

Foundation Programme in Literacy, Numeracy and Skills

CITIZENSHIP AND VALUES
EDUCATION

GRADE 8

Teacher's Guide

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FOREWORD

The Grade 7–9 FPLNS Teacher’s Guide and Student’s Workbook have been developed in alignment with the competency-based curriculum designed by the Mauritius Institute of Education. In keeping with the objectives of the FPLNS programme, these materials have been thoughtfully created to address the specific learning needs of the students they serve.

Particular attention has been given to the conceptualisation and design of the resources to ensure that they are developmentally appropriate, engaging, and responsive to the learners’ profiles. Adopting a learner-centred approach, the materials integrate real-life contexts to make learning both meaningful and enjoyable. Educators will find within these resources a variety of activities and exercises that promote exploration, sense-making and students’ engagement.

These publications reflect our ongoing commitment to providing high-quality, relevant, and inclusive education for all learners. I wish to extend my sincere appreciation to the team of pedagogues and practising educators whose expertise and dedication have been instrumental in the development of these materials, ensuring their alignment with the curricular and pedagogical vision of the FPLNS programme.

It is our hope that the Teacher’s Guide and Student’s Workbook will support the effective implementation of the FPLNS curriculum and help students strengthen their knowledge, skills, attitudes, values, and, most importantly, their confidence.

Mrs Mila Devi Sewruttun-Dosieah

Director

Mauritius Institute of Education

PREFACE

The ***Citizenship and Values Education Teacher's Guide for Grade 8*** continues the journey of shaping thoughtful and engaged citizens. At this level, students are encouraged to deepen their understanding of ethical reasoning, social justice, and the dynamics of change within society.

This guide equips educators to help students develop and apply creative and critical thinking skills, enabling them to generate ethically sound ideas and adapt effectively to evolving societal contexts. Students are challenged to examine real-world issues, reflect on their values, and explore solutions that uphold human dignity and fairness.

Grade 8 emphasizes responsible decision-making and respectful dialogue across diverse situations. Through collaborative learning and problem-solving activities, students begin to see themselves as active contributors to their communities, capable of making meaningful and ethical choices.

This guide offers educators a variety of practical strategies and adaptable activities that foster interactive learning and reflective dialogue. Educators are encouraged to modify and extend these activities to suit the unique dynamics of their classrooms, ensuring that learning remains relevant, inclusive, and engaging. A key principle of this approach is the importance of providing learners with sufficient time for meaningful discussion, reflection, and sharing of ideas. These opportunities for dialogue are essential for deepening understanding and cultivating respectful communication.

To support this, activities may be extended over two or more periods, allowing students to explore concepts more thoroughly and participate thoughtfully. By aligning with national educational goals while promoting global citizenship values, the guide ensures that learners are well-prepared to navigate the complexities of modern society with confidence, compassion, and ethical awareness.

The Citizenship and Values Education Panel

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LESSON 1

Teacher's Guide

Basic Needs

Competency, Element, and Performance Criteria

- **Element 3:** Make responsible decisions that respond to societal changes with global ethical awareness.
- **Performance Criteria Level 1:**
 - Identify basic needs versus wants when making simple decisions and explain how their choices might affect others.

Purpose of Activity

This activity enables students to identify basic needs which are essential for the well-being and survival of human beings.

Learning Outcomes

By the end of the lesson, students should be able to:

- Explain the concept of basic needs
- Identify examples of basic needs
- Suggest other needs considered as essential in modern industrial societies
- Communicate efficiently with their peers

Resources and materials

- Whiteboard/Blackboard
- Markers/Chalks
- Worksheet (Annex 1)
- YouTube video: <https://youtu.be/NQyNFK3xUcE?si=LGqVVrov5KEu-7cG>

Teaching trajectories/ Implementation guidelines

It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.

Step 1: Brainstorming

- The theme of the brainstorming activity is "The most important things needed for human survival."
- Note down all the ideas of the students on the whiteboard/blackboard, whether ideas raised seem relevant or not.

Step 2: Discussion about basic needs

- Introduce and explain the meaning of basic needs: "The essential requirements for human well-being and survival."
- Ask students to select from the blackboard/whiteboard those requirements which are considered basic.
- Suggest any other basic needs which are important for human survival. (Students should be able to mention water, food, clothing and shelter, other needs like health care and education may be accepted).

Step 3: Selection Activity

- Make /obtain required copies of the copies of the activity 'Selection of Basic Needs' from Annex 1.
- Distribute the copies to the students and instruct them to draw lines joining what they select as basic needs to the human figure found in the middle.

Step 4: Closure of the Activity and Consolidation

- Ask the students to share, compare and discuss their selection from the activity with their peers next to them.
- Students can present their selection in class.

Assessment (Activity sheet/Worksheet for students)

- Completion of the activity 'Selection of Basic Needs' on basic food items, shelter, clothing.
- Students' participation and contribution in the brainstorming and discussion.

Extension of Activity

- Below is a link to a YouTube video that can be played to the students
- Copy the link in a browser for viewing: <https://youtu.be/NQyNFK3xUcE?si=LGqVVrov5KEu-7cG>



LESSON 1

Student's Worksheets

Basic Needs

Annex 1

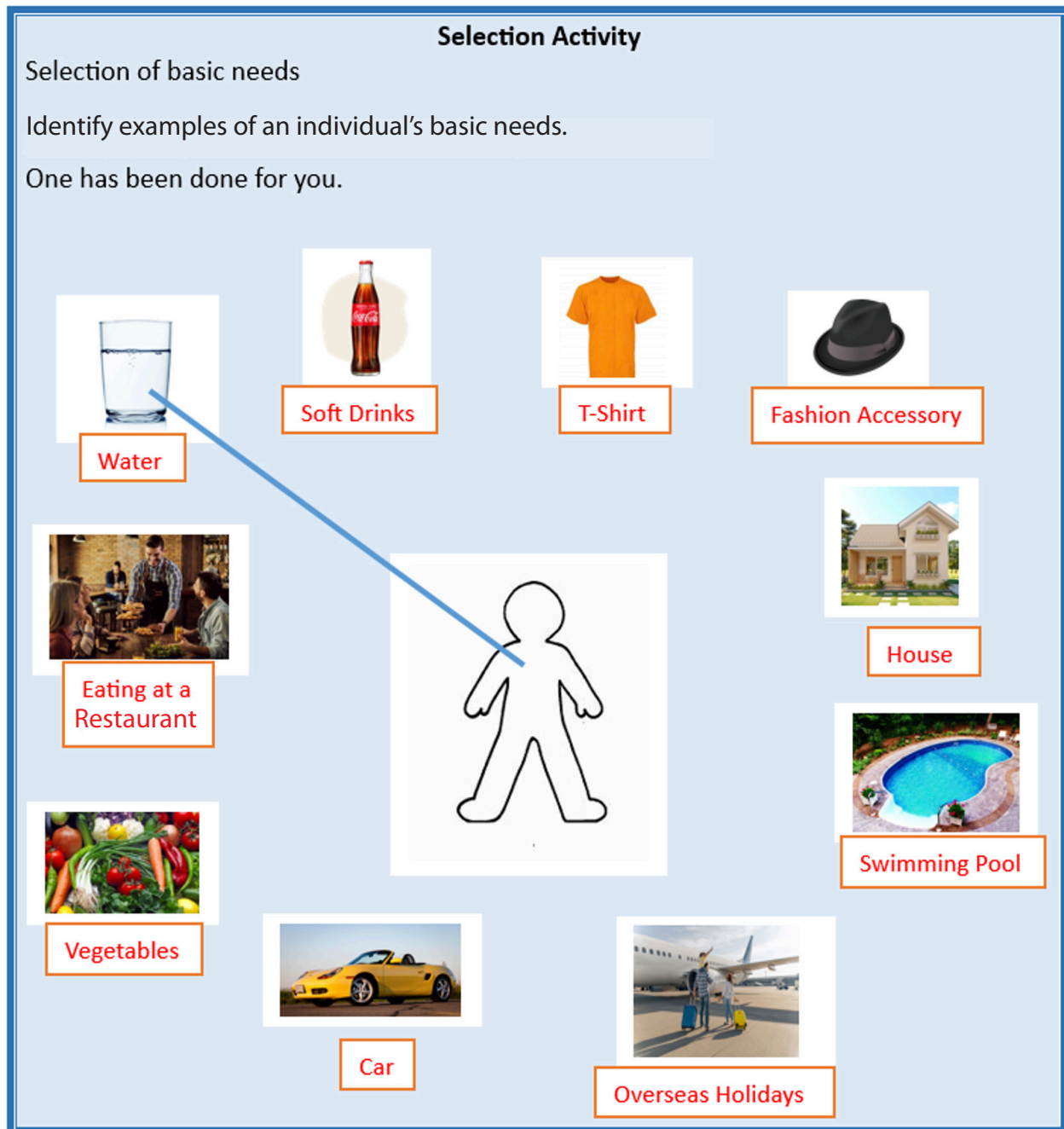
Selection of Basic Needs

Selection Activity

Selection of basic needs

Identify examples of an individual's basic needs.

One has been done for you.



The diagram illustrates a selection activity for basic needs. At the center is a white outline of a human figure. A blue line originates from the figure's head and points to a glass of water. Surrounding the figure are ten images, each with a label in a red-bordered box:

- Water**: A glass of water.
- Soft Drinks**: A bottle of Coca-Cola.
- T-Shirt**: An orange t-shirt.
- Fashion Accessory**: A black hat.
- Eating at a Restaurant**: A waiter serving food at a restaurant.
- House**: A two-story house.
- Swimming Pool**: A swimming pool.
- Vegetables**: A basket of fresh vegetables.
- Car**: A yellow sports car.
- Overseas Holidays**: People at an airport with luggage.

LESSON 2

Teacher's Guide

Basic Needs & Wants

Competency, Element and Performance Criteria

- **Element 3:** Make responsible decisions that respond to societal changes with global ethical awareness.
- **Performance Criteria Level 1:**
 - Identify basic needs versus wants when making simple decisions and explain how their choices might affect others.
- **Performance Criteria Level 2:**
 - Justify personal choices using ethical reasoning that considers impacts beyond self-interest.
- **Element 5:** Communicate respectfully and sensitively in diverse situations to make meaningful connections.
- **Performance Criteria Level 1:**
 - Listen attentively and respond to simple questions.

Purpose of Activity

This activity enables students to differentiate between basic needs and wants.

Learning Outcomes

By the end of the lesson, students should be able to:

- Explain the concept 'wants'
- Identify examples of 'wants'
- Differentiate between 'needs' and 'wants'
- Communicate efficiently with their peers

Resources and materials

- Whiteboard/blackboards
- Markers/Chalks
- Worksheet (Annex 1)
- YouTube video

Teaching trajectories/ Implementation guidelines

It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.

Step 1: Oral Questioning – What are basic needs?

- Ask students: "What are basic needs?"
- Encourage them to give examples of basic needs (e.g., food, water, shelter).

Step 2: Discussion on 'Wants.'

- Ask students to list things they desire or wish to have.
- As students provide examples, ask whether they already have these items.
- List the items on the black/whiteboard.
- Clarify that if a student already has an item listed, it is not a want for that student.
- Help students understand that wants vary from person to person.

Step 3: Defining Wants

- Write the following definition on the black/whiteboard and explain it to the students: "Wants are things that we don't have and that we desire to possess."
- Draw parallels between the definition and students' examples.

Selection Activity

- Make or obtain required copies of the 'selection activity' from Annex 1.
- Distribute the copies to the students and instruct them to draw lines connecting basic needs to the human figure in the middle.

Step 4: Closure of the Activity and Consolidation

- Ask the students to explain the difference between needs and wants.

Assessment (Activity sheet/Worksheet for students)

- Completion of Activity Sheet (Annex 1) on basic needs and wants.
- Students' participation and contribution in the brainstorming and discussion.

Extension of Activity

- Find below the link to a YouTube video that can be played for the student.
<https://www.youtube.com/watch?v=6OAqNtueu0U&t=18s&pp=ygUVYmFzaWMgbmVIZHMgYW5kIHdhbnRz0gcJCYQJAYcqIYzv>



LESSON 2

Student's Worksheets

Basic Needs & Wants

Annex 1

1. Look at the pictures below. Shade the box to indicate whether the corresponding picture refers either to a **BASIC NEED** or **WANT**.
2. Match the **LABELS** with the appropriate picture. (One has been done for you.)

	HOUSE	
BASIC NEED WANT	VEGETABLES	BASIC NEED WANT
	TELEPHONE	
BASIC NEED WANT	CLOTHES	BASIC NEED WANT
	CAR	
BASIC NEED WANT	TOYS	BASIC NEED WANT
	WATER	
BASIC NEED WANT	VIDEO GAME	BASIC NEED WANT

LESSON 3

Teacher's Guide

Back-to-school Budgeting

Competency, Element and Performance Criteria

- **Element 3:** Make responsible decisions that respond to societal changes with global ethical awareness.
- **Performance Criteria Level 1:**
 - Identify key factors influencing responsible decision-making.
 - Identify basic needs versus wants when making simple decisions and explain how their choices might affect others.
 - Listen attentively and respond to simple questions.
- **Performance Criteria Level 2:**
 - Apply a 3-step decision-making process (consider options, predict scenarios, and evaluate impact) in responding to community challenges.
 - Justify personal choices using ethical reasoning that considers impacts beyond self-interest.

Purpose of activity

This activity enables students to understand the importance of budgeting and prioritise needs versus wants.

Learning Outcomes

By the end of the lesson, students should be able to:

- Budget expenses under financial constraints
- Make responsible purchasing decisions
- Communicate efficiently with their peers

Resources and Materials for part 1 of the activity

- Whiteboard/Blackboards,
- Markers/Chalks
- Worksheet (Annex 1)
- Calculator
- Pencil and eraser

Teaching trajectories/ Implementation guidelines

It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.

Step 1: Oral Questioning - Recapitulation on Basic Needs & Wants

- How are basic needs different to wants?
- Give examples of your basic needs. Give some examples of your wants.
- The examples given should be noted on the white/blackboard for reference in **Step 2**.

Step 2: Introduction to Budgeting

- Introduce the concept of budgeting.
- Discuss the importance of budgeting with the students.
- With reference to the list on the black/whiteboard, teacher can ask students about the goods they are more likely to buy when having a limited income.
- Distribute the copies of Annex 1 to the students.
- Each student needs to identify a sum of money (budget) that they would require to buy the things they need to come to school.
- Write the amount of money in the RED BOX  using a pencil.

Step 3: Identifying and classifying items needed for schooling.

- Students are required to make a list of items they would need for school. A non-exhaustive list has been provided in Annex 2 for reference to the educator.
- Students are required to list these items in the "Items" column of Annex 1.
- Instruct the students to tick in the appropriate GREEN COLUMN  to indicate whether the item listed is a **need** or **want**.
- Students can discuss and compare their answers with their peers.
- Students are now allowed to change their identified budget, if they wish, in the RED BOX .

Step 4: Prioritisation and Budgeting

- Using the list of items written by each student in Annex 1, students are asked to identify and select the most important things that they would require to be used at school.
- Only for the selected items, with the help of the educator, the students can guess and write the amount of money required (using a pencil) to buy the things they need to go to school.
- Using a calculator, the students can calculate the total amount of money needed to buy the required items.
- Students can adjust the amount for each item but cannot exceed their budget in the RED BOX .

Step 5: Closure of the Activity and Consolidation

- Educator prompts students to present their choice of items from Step 3 to the class.
- Educator questions students about their priority list, that is, the things they decided to buy without exceeding their budget.
- Educator can also question the students why they chose not to buy some items.

Assessment (Activity sheet/Worksheet for students)

- Completion of the Activity Sheet (Annex 1) on basic needs and wants.
- Students' participation and contribution in the discussion in Step 3 and questioning in Steps 1 and 5.

Extension of Activity

- Students can be asked to budget for a scenario where each one would invite four friends at home for dinner. The students would have to think about the ingredients they would have to buy to prepare the dinner menu.

LESSON 3

Student's Worksheets

Back-to-school Budgeting

ANNEX 1

Back-to-School Budgeting

Budget				Rs.
	ITEMS	Need	Want	Estimated Cost
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
Total estimated cost				
Remaining amount				

ANNEX 2

Non exhaustive list of possible school items.

More items may be provided during class discussions.

1	New backpack	9	Set of coloured pencils	17	Expensive perfume
2	Notebooks	10	Mobile phone internet package	18	Laptop
3	Designer sport shoes	11	Pencil case	19	Sunglasses
4	School uniform	12	Ruler	20	Purse/wallet
5	Pencils and pens	13	Eraser	21	Fashion necklace
6	Latest iPhone	14	Mathematical set	22	Water colour
7	Water bottle	15	Calculator	23	Printer
8	IPad	16	Watch	24	Stapler

LESSON 4

Teacher's Guide

Smart Shoppers Challenge

Competency, Element and Performance Criteria

- **Element 3:** Make responsible decisions that respond to societal changes with global ethical awareness.
- **Performance Criteria Level 1:**
 - Identify key factors influencing responsible decision-making.
 - Identify basic needs versus wants when making simple decisions and explain how their choices might affect others.
 - Listen attentively and respond to simple questions.
- **Performance Criteria Level 2:**
 - Apply a 3-step decision-making process (consider options, predict scenarios and evaluate impact) in responding to community challenges.
 - Justify personal choices using ethical reasoning that considers impacts beyond self-interest.

Purpose of activity

This activity enables students to understand the importance of budgeting, prioritise needs versus wants, compare prices, and make responsible purchasing decisions.

Learning Outcomes

By the end of the lesson, students should be able to:

- Budget expenses under financial constraints
- Make responsible shopping decisions
- Communicate efficiently with their peers

Resources and Materials for part 1 of the activity

- Whiteboard/Blackboard
- Markers/Chalk
- Worksheet
- Supermarket fliers/brochure/catalogues (printed or accessible online)

For online access, press Ctrl and click on link below:

[https:// www.winners.mu/ebrochure](https://www.winners.mu/ebrochure)

<https://waysupermarket.mu/>

<https://intermartmauritius.com/blog/catalogue/>

<https://jumbo.mu/catalogues-jumbo/>

<https://superu.mu/en/brochure-u>

- Calculators (optional but helpful)

Teaching trajectories/ Implementation guidelines

It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.

Step 1: Brainstorming - Recapitulation on Budgeting

- Why is budgeting important?

Step 2: Introduction to Shopping

- Introduce the concept of shopping.
- Discuss with the students how a person can be a smart shopper (Clues: avoid impulsive purchase, compare quality and price from different stores/supermarkets, select and buy best quality items, look for best options, buy less expensive ones, buy promotional items).

Step 3: Preparation for the "Smart Shoppers Challenge."

- The activity can be carried out in pairs or individually.
- Make/obtain required copies of the 'Shopping Card' from Annex 1.
- Students can be asked to bring brochures/fliers/catalogues from supermarkets to collect information about prices from two or more supermarkets.

Step 4: The Smart Shopping Challenge

- The Educator needs to explain to the student that they should not exceed the budget of Rs. 2000.
- Students are instructed to take a first catalogue and search for the items listed on the shopping card. Students write the price of each item in the corresponding column for Supermarket 1.
- Students need to repeat the above instruction for Supermarkets 2 and 3.
- After completing the listing of prices from the supermarket catalogues, students can choose from which supermarket, either 1, 2 or 3, they are likely to purchase their chosen items (Students do not necessarily need to buy the cheapest products).
- Students may be invited to explain their choices (chosen supermarket) in class.
- Students can calculate their total spending using a calculator.
- To know how much they saved, students need to subtract their total spending from their budget of Rs. 2000.

Step 5: Discussion on savings and closure

- Students are invited to share their shopping choices.
- Educator can ask students to think over the use the students can make of the amount of money saved (Clue: buy personal items, save for future spending, etc).

Assessment (Activity sheet/Worksheet for students)

- Completion of Shopping Card (Annex 1).
- Students' participation and contribution in the Brainstorming, 'Smart Shopping Challenge' and discussion.

LESSON 4

Student's Worksheets

Smart Shoppers Challenge

Annex 1

Shopping Card

Smart Shopper's name:

Shopping List

BUDGET					Rs. 2000
	ITEMS	Price (Supermarket 1)	Price (Supermarket 2)	Price (Supermarket 3)	Price (Chosen Supermarket)
1	1 packet of grain (lentils, peas)				
2	1 packet of rice (5 kg)				
3	1 litre of cooking oil				
4	1 ketchup				
5	1 mayonnaise				
6	1 packet of tea				
7	1 packet of milk powder				
8	1 coffee				
9	1 packet of table salt				
10	1 packet of biscuit				
Total cost					
Remaining amount (Savings)					

Instructions to the smart shoppers:

1. Select your first supermarket catalogue.
2. Search for each item on the shopping list.
3. Insert the price for each item in the column for Supermarket 1
4. Repeat the above procedure for Supermarkets 2 and 3.
5. Select the price for the goods you want to buy either from Supermarket 1, 2 or 3. Write your chosen price in the column "Chosen Supermarket."
6. Add the price (using a calculator) for all chosen items in the row "Total cost."
7. Take the budgeted amount of Rs.2000 and subtract the total cost of your chosen products from Supermarket 1, 2 or 3.
8. Discuss with your teacher what you would like to do with the amount of money you have saved.



LESSON 5

Teacher's Guide

Music on Citizenship Values

Competency, Element and Performance Criteria

- **Element 1:** Demonstrate an understanding of the uniqueness of individuals while recognising the shared norms, values and beliefs that form our collective Mauritian identity through cultural practices and civic engagement.
- **Performance Criteria Level 1:**
 - Describe common norms, values and beliefs shared by Mauritians.
 - Recognise the role of civic engagement in promoting social harmony in Mauritius.
- **Performance Criteria Level 2:**
 - Discuss the challenges and benefits of maintaining a collective identity in a multicultural society like Mauritius.

Purpose of activity

This activity enables students to express different types of values like empathy, justice, equality, community and responsibility in a creative way.

Learning Outcomes

By the end of the lesson, students should be able to:

- Understand how music can reflect and influence social and civic values
- Analyse lyrics and musical elements that promote citizenship
- Express their own values through collaborative music or creation of lyrics

Resources and Materials for part 1 of the activity

- Audio system or computer with internet access
- YouTube Video: "Rouz Ble Zonn Ver:" https://youtu.be/DXWaQE_GY_o
- YouTube Video: "Aux Arbres Citoyens:" <https://youtu.be/CU8DD1c24bwk?list=RDU8DD1c24bwk>
- Printed lyrics or projection of lyrics for the song "Rouz Ble Zonn Ver" and "Aux Arbres Citoyens."
- Whiteboard/blackboard or kitchen paper
- Art supplies (optional for creative expression)

Teaching trajectories/ Implementation guidelines

It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.

Step 1: Warm-Up Discussion

Ask students:

- What does it mean to be a good citizen?
- Can music inspire people to know more about our common history?
- Can music inspire people to act for, or care about others?
- Can music inspire people to act for, or care about the planet?
- Have you heard a song that made you think differently about the world? (E.g., We are the world by Michael Jackson, Lionel Ritchie & Group; Heal the world by Michael Jackson; On écrit sur les murs by Kids United). These songs can be played in class.

Step 2: Introduction to Song Activity

- Educator can choose any of the two songs proposed.

Step 3: Listening**Choice A**

- Distribute printed or display on the projector the lyrics for the song "Rouz Ble Zonn Ver." A copy is provided in Annex 1.
- (Optional) Play the song "Rouz Ble Zonn Ver."
- Students are advised to read the lyrics along with the song.
- Ask: Have you heard this song before? What does this song talk about? What are the values found in this song? (e.g., patriotism, multiculturalism)
- Do you know any other values that help people to live in harmony together?
- Educator needs to note these values on the whiteboard/blackboard.

Choice B

- Distribute printed or display on the projector the lyrics for the song "Aux arbres citoyens." A copy is provided in Annex 2.
- (Optional) Play the song "Aux arbres citoyens."
- Students are advised to read the lyrics along with the song.
- Ask: Have you heard this song before? What does this song talk about? What are the values found in this song? (e.g., respect for the environment)
- Do you know any other values associated with the protection of the environment?
- Educator needs to note these values on the whiteboard/blackboard.

Step 4: Creative Expression

Using the list of values discussed in Step 2. Teachers can complete either **Option A** OR **Option B**.

Option A: Lyric writing/poem/slam

- Students write a short verse or chorus that expresses one or many citizenship values they care about (e.g., kindness, fairness, helping others).

Option B: Poster Design

- Create a visual representation of a song's message or citizenship values using symbols, quotes, and imagery.

Step 5: Sharing & Reflection

- Invite students to share and explain their lyrics/poems/slams or posters.
- Reflect as a class:
How can we use music or artistic expression to make a difference?
What values do we want to promote in our school or community?

Assessment

- Completion of Activity on artistic expression
- Students' participation and contribution in the discussion in Steps 1 & 4.

Extension of Activity

- Create a class playlist of "Songs for citizenship."
You may consider the following songs
Rouz Blé Zonn Ver – ABAIM
Nou leker bate ensam – JIOI – 2003 – Theme
Respé - The Prophecy
- Organise a school-wide music and values showcase.

LESSON 5

Student's Worksheets

Music on Citizenship Values

Annex 1

Parol: "Rouz Ble Zonn Ver" de Abaim

Rouz Ble Zonn Ver (x6)

Rouz Ble Zonn Ver
Pavyon nou pei 4 kouler
Lor later lor lamer dan lezer
Sak fwa to regar fer mwa fyer (x2)

Rouz kouler dife
Dan pavyon nou pei kan flote
Mo pli kontan twa dan aswar
Ler to'amenn soley al kouse (x2)

Ble kolorye lamer
Leve diboute nou avance
Mo regar tous lorizon
La mo get bato pe valse (x2)

Rouz Ble Zonn Ver (x6)

Rouz Ble Zonn Ver
Pavyon nou pei 4 kouler
Lao lao mo pou lev twa
Mo pe nomm sa lor mo loner (x2)

Zonn dorir disab
Orn nou leker ar saler
Mo pou ekrir to nom 1000 fwa
Mem vag vini efas li (x2)

Ver bote lanatir
Fer kares divan frisonn nou
Dan lete kouma dan liver
Mo va protez twa pou touzour (x2)
Rouz Ble Zonn Ver (x6)

Rouz Ble Zonn Ver
Pavyon nou pei 4 kouler
Senser ki mo pou senser
Sa lamour pou amene leboner (x2)

Rouz Ble Zonn Ver (x6)

Rouz Ble Zonn Ver
Rouz Ble Zonn Ver
Rouz Ble Zonn Ver

Annex 2

Parole: Aux arbres citoyens de Yannick Noah

Le ciment dans les plaines
Coule jusqu'aux montagnes
Poison dans les fontaines,
Dans nos campagnes

De cyclones en rafales
Notre histoire prend l'eau
Reste notre idéal
"Faire les beaux"

S'acheter de l'air en barre
Remplir la balance:
Quelques pétrodollars
Contre l'existence

De l'équateur aux pôles,
Ce poids sur nos épaules
De squatteurs éphémères...
Maintenant c'est plus drôle

Puisqu'il faut changer les choses
Aux arbres citoyens!
Il est grand temps qu'on propose
Un monde pour demain!

Aux arbres citoyens
Quelques baffes à prendre
La veille est pour demain
Des baffes à rendre

Faire tenir debout
Une armée de roseaux
Plus personne à genoux
Fait passer le mot

C'est vrai la terre est ronde
Mais qui viendra nous dire
Qu'elle l'est pour tout le monde...
Et les autres à venir...

Puisqu'il faut changer les choses
Aux arbres citoyens!
Il est grand temps qu'on propose
Un monde pour demain!

Puisqu'il faut changer les choses
Aux arbres citoyens!
Il est grand temps qu'on s'oppose
Un monde pour demain!

Plus le temps de savoir à qui la faute
De compter la chance ou les autres
Maintenant on se bat
Avec toi moi j'y crois

Puisqu'il faut changer les choses
Aux arbres citoyens!
Il est grand temps qu'on propose
Un monde pour demain! (X2)



LESSON 6

Teacher's Guide

Finding my Pair

Competency, Element and Performance Criteria

- **Element 5:** Communicate respectfully and sensitively across diverse situations to make meaningful connections.
- **Performance Criteria Level 1:**
 - Use appropriate greetings and basic courteous language when interacting with others.
 - Listen attentively and respond to simple questions.
- **Performance Criteria Level 2:**
 - Recognise the importance of respectful communication on building trust in diverse settings.

Purpose of activity

This activity enables students to learn and memorise values associated with citizenship in a fun way.

Learning Outcomes

By the end of the lesson, students should be able to:

- Identify different values associated with citizenship
- Play collaboratively with their classmates
- Express their views effectively

Resources and Materials for part 1 of the activity

- List of citizenship values cards in Annex 1
- A carton box
- A pair of scissors for cutting the cards

Teaching trajectories/ Implementation guidelines

It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.

Prior Preparation

- (i) The educator needs to print two copies and cut the different citizenship values cards found in Annex 1.
- (ii) The cards then need to be placed in a small carton box at the start of the game.

Classroom Activity

Step 1: Setting the scene

The game may be carried out in the classroom or outside.

Explain to the students the rule of the game which are as follows:

- (i) Silence is to be maintained throughout the game. Students are not allowed to talk to each other.
- (ii) Each student will come to the teacher's desk to pick up one card at random and return to his/her seat. No student needs to show his card to others.
- (iii) After all students have obtained a card, they are then allowed to move within the classroom to find another student with the same card.
- (iv) If any students cannot find his/her pair. He/She can choose to pick another card from the box and drop his/her present card into the box.
- (v) When the two students who have the same card meets, then they can shout "PAIR."
- (vi) Other students can continue the game until the second pair is formed and subsequently a third one.

Step 2: Game: 'Finding my Pair'

- The educator sets the box with the cards on his/her desk.
- The game starts with Step 1 part (ii) and ends with part (vi).

Step 3: Sharing & Reflection

- Invite the students to share and explain the value on the card they have picked.
- Reflect as a class:
What values do we want to promote in our school or community?

Assessment

- Completion of the game.
- Students' participation and contribution in the discussion in steps 1 & 3.

Extension of Activity

Students can be asked to think of examples of how they can show other people that they possess values that are in relation to the ones on the card that they have obtained in the game. They can share their views with their classmates.

LESSON 6

Student's Worksheets

Finding my Pair

ANNEX 1

Helpfulness

Respect

Education

Cleanliness

Engagement

**Take
Responsibility**

Kindness

Compassion

Gratitude

**Community
Involvement**

Courtesy

Integrity

LESSON 7

Teacher's Guide

Making a musical instrument - Guitar

Competency, Element and Performance Criteria

- **Element 4:** Solve problems with empathy and integrity to address personal, societal and environmental issues.
- **Performance Criteria Level 2:**
 - Design and implement simple projects addressing environmental concerns with consideration of community impact.
- **Element 5:** Communicate respectfully and sensitively across diverse situations to make meaningful connections.
- **Performance Criteria Level 1:**
 - Use appropriate greetings and basic courteous language when interacting with others.
 - Listen attentively and respond to simple questions.
- **Performance Criteria Level 2:**
 - Recognise the importance of respectful communication on building trust in diverse settings.

Purpose of activity

Students will learn about sound vibrations or music by constructing a simple string instrument using everyday materials. Students will make use of scrap materials to express their creativity.

Learning Outcomes

By the end of the lesson, students should be able to:

- Understand basic principles of sound and vibration.
- Explore how pitch is affected by string tension and thickness.
- Develop creativity and fine motor skills

Resources and Materials

- 1 empty tissue box or small cardboard box
- 4–6 rubber bands (various thicknesses)
- 1 or more paper towel tube(s) or similar cardboard tube
- Tape or glue
- Scissors or craft knife (adult supervision required)
- Optional: markers, stickers, or paint for decoration



Teaching trajectories/ Implementation guidelines

It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.

Step 1: Introduction (Questioning)

- Why is music important?
- What effect does music have on people? (Think of your own experience, e.g. the calming/ entertainment effect of music).
- Briefly explain how string instruments work (vibrations create sound).

Step 2: Build the Guitar Prepare the Box:

- Cut a hole in the center of the box top if it doesn't already have one (like a tissue box).



- Add the Rubber Bands:
 - Stretch 4 to 6 rubber bands around the box over the hole. Use different thicknesses and tensions.
 - Students can arrange the rubber bands in order from the thinnest to thickest
 - Students can also vary the tensions of each rubber band by tying a knot and reducing its length before stretching them around the box.



- Attach the Neck:
 - Cut the paper towel tube about 8 time around. It should look like in the picture.
 - Tape or glue the paper towel tube to one end of the box to resemble a guitar neck.



- Decorate: Let students personalise their instruments with art supplies.



Step 3: Experiment and Play

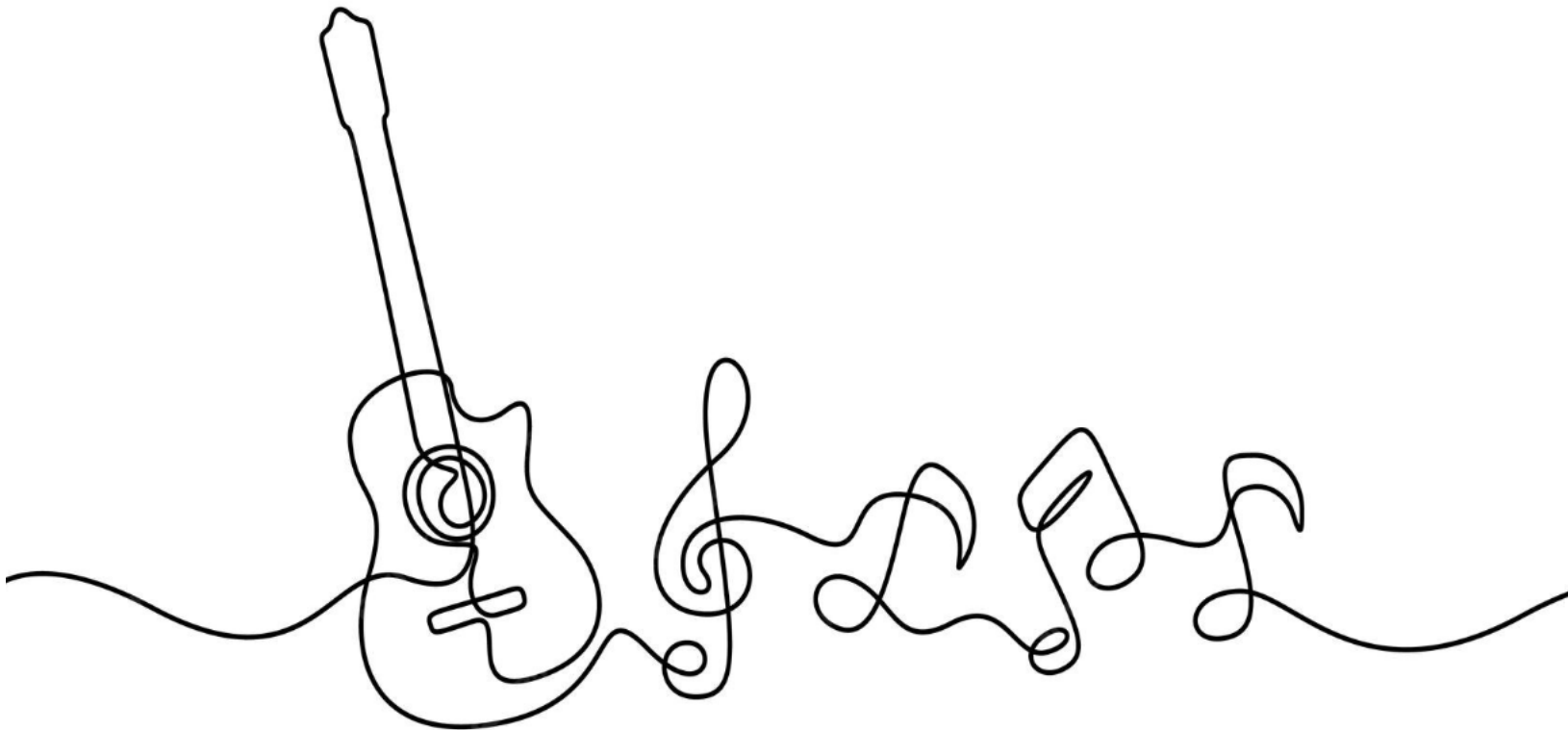
- Pluck each rubber band and listen to the sound.
- Try changing the tension of the rubber band or change the thickness of the rubber band affects the sound.
- Try playing simple rhythms or melodies.

Step 4: Wrap-Up Discussion

- What did you notice about the sounds?
- How does this relate to real guitars or other string instruments?
- What would you change to improve your instrument?

Assessment

- Creativity of the students in building and decorating their guitar.
- Participation and response of students in questioning (Step 1) and discussion (Step 4).



LESSON 8

Teacher's Guide

Sports and Games

Competency, Element and Performance Criteria

- **Element 5:** Communicate respectfully and sensitively across diverse situations to make meaningful connections.
- **Performance Criteria Level 1:**
 - Identify key elements of respectful and sensitive communication in different social contexts
 - Use appropriate greetings and basic courteous language when interacting with others.
 - Listen attentively and respond to simple questions.
- **Performance Criteria Level 2:**
 - Recognise the importance of respectful communication on building trust in diverse settings.

Purpose of activity

This activity enables students to differentiate between sports and games.

Learning Outcomes

By the end of the lesson, students should be able to:

- Identify different types of sports and games
- Understand the benefits of playing sports and games
- Differentiate between indoor and outdoor games
- Express their opinions about their favourite sport/game

Resources and Materials for part 1 of the activity

- Flashcards or images of various sports and games
- Whiteboard/blackboard and markers/chalk
- Projector (optional)
- Worksheet or handout
- Tennis ball or soft object for a warm-up game

Teaching trajectories/ Implementation guidelines

It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.

Prior Preparation

- (i) The educator needs to print a copy of the flashcards found in Annex 1, or these flashcards can be displayed with a projector.
- (ii) The cards can be cut and then placed in a small carton box at the start of the game.

Classroom Activity

Step 1: Warm-Up Activity

Quick game of "Pass the Ball." The purpose is to energise students and activate prior knowledge.

- Students can stand up in the classroom.
- Students pass a ball around while the teacher turns his back to the students. When the educator calls "STOP", the student holding the ball has to name a sport or game.
- The educator can note the answer on the blackboard / whiteboard.
- The activity may be repeated several times.

Step 2: Introduction

- Educator asks: "What is the difference between a sport and a game?"
- Brief discussion and explanation:
Sport: Physical activity with rules, often competitive (e.g., football, basketball).
Game: Can be physical or mental, often for fun (e.g., chess, hide and seek).

Step 3: Classification

- The Educator can pick a flashcard (see Annex 1) one by one from the box and show to the students.
- Students use the Activity Sheet in Annex 2 to classify the names of sports and games into either:
(i) Indoor vs. Outdoor
(ii) Team vs. Individual

Step 4: Group Discussion and Presentation

- In small groups, students discuss:
(i) Their favourite sport/game
(ii) Why they like it
(iii) What skills it teaches (e.g., teamwork, strategy, fitness, respect for rules)
- Students can come in front of the classroom to explain why they like a particular sport or game.

Assessment

- Participation in discussions and the classification activity.
- Accuracy in the completion of the students' worksheet.

Extension of Activity

- Students can be asked to think of examples of games which were common to children in the past. They can ask the following questions to their parents or other adults about these games:
(i) How was it played, individually or in groups?
(ii) Were there rules for the game? Explain them.
(iii) How was the winner determined?
- Students can come to class to present the game to other classmates.

LESSON 8

Student's Worksheets

Sports and Games

ANNEX 1: Flashcards for Sports and Games



baseball



badminton



table tennis



cycling



karate



swimming



football



basketball



volleyball



tennis



running



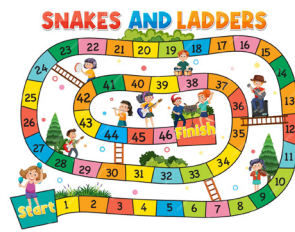
boxing



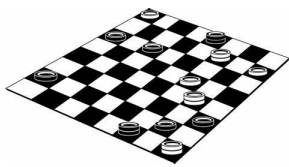
rope skipping



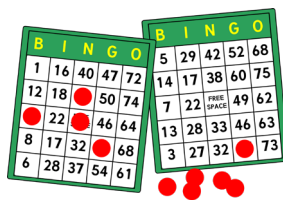
domino



snakes and ladders



checkers



bingo



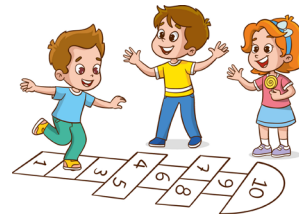
table tennis



judo



high jump



hopscotch



marbles



badminton



hide and seek

ANNEX 2: Classification of Sports and Games Worksheet

INDOOR	OUTDOOR	INDIVIDUAL	TEAM

LESSON 9

Teacher's Guide

Exploring Entertainment and the Digital Media

Competency, Element and Performance Criteria

- **Element 3:** Make responsible decisions that respond to societal changes with global ethical awareness.
- **Performance Criteria Level 1:**
 - List ethical principles that should guide decision making.
 - Connect community issues (inappropriate and excessive use of digital media/internet) to broader environmental concerns using simple cause-and-effect reasoning.
- **Performance Criteria Level 2:**
 - Justify personal choices using ethical reasoning that considers impacts beyond self-interest.

Purpose of activity

This activity enables students to identify different forms of entertainment. Students need also to understand the influence and impact of digital media and internet on young people.

Learning Outcomes

By the end of the lesson, students should be able to:

- Identify different forms of entertainment (e.g., music, film, sports, gaming, social media)
- Discuss how entertainment has evolved over time
- Analyse the impact of entertainment on society and individual behaviour
- Express their opinions on the digital media and internet as forms of entertainment through discussion

Resources and Materials for part 1 of the activity

- Flashcards or images of different types of media
- Whiteboard/blackboard and markers/chalks
- Worksheet
- Scissors and glue
- Projector
- A tennis ball
- Internet access or the following pre-downloaded YouTube video:
https://youtu.be/vP_Az00xNDc

Teaching trajectories/ Implementation guidelines

It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.

Step 1: Warm-Up Activity: Quick game of "Pass the Ball."

- Purpose: Energise students and activate prior knowledge on entertainment.
- Students stand up in the classroom.

- Students pass a ball around while the teacher turns his back to the students. When the teacher calls "STOP", the student holding the ball has to name his/her favourite form of entertainment and explain why.
- The teacher can note the answer on the Blackboard/whiteboard.
- The activity may be repeated several times.

Step 2: Introduction to Entertainment.

- Have a brief presentation or play a video clip showing different types of entertainment across cultures and time periods.
- The following YouTube video may be played in class: https://youtu.be/vP_Az00xNDc
- Brief discussion and explanation:
"How has entertainment changed over time with technologies and the internet?"
The following points can be raised:
 - (i) During pre-historic times, cavemen used to paint what they see and experience in their environment.
 - (ii) In ancient times, in some societies, people attended gladiatorial games, festivals, or storytelling activities.
 - (iii) During the Industrial Revolution, people went to circuses, attended theatrical performances, and experienced early silent cinema.
 - (iv) In the 20th century, listening to radio programmes and watching television were common forms of entertainment.
 - (v) Today, it is common to find people spending their time on the internet while using the social media, streaming videos, and playing online video games.

Step 3: Activity: Timeline showing different types of entertainment

- (i) Cut the different flashcards from the WORKSHEET (Part 1) representing different forms of entertainment.
- (ii) Glue the flashcards in the WORKSHEET (Part 2) to represent different forms of entertainment across time.

Step 4: Group Discussion and Presentation

- In small groups, students discuss:
 - (i) Their favourite form of entertainment
 - (ii) Why they like it
- Students can come in front of the classroom to explain why they like a particular.

Assessment

- Participation in discussions and the classification activity.
- Accuracy in the completion of the students' worksheet.

LESSON 9

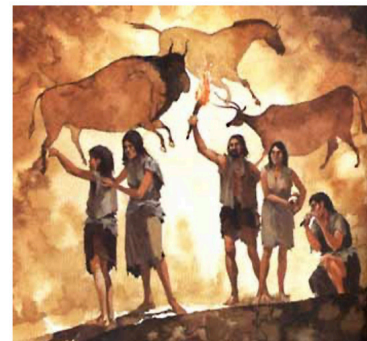
Student's Worksheets

Types of Entertainment

PART 1

Instruction:

- (i). Print the different flashcards representing different forms of entertainment at different points in time.
- (ii). Glue the flashcards in the WORKSHEET (Part 2) to represent the evolution in forms of entertainment.



PART 2

Timeline showing types of entertainment at different points in time

Pre-historic Times	
Ancient Times	
Industrial Revolution	
20th Century	
Digital Revolution	

LESSON 10

Teacher's Guide

Find-Me Game

Competency, Element and Performance Criteria

- **Element 1:** Demonstrate an understanding of the uniqueness of individuals while recognising the shared norms, values and beliefs that form our collective Mauritian identity through cultural practices and civic engagement.
- **Performance Criteria Level 1:**
 - Describe common norms, values and beliefs shared by Mauritians.
- **Element 5:** Communicate respectfully and sensitively across diverse situations to make meaningful connections.
- **Performance Criteria Level 1:**
 - Identify key elements of respectful and sensitive communication in different social contexts.
 - Use appropriate greetings and basic courteous language when interacting with others.
- **Performance Criteria Level 2:**
 - Recognise the importance of respectful communication on building trust in diverse settings.

Purpose of activity

The 'Find-me' activity enables the students to identify different types of sports, games and values. This activity encourages collaboration amongst students while reinforcing knowledge and understanding of sports, games, and values.

Learning Outcomes

By the end of the lesson, students should be able to:

- Identify different types of sports and games through the mimics of their peers
- Identify different forms of values through the mimics of their peers

Resources and Materials for part 1 of the activity

- Flashcards or images of different sports and games used in lesson 8 (Annex 1)
- Value Flashcards in Annex 1
- Scissors
- Whiteboard/blackboard and markers/chalks

Teaching trajectories/ Implementation guidelines

It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.

Step 1: Warm-Up Activity: Recapitulation on sports and games.

Questioning:

- (i) What are your favourite sports or games?
- (ii) What values do you think are important in the Mauritian society?

The Educator can note the answers of the students on the whiteboard/blackboard.

Step 2: The 'Find-me' game – Part I: Sports and Games.

- (i) Students are grouped in pairs. In case the total number of students in the class is an odd number, then the last group will be composed of three students.
- (ii) A pair is selected at random to come to the educator and pick up a flashcard.
- (iii) The flashcard is shown to the Educator.
- (iv) The pair will have to act out a scene for a few seconds using body language to express the sport or game shown on the flashcard without talking to each other and to other students in the classroom.
- (v) Once a student from the classroom has called out the right sport or game, the Educator shall voice out "FOUND."
- (vi) If the students have not found the sports or games within 20 seconds, then move to part (vii).
- (vii) Another pair is selected and Steps (ii) to (v) are repeated until all pairs have at least acted once.

Step 3: The 'Find-me' game – Part II: Values

Repeat Step 2 above, with the students using a flashcard from Annex 1: Values

Assessment

- Participation in the questioning (Step 1) and the 'Find-me' game (Steps 2 & 3)

Annex 1: Values

Using a pair of scissors, cut out each flashcard.

**RESPECT****UNITY****KINDNESS****HELPFULNESS****HARDWORK****LOVE****COURAGE****FORGIVENESS****DISCIPLINE****CLEANLINESS****COURAGE****GENEROSITY**

LESSON 11

Teacher's Guide

Understanding Health and Well-being

Competency (according to TLS), Element and Performance Criteria

- **Element 5:** Communicate respectfully and sensitively across diverse situations to make meaningful connections.
- **Performance Criteria Level 1:**
 - Identify key elements of respectful and sensitive communication in different social contexts
 - Use appropriate greetings and basic courteous language when interacting with others.
 - Listen attentively and respond to simple questions.
- **Performance Criteria Level 2:**
 - Recognise the importance of respectful communication on building trust in diverse settings.

Purpose of activity

This activity combines discussion, personal reflection, experiential learning to help students grasp the interconnectedness of physical, mental, emotional and social health. It encourages the students to understand that a balance is required across different domains for overall well-being.

Learning Outcomes

By the end of the lesson, students should be able to:

- List the different components of health and well-being: physical, mental, emotional, and social
- Identify healthy habits and lifestyle choices
- Recognise the importance of physical and mental health together with emotional and social well-being
- Develop strategies for maintaining a balanced and healthy life

Resources and Materials for part 1 of the activity

- Whiteboard or blackboard and markers or chalks
- Projector (optional)
- Worksheet

Teaching trajectories/ Implementation guidelines

It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.

Prior Preparation

- The educator needs to print a copy of 'Worksheet 1' for each group of 3-5 students.

Step 1: Introduction

- Educator begins with questions like:
 - "What does being healthy mean to you?"
 - "What does a person need to be considered healthy?"
- Note down the students' answers on the blackboard or whiteboard.
- Discuss the difference between physical health and overall well-being.

Step 2: Discussion: 'The four pillars of health'

(i). Physical Health	(ii). Mental Health
This refers to the condition of your body. It includes: - Regular exercise - Balanced nutrition - Adequate sleep - Hygiene and preventive care	Mental health involves how we think, learn, and make decisions. It includes: - Cognitive function - Focus and memory - Managing stress - Problem-solving skills
(iii). Emotional Health	(iv). Social Health
Emotional health is about understanding and managing your feelings. It includes: - Self-awareness - Coping with emotions - Building resilience - Expressing feelings in healthy ways	Social health relates to how we interact with others. It includes: - Healthy relationships - Communication skills - Empathy and respect - Support networks

Step 3: Group Activity: Health Wheel

- The educator distributes copies of "Worksheet 1 - Health Wheel" to each group.
- In their small groups, students brainstorm habits or activities that support each area.
Example:
 - Physical – exercise, sleep, nutrition
 - Mental – learning, mindfulness, problem-solving
 - Emotional – expressing feelings, journaling
 - Social – friendships, communication, teamwork
- Students are requested to write their findings on the wheel.

Step 4: Presentation

A representative from each group is invited to present their finding for Step 3 to other students.

Step 5: Wrap-Up and Reflection

Recap key points.

- Ask students:
“Do you think that only physical well-being is important for an individual?”
“What could be the consequences for a person if any one of the aspects (physical, mental, emotional or social well-being) is neglected?”

Assessment

- Participation in discussions and activities
- Accuracy in worksheet



LESSON 11

Student's Worksheets

Understanding Health and Well-being

WORKSHEET 1

HEALTH WHEEL

PHYSICAL HEALTH

MENTAL HEALTH

EMOTIONAL HEALTH

SOCIAL HEALTH

LESSON 12

Teacher's Guide

The Well-Being Puzzle

Competency (according to TLS), Element and Performance Criteria

- **Element 5:** Communicate respectfully and sensitively across diverse situations to make meaningful connections.
- **Performance Criteria Level 1:**
 - Identify key elements of respectful and sensitive communication in different social contexts
 - Use appropriate greetings and basic courteous language when interacting with others.
 - Listen attentively and respond to simple questions.

Purpose of activity

This activity is designed to teach students about the interconnectedness of the four aspects of health and well-being—physical, mental, emotional and social. This activity engages learners through active, reflective, and integrative methods that highlight how these dimensions influence and support each other holistically. Students will learn how a problem in one aspect can lead to consequential effects on other aspects of health and well-being.

Learning Outcomes

By the end of the lesson, students should be able to:

- explain the different components of health and well-being
- understand that physical, mental, emotional, and social well-being are not isolated concepts, but interconnected parts of a whole person
- conclude that a problem from any aspect of health and well-being will have negative consequences on other aspects.

Resources and materials

- Whiteboard/blackboard and markers/chalks.
- The completed 'Health Wheel' from the previous lesson (optional).
- Printed Worksheets 1 and 2, cut-out version of the four-part well-being puzzle.

Teaching trajectories/ Implementation guidelines

*It is recommended to provide students enough time for discussion and sharing.
This activity may be extended over 2 or more periods.*

Prior Preparation

- (i). The educator needs to print a copy of Worksheets 1 and 2 for each group of 3-5 students.

Step 1: Introduction

- Divide students into small groups as in the previous lesson.
- Give each group the four puzzle pieces (Worksheet 1).
- Instruct the students to lay out the four puzzle pieces and discuss what each one represents (physical, mental, emotional, and social well-being) based on the images and text.
- Ask each group to brainstorm on each type of well-being. The Health Wheel completed in the previous lesson can be distributed and used as a guide during the brainstorming.

Step 2: The Interconnected Puzzle

- Now, challenge the students to try and connect the puzzle pieces together.
- As they connect the pieces, ask them to discuss how one part of their well-being affects another.
- Prompt them with questions like:
 - “How does getting enough sleep (physical) affect your ability to focus in class (mental)?”
 - “How does having a good friend to talk to (social) help when you’re feeling sad (emotional)?”
 - “How can exercise (physical) help you manage stress (emotional)?”
 - “How a family that cares (emotional) for your education helps you to perform better at school (mental)?”

Step 3: Case Scenario Mapping

- The educator describes different hypothetical scenarios to the students. In groups the students can discuss which well-being aspect is affecting another one.
- Sample Scenarios (can be translated into Creole language):
 - A student stayed up all night playing video games and didn’t have time to eat a good breakfast. Now he is at school and feels tired.
 - A student is being bullied at school because of his/her physical appearance. He does not trust anyone to be his/her friend.
 - A friend is experiencing a break-up and is now depressed.
 - A student with a chronic disease is unable to make friends at school as he/she is frequently absent.
 - A person who suffers emotional abuse and refuses to eat (anorexia).
 - A young drug addict who feels rejected by his family.
- For each scenario, the educator requests the groups to identify the parts of the puzzle ‘Well-Being’ (Worksheet 1) which are being affected for each scenario
- Each group will place their selected ‘Well-Being’ part on the ‘Case Scenario Mapping’ (Worksheet 2). The mapping will show how a problem from one aspect (yellow emoji) affects another aspect (red emoji) of health and well-being.
- Any group can be selected at random for each case scenario and the members can be asked to discuss their findings to the class, explaining how the initial problem (e.g., lack of sleep due to playing games late at night) created a domino effect on the other aspects of well-being (e.g., poor focus, irritability at school).

Step 4: Conclusion & Reflection:

- After the presentations, lead a class discussion to summarise the key takeaways.
- Emphasise that a healthy life isn't just about one thing but about finding a balance and taking care of all four parts of the well-being puzzle.
- As a final task, ask students to individually reflect and write down one small action they can take this week to improve their well-being in each of the four areas.

Assessment

- Participation in discussions and activities.
- Accuracy in worksheets.

Extension of Activity - Healthy Habits Challenge

- Ask students to set one personal health goal for the week.
- Examples: Drink more water, sleep 8 hours, take a walk daily
- Encourage them to track their progress and reflect on how it makes them feel.



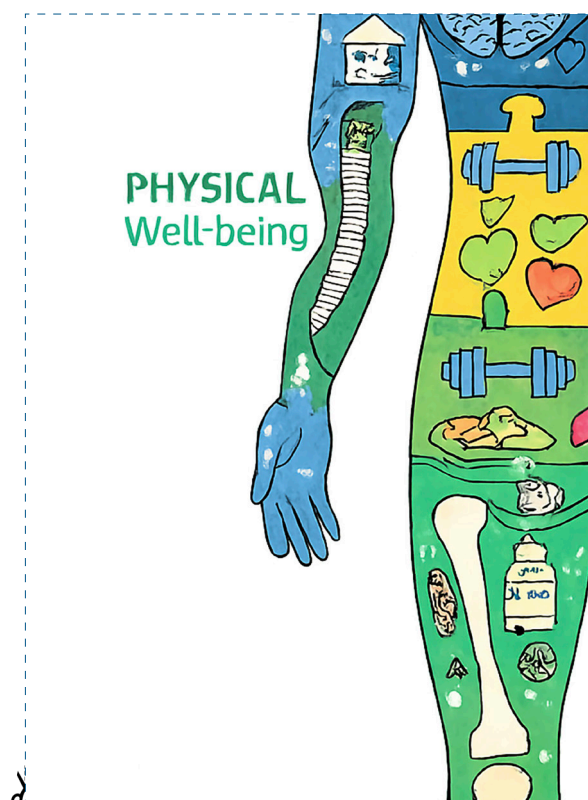
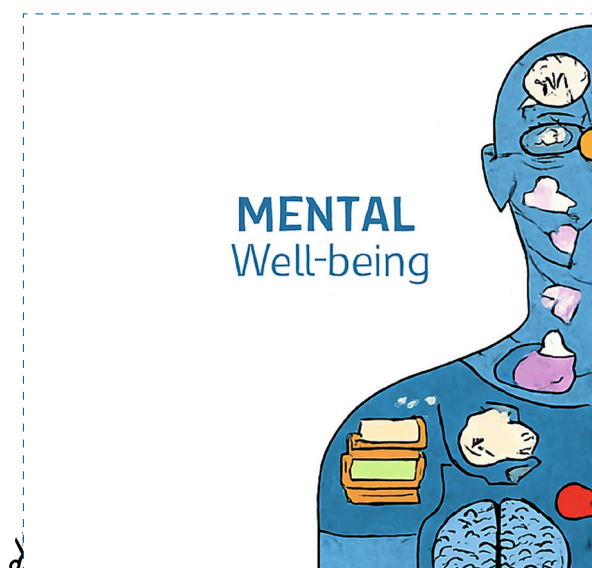
LESSON 12

Student's Worksheets

The Well-Being Puzzle

WORKSHEET 1

Cut out the four parts of the puzzle and assemble them to form to represent the interconnectedness of the human well-being.



WORKSHEET 2: CASE SCENARIO MAPPING

1. "Well-being" affected.



2. "Well-being" suffering the consequences



LESSON 13

Teacher's Guide

The Importance of Physical Well-being

Competency (according to TLS), Element and Performance Criteria

- **Element 5:** Solve problems with empathy and integrity to address personal, societal and environmental issues.
- **Performance Criteria Level 1:**
 - Describe the importance of empathy in understanding personal issues.
- **Performance Criteria Level 2:**
 - Recognise the role of empathy in addressing complex societal problems.
- **Element 5:** Communicate respectfully and sensitively across diverse situations to make meaningful connections.
- **Performance Criteria Level 1:**
 - Identify key elements of respectful and sensitive communication in different social contexts
 - Use appropriate greetings and basic courteous language when interacting with others.
 - Listen attentively and respond to simple questions.
- **Performance Criteria Level 2:**
 - Recognise the importance of respectful communication on building trust in diverse settings.

Purpose of activity

This lesson helps students understand the key components of physical well-being and how they contribute to overall health. Students will learn about the importance of nutrition, physical activity, and sleep. They will also identify a personal wellbeing goal for themselves.

Learning Outcomes

By the end of the lesson, students should be able to:

- Understand what physical well-being is and why it matters.
- Identify key components of physical health.
- Explore practical strategies to improve and maintain physical well-being.
- Discuss the consequences of neglecting our personal physical well-being.
- Suggest initiatives to improve their own physical well-being.

Resources and materials

- Whiteboard/blackboard and markers/chalks.
- Kitchen paper, markers or pens
- Worksheet 1

Teaching trajectories/ Implementation guidelines

It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.

Prior Preparation

- (i). The educator needs to print a copy of Worksheets 1 for each student in the class.

Step 1: Warm-Up Discussion

- Prompt: "How do you know that a person is in good physical condition?" Let students share thoughts.
- Use the whiteboard to jot down keywords like energy, strength, sleep, movement, nutrition or any ideas mentioned by the students.

Step 2: What Is Physical Wellbeing?

- Begin with a class discussion. Ask students: "What do you think 'physical well-being' means?"
- Write their ideas on the whiteboard/blackboard. Guide the discussion to include a variety of topics beyond just physical exercise, such as what we eat and how much we sleep.
- Educator explains the following:
Definition: Physical well-being refers to the state of your body - how well it functions and how you care for it.
- Introduce the five key components: physical activity, nutrition, sleep, hydration and preventive care. Explain that these five components work together to keep our bodies and minds healthy.

Summary of the five key components:

1. **Exercise & Movement/Physical Activity:** Brainstorm the different types of physical activity students engage in, both in and out of school. Discuss the benefits, such as a stronger heart, increased energy, and reduced stress. Emphasise that physical activity includes more than just sports - like dancing or walking the dog.
2. **Nutrition:** Discuss the idea of "fuelling your body." Talk about food groups and their functions. Use relatable examples, such as a car needing the right fuel to run. Focus on balanced choices rather than labelling foods as "good" or "bad."
3. **Sleep:** Explain that sleep allows the body to repair and recharge. Discuss how lack of sleep affects concentration, mood, and physical performance. Ask students how they feel after a good night's sleep versus a poor one.
4. **Hydration:** Explain that the human body constitutes of up to 78% of water. Water is essential for survival - a person can survive only up to five days without it.
5. **Preventive Care (e.g., check-ups, hygiene, screen time):** Brainstorm types of care our bodies need to stay healthy and function properly.

Step 3: Group Brainstorm: Healthy Habits:

- Ideally divide the students into 5 groups. If not possible, conduct a whole-class brainstorming session.
- Assign each group one key component and ask them to suggest realistic healthy habits they can adopt. Sample ideas are provided below:
 1. 10-minute morning stretch
 2. Drinking 8 glasses of water daily
 3. Swapping sugary snacks for fruits
 4. Avoiding mobile phones 30 minutes before bed
 5. Have a 15-minute afternoon walk
- Students can write their suggestions on kitchen paper with the teacher's assistance.

Step 4: Action Plan:

- Ask each student to choose one suggestion from the kitchen paper and respond to the prompt: "What's one thing you'll commit to this week to improve your physical well-being?"
- Each student writes their name next to their chosen commitment.

Step 5: Consolidation and Conclusion:

- The Educator briefly reviews the five components of physical health.
- The educator distributes and explains Worksheet 1, then asks the students to complete it.

Assessment

- Participation in discussions and activities
- Accuracy in the worksheet

LESSON 13

Student's Worksheets

The Importance of Physical Well-being

WORKSHEET 1

Match the **COMPONENTS** to the **RECOMMENDATIONS** and the **THREATS** to physical well-being.

RECOMMENDATIONS

Having recommended vaccinations

Eating a balanced

Drink water regularly

Regular exercising

Sleeping 7-9 hours daily

Having medical check up

Regular bathing

COMPONENTS

Physical Activities

Nutrition

Preventive Care

Sleep

Hydration

THREATS

Watching television late at night

Drinking too much soft drinks

Skipping breakfast

Eating fast food everyday

Watching television late at night

Regular bathing

Using car to travel short distance

Skipping brushing of teeth

NOTE: The same recommendation or threat may match with different components of Physical well-being.

LESSON 14

Teacher's Guide

Understanding Mental and Emotional Health

Competency (according to TLS), Element and Performance Criteria

- **Element 2:** Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.
- **Performance Criteria Level 1:**
 - Distinguish fair and unfair situations in given scenarios
 - Recognise when someone is treated unfairly and explain why this matters.
- **Performance Criteria Level 2:**
 - Apply critical thinking in real-world scenarios.
 - Propose innovative solutions to contemporary societal issues that respect human dignity and promote social justice.
 - Analyse societal issues affecting students' lives and propose practical solutions that uphold social justice
 - Create simple awareness materials that advocate fair treatment using creative expressions (painting, role play and storytelling)
- **Element 4:** Solve problems with empathy and integrity to address personal, societal and environmental issues.
- **Performance Criteria Level 1:**
 - Describe the importance of empathy in understanding personal issues.
- **Performance Criteria Level 2:**
 - Recognise the role of empathy in addressing complex societal problems.

Purpose of activity

This lesson helps students understand what mental and emotional wellbeing is and how they contribute to overall health. Students will learn about the difference between mental health and mental illness. They will also analyse scenarios with empathy, where students are experiencing mental and emotional stress.

Learning Outcomes

By the end of the lesson, students should be able to:

- Understand mental and emotional health and distinguish it from mental illness
- Understand what mental and emotional wellbeing is and why it matters
- Identify common stressors and feelings associated with poor mental and emotional health
- Identify trusted adults and resources for support

Materials Needed

- Whiteboard/blackboard and marker/chalk.
- Kitchen paper, markers or pens
- Annexes

Teaching trajectories/ Implementation guidelines

It is recommended to provide students with enough time for discussion and sharing. This activity may be extended over 2 or more periods.

This activity may be carried out outside the classroom.

Prior Preparation

(i). The educator needs to select a few students before the session and brief them for mini role-plays (Step 4). Selected students may rehearse the role-play before the lesson day. Sample scenarios are provided in **Annex 1**.

Step 1: Warm-Up Discussion and Introduction

- Start with a hook: Ask students, "When we talk about our health, what do we usually think about?" (physical health, exercise, diet, etc.).
- Prompt: "What comes to mind when you hear the term 'mental and emotional health'?"
- Introduce the topic: Explain that health isn't just about our bodies; it's also about our minds and feelings.
- Highlight that mental health is just as important as physical health.

Step 2: What Is Mental and Emotional Health?

- Analogy: Use a simple analogy. Just as we can have a cold or a broken bone, we can also have "off" days with our feelings. It's a normal part of being human. Our brain is an organ, and sometimes it needs care just like our heart or lungs.
- Explain **mental health/ mental well-being**.
It refers to how a person thinks, feels and behaves to be productive and contribute to the community.
- Brainstorm: As a class, brainstorm a list of different emotions (happy, sad, angry, anxious, stressed, excited) and discuss which ones are normal and when they might become a problem.
- Explain **emotional health/ well-being**.
It focusses on how a person recognises and understands his/her emotions. It relates to how a person manages and expresses feelings in healthy ways. Emotional health also explores ways a person adapts to change and stress with flexibility and strength.
- Using **Annex 2**, deduce that mental and emotional health are interconnected to maintaining an individual's wellbeing.
Mental and emotional health are connected. When a person's emotional health is strong, it supports the mental health—and vice versa. Together, they shape how you:
 - a. Handle relationships
 - b. Cope with challenges
 - c. Find meaning and purpose

Step 3: (Optional) Differentiating mental illness and mental health.

- Mental illness vs. mental health: Address the common misconception. Explain that mental illness refers to a wide range of conditions that affect a person's mood, thinking, and behaviour. A person can have good mental health even if they have a mental illness, and the person can have poor mental health without having a diagnosed illness. The key is recognising when things feel overwhelming. (The educator can use **Annex 3** for reference)

Step 4: Interactive Scenario Role-Playing and Discussion

- Ask selected students to present 2–3 short roleplays. Students must be selected and prepared prior to the lesson. (See sample scenarios in **Annex 1**)
- During the discussion, ask the following questions for each role play:
 - a. Who is experiencing mental or emotional stress?
 - b. What signs of mental or emotional stress do you notice?
 - c. What would you do to help that person?
 - d. What would you do if you were the person experiencing that emotional or mental stress?
 - e. Who can you contact to provide additional help to that student?"
- Encourage empathy and practical support strategies.

Step 5: Consolidation and Conclusion:

- Final thoughts: End the lesson by reinforcing that everyone has mental health and emotional health, and it's something we should care for every single day. Inform students that it is okay to talk to someone they trust if ever they feel they are down or they feel they are overwhelmed.

Assessment

- Participation in discussions and role-playing activity.
- Students showing empathy during discussion in connection with the role-playing activity.

LESSON 14

Student's Worksheets

Understanding Mental and Emotional Health

ANNEX 1: Sample scenarios for roleplays and discussion.

The scenarios below can be adapted to the context and may be role played in the Creole Language.

Scenario 1: Dealing with stress and anxiety (Emotional well-being)

Characters: Skai and Koko (friends)

Setting: A study session at the library.

Plot: Skai is visibly stressed about an upcoming test. Skai is fidgeting, breathing quickly, and complaining that he can't focus. Koko, who has learned some coping strategies, tries to help Skai calm down.

Prompts:

- **Skai:** "I'm so stressed about this test. I'm going to fail. I can't even think straight!"
- **Koko:** (Role-play staying calm and offering a simple coping strategy.) "Hey, let's take a break. How about we try a quick breathing exercise? Just for one minute."
- **Skai:** "I don't know if that will help."
- **Koko:** (Role-play encouraging Sam to try it.) "It's worth a shot. Come on, let's just try it together."

Learning Focus: Recognising signs of stress and anxiety, practicing a simple coping mechanism (like deep breathing), and how to encourage a friend to try a healthy strategy.

Scenario 2: A friend is quiet and withdrawn (Mental well-being)

Characters: Asim and Jain (friends)

Setting: The school canteen during lunch break.

Plot: Asim notices Jain has been quiet and withdrawn lately. Jain is sitting alone, not eating, and seems sad. Asim decides to go over and check on them.

Prompts:

- **Asim:** "Hey, Jain. I noticed you haven't been yourself lately. Is everything okay?"
- **Jain:** "I'm fine, just tired." (Role-play Jain to be short but not rude)
- **Asim:** (Role-play showing empathy and continuing to check in without being pushy.) "You know you can talk to me about anything, right? I'm here for you."

Learning Focus: How to approach a friend who may be struggling, the importance of being a good listener, and showing empathy.

Scenario 3: Verbal bullying and being an ally (Mental & Emotional well-being)**Characters:**

- **Maya:** The target of the bullying.
- **Loya:** The bully.
- **Cian:** An upstander (someone who intervenes).

Setting: The school corridor between classes.

Plot: Loya makes fun of Maya's new backpack in front of other students, calling it "ugly and childish." Maya looks hurt and uncomfortable. Loya, who is standing nearby, decides to step in.

Prompts:

- **Loya:** "Wow, Maya, is that your backpack? That's so childish. Did your mom buy that in the kids' section?"
- **Maya:** (Role-play looking down, not responding, and looking upset.)
- **Cian:** (Role-play a calm but firm response to Loya): "Hey, that's not cool. Leave her alone."
- **Cian:** (Role-play a supportive comment to Maya): "Don't listen to him, Maya. I think your backpack is cool."

Learning Focus: This scenario highlights the role of an upstander and how to use your voice to help someone being bullied. It shows that you don't have to be aggressive to make a difference.

Scenario 4: How to react when you are the target**Characters:**

- **Dan:** The target of the bullying.
- **Jess:** The bully.
- **Teacher:** A trusted adult.

Setting: The school corridor, then a meeting with a trusted adult.

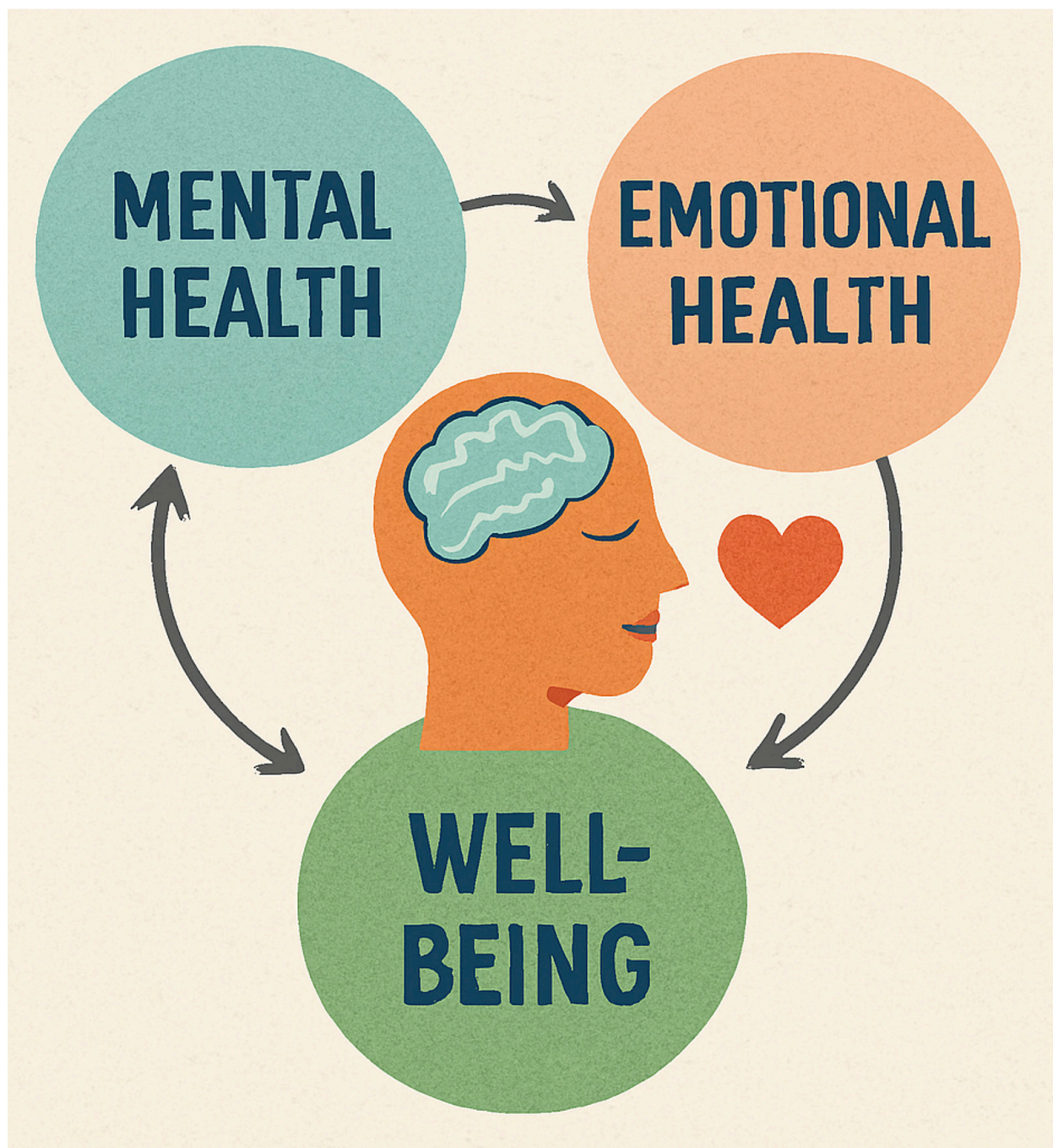
Plot: "Jess is making fun of Dan's dress. Dan decides to report Jess to a teacher."

Prompts:

- **Jess:** (Role-play saying a recurring hurtful comment): "Looks like you wore the same boring shirt again."
- **Dan:** (Role-play a calm and assertive response): "Please stop talking to me like that. It's not okay."
- **Dan:** (Role-play going to a trusted adult and explaining what has been happening.) "Sir/Madam, I need to talk to you. Jess keeps saying mean things to me, and it's making me feel bad."
- **Teacher:** (Role-play being supportive and listening): "Thank you for telling me, Dan. I'm glad you came to me. We'll figure this out together."

Learning Focus: This role-play teaches students how to **respond to bullying calmly** and, most importantly, the importance of **reporting it to a trusted adult**. It emphasises that you don't have to deal with bullying alone.

ANNEX 2: Illustration of the interconnectedness of mental and emotional health to ensure the wellbeing of a person.



ANNEX 3: Myths and facts about mental health and mental illness.

	FACT/ TRUE	MYTH/ FALSE
• Mental illnesses are common. Mental health conditions affect a significant portion of the population. Globally, it is estimated that about one in eight people live with a mental disorder.	✓	
• Mental health and mental illness are not the same thing. Mental health is a state of well-being that everyone has, regardless of whether they have a diagnosed mental illness. Mental illness refers to a diagnosable condition that affects a person's thinking, feeling, or behavior.	✓	
• Mental illnesses are real medical conditions. They are not a sign of weakness or a character flaw. They are caused by a complex combination of biological factors (like genetics and brain chemistry), life experiences (like trauma or abuse), and environmental factors.	✓	
• Mental illnesses are treatable. With the right treatment and support, many people with mental illness can recover and lead productive, fulfilling lives. Treatment options can include therapy, medication, support groups, and lifestyle changes.	✓	
• Mental health care can be beneficial for everyone. Therapy is not just for people with a serious mental illness. It can be a helpful tool for navigating life's stressors, improving relationships, and developing coping skills.	✓	
• Myth: People with a mental illness are always violent and dangerous. Fact: Most people with mental health illness are not violent. In fact, people with severe mental illnesses are more likely to be the victims of violent crime than the general population.		✓

• Myth: Mental illness is a sign of weakness; people should just "get over it." Fact: Mental illness has nothing to do with being weak or lacking willpower. It is a medical condition, just like heart disease or diabetes. Recognizing the need for and seeking help for a mental health condition requires immense strength and courage.		✓
• Myth: Mental illnesses are rare. Fact: Mental illnesses are very common. It's highly likely that you know someone who has or has had a mental health condition, even if they don't talk about it openly.		✓
• Myth: Children and teenagers don't have mental health problems. Fact: Children and adolescents can and do experience mental health issues, and these problems are not just "mood swings" or "phases." Many mental health conditions begin by the age of 14, and early intervention is crucial.		✓
• Myth: People with a mental illness can't work or be productive members of society. Fact: With proper treatment and support, people with mental illnesses can be successful in their careers and contribute meaningfully to their communities. Many are highly productive and excel in their jobs, just like anyone else.		✓
• Myth: Therapy and medication are the only ways to treat mental illness. Fact: While medication and therapy are often essential parts of a treatment plan, they are not the only options. Treatment for mental health is highly individualized and can also include things like peer support, lifestyle changes, and other therapeutic approaches.		✓

LESSON 15

Teacher's Guide

Mental and Emotional Health: Understanding Stress (Part I)

Competency (according to TLS), Element and Performance Criteria

- **Element 2:** Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.
- **Performance Criteria Level 1:**
 - Identify problems in community settings and suggest simple solutions with respect to others' dignity.
- **Performance Criteria Level 2:**
 - Apply critical thinking in real-world scenarios.
 - Propose innovative solutions to contemporary societal issues that respect human dignity and promote social justice.
 - Analyse societal issues affecting students' lives and propose practical solutions that uphold social justice.
- **Element 4:** Solve problems with empathy and integrity to address personal, societal and environmental issues.
- **Performance Criteria Level 1:**
 - Describe the importance of empathy in understanding personal issues.
- **Performance Criteria Level 2:**
 - Recognise the role of empathy in addressing complex societal problems.

Purpose of activity

This lesson helps students understand how to identify signs and cope with mental and emotional stress. Students will learn about different strategies that they can use to reduce stress and boost their mental and emotional wellbeing.

Learning Outcomes

By the end of the lesson, students should be able to:

- Identify common stressors and feelings associated with poor mental and emotional health
- Understand the difference between helpful and harmful stress
- Identify signs of stress

Materials Needed

- Whiteboard/blackboard and markers/chalk
- Kitchen paper, markers or pens
- Annexes – Annex 1: "The Stress Thermometer;" Annex 2: "The Stress Wheel;" Annex 3: "Coping Strategies"

Teaching trajectories/ Implementation guidelines

It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.

Step 1: Warm-Up Brainstorming and Introduction

- Brainstorming: "What is stress? What are the things that makes you feel stressed?" Use a whiteboard/blackboard to list students' ideas.
- Using the visual "The Stress Thermometer" in Annex 1, ask the students to state how they feel today by indicating their emotional and/or mental state from the stress thermometer.
- (Optional) Students who are willing may briefly explain their emotional and/or mental state

Step 2: Discussion: Understanding Stress

- Discussion: Briefly discuss that stress is a normal part of life, but it becomes a problem when it's chronic or overwhelming.
- Explain that stress can come from school, work, family, social pressures, and even positive changes. One positive change can be admission to a new school nearer to your residence or marriage.
- Request students to think of the last time they felt stressed.
Ask: "How did you feel like in your body or mind?"
(Annex 2: "The Stress Wheel" may be used by the educator to guide discussion on positive and negative stress)

Step 3 Identifying causes of Stress (Stressors):

- Discussion: Ideally divide the students into groups of three or four. If not possible, conduct a whole class brainstorming session.
- Ask: "List some things or events that cause stress in your life."
Ask students to think and discuss about things that make them feel stressed or worried (e.g., homework, assessments, social pressure, family issues).
- Ask students to suggest examples when a person may experience stress due to mental or emotional problems. Sample ideas are provided below:
 - a. Breakup with a partner
 - b. Loss/death of a close member of the family
 - c. Being bullied at school
- The answers may be noted down on the whiteboard/blackboard/Kitchen paper.

Step 4: Signs of Stress:

- Present a quick overview of the signs of stress.
 - a. **Emotional Signs:** Feeling overwhelmed, moody, irritable, anxious, or sad.
 - b. **Mental Signs:** Difficulty concentrating, memory problems, constant worrying, or negative thoughts, mood swings.
 - c. **Physical Signs:** Headaches, fast heartbeat, muscle tension, stomach issues, or fatigue.
 - d. **Behavioral Signs:** Changes in eating or sleeping habits, social withdrawal, or procrastination.

Step 5: Consolidation and Conclusion:

- Final thoughts: End the lesson by reinforcing that everyone has mental and emotional health, and it's something we should care for every single day. Inform students that being stressed is something which is normal, yet there is the need to manage and reduce the level of stress that they may feel.
- Prompt: "What's one thing I can do when I feel stressed?" Indicate to the students that the next activity would be on coping strategies to reduce stress.

Assessment

- Participation in discussions and activities

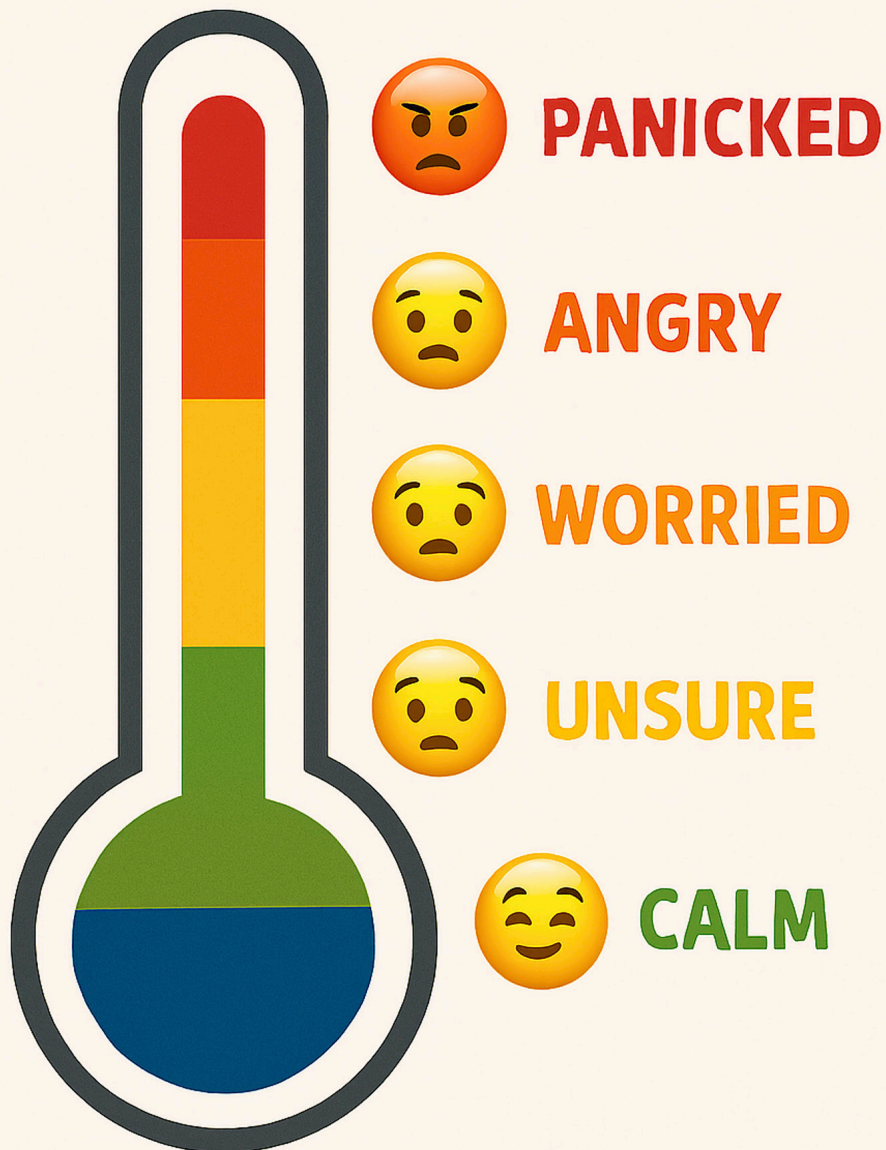
LESSON 15

Student's Worksheets

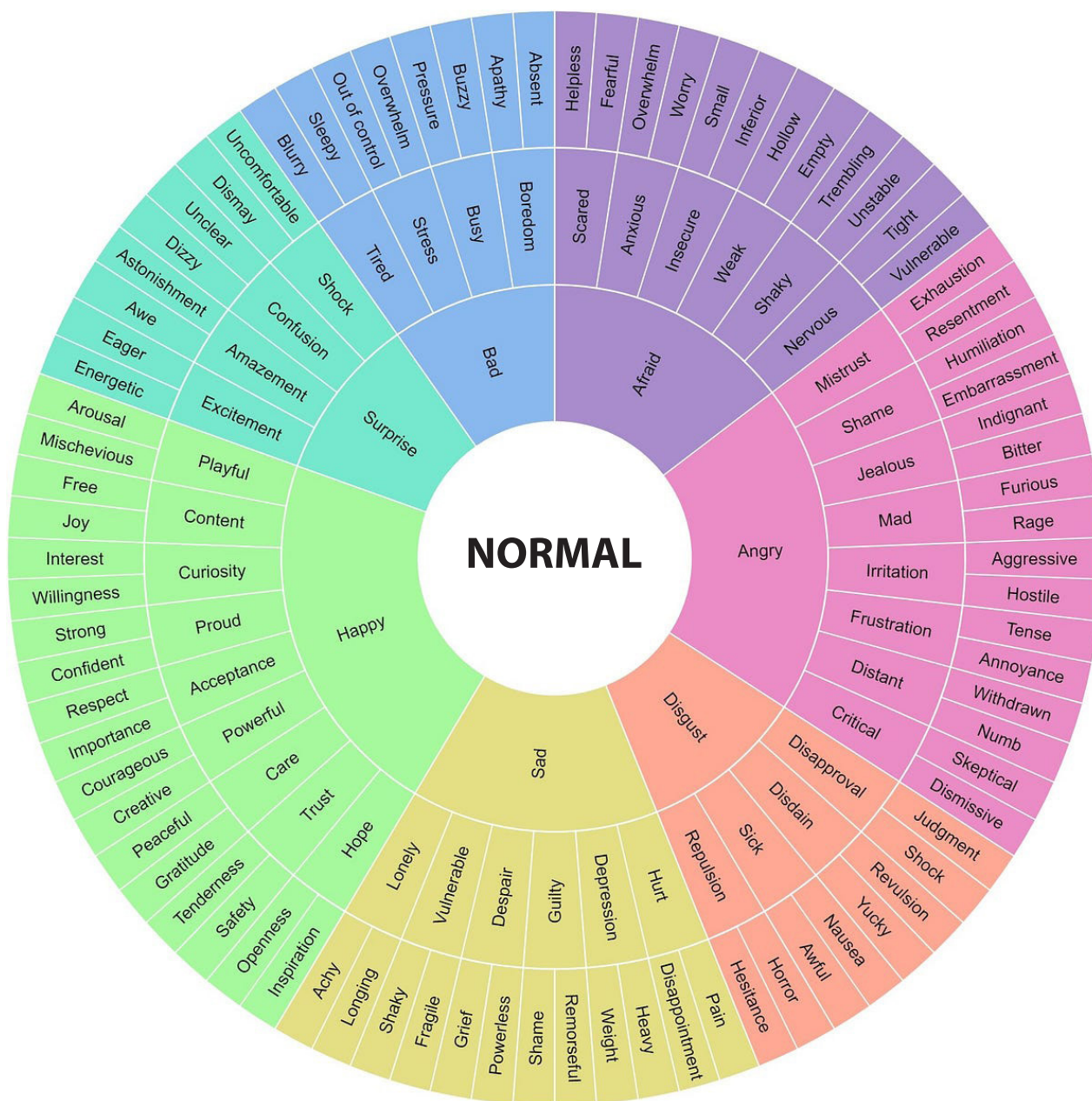
Mental and Emotional Health: Understanding Stress (Part I)

ANNEX 1: The Stress Thermometer

STRESS THERMOMETER



ANNEX 2: The Stress Wheel



Information: The center (NORMAL) represents a person's normal state. Extending from the center are seven main types of stress, which are both positive and negative. The outermost circle are expressions of how a person feels under different forms of stress.

LESSON 16

Teacher's Guide

Mental and Emotional Health: Coping with Stress (Part 2)

Competency, Element, and Performance Criteria

Element 2: Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.

- **Performance Criteria Level 1:**

- Identify problems in community settings and suggest simple solutions with respect to others' dignity.

- **Performance Criteria Level 2:**

- Apply critical thinking in real-world scenarios.
- Propose innovative solutions to contemporary societal issues that respect human dignity and promote social justice.
- Analyse societal issues affecting students' lives and propose practical solutions that uphold social justice.

Element 4: Solve problems with empathy and integrity to address personal, societal and environmental issues.

- **Performance Criteria Level 1:**

- Describe the importance of empathy in understanding personal issues.

- **Performance Criteria Level 2:**

- Recognise the role of empathy in addressing complex societal problems.

Purpose of Activity

This lesson will help students understand how to identify signs and cope with mental and emotional stress. Students will learn about different strategies that they can use to reduce their stress levels and boost their mental and emotional wellbeing.

Learning Outcomes

By the end of the lesson, students should be able to:

- Identify common stressors and feelings associated with poor mental and emotional health
- Understand the difference between helpful and harmful stress
- Identify signs of stress
- Identify healthy coping strategies for mental and emotional stress
- Practice coping strategies such as mindfulness, breathing, and creative expression

Resources and materials

- Whiteboard/blackboard and markers/chalk
- Scissors and paper glue
- Annexes – Annex 1: "The Stress Thermometer;" Annex 2: "Coping Strategies"
- Students' Worksheet

Teaching trajectories/ Implementation guidelines

It is recommended to provide students with enough time for discussion and sharing. This activity may be extended over 2 or more periods.

Step 1: Recapitulation of Part 1 and Introduction

- Discussion: "What is stress? What are the things that make you feel stressed?" Use a whiteboard/blackboard to list students' ideas.
- Ask the students to recall and discuss the causes of stress covered in the previous lesson.
- Emphasise that stress may arise from both positive and negative circumstances.
- Discuss with students the signs of stress that may appear in both positive and negative circumstances.

Step 2: Healthy Coping Strategies

- Discussion using the visual support Annex 1: The Stress Thermometer.
- Ask students, "When you feel very angry because of stress, what do you usually do to calm yourself down?" Follow up with the question "What's the one thing you can do when you start to feel overwhelmed?"
- Guide the students to suggest and discuss strategies they can adopt when they are experiencing any form of stress.
- Write down their responses/strategies on the whiteboard/blackboard.
- Categorise: Help students sort out their ideas into two categories: "helpful" and "unhelpful" coping strategies for dealing with stress. (e.g. helpful can be listening to music maybe a helpful strategy, whereas smoking cigarettes would be considered as unhelpful one).
- **Introduce New Strategies:** Present and briefly explain a few proven healthy coping strategies. Inform students that coping strategies are tools to help us manage stress and keep our container from overflowing. (Using the visual support of Annex 2: Coping Strategies).
- 1. **Deep Breathing/Mindfulness:** Explain to students that focusing on their breath can help calm the nervous system and reduce the feelings of stress. Then guide them through a simple 60-second deep breathing exercise to practise together in class.

Activity: "Box Breathing."

Box Breathing: Explain that box breathing is a simple technique that can calm the mind and body. Instruct students to inhale for a count of four, hold their breaths for four seconds, exhale for four seconds, and hold again for four seconds.

Lead the class through a few rounds of this exercise. Emphasise that this is an activity that they can do anywhere, anytime to calm their minds.

Remind students that techniques such as meditation and yoga can help manage stress and promote a sense of calm.

2. **Physical Activity:** Explain to students that physical activities such as walking, stretching, dancing or participating in any form of sports activity can release stress and boost their mood.

Body and Mind Connection: Discuss how physical activity and good nutrition can positively

affect their mental well-being. Briefly explain that eating a balanced diet and staying hydrated

can improve energy levels and mood.

3. **Creative Expression:** Suggest to students that engaging in activities they enjoy can serve as a healthy form of escapism. Examples include drawing, writing in a journal, or listening to music (calm music, nature sounds), playing a musical instrument, all of which can be a great way to process feelings.

4. **Social Connection:** Emphasise to students the importance of building and maintaining strong social networks that can provide emotional support and help reduce feelings of isolation.

Emphasise to students the value of talking to a trusted friend, family member, teacher, or counselor. Remind the students that seeking help from others is considered as a sign of strength, not weakness.

5. **Practice Gratitude:** Remind to students that acknowledging and appreciating the positive aspects of life on a regularly can enhance overall happiness and reduce stress. For instance, the educator can express gratitude to some students who have behaved well and may ask each student to turn to the classmate next to him/her and express gratitude for something that classmate has done for them recently.

6. **Seek Professional Help:** Explain to students that if they are struggling with mental and emotional health issues, seeking help from a mental health professional can provide guidance and support. Inform the students that they can speak with an educator at school who can arrange appropriate professional support if needed.

Step 3: Worksheet 1: "My Stress First Aid Kit" Plan.

- Worksheet 1: Have students complete the handbag "My Stress First Aid kit" template.
- The students are requested to write their names or draw themselves into the rectangular tag attached to the handle of the handbag.
- Next, ask them to identify a challenging emotion they might feel (e.g., anger, sadness, stress). Ask the students to cut out the Emoji that represent their emotions and glue it to the circular tag attached to the handle of the handbag.

- Ask the students to name at least one specific healthy coping strategy they prefer when they feel that emotion. They can either choose, cut and glue from the drawings provided, or draw their favourite strategy inside the green rectangle on the handbag.
- Ask the students to write down the names of 2 to 3 people they feel they can talk to whenever they are stressed.

Step 4: Consolidation and Conclusion:

- Final thoughts: Conclude the lesson by reinforcing that everyone experiences mental and emotional health challenges at times, and that mental well-being is something we should care of every single day. Remind students that it is ok to talk to someone they trust such as a friend, family member or teacher whenever they feel they are down or are facing any type of problem.
- Optional: Decorate the handbag and add any other coping strategies.

Assessment

- Participation in discussions and activities
- Completion and accuracy in the worksheet

Annex 1: The Stress Thermometer



COPING STRATEGIES FOR STRESS



WORKSHEET 1:
"My Stress First Aid Kit"

How I feel?

Name or draw yourself

My coping strategy

My support list

Cut-outs for completing Worksheet 1

Choose your preferred Coping Strategy



Exercise



Mindful Breathing



A Good Cry



Creative Expression



Big Hugs



Enough Sleep



Laughter



Be in Nature



Connection

Choose your preferred Coping Strategy



Happy



Sad



Angry



Surprised



Scared



Nervous



Afraid



Embarrassed



Bored



Tired



Disgusted



Sick



Worried



Thinking



Relaxed



Playful



Frustrated



Excited

LESSON 17

Teacher's Guide

Thriving Together: The Importance of Social Wellbeing

Competency, Element, and Performance Criteria

Element 1: Demonstrate an understanding of the uniqueness of individuals while recognising the shared norms, values and beliefs that form our collective Mauritian identity through cultural practices and civic engagement.

- **Performance Criteria Level 1:**
 - Recognise the role of civic engagement in promoting social harmony in Mauritius.
- **Performance Criteria Level 2:**
 - Propose strategies for enhancing civic engagement to strengthen the collective Mauritian identity.

Element 2: Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.

- **Performance Criteria Level 1:**
 - Identify problems in community settings and suggest simple solutions with respect to others' dignity.
- **Performance Criteria Level 2:**
 - Analyse societal issues affecting students' lives and propose practical solutions that uphold social justice.

Element 4: Solve problems with empathy and integrity to address personal, societal and environmental issues.

- **Performance Criteria Level 1:**
 - Describe the importance of empathy in understanding personal issues.
 - Identify emotions in others through their facial expressions and body language and respond with appropriate words.
- **Performance Criteria Level 2:**
 - Recognise the role of empathy in addressing complex societal problems.

Purpose of Activity

This lesson will help students understand the concept of social wellbeing and recognise its importance in a person's life. Students will identify different types of social connections, namely healthy and unhealthy ones. They will also learn to differentiate people in their lives based on their level of closeness and the nature of relationships.

Learning Outcomes

By the end of the lesson, students should be able to:

- Define social wellbeing
- Recognise the impact of social relationships on overall wellbeing
- Explain why social connections are important for their mental and physical health
- Identify characteristics of healthy and unhealthy relationships
- Practice strategies to build and maintain positive/healthy social connections

Resources and materials

- Whiteboard/blackboard and markers/chalk
- Kitchen paper, markers or pens
- Scissors and paper glue
- Annexes – Annex 1: 'The Stress Thermometer'; Annex 2: 'The Stress Wheel'; Annex 3: 'Coping Strategies'
- Students' Worksheet: 'My Social Circle'

Teaching trajectories/ Implementation guidelines

It is recommended to provide students with enough time for discussion and sharing. This activity may be extended over 2 or more periods.

Step 1: Warm-Up and Introduction

- Introduce the Topic: Explain to students that today's lesson is about social wellbeing, which focuses on the quality of our relationships with people and how they affect us.
- Brainstorming: "Think of someone who makes you feel good when you're around them. What does this person that makes you feel that way?"
- Follow up with the next question: Ask students, "What does it mean to be happy?" Write their responses on the whiteboard/blackboard.
- Guide the conversation toward the idea that happiness often involves other people—friends, family, teammates, etc.

Step 2: What is Social Wellbeing?

- **Definition:** Present a simple definition:
Social wellbeing is the feeling of belonging, connecting and interacting with others, having supportive connections, and being able to contribute to our communities.
- **Brainstorm:** Ideally the students can be grouped in threes; if, this is not possible, conduct a whole-class brainstorming session.
Ask students to identify the different types of social connections they have (family, friends, teachers, classmates, neighbours) and record their responses on the whiteboard/blackboard. Emphasise that all these connections play an important role in contributing to their overall wellbeing.

Step 3: Discussion: Understanding the importance of healthy relationships

- Ask students the following questions:
 - a. Are all relationships good for us?
 - b. Why do we need friends and social support?
 - c. What happens when we feel lonely or excluded?
 - d. How can we be a better friend or classmate?
- The questions above will lead to a conversation about the difference between healthy and unhealthy relationships.
- Encourage students to have open dialogue where they can learn about friends with whom they have healthy connections. Each student can stand up and complete the following sentence starters:
 - a. "I feel good when..."
 - b. "A kind friend is someone who..."

Activity: Worksheet 1: Identifying Characteristics of Healthy and Unhealthy Relationships

- Discuss the following characteristics with students and ask them to identify whether the relationships are healthy or unhealthy. Inform students that they need to fill the table in Worksheet 1 to indicate their answers.
 - a. **Healthy Relationships:** Mutual respect, trust, open communication, support, kindness, equality, showing empathy.
 - b. **Unhealthy Relationships:** Control, jealousy, disrespect, dishonesty, one-sidedness, distanced.
- Why it Matters: Use Annex 1 to illustrate a simple analogy to the students. Invite them to imagine a phone with low battery and explain that social relationships act like a charger that restores energy. Highlight that when we maintain strong connections, we feel supported, less stressed, happier, and positive. This helps us restore our energy level.

Step 4: Group Activity: The Benefits of Social Wellbeing

- Divide the students into three groups. Each group is assigned one of the following topics for discussion:
 - i. **Physical Health:** In what ways do friends positively influence your physical health? (e.g., lower stress, encouragement to practice a sport).
 - ii. **Mental & Emotional Health:** In what ways do friends support your mental and emotional wellbeing? (e.g., reduces loneliness, builds confidence, provides a support system).
 - iii. **Personal Growth:** In what ways do friends contribute to your growth as a person? (e.g., learn new things, challenge you, help you solve problems).
- Presentations: Invite each group share their ideas with the class. Create a master list on the whiteboard/blackboard to summarise the benefits.

Step 5: Activity: Building My Social Circle

- Students are asked to complete Worksheet 2: 'My Social Circle'

Instructions: Reflect on the people in your life and write their names in the circles below. Each circle represents a different level of closeness and connection, from those you feel closest to, to those you interact less frequently.

- **The Center:** This is you! Write your name in the middle.
- **The Inner Circle: My Closest Friends and Family**
These include your best friends, family members, or people with whom you can talk about anything. Write their names here. You probably have a small number of people in this circle.
- **The Middle Circle: Friends and Acquaintances**
These represent your good friends. You might spend time with them at school, in a sports team, or in a club. You share enjoyable experiences together and support one another, although the connection might not be as deep as your inner circle.
- **The Outer Circle: Community Members**
These consist of people you know and interact with regularly but might not be close friends. This could include classmates, neighbours, teammates, or teachers who are still important parts of your social network.
- **Reflection Questions**
 1. After filling out your circles, answer the following questions:
 2. What did you notice about the number of people in each circle?
 3. How do the relationships in the inner circle feel different from the relationships in the outer circle?
 4. Why is it important to have people in all three circles?

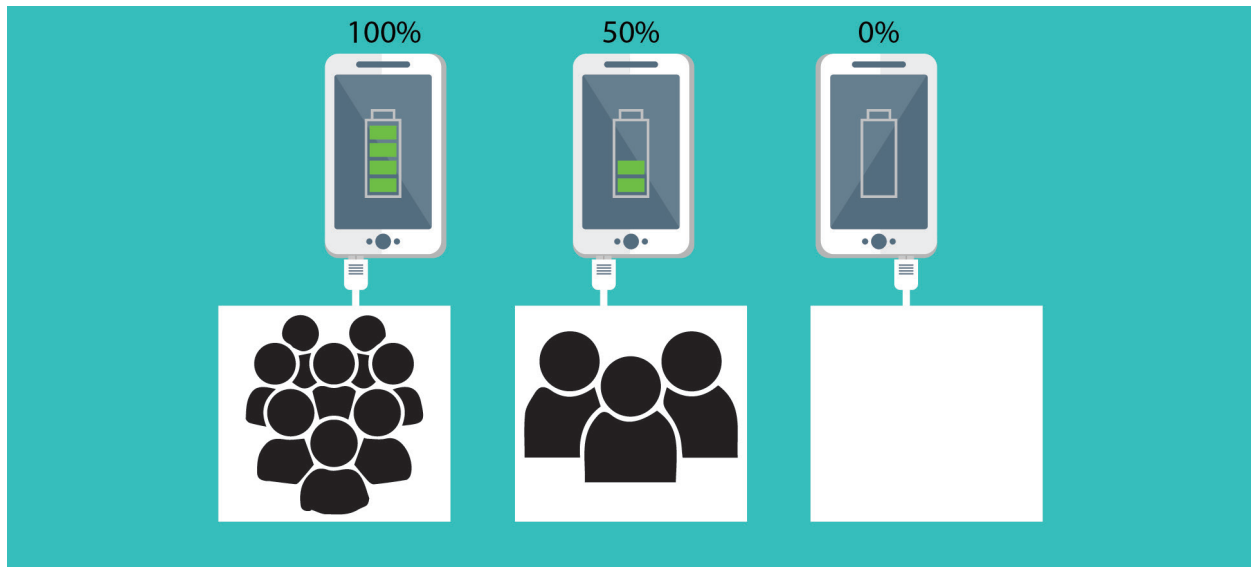
Step 6: Consolidation and Conclusion:

- **Closing:** Conclude the lesson by reinforcing the main point: **Caring for our social connections is just as important as caring for our physical and mental health.** It's a key part of living a full and happy life.

Assessment

- Participation in discussions and activities
- Oral Assessment: Identify and discuss from the scenarios below, and describe whether they are healthy or unhealthy relationships. Explain your reasoning:
 1. Your friend always makes fun of you but says it's 'just a joke.'
 2. Your friend helps you with your homework.
 3. A friend asks you to steal a pen from another classmate as a joke.
 4. A friend informs your parent that you were caught with cigarettes at school.
- Completion and accuracy in the Worksheets 1 and 2

Annex 1: The Importance of Strong Social Connections



Worksheet 1: Identifying Characteristics of Healthy and Unhealthy Relationships

Tick (✓) in the appropriate column to indicate whether each characteristic of a relationship is Healthy or Unhealthy.

Characteristics	Healthy	Unhealthy
Mutual respect		
Jealousy		
One-sidedness		
Open communication		
Kindness		
Trust		
Support		
Dishonesty		
Disrespect		
Equality		
Control		
Showing Empathy		
Distanced		

LESSON 18

Teacher's Guide

Understanding Substance Abuse: Choices, Consequences, and Coping (Part 1)

Competency, Element, and Performance Criteria

Element 2: Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.

- **Performance Criteria Level 1:**

- Identify problems in community settings and suggest simple solutions with respect to others' dignity.
- Distinguish fair and unfair situations in given scenarios.
- Recognise when someone is treated unfairly and explain why it matters.

- **Performance Criteria Level 2:**

- Apply critical thinking in real-world scenarios.
- Propose innovative solutions to contemporary societal issues that respect human dignity and promote social justice.
- Analyse societal issues affecting students' lives and propose practical solutions that uphold social justice
- Create simple awareness materials that advocate fair treatment using creative expressions (painting, role play and storytelling)

Element 4: Solve problems with empathy and integrity to address personal, societal and environmental issues.

- **Performance Criteria Level 1:**

- Identify key components of empathy and integrity in problem-solving.
- Describe the importance of empathy in understanding personal issues.
- Identify emotions in others through their facial expressions and body language and respond with appropriate words.

- **Performance Criteria Level 2:**

- Recognise the role of empathy in addressing complex societal problems.
- Explain the role of incorporating empathy and integrity in problem-solving strategies.

Purpose of Activity

The primary goal of this substance abuse lesson is to empower students with the knowledge, awareness, and critical thinking skills necessary to make informed decisions about their health and well-being. This lesson serves as a proactive educational tool that addresses not only the dangers of drug, alcohol and substance misuse but also the broader social, emotional, and psychological factors that contribute to substance-related behaviours.

Learning Outcomes

By the end of the lesson, students should be able to:

- Define substance abuse, and
- Differentiate between use, misuse, and addiction
- Identify common substances related to addiction
- Explain factors leading to addiction
- Recognise biological, social, emotional/psychological, and environmental factors that contribute to substance use
- Identify the key physical, behavioural and psychological indicators and warning signs of substance abuse
- Differentiate between the biological, psychological and social consequences of substance abuse

Resources and materials

- Annexes
- Sticky notes (one for each student)
- Projector or whiteboard/blackboard

Teaching trajectories/ Implementation guidelines

It is recommended to provide students with enough time for discussion and sharing. This activity may be extended over 2 or more periods.

Step 1: Warm-Up and Introduction

- Icebreaker: Ask students to anonymously write down or draw what they know about "substance abuse" on sticky notes. Collect and read some of the responses aloud to start a conversation. This helps to break the ice and create a safe space for discussion to clarify myths vs facts.
- Begin with a group discussion to gauge students' current knowledge and perceptions. Annex 1 can be used to illustrate some examples of substances having effects on peoples' behaviour.
- Vocabulary Introduction: Using Annex 2 and questioning, define the following key terms to establish a common language for the lesson.
 - a. Substance
 - b. Substance Use
 - c. Substance Misuse
 - d. Substance Abuse
 - e. Dependence
 - f. Addiction

Step 2: Risk Factors

This section helps students understand how substance abuse can manifest in a person's life.

- Brainstorming on the risk factors of developing substance abuse. Ask students: "Why someone start to abuse substances?"
- Lead a discussion on the factors that can increase a person's risk of developing substance abuse disorder and write their answers on the whiteboard/blackboard. Common answers include peer pressure, stress, curiosity, or to self-medicate for mental health issues.
- (Optional) Organise the students' answers into three categories:
Biological: Genetics and a family history of addiction.
Psychological: Mental health conditions like depression or anxiety, and a history of trauma.
Social: Peer pressure, lack of parental supervision, and easy access to substances.
- Acknowledge that substance abuse often starts as a way to cope with underlying problems.

Step 3: Spotting the Signs

- Divide the board into three columns: Physical Signs, Behavioural Signs, and Psychological Signs.
 Ask students to provide examples for each category. As they offer ideas, add them to the correct column. Educators can use **Annex 3** to trigger discussions.
Physical Signs: Bloodshot eyes, changes in weight or appetite, poor hygiene, slurred speech, or unexplained injuries.
Behavioural Signs: Sudden change in friends, loss of interest in hobbies or school, secretive behaviour, financial problems, or legal issues.
Psychological Signs: Mood swings, irritability, anxiety, defensiveness when confronted, or an increase in anger or hostility.

Step 4: Interactive Role-Play

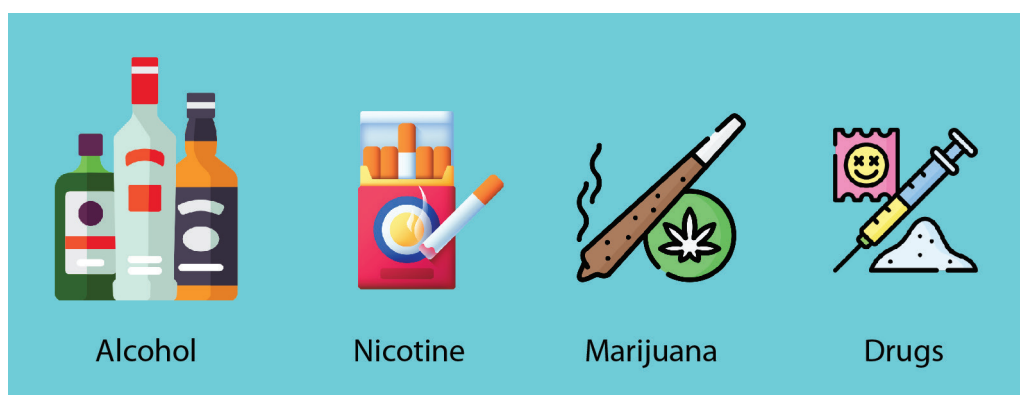
- Students are asked to prepare a role-play for the next lesson.
- Some guidelines:
 - Characters should include:**
 - (i). A substance/drug addict (victim),
 - (ii). The dealer/a person offering/proposing drugs to the victim,
 - (iii). A group of people mocking, (iv). upstander/friend who offers support.
 - Scene 1:** The dealer identifies a victim and proposes drugs to the latter.
Scene 2: A group of people passing by, seeing and mocking the drug addict.
Scene 3: A friend of the drug addict offers a compassionate hand and recalls how the victim was a joyful and active person in the past. The friend invites the drug addict to stop his substance abuse and that he/she is not alone and can find help.

Step 5: Consolidation and Conclusion:

- **Summary:** Briefly recap the key definitions and signs. Remind students that substance abuse is a complex issue and that help is available.
- **Questions & Answers:** Allow for a final opportunity for students to ask questions or request clarifications.
- Remind the students that true strength lies in making healthy decisions and seeking help when needed.
- Reinforce the idea that substance abuse does not solve any problem that a person is experiencing.

Assessment

- Students' participation in the discussion throughout the lesson.

Annex 1: Substances related to Addiction**Annex 2: Definitions of terms**

Substance Use and Addiction

**SUBSTANCE**

A drug, alcohol, or other chemical compound that affects the brain and body. This includes prescription medications, illegal drugs, and even household products.

**SUBSTANCE USE**

The act of taking a substance. This can be for a legitimate medical purpose (like taking a prescribed antibiotic) or for recreational purposes (like drinking alcohol).

**SUBSTANCE MISUSE**

The use of a substance in a way not intended or as prescribed. For example, taking more of a painkiller than directed or using someone else's prescription.

**SUBSTANCE ABUSE**

A pattern of harmful use of any substance for mood-altering purposes. It is characterised by continued use despite negative consequences in work, school, or relationships.

**DEPENDENCE**

The physical or psychological need for a substance.

**ADDICTION**

It is characterised by compulsive drug seeking and use, despite harmful consequences.

LESSON 19

Teacher's Guide

Understanding Substance Abuse: Choices, Consequences, and Coping (Part 2)

Competency, Element, and Performance Criteria

Element 2: Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.

- **Performance Criteria Level 1:**

- Identify problems in community settings and suggest simple solutions with respect to others' dignity.
- Distinguish fair and unfair situations in given scenarios.
- Recognise when someone is treated unfairly and explain why it matters.

- **Performance Criteria Level 2:**

- Apply critical thinking in real-world scenarios.
- Propose innovative solutions to contemporary societal issues that respect human dignity and promote social justice.
- Analyse societal issues affecting students' lives and propose practical solutions that uphold social justice
- Create simple awareness materials that advocate fair treatment using creative expressions (painting, role play and storytelling)

Element 4: Solve problems with empathy and integrity to address personal, societal and environmental issues.

- **Performance Criteria Level 1:**

- Identify key components of empathy and integrity in problem-solving.
- Describe the importance of empathy in understanding personal issues.
- Identify emotions in others through their facial expressions and body language and respond with appropriate words.

- **Performance Criteria Level 2:**

- Recognise the role of empathy in addressing complex societal problems.
- Explain the role of incorporating empathy and integrity in problem-solving strategies.

Purpose of Activity

The primary goal of this lesson on substance abuse is to empower students with the knowledge, awareness, and critical thinking skills needed to make informed decisions about their health and well-being. This lesson serves as a proactive educational tool that addresses not only the dangers of drug, alcohol and substance misuse, but it also highlights the broader social, emotional, and psychological factors that contribute to substance-related behaviours.

Learning Outcomes

By the end of the lesson, students should be able to:

- Practice decision-making and refusal skills through role-play
- Understand the importance of seeking help and identify resources for themselves or others
- Build resilience through discussion and role-play
- Explore coping strategies, refusal skills, and emotional intelligence to resist harmful influences and navigate through challenging situations.
- Promote healthy choices by exploring positive alternatives to substance abuse, such as engaging sports, creative outlets, and supportive friendships.
- Foster empathy and support by gaining insight into how substance abuse affects individuals and communities, encouraging compassion and peer support.

Resources and materials

- Annexes
- Projector or blackboard/whiteboard

Teaching trajectories/ Implementation guidelines

Educators are recommended to provide students with enough time for discussion and sharing.

This activity may be extended over two or more periods.

Step 1: Recapitulation and Introduction

- **Questioning and discussion:**
Why do people fall in the trap of substance use and abuse?
What are the effects of substance abuse on a person?

Step 2: Interactive Role-Play

- Selected students are invited by the educator to perform the prepared role-play in front of the class.

Step 3: Understanding the Role-Play

- The educator asks a series of questions to help students critically analyse their understanding of the role-play. Sample questions include:
 - a. Who is the substance abuser or addicted person?
 - b. What reasons might have led this person to consume such substances?
 - c. Is it acceptable to bully a person who is a substance abuser?
 - d. What could be the consequences of bullying a substance abuser?
 - e. How could you support the substance abuser?

Step 4: Consequences of Substance Abuse

- Facilitate a brainstorming session with students on the consequences of substance abuse.
- Note the students' responses on the whiteboard/blackboard. Group or organise the responses into three categories: biological, psychological, and social.
- Use **Annex 1** to guide a discussion on the consequences of substance abuse. Suggested aspects include:

Biological: Substance abuse damages organs such as the lungs, liver, heart and brain. The visible signs may include skin cracks and dark spots.

Psychological: The effects may include disorganised thoughts, concentration problems, anxiety, depression, and mental confusion.

Social: Social signs may include social isolation, broken relationships, or sitting alone while others interact - symbolising social withdrawal, family conflict, or job loss.

These consequences are interrelated.

Step 5: Coping & Support

This is the most crucial part of the lesson, as it provides students with actionable information.

- **Protective Factors:** Highlight protective factors that can reduce the risk of substance abuse such as strong family and friendship bonds, a sense of belonging at school, involvement in extracurricular activities, and effective coping skills.
- **Stigma and Barriers:** Discuss why people may hesitate to seek help. Mention the fear of judgment, shame, and a lack of awareness about available support. Emphasise that addiction is a treatable disease and not a moral failing.
- **Identifying Resources:** Inform students that they can talk to educators, rector, school counsellors/psychologist, and mental health professionals, trusted adults or even call on hotlines to talk about their problems. Remind students that they are not alone and that help is available.

Step 6: Consolidation and Conclusion:

- Reinforce the main takeaways and provide a clear path forward for students.
- **Summary:** Briefly recap the key elements of the lesson. Emphasise the importance of showing respect and support to friends affected by substance abuse. Remind students that true strength lies in making healthy decisions and seeking help when needed. Reinforce that saying no to any addictive substances is the right choice for maintaining health and well-being.
- **Final Message:** End the lesson with a powerful and non-judgmental message of empathy and support.

Assessment

Options:

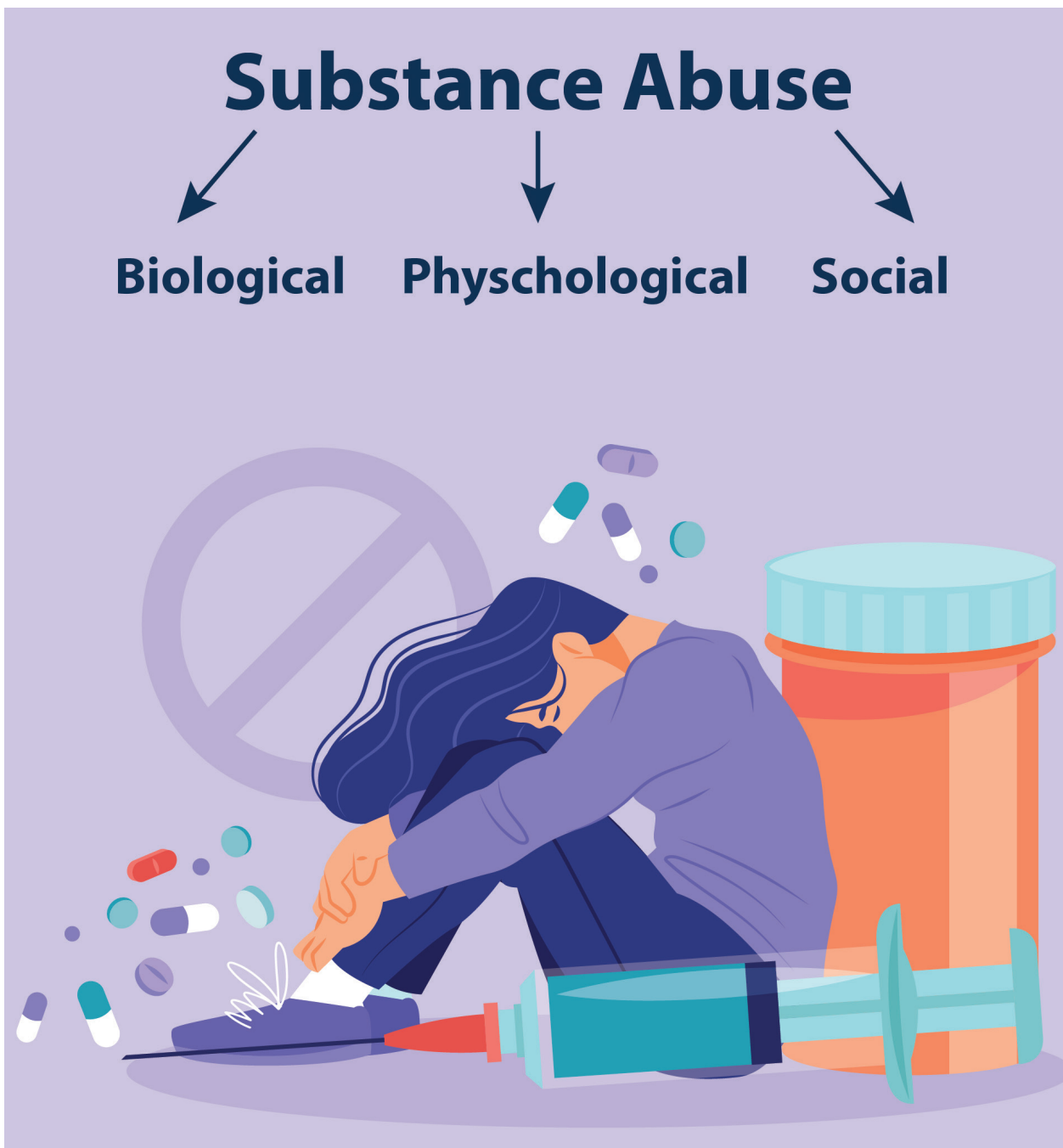
- Group poster: Create a visual message promoting healthy choices and discouraging substance abuse.
- Group Slogan: Create a slogan either in Creole, French or English that raises awareness against substance abuse.

Extension Activities

- Invite resource person(s)/organisation to sensitise students on substance abuse.
- Organise an awareness march against substance abuse.

Annex 1: Consequences of Substance abuse

Below is an illustration that visually represents the biological, psychological, and social consequences of substance abuse.



LESSON 20

Teacher's Guide

My Wellness Pledge

Competency, Element, and Performance Criteria

Element 2: Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.

- **Performance Criteria Level 1:**

- Identify problems in community settings and suggest simple solutions with respect to others' dignity.
- Recognise when someone is treated unfairly and explain why it matters.

- **Performance Criteria Level 2:**

- Apply critical thinking in real-world scenarios.
- Propose innovative solutions to contemporary societal issues that respect human dignity and promote social justice.
- Analyse societal issues affecting students' lives and propose practical solutions that uphold social justice
- Create simple awareness materials that advocate fair treatment using creative expressions (painting, role play and storytelling)

Element 4: Solve problems with empathy and integrity to address personal, societal and environmental issues.

- **Performance Criteria Level 1:**

- Identify key components of empathy and integrity in problem-solving.
- Describe the importance of empathy in understanding personal issues.
- Identify emotions in others through their facial expressions and body language and respond with appropriate words.

- **Performance Criteria Level 2:**

- Recognise the role of empathy in addressing complex societal problems.
- Explain the role of incorporating empathy and integrity in problem-solving strategies.

Purpose of Activity

This lesson encourages students to reflect on their current well-being, set actionable goals, and create a personal contract for a healthier future.

Learning Outcomes

By the end of the lesson, students should be able to:

- Understand the importance of health and well-being
- Identify healthy habits across physical, mental, emotional and social domains
- Create a personalised wellness pledge

Resources and materials

- Projector or backboard/whiteboard
- Worksheet 1: "My Wellness Pledge" template
- Scissors and paper glue

Teaching trajectories/ Implementation guidelines

*Educators are recommended to provide students with enough time for discussion and sharing.
This activity may be extended over two or more periods.*

Step 1: Recapitulation and Introduction

- What does "wellness" mean to you?
- Why is it important to take care of your physical, mental, emotional and social well-being?
- Ask students to list three things they do regularly that support their well-being. Invite them to share their ideas in pairs or in small groups.

Step 2: Part 1: Defining the Pillars of Wellness

- Before making a pledge, students must understand that wellness is multi-faceted. Use the following four Pillars of Wellness to guide a classroom discussion.

1. Physical Wellness

This relates to your body, energy, and health.

Examples: Nutrition, exercise/movement, sleep quality, and hydration.

Reflection Questions: Am I eating enough healthy foods? Am I getting seven to nine hours of quality sleep? Do I move my body for at least 30 minutes most days?

2. Emotional Wellness

This relates to understanding and managing your feelings and coping with life's challenges.

Examples: Identifying emotions, stress management techniques, practicing mindfulness or gratitude, and processing feelings instead of avoiding them.

Reflection Questions: Do I have healthy ways to deal with stress (e.g., having regular breaks, talking to someone)? Do I recognise my feelings and allow myself to feel them?

3. Mental Wellness

This relates to your ability to think clearly, focus, learn, and grow.

Examples: Challenging yourself intellectually, taking breaks from screens, and managing academic pressure, focusing on one task at a time.

Reflection Questions: Am I giving my brain proper rest and time to recharge? Am I setting boundaries so I can focus on important tasks? Am I trying to learn something new?

4. Social Wellness

This relates to your relationships, boundaries, and sense of belonging.

Examples: Connecting with friends and family, setting healthy limits with others, being kind, knowing who to ask for help.

Reflection Questions: Do I have people I trust and can talk to? Do I set boundaries with my time or energy so I don't feel drained?

- The Educator can ask questions about the students understanding of each of the four pillars of wellness.
- The educator can request the students to provide examples for the four pillars of wellness.
- (Optional) The Educator can ask the Reflection questions found in the table above.

Step 3: Understanding what a Wellness Pledge is Group Activity

- Students are divided into groups of two or three.
- Explain the students that a pledge is a serious and meaningful promise.
- Using example from the Table below, discuss with students about the requirements for a pledge:
Be Specific: Instead of saying, "I will eat better," say, "I will eat more fruits and vegetables and reduce the number of times I eat fast food."
Be Measurable: Include numbers or clear metrics (e.g., "for the next three months").
Be Action-Oriented: Focus on things they will do, not things they won't do.
- Students are asked to discuss in groups and formulate orally at least one pledge which is specific, achievable, and measurable that they will commit to for the next term.
- The students can share their pledge orally to other classmates.

Pillar	My Current Challenge (Why I need a change)	My Specific Wellness Pledge
Physical (Body & Energy)	Sleep, nutrition, movement, and hydration.	I pledge to
Emotional (Feelings & Stress)	Stress management, recognizing feelings, expressing gratitude, and coping mechanisms.	I pledge to
Mental (Mind & Focus)	Learning, focus/ concentration, rest from screens, and managing academic pressure. Spending too much time is procrastinating.	I pledge to
Social (Relationships & Boundaries)	Connecting with others, setting healthy boundaries, asking for help, and being kind.	I pledge to

Step 4: My Wellness Pledge

- The educator distributes a copy of '**Worksheet 1: My Wellness Pledge**' to the students.
- The Educator provides the following instructions to the students to complete the Worksheet:
 - a. For each Pledge 1 to 5, students can select any number of options from **COLUMN B** that they commit themselves to abide to.
 - b. From the "Addendum to Worksheet 1," ask the students to select and cut at least one picture related to each pledge and glue them in **COLUMN C**.

Step 5: Reflection and Conclusion:

- Reflection Questions:**

What positive changes you would like to bring to your life?

How can you make that change become come true?

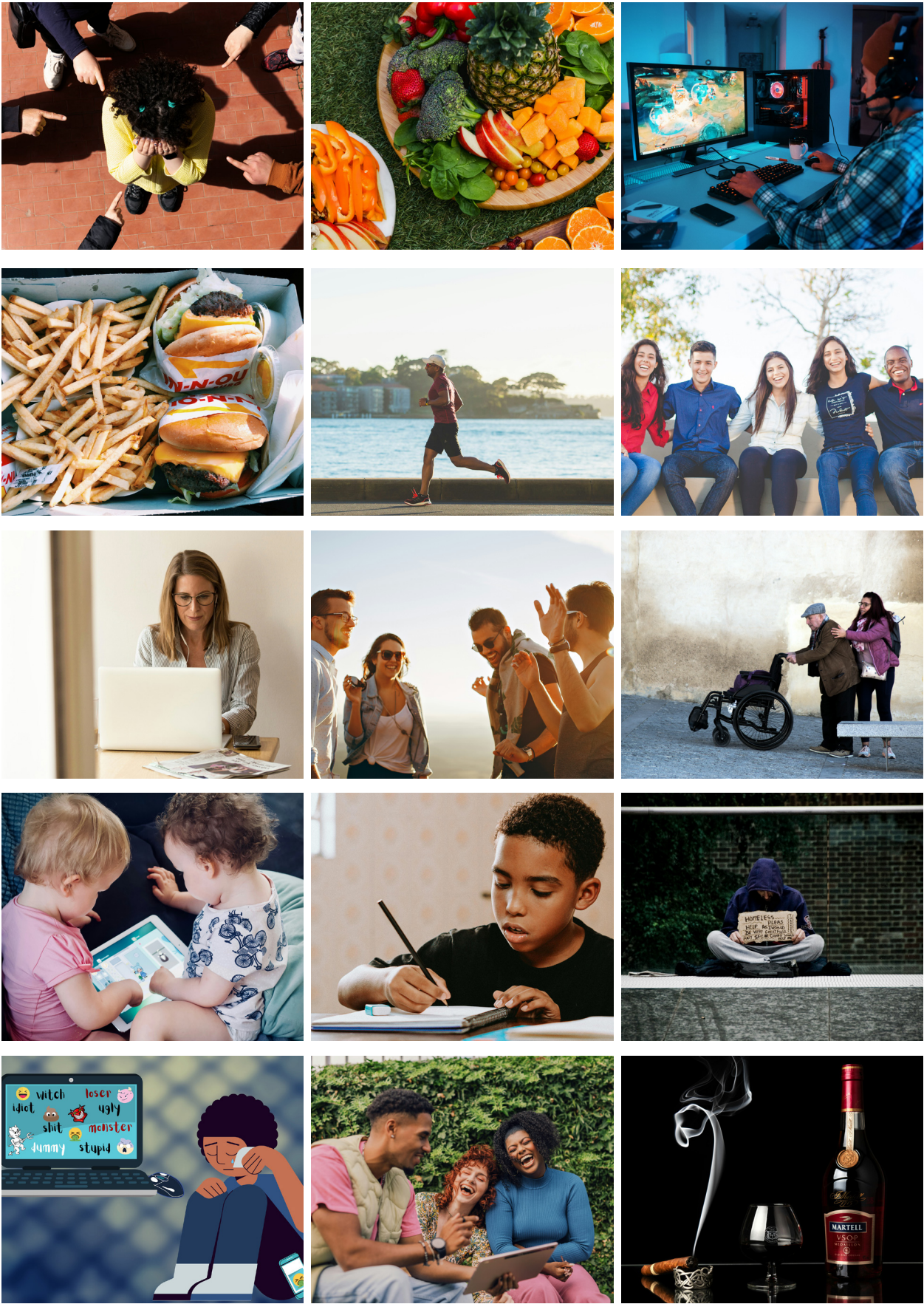
How can we support each other in staying well?

Assessment

- Participation in classroom discussion.
- Completion of Worksheet 1.

Worksheet 1: My Wellness Pledge			
	COLUMN A I pledge to take care of my health and well-being by:	COLUMN B Tick the options essential for your health and well-being.	COLUMN C Cut and glue pictures related to health and well-being.
Pledge 1	Eating more nourishing foods like...	☐ vegetables ☐ fruits ☐ burgers ☐ pizza	
Pledge 2	Moving my body more regularly through...	☐ using a car for short distances ☐ cycling ☐ exercising ☐ walking	
Pledge 3	Taking care of my mental health by...	☐ seeking for support ☐ having regular rest ☐ smoking cigarettes ☐ avoiding bullying others	
Pledge 4	Avoiding harmful substances such as...	☐ cigarettes ☐ alcoholic drinks ☐ drugs ☐ vegetables	
Pledge 5	Supporting others by...	☐ listening to them ☐ guiding them ☐ ignoring them ☐ calling them names	

Pictures for Worksheet 1



LESSON 21

Teacher's Guide

Understanding Friendship

Competency, Element, and Performance Criteria

Element 1: Demonstrate an understanding of the uniqueness of individuals while recognising the shared norms, values and beliefs that form our collective Mauritian identity through cultural practices and civic engagement.

- **Performance Criteria Level 1:**

- Identify and describe key cultural practices, norms, values, and beliefs that contribute to the collective Mauritian identity.

- **Performance Criteria Level 2:**

- Understand the interplay between individual uniqueness and shared cultural norms in shaping Mauritian society.

Element 2: Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.

- **Performance Criteria Level 1:**

- Identify problems in community settings and suggest simple solutions with respect to others' dignity.

- **Performance Criteria Level 2:**

- Analyse societal issues affecting students' lives and propose practical solutions that uphold social justice.
- Create simple awareness materials that advocate fair treatment using creative expressions (painting, role play and storytelling).

Element 4: Solve problems with empathy and integrity to address personal, societal and environmental issues.

- **Performance Criteria Level 1:**

- Describe the importance of empathy in understanding personal issues.

- **Performance Criteria Level 2:**

- Recognise the role of empathy in addressing complex societal problems.
- Explain the role of incorporating empathy and integrity in problem-solving strategies.

Purpose of Activity

The primary goal of this lesson is to serve as a powerful tool for nurturing students' emotional intelligence, social skills, and moral development through a better understanding friendship and its implications. This lesson aims to foster empathy and compassion, develop social and communication skills, promote self-awareness and identity and encourage ethical and moral reasoning in the context of forming and maintaining meaningful friendships.

Learning Outcomes

By the end of the lesson, students should be able to:

- Define what friendship means to them.
- Identify key qualities of a good friend.
- Reflect on their own friendships and how they contribute to others' well-being.
- Identify and describe different types of friendships.
- Recognise the qualities that make friendships meaningful and healthy.

Resources and materials

- Worksheet 1: Different types of friends; Worksheet 2: My Friendship Tree
- Whiteboard and Markers

Teaching trajectories/ Implementation guidelines

*Educators are recommended to provide students with enough time for discussion and sharing.
This activity may be extended over two or more periods.*

Step 1: Warm-Up Introspection Activity

- Inform the students that they are not required to share their answers at this stage.
- The educator invites the students to reflect on a person they consider a friend.
- Guide their thinking by asking the following questions:
Why do you consider that person to be a friend?
What makes that friendship special?
How long has that friendship existed?

Step 2: Discussion: What are friends?

- Use the following questions to stimulate students' thinking and encourage open discussion about friendship
Who do you enjoy spending time with at school or at home?
What makes you feel happy when you are with a friend?
What do you think makes someone a good friend?
How do friends show they care about each other?
Can friends sometimes disagree and still be friends?
Do friends help each other?
How do you feel when you help a friend?
What games or activities do you like to do with friends?
How should friends treat each other if one feels sad or left out?
What should you do if a friend asks you to do something you know is wrong?
Do you think everyone needs friends? Why?
How can you be a good friend to someone new in class?

Step 3: Types of Friendship

- Distribute Worksheet 1 to students.
- Using real-life examples or short stories, discuss each type of friendship one at a time:

Type of Friendship	Description
Acquaintance	Casual contact, limited emotional connection
Situational Friend	Formed in specific contexts (e.g., travel, work)
Online Friend	Connection through digital platforms
Mentor Friend	Offers guidance and wisdom, often older
Close Friend	Deep trust, emotional support, shared experiences
Best Friend	Strongest bond, mutual loyalty and understanding

- Using Worksheet 1, students are then requested to list and write down at least one name of a friend who fits that specific type of friendship in the corresponding circle.
- Repeat the instructions above until all categories of friendship has been explained and students have recorded a name for each.

Step 4: My Friendship Tree

- Distribute one copy of Worksheet 2 to each student.
- Invite students to write the names of their best or close friends in the space provided in the branches.

Note: The section containing the root of the tree (values) will be completed in the next lesson.

Step 5: Consolidation and Conclusion:

- Invite volunteers to share and explain why they have selected and written down the names of certain friends in Worksheets 1 & 2.

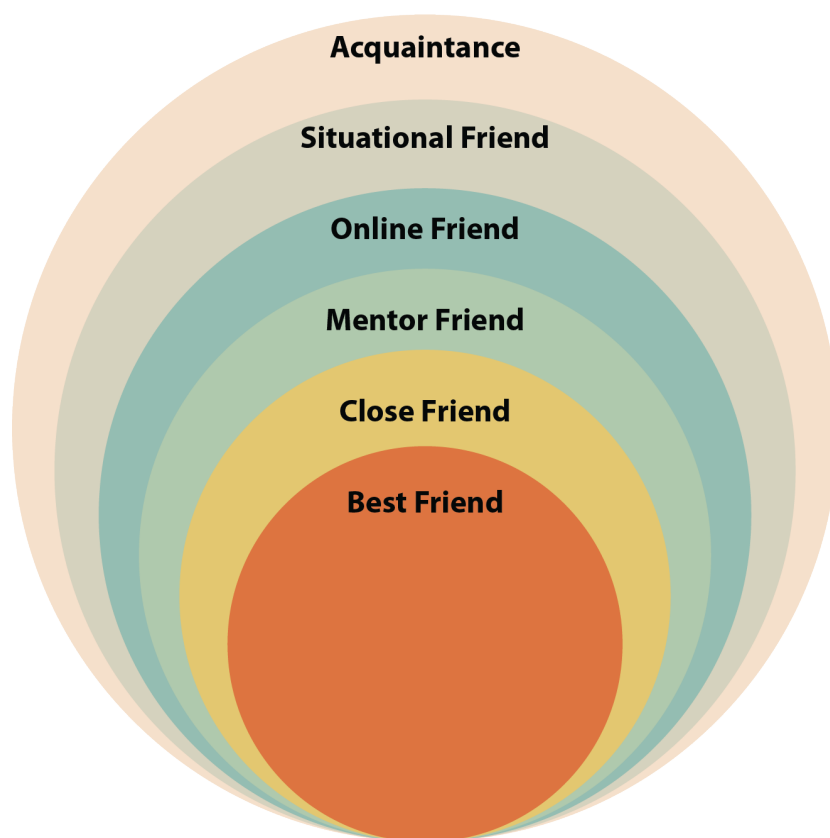
Assessment

- Students' active participation and engagement in the discussion activity.
- Completion of Worksheets 1 & 2.

Extension Activities

- Pair Activity: Students can interview their friends about their longest friendship.

Worksheet 1: Different types of friends



Worksheet 2: My Friendship Tree



LESSON 22

Teacher's Guide

Values in Friendship

Competency, Element, and Performance Criteria

Element 1: Demonstrate an understanding of the uniqueness of individuals while recognising the shared norms, values and beliefs that form our collective Mauritian identity through cultural practices and civic engagement.

- **Performance Criteria Level 1:**
 - Identify and describe key cultural practices, norms, values, and beliefs that contribute to the collective Mauritian identity.
- **Performance Criteria Level 2:**
 - Understand the interplay between individual uniqueness and shared cultural norms in shaping Mauritian society.

Element 2: Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.

- **Performance Criteria Level 1:**
 - Identify problems in community settings and suggest simple solutions with respect to others' dignity.
- **Performance Criteria Level 2:**
 - Apply critical thinking in real-world scenarios.
 - Propose innovative solutions to contemporary societal issues that respect human dignity and promote social justice.
 - Analyse societal issues affecting students' lives and propose practical solutions that uphold social justice
 - Create simple awareness materials that advocate fair treatment using creative expressions (painting, role play and storytelling)

Element 4: Solve problems with empathy and integrity to address personal, societal and environmental issues.

- **Performance Criteria Level 1:**
 - Identify key components of empathy and integrity in problem-solving.
 - Describe the importance of empathy in understanding personal issues.
- **Performance Criteria Level 2:**
 - Recognise the role of empathy in addressing complex societal problems.
 - Explain the role of incorporating empathy and integrity in problem-solving strategies.

Purpose of Activity

This lesson will help students understand, appreciate, and apply key values that strengthen healthy, respectful, and emotionally intelligent friendships. It will prepare the learners to build and maintain meaningful connections with their peers with confidence.

Learning Outcomes

By the end of the lesson, students should be able to:

- Identify core values that strengthen friendships
- Reflect on how these values influence their relationships
- Practice expressing and recognising values in everyday interactions
- Model positive friendship behaviours

Resources and materials

- Worksheet 2: My Friendship Tree (from Lesson 21)
- Worksheet 1: Friendship Value Shield
- Whiteboard & markers
- Annex 1: Value Cards (e.g., trust, empathy, loyalty)
- Coloured pencils
- A pair of scissors

Teaching trajectories/ Implementation guidelines

*Educators are recommended to provide students with sufficient time for discussion and sharing.
This activity may be extended over two or more periods.*

Prior Preparation:

The Educator should cut out the different value cards from Annex 1.

Step 1: Introduction and Opening Reflection

- Begin by asking the following questions:
What makes someone a true friend?
What values do you think are essential for friendship to exist?
As the students respond, the educator can list those values on the whiteboard.

Step 2: Mini-Lecture: Core Friendship Values

Using the cut-out value cards from Annex 1 and real-life examples or short stories, introduce and explain each of the following key values:

Value	Description
Trust	Confidence in each other's honesty and reliability.
Empathy	Understanding and sharing each other's feelings.
Loyalty	Standing by each other in good and bad times.
Respect	Valuing each other's boundaries and differences.
Honesty	Being truthful and transparent.
Forgiveness	Letting go of mistakes and moving forward positively.
Support	Encouraging and helping each other grow and succeed.

Step 3: My Friendship Tree

- Students are asked to select and write down some essential values in the root section to complete Worksheet 2 (from Lesson 21).
- Students are invited to present and explain their selection of values related to friendship with the class.

Step 4: Creative Expression: Friendship Value Shield.

- Students are invited to identify four additional values that they believe are the most important in friendship. They then write down each value in each quadrant of the shield provided in Worksheet 1.
- Students can use the banner to write either their names, a motto or guiding principle related to friendship (e.g. "Real friendship never dies").
- Students are encouraged to decorate their shield with coloured pencils. They can also draw emojis or icons representing values onto it.
- Invite students to share one value they have included in their 'Friendship Value Shield' and encourage them to explain why it matters to them.
- Display the drawings in the classroom.

Step 5: Discussion: Navigating Conflicts with Values

- Ask questions like:
"What happens when a friend breaks your trust?"
"How can empathy help resolve misunderstandings?"
- Encourage students to share strategies for handling conflict while honouring friendship values.

Step 6: Consolidation and Conclusion:

- Paired Interview: "Describe a time when you demonstrated one of these friendship values."

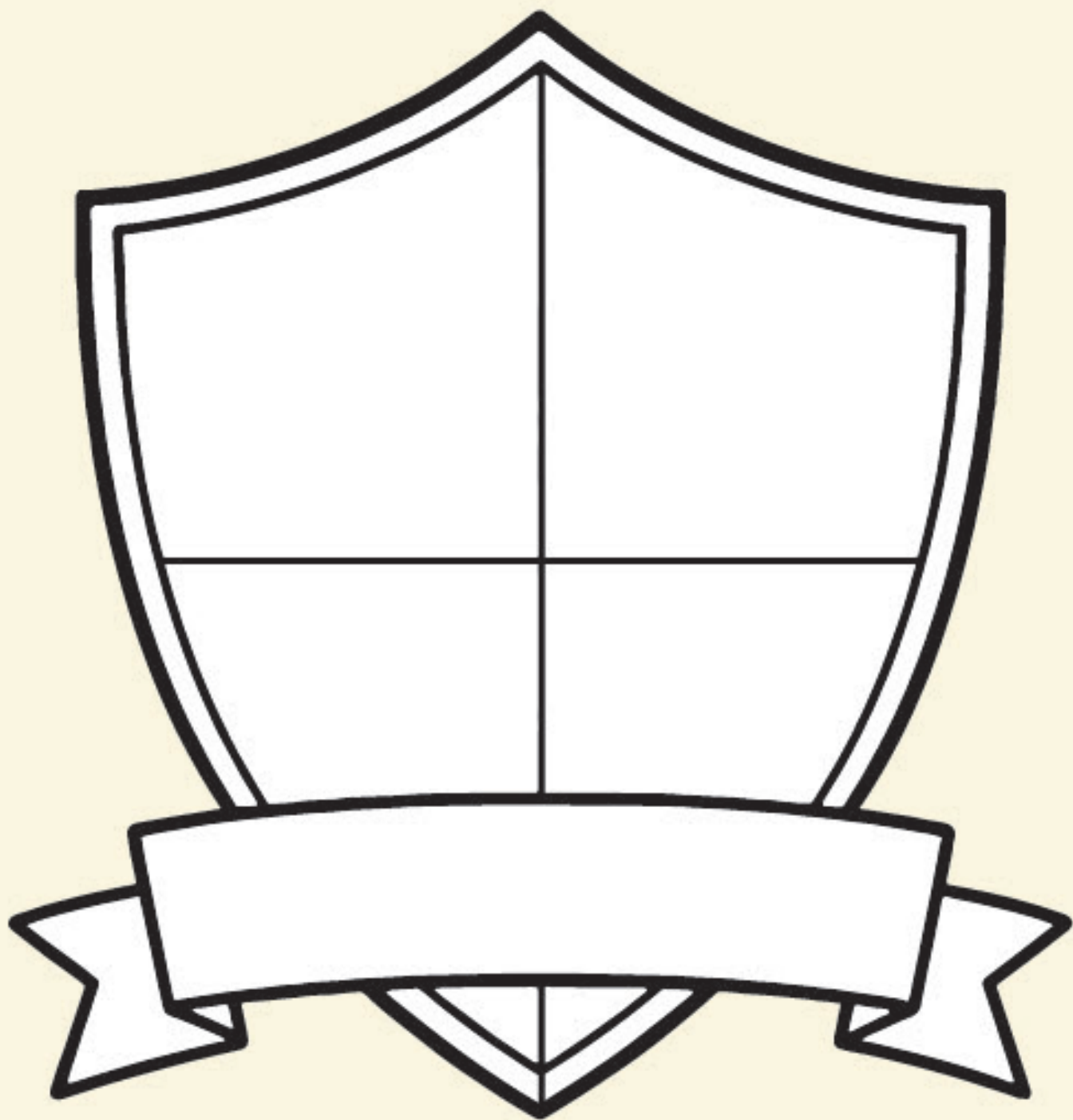
Assessment

- Students' active participation and engagement in the discussion activity.
- Completion of Worksheets 1 & 2.

Extension Activities

- Completion of Worksheet 2: My Friendship Tree (from Lesson 21) and Worksheet 1: Friendship Value Shield.
- Participation in classroom discussion.

Worksheet 1: Friendship Value Shield



Annex 1: Value Cards



LESSON 23

Teacher's Guide

The Importance of Friendship

Competency, Element, and Performance Criteria

Element 1: Demonstrate an understanding of the uniqueness of individuals while recognising the shared norms, values and beliefs that form our collective Mauritian identity through cultural practices and civic engagement.

- **Performance Criteria Level 1:**
 - Describe common norms, values, and beliefs shared by Mauritians.
- **Performance Criteria Level 2:**
 - Understand the interplay between individual uniqueness and shared cultural norms in shaping Mauritian society.

Element 2: Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.

- **Performance Criteria Level 2:**
 - Apply critical thinking in real-world scenarios
 - Analyse societal issues affecting students' lives and propose practical solutions that uphold social justice
 - Create simple awareness materials that advocate fair treatment using creative expressions (painting, role play and storytelling)

Element 5: Communicate respectfully and sensitively across diverse situations to make meaningful connections.

- **Performance Criteria Level 1:**
 - Identify key elements of respectful and sensitive communication in different social contexts
 - Recognise the importance of cultural awareness in communication
 - Use appropriate greetings and basic courteous language when interacting with others
 - Listen attentively and respond to simple questions
- **Performance Criteria Level 2:**
 - Recognise the importance of respectful communication in building trust in diverse settings

Purpose of Activity

This activity will help the students develop a deeper understanding of the importance of friendship. It is expected to positively influence their behaviour by encouraging collaboration, listening, sharing and resolving conflict and disagreements in their relationships.

Learning Outcomes

By the end of the lesson, students should be able to:

- Explain why friendship is important for personal and social growth
- Identify emotional, psychological, and social benefits of friendship
- Reflect on their own friendships and how they contribute to their lives

Resources and materials

- Annex 1: Name Tags
- Whiteboard and Markers
- Ball of yarn, Blu Tack
- A small box

Teaching trajectories/ Implementation guidelines

*Educators are recommended to provide students with enough time for discussion and sharing.
This activity may be extended over two or more periods.*

Step 1: Icebreaker Activity: Option 1: The Friendship

- Ask students to sit in a circle.
- One student holds a ball of yarn, stating something they value in a friend, then tosses the ball to another classmate.
- Each student repeats the process until a web is formed, visually representing connection and support amongst classmates.

Option 2: The Friendship Web

- The yarn is cut at an approximate length of 45 cm.
- Each student is provided with a piece of yarn.
- Copies of Annex 1 are made so that there are enough name tags for all students.
- Students are asked to select one name tag out of the six shapes provided in Annex 1.
- Students are asked to write their names on their respective name tags and to use Blu Tack to stick their name tags on the Whiteboard in a circular shape.
- Each student is encouraged to state something he/she values in a friend in the classroom. The student thus uses the piece of yarn to connect his/her name to that of his/her friend.
- Continue this activity until a web is formed, visually representing connection and support.
- At the end of the activity, invite students to share their observation and reflect on what they have understood from this activity.

Step 2: Brainstorming: Why Friendship Matters?

- Ask students the following questions:
Why do we need friends?
How is a friend beneficial to our well-being?

Step 3: Discussion: Benefits of Friendship

Discuss key benefits of friendship using real-life examples or short stories to illustrate each of the following:

Benefit	Description
Emotional Support	Friends help us cope with stress and share moments of joy.
Social Skills	Friendships teach communication, empathy, and cooperation.
Identity Formation	Friends influence our values, interests, and self-image.
Mental Health	Strong friendships reduce loneliness and help boost happiness.
Conflict Resolution	Friends help us learn how to manage disagreements respectfully.

Step 4: Discussion: What Makes a Friendship Last?

- Invite students to respond to the following questions:
 "What do you look for in a friend?"
 "How do you maintain a friendship over time?"
 "Can friendships change? Why?"
- Encourage students to share their personal reflections or observations.

Step 5: Creative Expression: Friendship Tribute

- Put all the name tags in the small box.
- Invite each student to pick up a name tag at random.
- Students will either choose to write a short tribute or to talk about the qualities of the student's name tag that s/he has obtained.
- The tribute can be posted on a "Wall of Friendship."

Step 6: Consolidation and Conclusion:

- Students are asked to think about how they would have felt if they had no friends at school.
- Students may volunteer to share their thoughts in class.

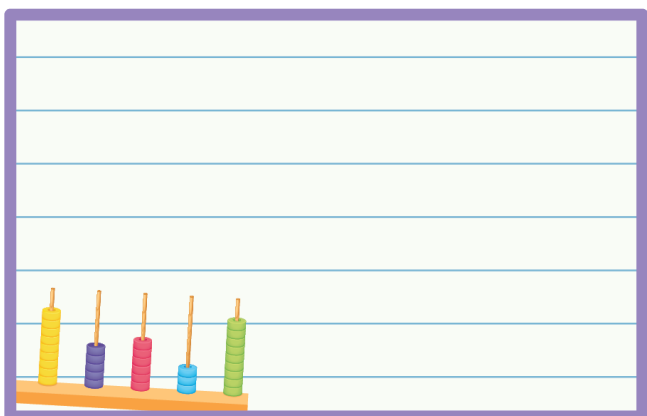
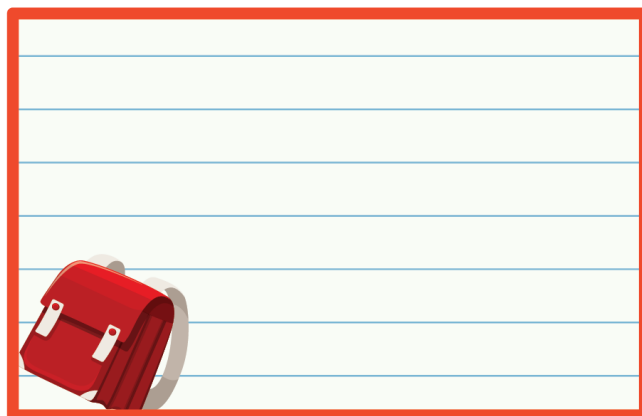
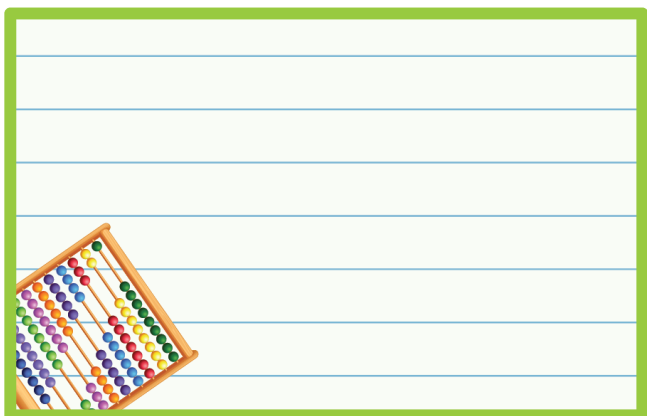
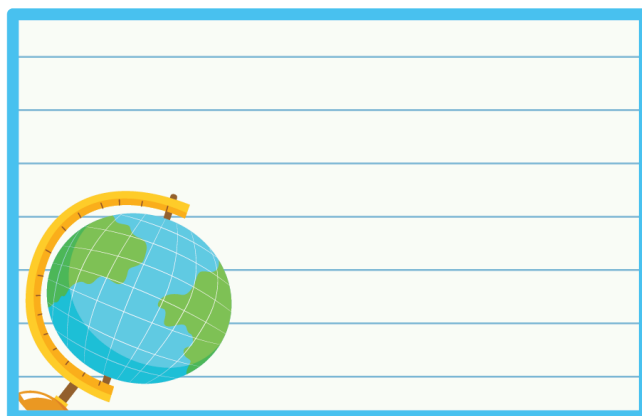
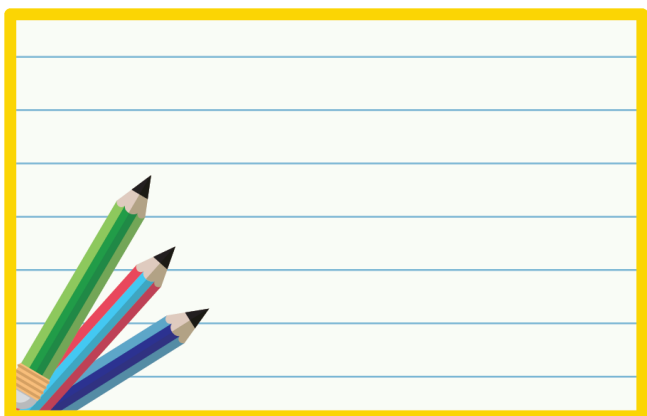
Assessment

- Students' participation in the icebreaker activity.
- Students' contribution in the discussion and the creative expression.

Extension Activities

- Watch and discuss a short video or film clip about friendship.
- Create a class "Friendship Charter" with shared values.
- Interview someone about a lifelong friendship and present findings.

Annex 1: Name Tags



LESSON 24

Teacher's Guide

Identifying Toxic Friendships

Competency, Element, and Performance Criteria

Element 2: Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.

- **Performance Criteria Level 1:**
 - Identify problems in community settings and suggest simple solutions with respect to others' dignity
 - Distinguish fair and unfair situations in given scenarios
 - Recognise when someone is treated unfairly and explain why this matters
- **Performance Criteria Level 2:**
 - Apply critical thinking in real-world scenarios
 - Propose innovative solutions to contemporary societal issues that respect human dignity and promote social justice
 - Analyse societal issues affecting students' lives and propose practical solutions that uphold social justice

Element 3: Make responsible decisions that respond to societal changes with global ethical awareness.

- **Performance Criteria Level 1:**
 - Identify key factors influencing responsible decision-making
 - List ethical principles that should guide decision-making
- **Performance Criteria Level 2:**
 - Explain the importance of responsible decision-making approaches in various cultural contexts

Element 4: Solve problems with empathy and integrity to address personal, societal and environmental issues.

- **Performance Criteria Level 1:**
 - Identify key components of empathy and integrity in problem-solving
 - Describe the importance of empathy in understanding personal issues
- **Performance Criteria Level 2:**
 - Recognise the role of empathy in addressing complex societal problems
 - Explain the role of incorporating empathy and integrity in problem-solving strategies

Element 5: Communicate respectfully and sensitively across diverse situations to make meaningful connections.

- **Performance Criteria Level 1:**
 - Use appropriate greetings and basic courteous language when interacting with others
 - Listen attentively and respond to simple questions
 - Recognise when words and actions might hurt others' feelings and practice simple apologies when needed

- **Performance Criteria Level 2:**

- Recognise the importance of respectful communication in building trust in diverse settings
- Identify different communication styles and explain their effectiveness in various cultural contexts
- Compare and contrast approaches to sensitive communication in personal and professional environments

Purpose of Activity

The purpose of this lesson is to help students develop the awareness and critical thinking skills necessary to recognise the signs of toxic friendships. While friendships are meant to be supportive, joyful, and mutually beneficial, some relationships can become harmful when they involve manipulation, disrespect, or imbalance. By learning how to identify toxic behaviours early, students will be better equipped to protect their emotional well-being, make healthier choices, and cultivate positive social connections.

Learning Outcomes

By the end of the lesson, students should be able to:

- Differentiate between a healthy and a toxic relationship
- Define what makes a friendship healthy versus a toxic one.
- Identify signs of toxic behaviour in friendships
- Reflect on their own relationships and set boundaries
- Practice strategies for responding to unhealthy dynamics

Resources and materials

- **Annexes:**

- (1) Cut-out icons (smiley faces, warning signs, stop signs);
- (2) Scenarios of healthy and toxic relationships
- Scissors
- Whiteboard and Markers

Teaching trajectories/ Implementation guidelines

Educators are recommended to provide students with enough time for discussion and sharing.

This activity may be extended over two or more periods.

Step 1: Brainstorming: Friendship Spectrum

- Begin by asking: What qualities or traits should a good friend have?
- What type of behaviour would you not expect from a good friend?
- The educator can divide the whiteboard into two sections and note down the responses of the students. One section will consist of the examples related to appropriate behaviour, while the other will be noted for inappropriate behaviour.

Step 2: Discussion: What Is a Toxic Friendship?

- Discuss traits of healthy friendships which revolve around respect, trust, support, fun, honesty empathy, and mutual support.
- Introduce and discuss key traits of toxic friendships:

Toxic Trait	Description
Manipulation	Using guilt or pressure to control behaviour.
Jealousy	Resentment of other relationships or achievements.
Disrespect	Ignoring boundaries or mocking differences.
Dishonesty	Lying or hiding important truths.
Neglect	Only reaching out when they need something.
Criticism	Constantly undermining you or belittling you.

Step 3: Pair Activity: Friendship Scenario Sorting

- Pair students
- Distribute one copy of Annex 1 to each pair
- Ask the students to cut out the icons in Annex 1
- The teacher reads out the different scenarios one at a time
- Students are encouraged to think and raise an appropriate card for each scenario. The 'Green Heart' is for a healthy friendship, the triangular 'Warning Sign' is to indicate a toxic friendship.
- A pair is invited to explain their reasoning to the class.

Step 4: Discussion: What Can You Do?

- Use the following questions to guide the discussion:
 - "How can you respond to toxic behaviour?"
 - "When is it okay to walk away from a friendship?"
 - "Who can you talk to if you feel stuck in a toxic friendship?"
- Encourage respectful dialogue and emphasise on self-worth and support systems.

Step 5: Reflection: Personal Boundaries

- Students are invited to think of and explain
 - (i). one sign of a toxic relationship that they have learnt today;
 - (ii). what a healthy friendship looks like;
 - (iii). what actions can they take if they notice a toxic behaviour from a friend.

Step 6: Conclusion:

- The educator summarises the key takeaways of the lesson: Friendship should make us feel safe, respected, and valued.

Assessment

- Participation in the brainstorming, discussion and pair activity.

Extension Activities

- Role-play depicting healthy and toxic relationships followed by a class discussion on the topic
- Watch and discuss a short video or film clip highlighting friendship challenges

Annex 1: Icons

Students are requested to cut-out the two different icons,



Annex 2: Healthy and Toxic Friendship Behaviours

Healthy	Toxic
Encourages you when you're feeling down	Shares your secrets without permission
Celebrates your successes without jealousy	Makes fun of you in front of others
Listens when you need to talk	Gets angry when you spend time with other friends
Respects your boundaries and personal space	Pressures you to do things you're uncomfortable with
Stands up for you when others are unfair	Blames you for things that aren't your fault
Apologizes when they've hurt your feelings	Lies to you or spreads rumors
Shares things with you and includes you in activities	Competes with you constantly
Supports your goals and dreams	Ignores you when someone "better" is around
Makes you laugh and feel safe	Uses guilt to control your actions
Accepts you for who you are	Makes you feel small or unimportant

LESSON 25

Teacher's Guide

Managing Toxic Friendships (Part 1)

Competency, Element, and Performance Criteria

Element 2: Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.

- **Performance Criteria Level 1:**

- Identify problems in community settings and suggest simple solutions with respect to others' dignity
- Distinguish fair and unfair situations in given scenarios
- Recognise when someone is treated unfairly and explain why this matters

- **Performance Criteria Level 2:**

- Understand the relationship between creative thinking and ethical decision-making
- Apply critical thinking in real-world scenarios
- Propose innovative solutions to contemporary societal issues that respect human dignity and promote social justice
- Analyse societal issues affecting students' lives and propose practical solutions that uphold social justice

Element 4: Solve problems with empathy and integrity to address personal, societal and environmental issues.

- **Performance Criteria Level 1:**

- Describe the importance of empathy in understanding personal issues

- **Performance Criteria Level 2:**

- Recognise the role of empathy in addressing complex societal problems

Element 5: Communicate respectfully and sensitively across diverse situations to make meaningful connections.

- **Performance Criteria Level 1:**

- Use polite greetings and basic courteous language when interacting with others.
- Listen attentively and respond to simple questions appropriately.
- Recognise when words and actions might hurt others' feelings and practice simple apologies when needed.

- **Performance Criteria Level 2:**

- Recognise the importance of respectful communication on building trust in diverse settings.
- Discuss the challenges of maintaining respectful communication in conflict situations.

Purpose of Activity

The purpose of this lesson is to equip students with the awareness, skills, and confidence needed to recognise, understand, and effectively manage toxic friendships. While friendships are often sources of joy and support, yet not all relationships are healthy. Toxic friendships—characterised by manipulation, disrespect, imbalance, or negativity—can undermine self-esteem, emotional well-being, and personal growth. This lesson will therefore help students develop strategies to protect their mental health, set boundaries, and make informed choices about the relationships they maintain.

Learning Outcomes

By the end of the lesson, students should be able to:

- Recognise when a friendship becomes toxic
- Understand the emotional impact of toxic friendships
- Practice strategies for setting boundaries and seeking support
- Build confidence in making healthy relationship choices

Resources and materials

- Annex 1: Toxic Friendship Scenarios
- Whiteboard and Markers

Teaching trajectories/ Implementation guidelines

*Educators are recommended to provide students with enough time for discussion and sharing.
This activity may be extended over two or more periods.*

Step 1: Introduction: Personal Check-In

- Prompt students with the following: "Think of a time when a friend made you feel drained or confused. What did you do?"
Invite volunteers to share their reflections without mentioning the names of their friends.

Step 2: Discussion: What Does 'Managing' Mean?

- Use examples to illustrate each of the key concepts below, emphasising that managing doesn't always mean confrontation; it can also mean quiet self-protection.

Strategy	Description
Self-awareness	Recognising how friendship affects your emotions and behaviour.
Boundary-setting	Clearly expressing limits and expectations.
Assertive communication	Speaking up respectfully and confidently.
Seeking support	Talking to trusted adults or friends for guidance.
Letting go	Ending a friendship when it's consistently harmful.

Step 3: Group Activity: Toxic Friendship Scenarios

- Divide students into small groups.
- Give each group a scenario from Annex 1: ***Managing Toxic Relationships***.
- Task for students: Discuss how they would manage the situation using the strategies in the table above.
- Invite each group to present their solutions to the class.

Alternatively

- The Educator can read and explain the scenarios to the class and initiate open discussion.

Step 4: Role-Play: Practicing Boundaries

- In pairs, students act out short dialogues where one sets a boundary (e.g., "I don't feel comfortable when you joke about that") in relation to each scenario found in Annex 1.
- Rotate roles and provide feedback on tone, clarity, and empathy.

Step 5: Reflection: Friendship Audit

- Use the following prompt: "List three friendships in your life. What do they give you? What do they take from you?"
- Encourage students to reflect on whether each friendship feels balanced and respectful.
- Guide students to reflect on their own friendships and identify positive versus harmful influences.

Step 6: Consolidation and Conclusion:

- Discuss and encourage students to make choices about their friendships that align with their values and well-being.
- Have a recapitulation of practical strategies (refer to table above) for managing toxic friendships.
- Emphasise eating healthy boundaries and communicating assertively.
- Explore the importance of recognising when to step back or disengage, to seek support from trusted peers, family, or mentors.

Assessment

- Participation in discussion throughout the lesson.

Annex 1: Toxic Friendship Scenarios

Note: all scenarios can be explained in the Creole Language.

Scenario 1: The Constant Critic

Description: Momo is your long-time friend. Lately, every time you share something positive, for example, better performance at school or a personal achievement, Momo responds with sarcasm or points out your flaws instead of celebrating with you.

Question: How do you respond when a friend consistently undermines your confidence?

Discussion Points:

- Recognising patterns of criticism.
- Learning to set boundaries calmly without escalating conflict.
- Deciding whether to address the behaviour, seek support or distance yourself.

Scenario 2: The Rumor Spreader

Description: You confided in Mina about a personal issue, but now you hear from others that Mina has been sharing your private information and exaggerating details to others.

Question: How do you confront a friend who breaks your trust and spreads rumors about you?

Discussion Points:

- Evaluating trust and confidentiality in friendships.
- Communicating feelings assertively.
- Considering whether the friendship is salvageable.
- Setting boundaries without escalating conflict.
- Deciding whether to address the behaviour, seek support or distance yourself.

Scenario 3: The Boundary Ignorer

Description: Jordan often shows up at your house unannounced, borrows your belongings without asking, and insists on joining your plans even when you say you need to spend time alone.

Question: How do you enforce personal boundaries without feeling guilty?

Discussion Points:

- Understanding the importance of boundaries.
- Using "I" statements to express needs.

Scenario 4: The Emotional Manipulator

Description: Ziyah frequently guilt-trips you by saying things like, "If you were a real friend, you'd do this for me," whenever you decline a favor.

Question: How do you respond to emotional manipulation while maintaining self-respect?

Discussion Points:

- Identifying manipulation tactics.
- Practicing assertiveness.
- Knowing when to disengage.

LESSON 26

Teacher's Guide

Managing Toxic Friendships – The Friendship Audit (Part 2)

Competency, Element, and Performance Criteria

Element 2: Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.

- **Performance Criteria Level 1:**

- Identify problems in community settings and suggest simple solutions with respect to others' dignity.

- **Performance Criteria Level 2:**

- Understand the relationship between creative thinking and ethical decision-making.
- Analyse societal issues affecting students' lives and propose practical solutions that uphold social justice.

Element 4: Solve problems with empathy and integrity to address personal, societal and environmental issues.

- **Performance Criteria Level 1:**

- Describe the importance of empathy in understanding personal issues.

- **Performance Criteria Level 2:**

- Recognise the role of empathy in addressing complex societal problems.

Element 5: Communicate respectfully and sensitively across diverse situations to make meaningful connections.

- **Performance Criteria Level 1:**

- Use appropriate greetings and basic courteous language when interacting with others.
- Listen attentively and respond to simple questions.
- Recognise when words and actions might hurt others' feelings and practice simple apologies when needed.

- **Performance Criteria Level 2:**

- Recognise the importance of respectful communication on building trust in diverse settings.
- Discuss the challenges of maintaining respectful communication in conflict situations.

Purpose of Activity

The purpose of this lesson is to equip students with the awareness, skills, and confidence needed to recognise, understand, and effectively manage toxic friendships. While friendships are often sources of joy and support, not all relationships are healthy. Toxic friendships—characterised by manipulation, disrespect, imbalance, or negativity—can undermine self-esteem, emotional well-being, and personal growth. This lesson will help students develop strategies to protect their mental health, set boundaries, and make informed choices about the relationships they maintain.

Learning Outcomes

By the end of the lesson, students should be able to:

- Understand the emotional impact of toxic friendships
- Introspect on their own friendships
- Understand the role of values in managing their friendships
- Practice strategies for setting boundaries and seeking support
- Build confidence in making healthy relationship choices

Resources and materials

- Annex 1: The Friendship Shield
- Worksheet 1: The Friendship Audit Questionnaire
- Whiteboard and Markers
- Pencil and Eraser

Teaching trajectories/ Implementation guidelines

*Educators are recommended to provide students with enough time for discussion and sharing.
This activity may be extended over two or more periods.*

Step 1: Recapitulation and discussion on 'Toxic Friendships'

- Prompt students using the following question: "What are the key traits of toxic friendships?"
The table below from Lesson 24 can be used to guide the discussion:

Toxic Trait	Description
Manipulation	Using guilt or pressure to control behaviour.
Jealousy	Resentment of other relationships or achievements.
Disrespect	Ignoring boundaries or mocking differences.
Dishonesty	Lying or hiding important truths.
Neglect	Only reaching out when they need something.
Criticism	Constantly undermining you or belittling you.

Step 2: Discussion: How to manage toxic friendships?

- Use Annex 1 and relevant examples to illustrate and explain each of the key values below, emphasising their importance in managing toxic friendships.

Values	Description
Respect	This is how much you and your friend value each other's feelings, boundaries, and differences.
Trust	This is how much you and your friend rely on each other to be honest and reliable.
Support	This is how much you and your friend encourage each other and are there for each other during tough times.
Balance	This is how much the effort, attention, and give-and-take are equal in the friendship.

- Explain that these values act as a shield that protects us in our friendship and ensure that our friendship remains healthy.

Step 3: Individual Activity: The Friendship Audit

- Distribute copies of Worksheet 1 to each student.
- Explain the instructions clearly, guiding students how to fill the questionnaire.
- Ask the students to think of only one friend (optionally, they can write the name of the friend at the top of the questionnaire) to rate the status of their friendship.
- The teacher may read the statements for each value and translate in the Creole Language, if necessary. The students are then asked to rate accordingly.
- At the end of each table, count the number of ratings for each value as shown below:

Statement	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
A.	☐	☐	✓	☐	☐	☐
B.	☐	☐	☐	✓	☐	☐
C.	☐	☐	☐	☐	✓	☐
D.	☐	☐	☐	☐	☐	✓
Subtotal (Add A, B, C, D): (A)2+(B)3+(C)4+(D)5=	14					

- At the end of the worksheet add all subtotals for each value to calculate the overall score of the selected friend.

Step 4: Reflection Questions

Use your scores to answer these questions:

- **Lowest Score:** Identify the category which had the lowest score? What is one specific action you could take, or ask your friend to take, to improve this area?
- **Highest Score:** Identify the category which had the highest score? What are you and your friend already doing right in this area?
- **Next Steps:** Based on your Grand Total, do you feel this friendship is generally Healthy (High Score 64-80) or maybe Needs Attention (Low Score – below 32)? What is the most important thing you have learned about this friendship?

Step 5: Consolidation and Conclusion:

- Discuss and encourage students to make choices about their friendships that align with their values and well-being.
- Setting healthy boundaries and communicating assertively.
- Discuss the necessity of recognising when to step back or disengage, to seek support from trusted peers, family, or mentors.

Assessment

- Participation in discussion throughout the lesson.
- Completion of Worksheet 1 and showing understanding of the status of their friendships

Annex 1: The Friendship Shield



Worksheet 1: The Friendship Audit Questionnaire**Instructions**

- Each row represents a criterion you want to evaluate.
- Students tick one box per row to indicate their rating.
- Scale meaning:

Rating	Description
0 – 1	Toxic/Unsafe: This friendship is maybe causing harm to your well-being and requires serious attention or you might also consider the option to end the friendship.
2 – 3	Struggling/Unhealthy: This friendship shows signs of difficulty and requires honest communication and effort from both people to become healthy.
4 – 5	Healthy/Safe: This friendship is strong! You feel good, secure, safe and happy when you are with this person.

Category 1: Respect

This is how much you and your friend value each other's feelings, boundaries, and differences.

Statement	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
A. My friend listens when I say "stop" or "no."	☐	☐	☐	☐	☐	☐
B. My friend doesn't put me down, insult me, or make fun of me (even as a "joke").	☐	☐	☐	☐	☐	☐
C. My friend accepts me for who I am, even if we have different opinions or interests.	☐	☐	☐	☐	☐	☐
D. We treat each other's belongings and privacy with care.	☐	☐	☐	☐	☐	☐
Respect Subtotal (Add A, B, C, D):						

Category 2: Trust

This is how much you and your friend rely on each other to be honest and reliable.

Statement	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
A. My friend keeps their promises and is reliable (they show up when they say they will).	☐	☐	☐	☐	☐	☐
B. I can share private thoughts and feelings with my friend, and they won't share them with others (unless I say they can).	☐	☐	☐	☐	☐	☐
C. My friend is honest with me, and I am honest with them.	☐	☐	☐	☐	☐	☐
D. I don't worry about my friend talking negatively about me behind my back.	☐	☐	☐	☐	☐	☐
Trust Subtotal (Add A, B, C, D):						

Category 3: Support

This is how much you and your friend encourage each other and are there for each other during tough times.

Statement	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
A. My friend encourages me to try new things and celebrates my successes.	☐	☐	☐	☐	☐	☐
B. My friend is there for me when I am sad, upset, or facing a challenge.	☐	☐	☐	☐	☐	☐
C. We help each other make good decisions, not bad ones.	☐	☐	☐	☐	☐	☐
D. I feel safe and secure when I am around this friend.	☐	☐	☐	☐	☐	☐
Support Subtotal (Add A, B, C, D):						

Category 4: Balance

This is how much the effort, attention, and give-and-take are equal in the friendship.

Statement	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
A. We take turns choosing activities, and both of our ideas are considered.	☐	☐	☐	☐	☐	☐
B. My friend listens to me as often as I listen to them (we don't just talk about one person).	☐	☐	☐	☐	☐	☐
C. We both put effort into spending time together and maintaining the friendship.	☐	☐	☐	☐	☐	☐
D. My friend doesn't try to control what I do, who I see, or how I spend my time.	☐	☐	☐	☐	☐	☐
Balance Subtotal (Add A, B, C, D):						

Friendship Analysis

1. Overall Score

Category	Total Score (Max 20)
Respect	
Trust	
Support	
Balance	
GRAND TOTAL SCORE (Max 80):	

LESSON 27

Teacher's Guide

Managing Conflict & Conflict Resolution

Competency, Element, and Performance Criteria

Element 1: Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.

- **Performance Criteria Level 1:**

- Identify problems in community settings and suggest simple solutions with respect to others' dignity.
- Distinguish fair and unfair situations in given scenarios

- **Performance Criteria Level 2:**

- Apply critical thinking in real-world scenarios.
- Propose innovative solutions to contemporary societal issues that respect human dignity and promote social justice.
- Analyse societal issues affecting students' lives and propose practical solutions that uphold social justice.
- Create simple awareness materials that advocate fair treatment using creative expressions (painting, role play and storytelling).

Element 4: Solve problems with empathy and integrity to address personal, societal and environmental issues.

- **Performance Criteria Level 1:**

- Describe the importance of empathy in understanding personal issues.
- Identify emotions in others through their facial expressions and body language and respond with appropriate words.

- **Performance Criteria Level 2:**

- Recognise the role of empathy in addressing complex societal problems.
- Explain the role of incorporating empathy and integrity in problem-solving strategies.

Element 5: Communicate respectfully and sensitively across diverse situations to make meaningful connections.

- **Performance Criteria Level 1:**

- Identify key elements of respectful and sensitive communication in different social contexts.
- Use appropriate greetings and basic courteous language when interacting with others.
- Listen attentively and respond to simple questions.
- Recognise when words and actions might hurt others' feelings and practice simple apologies when needed.

- **Performance Criteria Level 2:**

- Recognise the importance of respectful communication on building trust in diverse settings.
- Discuss the challenges of maintaining respectful communication in conflict situations.

Purpose of Activity

The purpose of this lesson is to equip young teens with the emotional and social skills needed to handle disagreements in their friendships constructively. Students will learn how to express themselves respectfully, listen to others, and work towards finding a common ground.

Additionally, the lesson aims for students to practice strategies to de-escalate situations, avoid aggression, and prevent bullying or social exclusion.

Learning Outcomes

By the end of the lesson, students should be able to:

- Understand what conflict is.
- Why conflict happens.
- Identify healthy versus unhealthy ways of responding to conflict.
- Practice strategies for resolving disagreements respectfully using empathy, communication, and problem-solving skills.
- Reflect on how conflict resolution strengthens relationships.

Resources and materials

- Annexes: 1: The Peace Path; 2. The STOP, THINK, TALK, and RESOLVE Model
- Whiteboard and Markers

Teaching trajectories/ Implementation guidelines

*Educators are recommended to provide students with enough time for discussion and sharing.
This activity may be extended over two or more periods.*

Step 1: Introduction

- Warm-up Questions:
 1. "Think of a time when you disagreed with a friend. How did it make you feel?"
 2. "What comes to mind when you hear the word conflict?"
- The educator can note down responses of the students on the whiteboard.

Step 2: Discussion: Understanding Conflict

• What is conflict?

Continue the discussion with the following question: "What is conflict?"

Educator can note the main ideas of the students on the whiteboard.

Definition: Conflict is termed as a disagreement or misunderstanding between friends.

- **Common causes of conflict among friends:**

Guide students further by asking: "What are the causes of conflicts among friends?"

The educator can note the students' main ideas on the whiteboard.

The educator can discuss further and add these common causes to the ones students have already identified:

1. Miscommunication
2. Jealousy or competition
3. Different opinions or interests
4. Broken trust (e.g., secrets shared)

- **Discussion:** Highlight that conflict is normal in friendships and it can be resolved in healthy ways.

- **Key Message:** Remind students that conflict doesn't mean that the friendship is broken. It can also be viewed as an opportunity to grow.

Step 3: Discussion: Why resolution matters?

- Brainstorm with the students about why is it essential to resolve conflict among friends. The educator can pursue further discussions and add these common reasons to the ones students have identified:

1. Keeps friendships strong
2. Builds emotional intelligence
3. Teaches respect and empathy

Step 4: Strategies for Conflict Resolution (10 minutes)

- Using Annex 1, introduce the "Peace Path" that students can adopt in conflict resolution:

1. **Pause & Calm Down** – Take a breath before reacting.
2. **Listen Actively** – Hear your friend's side of story without interrupting.
3. **Use "I" Statements** – Express feelings without blame (e.g., "I felt hurt when...").
4. **Find Common Ground** – Identify what you both want (e.g., to stay friends).
5. **Agree on a Solution** – Decide together how to move forward.
6. **Forgive & Move On** – Let go of grudges.

- Using Annex 2, introduce the simple **The STOP, THINK, TALK, and RESOLVE** step-by-step model:

Stop – Pause before reacting.

Think – Consider feelings and perspectives.

Talk – Communicate calmly and respectfully.

Resolve – Agree on a fair solution.

Step 5: Reflection and Conclusion:

- Ask students: "What strategy will you try next time you face a conflict?"
- Invite volunteers to share insights.

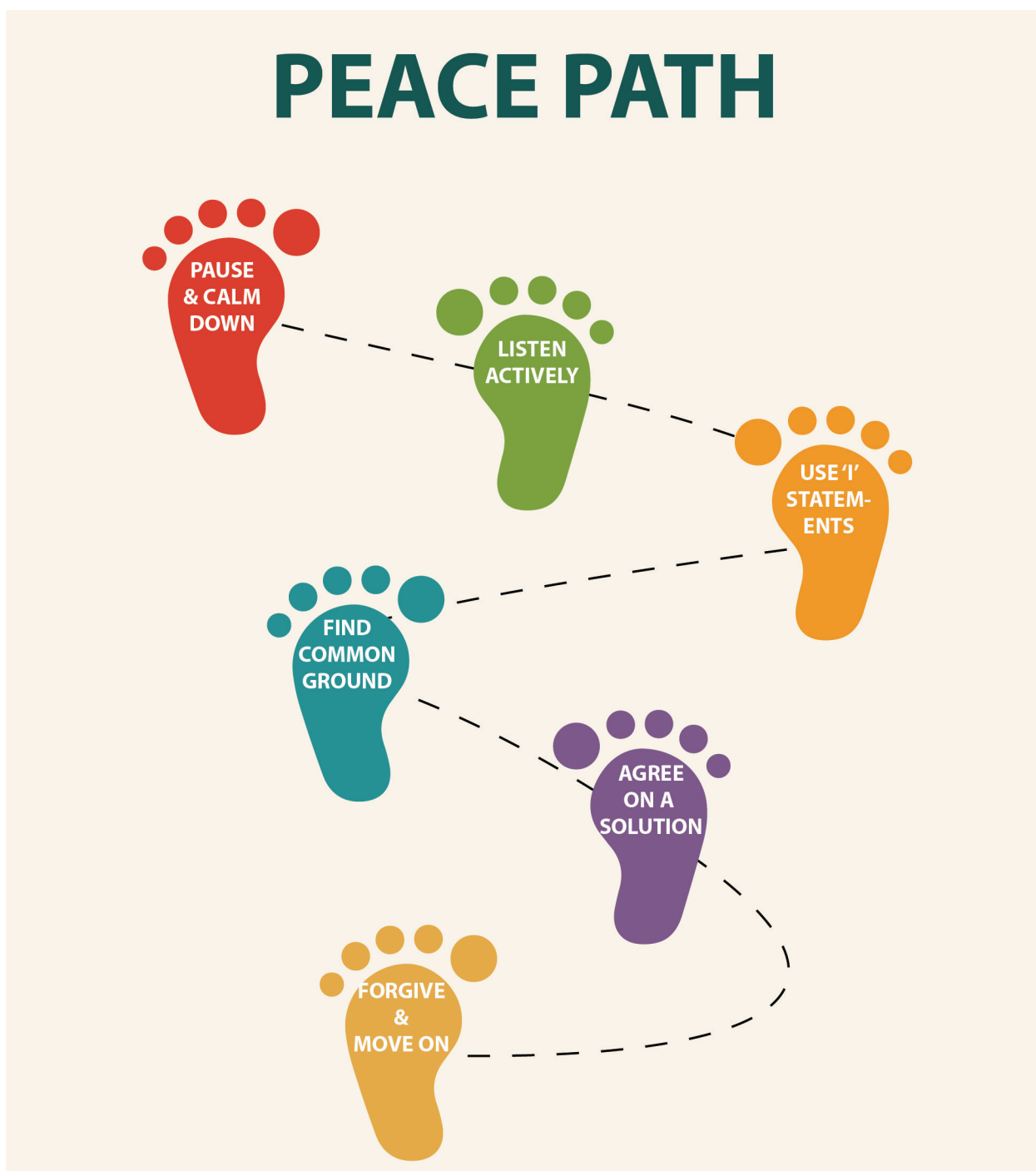
Extension Activities

- Divide students into small groups and have them apply the framework to role-play scenarios.
- Encourage students in each group to come up with their own scenarios (e.g., disagreement over group project roles, argument during sports game, conflict about sharing resources).
- Invite students to choose whether to act out both an unhealthy response (focusing on shouting, ignoring, blaming) or a healthy response (based on listening, compromise, respectful dialogue) using one of the strategies mentioned in Step 4.

Assessment

- Participation in questioning and discussion.

Annex 1: The Peace Path



Annex 2:
The STOP, THINK, TALK, and RESOLVE Model

STOP

Pause before reacting.



THINK

Consider feelings and perspectives.



TALK

Communicate calmly and respectfully.



RESOLVE

Agree on a fair solution.



LESSON 28

Teacher's Guide

Strategies to Maintain Healthy Friendships

Competency, Element, and Performance Criteria

Element 2: Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.

- **Performance Criteria Level 1:**

- Identify problems in community settings and suggest simple solutions with respect to others' dignity.
- Distinguish fair and unfair situations in given scenarios.
- Recognise when someone is treated unfairly and explain why this matters.

- **Performance Criteria Level 2:**

- Apply critical thinking in real-world scenarios.
- Analyse societal issues affecting students' lives and propose practical solutions that uphold social justice.
- Create simple awareness materials that advocate fair treatment using creative expressions (painting, role play and storytelling).

Element 4: Solve problems with empathy and integrity to address personal, societal and environmental issues.

- **Performance Criteria Level 1:**

- Describe the importance of empathy in understanding personal issues.
- Identify emotions in others through their facial expressions and body language and respond with appropriate words.

- **Performance Criteria Level 2:**

- Recognise the role of empathy in addressing complex societal problems.
- Explain the role of incorporating empathy and integrity in problem-solving strategies.

Element 5: Communicate respectfully and sensitively across diverse situations to make meaningful connections.

- **Performance Criteria Level 1:**

- Use appropriate greetings and basic courteous language when interacting with others.
- Listen attentively and respond to simple questions.
- Recognise when words and actions might hurt others' feelings and practice simple apologies when needed.

- **Performance Criteria Level 2:**

- Recognise the importance of respectful communication on building trust in diverse settings.
- Identify different communication styles and explain their effectiveness in various cultural contexts.
- Compare and contrast approaches to sensitive communication in personal and professional environments.
- Discuss the challenges of maintaining respectful communication in conflict situations.

Purpose of Activity

The purpose of this lesson is to help students understand, practice, and value the essential strategies that sustain strong, positive, and lasting friendships. Friendships are not only sources of joy and companionship but also play a vital role in emotional well-being, social development, including resilience in a person's life. Through the exploration of practical strategies, students will learn how to nurture relationships that are built on trust, respect, empathy, and effective communication.

Learning Outcomes

By the end of the lesson, students should be able to:

- Identify key strategies for sustaining healthy friendships
- Understand the role of communication, empathy, and boundaries
- Practice skills that promote mutual respect and emotional support

Resources and materials

- Annex 1: Scenario Cards
- Worksheet 1: Strategies to maintain healthy relationships
- Whiteboard and Markers
- Coloured pencils

Teaching trajectories/ Implementation guidelines

*Educators are recommended to provide students with enough time for discussion and sharing.
This activity may be extended over two or more periods.*

Step 1: Warm-Up: Friendship Reflection

- Use the following prompt: "Think of a friendship that has lasted a long time. What do you think has helped it stay strong?"
- Invite a few volunteers to share their ideas with the class.
- The educator can note students' relevant points on the whiteboard.

Step 2: Discussion: Key Strategies

- Continue the discussion with the following: What do you think is necessary to maintain healthy friendships over time?
- Using Worksheet 1 for illustration, introduce and explain core strategies by using relatable examples or short stories to illustrate each:

Strategy	Description
Open Communication	Expressing thoughts and feelings honestly and respectfully.
Empathy	Understanding and validating each other's emotions.
Trust-building	Keeping promises and being reliable.
Respecting Boundaries	Honoring personal space and limits.
Conflict Resolution	Addressing disagreements calmly and constructively.
Quality Time	Spending meaningful time together to strengthen bonds.
Support & Encouragement	Celebrating successes and offering help during challenges.

- Invite students to colour the worksheet.

Step 3: Finding the Right Strategy

- Read or explain one at a time the scenarios from Annex 1 (first column only).
- Task:
 - (i). Identify the problem(s) within each scenario.
 - (ii). Propose strategy/strategies that would best address the situation and explain why. Students can refer to strategies discussed in Step 2.
- Students present their strategy/strategies to the class.

These scenarios highlight how small issues such as poor communication or lack of respect—can snowball into bigger problems if not addressed. Friendships thrive on trust, empathy, and effort, so noticing these patterns early can help prevent long-term damage.

Step 4: Role-Play: Practicing Healthy Habits

- In pairs, encourage students act out short dialogues using strategies like:
- Apologising after a mistake
- Setting a boundary kindly
- Offering support during a tough time
- Rotate roles and offer feedback on tone and clarity

Step 5: Reflection and Conclusion: Friendship Goals

- Encourage reflection using the following questions: “What kind of friend do you want to be? What can you do to maintain your friendships?”
- Students can take an oath of a “Friendship Promise” to maintain a healthy relationship with their friends.

Assessment

- Participation in discussions.
- Completion of Worksheet 1.

Extension Activities

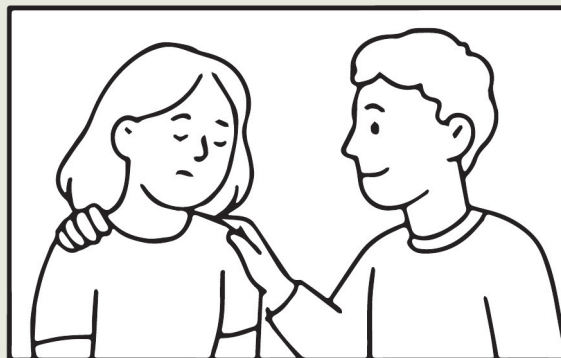
- Role-play based on the scenarios in Annex

Worksheet 1: Strategies to maintain healthy friendships.

STRATEGIES TO MAINTAIN HEALTHY FRIENDSHIPS



OPEN COMMUNICATION



TRUST - BUILDING



RESPECTING BOUNDARIES



CONFLICT RESOLUTION



QUALITY TIME



SUPPORT & ENCOURAGEMENT

Annex 1: Scenario Cards

Problems	Solutions/ Strategies
1. Lack of Open Communication	
Scenario: Miyah feels hurt because her friend Oko often cancels plans at the last minute. Instead of telling Oko how she feels, Miyah keeps quiet. Over time, resentment builds, and their friendship becomes strained, as Oko never realises the impact of her actions.	Problem: Miyah feels hurt when Oko cancels plans but doesn't express it. Solutions: • Practice honest but kind communication: Miyah can say, "I feel disappointed when plans change last minute." • Use "I" statements to avoid sounding accusatory. • Schedule regular check-ins to share feelings openly.
2. Lack of Empathy	
Scenario: When Jared shares that he failed an important exam, his friend Alex dismisses it by saying, "It's not a big deal, you'll get over it." Jared feels invalidated and unsupported, leading him to stop confiding in Alex.	Problem: Jared feels dismissed when Alex minimises his exam failure. Solutions: • Encourage active listening: Alex can repeat what Jared says to show understanding. • Show empathy by validating feelings: "I can see how upsetting that must be." • Build awareness: remind each other that even small issues can feel big depending on the person.
3. Lack of Trust	
Scenario: Priya tells her friend Raj a personal secret about her family. A week later, she finds out Raj shared it with others. Priya feels betrayed and starts questioning whether she can trust Raj with anything in the future.	Problem: Priya's secret is shared by Raj, and therefore breaks her trust. Solutions: • Raj should apologise sincerely and acknowledge the harm caused. • Rebuild trust gradually by keeping commitments and respecting confidentiality. • Priya can set clear boundaries: "I need to know my private matters stay private."

Problems	Solutions/ Strategies
4. Not Respecting Boundaries	
Scenario: Emma values her personal space and asks her friend Chloe not to show up at her house unannounced. Chloe ignores this and continues dropping by whenever she wants. Emma feels her boundaries aren't respected, causing tension between them.	Problem: Chloe ignores Emma's request not to drop by unannounced. Solutions: - Emma can restate her boundary firmly but calmly: "I value my space, please call before coming." - Chloe should learn to respect limits and ask permission. - Both can agree on compromise (e.g., planned visits or check-ins).
5. Arguments and Disagreements	
Scenario: Two friends, Dan and Leo, get into a heated argument about politics. Instead of agreeing to disagree, they both insist on being right. The fight escalates, and they stop talking for weeks, damaging their bond.	Problem: Dan and Leo fight about politics and stop talking. Solutions: - Agree to disagree respectfully and avoid topics that trigger conflict. - Focus on shared interests to strengthen the bond. - Use conflict resolution techniques: pause, cool down, then revisit calmly.
6. Not Spending Quality Time Together	
Scenario: Maria and Sophie used to hang out every weekend, but now Sophie is always busy with homeworks and rarely makes time for Maria. Maria feels neglected and wonders if Sophie still values their friendship.	Problem: Sophie is too busy, leaving Maria feeling neglected. Solutions: - Schedule intentional time together (coffee, calls, short walks). - Use technology (video calls, texts) to stay connected when busy. - Balance expectations: While Maria can express her need for connection, Sophie can explain her workload.
7. Lack of Support & Encouragement	
Scenario: When Ben tells his friend Chris that he wants to start practicing Karate, Chris responds with negativity: "That's too risky, you'll probably hurt yourself." Instead of encouragement, Ben feels discouraged and unsupported, making him hesitant to share his dreams again.	Problem: Chris discourages Ben's new passion for Karate. Solutions: - Chris can shift to constructive feedback: "Have you thought about how to manage risks?" - Ben can seek encouragement from multiple friends to avoid relying on one source. - Practice celebrating small wins together to build a supportive dynamic.

