

## SECONDARY 1

| UNIT                                      | LESSONS / DURATION      | LESSON OBJECTIVES<br>At the end of the lesson, students will be able to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | TIME PERIOD   |
|-------------------------------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| The Real Self<br>(Part 1)                 | 1<br>(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>                                                                                                                                                                                                       | <b>Term 3</b> |
| Lessons about Love<br>(Part 1)            | 2<br>(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>                                                                                                                   | <b>Term 3</b> |
|                                           | 3<br>(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> | <b>Term 3</b> |
| "Familiar"<br>Strangers Alert<br>(Part 1) | 4<br>(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>                                                                                                           | <b>Term 3</b> |
|                                           | 5 – Part 1<br>(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>                                                                                                                                                                                            | <b>Term 3</b> |

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|  | <p>5 – Part 2<br/>Main Task<br/>(30 mins)</p> | <p>Description of the Main Task:</p> <ul style="list-style-type: none"> <li>• Students are to work on the main task in groups of 4 or 5</li> <li>• Groups will describe how the media can influence relationships (with self, peers, and the opposite sex)</li> <li>• Groups can choose to present this in the form of a song, short 1-min video, rap, poster or any other preferred mode</li> <li>• 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.</li> </ul> | <p><b>Term 3</b></p> |
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