



**ST. CHRISTOPHER AND NEVIS  
MINISTRY OF EDUCATION AND INFORMATION**

**HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

**Primary Division**

**January 2013**

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## FOREWARD

The new Health and Family Life Education Curriculum (Primary Division) is a part of a paradigm shift on the part of the Ministry of Education which began with the White Paper on Educational Development and Policy 2009 – 2012, and continues presently with the implementation of the Child Friendly Schools (CFS) Framework. The CFS Framework is straightforward: schools should operate in the best interests of the child, providing a safe, healthy, productive educational environment that caters to the holistic development of students. Health and Family Life Education (HFLE) provides a comprehensive curriculum which seeks to teach students essential skills for living healthy successful lives. The Ministry of Education has committed to pushing the implementation and delivery of HFLE within primary schools in both St. Kitts and Nevis, as a mechanism to combat issues facing children and youth.

The purpose of this manual is to provide a standardized curriculum to ensure consistency in the delivery of HFLE and to give teachers the knowledge and skills for implementing life skills education, specifically, HFLE curriculum lessons, in their classrooms. The HFLE Curriculum is based on the Regional Curriculum Framework, which sets out the HFLE philosophy and standards for teaching and identifies the desired knowledge, skills and behavioral outcomes for students. The document covers the 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.

This Curriculum Guide is laid out in three parts: HFLE Curriculum Background, HFLE Curriculum Content and HFLE Course Outlines. In using this guide it is important to keep foremost in your mind that HFLE is at its heart, a *LIFE SKILLS* curriculum, and when taught well does more than simply impart information, it provides students the opportunity to develop skills crucial to their development while fostering a sense of personal empowerment. Teachers have been trained to implement the curriculum, I trust that experience, together with this Curriculum Guide will prove helpful in introducing life skills education, specifically HFLE, to primary schools and that it will ultimately result in positive behavior change.

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# INTRODUCTION

## LIFE SKILLS EDUCATION

Life skills education is a comprehensive behavior change approach that concentrates on the development of the skills needed for life such as communication, decision-making, managing emotions, assertiveness, self-esteem building, resisting peer pressure, and relationship skills. Additionally, it addresses the important related issues of empowering girls and guiding boys towards values. The program moves beyond providing information. It addresses the development of the whole individual, so that a person will have the skills to make use of all types of information, whether it is related to HIV/AIDS, STDs, reproductive health, parenting, other health issues, and other communication and decision-making situations. The Life Skills approach is completely interactive, using role-plays, games, puzzles, group discussions, and a variety of other innovative teaching techniques to keep the participant wholly involved in the sessions. The acquisition of life skills can greatly affect a person's overall physical, emotional, social, and spiritual health which, in turn, is linked to his or her ability to maximize upon life opportunities. The success of skills-based health education is tied to three factors: 1) the recognition of the developmental stages that youth pass through and the skills they need as they progress to adulthood, 2) a participatory and interactive method of pedagogy, and 3) the use of culturally relevant and gender-sensitive learning activities.

## WHAT IS HFLE?

HFLE is a comprehensive, life skills-based program, which focuses on the development of the whole person in that it:

- Enhances the potential of young people to become productive and contributing adults/citizens.
- Promotes an understanding of the principles that underlie personal and social well-being.
- Fosters the development of knowledge, skills and attitudes that make for healthy family life.
- Provides opportunities to demonstrate sound health-related knowledge, attitudes and practices.
- Increases the ability to practice responsible decision-making about social and sexual behaviour.
- Aims to increase the awareness of children and youth of the fact that the choices they make in everyday life profoundly influence their health and personal development into adulthood.

## WHY HFLE?

Life Skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way. It contributes to the promotion of personal and social development, the protection of human rights, and the prevention of health and social problems. Another justification for the life skills approach is that it is a natural vehicle for the acquisition of educational, democratic and ethical values. In the delivery of Life Skills, the fostering of positive attitudes and values is set alongside the knowledge and skill components. Some of the commonly held values are respect for self and others; empathy and tolerance; honesty; kindness; responsibility; integrity; and social justice.

## **VISION FOR THE HEALTH AND FAMILY LIFE EDUCATION**

To provide a positive stimulating learning environment which maximizes individual potential and ensures that all students are cared for spiritually, morally, intellectually, physically, socially and emotionally and that they are well equipped to meet the challenges of education, work and life.

## **MISSION STATEMENT**

We are committed, through the training of teachers and the development of the Health and Family Life Education curriculum, to fostering a culture of learning grounded in respect, responsibility and results, thereby ensuring our children achieve their full potential and grow to make healthy contributions to the social, cultural and economic development of St Kitts and Nevis. Our vision is attainable through rigorous and relevant curriculum, effective instructional practices, student engagement, and on-going school-wide collaboration that is student-centered and goal-oriented.

## **HEALTH AND FAMILY LIFE IMPLEMENTATION OBJECTIVES**

- To develop a national HFLE curriculum for St. Kitts and Nevis.
- To expand the delivery of HFLE to primary schools and through all grade levels in secondary schools.
- To update the HFLE materials currently used in secondary schools.
- To train guidance counselors as trainers of HFLE
- To ensure that HFLE programs meet regional standards, and maintain appropriate records in order allow for the measurement of the efficacy of programming.
- To ensure that the HFLE Program reflects the tenets of the Ministry of Education's White Paper.
- To ensure that every school has an appointed HFLE coordinator.
- To ensure that HFLE is delivered in primary schools at least twice per week.
- To ensure the professional development and skills of teachers and guidance counselors involved in the delivery of the HFLE curriculum.
- To provide organizational structure and the tools for effective management and sustainability of Health and Family Life Education within the public schools of St. Kitts and Nevis

## **PART I: CURRICULUM BACKGROUND**

## PHILOSOPHY OF EDUCATION

The goals and objectives of the Education System as outlined in the Ministry of Education's White Paper on Educational Development and Policy 2009 – 2019, provides the foundation for the HFLE Curriculum. This curriculum is based on all the philosophical statements found therein.

### **The goals of the education system are to:**

- Encourage and promote the development of the basic knowledge and skills in all persons, including:
  - the skills of literacy, listening, speaking, reading, writing, numeracy, mathematics, analysis, problem solving, information processing, computing
  - critical and creative thinking skills for today's world
  - an understanding of the role of science and technology in society together with scientific and technological skills
  - an appreciation and understanding of creative arts
  - physical development and personal health and fitness
  - the creative use of time
- Develop self-worth through positive educational development
- Promote the importance of the family and community
- Provide opportunities to reach maximum potential
- Promote the recognition, understanding and respect for the constitution, laws and national symbols of the state
- Develop an understanding of the principle of gender equality and other forms of equality as defined in the Constitution
- Promote an understanding of the history, language, culture, rights and values of Saint Kitts and Nevis and their role in contemporary society
- Increase awareness and appreciation of the natural environment
- Promote a national and Caribbean identity through regional co-operation and integration
- Develop an understanding of the historical and contemporary role of labor and business in society
- Prepare for participation in the affairs of St. Kitts and Nevis and the global society



## Curriculum Basis

### The Teaching of Life Skills

The primary goal of HFLE is to change not only a student's level of knowledge, but to enhance his or her ability to translate that knowledge into specific, positive behaviors. The foundation of life skills education is based on a wide body of theory-based research which has found that people learn what to do and how to act by observing others and that their behaviors are reinforced by the positive or negative consequences which result during these observations. Cooperative learning or group learning is another important aspect of skills acquisition. Many skills-based programs capitalize on the power of peers to influence the acquisition and subsequent maintenance of positive behavior. By working cooperatively with peers to develop pro-social behaviors, students change the normative peer environment to support positive health behaviors (Wodarski and Feit). "As an educational strategy, therefore, skills-based education relies on the presence of a group of people to be effective. The interactions that take place between students and among students and teachers are essential to the learning process."\*

**The core of life skills that facilitate the practice of healthy behaviors is divided into the following groups:**

<b>Social Skills</b>	<b>Cognitive Skills</b>	<b>Emotional/Coping Skills</b>
<ul style="list-style-type: none"><li>• Interpersonal Skills</li><li>• Communication Skills</li><li>• Refusal Skills</li><li>• Negotiation Skills</li><li>• Empathy Skills</li><li>• Cooperation Skills</li><li>• Advocacy Skills</li></ul>	<ul style="list-style-type: none"><li>• Decision-making skills</li><li>• Problem-solving skills</li><li>• Critical-thinking skills</li><li>• Creative-thinking skills</li></ul>	<ul style="list-style-type: none"><li>• Healthy self-management skills</li><li>• Self-monitoring skills</li><li>• Self-awareness skills</li><li>• Coping with emotions (anger, self-esteem, grief, loss)</li></ul>

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Source: "Handouts 1-5 on Life Skills Education," Gillespie, A. UNICEF (unpublished document)

## Types and Categories of Life Skills

Life Skills	Definitions	Significance
<p><b>Decision making</b></p>	<p>The ability to choose a course of action from a number of options which may result in a specific outcome or involve only the resolve to behave in a certain way in the future.</p>	<p>Helps us deal constructively with health and other decisions about our lives by enabling us to assess the different options and what effects different decisions may have.</p>
<p><b>Problem solving</b></p>	<p>The process through which a situation/problem is resolved (i.e., diagnosing the problem, taking action to close the gap between present situation and desired outcome, and generalizing the principles to other situations)</p>	<p>Allows us to deal constructively with problems in our lives, that left unattended could cause new problems, including mental and physical stress.</p>
<p><b>Creative thinking</b></p>	<p>The ability to depart from traditional ways of thinking, resulting in the generation of original and innovative ideas that enable us to respond adaptively to life situations.</p>	<p>Contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-actions.</p>
<p><b>Effective communication</b></p>	<p>The ability to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations.</p>	<p>Allows the transfer of information, understanding, and emotion from one person to another to make one's intent clear.</p>

Life Skills	Definitions	Significance
<b>Interpersonal relationship skills</b>	The ability to relate positively with people, creating an environment in which people feel secure and free to interact and express their opinions.	Allows us to keep friendly relationships, which can be of great importance to our mental and social well-being, and impacts the way we communicate with, motivate and influence each other.
<b>Self-awareness</b>	Having a sense of identity and an understanding of our own feelings, beliefs, attitudes, values, goals, motivations, and behaviors.	Helps us to recognize our feelings and values and is a prerequisite for effective communication, interpersonal relationships, and developing empathy for others.
<b>Empathy</b>	The ability to imagine what life is like for another person, even in a situation that we are unfamiliar with.	Can help us to accept others who may be very different from ourselves, respond to people in need, and promote other positive social interactions.
<b>Coping with emotions</b>	The ability to recognize a range of feelings in ourselves and others, the awareness of how emotions influence behavior, and the ability to respond to emotions appropriately.	Enables us to respond appropriately to our emotions and avoid the negative effects that prolonged, pent up emotions may have on our physical and mental health.
<b>Coping with stress</b>	The ability to recognize the sources of stress in our lives and the effects that stress produces, and the ability to act in ways that help us cope or reduce our levels of stress.	Enables us to adjust our levels of stress and avoid the negative consequences of stress, including boredom, burnout, susceptibility to diseases, and behavioral changes.

Life Skills	Definitions	Significance
<b>Refusal Skills</b>	The ability to communicate the decision to say “no” effectively (so that it is understood).	Enables us to carry out health-enhancing behaviors that are consistent with our values and decisions.
<b>Assertiveness Skills</b>	The ability to state one’s point of view or personal rights clearly and confidently, without denying the personal rights of others.	Assertiveness skills enable people to take actions that are in their own best interests. Such actions include the ability to stand up for oneself or someone else without feeling intimidated or anxious and to express feelings and points of view honestly and openly.
<b>Healthy self-management/ monitoring skills</b>	The ability to make situational and lifestyle behavior choices that result in attaining and/or maintaining one’s physical, social, emotional, spiritual, and environmental health.	Enables us to maintain health-enhancing decisions from day to day as well as to reach longer-term health and wellness goals.

Source: CARICOM Multi-Agency HFLE Program Manual for Facilitators of Life Skills Based HFLE Program in the Formal and non-Formal Sectors and Teenage Health Teaching Sessions

## **Life Skills Methodology in the Classroom**

Participatory, interactive teaching and learning methods are critical components of this type of education. These methods include role plays, debates, situation analysis, and small group work. It is through their participation in learning activities that use these methods that young people learn how to better manage themselves, their relationships, and their health decisions. In addition to the use of participatory, interactive teaching methods, skills-based health education also considers the developmental stages (physical, emotional, and cognitive) of a person at the time of learning. Learning activity are designed to be appropriate to the students' age group, level of maturity, life experiences, and ways of thinking. At the same time, participatory activities provide the opportunity for students to learn from one another and appreciate the differences, as well as similarities, among individuals in the classroom setting.

### **PARTICIPATORY LEARNING**

Participatory Learning is central to life skills teaching. During childhood most social interaction occurs in groups. This can be capitalized upon, and used in a structured way to provide a situation in which students can learn, share experiences and practice skills together. The role of the teacher is to facilitate this participatory learning of the group members, rather than conduct lectures in a didactic style.

It is recognized that there are advantages of working in group because group work:

- increases participants' perceptions of themselves and others
- promotes cooperation rather than competition
- provides opportunities for group members and their teachers to recognize and value individual skills and enhance self-esteem
- enables participants to get to know each other better and extend relationships
- promotes listening and communication skills
- facilitates dealing with sensitive issues
- appears to promote tolerance and understanding of individuals and their needs
- encourages innovation and creativity.

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Source: CARICOM Multi-Agency HFLE Program Manual for Facilitators of Life Skills Based HFLE Program in the Formal and Non-Formal Sectors.

## **PART II: CURRICULUM CONTENT**

## The content for HFLE is organized around four themes:

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

### Theme: Self and Interpersonal Relationships

**Descriptor:** Acceptance of self, the need to belong, and the need to be loved are some of the universal needs and rights that contribute to the shaping of our individual selves. Students need to develop a healthy self-concept in order to foster healthy relationships within the family, school, and community. They also need to be assisted in developing resiliency—the capacities to assess, cope, manage, and benefit from the various influences that impact on relationships. Students need to practise skills that reduce their involvement in risky behaviours such as: crime, violence, bullying, alcohol and other drugs, and motor vehicle accidents and other accidents. The acquisition of these skills will increase students' ability to assume a responsible role in all aspects of personal, family, and community living. Students must be committed to valuing and respecting the rich diversity (cultural, ethnic, and religious) of the people of the Caribbean. Additionally, they must be encouraged to realise their fullest potential as contributors to sustainable development while embracing core values and democratic ideals.

#### **Key Ideas:**

- Human beings are essentially social, and human nature finds its fullest expression in the quality of relationships established with others.
- Self-concept is learned, and is a critical factor in relationship building.
- Effective or healthy relationships are dependent on the acquisition and practice of identifiable social skills.
- Supportive social environments are critical to the development of social skills in order to reduce feelings of alienation, and many of the self-destructive and risk-taking tendencies, such as violence and drug-use among children and youth in the region.
- Teachers have a critical role to play in creating supportive school and classroom environments that preserve and enhance self-esteem—a critical factor in the teaching/learning process.

#### **Regional Standards**

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

## Self and Interpersonal Relationships Standard 1: Core Outcomes

<b>Core Outcomes: Understanding Self Ages 5-16</b>		
<b>Age Level 5-6</b>	<b>Age Level 7-8</b>	<b>Age Level 9-10</b>
<p>1. Demonstrate awareness of self their individual attributes, strengths, and uniqueness when relating to own family and in classroom.</p>	<p>1. Demonstrate increased awareness of self (through types of interaction with family, peers, and other social clubs, cubs, brownies and Sunday school.</p>	<p>1. Assess their self control. 2. Recognize how self concept is fashioned in relationships with family and friends. 3. Recognize ways of building a positive self-concept.</p>
<b>Age Level 11-12</b>	<b>Age Level 13-14</b>	<b>Age Level 15-16</b>
<p>1. Analyse the influences that impact on personal, social and development (media, peers, family, significant\other, community, etc.) 2. Identify factors within self which lead to healthy relationships.</p>	<p>1. Demonstrate ways to use adverse experiences for personal growth and development. 2. Recognise risks to mental and emotional well-being. 3. Demonstrate an understanding of issues that impact on relationships within the family, school and community.</p>	<p>1. Demonstrate social competence in dealing with different types of relationships and situation. 2. Demonstrates tolerance in relationships with others. 3. Recognize the relationship between self concept (perception of self) and mental and emotional well being.</p>



## Self and Interpersonal Relationships Standard 2: Core Outcomes

<b>Core Outcomes: Coping With Risk And Adversity Ages 5-16</b>		
<b>Age Level 5-6</b>	<b>Age Level 7-8</b>	<b>Age Level 9-10</b>
<ol style="list-style-type: none"> <li>1. Recognize signs of risky or unfavourable situations.</li> <li>2. Develop skill is assessing their vulnerability in adverse situation.</li> <li>3. Demonstrate age appropriate response in risky or unfavourable situation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate awareness of behaviours and situation that can place them at risk of injury to themselves and others.</li> <li>2. Develop and display risk response strategy to unfavourable or threatening situation. Risk Response:-               <ul style="list-style-type: none"> <li>❖ Whom to tell</li> <li>❖ Where to go</li> <li>❖ What to do</li> <li>❖ What to say in an unfavourable situation</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Identify ways of coping with feelings and emotions when under pressure in adverse situations.</li> <li>2. Develop refusal and negotiation skills for dealing with risky or adverse situations.</li> </ol>
<b>Age Level 11-12</b>	<b>Age Level 13-14</b>	<b>Age Level 15–16</b>
<ol style="list-style-type: none"> <li>1. Develop resilience for coping with adverse situations (death, grief, rejection, and separation).</li> <li>2. Analyse the impact of alcohol, and other illicit drugs on behaviour and lifestyle.</li> <li>3. Demonstrate skills to cope with at violence at home school, and in the community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate skills to avoid high-risk situations and pressure to use alcohol and other illicit substances.</li> <li>2. Display skills to prevent the escalation of violence at home, school and the community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Design and implement strategies for fostering positive behaviours in the school, home and community.</li> <li>2. Collaborate with community and Societal programmes/ Activities that steer individual away from risky behaviour and situations.</li> <li>3. Assess the availability and capacity of public and private (NGO’s) institutions to meet the needs of at risk youth.</li> </ol>

### Self and Interpersonal Relationships Standard 3: Core Outcomes

<b>Core Outcomes: Respect and Tolerance for Self and Others Ages 5-16</b>		
<b>Age Level 5-6</b>	<b>Age Level 7-8</b>	<b>Age level 9-10</b>
<ol style="list-style-type: none"> <li>1. Display respect and tolerance in social interactions with peers and others who may be different.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate skills and behaviours for building harmonious relationships with family and friends.</li> </ol>	<ol style="list-style-type: none"> <li>1. Affirmation of persons who are different from oneself (ethnic and cultural).</li> <li>2. Appreciate that resources among diverse people are essential to developing positive relationships.</li> <li>3. Appreciate that ethnic and cultural differences can add variety and richness to relationships and to available resource.</li> </ol>
<b>Age Level: 11–12</b>	<b>Age Level 13-14</b>	<b>Age Level 15-16</b>
<ol style="list-style-type: none"> <li>1. Assess ways in which personal and group efforts can be enhanced by the interactions and contributions of persons of diverse cultural and ethnic groupings.</li> <li>2. Recognise the value of personal commitment and hard work to the improvement of self, others, and the wider community.</li> <li>3. Assess how the characters and ethnic groups can enhance development in Caribbean groups and individuals. Caribbean personal and groups e.g. sports and games.</li> </ol>	<ol style="list-style-type: none"> <li>1. Critically examine how relationships can be affected by personal prejudices and biases.</li> <li>2. Recognise that the development of the region depends on individual and collective efforts at all levels of society.</li> </ol>	<ol style="list-style-type: none"> <li>1. Appreciate the value of harmonious relationships in contributing to regional integration and sustainable development.</li> <li>2. Advocate for acceptance and inclusion of persons from diverse groupings at all levels of society.</li> <li>3. Demonstrate the ability to access opportunities presented by regionalism (CARICOM Single Market and Economy) and globalization.</li> </ol>

## **Theme: Sexuality and Sexual Health**

**Descriptor:** A differentiation needs to be made between the terms *sex* and *sexuality*. Sexuality is presented as including biological sex, gender, and gender identity. One's sexuality also encompasses the many social, emotional, and psychological factors that shape the expression of values, attitudes, social roles, and beliefs about self and others as being male or female. It is important to have students develop positive attitudes about self and their evolving sexuality. Young people make daily decisions about their sexual behavior, values, and attitudes. Family, religion, culture, technology—including media, and peers, influence these decisions. It is critical to provide students with knowledge and skills that will assist them in understanding their own sexuality and realizing their potential as effective and caring human beings. Young people are facing a variety of risks that compromise their sexual and reproductive health. Acquisition of requisite skills to counteract these risks will increase the opportunity to maximise learning and provide a foundation for a healthy population. Beyond knowledge of HIV/AIDS, and STIs as a disease issues related to the physical and emotional aspects of HIV/AIDS, stigma of living with HIV/AIDS, and discrimination against people living with HIV/AIDS are addressed. Students are encouraged to examine a range of options for reducing vulnerability to these problems such as abstinence, a drug-free lifestyle and so on.

### **Key Ideas:**

- Sexuality is an integral part of personality, and cannot be separated from other aspects of self.
- The expression of sexuality encompasses physical, emotional, and psychological components, including issues related to gender.
- Sexual role behaviours and values of teachers and children are conditioned by family values and practices, religious beliefs, and social and cultural norms, as well as personal experiences.
- Educational interventions must augment the socialization role of the family and other social and religious institutions in order to assist in preventing/minimizing those expressions of sexuality that are detrimental to emotional and physical health and well-being.

### **Regional Standards**

1. Demonstrate an understanding that the concept of human sexuality as expressed throughout the life cycle, is an integral part if every individual.
2. Analyse the influence of socio-cultural and economic factors, as well as personal beliefs on the expression of sexuality and sexual choices.
3. Develop action competence and build capacity to recognise the basic criteria and conditions for optimal reproductive health, and reduce vulnerability to priority problems, including HIV/AIDS, cervical cancer, and STIs.
4. Utilise knowledge and skill to access age appropriate sources of health information, products and services related to sexual health.
5. Develop knowledge and skills to access age-appropriate sources of health information, products, and services related to sexuality and sexual health.

## Sexuality and Sexual Health Standard 1 Core Outcomes

<b>Core Outcomes: Differentiating Between Sex &amp; Sexuality Ages 5-16</b>		
<b>Age Level 5-6</b>	<b>Age Level 7-8</b>	<b>Age Level 9-10</b>
<ol style="list-style-type: none"> <li>1. Demonstrate an awareness of private parts of the body. Recognize that boys and girls are different.</li> <li>2. Respond appropriately to uncomfortable/risky situations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply proper personal care and hygiene practice.</li> <li>2. Demonstrate awareness of similarities and differences between boys and girls.</li> <li>3. Respond appropriately to uncomfortable or risky situations.</li> <li>4. Provide support to peers and siblings in uncomfortable and risky situations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explore personal experiences various components of human sexuality.</li> <li>2. Demonstrate awareness of the onset of puberty and the Physical, Emotional and Cognitive changes which accompany it.</li> </ol>
<b>Age Level 11-12</b>	<b>Age Level 13-14</b>	<b>Age Level 15-16</b>
<ol style="list-style-type: none"> <li>1. Display knowledge of the various components of human sexuality.</li> <li>2. Develop strategies for coping with the various changes associated with puberty.</li> <li>3. Assess traditional role expectations of boys and girls in our changing society.</li> <li>4. Assess ways in which behavior can be interpreted as being “sexual”.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assess the capacity to enter into intimate sexual relationships.</li> <li>2. Demonstrate use of strategies for recognizing and managing sexual feelings and behaviors.</li> <li>3. Display adequate social skills to refuse and reject unwelcomed and abusive sexual advances to self and others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Display knowledge of the various components of human sexuality.</li> <li>2. Respond appropriately to various components of human sexuality.</li> <li>3. Critically analyze the consequences of intimate sexual relationships.</li> <li>4. Demonstrate the ability to respond to intimacy in developmentally appropriate ways.</li> </ol>

## Sexuality and Sexual Health Standard 2 Core Outcomes

<b>Core Outcomes: Socio-cultural Influences on Sexual Behavior Ages 5-16</b>		
<b>Age Level 5-6</b>	<b>Age Level 7-8</b>	<b>Age Level 9-10</b>
<ol style="list-style-type: none"> <li>1. Develop the capacity to cope and empathize in real life situations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate awareness of the capacity for both boys and girls to perform similar task.</li> <li>2. Demonstrate ways to respond appropriate to various factors influencing sexual choices and experience.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the ways in which sexuality is learned.</li> <li>2. Demonstrate ways to respond appropriately to the key factors influencing sexual choices and experiences.</li> <li>3. Demonstrate knowledge of various types of sexual abuse and exploitation.</li> </ol>
<b>Age Level 11-12</b>	<b>Age Level 13-14</b>	<b>Age Level 15-16</b>
<ol style="list-style-type: none"> <li>1. Critically analyse the key factors influencing sexual choices and experiences.</li> <li>2. Demonstrate skills in communicating about sexual issues with parents, peers, and/or significant others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Critically analyze the impact of personal beliefs, media, money, technology, and entertainment on early sexual involvement.</li> <li>2. Demonstrate skills to counter the negative influences reaching youth through personal beliefs, media, money, marketing, and technology.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to evaluate individual readiness to engage in sexual relationships.</li> <li>2. Respond appropriately to the impact of social determinants (personal beliefs, poverty, negotiating power, technology, and entertainment) on sexual behaviors and choices.</li> <li>3. Demonstrate skills that evaluate individual readiness to engage in sexual relationship.</li> </ol>

## Sexuality and Sexual Health Standard 3 Core Outcomes

<b>Core Outcomes: Managing Reproductive Health Ages 5-16</b>		
<b>Age Level 5-6</b>	<b>Age Level 7-8</b>	<b>Age Level 9-10</b>
<ol style="list-style-type: none"> <li>1. Display an awareness of health hygiene habits and proper care of the body.</li> <li>2. Display knowledge of habits/behaviors which can protect from the spread of germs.</li> <li>3. Display tolerance towards others who or are perceived to be different e.g. living with PLWHA.</li> <li>4. Demonstrate appropriate health habits to protect themselves and other against the spread of disease.</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain appropriate care of genitals.</li> <li>2. Demonstrate an awareness of actions that can lead to damage of the reproductive organs.</li> <li>3. Demonstrate appropriate health habits to protect themselves and others against the spread of disease.</li> <li>4. Demonstrate skills to assist and respond compassionately to peers and siblings requiring health care.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of the development of an embryo and of basic needs of a newborn baby.</li> <li>2. Demonstrate skills to interact appropriately and respond compassionately to persons affected by HIV.</li> <li>3. Display knowledge of transmission of diseases especially HIV/AIDS.</li> <li>4. Demonstrate skills to assist and respond compassionately to peers and siblings requiring health care.</li> </ol>
<b>Age Level 11-12</b>	<b>Age Level 13-14</b>	<b>Age Level 15-16</b>
<ol style="list-style-type: none"> <li>1. Critically analyze the risks that impact on reproductive health.</li> <li>2. Demonstrate an awareness of actions that can prevent injury to the reproductive organs.</li> <li>3. Demonstrate knowledge of the potential challenges which face adolescent parents and their families in raising a child.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate the social and biological factors that support healthy pregnancy and child rearing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make appropriate health, social and emotional choices to avoid risks to reproductive health and teenage pregnancy.</li> <li>2. Explore the relationship between optimal reproductive health and its impact on individual family and national development.</li> </ol>

**Sexuality and Sexual Health Standard 4 Core Outcomes**

<b>Core outcomes: Reducing Vulnerability to Priority Problems Ages 11-16</b>		
<b>Age Level 11-12</b>	<b>Age Level 13-14</b>	<b>Age Level 15-16</b>
<ol style="list-style-type: none"> <li>1. Understand risk associated with contracting HIV and STIs.</li> <li>2. Set personal goals to minimize the risk of contracting HIV, cervical cancer, and STIs.</li> <li>3. Demonstrate knowledge of risk to reproductive health associated with contracting HIV and other STIs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Critically examine abstinence, fidelity, and condom use (if permitted) as preventive methods in transmission of HIV and STIs.</li> <li>2. Make responsible sexual choices to avoid risk associated with contracting HIV, cervical cancer, and STIs.</li> <li>3. Critically examine social norms and personal beliefs in light of current knowledge of transmission and spread of HIV/AIDS.</li> <li>4. Advocate for reducing the stigma and discrimination associated with HIV, cervical cancer, and STIs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Engage on appropriate social action among peers and community in response to research on HIV/AIDS and other STI's.</li> <li>2. Formulate sexual health goals for the maintenance of optimum sexual health.</li> <li>3. Evaluate the practice of abstinence, condom use and other methods of contraception in relation to spirituality, parental values, social and cultural pressures/practices and individual sexual goods.</li> <li>4. Analyze the physical, economic, social, and cultural demands of raising a child.</li> </ol>

**Sexuality and Sexual Health Standard 5 Core Outcomes**

<b>Core Outcomes: Access Sources Of Health Information &amp; Services Ages 5-16</b>		
<b>Age Level 5-6</b>	<b>Age Level 7-8</b>	<b>Age level 9-10</b>
1. Demonstrate awareness of family and school as sources of information on health.	1. Identify family, school and community services as sources of information on health.	1. Assess family, school, and community resources as sources of accurate information that deal with health, social, and emotional issues.
<b>Age Level 11-12</b>	<b>Age Level 13-14</b>	<b>Age Level 15-16</b>
1. Demonstrate the ability to locate and utilize community resources that support the health, social, and emotional needs of families.	1. Evaluate the ability and appropriateness of the resources to address reproductive health and parenting issues. 2. Demonstrate an understanding of the basic tenets that address the sexual health of children and youth.	1. Locate and utilize available services that support the health needs of adolescence. 2. Critically analyze the appropriateness of these services in response to adolescent needs in your community or country 3. Evaluate and adjust sexual health goals and advocate for adolescent-friendly services to achieve these goals.



## **Theme: Appropriate Eating and Fitness**

**Descriptor:** Students need to understand that healthy eating and the right balance of safe, nutritious, and wholesome foods (are critical to optimum health throughout the life-cycle, and they should acquire skills to make healthy food choices and reduce the incidents of diet-related/lifestyles diseases. Students need to develop skills that will help them with making choices in favor of sound fitness habits to achieve optimum levels of age-appropriate physical activity which promotes good health. Students need to assess barriers relating to fitness, and develop the skills to conduct physical fitness self-assessments. Students need to critically examine how their eating and exercise behaviors are influenced by family culture as well as social, economic and religious factors and media. They need to learn how to make healthy choices and display habits which lead to a healthy active lifestyle. Students should be capable of identifying and accessing age-appropriate information, products, and services relating to eating and fitness from reliable legitimate sources. Students should be encouraged to critically assess information, products, and services relating to eating and fitness for the attainment and maintenance of good health throughout the life-cycle

### **Key Ideas:**

- Dietary and fitness practices are influenced by familial, socio-cultural and economic factors, as well as personal preferences.
- Sound dietary practices and adequate levels of physical activity are important for physical survival.
- The quality of nutritional intake and level of physical activity are directly related to the ability to learn, and has implications for social and emotional development.
- The eating and fitness habits established in childhood are persistent, conditioning those preferences and practices, which will influence quality of health in later life.
- Teachers are well poised to assist students in critically assessing the dietary choices over which they have control, using the leverage provided by classroom instruction and the provision of nutritionally-sound meals in the school environment.

### **Regional Standards**

1. Demonstrate the capacity to make healthy food and eating choices throughout the life cycle to reduce the risk factors associated with the development of chronic diseases.
2. Demonstrate and understanding of fitness and its relationship to good health and quality of living.
3. Analyse the influence of socio-cultural and economic factors, as well as personal beliefs on lifestyle choices related to eating and fitness.
4. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

## Appropriate Eating and Fitness Standard 1 Core Outcomes

<b>Core Outcomes: Making Healthy Choices Ages 5-16</b>		
<b>Age Level 5-6</b>	<b>Age Level 7-8</b>	<b>Age Level 9-10</b>
<ol style="list-style-type: none"> <li>1. Develop the ability to choose and eat healthy foods.</li> <li>2. Demonstrate basic hygiene and food handling practices.</li> <li>3. Explain why our bodies need food.</li> <li>4. Demonstrate beginning knowledge of healthy foods and 'empty calorie' foods.</li> </ol>	<ol style="list-style-type: none"> <li>1. Promote selection of healthy foods among family and peers.</li> <li>2. Maintain safe hygiene and food handling practices</li> <li>3. Initially analyse the location of food on the nutrients pyramid</li> <li>4. Place food in categories according to (animal or plant) source or manufactured.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognise healthy eating as a critical component of healthy living throughout the life cycle.</li> <li>2. Demonstrate ways to select a balanced meal using a variety of foods.</li> <li>3. Apply safe food-handling principles.</li> </ol>
<b>Age Level 11-12</b>	<b>Age Level 13-14</b>	<b>Age Level 15-16</b>
<ol style="list-style-type: none"> <li>1. Assess personal eating habits.</li> <li>2. Appreciate the importance of selecting nutritious foods for a healthy lifestyle.</li> <li>3. Make appropriate food choices to avoid risk factors associated with lifestyle diseases (e.g., excess salts, sugars and fats).</li> <li>4. Apply safe food-handling principles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of the relationship between types and uses of nutrients in food and overall health.</li> <li>2. Develop diets applying multi-mix principle and using food-based dietary guidelines.</li> <li>3. Explain and practice food preservation and food safety principles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Critically assess the relationship between eating and the impact on the overall health and development of the individual, family, community, and country.</li> <li>2. Advocate for food establishments to adhere to food guidelines in support of healthy public policies and practices.</li> <li>3. Apply safe handling principles.</li> </ol>

## Appropriate Eating and Fitness Standard 2 Core Outcomes

<b>Core Outcomes: Good Health and Quality Living Ages 5-16</b>		
<b>Age Level 5-6</b>	<b>Age Level 7-8</b>	<b>Age Level 9-10</b>
<ol style="list-style-type: none"> <li>1. Engage in various activities for health, fun and development of motor skills.</li> <li>2. Demonstrate an awareness of safe behaviors during physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform gross loco motor and fine loco motor movements to improve health and fitness.</li> <li>2. Display safe behaviors and others during physical activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize and value fitness as another critical component of healthy lifestyle.</li> <li>2. Incorporate safety principles when engaged in fitness activities.</li> <li>3. Design and implement an age-appropriate physical fitness plan</li> <li>4. Appreciate the role of fitness in achieving good health.</li> </ol>
<b>Age Level 11-12</b>	<b>Age Level 13-14</b>	<b>Age Level 15-16</b>
<ol style="list-style-type: none"> <li>1. Differentiate between exercise (aerobic capacity, flexibility, muscular strength, and endurance), sport fitness, and physical activity.</li> <li>2. Make appropriate food choices with respect to physical activity, and exercise to attain and maintain a healthy lifestyle.</li> <li>3. Incorporate safety principles when engaged in physical fitness.</li> <li>4. Design and implement an age-appropriate physical fitness plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Critically analyze the complementary nature of a healthy lifestyle (i.e., eating right, daily physical exercise/fitness, sleep, school/work, and leisure activities).</li> <li>2. Incorporate safety principles when engaged in physical fitness.</li> <li>3. Design and implement an age-appropriate physical fitness plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Design and implement fitness interventions utilizing safety principles for individuals, peers, family, and community.</li> <li>2. Assess individual and family vulnerability to lifestyle related diseases.</li> <li>3. Evaluate and make adjustments to nutrition and fitness plans.</li> </ol>

## Appropriate Eating and Fitness Standard 3 Core Outcomes

<b>Core Outcomes: Factors Influencing Eating and Fitness Ages 5-16</b>		
<b>Age Level 5-6</b>	<b>Age Level 7-8</b>	<b>Age Level 9-10</b>
<ol style="list-style-type: none"> <li>1. Recognize that is a relationship between the foods eaten and physical activity.</li> <li>2. Make appropriate choices for eating and physical activity.</li> <li>3. Demonstrate awareness for cultural and religious factors that influence eating and physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply basic eating fitness rules (safety, space awareness) to maintain optimum health.</li> <li>2. Demonstrate an awareness of cultural/social factors that influence eating and physical activity in individual families.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of factors that influence eating and fitness behaviors.</li> <li>2. Make varied choices to broaden experiences related to eating and fitness.</li> </ol>
<b>Age Level 11-12</b>	<b>Age Level 13-14</b>	<b>Age Level 15-16</b>
<ol style="list-style-type: none"> <li>1. Recognize the impact of socio-cultural and economic factors, as well as personal beliefs and choices related to eating and fitness behaviors.</li> <li>2. Assess the nutritional value of culturally-diverse foods.</li> <li>3. Make varied choices to broaden experiences related to eating and fitness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze social, emotional, and economic influences on personal choices of food and fitness.</li> <li>2. Make varied choices to broaden experiences related to eating and fitness.</li> <li>3. Set personal eating and fitness goals for optimum health.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the relationship among balanced meal, food prices, values and beliefs, including religion.</li> <li>2. Respond appropriately to the impact of social determinants (poverty etc.) on appropriate eating and fitness.</li> <li>3. Evaluate and adjust personal eating and fitness goals for optimum health.</li> </ol>

**Appropriate Eating and Fitness Standard 4 Core Outcomes**

<b>Core Outcomes: Sourcing Information Ages 5-16</b>		
<b>Age Level 5-6</b>	<b>Age Level 7-8</b>	<b>Age Level 9-10</b>
1. Source information on eating and physical activity from family and school.	1. Access relevant information on eating and physical activity.	1. Identify sources of accurate, age-appropriate information relating to eating and fitness.
<b>Age Level 11-12</b>	<b>Age Level 13-14</b>	<b>Age Level 15-16</b>
1. Demonstrate the ability to locate and utilize accurate age-appropriate resources within the community, in regard to eating and fitness.	1. Evaluate the validity and appropriateness of eating and fitness resources. 2. Make informed decisions regarding eating and fitness information, products, and services.	1. Access and utilize valid and reliable sources of information regarding eating and fitness. 2. Acquire skills to evaluate monitor and influence the availability relevant information and quality services and products related to appropriate eating and fitness.

## **Theme: Managing the Environment**

**Descriptor:** It is important for students to develop a basic understanding of the features and operations of natural environmental systems and the threats to their sustainability. Students need to be aware of the environmental health threats and the main factors in their causation and understand the impact on their lives. Students need to understand and appreciate the impact and benefits of a healthy, sustainable environment on their health and well-being. Students need to develop the knowledge and skills to effectively utilize scientifically sound and affordable responses to address both the issues of protecting the environment and protection from the environment. Students should be capable of identifying, accessing, and critically assessing age-appropriate information, products, and services relating to managing the environment.

### **Key Ideas:**

- All human activity has environmental consequences.
- Access to, and current use of technologies have had an unprecedented negative impact on the environment.
- Human beings are capable of making the greatest range of responses to the environment, in terms of changing, adapting, preserving, enhancing, or destroying it.
- There is a dynamic balance between health, the quality of life, and the quality of environment.

### **Regional Standards**

1. Demonstrate an understanding of the inter-relationships of a sustainable natural environment.
2. Demonstrate an understanding of the environment threats to the health and well-being of students, families, schools, and communities.
3. Analyse the relationship between a sustainable and health environment and social and economic well-being of students, schools, families, and communities.
4. Demonstrate scientifically sound and affordable responses to the creation of health 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.

## Managing the Environment Standard 1 Core Outcomes

<b>Core Outcomes: Maintaining My Environment Ages 5-16</b>		
<b>Age Level 5-6</b>	<b>Age Level 7-8</b>	<b>Age Level 9-10</b>
<ol style="list-style-type: none"> <li>1. Recognize the beauty of the natural environment.</li> <li>2. Recognize the impact of individual actions on the environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize the interdependence of the various elements in the environment.</li> <li>2. Appreciate the beauty of the natural environment</li> <li>3. Recognize the effect/impact of individual actions on the environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify elements of a sustainable environment (air, sunlight, water, land, plants, and germs).</li> <li>2. Identify threats to a sustainable environment Appreciate the need for a sustainable environment.</li> </ol>
<b>Age Level 11-12</b>	<b>Age Level 13-14</b>	<b>Age Level 15-16</b>
<ol style="list-style-type: none"> <li>1. Describe basic functions and characteristics of a sustainable environment(e.g. water cycle, food chain, and carbon dioxide)</li> <li>2. Recognize ways human behavior affects a sustainable environment.</li> <li>3. Appreciate the value of a sustainable environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze the interaction of basic environmental systems and implications for environmental risks.</li> <li>2. Critically analyze community policies and actions as these relate to a sustainable environment.</li> <li>3. Value the importance of a sustainable environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze personal and community responses to environmental factors.</li> <li>2. Advocate for the development/adherence to existing policies regarding sustainable environments.</li> </ol>

## Managing the Environment Standard 2 Core Outcomes

<b>Core Outcomes: Environmental Threats Ages 5-16</b>		
<b>Age Level 5-6</b>	<b>Age Level 7-8</b>	<b>Age Level 9-10</b>
1. Demonstrate the ability to keep the environment healthy for self, family and school	1. Display initiative to maintain a healthy environment.	1. Identify environmental health threats with emphasis on priorities in individual counties. Identify the main factors and sources that contribute to these environmental health threats.
<b>Age Level 11-12</b>	<b>Age Level 13-14</b>	<b>Age Level 15-16</b>
1. explore how the main factors contribute to the priority environmental health threats (e.g., agents, vectors, and host) 2. Appreciate the personal and collective role of students, their families, and communities in either increasing or reducing exposure to environmental health risks.	1. Critically analyze the key factors in priority environmental health issues in the school and community setting (e.g., malaria risk increased in the school/community by an infestation of the carrying mosquito in a mangrove swamp). 2. Appreciate the importance of individuals, school, community, and nation to advocate for a healthy environment.	1. Demonstrate resiliency skills to minimize the effects of environmental threats and disasters on individual, family and community. 2. Demonstrate civic pride in daily interaction with the environment.



## Managing the Environment Standard 3 Core Outcomes

<b>Core Outcomes: Health and Well- Being Ages 5-16</b>		
<b>Age Level 5-6</b>	<b>Age Level 7-8</b>	<b>Age Level 9-10</b>
<p>1. Develop awareness of the various types of waste generated within the home and the community.</p> <p>2. Engage in appropriate actions to sustain a healthy environment.</p>	<p>1. Explore the proper disposal of waste within home and community.</p> <p>2. Engage in action to recycle waste within home and community.</p>	<p>1. Identify ways in which the quality of the natural environment can affect personal health and the well-being of the school and community.</p> <p>2. Appreciate how a healthy, sustainable environment contributes to their well-being and their peers’.</p>
<b>Age Level 11-12</b>	<b>Age Level 13-14</b>	<b>Age Level 15-16</b>
<p>1. Demonstrate an understanding of the relationship between a healthy, sustainable environment and the quality of life in the school and community.</p> <p>2. Describe the benefits of a healthy, sustainable environment as it relates to the socio-economic well-being of students, family, school, and community.</p>	<p>1. Critically analyse how the quality of the environment can impact on personal, social, and economic well-being in schools, communities, and the nation.</p> <p>2. Appreciate the relationship between a healthy, sustainable environment and well-being.</p>	<p>1. Develop and implement an action plan to mitigate the environmental health threats in school and community.</p> <p>2. Advocate for new legislation and enforcement of existing laws pertaining to the environment.</p> <p>3. Assess the environmental health threats in the individual Caribbean countries in relation to main economic activity.</p>

## Managing the Environment Standard 4 Core Outcomes

<b>Core Outcomes: Sustaining The Environment Ages 5-16</b>		
<b>Age Level 5-6</b>	<b>Age Level 7-8</b>	<b>Age Level 9-10</b>
<p>1. Develop awareness key disease vectors in home and school as health risk (mosquitoes, rodents etc.)</p>	<p>1. Practice health skills to reduce vector population at home and school.</p>	<p>1. Identify practical opportunities for maintaining a sustainable environment and reducing health threats. 2. Make appropriate choices to reduce exposure to environmental health risks for self and family. Appreciate that each individual has a responsibility to contribute to a healthy, sustainable environment.</p>
<b>Age Level 11-12</b>	<b>Age Level 13-14</b>	<b>Age Level 15-16</b>
<p>1. Demonstrate skills to select appropriate responses for reducing threats to the environment and priority environmental threats. 2. Describe benefits of adopting safe practices for reducing environmental threats in the home, school and community. 3. Develop an age-appropriate plan to reduce environmental threats in the home and school. Appreciate the need for students to work together to contribute to a healthy environment.</p>	<p>1. Critically assess options for maintaining a healthy and sustainable environment and reducing environmental health risks. 2. Implement an age- appropriate plan to reduce environmental threats in the school and community. 3. Appreciate efforts made by public sector agencies in reducing environmental health threats.</p>	<p>1. Collaborate with public sector agencies in reducing environmental health threats. 2. Advocate for the development of school protective policies to improve and maintain a healthy physical environment (policies to address all aspects of physical environment e.g., air, water, sanitation, waste, hazardous chemicals, food, disease vectors etc.) 3. Implement and enforce school environmental policies.</p>

## Managing the Environment Standard 5 Core Outcomes

<b>Core Outcomes: Sources of Information Ages 5-16</b>		
<b>Age Level 5-6</b>	<b>Age Level 7-8</b>	<b>Age Level 9-10</b>
1. Source information on managing the environment from family and school.	1. Source information on managing the environment from family and school, community and the media.	1. Identify sources of accurate age-appropriate information relating to managing the environment.
<b>Age Level 11-12</b>	<b>Age Level 13-14</b>	<b>Age Level 15-16</b>
1. Demonstrate the ability to locate and utilize accurate, age-appropriate resources within the community in regard to managing the environment.	1. Evaluate and validate the appropriateness of resources for managing the environment. Make informed decisions regarding environmental information, products and services.	1. Incorporate scientific principles in sourcing and utilizing information on the environment. 2. Collaborate with the private/public sector in utilizing information, products and services relating to the management of the environment. 3. Compile sources of relevant and scientific information/data from individual Caribbean countries in relation to maintaining a healthy, sustainable environment.

## **PART III: COURSE OUTLINES**

**THEME:** SELF AND INTERPERSONAL RELATIONSHIP  
**MODULE 1:** Self-Identity                      **Unit 1:** Who Am I?

**General Aim:** Acquire self-knowledge and identify values, attitude and beliefs that will promote and build positive and long lasting relationships.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate the process of self exploration; identify strengths and weaknesses	Coping Skills (self-awareness) Social Skills (interpersonal skills, communication skills, assertive skills)	<b>Who Am I:</b> <ul style="list-style-type: none"> <li>• Demonstrate respect for self</li> <li>• Develop own perspective of self worth</li> <li>• Understand self and the world and gain the skills for daily use in interacting with others</li> </ul>	Define identity. Ask students to describe themselves; list their positive and negative qualities; ask students to share positive attributes of classmates; present a short biography of a National hero, make a collage that reflects identity.	Recognize that everyone has rights and responsibilities (acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others)
<b>Concept:</b> <ul style="list-style-type: none"> <li>• To know &amp; like self</li> <li>• Relationships are delicate and special.</li> </ul>		<b>Material/Resources:</b> Handouts Pictures Paper Crayons		

**THEME:** SELF AND INTERPERSONAL RELATIONSHIP

**MODULE 1:** Self-Identity                      **Unit 2:** Building Healthy Relationships

**General Aim:** Acquire self-knowledge and identify values, attitude and beliefs that will promote and build positive and long lasting relationships.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Understand & acquire a sense of identity as it relates to peers, family and the community	Coping Skills (self-awareness), Social Skills (interpersonal skills, communication skills, assertive skills, conflict resolution)	<b>Building healthy relationships:</b> <ul style="list-style-type: none"> <li>• Respect other people’s feelings and opinions</li> <li>• Be able to deal with conflict with openness, kindness and tolerance</li> <li>• Understand the importance of communication in a relationship</li> </ul>	<i>Discuss types of relationships;</i>  Discuss the components of communication (sender and receiver, verbal, non-verbal);  demonstrate listening skills;	Recognize that developing a connection to individuals, families and community is important in strengthening an understanding in self
<b>Concept:</b> <ul style="list-style-type: none"> <li>• Respect others feeling &amp; opinions.</li> <li>• Communicate honestly and openly.</li> </ul>		<b>Material/Resources:</b> Handouts Pictures Paper		

**THEME:** SELF AND INTERPERSONAL RELATIONSHIP

**MODULE 1:** Self-Identity      **Unit 3:** What is self esteem and self concept?

**General Aim:** Acquire self-knowledge and identify values, attitude and beliefs that will promote and build positive and long lasting relationships.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate the process of self development and self-awareness	Coping Skills (self-awareness) Social Skills (interpersonal skills, communication skills, assertive skills, conflict resolution)	<b>What is self esteem and self concept:</b> <ul style="list-style-type: none"> <li>• Understand the meaning of self – esteem and self-concept</li> <li>• Demonstrate having routine self-esteem</li> <li>• Demonstrate an understanding of character traits that projects a positive concept of self.</li> </ul>	Define self-esteem and self-concept.  Discuss how self-awareness influences self-esteem and self-concept  Have students affirm themselves and others to build positive self-esteem and self-concept.	To explore the influences that help shape self-esteem and self-concept
<b>Concept</b> <ul style="list-style-type: none"> <li>• Self-concept and self-esteem can change overtime.</li> <li>• Interactions with others affect how you think and feel about self.</li> </ul>		<b>Material/Resources</b> Handouts Discussion Group work Relevant material Songs Journals poems		

**THEME:** SELF AND INTERPERSONAL RELATIONSHIP

**MODULE 1:** Self-Identity & Managing Emotions

**Unit 4:** Self awareness

**General Aim:** Acquire self-knowledge and identify values, attitude and beliefs that will promote and build positive and long lasting relationships.  
Demonstrate an understanding of emotions that are universally recognized and experienced (fear, anger, sadness and happiness)

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
<p>Demonstrate the process of self development and self-awareness</p> <p>Demonstrate an awareness of self in connection with their need , values and wants</p>	<p>Coping Skills (self-awareness)</p> <p>Social Skills (interpersonal skills, communication skills, assertive skills, conflict resolution)</p> <p>Cognitive skills (decision-making)</p>	<p><b>Self-Awareness:</b></p> <ul style="list-style-type: none"> <li>Acquire knowledge of self in the development of values, morals and beliefs</li> <li>Acquire an understanding of their strength and weaknesses.</li> <li>Demonstrate an understanding of self-awareness</li> <li>Demonstrate a positive attitude toward self</li> <li>Demonstrate an understanding of self concept and self-esteem</li> </ul>	<p>Ask students what make them unique.</p> <p>Have students to complete this sentence: 'I am .....'</p> <p>Discuss the influences that affect positive and negative awareness of self.</p> <p>Have students express their feeling; share how they felt in various situations</p> <p>Have students Stop! Think! React! In managing their emotions</p>	<p>To become aware of individual characteristics and traits and to build on these as they development into respectable citizens</p> <p>To recognize their emotions and understand what drives or influence that emotion to be able to interact appropriately</p>
<p><b>Concept</b></p> <ul style="list-style-type: none"> <li>How you feel about yourself affect how you look at life and the decisions you make.</li> </ul>		<p><b>Material/Resources</b></p> <p>Discussion      Handouts</p> <p>Group work      Paper</p> <p>Journals          poems</p>		



**THEME:** SELF AND INTERPERSONAL RELATIONSHIP

**MODULE 2:** Connecting with Others

**Unit 1:** Self-respect and respect for others

**General Aim:** Develop positive and rewarding attachments that will encourage choices, to avoid negative and risky behaviors and involvement.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Develop and acquire positive self concept and self worth in order to relate to self and others positively for long lasting supportive relationships	Coping Skills (self-awareness) Social Skills (interpersonal skills, communication skills, assertive skills, conflict resolution) Cognitive skills (decision-making)	Self-respect and respect for others <ul style="list-style-type: none"><li>• Demonstrate an understanding of respect</li><li>• Acquire knowledge , attitude and skills to understand and support self and others</li></ul>	Discuss how attitude, presentation of self and positive interaction with others shapes how others see you and build self-respect.  Show how to act and speak respectfully	To develop relationships that will positively influence your growth and development in all aspects of your life
<b>Concept:</b> <ul style="list-style-type: none"><li>• Respect others feelings and opinions.</li></ul>		<b>Material/Resources</b> Discussion Group work Paper		

**THEME:** SELF AND INTERPERSONAL RELATIONSHIP

**MODULE 2:** Connecting with Others

**Unit 2:** Belongingness

**General Aim:** Develop positive and rewarding attachments that will encourage choices, to avoid negative and risky behaviors and involvement.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Understand the need to develop healthy connections to positive individual and groups with common interest	Coping Skills (self-awareness) Social Skills (interpersonal skills, communication skills, assertive skills, conflict resolution) Cognitive skills (decision-making)	<b>Belongingness:</b> <ul style="list-style-type: none"><li>• Demonstrate an understanding of diverse community</li><li>• Acquire an understanding of self and heritage.</li></ul>	Discuss what 'peer pressure' is and apply decision-making skills.  Explain decision-making model and role play	To be able to make choices that will lead to positive friendships and connections.
<b>Concept:</b> <ul style="list-style-type: none"><li>• Making positive connection helps to strengthen self-esteem and self-concept.</li><li>• The need to 'belong' is an innate feeling that should be protected</li></ul>		<b>Material/Resources</b> Discussion Group work Paper		

**THEME:** SELF AND INTERPERSONAL RELATIONSHIP

**MODULE 2:** Connecting with Others

**Unit 3:** Relationships with various units, family, friends etc

**General Aim:** Develop positive and rewarding attachments that will encourage choices, to avoid negative and risky behaviors and involvement.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Understand and acquire a sense of identity as it relates to self , family and community	Coping Skills (self-awareness), Social Skills (interpersonal skills, communication skills, assertive skills, conflict resolution)	<b>Relationships with various units, family, friends etc:</b> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of healthy relationships</li> <li>• Demonstrate an understanding of tolerance for difference in all, religion, beliefs, values, etc.</li> <li>• Acquire respect for alternative points of view.</li> </ul>	Discuss what a family tree is and draw one. Show the connection and relationships. Students will draw own family tree. Discuss similarities and differences in a variety of families. Discuss the important aspects of a healthy relationship	To realize how their communities can function with the input of various ideas, beliefs and way of life.
<b>Concept:</b> <ul style="list-style-type: none"> <li>• Connections and relationships with persons of various persuasion help to develop respect and tolerance</li> </ul>		<b>Material/Resources</b> Discussion Group work Paper Crayons/pencils		

**THEME:** SELF AND INTERPERSONAL RELATIONSHIP

**MODULE 2:** Connecting with Others

**Unit 4:** Social skills

**General Aim:** Develop positive and rewarding attachments that will encourage choices, to avoid negative and risky behaviors and involvement.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an understanding of appropriate behavior in various settings; such as, during play, in class, at home etc.	Coping Skills (self-awareness), Social Skills (interpersonal skills, communication skills, assertive skills, conflict resolution)	<b>Social skills :</b> <ul style="list-style-type: none"> <li>• Demonstrate the ability to assert self appropriately</li> <li>• Demonstrate courteous behavior</li> <li>• Demonstrate a positive attitude to sharing and helping others</li> </ul>	Discuss what etiquette and manners are and role play situations/scenarios in a social setting  Role play communication skills, such as 'listening'	Acquire knowledge of right and wrong, good and bad, manners (common courteous)
<b>Concept:</b> <ul style="list-style-type: none"> <li>• Developing good social skills will provide a foundation for healthy connections</li> </ul>		<b>Material/Resources</b> Discussion Group work Paper		

**THEME:** SELF AND INTERPERSONAL RELATIONSHIP

**MODULE 2:** Connecting with Others & Managing Emotions      **Unit 5:** Tolerance – What is it?

**General Aim:** Develop positive and rewarding attachments that will encourage choices, to avoid negative and risky behaviors and involvement.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
<p>Acquire skills to display tolerance in social interactions with peers and others who are different.</p>	<p>Emotional-Coping Skills (self-awareness, coping with emotions)            Social Skills (interpersonal skills, communication skills, conflict resolution)            Cognitive skills (problem-solving skills)</p>	<p><b>Tolerance – What is it?</b></p> <ul style="list-style-type: none"> <li>• understand what is tolerance</li> <li>• demonstrate and display tolerant behaviour</li> <li>• Acquire knowledge of various ethnic groups</li> <li>• Acquire skills and knowledge to enable them to function in different situations.</li> <li>•</li> </ul>	<p>Define ‘tolerance,’ and practice tolerant behavior with each other.</p> <p>Discuss ways to be tolerant of different views and ways of living.</p> <p>Each student will make inquiries of a different ethnic group than theirs</p>	<p>To be able to accept differences and treat others with respect</p>
<p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>• Tolerance is synonymous with the saying ‘do unto other as you would have them do unto you.’ Treat others as you would like to be treated, despite the differences.</li> </ul>		<p><b>Material/Resources</b></p> <p>Discussion            Group work            Paper</p>		

**THEME:** SELF AND INTERPERSONAL RELATIONSHIP

**MODULE 2:** Connecting with Others & Managing Emotions      **Unit 6:** Empathy and sympathy

**General Aim:** Develop positive and rewarding attachments that will encourage choices, to avoid negative and risky behaviors and involvement.  
 Demonstrate an understanding of emotions that are universally recognized and experienced (fear, anger, sadness and happiness)

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Understand the impact of empathy and sympathy on self and in relationship with others	Emotional-Coping Skills (self-awareness, coping with emotions) Social Skills (interpersonal skills, communication skills, conflict resolution) Cognitive skills (problem-solving skills)	<b>Empathy and Sympathy:</b> <ul style="list-style-type: none"> <li>• Demonstrate skills of empathy and sympathy</li> <li>• Understand the relationship of empathy and sympathy to the development of self</li> <li>• Understand the process of grief and loss</li> </ul>	Discuss the meaning of empathy and sympathy.  Give examples of empathy and sympathy.  Have students recall when they have felt empathy and sympathy.  Read a story that will rouse feelings of empathy and sympathy	Understand the impact of empathy and sympathy on self and in relationships with others.  Recognize that the same feelings/emotions can be experienced by different persons allowing them to feel the impact of empathy and sympathy.
<b>Concept:</b> <ul style="list-style-type: none"> <li>• Empathy and sympathy help people to develop an understanding of similar experiences that people face.</li> </ul>		<b>Materials:</b> Discussion Emotion/Feeling Faces Story books		

**THEME:** SELF AND INTERPERSONAL RELATIONSHIP

**MODULE 3:** Managing Emotions **Unit 1:** What are the emotions (universally)?

**General Aim:** Demonstrate an understanding of emotions that are universally recognized and experienced (fear, anger, sadness and happiness)

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
To demonstrate an understanding that most emotions are universally shared and experienced which helps in expressing empathy and offering sympathy	Emotional-Coping Skills (self-awareness, coping with emotions) Social Skills (interpersonal skills, communication skills, conflict resolution) Cognitive skills (problem-solving skills)	<b>What are the emotions (universally):</b> <ul style="list-style-type: none"> <li>• demonstrate acceptance of persons from diverse groups/ backgrounds</li> <li>• advocate on behalf or for the acceptance of persons from different cultural backgrounds</li> </ul>	Continue the discussion on empathy and sympathy by reading news items from different regions about human suffering or human unity.	Demonstrate an understanding of emotions. Describe emotions and look for positive ways to channel emotions.
<b>Concept:</b> <ul style="list-style-type: none"> <li>• Empathy and sympathy help people to develop an understanding of similar experiences that people face.</li> </ul>		<b>Materials:</b> Discussion Emotion/Feeling Faces Regional or World Newspaper/articles Story books		

**THEME:** SELF AND INTERPERSONAL RELATIONSHIP

**MODULE 3:** Managing Emotions **Unit 2:** What are Emotions (cultural)?

**General Aim:** Demonstrate an understanding of emotions that are culturally recognized and experienced (fear, anger, sadness and happiness)

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate knowledge of how groups and cultural influences can contribute to emotions	Emotional-Coping Skills (self-awareness, coping with emotions) Social Skills (interpersonal skills, communication skills, conflict resolution) Cognitive skills (problem-solving skills)	<b>What are emotions (cultural):</b> <ul style="list-style-type: none"> <li>• demonstrate knowledge of where emotions come from</li> <li>• discuss why emotions are important (motivation)</li> </ul>	Discuss how different persons in society shows emotions: Discuss the following: 'Boys don't cry' 'Men are suppose to be always strong' 'Girls are more emotional'	Recognize that cultural expectations in expressing feeling/emotions must be always supportive regardless of the gender of the person.
<b>Concept:</b> Empathy and sympathy help people to develop an understanding of similar experiences that people face.			<b>Materials:</b> Discussion Emotion/Feeling Faces Regional or World Newspaper/articles Story books	



**THEME:** SELF AND INTERPERSONAL RELATIONSHIP  
**MODULE 3:** Managing Emotions **Unit 3:** Expressing Emotions

**General Aim:** Demonstrate an understanding of emotions that are universally recognized and experienced (fear, anger, sadness and happiness)

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Acquire skills that will enable you to express emotions in an appropriate manner that would encourage emotional growth and interpersonal relationship	Emotional-Coping Skills (self-awareness, coping with emotions) Social Skills (interpersonal skills, communication skills, conflict resolution) Cognitive skills (problem-solving skills)	<b>Expressing Emotions:</b> <ul style="list-style-type: none"> <li>• Be able to articulate positive ways to express their emotion</li> <li>• Demonstrate an understanding of how unexpressed emotions can be self-destructive</li> <li>• Demonstrate that different body movements can be used to express emotions</li> </ul>	Discuss ways to express emotions: laugh when happy, cry when sad, ball-up the fist when mad, and give a hug when sad or happy.  Direct students to show feeling expressions on their faces and with body movement.  Demonstrate appropriate ways to express emotions	Understand the need to find outlets for expressing emotions i.e.( happy, sad)
<b>Concept:</b> <ul style="list-style-type: none"> <li>• Emotions are the heart of communicating with each other daily</li> </ul>		<b>Materials:</b> Discussion Emotion/Feeling Faces Story books		

**THEME:** SEXUALITY AND SEXUAL HEALTH

**MODULE 1:** Relationships      **Unit 1:** Types of relationships

**General Aim:** Demonstrate an understanding of appropriate and different types of relationships within society.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an understanding about the concept of different types of relationships (e.g. family, friend, sexual, romantic etc).	self-awareness, Critical thinking Problem solving Communication Decision making healthy self management	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the types of sexual relationships such as heterosexual, bisexual homosexual etc</li> </ul>	Define relationships Students will be asked to list the different relationships within society. Students to research and present a project defining different types of sexual relationships using a persons in the media	Recognise and respect diverse relationships and the fact that relationships are constantly changing; (emotions ,intimacy, emotional and physical
<b>Concept:</b> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the ways in which sexuality is learned</li> <li>Demonstrate skills when communicating with parents, peers teachers and significant others about sexual issues.</li> <li>Recognise healthy and unhealthy relationships, communication, trust and honesty in relationships, peer pressure and social norms, that love and sex are not the same.</li> </ul>		<b>Material/Resources:</b> Handouts Charts display Boards Pictures Paper Crayons		Videos /computer power point presentation Songs Journals pamphlets Feeling stickers/faces puzzles poems

**THEME:** SEXUALITY AND SEXUAL HEALTH

**MODULE 1:** Relationships      **Unit 2:** Gender roles

**General Aim:** Demonstrate an understanding of male and female roles

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
<p>Appreciate changing gender role in relation to the needs and demands of the home and society.</p>	<p>Decision making Critical thinking Self awareness Problem solving communication skills healthy self management.</p>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of gender roles within your community.</li> <li>• Decide in which circumstances it is appropriate to interchange male / female roles.</li> <li>• Identify traditional male and female roles within society.</li> </ul>	<p>Brainstorm and the define gender roles Identify gender roles through the use of pictures and video clips. Small group class discussion on gender roles pertaining to employment. Create song/ poem on self. Explain the physical differences and similarities of the genders.</p>	<p>Recognise that everyone has the right to their beliefs and one must accept / appreciate gender roles and responsibilities. Develop an understanding and respect for the opposite sex.</p>
<p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>• Accept and be confident about one's gender.</li> <li>• Respect different gender roles.</li> <li>• Accept the rights of others in relation to gender choices,</li> </ul>		<p><b>Material/Resources:</b></p> <p>Handouts Charts display Boards Pictures Paper Crayons</p>		<p>Videos /computer power point presentation create Songs / poems on self. Journals pamphlets puzzles poems</p>

**THEME:** SEXUALITY AND SEXUAL HEALTH

**MODULE 1:** Relationships                      **Unit 3:** Culture and Family Structure

**General Aim:** Demonstrate an understanding of culture and the different types of family structure.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
<p>How culture and tradition can greatly impact on the family structure.</p>	<p>Self awareness Critical thinking Communication Decision making</p>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the culture and its relationship in defining sexuality.</li> <li>• Understand the relationship between culture and family structure</li> </ul>	<p>Define culture. Ask students to describe their culture; list the positive and negative aspects of their culture; ask students to share positive attributes of their culture; present a project of their national dish, folklore. Costumes etc that make up their culture.</p>	<p>Recognise that everyone has rights and responsibilities (acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others</p>
<p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>• Respect diverse cultures within society.</li> <li>• Some family structures face great strains due to many factors in society.</li> </ul>		<p><b>Material/Resources:</b></p> <p>Class and or group discussions Brainstorming Role play Case studies</p>		

**THEME:** SEXUALITY AND SEXUAL HEALTH

**MODULE 2:** Sexuality **Unit 1:** Define Sexuality

**General Aim:** Apply coping skills in relation to managing their own sexuality.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an understanding of responsibility for managing their own sexuality	Coping skills communication skills, assertive skills) Decision making Skills Assertiveness Critical thinking	<ul style="list-style-type: none"> <li>• Define sexuality</li> <li>• Examine one's origin of values in regards to sexuality.</li> <li>• Demonstrate ones understanding of sexuality.</li> </ul>	Students will define sexuality and be able to discuss strategies that will enable them to deal with sexual advances and role play scenarios on how alcohol and drug use can increase their vulnerability to sexual health.	recognise that they have skills and they should exercise their power in order to deal with and manage their own sexuality.
<b>Concept:</b> <ul style="list-style-type: none"> <li>• Respect different values in terms of sexuality.</li> <li>• Using appropriate skills to access age appropriate sources re: sexuality.</li> </ul>		<b>Material/Resources:</b> Class and or group discussions Brainstorming Role play Case studies		

**THEME:** SEXUALITY AND SEXUAL HEALTH

**MODULE 2:** Sexuality **Unit 2:** Concepts of Gender

**General Aim:** Demonstrate an understanding of the concepts of gender expectations.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Understand the gender inequalities and differences between men and women	Social Skills (interpersonal skills, communication skills, assertive skills) Cognitive skills	<ul style="list-style-type: none"><li>• Be able to define gender and societal aspects of sexual behavior</li><li>• Be able to explain the opposing views regarding such topics as pre-marital sex, prostitution and pornography and be able to critically discuss the arguments they offer.</li></ul>	Have students brainstorm while you write contributions on the board, advantages of being male, then the advantage of being female within society	Demonstrate positive attitudes towards their own and opposite persons gender.
<b>Concept:</b> <ul style="list-style-type: none"><li>• Be able to discuss their gender issues openly and honestly with parents , peers</li><li>• Understand the concept of gender expectations.</li></ul>		<b>Material/Resources:</b> Class and or group discussions Brainstorming Role play Case studies		

**THEME:** SEXUALITY AND SEXUAL HEALTH

**MODULE 2:** Sexuality      **Unit 3:** Morality and Sexuality

**General Aim:** Develop strategies to avoid being in compromising situations

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Know the various types of monogamous and non-monogamous relationships and understand the arguments given for a and against their morality.	Coping Skills (self-awareness), Social Skills (interpersonal skills, communication skills, assertive skills) Cognitive skills	<ul style="list-style-type: none"> <li>• Define Morality and Sexuality.</li> <li>• Understand the distinctions among the public and societal aspects of sexual behaviour</li> <li>• Be able to explain the opposing views regarding such topics as pre-marital sex, prostitution and pornography and be able to critically discuss the arguments they offer.</li> </ul>	Clearly discuss the arguments given for and against their moral acceptability.	Be familiar with the most common arguments for and against the morality of homosexual marriage
<b>Concept:</b> <ul style="list-style-type: none"> <li>• Examine one’s values in connection to morality.</li> <li>• Understand that persons have a right to make choices.</li> </ul>		<b>Material/Resources:</b> Class and or group discussions Brainstorming Role play Case studies		

**THEME:** SEXUALITY AND SEXUAL HEALTH

**MODULE 3:** Sexual Behavior

**Unit 1:** Knowing your Body

**General Aim:** Assume responsibility for knowing how their body works.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate a personal responsibility for acquiring knowledge, attitude and skills needed for knowing how their body works.	Emotional Skills, critical thinking, Social Skills (interpersonal skills, communication skills, assertive skills) Cognitive skills	<ul style="list-style-type: none"> <li>• Students will talk about how it feels to be healthy</li> <li>• Acquire knowledge of how it feels to be unhealthy ( even when a minor injury occurs</li> <li>• Limitations they experience when their bodies are not fully functioning as a result of an illness or injury.</li> </ul>	Show videos / power point presentations on caring for the body. Use charts to show the different body systems and how they function Brainstorm the different body parts and how to take care of them. Give students information on their bodies and how to respect and care for their body.	Students instilled with the belief that they are responsible for their own health, thoughts, feelings and actions.
<b>Concept:</b> <ul style="list-style-type: none"> <li>• Nobody takes better care of you.</li> <li>• Healthy actions are important e.g. well balanced diets</li> </ul>		<b>Material/Resources:</b> Class and or group discussions Brainstorming charts Computer /power point		



**THEME:** SEXUALITY AND SEXUAL HEALTH

**MODULE 3:** Sexual Behavior

**Unit 2:** Good Touch, Bad Touch

**General Aim:** Demonstrate an understanding of their body parts that persons should not touch.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Have a clear understanding of their body parts and make good choices and feel empowered to say no to inappropriate touch.	Coping Skills (self-awareness), Refusal skills Communication skills, assertive skills) Cognitive skills Problem solving	<ul style="list-style-type: none"><li>• Respect each other's body and theirs</li><li>• Know when to say 'No' and find avenues to protect themselves against sexual actions by perpetrators.</li><li>• Discuss sexual abuse and ways to cope with it.</li><li>• Identify and label parts of the body</li></ul>	Clearly discuss factors that influence certain behaviors. Watch video presentation on good touch/bad touch Identify and list good/bad touches that they identified in the video.	Determine how economic factors affect sexual behaviors and relationships.
<b>Concept:</b> <ul style="list-style-type: none"><li>• Respect other peoples body</li><li>• Differentiate between good /bad touch</li><li>• How to report inappropriate touch</li></ul>			<b>Material/Resources:</b> Class and or group discussions Brainstorming Role play Case studies	

**THEME:** SEXUALITY AND SEXUAL HEALTH

**MODULE 3:** Sexual Behavior      **Unit 3:** What is sex?

**General Aim:** explore the reasons why people have sex and to think about how it involves emotions, respect for one’s self and other people and their bodies.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
<p>Understand the importance of self-sufficiency before engaging in sexual activity</p>	<p>Negotiation skills Empathy Self-control Self monitoring Critical thinking Assertiveness Communication Listening Decision making skills Logic reasoning</p>	<ul style="list-style-type: none"> <li>• Define sex</li> <li>• Examine ones origins in regards to sex</li> <li>• Learn ways to combat peer pressure and say ‘No’ to sex.</li> <li>• Demonstrate understanding about sex that can help protect them against abuse.</li> <li>• Demonstrate understanding of different sexual acts (oral, anal, manipulation and vaginal)</li> </ul>	<p>Give students accurate information about the role associated with sexual activity.</p> <p>Through discussion encourage students to explore some of their own feelings towards sex.</p> <p>Video presentation on sex, followed by discussion</p>	<p>Young people have the right to have their needs met in order to help them to enjoy their sexuality and the relationships that they form in the future.</p>
<p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>• Confident and competent about acting on their choices</li> <li>• Rights to information about matters that affect young people.</li> <li>• Identify sources of help and advice</li> <li>• Recognize pressures from other people and way to resist them.</li> </ul>		<p><b>Material/Resources:</b></p> <p>Handouts Charts display Boards Pictures Paper Crayons</p>		<p>Videos /computer power point presentation Songs</p>

**THEME:** SEXUALITY AND SEXUAL HEALTH

**MODULE 4:** Healthy Sexual Choices      **Unit 1:** HIV/ AIDS

**General Aim:** Be knowledgeable about HIV/AIDS and its spread.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
<p>Explain the role of the white blood cells in the body fights against infection and how HIV can damage the immune system</p>	<p>Critical thinking Refusal skills Empathy Communication skills Emotional skills</p>	<ul style="list-style-type: none"> <li>• Define 'communicable diseases' and give examples</li> <li>• Distinguish between healthy concern and unhealthy fear.</li> <li>• Describe the transmission modes for the disease.</li> </ul>	<p>Discuss with students possible reasons why HIV /AID's has increased within the Caribbean. Video presentation on HIV/AIDS and encourages students to discuss the issues. Have students design a poster showing their version of the battle between HIV and the immune system.</p>	<p>Understand the concept of risk behavior and know which behaviors are safe and which are not</p>
<p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>• HIV/AIDS cannot be caught by giving someone a hug or being close to them.</li> <li>• HIV/AIDS is primarily an adult disease caused by adult behaviour.</li> <li>• Once you know the means of transmission for this disease then you will understand how to keep yourself safe.</li> </ul>		<p><b>Material/Resources:</b></p> <p>Handouts Charts display Boards Pictures Paper Crayons</p>	<p>Videos /computer power point presentation Songs</p>	

**THEME:** SEXUALITY AND SEXUAL HEALTH

**MODULE 4:** Healthy Sexual Choices      **Unit 1 Cont':** Sexually Transmitted Infections (STI's)

**General Aim:** Demonstrate an understanding of the common modes of transmission of STI'S

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Acquire knowledge of practices and behaviors that put people at risk of contracting STI'S	Negotiation skills Empathy Self-control Self monitoring Critical thinking Assertiveness	<ul style="list-style-type: none"> <li>• Define sexually transmitted infections</li> <li>• Demonstrate an understanding of the affect that STI'S Have on both women and men.</li> <li>• Demonstrate an understanding of the common myths or misconceptions of STIs</li> </ul>	Discuss with students the practices and behaviors that put people at risk of contracting STIs. Put the students in groups and ask them to discuss ' Why are adolescents at a high risk of contracting STI'S IN St. Kitts/ Nevis. Video presentation of STIs. Discuss the stigma associated with STIs.	Recognize that STI'S are common and have the potential for causing serious health complications.
<b>Concept:</b> <ul style="list-style-type: none"> <li>• Whenever there is a risk of an STI there is a risk of HIV infection</li> <li>• Understand the importance that people know what behavioral actions influence their risk of STI's.</li> <li>• Assess risk and make and make personal decisions concerning sexual behavior that may prevent STIs</li> </ul>		<b>Material/Resources:</b> Handouts Charts display Boards Pictures Paper Crayons		Videos /computer power point presentation Songs

**THEME:** SEXUALITY AND SEXUAL HEALTH

**MODULE 4:** Healthy Sexual Choices

**Unit 2:** Teenage Pregnancy

**General Aim:** Demonstrate knowledge of the relationship between maturity and childbearing.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
<p>Enable students to understand how babies develop from the time they are sperm and an egg to conception.</p>	<p>Critical thinking skills Refusal skills Negotiation skills Communication skills Social skills</p>	<ul style="list-style-type: none"> <li>To enable students to understand the impact and requirements of raising a child and the affect it can have on their childhood.</li> <li>Critically assess the social , educational and financial challenges that impact on rearing a child</li> </ul>	<p>Teacher will ask the students to do some research, this will be in the form: asking an adult in their family to describe their child’s birth (remember not everyone lives with their birth mother) Find out the role of a midwife.</p>	<p>Explain the basic health requirements for mother and child</p>
<p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>Dynamics of teen pregnancy</li> <li>Display responsible behaviour during interaction with peers</li> <li>Knowledge of the relationship between maturity and childbearing.</li> </ul>		<p><b>Material/Resources:</b></p> <p>Handouts Charts display Boards Pictures Paper</p>		<p>Videos /computer power point presentation Songs Journals pamphlets</p>

**THEME:** SEXUALITY AND SEXUAL HEALTH

**MODULE 4:** Healthy Sexual Choices

**Unit 3:** Family Planning

**General Aim:** Know the different methods of family planning

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate understanding of how to talk about safe sexual choices with a family planning practitioner	Negotiation skills Empathy Self-control Self monitoring Critical thinking Assertiveness Healthy self knowledge	<ul style="list-style-type: none"> <li>Describe 'safer sexual practices and the importance of condom use</li> <li>Demonstrate and understanding of the skills on how to raise the topic of protection with a partner</li> </ul>	Video presentation of different family planning methods Presentation by health practitioner.(nurse)	Exploration of the responsibilities and consequences associated with involvement in a sexual relationship.
<b>Concept:</b> <ul style="list-style-type: none"> <li>Acquire medically accurate information on contraception</li> <li>Be confident enough to negotiate abstinence/ condom use with a partner</li> </ul>		<b>Material/Resources:</b> Handouts Charts display Boards Pictures Paper Crayons		Videos /computer power point presentation Songs

**THEME:** SEXUALITY AND SEXUAL HEALTH

**MODULE 4:** Healthy Sexual Choices

**Unit 4:** Peer Pressure

**General Aim:** Use proactive terms with peers, these should be used to replace derogatory terms

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
<p>Understand that the choices made will affect the quality of life in many ways</p>	<p>Negotiation skills Empathy Self-control Self monitoring Critical thinking Assertiveness Communication Listening Decision making skills Logic Refusal skills</p>	<ul style="list-style-type: none"> <li>• Define peer pressure</li> <li>• Demonstrate an understanding of the meaning of peer pressure</li> <li>• Acquire knowledge and skills to make responsible independent decision on their sexual choices and relationships.</li> <li>• Apply adequate skills in managing own sexual health and sexual behavior.</li> </ul>	<p>Discuss – expectations , pressures and emotions used when one likes someone.</p> <p>Explain to students that the decisions are made on a daily basis. Practices good decision making in class.</p> <p>Video presentation/ movie clips on peer pressure, followed by discussion</p>	<p>Demonstrate positive attitudes towards self that will promote future refusal skills and prevent them from feeling pressured by peers.</p>
<p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>• Boys and girls will feel pressured to act out things by peers must be confident enough to say no</li> <li>• Choose peers that will influence them in a positive way</li> <li>• Understand the right things to do in order to stay safe</li> </ul>		<p><b>Material/Resources:</b></p> <p>Handouts Charts display Boards Pictures Paper Crayons</p>		<p>Videos /computer power point presentation Songs</p>

**THEME:** SEXUALITY AND SEXUAL HEALTH

**MODULE 5:** Alternative Lifestyles      **Unit 1:** Alternative Relationships

**General Aim:** students will learn about issues facing (sexual orientation, heterosexual, homosexual, bisexual, gay and lesbian) people and how to promote respect for all people regardless of sexual orientation.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
<p>Students will gain an understanding of different experiences among persons that engage in alternative relationships.</p>	<p>Negotiation skills Empathy Self-control Self monitoring Critical thinking Assertiveness Communication Listening Decision making skills Logic reasoning</p>	<ul style="list-style-type: none"> <li>• Consider the impact that alternative relationships have on the life of an individual growing up in society.</li> <li>• Demonstrate respect for alternative relationships</li> <li>• Acquire own perspective of alternative relationships.</li> </ul>	<p>Students will define at least six relevant terms (sexual orientation, heterosexual, homosexual, bisexual, gay and lesbian) Through discussion encourage students to explore some of their own feelings towards alternative relationships.</p> <p>Video presentation on alternative relationships, followed by discussion.</p>	<p>Distinguish among facts, myths and stereotypes regarding alternative relationships.</p>
<p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>• Learn how to make informed choices regarding relationships dynamics.</li> <li>• Understand how to relate to others</li> <li>• Look at ones behavior and change it.</li> </ul>		<p><b>Material/Resources:</b></p> <p>Handouts Charts display Pictures</p>		<p>Videos /computer power point presentation</p>



**THEME:** APPROPRIATE EATING AND FITNESS

**MODULE 1:** Fitness and Well-being

**Unit 1:** What it is to be physically fit?

**General Aim:** Apply an understanding of healthy choices to manage overall health

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an understanding of eating and fitness choices to maintain healthy quality of life.	Coping skills (healthy self-management, self awareness) Social skills (communication, interpersonal relations) Cognitive skills (problem solving, decision-making)	What it is to be physically fit? : <ul style="list-style-type: none"><li>Employ students to move, play and exercise both at home and at school to remain physically fit</li></ul>	Discuss how rest and eating can lead to a healthy body Identify activities that contribute to being physically fit and well	Examine the importance of personal fitness Engage in various activities for health, fun and development of motor skills
<b>Concept:</b> <ul style="list-style-type: none"><li>Exercise and rest is essential to the body.</li><li>Being physically fit is of great importance to our body and mind.</li></ul>			<b>Material:</b> Brainstorming Resource persons (PE teacher, Home Ec. Teacher) Group activity	

**THEME:** APPROPRIATE EATING AND FITNESS

**MODULE 1:** Fitness and Well-being      **Unit 2:** Define Well-Being

**General Aim:** Apply an understanding of healthy choices to manage overall health

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an understanding of eating and fitness choices to maintain healthy quality of life.	Coping skills (healthy self-management, self awareness) Social skills (communication, interpersonal relations) Cognitive skills (problem solving, decision-making)	Define Well-Being: <ul style="list-style-type: none"><li>Understand the connection of healthy eating and healthy emotional state</li></ul>	Brainstorm the meaning of 'well-being.' Discuss ways to be healthy physically, emotionally and socially.	To develop components of health related fitness, such as exercising, healthy diet, and maintaining a positive self-image.
<b>Concept:</b> <ul style="list-style-type: none"><li>Exercise and rest is essential to the body.</li><li>Being physically fit is of great importance to our body and mind.</li></ul>		<b>Material:</b> Brainstorming Discussion Resource persons (PE teacher, Home Ec. Teacher, Guidance counselor) Group activity		

**THEME:** APPROPRIATE EATING AND FITNESS

**MODULE 1:** Fitness and Well-being      **Unit 3:** Exercise and Rest

**General Aim:** Apply an understanding of healthy choices to manage overall health

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an understanding of eating and fitness choices to maintain healthy quality of life.	Coping skills (healthy self-management, self awareness) Social skills (communication, interpersonal relations) Cognitive skills (problem solving, decision-making)	Exercise and Rest: <ul style="list-style-type: none"> <li>• Understand the relationship between exercise and rest in developing healthy fitness habits.</li> </ul>	Discuss how rest and eating can lead to a healthy body. Identify activities that contribute to being physically fit and well. Evaluate advertisements/psa as they relate to exercise and rest.	Realize that the body needs rest as much as it needs exercise. To maintain a healthy balance of rest and exercise.
<b>Concept:</b> <ul style="list-style-type: none"> <li>• Exercise and rest is essential to the body.</li> <li>• Being physically fit is of great importance to our body and mind.</li> <li>• Maintenance of healthy daily routine of healthy diet and exercise</li> </ul>		<b>Material:</b> Brainstorming Discussion TV/video Resource persons (PE teacher, Home Ec. Teacher, Guidance counsellor) Group activity		

**THEME:** APPROPRIATE EATING AND FITNESS

**MODULE 2:** Healthy Eating Choices      **Unit 1:** Food Groups and Balanced Meals

**General Aim:** Demonstrate an understanding of the substantial value of food

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an understanding of choosing healthy eating habits	Coping skills (healthy self-management, self awareness) Social skills (communication, interpersonal relations) Cognitive skills (problem solving, decision-making)	Food Groups and Balanced Meals: <ul style="list-style-type: none"><li>• Demonstrate an understanding of food groups and the importance of balanced meals</li></ul>	Students list food groups; Students work in groups to identify various foods. Define balanced meals and have groups work to make a balanced menu for breakfast.	Assume responsibility and understanding the food groups and preparing and eating balanced meals
<b>Concepts:</b> <ul style="list-style-type: none"><li>• All meals must at least contain food from all food groups in an appropriate balance amount.</li></ul>		<b>Materials:</b> Pictures plastic food models display board sample menu		

**THEME:** APPROPRIATE EATING AND FITNESS

**MODULE 2:** Healthy Eating Choices      **Unit 2:** What Do I Eat and Why?

**General Aim:** Demonstrate an understanding of the substantial value of food

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an understanding of choosing healthy eating habits	Coping skills (healthy self-management, self awareness) Social skills (communication, interpersonal relations) Cognitive skills (problem solving, decision-making)	What Do I Eat and Why: <ul style="list-style-type: none"> <li>• Assume responsibility in making the right food choices to maintain a healthy lifestyle</li> <li>• Demonstrate an understanding of the impact food has on the body</li> </ul>	Explain why the body needs the appropriate foods. Show the effects of food on the body.	Assume responsibility and understanding the food groups and preparing and eating balanced meals. Understand the nutritional value of food.
<b>Concepts:</b> <ul style="list-style-type: none"> <li>• All meals must at least contain food from all food groups in an appropriate balance amount.</li> <li>• All foods do not have healthy nutritional value, but may fulfill the immediate hunger or thirst.</li> </ul>		<b>Materials:</b> Discussion/brainstorm Pictures plastic food models display board sample menu		

**THEME:** APPROPRIATE EATING AND FITNESS

**MODULE 2:** Healthy Eating Choices      **Unit 3:** Nutritional Value of Food

**General Aim:** Demonstrate an understanding of the substantial value of food

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an understanding of choosing healthy eating habits	Coping skills (healthy self-management, self awareness) Social skills (communication, interpersonal relations) Cognitive skills (problem solving, decision-making)	Nutritional Value of Food: <ul style="list-style-type: none"><li>• Understand the connection of eating well and living well</li><li>• Enlighten and empower students so that they grow to be adults who make informed food choices</li></ul>	Produce a meal showing and explaining the nutritional value of food	Understand the nutritional value of food.
<b>Concepts:</b> <ul style="list-style-type: none"><li>• All meals must at least contain food from all food groups in an appropriate balance amount.</li><li>• All foods do not have healthy nutritional value, but may fulfill an immediate hunger or thirst.</li></ul>		<b>Materials:</b> Pictures plastic food models display board sample menu		

**THEME:** APPROPRIATE EATING AND FITNESS

**MODULE 2:** Healthy Eating Choices      **Unit 4:** Food Preparation & Preservation (Food Safety)

**General Aim:** Demonstrate an understanding of the substantial value of food

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an understanding of choosing healthy eating habits and proper way to preserve food.	Coping skills (healthy self-management, self awareness) Social skills (communication, interpersonal relations) Cognitive skills (problem solving, decision-making)	Food Preparation & Preservation: <ul style="list-style-type: none"> <li>• Demonstrate an understanding of food safety</li> <li>• understanding the appropriate way of preparing and using food</li> </ul>	Discuss appropriate storage and preparation of food Explain the reason for using appropriate temperature (heating/freezing) of foods to avoid contamination	Assume responsibility in applying safety precautions in preparing meals. Acquire skills in preparing food.
<b>Concepts:</b> <ul style="list-style-type: none"> <li>• Food must be properly preserve to avoid food poisoning</li> <li>• Everyone prepare food differently</li> <li>• Food should be store in proper place to avoid spoilage</li> </ul>		<b>Materials:</b> Discussion Brainstorm Pictures plastic food models display board sample menu		

**THEME:** APPROPRIATE EATING AND FITNESS

**MODULE 2:** Healthy Eating Choices      **Unit 5:** Eating Disorders

**General Aim:** Demonstrate an understanding of the substantial value of food

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an understanding of choosing healthy eating habits	Coping skills (healthy self-management, self awareness) Social skills (communication, interpersonal relations) Cognitive skills (problem solving, decision-making)	Eating Disorders: <ul style="list-style-type: none"><li>Understand what is an eating disorder and the repercussions of unhealthy eating habits</li></ul>	Brainstorm and discuss the effects of inappropriate eating habits Display pictures of persons with eating disorder Compare healthy menu to non-healthy menu	Assume and demonstrate responsibility in healthy eating habit. Understand the impact that unhealthy eating choices have on the physical body, and overall health
<b>Concepts:</b> <ul style="list-style-type: none"><li>Eating disorders often occur when persons think that they are overweight</li></ul>		<b>Materials:</b> Discussion Brainstorm Pictures plastic food models display board sample menu		



**THEME:** APPROPRIATE EATING AND FITNESS

**MODULE 3:** How the Body Works      **Unit 1:** Parts of the body and function

**General Aim:** Practice proper nutritional habits that would ensure that the body works well

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an understanding in making appropriate food choices to avoid risk factors associated with diseases	Coping skills (healthy self-management, self awareness) Social skills (communication, interpersonal relations) Cognitive skills (problem solving, decision-making)	Parts of the body and function: <ul style="list-style-type: none"> <li>• Describe the function of the different body parts (brain, heart lungs muscles and bones)</li> <li>• Explain the role of each body part and its importance</li> <li>• Identify ways to keep each body part healthy</li> </ul>	Identify parts of the body and their function Discuss the correlation between healthy eating and body function	Acknowledge that systems work together for the body to work well.
<b>Concepts:</b> <ul style="list-style-type: none"> <li>• How the food we eat affect the way we look as well as the way we feel</li> </ul>		<b>Materials:</b> Discussion Brainstorm Pictures plastic food models display board sample menu		

**THEME:** APPROPRIATE EATING AND FITNESS  
**MODULE 3:** How the Body Works      **Unit 2:** Excretory System

**General Aim:** Practice proper nutritional habits that would ensure that the body works well

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an understanding in making appropriate food choices to avoid risk factors associated with diseases	Coping skills (healthy self-management, self awareness) Social skills (communication, interpersonal relations) Cognitive skills (problem solving, decision-making)	Excretory System: <ul style="list-style-type: none"> <li>• Describe the function and structure of the excretory system               <ul style="list-style-type: none"> <li>• explain why the excretory system is so important to the digestive system</li> <li>• identify ways to keep the excretory system healthy</li> </ul> </li> </ul>	Discuss how the digestive and excretory systems work to keep the body healthy	Demonstrate an understanding of how the body works Acknowledge that systems work together for the body to work well.
<b>Concepts:</b> <ul style="list-style-type: none"> <li>• Carefully planned diets can improve diseases and illnesses affected by food choices</li> </ul>		<b>Materials:</b> Discussion Brainstorm Pictures display board		

**THEME:** APPROPRIATE EATING AND FITNESS

**MODULE 3:** How the Body Works      **Unit 3:** Digestive System

**General Aim:** Practice proper nutritional habits that would ensure that the body works well

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an understanding in making appropriate food choices to avoid risk factors associated with diseases	Coping skills (healthy self-management, self awareness) Social skills (communication, interpersonal relations) Cognitive skills (problem solving, decision-making)	Digestive System: <ul style="list-style-type: none"><li>• Describe the function and structure of the digestive system</li><li>• Distinguish between mechanical (physical) and chemical digestion</li><li>• identify ways to keep the digestive system healthy</li></ul>	Discuss how the digestive and excretory systems work to keep the body healthy	Demonstrate an understanding of how the body works Acknowledge that systems work together for the body to work well.
<b>Concepts:</b> <ul style="list-style-type: none"><li>• Carefully planned diets can improve diseases and illnesses affected by food choices</li></ul>		<b>Materials:</b> Discussion Brainstorm Pictures display board		

**THEME:** APPROPRIATE EATING AND FITNESS

**MODULE 3:** How the Body Works      **Unit 4:** Diseases and illnesses

**General Aim:** Practice proper nutritional habits that would ensure that the body works well

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an understanding of choosing healthy eating habits and proper way to preserve food.	Coping skills (healthy self-management, self awareness) Social skills (communication, interpersonal relations) Cognitive skills (problem solving, decision-making)	Diseases and illnesses: <ul style="list-style-type: none"> <li>• Understand concepts related to health promotion and disease prevention</li> <li>• Demonstrate the ability to access valid health information and health promoting products and services</li> <li>• Demonstrate the ability to practice healthy behaviors and reduce health risks</li> </ul>	Discuss appropriate storage and preparation of food Explain the reason for using appropriate temperature (heating/freezing) of foods to avoid contamination	Assume responsibility in applying safety precautions in preparing meals. Acquire skills in preparing food.
<b>Concepts:</b> <ul style="list-style-type: none"> <li>• Food must be properly preserve to avoid food poisoning</li> <li>• Everyone prepare food differently</li> <li>• Food should be store in proper place to avoid spoilage</li> </ul>			<b>Materials:</b> Discussion Brainstorm Pictures display board	

**THEME:** APPROPRIATE EATING AND FITNESS

**MODULE 4:** Food, Culture and Identity

**Unit 1:** How Culture Affects Food Choices

**General Aim:** Realize that despite one’s culture all proper nutritional value must be included in meals.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an awareness of cultural influence on eating and physical activity.	Coping skills (healthy self-management, self awareness) Social skills (communication, interpersonal relations) Cognitive skills (problem solving, decision-making)	How Culture Affects Food Choices: <ul style="list-style-type: none"> <li>• recognize that different regions eat different food</li> <li>• identify food as an aspect of culture</li> </ul>	Explain how and why people eat different foods. Explain the significant value and meaning of food in various cultures. Have students research and explain what the National Dish is.	Recognize that different regions eat different food. Identify food as an aspect of culture.
<b>Concepts:</b> <ul style="list-style-type: none"> <li>• Food is affected by our culture</li> <li>• We are what we eat.</li> <li>• Different cultures eat different food.</li> <li>• Different religions eat different food.</li> </ul>		<b>Materials:</b> Discussion Brainstorm Pictures plastic food models display board sample menu		

**THEME:** APPROPRIATE EATING AND FITNESS

**MODULE 4:** Food, Culture and Identity

**Unit 2:** Appreciating Culture and Religious differences in food choices (diversity)

**General Aim:** Realize that despite one’s culture all proper nutritional value must be included in meals.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate awareness for cultural and religious factors that influence eating and physical activity.	Coping skills (healthy self-management, self awareness) Social skills (communication, interpersonal relations) Cognitive skills (problem solving, decision-making)	Appreciating Culture and Religious differences in food choices (diversity): <ul style="list-style-type: none"> <li>• explain how and why people eat different foods</li> <li>• determine that we are what we eat</li> </ul>	Discuss the diverse ways of preparing food and where food comes from. Ask students questions: what do you eat? Where is it grown (local or import)? What is your favorite food?	Recognize food as a significant part of culture and identity
<b>Concepts:</b> <ul style="list-style-type: none"> <li>• Food is affected by our culture</li> <li>• We are what we eat.</li> <li>• Different cultures eat different food.</li> <li>• Different religions eat different food.</li> </ul>		<b>Materials:</b> Discussion Brainstorm Pictures plastic food models display board map/atlas		

**THEME:** APPROPRIATE EATING AND FITNESS

**MODULE 4:** Food, Culture and Identity

**Unit 3:** Are we what we eat?

**General Aim:** Recognize the impact of socio-cultural and economic factors

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Assess the influence that socio-cultural and economic factors have on choices of food and fitness	Coping skills (healthy self-management, self awareness) Social skills (communication, interpersonal relations) Cognitive skills (problem solving, decision-making)	Are we what we eat? <ul style="list-style-type: none"><li>provide evidence of uniqueness between individuals despite similar socio-demographics factors</li></ul>	Discuss the similarities in choosing different foods from different cultures and still maintain healthy eating choices. Have children try different foods from different cultures.	To try a variety of foods to broaden experience of different cultural cuisine.
<b>Concepts:</b> <ul style="list-style-type: none"><li>Food is affected by our culture</li><li>We are what we eat.</li><li>Different cultures eat different food.</li><li>Different religions eat different food.</li></ul>		<b>Materials:</b> Discussion Brainstorm Pictures Variety of foods to try display board sample menu		

**THEME:** MANAGING THE ENVIRONMENT

**MODULE 1:** Caring for the environment

**Unit 1:** The importance of planting trees

**General Aim:** Understand the importance of trees in their environment and their community.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an understanding that planting and caring for trees in our community can prevent erosion and landslides.	self-awareness, Critical thinking Problem solving Communication Decision making healthy self management	<ul style="list-style-type: none"> <li>Acknowledge the importance of trees for future generations, for food, environment, as well as beautification.</li> </ul>	Teach students appreciation for trees and the importance of planting and preserving trees for our future. Practical session, class project -students can plant a tree and care for it during school year.	Recognise and respect that trees play an important role in our lives and that they should care for them and
<b>Concept:</b> <ul style="list-style-type: none"> <li>Develop an understanding of tree planting</li> <li>Appreciation for the importance of tree planting</li> <li>Trees can beautify an area and they can feed the population.</li> </ul>		<b>Material/Resources:</b> Handouts Charts display Boards Pictures Paper Crayons seeds		Poster board Markers Area in the school yard to plant a tree.



**THEME:** MANAGING THE ENVIRONMENT

**MODULE 1:** Caring for the environment

**Unit 2:** Purpose and Function of the Ecosystem

**General Aim:** to know linkage within the ecosystem and as it relates to one's health, well being and survival.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
<p>Demonstrate an understanding that the threat to the ecosystem is a complex problem because many factors contribute to their pollution and destruction.</p>	<p>self-awareness, Creative thinking Problem solving Communication Decision making Monitoring discussion</p>	<ul style="list-style-type: none"> <li>• Define the ecosystem</li> <li>• Demonstrate an understanding of the factors that play major role on pollution and destruction of the ecosystem.</li> <li>• Identify the purpose and function of the ecosystem.</li> </ul>	<p>Show video clips of ecosystem. Discuss the ecosystem with the students. Ask students to name water ecosystems (might mention-oceans, rivers, ponds, lakes, marshes. Examinee different ecosystems within the environment.</p>	<p>Understand that many factors contribute to the destruction of the ecosystem.</p>
<p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>• Population growth and an advance in technology and ocean dumping can have a negative impact on the ecosystem.</li> <li>• Toxic substances on entering the ocean are incorporated into food chains.</li> <li>• Traditional ways of the ocean are changing.</li> </ul>		<p><b>Material/Resources:</b></p> <p>Handouts Charts display Boards Pictures Paper Crayons</p>		<p>Videos /computer power point presentation</p>

**THEME:** MANAGING THE ENVIRONMENT

**MODULE 1:** Caring for the Environment

**Unit 3:** Garbage disposal

**General Aim:** Demonstrate an understanding of appropriate ways to dispose of garbage.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an understanding about how to dispose of garbage appropriately	Creative thinking Decision making problem solving Effective Coping skills	<ul style="list-style-type: none"> <li>• Discuss the concept of 'garbage.'</li> <li>• Explore different forms of garbage that can be found within the environment</li> <li>• Practise appropriate methods of garbage disposal.</li> </ul>	Watch computer clips of garbage disposal. Discuss ways to dispose of garbage that will not have a negative impact on the environment. Project: decorate garbage bins around the school and draw posters of proper disposal of garbage and display in school.(this activity can be taken into the community)	Use waste bins effectively, become involved in recycling projects
<b>Concept:</b> <ul style="list-style-type: none"> <li>• Become involved in recycling projects</li> <li>• Strategies to avoid dumping of waste products</li> </ul>		<b>Material/Resources:</b> Handouts Charts display Boards Pictures Paper Crayons		Videos /computer power point presentation glue paint buckets (garbage bins)

**THEME:** MANAGING THE ENVIRONMENT

**MODULE 2:** Pollution                      **Unit 1:** What is pollution?

**General Aim:** Provide students with a greater understanding of what pollution is

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Pollution has a negative effect on the environment.	Creative thinking Decision making problem solving Effective Coping skills	<ul style="list-style-type: none"> <li>• Define pollution</li> <li>• Identify examples of pollution.</li> </ul>	Make a drawing with hidden pictures of pollution, ask students to identify pollution in the drawing. Discuss the findings	Be able to discuss with others what is pollution and the impact that this can have on
<b>Concept:</b> <ul style="list-style-type: none"> <li>• Pollution has become a large problem within society.</li> <li>• Pollution causes great harm to our environment.</li> </ul>		<b>Material/Resources:</b> Handouts Charts display Boards Pictures Paper Crayons		Videos /computer power point presentation glue paint buckets (garbage bins)

**THEME:** MANAGING THE ENVIRONMENT  
**MODULE 2:** Pollution **Unit 2:** Types of Pollution

**General Aim:** Appreciate the importance of keeping the environment safe.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an understanding about how to dispose of garbage appropriately	Creative thinking Decision making problem solving Effective Coping skills	<ul style="list-style-type: none"> <li>• Discuss the concept of 'garbage.'</li> <li>• Explore different forms of garbage that can be found within the environment</li> <li>• Practise appropriate methods of garbage disposal.</li> </ul>	Watch computer clips of garbage disposal. Discuss ways to dispose of garbage that will not have a negative impact on the environment. Project: decorate garbage bins around the school and draw posters of proper disposal of garbage and display in school.(this activity can be taken into the community)	Use waste bins effectively, become involved in recycling projects
<b>Concept:</b> <ul style="list-style-type: none"> <li>• Become involved in recycling projects</li> <li>• Strategies to avoid dumping of waste products</li> </ul>		<b>Material/Resources:</b> Handouts Charts display Boards Pictures Paper Crayons		Videos /computer power point presentation glue paint buckets (garbage bins)

**THEME:** MANAGING THE ENVIRONMENT

**MODULE 2:** Pollution **Unit 3:** Preventing pollution

**General Aim:** Discuss some ways of preventing pollution

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
<p>Exhibit habits that show great concern for preventing pollution.</p>	<p>Creative thinking Decision making problem solving Effective Coping skills</p>	<ul style="list-style-type: none"> <li>• Implement some basic ways in preventing pollution</li> <li>• Explore strategies to avoid pollution in the environment.</li> </ul>	<p>Discuss some ways of preventing pollution. Discuss why it is important to keep the environment free from pollution</p> <p>Ask student to make a list of possible ways to prevent pollution. e.g. (pick up litter, no dumping , beach clean)</p>	<p>In the long run we will have a safer environment if we work together on preventing pollution</p>
<p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>• Proper use of disposal unit</li> <li>• Think about recycling of garbage</li> <li>• Preventing pollution is everyone issue, act today.</li> </ul>		<p><b>Material/Resources:</b></p> <p>Handouts Charts display Boards Pictures Paper Crayons</p>		<p>Field trip glue paint buckets (garbage bins)</p>

**THEME:** MANAGING THE ENVIRONMENT  
**MODULE 3:** Caring for the school environment

**Unit 1:** Clean up of Garbage

**General Aim:** Demonstrate an understanding of appropriate ways to dispose of garbage.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an appreciate and value the importance of the waste management department.	Creative thinking Decision making problem solving Effective Coping skills	<ul style="list-style-type: none"> <li>• Discuss the concept of 'garbage.'</li> <li>• Explore different forms of garbage that can be found within the environment</li> <li>• Practise appropriate methods of garbage disposal.</li> </ul>	Watch computer clips of garbage disposal. Discuss ways to dispose of garbage that will not have a negative impact on the environment. Project: decorate garbage bins around the school and draw posters of proper disposal of garbage and display in school.(this activity can be taken into the community)	Use waste bins effectively, become involved in recycling projects
<b>Concept:</b> <ul style="list-style-type: none"> <li>• Become involved in recycling projects</li> <li>• Strategies to avoid dumping of waste products</li> <li>• Differentiate between proper and improper garbage disposal practices.</li> </ul>		<b>Material/Resources:</b> Handouts Charts display Boards Pictures Paper Crayons	Videos /computer power point presentation glue paint buckets (garbage bins)	

**THEME:** MANAGING THE ENVIRONMENT

**MODULE 3:** Caring for the school environment. **Unit 2:** Beautification of school

**General Aim:** Assist in the beautification of the school.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an understanding about the value of a beautiful school environment.	Creative thinking Decision making problem solving Effective Coping skills	<ul style="list-style-type: none"> <li>• value a beautiful school environment</li> <li>• plant flowers and other plants to beautify the school's environment.</li> <li>• Apply skills in</li> </ul>	Discussion on the beautification of the school. Look at pictures video clips on beautiful school environments project teacher and students will work on a project to beautify the school.eg (plant flowers, paint an area or classroom)	Appreciate his/ her environment / surroundings.
<b>Concept:</b> <ul style="list-style-type: none"> <li>• Become involved in recycling projects</li> <li>• Strategies to avoid dumping of waste products</li> </ul>		<b>Material/Resources:</b> Handouts Charts display Boards Pictures Paper Crayons		Videos /computer power point presentation glue paint flowers/ seeds garden tools potting soil /pots

**THEME:** MANAGING THE ENVIRONMENT  
**MODULE 3:** Caring for the school environment.

**Unit 3:** School garden

**General Aim:** Plant and maintain a school garden.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Demonstrate an understanding about the importance of planting produce.	Creative thinking Decision making problem solving Effective Coping skills Organizational skills Team work skills Nurturing skills	<ul style="list-style-type: none"> <li>• Prepare and outline a school garden.</li> <li>• Plant produce in the school garden.</li> <li>• General maintenance of the school garden.</li> </ul>	Teacher will discuss with students the practical session of preparing and maintenance of a garden. Show pictures ,organize visit to agriculture. Together they will design a garden and discuss what they will plant in it. Teachers and students will identify an appropriate space in the school to plant produce.	Students will understand the importance of planting produce in their garden and how this can benefit them economically
<b>Concept:</b> <ul style="list-style-type: none"> <li>• Plant produce that can be used within the school canteen.</li> <li>• Understand that working in the garden can be therapeutic.</li> </ul>		<b>Material/Resources:</b> Handouts Charts display Boards Pictures Paper Garden tools		Slips Top soil Tires Garden area Visits to agriculture



**THEME:** MANAGING THE ENVIRONMENT

**MODULE 3:** Caring for the school environment.

**Unit4:** How to care for the school environment

**General Aim:** Care for school environment and become involved in school projects.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
Be responsible for making wise choices about the proper upkeep of the environment.	Creative thinking Decision making problem solving Effective Negotiation skills Nurturing skills Caring skills	<ul style="list-style-type: none"> <li>Care for and maintain their environment</li> <li>Demonstrate an understanding of what it means to care for their environment</li> </ul>	List ways of how to care for the school environment. Teacher and students will choose an area in the school that they can maintain e.g. (fix broken windows, classroom shutters. Paint positive Muriel's on walls).	Students will develop a likeness for caring for the school environment
<b>Concept:</b> <ul style="list-style-type: none"> <li>Recommend ways for caring for the school environment.</li> <li>Show an appreciation for their school environment.</li> <li>Practice behaviors that would lead to a safe environment</li> </ul>		<b>Material/Resources:</b> Handouts Charts display Boards Pictures Paper Crayons		Appropriate tools (hammer etc) paint brushes paint

**THEME:** MANAGING THE ENVIRONMENT

**MODULE 4:** Conservation and preservation.

**Unit 1:** Conservation

**General Aim:** Explain conservation of the environment.

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
<p>Student will analyze the effects of conservation as compared to unlimited consumption on life expectancy</p>	<p>Creative thinking Decision making problem solving Effective Coping skills</p>	<p>Write a definition for conservation List ways to conserve energy in home/school environment. Categorize home appliances as heavy moderate or light uses of energy. Identify ways energy is wasted.</p>	<p>Give students a worksheet with pictures on showing diagrams of appliances have them identify the ones that show 'wasting energy.' Have students make a chart of how energy is conserved in their home. Have a speaker from the power station come to speak to the class about ways to conserve energy.</p>	<p>Student will be able to observe the items use energy in their own homes.</p>
<p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>• Energy wastage has an overall effect on the society</li> <li>• We should all turn off appliances and switches when we are not using them in order to conserve energy.</li> </ul>		<p><b>Material/Resources:</b></p> <p>Handouts Charts display Boards Pictures Paper</p>		<p>Videos /computer speaker</p>

**THEME:** MANAGING THE ENVIRONMENT

**MODULE 4:** Conservation and preservation. **Unit 2:** What is preservation?

**General Aim:** Students will identify cultural and experiential influence on people’s perception of tropical regions and their plants

STANDARD	CONTENT/SKILLS	OBJECTIVES	PROCEDURES	OUTCOME
compare and contrast information on conservation and agriculture to form an opinion on how to resolve a specific conflict over plant preservation.	Creative thinking Decision making problem solving Effective Coping skills	To introduce preservation to students To introduce methods of preservation of different places, things, food, books, historic sites etc.	Watch computer clips on chickens and then explain to the students that this is the last species on earth. Ask the students to describe how they feel about your statement, then record their reactions on the board.	Without the process of preservation a lot of products would be lost so it is important to that students understand how to care for things..
<b>Concept:</b> <ul style="list-style-type: none"> <li>• Necessity of food preservation</li> <li>• Have an understand that some additives / toxins can have an adverse effect on persons and our society.</li> </ul>		<b>Material/Resources:</b> Handouts Charts display Boards Pictures Paper		Videos /computer power point presentation

# Appendix

## TIPS FOR DEVELOPING AND EVALUATING AN HFLE LESSON

- OBJECTIVES MUST BE CLEARLY STATED. ALIGN OBJECTIVES TO THE REGIONAL STANDARDS AND CORE OUTCOMES
- IDENTIFY AND SELECT THE LIFE SKILL AND THE CORRESPONDING SUB-SKILLS FOR THE SPECIFIC LESSON
- ENSURE THAT STUDENTS ARE ACTIVELY ENGAGED IN THE ASSESSMENT PROCESS E.G., STUDENTS ARE EXPECTED TO BE INVOLVED IN INTERACTIVE METHODOLOGIES SUCH AS ROLE PLAYS, DEMONSTRATIONS, GUIDED DISCUSSIONS ETC
- ENSURE WHAT IS BEING ASSESSED MATCHES WHAT IS BEING TAUGHT<sup>1</sup>
- BE GUIDED BY THE FOLLOWING HANDOUT: *“life-skills and sub-skills for HFLE life-skills based learning experiences”* AND TEACHING A SKILL CHECKLIST”
- IDENTIFY ASSESSMENTS THAT ARE INDIGENOUS TO THE CARIBBEAN
- BE GUIDED BY THE FOLLOWING HANDOUT: *“life-skills and sub-skills for HFLE life-skills based learning experiences”* AND TEACHING A SKILL CHECKLIST”
- IDENTIFY ASSESSMENTS THAT ARE INDIGENOUS TO THE CARIBBEAN

## Setting Up the Classroom Atmosphere

Students may react to this program in different ways. They may:

- Ask baiting questions (to try to embarrass you).
- Remain silent because of embarrassment.
- Shock or try to amuse by describing sexually explicit behaviors.
- Ask very personal questions about your private life.
- Make comments that open themselves to peer ridicule or criticism.

To deal with these situations it is important to set class rules. These must be very clear to the students before you start. You can have students develop their own rules or you can start with a list and discuss with the students if they are fair and why they are important. A suggested list might be:

- Students are expected to treat each other in a positive way and be considerate of each other's feelings.
- Students are not to discuss personal matters that were raised during the lesson with others outside of the classroom.
- Students should avoid interrupting each other.
- Students should listen to each other and respect each other's opinions.
- Both students and teachers have a "right-to-pass" if questions are too personal.
- No put-downs – no matter how much you disagree with the person you do not laugh, make a joke about them or use language that would make that person feel inferior.
- Students may be offered the possibility of putting their questions anonymously to the teacher.
- Many times students laugh and giggle about sex. This should be allowed in the beginning, as it lowers the barriers when discussing sexuality.

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Source: Health and Family Life Education Teacher Training Manual, December 2012

## Strategies to Deal with Special Problems

The following strategies might be used to deal with personal questions, explicit language and inappropriate behavior.

- Respond to statements that put down or reinforce stereotypes (for example, statements that imply that some groups of people are responsible for the AIDS epidemic) by discussing the implications of such statements.
- Be assertive in dealing with difficult situations for example, “That topic is not appropriate for this class. If you would like to discuss it, I’d be happy to talk to you after class.”
- Avoid being overly critical about answers – so that students will be encouraged to express their opinions openly and honestly.
- Present both sides of a controversial issue. Avoid making value judgments.
- It might be important to separate males and females in group activities that might be embarrassing to the students or where separated groups may function more efficiently.

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Source: Health and Family Life Education Teacher Training Manual, December 2012

## PARTICIPATORY TEACHING METHODS

Teaching Method	Description	Benefits	Process
<b>CLASS DISCUSSION (in Small or Large Groups)</b>	The class examines a problem or topic of interest with the goal of better understanding an issue or skill, reaching the best solution, or developing new ideas and directions for the group.	Provides opportunities for students to learn from one another and practice turning to one another in solving problems. Enables students to deepen their understanding of the topic and personalize their connection to it. Helps develop skill in listening, assertiveness, and empathy.	<ul style="list-style-type: none"> <li>• Decide how to arrange seating for discussion</li> <li>• Identify the goal of the discussion and communicate it clearly</li> <li>• Pose meaningful, open-ended questions</li> <li>• Keep track of discussion progress</li> </ul>
<b>BRAINSTORMING</b>	Students actively generate a broad variety of ideas about a particular topic or question in a given, often brief period of time. Quantity of ideas is the main objective of brain-storming. Evaluating or debating the ideas occurs later.	Allows students to generate ideas quickly and spontaneously. Helps students use their imagination and break loose from fixed patterns of response. Good discussion starter because the class can creatively generate ideas. It is essential to evaluate the pros and cons of each idea or rank ideas according to certain criteria.	<ul style="list-style-type: none"> <li>• Designate a leader and a recorder</li> <li>• State the issue or problem and ask for ideas</li> <li>• Students may suggest any idea that comes to mind</li> <li>• Do not discuss the ideas when they are first suggested</li> <li>• Record ideas in a place where everyone can see them</li> <li>• After brainstorming, review the ideas and add, delete, categorize</li> </ul>



<p><b>ROLE PLAY</b></p>	<p>Role play is an informal dramatization in which people act out a suggested situation.</p>	<p>Provides an excellent strategy for practicing skills; experiencing how one might handle a potential situation in real life; increasing empathy for others and their point of view; and increasing insight into one's own feelings.</p>	<ul style="list-style-type: none"> <li>• Describe the situation to be role played</li> <li>• Select role players</li> <li>• Give instruction to role players</li> <li>• Start the role play</li> <li>• Discuss what happened</li> </ul>
<p><b>SMALL GROUP/BUZZ GROUP</b></p>	<p>For small group work, a large class is divided into smaller groups of six or less and given a short time to accomplish a task, carry out an action, or discuss a specific topic, problem, or question.</p>	<p>Useful when groups are large and time is limited. Maximizes student input. Lets students get to know one another better and increases the likelihood that they will consider how another person thinks. Helps students hear and learn from their peers.</p>	<ul style="list-style-type: none"> <li>• State the purpose of discussion and the amount of time available</li> <li>• Form small groups</li> <li>• Position seating so that members can hear each other easily</li> <li>• Ask group to appoint recorder</li> <li>• At the end have recorders describe the group's discussion</li> </ul>
<p><b>GAMES AND SIMULATIONS</b></p>	<p>Students play games as activities that can be use for teaching content, critical thinking, problem, solving, and decision-making and for review and reinforcement. Simulations are activities structured to feel like the real experience.</p>	<p>Games and simulations promote fun, active learning, and rich discussion in the classroom as participants work hard to prove their points or earn points. They require the combined use of knowledge, attitudes, and skills and allow students to test out assumptions and abilities in a</p>	<p>Games:</p> <ul style="list-style-type: none"> <li>• Remind students that the activity is meant to be enjoyable and that it does not matter who wins</li> </ul> <p>Simulations:</p> <ul style="list-style-type: none"> <li>• Work best when they are brief and discussed immediately</li> </ul>

		relatively safe environment.	<ul style="list-style-type: none"> <li>Students should be asked to imagine themselves in a situation or should play a structured game or activity to experience a feeling that might occur in another setting</li> </ul>
<b>SITUATION ANALYSIS AND CASE STUDIES</b>	<p>Situation analysis activities allow students to think about, analyze, and discuss situations they might encounter. Case studies are real-life stories that describe in detail what happened to a community, family, school, or individual.</p>	<p>Situation analysis allows students to explore problems and dilemmas and safely test solutions; it provides opportunities to work together, share ideas, and learn that people sometimes see things differently. Case studies are powerful catalysts for thought and discussion. Students consider the forces that converge to make an individual or group act in one way or another, and then evaluate the consequences. By engaging in this thinking process, students can improve their own decision-making skills. Case studies can be tied to specific activities to help students practice healthy responses before they find themselves confronted with a health risk.</p>	<ul style="list-style-type: none"> <li>Guiding questions are useful to spur thinking and discussion</li> <li>Facilitator must be adept at teasing out the key points and step back and pose some 'bigger' overarching questions</li> <li>Situation analyses and case studies need adequate time for processing and creative thinking</li> <li>Teacher must act as the facilitator and coach rather than the sole source of 'answers' and knowledge</li> </ul>

<p><b>DEBATE</b></p>	<p>In a debate, a particular problem or issue is presented to the class, and students must take a position on resolving the problem or issue. The class can debate as a whole or in small groups.</p>	<p>Provides opportunity to address a particular issue in-depth and creatively. Health issues lend themselves well: students can debate, for instance, whether smoking should be banned in public places in a community. Allows students to defend a position that may mean a lot to them. Offers a chance to practice higher thinking skills.</p>	<ul style="list-style-type: none"> <li>• Allows students to take positions of their choosing. If too many students take the same position, ask for volunteers to take the opposing point of view.</li> <li>• Provide students with time to research their topic.</li> <li>• Do not allow students to dominate at the expense of other speakers.</li> <li>• Make certain that students show respect for the opinions and thoughts of other debaters.</li> <li>• Maintain control in the classroom and keep the debate on topic.</li> </ul>
<p><b>STORY TELLING</b></p>	<p>The instructor or students tell or read a story to a group. Pictures, comics and photonovelas, filmstrips, and slides can supplement. Students are encouraged to think about and discuss important (health-related) points or methods raised by the story after it is told.</p>	<p>Can help students think about local problems and develop critical thinking skills. Students can engage their creative skills in helping to write stories, or a group can work interactively to tell stories. Story telling lends itself to drawing analogies or making comparisons, helping people to discover healthy solutions.</p>	<ul style="list-style-type: none"> <li>• Keep the story simple and clear. Make one or two main points.</li> <li>• Be sure the story (and pictures) relate to the lives of the students.</li> <li>• Make the story dramatic enough to be interesting. Try to include situations of happiness, sadness, excitement, courage, serious thought, decisions,</li> </ul>

			and problem-solving behaviors.
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Source: Health and Family Life Education Teacher Training Manual, December 2012

## Tips for Teachers on Using Interactive Teaching Methods

1. Leave time to reinforce conclusions and skills at the end of lesson
2. Reinforce to teachers to make lessons age/language appropriate. If necessary, teacher must interpret lessons so students can understand.
3. Keep small group work to the limited time frame. Tell students that it's okay if they didn't get everything done before time was up. There will be time to discuss further as a class.
4. Tips on how to facilitate group discussion
  - Give students examples of possible answers if no one is willing to start the discussion. You might say, "What about...."
  - Keep the discussion to the limited amount of time
  - Allow as many students as possible to participate. If one student is dominating the conversation, ask "[Name of student] has provided some great ideas. Does anyone else have an answer?"
  - If there is not enough time for all students to answer, say "We've had a really good discussion. There will be time in a later activity or lesson for others to participate."
5. Tips on using small group work
  - Small groups are useful for encouraging student participation
  - Divide students into even groups (e.g., five students in each group)
  - For topics that may be gender-sensitive, separate girls and boys
  - Note that one person may need to report back to the larger group, and for students to select one person to be that reporter
  - Encourage students to take notes if necessary
  - Walk around during the group activity to hear what students are saying
6. Tips on using role-playing
  - Role-playing is a useful teaching method for practicing interpersonal skills
  - Let students know before the activity if they may be asked to role-play in front of the class afterwards
  - Remind students of the importance of body language during role-playing and paying attention to non-verbal cues.
  - If students start to get rowdy during role-playing activities, remind them to stay on the topic and walk around the class to help them focus.
7. Tips on using brainstorming
  - Brainstorming is useful for gather many answers in a short amount of time.
  - Although a number of students may want to provide answers to your question, this exercise should last only 5 minutes. You may not be able to get answers from all the students.
  - Tell students after 5 minutes that they will have many other opportunities to provide answers. Give students positive feedback on their answers.

## Tips on Giving Feedback

- **Keep in mind that the feedback process should be experienced as a positive, learning experience for everyone.** The emphasis should be on strengthening skills, not making judgments.
- **If possible, allow the person to do a self-assessment before you offer your comments.**
- **Use clear criteria or a checklist for giving feedback.** If there are specific expectations for performance, share these with the person in advance and then use the written expectations as the basis for your feedback.
- **If appropriate, make eye contact with the other person.** Eye contact is an example of how body language can reinforce a verbal message. Be aware that in some cultures, eye contact between two people (e.g., a young person and an adult) might be considered disrespectful.
- **First, share positive comments.** This will help the person to feel good about him- or herself, and might enable the person to be more open to your suggestions for new strategies to try.
- **Use constructive, positive language to offer your comments.** For example, you can say, "Have you considered... ?" or "It might help to try . . ."
- **Focus your comments on aspects of the performance or task, not on the person.**
- **Be as specific as possible.** The clearer and more specific you are with your feedback-your sense of what worked as well as suggestions for improvement-the more likely the person will be to learn from the feedback and integrate your input.
- **Make sure that the feedback process is two-way.** Allow the person opportunities to ask clarifying questions, offer his or her opinion, etc.
- **Remember that there are many ways to perform a task effectively.** Don't expect the other person to adopt your way of doing things; each person needs to find an approach that works for him or her.
- **Following the feedback session, give the person opportunities to demonstrate how he or she has improved in the performance of the task.** Ideally, feedback should be an ongoing part of the learning process, not an isolated event.

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Source: Education Development Center, Inc., Newton, MA. 2001.