

At Presbyterian High School, the following lessons from the Growing Years Programme will be taught in 2020:

SECONDARY 1

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
The Real Self (Part 1)	1 (60 mins)	<ul style="list-style-type: none"> • know how one's perception of his body is linked to personal experiences and the sources of information that are taken in • recognise that one's self-perception is influenced by his perception of his body • know strategies to develop healthy/positive perception of one's body. 	Term 2 Week 1
Lessons about Love (Part 1)	2 (60 mins)	<ul style="list-style-type: none"> • recognise the importance of cultivating friendships with members of the same and opposite sex • recognise what constitutes healthy and unhealthy relationships • recognise the influence of peers on oneself and one's value system • distinguish between various types of love • know that the underlying value for healthy relationships is respect 	Term 2 Week 3
	3 (60 mins)	<ul style="list-style-type: none"> • recognise the importance of developing a friendship before committing to a romantic relationship • recognise what dating involves • know the different levels of physical intimacy in a relationship • know that certain public displays of affection are not considered appropriate behaviour in our society • recognise that it is important to seek their family's views, beliefs and expectations with regard to dating and romantic relationships in teenage years 	Term 2 Week 6
"Familiar" Strangers Alert (Part 1)	4 (60 mins)	<ul style="list-style-type: none"> • reflect on the reasons for people to use social networking sites to make friends or to engage their existing friends • know the usefulness and dangers of making friends over social networking platforms • recognise that the media can influence the way people think, feel and behave • identify ways to protect themselves from negative influences from the media 	Term 2 Week 7

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
	5 – Part 1 (30 mins)	<ul style="list-style-type: none"> • know the physiological, psychological and social impact of sexual abuse on the individual • recognise the provision of Singapore laws that serves to protect teenagers from sexual perpetrators and persecute those who have committed such crimes • identify sources to seek help and support 	Term 2 Week 8
	5 – Part 2 Main Task (30 mins)	<p>Description of the Main Task:</p> <ul style="list-style-type: none"> • Students are to work on the main task in groups of 4 or 5 • Groups will describe how the media can influence relationships (with self, peers, and the opposite sex) • Groups can choose to present this in the form of a song, short 1-min video, rap, poster or any other preferred mode • To assess learning, teachers may want students to submit a short write up to describe their work or a personal reflection after the main task. 	Term 2 Week 8

SECONDARY 2

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
Lessons about Love (Part 2)	6 (60 mins)	<ul style="list-style-type: none"> • identify why relationships break down • identify the emotions that accompany the breakdown of a relationship • know healthy ways of coping with rejections and breakups • recognise the need to be respectful and responsible in ending a relationship • know ways to seek support when going through a breakdown of relationship and offer support for those going through the same 	Term 1 Week 3
	7 (60 mins) & 8 – Part 1 (30 mins)	<ul style="list-style-type: none"> • recognise the sources of temptation and situations that lead to pre-marital sex • resist pressure to engage in sexual activities • know the consequences of engaging in pre-marital sex • recognise that respect and responsible decision making are important in relationships • recognise the value of sexual abstinence • identify sources to seek help and support when faced with teenage pregnancy 	Term 1 Week 7
	8 – Part 2 Main Task (30 mins)	<p>Description of the Main Task:</p> <ul style="list-style-type: none"> • In groups, students will choose 1 out of 3 given scenarios. • Through the chosen scenario, students will share <ul style="list-style-type: none"> ○ the consequences of pre-marital sex ○ the value of abstinence before marriage ○ skills to say ‘no’ to temptations or pressure to have sex • Depending on the scenario chosen, groups can present the above through a short skit / presentation, song lyrics/ poem, or a comic strip / poster, or other preferred modes. • At the end of all the presentations, students are to assess and reflect upon their own learning using a reflection form. 	Term 1 Week 8

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
At the Crossroads (Part 1)	9 (60 mins)	<ul style="list-style-type: none"> • describe what pornography is, and why people view pornographic materials • examine the effects of pornography on self and others • know what masturbation is, and its relation to pornography • recognise the harmful consequences of excessive masturbation • recognise that they are able to make responsible decisions to manage their sexual desires • know appropriate sources to obtain accurate information about sex 	Term 1 Week 9
	10 (60 mins)	<ul style="list-style-type: none"> • know/define what gender role is • know the influence of family, culture and society on one's perception of his/her gender role • appreciate/ affirm one's own unique qualities and characteristics as a male or female. • know/define what sexual orientation (heterosexuality and homosexuality) is • recognise the need to treat people with respect regardless of their sexual orientation 	Term 1 Week 10

SECONDARY 3

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
Lessons about Love (Part 3)	1 (60 mins)	<ul style="list-style-type: none"> recognise what constitutes responsible dating evaluate if a dating relationship is healthy or unhealthy demonstrate competencies in managing emotions in dating and romantic relationships 	Term 2 Week 1
	2 (60 mins)	<ul style="list-style-type: none"> recognise differences in perspectives of dating and romantic relationships evaluate one's readiness for romantic relationships recognise challenges that occur in the context of a relationship examine how our response to emotions can affect relationships positively or negatively 	Term 2 Week 2
	3 (60 mins)	<ul style="list-style-type: none"> recognise the different levels of physical intimacy in a relationship know the progressive nature of actions that lead to sexual arousal and intercourse recognise that one may unintentionally invite sexual intimacy through one's verbal and non-verbal behaviour 	Term 2 Week 3
	4 (60 mins)	<ul style="list-style-type: none"> evaluate the norms of acceptability for public display of affection recognise how new media has shaped public perception of acceptability of public display of affection identify the strengths and limitations of new media in allowing people to develop serious relationships recognise how new media has influenced relationship building both positively and negatively appreciate the value of face-to-face relationships 	Term 2 Week 6
The Real Self (Part 2)	5 – Part 1 (30 mins)	<ul style="list-style-type: none"> recognise the importance of having healthy self-esteem that is not affected by external influences demonstrate strategies to identify and evaluate sources that contribute towards healthy self-esteem recognise the importance of self-esteem in building friendships 	Term 2 Week 8
	5 – Part 2 (30 mins)	Description of the Main Task: <ul style="list-style-type: none"> Students are to work in groups of 4 or 5. 	Term 2 Week 8

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
		<ul style="list-style-type: none"> • Each group will present the positive and negative messages about self-image received from a chosen source (peers, teachers, families or the media) and share tips on managing the negative messages. • Groups can represent their learning through a blog, a poster presentation, an article for a teenage magazine, a role-play, a letter of response from Aunt Agony, a pamphlet or other preferred modes. • At the end of all the presentations, students are to assess and reflect upon their own learning using a reflection form. 	

SECONDARY 4

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
Lessons about Love (Part 4a)	6 (60 mins)	<ul style="list-style-type: none"> explain the process of grief and loss that people experience when a relationship breaks down exercise sensitivity and empathy when communicating break-ups recognise that one can emerge stronger after a break-up 	Term 1 Week 4
“Familiar” Strangers Alert (Part 2)	7 (60 mins)	<ul style="list-style-type: none"> know what is considered pornographic material on the Internet under the Internet code of practice reflect on the legal consequences of sexual behaviour and include these considerations in their decision-making pertaining to pornography 	Term 1 Week 7
At the Crossroads (Part 2)	8 (30 mins)	<ul style="list-style-type: none"> distinguish between biologically-based and socially-conditioned gender characteristics evaluate views towards self and others, with regard to gender differences and stereotypes 	Term 1 Week 8
Lessons about Love (Part 4b)	9 (60 mins)	<ul style="list-style-type: none"> recognise that commitment is a necessary ingredient for success in a marriage identify responsibilities involved and the challenges faced in marriages 	Term 1 Week 9
NA	10 (60 mins)	<p>Description of the Main Task:</p> <ul style="list-style-type: none"> This main task will capture the culmination of learning in Secondary 4 level. Students are to work on the main task in groups of 4 or 5. Each group is to take on a topic of interest from the following: rejections and broken relationships, pornography, gender identity or marriage, cohabitation and divorce. Groups can share their learning for the chosen topic in the form of a debate, a mini-teach, the depiction and discussion of case scenarios, a discussion of consequences that follows after the viewing of a video or a live-chat, or any preferred mode. At the end of all the presentations, students are to assess and reflect upon their own learning using a reflection form. Teacher to round up by summarizing key learning outcomes for each topic, emphasizing on the key values and attitudes 	Term 1 Week 10

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD (e.g. Term 1 Week 2)

SECONDARY 5

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
Lessons about Love (Part 5)	1 (60 mins)	<ul style="list-style-type: none"> • reflect on the qualities of a healthy romantic relationship • evaluate one's readiness for a romantic relationship, leading to marriage • recognise that intimacy in a relationship need not be limited to physical intimacy • recognise that break ups can allow one to understand oneself better 	Term 1 Week 9
NA	2 (60 mins)	<p>Description of the Main Task:</p> <ul style="list-style-type: none"> • Teacher can conduct a dialogue session with the class and engage in a discussion on the following: <ul style="list-style-type: none"> - My ideal life partner - My future (How do they envision their future to be like – in terms of their career, family etc.) - Potential obstacles (What are the potential incidents that may prevent them from reaching their life goals? – distraction from studies, break ups, teenage pregnancy etc.) - My pillars of support (identify the pillars of support they can have to guide them to the desired future) • The purpose of this dialogue session is to surface some of the values that students may have with regard to relationships. Where appropriate, teachers could provide relevant feedback to guide students. • Teachers can make use of different methods to check students' understanding, either by asking them to sketch or jot down a few points on a personal whiteboard or post-its. • After the dialogue session, students are to assess and reflect upon their own learning using a reflection form. 	Term 1 Week 10