

At WESTWOOD Secondary School, the following lessons from the Growing Years Programme will be taught in 2019:

### SECONDARY 1

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

UNIT	LESSONS / DURATION	<b>LESSON OBJECTIVES</b> <b>At the end of the lesson, students will be able to:</b>
	5 – Part 1 (30 mins)	<ul style="list-style-type: none"> <li>• know the physiological, psychological and social impact of sexual abuse on the individual</li> <li>• recognise the provision of Singapore laws that serves to protect teenagers from sexual perpetrators and persecute those who have committed such crimes</li> <li>• identify sources to seek help and support</li> </ul>
	5 – Part 2 Main Task (Activity) (30 mins)	<ul style="list-style-type: none"> <li>• reiterate how the media can influence relationships (with self, peers, and the opposite sex)</li> <li>• present this information in the form of a song, short 1-min video, rap, poster or any other preferred mode</li> </ul>

## SECONDARY 2

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:
Lessons about Love (Part 2)	6 (60 mins)	<ul style="list-style-type: none"> <li>• identify why relationships break down</li> <li>• identify the emotions that accompany the breakdown of a relationship</li> <li>• know healthy ways of coping with rejections and breakups</li> <li>• recognise the need to be respectful and responsible in ending a relationship</li> <li>• know ways to seek support when going through a breakdown of relationship and offer support for those going through the same</li> </ul>
	7 (60 mins) & 8 – Part 1 (30 mins)	<ul style="list-style-type: none"> <li>• recognise the sources of temptation and situations that lead to pre-marital sex</li> <li>• resist pressure to engage in sexual activities</li> <li>• know the consequences of engaging in pre-marital sex</li> <li>• recognise that respect and responsible decision making are important in relationships</li> <li>• recognise the value of sexual abstinence</li> <li>• identify sources to seek help and support when faced with teenage pregnancy</li> </ul>
	8 – Part 2 Main Task (Activity) (30 mins)	<p>reiterate in this activity</p> <ul style="list-style-type: none"> <li>○ the consequences of pre-marital sex</li> <li>○ the value of abstinence before marriage</li> <li>○ skills to say 'no' to temptations or pressure to have sex</li> </ul> <ul style="list-style-type: none"> <li>• present the above through a short skit / presentation, song lyrics/ poem, or a comic strip / poster, or other preferred modes.</li> </ul>
At the Crossroads (Part 1)	9 (60 mins)	<ul style="list-style-type: none"> <li>• describe what pornography is, and why people view pornographic materials</li> <li>• examine the effects of pornography on self and others</li> <li>• know what masturbation is, and its relation to pornography</li> <li>• recognise the harmful consequences of excessive masturbation</li> <li>• recognise that they are able to make responsible decisions to manage their sexual desires</li> <li>• know appropriate sources to obtain accurate information about sex</li> </ul>

UNIT	LESSONS / DURATION	<b>LESSON OBJECTIVES</b> At the end of the lesson, students will be able to:
	10 (60 mins)	<ul style="list-style-type: none"><li>• know/define what gender role is</li><li>• know the influence of family, culture and society on one's perception of his/her gender role</li><li>• appreciate/ affirm one's own unique qualities and characteristics as a male or female.</li><li>• know/define what sexual orientation (heterosexuality and homosexuality) is</li><li>• recognise the need to treat people with respect regardless of their sexual orientation</li></ul>

### SECONDARY 3

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

**SECONDARY 4**

<b>UNIT</b>	<b>LESSONS / DURATION</b>	<b>LESSON OBJECTIVES</b> <b>At the end of the lesson, students will be able to:</b>
Lessons about Love (Part 4a)	6 (60 mins)	<ul style="list-style-type: none"> <li>• explain the process of grief and loss that people experience when a relationship breaks down</li> <li>• exercise sensitivity and empathy when communicating break-ups</li> <li>• recognise that one can emerge stronger after a break-up</li> </ul>
“Familiar” Strangers Alert (Part 2)	7 (60 mins)	<ul style="list-style-type: none"> <li>• know what is considered pornographic material on the Internet under the Internet code of practice</li> <li>• reflect on the legal consequences of sexual behaviour and include these considerations in their decision-making pertaining to pornography</li> </ul>
At the Crossroads (Part 2)	8 (30 mins)	<ul style="list-style-type: none"> <li>• distinguish between biologically-based and socially-conditioned gender characteristics</li> <li>• evaluate views towards self and others, with regard to gender differences and stereotypes</li> </ul>
Lessons about Love (Part 4b)	9 (60 mins)	<ul style="list-style-type: none"> <li>• recognise that commitment is a necessary ingredient for success in a marriage</li> <li>• identify responsibilities involved and the challenges faced in marriages</li> </ul>
NA	10 Activity (60 mins)	<ul style="list-style-type: none"> <li>• reiterate and discuss on a topic of interest from the following: rejections and broken relationships, pornography, gender identity or marriage, cohabitation and divorce.</li> <li>• recognize the key values and attitudes for each topic</li> </ul>

**SECONDARY 5**

<b>UNIT</b>	<b>LESSONS / DURATION</b>	<b>LESSON OBJECTIVES</b> <b>At the end of the lesson, students will be able to:</b>
Lessons about Love (Part 5)	1 (60 mins)	<ul style="list-style-type: none"> <li>• reflect on the qualities of a healthy romantic relationship</li> <li>• evaluate one's readiness for a romantic relationship, leading to marriage</li> <li>• recognise that intimacy in a relationship need not be limited to physical intimacy</li> <li>• recognise that break ups can allow one to understand oneself better</li> </ul>
NA	2 (60 mins)	<ul style="list-style-type: none"> <li>• be engaged in a discussion on the following:               <ul style="list-style-type: none"> <li>- My ideal life partner</li> <li>- My future (How do they envision their future to be like – in terms of their career, family etc.)</li> <li>- Potential obstacles (What are the potential incidents that may prevent them from reaching their life goals? – distraction from studies, break ups, teenage pregnancy etc.)</li> <li>- My pillars of support (identify the pillars of support they can have to guide them to the desired future)</li> </ul> </li> <li>• Recognised to respect relationships</li> </ul>