

St. Mary's Catholic High School (2016-2017)

PSHE GRADE 1 LONG TERM PLAN with CURRICULUM STANDARDS

GRADE 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	
Term 1	Module 1 (1)	Module 2 (1)	Module 3 (1)	Module 4 (1)	Module 5 (1)	Module 6 (1)	Module 7 (2)		
	Me and My Relationship: Special People	Me and My Relationship: Friends and Friendship	Me and My Relationship: Feelings	Me and My Relationship: Memories	Me and My Relationship: Special Places	Light and Sound: Who helped me to grow? The people I meet each day	Light and Sound: How do I know I am growing and what new things I can do?		
	<i>Learning Obj</i>	<i>Learning Obj</i>	<i>Learning Obj</i>	<i>Learning Obj</i>	<i>Learning Obj</i>	<i>Learning Obj</i>	<i>Learning Obj</i>		
	Identify some special people in their lives and show appreciation for the gift of their persons	Discuss the importance of friendship and the qualities of a true friend	Enumerate and identify the different feelings they have experienced	Recall memories and share some of their happiest moments	Distinguish special places in the classroom, at home and in the community	Identify the people who helped them to grow and appreciate the different people they meet each day	Discuss growing up and their different responsibilities as they grow		
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	
Term 1	Module 8 (1)	Module 9 (1)	Module 10 (2)		Module 11 (2)			REVISION	
	Healthy Lifestyle: Characteristics and Activities	Healthy Lifestyle: Keep Myself Healthy	Healthy Eating: Choices of food to eat and good hygiene in handling food		Keeping Myself Safe: Who am I? Where do I live?				
	<i>Learning Obj</i>	<i>Learning Obj</i>	<i>Learning Obj</i>		<i>Learning Obj</i>				
	Recognise components of healthy lifestyle and their increasing responsibilities	Assess the importance of making and keeping healthy at all times	Recognise ways in which they can choose and put into practice the rules at home and in school in handling food hygiene		Develop a sense of acceptance of who they are and identify the different places where they live and go to				
GRADE 1	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	
Term 2	Module 12 (2)		Module 13 (2)		Module 14 (2)		Module 15 (2)		
	Keeping Myself Safe: What is good about my home and what do I think I have to keep safe from?		Keeping Myself Safe: What is good about my outdoor world?		Keeping Myself Safe: What do my special people do to make me feel safe and happy?		Keeping Myself Safe: Who else has the job of keeping me safe?		
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>		
	Identify safe places to play indoors and develop awareness of safety strategies in different situations		Enumerate ways of keeping safe in different places outdoor		Describe some of the people who are special to them and identify what they do		Recognise a wider group of people who share the responsibility for keeping them safe		
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	
Term 2	Module 16 (2)		Module 17 (1)	Module 18 (1)	Module 19 (1)	Module 20 (1)		REVISION	
	The World of Medicines: What goes onto and into my body and what is inside my body?		The World of Medicines: When have I had to take medicines? Where did the medicine come from?	The World of Medicines: How do I feel when I am ill? What helps me to feel better?	The World of Medicines: Injections	The World of Medicines: How can I feel good about myself without using medicines or drugs?			
	<i>Learning Obj</i>		<i>Learning Obj</i>	<i>Learning Obj</i>	<i>Learning Obj</i>	<i>Learning Obj</i>			
	Discuss the things that go onto and into their bodies and are able to describe their feelings when touch to their bodies		Define medicines and discuss the overview of where medicines come from	Discuss the usefulness and the importance of taking medicines when getting sick	Identify people who need injections and explain the positive aspects of it and the safety precautions	Enumerate examples of 'feeling better about yourself' without using medicines			

PSHE GRADE 2 LONG TERM PLAN with CURRICULUM STANDARDS

GRADE 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Module 1 (2)		Module 2 (2)		Module 3 (2)		Module 4 (1)	Module 5 (1)
	Me and My Relationship: Special People		Me and My Relationship: Friendship Chain		Me and my Relationship: Feelings		Me and My Relationship: Memories Play In People's Relationship	Me and My Relationship: What Makes A Happy And Healthy Neighbourhood?
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>	<i>Learning Obj</i>

	Identify some special people in their lives and show appreciation for the gift of their persons	Discuss the importance of friendship and the qualities of friends	Recognize feelings of boredom and having mood swings and find ways on how to overcome them	Appraise awareness of the unique role memories play in people's relationships	Compare ways on how they can make their neighborhood a happy and healthy one			
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Module 6 (2)	Module 7 (1)	Module 8 (2)	Module 9 (2)	REVISION			
	Taking responsibility for my healthy lifestyle: Is ours a healthy and health - promoting school?	Taking responsibility for my healthy lifestyle: Whose job is it to keep me healthy?	My Healthy Body: Healthy Eating	My Healthy Body: Body's Defence Systems				
	<i>Learning Obj</i>	<i>Learning Obj</i>	<i>Learning Obj</i>	<i>Learning Obj</i>				
	Identify school's 'health rules' and explain how they can help promote these rules	Distinguish people whose job is to keep children healthy and discuss on how they can take on some more responsibilities	Discuss the importance of 'Eating Healthy Food' and 'Eating Habits'	Distinguish the difference between outer defence system and inner defence system				
GRADE 2	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	Module 10 (2)	Module 11 (2)	Module 12 (2)	Module 13 (2)	REVISION			
	My Healthy Body: What Exercise Do I Take?	Keeping Myself Safe: Where are my favourite outdoor fun places?	Keeping Myself Safe: Stranger, Danger!	Keeping Myself Safe: What Makes Indoor Places Fun and Exciting?				
	<i>Learning Obj</i>	<i>Learning Obj</i>	<i>Learning Obj</i>	<i>Learning Obj</i>				
	Analyze the importance of making body exercise a regular habit	Identify their outdoor fun places and different aspects of safety	Analyze the importance of recognizing your parents and relatives and be able to be careful with strangers	Identify indoor places in which they consider as fun and exciting				
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	Module 14 (2)	Module 15 (2)	Module 16 (1)	Module 17 (1)	Module 18 (1)	REVISION		
	Keeping Myself Safe: Using The Road	Save Money	The World of Drugs: How do things get into my body system?	The World of Drugs: Who uses drugs and needs drugs?	The World of Drugs: Feeling Better, Feeling Great			
	<i>Learning Obj</i>	<i>Learning Obj</i>	<i>Learning Obj</i>	<i>Learning Obj</i>	<i>Learning Obj</i>			
	Analyze the importance of road safety rules and able to follow them at all times	Explore on where money comes from and how to spend it responsibly	Describe the ways things get into their bodies and identify its results	Categorize the people who use drugs and need drugs	Discuss things that help us get better when we are sick			

PSHE GRADE 3 LONG TERM PLAN with CURRICULUM STANDARDS

GRADE 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Module 1 (1)	Module 2 (2)	Module 3 (1)	Module 4 (1)	Module 5 (1)	Module 6 (2)	REVISION	
	Who Am I?	Similarities and Differences	Setting Targets	The Work People Do	Right and Wrong	Rules		
	<i>Learning Obj</i>	<i>Learning Obj</i>	<i>Learning Obj</i>	<i>Learning Obj</i>	<i>Learning Obj</i>	<i>Learning Obj</i>		
	Value everyone's interest and acknowledge that everyone is special	Identify how we are similar to and different from others	Identify one's abilities and name ways to develop them	Identify, describe and evaluate the work people do in the neighbourhood and school	Reason out what is right and wrong in given situations	Develop awareness on the needs for rules and revise the existing rules if needed		
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Module 7 (2)	Module 8 (2)	Module 9 (2)	Module 10 (1)	REVISION			
	Responsibilities	Communities	Growing and Changing	Harmful Materials				
	<i>Learning Obj</i>	<i>Learning Obj</i>	<i>Learning Obj</i>	<i>Learning Obj</i>				
	Define responsibilities and reasons why they are important	1. Explain why community is important 2. Identify the people who help in the community	Identify the significant changes in one's life	Name samples of harmful materials and identify ways on how to take responsibility for safety				
GRADE 3	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	Module 11 (2)	Module 12 (2)	Module 13 (2)	Module 14 (2)				

Term 2	Dangerous Places		Help!		Things that Influence Us		Togetherness	
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>	
	Identify possible dangers that could happen in different places and how to avoid them		Name ways and procedures in dealing with emergencies		Recognise the things that influence them and how to react properly		Discuss the importance of a family and the nature of relationships	
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	Module 15 (1)		Module 16 (2)		Module 17 (2)		Module 18 (2)	
	What is a friend?		Other People's Feelings		Understanding Others		Bullying	
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>	
	Define what a friend is and enumerate friendly qualities		Define and describe ways that will show empathy		Discuss on how to make others feel happy		Recognise a bully and name ways of dealing with them	
REVISION								

PSHE GRADE 4 LONG TERM PLAN with CURRICULUM STANDARDS

GRADE 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Module 1 (2)		Module 2 (2)		Module 3 (1)		Module 4 (1)	
	Different Feelings		What makes me feel this way		Points of View		Talking About Issues	
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>	
	Recognise people's feelings and explain how to deal with them		Analyse and discuss the cause of the different feelings		Express their opinions and explain their views on issues that affects themselves and the society		Develop children's sense of self – worth	
Encourage children to express their own ideas and feelings about issues of importance to them								
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Module 6 (2)		Module 7 (2)		Module 8 (1)		Module 9 (2)	
	Doing the Right Thing		Making Decisions		Consequences		Growing and Changing	
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>	
	Plan and demonstrate how to behave in a responsible way		Develop an awareness of making the right decision		Realise the consequences of antisocial and aggressive behavior on individual and the community		Realise how our bodies and lifestyle changes	
								REVISION
GRADE 4	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	Module 10 (1)		Module 11 (2)		Module 12 (2)		Module 13 (2)	
	Leisure and Work		Exercise		Coping with Stress		Personal Safety	
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>	
	Develop an understanding of the ways in which leisure activities can promote mental and physical health		Value the benefits of exercise		Propose ideas on how to deal with worries and problems		Evaluate and explore feelings of discomfort when put under pressure	
								Analyse what makes a healthy lifestyle and discuss how to make informed choices
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	Module 14 (1)		Module 15 (2)		Module 16 (2)		Module 17 (2)	
	Influences		Changing Friendship		Looking After Friendship		Family Fall-outs	
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>	
	Analyse what makes a healthy lifestyle and discuss how to make informed choices		Examine and discuss feelings caused by moving away from friends and family		Propose ways of keeping in touch with friends		Recognise the different views of the people	
								REVISION

PSHE GRADE 5 LONG TERM PLAN with CURRICULUM STANDARDS

GRADE 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Module 1 (2)		Module 2 (2)		Module 3 (2)		Module 4 (2)	
	Personal Qualities		Teasing and Offensive Behaviour		Learning from Mistakes		A to Z of Feelings	
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>	
	Recognise their worth as individuals by identifying positive things about themselves		Be familiar that actions affect themselves and others, to care about other people's feelings		Recognize worth as individuals by seeing their mistakes and making amends		Recognize how people's emotions change and how to deal with feelings towards themselves, their family and others in a positive way	
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Module 5 (2)		Module 6 (2)		Module 7 (2)		Module 8 (1)	
	Right and Wrong		Anti-Social Behavior		Responsibilities in the family		Responsibilities in the School	
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>	
	Explore that actions affect themselves and others to care about people's feelings and to try to see things from their points of view		Realise the consequence of anti-social and aggressive behavior such as bullying and racism on individuals and communities		Explore the different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other		Recognise the importance of behaving responsibly in different school contexts	
	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	Module 9 (2)		Module 10 (2)		Module 11 (2)		Module 12 (2)	
	Services		Debating on Environmental Issues		Clean Choices		Unsafe Places	
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>	
	Develop awareness of what public services are and which are provided within the local community environment		Consider that resources can be allocated in different ways and that these economic choices affect individuals, communities of the environment		Identify ways to have a healthy lifestyle		Explore rules about health and safety, basic emergency aid procedures and where to get help	
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	Module 13 (2)		Module 14 (2)		Module 15 (3)		REVISION	
	Weighing It Up		Emergency		Prejudice			
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>			
	Explore how the media present information and understand what makes a healthy lifestyle		Explore the school rules about health and safety, basic emergency procedures and where to get help		Assess the nature and consequences of racism, teasing, bullying and aggressive behavior and how to respond to them and ask for help			

PSHE GRADE 6 LONG TERM PLAN with CURRICULUM STANDARDS

GRADE 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Module 1 (2)		Module 2 (2)		Module 3 (2)		Module 4 (2)	
	Growing Independence		New School		Dealing with Bullying		Interpreting Right and Wrong	
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>	
	Recognise worth as individuals by identifying positive things about themselves and their achievements		Explore skills, knowledge and understanding through opportunities to take responsibility, to feel positive about themselves and to prepare for change		Assess the consequences of anti-social and aggressive behavior		Reflect on spiritual, moral, social and cultural issues using imagination to understand other people's experience	
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Module 5 (2)		Module 6 (2)		Module 7 (2)		Module 8 (1)	
	Rights and Responsibilities in the Community		Anti-social Behavior		Decision about Resources		Pressure Groups	
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>	
	Explore why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules		Realise the consequences of anti-social and aggressive behavior such as bullying and racism on individuals and communities		Recognise that resources can be allocated on different ways and that these economic choices affect individuals, communities and the sustainability of the environment		Identify the role of voluntary, community and pressure groups	

GRADE 6	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	Module 9 (2)		Module 10 (2)		Module 11 (2)		Module 12 (2)	
	Personal Safety		Coping with Pressure		A Healthy Mind		Beating the Bugs	
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>	
	Assess the different risks in different situations and decide how to behave responsibly including judging what kind of physical contact is acceptable or unacceptable		Recognise the risks in different situations and decide how to behave responsibly		Examine what makes a healthy lifestyle, including what affects mental health, and how to make informed choices		Assess what makes a healthy lifestyle and how to make informed choices	
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	Module 13 (2)		Module 14 (2)		Module 15 (3)			REVISION
	Resolving Differences		Money Matters		Celebrating Variety			
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>			
	Resolve differences by looking at alternatives, making decisions and explaining choices		Look after their money and realize that future wants and needs may be met through saving		Explore the difference among people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability			

PSHE GRADE 7 LONG TERM PLAN with CURRICULUM STANDARDS

GRADE 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Module 1 (2)		Module 2 (2)		Module 3 (2)		Module 4 (2)	
	Rules to Live By		You and Your Friends		Change and Loss		Family Pressures	
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>	
	Follow the rules and regulations at home and in school		Define what friendship is and how to cope when friendship run into problems		Explore change and loss, and the emotions these can cause		Discuss the different family problems and pressures that the young people are experiencing	
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Module 5 (2)		Module 6 (2)		Module 7 (2)		Module 8 (1)	
	Resolving Personal Conflict		Dealing With Bullying		Emergency		Lying, Cheating and Stealing	
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>	
	Compare the three (3) tools / techniques to be used in solving personal conflict		Differentiate between bullying and having a laugh and identify ways on how to deal with it		Demonstrate some ways on how to cope in an emergency situations		Assess the implications of antisocial behaviour at personal, local and national levels	
	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	Module 9 (2)		Module 10 (2)		Module 11 (2)		Module 12 (2)	
	Rights and Responsibilities		Respecting Others		A Multicultural Community		Living in the Community	
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>	
	Identify their rights and its corresponding responsibilities as human beings		Categorize some of the problems of juvenile crime		Describe what it means to live in a multicultural society		Identify the different local communities and its role in the community	
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	Module 13 (2)		Module 14 (2)		Module 15 (3)			REVISION
	Why Do They Do It?		A Global Community		Every Little Helps			
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>			
	Distinguish the different voluntary or charity groups and its corresponding work		Discuss the importance of a global community and our participation in it		Develop an awareness of how they can take responsibility for world problems			

PSHE GRADE 8 LONG TERM PLAN with CURRICULUM STANDARDS

GRADE 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Module 1 (2)		Module 2 (2)		Module 3 (2)		Module 4 (2)	

Term 1	Future Hopes		The Nature of Work		High-risk Behaviour		Keeping Safe- Out and About	
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>	
	Make wise decision on their plans for their possible career choices for their future		See the connection of work in the 19th century to our modern trends of work today		Examine reliable sources of information to determine and avoid high-risk behaviour		Explore on proper and improper behaviours when out with family and friends	
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Module 5 (2)		Module 6 (2)		Module 7 (2)		Module 8 (1)	
	Habits for a Lifetime		Learning to Relax		Emergency Aid		Knowing the Law	
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>	
	Make a direct connection between today's trends in eating-habits and its risks and impact on one's health		Discover the good effects and benefits of relaxation in keeping one's lifestyle healthy		Have a clear knowledge on how to deal with person who fainted or is unconscious		Examine the wide scope of drug usage and drug misuse as well as the laws governing it	
GRADE 8	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	Module 9 (2)		Module 10 (2)		Module 11 (2)		Module 12 (2)	
	Dealing with Death		Groups in Society - The Elderly		Groups in Society- Those with Beliefs		Kicking Out Racism	
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>	
	Probe into the certainty of death in one's life as one deals with the death of a loved one		Explore on the conditions of elderly people and how to treat them properly and avoid stereotyping		Explore on those with different beliefs and find ways to avoid stereotyping them and how not to have prejudice on them		Explore on the concept of what racism is and the ways to prevent or eradicate it	
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	Module 13 (2)		Module 14 (2)		Module 15 (3)			
	Forms of Government		Regional Differences		Teaching Tomorrow's Adults			
	<i>Learning Obj</i>		<i>Learning Obj</i>		<i>Learning Obj</i>			
	Probe on the different forms of government governing different countries in the world		Make a clear description on the culture and tradition of people based on their regional differences		Examine the role of UNICEF in empowering children			