explain to them that there is no such thing as an ideal body shape or size because everyone's body is unique. It is perfectly normal for people to come in different shapes and sizes—tall or short, stocky or lanky, big-boned or fine-boned, etc.
- Emphasise to pupils that the only ideal body is the one that is healthy and well taken care of.
- Remind pupils that they can achieve a healthy body through eating a balanced diet, exercising regularly and getting adequate rest. This way, they will be able to enjoy life to the fullest with the body they have.
- Caution pupils that it is unrealistic and dangerous for them to believe that they should be as thin or tall as the fashion models or celebrities that they see in the media. It is dangerous because it can have negative effects on their personal body image (how they feel about their bodies). It is impossible for everyone to look that way because we each have a unique body shape determined by our individual genetic make-up.
- Explain to pupils that those with a negative body image may fall into depression because they are unable to match the false 'ideal' body shape that the media presents to them. They may end up developing eating disorders that will seriously endanger their health.

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
	<p> Brainstorm (Verbal/Linguistic)</p> <ul style="list-style-type: none"> • Get pupils into groups. • Ask each group to think up examples of eating disorders and to elaborate on them. • If pupils need clues, tell them that they can find two examples in the Pupil's Book activity that they just did. • You may wish to ensure that the following points are covered to help consolidate the discussion: <ol style="list-style-type: none"> 1. <i>General Points:</i> <ul style="list-style-type: none"> – Eating disorders often involve psychological problems, such as poor body image, a low self-esteem or depression, which cause people to lose control over their eating habits. If these problems go unchecked, there could be serious health consequences for the person, such as stunted growth, brittle bones, dehydration and even death. – These eating disorders often occur in children who are entering puberty, that is, around the ages of 11 to 13 years old. – Puberty is a time of rapid change for most children and can be confusing and upsetting. Children who find it difficult to accept their changing body, or who have low self-esteem, may be especially self-conscious and upset. This makes them more susceptible to developing eating disorders. 2. <i>Binge eating:</i> <ul style="list-style-type: none"> – Binge eating is one of the most common eating disorders in Singapore. It is also known as 'compulsive overeating'. – A person who has this problem will regularly consume incredibly large amounts of food with little nutritional value in a short period of time. Examples of such foods are potato chips and chocolates. – They do not stop eating even when they feel full. – These people tend to be overweight or obese. – They binge because they feel upset, stressed, angry or sad, as food brings them comfort. However, they often feel guilty after bingeing. 3. <i>Bulimia:</i> <ul style="list-style-type: none"> – People with bulimia also binge. However, unlike binge eaters, bulimics will purge themselves of the food they eat by forcing themselves to vomit. 	Page 23	

- Their weight tends to fluctuate, but they will seldom be extremely underweight.
- They may also be obsessed about exercising to prevent themselves from gaining weight after eating.
- Girls with this condition will experience irregular menstrual periods.

4. Anorexia:

- Anorexics are the opposite of bulimics and binge eaters, as they will starve themselves to become thin.
- Even though they are already dangerously underweight, people suffering from anorexia will see themselves as fat and try to lose even more weight.
- Like bulimics, anorexics may also exercise excessively to lose weight.
- Girls suffering from anorexia will not get their periods because the body is too starved. They will also lose hair and have brittle nails.

Activity

- Ask pupils to remain in their groups to complete the activity in the Pupil's Book.

Conclude

Review

- Remind pupils that because everyone is unique, they will never be the exact same shape, size, weight or height as their friends or their favourite celebrities. Pupils need to learn to accept and love their own body. The most important thing is for pupils to treat their body well by eating healthily and exercising regularly.
- Caution pupils that eating disorders are serious illnesses that can lead to death if not treated. People suffering from them need help because they are unable to help themselves get better.
- Encourage pupils to seek help from adults if they suspect or know a friend who is suffering from any one of these problems.
- If you suspect that any one of your pupils is suffering from an eating disorder, you may wish to speak with him/her privately after class and encourage him/her to seek help from the school counsellor.

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Suggested Lesson Plans

Eye Care (Lesson 11)

Objective and Key Idea

Procedure

Pupil's Book

Teacher's Resource

Lesson 11: Common Eye InfectionsObjective:

At the end of the lesson, pupils will be able to recognise that the eyes need proper care and rest for good vision.

Key Ideas:

- Care should be taken to maintain good eyesight.
- Bacteria and viruses can cause eye problems such as conjunctivitis and sties.

StartSurvey

- Ask pupils if they have ever had 'red eyes' or a stye, and if so, how it felt.
- Tell pupils that these two forms of eye infection are very common, especially among children.
- Inform pupils that they will be learning about conjunctivitis and sties in this lesson.

DevelopActivity

- Bring pupils to the computer lab to conduct research on conjunctivitis and sties using the Internet.
- Get pupils in pairs to complete the activity in the Pupil's Book.
- Invite a few pairs to share their answers with the class.
- Ensure that the following points are covered while the answers are being discussed:
 1. *Conjunctivitis:*
 - Commonly known as 'red eye' or 'sore eye' because the eye becomes red and swollen.
 - Caused by bacteria, viruses, allergies or foreign objects in the eye.
 - Conjunctivitis caused by an allergic reaction will affect both eyes and be accompanied by excessive tearing and a runny nose, but is not contagious.
 - Bacterial and viral conjunctivitis are very contagious and often occur when the person has a cold.
 - Pupils with this type of conjunctivitis should be sent back to see the doctor immediately. This prevents the infection from spreading to their classmates.
 - The affected eye will produce a thick and sticky or watery discharge that will form a layer of crust along the eyelid when it dries up.
 - Pupils should use a clean, soft facecloth wet with warm water to gently wipe away the crust.
 - The eye will also feel very itchy, but pupils should not rub their eyes as this could worsen the infection if their hands are dirty.

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- The doctor will prescribe medication such as special eyedrops to treat bacterial conjunctivitis.
- Viral conjunctivitis cannot be treated with medication, but will eventually clear up on its own after two or three weeks.

2. *Sties:*

- A sty is like a pimple that forms on the eyelid.
- It is caused by bacteria infecting the glands at the base of the eyelashes along the eyelids.
- The infected gland will swell with pus and become red and painful.
- Eventually, the sty should burst on its own and disappear. Pupils should never try to pick at or squeeze a sty.
- Applying heat to the sty for around ten minutes, four times a day, will help it to burst sooner.
- Once it does burst, pupils should wipe the area with a soft, clean facecloth.
- Pupils should see the doctor for treatment and advice, especially if the sty does not go away on its own after a week.

 Brainstorm (Verbal/Linguistic)

- Get pupils to form groups.
- Ask pupils to think of ways they can protect themselves and their classmates from conjunctivitis and sties.
- Get each group to share what they have discussed.
- Remind pupils that proper hygiene practices such as thorough handwashing play a big part in preventing the spread of bacteria and viruses.
- Tell pupils that they should also see a doctor or ophthalmologist for any kind of eye infection.

Conclude

 Activity

- Get pupils to complete the activity in the Pupil's Book.
- Give pupils time to complete the activity, then go over the answers with them using the Suggested Answers.



Lecture

- Tell pupils that in addition to adequate sleep, quality sleep is extremely important.
- To ensure quality sleep, pupils need to see to the following:
 1. *Routine and Environment*
Pupils should go to bed and get up around the same time every day. They should start preparing to sleep half an hour before sleep time and refrain from using gadgets before going to bed. The bedroom should be quiet and darkened as they prepare for sleep. Likewise, pupils should avoid turning on gadgets when they wake in the morning. Once awake, they should get out of bed.
 2. *Diet and Exercise*
Pupils should have sufficient exercise and outdoor activities. However, they should avoid strenuous activities late at night since body heat and physical stimulation can make sleep difficult. They should also eat healthily and avoid caffeine in the late afternoon or evening.
 3. *Manage Stress and Anxiety*
One of the obstacles to good sleep is stress. Pupils need to consider the cause of their anxiety, note it down and talk about their problems with someone who can help.

Conclude



Review

- Ask the pupils to relook at the points raised in the lesson:
 1. Are they getting 8 to 10 hours of sleep every night?
 2. Do they keep to a good sleep routine and do they have a conducive sleep environment?
 3. Are they eating healthily?
 4. Are there problems making them stressed and anxious?
- Tell students they can assess their situation regularly in order to ensure adequate and quality sleep that will help them with their growth during adolescence.

Name:

Class:

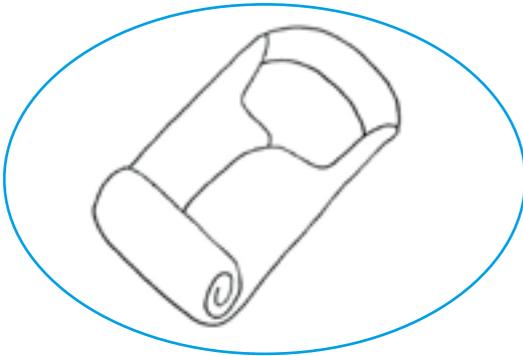
Date:

Feminine Hygiene

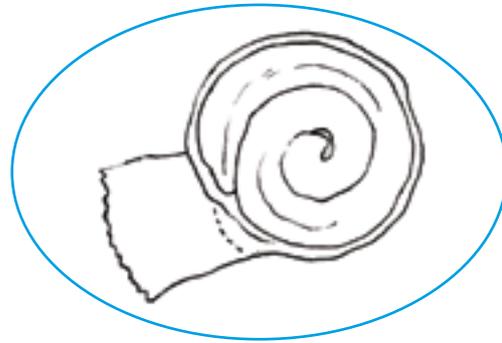
Girls need to take extra care of their hygiene when they are having their period. Sanitary towels, or pads, should be changed every three to four hours to prevent odour and bacterial infections.

When disposing of used sanitary towels, girls should follow these steps:

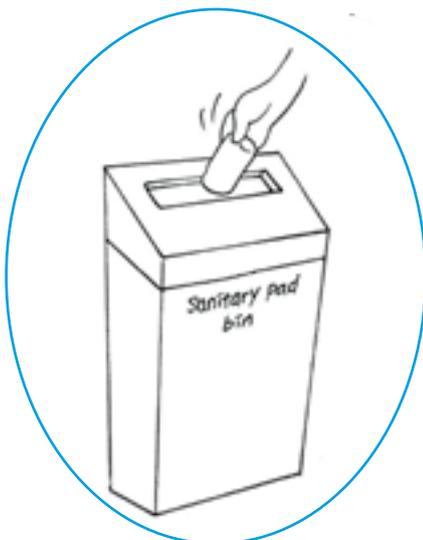
1. Roll up the used pad.



2. Wrap it in toilet paper.



3. Dispose of the pad in the rubbish bin or the special sanitary pad disposal bin found in the toilet. Never flush the pad down the toilet.



4. Wash your hands thoroughly.



Good hygiene is all about staying clean and fresh. Not only will it keep you healthy, it will also keep you happy!

Name:

Class:

Date:

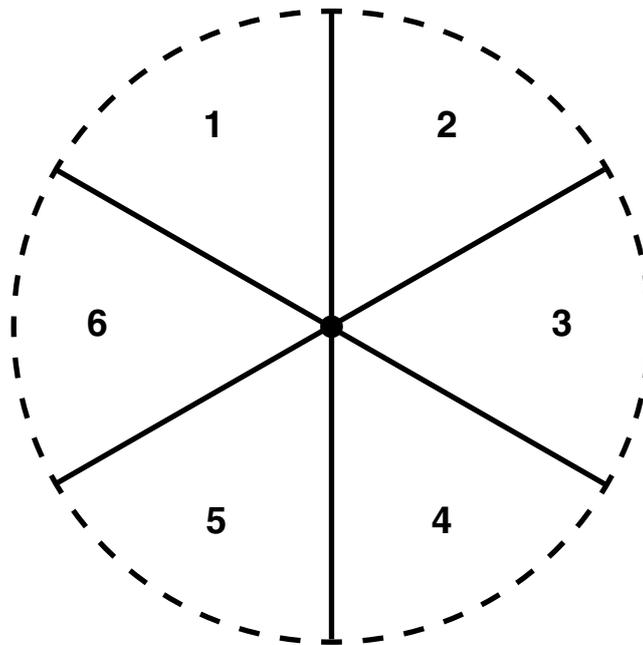
Hygiene Game



Make your own spinner and cut out the game tokens to use in the 'Hygiene Game' on pages 12–13 of the Pupil's Book.

Get into groups of four and make your own spinner:

1. Cut the spinner out.
2. Place it on a flat surface.
3. Anchor a paper clip to the centre of the spinner using the tip of a pencil.
4. Hold the pencil firmly in one hand and spin the paper clip.
5. The number that the paper clip lands on shows you the number of spaces to move.



Cut the tokens out. Each person in your group gets one token.



Name:

Class:

Date:

Knowing My Servings

Do you remember what the recommended number of servings for each food group in My Healthy Plate are? Use the chart below to help you recall!

Food group (Daily requirements)	Examples of one serving
<p>Whole Grains¹ (5-6 servings) Energy-giving foods</p>	<ul style="list-style-type: none"> • ½ bowl of rice • 2 slices of bread • ½ bowl of noodles or spaghetti • 1 thosai • 1 hamburger bun or hotdog bun • 4 plain crackers
<p>Meat and Others² (2 servings) Body-building foods</p>	<ul style="list-style-type: none"> • 1 palm-sized piece of fish, lean meat, or skinless poultry • 5 medium prawns • 3 eggs • 2 small blocks of tofu • ¾ cup cooked peas or beans
<p>Fruit³ (2 servings) Protective foods</p>	<ul style="list-style-type: none"> • 1 small apple, pear or orange • 1 wedge of papaya, pineapple or watermelon • 4 small seeds of durian or jackfruit • 10 grapes or longans • 6 lychees • 1 cup pure fruit juice
<p>Vegetables³ (2 servings) Protective foods</p>	<ul style="list-style-type: none"> • ¾ mug cooked leafy vegetables • ¾ mug cooked non-leafy vegetables

Note: A mug/glass/cup = 250ml

Source: Health Promotion Board (as of March 2008)

Notes:

1. Include at least one daily serving of wholegrain products such as brown rice or wholemeal bread, as part of the recommended 5 to 6 servings.
2. Include 250 to 500ml (one to two glasses) of milk a day, in addition to the recommended 2 servings.
3. Include a variety of fruit and vegetables, especially brightly-coloured and dark green, leafy vegetables.

Name:

Class:

Date:

Weight For Height Chart (Girls)

Use the chart below to check if your weight is in the healthy range for your height. If your weight falls anywhere outside of this range, you may need to make some changes to your diet and lifestyle to get back on track to good health.

Height (cm)	Underweight (kg)	Borderline underweight (kg)	Healthy weight (kg)	Borderline overweight (kg)	Overweight (kg)
106	12.1 & below	12.2 – 13.9	14.0 – 17.0	17.1 – 18.4	18.5 & above
108	12.7 & below	12.8 – 14.3	14.4 – 17.6	17.7 – 19.1	19.2 & above
110	13.2 & below	13.3 – 15.0	15.1 – 18.4	18.5 – 20.1	20.2 & above
112	13.8 & below	13.9 – 15.8	15.9 – 19.2	19.3 – 20.9	21.0 & above
114	14.5 & below	14.6 – 16.6	16.7 – 20.2	20.3 – 22.2	22.3 & above
116	15.1 & below	15.2 – 17.3	17.4 – 21.1	21.1 – 23.1	23.2 & above
118	15.9 & below	16.0 – 18.2	18.3 – 22.3	22.4 – 24.3	24.4 & above
120	16.7 & below	16.8 – 18.9	19.0 – 23.1	23.2 – 25.3	25.4 & above
122	17.5 & below	17.6 – 19.9	20.0 – 24.2	24.3 – 26.6	26.7 & above
124	18.2 & below	18.3 – 20.8	20.9 – 25.4	25.5 – 27.9	28.0 & above
126	19.1 & below	19.2 – 21.8	21.9 – 26.6	26.7 – 29.0	29.1 & above
128	20.0 & below	20.1 – 22.9	23.0 – 28.0	28.1 – 30.5	30.6 & above
130	21.1 & below	21.2 – 24.0	24.1 – 29.2	29.3 – 31.9	32.0 & above
132	22.1 & below	22.2 – 24.9	25.0 – 30.6	30.7 – 33.5	33.6 & above
134	23.3 & below	23.4 – 26.6	26.7 – 32.1	32.2 – 35.0	35.1 & above
136	24.5 & below	24.6 – 27.8	27.9 – 33.8	33.9 – 36.7	36.8 & above
138	25.8 & below	25.9 – 29.0	29.1 – 35.7	35.8 – 38.8	38.9 & above
140	26.9 & below	27.0 – 30.4	30.5 – 37.4	37.5 – 40.2	40.3 & above
142	28.3 & below	28.4 – 31.9	32.0 – 39.1	39.2 – 42.2	42.3 & above
144	29.7 & below	29.8 – 33.6	33.7 – 40.9	41.0 – 44.6	44.7 & above
146	31.1 & below	31.2 – 35.1	35.2 – 42.9	43.0 – 46.7	46.8 & above
148	32.4 & below	32.5 – 36.7	36.8 – 44.9	45.0 – 48.7	48.8 & above
150	33.8 & below	33.9 – 38.3	38.4 – 46.8	46.9 – 50.7	50.8 & above
152	34.9 & below	35.0 – 39.7	39.8 – 48.7	48.8 – 52.7	52.8 & above
154	36.6 & below	36.7 – 40.9	41.0 – 50.5	50.6 – 54.8	54.9 & above
156	37.9 & below	38.0 – 42.7	42.8 – 52.1	52.2 – 56.7	56.8 & above
158	39.1 & below	39.2 – 44.0	44.1 – 54.1	54.2 – 58.7	58.8 & above
160	40.4 & below	40.5 – 45.6	45.7 – 55.7	55.8 – 60.6	60.7 & above
162	41.6 & below	41.7 – 47.2	47.2 – 57.5	57.6 – 62.4	62.5 & above
164	42.8 & below	42.9 – 48.4	48.5 – 59.1	59.2 – 64.1	64.2 & above
166	43.8 & below	43.9 – 49.4	49.5 – 60.6	60.7 – 65.7	65.8 & above
168	45.1 & below	45.1 – 50.7	50.8 – 61.9	62.0 – 67.4	67.5 & above
170	46.0 & below	46.1 – 51.8	51.9 – 63.5	63.6 – 69.0	69.1 & above
172	46.9 & below	47.0 – 52.9	53.0 – 64.7	64.8 – 70.5	70.6 & above
174	47.9 & below	48.0 – 53.9	54.0 – 66.0	66.1 – 71.8	71.9 & above
176	48.4 & below	48.5 – 54.9	55.0 – 67.1	67.2 – 73.1	73.2 & above
178	49.1 & below	49.2 – 55.8	55.9 – 68.4	68.5 – 74.4	74.5 & above
180	49.9 & below	50.0 – 56.1	56.2 – 69.4	69.5 – 75.9	76.0 & above

Name:

Class:

Date:

Weight For Height Chart (Boys)

Use the chart below to check if your weight is in the healthy range for your height. If your weight falls anywhere outside of this range, you may need to make some changes to your diet and lifestyle to get back on track to good health.

Height (cm)	Underweight (kg)	Borderline underweight (kg)	Healthy weight (kg)	Borderline overweight (kg)	Overweight (kg)
108	12.8 & below	12.9 – 15.1	15.2 – 18.0	18.1 – 19.9	20.0 & above
110	13.4 & below	13.5 – 15.8	15.9 – 18.9	19.0 – 20.8	20.9 & above
112	13.9 & below	14.0 – 16.5	16.6 – 19.6	19.7 – 21.5	21.6 & above
114	14.8 & below	14.9 – 17.3	17.4 – 20.4	20.5 – 22.5	22.6 & above
116	15.6 & below	15.7 – 18.0	18.1 – 21.2	21.3 – 23.5	23.6 & above
118	16.5 & below	16.6 – 19.0	19.1 – 22.7	22.8 – 24.8	24.9 & above
120	17.3 & below	17.4 – 19.9	20.0 – 23.6	23.7 – 25.9	26.0 & above
122	18.3 & below	18.4 – 20.9	21.0 – 24.9	25.0 – 27.1	27.2 & above
124	19.2 & below	19.3 – 21.9	22.0 – 26.2	26.3 – 28.7	28.8 & above
126	20.2 & below	20.3 – 22.8	22.9 – 27.6	27.7 – 29.9	30.0 & above
128	21.2 & below	21.3 – 24.0	24.1 – 28.9	29.0 – 31.5	31.6 & above
130	22.2 & below	22.3 – 25.3	25.4 – 30.3	30.4 – 33.0	33.1 & above
132	23.2 & below	23.3 – 26.5	26.6 – 31.9	32.0 – 34.6	34.7 & above
134	24.5 & below	24.6 – 27.6	27.7 – 33.5	33.6 – 36.1	36.2 & above
136	25.8 & below	25.9 – 28.9	29.0 – 34.9	35.0 – 38.2	38.3 & above
138	26.8 & below	26.9 – 29.9	30.0 – 36.5	36.6 – 40.0	40.1 & above
140	27.9 & below	28.0 – 31.1	31.2 – 37.8	37.9 – 41.9	42.0 & above
142	29.2 & below	29.3 – 32.7	32.8 – 39.7	39.8 – 43.9	44.0 & above
144	30.3 & below	30.4 – 33.9	34.0 – 41.2	41.3 – 45.7	45.8 & above
146	31.7 & below	31.8 – 35.0	35.1 – 42.9	43.0 – 47.6	47.7 & above
148	32.8 & below	32.9 – 36.4	36.5 – 44.8	44.9 – 49.3	49.4 & above
150	34.1 & below	34.2 – 37.9	38.0 – 46.5	46.6 – 51.1	51.2 & above
152	35.2 & below	35.3 – 39.2	39.3 – 48.1	48.2 – 52.9	53.0 & above
154	36.6 & below	36.7 – 40.8	40.9 – 50.0	50.1 – 54.9	55.0 & above
156	37.8 & below	37.9 – 42.1	42.2 – 51.8	51.9 – 56.9	57.0 & above
158	39.0 & below	39.1 – 44.0	44.1 – 53.7	53.8 – 58.8	58.9 & above
160	40.6 & below	40.7 – 45.6	45.7 – 55.1	55.2 – 60.9	61.0 & above
162	41.9 & below	42.0 – 47.1	47.2 – 57.3	57.4 – 62.9	63.0 & above
164	43.4 & below	43.5 – 48.8	48.9 – 59.0	59.1 – 65.0	65.1 & above
166	44.9 & below	45.0 – 50.6	50.7 – 60.9	61.0 – 67.5	67.6 & above
168	46.3 & below	46.4 – 52.1	52.2 – 63.2	63.3 – 69.8	69.9 & above
170	47.7 & below	47.8 – 53.9	54.0 – 64.7	64.8 – 71.7	71.8 & above
172	49.0 & below	49.1 – 55.6	55.7 – 67.4	67.5 – 74.3	74.4 & above
174	50.4 & below	50.5 – 57.3	57.4 – 69.6	69.7 – 76.6	76.7 & above
176	51.7 & below	51.8 – 58.4	58.5 – 71.1	71.2 – 77.9	78.0 & above
178	52.9 & below	53.0 – 59.9	60.0 – 73.1	73.2 – 80.1	80.2 & above
180	54.2 & below	54.3 – 60.9	61.0 – 74.9	75.0 – 81.7	81.8 & above
182	55.4 & below	55.5 – 62.2	62.3 – 76.7	76.8 – 83.7	83.8 & above
184	56.4 & below	56.5 – 63.7	63.8 – 77.9	78.0 – 84.9	85.0 & above
186	56.9 & below	57.0 – 64.7	64.8 – 79.4	79.5 – 86.4	86.5 & above

Suggested Answers

Physical Changes

Lessons 1 to 4: More About Puberty

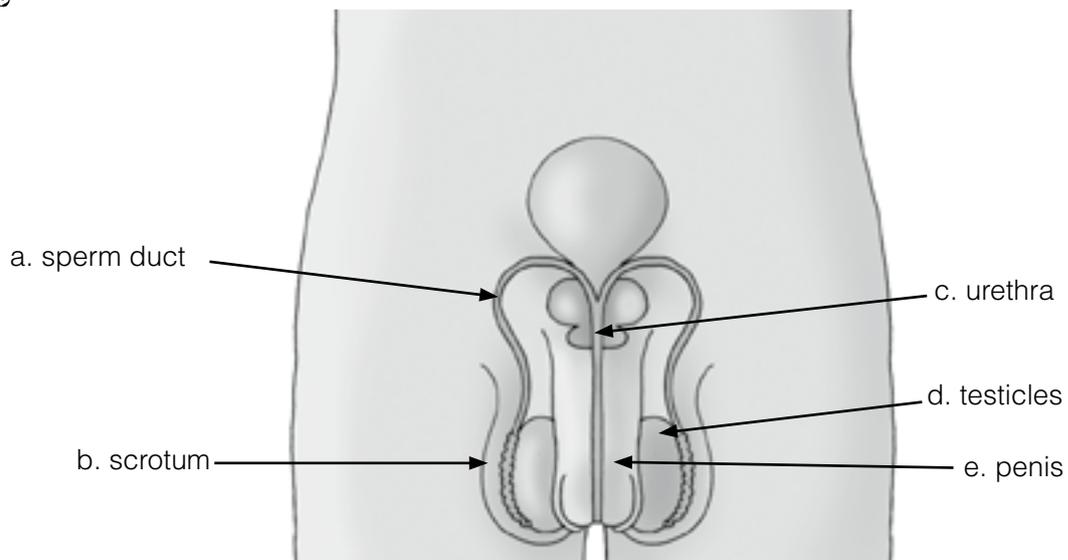


Pages 3 & 4

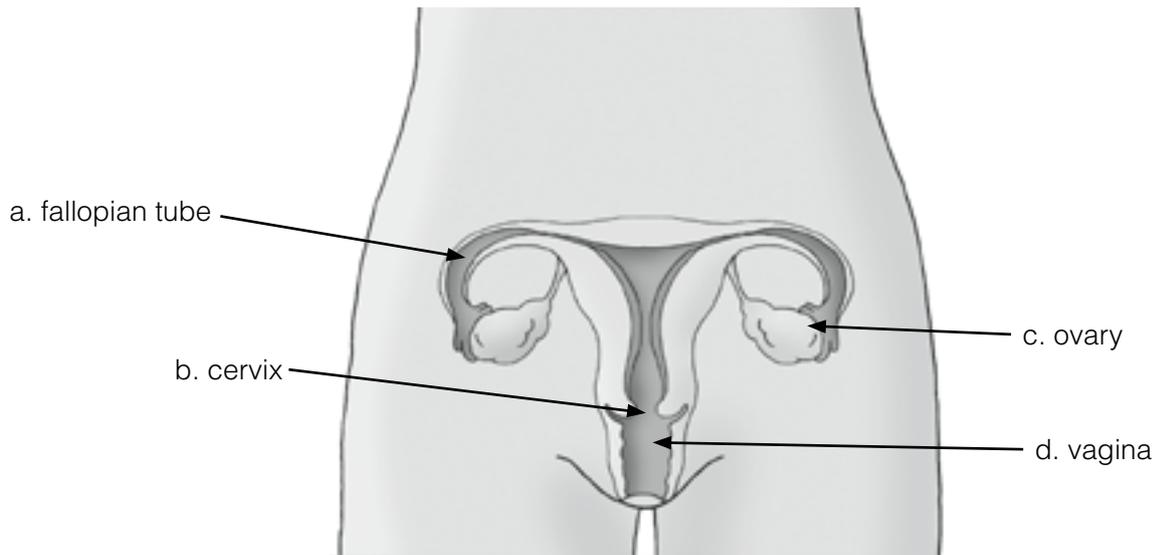
- | | | |
|-------------------------------|-----------------|---------------|
| 1. eat, exercise, sleep | 2. growth spurt | 3. oil, sebum |
| 4. breakout | 5. bacteria | 6. shower |
| 7. armpits, pubic, face, chin | 8. menstruation | 9. sanitary |
| 10. muscular | 11. lower | 12. diet |



Page 5



- | | | |
|--------------|-----------------|----------|
| 1. testicles | 2. testosterone | 3. sperm |
|--------------|-----------------|----------|



1. ovaries

2. oestrogen

3. eggs/ova



1. ovary, egg

2. fallopian, uterus

3. uterus, pregnant

4. uterus lining, vagina



Accept all plausible answers.

Personal Hygiene

Lesson 5: Smelling Fresh, Keeping Clean



Accept all plausible answers. The following are examples of acceptable answers:

Ajit, Haris, Lam and Harold could have:

- stopped playing early enough to take a shower before class or at least made time to change into fresh clothes.
- applied deodorant or powder under the arms before playing because deodorant helps slow down the growth of bacteria on the skin.
- brought towels to wipe off their sweat.
- brought a change of socks and underwear.

Puberty

Lesson 6: My Body Needs Energy



Page 15

Pupils should place a tick in pictures 1 and 4.



Page 16

Accept all plausible answers.

Lesson 7: The Right Food For Puberty



Page 17

Meat and others: 2 servings (In addition to the 2 servings, children aged 7 to 12 years old should also drink 250 to 500ml of milk every day.)

Fruit and Vegetables: 2 + 2 servings

Whole grains: 5 to 6 servings (Include at least 1 serving of wholegrain products such as brown rice or wholemeal bread, as part of the 5 to 6 servings.)

Accept all plausible answers in the drawings of food items.



Page 18

Yes, Eileen's food intake includes all the servings required.

Lesson 8: The Right Weight For Me



Page 19

Accept all plausible answers.



Page 20

1. energy requirement
2. Regular, balanced
3. Healthy Plate

Healthy Diet

Lesson 9: You Are What You Eat



Page 21

- 1 & 2. heart attack, obesity 3 & 4. diabetes, tooth decay
5. high blood pressure



Page 22

Accept all plausible answers. The following are examples of acceptable answers:

A. Three ways I can cut down on fat in my diet:

1. Choose low-fat foods such as low-fat milk or low-fat yoghurt.
2. Eat less fried foods. Foods that have been boiled, steamed or broiled use less oil and fat in the cooking process.
3. Remove fat and skin from meat and poultry before eating. Alternatively, choose lean cuts of meat that have less fat, or less gravy and sauce.

B. Three ways I can cut down on salt in my diet:

1. Avoid eating canned foods, such as luncheon meat or canned soup, as they often have high salt content.
2. Do not add salt to food before tasting it.
3. Try not to snack on chips or fries as they contain lots of salt.

C. Three ways I can cut down on sugar in my diet:

1. Choose to drink water or pure fruit juice over sweetened soda drinks.
2. Stop snacking on candy bars, cakes and ice-cream and choose fruit as a healthier snack.
3. Eat more wholegrain foods, such as brown rice, that are rich in complex carbohydrates. These will keep me feeling full for a longer time so I will not feel the need to snack so much.

Lesson 10: Is There An 'Ideal Body'?



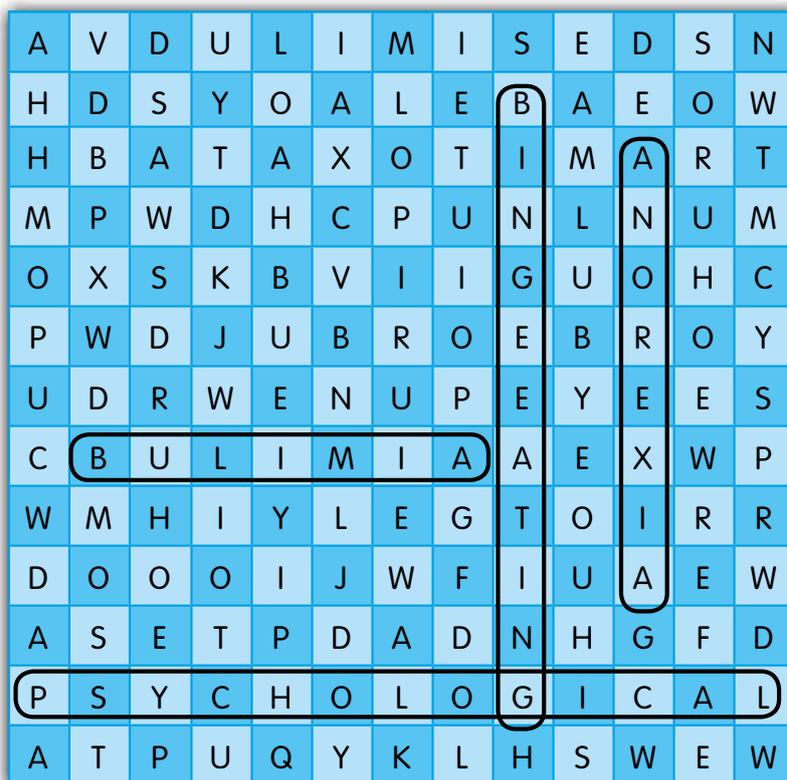
Page 23

1. The boy does not have an ideal body because he is eating more than his body needs. This has made him overweight.
2. This girl does not have an ideal body because even though she looks to be of a healthy weight, she is starving her body of the energy and nutrients it needs to stay healthy.
3. This girl has the ideal body for her because she takes care of it well by having a balanced diet and exercising regularly.



Page 24

1. Bulimia
2. anorexia
3. binge eating
4. psychological



Eye Care

Lesson 11: Common Eye Infections



Page 25

Conjunctivitis:

1, 2, 5, 6 and 9

Stye:

3, 4, 7 and 8

Page 26



Pupils should put a tick for statements 1, 4, 5, 6 and 7, and a cross for statements 2, 3 and 8.

You may want to discuss with pupils the following points for the relevant statements:

1. Conjunctivitis is very infectious and can be spread through the sharing of items.
2. Squeezing a stye will only introduce more bacteria into the infected area, no matter how clean pupils may think their hands are.
3. Wearing contact lenses while one has an eye infection could cause further irritation to the affected eye.
7. As conjunctivitis is highly contagious, infected pupils will usually be asked to stay home until 24 hours after they have begun treatment.
8. Potatoes and hard-boiled eggs retain heat for quite a long time and are useful in heat treatment of sties. Alternatively, a clean, hot face towel can also be used.

The Importance of Sleep

Lesson 12: Are You Getting Enough Sleep?



Page 28

Accept all plausible answers.

Environment and Your Health

Introduction

Learning about how the environment affects our health is important. The formal introduction to the relationship between the environment and our health in this Health Education series helps to develop and cultivate important life skills in pupils.

The topics covered in this dimension allow pupils to apply concepts and recognise principles that are important to environment and health. Pupils will learn how socially responsible behaviour plays a crucial role in preventing the spread of transmissible diseases. To further illustrate this point, an in-depth study of two transmissible diseases, HIV/AIDS and Hepatitis B will be done. Pupils will also learn the importance of proper waste disposal and how to prevent water pollution.

The environment has an impact on one's health. Therefore, it is important to equip pupils with the knowledge, skills and attitudes that promote the ownership of good environmental health practices.

Suggested Lesson Plans

Preventing The Spread of Transmissible Diseases (Lessons 1 to 4)

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 1: Give Me Immunity</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to play a part in the prevention of the spread of diseases by understanding the importance of immunisation.</p> <p><u>Key Idea:</u> There are ways to prevent the spread of some transmissible diseases, such as: – being immunised.</p>	<p>Start</p> <p> <u>Review</u> (Interpersonal)</p> <ul style="list-style-type: none"> • Write the following diseases on the board: tuberculosis, hand-foot-and-mouth disease (HFMD), chickenpox and dengue fever. • Ask pupils to try and answer the following questions in their pairs: <ol style="list-style-type: none"> 1. <i>How are the following transmissible diseases spread?</i> <ul style="list-style-type: none"> – tuberculosis—through the air – HFMD—through close contact with an infected person – diphtheria and chickenpox—through the air and by touch – dengue fever—by mosquitoes 2. <i>What are some ways to prevent the spread of these diseases?</i> By practising good health habits, being immunised (if a vaccine is available) and being socially responsible. • Invite a few pairs to share their answers with the class. • Inform pupils that they will be learning more about the importance of immunisation in this lesson. <p>Develop</p> <p> <u>Activity</u> (Interpersonal)</p> <ul style="list-style-type: none"> • Get pupils into pairs. • Ask pupils to examine the list of transmissible diseases in the Pupil's Book, then complete the activity. • Ask pupils to discuss whether each disease listed has a vaccine. The diseases that currently have vaccines are tuberculosis and chickenpox. • Invite a few pairs to share their answers with the class. • Inform pupils that because some of these diseases can be very serious and even potentially fatal, it is important to be protected against them. 	Page 31	

**Survey**

- Ask pupils to raise their hands if they have gone for an immunisation before. Most, if not all, pupils should raise their hands.
- Ask pupils what the most recent immunisation injections they have received are. See: http://www.who.int/immunization/policy/Immunization_routine_table2.pdf

**Role Play (Verbal/Linguistic)**

- Select pupils to read the dialogue between Eileen and Ajit.
- Ask pupils if they have ever felt like Ajit did about vaccinations. If they have, invite them to explain why, and how they overcame their fears.
- You may also want to share with pupils your personal experiences with vaccinations if you feel comfortable.

**Lecture-Discussion**

- Ask pupils to try and explain what a vaccine is and how it helps the body to fight against diseases.
- Explain to pupils that vaccines are weakened or dead germs (e.g. bacteria or viruses) of a particular disease. When they are introduced into the body, the body's immune system reacts by creating antibodies to fight them. This prepares the body to fight the real disease if the body should ever come into contact with it.

Conclude**Review**

- Remind pupils that immunisation is an effective way of protecting their health and preventing the spread of transmissible diseases.

Extension Activity**Activity**

- Ask pupils to find out during the week what immunisations they have received since they were born. They can refer to their own health booklet or personal immunisation records.
- Ask pupils if they know why it is compulsory for children in their country to receive certain immunisations. This is because some of the diseases pupils are immunised against are very infectious and potentially life-threatening. Hence, it is necessary to be protected against them.

OR

Page 32

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
	<p> Class Activity</p> <ul style="list-style-type: none"> • The objective of this activity is to help pupils recall the symptoms of some transmissible diseases and the measures that can be taken to prevent their spread. • Divide an A4-sized sheet of paper into six pieces. • Write each of the following diseases on each piece of paper—flu, tuberculosis, diphtheria, HFMD, chickenpox and dengue fever. • Fold the pieces and place them in an envelope. • Divide the class into four groups. • Tell pupils they are going to play a game called 'Survivor'. • Invite two groups to participate in the first round of the game. Each group is to select one member to go to the front of the class. The two pupils will have to name one symptom of the disease that you pull out of the envelope (return the folded piece to the envelope after showing it to the pupils). The first pupil to answer correctly 'survives' and wins a point for his/her group. Continue until every member of the group has had a turn. • Carry out the same thing with the other two groups. However, this time, they must correctly name one preventive measure that can be taken to inhibit the spread of the disease that you pick out of the envelope. • Use the whiteboard to help you keep score. The group with the most points wins. 		

Lesson 2: Be Responsible, Keep Healthy

Objective:

At the end of the lesson, pupils will be able to play a part in the prevention of the spread of diseases by understanding the importance of practising good health habits and social responsibility.

Key Idea:

There are ways to prevent the spread of some transmissible diseases, such as:

- having good health habits; and
- being socially responsible.

Start

Review

- Briefly recap the content covered in the previous lesson with pupils.
- Remind pupils that while they have been immunised against many dangerous transmissible diseases, there are still some serious diseases for which no vaccine has been found.
- Ask pupils if they can name some of these diseases that have no vaccines. Examples include dysentery and HIV/AIDS (this will be covered in the next lesson).
- Remind pupils that the body's main line of defence against any disease is the immune system, so they should do their best to keep it strong by taking good care of their body.

Develop

Activity (Verbal/Linguistic)

- Ask pupils to work out the missing words from the sentences in the Pupil's Book in order to help them complete the crossword puzzle.

Lecture-Discussion

- Point out to pupils that besides good health habits, a crucial part of preventing the spread of transmissible diseases is social responsibility.
- Ask pupils to explain what it means to be socially responsible. Pupils' responses should reflect that it involves practising responsible behaviour when they are ill to prevent germs from spreading to others.
- Ask pupils to give examples of socially responsible behaviour that will help prevent the spread of diseases. Examples include:
 - staying home when ill;
 - covering the nose and mouth when sneezing or coughing;
 - not sharing food or cutlery when ill;
 - disposing of used tissue; and
 - washing hands thoroughly.

Activity (Verbal/Linguistic, Logical/Mathematical)

- Have pupils complete the activity in the Pupil's Book in pairs. They are to unscramble the sentences to reveal ways in which they can practise socially responsible living.
- Go through the answers with pupils.

Page 33

Page 34

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
	<p>Conclude</p> <p> <u>Review</u></p> <ul style="list-style-type: none"> • Reiterate the importance of practising good health habits and social responsibility in preventing the spread of transmissible diseases. • Highlight to pupils that everyone needs to play their part in behaving responsibly towards others—any act of inconsideration will impact those around them. <p>Extension Activity</p> <p> <u>Team Collaboration</u> (Visual/Spatial)</p> <ul style="list-style-type: none"> • Divide the class into groups. • Get pupils to create a poster to remind themselves of the ways to prevent the spread of transmissible diseases. • Pupils should include the following three general points: practising good health habits, being immunised and being socially responsible. • Encourage pupils to include specific ways of practising good health habits and social responsibility. • Display the posters on the walls of the classroom when everyone has finished. Ask the pupils to walk around and view their classmates' posters. 		

Objective and Key Idea**Procedure****Pupil's Book****Teacher's Resource****Lesson 3: HIV/AIDS And Hepatitis B**Objective:

At the end of the lesson, pupils will be able to play a part in the prevention of the spread of diseases by understanding the dangers of HIV/AIDS and Hepatitis B.

Key Idea:

Transmissible diseases include HIV/AIDS and Hepatitis B.

Start Lecture

- Inform pupils that they will be learning about two transmissible diseases, HIV/AIDS and Hepatitis B, in this and the next lesson.

Develop Class Activity

- Bring pupils to the computer lab. Have them bring their writing materials.
- Inform pupils that this lesson is an information-gathering session. Pupils will need to surf the Internet for information on HIV/AIDS and Hepatitis B.
- Organise the class into groups of six.
- Number the pupils in each group from '1' to '6'.
- Ask each group to write the names of its members and the numbers they have been assigned on a piece of paper. Collect the list from each group.
- Refer pupils to pages 35 and 37 of the Pupil's Book.
- Tell the class that pupils numbered:
 - '1' are to cover questions 1 and 2 (page 35)
 - '2' are to cover questions 3 and 4 (page 35)
 - '3' are to cover question 5 and 6 (page 35)
 - '4' are to cover question 1 (page 37)
 - '5' are to cover questions 2 and 3 (page 37)
 - '6' are to cover questions 4 and 5 (page 37)
- Ask pupils to conduct research on their respective questions using the Internet.
- Tell pupils to jot down only information pertaining to their assigned question(s) in the spaces provided in the Pupil's Book.

Conclude Lecture

- If pupils do not have enough time to finish their research during the lesson, have them do it as part of homework during the week.
- Inform pupils to be prepared to share their information with their group members in the following lesson.

Pages 35 & 37

Objective and Key Idea

Procedure

Pupil's Book

Teacher's Resource

Lesson 4: HIV/AIDS And Hepatitis BObjective:

At the end of the lesson, pupils will be able to play a part in the prevention of the spread of diseases by understanding the dangers of HIV/AIDS and Hepatitis B.

Key Ideas:

- Transmissible diseases include HIV/AIDS and Hepatitis B.
- There are ways to prevent the spread of these diseases, such as:
 - being immunised (Hepatitis B);
 - leading a non-promiscuous life; and
 - being socially responsible.

StartLecture

- Ask pupils to get into their original groups from the previous lesson, where they were numbered '1' to '6'. (Refer to the list that pupils handed up if they cannot remember their groups.)
- Inform pupils that they are now 'experts' in various areas concerning HIV/AIDS and Hepatitis B.

DevelopTeam Collaboration (Interpersonal, Verbal/Linguistic)

- Ask pupils, in their groups, to discuss and complete the questions on pages 35 and 37 of the Pupil's Book.
- Tell pupils that they are to use their 'expert' knowledge on their assigned questions to help their group members complete the activity. This will require them to lead the discussion on their assigned questions and try to answer any questions their group members may have.
- Give pupils time to discuss and to complete the questions.

Discussion (Verbal/Linguistic)

- Invite pupils to share their answers with the class.
- Discuss pupils' answers and clarify any doubts they may have using the Suggested Answers.

Activity

- Have pupils remain in their groups.
- Tell pupils to complete the activities on pages 36 and 38 of the Pupil's Book using the information they have learnt so far.

ConcludeReview

- Highlight to pupils that HIV/AIDS and Hepatitis B are two very serious transmissible diseases which can be fatal. The best method of prevention is to lead a non-promiscuous and drug-free life. (You may want to explain to pupils that to be 'promiscuous' means to have many sexual partners.)
- Remind pupils that part of social responsibility involves practising responsible habits to prevent the spread of diseases. If they suspect that they are infected with any transmissible disease, they should seek treatment immediately and abstain from sharing anything that may come into contact with blood and body fluids.

Pages 35 & 37

Pages 36 & 38

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 5: Poor Practices In Handling Waste</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to understand that an unclean environment is a risk to healthy living for everyone.</p> <p><u>Key Ideas:</u></p> <ul style="list-style-type: none"> • Improper waste disposal will have a negative impact on the environment and on health. • Waste should be properly disposed of. • Waste can be managed by reducing, reusing or recycling waste matter. 	<p>Start</p> <p> <u>Lecture-Discussion</u></p> <ul style="list-style-type: none"> • Ask if anyone in the class lives near a river. • Ask them to describe what living beside the river is like. Pupils may respond that it is dirty, smelly, unsightly dangerous, etc. <p> <u>Activity (Visual/Spatial)</u></p> <ul style="list-style-type: none"> • Get pupils into pairs to look at the pictures in the Pupil's Book. They are to help Eileen identify the improper waste disposal practices shown in the pictures. • After pupils have done so, get them to describe three of the improper practices they have identified and explain how each practice will negatively impact the environment and health. <p> <u>Discussion</u></p> <ul style="list-style-type: none"> • Select pupils to share their responses in the Pupil's Book with the class. • Discuss with pupils the negative impact behind each improper practice shown in the pictures. <ul style="list-style-type: none"> – <i>Plate-washing area with a pail of food waste that is not covered</i> Food waste will attract rodents, birds, and insects, and also encourage their breeding. They also carry germs and diseases. – <i>Chicken rice vendor throwing chicken heads onto the floor</i> When food is not properly disposed of, it will also attract rodents and insects which carry germs and diseases. 	<p>Page 39</p> <p>Page 40</p>	

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
	<ul style="list-style-type: none"> – <i>A food vendor pouring used cooking oil into the nearby drain</i> The oil will follow the flow of the water into connecting waterways such as canals and rivers, causing water pollution and endangering aquatic wildlife. – <i>Baskets of rotting vegetables discarded near the drain</i> The rotting vegetables will clog up the drains and also produce bacteria. This will result in a very bad smell. – <i>Drains clogged with rubbish</i> Stagnant water collected in clogged drains can become breeding grounds for insects such as mosquitoes which transmit diseases. • Also discuss with pupils the efforts made to recycle shown in the second picture: <ul style="list-style-type: none"> – <i>Elderly man making a dust pan out of an empty cooking oil tin</i> This is an act of reusing materials. It is not only beneficial to the environment, but also saves him money as he does not need to buy a new dust pan. – <i>Boy collecting glass bottles into a crate</i> The boy is collecting glass bottles so that he can sell them back to the soft drink manufacturer for reusing. He is also able to earn some pocket money for each glass bottle he collects. – <i>Woman making paper bags out of newspaper to contain eggs</i> Paper is being reused for another purpose. The woman also saves money since she does not need to buy plastic bags. <p> <u>Lecture-Discussion</u></p> <ul style="list-style-type: none"> • Highlight to pupils that one good way of managing waste is to practise the three 'R's': <ol style="list-style-type: none"> 1. Reduce—to generate less waste 2. Reuse—to use again 3. Recycle—to make unwanted things into useful products 		

Objective and Key Idea**Procedure****Pupil's Book****Teacher's Resource**

- Tell pupils that these are good ways of managing waste that will reduce its harmful effects on the environment and keep the environment clean.
- Discuss with pupils how they can practise the three 'R's. Encourage pupils to suggest examples for each point:
 1. Reduce the amount and toxicity of waste they discard. Use only what they need (e.g. use rechargeable or alkaline batteries).
 2. Reuse things as much as possible (e.g. plastic bags, containers, paper boxes). Repair what is broken or give it to someone who can repair it.
 3. Recycle as much as possible. Send unwanted recyclable items to recycling centres. Buy products with recycled content (e.g. foolscap pads made from recycled paper, toilet rolls).

ConcludeBrainstorm

- Ask pupils to think about the items their household discards on a daily basis. Have pupils suggest and share ideas about ways to practise the three 'R's in their home.
- Remind pupils that they each play an important role in helping to sustain the environment and making it a safe and healthy place to live in.

Visit the Singapore National Environment Agency's (NEA) website (<http://www.nea.gov.sg/energy-waste/3rs>) for more information on ways to engage and involve pupils in environmental care and protection. In addition, check if your country has similar online resources.

Suggested Lesson Plans

Water Pollution (Lesson 6)

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 6: Clean Water For Healthy Living</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to recognise that a polluted environment is harmful to everyone's health.</p> <p><u>Key Ideas:</u></p> <ul style="list-style-type: none"> • Water can be polluted by oil spills, chemical waste and waste matter. • Polluted water can be harmful to health. • Water pollution can be prevented through socially responsible behaviour. 	<p>Start</p> <p> <u>Lecture-Discussion</u></p> <ul style="list-style-type: none"> • Have pupils recall what was covered in the previous lesson about improper waste disposal practices in market-place activities in 1970s Singapore. • Ask pupils to think about how such practices could have contributed to water pollution in Singapore's watercourses (e.g. the Singapore River) during that period. • Point out to pupils that waste that was dumped into drains in different parts of Singapore eventually flowed into major watercourses through connecting drains and canals. Hence, improper waste disposal practices contributed significantly to the pollution of the Singapore River in the past, before its major clean-up in the 1970s to 1980s. • Inform pupils that they will be learning about water pollution in this lesson using the Singapore River as an example. <p>Develop</p> <p> <u>Team Collaboration</u></p> <ul style="list-style-type: none"> • Organise pupils into groups. • Provide each group with a large sheet of paper (e.g. vanguard sheet or mahjong paper) and markers. • Tell pupils they are to identify the causes of water pollution affecting their hometown or city, and elaborate on the consequences of such pollution on the environment and health. • Ask each group to prepare a short three-minute presentation. • Give pupils some time to prepare, and then have each group give their presentation. • Discuss pupils' responses with them. You may want to use the following points: <p><i>Causes of water pollution include:</i></p> <ul style="list-style-type: none"> – dumping garbage into the river; – dumping waste from market-place activities into drains; 	<p>Page 41</p>	

Objective and Key Idea**Procedure****Pupil's Book****Teacher's Resource**

- dumping human sewage and dirty water into streams and rivers;
- dumping industrial waste (including the waste from cottage industries such as backyard motor repairs) into drains; and
- oil spills from bumboats.

Some consequences of water pollution include:

- death of aquatic wildlife;
- damage to human health caused by contaminated water or food obtained from contaminated water; and
- smelly and unsightly landscapes.

**Lecture-Discussion (Visual/Spatial)**

- Tell pupils that it takes a lot of time and money to clean up rivers and watercourses.
- Tell pupils that there is a saying: 'prevention is better than cure'. Ask pupils to think about how this saying relates to the rivers, regarding their pollution and subsequent clean-up.
- Guide pupils to understand that cleaning up pollution is not a solution; it is only a 'cure'. The real solution to the problem of pollution is preventing it from happening at all.

**Activity**

- Suggest to pupils that even though they may not be able to prevent oil spills or improper sewage disposal, there are many practical things they can do to help prevent water pollution.
- Get pupils to complete the Pupil's Book activity to learn how they can exercise social responsibility in preventing water pollution.
- Ask pupils to share their answers and discuss them with the class.

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Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
	<p>Conclude</p> <p> <u>Review</u></p> <ul style="list-style-type: none">• Emphasise to pupils that water pollution is a serious problem, considering that water covers over 70 per cent of the Earth's surface. If pollution goes unchecked, human health will be severely affected.• Tell pupils that the water they use today will eventually be used again, by humans and other living things. Hence, it is crucial to keep water supplies clean and safe.• Remind pupils that they can each play their part to prevent water pollution by practising social responsibility in their home.		

Suggested Answers

Preventing The Spread Of Transmissible Diseases

Lesson 1: Give Me Immunity



Page 31

Vaccine available?

Put a tick for chickenpox and tuberculosis, and cross for dengue fever.

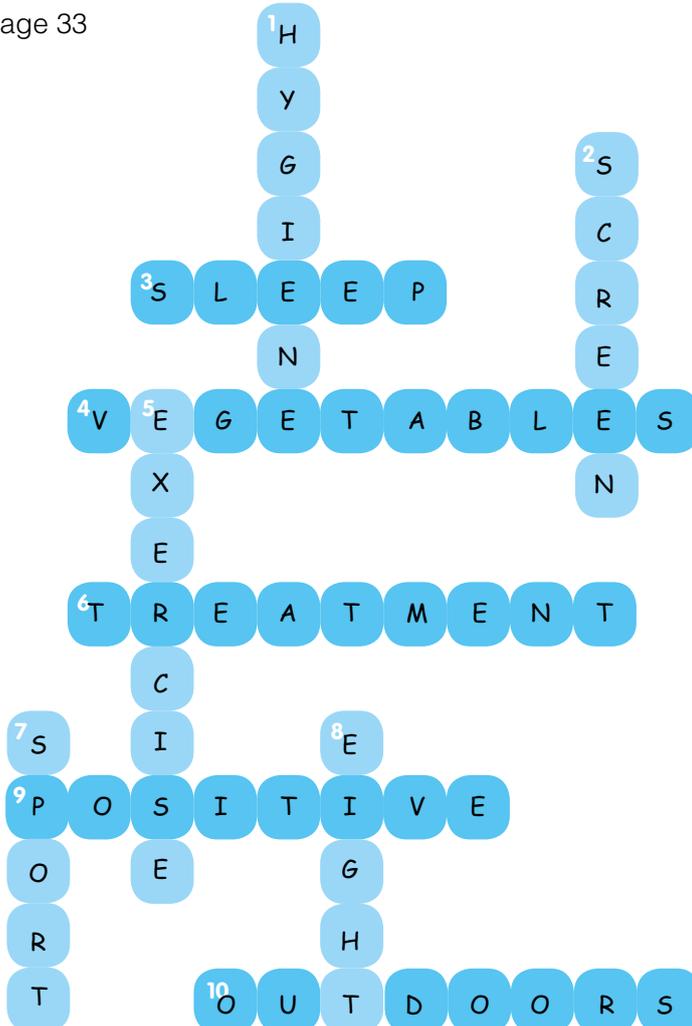
Are you vaccinated?

Check the regulations about children's vaccinations in your country and put a tick or cross accordingly.

Lesson 2: Be Responsible: Keep Healthy



Page 33



Across

3. sleep
4. vegetables
6. treatment
9. positive
10. outdoors

Down

1. hygiene
2. screen
5. exercise
7. sport
8. eight



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1. Always sneeze or cough into your sleeves or elbow.
2. See a doctor when you are not feeling well.
3. Wash your hands thoroughly after using the toilet.
4. Do not go to school if you are ill.
5. Dispose of all used tissue properly, especially if you are ill.
6. Never spit in public places.
7. Use a serving spoon when sharing dishes during meal times.
8. Return food trays to cleaning areas.
9. Wash up with soap and shampoo after exercise.
10. Avoid going to crowded places if you are unwell.

Lessons 3 & 4: HIV/AIDS And Hepatitis B



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Acceptable answers should contain the following ideas:

1. 'HIV' stands for 'Human Immunodeficiency Virus'.
'AIDS' stands for 'Acquired Immune Deficiency Syndrome'.
2. HIV is the virus that causes AIDS. AIDS refers to the final stages of an HIV infection.
3. When a person is infected with HIV, the virus works bit by bit to attack the immune system until the body's resistance to diseases is completely wiped out. This makes the person vulnerable to diseases and infections that his/her body would normally resist. At this stage, the person is known to have AIDS.
4. Symptoms of AIDS include: prolonged fatigue, persistent headaches, swollen lymph glands, chronic diarrhoea, joint pain and muscle aches, pneumonia, and skin rashes (e.g. Kaposi's Sarcoma—a type of skin cancer).
5. Ways to protect oneself from HIV/AIDS include:
 - abstaining from pre-marital sex;
 - being faithful to only one sexual partner;
 - using condoms consistently and correctly if one is already sexually active; and
 - not sharing needles.



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Acceptable answers should contain the following ideas:

Haris: No, it is not true. HIV infection cannot spread through inanimate objects such as dishes or toilet seats. Also, it cannot spread by casual contact such as hugging and touching.

Harold: No, you are unlikely to get infected with HIV when you make a blood donation. Countries like Singapore maintain stringent standards of health care—needles used for blood donation are never reused, and HIV-positive patients are not allowed to donate blood.

Acceptable answers should contain the following ideas:

1. 'Hepatitis' in general refers to an inflammation, or infection, of the liver. Hepatitis B is a serious disease caused by the Hepatitis B virus (HBV) that attacks the liver. The liver is crucial to life—it performs more than 500 functions including clearing toxins from the bloodstream, processing nutrients, storing energy and producing cholesterol and certain proteins. If the liver is damaged from infection, it cannot effectively function, thus causing danger to the body.
2. Symptoms associated with Hepatitis B include: loss of appetite, nausea, vomiting, weakness, fatigue, abdominal pain (especially around the liver area), dark-coloured urine, pale-coloured stools, jaundice (yellowing of the skin and whites of the eyes) and joint aches.
3. HBV is found in blood and other body fluids such as semen, vaginal secretions and saliva.

HBV is transmitted via:

- sexual contact;
 - contaminated blood during blood transfusions or through sharing contaminated needles for injections (especially drug abusers);
 - mother to child during pregnancy; and
 - use of contaminated skin-piercing instruments, such as during body piercing and tattooing.
4. Yes, there is a vaccine for Hepatitis B.
 5. Ways to protect oneself from Hepatitis B include:
 - immunisation;
 - using condoms consistently and correctly if one is already sexually active;
 - not sharing needles;
 - avoiding the use of contaminated skin piercing instruments; and
 - not sharing personal items such as toothbrushes, shavers, razors, etc.



Accept all plausible answers.

Examples of items that should not be shared with others include:

- injection needles;
- toothbrushes;
- dental floss;
- razor blades; and
- shavers.

Waste Matter

Lesson 5: Poor Practices In Handling Waste



Page 39



Page 40

Accept all plausible answers for improper waste disposal practices observed and their negative impact on the environment and health.

Recycling efforts seen in the picture include:

- cleaner making a dust pan out of an empty cooking oil tin;
- boy collecting glass bottles to sell them back to the drinks manufacturer; and
- egg-seller making paper bags out of old newspaper to contain eggs.

Water Pollution

Lesson 6: Clean Water For Healthy Living

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1. conserve
2. treatment
3. environmentally-friendly
4. biodegradable
5. insecticides
6. beach clean-up

Emotional and Psychological Health

Introduction

Learning about emotions is important. The formal introduction to emotions in this Health Education series helps to develop and cultivate emotional literacy in pupils. This in effect propels the overall learning, development and socialisation skills of pupils.

The topics covered in this dimension will teach pupils to handle some of the external and internal factors that have an impact on their emotional health. Pupils will learn how to deal with stress, handle relationships wisely during puberty, and manage peer influence. Pupils will also learn the importance of building their self-esteem and how to communicate effectively with others. This dimension will help pupils to recognise that guarding their emotional and psychological health is an integral part of taking care of themselves.

Our emotional being is the essence of who we are as individuals. Therefore, it is important to equip pupils with the skills to care for their inner person as competently as they care for their physical body.

Suggested Lesson Plans

Stress Management (Lessons 1 to 3)

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 1: What Gets To You?</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to understand different emotions experienced, and understand how different emotions can affect them.</p> <p><u>Key Ideas:</u></p> <ul style="list-style-type: none"> Some causes of stress include: <ul style="list-style-type: none"> high expectations of oneself; the inability to accept failure; the inability to handle rejection from peers; pressure from self and family; family difficulties; and problems with personal relationships. A low self-esteem and the inability to cope with emotional stress can lead to negative outcomes, such as substance abuse, giving in to negative peer influence or suicides. 	<p>Start</p> <p> <u>Sharing</u> (Intrapersonal)</p> <ul style="list-style-type: none"> Ask pupils to think about a recent time when they were very stressed. Ask pupils what emotions they experienced, and if they could identify the cause of their stress. <p>Develop</p> <p> <u>Discussion</u></p> <ul style="list-style-type: none"> Get pupils into groups to discuss each scenario in the Pupil's Book. Ask pupils to put themselves in the shoes of each superfriend and to consider how he/she feels. <p> <u>Activity</u></p> <ul style="list-style-type: none"> Ask pupils to label the scenarios with the appropriate causes of stress. <p> <u>Lecture-Discussion</u></p> <ul style="list-style-type: none"> Discuss with pupils the different causes of stress shown in the Pupil's Book. Have pupils brainstorm more examples to illustrate the six causes of stress. For example: <ul style="list-style-type: none"> High expectations of yourself—you want to be the best in every subject in the class, etc. Inability to accept failure—feeling depressed at not being chosen for the school soccer team, etc. Inability to handle rejection from peers—feeling angry at not getting the response you want from your friends on social media. Pressure from self and family—feeling pressure from parents to be the top pupil in class, etc. Family difficulties—experiencing difficulties at home, etc. Problems with personal relationships—having conflicts or misunderstandings with friends, etc. Tell pupils it is important that they learn to understand the causes of their stress, and to deal with them in a healthy manner. 	<p>Page 45</p> <p>Page 46</p>	

Objective and Key Idea**Procedure****Pupil's Book****Teacher's Resource**

- Explain to pupils that low self-esteem and the inability to cope with emotional stress can lead to destructive and harmful ways of coping with stress, such as substance abuse, giving in to negative peer influence or even suicide.

Conclude**Sharing (Interpersonal)**

- Get pupils to share with their partners about any stressful situations they have experienced due to the causes discussed. How did they manage their stress?
- Share with pupils how you have coped with stressful experiences in the past.

Extension Activity**Lecture**

- Tell pupils that victims of bullying often suffer a great deal of emotional stress.
- Ask pupils if they know of someone who has been or is being bullied as there needs to be greater awareness of the problem of bullying in schools. Refer to the Teaching Notes on "Stress Management" for more details.
- Explain to pupils that bullying is the carrying out of repeated acts with the intention of causing hurt or distress to another person. Bullying can be verbal, physical, emotional or psychological.
- Point out to pupils that bullying behaviour is usually indicative of the bullies' own insecurities and low self-esteem. They exert their power on others to make themselves feel important.
- Remind pupils that bullying behaviour is unacceptable and will be dealt with seriously.
- Encourage victims (and observers) of bullying to report any incidents of bullying to the teacher.

Teaching Notes: Stress Management (Page 75)

Objective and Key Idea

Lesson 2: Stressed Out?Objective:

At the end of the lesson, pupils will be able to identify positive ways of managing their emotions.

Key Idea:

Some strategies on handling stress include:

- telling someone how one feels;
- turning to adults and agencies for help;
- learning how to stay positive and happy; and
- thinking of ways to solve the problem.

Procedure

StartClass Activity (Bodily/Kinesthetic)

- Bring pupils through a deep breathing relaxation technique (taught in Grade 5). The following may be used as a script to bring them through the exercise:
 - Be comfortably seated in an upright posture.
 - Close your eyes and let them relax.
 - Take a deep breath and hold it—you should feel your stomach expanding and moving outwards.
 - Now, slowly breathe out and say ‘relax’ as you do so.
 - Let go of any tension in your body and allow your whole body to become fully relaxed.
 - Now, take another deep breath and slowly breathe out, saying ‘relax’ again.
- Continue the exercise for three minutes.

DevelopBrainstorm

- Using the scenarios from the previous lesson, get pupils to brainstorm ways to handle similar stressful situations.
- Suggest to pupils strategies on handling stress, such as:
 - telling someone how they feel;
 - turning to adults and agencies for help;
 - learning to stay positive and happy; and
 - thinking of ways to solve the problem.

Activity (Verbal/Linguistic)

- Get pupils to respond to questions on page 47 and discuss their answers in groups of four.
- Select a few pupils to read aloud the text on Page 47.
- Tell students to each list down eight strategies and create a Stress Coping Strategy Fortune Teller with help from their group members.

ConcludeLecture

- Remind pupils to apply what they have learnt to help them cope with stress in their daily life.
- Tell them that they may want to use the fortune teller to help them decide which strategy to use the next time they are faced with a problem.

Pupil's Book

Teacher's Resource

Page 45

Pages 47–49

Lesson 3: Make Stress Work For You

Objective:

At the end of the lesson, pupils will be able to identify positive ways of managing their emotions.

Key Ideas:

- Smoking, drinking alcohol and taking drugs are negative ways of dealing with stress.
- It is important to know the dangers of substance use and abuse.

Start

Activity (Verbal/Linguistic)

- Have pupils do the word-search activity in the Pupil's Book.
- Discuss pupils' answers with them.

Develop

Lecture-Discussion

- Highlight to pupils that substance use and abuse, such as smoking, drinking alcohol and taking drugs, are unhealthy ways of managing stress. These negative ways of dealing with stress are often the result of negative peer influence, and will only lead to more serious problems.
- Ask pupils to recall some negative effects of smoking (e.g. lung and heart diseases), drinking alcohol (e.g. liver failure, motor vehicle accidents) and taking drugs (e.g. brain damage, addiction leading to death).
- Point out to pupils that they can choose to say 'no' to unhealthy habits.
- Stress the importance of making wise decisions, and of considering the consequences of their actions.
- Guide pupils to understand that just one unwise decision can lead to a ripple effect throughout their lives. For instance, those caught taking drugs will have to face consequences involving the law, their schools and their families.

Conclude

Brainstorm (Interpersonal)

- Get pupils to consider the consequences of using smoking and drinking alcohol as a means of managing stress.
- Ask pupils to consider how these unhealthy habits affect not just the health, but also other areas of life such as one's finances, emotions and relationships.
- Ask pupils to write their points in the Pupil's Book.

Review

- Encourage pupils to apply the different strategies of stress management that they have learnt to help them cope with stress in their daily life.
- Remind pupils that they can choose to say 'no' to unhealthy habits.
- Tell pupils that they will learn more about how to resist negative peer influence in the next two lessons.

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Suggested Lesson Plans

Managing Peer Influence (Lessons 4 to 5)

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 4: Resist Peer Pressure</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to identify characteristics of positive and negative relationships, and seek appropriate sources of help or skills needed when threatened by negative peer influence.</p> <p><u>Key Ideas:</u></p> <ul style="list-style-type: none"> It is important to resist peer pressure and temptations to smoke, take alcohol or experiment with drugs. Peer pressure can be resisted by: <ul style="list-style-type: none"> choosing friends wisely; saying 'no' politely and with respect; and talking to an adult. 	<p>Start</p> <p> <u>Sharing</u> (Intrapersonal)</p> <ul style="list-style-type: none"> Ask pupils to consider how they respond to friends who ask them to do something morally or ethically wrong, or that makes them feel uncomfortable. Get pupils to share how they would respond. <p>Develop</p> <p> <u>Role Play</u> (Bodily/Kinesthetic)</p> <ul style="list-style-type: none"> Ask pupils if they know what the word 'assert' means. Tell pupils that to assert themselves means to stand up for their rights while respecting the rights of others. Tell pupils that they are going to learn how to be assertive when they face negative peer pressure. Select a few pupils to role-play a scenario where a group of friends is persuading someone to try smoking. After pupils have finished the role play, ask the pupil acting as the 'target' whether it felt easy asserting himself or herself. <p> <u>Lecture</u></p> <ul style="list-style-type: none"> Model the following assertiveness skill to pupils. The steps are as follows: <ul style="list-style-type: none"> <i>Step 1: Ponder</i>—Ponder on what they are asking you to do. <i>Step 2: Action</i>—Think about the action and its consequences. <i>Step 3: Understand</i>—Understand what you should do. <i>Step 4: Stand</i>—State your stand. <i>Step 5: Enjoy</i>—Enjoy a healthy alternative activity. Tell pupils that they can remember the steps using the acronym 'PAUSE'. This will remind them to pause and think in the face of negative peer pressure. Give pupils a practical example of how they can use the steps in a particular situation. An example related to smoking is given here. <ul style="list-style-type: none"> <i>Step 1: Ponder on what they are asking you to do.</i> <i>They are asking me to take up smoking.</i> <i>Step 2: Think about the action and its consequences.</i> <i>Smoking will damage my health. Also, I may get caught by my teachers or parents, and I will get into trouble.</i> 	<p>Page 53</p>	

Objective and Key Idea**Procedure****Pupil's Book****Teacher's Resource**

Step 3: Understand what you should do.
I will say 'no' to smoking because smoking will damage my health. Also, I don't think it's cool to smoke.

Step 4: State your stand.
No, thank you. Smoking will damage my health. Plus, I don't think it's cool to smoke.

Step 5: Enjoy a healthy alternative activity.
How about going for a swim? It's healthier and it's a good form of relaxation.

 **Role Play (Bodily/Kinesthetic)**

- Divide pupils into groups of four or five.
- Get each group to role-play all the following three scenarios, giving each member a chance to practise the assertiveness skill:
 - A Skype call with your friend's male online friend.
 - Shaming a classmate on Facebook.
 - Going to a party with smoking and drinking.

**Activity**

- Have pupils think of another situation where they encounter negative peer pressure.
- Get them to plan how they could respond.

Conclude**Review (Verbal/Linguistic)**

- Ask pupils to recite the five steps of the assertiveness skill aloud.

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Page 54

Objective and Key Idea

Lesson 5: Wise ChoicesObjective:

At the end of the lesson, pupils will be able to identify characteristics of positive and negative relationships, and seek appropriate sources of help or skills needed when threatened by negative peer influence.

Key Ideas:

- It is important to resist peer pressure and temptations to smoke, take alcohol or experiment with drugs.
- Peer pressure can be resisted by:
 - choosing friends wisely;
 - saying 'no' politely and with respect; and
 - talking to an adult.

Procedure

StartReview

- Without allowing pupils to open the Pupil's Book, ask them to list the five steps of the assertiveness skill aloud.

DevelopClass Activity (Verbal/Linguistic)

- Make two copies of the Image Master 'What Should I Do?' and cut out the four scenarios. (There should be two copies of each scenario.)
- Divide pupils into eight groups and allocate one scenario per group.
- Ask each group to read their given scenario and to discuss how they would respond if they were faced with the same situation as each superfriend.
- Discuss with pupils what they could do in each situation. Highlight to pupils that in all the scenarios, they will need to make a decision about whether they should continue spending time with those friends. There are times they may need to talk to a trusted adult such as a parent, teacher or school counsellor about what has happened.
- Ask pupils to note down their responses in the Pupil's Book for all the scenarios.

ConcludeLecture

- Help pupils to understand that when they meet with negative peer pressure, they need to make certain decisions that can be difficult, such as being assertive at the expense of losing their friends, or even leaving friends who are negative influences.
- Encourage pupils to stand firm in doing what is right, even when it may seem difficult. No one can make them do anything that they do not want to do. The important thing is for them to make the right choice and stick to it, regardless of what others may say or do to them.
- Remind pupils to seek the counsel of adults when they feel uncertain about anything, especially regarding things related to substance abuse.

Extension ActivitySharing (Interpersonal)

- Share with pupils any personal experiences you had in your adolescence relating to negative peer pressure and how you dealt with it.

Pupil's Book

Pages 55 & 56

Teacher's Resource

Image Master: What Should I Do? (Page 73)

Objective and Key Idea

Procedure

Pupil's Book

Teacher's Resource

Lesson 6: Crushes And Infatuation

Objective:

At the end of the lesson, pupils will be able to explore different ways of developing healthy relationships with family members, peers and school leaders.

Key Idea:

During puberty, interest in the opposite sex increases.

However, one should:

- have a wide circle of friends;
- participate in group activities such as sports, picnics, etc; and
- focus on his/her studies.

Start



Discussion (Interpersonal)

- Show pupils pictures of popular teenage movie or pop stars, and famous sports personalities. Ask them whether they like any of the stars and why they like them.
- Alternatively, you may want to ask pupils to bring pictures of their favourite movie or pop stars to class and to share about why they like or admire them.
- Refer pupils to the picture in the Pupil's Book and have them consider what Tawan and Lam are experiencing.
- Tell pupils that for some of them, the way they feel about someone they know might be similar to what Tawan and Lam are feeling.

Develop



Activity (Intrapersonal)

- Ask pupils to complete the fill-in-the-blank activity in the Pupil's Book.
- Discuss pupils' answers with them.



Lecture

- Tell pupils that during puberty, they may become curious about boy-girl relationships and feel the longing to enter into one.
- Point out to pupils that their adolescence can be a very fulfilling time in their lives even if they are not in a relationship.
- Encourage pupils to build a wide circle of friends and to engage in healthy group activities such as sports, interest clubs, community service, etc.
- Remind pupils that they also need to spend time and energy focusing on their studies.

Conclude



Activity (Interpersonal)

- Get pupils to complete the activity in the Pupil's Book.
- Have pupils share their written responses with the class.

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Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 7: A Time For Friendships</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to explore different ways of developing healthy relationships with family members, peers and school leaders.</p> <p><u>Key Idea:</u> During puberty, interest in the opposite sex increases. However, one should:</p> <ul style="list-style-type: none"> – have a wide circle of friends; – participate in group activities such as sports, picnics, etc; and – focus on his/her studies. 	<p>Start</p> <p> <u>Survey</u></p> <ul style="list-style-type: none"> • Ask pupils how many close friends they have. Of all their close friends, how many are boys and how many are girls? <p>Develop</p> <p> <u>Role Play (Verbal/Linguistic)</u></p> <ul style="list-style-type: none"> • Select two pupils to read aloud the dialogue between Tawan and Jack in the Pupil's Book. <p> <u>Discussion</u></p> <ul style="list-style-type: none"> • Get pupils into pairs to discuss possible responses that Tawan can give Jack, and to write them down in the Pupil's Book. • Have pupils share their suggested responses. • Discuss pupils' responses with them. Plausible responses include Tawan telling Jack that she will feel comfortable only if they go out in a group, or that she will go only if she can bring a friend along. <p> <u>Lecture-Discussion</u></p> <ul style="list-style-type: none"> • Tell pupils that during puberty, as their interest in the opposite sex grows, they may feel the longing to enter into a boy-girl relationship. • Discuss with pupils the reasons they may have for entering into a relationship. Write their responses on the board. • Get pupils to brainstorm and suggest why it may be unwise to enter into a relationship at their age. Write their responses on the board. • Discuss with pupils what they need to take into consideration before starting a relationship. For example, are they able to differentiate between infatuation and love? • Encourage pupils to carefully consider the consequences of entering into a relationship at their age. • Guide pupils to the understanding that a relationship is not just about having fun, but involves time, commitment, responsibility and emotional maturity. 	<p>Page 59</p> <p>Page 59</p>	

Objective and Key Idea**Procedure****Pupil's Book****Teacher's Resource**

	<p> Brainstorm (Interpersonal)</p> <ul style="list-style-type: none">• Get pupils to form groups.• Ask pupils to discuss and write down why they should not enter into a boy-girl relationship at their age and why it is important to have a wide circle of friends. <p>Conclude</p> <p> Discussion</p> <ul style="list-style-type: none">• Discuss pupils' responses to the above activity.• Remind pupils that part of healthy growth during puberty involves having a wide circle of friends, participating in group activities, and focusing on their studies.	Page 60	
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Objective and Key Idea

Procedure

Pupil's Book

Teacher's Resource

Lesson 8: A Positive Self-EsteemObjective:

At the end of the lesson, pupils will be able to explore different ways of developing healthy relationships with family members, peers and school leaders.

Key Idea:

A positive self-esteem helps in:

- the development of positive and fulfilling relationships; and
- coping with failures and learning from mistakes.

StartDiscussion (Interpersonal)

- Get pupils into groups to discuss what 'self-esteem' means.
- Get each group to share their response with the class.
- Explain the term 'self-esteem' to pupils. It refers to the way a person regards his/her worth and importance.
- Tell pupils that having a positive self-esteem means they feel worthy of being loved and accepted. However, those with a negative self-esteem think poorly of themselves and their abilities.
- Emphasise to pupils the importance of cultivating a positive self-esteem. It will help them to build positive and fulfilling relationships, and give them confidence to cope with failures and mistakes. Refer to the Teaching Notes on 'Relationships During Puberty' for more details.

DevelopActivity

- Ask pupils to give one example for each suggestion in the Pupil's Book. The clues given indicate six ways in which pupils can develop a positive self-esteem.

Discussion

- Get pupils into groups.
- Ask each group to elaborate on one of the six points on page 61, explaining how that point can help pupils to develop a positive self-esteem.
- Give pupils time to discuss before inviting each group to share their response with the class.
- You may want to use the following points to facilitate the class discussion:

1. *Take good care of your body and mind.*

Having a healthy body makes us feel good. Hence, it is important to practise healthy habits such as eating a balanced diet, exercising regularly and getting enough rest. When the body is healthy, the mind stays well too.

2. *Know your own strengths and weaknesses.*

Different people are good at different things. Recognising this fact helps us to value ourselves as unique individuals. Learning to work at our weaknesses develops character.

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Teaching Notes:
Relationships During Puberty (Page 77)

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
	<p>3. <i>Welcome problems as opportunities for character building.</i> Learning to overcome challenges in life builds character—we learn independence, responsibility and perseverance. These are important parts in building our self-esteem.</p> <p>4. <i>Develop a healthy relationship with your family members.</i> A close relationship with family members gives us a sense of belonging, and helps us to know that we are worthy of being loved and protected.</p> <p>5. <i>Have a friend who constantly encourages and looks out for you.</i> Having friends whom we can share good and difficult times with helps us to feel accepted. Friends can also help point out our good qualities. Being able to love and reach out to another person in a friendship also gives us a sense of worth.</p> <p>6. <i>Have a great sense of humour. Learn to laugh at yourself!</i> Our self-worth should not be reduced when we fail or make mistakes. Learning to laugh at our mistakes helps us to look on the brighter side of things. 'Laughter is the best medicine'—it reduces stress, and helps us to stay positive.</p> <p> Lecture</p> <ul style="list-style-type: none"> • Tell pupils that in this section, they will be focusing on one of the important aspects of building a positive self-esteem—developing healthy relationships. • Explain to pupils that an important part of developing healthy relationships is learning to be positive and encouraging in the things they say. • Tell pupils that giving sincere compliments and saying encouraging words to others can help to build healthy relationships. When they compliment others sincerely, they not only make others feel good but they will also feel positive about themselves. 		

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
	<p> Activity</p> <ul style="list-style-type: none"> Ask pupils to look at the three scenarios and describe how Ajit, Harold and Eileen are responding to the compliments. <p>Conclude</p> <p> Lecture</p> <ul style="list-style-type: none"> Ask pupils if they would enjoy being with people who always say negative things about themselves or others. Pupils are likely to say 'no'. Tell pupils that thinking positively about themselves is an important step towards building a healthy self-esteem. When they can think positively about themselves, they will be more able to think positively about others as well. This will give them the confidence to develop positive and fulfilling relationships. Encourage pupils to speak with a concerned adult, such as a parent, teacher or school counsellor, if they think they have a low self-esteem. <p>Extension Activity</p> <p> Activity (Bodily/Kinesthetic)</p> <ul style="list-style-type: none"> Get the pupils to form groups. In each group, pupils act out two scenarios where someone pays another a compliment and the one receiving responds positively. After that, have pupils act out two scenarios showing how compliments can be received in a negative manner. 	Page 62	

Lesson 9: Coping With Setbacks

Objective:

At the end of the lesson, pupils will be able to explore different ways of developing healthy relationships with family members, peers and school leaders.

Key Idea:

A positive self-esteem helps in coping with failures and learning from mistakes.

Start



Survey

- Ask pupils if they have ever made a mistake—can they remember the biggest mistake they have made?
- Ask pupils if they have ever failed to achieve something they wanted to accomplish. If yes, what was it?

Develop



Lecture-Discussion

- Tell pupils that making mistakes and experiencing failures is part of life—it is not necessarily a bad thing. The important thing is for them to learn to cope with failure and to learn from their mistakes.
- Refer pupils to the scenario in the Pupil's Book. Ask them what they think is happening—why do they think Ajit is smiling and Lam is frowning?
- Ask pupils to imagine they are Lam and Ajit, and write their views in the Pupil's Book.
- Ask pupils whether they would have reacted like Ajit or Lam had they been in a similar situation.
- Tell pupils that the way they react to their failures or mistakes is related to their level of self-esteem. Remind pupils that self-esteem refers to the way they regard their worth and importance.
- Explain to pupils that those with a negative self-esteem hold a low opinion of themselves and what they can do. Their lack of confidence does not help them to cope well with failure. On the other hand, a positive self-esteem serves as an 'armour' that protects them from being 'hurt' by their failures and mistakes. It enables them to accept and value themselves in spite of their failures.
- Point out to pupils that having a positive self-esteem does not mean seeing themselves as perfect; rather, it is the assurance that their self-worth is not reduced because of their setbacks.



Class Activity (Interpersonal)

- Refer pupils to the diagram on coping with failure in the Pupil's Book.
- Bring pupils through the three steps shown:
 1. Recognise the mistake or failure.
 2. Examine reasons why it happened.
 3. Consider what could be done differently next time.

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Page 63

Objective and Key Idea	Procedure	Objective and Key Idea	Teacher's Resource
	<ul style="list-style-type: none"> • Ask pupils to apply the three steps to Lam's situation. (For the second step, have pupils list as many reasons as they can think of for Lam's poor performance during the race.) • Write pupils' responses on the board. Then, have pupils look at the reasons listed and to differentiate those that are beyond Lam's control and those that are not. • Some pupils may note that Lam's poor performance could have been due to him unexpectedly falling ill. Use this as an example to help pupils understand that some times, there are certain factors causing failure that are not within their control. <p> <u>Activity</u> (Intrapersonal)</p> <ul style="list-style-type: none"> • Have pupils complete the activity in the Pupil's Book on their own. <p>Conclude</p> <p> <u>Review</u></p> <ul style="list-style-type: none"> • Remind pupils that building a positive self-esteem is important as it will give them confidence to cope with failure and to learn from their mistakes. 	Page 64	

Lesson 10: Positive And Effective Communication

Objective:

At the end of the lesson, pupils will be able to identify characteristics of positive and negative relationships, and explore different ways of developing healthy relationships with family members, peers and school leaders.

Key Idea:

Effective communication skills can enhance social interactions and make relationships more fulfilling.

Start



Class Activity (Bodily/Kinesthetic)

- This activity is best conducted in a large space.
- Organise pupils into groups of five or six.
- Give each group a shape or symbol (e.g. circle, square, the letter 'N', the number '9'). Each group is to create the given symbol using their bodies and limbs.
- This activity serves as a 'warm-up' for the next activity. After this activity, pupils may find it easier to carry out the following game.

Develop



Team Collaboration (Interpersonal, Bodily/Kinesthetic)

- Have pupils remain in their groups.
- Play the game 'Charades'. Refer to the Teaching Notes for details.



Lecture

- Tell pupils that they can tell a lot about how others are feeling just by observing their non-verbal behaviour. For example, a person can show he/she is irritated without saying anything.
- Point out to pupils that in communication, their body language (non-verbal behaviour) is just as important as their verbal language (verbal behaviour).
- Tell pupils that people often instinctively express their feelings through their body language. Hence, it is possible to guess how another person is feeling by observing his/her body language.
- Discuss various forms of non-verbal behaviour:
 - facial expressions—have pupils volunteer to show an angry, sad, surprised, and happy face.
 - eye contact—demonstrate the significance of eye contact by getting two pupils (speakers A and B) to role-play a scenario where A refuses to look at B while the two are having a conversation. Ask pupils how they would feel if a person they are talking to does not look at them. Explain to them that making eye contact is important in communication to show they are interested in what the speaker is saying.
 - tone and volume of voice—demonstrate the effect of tone by saying 'come here' first in an angry tone, then followed by gentle tone.
 - gestures—demonstrate the gestures of an annoyed (hands on hips), impatient (arms crossed) and relaxed (hands by the side) person.

Teaching Notes:
Managing Peer Influence
(Page 80)

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
	<p>– proximity—introduce pupils to the concept of personal space. Tell pupils that they should stand at an appropriate distance from the person they are talking to. In general, the more well-acquainted two people are, the more comfortable they feel being in close proximity to one another.</p> <p> Role Play (Bodily/Kinesthetic)</p> <ul style="list-style-type: none"> • Select pupils to role-play the two scenarios involving Lam and his mother in the Pupil's Book. Have pupils portray Lam's verbal and non-verbal behaviours as accurately as possible. <p> Activity</p> <ul style="list-style-type: none"> • Get pupils in pairs to examine the two different ways Lam responds to his mother. • Ask pupils to list his non-verbal behaviours in each response. <p>Conclude</p> <p> Lecture-Discussion</p> <ul style="list-style-type: none"> • Tell pupils that the way they choose to communicate their feelings to others can affect their relationships either positively or negatively. • Point out to pupils that improving their communication skills will enhance their relationships with their family and friends. One way to improve their communication skills is to first be conscious of their own verbal and non-verbal behaviours. • Get pupils to think about how they usually respond to their parents or siblings at home—are they polite or rude and impatient? • Ask pupils if they would like being around a person who always looks sulky and responds rudely to them. <p> Activity (Intrapersonal)</p> <ul style="list-style-type: none"> • Have pupils complete the activity in the Pupil's Book. 	<p>Page 65</p> <p>Page 65</p> <p>Page 66</p>	

What Should I Do?

Note to teachers:

- **Make two copies of this Image Master.**
- **Cut out the scenarios and distribute one scenario per group.**

Scenario 1

Lam and Harold have been classmates with Don and Sanjay since Grade 1. They have been good company because they have a great sense of humour.

In recent months, however, Don and Sanjay have been nasty to Harold. They have said some hurtful things to him on Facebook and Lam is aware that Harold has been very upset by their remarks.

Lam is not sure whether he should still spend time with Don and Sanjay. He is also wondering if he should report this cyber-bullying to his form teacher. What should Lam do?

Scenario 2

In recent weeks, Tawan's classmates have told her about a way to get quick pocket money. They have been talking about going out with older men who are able to buy them gifts and make them happy.

They think that meeting older men is much more fun than dating boys of their own age who are still in school and, like the girls, depend on their parents for pocket money.

Her friends know some interesting older men who might want to be friends with Tawan. They are persuading her to go out with the men the next weekend. What should Tawan do?

Scenario 3

Haris has always enjoyed spending time with his neighbours, Sam and Marcus.

Even though the three of them are from different schools, they often meet after school to play soccer. After their game, they usually head to Marcus's home to cool off and to play computer games.

Two days ago, they were in Marcus's home while his parents were out, and Marcus offered them a can of beer each. While Sam happily accepted the offer, Haris rejected it. Then, before they started on their computer games, Sam and Marcus surfed the Internet for pornography.

Haris is no longer certain if he should spend time with them.

Scenario 4

Ajit has always been very close to his older cousin, Gopal. They spend most of their holidays together—playing, reading and writing their own stories. Ajit has a deep admiration for his older cousin as he considers Gopal to be intelligent and adventurous.

Recently, Gopal paid Ajit a visit at home and told him that he needed his help. He passed Ajit a bottle of pills and asked him to hide it in his room until he asked him for it. He told Ajit he was grateful for his help and that he approached Ajit because he trusted him. He also told Ajit not to mention anything about the pills to anyone, especially his parents.

While Gopal did not say what the pills were for, Ajit has a feeling they are drugs. What should he do?

Teaching Notes:

Stress Management

Note: These teaching notes are designed as background reading materials for teachers to better understand the teaching content. They are not meant to be read out to the class.

Bullying

A school should be a safe place for pupils to learn and make friends in a non-threatening environment. However, this is not the reality for many pupils today, as one in five primary school pupils becomes a victim of bullying.

A poll of 786 pupils from Primary 2 to Secondary 1, conducted by the Singapore Children's Society in May 2007, found that the most common form of bullying was verbal abuse, with 65 per cent of victims having had experienced this (e.g. they had been sworn at or called names). The second most common bullying method was 'relational bullying', where the bully spread rumours about the victim and persuaded others to ostracise him/her.

The survey also found that bullying had serious effects on many victims. 26 per cent admitted that they found it difficult to pay attention during lessons, 13 per cent had trouble sleeping and 11 per cent were so desperate to avoid the bullies that they skipped school. Most victims admitted feeling angry or sad because of the bullying, but were too afraid to seek help.

It is important to note that in many cases of bullying, the bully may be acting out of a fear of being bullied himself/herself, or reacting from the fear and anxiety caused by problems he/she may be experiencing at home.

Research suggests that bullies are likely to resort to criminal behaviour between the ages of 17 and 27, while victims may resort to drastic actions like harming themselves or plotting revenge. Both situations have to be addressed before the situation is exacerbated.

Be aware of the extent of bullying in your school and take steps to ameliorate, if not eliminate, it. Work towards creating a bully-free school and classroom environment by taking the following steps:

- Draft out a code of conduct for pupils. Consider including the following statements:
 - We will not be bullies.
 - We will try to help others who are bullied.
 - We will not leave anyone out in our activities.
 - We will tell our teacher when we know of someone who is a

bully or who is a victim of bullying.

- Set up a committee to attend to cases of bullying.
- Raise school awareness of the fact that bullying is not an acceptable behaviour.
- Take time to talk and listen to pupils.
- Improve supervision in the canteen and at outdoor play areas (e.g. school field).
- Compile a list of 'no bullying' rules—get pupils to be involved in setting the rules against bullying.
- Create positive experiences for acceptable behaviour and negative ones for unacceptable behaviour such as bullying (e.g. point out and correct any instance of bullying in class).
- Provide a forum for pupils to discuss and evaluate anti-bullying rules with you on a regular basis.
- Establish communication links with parents, keeping them informed about anti-bullying measures taken by the school.

When dealing with bullies or victims of bullying:

- Initiate talks with the bully or bullies immediately using the following steps:
 - (i) Document the case.
 - (ii) Send a clear signal to the bully that bullying is not acceptable behaviour.
 - (iii) Issue a warning to the bully.
 - (iv) Inform the bully that he/she will be monitored.
 - (v) Tell the bully that further action will be taken if the bullying does not stop.
- Speak to the victim and his/her parents using the following steps:
 - (i) Establish details about the bullying.
 - (ii) Let the victim and his/her parents know what actions are being taken to stop the bullying.
 - (iii) Tell the victim that any further incidents of bullying should be reported.
- Consider a transfer of class or school if the problem persists or worsens. If necessary, seek professional help for the pupils involved.

Bibliography

1. Olweus D. (1993) *Bullying In School: What We Know, What We Can Do*. Cambridge, M.A. Blackwell Publishing, Inc.
2. Singapore Children's Society Survey (2007) *Bullying In Primary Schools*, The Straits Times, 29 July 2007.

Teaching Notes:

Relationships During Puberty

Note: These teaching notes are designed as background reading materials for teachers to better understand the teaching content. They are not meant to be read out to the class.

Self-esteem

Fostering Self-esteem In Children

Research tells us that a positive self-image or self-esteem is more important to academic success than having a high IQ. Without self-esteem, a child is vulnerable. A key role for educators is to foster good self-esteem in all pupils.

According to Coppersmith, self-esteem in children has the following components: significance—acceptance, attention and affection from others; competence—mastery of the environment; power—ability to control oneself, earning the respect of others; and virtue—worthiness to significant people in their lives.

The following are strategies for fostering self-esteem in pupils:

- Significance: seize opportunities to make pupils feel that they belong through actions and deeds. Foster trust in pupils.
- Competence: provide ample opportunities for pupils to practise their craft or skills so as to foster confidence in them. Allow pupils to take turns to lead and to be led.
- Power: provide opportunities for pupils to exercise self-restraint. For example, waiting for their turn to speak, helping others, etc.
- Virtue: let pupils know when they have done well and that they are valued.

When translated into daily actions, these can include the following:

- Treat each pupil as a unique and special person and not compare him/her with others.
- Focus on the good rather than the bad.
- Discourage unhealthy competition.
- Support pupils' interests if they are worthwhile.
- Manage your expectations of pupils—they should be achievable and realistic.
- Allow as many opportunities as possible for mistakes—pupils learn from their mistakes.
- Help pupils develop the courage to be imperfect.
- Encourage rather than discourage.

- Teach problem-solving skills so pupils can continue to persevere in their efforts to attain their goals.
- Recognise effort rather than the completed tasks.
- Encourage self-appreciation and positive self-talk.
- Accept pupils' unpleasant feelings and teach them how to deal with them.
- Take their feelings and emotions seriously.
- Give feedback that differentiates between behaviour and the person.
- Allow pupils freedom of choice—this will help them to develop ownership and responsibility. Real choices that are age-appropriate also allow pupils to experiment, make mistakes and learn in non-damaging situations.
- Allocate responsibilities to pupils and expect cooperation.
- Set limits and let pupils work within them.
- Keep a good sense of humour—allow pupils to see the humorous side of things, and let them laugh with you.

Keep in mind that ample practice at daily efforts to foster positive self-esteem in pupils increases the likelihood that they develop a healthy positive self-image.

Emotional And Behavioural Difficulties

Emotional or behavioural difficulties can prevent pupils from enjoying school. Many of them lack a positive self-image and tend to experience more failures than successes, both socially and academically. In extreme cases, and where help is not provided, these pupils may develop excessively nervous, withdrawn, aggressive or disruptive behaviours. It is important to find out the reasons behind the pupils' difficulties so as to help them modify their behaviours.

You may wish to consider taking the following steps when dealing with pupils with emotional or behavioural difficulties.

- Talk to them. Listen and be attentive because taking an interest in what they say helps them build a warm and trusting relationship with you.
- Encourage them to talk about their feelings. This will help you understand the reasons behind their undesirable behaviours. Help these pupils understand how their undesirable behaviour affects others.
- Help them build up a positive self-image. Provide opportunities for these pupils to gain the approval of others and to experience a sense of achievement.
- Leave these pupils alone in a safe environment when they display undesirable behaviours.
- Avoid confronting these pupils until after they have cooled down. This will prevent further misunderstandings which may aggravate the problem.
- Draw up a list of things you want them to change. Begin with one or two things at a time.
- Focus on the positive rather than the negative. For instance,

praise them for being honest instead of punishing them for telling lies.

- Show them how their behaviours may harm themselves and others. Help them develop appropriate communication skills to help improve their relationships with others.

Bibliography

Johnson B.W., Redfield D.L., Miller R.L. and Simpson R.E. (1983)
The Coppersmith Self-esteem Inventory: A Construct Validation Study. Educational and Psychological Measurement Vol.43

Teaching Notes:

Managing Peer Influence

Note: These teaching notes are designed as background reading materials for teachers to better understand the teaching content. They are not meant to be read out to the class.

Charades

This game aims to give pupils the opportunity to observe feelings portrayed through non-verbal channels of communication. Since speaking is not allowed in 'Charades', pupils will need to use their body language effectively to convey their messages.

Instructions:

Step 1: Organise pupils into groups of five or six.

Step 2: Tell pupils they are going to play a game of 'Charades'. Explain to pupils that each group will take turns to act out a given scenario while the rest of the class is to guess what scenario they are portraying. Pupils are not allowed to speak while acting. However, they may look for their own props to act out the scenarios.

Step 3: Each group is to be given one of the following scenarios, written on an index card.

- A group of pupils are comforting their classmate whose pet has passed away.
- A child has just received a surprise gift from his/her parents.
- Two siblings are arguing over who gets to use the computer.
- A pupil is upset because he/she has just lost his/her handphone.
- A group of pupils are celebrating their classmate's birthday for him/her.
- A group of pupils are anxiously waiting to enter the examination hall.
- Two friends are trying to persuade a third person to go to the movies.
- A group of pupils are enjoying themselves at the swimming pool.

Step 4: Give each group three minutes to plan.

Step 5: Allow one group at a time to present its scenario to the class. Have the rest of the class guess what scenario is being portrayed. In particular, ask pupils to guess what feelings are being portrayed.

Suggested Answers

Stress Management

Lesson 1: What Gets To You?



Page 46

1. Lam – Inability to handle setbacks
2. Tawan – Not sure about yourself
3. Ajit – Pressure from self and family
4. Harold – High expectations of yourself
5. Haris – Inability to handle rejection from peers
6. Eileen – Family problems

Lesson 2: Stressed Out?



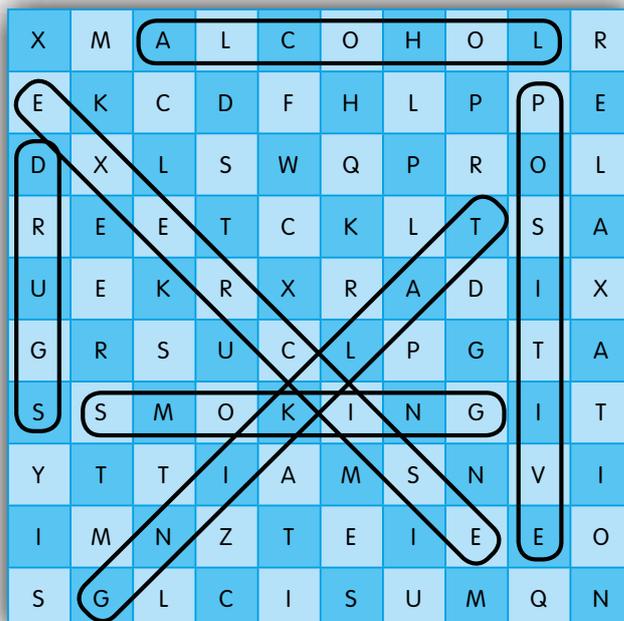
Pages 47 & 48

Accept all plausible answers.

Lesson 3: Make Stress Work For You



Page 51



Positive ways of managing stress:

1. Exercise
2. relaxation
3. Talking
4. Positive

Negative ways of managing stress:

1. alcohol
2. Smoking
3. drugs



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Accept all plausible answers.

Managing Peer Influence

Lesson 4: Resist Peer Pressure



Page 54

Accept all plausible answers.

Lesson 5: Wise Choices



Pages 55 & 56

Accept all plausible answers.

Relationships During Puberty

Lesson 6: Crushes And Infatuation



Page 57

- | | | |
|--------------|---------------|--------------|
| 1. normal | 2. attraction | 3. crush |
| 4. different | 5. excited | 6. awkward |
| 7. temporary | 8. love | 9. unhealthy |
| 10. friends | 11. group | 12. studies |



Page 58

Accept all plausible answers.

Lesson 7: A Time For Friendships



Page 59

Accept all plausible answers.

Examples:

- I think we shouldn't go out alone together.
- I'll be more comfortable if we go out in a group.
- Would you mind if Eileen comes along?



Page 60

Accept all plausible answers.

Lesson 8: A Positive Self-Esteem



Page 61

Accept all plausible answers.



Lesson 9: Coping With Setbacks

Page 64

Accept all plausible answers.

Lesson 10: Communication



Page 65

Response A: Lam has his back turned to his mother and his arms are crossed. He is also frowning.

Response B: Lam turns to face his mother and he is smiling.



Page 66

Pupils should put a tick for the following statements: 1, 3, 5, 6 and 8.