Family Life Education for Schools in Samoa

MANUAL FOR TRAINING
LIFE EDUCATION TEACHERS IN SAMOA

Family Life Education for Schools in Samoa.
Manual for Training Life Education Teachers in Samoa

Curriculum Design and Materials Division
Ministry of Education, Sports and Culture

in collaboration with

Contents

Acknowledgements

Introduction

This Manual is intended for the in-service training of teachers to be able to teach Family Life Education integrated in the carrier subjects of Health and Physical Education, Social Studies and Science in the primary level as well as teachers at secondary level in the carrier subjects of HPE, Science, Social Studies and Food and Design Technology. The Manual is in two parts. Part 1 explains the Micro Credential in Family Life Education and Part 2 provides Guidance for planning an in-service training programme.

Part 1

1. The Micro Credential for Teaching Family Life Education in Samoa

1.1 Introduction

This micro credential was developed by a select group of expert teachers from Government and Mission schools as well as one person from the Human Rights Institute of the Ombudsman's Office, with the support of a local consultant as well as external partners which include the IPPF Office in Suva, Family Planning New South Wales and UNFPA Offices in Suva and Samoa. The Teacher Training sub-committee for Family Life Education was chaired by the Dean of the Faculty of Education who is also senior lecturer in Social Studies and Languages.

1.2 Structure

The micro-credential in the teaching of Family Life Education in Samoa is made up of three components.

- Face to Face Teaching/Training using five modules over 10 days
- Teaching Practicum in the schools over a whole term or 10 weeks
- Final Report of the Teaching Practicum

2. Face to Face Teaching and Training

Each module will be taught over two days or 16 hours and will utilize a workshop format.

2.1 Workshop Format for the Face to Face Training

Day 1

1. Introduction and overview of Family Life Education in the *Family Life Education Guidance*
2. Overview of the Module
3. Outcomes
4. Presentations/Mini lectures: 1 hour
5. Interactive Activities: 4 hours
6. Lesson Planning : 1 hour
7. Micro teaching: 2 hours

Day 2

1. Welcome back
2. Lecture/Presentations: 1 hour
3. Interactive Activities: 4 hours
4. Lesson Planning : 1 hour
5. Micro teaching: 2 hours

Mini Lectures and Presentations

Divided into 4 X 30 minute sessions for each module.

Interactive Activities

Between 8 and 10 for each module.
Assessment: Assessment is carried out using the following.

Micro-teaching

Teachers will be required to teach an activity based 10 minute lesson based on a sub topic from each module integrated into an HPE, Social Studies, Science, Samoan, Design Technology lesson to complete the training.

- Lesson Planning
- Teaching the micro-lesson
- Participation in interactive activities.

3. Teaching Practicum in the Schools

After the face to face training modality, teachers will carry out in schools a set of requirements in which they will teach lessons in Family Life Education in the context of the subject (s) they teach. These subjects include Social Studies, Science and Health and Physical Education in the primary schools and Social Studies, Science, Food and Textiles Technology and Health and Physical Education at secondary level. In other words, Family Life Education is integrated in the identified subjects and is not a separate subject.

3.1 Requirements

i. FLE lessons to be taught over 10 weeks

Years 1-8 classes: 30 minutes per lesson or 4 lessons per week with a total of 40 lessons over 10 weeks. Since primary teachers teach all subjects, their FLE lessons should be distributed in Social Studies, Science and Health and Physical Education

Years 9-12 classes: 45 minutes per lesson or 2 lessons per week or a total of 20 lessons. For secondary teachers, depending on their major teaching subjects, they may distribute their FLE lessons over two or one subject.

ii. All lessons must have lesson plans

iii. These lesson plans must be part of a Workplan for FLE over 10 weeks

iv. **Lessons to be observed and evaluated**. For primary classes 10 lessons must be observed and evaluated. For secondary classes 10 lessons must also be observed and evaluated. The rest of the lessons will include a self-evaluation report by the teacher. The observed lessons may be carried out by the school principal, or other teaching colleagues. The trainer must observe and evaluate 2 lessons.

v. Use of resources such as visual, audio, video or concrete objects.

vi. All lessons must use at least one visual resource. The observed and evaluated lessons must use at least one visual resource and two other different resources.

vii. **Teaching and Resource File**: All lesson plans and teaching resources will be kept in a resource file that is properly catalogued and annotated. This Teaching and Resource File will be handed to the trainer at the completion of one term.

Part 2: Guidance for Planning a Training Programme

1. Sample Plan of Training

1.1 Selection of Content

For each module, there are four NCSs, but for the two-day face to face training, any two 2 NCSs may be selected from each module to focus the content of the training for the micro credential in FLE. For example, the following may constitute a training programme, or any other combination from each module.

Module 1: Language of Respect in Relationships

NCS LAN 003: Naming the physical body, using scientific terms, colloquial language in Samoan and English and respectful Samoan.

NCS LAN 004: Explain sexuality and intimacy.

Module 2: Rights and Gender

NCS HR 001: Explore human rights including sexual rights

NCS HR 004: Explore gender and sex, inclusion and diversity.

Module 3: Sexual and Reproductive Health

NCS SRH 003: Changes in the Life Cycle, The female Reproductive System

NCS SRH 004: Changes in the Life Cycle, The male reproductive system

Module 4: Healthy Living, Spirituality , Diet and Exercise

NCS HLS 003: Explore ways and means to maintain physical well being

NCS HLS 004: Explain mental health and well being

Module 5: Deciding and Choosing

NCS DC 003: Making Personal Decisions

NCS DC 004: Demonstrate the skills of decision-making in sexuality matters.

1.2 The Design and format of the two-day workshop on each module will then follow the format as in Part 1.2 above.

2. Integration into the carrier subjects of HPE, Social Studies, Science and Samoan

"An integrated curriculum is described as one that connects different areas of study by cutting across subject matter lines and emphasizing unifying concepts. Integration focuses on making connections for students allowing them to engage in relevant, meaningful activities that can be connected to real life."

The approach taken for the teaching of FLE in Samoan schools is one that allows teachers in selected subjects to integrate FLE subject matter into those subjects. Teachers will be trained to integrate FLE content, skills and attitudes into relevant lessons in the carrier subjects identified above. Teachers in other subject areas may also do this but it is not mandated for them to do so.

Annex 1 provides the five modules that are used for training teachers.

Annex 1: The Modules

NB. For the micro credential, select any combination of two NCSs from each module around which the 10 day training may be planned.

Module 1

Module/Course Title:	Language of relationships: Respect and acknowledging roles and responsibility
Module Code:	FLE01
Programme Title:	Micro Credential in Family Life Education
Module Objective:	This course aims to sensitise teachers to the importance of language and using appropriate language in Samoan and English, in the teaching of Family Life Education especially in comprehensive sexuality education.
Range Statement:	Language facilitates learning and comprehensive sexuality education has its own language which teachers must learn to use. Language must be sensitive, gender neutral, empowering and affirmative, positive and respectful. In the teaching of family life education, both English and Samoan will be used and in the Samoan language one must distinguish between the use of everyday colloquial Samoan and respectful Samoan. In the English language there are scientific words and colloquial words that teachers and students must be able to use appropriately.

Relationship to National and International Qualifications Framework

a. Align with the standards as set out in the Samoa Qualifications Framework Level 1

b. Target competencies as indicated in the Professional Standards for Graduate Teachers (MESC, 2011).

c. Comply with policies as set out in the Samoa National School Assessment Policy Framework (MESC, 2010).

Course Delivery Structure

This course/module is delivered in 2 days of face to face learning and in-struction.

Class Contact Hours per week		Independent Learning for two days	
Lectures	4 hours		
Interactive Activities	8		
Micro-lesson planning and teaching	4 hours		
Total contact hours	*16*	Total independent learning hours	4
Total nominal hours → 20			
Total credits per module = 2			

NCS Code & Title	LAN001 Demonstrate respect in acknowledging roles and responsibilities		
NCS Purpose Statement	This NCS describes ideas for demonstrating respect by treating people with courtesy, politeness, and kindness. Trainers will be equipped with the appropriate skills to acknowledge people's roles and responsibilities played in schools, families, churches and the community.		
SQF Level	2	Pre-requisite	NIL	Credit Value	.5

Learning Outcome 1	Consider everyone around you
Performance Standard 1.1	Pay attention to your surroundings.
Performance Standard 1.2	Respect elders and children's views and opinions.
Performance Standard 1.3	Speak in the rightful tone using appropriate words to your other siblings.
Performance Standard 1.4	Use simple words to communicate with students.
Performance Standard 1.5	Show respectful manners while communicating with people of higher status.

Learning Outcome 2	Acknowledge people's roles
Performance Standard 2.1	Discuss people's roles with reference to status.
Performance Standard 2.2	Explain the importance of each role.
Performance Standard 2.3	Demonstrate courtesy in acknowledging people's roles.
Performance Standard 2.4	Perform roles with politeness and kindness.

Learning Outcome 3	Empathize and be considerate of others.
Performance Standard 3.1	Make it a routine to speak with respect.
Performance Standard 3.2	Show compassion in formal and informal communications.
Performance Standard 3.3	Demonstrate respectful manners in presenting FLE concepts.
Performance Standard 3.4	Select appropriate words to use in the delivery of FLE concepts.

Learning Outcome 4	Evaluate colloquial and respectful Samoan terms pertaining to FLE concepts used in everyday conversations
Performance Standard 4.1	Explore colloquial terms in everyday conversations
Performance Standard 4.2	Replace colloquial terms with their respectful versions.
Performance Standard 4.3	Demonstrate discussions/conversations about FLE concepts using respectful terms in the list.
Performance Standard 4.4	Present an analysis of using respectful terms in everyday conversations.

Explanatory Notes	Students need to understand the right language to use when talking to elders, children of their age, their brothers and sisters, teachers, fellow students and people of higher ranks.
Suggested Assessment Methods	Dramas/Skits/Role Plays/Debates & Class Activities.
Resource Requirements	Stationeries like newsprints, markers, papers and pencils.
Responsible Sector	Education Sector Advisory Group
Registration Date	
Planned Review Date	After three years of registration or listing.
Moderation Information	Providers and assessors of this NCS must comply with the SQA National Moderation System. Details of this system are available from SQA.

NCS Code & Title	LAN 002 Demonstrate effective communication		
NCS Purpose Statement	This NCS describes the skills to investigate the impact of conversations and discussions of any nature. The NCS aims at equipping trainers with the appropriate skills to demonstrate effective communication mechanisms in the delivery of FLE concepts.		
Pre-requisite	NIL	**Credit Value**	.5

Learning Outcome 1	Examine everyday conversations between parents/caregivers and children.
Performance Standard 1.1	Role play family discussions and conversations about FLE concepts.
Performance Standard 1.2	Identify barriers to communication.
Performance Standard 1.3	Determine reasons why messages are not clear.
Performance Standard 1.4	Discuss strategies for effective communication.

Learning Outcome 2	Examine barriers to communication
Performance Standard 2.1	Explore communication barriers.
Performance Standard 2.2	Explain why the explored factors are barriers to communication.
Performance Standard 2.3	Make a list of communication barriers.
Performance Standard 2.4	Discuss the impacts of communication barriers.

Learning Outcome 3	Evaluate miscommunication scenarios
Performance Standard 3.1	Explore the causes of miscommunication
Performance Standard 3.2	Make a list of causes of miscommunication
Performance Standard 3.3	Discuss ways to solve miscommunication
Performance Standard 3.4	Dramatize practical solutions to overcome miscommunication

Learning Outcome 4	Demonstrate positive attitude and positive language
Performance Standard 4.1	Compile a list of positive attitude and positive language to use in communication
Performance Standard 4.2	Examine the practicality of listed positive attitude and positive language in communication
Performance Standard 4.3	Discuss the significance of showing positive attitude and using positive language
Performance Standard 4.4	Role Play positive attitude and using positive language in communication

Explanatory Notes	Teachers need to understand how to use positive attitude and positive language for effective communication. They should also know the barriers to communication and reasons for mis-communication.
Suggested Assessment Methods	Dramas/Skits/Role Plays/Debates & Class Activities
Resource Requirements	Stationeries like newsprints, markers, papers and pencils
Responsible Sector	Education Sector Advisory Group
Registration Date	
Planned Review Date	After three years of registration or listing.
Moderation Information	Providers and assessors of this NCS must comply with the SQA National Moderation System. Details of this system are available from SQA.

NCS Code & Title	LAN 003 Name physical body: Science, Colloquial and Respectful language
NCS Purpose Statement	This NCS aims at equipping trainers with a sound understanding of appropriate terms to use when explaining parts of the body taking into account the connotations associated to scientific, colloquial and respectful terms that people use in every day conversations.

Learning Outcome 1	Explain parts of the body using scientific, colloquial and respectful terms
Performance Standard 1.1	Name different parts of the body according to their scientific, colloquial and respectful names.
Performance Standard 1.2	Explain functions of each part of the body.
Performance Standard 1.3	Discuss means and ways of looking after parts of the body.
Performance Standard 1.4	Discuss preventive measures that protect the body from diseases.

Learning Outcome 2	Explore the difference between sex and gender
Performance Standard 2.1	Explore scientific, colloquial and respectful terms for sex and gender.
Performance Standard 2.2	Explain sex and all its relevant terms.
Performance Standard 2.3	Explain gender and all its relevant terms.
Performance Standard 2.4	Write short paragraphs to show the distinction between sex and gender.

Learning Outcome 3	Name the genitals and their functions
Performance Standard 3.1	Name the parts of the female and male genitals.
Performance Standard 3.2	State the functions of the genitals.
Performance Standard 3.3	Explain means and ways of looking after the genitals.
Performance Standard 3.4	Give reasons why genitals are important parts of the human body.

Learning Outcome 4	Explain the reproductive organs of males and females
Performance Standard 4.1	Provide clear explanations of the functions of the male's reproductive organs.
Performance Standard 4.2	Provide clear explanations of the functions of the female's reproductive organs.
Performance Standard 4.3	Discuss ways of preventing reproductive organs from diseases.
Performance Standard 4.4	Discuss reasons why reproductive organs are important parts of our body.

Explanatory Notes	Teachers must know the appropriate time to use scientific, colloquial, and respectful terms in conversations and discussions about parts of the physical body.
Suggested Assessment Methods	Dramas/Skits/Role Plays/Debates & Class Activities
Resource Requirements	Stationeries like newsprints, markers, papers and pencils.
Responsible Sector	Education Sector Advisory Group
Registration Date	
Planned Review Date	After three years of registration or listing.
Moderation Information	Providers and assessors of this NCS must comply with the SQA National Moderation System. Details of this system are available from SQA.

NCS Code & Title	**LAN 004 –Explain sexuality and intimacy**		
NCS Purpose Statement	This NCS aims to equip trainers with background knowledge to enable them to clearly explain sexuality and intimacy in healthy relationships using appropriate language.		
Pre-requisite	**NIL**	**Credit Value**	**8**

Learning Outcome 1	Explain the meaning of the term sexuality
Performance Standard 1.1	Explore simple and clear explanations of the term sexuality.
Performance Standard 1.2	Provide meaningful responses to questions and concerns pertaining to sexuality.
Performance Standard 1.3	Discuss sexuality and all its related terms.
Performance Standard 1.4	Write short paragraphs to demonstrate understanding of the term sexuality.

Learning Outcome 2	Explain the meaning of the term intimacy
Performance Standard 2.1	Explore simple and clear explanations of the term intimacy.
Performance Standard 2.2	Provide meaningful responses to questions and concerns pertaining to intimacy.
Performance Standard 2.3	Discuss intimacy and all its related terms.
Performance Standard 2.4	Write short paragraphs to demonstrate understanding of the term intimacy

Learning Outcome 3	Respect yourself
Performance Standard 3.1	Take time for self-care.
Performance Standard 3.2	Make a list of positive influences that can surround yourself.
Performance Standard 3.3	Explain ways of loving and respecting yourself.
Performance Standard 3.4	Express how you feel when you're hurt.

Learning Outcome 4	Respect a significant other
Performance Standard 4.1	List ways to respect others.
Performance Standard 4.2	Discuss the list and practical ways to respect others.
Performance Standard 4.3	Demonstrate practical ways of respecting others.
Performance Standard 4.4	Critique demonstrations and provide feedback for improvement.

Learning Outcome 5	Create a culture of love and respect
Performance Standard 5.1	Discuss ways of loving others.
Performance Standard 5.2	Demonstrate ways of loving others.
Performance Standard 5.3	Compare and contrast ways of loving and respecting others.
Performance Standard 5.4	Demonstrate practical ways of showing love and respect to others.

Explanatory Notes	Students need to understand various means of respecting themselves, respecting others, and showing love and respect.
Suggested Assessment Methods	Dramas/Skits/Role Plays/Debates & Class Activities
Resource Requirements	Stationeries like newsprints, markers, papers and pencils.
Responsible Sector	Education Sector Advisory Group
Registration Date	
Planned Review Date	After three years of registration or listing.
Moderation Information	Providers and assessors of this NCS must comply with the SQA National Moderation System. Details of this system are available from SQA.

Resources for Trainers:

Laptop & Large Screen for power point presentation

Activities from the ***Family Life Education, Teachers Guide and Activities for schools in Samoa.***

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Module 2

Module/Course Title:	Rights and Gender
Module Code:	FLE02
Programme Title:	The Micro Credential in Family Life Education
Module Objective:	This course aims to improve knowledge and understanding of teacher trainees about human rights and gender as one key important principle in family life education and to understand the objective and practice of rights and their application in everyday lives.
Range Statement:	Gender roles in society is prescribed by the cultural values and beliefs which evolve over time and which determine what is accepted behavior or otherwise. Thus, gender roles must be considered in the context of human rights to enable inclusivity and gender equality. Teachers must be given the opportunity to interrogate and arrive at their own appreciation of what gender equality must be in Samoan society.
Relationship to National and International Qualifications Framework	a. Align with the standards as set out in the Samoa Qualifications Framework Level 11 b. Target competencies as indicated in the Professional Standards for Graduate Teachers (MESC, 2011). c. Comply with policies as set out in the Samoa National School Assessment Policy Framework (MESC, 2010) d. Align with UNESCO ITGSE.
Course Delivery Structure	This course/module is delivered in 2 days of face to face learning and instruction.

Class Contact Hours per week		Independent Learning for two days	
Lectures	4 hours		
Interactive Activities	8		
Micro-lesson planning and teaching	4 hours		
Total contact hours	*16*	Total independent learning hours	4
Total nominal hours → 20			
Total credits per module = 2			

List of Acronyms

UDHR   Universal Declaration of Human Rights

NCS Code & Title	HR 001: Explore human rights
NCS Purpose Statement	This NCS explores what human rights are and where they come from. It creates an understanding and appreciation of why human rights came about, who has human rights and its importance to our everyday lives and in keeping peace and harmony within communities and families (i.e. why we need them).

SQF Level	2	Pre-requisite	NL	Credit Value	2.6

Learning Outcome 1	Explore what and who has human rights
Performance Standard 1.1	Definition of human rights explaine.
Performance Standard 1.2	Characteristics of human rights discussed.
Performance Standard 1.3	Core (basic) human rights and freedoms identified e.g. civil and political versus economic and social rights.
Performance Standard 1.4	Discussion:Who has human rights?

Learning Outcome 2	Explore where human rights come from
Performance Standard 2.1	UDHR and human rights conventions discussed.
Performance Standard 2.2	Human rights system/ mechanisms discussed & how it links to Samoa laws e.g. Constitution and Bill of Rights.
Performance Standard 2.3	Human rights treaties and conventions Samoa has ratified is identified.
Performance Standard 2.4	Obligations of the State (Samoa) on human rights e.g. respect, protect, fulfil and their significance discussed.

Learning Outcome 3	Examine why we need human rights
Performance Standard 3.1	Human rights and freedoms that are important to you listed.
Performance Standard 3.2	Reasons why we need and do not need human rights explored and discussed.
Performance Standard 3.3	Human rights that will form the basis of a society we want identified through schools activities e.g. group activity.

Explanatory Notes	Students' understandings of what human rights are, rights that are important to them and how these contribute to maintaining peace and harmony in communities and families are elaborated in class activities. Students will make reference to their own thinking and knowledge of human rights and rights that they see are important to their everyday lives. It is crucial that students identify what and where human rights come from and the importance of the obligation to respect, promote and protect human rights.
Suggested Assessment Methods	Storytelling, poetry, diagrams and class activities
Resource Requirements	
Responsible Sector	Education/Ombudsman/Law Society
Registration Date	
Planned Review Date	After three years of registration or listing.
Moderation Information	Providers and assessors of this NCS must comply with the SQA National Moderation System. Details of this system are available from SQA.

NCS Code & Title	**HR002: Examine natural links between human rights and Fa'asamoa and human rights and our Christian Faith**
NCS Purpose Statement	This NCS identifies characteristics of Fa'asamoa and Faith and examine their link to human rights. It seeks to explore that human rights, Fa'asamoa and Faith have inter-related values and principles that all contribute to ensuring safe families and peaceful societies. It also aims to dispel any misconceptions that human right is an intruding foreign concept.

SQF Level	2	**Pre-requisite**	HR 001	**Credit Value**	2.6

Learning Outcome 1	**Explore characteristics of Fa'asamoa and Christian Faith**
Performance Standard 1.1	Identify characteristics of faaSamoa and faith that help maintain peace and harmony in societies.
Performance Standard 1.2	Categorize Fa'asamoa and Faith characteristics related to human rights.
Performance Standard 1.3	Explain links between characteristics of Faasamoa and Christian Faith through dramas, poems, action songs and short essays.

Learning Outcome 2	**Investigate the different interpretations and misconceptions of human rights in Samoa**
Performance Standard 2.1	List different interpretations of human rights.
Performance Standard 2.2	Identify misconceptions of human rights.

Performance Standard 2.3	Demonstrate accurate and student-friendly interpretation of human rights taking into account Fa'asamoa and our Christian values.

Learning Outcome 3	**Demonstrate application of Fa'asamoa characteristics to everyday life and how human rights fit into this**
Performance Standard 3.1	Use examples from our everyday life to demonstrate the appropriate expression of human rights.
Performance Standard 3.2	Examine similarities and differences in the application of human rights, Fa'asamoa and Christian values.
Performance Standard 3.3	Apply human rights, Fa'asamoa and Christian values and principles in addressing issues of family violence.

Explanatory Notes	Students' understanding of the values and principles of Faasamoa and Faith and how these link to human rights are elaborated in class activities. Students will make reference to their own thinking and knowledge of these principles and values and how they contribute to their development. It is crucial that students understand the linkages between Faasamoa and Faith values with those of human rights to address any misconceptions that human rights is a foreign concept. .
Suggested Assessment Methods	Essays, diagrams and class activities
Resource Requirements	
Responsible Sector	Education/Ombudsman/Law Society
Registration Date	
Planned Review Date	After three years of registration or listing.
Moderation Information	Providers and assessors of this NCS must comply with the SQA National Moderation System. Details of this system are available from SQA.

NCS Code & Title	**HR003: Rights, roles and responsibilities**				
NCS Purpose Statement	This NCS explores and examines the roles and responsibilities of different actors – students, teachers and parents. It helps to highlight the limits on the exercise of rights and the responsibilities that are attached to these rights when they are applied in everyday life. It also differentiates between needs and wants and how this contributes to further understanding that human rights are required to be exercised in a way that not only protects the individual but also benefits the wider community.				
SQF Level	2	**Pre-requisite**	HR002	**Credit Value**	2.6

Learning Outcome 1	Examine the rights of children as per Convection on the Rights of a Child (CRC)
Performance Standard 1.1	Explain the articles of the CRC.
Performance Standard 1.2	Discuss CRC principles – the 3Ps – Provision, Protection and Participation of the child's rights.
Performance Standard 1.3	Demonstrate responsibilities of students in applying their rights appropriately.

Learning Outcome 2	Evaluate responsibilities and limits of rights
Performance Standard 2.1	Identify limits of rights– absolute, qualified, limited.
Performance Standard 2.2	Explain links of rights to responsibilities.
Performance Standard 2.3	Evaluate examples of human rights violations.

Learning Outcome 3	Explore needs, wants, rights and responsibilities
Performance Standard 3.1	Identify and differentiate needs and wants.
Performance Standard 3.2	Discuss links of rights to CRC Articles.
Performance Standard 3.3	Roles and responsibilities of groups and individuals (students, teachers, parents) in promoting, respecting, and protecting human rights are demonstrated through schools activities e.g. essays, group work, skits, diagrams.

Explanatory Notes	Students' understandings of the limits of human rights and responsibilities that come with rights are elaborated in class activities. Students will make reference to their own thinking and knowledge of what they see should be the limits and responsibilities of exercising their rights with peers and also with the wider community. It is crucial that students identify responsibilities associated with human rights to address issues and concerns that human rights are giving children the authority to do whatever they want.
Suggested Assessment Methods	Essays and class activities, quiz/test
Resource Requirements	
Responsible Sector	Education/Ombudsman/Law Society
Registration Date	
Planned Review Date	After three years of registration or listing.
Moderation Information	Providers and assessors of this NCS must comply with the SQA National Moderation System. Details of this system are available from SQA.

NCS Code & Title	HR004: Explore gender and sex, inclusion and diversity
NCS Purpose Statement	This NCS explains what gender is in a broader context and differentiate it from sex as limited to only to biological male and female. By understanding what gender means will help students be more open-minded about the different aspects of gender and how they apply to their lives. It also discusses inclusion and diversity and how these help create a safe and rights-friendly school environment that is equal and inclusive of everyone.

SQF Level	2	Pre-requisite	HR003	Credit Value	2.6

Learning Outcome 1	Cultivate better understanding of gender and sexuality
Performance Standard 1.1	Explore different understanding and interpretations of gender and sex.
Performance Standard 1.2	Explain definitions of gender and sex clearly.
Performance Standard 1.3	Discuss the importance of gender considerations.

Learning Outcome 2	Create an understanding of addressing stereotypes
Performance Standard 2.1	Define the meaning of stereotypes.
Performance Standard 2.2	Identify common stereotypes in Samoa.
Performance Standard 2.3	Discuss the implications of stereotypes on equality, inclusion and discrimination.

Learning Outcome 3	Examine Inclusion and Diversity
Performance Standard 3.1	Define inclusion and diversity with reference to school environment.
Performance Standard 3.2	Identify vulnerable groups.
Performance Standard 3.3	Explain the importance of understanding inclusion and diversity.

Explanatory Notes	Students' understanding of gender, sexuality, inclusion and diversity and how these contribute to creating a safe and rights-friendly school environment are elaborated in class activities. Students will make reference to their own thinking and knowledge of what these concepts mean which will help address stereotypes that perpetuate discrimination and inequality. It is crucial that students understand and are aware of what gender, sexuality, inclusion and diversity means and how to apply these to every day lives can ensure that everyone is treated equally with respect and are included.
Suggested Assessment Methods	Essays, and class activities, quiz/test
Resource Requirements	

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Responsible Sector	Education/Ombudsman/Law Society
Registration Date	
Planned Review Date	After three years of registration or listing.
Moderation Information	Providers and assessors of this NCS must comply with the SQA National Moderation System. Details of this system are available from SQA.

Resources for Trainers:

Laptop & Large Screen for power point presentation

Activities from the *Family Life Education, Teachers Guide and Activities for schools in Samoa.*

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Module 3

Module/Course Title: Sexual and Reproductive Health

Module Code: FLE03

Programme Title: The Micro Credential in Family Life Education

Module Objective: This course will enable teachers to update their knowledge about puberty, the human reproductive system, sexual and reproductive health as well as examining their values and beliefs about the development of human sexuality. This is to enable them to improve their levels of sensitization to such a critical area of human development and to achieve confidence in teaching age appropriate sexuality education to school students.

Range Statement: Sexual awareness emerges during adolescence, and for many young people, mid-late adolescence is also a time when sexual activity might begin. Teachers should accept that as adolescents, students are curious about sexuality and may become or are already sexually active without the knowledge and understanding that enables them to make good decisions about their bodies and their lives. Therefore, providing them with crucial information to prepare them mentally and socially to engage in safe sex activities will protect them from problems caused from unsafe sex practices.

Relationship to National and International Qualifications Framework

a. Align with the standards as set out in the Samoa Qualifications Framework Level 11

b. Target competencies as indicated in the Professional Standards for Graduate Teachers (MESC, 2011).

c. Comply with policies as set out in the Samoa National School Assessment Policy Framework (MESC, 2010).

d. UNESCO ITGSE

Course Delivery Structure   This course/module is delivered in 2 days of face to face learning and instruction.

Class Contact Hours per week		Independent Learning for two days	
Lectures	4 hours		
Interactive Activities	8		
Micro-lesson planning and teaching	4 hours		
Total contact hours	*16*	**Total independent learning hours**	4
Total nominal hours → 20			
Total credits per module = 2			

NCS Code & Title	SRH001: Refine teachers' understanding of puberty and sexuality during adolescence
NCS Purpose Statement	This NCS enhances an understanding of healthy sexual development which involves biological, psychological, and socio-cultural processes. Like all aspects of adolescent development, sexual development occurs both within an individual and through interaction with the environment. The biological triggers of puberty are genetic, and are also affected by the available food. Psychological and social processes occur through interactions with family, cultural institutions, and peers, and are also affected by brain development. Adolescent sexual development is likely to be healthy, and to lead to positive sexual health, when each of these processes is appropriately supported in a young person's environment.

SQF Level	2	Pre-requisite	NIL	Credit Value	3.9

Learning Outcome 1	Explore teachers' personal attitudes, values and beliefs about puberty and sexuality
Performance Standard 1.1	Identify teachers' personal attitudes, values and beliefs about puberty and sexuality development during adolescence.
Performance Standard 1.2	Discuss the identified personal attitudes, values and beliefs of teachers and how they affect their decisions of students' morale, attitudes and behaviour.
Performance Standard 1.3	Examine how teachers' decisions based on their own perspectives affect students' morale, attitudes and behaviour.
Performance Standard 1.4	Critique the negative impacts of teachers' decisions on the students' morale, attitudes and behaviour.

Learning Outcome 2	Discuss stages of the adolescent developments
Performance Standard 2.1	Explain stages of the adolescent developments.
Performance Standard 2.2	Explain signs of reaching certain stages of adolescent developments.
Performance Standard 2.3	Identify stages of adolescent developments students reach.
Performance Standard 2.4	Share students' experiences of the stages of adolescent developments.

Learning Outcome 3	Explain physical, mental and emotional changes in puberty
Performance Standard 3.1	List physical, mental and emotional changes in puberty students experience.
Performance Standard 3.2	Discuss the impacts of these changes in students' morale, attitude and behaviour.
Performance Standard 3.3	Do a story telling activity where students tell their own stories of their experiences.
Performance Standard 3.4	Recap students' understanding of the physical, mental and emotional changes in puberty.

Learning Outcome 4	Explain misconceptions and misinterpretations of changes in puberty and sexuality developments
Performance Standard 4.1	Discuss misconceptions and misinterpretations of changes.
Performance Standard 4.2	List the impacts of misconceptions and misinterpretations on students' morale, attitudes and behaviour.
Performance Standard 4.3	Revisit physical, mental and emotional changes in puberty.
Performance Standard 4.4	Explain ways to respond to misconceptions and misinterpretations of changes in puberty and sexuality developments.

Explanatory Notes	The first part of adolescent sexual development involves curiosity. Starting at around age 12 and lasting until around age 14, this is a time when adolescents first show interest in sex. They are trying to figure out what sex is all about.

Many teens in the curiosity phase look at images to satisfy their curiosity. As early adolescents' curiosity grows, they often start the process of sexual experimentation. This process usually begins with masturbation and fantasies of sexual contact. For some, experimentation might progress to some sort of physical contact. Though, in the experimentation phase, physical contact does not have to be overtly sexual. |
Suggested Assessment Methods	Storytelling, poetry, diagrams and class activities
Resource Requirements	Laptop, Data Projector, video clips, newsprints & markers
Responsible Sector	Education/Ombudsman/Law Society
Registration Date	
Planned Review Date	After three years of registration or listing.
Moderation Information	Providers and assessors of this NCS must comply with the SQA National Moderation System. Details of this system are available from SQA.

NCS Code & Title	SRH002: Provide basic significant information about reproductive health				
NCS Purpose Statement	This NCS provides important information about diseases, disorders and conditions that affect the functioning of the male and female reproductive systems during all stages of life. It also explains precautions to take in order to maintain cleanliness and hygiene of reproductive organs as well as protecting these organs from infections and diseases.				
SQF Level	2	**Pre-requisite**	SRH 001	**Credit Value**	3.9

Learning Outcome 1	Explain ways of caring for the reproductive organs
Performance Standard 1.1	Explore the factors that involve in caring for the reproductive organs.
Performance Standard 1.2	Explain the importance of cleanliness in caring for the reproductive organs.
Performance Standard 1.3	Explain the importance of protection in caring for the reproductive organs.
Performance Standard 1.4	Explain the importance of self-examination in caring for the reproductive organs.

Learning Outcome 2	Explain menstruation, wet dreams and masturbation
Performance Standard 2.1	Explain the menstruation process.
Performance Standard 2.2	Examine what are wet dreams.
Performance Standard 2.3	Explain masturbation.
Performance Standard 2.4	Provide more information for further understanding of menstruation, wet dreams and masturbation.

Learning Outcome 3	Define infections of the reproductive system
Performance Standard 3.1	Explore sexually transmitted infections that can affect the reproductive system.
Performance Standard 3.2	Discuss the common ways of transmission of STIs.
Performance Standard 3.3	Explain the use of condoms and other methods of preventing the transmission of STIs.
Performance Standard 3.4	Identify services that are available to young people and adults of preventing STIs or support for eliminating STIs.

Learning Outcome 4	Examine the importance of early diagnosis and treatment
Performance Standard 4.1	Explore early diagnosis and treatment of STIs affecting the reproductive system.
Performance Standard 4.2	Discuss the importance of early diagnosis for early treatments of STIs before they become incurable.
Performance Standard 4.3	Provide more information of early diagnosis and treatment of STIs for students.
Performance Standard 4.4	Demonstrate the use of condoms for safer sex.

Explanatory Notes	Reproductive health refers to the condition of male and female reproductive systems during all life stages. These systems are made of organs and hormone-producing glands, including the pituitary gland in the brain. Ovaries in females and testicles in males are reproductive organs, that maintain health of their respective systems. They also function as glands because they produce and release hormones.
Suggested Assessment Methods	Essays, diagrams and class activities
Resource Requirements	Laptop, data projector, video clips, newsprints & markers
Responsible Sector	Education/Ombudsman/Law Society
Registration Date	
Planned Review Date	After three years of registration or listing.
Moderation Information	Providers and assessors of this NCS must comply with the SQA National Moderation System. Details of this system are available from SQA.

NCS Code & Title		SRH003: Explain changes in the life cycle: Female Reproductive System			
NCS Purpose Statement		This NCS familiarises trainees to the functions and structure of the female's reproductive system. It also provides a basic understanding of common problems of the female's reproductive system as well as ways for protection.			
SQF Level	2	**Pre-requisite**	SRH 002	**Credit Value**	3.9

Learning Outcome 1	**Discuss the changes in the life cycle of the Female Reproductive System**
Performance Standard 1.1	Explore the different changes in the life cycle of the female reproductive system.
Performance Standard 1.2	List the explored changes and discuss them further.
Performance Standard 1.3	Organise the changes into positives and negatives.
Performance Standard 1.4	Discuss the impacts of changes in the students' morale, attitude and behaviour.

Learning Outcome 2	**Explore female genitals and reproductive organs**
Performance Standard 2.1	Observe internal and external organs of the female reproductive system in pictures, diagrams or video clips.
Performance Standard 2.2	Discuss functions of internal and external organs of the female reproductive system.
Performance Standard 2.3	Explain the importance of looking after the internal and external organs of the female reproductive system.
Performance Standard 2.4	Discuss ways of caring for the internal and external organs of the female reproductive system.

Learning Outcome 3	Explain changes through puberty, adolescence, youth and middle age
Performance Standard 3.1	Explore changes in females through puberty.
Performance Standard 3.2	Identify changes in females through adolescence.
Performance Standard 3.3	Discuss changes with youth and middle age female teenagers.
Performance Standard 3.4	Explain impacts of the discussed changes in the lives of the female teenagers.

Explanatory Notes	The female reproductive system is made up of the internal and external sex organs that function in reproduction of new offspring. In humans, the female reproductive system is immature at birth and develops to maturity at puberty to be able to produce gametes, and to carry a foetus to full term. The internal sex organs are the uterus, Fallopian tubes, and ovaries. The uterus or womb accommodates the embryo which develops into the foetus. The uterus also produces vaginal and uterine secretions which help the transit of sperm to the Fallopian tubes. The ovaries produce the ova. The external sex organs are also known as the genitals and these are the organs of the vulva including the labia, clitoris, and vaginal opening. The vagina is connected to the uterus at the cervix.
Suggested Assessment Methods	Essays and class activities, quiz/test
Resource Requirements	Laptop, data projector, video clips, newsprints & markers
Responsible Sector	Education/Ombudsman/Law Society
Registration Date	
Planned Review Date	After three years of registration or listing.
Moderation Information	Providers and assessors of this NCS must comply with the SQA National Moderation System. Details of this system are available from SQA.

NCS Code & Title	SRH004: Explain changes in the life cycle: Male Reproductive System
NCS Purpose Statement	This NCS familiarises trainees to the functions and structure of the male's reproductive system. It also provides a basic understanding of the problems of the female's reproductive system as well as ways for protection.

SQF Level	2	Pre-requisite	SRH 003	Credit Value	3.9

Learning Outcome 1	Discuss the changes in the life cycle of the Male's Reproductive System
Performance Standard 1.1	Explore the different changes in the life cycle of the male's reproductive system.

Performance Standard 1.2	List the explored changes and discuss them further.
Performance Standard 1.3	Organise the changes into positives and negatives.
Performance Standard 1.4	Discuss the impacts of changes in the students' morale, attitude and behaviour.

Learning Outcome 2	**Explore male genitals and reproductive organs**
Performance Standard 2.1	Observe internal and external organs of the male's reproductive system in pictures, diagrams or video clips.
Performance Standard 2.2	Discuss functions of internal and external organs of the male's reproductive system.
Performance Standard 2.3	Explain the importance of looking after the internal and external organs of the male's reproductive system.
Performance Standard 2.4	Discuss ways of caring for the internal and external organs of the male's reproductive system.

Learning Outcome 3	**Explain changes through puberty, adolescence, youth and middle age**
Performance Standard 3.1	Explore changes in males through puberty.
Performance Standard 3.2	Identify changes in males through adolescence.
Performance Standard 3.3	Discuss changes with youth and middle age male teenagers.
Performance Standard 3.4	Explain impacts of the discussed changes in the lives of the male teenagers.

Explanatory Notes	The male reproductive system consists of a number of sex organs that play a role in the process of human reproduction. These organs are located on the outside of the body and within the pelvis. The main male sex organs are the penis and the testicles which produce semen and sperm, which, as part of sexual intercourse, fertilize an ovum in the female's body; the fertilized ovum develops into a fetus, which is later born as an infant.
Suggested Assessment Methods	Essays, and class activities, quiz/test
Resource Requirements	Laptop, data projector, video clips, newsprints & markers
Responsible Sector	Education/Ombudsman/Law Society
Registration Date	
Planned Review Date	After three years of registration or listing.
Moderation Information	Providers and assessors of this NCS must comply with the SQA National Moderation System. Details of this system are available from SQA.

Resources for Trainers:

Laptop & Large Screen for power point presentation

Activities from the *Family Life Education, Teachers Guide and Activities for schools in Samoa.*

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Module 4

Module/Course Title: Healthy Living, Spirituality, Diet and Exercise

Module Code: FLE04

Programme Title: The Micro Credential in Family Life Education

Module Objective: The aim of this module is to add to teachers' knowledge, skills and attitudes towards the development of the whole person in which the dimensions of spirituality, healthy eating and exercise play critical roles. In this way, the teachers will be able to teach children at school to develop healthy habits not only in the care of their bodies but also their minds and well-being.

Range Statement: It is expected that teachers will explore and learn from current science information the importance of plant based food which was the basis of the Samoan diet traditionally. Teachers will also study the impact of processed food on the health of people and examine the spiritual elements inherent in the concept of fa'asinomaga for a Samoan, the ties of kinship to land and the titles of families in villages. The close relationship between these factors will be studied in depth.

Relationship to National and International Qualifications Framework

a. Align with the standards as set out in the Samoa Qualifications Framework Level 1

b. Target competencies as indicated in the Professional Standards for Graduate Teachers (MESC, 2011).

c. Comply with policies as set out in the Samoa National School Assessment Policy Framework (MESC, 2010).

Course Delivery Structure   This course/module is delivered in 2 days of face to face learning and instruction.

Class Contact Hours per week		Independent Learning for two days	
Lectures	4 hours		
Interactive Activities	8		
Micro-lesson planning and teaching	4 hours		
Total contact hours	*16*	**Total independent learning hours**	4
Total nominal hours → 20			
Total credits per module = 2			

NCS Code & Title	HLS001 Healthy eating is about making healthy food and drink choices as part of what you do every day				
NCS Purpose Statement	This NCS provides information for making healthy food choices. The teachers are trained not to deprive themselves of their favourite foods, or cutting out everything at once. They are advised to set themselves up for success by educating themselves, making gradual changes towards a healthier diet, and swapping out unhealthy ingredients with a better, safe, substitute.				
SQF Level	2	Pre-requisite	NIL	Credit Value	3.9

Learning Outcome 1	Select food choices for the time of the day
Performance Standard 1.1	Explain the three food groups.
Performance Standard 1.2	Discuss the functions of carbohydrates, proteins and vitamins in the body.
Performance Standard 1.3	Explore the best time of the day to eat certain food.
Performance Standard 1.4	Investigate the healthy value of having 2-3 meals a day.

Learning Outcome 2	Plan balanced meals and portions
Performance Standard 2.1	Explore the ingredients of a balanced meal.
Performance Standard 2.2	Identify portions of each food group that should go into a single meal.
Performance Standard 2.3	Plan balanced meals and portions.
Performance Standard 2.4	Write diagrams and demonstrate cooking balanced meals.

Learning Outcome 3	Distinguish between organic and processed food
Performance Standard 3.1	Make a list of organic food people use in their everyday meals.
Performance Standard 3.2	Compile a list of processed food people use in their everyday meal.
Performance Standard 3.3	Compare and contrast the nutritional values of organic and processed foods.
Performance Standard 3.4	Write brief summaries of why organic foods are healthier than processed foods.

Learning Outcome 4	Avoid the use of chemicals in growing food in Samoa
Performance Standard 4.1	Explore all chemicals that are used for growing food in Samoa.
Performance Standard 4.2	Discuss the health hazards and the negative impacts of the chemicals to the health of plants, animals and people.

Performance Standard 4.3	Investigate ways of avoiding the use of chemicals for growing food in Samoa.
Performance Standard 4.4	Demonstrate preventive ways to maintain good quality soil, plants and animals.

Explanatory Notes	Chemicals are used in every step of the process that puts food on our table: production, harvesting, processing, packing, transport, marketing and consumption and can be dangerous to our health. Some of these chemicals remain in our food and many persist in the environment and our bodies for decades to come.

Preservatives are added to many processed foods including breads, cereals, and meat. Studies have found additives are a source of head-aches, nausea, weakness and difficulty breathing. New research has shown that they may damage human nerve cells. We do not fully un-derstand all of the long-term effects that additives could have on our health because synthetic additives are a relatively new invention.

Certain fish contain toxic chemicals called Perchlorinated biphenyls (PCBs-which have been banned but remain in our environment and end up in our food system) or heavy metals such as mercury. PCBs can damage the developing brain and have been linked to behavior-al disorders. Heavy metals like mercury may lower IQ and also cause visual or hearing impairment. Food packaged in plastic may contain phthalates or other harmful chemicals. As the chemicals can seep from the packaging into the food itself. Research has linked phthalates to behavioural disorders. |
Suggested Assessment Methods	Dramas/Skits/Role Plays/Debates & Class Activities
Resource Requirements	Stationeries like newsprints, markers, papers and pencils
Responsible Sector	Education Sector Advisory Group
Registration Date	
Planned Review Date	After three years of registration or listing.
Moderation Information	Providers and assessors of this NCS must comply with the SQA Na-tional Moderation System. Details of this system are available from SQA.

NCS Code & Title		**HLS002 Explore Spiritual Health**	
NCS Purpose Statement		This NCS emphasizes that spiritual health is intimately connected to physical, emotional, financial, and mental heath. The teachers are trained to have a detailed look into all of life aspects that yield interest-ing results or connections, and often one life change can show results in all of these areas.	
Pre-requisite	HLS 001	**Credit Value**	3.6

Learning Outcome 1	Connect with people in your nuclear and extended families
Performance Standard 1.1	Explore a sense of belonging through your name, family and matai name.
Performance Standard 1.2	Discuss factors that constitute students' identity in order to establish a sense of belonging.
Performance Standard 1.3	Explore the relationships between people and ways to connect to them.
Performance Standard 1.4	Establish connections and relationships with people in your nuclear and extended family.

Learning Outcome 2	Connect to people in the community and your friends
Performance Standard 2.1	Explore a sense of belonging with people in the community and friends.
Performance Standard 2.2	Discuss factors that constitute students' identity in order to establish a sense of belonging with people in the community and friends.
Performance Standard 2.3	Explore the relationships and ways to connect to people in the community and friends.
Performance Standard 2.4	Establish connections and relationships with people in the community and friends.

Learning Outcome 3	Create an understanding of your identity
Performance Standard 3.1	Explore aspects of the Samoan's spiritual connection to land, matai titles, genealogy and family history.
Performance Standard 3.2	Discuss the significance of the explored aspects pertaining to connecting Samoans to land, matai titles, genealogy and family history.
Performance Standard 3.3	Explain the role played by spiritual connections in bringing together people who belong to the same land, matai titles, genealogy and family history.
Performance Standard 3.4	Summarise the important elements of the Samoan's spiritual connections under the headings: land, matai titles, genealogy and family history.

Learning Outcome 4	Discuss values and beliefs based on a Faith: Samoa is a Christian country
Performance Standard 4.1	Explore Samoan values and beliefs about faith.
Performance Standard 4.2	Investigate reasons why Samoa is known as a Christian Country.
Performance Standard 4.3	Explain practices of Samoan values and beliefs about faith.
Performance Standard 4.4	Demonstrate selected appropriate practices of Samoan values and beliefs about faith.

Explanatory Notes	Finding the purpose of our life is a lengthy process and is completely based on our circumstances and experiences. One of the wellness aspects of our being is 'spiritual well-ness'. Spiritual well-ness is something that can change or evolve throughout a person's life. During the journey of spiritual wellness, it is possible to feel emotions such as hope, acceptance, joy as well as doubts, disappointment, and conflict.
Suggested Assessment Methods	Dramas/Skits/Role Plays/Debates & Class Activities
Resource Requirements	Stationeries like newsprints, markers, papers and pencils
Responsible Sector	Education Sector Advisory Group
Registration Date	
Planned Review Date	After three years of registration or listing.
Moderation Information	Providers and assessors of this NCS must comply with the SQA National Moderation System. Details of this system are available from SQA.

NCS Code & Title	**HLS003 Explore manners to maintain physical well-being**		
NCS Purpose Statement	This NCS trains teachers to try for good wellbeing – but accept the reality of their current circumstances. Teachers are advised to teach students to take small achievable steps – and not too many at once. They can start by making 2 or 3 small, positive changes and integrate them into their daily routine. Once they have become habit, teachers can look to add more, gradually building a healthier lifestyle.		
Pre-requisite	HLS 002	**Credit Value**	3.6

Learning Outcome 1	**Ensure a comfortable work or study space at home**
Performance Standard 1.1	Explore the importance of separating the work or study space from other rooms, such as bedrooms and living rooms.
Performance Standard 1.2	Explain why a work or study space needs to have proper air circulation, openings and ventilation.
Performance Standard 1.3	Find out why it's important to utilize lighting that is suitable for the health of your eyes.
Performance Standard 1.4	Discuss how to choose comfortable furniture carefully because you will spend a long time in the workspace.

Learning Outcome 2	**Keep your body moving**
Performance Standard 2.1	Make the time to do simple physical exercises and chores.
Performance Standard 2.2	Be clear about what you want to achieve by exercising daily.
Performance Standard 2.3	Do some research and know the benefits of doing regular exercises.
Performance Standard 2.4	Be on the lookout for opportunities to move your body more.

Learning Outcome 3	Investigate age appropriate regular exercise
Performance Standard 3.1	Explore the appropriate exercises recommended for children and adolescents ages 6 to 17.
Performance Standard 3.2	Get at least one hour of moderate to high-intensity aerobic exercise every day.
Performance Standard 3.3	Strength-training activities that build muscles to be part of a 60-minute exercise routine on at least three days of the week.
Performance Standard 3.4	Explain the importance of doing age appropriate exercises regularly.

Learning Outcome 4	Explain how to eat healthy and get a good night's sleep
Performance Standard 4.1	Explore ways of eating healthy and getting a good night's sleep.
Performance Standard 4.2	Investigate tips for improving your sleep hygiene through diet and exercise.
Performance Standard 4.3	Discuss reasons why it's not good to eat too late.
Performance Standard 4.4	Discuss the importance of getting a good night's sleep.

Explanatory Notes	Diet plays a large role in your overall health by ensuring your body stays strong, your mind sharp, and your ability to sleep well. Although eating a large meal makes you feel incredibly tired, you actually don't sleep well because your body is too busy digesting such a large meal. Also, when you consume certain foods, they perk you up and keep you wired. So, what you eat can play a large role in your ability to sleep. If you are having trouble sleeping, then you may want to take a closer look at your diet and make appropriate changes that can help you get a good night's sleep.
Suggested Assessment Methods	Dramas/Skits/Role Plays/Debates & Class Activities
Resource Requirements	Stationeries like newsprints, markers, papers and pencils
Responsible Sector	Education Sector Advisory Group
Registration Date	
Planned Review Date	After three years of registration or listing.
Moderation Information	Providers and assessors of this NCS must comply with the SQA National Moderation System. Details of this system are available from SQA.

NCS Code & Title	HLS004 Explain the meaning of mental health and well-being
NCS Purpose Statement	This NCS aims to equip trainers with background knowledge to enable them to clearly explain mental health and well-being. Teachers will learn that good mental health is characterised by a person's ability to fulfil a number of key functions and activities, including: the ability to learn, the ability to feel, express and manage a range of positive and negative emotions, the ability to form and maintain good relationships with others, the ability to cope with and manage change and uncertainty.

Pre-requisite	HLS 003	Credit Value	3.6

Learning Outcome 1	Ensure mental well -being of children in school
Performance Standard 1.1	Explore physical, social, and curriculum conditions of the environment.
Performance Standard 1.2	Discuss ways to improve the physical, social, and curriculum conditions of the environment.
Performance Standard 1.3	Explain how the administrative organization of schools have been related to school environments and the well-being of students.
Performance Standard 1.4	Discuss ways to improve the administrative organization of schools and the school environments pertaining to improving the well-being of students.

Learning Outcome 2	Provide problem solving skills, positive coping and positive self-regard
Performance Standard 2.1	Explain some coping skills and positive self-regard.
Performance Standard 2.2	Explore the significance of muscle relaxation and deep breathing exercises in relieving the mind of anxiety and stress.
Performance Standard 2.3	Discuss ways to avoid negative self-talk.
Performance Standard 2.4	Find positive ways to build yourself up, like positive affirmations.

Learning Outcome 3	Maintain a safe learning environment for all children
Performance Standard 3.1	Explore ways of avoiding accidents in classrooms and school grounds.
Performance Standard 3.2	Design a classroom and learning area that is environmentally safe.
Performance Standard 3.3	Creating a welcoming learning environment.
Performance Standard 3.4	Promote Healthy Behaviors by explaining to your students the importance of good nutrition and exercise.

Learning Outcome 4	Provide social and emotional skills programmes
Performance Standard 4.1	Include social and emotional learning skills in the school curriculum.

Performance Standard 4.2	Design evidence-based programs that produce positive social, emotional, and academic outcomes for students.
Performance Standard 4.3	Analyse activities in the social and emotional skills programmes.
Performance Standard 4.4	Involve parents and students in decision-making on social and emotional skills programmes.

Explanatory Notes	Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood. Over the course of your life, if you experience mental health problems, your thinking, mood, and behaviour could be affected. Many factors contribute to mental health problems, including: • Biological factors, such as genes or brain chemistry • Life experiences, such as trauma or abuse • Family history of mental health problems Mental health problems are common but help is available. People with mental health problems can get better and many recover completely.
Suggested Assessment Methods	Dramas/Skits/Role Plays/Debates & Class Activities
Resource Requirements	Stationeries like newsprints, markers, papers and pencils
Responsible Sector	Education Sector Advisory Group
Registration Date	
Planned Review Date	After three years of registration or listing.
Moderation Information	Providers and assessors of this NCS must comply with the SQA National Moderation System. Details of this system are available from SQA.

Resources for Trainers

Laptop & Large Screen for power point presentation

Activities from the *Family Life Education, Teachers Guide and Activities for schools in Samoa.*

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E-Resources

"Exercise: 7 benefits of regular physical activity." *The Mayo Clinic.*
http://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/exercise/art-20048389?pg=1

"The Advantages of Diet & Exercise." *LIVESTRONG.*
http://www.livestrong.com/article/85138-advantages-diet-exercise/

"Balanced Diet." *HealthLine.*
http://www.healthline.com/health/balanced-diet#Overview1

Module 5

Module/Course Title: Deciding and Choosing

Module Code: FLE05

Programme Title: The Micro Credential in Family Life Education

Module Objective: This module is designed to enable teachers to demonstrate the process (es) of decision making in a variety of settings then focusing on personal decision making especially teaching these skills to students. Learning experiences will enable teachers to exercise critical thinking skills, personal reflection, gathering information about a problem, weighing evidence, choosing from alternatives and considering consequences, taking action and reviewing decisions.

Range Statement: Deciding and making decisions require critical thinking and careful considering of all factors including the impact of decisions on oneself and others. Careful and good decision making in a family is important for children to learn especially when it comes down to making decisions about sexuality, choosing friends and maybe a life partner. The course provides opportunity for doing basic research on family life situations and how they impact on existing relationships.

Relationship to National and International Qualifications Framework

a. Relationship to National and International Qualifications Framework

b. Align with the standards as set out in the Samoa Qualifications Framework Level 1

c. Target competencies as indicated in the Professional Standards for Graduate Teachers (MESC, 2011).

d. Comply with policies as set out in the Samoa National School Assessment Policy Framework (MESC, 2010).

e. UNESCO ITGSE

Course Delivery Structure   This course/module is delivered in 2 days of face to face learning and instruction.

Class Contact Hours per week		Independent Learning for two days	
Lectures	4 hours		
Interactive Activities	8		
Micro-lesson planning and teaching	4 hours		
Total contact hours	*16*	**Total independent learning hours**	4
Total nominal hours → 20			
Total credits per module = 2			

NCS Code & Title	DC001 Identify the problem
NCS Purpose Statement	This NCS describes ideas for problem identification. Teachers will be equipped with the skills to understand that a problem occurs when there is a difference between what "should be" and what "is"; between the ideal and the actual situation. They will also be trained to be able to identify and define a specific problem, and gradually solve it.

SQF Level	2	Pre-requisite	NIL	Credit Value	4.2

Learning Outcome 1	Identify symptoms and causes of problems
Performance Standard 1.1	Explore whether problem symptoms and problem causes can look very much alike.
Performance Standard 1.2	List reasons why problem symptoms and problem causes are similar/alike.
Performance Standard 1.3	Discuss why problems happen and continue to ask why until the root cause is identified.
Performance Standard 1.4	Use symptoms as clues to find the source of a problem.

Learning Outcome 2	Assess the information gathered
Performance Standard 2.1	Explain the distinction between 'primary' and 'secondary sources' of information.
Performance Standard 2.2	Learn what is meant by the validity, reliability, and accuracy of information.
Performance Standard 2.3	Consider further the distinction between 'facts' and 'truth'.
Performance Standard 2.4	Discuss assessments of the information gathered.

Learning Outcome 3	Weigh the evidence from the assessed information
Performance Standard 3.1	Identify and elicit relevant evidence.
Performance Standard 3.2	Weigh and assess that evidence.
Performance Standard 3.3	Make findings of fact based on that assessment.
Performance Standard 3.4	Make recommendations based on findings.

Learning Outcome 4	Identify the alternatives
Performance Standard 4.1	Explore good alternatives to the recommendations.
Performance Standard 4.2	Create a variety of alternatives for the decision makers to consider.

Performance Standard 4.3	Ensure that the alternatives are value-focussed, technically sound, clearly and consistently defined.
Performance Standard 4.4	Finalise and submit the list of alternatives to the decision makers

Explanatory Notes	Students need to understand problem-solving skills to determine the source of a problem and find an effective solution. Although problem solving is often identified as its own separate skill, there are other related skills that contribute to this ability. Some key problem-solving skills include: • Active listening • Analysis • Research • Creativity • Communication • Dependability • Decision making • Team-building
Suggested Assessment Methods	Dramas/Skits/Role Plays/Debates & Class Activities
Resource Requirements	Stationeries like newsprints, markers, papers and pencils
Responsible Sector	Education Sector Advisory Group
Registration Date	
Planned Review Date	After three years of registration or listing.
Moderation Information	Providers and assessors of this NCS must comply with the SQA National Moderation System. Details of this system are available from SQA.

NCS Code & Title	DC002 Choose among the alternatives		
NCS Purpose Statement	This NCS describes the skills to utilise teacher trainee' experience in choosing the best alternative solution to a problem. They will also be trained to experiment and assess the alternatives, as well as doing research and analysis of problems.		
Pre-requisite	DDM001	**Credit Value**	4.2

Learning Outcome 1	Hypothesize versus real life situations
Performance Standard 1.1	Explain hypothetical scenarios to understand how people grapple with moral difficulties.
Performance Standard 1.2	Explain the essence of experimental results in suggesting that these scenarios may not always reflect real-life behaviour.

Performance Standard 1.3	Discuss why real worry needs to be actioned and hypothetical worry needs to be ignored and dismissed.
Performance Standard 1.4	Write a distinction between hypothetical versus real life situations.

Learning Outcome 2	Examine consequences for victims
Performance Standard 2.1	Explore reasons why people make different moral choices in imagined versus real-life situations.
Performance Standard 2.2	Discuss and critique the explored reasons.
Performance Standard 2.3	Talk about the emotions of victims in problematic scenarios.
Performance Standard 2.4	Suggest solutions to alleviate the victims' anxiety and stress.

Learning Outcome 3	Examine consequences for perpetrators
Performance Standard 3.1	Explore reasons why people make different moral choices in imagined versus real-life situations.
Performance Standard 3.2	Discuss and critique the explored reasons.
Performance Standard 3.3	Talk about the emotions of perpetrators in problematic scenarios.
Performance Standard 3.4	Suggest solutions to alleviate the perpetrators' anxiety and stress.

Learning Outcome 4	Explore the distinct approaches by law and customs in problematic scenarios
Performance Standard 4.1	Explain that law is explicitly and deliberately made by the definite power of the state.
Performance Standard 4.2	Explain that custom "is a group of procedure that has gradually emerged, without express enactment, without any constituted authority to declare it; to apply it and to safeguard it."
Performance Standard 4.3	Explain the difference between the interpretation of law and custom in court cases.
Performance Standard 4.4	Assess the validity and reliability of applying law and custom in court cases.

Explanatory Notes	Students need to understand that experience, experimentation, research and analysis are the common tools or approaches for choosing the best alternative in decision making. Experience is a great guide. Reliance on past experience, therefore, plays a comparatively big role in decision-making. One of the best techniques for selecting from among alternatives when major decisions are involved in research and analysis. This approach means solving a problem by comprehending it at first. It, therefore, involves a search for relationships among the more crucial variables, constraints, and premises that bear upon the goal sought.
Suggested Assessment Methods	Dramas/Skits/Role Plays/Debates & Class Activities
Resource Requirements	Stationeries like newsprints, markers, papers and pencils
Responsible Sector	Education Sector Advisory Group
Registration Date	
Planned Review Date	After three years of registration or listing.
Moderation Information	Providers and assessors of this NCS must comply with the SQA National Moderation System. Details of this system are available from SQA.

NCS Code & Title	DC003 Making Personal Decisions
NCS Purpose Statement	This NCS aims at equipping trainers with individual decision making skills. They will be equipped with the appropriate skills to understand that decision making without a group's input or a decision made regardless of the group's opinion is naturally, an individual decision. This is the more traditional decision making approach and can work effectively for a classroom teacher when the group's input is not required or in certain cases, desired.

Learning Outcome 1	Able to say NO
Performance Standard 1.1	Explain all the reasons why it is ok to say no.
Performance Standard 1.2	Practice saying no because you don't owe anybody anything.
Performance Standard 1.3	Practice saying no because you cannot control everyone's opinion of you.
Performance Standard 1.4	Practice saying no because you can really identify your priorities in life.

Learning Outcome 2	Examine ways of saying NO
Performance Standard 2.1	Explore the best ways to say NO.
Performance Standard 2.2	Discuss the practicality of these saying in expressing your unwillingness to do a task.
Performance Standard 2.3	Learn to say NO in a clear and kind way.

Performance Standard 2.4	Practise to say NO immediately when someone close to you make a request.

Learning Outcome 3	Assess the effect of peer pressure on your personal decision making
Performance Standard 3.1	Explain what peer pressure is.
Performance Standard 3.2	Explain that peer pressure is both harmful and effective because it can lead to teen depression, high stress levels, negative behaviour issues, and poor decision-making.
Performance Standard 3.3	Discuss the effective pressures of your peers.
Performance Standard 3.4	Weigh the positives and negatives of peer pressure.

Learning Outcome 4	Discuss self- esteem and confidence
Performance Standard 4.1	Explore best ways to build and improve your self-esteem.
Performance Standard 4.2	Explore ways of making confidence in yourself.
Performance Standard 4.3	Practice ways to boost your self- esteem.
Performance Standard 4.4	Role Play ways to create confidence in yourself.

Explanatory Notes	Students must know that our personal decisions shape our personal lives, and perhaps those of generations to come. One way to increase decision-making skills in the classrooms is to practice decision-making skills in everyday life. The decision must be ethic – It shows respect, responsibility, care, and adhere to the community values. The decision must be effective – It helps us to move forward our goals. And to do so, you must differentiate between short-term and long-term goals. Remember that a choice which doesn't bring the results desired, it's a bad decision.
Suggested Assessment Methods	Dramas/Skits/Role Plays/Debates & Class Activities
Resource Requirements	Stationeries like newsprints, markers, papers and pencils
Responsible Sector	Education Sector Advisory Group
Registration Date	
Planned Review Date	After three years of registration or listing.
Moderation Information	Providers and assessors of this NCS must comply with the SQA National Moderation System. Details of this system are available from SQA.

NCS Code & Title	DC04 –Demonstrate the skills of decision making
NCS Purpose Statement	This NCS aims to equip teachers with background knowledge to train students in making decisions about whether or not to engage in sexual activity. Teachers need to make students understand that having sex is very personal and is usually influenced by many social factors such as personal values, cultural beliefs, and self-esteem.

Pre-requisite	FLE 003	Credit Value	4.2

Learning Outcome 1	Explore when to be sexually active
Performance Standard 1.1	Discover reasons why people have sex.
Performance Standard 1.2	Investigate the factors to consider if you consciously engage in sexual activities.
Performance Standard 1.3	Explore the consequences of unsafe sex.
Performance Standard 1.4	Explore an understanding of the right age to have sex.

Learning Outcome 2	Examine ways of deciding on a career
Performance Standard 2.1	Identify your must-haves in order to apply for a job.
Performance Standard 2.2	Make a list of jobs to explore.
Performance Standard 2.3	Get training and update your resume.
Performance Standard 2.4	Continue growing and learning.

Learning Outcome 3	Decide on whether to marry or not to marry
Performance Standard 3.1	Determine if you reach the right age to get married.
Performance Standard 3.2	Consider why you want to get married.
Performance Standard 3.3	Take stock of what you have prepared for your marriage.
Performance Standard 3.4	Prepare to counter the challenges of a married life.

Learning Outcome 4	Investigate ways of belonging to a particular gender
Performance Standard 4.1	Identify your gender –male/female, or another gender.
Performance Standard 4.2	Explore the expected roles of your gender.
Performance Standard 4.3	Examine ways of respecting other genders.
Performance Standard 4.4	Create confidence in yourself as a male, female or other gender.

Explanatory Notes	Students need to understand that decision making can involve deciding who needs to make the decision or be involved in the decision-making process. It includes the consequences of those decisions, either as actions, risks or benefits. Decision making can involve judgement and/or more detailed analysis and thought. They also need to know that the keys to making a good decision involves identifying the decision to be made as well as the objectives or outcomes you want to achieve.
Suggested Assessment Methods	Dramas/Skits/Role Plays/Debates & Class Activities
Resource Requirements	Stationeries like newsprints, markers, papers and pencils
Responsible Sector	Education Sector Advisory Group
Registration Date	
Planned Review Date	After three years of registration or listing.
Moderation Information	Providers and assessors of this NCS must comply with the SQA National Moderation System. Details of this system are available from SQA.

Resources for Trainers

Laptop & Large Screen for power point presentation

Activities from the *Family Life Education, Teachers Guide and Activities for schools in Samoa.*

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