



**REPUBLIC OF TRINIDAD AND TOBAGO  
MINISTRY OF EDUCATION**

**PRIMARY HEALTH AND FAMILY LIFE EDUCATION  
(H.F.L.E.) CURRICULUM**

**Curriculum Development Division  
January 2006**

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## **FOREWORD**

The new Primary Health and Family Life Education Curriculum represents a paradigm shift from its predecessor. Unlike the old Curriculum which was biased toward the acquisition of knowledge, the new document focuses on the development of Life Skills for psycho-social competence. Students are expected to acquire these skills through guided learning experiences both within and outside the classroom.

The document targets issues related to four (4) thematic areas as mandated by UNICEF in conjunction with the CARICOM Secretariat.

These thematic areas are:-

- Self and Interpersonal Relationships
- Sexuality and Sexual Health
- Eating and Fitness and
- Managing the Environment.

These four (4) themes will allow teachers to target the overarching theme which is Health and Wellness.

This Curriculum Guide is laid out in three (3) parts which deal with the Curriculum Foundations, the Curriculum Content and the Course Outlines in that order. The Course Outlines are organized in the following three (3) levels:-

- Level One – Infants Years One and Two.
- Level Two – Standards One, Two and Three.
- Level Three – Standards Four and Five.

Opportunities are provided for teachers to explore a range of pedagogical approaches and alternative forms of assessment designed to facilitate the delivery and assessment of the Health and Family Life Education Programme.

Teachers have been trained to implement the curriculum in school-based and regional workshops. It is expected that their experiences, together with this Curriculum Guide will make possible the positive behaviour change manifested through individual and collective social action.



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January 2006

## ACKNOWLEDGEMENT

The Primary Schools Health and Family Life Education Curriculum Document would not have been produced without the commitment, expertise and efforts of several persons. The Ministry of Education of Trinidad and Tobago wishes to express its sincere appreciation to the following persons who were instrumental in the writing of this new Health and Family Life Education Curriculum Document:-

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| Ms. Jacqueline Headley     | - | Curriculum Facilitator, Mathematics (Victoria Education District).         |
| Ms. Vimla Ramsumair        | - | Curriculum Facilitator, Social Studies (Victoria Education District).      |
| Mr. Theophilus Nedd        | - | Curriculum Facilitator, Social Studies (North Eastern Education District). |
| Ms. Joyce P. Persad        | - | Curriculum Facilitator, Social Studies (South Eastern Education District). |
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| Mr. George Gunn            | - | Teacher, Carapichaima A.C. Primary School.                                 |
| Ms. Cheryl Park-Wellington | - | Teacher, Santa Rosa Government Primary School.                             |
| Ms. Valerie Kydd           | - | Teacher, Sangre Grande Government Primary School.                          |
| Ms. Patricia Williams      | - | Principal (Ag.), Cunapo R.C. Primary School.                               |

**Acknowledgement (continued)**

Mr. Kenny Edwin	-	Teacher, Macaulay Government Primary School.
Ms. Pamela Manjoo	-	Teacher, Cocoyea Government Primary School.
Mr. Lakshmana Sharma	-	Teacher, Ste. Madeleine Government Primary School.
Ms. Albertha Alexander	-	Teacher, Castara Government Primary School.
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Ms. Jennifer Ewing-Joseph	-	Teacher, Mason Hall Government Primary School.
Ms. Patricia Bascombe-Fletcher	-	Teacher Educator, Valsayn Teachers College.
Mr. Yeon Glasgow	-	Teacher Educator, Corinth Teachers College.
Ms. Vashti Badal	-	Teacher, St. Mary's Government Primary School.
Ms. Donna Ramjohn-Khan	-	Teacher, Princes Town Presbyterian #1 Primary School.

Special thanks is extended to the secretarial support staff of the Curriculum Development Division of the Rudranath Capildeo Learning Resource Centre and the following agencies who worked diligently to prepare this document for publication:-

- ▲ UNICEF.
- ▲ CARICOM Secretariat.
- ▲ School of Education, University of the West Indies, St. Augustine.
- ▲ Supervisors in all Education Districts.
- ▲ Principals of Teachers' Colleges and Primary Schools from which teachers were released to participate.

## INTRODUCTION

The decision to review, revise and re-design the Primary Health and Family Life Education (H.F.L.E.) Curriculum had its genesis in the 1996 Agreement signed by the Standing Committee of Ministers of Education and Health. At this meeting they re-affirmed their commitment to the strengthening of H.F.L.E. among CARICOM member states. This agreement gave birth to the CARICOM Multi-agency H.F.L.E. Project. This UNICEF led initiative was designed to reach completion through three distinct phases:-

Phase I - Development of national H.F.L.E. policies.

Phase II - Development of country H.F.L.E. curricula.

Phase III - Training of teachers and production of resource materials.

By Cabinet Minute No. 1401-2001/16/03 the Government of Trinidad and Tobago approved the National H.F.L.E. Policy. This document was produced by an interim National H.F.L.E. Committee which included:-

- ❖ The Curriculum Officer responsible for H.F.L.E.
- ❖ A UNICEF appointed consultant.
- ❖ Representatives of the: -
  - Ministry of Education.
  - Ministry of Health.
  - Pan American Health Organisation (P.A.H.O.).
  - Family Planning Association (F.P.A.).
  - National Parent Teachers Association (N.P.T.A.).
  - University of the West Indies (U.W.I.).
  - Trinidad and Tobago Unified Teachers Association (TTUTA).
  - Inter-Religious Organization.

**Introduction (continued)**

The National H.F.L.E. Policy speaks to, inter alia, the institutionalisation of H.F.L.E. as a key component of the core curriculum throughout all levels of the education system in Trinidad and Tobago.

The revised Primary H.F.L.E. Curriculum represents a significant paradigm shift. Unlike its predecessor which focussed heavily on knowledge, the new curriculum has been designed for emphasis on the teaching of valuable life skills as well as imparting knowledge and assisting pupils in acquiring proper attitudes, morals and values.

It is hoped that the revised H.F.L.E. Curriculum will give teachers the capacity to provide culturally relevant, gender-sensitive and high quality experiences for our children. These will assist them in becoming psycho-socially competent and closer to that notion of the Ideal Caribbean Person.



**PART ONE:**  
**CURRICULUM FOUNDATIONS**

## **PHILOSOPHY OF EDUCATION**

The philosophical statements found in the Education Policy Paper 1993-2003 are the foundation for the HFLE Curriculum. The curriculum is based on all the philosophical statements found therein.

- That every child has an inherent right to an education which will enhance the development of maximum capability regardless of gender, ethnic, economic, social or religious background.
- That every child has the ability to learn, and that we must build on this positive assumption.
- That every child has an inalienable right to an education which facilitates the achievement of personal goals and the fulfilment of obligations to society.
- That education is fundamental to the overall development of Trinidad and Tobago.
- That a system of ‘heavily subsidized’ and universal education up to age 16 is the greatest safeguard of the freedom of our people and is the best guarantee of their social, political and economic well-being at his stage in our development.
- That the educational system of Trinidad and Tobago must endeavour to develop a spiritually, morally, physically, intellectually and emotionally sound individual. That ethical and moral concerns are central to human development and survival. Fundamental constructs such as “decency,” “justice,” “respect,” “kindness,” “equality,” “love,” “honesty” and “sensitivity” are major determinants of the survival of our multi-cultural society.
- That the parent and the home have a major responsibility for the welfare of the child and that the well-being of the child can best be served by a strong partnership between the community and the school.
- That the educational system must provide curricular arrangements and choices that ensure that cultural, ethnic, class and gender needs are appropriately addressed.
- That students vary in natural ability and that schools therefore should provide, for all students, programmes which are adapted to varying abilities and which provide opportunities to develop differing personal and socially useful talents.

**Philosophy of Education (continued)**

- That we must be alert to new research and development in all fields of human learning and to the implications of these developments for more effective teaching and school improvement.
- That the educational system must be served by professionals who share and are guided in their operations by a set of systematic and incisive understandings, beliefs and values about education in general and its relationship to the development of the national community of Trinidad and Tobago.
- That there is a need to create and sustain a humanized and democratized system of education for the survival of our democracy.
- That the democratization and humanization of the educational system are largely contingent on the degree to which the system is professionalized. The nature of educational problems is such that the professional core must be engaged in decision-making with respect to the problems that affect their expert delivery of the services to the clientele and ultimately to Trinidad and Tobago. Professionals must come to experience a real sense of ‘control and ownership’ of matters educational.
- That from a psychological perspective, education is a means of looking out beyond the boundaries of the immediate. It can be the viable means which creates individuals with the intellect and capacity to develop and lead societies, communities, villages and/or neighbourhoods and families of the future. It should be responsible to and stimulate the searing human spirit and the emphatic quest for human communication, interaction, love and trust.
- That learning is cumulative and that every stage in the educational process is as important and critical for the learner’s development as what has gone before it and what is to come. As such we must view educational programming and development in the round, recognizing the importance of every rung on the ladder of delivery by intensifying our efforts throughout the system.

## **CURRICULUM UNDERPINNINGS**

The philosophy and nature of knowledge, the society and culture, the learner and learning theories are curriculum foundations. These underpinnings significantly influence the goals, objectives, teaching/learning strategies and expected outcomes of the programme. The HFLE Curriculum is designed in a behaviour change model to address the challenges of life. Its Life Skills approach is intended to give learners practical experiences which will equip them with the life skills so much needed in today's society, to ensure that they can cope with life's challenges and become responsible, contributing members of society.

The Life Skills approach takes its roots in the theories of:-

- child and adolescent development;
- social learning;
- problem solving;
- problem behaviour;
- social influence;
- cognitive problem solving;
- multiple intelligence;
- risk and resiliency.

Drawing from these theories, the approach is one which attempts to bring authentic experiences into the classroom thereby engaging learners in a programme which places great emphasis on the development and execution of life skills through social action. Its highly interactive nature is meant to provide teachers with strategies which will engage learners of all learning styles.

## **VISION**

The H.F.L.E. Curriculum will strengthen the capacity of teachers to provide high quality, culturally relevant, gender and ethnic-sensitive experiences using a skills-based approach so that pupils may acquire knowledge, skills, attitudes and values to make life-sustaining choices that will result in healthy and productive lifestyles and demonstrate appropriate social action which will support their holistic development.

## **RATIONALE**

Our society is experiencing accelerating social changes, many of which are impacting negatively on our children and youth who are ill-equipped to cope effectively with these environmental changes. The children and youth of our nation are affected by a number of social, psychological and physical problems. Among the major concerns in Trinidad and Tobago are poverty, teenage pregnancy, juvenile delinquency, HIV / AIDS, substance abuse,, child abuse and neglect, violence, inadequate recreational facilities, lifestyle related diseases and the negative influence of the media and new sub-cultures.

As a result of this the H.F.L.E. sectors are advocating that a formal H.F.L.E. Curriculum be the thrust to empower our children and youth with the necessary life skills they need to overcome these social ills.

The H.F.L.E. Programme, according to the Draft National Policy on H.F.L.E. for the Republic of Trinidad and Tobago, should be planned, comprehensive, life-skills based, child-centred and promote an understanding of the principles which underlie social and personal well-being and foster the development of the competencies and attitudes that make for healthy social and family life.

Accordingly, there is need for the implementation of an H.F.L.E. Curriculum with the impetus for positive social action as the major end product resulting from the acquisition of knowledge, values, attitudes and life skills.

**PART TWO:**  
**CURRICULUM CONTENT**

## CURRICULUM CONTENT

### Themes for Life Skills for H.F.L.E. in schools

The four (4) thematic areas for H.F.L.E. in school are as follows:-

- **Self and Interpersonal Relationships.**
- **Sexuality and Sexual Health.**
- **Eating and Fitness.**
- **Managing the Environment.**

Within the CARICOM Framework for the development of H.F.L.E. Curricula in Schools of the CARICOM member states the following regional standards were derived for each of the four (4) themes.

### REGIONAL STANDARDS

#### *Regional Standards for Self and Interpersonal Relationships*

1. Examine the nature of self, family, school and community in order to build strong healthy relationships.
2. Acquire coping skills to prevent behaviours and lifestyles associated with crime, drugs and violence.
3. Respect the rich differences which exist among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

***Regional Standards for Sexuality and Sexual Health***

1. Demonstrate an understanding of the concept of human sexuality as an integral part of the total person which finds expression throughout the human life-cycle.
2. Analyze the influence of socio-cultural and economic factors as well as beliefs on the expression of sexuality and sexual choices.
3. Build individual capacity to recognise the basic criteria and conditions for optimal reproductive health.
4. Develop action competence to minimise vulnerability to priority problems including HIV/AIDS, cervical cancer and STIs.
5. Develop knowledge and skills to access age-appropriate sources of health information, products and services related to sexuality and sexual health.

***Regional Standards for Eating and Fitness***

1. Build individual capacity to make healthy eating choices throughout the life-cycle and reduce the risk factors associated with the development of lifestyle diseases.
2. Demonstrate an understanding of fitness, its relationship to good health and the prevention of lifestyle diseases.
3. Analyse the influence of socio-cultural and economic factors as well as personal beliefs and choices related to eating and fitness.
4. Develop action competencies related to eating and fitness for an active healthy lifestyle.
5. Develop knowledge and skills to access age-appropriate sources of information, products and services related to eating and fitness.



***Regional Standards for Managing the Environment***

1. Demonstrate an understanding of the inter-relationships of a sustainable natural environment.
2. Demonstrate an understanding of the environmental threats to the health and well being of students, families and schools and communities.
3. Analyze the relationship between a sustainable and healthy environment and the social and economic well being of students, schools and communities.
4. Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environments and the reduction of environmental health threats in the home, school, community and region.
5. Develop knowledge and skills to access age appropriate sources of information, products and services related to managing the environment.

**GOALS OF HFLE DEVELOPED OUT OF THE REGIONAL STANDARDS**

The goals of the primary HFLE programme are to enable pupils to:

- become productive and contributing adults/citizens by developing creative and critical thinking skills;
- develop an understanding of the principles that underlie personal and social well-being;
- develop knowledge, skills, attitudes and values that make for healthy family life;
- demonstrate sound, health-related knowledge, attitudes and practices;
- practise responsible decision-making with respect to social and sexual behaviour;
- make life-enhancing choices which will influence their health and personal development into adulthood;
- develop social, cognitive and emotional coping skills, attitudes and values which will improve their social and family life;
- promote ecologically sustainable development of the environment;
- appreciate how their choices affect health and family life and take responsibility for their action.

## **INTENDED LEARNING OUTCOMES**

The intended learning outcomes are organised into:

- a. Knowledge and Concept Outcomes.
- b. Skills Outcomes.
- c. Attitude and Values Outcomes.

## **KNOWLEDGE AND CONCEPT OUTCOMES**

**Through the Primary School H.F.L.E. Programme pupils will:-**

- Demonstrate an understanding of the factors that enhance and undermine self-esteem.
- Demonstrate an understanding of how self-esteem affects their behaviour.
- Demonstrate an understanding of how one's behaviour/actions affect others.
- Recognize the importance of respecting the views, beliefs, fundamental rights and freedoms of others.
- Demonstrate an understanding of conflict resolution.
- Demonstrate an understanding of the relationship between self and others.
- Demonstrate knowledge of attitudes that reflect appreciation of others.
- Demonstrate an understanding of ways in which individuals can help promote a healthy and beautiful community.
- Demonstrate an understanding of their role as positive contributing members of the society.
- Demonstrate an understanding of the relationship between rights and responsibilities.
- Demonstrate an understanding of how introspection leads to appropriate changes in behaviour.
- Demonstrate an understanding of the concept of human sexuality.
- Demonstrate an understanding of the personal responsibility associated with sexual expression and be aware of the consequences associated with sexual expression.

- Analyze the influence of beliefs, values, norms, mores and economic factors on sexual expression.
- Demonstrate an understanding of one's physiology as it relates to optimal reproductive health.
- Develop action competence to reduce vulnerability to priority problems including HIV/AIDS, cervical cancer and STIs.
- Develop competencies necessary to access age-appropriate sources of health information, products and services related to sexuality and sexual health.
- Demonstrate an understanding of man's interdependence on the ecosystem.
- Demonstrate an understanding of man's interaction with the environment.
- Recognise the need for ecological balance.
- Recognise the need for conservation and preservation of the environment and their roles in so doing.
- Critically assess the impact of human activities on the environment.
- Be knowledgeable about the physical activities that will promote healthy bodies and minds.
- Develop the capacity to make the healthiest choices appropriate to their needs.
- Demonstrate the ability to combine appropriate eating and physical activities that will contribute to wellness.
- Demonstrate knowledge of appropriate leisure activities to enhance healthy lifestyles.
- Understand the use of technology to enhance fitness.
- Demonstrate an understanding of the structure and function of the human body as they relate to physical well-being.
- Understand safety practices as a means of injury prevention.
- Design and use fitness programmes/routines to achieve and maintain fitness.
- Understand the effects of substance abuse on fitness and performance.
- Understand the effects of diet on body composition and performance.
- Make lifestyle choices that are in harmony with the environment so as to maintain wellness at the personal and communal level.
- Exercise care and wisdom when buying goods to satisfy their needs.
- Demonstrate knowledge of the health factors that should determine their purchasing choices.
- Demonstrate knowledge of the basic laws of Trinidad and Tobago in relation to sexuality.

## SKILLS OUTCOMES

### Through the Primary School's H.F.L.E. Programme pupils will:-

- Deal constructively with health and other decisions about their lives by assessing the different options and what effects the different decisions may have - **Decision-making.**
- Deal constructively with problems in their lives which, if left unattended, could cause new problems including physical and mental stress – **Problem solving.**
- Explore the available alternatives and various consequences of their actions or non-actions – **Creative thinking.**
- Recognise and assess the factors that influence attitudes and behaviours such as media and peer pressure influences – **Critical thinking.**
- Transfer information, understanding and emotions from themselves to others to make their intent clear – **Communication.**
- Keep and develop friendly relationships thus fulfilling their esteem and belonging needs as well as effectively communicate with, motivate and influence one another – **Interpersonal relationship skills.**
- Recognise their feelings and values which would help them to communicate effectively, build positive relationships and empathize with others – **Self awareness.**
- Relate to others who may be different from themselves, respond to people in need – **Empathy.**
- Respond appropriately to their emotions and avoid the negative effects that prolonged pent up emotions may have on their physical and mental health – **Coping with Emotions.**
- Meet and address individual needs and concerns in ways that are mutually beneficial thus enabling them to work and play cooperatively with others – **Negotiation skills.**
- Engage in health-enhancing behaviours that are consistent with their values and decisions – **Refusal skills.**
- Adjust to levels of stress to avoid the negative consequences of stress including burnout, boredom, susceptibility to disease and behavioural changes – **Coping with stress.**
- Take actions that are in their own best interests like being able to defend themselves or others without feeling intimidated or anxious as well as expressing feelings and points of view honestly and openly – **Assertiveness skills.**
- Maintain health-enhancing decisions from day to day as well as reach longer term health and wellness goals – **Healthy self management / monitoring skills.**

## **ATTITUDE AND VALUES OUTCOMES**

### **Through the H.F.L.E. Programme pupils will:-**

- Respect self.
- Love and appreciate self as a unique individual who can contribute positively to society.
- View self as a personal, social interactive being.
- Demonstrate compassion for others' feelings and circumstances.
- Respect and appreciate the differences between self and others.
- Respect the views of others.
- Work constructively and cooperatively with others towards positive outcomes.
- Display an awareness of the impact of one's actions on the feelings of others.
- Be courteous and polite in interactions with others.
- Demonstrate responsibility when making choices with respect to relationships.
- Value friendship.
- Empathize with those who are especially challenged.
- Have confidence in their own feelings.
- Be disciplined in all actions.
- Adopt a positive attitude towards developing a healthy body and mind.
- Demonstrate responsibility when making dietary choices.
- Demonstrate respect for the needs and limitations of one's body.
- Demonstrate responsibility when making choices as they relate to leisure time.
- Empathize with those who have physical and dietary challenges.
- Develop high levels of self esteem, self concept and self awareness through the understanding of their sexuality.

- Appreciate role differences and similarities between male and female as a source of strength.
- Respect oneself and the sexual rights of others.
- Demonstrate a positive disposition towards sexuality.
- Develop an innate sense of self discipline and self control with respect to sexual activities.
- Demonstrate sensitivity towards the influence of socio-cultural and economic factors on sexual expression.
- Demonstrate sensitivity towards socio-cultural and economic differences.
- Develop a sense of caring for the physiology of the body.
- Develop an awareness of the biological changes which the individual experiences.
- Develop empathy towards those with sexual problems.
- Sensitise oneself to the associated dangers of HIV/AIDS, cervical cancer and STIs.
- Display trust and openness in acquiring information on sexuality and sexual health.
- Care for and appreciate the ecosystem.
- Develop sensitivity towards human actions and their impact on the environment.
- Respect and make collaborative decisions which will promote harmonious co-existence with the environment.
- Display responsibility for environmental preservation.
- Develop empathy towards victims of sexual violation.

## **CURRICULUM MAP**

The Course Outline is arranged according to the four themes in three levels:

1. Level One – Infants Year One and Year Two.
2. Level Two – Standards One, Two and Three.
3. Level Three – Standards Four and Five.

➤ **Self and Interpersonal Relationships**

TOPIC	LEVEL ONE	LEVEL TWO	LEVEL THREE
Dimensions of Self	<ul style="list-style-type: none"> <li>▪ Knowing myself.</li> <li>▪ Positive relationships.</li> <li>▪ Strengths and weaknesses (emotional, social, building confidence).</li> <li>▪ Etiquette.</li> <li>▪ Respect for self and others.</li> <li>▪ Rights and responsibilities.</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Responsibility.</li> <li>▪ Rights.</li> <li>▪ Managing feedback.</li> <li>▪ Respect for self and others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personal needs.</li> <li>▪ Conflict Resolution.</li> <li>▪ Appropriate behaviour.</li> <li>▪ Respect for self and others.</li> </ul>
Managing Emotions	<ul style="list-style-type: none"> <li>▪ Expression of feelings and emotions.</li> <li>▪ Managing feedback.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anger management.</li> <li>▪ Bullying.</li> <li>▪ Conflict Resolution.</li> <li>▪ Coping with everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feelings and emotions.</li> <li>▪ Resolving negative emotional states.</li> <li>▪ Self control.</li> </ul>
Relationships with others	<ul style="list-style-type: none"> <li>▪ Relationships – Family, siblings, peers, authority figures, strangers.</li> <li>▪ Speaking with others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Positive relationships.</li> <li>▪ Talents and contributions of others.</li> <li>▪ Developing interpersonal skills.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rights of others.</li> <li>▪ Relationships.</li> <li>▪ Positive characteristics.</li> <li>▪ Strengths and weaknesses.</li> <li>▪ Biases and prejudices.</li> <li>▪ Unity- Harmonious living.</li> <li>▪</li> </ul>
Adapting to and managing change	<ul style="list-style-type: none"> <li>▪ Sharing.</li> <li>▪ Caring.</li> <li>▪ Conflict Resolution.</li> <li>▪ Reflecting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coping Strategies.</li> <li>▪ Reflection.</li> <li>▪ Making adjustments.</li> <li>▪ Crisis and stress.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Delayed gratification.</li> <li>▪ CHANGES – personal and social change.</li> <li>▪ Reflection and introspection.</li> </ul>



➤ **Self and Interpersonal Relationships**

TOPIC	LEVEL ONE	LEVEL TWO	LEVEL THREE
Technology And Self	<ul style="list-style-type: none"> <li>▪ Messages.</li> <li>▪ Choices.</li> <li>▪ Leisure.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Safe and unsafe practices.</li> <li>▪ Assessing information.</li> <li>▪ Choosing appropriate leisure activities.</li> <li>▪ Developing communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Responsible use of resources.</li> <li>▪ Sourcing useful information.</li> <li>▪ Ethical responsibilities.</li> </ul>
Developing Self and Community	<ul style="list-style-type: none"> <li>▪ Loyalty to family.</li> <li>▪ Loyalty to peers.</li> <li>▪ Patriotism.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Loyalty to school and community.</li> <li>▪ Patriotism.</li> <li>▪ Interdependence.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Patriotism.</li> <li>▪ Community building.</li> <li>▪ Collaboration and collegiality.</li> </ul>
Sensitivity to those with Special Needs	<ul style="list-style-type: none"> <li>▪ Concept of special needs.</li> <li>▪ Sensitivity towards those with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Empathy.</li> <li>▪ Developing harmonious relationships (inclusion).</li> <li>▪ Recognising and accepting the contributions of special needs peers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strengths and limitations.</li> <li>▪ Empathy.</li> <li>▪ Valuing contributions of persons with special needs.</li> </ul>

➤ **Eating and Fitness**

TOPIC	LEVEL ONE	LEVEL TWO	LEVEL THREE
Physical Fitness	<ul style="list-style-type: none"> <li>▪ Good Health Habits.</li> <li>▪ Active Healthy Lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Active healthy lifestyles.</li> <li>▪ Maintaining a healthy body – setting fitness goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ An active healthy lifestyle - activities that contribute to a healthy body.</li> <li>▪ Developing a fitness routine.</li> </ul>
Food and Nutrition	<ul style="list-style-type: none"> <li>▪ Choosing healthy foods and snacks.</li> <li>▪ Water Intake.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Links between eating habits and physical, mental and intellectual well-being.</li> <li>▪ Barriers to optimal health.</li> <li>▪ Reading labels on food products including snacks.</li> <li>▪ Balanced meals.</li> <li>▪ Consequences of eating imbalanced meals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nutrients and Food Groups.</li> <li>▪ Issues that relate to self esteem and decisions regarding proper diet.</li> <li>▪ Adapting to the body’s changing needs.</li> <li>▪ B.M.I. (Body Mass Index).</li> </ul>
Influences on Food Choices	<p>Influence of:-</p> <ul style="list-style-type: none"> <li>▪ personal likes and dislikes;</li> <li>▪ family;</li> <li>▪ peers;</li> <li>▪ advertisements.</li> </ul>	<p>Influence of:-</p> <ul style="list-style-type: none"> <li>▪ adults and peers;</li> <li>▪ the media;</li> <li>▪ culture;</li> <li>▪ availability.</li> </ul>	<p>Influence of:-</p> <ul style="list-style-type: none"> <li>▪ peers;</li> <li>▪ parents;</li> <li>▪ the media;</li> <li>▪ culture;</li> <li>▪ availability.</li> </ul>

➤ **Eating and Fitness**

TOPIC	LEVEL ONE	LEVEL TWO	LEVEL THREE
Anatomy and Physiology	<ul style="list-style-type: none"> <li>▪ Exercise and the body.</li> <li>▪ Parts of the body and their functions – muscles, bones, heart, lungs – in relation to health and fitness.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Digestive System.</li> <li>▪ Aids to a healthy digestive system.</li> <li>▪ Skeletal system.</li> <li>▪ Need for healthy bones.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Immune System.</li> </ul>
Personal Hygiene/ Safety	<ul style="list-style-type: none"> <li>▪ Personal hygiene - washing hands, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personal hygiene - health habits/behaviour (sneezing into tissue or handkerchief).</li> <li>▪ Personal grooming.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personal hygiene – self</li> <li>▪ Effects of improper practices related to cleanliness and grooming.</li> </ul>
Injury Prevention	<ul style="list-style-type: none"> <li>▪ Preventing injury at home and school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Prevention and care of injuries related to eating and fitness.</li> <li>▪ Emergency numbers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Prevention and care of injuries related to eating and fitness.</li> <li>▪ Emergency numbers.</li> <li>▪ First Aid practices.</li> </ul>

➤ **Eating and Fitness**

TOPIC	LEVEL ONE	LEVEL TWO	LEVEL THREE
Consumer Health	<ul style="list-style-type: none"> <li>▪ Shopping for healthy foods and snacks.</li> <li>▪ Proper use of Medication.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Valid health information services.</li> <li>▪ Choosing health care products wisely.</li> <li>▪ Visiting health professionals – doctor.</li> <li>▪ Sourcing and using health information and products.</li> <li>▪ Drug abuse – ‘over-the-counter’ drugs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Choosing health care products wisely.</li> <li>▪ Reading medicine labels - use according to instructions.</li> <li>▪ Learning from labels and advertisements - food and medicine.</li> </ul>
Food Safety	<ul style="list-style-type: none"> <li>▪ Safe food handling principles – use and storage.</li> <li>▪ Attention/care required for milk and milk drinks.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Food safety.</li> <li>▪ Proper storage and disposal.</li> <li>▪ Handling food.</li> <li>▪ Purchasing from vendors.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expired food (reading labels).</li> <li>▪ Vendors – what to look for when deciding from whom to buy.</li> <li>▪ Analysing advertisements.</li> </ul>

➤ **Sexuality and Sexual Health**

TOPIC	LEVEL ONE	LEVEL TWO	LEVEL THREE
<p>Relationships I: Concept of sexuality/gender</p>	<ul style="list-style-type: none"> <li>▪ Who am I? I am a boy./ I am a girl.</li> <li>▪ Body parts.</li> <li>▪ Roles:                             <ul style="list-style-type: none"> <li>- in the family;</li> <li>- in the village;</li> <li>- in the country.</li> </ul> </li> <li>▪ Parenting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who am I – male, female; – different but equal.</li> <li>▪ Appreciating one’s gender.</li> <li>▪ Gender roles/responsibilities.</li> <li>▪ Parenting.</li> <li>▪ Role sharing.</li> <li>▪ Misconception of gender – Taboos.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sexuality is not just about sex.</li> <li>▪ Appreciating one’s gender.</li> <li>▪ Gender roles and responsibilities.</li> <li>▪ Parenting.</li> <li>▪ Role sharing.</li> <li>▪ Role Modelling.</li> <li>▪ Misconceptions of gender.</li> </ul>
<p>Relationships II: Respect for self and others</p>	<ul style="list-style-type: none"> <li>▪ Friendship.</li> <li>▪ What friends do?</li> <li>▪ What friends don’t do?</li> <li>▪ Boy/girl relationship (caring).</li> <li>▪ Appropriate touching.</li> <li>▪ Avoiding derogatory terms.</li> <li>▪ Dealing with Child Abuse.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appropriate ways of expressing love and friendship I.</li> <li>▪ Boy/girl relationships – caring.</li> <li>▪ Touching.</li> <li>▪ Emotions as they pertain to boys and girls.</li> <li>▪ Avoiding derogatory terms.</li> <li>▪ Understanding Sexual Abuse and exploitation.</li> <li>▪ It’s okay to tell someone.</li> <li>▪ What can I do to protect myself?</li> <li>▪ Emotional changes with development.</li> <li>▪ Stigmatization associated with abuse.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appropriate ways of expressing love and friendship II.</li> <li>▪ Boy/girl relationships – caring.</li> <li>▪ Touching.</li> <li>▪ Emotions as they pertain to boys and girls.</li> <li>▪ Avoiding derogatory terms.</li> <li>▪ Dealing with Child Abuse (Sexual).</li> <li>▪ It’s okay to tell someone.</li> <li>▪ What can I do to protect myself?</li> <li>▪ Emotional changes that occur with development.</li> <li>▪ Stigmatization related to abuse (sexual).</li> </ul>

➤ **Sexuality and Sexual Health**

TOPIC	LEVEL ONE	LEVEL TWO	LEVEL THREE
Relationships III: Sexual Health	<ul style="list-style-type: none"> <li>▪ Maintaining Friendships:</li> <li>▪ Personal hygiene.</li> <li>▪ Emotional hygiene.</li> <li>▪ Conduct.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hygiene.</li> <li>▪ Disease – HIV/AIDS - What do you know pertaining to the spread of HIV?</li> <li>▪ Information – STI’s.</li> <li>▪ Stigmatization.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hygiene.</li> <li>▪ Disease – HIV/AIDS, STI’s.</li> <li>▪ Preventing the spread of HIV.</li> <li>▪ It’s not worth the risk.</li> <li>▪ Showing empathy for persons affected by HIV.</li> <li>▪ Stigmatization.</li> <li>▪ Abstinence.</li> <li>▪ What can I do to help?</li> <li>▪ Information, products and services.</li> </ul>
Growth and Development – Life Cycles	<ul style="list-style-type: none"> <li>▪ Where did I come from?</li> <li>▪ My Body – Changes.</li> <li>▪ Concept of birth.</li> <li>▪ Parenting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Puberty and Associated changes.</li> <li>▪ Sexual maturity/Readiness.</li> <li>▪ Sexual control – Abstinence.</li> <li>▪ Concept of Birth (understanding reproduction).</li> <li>▪ Dangers of early sex.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sexual maturity/Readiness.</li> <li>▪ Sexual control – Abstinence.</li> <li>▪ Concept of Birth and Reproduction.</li> <li>▪ Dangers of early sex.</li> <li>▪ Understanding reproduction.</li> <li>▪ Puberty and Physical changes.</li> <li>▪ Responsibility of child bearing.</li> </ul>

➤ **Sexuality and Sexual Health**

TOPIC	LEVEL ONE	LEVEL TWO	LEVEL THREE
<p>Factors influencing sexual expression – What I see, hear and do?</p>	<ul style="list-style-type: none"> <li>▪ What I see, hear and do?</li> <li>▪ Social practices:                             <ul style="list-style-type: none"> <li>- Peer pressure.</li> <li>- Family practices.</li> <li>- Societal practices.</li> </ul> </li> <li>▪ Influences of substances: alcohol, drugs, cigarettes.</li> <li>▪ Influence of the media and technology:                             <ul style="list-style-type: none"> <li>- Print.</li> <li>- Computer.</li> <li>- T.V./Video.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Social practices:                             <ul style="list-style-type: none"> <li>- Family practices.</li> <li>- Peer pressures.</li> <li>- Societal practices.</li> <li>- Sexuality.</li> <li>- Economic practices affecting sexuality.</li> <li>- Cultural.</li> </ul> </li> <li>▪ Influences of substances: alcohol, drugs, cigarettes.</li> <li>▪ Influence of the media and technology:                             <ul style="list-style-type: none"> <li>- Music, T.V., Print.</li> <li>- Sexual exploitation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Social practices:                             <ul style="list-style-type: none"> <li>- Family practices.</li> <li>- Peer pressures.</li> <li>- Societal practices.</li> </ul> </li> <li>▪ Influences of substances: alcohol, drugs, cigarettes.</li> <li>▪ Influence of the media and technology:                             <ul style="list-style-type: none"> <li>- Music, T.V., Print, Computer.</li> <li>- Dangers of sexual chat rooms.</li> </ul> </li> <li>▪ Sexual Exploitation/ Vulnerability:                             <ul style="list-style-type: none"> <li>- economic factors;</li> <li>- vulnerability when in need or in subservient positions.</li> </ul> </li> </ul>

➤ **Managing the Environment**

TOPIC	LEVEL ONE	LEVEL TWO	LEVEL THREE
Caring for the Environment	<ul style="list-style-type: none"> <li>▪ Relationship between self and the environment (ecosystem).</li> <li>▪ Responsibility: Projects – Caring for garden/plants/Environment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Define the ecosystem.</li> <li>▪ Linkages within the ecosystem as it relates to one’s health, well-being and survival.</li> <li>▪ Responsibility: Value and respect life. Performing actions to reflect same. Planting appropriate trees. Telling appropriate stories.</li> </ul>	<ul style="list-style-type: none"> <li>▪ How to promote a healthy and aesthetic environment?</li> <li>▪ Developing habits to generate a productive environment (ecosystem).</li> <li>▪ Responsibility: caring for the environment both private and public.</li> </ul>
Waste disposal	<ul style="list-style-type: none"> <li>▪ Concept of waste.</li> <li>▪ Types of waste.</li> <li>▪ Methods of waste disposal.</li> <li>▪ Responsibility: Application of knowledge and ensuring that others do the same.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Definition of terms.</li> <li>▪ Methods.</li> <li>▪ Effects of improper disposal in the community.</li> <li>▪ Hazardous waste.</li> <li>▪ Responsibility: Re-cycling &amp; reusing waste (bottles, boxes etc).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Effects of improper disposal of waste on man and the environment (island to global village).</li> <li>▪ Responsibility: Methods used – recycling bio-degradables. Project work → compost</li> </ul>
Pollution	<ul style="list-style-type: none"> <li>▪ Concept of pollution.</li> <li>▪ Causes of pollution.</li> <li>▪ How pollution affects us?</li> <li>▪ Responsibility – towards the environment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Concept of ‘pollution.’</li> <li>▪ Types and causes.</li> <li>▪ Effects of pollution.</li> <li>▪ Responsibility: prevention measures.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Types of pollution.</li> <li>▪ Appropriate measures to deal with various types of pollution.</li> <li>▪ Developing a change in attitude.</li> <li>▪ Responsibility: practicing appropriate behaviours.</li> </ul>



➤ **Managing The Environment**

TOPIC	LEVEL ONE	LEVEL TWO	LEVEL THREE
Conservation and Preservation	<ul style="list-style-type: none"> <li>▪ Concept of conservation and preservation.</li> <li>▪ Reasons for conservation and preservation.</li> <li>▪ Conservation techniques.</li> <li>▪ Responsibility: Developing a positive attitude.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explanation of terms.</li> <li>▪ Reasons for conservation and preservation.</li> <li>▪ Roles of individuals and how they can impact both negatively and positively.</li> <li>▪ Responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Technology used to promote conservation and preservation – the R’s.</li> <li>▪ Responsibility: developing a positive attitude and practising appropriate actions.</li> </ul>
Relationship between Environmental Health and Personal Health	<ul style="list-style-type: none"> <li>▪ Understanding that all living things need air, water and land to survive.</li> <li>▪ Environmental Practices: main diseases caused by unhealthy environment.</li> <li>▪ Preventing diseases.</li> </ul>	<ul style="list-style-type: none"> <li>▪ How human attitudes/actions affect the environment and health – (Pest Control, Deforestation, burning).</li> <li>▪ Man-made systems (dams, dredging).</li> <li>▪ Responsibility: Making Wellness Choices: Performing actions that are environmentally safe.</li> </ul>	<ul style="list-style-type: none"> <li>▪ How does human actions affect environmental health?</li> <li>▪ Health Issues – lead poisoning caused by poor quality of life/goods and services.</li> <li>▪ Alternative products used to reduce health risks and environmental degradation.</li> <li>▪ Responsibility: Making lifestyle choices in keeping with the promotion of wellness.</li> </ul>
Disaster Preparedness	<ul style="list-style-type: none"> <li>▪ Concept of disaster.</li> <li>▪ Disaster Preparedness:                             <ul style="list-style-type: none"> <li>- Floods.</li> <li>- Hurricane.</li> <li>- Fire.</li> <li>- Earthquakes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Definition of terms.</li> <li>▪ Types of disasters – Natural and man-made.</li> <li>▪ Precautionary measures.</li> <li>▪ Appropriate responses.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Types of disasters.</li> <li>▪ Disaster preparedness.</li> <li>▪ The use of N.G.Os.</li> <li>▪ Responsibility: Developing a plan to respond to natural and man-made disasters.</li> <li>▪ Precautionary measures.</li> <li>▪ Appropriate responses.</li> </ul>

➤ **Managing The Environment**

TOPIC	LEVEL ONE	LEVEL TWO	LEVEL THREE
Environmental Laws and Organisations	<ul style="list-style-type: none"> <li>▪ Concept of Laws and Rules.</li> <li>▪ Adherence to laws and rules.</li> <li>▪ Responsibility: ensuring that members of home, school/community adhere.</li> <li>▪ Consequences of actions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognition of the necessity for laws.</li> <li>▪ Recognition of :-                (1) the roles of organizations                (2) their roles in upholding the law</li> <li>▪ How laws impact on the home, school and community.</li> <li>▪ Responsibility: Upholding the law.                Becoming proactive → inform others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Environmental laws:</li> <li>▪ Recognition of the need for laws.</li> <li>▪ Recognition of the need to uphold and maintain the law.</li> <li>▪ Organisations responsible for upholding environmental laws.</li> <li>▪ Responsibility: Advocacy.</li> </ul>

**PART THREE:**  
**COURSE OUTLINES**

# **COURSE OUTLINE**

## **LEVEL ONE**

### **INFANTS YEARS ONE AND TWO**

**Self and Interpersonal Relationships: Dimensions of Self**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Critical Thinking Assertiveness Interpersonal Coping Self Awareness	Knowing myself  <i>(See Sample Lessons in Teachers' Guide)</i>	Nurture positive feelings about oneself.  Develop a positive identity.	Story telling Dramatization Recitation Role play Discussion	Story books Videos Pictures CDs Resource personnel	Group discussion Presentations on self: -Drawing -Dramatization -Poems Selecting characters with positive identities.	Exhibit positive behaviour.  Speak positively and confidently about self.  Change undesirable behaviours.
Communication Negotiation Cooperation Critical thinking Self management Self monitoring Self Awareness	Positive Relationships	Develop positive relationships.  Differentiate and relate to characteristics of optimism and pessimism.  Develop the ability to recognize and manage mood.	Discussion Reflection Critical viewing Role modelling Tally chart to record behavioural patterns Games - Simon says Listening to music and poetry.	Slides CDs Cassettes Personalities Video clipping Resource Personnel	Role play/Drama Structured observation Pictorial expression – Art Exhibiting an optimistic attitude in a given situation.	Build positive relationships.

LEVEL ONE

**Self and Interpersonal Relationships: Dimensions of Self**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING /LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/ EVALUATION</b>	<b>SOCIAL ACTION</b>
Empathy Negotiation Co-operation Decision making Problem solving	Strengths and Weaknesses	Identify individual strengths and weaknesses.  Identify strengths and weaknesses of others.  Develop and improve individual strengths.	Each child states personal strengths.  Discussion  Show and Tell - Pupils do an action and classify strengths and weaknesses.  Group activity to brainstorm how to improve strengths.	Picture books Newspaper Clippings Cartoons Pupils Cassette Movie Stories Folksongs Rhymes Jingles	Selecting attributes from mystery box and demonstrate.  Oral description of visuals which depict strengths or weaknesses.  Describing strengths.	Display positive assertive behaviour.  Assist others in overcoming weakness and developing strengths.
Communication Interpersonal Decision making Self monitoring	Etiquette	Display appropriate courtesies in given situations.	Create opportunities for pupils to verbalise and demonstrate courtesies e.g. table manners, greetings.	Cartoons  Movies  Pictures	Dramatizing situations.	Practise courtesies in everyday situations.

**Self and Interpersonal Relationships: Managing Emotions**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING /LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/ EVALUATION</b>	<b>SOCIAL ACTION</b>
Negotiation Assertiveness Communication Co-operation Decision making Critical thinking Self monitoring	Respect  Rights	Exhibit attitudes that depict respect for self.  Display behaviour that demonstrates respect for others.  Demonstrate an understanding of the rights of self and others.  Demonstrate an understanding that rights have associated responsibilities.	Group discussion e.g. Right to be heard comes with the responsibility to listen.  Brainstorming  Simulation exercises  Storytelling	Movies  Pictures  Newspaper  Song  Storybook	Designing slogans about self respect  Role playing  Creating scenarios – Completion of assigned task  Group appraisal	Show obedience to rules, laws, norms and mores.  Display ability to introspect or reflect.  Treat others with respect.
Interpersonal Assertiveness Empathy Problem solving Critical thinking Managing feelings Managing stress	Emotions, expressions and feelings:- -Happiness -Excitement -Sadness -Anger -Hatred -Jealousy -Possessiveness	Recognize feelings and emotions.  Manage expressions of feelings and emotions.	Role play situations which have negative or positive impact. Discuss responses.  Drill: Exercises to develop controlled responses to stimuli in the environment.	Pictures Toys  Show and tell  Puppets	Drawing a face to show emotion.  Puppetry – dramatization	Practise self-control.

LEVEL ONE

**Self and Interpersonal Relationships: Managing Emotions**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Communication Negotiation Decision making Problem solving Critical thinking Self management	Managing Feedback	Accept positive feedback for self improvement.  Implement feedback to initiate positive change.	Brainstorming Discussion Role play Creative thinking Oral reports	Group interaction	Making positive decisions.  Observation of pupils' behaviour.	Accept constructive criticism.



**Self and Interpersonal Relationships: Relationships with Others**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Communication  Assertiveness  Interpersonal  Co-operation  Decision making  Managing feelings	Relationships with: - -family members -peers -authority figures -others  Speaking with others.	Use communication skills to relate to peers, adults and those in authority.  Develop positive relations with peers and others.  Be open and honest in relationships.  Develop ability to be objective with family and friends.	Dialogue  Role play  Co-operative learning	Resource personnel:- -Guards -Principals -Teachers -Arts in Action -children -community members	Positive real-life interaction with personnel.  Arts  Role Play  Group presentation	Respect peers, siblings, relatives, those in authority and others.  Maintain healthy relationships.

**Self and Interpersonal Relationships: Adapting To and Managing Change**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Managing stress Managing feelings Self monitoring Decision making Problem solving Critical thinking Negotiation Empathy Refusal	Sharing Caring Conflict resolution Reflecting	Discuss the importance of sharing and identify ways to share. Discuss the importance of caring and display a caring attitude. Identify problems in relationships. Develop an optimistic view of a situation to solve problems. Reflect on decisions and actions.	Teamwork Role play Observation Discussion Dramatization Group Work	Movies CD Cassette Games, Cartoons, Newspapers Stories – Folk Tales	Composing: - songs -calypsos -writings -slogans -poems -rhymes/jingles Creating - posters - pictures collages Selecting responses for conflict resolution. Implementing selected response to resolve problems. Oral presentations.	Display characteristics of kindness and caring. Display positive problem solving skills. Exhibit resilience and commitment in adapting and managing change.

**Self and Interpersonal Relationships: Technology and Self**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Communication Co-operation Decision making Self management Critical thinking	Messages  Choices  Leisure	Differentiate between positive and negative verbal and non verbal messages.  Make right choices concerning information via the media and otherwise.  Choose appropriate digital games for leisure	Critical viewing  Discussion  Group work	Newspapers  Cartoons  Computer Ads  Computer  newspaper  magazines  movies  games  video games  computer software	Labelling messages  Classifying messages.  Selecting movies and books with positive messages.  Choosing and describing a game.  Giving reasons for choice of game.	Make right choices.  Influence others to make right choices.

**Self and Interpersonal Relationships: Self and Community**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Interpersonal  Decision making  Critical thinking  Self monitoring	Loyalty to :- -self -neighbourhood -national community  Trust  Respect  Patriotism	Develop a sense of loyalty.  Develop a sense of loyalty to family and peers.     Display a sense of patriotism.	Discussion  Critical viewing  Brainstorming  Listening  Singing  Reciting  Discussion	Cartoons  Movies  Stories  National Anthem  Prayer  Pledge  Rules	Composing: - songs -calypsos -writings -slogans -poems -rhymes/jingles  Creating - posters - pictures collages  Demonstrating appropriate behaviour.	Display positive regards for family, peers and country.

**Self and Interpersonal Relationships: Sensitivity to Those with Special Needs**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Interpersonal Co-operation Decision making Managing feelings Empathy	Concept of special needs.  Sensitivity towards those with special needs.	Recognize individuals with special needs.  Develop and display sensitivity towards peers with special needs.	Observations Group discussions Create scenarios Simulated exercises Field trips	Videos DVDs Stories Newspaper clippings Resource personnel Role play	Making value judgments from created scenarios.  Group activities	Display empathy.  Treat special need individuals with the same respect given to other peers.  Provide help to special needs individuals.

**Eating and Fitness: Physical Fitness**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Decision Making  Communication  Interpersonal  Healthy self management  Self monitoring	Good health Habits  An active healthy lifestyle	Discuss good health/ fitness.  Note that physical activity and healthy eating are good for personal well-being.  Explore how sleeping (rest) and eating promote health and fitness.  Engage in moderate to vigorous activity in and out of school.	Case studies/ Story telling  Class discussion  Puppetry  Colouring physical fitness poster.  Setting activity goal.	Stories  Songs  Nursery Rhymes  Pictures  Puppets	Observing  Participating in class.  Reporting: – oral - written - graphic  Keeping logs – recording physical activities pursued.	Select and participate in active play and or sports for the purpose of sustaining or improving physical fitness.  Encourage and influence peers and others to do the same.

**Eating and Fitness: Nutrition**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Communication Critical thinking Decision Making Negotiation Healthy Self management Self monitoring	Choosing nutritious food and snacks.	Explain why food is important. Name the six (6) basic food groups. Identify healthy meals and snacks. Make healthy food choices.	Questioning Naming and colouring foods. Class and group discussion. Role play Demonstrations Sorting foods into two groups -healthy and unhealthy.	Rhymes and stories about food Food pyramid Samples of food Lunch kit or lunch box Snack boxes Pictures of foods Disposable plates Glue	Performance tasks: – 1. Using pictures to assemble healthy meals and snacks. 2. Packing Roger’s lunch kit. 3. Packing a snack box. Reporting: – oral - written - graphic Keeping logs – food choices made for the week. Evaluating snack choices made for the week.	Choose healthy foods and snacks. Encourage peers to do the same. Persuade parents or guardians to provide healthy foods and snacks.

LEVEL ONE

**Eating and Fitness: Influences on Food Choices**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Critical thinking Problem solving Self awareness Decision making Communication Refusal skills Self management	Personal likes and dislikes. Family Peers Culture Advertisements	Explore factors that influence dietary choices. Make healthy food choices.	Role play Discussion Story telling Critical viewing Choosing meals and snacks and explaining choices.	Pictures Flash cards Samples of food Stories Video clip/s Advertisements Newspaper clippings	Keeping a log – graphic and/ or written on personal food choices made for one week and giving reasons. Drawing picture to show positive health habits learned. Composing: - songs -calypsoes -writings -slogans -poems -rhymes/jingles to promote healthy choices. Creating: - posters - collages to promote healthy choices.	Select foods that enhance health while satisfying personal tastes and cultural heritage. Plan meals and menus. Recommend healthy snacks to friends.

LEVEL ONE



**Eating and Fitness: Anatomy and Physiology**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
<p>Self awareness</p> <p>Critical thinking</p> <p>Communication</p> <p>Self management</p> <p>Self monitoring</p>	<p>Parts of the body and their functions.</p>	<p>Identify parts of the body.</p> <p>Identify body parts – heart, muscles, bones, lungs – and their relationship to fitness and health.</p> <p>Explore the relationship between exercise and strong, flexible muscles.</p> <p>Explore the relationship between exercise and healthy heart and lungs.</p> <p>Set personal activity goal.</p>	<p>Demonstration</p> <p>Discussion</p> <p>Dramatization</p> <p>Drawing and labelling</p>	<p>Rhymes</p> <p>Songs</p> <p>Skeletal model</p> <p>Video clips</p>	<p>Drawing and labelling body on a large sheet of paper.</p> <p>Journaling -graphic and / or written</p> <p>Reporting: -oral -written -graphic</p>	<p>Set and pursue personal goals for physical activity in and out of school and track progress.</p>

**Eating and Fitness: Personal Hygiene and Safety**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
Critical thinking Decision making Self awareness Communication Healthy self management Self monitoring	Cleanliness as a disease prevention strategy.  Good grooming: -Care of teeth.  -Washing of hands before and after meals.  -Bathing regularly (cleansing of ear, eyes, nose, private parts, between toes, nails etc.)  -Daily change of clothing.	Examine practices to keep the body clean.  Practise skills to prevent and control the spread of diseases.	Questioning  Class discussion  Critical viewing  Demonstration  Role play  Puppetry  Dramatization	Rhymes  Songs  Pictures  Puppets  Doll  Soap  Wash rag  Toothpaste  Floss  Toothbrush  Comb  Brush  Shampoo  Video clips	Demonstrating  Observation  Reporting: – oral - written - graphic  Self appraising	Practise good personal hygiene and grooming habits.  Encourage peers and others to practise good personal hygiene and grooming habits.

**Eating and Fitness: Injury Prevention**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
Critical thinking Healthy self – management Communication Assertiveness Problem solving	Preventing injury at home and school.	Identify careless behaviour that can result in accidents and injury.  Describe actions and behaviours to protect oneself.  Identify appropriate people to approach in an emergency.	Storytelling  Questioning  Class Discussion  Puppetry  Dramatization  Critical viewing	Stories  Puppets  Pictures  Cartoons  Video clip/s	Drawing a picture to show safe practices that can help us avoid injury.  Reporting: – oral - written - graphic  on injury related incidents.  Observation	Practise skills essential to enhancing health and avoiding dangerous situations.  Influence others to practise health enhancing skills.

**Eating and Fitness: Consumer Health**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Assertiveness Critical thinking Communication Negotiation Self management	Shopping for healthy foods and snacks.	Select healthy foods and snacks from among the items available at home and school.	Role play Class and group discussion Buying and Selling Critical viewing	Class shop – grocery, market, cafeteria Pictures Video clip Television set V.C.R.	Observation Reporting: – oral – written – graphic Keeping personal logs on food choices. – graphic and/ – or written.	Select and purchase healthy foods and snacks. Encourage peers and others to choose healthy foods and snacks.
Critical thinking Problem solving Communication Self management/monitoring	Proper use of medication.	Accept medicines provided by parent, guardian or recognized authority only. Describe correct use of medicine. Identify harmful medicines. Identify potentially hazardous substances.	Questioning Stories Puppet show Role play Discussion Reading labels – (looking for signs such as skull, etc.)	Puppets Labels Boxes Pictures Health brochures	Questioning Observation	Accept medications from parent, guardian or recognized authority only. Use medications only as prescribed.

**Eating and Fitness: Food Safety**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
Assertiveness Communication Critical thinking Decision making Interpersonal Self management	Food care: -handling -cooking -covering -refrigerating  Sharing of food.  Buying safe food.  Sickness caused by improper food care. -food poisoning -gastro enteritis -cholera	Discuss how foods and drinks should be handled, used and stored.  Observe safe practices when sharing food.  Describe ways to choose a safe vendor.  Identify sicknesses caused by improper food care.	Analyzing case studies  Discussion  Singing  Critical viewing  Role play	Video clip/s  Songs  Art supplies  Pictures	Quiz  Observation  Reporting: – oral - written - graphic  Creating: - posters - collages to promote healthy practices.	Observe healthy practices in using and storing foods and drinks.  Encourage others to observe safe practices regarding the use and storage of food.  Observe and evaluate health conditions before making purchases.  Report symptoms of sickness to appropriate persons.

**Sexuality and Sexual Health: Relationships I: Concept of Sexuality/Gender**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Self awareness Critical thinking Problem solving Communication Decision making Healthy Self management	Who am I? I am a boy/girl.  Private parts	Recognize characteristics that differentiate male and female (body parts).  Analyze maleness and femaleness through examination of their likes and dislikes.  Appreciate oneself. Establish: "I like being male/female."	Brainstorming  Role play  Group work  Discussion  Making critical choices from among gender related objects.  Creating songs or poems on self.  Record and playback session.	Pictures  Software  Video clips  Cassette  Puppets	Participating in discussion  Effective communicating  Reciting poems  Singing songs	Accept and be confident about one's gender.

LEVEL ONE

**Sexuality and Sexual Health: Relationships I**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Decision making Critical thinking Interpersonal Self awareness Healthy self management	Roles in:- <ul style="list-style-type: none"> <li>• family</li> <li>• village</li> <li>• country.</li> </ul>	Differentiate between male and female beings in all species.  Demonstrate awareness that both male and female are needed for procreation in all life forms.  Be aware that both male and female must be at a level of maturity before they can start a family.	Brainstorming  Identification through the use of pictures and video clips.  Small group/ class discussion	Pictures  Resource persons  Video clips  Puppets	Portfolio  Matching pictures	Accept / appreciate gender roles and responsibilities.
Decision making Critical thinking	Gender roles	Identify traditional roles of males and females as they relate to physique.  Decide in which circumstances it is appropriate to interchange male/female roles.	Role play  Group discussion  Class discussion	Video clips  Pictures  Puppets	Dramatizing roles that are traditional.  Creating situations for interchanging roles.	Perform traditional roles when opportunities arise.

LEVEL ONE

**Sexuality and Sexual Health: Relationships II: Respect for self and others**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Decision making Self awareness Interdependence Decision making Critical thinking Refusal skills Healthy self management	Friendship: What friends do and don't do?	Distinguish between appropriate and inappropriate touch.  Develop the ability to say 'No' to inappropriate touch.  Choose appropriate ways of expressing affection.  Appreciate and recognize that the body is special.	Small group discussions.  Use of mannequin to demonstrate inappropriate touch.  Use of video clip to highlight different ways of displaying affection appropriately.	Puppets  Mannequin or doll  Song – 'My body is my body'  Media clips	Case scenarios – children's responses to 'yes' touch and 'no' touch.  Describing appropriate ways to show affection.  Participating in class/ group discussion.	Be proud of their bodies.  Refuse in a firm and polite manner to be touched inappropriately.  Refrain from touching others inappropriately.
Problem solving Decision making Coping skills Healthy self management	Avoiding derogatory terms.	Note derogatory expressions used in their environment.  Explore alternative forms of expression.  Display tolerance to peers using derogatory expressions and seek to correct them.  Demonstrate the ability to convey their dislike for use of such terms.	Critical viewing  Attentive listening  Class discussion of appropriate comic strip.  Role play	Video clips  Taped conversations  Comic strip  Puppets	Participating in role play and class discussion.	Use appropriate expressions to express dissatisfaction.  Express their dissatisfaction to those who use derogatory terms in a friendly manner.  Help peers to avoid using derogatory terms.



LEVEL ONE

**Sexuality and Sexual Health: Relationships III**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Decision making Self awareness Healthy self management Refusal skills Empathy	Maintaining friendships: - personal hygiene; - emotional well-being; - appropriate conduct.  Diseases	Demonstrate the proper care of the body.  Examine the link between relationships and proper hygiene.  Display an understanding of the concept of HIV/AIDS and other STI's.  Identify behaviours which make a person vulnerable to HIV/AIDS and STI's  Take precautions to protect themselves from STI's eg. avoid contact with blood, refuse to be touched in private areas etc.	Demonstration – proper care using doll  Class discussion  Video clips on STI's  Resource personnel  Critical viewing/ listening  Role playing refusal skills	Doll  Bathtub  Toiletries  Video clips  Brochures  Pictures	Participating in class activity.  Creating: - collages -posters on HIV/AIDS.	Keep themselves clean.  Tell others about the dangers of HIV/AIDS.  Avoid behaviours that can promote vulnerability to HIV/AIDS and other STI's

LEVEL ONE

**Sexuality and Sexual Health: Growth and Development: Where did I come from?**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
Self awareness Communication Critical thinking Empathy	Concept of Birth My Body Changes Parenting	Demonstrate knowledge of the relationship between maturity and childbearing. Appreciate that the responsibilities associated with childbearing are adult responsibilities.	Puppet initiated conversations or taped conversations. Critical viewing/ listening Questioning Recording of class discussions	Puppets Posters Video clip Cassette	Participating in class discussion. Critically analyzing recorded discussions.	Display responsible behaviour during interactions with peers.

LEVEL ONE

**Sexuality and Sexual Health: Factors Influencing Sexual Expression: What I see, hear and do?**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
<p>Critical thinking</p> <p>Decision making</p> <p>Communication</p> <p>Interpersonal</p> <p>Refusal skills</p> <p>Self monitoring</p>	<p>Social practices</p> <p>Influence of substances on behaviour.</p> <p>Influence of the media on behaviour.</p>	<p>Critically analyse social practices to determine which are healthy and unhealthy.</p> <p>Demonstrate awareness that practices such as the use of drugs (alcohol, cigarettes) can result in inappropriate behaviour.</p> <p>Discriminate between appropriate and inappropriate messages promoted by the media.</p> <p>Differentiate between acceptable and unacceptable forms of behaviour and dress.</p> <p>Show awareness that affectionate expression can be appropriate or inappropriate according to relationships and age.</p>	<p>Critical viewing of video recordings – disorderly behaviour by adults and adolescents.</p> <p>Critical analysis of photographs (dress).</p> <p>Critical analysis of soap operas. (age-related relevance and propriety of affection displayed)</p> <p>Discussion</p> <p>Role play refusal skills.</p>	<p>Video clips</p> <p>Advertisements – print - audio - electronic</p> <p>Photographs</p> <p>Posters (age appropriate)</p>	<p>Participating in discussions.</p> <p>Identifying positive and negative advertisements.</p> <p>Selecting posters that promote positive expressions and behaviour.</p> <p>Composing: - songs -calypsos -writings -slogans -poems -rhyme/jingle to promote positive choices.</p> <p>Creating: - posters - collages / murals to promote positive messages.</p>	<p>Be vocal about inappropriate behaviour.</p> <p>Demonstrate ability to resist influences that promote inappropriate behaviour.</p>

**Managing The Environment: Caring for the Environment**

SKILLS	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
<p>Creative thinking</p> <p>Healthy self management/ monitoring</p> <p>Decision making</p> <p>Problem solving</p> <p>Self-awareness</p>	<p>Understanding the Environment</p>	<p>Examine the relationships within ecosystems.</p> <p>Examine the relationship between self and the environment.</p> <p>Discuss ways of caring for the environment.</p>	<p>Brainstorming</p> <p>Discussion</p> <p>Questioning</p> <p>Group work</p> <p>Drama/Role Play</p>	<p>Pictures</p> <p>Charts</p> <p>Video Clip(s)</p> <p>Plants</p> <p>Models/ Diagrams/ Maps</p>	<p>Participation in:- - discussion; - nurturing project.</p> <p>Completion of food chains/diagrams.</p> <p>Matching exercises of acceptable/ non-acceptable practices (picture).</p> <p>Portfolios – ways of caring for the environment.</p>	<p>Participate in beautification project within the school.</p> <p>Participate in agricultural project within the school.</p> <p>Appreciate and care for public utilities:- parks, street lights, stand pipes, recreational facilities.</p>

**Managing The Environment: Waste Disposal**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
<p>Creative thinking</p> <p>Decision making</p> <p>Problem solving</p>	<p>Waste</p> <p>Methods of waste disposal</p>	<p>Discuss the concept of 'waste.'</p> <p>Explore different forms of waste that can be found within the environment.</p> <p>Practise appropriate methods of waste disposal.</p>	<p>Brainstorming</p> <p>Discussion</p> <p>Group work</p> <p>Drama/Role play</p> <p>Constructing of signs and posters.</p>	<p>Pictures</p> <p>Charts</p> <p>Video tape</p> <p>Resource persons</p>	<p>Participating in class activities.</p> <p>Completing of worksheet or checklist. (types of waste disposal)</p> <p>Composing:                      - songs                      -calypsoes                      -writings                      -slogans                      -poems                      -rhymes/jingles                      -raps</p> <p>to promote healthy practices related to waste disposal.</p> <p>Creating:                      - posters                      - collages                      - murals</p> <p>to promote healthy practices related to waste disposal.</p>	<p>Apply knowledge.</p> <p>Use waste bins effectively.</p> <p>Ensure that others do same.</p> <p>Become involved in recycling projects.</p> <p>Encourage people to develop recycling practices through model behaviour.</p>

**Managing The Environment: Pollution**

SKILLS	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
Effective Communication Interpersonal Critical thinking Healthy self management/ Monitoring Decision making Coping Skills	Concept of pollution. Causes and effects of pollution. Responsibility towards the environment.	Gives examples of pollution in their environment. Discuss the causes and effects of pollution in their environment. Explore strategies to avoid pollution in the environment. Display proper waste disposal practices.	Brainstorming Discussion Questioning Field trips Clean-up campaigns	Pictures Charts Video clip Resource persons – Ministry of Health Dust bins in appropriate places	Participating in discussion. Observation: Participating in clean-up campaigns. Reports on personal practices.	Participate in on-going clean-up at home, class, school. Avoid practices that can lead to pollution of the environment. Speak out against practices that result in pollution. Report offenders.

**Managing The Environment: Conservation and Preservation**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
Effective communication  Problem solving  Interpersonal  Negotiation  Assertiveness	Concept  Benefits  Methods  Developing personal practices.	Discuss concept of conservation and preservation.  State reasons for conservation and preservation.  Examine the different methods of conservation and preservation.  Demonstrate practices of conservation and preservation.  Describe ways in which their behaviour can intentionally conserve or preserve the environment.	Brainstorming  Discussion  Group work  Critical viewing of video tapes  Radio programmes  Field trips  Drama  Construction of signs and posters.	Pictures  Charts  Video Clips	Participating during discussions.  Matching pictures to show acceptable and non acceptable practices.	Demonstrate a positive attitude toward conservation and preservation practices.  Become involved in conservation and preservation activities – recycle chubby bottles, boxes.  Report offenders.

**Managing The Environment: Relationship between Environment and Health**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Critical thinking Creative thinking Decision making Effective communication Self awareness Interpersonal	Interdependence  Environmental practices that prevent diseases.  Resources/Facility: -Health centres -Hospitals -School Clubs	Discuss the interdependence among living and non-living things.  Identify diseases that are caused by unhealthy environment.  Identify resources/ facilities in and out of school that contribute to health.	Discussion  Group Work  Use of resource persons – lectures  Brainstorming  Role play  Drama	Slides/Pictures  Video  Resource person – EMA	Constructing a picture chart to show interdependency.  Describing the ill effects of poor environmental practices on others.  Observing the practice of habits that promote a healthy home, school and community.  Creating posters with messages of positive interdependence.	Promote a clean and healthier environment at home, school, and community.  Speak out politely against improper environmental practices.



LEVEL ONE

**Managing The Environment: Disaster Preparedness**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
<p>Healthy self management/monitoring</p> <p>Self awareness</p> <p>Interpersonal</p> <p>Creative thinking</p> <p>Decision making</p> <p>Empathy</p>	<p>Concept of a disaster.</p> <p>Disaster preparedness.</p> <ul style="list-style-type: none"> <li>- Flooding</li> <li>- Hurricane</li> <li>- Fire</li> </ul>	<p>Examine the different types of disasters to which humans are vulnerable - (floods, hurricanes, fire, earthquakes).</p> <p>Examine the effects of specific disasters on health and physical wellness.</p> <p>Practise safety measures and precautions that could be put in place e.g. Fire drills. Storing food and water.</p> <p>Identify how and where to obtain help.</p>	<p>Co-operative learning.</p> <p>Drama.</p> <p>Lecture.</p> <p>Demonstration.</p> <p>Case studies.</p> <p>Projects.</p>	<p>Resource person</p> <p>Video Tapes</p> <p>Pictures</p> <p>Print resources</p>	<p>Making and explaining posters.</p> <p>Portfolio development</p>	<p>Develop a disaster preparedness plan (floods, hurricanes, fire, earthquakes).</p>

**Managing The Environment: Environmental Laws and Organizations**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Negotiation Creative thinking Decision making Effective communication Empathy Self awareness	Litter Rules National litter laws and fines Environmental Organisations	Develop rules for keeping class and school clean. List rewards and penalties. Become familiar with national environmental laws and fines-(litter). Identify the national authority responsible for the upkeep of environmental laws. (EMA)	Role play Drama Resource person Value clarification exercise Demonstrations Projects Team teaching Photographs	Resource person Video Pictures Newspapers	Writing class rules. Listing rewards and penalties. Stating fines for negative environmental practices identified in lesson. Observing the development of positive attitudes towards upkeep off rules and laws. Stating which authority should be notified if environmental laws are broken.	Elect litter wardens within the class or school environment. Display positive environmental practices. Tell others about environmental laws. Report law breakers.

## **COURSE OUTLINE**

### **LEVEL TWO**

**(STANDARDS ONE, TWO AND THREE)**

**Self and Interpersonal Relationships: Dimensions of Self**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING /LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/ EVALUATION</b>	<b>SOCIAL ACTION</b>
Communication Interpersonal Decision making Critical thinking Self management/ monitoring	Responsibility  Rights  Managing Feedback	Use self awareness skills to identify personal qualities.  Identify rights and responsibilities of self and others.  Accept suggestions for improvement of self.	Brainstorming  Group discussion on created scenarios  Critical viewing  Role Play  Observation  Discussion	Video  CD  Stories  Resource personnel  Newspaper articles	Designing a card/poster to highlight personal qualities.  Debating  Public speaking/ Oral presentations  Journal entries  Participation in group discussions.  Group discussions	Act confidently.  Accept and fulfil responsibilities.

LEVEL TWO

**Self and Interpersonal Relationships: Managing Emotions**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING /LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/ EVALUATION</b>	<b>SOCIAL ACTION</b>
Negotiation Interpersonal Problem solving Critical thinking Managing stress Managing feelings Self management Self monitoring Refusal	Anger management.  Bullying  Conflict resolution  Coping with everyday situations	Identify ways of appropriately dealing with anger.  Accept personal responsibility for response to anger.  Identify ways to deal with bullying.  Identify conflict issues.  Demonstrate ways to effectively deal with conflict.  Demonstrate social and coping skills.	Analysis and discussion of classroom situations.  Critical viewing of scenarios.  Brainstorming  Discussion  Reflection  Creating scenarios  Role Play	Pictures  Pupils  Movies  Stories  Classroom situations  Newspaper  Cartoon  DVD/video  CD	Dramatizing appropriate/ inappropriate responses to created scenarios.  Using alternative responses to scenarios.  Composing: - songs -calypsoes -writings -slogans -poems -rhymes/jingles -raps  to promote positive practices  Creating: - posters - collages - murals to promote positive practices.	Show self control.       Speak out against bullying.    Resolve conflict peacefully.

**Self and Interpersonal Relationships: Relationships with Others**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING /LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/ EVALUATION</b>	<b>SOCIAL ACTION</b>
Communication Interpersonal Assertiveness Co-operation Empathy	Positive relationships  Talents and contributions of others  Developing interpersonal skills	Develop positive relationships with others.  Appreciate the talents and contributions of others.  Be assertive without aggression.  Resolve dilemmas.	Critical viewing  Observation  Role modelling  Listening  Role Play/Drama  Assessing situations	Newspaper articles  Cartoons  Classroom situations  Movies  CDs	Dramatizing  Writing journals  Interacting in group activities.  Portfolio  Assessing given situations.	Maintain positive relationships.  Acknowledge others' contributions.  Negotiate effectively.

**Self and Interpersonal Relationships: Adapting to and Managing Change**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING /LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/ EVALUATION</b>	<b>SOCIAL ACTION</b>
Managing stress Communication Self Management Critical Thinking Cooperation Management of feelings	Changes likely to occur - self - home - school - community  Reflection  Coping strategies and making adjustments	(1) Identify changes likely to occur in various situations.  (2) Explore positive and negative feelings associated with changes identified.  (3) Reflect on the consequences of expressing positive and negative feelings.  (4) Develop strategies to counteract negative feelings.	Role play Small group discussion  Critical viewing of appropriate video clips	Video clips Stories Newspaper clippings Real life experiences of students Case studies Resource personnel	Writing journals Role playing Presentation:- - oral - written - graphic  Composing:- - songs - calypsoes - slogans - poems - rhymes - jingles - raps  Responding to scenarios depicting change	Manage feelings in everyday situations.  Assist peers to manage feelings.

**Self and Interpersonal Relationships: Technology and Self**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING /LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/ EVALUATION</b>	<b>SOCIAL ACTION</b>
<p>Communication</p> <p>Decision making</p> <p>Problem solving</p> <p>Critical thinking</p> <p>Self monitoring</p>	<p>Safe and unsafe practices.</p> <p>Accessing information</p> <p>Developing communication skills.</p> <p>Choosing appropriate leisure activities.</p>	<p>Discriminate between safe and unsafe practices in using technology.</p> <p>Source appropriate information using ICT.</p> <p>Use media to develop communication skills to address problems.</p> <p>Choose appropriate technology for leisure activities.</p> <p>Be aware of the dangers of visiting inappropriate websites and developing online friends.</p>	<p>Discussion</p> <p>Exploring research techniques on net.</p> <p>Discriminating between appropriate and inappropriate websites.</p> <p>Communicating</p> <p>Critiquing newspaper articles on related issues.</p> <p>Selecting</p> <p>Demonstration</p>	<p>Computer personnel</p> <p>Computer</p> <p>Media</p> <p>Books</p> <p>Digital games</p>	<p>Selecting appropriate choices.</p> <p>Presentation of information: -oral -written -graphic</p> <p>Journal</p> <p>Creating: -project Booklets -cartoons, -portfolio</p> <p>Arts &amp; Crafts</p> <p>Games</p>	<p>Use technology appropriately and responsibly.</p> <p>Develop resiliency to peer pressure related to inappropriate use of ICT.</p> <p>Influence peers to use ICT appropriately.</p>



**Self and Interpersonal Relationships: Developing Self and Community**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING /LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/ EVALUATION</b>	<b>SOCIAL ACTION</b>
Communication Negotiation Refusal Interpersonal Self management	Loyalty to school and community.  Patriotism  Interdependence	Develop a sense of loyalty to school and community.  Display a sense of patriotism for country.  Recognize the interdependence of members of the community.	Discussion  Situational analysis  Dramatization  Singing  Role Play  Drama	Stories  Songs  Documentaries  Resource personnel  Pupils	Designing posters  Writing slogans  Demonstrating appropriate behaviours  Creative expression	Display patriotic behaviour.    Cooperate and communicate effectively.

**Self and Interpersonal Relationships: Sensitivity to those with Special Needs**

SKIL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Communication Empathy Interpersonal Cooperation Managing feelings Problem Solving	Empathy Harmonious relationships. Recognizing and accepting contributions of special needs peers.	Show empathy to those with special needs. Develop harmonious relationships with special needs peers. Appreciate the contributions of special needs peers. Accept the contributions of special needs persons.	Integration of special needs peers into mainstream in the other subject areas. Role Play Team work Group interaction P.E. Singing Discussion Observation Critical viewing	Resource personnel Pupils Stories Movies Newspaper clippings Magazines Electronic media	Composing: - songs -calypsoes -writings -slogans -poems -rhymes/jingles -rap to promote equal treatment for special needs peers. Creating: -posters -collages -murals -cartoons -Portfolio to promote equal treatment for special needs peers. Presenting: – oral - written - graphic Critical viewing	Show empathy. Collaborate with others. Treat special needs peers with respect during interaction.

**Eating and Fitness: Physical Fitness**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Decision making/ goal setting  Problem solving  Critical thinking  Creative thinking  Healthy self management/ monitoring	Active healthy lifestyles. -recreation -exercise      Fitness goals	Define physical fitness.  Examine the importance of regular physical activity to enhance health.  Identify activities that promote/ enhance physical fitness and health.  Examine the importance of personal fitness goals.  Set personal fitness goals.	Analysis of case studies e.g. “Active Joe and inactive John”  Group discussion  Critical viewing  Lecture/discussion  Demonstrating  Setting personal fitness goals.	Pictures  Comic strips  Cartoons  Video clips  Resource personnel	Group reports  Developing a fitness plan and a monitoring system.  Keeping logs- detailing activities pursued, regularity and duration.	Exhibit a physically active lifestyle in and out of school.    Encourage others to make appropriate fitness choices.

**Eating and Fitness: Food and Nutrition**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Communication Negotiation Decision making Healthy Self management/ monitoring Refusal skills	Impact of eating habits on the individual.  Balanced meals  Consequences of eating imbalanced meals: -obesity -diabetes -cholesterol levels -etc.	Examine the effects of eating habits on physical, mental and intellectual health.  Distinguish between a balanced meal and a snack.  Analyse the nutritional content of packaged foods.  Explore the causes of disorders/ diseases related to unbalanced nutritional intake.	Brainstorming  Discussion  Lecture  Discussion  Lecture/discussion  Demonstration  Interpreting the information on labels, boxes etc	Pictures  Resource personnel  Menus from restaurants  Food pyramid  Pictures  Samples of food  Paper plates, glue  Labels, boxes, packages  Brochures from Ministry of Health	Observing  Reporting: -oral -written -graphic  Portfolios  Performance task – Planning a balanced meal and/ or a healthy snack.  Performance task – Reading and evaluating information on labels to make informed choices.  Writing journals.	Eat balanced meals and healthy snacks.  Make wise choices with respect to meals and snacks.  Make informed choices when shopping.  Encourage others to eat healthy foods.

**Eating and Fitness: Influences on Food Choices**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Communication Critical thinking Self awareness Problem solving Refusal Decision making Advocacy	Analysing influences on eating choices: - parents -other adults -peers -the media -culture -availability	Analyse the factors that influence eating choices.  Demonstrate ability to make appropriate choices.	Analysing case studies and / or stories.  Class discussion  Puppetry  Analysing advertising strategies.  Making posters and ads promoting healthy eating.  Brochures from Ministry of Health.	Puppets  Advertisements  Stories  Photographs  Food labels  Packaged foods  Jingles	Creating: - posters - jingles - slogans conveying messages on food choices.  Presentations: -display -project -portfolio -oral	Adopt healthy eating practices.  Display resilience to influences.  Persuade parents and friends to make healthy food and menu choices.  Influence adults to provide healthy foods for themselves and others.



**Eating and Fitness: Personal Hygiene/ Safety**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Self awareness Interpersonal Healthy self management Communication skills	Cleanliness and grooming.  Practices that reflect good grooming:- -proper care of self, personal clothing and belongings.	Discuss characteristics of good grooming.  Be aware that cleanliness and good grooming show consideration for self and others.  Explore ways to promote cleanliness and good grooming.	Dramatization of scenarios  Discussions  Demonstrations	Pictures  Charts  Video clips  Literature  Model/s  Charts  Health related brochures	Observation  Self reports.  Peer assessment.	Present a well groomed self.  Practise habits that promote health.  Display ability to handle hygiene issues sensitively.





**Eating and Fitness: Consumer Health**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING /LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/ EVALUATION</b>	<b>SOCIAL ACTION</b>
<p>Critical thinking</p> <p>Problem solving</p> <p>Decision making</p> <p>Healthy self management</p> <p>Communication</p>	<p>Valid health information and services.</p> <p>Drug use and drug abuse.</p>	<p>Identify resources used by individuals to manage their daily lives. (toiletries, medications)</p> <p>Identify sources of valid health information and services.</p> <p>Collect and evaluate health information.</p> <p>Distinguish between ‘drug’ and ‘medicine’.</p> <p>Examine reasons why over the counter drugs should not be abused or misused.</p>	<p>Discussion</p> <p>Analysing and interpreting labels, brochures, health magazines, website articles etc.</p> <p>Locating caution on medication - discussing meaning and importance.</p> <p>Dramatization</p>	<p>Health literature</p> <p>Medicine boxes</p> <p>Medicine labels</p> <p>Resource personnel</p>	<p>Project</p> <p>Poster making</p> <p>Journal</p> <p>Survey</p>	<p>Source and use valid health information and services.</p> <p>Influence others to source and use valid health information and services.</p> <p>Make informed selection when purchasing and using drugs.</p>

**Eating and Fitness: Food Safety**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Critical thinking  Problem solving  Decision making  Healthy self management/ monitoring	Food safety  Handling food  Purchasing from vendors	Examine the importance of proper storage and disposal of food to health.  Demonstrate proper practices when handling food.  Identify and weigh criteria for selecting a vendor from whom to purchase.	Brainstorming  Discussions  Dramatization  Critical viewing of : -Photographs -Video clips	Pictures  Newspaper clippings  Stories  Resource personnel	Creating posters and cartoons with messages on food safety.  Portfolio  Observing  Reporting : -oral -written -graphic	Practise appropriate habits in preparing, storing and disposing of food.  Evaluate safety and health practices of vendors.  Take appropriate action if unsafe food is consumed.

**Sexuality and Sexual Health: Relationships I**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Self awareness Interpersonal Empathy	Who am I?	Appreciate the physical differences in males and females.  Appreciate and be comfortable with oneself as a sexual being.  Develop an understanding and respect for the opposite sex.	Brainstorming Small group and class discussion  Listing attributes to show appreciation  Resource personnel	Doll  Chart  Stationery  Resource personnel	Participating in discussion.  Observation	Display positive and dignified behaviour.
Self awareness Decision making Critical thinking Empathy	Gender roles and responsibilities  Gender Taboos	Demonstrate an understanding of gender roles and responsibilities.  Appreciate changing gender roles in relation to the needs and demands of the home and society.  Eliminate existing gender-related taboos.  Critically examine role models (peers, parents, other adults) to inform positive behaviours.  Appreciate gender equity and interdependence.	Cartooning, drawing  Brainstorming, role play  Dialogue  Video clips  Case studies  Class and or group discussion	Pictures  Documentary  Video clip  Newspaper clippings	Display  Making journal entries  Creating poems or songs about roles and responsibilities.  Dramatization	Volunteer to perform duties and assist others in performing duties.  Avoid stereotyping.

**Sexuality and Sexual Health: Relationships II**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Self awareness Decision making Interpersonal Effective Communication Assertiveness Empathy Refusal skills Coping skills	Appropriate ways of expressing love and friendship.	Express love and care in appropriate age related ways.  Appreciate that one’s body is private and special, and should be treated with respect by all.  Display proper behaviour in boy/girl relationships.  Firmly convey disapproval of inappropriate touch.	Role play  Discussion of related incidents.  Demonstrating proper treatment of oneself using a doll.  Analysing case studies.	Video clips  Puppets/ Dolls  Cassettes  Comic strips	Participation in class discussion  Creating a cartoon with messages on topic.	Display appropriate behaviour.  Express disapproval firmly to inappropriate touch.  Seek assistance from a trustworthy adult for self and/ or others.  Be advocates against abuse.
Self control Self monitoring Assertiveness Critical thinking Decision making	Derogatory terms	Refrain from addressing peers with derogatory terms used in their environment.  Convey firm disapproval of derogatory terms.  Use positive expressions to replace derogatory terms.	Class and group discussions.  Critiquing songs and music videos that use such terms.  Dilemmas.	Songs  Video clips/recordings  Cassette recording of peaceful disapproval.	Journal entries  Creating a poem or calypso about positive and negative expressions.	Speak out confidently against use of derogatory terms.

**Sexuality and Sexual Health: Relationships II continued**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
Assertiveness Communication Decision making Problem solving Empathy Advocacy	Sexual abuse     Stigmatization	Develop ability to say ‘No’ to sexual advances.  Be vocal about sexual abuse of self and peers.  Develop strategies to avoid being in compromising situations.  Empathize with peers who may be experiencing abuse (avoid stigmatization).	Discussion  Analysing case studies  Critical viewing of video clips  Panel discussion	Video clips  Case studies  Resource personnel	Journal entries  Role play	Exercise caution in developing relationships.  Seek assistance from a trustworthy adult.  Treat victims with respect.  Be advocates against sexual abuse.

**Sexuality and Sexual Health: Relationships III**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Decision making Self awareness Healthy self management	Hygiene	Appreciate the need for and practise good hygiene emphasizing care of private parts.  Be aware of the necessity to wear clean undergarments daily.	Discussion - small group; - class.  Research  Critical viewing of pictures or films depicting body care.	Pictures  Health literature  Series of pictures or comic strip  Textbook	Questioning  Journal entries  Oral reports	Practise good hygiene.  Encourage and influence peers to do the same.  Handle hygienic issues with sensitivity.
Decision making Self awareness Healthy self management Empathy Advocacy	Diseases  Stigmatization	Be aware of diseases that result from unhealthy practices.  Be knowledgeable about HIV/AIDS and how it is spread.  Empathize with persons living with HIV/AIDS.  Share information about HIV/AIDS and other related diseases.	Critical viewing of video recordings, medical brochures and magazines.  Journals  Lectures and discussions involving -people who care for persons living with HIV/AIDS -persons living with HIV/AIDS -relatives of persons living with HIV/AIDS.	Video clips  Pictures  Medical journals  Health Literature on HIV/AIDS  Resource personnel -people who care for persons living with HIV/AIDS -persons living with HIV/AIDS - relatives of persons living with HIV/AIDS.	Journal entries  Oral presentations  Poster campaign  Dramatising empathy for victims.	Share information about HIV/AIDS.  Empathize with HIV/AIDS victims.  Become advocates for HIV/AIDS awareness.

**Sexuality and Sexual Health: Growth and Development: Life Cycles**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Self awareness Self management Self monitoring Refusal	My body changes  Puberty    Abstinence	Identify changes the body experiences as it matures.  Speak respectfully about body changes.  Examine the relationship between physical maturity and reproduction.  Treat discussions about private parts with the same attitude that the other body parts receive.  Practise self control and abstinence.	Group discussions  Video Clips  Class discussions  Role play	Picture  Charts  Pictures  Diagrams  Medical journals  Magazine  Websites.	Observation of students over time.  Participation in role play.	Practise abstinence.  Speak about sex related issues respectfully.  Treat opposite sex with respect.
Critical thinking Communication skills Negotiation skills Refusal skills	Concept of birth.    Parenting - Responsibility of childbearing	Develop awareness that sexual intercourse should be delayed until one is ready for family commitments.  Be aware that the consent of both adult male and adult female should precede sexual contact.  Appreciate the role of male and female in child bearing.  Demonstrate knowledge of the responsibilities associated with child bearing.	Case Study  Group and class discussion  Drawing cartoons  Role play  Critique of behaviour of adult and peers	Health literature on the body.  Video clips  Charts  Resource personnel (E.g. A Nurse or youth whose career path has been spoiled due to early pregnancy.)	Peer assessment.  Participate in group discussions and role play.  Dramatization.	Speak about child bearing respectfully.  Take action to preserve one's sexual integrity.  Avoid premature sexual involvement.

LEVEL TWO

**Sexuality and Sexual Health: Factors Influencing Sexual Expression: What I see, hear and do?**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Critical thinking Decision making Self management Assertiveness Communication Advocacy	Social practices: -family -peers -others	Note that some adult social practices are unhealthy.  Identify the consequences of negative social practices on sexual expression.  Identify the consequences of irresponsible sexual expression.	Critical viewing of different scenarios reflecting negative practices.  Role play about family and peer scenarios.  Class discussion	Video Video clips Case studies	Role play to show ways of addressing negative practices of adults and peers.	Speak out assertively when one encounters negative social practices.
Problem solving Coping Self management Self monitoring Assertiveness Communication Advocacy	Influence of substances on sexual expression.      Vulnerability	Identify substances used in the home and in advertisements that can lead to promiscuous behaviour.  Critically assess the impact of the family and peer pressure on drug use.  Be aware that drug abuse has negative consequences on sexual expression.	Survey Discussion. Examination of the labels of such products. Case study of a victim of substance abuse. Role-play of refusal skills.	Labels Literature Video clips Case study Cassettes	Role play of refusal skills: - self assessment - group assessment  Creating a poem or poster on "Say 'No' to drugs"	Advocate for abstinence.  Treat opposite sex with respect.  Exercise self control.



**Sexuality and Sexual Health: Factors Influencing Sexual Expression: What I see, hear and do?**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
Problem solving Coping Self management Self monitoring Assertiveness Communication Refusal skills	Influence of Media and Technology       Sexual exploitation	Critically assess the negative impact of selected advertisements, songs, movies and websites on sexual expression.  Make responsible choices when selecting music, print material, movies and websites.  Say 'No' to peer influences when selecting material.  Be aware that they are vulnerable to sexual exploitation.  Develop strategies to avoid being sexually exploited.  Be vocal about any form of sexual exploitation.	Analysis of cases studies of victims of inappropriate sexual lifestyles who were influenced by the media.  Open confessions from students who were tempted to view inappropriate materials.  Discussions	Literature  Video clips  Cassette recordings	Create: - posters - songs -calypsos -writings -slogans -poems on responsible choices, irresponsible advertising and exploitation.	Speak out against irresponsible media messages and child exploitation.  Be vocal about all forms of exploitation.  Display resilience towards peer pressure and other negative influences.

**Managing The Environment: Caring for the Environment**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Critical thinking Problem solving Self awareness Healthy self management Coping with emotions Refusal skills Negotiation Empathy Interpersonal	Concept of an ecosystem. Recognition of linkages within the ecosystem as it relates to one's health/well-being and survival. Value and respect life and perform actions to reflect same.	Examine ecosystems in their environment. Analyse and illustrate that all living things are dependent on each other and the environment (non living) for survival. Appreciate the value and contribution of all life forms on the environment.	Brainstorming Field Trips to zoo, Wild Fowl Trust, swamps etc Close passages Art and Craft (drawings) Discussion Role Play Interviews	Pictures Newspapers Encyclopaedias Videos Resource personnel	Designing posters showing the ecosystem. Oral questioning Composing: -posters -songs -calypsoes -writings -slogans -poems	Planting appropriate trees. Campaign against indiscriminate behaviour toward flora and fauna.

**Managing The Environment: Waste Disposal**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
<p>Creative thinking</p> <p>Critical thinking</p> <p>Interpersonal</p> <p>Communication</p> <p>Healthy self management/ monitoring</p>	<p>Concept of waste disposal.</p> <p>Methods and effects of improper disposal.</p> <p>Reuse, recycle</p>	<p>Explain the different methods of waste disposal.</p> <p>Analyze the effects of inappropriate disposal of waste in life.</p> <p>Demonstrate ways to use recycling as alternatives to disposal of waste.</p>	<p>Photographs</p> <p>Discussion</p> <p>Brainstorming</p> <p>Analysis of articles on topic.</p> <p>Role Play</p> <p>Designing posters containing messages.</p>	<p>Actual specimens of pieces of waste materials.</p> <p>Chart</p> <p>Articles from magazines and websites.</p> <p>Resource personnel</p>	<p>Role playing</p> <p>Presentation of short reports.</p> <p>Participation in group and class activities.</p> <p>Critiquing posters. (peer assessment)</p>	<p>Dispose waste properly to ensure healthy environment.</p>

**Managing The Environment: Pollution**

SKILLS	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
<p>Creative thinking</p> <p>Critical thinking</p> <p>Life choices</p> <p>Problem solving</p> <p>Healthy self management/ monitoring</p> <p>Empathy</p>	<p>Concept of pollution.</p> <p>Causes of pollution</p> <p>Responsibility</p> <p>Prevention measures</p>	<p>Identify pollution in their environment.</p> <p>Express views on the various ways in which pollution can be caused.</p> <p>Apply basic techniques in preventing pollution.</p>	<p>Discussion</p> <p>Interpreting signs posters related to pollution.</p> <p>Composing poems, songs, jingles etc</p> <p>Brainstorming</p> <p>Role play to convey messages about pollution.</p>	<p>Pictures</p> <p>Video clips</p> <p>Songs</p> <p>Poems</p> <p>Charts</p> <p>Resource personnel</p>	<p>Extracting information from pictures.</p> <p>Making checklists.</p> <p>Sentence completion.</p> <p>Photographs of polluted areas.</p>	<p>Assume roles of litter wardens.</p> <p>Participate in environmental projects in the school and community.</p> <p>Advocate for clean up of the unsanitary areas in the school and community.</p>

**Managing The Environment: Conservation and Preservation**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Creative thinking Critical thinking Decision making Communication Healthy self management/ monitoring Interpersonal Empathy Coping with stress	Concept of conservation and preservation  The effects of conservation and preservation  Conservation and preservation strategies  Responsibility towards environment	Examine how conservation and preservation impact on healthy living.    Examine strategies used to conserve and preserve our environment.  Explore ways in which our decisions and those of others can have both positive and negative effects on the environment and our health.	Discussion  Brainstorming  Inviting resource personnel  Interviews  Analyzing articles on the topic  Question session	Videos  Charts  Television set  Journals  Overhead projector (OHP)  Resource personnel  Photographs	Portfolios (create)  Developing a chart  Writing short essays on issues discussed.	Become involved in activities to ensure the conservation and preservation of the environment e.g. development of a play park; community work.          Become an advocate for conservation and preservation.

**Managing The Environment: Relationship between Environmental Health and Personal Health**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
Refusal Negotiation Creative thinking Critical thinking Communication Interpersonal Empathy Decision making Self awareness	Effects of attitude and actions on our health  Man made systems  Wellness choices	Identify and discuss how the actions and attitudes of humans affect our environmental health (through pollutants, deforestation, coastal dredging, use of pest controls etc).  Examine how man made systems may affect the community.  Examine the relationship between resource use, reuse, recycling and environmental health.  Justify the need for a healthy environment.  Cultivate a desire for a harmonious relationship between the environment and personal health.	Brainstorming  Discussion making use of video clips - critical viewing  Interview  Field Trips  Debates	Charts  Video recordings  Computer  Resource personnel	Quizzes  Close passages  Composing: -posters -songs -calypsoes -writings -slogans -poems  Portfolio	Become advocate for healthy environment.  Engage in:- • recycling projects • restoration projects • sharing of information.

**Managing The Environment: Disaster preparedness**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/ EVALUATION</b>	<b>SOCIAL ACTION</b>
Decision making	Concept of disaster.	Differentiate between natural and man made disasters.	Brainstorm disasters experienced or heard of in news	Videos	Drawing pictures of disasters.	Develop action plan for dealing with disasters.
Critical thinking	Types of disasters.	Describe the types of disasters that are most likely to affect the home, school and community and discuss how they affect individuals.	Classify cases into natural and man-made	Pictures	Writing a short story to an adult about their experience and how they will prepare in future for a disaster.	
Empathy	Effects of disasters.		Discussion	Newspaper clippings	Peer assessment of skits/ puppet shows about what happened and what should take place when a disaster strikes.	
Communication	Disaster preparedness	Explore how one can prepare for disasters.	Counselling techniques	Leaflets/ pamphlets	Writing journals	
Interpersonal		Empathise with people and communities that have been struck by disasters.	Role play	Resource personnel ( E.M.A, NEMA etc)		
	Local Relief organizations.	Identify disaster relief organizations.	Conducting surveys		Portfolio	
				Field Trips		
			Interviews			

**Managing The Environment: Environmental Laws and Organizations**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
Decision making  Creative thinking  Self awareness  Problem solving  Interpersonal Communication  Critical thinking	Recognition of the necessity of laws.          Recognition of roles of organisation in upholding laws.          Upholding laws	Become aware of the necessity for laws and regulations for the environment.  Examine how these laws impact on the home and the school.  Outline the role of organisations and agencies that deal with environmental laws and regulations.  Assess the effectiveness of these laws on the environment.  Demonstrate ways by which laws can be upheld and be proactive in doing so.	Use of flow charts  Dramatization  Discussion  Lecture  Critical viewing of video clips  Resource personnel	Flow charts  Computer  Video  Resource personnel  Brochures  Pamphlets  List of organisations	Making brochures / pamphlets / leaflets to enlighten people of laws and organisations.  Writing letters to the relevant authorities.	Form class committees to forge the upholding of laws (walkathon).  Help enforce laws/ rules in the school by serving as environmental police, prefects etc.  Report offenders to the relevant authorities.



**COURSE OUTLINE**

**LEVEL THREE**

**STANDARDS FOUR AND FIVE**

LEVEL THREE

**Self and Interpersonal Relationships: Dimensions of Self**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Interpersonal  Critical thinking  Self management  Self monitoring	Personal Needs    Conflict Resolution  Appropriate behaviour	Identify personal needs.  Prioritize personal needs.  Recognize and seek intervention to satisfy needs.  Demonstrate the capacity to use coping, social and cognitive skills to handle dilemmas.  Identify appropriate and inappropriate behaviours with respect to conflict resolution.  Exhibit behaviours that will display appropriate conduct.	Reflection  Introspection  Negotiating  Discussion  Sharing  Communicating  Role-play  Analyzing  Group activity  Creating scenarios  Dramatization	Resource personnel  Story  Case Study  Resource personnel  Newspaper articles  Students  School rules  Cartoons  Documentary  PowerPoint presentations	Writing journals.  Producing semantic maps  Developing portfolios.  Making presentations: -oral -written -graphic  Formulating positive school rules, slogans, jingles.  Engaging in creative expression.	Think/ Act critically and creatively.          Resolve conflicts peacefully.

**Self and Interpersonal Relationships: Managing Emotions**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
Communication Negotiation Assertiveness Problem solving Critical thinking Self management Self monitoring Interpersonal Cooperation Assertiveness	Feelings and emotions:- -anger -hatred -fear -jealousy -love -possessiveness -sadness	Develop sensitivity to each others' feelings. Resolve negative emotional states. Display emotional self control. Show sensitivity to the emotions and feelings of the opposite sex. Resolve conflicts that arise in relationships. Feel confident in communicating feelings and choices.	Discussion Debates Group activity Negotiation Drama Analyzing violent situations. Role Play Open Forum Critical viewing	Posters, CD, Cassette Film Audio-visual material -Movies - Stories -Video Clip - CD Story News articles on contemporary issues Real life experiences Resource personnel	Analyzing role plays. Creating: -posters -jingles -slogans -rap -calypsoes Puppetry presentation Responding to created scenarios, role play, drama Writing journals Research project Engaging in peer assessment. Keeping a log on emotions experienced and managed.	Display emotional management. Respect and accept each others differences. Resolve conflict peacefully. Communicate feelings and emotions appropriately.

**Self and Interpersonal Relationships: Relationship with Others**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Self management	Positive characteristics	Develop positive personality characteristics.	Cooperative learning	Resource personnel	Engaging in panel discussion.	Display positive interaction with peers and others.
Self monitoring	Strengths and weaknesses	Identify strengths and weaknesses of others.	Observation	Internet	Making presentations: -oral -written -graphic.	Interact harmoniously.
Negotiation		Collaborate to improve strengths and reduce weaknesses.	Interviews	Books		
Interpersonal	Biases and Prejudices	Examine how prejudices and biases affect relationships.	Research	Cartoons	Observing	Avoid discrimination and stereotyping.
			Introspection	Documentary		
	Snowballing	Newsprint	Engaging in peer assessment.			
	Think-pair-share	Markers	Composing: - songs -calypsoes -slogans -poems -rhymes/jingles -raps to promote positive practices.			
	Brainstorming	DVD, CD, Movies				
Unity – harmonious living	Examine how good relationships build strong community.	Group discussion	Stories	Writing journal / reflections.		
		Role Play	Drama groups			
		Drama	Scenarios			
			Critical analysis	Rewards		
			Idioms	Newspaper articles		
			Case Studies			

**Self and Interpersonal Relationships: Stress and Crisis**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
Critical thinking Negotiation Managing stress Self management Self monitoring	Stress    Coping strategies	Demonstrate an understanding of coping skills to deal with adverse and high risk situations.  Demonstrate an appreciation of a need to deal with adverse and high risk situations.  Apply appropriate skills to cope with adverse and high risk situations.	Brainstorming  Case studies  Role play  Anonymous question  Small group discussion  Creative expression/ writing	Current events  Newspaper article  Stories/ Documentary  Resource personnel – Student Support Services	Writing journals  Simulating group activities: -radio programmes -talk shows  Composing: - songs -calypsoes -slogans -poems -rhymes/jingles -raps to promote positive practices  Creating: - posters - collages - murals to promote positive practices.  Writing letters to editors.	Cope with stress and crises successfully.  Assist others in coping with stress and crises.

**Self and Interpersonal Relationships: Adapting To and Managing Change**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Critical thinking Managing issues Self management Negotiation Interpersonal Communication Cooperation Critical thinking	Delayed gratification  Changes:- - Personal change - Social change  Reflection and Introspection	Identify friendly steps of refusal skills.  Use refusal skills effectively.  Identify changes in situations with self and others.  Set and implement goals to achieve potential to adjust to change.  Apply skills to adjust to change.  Reflect and introspect on adjustment to change.	Role play  Communication  Brainstorming  Critical viewing  Discussion  Small group activity  Open Forum	Stories  Video clips  T.V.  Current events  Real life experiences  Resource personnel  Documentary  Books  Stories	Writing journals  Composing:- - songs -calypsoes -slogans -poems -rhymes/jingles -raps  Presentations:- -oral -written -graphic  Responding to scenarios depicting change.	Practise friendly refusal skills.  Display assertive behaviour.  Manage change successfully.

**Self and Interpersonal Relationships: Technology and Self**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
Communication  Decision making  Problem solving  Self monitoring	Responsible use of ICT  Making appropriate choices	Use information and computer technology (ICT) with moral and ethical responsibility.  Source useful information to make appropriate choices.  Be aware of the dangers of visiting in appropriate websites and developing online friends.  Make responsible selections.	Demonstration  Critical viewing  Modelling  Role-play  Research  Discussion	Books  Computer  Resource personnel	Observing use of ICT  Writing journals on experiences related to use of ICT.  Making presentations: - oral -written -graphic  Preparing -projects -reports	Use technology appropriately without supervision.  Influence peers to make responsible choices when choosing websites.  Resist negative influences of peers when choosing websites.

**Self and Interpersonal Relationships: Developing Self and Community**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Critical thinking Decision making Coping Interpersonal Communication	Develop social responsibility.           Negative behaviour: -vandalism -defacing -obscenities -inconsideration	Display a sense of loyalty to country.  Express an appreciation of the roles and responsibilities of persons in the community.  Engage in activities which foster the collective good of the community.  Treat with behaviour which impact negatively on the community.	Discussion  Role play  Small group activity  Research  Conducting interviews  Projects	Songs  Emblems headers  Environmental information  Real life situations  Video clips  Resource personnel  Library books  Journals  Library personnel	Responding to scenarios depicting negative behaviour.  Observing and reporting behaviours and incidents in their environment.  Group presentation of a community project plan. -oral -written -graphic	Volunteer community service.  Display a sense of ownership for community through positive actions.  Dissuade others from engaging in negative behaviour in the community.  Develop community project plan.



**Self and Interpersonal Relationships: Sensitivity to those with Special Needs**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
Empathy Critical thinking Creative thinking Cooperation Managing feelings Communication	Special needs persons.	Identify strengths and limitations of those with special needs.  Empathize with special needs persons.  Value the contributions of special needs persons.  Interact positively with special needs persons in every day activities.	Brainstorming Communication Research Role-play Group presentation Observation Peer assessment	Newspaper clippings Real life situations Documentaries Resource personnel Observation	Responding to scenarios depicting interaction with special needs persons.  Performing peer assessment  Composing: - songs -calypsoes -slogans -poems -rhymes/jingles -raps on issues relevant to special needs persons.  Creating -cartoons -collage -posters  Writing journals	Empathize and work collaboratively with those having special needs.  Encourage others to display affirmative action towards persons differently abled.

**Eating and Fitness: Physical Fitness**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
<p>Critical thinking</p> <p>Creative thinking</p> <p>Healthy self management</p> <p>Self monitoring</p>	<p>An active healthy lifestyle.</p> <p>Activities that contribute to a healthy body.</p> <p>Developing a fitness routine.</p>	<p>Identify and work to develop components of health-related fitness – flexibility, cardio-vascular endurance, muscular strength, muscular endurance.</p> <p>Set fitness goals.</p> <p>Select appropriate activities to improve fitness.</p>	<p>Brainstorming</p> <p>Lecture</p> <p>Demonstration</p> <p>Group work</p> <p>Critical viewing of video programmes on fitness.</p>	<p>Literature</p> <p>Resource personnel – Sports Officer</p> <p>Video clips</p>	<p>Performance tasks – development of personal and group fitness plan.</p> <p>Keeping log – charting progress towards fitness goal.</p>	<p>Incorporate a fitness programme into daily life.</p> <p>Form fitness teams / clubs.</p> <p>Participate in fitness competitions.</p>

**Eating and Fitness: Food and Nutrition**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING /LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/ EVALUATION</b>	<b>SOCIAL ACTION</b>
Critical thinking	Nutrients and Food Groups.	Correlate nutrients and food groups.	Cooperative learning groups	Dietary guidelines	Writing journals on eating choices.	Eat for health.
Decision making	Changing needs of the body.	Compare their food intake with recommended adolescent guidelines.	Class and group discussion	Food pyramid	Keeping logs.	Persuade others (peers, parents and other adults) to eat for health.
Self management	Relationship of self esteem to diet.	Correlate diet and a healthy appearance.	Case studies	Video clip/s	Planning and executing a food fair involving parents and community.	
Communication		Correlate diet choices based on food facts and nutritional requirements.	Critical viewing	Literature	Creating : -cartoons -collages -posters.	
Self awareness			Group work to plan meals using local and inexpensive foods			
Advocacy	B.M.I.(Body Mass Index)	Be aware of B.M.I.  Calculate their B.M.I.				

**Eating and Fitness: Influences on Food Choices**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING /LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/ EVALUATION</b>	<b>SOCIAL ACTION</b>
Critical thinking Decision making Problem solving Refusal skills Self awareness Healthy Self management Self monitoring	Influences on eating choices: -parents -peers culture -availability -advertisements	Review influence of people around them on their eating practices. Evaluate advertisements as they relate to personal health practices. Develop ability to resist negative influences on food choices.	Cooperative learning groups Discussion Critical viewing Critical analysis of ads Carousel technique	Video clips Newspaper articles Advertisements Boxes Packages	Keeping a log of how they respond to influences around them. Ranking, rating and grading of advertisements.	Choose foods based on health principles rather than on whims and fancies. Influence and help others to choose a diet based on health principles.

**Eating and Fitness: Anatomy and Physiology**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING /LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/ EVALUATION</b>	<b>SOCIAL ACTION</b>
Critical thinking  Problem solving  Self awareness  Self management  Self monitoring	The Immune System	Describe the structure and function of the immune system.  Differentiate between communicable and non-communicable diseases.  Describe ways to avoid / or prevent communicable and non-communicable diseases.	Lecture  Research	Video clips  Transparencies  Resource personnel  Literature  Internet	Developing a portfolio  Creating : -cartoons -collages -posters  Displaying and presenting materials created.	Adopt a lifestyle that enhances health  Influence and help others to do adopt a healthy lifestyle.

**Eating and Fitness: Personal Hygiene/Safety**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Critical thinking Creative thinking Decision making Self awareness Self management Advocacy	Personal hygiene and safety  Effects of improper practices related to cleanliness and grooming: – sickness – diseases – isolation.	Formulate a personal hygiene routine.  Identify sicknesses and illnesses caused by poor hygiene.  Address issues related to hygiene for safety.	Research  Critical viewing  Group work Carousel brainstorming  Discussion – group, class  Critical viewing	Literature  Internet  Resource personnel  Pictures charts  Video clips  Pictures  Charts	Writing journals   Monitoring	Adopt habits of good grooming.  Adopt safe practices to avoid injury.

**Eating and Fitness: Injury Prevention**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
Awareness Critical thinking Decision making Problem solving Refusal skills Healthy self management Self monitoring	Prevention and care of injuries related to eating and fitness:- -choking; -consuming dangerous substances; -physical injuries from cuts, burns and falls.  Emergency numbers:- -local ambulance; -police; -parents.  First Aid Practices.	Identify possible hazards at school and at home.  Prescribe ways to prevent injuries.  Role-play actions and behaviours to protect oneself from these hazards. (Preventive measures)  Identify emergency numbers.  Be aware that emergency numbers should be used responsibly.  Identify responsible school personnel and community helpers (doctor, nurse, dentist etc) who are first aid practitioners.  Demonstrate first aid practices.	Discussion  Role playing  Demonstration  Interactive lecture.  Critical viewing of video clips.  Analyzing stories or case studies	Pictures  Stories  Video clips  Resource personnel  Comic strips  Cartoons  Art materials  Paper	Responding to scenarios depicting emergency situations.  Demonstrating First Aid practices.  Creating:- -cartoons -collages -posters	Use emergency numbers responsibly.  Follow the correct procedure in response to specific hazards.

**Eating and Fitness: Consumer Health**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/ LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/ EVALUATION</b>	<b>SOCIAL ACTION</b>
Critical thinking Problem solving Communication Self management Self monitoring Advocacy	Health information.  Health promoting products and services.	Identify characteristics of accurate health information.  Validate and verify why one health product will be chosen over another.  Identify community agencies that advocate for healthy individuals and communities.	Lecture/discussion  Research  Cooperative learning  Critical analysis of prescriptions and labels for medicines and health care products.  Compare and contrast data on labels.	Literature  Labels – hair and skin products, etc  Prescriptions  Resource personnel – Consumer Affairs Health personnel  Internet ads and literature on weight loss or fitness programmes.	Oral presentations.  Formulating a Consumer Guide listing positive ways to get information.  Formulating a checklist for evaluating health products and services.  Selecting wisely health products and services.  Writing letter to the editor of a newspaper.	Be responsible consumers.  Advocate for accurate health information and wholesome products and services.



**Eating and Fitness: Food Safety**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/ LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Decision making  Problem solving  communication  Self monitoring  Advocacy	Food Preservation    Expired food  Improper practices and effects.	Develop appropriate practices relevant to the preservation of foods.  Read and interpret information on food labels accurately.  Deal responsibly with expired food items.  Identify improper practices which are dangerous to one’s health.  Recognize sicknesses caused as a result of improper storage and handling.	Analyzing labels  Interpreting data  Group work  Discussion  Research  Lecture  Critical viewing	Food labels  Literature  Resource personnel  Charts  Video clips  Internet	Critiquing posters and literature on each topic.  Presenting information on topic:- -oral -written -graphic.  Planning an awareness campaign.  Displaying methods of food preservation.	Select appropriate methods for storing foods.  Read labels carefully at all times.    Execute an awareness campaign.



LEVEL THREE

**Sexuality and Sexual Health: Relationships II**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Self awareness Decision making Interpersonal Effective communication - refusal - advocacy - negotiation Empathy	Inappropriate touching	Express love and care in appropriate age related ways. Display good moral conduct in boy/girl relationships. Communicate openly and responsibly disapproval about inappropriate touch. Treat one’s and others’ body with respect. Develop ability to say ‘No’ to sexual advances. Be vocal to appropriate authorities about sexual abuse of self and peers. Develop strategies to avoid being in compromising situations. Empathize with peers who may be experiencing abuse.	Discussions Critical viewing of video clips – good and bad behaviour. Role play scenarios Comic strip Cassette recordings to generate discussions. Puppets asking questions.	Video Cassette recorder Cassette recorder Puppets	Participating: -class discussion. -peer and self assessment Producing a video recording of drama created by class. Producing a cassette recording of participation in class discussion.	Behave appropriately with peers and adults. Take responsible action to stop abuse. Display ability to use refusal skills

**Sexuality and Sexual Health: Relationships II continued**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
Effective communication - refusal - advocacy - negotiation  Empathy  Interpersonal	Derogatory terms	Refrain from using derogatory terms.  Convey firm disapproval to those who use derogatory terms.  Use positive expressions when expressing dissatisfaction.	Discussions  Role play scenarios  Critical viewing of video clips on behaviour  Puppets asking questions	Cassette recordings to generate discussions  Cassette recorder  Video  Critical viewing of comic strips  Puppets	Participating in class discussion.  Production of cassette recording highlighting refusal skills.  Video recording class drama.	Behave appropriately with peers and adults.  Take responsible action to stop abuse.

**Sexuality and Sexual Health: Relationships III**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Self awareness Assertiveness Analytical and critical thinking Self management	Hygiene	Be aware that additional care is needed for the body during puberty.  Access necessary products, information and services to ensure hygienic practices.  Explore relationship between personal hygiene and sexually related diseases.  Become role models of good hygienic practices.	Lecture – resource personnel  Discussion  Critical viewing	Video recordings  Charts  Pictures  Health Literature  Resource personnel	Participating in class activities.  Role playing hygienic practices.	Adopt appropriate hygienic practices.  Influence/persuade peers to do same.

**Sexuality and Sexual Health: Relationships III (continued)**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Decision making Problem solving Coping Refusal Advocacy Self awareness Empathy	Sexually related diseases           Abstinence           Stigmatization	Identify sexual diseases.  Identify symptoms associated with HIV / AIDS and other STDs.  Be aware of the dangers of HIV/AIDS.  Access information, products and services as they relate to sexually related diseases.  Identify behaviours which make one vulnerable to HIV/AIDS and other STDs.  Become an advocate of the abstinence policy.  Empathize with persons living with STDs and HIV/AIDS.	Lecture/demonstrations by resource personnel - nurses - persons living with HIV/AIDS - relatives of victims  Case Study/ studies  Research on HIV/AIDS  Role play	Health literature  Video clips  Resource personnel  Pictures  Over-The-Head Projector	Display literature on sexually related diseases.  Debate on sexually related issues.  Role play consequences of being a person living with sexually related diseases.  Writing journals.	Take steps to avoid contracting sexually transmitted diseases.  Adopt an abstinence policy as the only safe method of protection from HIV/AIDS and sexually transmitted infections and diseases (STIs, STDs).

**Sexuality and Sexual Health: Growth and Development: Life Cycles**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Self awareness Self management Self monitoring Decision making Analytical and critical thinking Coping Refusal	Body changes - sexual maturity/ readiness          Self control and abstinence	Examine and accept the changes associated with puberty (hormonal, emotional, physical).  Be aware that puberty is an indication that females can conceive babies.  Be aware that puberty is an indication that males can father babies.  Practise self control and abstinence in response to the new urges being experienced.  Speak respectfully and openly about puberty.	Lectures Discussions Critical viewing of video recording on topic Role-play Question & answer sessions	Video clips Drawings Documentaries Video clips Resource Personnel	Observing students' interaction with others.  Participating in discussion.  Writing journals.	Cope with emotions.  Exercise restraint.





LEVEL THREE

**Sexuality and Sexual Health: Growth and Development: Life Cycles (continued)**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
<p>Critical thinking</p> <p>Decision making</p> <p>Self management</p> <p>Self monitoring</p> <p>Negotiation</p> <p>Refusal</p>	<p>Responsibility of child-bearing.</p>	<p>Appreciate the serious responsibility that comes with child-bearing.</p> <p>Be aware that best practice means delaying sexual activities until one is mature and ready for family commitments.</p> <p>Become role models and advise peers confidently that they should practise abstinence.</p> <p>Be aware of the negative consequences associated with unwanted pregnancies for all parties – mother, father and baby.</p>	<p>Struggle and success stories.</p> <p>Class discussion to promote abstinence.</p> <p>Debate: Abstinence vs. Free expression</p> <p>Analyzing case studies- Stories or question and answer session with victims of unwanted pregnancy and role models.</p>	<p>Literature</p> <p>Video clips</p> <p>Resource Personnel</p>	<p>Responding to scenarios depicting the consequences of unplanned parenthood.</p> <p>Writing journals.</p> <p>Debating the pros and cons of child bearing.</p> <p>Creating and critiquing posters on:</p> <ul style="list-style-type: none"> <li>-promoting abstinence.</li> <li>-negatives consequences of unplanned and unwanted pregnancies.</li> </ul> <p>Set up displays in appropriate places to promote abstinence.</p>	<p>Advocate for abstinence.</p>

**Sexuality and Sexual Health: Factors Influencing Sexual Expression: What I see, hear and do?**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
Self awareness Self monitoring/ management Critical thinking Assertiveness Coping	Social practices; - family - peers - society	Note that practices of one’s family, peers and society influence personal sexual expression.  Identify practices of one’s family, peers and society result in unacceptable sexual expression.  Speak confidently against practices which result in irresponsible sexual expression.  Avoid and advocate against the use of language, behaviour and dress that exhibit vulgarity.	Group discussion.  Critical viewing of video scenario of family practices.  Critique of recording of conversations related to topic.  Role-play scenario in which assertive and advocacy skills are used.  Critique of video clips or pictures showing appropriate vs. inappropriate dress.	Video Clips  Audio Recordings  Resource Personnel  Photographs  Case studies	Engaging in peer assessment of drama and conversation recordings.       Self and peer assessment of use of language.  Critiquing choice of wear.	Demonstrate proper forms of expression in social interactions.  Dress appropriately and influence friends to dress appropriately.  Display resilience to negative influences.

**Sexuality and Sexual Health: Factors Influencing Sexual Expression: What I see, hear and do? (continued)**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING /LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/ EVALUATION</b>	<b>SOCIAL ACTION</b>
<p>Critical thinking</p> <p>Problem solving</p> <p>Refusal skills</p> <p>Communication</p> <p>Self management</p>	<p>Influence of substances on sexual expression: – drugs (alcohol, cigarettes, etc.)</p>	<p>Identify the range of substances abused.</p> <p>Explore how substance abuse can result in irresponsible sexual expression.</p> <p>Develop the ability to say ‘No’ to influences/ pressures to use substances.</p> <p>Refrain from visiting places that nurture negative sexual practices.</p>	<p>Research Literature on substance abuse.</p> <p>Use of resource personnel – patient in rehab centre.</p> <p>Case Studies</p> <p>Role-play use of firm refusal skills.</p>	<p>Posters</p> <p>Brochures</p> <p>Charts</p> <p>Literature</p> <p>Video clips</p> <p>Audio recordings</p> <p>Resource person</p>	<p>Developing portfolio on substance abuse.</p> <p>Rubric to assess participation in scenarios depicting the consequences of victims of substance abuse.</p> <p>Set up display on substance abuse.</p> <p>Role-playing refusal skills.</p>	<p>Organize campaigns to speak out against substance abuse.</p> <p>Avoid use of harmful substances.</p>

LEVEL THREE

**Sexuality and Sexual Health: Factors Influencing Sexual Expression: What I see, hear and do? (continued)**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING /LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/ EVALUATION</b>	<b>SOCIAL ACTION</b>
Critical thinking Problem solving Refusal skills Communication Coping Self management	Influence of the media on sexual expression: -print, television, cable, video -computer.	Critique print (pornography etc), advertisements, movies, websites and chat rooms to differentiate which are clean and which promote promiscuity.  Make responsible choices which indicate positive behaviours when using any of the media.  Say ‘No’ to peer pressure when making choices.	Discussion about topic.  Group discussion on incidents featuring negative impact of media on young children and adults.  Debate on censorship.  Interact with resource personnel. e.g. Rapport  Case studies <ul style="list-style-type: none"> <li>- Literature</li> <li>- Video clips</li> <li>- Audio recording</li> </ul>	Literature  Video clips of advertisements  Movie clips  DVD	Engaging in peer and self assessment of debate.  Critiquing clips on media publications. -advertisements -articles  Role playing refusal skills.	Speak out against improper sexual expression.  Avoid being victim of the media and peer pressure.  Advise friends about positive choices.
Decision making Problem solving Coping Refusal Advocacy Self awareness Empathy	Sexual exploitation vulnerability	Identify causes of sexual exploitation (money, power, poverty, immaturity, favours etc)  Resist sexual exploitation even when in need.  Display self efficacy as a sexual being.	Discussion about Audio/ video recordings of scenarios that lead to exploitation and model behaviour which can prevent sexual exploitation.  Role play scenes to develop refusal skills.	Resource Personnel  Video clips  Audio recordings	Engaging in self and peer assessment of role play.  Writing journals.  Responding to scenarios depicting the consequences of being a victim of sexual exploitation.	Speak out against sexual exploitation.  Advise peers how to protect themselves.

**Managing The Environment: Caring for the Environment**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Interpersonal Healthy self management Advocacy Decision making Assertiveness Negotiation Effective communication Problem solving	Caring for the Environment  Sustainable practices: -litter policy -the R's -reforestation -using environmentally friendly products.	Explain ways in which one can care for the environment.  Identify sustainable practices necessary for a healthy environment.	Lectures Value clarification exercise Field Trips Team Teaching Case studies Role-playing Drama	Packaged instructions Videos Resource Persons Slides	Journals, projects portfolios.  Oral and written presentation on ways in which one can take care of their immediate environment.	Form an environmental club.  Adopt and maintain a park or public place.  Take necessary action to educate public about conservation and preservation practices.

**Managing The Environment: Waste Disposal**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT/EVALUATION	SOCIAL ACTION
<p>Creative thinking</p> <p>Decision-making</p> <p>Problem-solving</p> <p>Self-awareness</p> <p>Coping with stress</p> <p>Assertiveness</p>	<p>Effects of improper waste disposal on man and the environment.</p> <p>Responsibility-methods used in waste disposal.</p>	<p>Discuss methods of waste disposal</p> <p>Identify and analyze improper methods of waste disposal</p> <p>Analyze the effects of improper waste disposal practices on man and the environment</p> <p>Practise proper methods of waste disposal which will impact positively on their home and environment</p>	<p>Researching</p> <p>Discussion</p> <p>Group work</p> <p>Brainstorming</p> <p>Field trips</p> <p>Role play</p> <p>Buzz groups</p> <p>Lecture</p>	<p>Pictures</p> <p>Video clips</p> <p>Resource personnel</p> <p>Flow charts</p> <p>Advertisements</p> <p>Flow chart</p>	<p>Project</p> <p>Portfolio</p> <p>Debate</p>	<p>Use available methods to engage in recycling and re-using of waste material e.g. composting.</p> <p>Research and develop new methods in the use and/ or re-cycling of waste material.</p>

**Managing The Environment: Pollution**

SKILL	TOPIC	OBJECTIVES	SUGGESTED TEACHING /LEARNING STRATEGIES	RESOURCES	ASSESSMENT/ EVALUATION	SOCIAL ACTION
<p>Critical thinking</p> <p>Creative thinking</p> <p>Problem solving</p> <p>Healthy self Management</p> <p>Interpersonal</p> <p>Effective communication</p> <p>Decision making</p> <p>Coping with stress</p>	<p>Pollution and health</p> <p>Reducing pollution</p>	<p>Create community awareness of pollution and its impact on health.</p> <p>Explore environmentally safe ways of reducing pollution.</p> <p>Display habits that reflect a concern for reducing pollution.</p> <p>Develop a plan to reduce pollution in their community.</p>	<p>Class discussion</p> <p>Debate</p> <p>Panel discussion</p> <p>Case studies</p>	<p>Charts</p> <p>Pictures</p> <p>Videos</p> <p>Radio Programmes</p> <p>Resource Personnel</p> <p>Drama</p> <p>E. M.A.</p>	<p>Investigating – sources of pollution.</p> <p>Creating:</p> <ul style="list-style-type: none"> <li>- posters</li> <li>- jingles</li> <li>- slogans</li> </ul> <p>conveying messages about pollution.</p> <p>Making presentations:</p> <ul style="list-style-type: none"> <li>- oral</li> <li>-written</li> <li>-graphic.</li> </ul> <p>Preparing:</p> <ul style="list-style-type: none"> <li>- projects</li> <li>- reports</li> <li>- portfolios</li> </ul> <p>on ways of reducing pollution and causes of pollution.</p>	<p>Students produce a plan to reduce pollution in their environment.</p>

**Managing The Environment: Conservation and Preservation**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Empathy Critical thinking Problem solving Advocacy Decision making Refusal Effective communication Self awareness Coping with stress	The Three (3) R's  Responsibility towards environment	Examine the 3 R's, reduce, reuse and recycle as they pertain to conservation and preservation.  Display positive attitudes and practices towards the conservation and preservation of the environment.	Role playing Drama  Projects on the R's Lectures Field work Value clarification exercise Drama	Slides Videos  Resource Personnel -Forestry division -W.A.S.A. -E.M.A.  Songs Poetry	Projects  Portfolios	Participate in World Environment Day, Wetlands Day, Earth Days, etc.  Take necessary action to educate public about conservation and preservation practices.



**Managing The Environment: Relationship between Environmental Health and Personal Health**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Communication Problem solving Decision making Self awareness Critical thinking	Human actions affecting environmental health.  Health issues -lead poisoning -toxic dumping -global warming	Analyze how human actions affect environmental health.  Assess environmental health issues and state how they affect their lives and the lives of others.  List factors which demonstrate that man’s survival is dependent on his environment.  Identify and examine health issues that exist due to poor environmental health.	Brainstorming Discussion Research Lectures Assessing Flow Chart Role play Debates	Pictures Slides Resource personnel Project Flow Chart	Conducting interviews.  Making slogans. Writing journals. Creating posters.	Speak out against unsafe environmental practices.  Display behaviours that are environment friendly.
Decision making Critical thinking Communication Coping with stress	Alternative products used to reduce health risk and environmental degradation.  Making lifestyle choices.	Display alternative products that are used to reduce health risk and environmental degradation  Choose products that are environmentally friendly.	Brainstorming Discussion Research Web articles Display	Pictures Slides Resource personnel Project Flow Chart		Make lifestyle choices to promote wellness: - choosing environmentally friendly products e.g. hairsprays, deodorants

**Managing The Environment: Disaster Preparedness**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Decision making Problem solving Creative thinking Communication Interpersonal relationships Coping with emotions Empathy Critical thinking	Disaster Preparation      N.E.M.A. N.G.O.s	Distinguish among the different types of disasters.  Investigate how they affect oneself and the environment.  Discuss ways one can prepare for large scale disasters.  Show compassion towards victims of disasters.  Access help from appropriate authorities.	Composing poems  Discussions  Critiquing videos  Games  Drama/role play  Research	Slides  Newspaper clippings/articles  Resource persons  Pictures  Video clips	Portfolios  Essays  Construction of map of escape route	Develop and participate in a plan to respond to natural and man made disasters.          Contact appropriate authorities in times of disaster.

**Managing The Environment: Environmental Laws and Organizations**

<b>SKILL</b>	<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING/LEARNING STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT/EVALUATION</b>	<b>SOCIAL ACTION</b>
Communication Interpersonal relationship Critical thinking Creative thinking Problem solving Advocacy	Concept of environmental laws? Upholding and maintaining environmental laws. Organizations responsible for upholding environmental laws. Responsibility	Explain why environmental laws and regulations are made and enacted. Compare and contrast environmental laws that may have a positive or negative impact on the environment and family life. Analyze the roles of organizations (e.g. private, community, gov't) in development and enforcement of environmental health laws as they relate to Health and Family Life. Recognize individuals' role in upkeeping environment laws.	Brainstorming Role play Resource persons Town meetings Field trip- (E.M.A., Regional Corporation) Research Interviews Slide presentation Journal writing	Charts Handouts Resource persons Video tapes/clips Pictures	Interview Essay Debate Portfolio Research	Participate in town meetings, speeches, walkathon to develop environmental awareness. Serve as school litter wardens. Report offenders to appropriate authority.