

Life skills



Topic	By the end of the lesson the students will be able to:	Vocabulary	Structures	Learning strategies
1. Gender awareness	<ul style="list-style-type: none"> demonstrate awareness of different gender roles in school and at home express recommendations for improving gender equality at school. 	Chores; clean; pass exams; cook; intelligent; school activities; engineer; respect; gender; equality; sex	...can clean; ...can study; ...can pass exams; He/she has to...; He/she doesn't have to...; I have to...; I/he/ she/ we/ they should or could (for recommendations or suggestions).	<ul style="list-style-type: none"> Classifying basic personal information within themes.
2. Teamwork	<ul style="list-style-type: none"> understand the benefits and value of group work and teamwork express the advantages of team work over individual work. 	Reach/ get to; fall; vegetables; vegetable patch; courgette; shade; shadow; dry; hate(d); enough; survive; branches; owner; watering; grow; realise; fertilise	Imperative (go left, go right, walk straight ahead, watch out!); sentences using 'because' to indicate reason and consequence; simple past form of some verbs appearing in the story.	<ul style="list-style-type: none"> Taking part in and evaluating a team work exercise. Understand an implied message.
3. Problem solving	<ul style="list-style-type: none"> recognise and match problems and logical solutions empathise with other people's problems and offer solutions analyse simple problematic situations and evaluate possible solutions. 	Take care of; concentrate; spelling; properly; neighbour; attack	You/we/I/she should (shouldn't)...	<ul style="list-style-type: none"> Matching problems and solutions offering solutions to given problems.

Topic 9: Life skills

4. Coping with stress	<ul style="list-style-type: none"> recognise a stressful situation grade situations according to how stressful they are understand that stress can be reduced by taking action, for example breathing exercises, or talking to somebody about the situation. 	Cope, stress; stressed; stressful; worried; angry; late; failed; sports match; breathe; breathing; solution; breathe in; breathe out	What's the matter?; You should...; If + present verb + will... (conditional for consequences)	<ul style="list-style-type: none"> Ordering situations.
5. Dealing with peer pressure	<ul style="list-style-type: none"> recognise and analyse peer pressure use phrases and expressions to express resistance to peer pressure understand and express possible consequences of giving in to peer pressure. 	Peer pressure; persuade; resist, beer; throw stones; goats; give in; strong; weak	Let's...; Come on!; I don't want to; I can't...; If we do that, ... will happen. (first conditional for consequences); I don't like ...ing.	<ul style="list-style-type: none"> Study and analyse a situation role-play.
6. Drugs and alcohol awareness	<ul style="list-style-type: none"> name commonly-used drugs and addictive substances express in simple terms some of the effects of drugs and addictive substances understand why drug and alcohol abuse should be avoided. 	Beer; alcohol; pills; cocaine; heroin; marijuana; cannabis; tobacco; coffee; caffeine; cigarettes; nicotine; steroids; sleepy; excited; awake; paranoid; angry; dizzy	It makes you feel...; You feel... ; It can make you... ; It can give you...	<ul style="list-style-type: none"> Matching images and words rationalising and exploring.
7. Creativity	<ul style="list-style-type: none"> understand the concept of creativity briefly describe some artistic images express preference re-write a slogan. 	Creative; funny; simple; clever; draw; good drawing; art; artistic, pattern; fun; colourful; dark; abstract; background; cloudy; night-time; realistic; detail; need	You can use it to...; You can use it for ...ing; It's a...; ... is/are better than... .	<ul style="list-style-type: none"> Brainstorming to trigger creative thinking visual creativity to convey a concrete concept expressing preference applying and evaluating.

<p>8. Tolerance</p>	<ul style="list-style-type: none"> • understand the concept of being tolerant • predict and give consideration to tolerant/intolerant behaviour • empathise more with others and be aware of the need to exercise tolerance. 	<p>Tolerance; tolerant; reaction; respect, goalkeeper; score(d); (feel) ill; pray; captain</p>	<p>Variety of verbs in the simple present tense, affirmative and negative. Relative clauses (somebody/ people who...)</p>	<ul style="list-style-type: none"> • Comparing two texts for examples of behaviour-types • reading and matching responses • imagining and suggesting responses to situations.
<p>9. Keeping fit</p>	<ul style="list-style-type: none"> • name some parts of the body • analyse their own personal fitness levels • ask about and talk about different sports activities • evaluate activities according to the parts of the body they exercise and how good they are for general fitness. • Identify games according to their description and rules 	<p>Fit; keeping fit; physical fitness; body parts; head; neck; shoulders; back; hips; stomach; arms; legs; feet; toes; football; volleyball; table tennis; team; equipment; swimming; weight-lifting; netball; basketball; push-ups; sports equipment – bat; net; ball; kit</p>	<p>Can you...? Yes, I can; No, I can't; Do you need ...? Is it a(n) sport? Where can you play it? How many people are in each team?</p>	<ul style="list-style-type: none"> • Listening and pointing • deducing.
<p>10. Time management</p>	<ul style="list-style-type: none"> • explain the meaning of time management • describe daily school routine • explain advantages and disadvantages of time management in school 	<p>time management; calendar; timetable</p>	<p>Must; mustn't; can; can't</p>	<ul style="list-style-type: none"> • reflecting on one's own behaviours; applying a teamwork approach

Lesson 1: Gender awareness

Vocabulary: Chores; clean; pass exams; cook; intelligent; school activities; engineer; respect; gender; equality; sex

Structures: ...can clean; ...can study; ...can pass exams; He/she has to...; He/she doesn't have to...; I have to...; I/he/ she/ we/ they should or could (for recommendations or suggestions).

Lesson content objectives:

By the end of the lesson the students will be able to:

- demonstrate awareness of different gender roles in school and at home
- express recommendations for improving gender equality at school.

Learning strategy: Classifying basic personal information within themes.



Introduction (5 mins)

- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Write on one side of the board: 'I like dancing.'
- Write on the other side of the board: 'I have to prepare my classes and mark my students' homework.'
- Ask two or three students to tell you things they like doing.
- Then focus on *I have to...* . Point to it. Tell students this is part of your job. It is something you have to do, it is an obligation, not a hobby. Underline *have to*.
- Ask five students (three girls and two boys) what they have to do every day. You may get similar replies, this is not a problem.
- Clean the board. Write 'Boys' on one side and 'Girls' on the other side. Ask: 'Are boys intelligent?' Then ask: 'Are girls intelligent?'
- Ask a boy: 'Can you cook?' Then ask a girl: 'Can you cook?'
- Ask a boy: 'Do you have to cook at home?' Ask a girl the same question.
- Do not worry about the replies for now. Boys and girls may both say no. These questions are to make students think.
- Say: 'Open your book at Topic 9, Lesson 1 and look at the pictures in Activity 1'.

- Ask: ‘What can you see? Is there a difference between the boy and the girl? Is this right or wrong?’ Explain. The two children have the same amount of wood; this is fair treatment.
- Ask ‘What about if the girl has more wood than the boy?’ (demonstrate if you need, using mime and gestures); this is not fair, it is **not equal** treatment. Today’s lesson is about gender equality.

Presentation (10 mins)



- Ask the students to put their hands up if they like doing homework. Then ask them to put their hands up if they have to help their mother at home.
- Tell them they are going to read a text about three people. Tell them one of the people is called Peter, who is a secondary school student. Say and then write on the board:
 - ‘What are the differences between Peter and Ahuni?’
 - ‘What does Peter think about Helena’s life?’
- Ask the students to read the text quietly and answer the questions.
- Develop the replies to the question into a discussion if possible.
- Ask: ‘Why does Helena get lower marks than Peter at school?’

Practice (5 mins)



- Say: ‘Helena wants to be an engineer.’ Ask: ‘What is an engineer?’ (Answer – A person who designs and builds engines, machines and structures.)
- Ask: ‘Can girls work as engineers?’ (Answer – Yes.)
- Ask: ‘Why don’t many girls/ women work as engineers?’ Accept all replies. The question is to make the students think. Do not judge.
- Write in the centre of the board: ‘In school, we have to...’ and ask students to put their hands up and say some of the things they ‘have to’ do in school.
- Ask: ‘Do boys and girls have to do the same things or are there some obligations that are different?’
- Write on the board: ‘Do we have to respect each other?’ (Answer – Yes.)
- Then ask:
 - ‘Do students have to respect their teachers?’
 - ‘Do girls have to respect boys?’
 - ‘Do boys have to respect girls?’
 - ‘Are boys and girls equal in this school?’

Topic 9: Life skills

- Ask the students to look at Activity 2. In pairs, ask the students to think of similar sentences about what boys and girls can and have to do that are not the same for boys and girls. Share ideas as a class. If time allows they can write some of the ideas in their exercise book.
- Ask the students what the difference is between gender and sex.

Note: Don't forget to keep the top right hand side of the board as a place for vocabulary and translations. This way the students know where to look when they need help with a word. If anyone in the class asks for a spelling or translation then you can write it here so that it is there for the rest of the class. Make sure that you let the class know what kind of word each is (n) = noun; (v) = verb (adv) = adverb, (adj) = adjective etc.

Consolidation/evaluation and assessment (10 mins)



- Write 'gender equality' on the board.
- Ask the students to define gender and equality.
- Tell the students that for Tanzania, Africa and the whole world to progress, gender equality is important.
- Tell the students to stay in the same pairs and to discuss
 - 'What gender inequalities do you see in your communities (your village/town)?'
 - 'What could you do to change the situation?'
- Ask representatives of pairs to tell the class about how the inequality they found could be changed for the better.

Note: Accept any grammar and language, do not worry about verb forms, etc. The ideas and concepts are more important.

Reflection

- Ask the students why gender equality is important. Try to focus on the advantages equality can bring, not so much on the problems of inequality.
- Ask the students if the changes they suggested are possible, or will be possible one day.

Answers

Activity 1

Why does Peter ask himself about Helena and Ahuni's life? (Answer – Because he realises they have to do chores and he has more time for homework.) Accept any logical answer. The message is not very clear and the question is to make the students think and discuss.

Activity 2

'What are the differences between Peter and Ahuni?' (Answer- Peter has more time to do his homework. Ahuni must complete more chores with her mother and finish her homework later)

'What does Peter think about Helena's life?' (Answer- he thinks that Helena's life is similar to his sister's life. She has to do more chores too).

Gender is the role that is assigned to men or women depending on different cultures. The state of being male or female is biological and is known as **sex**. **Equality** is when everybody has the same opportunities and obligations.

Extension activity

- In pairs the students write a sentence about what Peter could do at home to help his sister.

Teacher's reflections

- Did the text demonstrate adequately how gender inequality at home can affect results at school?
- Were the students able to think of examples of inequality at school? Did you have to help much?
- How will you use this important discussion again in another lesson?
- Did the students think of any examples that can be changed for the better? Did you develop these points? Is there another time when you can revise and develop these points?

Possible homework

- Students could write more sentences about inequality. If they are able, students could develop this into a paragraph.

Lesson 2: Teamwork

Vocabulary: Reach/ get to; fall; vegetables; vegetable patch; courgette; shade; shadow; dry; hate(d); enough; survive; branches; owner; watering; grow; realise; fertilise

Structures: Imperative (go left, go right, walk straight ahead, watch out!); sentences using 'because' to indicate reason and consequence; simple past form of some verbs appearing in the story.

Preparation: Word cards with words like *vegetable patch, courgette, shade, shadow, dry, grow*

Lesson content objectives:

By the end of the lesson the students will be able to:

- understand the benefits and value of group work and teamwork
- express the advantages of team work over individual work.

Learning strategies: Taking part in and evaluating a team work exercise; understanding an implied message, which is not obvious.

Introduction (5 mins)

- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Write 'Teamwork' on the board and ask the students to define the term.
- Ask one student to come to the front. Blindfold him/ her, (cover his/ her eyes).
- Say: 'We are going to rearrange the class and (name) has to reach the back of the class without falling on anything.'
- Brainstorm direction words before they start: 'go left / right / straight on'.
- Move some of the desks and other objects to different places.
- Say: 'Now he/she must reach the back of the classroom by listening to your instructions. Everybody must help, because he/she can't see anything!'
- Help the class with the instructions if necessary, and see how well it works.

Presentation (10 mins)

- Ask the class: ‘*Would it be possible for (name) to reach the back of the room safely without your help?*’ (Make the question easier if necessary, e.g. *Could (name) do it with no help?*)
- Tell the class ‘*You are going to listen to a story about a tree and some vegetables. Look at Topic 9, Lesson 2, Activity 1. What can you see?*’ (Answer – Vegetable garden/patch; courgette; tree.)
- Teach the words *vegetable patch, courgette, shade, shadow, dry* and *grow* using the picture and any other techniques you find easiest.
- Ask the students to read the questions. Ask volunteers to read the questions out loud.
- Read out the story once and ask students to put their hands up to answer the questions orally. They do not need to write answers.
- For question 4, ask several students to offer answers.



The Vegetable patch

Once upon a time, there was a vegetable patch, with a very big tree growing on it. The problem was that the vegetables in the patch and the tree hated each other. The vegetables didn’t like the shadow of the tree because it left them only just enough light to live. The tree didn’t like the vegetables because they drank nearly all the water before it could get to him, leaving him with just enough to survive.

The vegetables got very angry and decided to drink all the water in the ground so that the tree would become dry and die. So the tree stopped the shade he gave to the vegetables from the hot midday sun and they too began to dry up. Soon, the vegetables were almost dead and the tree had no more branches.

When the owner saw this, he stopped watering the patch and when he did that, both the tree and the vegetables really learned what it was to be thirsty. There seemed to be no solution, but one of the vegetables, a small courgette, understood what was happening and decided to help. There was no water and it was very hot but the little courgette did all he could to grow, grow, grow...

He managed to grow so big that the owner started watering the patch again. All the other vegetables and the big tree were so happy!

And so it was that the vegetables and the tree realised that it was better to help each

Topic 9: Life skills

other than to fight. They decided to work together, using both the shade and the water in the best combination to grow good vegetables. Seeing how well they were doing, the owner gave the best of care to his vegetable patch, watering and fertilising it better than any other patch for miles around.



Practice (10 mins)

- Ask the students to look at Activity 2. Ask them to work in groups of four to:
 - List in their exercise books three activities which are normally done in teams/groups in school.
 - Say why these activities are better/easier well in teams/ groups.
- Ask groups for their contributions and note some of them on the board.



Consolidation/evaluation and assessment (5 mins)

- Ask:
 - *'Why is teamwork is important?'*
 - *'Why was teamwork important for the first activity of the class?'*
 - *'Why was teamwork important in the story of the tree and the vegetables?'*
- Ask the students to finish this sentence in their exercise books: *Teamwork is important because...*
- Monitor the activity to be sure students have understood the concept. Only correct their English when it interferes with comprehension.



Reflection

- Ask:
 - *'What did we learn today?'*
 - *'Who do you need to help you every day? Who do you help every day?'*
 - *'Which is easier, teamwork or individual work?'*



Homework

- In the reflection task the students were asked for a story that showed how they worked well as a team. They can write this story in their exercise books.

Answers

Activity 1

1. Why were the vegetables angry with the tree? Because it shaded them from the sun they needed.
2. Why was the tree angry with the vegetables? Because they drank all the water and left him dry.
3. What happened when the courgette tried very hard to grow and grow? The owner decided to water the vegetable patch again.
4. What is the message of the story? It is best to work together to help each other.

Activity 2

Examples: sports, cleaning/sweeping, projects

These activities are better/easier in teams because... people can help each other, we can share the work / ideas.

Extension activity

- Write one of the group activities the students offered in Activity 2 on the board.
- Ask: *'Is it possible to do this activity alone? Why/ why not? What happens if you try to do it alone?'*
- Write an activity on the board that is usually done individually, for example, mathematics homework. Ask the students to finish these two sentences:
 1. It is better to do mathematics homework alone because...
 2. It is better to do mathematics homework with friends because...

Teacher's reflections

- Did the game and the story really demonstrate the importance of teamwork? How might you change the story next time?
- Did the students understand the message behind the introductory activity and the story?
- Will the students work better in groups after this learning experience? How will you keep encouraging them to work as a team?

Lesson 3: Problem solving

Vocabulary: Take care of; concentrate; spelling; properly; neighbour; attack

Structures: You/we/I/she should (shouldn't)...

Lesson content objectives:

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

- recognise and match problems and logical solutions
- empathise with other people's problems and offer solutions
- analyse simple problematic situations and evaluate possible solutions.

Learning strategies: Matching problems and solutions; offering solutions to given problems.

Preparation: Read over the problems that have been suggested and think of other fictional or true problems.

Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Ask some students how they are feeling and ask why.
- Tell the students: 'I have a problem. My car is broken and I have to walk 90 minutes to school'
- Write on the board: 'What should I do?' Underline *should*.
- Ask if the students know when we say 'should'.
- If none of the students know, write on the board 'If you are tired you should go to bed'. Tell them it is a good idea, a recommendation, a piece of advice.
- Ask if anyone has a good idea to help you with your problem. If they give you the idea as an imperative (e.g. Take the bus!) reply: 'Oh, I should take the bus?' and write on the board if necessary.
- Ask for at least three different ideas to solve your problem. Thank the students for their solutions.

Presentation (5 mins)



- Ask the students to look at Topic 9, Lesson 3, Activity 1.

- Explain that Yusuph is a secondary school student who has some problems and that his friend Amina always offers him solutions.
- Ask the students in pairs to read Yusuph's problems aloud and match them to Amina's solutions (one student can be Yusuph the other Amina). They should write the letter of each problem and the number of the solution in their exercise books. They do not need to copy the sentences.
- Monitor the activity and help with necessary vocabulary. Remember to write any important vocabulary on the top right hand corner of the board. Check the activity as a class.
- As you check each problem/solution ask the class: *'Is this a good solution?' Can you think of another solution?'*

Practice (10 mins)

- Ask the students to look at Activity 2, where they will read about some more of Yusuph's problems.
- In pairs the students suggest three possible solutions for each problem, discussing them then writing them in their exercise books. There is no need to copy the problem, only write the solutions using 'should'.
- Monitor the activity. Help the students with ideas, including some bad ideas so that they have to think and tell you if the idea is not good. For example, *Should Yusuph start smoking to keep his friend company?*
- Make sure the students have understood the concept of 'should'.

Consolidation/evaluation and assessment (10 mins)

- Ask each student to quickly write down one problem on a small piece of paper.
- Ask the students to exchange problems with each other and offer solutions. This should be written if there is time, or spoken if there is less time. Use a few problems/ solutions and examples.
- Ask the students to evaluate the solutions. Say: *'Is that a good idea? Is it a good solution? Can you think of a better solution?'*

Topic 9: Life skills

Reflection

- Ask the students if they usually talk about their problems or keep them secret. Elicit three reasons why it is better to talk to somebody about your problems.

Answers

Activity 1

1. b 2. d 3. e 4. a 5. c

Activity 2

Example answers:

Problem 1: Yusuph should tell his friend the dangers of smoking and that if he doesn't stop he will have to tell his father.

Problem 2: Yusuph should put the hens inside at night.

Problem 3: Yusuph should ask his father to help him with mathematics or to ask if a neighbour or family friend can help.

Extension activity

- Broaden the topic to wider society.
- Present problems facing citizens of Tanzania and brainstorm solutions, for example:
Many homes in Tanzania do not have electricity but we have a lot of sunlight here!
Many normal people in Tanzania do not know how to use a computer or the internet.
Secondary school students in Tanzania find it difficult to learn everything in English.

Teacher's reflections

- Did this lesson help the students think more about how to solve problems?
- Was there any vocabulary that interrupted or interfered with the lesson?
- Do you need to come back to this topic at another time?

Possible homework

- The students could swap pieces of paper containing problems from the Consolidation activity and take them home to write a few solutions on how to solve the problem.

Lesson 4: Coping with stress

Vocabulary: Stress; stressed; stressful; worried; angry; late; failed; sports match; breathe; breathing; solution; breathe in; breathe out

Structures: What's the matter?; You should...; If + present verb + will...
(conditional for consequences)

Lesson content objectives:

By the end of the lesson the students will be able to:

- recognise a stressful situation
- grade situations according to how stressful they are
- understand that stress can be reduced by taking action, for example breathing exercises, or talking to somebody about the situation.

Learning strategy: Ordering situations.

Preparation: You should study and practise the simple breathing exercise before the lesson.



Introduction (5 mins)

- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Ask the students how they are feeling today, accept any replies. There is no target vocabulary for this part so allow the students to help each other if necessary.
- Tell the students you are not feeling very happy today. Mime the feeling 'stressed' and ask the students if they can say how you are feeling. They may say *worried*, *nervous*, *scared*
- Write all these on the board, then, if they haven't said the word 'stressed', write 'I feel stressed.' on the board.
- Explain to the students that stressed is an adjective to describe how you are feeling. Then write 'stress' and tell them this is the noun for the feeling.
- Write the words 'stressful situations' and tell the students that *stressful* is another adjective, used to describe experiences of situations that cause stress. The students will probably not understand these differences but some quicker learners may need or want to know the difference between the words.

Topic 9: Life skills

- Use the top right hand side of the board to leave the words and their part of speech i.e. (v), (n), (adj).

Presentation (10 mins)

- Say: *'I am stressed because I have got so much homework to mark and I haven't got enough time to do it.'*
- Ask the students to put their hands up if they can think of a situation that causes them stress. Invite a few contributions. Show empathy and thank the students.
- Ask the students to open the book at Topic 9, Lesson 4 and look at Activity 1.
- In pairs the students read the situations and decide how much stress each one causes. They should decide which causes the most down to the least and give them a number from 1 to 5. 5 is the least stressful.

Note: Tell the students there is no correct or incorrect order; this is just their opinion of the situation.

- Check the instructions by saying:
 - *'What do you read?'* (Answer – The situations.)
 - *'What do you do with them?'* (Answer – Number them from 1 to 5.)
 - *'Which number do you give to the most stressful?'* (Answer – 5.)
- Monitor and help the students with any vocabulary/comprehension.

Practice (5 mins)

- Ask the students if there are any solutions to these situations. Accept any solutions they offer and if they are quiet, say: *'Yes, some things are impossible to change.'*
- Ask the students if there are any solutions to stress, the feeling you get from the situation. Accept all replies. If they don't offer the solution needed i.e. 'talking about it' ask them: *'Is it good to talk about a problem that gives you stress?'*
- Ask the students to look at Activity 2, which is a dialogue. Choose two volunteers to read out the dialogue then tell the students they are going to work in small groups to compose a short dialogue between two friends about a stressful situation. Tell them they don't have a long time to do this and it should be four lines long only.
- Monitor and help the students. Encourage and reward signs of empathy and creativity.

Consolidation/evaluation and assessment (10 mins)



Note: This activity is actually an extension rather than a consolidation. You should evaluate during the Practice activity.

- Ask the students to count slowly with you (use your fingers) saying: *'One, two, three, four'*, then count from four to one: *'four, three, two, one'*.
- Tell the students they are going to practise breathing. Demonstrate breathing in and breathing out.
- Ask the students to close their eyes and put their hands on their knees. Say: *'We are going to breathe in slowly as I count from one to four and breathe out slowly as I count from four to one.'*
- Practise the exercise three times. Some students may laugh, or not participate properly. This doesn't matter.
- Ask the students to open their eyes and say: *'Do you feel more relaxed? Do you feel stressed? Can this exercise help with stress?'*
- Ask one student to be the breathing teacher. He or she can come to the front and do the counting and you can participate in the breathing.

Reflection



- Ask the students to put their hands up and tell you any new words they have learned today.
- What are the most stressful situations in your life? How do you think you might cope with them next time? Try the breathing exercises at home and see if they help.

Extension activity



- Ask the students to act out their dialogues.

Teacher's reflections



- Was this lesson at the right level for the students' maturity? Do you think they are too young to analyse stress?
- Was the students' written work (for the dialogue) satisfactory? Do you need to work more on this?

Lesson 5: Dealing with peer pressure

Vocabulary: Peer pressure; persuade; resist; beer; throw stones; goats; give in; strong; weak

Structures: Let's... ; Come on!; I don't want to; I can't...; If we do that, ... will happen. (first conditional for consequences); I don't like ...ing.

Lesson content objectives:

By the end of the lesson the students will be able to:

- recognise and analyse peer pressure
- use phrases and expressions to express resistance to peer pressure
- understand and express possible consequences of giving in to peer pressure.

Learning strategies: Study and analyse a situation; role-play.

Introduction (5 mins)

- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Ask the students to put their hands up if they smoke (nobody will).
- Ask: 'Why do people smoke?' Accept and respect all replies. Predict that somebody will say: 'Because their friends do.' or something similar. Focus on this reason. If nobody offers this reason, ask a question to elicit it by saying: 'Do some young people smoke because their friends persuade them to?' At this stage the students may not understand the word *persuade* but they should get the general message.
- Write on the board 'Peer pressure' and ask if anybody can explain it. (Answer – If necessary explain: 'Your peer is a person similar to you in age and life situation. For example: Peter is Rashid's peer. Peer pressure is when you feel you have to do what your friends do, or when your friends try to persuade you to do something.')
- Write 'persuade' on the board and demonstrate by trying to persuade a student to sing a song for the class!

Presentation (10 mins)

- Ask the students if they ever do things because they want to be the same as their friends. Try to elicit a specific example or two if necessary. They need not be bad things, possibly following a football team, wearing clothes in a certain way, etc.

- Say: *'It's normal that we want to be the same as other people.'*
- Ask the students to open their books at Topic 9, Lesson 5 and look at Activity 1.
- Tell them they are going to read about an example of peer pressure. Ask a volunteer to read out the text. Help with pronunciation if necessary.
- Ask the class; *'Was Baraka strong or weak in this situation?'* When a student answers correctly, ask him or her to define *strong* and *weak* and write them on the board.
(Answer – Weak)
- Then tell the class: *'If we are strong we can 'resist' peer pressure. We can say no!'* then: *'If we are weak, we 'give in to' peer pressure. We say OK, yes!'*
- Write 'resist' and 'give in to' under *strong* and *weak* on the board.
- Ask the students what Baraka could say in this situation to be strong and resist.
- Write useful expressions on the board, such as 'I don't want to; I don't like doing that; My father will be angry; I think it is wrong.' Ask the students to repeat them after you.

I don't want to.

I don't like doing that.

My father will be angry.

I think it is wrong.

Vocabulary

peer pressure

persuade

resist

strong	weak
resist	give in to

Practice (10 mins)



- Ask the students to look at Activity 2 and explain clearly that they are going to prepare a role-play in groups of four. Three members of each group should try to 'persuade' (point

Topic 9: Life skills

to the word *persuade* on the board) the fourth person to do one of the things listed. The fourth person should 'resist' (point to the word *resist* on the board).

- Tell the students they have five minutes to prepare their role-play. Tell them that they do not need to write anything.
- Monitor and help, encourage the students to use expression and show their feelings with facial gestures. This will help them 'live' the situation. Encourage the students putting on the pressure to try their best and help them use their intonation, body language and facial expressions.

Consolidation/evaluation and assessment (5 mins)



- Ask one or two groups to perform their role-play for the class. Ask the rest of the class: *'Was (name) strong? Did he/she resist well? Were the others good at persuading?'*
- Ask the students to finish these sentences in their exercise books.
 1. Peer pressure is when...
 2. If you... , you say no.
 3. If you... , you say yes.

Reflection



- Ask the students whether they would like to do the rest of the role-plays for the class another day.
- Ask whether they have ever experienced peer pressure to do something bad.
- Ask if they prefer to be strong or weak.

Extension activity (5 mins)



- Allow more groups to perform their role-play.

Teacher's reflections



- Did the students understand the key concepts (peer pressure, to give in and to resist)?
- Did the students have enough language to complete the role play effectively?
- Would it be a good idea to let the rest of the groups perform their role-plays another day?

Lesson 6: Drugs and alcohol awareness

Vocabulary: Beer; alcohol; pills; cocaine; heroin; marijuana; cannabis; tobacco; coffee; caffeine; cigarettes; nicotine; steroids; sleepy; excited; awake; paranoid; angry; dizzy

Structures: It makes you feel...; You feel...; It can make you... ; It can give you...

Lesson content objectives:

By the end of the lesson the students will be able to:

- name commonly-used drugs and addictive substances
- express in simple terms some of the effects of drugs and addictive substances
- understand why drug and alcohol abuse should be avoided.

Learning strategies: Matching images and words; rationalising and exploring.

Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Write in the middle of the board the word 'drugs'.
- Ask if anybody can give a definition of this word.
- If necessary write the dictionary definition on the board. (Answer – Drugs are chemicals that change the way a person's body works.)
- Ask: 'Are all drugs bad?' Accept and respect any replies for the moment.

Presentation (10 mins)



- Ask the students to open their books at Topic 9, Lesson 6 and look at Activity 1.
- Ask whether the students can name the things shown in the images. Write the words on the board in a list.
- Ask the students: 'What are the effects on the brain and body of these things?'
- Write on the board, 'It can make you feel...'
- Ask the students: 'What do you think are the effects of these things on the brain and body?' (If necessary, define brain and body through demonstration.) Encourage students to answer using the structure. Write the effects on the board.
- In pairs, students ask each other 'What are the effects of (name of drug)?'

Topic 9: Life skills

Practice (10 mins)

- Ask the students to put their hands up if they have seen anyone or know anyone who uses the things in the pictures.

Note: Take care with this topic and question because it may be that some students' families are drug users or alcohol dependent.

- Tell the students they are going to read a text about drugs.
- Ask the students to read lines of the text aloud. You may need five or six students to complete the text.
- Ask different students to read the questions. Students put their hands up to answer yes or no.
- Ask the students: 'Why do young people and children use these things?' (Answer – Young people do these sorts of things because their friends do and they want to be the same; because they think they look grown-up; because they want to experiment and they think nothing bad will happen to them; because they have problems and want to escape.)

Consolidation/evaluation and assessment (5 mins)

- Write on the board: 'Say NO to drugs because...' and ask the students to finish the sentence in their exercise books. Help them with spelling and vocabulary.

Reflection

- Ask the students if they can remember the names of all the things in the images.
- What do you think of people who take drugs? Think of all the reasons that you should not use drugs in your life. What would you say to a person who was thinking of trying drugs?

Answers

Activity 1

- a) alcohol
- b) cannabis/marijuana
- c) nicotine/cigarettes
- d) heroin/cocaine
- e) coffee/caffeine
- f) pills/steroids

Activity 2

1. Can drugs affect your physical development? **Yes**
2. Can you have problems sleeping because of drugs? **Yes**
3. Can drugs affect your brain? **Yes**
4. Is it a good idea to take drugs? **No**

Extension activity

- In small groups the students illustrate their ‘Say NO to drugs!’ sentence with an eye-catching picture. If possible, ask them to work in groups and make posters for the classroom walls.

Teacher’s reflections

- Was there too much new vocabulary in this lesson for your students? How might you handle this next time?
- Did the students already know some of the effects of drugs, or do they need more concrete information?
- How can you develop this important topic further?

Lesson 7: Creativity

Vocabulary: Creative; funny; simple; clever; draw; good drawing; art; artistic, pattern; fun; colourful; dark; abstract; background; cloudy; night-time; realistic; detail; need

Structures: You can use it to...; You can use it for ...ing; It's a... ; ... is/are better than... .

Lesson content objectives:

By the end of the lesson the students will be able to:

- understand the concept of creativity
- briefly describe some artistic images
- express preference
- re-write a slogan.

Learning strategies: Brainstorming to trigger creative thinking; visual creativity to convey a concrete concept. Expressing preference, applying and evaluating.

Preparation: Bring an empty cup (or a glass). Prepare four slips of paper, each with one of the following written on it: A monkey drawing a picture; an elephant playing a guitar; a lion driving a car; a giraffe using a computer. Bring a stopwatch or a watch that measures seconds.

Introduction (10 mins)



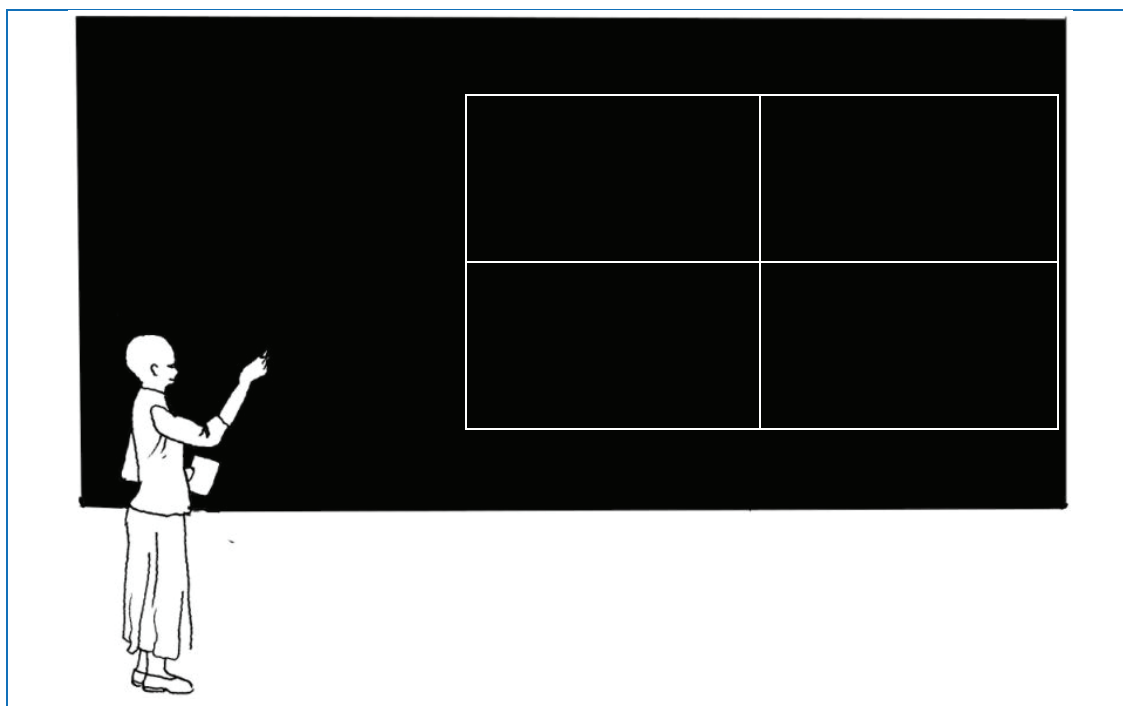
- Say: 'Good morning/ good afternoon' to the class and wait for them to reply.
- Show the cup (or glass). Say: 'What's this?' and wait for them to reply.
- Ask: 'What is it used for? To put on my head, as a hat? Put the cup on your head, as a hat, so that they reply: 'No, to drink from.' (Do not worry about their grammar).
- Ask the students to get into groups of four. Tell them their task is to think of five other uses for a cup.
- Ask the students to repeat back to you the instructions for the task. Tell them the first group to think of five uses wins!
- When one group has finished, stop the activity and ask different groups to tell you the uses they thought of. (For example – To put your pencils in, to grow seeds in, to trap an insect, to draw a perfect circle...) Show surprise and interest in their ideas.

- Write 'creative' on the board and ask 'Do you have to be creative to think of different uses for the cup?' (Some students may know the word, many may not know it, but this question is part of defining the word.)
- Working together, teacher and students try to finish this sentence: *A creative person can...* (Answer – The definition should include, for example, compose music, paint pictures, find new ideas to solve problems, start a new business, invent things, cook a wonderful soup from very few ingredients.)

Presentation (5 mins)



- Divide the class into two teams to play a game.
 Demonstrate the game. Tell the students you are going to draw something on the board and they have to try to guess what it is. Start drawing a fish playing basketball. Draw quickly, don't waste time and only draw what is necessary to help them guess. The objective is for them to guess quickly.
 When they have guessed, ask them if your picture is art, if it is beautiful, if it is creative? Tell them your objective, and that you had to be creative to make them guess as quickly as possible.
- Clean the board and then draw lines to divide it into four parts.



Topic 9: Life skills

- Give instructions for the game: Choose one person from team A to come to the front. Secretly show them one of the slips of paper. The person tries to draw it on the board. His/ her team should shout out what it seems to be but the artist can only use gestures to reply. No words and no writing. Show the paper to the opposing team but tell them not to help! The drawing should be in one quarter of the board only.
- Measure the number of seconds it takes the team to guess what is being drawn by their team-mate.
Do not clean the board after they have guessed.
The other team takes a turn until both teams have had two turns.
- Look at the four pictures on the board. Ask the students which is funny, which is good drawing, which is clever, which is realistic, and which has a lot of detail. Ask more questions depending on the drawings.

Practice (10 mins)

- Ask the students to open their books at Topic 9, Lesson 7 and look at Activity 1.
- Say: *'Are these pictures better than your pictures?'* and smile with the students.
- Ask some students which one they like best and why.
- Ask the students to sit in groups and take turns to read the sentences about the pictures and try to match each description to a picture.
- Then ask individual students to read the descriptions out and point to the relevant picture. Point with them, holding up your book.
- There are words and expressions in the descriptions that the students may not know. The idea is that they use the words they do know to help identify the picture.
- Then ask: *'Do you think this is creative? Six different pictures of one giraffe's head?'* (Answer – it is very creative.)

Consolidation/evaluation and assessment (5 mins)

- Ask the students to look at Activity 2. Tell them that they are going to practice being creative with words.
- Tell them they are to work with their group and invent a better message, one that is more creative, that will make people think more. They should write it in their exercise books.
- Ask the students to listen to another group's message and evaluate it.

Reflection



- Write on the board: 'Tanzania needs creative people' and ask why.
- Ask:
 - 'Did you like the cup activity?' (Show them the cup.)
 - 'Did you like the drawing and guessing activity?'
 - 'Do you like the giraffe pictures?' Hold up the pictures in the book.
- Say: 'Then you are creative people. Congratulations!'

Answers



Activity 1

1. e 2. a 3. c 4. f 5. b 6. d

Extension activity



- Ask the students to design their own concepts for the 'drawing and guessing' game and play another round.

Teacher's reflections



- Was the two-team activity too noisy?
- Was there enough time for the group and pair work?
- Do your students need to learn more about working in pairs and groups?
- Did the lesson achieve the learning objectives? If not what could you do to ensure your lesson does meet its objectives next time?

Lesson 8: Tolerance

Vocabulary: Tolerance; tolerant; reaction; respect, goalkeeper; score(d); (feel) ill; pray; captain

Structures: Variety of verbs in the simple present tense, affirmative and negative.
Relative clauses (somebody/ people who...)

Lesson content objectives:

By the end of the lesson the students will be able to:

- understand the concept of being tolerant
- predict and give consideration to tolerant/ intolerant behaviour
- empathise more with others and be aware of the need to exercise tolerance.

Learning strategies: Comparing two texts for examples of behaviour-types; reading and matching responses; imagining and suggesting responses to situations.



Introduction (10 mins)

- Say: 'Good morning/ good afternoon.' to the class and wait for them to reply.
- Tell the students they are going to listen to two versions of the same story. The people in the story are called Salum and Agnes. They are brother and sister. Tell the students to listen and tell you which version they like best.
- Read the two texts:



Text 1

Salum is 17 and Agnes is 12 They are brother and sister. Salum is very good at mathematics. Agnes has problems with mathematics. Their mother said, 'Salum, please help Agnes with her mathematics!' Salum said, 'Oh Mother, Agnes is very bad at mathematics! I don't want to help her. But he helped Agnes. Agnes was very angry and said, 'Salum, I can't do it! Mathematics is very difficult for me! Go away! Stop telling me things! You are not my teacher!' Salum said, 'OK Agnes, you can do it alone, you are a horrible girl!'



Text 2

Salum is 17 and Agnes is 12. They are brother and sister, Salum is very good at mathematics. Agnes has problems with mathematics. Their mother said, 'Salum, please help Agnes with her mathematics!' Salum said 'Yes mother, I will help her as much as I can.' and he helped Agnes, but Agnes was very angry and said, 'Salum, I can't do it! Mathematics is very difficult for me! Go away! Stop telling me things! You are not my teacher!' Salum said, 'Agnes, I understand it is difficult for you, but maths is very important. Why don't you work quietly and I will stay here and answer any questions you want to ask me. I will be quiet until you ask me a question.'

- Ask the students which one they like best and why.
- Tell the student that in Text 2, Salum was more tolerant with his sister.
- Write 'tolerant' on the board and ask the students if they know what it means. (It doesn't matter if they don't know the meaning; they will learn through more examples.) (Answer - respectful towards others, patient, caring about other people's needs)

Presentation (10 mins)

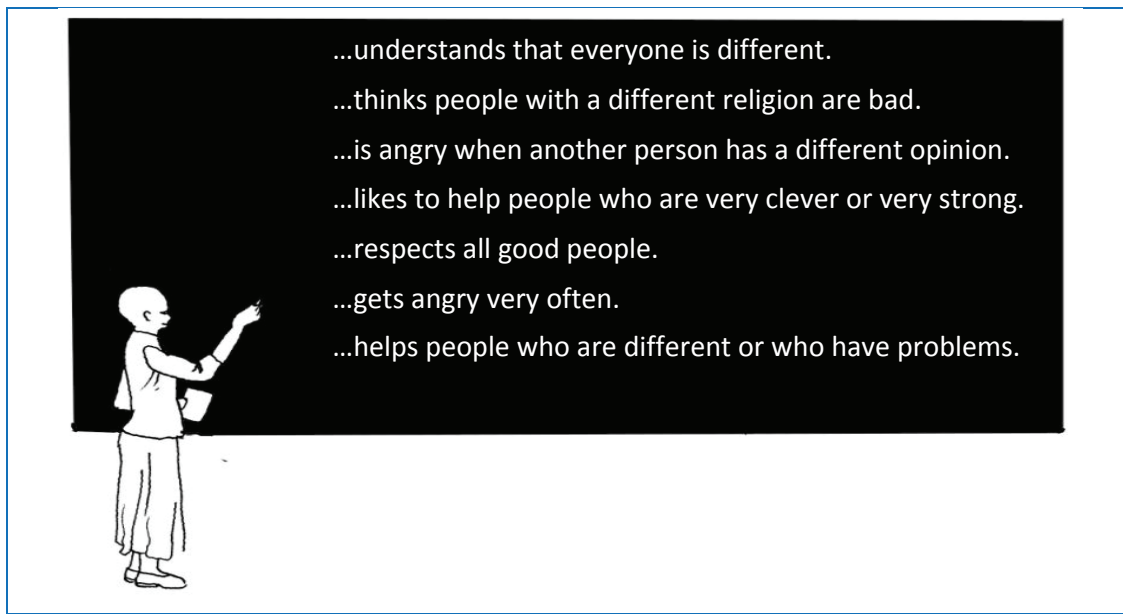


- Ask the students to open their books at Topic 9, Lesson 8 and look at Activity 1.
- Ask the students to read the first and second situations and reactions, quietly.
- Ask the students: 'Which is the better reaction, tolerant or intolerant?'
- Ask the students to look at situation number 3. Ask one student to read the situation out loud.
- Ask them to suggest a more tolerant reaction.
- Ask them to write in their exercise books an intolerant reaction to number 4 and a tolerant reaction to number 5.
- Monitor the activity and note if the students understand the concepts 'tolerant' and 'intolerant'.
- Ask them to compare their answers to numbers 4 and 5 with a partner.

Topic 9: Life skills

Practice (5 mins)

- Ask the students to look at Activity 2. Can they complete the sentence? In pairs they have a few minutes to discuss this. While they are discussing it you write the following on the board.



- Ask the students to finish the sentence in their exercise books, choosing three of the endings you write on the board.

Consolidation/evaluation and assessment (5 mins)

- Write 'tolerance' on the board.
- Tell the students *tolerant* is the adjective and *tolerance* is the noun.
- Ask: '*Is tolerance important? Why?*' (Example answer: Yes, because we are all different and we need to live together without being angry with each other)
- Write on the board 'I want to be a tolerant person because.....' and ask three or four students to offer ideas to finish the sentence.

Reflection

- Ask the students if they can think of a time when somebody was intolerant towards them, or they were intolerant towards somebody else. This might be difficult so give them prompts such as; *Are your teachers sometimes intolerant with you?* and *Are you always tolerant with your brothers and sisters?*

Answers

Activity 1

Example answers:

Situation 3. Tolerant reaction: Listen to your brother and ask him some questions. Maybe it will be useful for you at school!

Situation 4. Intolerant reaction: Tell the captain she cannot play in the team any more.

Situation 5. Tolerant reaction: Ask all the defenders to help the goalkeeper more, as he is not feeling well.

Extension activity

- Ask the students to imagine and write down a situation when it is difficult to be tolerant.
- Talk about tolerant/ intolerant reactions.

Teacher's reflections

- Did the students understand the concept of tolerance?
- Can the students work with written examples in English to think about another concept?
- Has this lesson helped the students to think about tolerance and equality?

Lesson 9: Keeping fit

Vocabulary: Fit; keeping fit ; body parts; head; neck; shoulders; back; hips; stomach; arms; legs; feet; toes; football; volleyball; table tennis; team; swimming; weight-lifting; netball; basketball; push-ups; sports equipment; bat; net; kit

Structures: Can you...? Yes, I can; No, I can't. Do you need...? Is it a(n)....sport? Where can you play it? How many people are in each team?

Lesson content objectives:

By the end of the lesson the students will be able to:

- name some parts of the body
- evaluate activities according to the parts of the body they exercise and how good they are for general fitness.
- identify games according to their description and rules

Learning strategies: Listening and pointing; deducing; predicting/ guessing.

Preparation: Prepare four small pieces of paper and write the following words: table-tennis, volleyball, netball and tug-of-war

Introduction (5 mins)



- Say: 'Good morning/ good afternoon' to the class and wait for them to reply.
- Ask a small student to come to the front of the class and stand on a table or chair.
- Call out another student of the same sex and tell him/her to touch various parts of the other student's body: head, neck, shoulders, arms, stomach, back, hips, legs, feet.

Note: If the students do not know these basic body-part words in English you will have to spend some time teaching them through a game.

Presentation (10 mins)

- Ask the students to open their books at Topic 9, Lesson 9 and look at the questions in Activity 1. They should write the number and their answer (yes/no) to each question in their exercise books.

Note: You may need to explain (or demonstrate!) push-ups.



- Say: *'These are activities that are good for our physical fitness. They keep our bodies fit. This means our bodies are working properly.'* Write 'fit' and 'fitness' on the board.
- Ask students to name the activities in the pictures above the questions. Give the names of any sports the students do not know.
- Ask them to name some more sports and games that can help them stay fit. For example, tug-of-war, high and long jump.
- Ask the whole class if they are fit or not, accept a few responses.

Practice (10 mins)

- Ask the students to look again at the pictures in Activity 1.
- Focus on each activity and ask: *'What parts of your body do you exercise with this activity? What equipment do you need? Is it an individual or group activity? (One person or many people?)'*
- Ask the students to look at Activity 2 and answer the questions about football orally.
- Play 'Guess the sport':
- Before you start the game, check the students remember the word 'team'.
- One student sits at the front of the class, you give them a paper with the name of a sport. The other students must ask questions to find out what the secret sport is. The student at the front can only answer yes or no.

Topic 9: Life skills

- Example questions: Is it an individual sport? Do you need special equipment? Do you exercise your legs/arms in this sport? Do you play this sport inside?
- Allow four rounds of this game if time permits.
- As each sport is guessed, write it on the board. The sports are table-tennis, volleyball, netball and tug-of-war.

Note: It is a good idea to keep the top right hand side of the board as a place for vocabulary and translations. This way the students know where to look when they need help with a word. If anyone in the class asks for a spelling or translation then you can write it here so that it is there for the rest of the class. Make sure that you let the class know what kind of word each is (n) = noun; (v) = verb; (adv) = adverb; (adj) = adjective, etc.

Consolidation/evaluation and assessment (5 mins)



- Tell the students they are going to work in pairs. Tell them:
“You’re going to write in your exercise book about a team game. Write about how many players you need on each team, where you can play it, what players can and can’t do. Also write about how you win the game”.
- When they finish writing, each pair reads out their description to another pair.
- If there is time, ask one or more pairs to present their game to the rest of the class.

Reflection



- Ask the students:
 - *‘Why are sports and games important?’*
 - *Do you play more individual games or team games? How many team games do you play? Do we need to play more team games?*
- Think of all the games you play as a team when you are on holiday. What other ways do you keep fit out of school?

Answers

Activity 1

Netball, running, swimming, weight-lifting

Activity 2

1. A team sport.
2. 11
3. A ball, the goal
4. Sports shirt, shorts and football boots
5. Legs, arms

Extension activity

- Go through the activities you wrote on the board during the ‘Guess the sport’ game and the Consolidation/Evaluation stage of the lesson. Ask which of them are better for keeping fit. Ask:
 - *‘Can we become fitter by playing/ doing these activities?’*
 - *‘Are these activities good for our physical fitness?’*
- Accept and respect different answers.

Teacher’s reflections

- Can the students name parts of the body?
- Do the students understand what physical fitness is?
- Did the guessing-game work well or should you change it next time? How are you going to remind yourself to change it next time?

Homework

- Ask the students to work with their friends and invent a new game and its rules to present to the class the next lesson.

Lesson 10: Time management

Vocabulary: Time management; calendar; time table

Structures: Must ...; mustn't; can; can't

Lesson content objectives:

By the end of the lesson the students will be able to:

- explain the meaning of time management.
- describe their daily school routine.
- explain the advantages of time management in school

Learning strategies: reflecting on one's own behaviour; applying a teamwork approach

Preparation: a calendar, school timetable, class time table and ball; a large piece of paper or cloth for each group of four students, with marker pens if available.

Introduction (5 mins)



- Say: 'Good morning/ good afternoon' to the class and wait for them to reply.
- Write the word 'time' on the board.

Ask: 'What time do you get up during the week? What time do you get up at the weekend?' Then ask the students why they get up later at the weekend. Say, 'So you must get up early during the week to go to school'.

Ask: 'What must you do before can leave for school? What must you take to school with you? What time do you usually arrive at school/begin classes? What time must you be at the morning parade?'

- Say: 'Today we are going to learn about time management'.

Presentation (10 mins)



- Ask the students to stand up in a circle around you. You stand in the centre holding a ball.
- Say: 'I will throw a ball to you and ask a question. After answering the question you must throw it back to me'.

- Throw the ball to a student next to you or on the other side of the circle and ask: *'What time do you go to sleep?'* The expected answer is *'at 10:00 p.m/in the evening.'*
- The student throws the ball back to you.
- Repeat the game and ask another student: *'How long does it take for you to finish your lunch?'*
- Continue with the game by throwing the ball to more students asking questions relating to school daily routine such as :
 - *What must you do before the morning parade?*
 - *What time must you be in class?*
 - *Can you continue with lessons without a break?*
 - *How long does a lesson last?*
 - *Must you come to school on Saturdays?*
- Display the school timetable on the board.
- Ask the students to work in pairs to describe the activities students must do at school every day. Give them a time limit (maximum 5 minutes)
- Say: *'The way you plan and organise how long you spend on specific activities is time management'.*
- Write on the board: The way you plan and organise how long you spend on specific activities is time management

Practice (10 mins)



- Say: *'Open your books at Topic 9, Lesson 10 and look at Activity 1'.* Hold up your Student book and point to the activity. Say: *'Do the activity in pairs. Ask each other all the questions in Activity 1'.*
- Ask a pair to tell the class if their partner is a good or bad time manager. Ask them to explain their opinion.

Consolidation/evaluation and assessment (5 mins)



- Say: 'Look at Activity 2 in your books'.
- Tell the students they are going to work in groups to answer the two questions, a) and b).
- Tell the class they are going to prepare some classroom rules to help them manage time well.
- Give each group a big piece of paper or cloth to write on.
- Get each group to present their rules to the rest of the class.
- Get them to agree which ones they want to put on a poster as classroom rules for their class.
- Get the class to make one poster and put it where everybody can see.

Reflection



- Ask the students:
'What makes some students not finish tasks on time?'

Answers



Activity 1 – Possible answers

1. I must be at school at 7.30. Sometimes I am late for school.
2. I must do 20 minutes of homework every day. It takes me a long time.
3. I must be in bed at 10.00 pm. I can usually get to bed before my bedtime
4. Answer depends on individual students
5. I can usually spend 1 hour playing with my friends every day.

Activity 2 - Possible answers

Reasons why it's important to be on time

- Your classmates and you will be able to concentrate on the lesson
- You'll be able to cover all the work
- It will be easier to work as a team

Things that can happen if you aren't on time

- The teacher will get angry with you
- You won't understand the lesson
- You won't get food in the cafeteria
- You won't finish your school work.

Teacher's reflections



- Is it possible for all students to manage their daily activities appropriately?
- Were the students motivated when they made the poster? How could you tell?
- Was it difficult for them to agree on the classroom rules?
- Was it easy for you to manage the time? What will you do differently next time?