

CATCH-UP FRIDAYS TEACHING GUIDE

I. General Overview			
Catch-up Subject:	Health Education	Grade Level:	7
Quarterly Theme:	Sexual and Reproductive Health	Sub-theme:	Key responsibilities in different relationships, romantic, long-term relationships, marriage and parenting
Time:		Date:	
II. Session Details			
Session Title:	"Maintaining good relationship"		
Session Objectives :	At the end of the session, learners will be able to: a) Identify ways in maintaining good relationships; b) Relate responsibilities in relationships with the use of hand tools and equipment for computer systems servicing; and c) Reflect on the responsibilities and technical skills, applying these concepts to personal scenarios through journal writing.		
Key Concepts:	- The importance of tools are like having good relationship just need to use the appropriate tools for a particular need. - Healthy relationship are commonly based on: ✓ Respect ✓ Trust ✓ Open communication ✓ Honesty ✓ Understanding ✓ Care ✓ Emotional support		
III. Facilitation Strategies			
Components	Duration	Activities and Procedures	
Introduction and Warm-Up	5 minutes	Review about the hand tools and equipment for computer systems servicing and its use. Examples: 1. Long nose pliers 2. Side cutter pliers 3. Screw drivers 4. Phillips screw driver 5. Soldering iron 6. Soldering flux 7. Crimping tools 8. Wire stripper 9. Tweezers 10. brush	
Concept Exploration	20 minutes	Objective: To integrate the topic on maintaining good relationship with the use of hand tools and equipment for computer systems servicing. Activity: "Building a Strong Foundation" • Divide the class into small groups. • Provide each group with a scenario related to relationships or family life. • Ask them to identify key responsibilities in the given scenario. • Integrate the use of hand tools metaphorically by relating each responsibility to a specific tool, highlighting the importance of each tool in maintaining a strong relationship foundation.	

Teaching Guide In Health Grade 7

Padhraic Smyth



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Resources in Education ,1991-10 **Research in Education** ,1969 *Home Economics Education; Instructional Materials* Ohio State University. Center for Vocational and Technical Education,1972 Compilation of abstracts of teaching and training materials specific to the field of home economics education in the USA includes such specific areas as child care occupations consumer education day care programmes home management etc **Home Economics Education** Ohio State University. Center for Vocational and Technical Education,1972 Canadiana ,1983 **Resources in Vocational Education** ,1977 **University of Tennessee Record, Extension Series** ,1929 **Health Education Curriculum & Teaching Guide** Caesar Rodney School District (Del.),1985 Catalog of Copyright Entries. Third Series Library of Congress. Copyright Office,1962 Includes Part 1 Number 1 Books and Pamphlets Including Serials and Contributions to Periodicals January June **Papua New Guinea Journal of Education** ,1988 **Research in Education** ,1971

Catalog Food and Nutrition Information Center (U.S.),1974 **Journal of Health, Physical Education, Recreation** ,1963 Food and Nutrition Information and Educational Materials Center Catalog Food and Nutrition Information Center (U.S.),1976 *Marihuana* United States. Commission on Marihuana and Drug Abuse,1972 Catalog. Supplement - Food and Nutrition Information and Educational Materials Center Food and Nutrition Information and Educational Materials Center (U.S.),1973 **Marihuana, Signal of Misunderstanding** United States Marihuana and Drug Abuse Commission,1972 **Appendix; the technical papers of the first report of the National Commission on Marihuana and Drug Abuse** United States. Commission on Marihuana and Drug Abuse,1972 **Resources for Teaching Middle School Science** Smithsonian Institution,National Academy of Engineering,National Science Resources Center of the National Academy of Sciences,Institute of Medicine,1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum

materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide. The criteria reflect and incorporate goals and principles of the National Science Education Standards. The annotations designate the specific content standards on which these curriculum pieces focus. In addition to the curriculum chapters, the guide contains six chapters of diverse resources that are directly relevant to middle school science. Among these is a chapter on educational software and multimedia programs, chapters on books about science and teaching, directories and guides to science trade books and periodicals for teachers and students. Another section features institutional resources. One chapter lists about 600 science centers, museums, and zoos where teachers can take middle school students for interactive science experiences. Another chapter describes nearly 140 professional associations and U.S. government agencies that offer resources and assistance. Authoritative, extensive, and thoroughly indexed, and the only guide of its kind, *Resources for Teaching Middle School Science* will be the most used book on the shelf for science teachers, school administrators, teacher trainers, science curriculum specialists, advocates of hands-on science teaching, and concerned parents. Nutrition Education Printed Materials and Audiovisuals Shirley King Evans, 1990

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