

OECS EDUCATION DEVELOPMENT PROJECT (OEDP)



HEALTH & FAMILY LIFE EDUCATION



A CURRICULUM Guide
For
Secondary Schools - Grades 7 – 9 (Forms 1-3)



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Mrs. Sylvia Jack: Local Consultant

Mrs. Deborah Bacchus – Senior Education Officer/Curriculum Development Unit

Abner Richards

Beverly Neptune

Bernisia Roberts

Keziah Malcolm

Heather Richards

Christine Sam

Marilyn France

Kenyon Pierre

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Message from the Chief Education Officer

Globalization and the knowledge economy pose numerous challenges to small island developing states. St. Vincent and the Grenadines is no exception. With the transformation of entire economies and cultures, schools are expected to keep pace, and educators have to rethink and reform the education system to grapple with these challenges by increasing access and providing opportunities for the student population to acquire skills and gain knowledge for living and production.

The curriculum is a powerful instrument through which education reform is pursued. The curriculum has to provide opportunities for personalizing learning by introducing flexibility in what is taught. It has to be relevant and engaging for all pupils. The curriculum should create learning opportunities for each child by considering the range of abilities, aptitudes and diverse backgrounds of all students. The foundation skills - literacy, numeracy and ICT are also of utmost importance but initiative, creativity and problem solving must transform the way of thinking and doing.

The new curriculum and assessment framework makes provision for new approaches and the use of innovative modalities to encourage teachers to change from traditional to interactive approaches; to foster critical thinking and problem-solving while engaging teachers in proper assessment practices which will enable them to provide evidence-based-intervention strategies for all learners.

The framework also allows practitioners to hone the latent energies and abilities of students through the Design and Technology, Physical Education and Creative Arts curricula. This, it is hoped, will provide future citizens with skills and knowledge to be employable, competitive, self-sufficient and to increase civic and democratic responsibility.

Through the use of the curriculum, from Kindergarten to Grade 9, the education received will determine the citizens' capacity to prosper and to help the economy to bloom.

The new thrust to introduce teachers' guides into schools strengthens the initiative to provide the appropriate resources to allow teachers to implement all programmes of learning. I urge teachers to make maximum use of these resources so that the nation's children will continue to benefit from the opportunities provided in all classrooms.

Susan Dougan

Susan Dougan
Chief Education Officer

FOREWORD

The phased introduction of Universal Secondary Education (USE), completed in 2005, highlighted the need for appropriate curricula to meet the varying needs and interests of the increased, more diverse student population entering secondary schools.

USE led to a further fragmentation of the current curricula as different secondary schools adopt different coping strategies to meet their diverse students' needs.

Hence for USE to be deemed effective there was an urgent need for the Government of St. Vincent and the Grenadines and in particular the Ministry of Education to provide a uniform curriculum framework for all secondary schools, thus providing more equitable access for all.

The Education Act of 1992 and the ESDP (2002-2007), sought to address these issues by providing for the development of a National Curriculum and Assessment Framework (NCAF), which provides flexibility for schools to customize the curriculum, subject to policy requirements, to best meet the needs of their students.

This National Framework, developed through a wide-ranging consultative process and participatory methodologies, led to the development of National Curriculum Programmes of Learning (POLs) and Teachers Guides in nine (9) subject areas: *Creative Arts (Dance, Art, Drama and Music), Design and Technology, Foreign Languages (French and Spanish), Health and Family Life Education, Language Arts, Mathematics, Physical Education and Sports, Science and Social Sciences.*

These Programmes of Learning seek to raise the performance and standards of teachers and students by providing Attainment Targets and basic Learning Outcomes and Achievement Indicators that ALL students are expected to achieve.

The *Attainment Targets* describe what each student should know, be able to do and the desirable attitudes they should display.

The *Learning Outcomes* are derived directly from the Attainment Targets. They indicate the basic depth and breadth of what students should know, be able to do, and the desirable attitudes they should demonstrate.

The *Achievement Indicators* state what the students should know, be able to do and the values and attitudes they must display in order that the teachers and students can know that a Learning Outcome has been achieved.

The Teachers' Guides are designed to enable ALL students to achieve the national goals for secondary education. They aim to illustrate the integration of teaching, learning and assessment.

Each Guide has been designed to suit the particular needs of each subject area. Furthermore, the Guides include sample lesson plans, assessment strategies, activities and the major resources/materials needed to effectively deliver the programmes. These documents should therefore serve as a guide for the development of instructional programmes to be implemented at the classroom level.

These Guides should therefore provide opportunities for the enhancement of teaching and learning at the classroom level and so contribute to the cognitive, affective and psychomotor development of the child.

The teacher, the main user of these Guides is envisaged as someone who:-

- Plans for teaching according to different learning styles and needs of his/her students
- Is flexible and creative
- Is knowledgeable of the subject he/she teaches.

The teacher of the NCAF is therefore someone who is confident in the delivery of the subject matter.

At the Ministry of Education, we are confident that these Guides will significantly enhance teaching and learning in secondary schools and eventually contribute towards the achievement of school graduates who are:-

- Literate and numerate in all domains
- Capable of sound moral and ethical judgments
- Confident and emotionally secure
- Capable of working independently and cooperatively
- Lifelong learners
- Hardworking with positive work ethics

- Knowledgeable and appreciative of their creative and artistic expressions

It is our hope that principals and teachers continue to play their roles in ensuring that these Guides are used for the enhanced development of the Nation's children as we work together to produce better citizens in St. Vincent and the Grenadines.

D. Bacchus

Deborah Bacchus (Mrs.)
Senior Education Officer - Curriculum

MISSION AND VISION OF UNIVERSAL SECONDARY EDUCATION

Purpose of Education

“To provide all persons of the State, especially the youth with opportunities appropriate to their development needs, through the provision of quality education- academic, technical-vocational, moral, physical and Sports- which will equip them with the values, attitudes, knowledge and skills for life-long learning; necessary for creating and maintaining a productive, innovative and harmonious society.”

Principles and Values

The under mentioned Principles and values are based on current research and are guided by the demands of the National Goals of education for St. Vincent and the Grenadines:

- Learner/Learning Focused
- Achievement through Learning Outcomes
- Shared values
- Access to universal education for all
- Equity & Equal opportunities
- Quality
- High Expectations
- Harmonization
- Integration
- Progression
- Relevance
- Communication, Cooperation & Partnership
- Flexibility & Adaptation
- Citizenship

National Educational Goals

The National Curriculum and Assessment Framework (NCAF) of St. Vincent and the Grenadines is based on the under mentioned National Goals:

- Be literate in all domains including the visual & technological.
- Be capable of sound moral and ethical judgements.
- Collect, analyse, organise and critically evaluate information to make informed decisions based on evidence.
- Be skilled in science and technology and their application.
- Have good interpersonal skills.
- Identify and solve problems as critical and creative thinkers.
- Be hardworking with positive work ethics.
- Be self-confident and emotionally secure.
- Be capable of working independently as well as cooperatively with others.
- Be flexible and adaptable to change.
- Be life-long learners and responsible members of the community, capable of contributing to and benefiting from the growth and development of their community, country and the world.

Vision of the Learner

The graduate of the National Curriculum is envisaged as someone who has learnt to:

- Communicate effectively through words, numbers, visual images, symbols and sounds.
- Be self-reliant, act positively and respond appropriately to changing situations.
- Be computer competent, skilled in science and technology and able to apply research and evidence based skills appropriately in his/her living.

- Be aesthetically and artistically aware, creative, confident, emotionally secure with well-developed interpersonal and problem-solving skills; capable of sound moral and ethical judgements.
- Engage in learning as a lifelong activity and thus be productive, adaptable citizens prepared to take up different employment opportunities to meet personal and national needs.
- Evaluate data to make and implement decisions and accept responsibility for those decisions in the home, workplace and wider society.

Vision of the Teacher of the National Curriculum Assessment Framework

The teacher of the National Curriculum is envisaged as someone who:

- Demonstrates love and care for all the students, respects their ideas and opinions and plans the teaching according to the students' different learning styles and needs.
- Demonstrates good reasoning and problem-solving skills in the job; is knowledgeable of the subject s/he teaches, keeps abreast of current developments in the field and is confident in appropriate delivery of the subject matter.
- Is flexible and creative; a good role model with high moral values, professionalism and who can use interpersonal skills to communicate competently and effectively with students, their families and other stakeholders.
- Respects and values him/herself, all their students, other people, the man-made and natural environment and their interdependence.

STRUCTURE OF THE NATIONAL CURRICULUM

Synopsis of the four (4) Education Stages

The twelve years of universal schooling, as prescribed in the NCAF, is organised on the basis of four education stages which are outlined below:

EDUCATION STAGES	GRADE/FORM	INDICATIVE AGES
Stage 1	K – Grade 2	5 yrs – 7/8 yrs
Stage 2	Grades 3 – 6	8 yrs – 11/12 yrs
Stage 3	Grades 7 - 9/Forms 1 – 3	12yrs – 14/15 yrs
Stage 4	Grades 10 & 11/ Forms 4 & 5	15yrs – 16/17 yrs

Education Stages 1 and 2

Stages 1 & 2 represent the primary school sector and are thus the first stages of formal education undertaken by all children in St. Vincent and the Grenadines. It is during these key stages that a child's character, values and attitudes towards life are developed and shaped. Schools should therefore create safe, conducive, learning environments that maintain strong links with the home, the community and nation to motivate teachers to teach, managers to manage and children to learn and achieve.

Education Stages 3 and 4

Stages 3 & 4 represent the secondary school sector and span the students' period of adolescence. Schools need to provide stable learning environments that are attractive and relevant to students of this age group during, what can be, a stressful period so that students are supported not only to develop the knowledge, skills and understanding to engage purposefully in a rapidly changing world, but also to develop cooperative attitudes and values that will enable them to have respect for themselves, other people and the environment so that they can live and work harmoniously together.

Developmental Goals of Graduates of ES 3

At the end of Education Stage 3; Students can:

- Demonstrate competence to collect and analyse information, use evidence to make decisions and accept responsibility for those decisions.
- Use information technology skills competently and effectively for a variety of purposes in their lives.
- Exhibit positive work attitudes.
- Understand & demonstrate respect for their faith, their family, the law & society.
- Understand and demonstrate a commitment to physical and mental fitness, good healthcare and a productive life style.
- Demonstrate a high level of self-worth.

- Make sound moral and ethical judgements.
- Join with others to live and work harmoniously together, free of discrimination.
- Demonstrate the core values of the community and nation in their daily lives.
- Respect and value their rights and responsibilities and those of other people as equal citizens in a democratic society.
- Demonstrate different life-learning skills for different purposes in their daily lives.

WHAT IS HFLE?
(Adapted from CARICOM Framework)

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

- Enhances the potential of the young person to become productive and contributing 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.
- Promotes an understanding of the inter-relatedness and interdependence of all facets of health.
- Increases the awareness that life choices made as youth profoundly affect development into adulthood.

A Life Skills Based Approach to Health and Family Life Education






Defining Life Skills

Life-Skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (WHO, 1997).

Why a life skills-based Approach to HFLE?

The HFLE programme is a vital ingredient in combating a number of social ills which continue to threaten the very fabric/soul of our society. These include, negative peer pressure, violence, early pregnancies, child sex abuse, disintegration of families, unhealthy sedentary life-styles etcetera. Given these ills, it is important that in the delivery of HFLE, the fostering of necessary/commendable attitudes, values and skills be placed alongside the knowledge and content component; with great emphasis placed on affording our children opportunities to practice these personal and social skills they need to help them become contributing capable adults.

As stated by the CARICOM HFLE frame work, results of HFLE Programme evaluation studies in some countries reveal that competence in the use of life-skills can:

-  Delay the onset of drug abuse
-  Prevent high-risk sexual behaviours
-  Facilitate anger management and conflict resolutions
-  Improve academic performance and
-  Promote positive social adjustment in view of such positive effects. It is incumbent on educators to lay the foundation which would ensure that our young people are empowered to cope with the challenges which they face.

To further support the need for life-skills (Patterson 1986) posits that:

Children and adolescents who fail to acquire the life-skills for interacting with others in a socially acceptable manner early in life can be rejected by their peers and often engage in unhealthy behaviours such as violence or abuse of alcohol and drugs, that lead to their rejection.

The research also shows that children with social deficits or aggressive behaviours are at higher risk of poor academic performance (Parker and Ashe, 1987)

The life skills that should be inculcated in our students include:

Decision Making: The ability to choose a course of action from a number of options which may result in a specific outcome a certain way in the future.

Problem-Solving: The process through which a situation is resolved i.e. diagnosing the problem, taking steps to close the gap between the present situation and desired outcome and generalizing the principles to other situations.

Creative Thinking: The ability to analyze the information and experiences, formulate ideas, derive conclusions, ask pertinent questions and present logical argument.

Effective Communication: The ability to express oneself, both verbally and non-verbally in ways that are appropriate to our culture and situations.

Interpersonal skills: The ability to relate positively with people, creating an environment in which people feel secure and free to interact and express their options.

Self awareness: Having a sense of identity and an understanding of one's feelings, beliefs, attitudes, values, goals, motivations and behaviours.

Empathy: The ability to imagine what life is like for another person, even in a situation with which one is unfamiliar.

Negotiation Skills: The ability to communicate with other people for the purpose of settling a matter, coming to terms, reaching an agreement or resolving conflict. This may involve the ability to compromise.

Refusal Skills: The ability to communicate the decision to say “No” effectively (so that it is understood).

Assertiveness: The ability to state one’s point of view or personal rights clearly and confidently, without denying the personal rights of others.

Organization of the Curriculum

Introduction

The main thrust of HFLE is to improve human development and the quality of life for students. If we are to prevent, reduce and control various health-related and social ills that pervade the nation; WE must begin by addressing the common, underlying contributory factors, of which manifested behaviours are but symptoms. Promotion of health and wellness therefore underpins the entire Curriculum. This is based on the premise that health is THE product of choices made at the levels of the individual, family, community and nation, and that health is not an end in itself, but a resource for living and development.

Content

The curriculum is organised around four strands referred to as themes from the Core Curriculum Guide developed for Teachers’ Colleges as part of a PAHO initiative, P1994. These themes (except for Maintaining a Healthy Holistic Lifestyle) have been adapted from the afore-mentioned document. Each strand/theme has an overall Attainment Target, which is further sub-divided into Learning Outcomes for each class. Each Learning

Outcome has a specific focus and Achievement Indicators which refer to the skills, knowledge and attitudes the learner should possess at the end of the lesson:

The four themes/Strands are:

- 1) Self and Interpersonal Relationships
- 2) Maintaining a Healthy Holistic Lifestyle
- 3) Sexuality and Sexual Health
- 4) Managing the Environment

Sample Lesson plans are outlined in accompanying HFLE manuals. Regional Curriculum Framework (UNICEF, CARICOM).

SUBJECT: H.F.L.E

EDUCATION STAGE: THREE (3)

STRAND: 1 – SELF & INTERPERSONAL RELATIONSHIPS

ATTAINMENT TARGET: The students can use life skills to demonstrate respect and value for self, family and others, irrespective of gender, ethnicity and faith.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 1: SELF			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO)	Achievement Indicators	Learning Outcome (LO)	Achievement Indicators
	Demonstrate an understanding of the factors that influence self esteem.	<ol style="list-style-type: none">1. Identify how various individuals, the family and groups help to shape self esteem.2. Discuss and share the positive traits in themselves and others (discussion, questionnaire)3. Talk about how these traits make them feel4. Demonstrate behaviour that promote self esteem5. Demonstrate the use of life skills to effectively cope with factors that negatively impact on their self esteem6. Create activities that promote self esteem7. Create journals to monitor their progress	Demonstrate an understanding of self and identify what changes they want to make.	<ol style="list-style-type: none">1. Present scenarios where constructive criticism is used and students respond by discussing how these can help them grow2. Set realistic goals and work towards achieving them3. Engage in activities that will bring out their strengths and improve on their weaknesses (academic and behaviour)4. Create portfolios to monitor and evaluate their own progress

SUBJECT: H.F.L.E

EDUCATION STAGE: THREE (3)

STRAND: 1 – SELF & INTERPERSONAL RELATIONSHIP

ATTAINMENT TARGET: The students can use life skills to demonstrate respect and value for self, family and others, irrespective of gender, ethnicity and faith.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 1: SELF	
	Grade 9/Form 3	
	Learning Outcome (LO)	Achievement Indicators
	Practise behaviours that enhance esteem in self and others.	<ol style="list-style-type: none">1. Engage in activities (poems, drama, songs, etc.) with positive messages that enhance esteem in self2. Identify positive role models3. Plan and implement a 'positive exchange day' where only positive words, activities, behaviours are exchanged4. Engage in activities that will allow students to appropriately and effectively express their feelings

SUBJECT: H.F.L.E

EDUCATION STAGE: THREE (3)

STRAND: 1 – SELF & INTERPERSONAL RELATIONSHIP

ATTAINMENT TARGET: The students can use life skills to demonstrate respect and value for self, family and others, irrespective of gender, ethnicity and faith.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 2: FAMILY BONDING			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO)	Achievement Indicators	Learning Outcome (LO)	Achievement Indicators
	Demonstrate an understanding of the issues that impact on relationships within the family.	<ol style="list-style-type: none">1. Demonstrate an understanding of the nature of family relationships and issues, which influence them2. Role play situations that influence the family positively and negatively3. Use/apply appropriate skills to develop and maintain healthy relationships within the family4. Discuss how changes affect the family	Evaluate the quality of relationships among family members.	<ol style="list-style-type: none">1. Demonstrate the use of life skills to foster good relationships with family members (dramatise)2. Role play situations which address conflict within the family.3. Describe the link between the quality of one's family relationships and one's overall health and well-being

SUBJECT: H.F.L.E

EDUCATION STAGE: THREE (3)

STRAND: 1 – SELF & INTERPERSONAL RELATIONSHIP

ATTAINMENT TARGET: The students can use life skills to demonstrate respect and value for self, family and others, irrespective of gender, ethnicity and faith.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 2: FAMILY BONDING	
	Grade 9/Form 3	
	Learning Outcome (LO)	Achievement Indicators
	Identify and utilise strategies to improve relationships with family and significant others.	<ol style="list-style-type: none">1. Identify the positive character traits (tolerance, honesty, self-discipline, respectfulness, kindness) in family members2. Discuss the benefits to relationships in understanding and respecting positive personality traits in different family members3. Describe ways in which relationships among parents and children change during adolescence, and compare peer and parental influences4. Discuss personal responsibility for the parent-child relationship5. Identify and use strategies to improve relationships e.g. conflict resolution, effective communication, interpersonal skills, empathy, problem solving.

SUBJECT: H.F.L.E

EDUCATION STAGE: THREE (3)

STRAND: 1 – SELF & INTERPERSONAL RELATIONSHIP

ATTAINMENT TARGET: The students can use life skills to demonstrate respect and value for self, family and others, irrespective of gender, ethnicity and faith.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 3: RELATIONSHIP WITH OTHERS			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO)	Achievement Indicators	Learning Outcome (LO)	Achievement Indicators
	Show understanding of the nature of the communication process and how it influences our relationship with others.	<ol style="list-style-type: none">1. Demonstrate the ability to communicate effectively with peers and teachers2. Discuss the barriers to good communication and how to overcome them3. Participate in a circle time activity that will promote self esteem4. Engage in activities which would lead to a discovery of the concept (effective communication)	Demonstrate the ability to use interpersonal communication skills to promote healthy relationships with others.	<ol style="list-style-type: none">1. Practise good communication skills2. Describe behaviours necessary for people to cooperate with one another3. Demonstrate skills in working with individuals and groups4. Engage in group activities which will enable them to deal effectively with conflict5. Create posters, jingles, poems, etc which portray the link between good communication skills and healthy relationships

SUBJECT: H.F.L.E

EDUCATION STAGE: THREE (3)

STRAND: 1 – SELF & INTERPERSONAL RELATIONSHIP

ATTAINMENT TARGET: The students can use life skills to demonstrate respect and value for self, family and others, irrespective of gender, ethnicity and faith.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 3: RELATIONSHIP WITH OTHERS	
	Grade 9/Form 3	
	Learning Outcome (LO)	Achievement Indicators
	Value the rights of all people regardless of their diverse backgrounds.	<ol style="list-style-type: none">1. Debate issues with regard to citizens' rights and personal choices2. Critically discuss social relationships in a variety of situations3. Critically investigate issues of diversity in the world and ways to promote understanding of diverse cultures4. Advocate for acceptance and inclusion of persons of diverse groupings at all levels of society so as to facilitate maximum national, regional and local development (e.g. posters, pamphlets, flyers etc.

SUBJECT: H.F.L.E

EDUCATION STAGE: THREE (3)

STRAND: 2 - MAINTAINING A HEALTHY HOLISTIC LIFESTYLE

ATTAINMENT TARGET: The student can appreciate the relationship between making positive life choices and maintaining a holistic, healthy lifestyle.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 1 : FOOD & NUTRITION			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO)	Achievement Indicators	Learning Outcome (LO)	Achievement Indicators
	Demonstrate an understanding of the relationship between proper dieting and nutrition and physical well being.	<ol style="list-style-type: none">1. Correlate diet and a healthy appearance2. Compare their food intake with recommended adolescent guidelines3. Develop a journal to keep a record of and monitor their eating habits.4. Analyse the effects of the media on their food choices with the use of visual aids e.g. videos, advertisements etc.	Develop strategies to improve food safety and handling practices.	<ol style="list-style-type: none">1. Identify risks that result from poor food safety and handling practices2. Summarise behaviours which can prevent and control food borne diseases3. Make appropriate food choices to reduce the risk of chronic non-communicable diseases and deficiency conditions4. Create menus and utilize meal planning skills

We will know that the learner has achieved this Attainment Target when s/he can	Theme 1 : FOOD & NUTRITION (Cont'd)			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO)	Achievement Indicators	Learning Outcome (LO)	Achievement Indicators
	Demonstrate an understanding of the relationship between proper dieting and nutrition and physical well being.	5. Explain the relationship of diet to growth and development 6. Explain how food choices in childhood and adolescence can affect adult health 7. Explore deficiency disorders, their implications, and corrective measures 8. Discuss how poor food choices can affect learning	Develop strategies to improve food safety and handling practices.	5. Critically analyse and make food choices to avoid risk factors associated with food borne illnesses 6. Apply safe food handling practices and principles in the preparation and consumption of food (use of five keys to food safety)

SUBJECT: H.F.L.E

EDUCATION STAGE: THREE (3)

STRAND: 2 - MAINTAINING A HEALTHY HOLISTIC LIFESTYLE

ATTAINMENT TARGET: The student can appreciate the relationship between making positive life choices and maintaining a holistic, healthy lifestyle.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 1: FOOD & NUTRITION	
	Grade 9/Form 3	
	Learning Outcome (LO)	Achievement Indicators
	Demonstrate an understanding of how eating behaviours are influenced by the media, social, cultural religious/spiritual and economic factors.	<ol style="list-style-type: none">1. Demonstrate knowledge of the benefit of good nutrition2. Identify the influence of the various factors on eating practices3. Practise good eating habits4. Relate good eating to a positive body image

SUBJECT: H.F.L.E

EDUCATION STAGE: THREE (3)

STRAND: 2 - MAINTAINING A HEALTHY HOLISTIC LIFESTYLE

ATTAINMENT TARGET: The student can appreciate the relationship between making positive life choices and maintaining a holistic, healthy lifestyle.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 2: REST AND EXERCISE			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO)	Achievement Indicators	Learning Outcome (LO)	Achievement Indicators
	Develop an awareness that adequate rest and exercise are an integral part of developing and maintaining a healthy life style.	<ol style="list-style-type: none">1. Design a personal fitness plan2. Demonstrate different types of exercise3. Explain the roles of four types of exercise in fitness4. Explain the role of exercise in violence prevention and promoting a healthier life style5. Create a checklist which can be used to monitor fitness levels and compare and contrast	Demonstrate an understanding of, and participate in, activities that promote movement, rest and physical development.	<ol style="list-style-type: none">1. Apply basic movement concepts and beginning game strategies to guide and improve individual and team performance2. Describe the relationship between diet and exercise and the development of diseases such as obesity and heart disease.3. Describe the purpose and benefits of sports, games and dance in modern society

SUBJECT: H.F.L.E

EDUCATION STAGE: THREE (3)

STRAND: 2 - MAINTAINING A HEALTHY HOLISTIC LIFESTYLE

ATTAINMENT TARGET: The student can appreciate the relationship between making positive life choices and maintaining a holistic, healthy lifestyle.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 2: REST AND EXERCISE	
	Grade 9/Form 3	
	Learning Outcome (LO)	Achievement Indicators
	Make informed decisions regarding physical activity and fitness.	<ol style="list-style-type: none">1. Describe the physiological benefits of exercise2. Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension3. Relate physical fitness to a positive body image4. Implement measures that increase immediate peak functioning of body systems (exercise, foods and rest)5. Evaluate media messages in terms of socio-cultural, religious/spiritual and economic influences and make appropriate fitness choices6. Set personal fitness goals based on current skill levels and fitness

SUBJECT: H.F.L.E

EDUCATION STAGE: THREE (3)

STRAND: 2 - MAINTAINING A HEALTHY HOLISTIC LIFESTYLE

ATTAINMENT TARGET: The student can appreciate the relationship between making positive life choices and maintaining a holistic, healthy lifestyle.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 3: ORIENTATION TO WORK & CAREER			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO 1)	Achievement Indicators	Learning Outcome (LO 2)	Achievement Indicators
	Develop a positive attitude to work and work ethics.	<ol style="list-style-type: none">1. Discuss the concept work and career2. Identify the importance/consequences of work3. Distinguish between positive and negative work ethics4. Discuss the different types of work or career choices available to them	Demonstrate an understanding of the relationship between a positive work attitude and personal success.	<ol style="list-style-type: none">1. Describe the factors which influence the development of their attitude to work and career choices2. Say how attitude affects performance3. Discuss important factors to consider when choosing a job/career.4. Explore the interdependency of various types of jobs/careers.5. Engage in activities that will prepare them for the work place.

SUBJECT: H.F.L.E

EDUCATION STAGE: THREE (3)

STRAND: 2 - MAINTAINING A HEALTHY HOLISTIC LIFESTYLE

ATTAINMENT TARGET: The student can appreciate the relationship between making positive life choices and maintaining a holistic, healthy lifestyle.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 3: ORIENTATION TO WORK & CAREER	
	Grade 9/Form 3	
	Learning Outcome (LO)	Achievement Indicators
	Exhibit behaviours demonstrative of their understanding of the importance of making correct career choices and developing positive work attitudes.	<ol style="list-style-type: none">1. Make informed decisions about their career choices2. Make educational choices that will prepare them for future careers3. Take responsibility for assigned tasks.4. Participate in career building activities (e.g.) workshops, career fairs etc.5. Engage in practical activities which will develop the skills needed in given careers.6. Discuss the pro's and con's of self employment, and public vs private sector employment.7. Conduct research on the societal effects of unemployment8. Understand the relationship between employment and national development.

SUBJECT: H.F.L.E

EDUCATION STAGE: THREE (3)

STRAND: 2 - MAINTAINING A HEALTHY HOLISTIC LIFESTYLE

ATTAINMENT TARGET: The student can appreciate the relationship between making positive life choices and maintaining a holistic, healthy lifestyle.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 4: DRUG AWARENESS			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO 1)	Achievement Indicators	Learning Outcome (LO 2)	Achievement Indicators
	Develop an awareness of the dangers of the abuse and misuse of drugs.	<ol style="list-style-type: none">1. Define the terms drug, drug misuse and drug abuse2. Classify drugs as being legal or illegal, harmful or useful.3. List some commonly abused drugs in their country.4. Identify reasons why people use drugs.5. Discuss the physiological and psychological effects of drugs.6. Explain the importance of saying No to drugs.7. Examine the drug culture in S.V.G.	Demonstrate an understanding of the dangers of the misuse and abuse of drugs.	<ol style="list-style-type: none">1. Classify drugs into major categories.2. Describe the main characteristics of each group.3. Recognise signs and symptoms in someone who is abusing drugs.4. Discourage their peers from abusing or transporting drugs.5. Establish a link between low-self esteem or peer pressure and drug abuse.6. Discuss the effects of drug abuse on the family and individual.7. Discuss the drug culture in S.V.G.

SUBJECT: H.F.L.E

EDUCATION STAGE: THREE (3)

STRAND: 2 - MAINTAINING A HEALTHY HOLISTIC LIFESTYLE

ATTAINMENT TARGET: The student can appreciate the relationship between making positive life choices and maintaining a holistic, healthy lifestyle.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 4: DRUG AWARENESS	
	Grade 9/Form 3	
	Learning Outcome (LO)	Achievement Indicators
	Exhibit behaviour demonstrative of their understanding of the effects of drug abuse on the wider society.	<ol style="list-style-type: none">1. Access national statistics on drug abuse and drug related crimes from Her Majesty's Prison and the Mental Health Centre.2. Discuss the implications of the statistics.3. Review national laws relating to drugs.4. Discuss the implication of these laws.5. Analyze the effects of alcohol on the family.6. Ascertain the financial cost of drug abuse on the nation.7. Assess the social cost of drug abuse.8. Establish a link between religion/culture and drug abuse.9. Explore the relationship of the drug culture to unemployment.10. Plan and execute drug sensitization event in school or community.11. Respond appropriately to invitations to become involved in drugs at any level.12. Engage in informed discussion with peers as to the overall dangers of becoming involved in drugs.

SUBJECT: H.F.L.E

EDUCATION STAGE: THREE (3)

STRAND: 2 - MAINTAINING A HEALTHY HOLISTIC LIFESTYLE

ATTAINMENT TARGET: The student can appreciate the relationship between making positive life choices and maintaining a holistic, healthy lifestyle.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 5: PERSONAL HYGIENE AND DEPORTMENT			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO 1)	Achievement Indicators	Learning Outcomes (LO 2)	Achievement Indicators
	Demonstrate an awareness of the importance of maintaining <u>personal hygiene</u> and <u>deportment</u>.	1. Define the terms personal hygiene and deportment . 2. Examine the need to practise good personal hygiene and deportment 3. Identify weaknesses in their own personal hygiene and deportment . 4. Engage in practices that promote good personal hygiene and deportment 5. Create a journal to monitor and evaluate improvements in their own personal hygiene and deportment .	Examine the relationship between <u>personal hygiene</u> and overall well-being .	1. Establish a connection between pubertal changes and poor personal hygiene 2. Explore how poor personal hygiene may affect interpersonal interactions 3. Discuss how poor hygiene may result in diseases (e.g. poor dental health can lead to dental caries) 4. Demonstrate the ability to maintain their own personal hygiene.

SUBJECT: H.F.L.E

EDUCATION STAGE: THREE (3)

STRAND: 2 - MAINTAINING A HEALTHY HOLISTIC LIFESTYLE

ATTAINMENT TARGET: The student can appreciate the relationship between making positive life choices and maintaining a holistic, healthy lifestyle.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 5: PERSONAL HYGIENE AND DEPORTMENT	
	Grade 9/Form 3	
	Learning Outcomes (LO 1)	Achievement Indicators
	Critically analyse how maintaining deportment affects every day life.	<ol style="list-style-type: none">1. Explore all aspects of the concept of deportment2. Appreciate the importance of maintaining deportment3. Practise the maintenance of deportment4. Understand the relationship between self esteem and deportment5. Examine the importance of deportment when seeking employment6. Discover the link between deportment and teacher-student interactions7. Discuss how the media, family, peers, may influence their deportment8. Explore negative consequences of poor deportment9. Explore the connection between deportment and leadership opportunities.

SUBJECT: H.F.L.E.

EDUCATION STAGE: THREE (3)

STRAND: 3 – SEXUALITY & SEXUAL HEALTH

ATTAINMENT TARGET: The student can demonstrate an understanding of the concept of human sexuality as an integral part of the total person and how to use that knowledge to maintain their sexual health throughout the life cycle.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 1: HUMAN GROWTH AND DEVELOPMENT			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcomes (LO 1)	Achievement Indicators	Learning Outcomes (LO 2)	Achievement Indicators
	Demonstrate an understanding of the concept - human sexuality.	<ol style="list-style-type: none">1. Explain the concept of sexuality.2. Identify the changes which occur in their bodies at puberty.3. Differentiate between changes in males and females.4. Differentiate between emotional and physical changes.5. Discuss how the individuals and family respond to the changes.	Develop strategies for coping with the various changes associated with their sexuality.	<ol style="list-style-type: none">1. Discuss openly their views on sexuality.2. Demonstrate an understanding of the impact of media influences on their sexuality.3. Role play situations that depict the expression of sexuality.4. Examine how they relate to the opposite sex.5. Discuss how they cope with changes of puberty.6. Explore ways of coping with changes.

SUBJECT: H.F.L.E.

EDUCATION STAGE: THREE (3)

STRAND: 3 – SEXUALITY & SEXUAL HEALTH

ATTAINMENT TARGET: The student can demonstrate an understanding of the concept of human sexuality as an integral part of the total person and how to use that knowledge to maintain their sexual health throughout the life cycle.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 1: HUMAN GROWTH AND DEVELOPMENT	
	Grade 9/Form 3	
	Learning Outcomes (LO 3)	Achievement Indicators
	Demonstrate use of strategies for recognising and managing sexual feelings and behaviours.	<ol style="list-style-type: none">1. Discuss adverse effects of failing to adjust to changes in puberty.2. Demonstrate a willingness to make suitable choices to avoid situations that could lead to sexual activity.3. Explain the benefits of abstinence, postponing sexual behaviour and setting limits on sexual behaviour.

SUBJECT: H.F.L.E.

EDUCATION STAGE: THREE (3)

STRAND: 3 – SEXUALITY & SEXUAL HEALTH

ATTAINMENT TARGET: The student can demonstrate an understanding of the concept of human sexuality as an integral part of the total person and how to use that knowledge to maintain their sexual health throughout the life cycle.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 2: SEXUAL HEALTH			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO 1)	Achievement Indicators	Learning Outcome (LO 2)	Achievement Indicators
	Identify the factors and risks affecting sexual health.	<ol style="list-style-type: none">1. Discuss the influence of the media on their sexuality.2. Discuss the influence of peer pressure on sexual behaviour.3. Relate drug use to risky behaviour.4. Use critical thinking and decision making skills to resist negative influences.5. Demonstrate knowledge of factors which affect sexual health (pregnancy, STIs, HIV/ AIDS and cervical cancer).	Analyse the factors and risks affecting sexual health.	<ol style="list-style-type: none">1. Recognise how irresponsible sexual behaviours can impact sexual health.2. Demonstrate a personal commitment for maintaining their own sexual health.3. Examine the effects of irresponsible sexual behaviour on the family and wider society.4. Discuss the impact of early pregnancy on their financial, social, emotional, physical and educational development .

SUBJECT: H.F.L.E.

EDUCATION STAGE: THREE (3)

STRAND: 3 – SEXUALITY & SEXUAL HEALTH

ATTAINMENT TARGET: The student can demonstrate an understanding of the concept of human sexuality as an integral part of the total person and how to use that knowledge to maintain their sexual health throughout the life cycle.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 2: SEXUAL HEALTH	
	Grade 9/Form 3	
	Learning Outcome (LO 3)	Achievement Indicators
	Make appropriate choices to avoid the factors and risks which affect sexual health.	<ol style="list-style-type: none">1. Demonstrate use of appropriate life skills to make informed choices to preserve their sexual health.2. Describe behaviours and methods for pregnancy prevention, including abstinence.3. Discuss the impact of adverse sexual behaviour (harassment, rape) on his/her life and the lives of others.4. Describe the purpose of dating and acceptable dating attitudes (such as respect) and appropriate conduct.5. Explore how values affect their sexual choices.

SUBJECT: H.F.L.E.

EDUCATION STAGE: THREE (3)

STRAND: 3 – SEXUALITY & SEXUAL HEALTH

ATTAINMENT TARGET: The student can demonstrate an understanding of the concept of human sexuality as an integral part of the total person and how to use that knowledge to maintain their sexual health throughout the life cycle.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 3: GENDER ISSUES			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO)	Achievement Indicators	Learning Outcome (LO)	Achievement Indicators
	Develop an awareness of gender identity issues.	<ol style="list-style-type: none">1. Explain the concept of gender, gender roles and gender identity.2. Explore their perceptions of masculinity and femininity.3. Examine gender roles in S.V.G.4. Discuss how gender roles are portrayed within their families.5. Discuss factors that influence femininity and masculinity.	Demonstrate an understanding of gender role stereotyping and how it influences our expectations.	<ol style="list-style-type: none">1. Explain the concept of gender role stereotyping.2. Examine their own stereotyping attitudes.3. Explore the impact of gender role stereotyping on interpersonal interactions.4. Discuss the concept of male marginalization.5. Explore the role of various institutions in society regarding gender roles and stereotyping.

SUBJECT: H.F.L.E.

EDUCATION STAGE: THREE (3)

STRAND: 3 – SEXUALITY & SEXUAL HEALTH

ATTAINMENT TARGET: The student can demonstrate an understanding of the concept of human sexuality as an integral part of the total person and how to use that knowledge to maintain their sexual health throughout the life cycle.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 3: GENDER ISSUES	
	Grade 9/Form 3	
	Learning Outcome (LO)	Achievement Indicators
	Exhibit behaviours indicative of their awareness of the changes in gender roles and its impact on society.	<ol style="list-style-type: none">1. Critically analyze how expectations in gender roles are changing and the impact it can have on relationships.2. Examine how evolving gender roles affect the family unit.3. Explore how evolving gender roles and societal expectations affect them personally.4. Discuss the roles of the media and church in the change in gender roles.5. Identify coping mechanisms for adjusting to the changing gender roles.

SUBJECT: H.F.L.E.

EDUCATION STAGE: THREE (3)

STRAND: 3 – SEXUALITY & SEXUAL HEALTH

ATTAINMENT TARGET: The student can demonstrate an understanding of the concept of human sexuality as an integral part of the total person and how to use that knowledge to maintain their sexual health throughout the life cycle

We will know that the learner has achieved this Attainment Target when s/he can	Theme 4 : HIV/AIDS AWARENESS			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO)	Achievement Indicators	Learning Outcome (LO)	Achievement Indicators
	Show understanding of the basics of HIV/AIDS	<ol style="list-style-type: none">1. Discuss the evolution of HIV/AIDS2. Differentiate between HIV and AIDS3. List the modes of transmission of HIV4. Dispel myths about HIV/AIDS5. Understand the progression from HIV to AIDS6. Comprehend the functioning of the immune system and how it is affected by HIV7. Discuss the benefits of abstinence in HIV prevention.	Develop an awareness of the link between HIV/AIDS , other STI's and overall wellbeing of self and others	<ol style="list-style-type: none">1. Relate HIV to other STI's2. Explore the range of STI's3. Demonstrate communication skills and refusal skills to support abstinence for HIV/STI prevention.4. Develop awareness of the relationship between stigma and discrimination and HIV transmission5. Discuss the importance of showing care and concern for persons infected and affected by HIV/AIDS6. Discuss medical care of persons infected with HIV

SUBJECT: H.F.L.E.

EDUCATION STAGE: THREE (3)

STRAND: 3 – SEXUALITY & SEXUAL HEALTH

ATTAINMENT TARGET: The student can demonstrate an understanding of the concept of human sexuality as an integral part of the total person and how to use that knowledge to maintain their sexual health throughout the life cycle.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 4: HIV/AIDS AWARENESS	
	Grade 9/Form 3	
	Learning Outcome (LO)	Achievement Indicators
	Analyse the societal impact of HIV/AIDS.	<ol style="list-style-type: none">1. Review the National Statistics on HIV/ AIDS and discuss its implications.2. Collect data on the financial cost of caring for persons living with HIV/ AIDS and discuss its implications.3. Recognise the impact on relatives and friends of persons living with HIV.4. Understand the relationship between a youthful HIV/ AIDS, population and decreased productivity of a society.5. Discuss the impact of HIV on health care system.

STRAND: 4 – MANAGING THE ENVIRONMENT

ATTAINMENT TARGET: The student can show an appreciation for the Physical and Social environment, while being able to respond appropriately to any environmental risk to self and community.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 1: HEALTH PROMOTION			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO)	Achievement Indicators	Learning Outcome (LO)	Achievement Indicators
	Demonstrate an understanding of the importance of preserving the environment.	<ol style="list-style-type: none"> Discuss the following terms: <ol style="list-style-type: none"> preservation sustainability conservation Discuss various conservation methods to preserve the environment. Apply various conservation methods to local environment (e.g. Turning of taps). Engage in a class activity to show their understanding of the interdependence of living things in sustaining the environment (e.g. planting a tree). 	Recognise the adverse consequences to health that result from not protecting the environment or themselves from environmental hazards.	<ol style="list-style-type: none"> List common or familiar things in the environment that can potentially affect life and health and are classified as hazardous e.g. vectors. Identify common hazards which man create and which can damage either his health and or the environment e.g. Industrial Waste products, pesticides. Devise measures that would help to maintain proper environmental health on school premises. Demonstrate proper environmental hygienic practices. Design a plan to lessen the effects created by the hazards in the environment.

SUBJECT: H.F.L.E

EDUCATION STAGE: THREE (3)

STRAND: 4 – MANAGING THE ENVIRONMENT

ATTAINMENT TARGET: The student can show an appreciation for the Physical and Social environment, while being able to respond appropriately to any environmental risk to self and community.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 1: HEALTH PROMOTION	
	Grade 9/Form 3	
	Learning Outcomes (LO)	Achievement Indicators
	Analyse how economic and socio-cultural forces and factors can affect decisions and actions taken by individual, families, communities and nations in managing the environment.	<ol style="list-style-type: none">1. Discuss the following terms: economic and socio-cultural.2. Conduct a study on how their family health practices can impact the community.3. Report findings of study.4. Debate the topic: "Economic & Socio-cultural factors affect our decisions in managing the environment.5. Demonstrate basic skills in implementing methods for enhancing the environment.6. Examine the role of the media in influencing our decisions concerning environmental management.7. Decide to personally reduce their exposure to environmental hazards e.g. cigarette smoking.

SUBJECT: H.F.L.E

EDUCATION STAGE: THREE (3)

STRAND: 4 – MANAGING THE ENVIRONMENT

ATTAINMENT TARGET: The student can show an appreciation for the Physical and Social environment, while being able to respond appropriately to any environmental risk to self and community.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 2: THE SOCIAL ENVIRONMENT – VIOLENCE PREVENTION/PEACE PROMOTION			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO)	Achievement Indicators	Learning Outcome (LO)	Achievement Indicators
	Demonstrate an appreciation for maintaining harmonious relationships.	<ol style="list-style-type: none">1. Examine the impact of violence on relationships and society as a whole.2. Conduct a research on how violence impacts on various systems (legal, religious, health, education) in society.3. Design an activity that will Demonstrate value and respect for others.4. Display respect for the rights and feelings of others.5. Demonstrate the ability to diffuse violent encounters among peers.	Develop an appreciation of the need for promoting an environment of peace.	<ol style="list-style-type: none">1. Examine the practices that do not promote a culture of peace.2. Devise activities that promote a culture of peace e.g. a peace day.3. Interact assertively with others.4. Display skills in handling conflict effectively.5. Listen and behave in such a manner as to allow others to express their values, thoughts and feelings effectively.

SUBJECT: H.F.L.E

EDUCATION STAGE: THREE (3)

STRAND: 4 – MANAGING THE ENVIRONMENT

ATTAINMENT TARGET: The student can show an appreciation for the Physical and Social environment, while being able to respond appropriately to any environmental risk to self and community.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 2: THE SOCIAL ENVIRONMENT – VIOLENCE PREVENTION/PEACE PROMOTION	
	Grade 9/Form 3	
	Learning Outcomes (LO)	Achievement Indicators
	Demonstrate an understanding of the promotion of world peace.	<ol style="list-style-type: none">1. Discuss the role that their country can play in the promotion of world peace.2. Discuss the contributions of various religious groups in promoting world peace.3. Model a peacemaker's role to students of the lower school (little sister, big sister relationship).4. Glean information from persons in society on their perspective of world peace (lawyers, J.Ps, etc.).5. Analyse video presentations of peace talks (e.g. by Kofi Annan).6. Engage in activities that will lead to the discovery of the concept of world peace e.g. a mock round table discussion among world leaders.7. Design a draft legislation that forges world peace.8. Present draft legislation document to local legislature for examination.

SUBJECT: H.F.L.E

EDUCATION STAGE: THREE (3)

STRAND: 4 – MANAGING THE ENVIRONMENT

ATTAINMENT TARGET: The student can show an appreciation for the Physical and Social environment, while being able to respond appropriately to any environmental risk to self and community.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 3: DISASTER PREPAREDNESS			
	Grade 7/Form 1		Grade 8/Form 2	
	Learning Outcome (LO)	Achievement Indicators	Learning Outcome (LO)	Achievement Indicators
	Demonstrate an awareness of appropriate responses to reducing the impact of disaster.	<ol style="list-style-type: none">1. Define the term ‘disaster’.2. Differentiate between natural and man-made disasters.3. Demonstrate the ability to avoid initiating man-made disasters.4. Respond appropriately to warnings of impending disasters (e.g. fire drill).5. Understand the nature of natural disasters that can affect S.V.G.6. Design a home disaster plan.	Analyse the societal impact of natural disasters.	<ol style="list-style-type: none">1. Conduct research on the economic cost of natural disasters.2. Show understanding of how natural disasters impact on the health care system.3. Examine the effects of natural disasters on families and relationships.4. Discuss the emotional implications of natural disasters.5. Design a school disaster plan.

SUBJECT: H.F.L.E

EDUCATION STAGE: THREE (3)

STRAND: 4 – MANAGING THE ENVIRONMENT

ATTAINMENT TARGET: The student can show an appreciation for the Physical and Social environment, while being able to respond appropriately to any environmental risk to self and community.

We will know that the learner has achieved this Attainment Target when s/he can	Theme 3: DISASTER PREPAREDNESS	
	Grade 9/Form 3	
	Learning Outcomes (LO)	Achievement Indicators
	Assume a responsible attitude towards disaster preparedness.	<ol style="list-style-type: none">1. Examine disaster preparation strategies for SVG.2. Demonstrate the ability to respond appropriately at different stages of a disaster.3. Identify priority issues during times of disaster.4. Design a community disaster plan.

Suggested activities for Health and Family Life Education (HFLE)

Strand 1: Self and Interpersonal Relationships

LO1: Self

- i) Each student makes “identity cards” with their personal information. e.g. Name, address, D.O.B, etc.
- ii) Small group discussions using charts “This is how I see myself”: Discuss *what I like most about myself* and *what I least like about myself*.
- iii) Use concept maps, fish bone, place mats to teach the term ‘self concept’ (see sample lesson on self Esteem or lesson 2 in Teachers Manual on HIV/ AIDS). (*pages 4-5*).
- iv) Each student draws his/her hand print. In each finger write the response to the following:
 - a) Write one thing about yourself which makes you proud.
 - b) Identify your best physical attribute.
 - c) State one thing about yourself that you would like to improve.
 - d) Identify the person you most admire and emulate.
 - e) Identify the person you would most likely turn to for help.

Students then share responses and engage in whole class discussions.

- v) Teacher presents scenarios which depict passive, assertive and aggressive behaviours (see sample lesson on being assertive or lessons 3 and 4 of Teachers Manual on HIV/ AIDS). (*pages 6-22*)
- vi) Teacher asks children to complete checklist on personality traits (See sample lesson).
- vii) Students complete ‘peer pressure’ questionnaire and discuss the findings (see sample lesson peer pressure –‘How pressured are you?’). (*CARICOM Frame – UNICEF*)

viii) Students create journals of self and do evaluations (sample lesson 'Stress and more stress). (*13 to 14 years old CARICOM/UNICEF – page 289*).

LO2: Family Bonding

- i) Students create photo or picture album of family members.
- ii) Students list the positive character traits of family members.
- iii) Students role play roles of family members.
- iv) Students complete 'Family Relationship Circle', indicating which family member they are closest to and why (see sample lesson). *CARICOM page 31 (Form 1 Lessons)*
- v) Conduct a 'Family Day', where students ask family members to come and conduct an activity with the class.
- vi) Students debate the topic "the changing role of the Caribbean family has a negative impact on the society.'
- vii) Students create journals to monitor conflicts that arise within their families and discuss how they are resolved.
- viii) Role play the causes and effects of domestic violence (see sample lesson on domestic violence). (*CARICOM pages 51 – Form 1 Lessons*)

LO3: Relationships with others

- i) Have students make a 'friendship cake' (see sample lesson on making friends). (*Page 35 - Form 1 Lesson*)
- ii) Role play the effects of effective or poor communication on relationships.
- iii) Role play how to communicate hurtful feelings to others (see sample less on this 'hurts me'). (*page 204 CARICOM Manual*)
- iv) Ask students to create journals of hurtful situations in their lives, how they coped, what feelings they had, how their feelings changed and what they learnt from the experience.
- v) Role play the consequences of unhealthy relationships (see sample lesson "Healthy and unhealthy relationships"). (*page 26 Form 1 Lessons*)
- vi) Ask students to compose songs, jingles, poems which depict the effects of good interpersonal relationships.
- vii) Use newspaper clippings to discuss what happens when relationships disintegrate.
- viii) Discuss the concept of manipulation (see sample lesson on 'Dealing with Peer Pressure'). (*also 13-14 age group – page 295 CARICOM Form 1 Lessons Page 17*)
- ix) Have students complete relationship circle (see sample lesson – 'My Circle of Influence'). (*CARICOM page 195*)
- x) Respect differences in others (sample lesson "Outside of the box" and 'Reducing prejudice'). (*13-14 age group CARICOM pages 300 and 302*)

- xi) Role play conflict resolution skills (sample lesson on 'Managing conflict'). (*Form 1 – page 45-46*)

Strand 2: Sexuality and sexual health

LO1: Human growth and development

- i) Ask students to write a diary entry about their pubertal changes and coping skills (sample lesson on puberty). (*Page 3 Form 1*)
- ii) Examine newspapers, T.V., radio advertisements and how it affects them in coping with pubertal changes.
- iii) Role play coping strategies for puberty.

LO2: Sexual Health

- i) Role play different aspects of sexuality (sample lesson on 'Sexuality'). (*Form 1 – Page 27*)
- ii) Analyze how songs, T.V. shows, advertisements influence their sexuality (sample lesson 'Turn it off'). (*13 – 14 age group CARICOM page 250*)
- iii) Create songs, posters, poems with positive messages about sexuality.
- iv) Examine myths on sexuality (sample lesson 'Myths associated with sexuality'). (*Form 1 – page 50 - 13-14 page 275*)
- v) Role play the effects of teenage pregnancy (sample lesson on parenting). (*page 168*)

- vi) Have student identify and access health service information (sample lesson 'Risky behaviours'). (*Form 1 – page 33*)
- vii) Role play limits setting (sample lessons on 'Setting Limits and risky behaviours'). (*page 255 – Form 1 pages 33*)
- viii) Role play decision making skills (Sample lesson STI 'HIV Reducing the risk') and minimizing the risk. (*page 263*)
- ix) Practice friendly refusals (sample lesson "Friendly refusals"). (*page 296*)
- x) Role play incestuous situations and the impact it has on families and society on a whole.
- xi) Write a story about dealing with sexual advances.

LO3: Gender issues

- i) Role play gender roles (Sample lesson 'Things I like about the other gender' and 'Gender roles'). (*Page 160*)
- ii) Examine gender role stereotyping (lesson "Gender role stereotyping). (*page 49 – AIDS Manual*)
- iii) Review newspapers, T.V., radio programmes and discuss their impact on gender roles.
- iv) Debate on 'The church is responsible for gender role stereotyping' (lesson 10 and 11 in Teacher's manual on HIV/ AIDS).

LO4: HIV/AIDS

- i) Refer to HIV/ AIDS teachers' manual – 24 lesson plans.
- ii) Role play benefits of abstinence (sample lessons 'Choosing abstinence' and 'minimizing the risk of HIV').
(*page 46 Form 1 and page 263*)
- iii) Role play the effects of stigma and discrimination (use sample lessons 'Showing empathy' and 'Reducing stigma and discrimination'). (*page 266*)
- iv) Have students analyze HIV awareness advertisements HIV and discuss their impact.
- v) Create songs, posters and jingles which promote abstinence.
- vi) Invite HIV positive individuals to address the class.
- vii) Have students make personal commitments to abstain via the making of chastity bracelets or ATM (Abstinence Till Marriage) cards.

Strand 3: Maintaining a healthy holistic lifestyle

LO1: Food and Nutrition

- i) Use newspapers, magazines or radio advertisements to analyze their effects on eating habits.
- ii) Have students create jingles, songs and poems that promote healthy eating.
- iii) Use S.V.G dietary guidelines to identify food groups.
- iv) Have students identify major nutrients (see sample lesson on nutrient match-up). (*page 310 – 13-14 years*)
- v) Role play the importance of reading food labels (see sample lesson on ‘Read that label’). (*page 219 – 11-12 years*)
- vi) Have students bring in food labels and analyze them.
- vii) Ask students to discuss/role play their decision-making dilemmas related to eating and fitness (see sample lesson – ‘To buy or not to buy’). (*page 325*)
- viii) Encourage students to listen to the radio programme *Health Word* when the presenters address various food issues. Have class discussions.
- ix) Debate on the topic: “Healthy eating habits create a positive body image”.
- x) Research on the contributions social groups, religion, culture and economics have made on eating habits.

- xi) Have students present research findings to the entire class.
- xii) Visit restaurants and/or food outlets, tuck shops and assess their food handling practices.
- xiii) Have students write a newspaper article on food safety.

LO2: Rest and exercise

- i) Demonstrate different types of exercise (see sample lesson on circuit training).
(This appears in pages 135 – 9-10 age group)
- ii) Ask students to monitor their activity levels and compare them among colleagues.
- iii) Role play the different range of movements (see sample lesson on exercise, sport and physical activity).
(page 222)
- iv) Participate in aerobic exercise (see sample lesson on aerobic exercise). *(page 314)*
- v) Develop a personal fitness plan (sample lesson on personal fitness programme).
- vi) Use newspapers and magazine clippings to analyze media messages on fitness.
- vii) Role play the part culture, religion and economics play in the choices we make when we exercise and relax/rest.
- viii) Role play the benefits of rest and the different types of rest.

LO3: Orientation to work and career

- i) Role play different types of jobs. *(This appears in page 135 – 9-10 age group)*
- ii) Role play negative and positive effects of varying work ethics.
- iii) Invite a guest(s) to conduct a job interview.
- iv) Invite persons in different career backgrounds to address students.
- v) Conduct visits to different job sites.
- vi) Have students conduct research on the different career choices available in each subject area.
- vii) Share findings with the whole class.
- viii) Have students research and present unemployment statistics and implications to class.
- ix) Debate on the topic: “Unemployment has a negative impact on national development.”

LO4: Drug Awareness

- i) Review newspapers, radio advertisements and analyze their influence on persons in relation to drug use.
- ii) Role play the consequences of drug abuse (sample lesson ‘Alcohol can kill’).

- iii) Use stories or newspapers, magazine articles which speak of persons involved in drugs and have students discuss the matter.
- iv) Have students create posters, songs, jingles, poems discouraging drug use.
- v) Have students interview family members of drug abusers and report to class.
- vi) Invite a recovering drug addict to address the class.
- vii) Invite police officers to display illegal drugs and speak of the effects they have.
- viii) Ask students to bring in empty packets from **legal drugs** for examination.
- ix) Conduct field trips to the Mental Health Centre.
- x) **Play 'Agree/Disagree' game.** Place signs clearly labelled 'agree' or 'disagree' on either side of the room. Ask students to stand in the centre. Read a series of statements concerning drugs which are either true or false. Ask students to move to the side of the room which reflects their choice. They must then defend their position. No one can be neutral (This game can be played with any subject matter).
- xi) Have students create a crossword puzzle.
- xii) Debate the topic 'Unemployment is responsible for the level of drug involvement in S.V.G.'. Ask the other students to be the judges, chairperson, time keeper, audience, etc.

LO5: Personal hygiene

- i) Role plays the negative effects of poor personal hygiene and deportment.
- ii) Reward students who show marked improvement in their hygiene practices.
- iii) Review/Examine newspapers, magazine articles that address hygiene and deportment issues and discuss.
- iv) Debate on “Poor personal hygiene and deportment may prevent one from gaining employment.”
- v) Have students create songs, jingles, posters, poems which promote good hygiene and deportment.
- vi) Have students bring in items which help to promote good personal hygiene. Each student must make a card stating how the item helps them maintain their hygiene.
- vii) Compile a personal hygiene/deportment checklist (grooming, hairstyle, dress).

Strand 4: Managing the environment

LO1: Health promotion

- i) Small group discussions on environmental issues (sample lesson ‘Something’s in the air’). *(This is a lesson for 9-10 age group – page 144)*
- ii) Discussion on decreasing exposure to hazards (sample environmental lessons ‘There’s danger in that cupboards’). *(Page 225 – 11-12 age group)*

- iii) Role play the importance of vector control (sample lesson 'mosquito control, it's up to you'). (*page 330 – 13-14 age group*)
- iv) Create jingles, posters and songs to promote a good environmental health.
- v) Take a walk around the school and community and identify hazards.
- vi) Identify hazards at home and make changes – report to class.
- vii) Analyse media messages from the Ministry of Health and discuss effectiveness.
- viii) Play 'Agree-Disagree' game (instructions given previously under Drug Abuse).
- ix) Debate on the topic: 'Man is responsible for all the destruction in the environment.'
- x) Discuss pollution (sample lesson 'Environmental mural'). (*page 228 – 11-12 years*)

LO2: Violence Prevention/Peace Promotion

- i) Small group discussion on anger management (see sample lesson on 'Managing anger'). (*Form 1 – page 40*)
- ii) Create an anger diary to monitor situations that arouse anger.
- iii) Review newspaper articles on effects of uncontrolled anger and discuss implications.
- iv) Role play conflict resolution techniques (sample lesson on 'Managing conflict').

- v) Create a Peace Pledge.
- vi) Elect 'Peace police' – students responsible for promoting peace and diffusing violence.
- vii) Create jingles, poems and songs that promote peace.
- viii) Examine famous songs that promote **violence**: Students bring CD players and CDs of some of their most listened to songs. Place students in small groups of five (5) and ask them to listen and assess the lyrics. They must discuss what aspects of the song promote violence. Students must then re-write the songs (and sing them to the class) with **anti-violence lyrics**.
- ix) Assess newspapers, T.V. shows advertisements and their potential to create violence.
- x) Place students in groups and ask them to act out a scene from a violent movie (other students must guess the name of the movie). Groups must then re-direct the movie with an 'anti-violent theme' and give it a new name.

LO3: Disaster preparedness

- i) Small group discussions on disaster preparedness (sample lesson 'Preparing for a hurricane'). (*page 148 – 9-10 age group*)
- ii) Students must create a hurricane emergency kit (sample lesson 'Hurricane emergency box' and
- iii) 'Hurricane experts'). (*page 150 – 9-10 age group*)
- iv) Conduct simulation exercises that address our responses in the event of natural disasters.
- v) Students must create disaster plans.

- vi) Role play creation and management of man-made disasters.
- vii) Review newspapers, T.V. and radio programmes on natural or man-made disasters in small groups.
- viii) Create posters, songs and jingles depicting the importance of disaster preparation.
- ix) Place students into three (3) groups and ask them to imagine that the volcano was about to erupt. They must say what they would instruct the nation to do:
 - 1. Before the volcano erupts (Group 1).
 - 2. During the eruption (Group 2).
 - 3. After the eruption (Group 3).
- x) Play the game “**What would I take?**” Class must be arranged in a circle.

Place a piece of tape labelled with household items (e.g. passport, T.V. set, clothing, money, etc.) on the foreheads of some students. Ask these students to stand in the centre of the class. Now pick a seated student at random and ask him/her what s/he would take first in the event of a disaster. The individual must pick a student with a tape on his/her forehead and explain why the item is important without revealing the name of the item. The student on whose head the item is written must guess what it is. After s/he has guessed, all other students must discuss priority issues in times of disaster. Other students may also take turns.

N.B. – Variations of this game may be used with other subject matters.

SUGGESTED METHODS OF TEACHING HFLE

Teachers should develop skills in using a variety of appropriate methods which are interactive, involving all students as far as possible.

Some teaching methods and learning activities from which to choose:

TEACHING TECHNIQUE/LEARNING ACTIVITY	SUGGESTED AGE GROUP
1. Class Discussion – <ul style="list-style-type: none"> - General group discussion - Buzz Group - Debate - Panel discussion 	<p style="text-align: center;">All ages</p> <p style="text-align: center;">14 and over</p> <p style="text-align: center;">14 and over</p> <p style="text-align: center;">14 and over</p>
2. Case studies	All ages
3. Role plays	All ages
4. Lectures	All ages
5. Programmed or Package Instruction	All ages
6. Values Clarification Exercises	All ages
7. Guests <ul style="list-style-type: none"> - Individual Speakers - Guest Panel - Demonstrations - Drama 	<p style="text-align: center;">All ages</p> <p style="text-align: center;">All ages</p> <p style="text-align: center;">All ages</p> <p style="text-align: center;">All ages</p>
8. Field Trips	All ages
9. Field Work/Projects	All ages
10. Team Teaching	All ages

GLOSSARY OF TERMS

AIDS: An abbreviation that stands for Acquired Immune Deficiency Syndrome. This refers to a group of diseases and disorders, referred to as opportunistic infections, that affect the body when HIV has completely destroyed the body's immune system.

Career: An occupation, a way of making a living, especially with opportunities for advancement and promotion.

Communication: The art of giving and receiving information via different media.

Conflict: The struggle between two opposing ideas or courses of action.

Conflict resolution: The process by which conflicts are settled through the use of various coping mechanisms.

Communicable disease: A disease that may be transmitted directly or indirectly from one individual to another.

Deportment: General behaviour and attitude. A person's way of holding him/herself in standing and walking.

Disaster: A sudden catastrophic event of immense proportion.

Discrimination: A distinction made against a person that results in his/her being treated unfairly on the basis of his/her belonging, or being perceived to belong to a particular group.

Exercise: The using or application of mental power. Activity requiring physical exertion, sometimes specifically designed for bodily training.

Food: Any material that provides the Nutritive requirements of an organism to maintain growth and physical well being.

Drug: Any substance that, when taken into a living organism may modify one or more of its functions.

Drug Abuse: The use or overuse, usually by self administration, of any drug in a manner that deviates from the prescribed pattern.

Physiologic – After continued use of a drug in increased amounts, the cells of the nervous system change their biochemical makeup. The cells now need the drug in order to function normally; when the drug is not taken, the body develops adverse physical symptoms e.g. stomach cramps.

Psychological- A compulsion to take a drug on a continuous or periodic basis to experience a 'high' or to avoid the negative feelings of its absence.

Gender Identity: The sex classification of an individual, an inner sense of "maleness" or "femaleness", influenced by culture.

Gender roles: Societal norms about behaviours that are viewed as "masculine" or "feminine" in a particular culture.

Gender roles stereotyping: A standardized, conventional view of the roles that should be performed by either gender.

Health: A state of complete physical, mental, social well-being and not merely the absence of disease or infirmity.

Health Care System: The institutions and structures responsible for monitoring and managing all the health-related issues.

H.I.V.: An abbreviation meaning Human Immunodeficiency Virus, the virus that causes AIDS.

Hygiene: The practice of cleanliness in order to maintain health and prevent disease.

Immune System: The lymphatic tissues, organs and physiological processes that identify an antigen as abnormal or foreign and prevent it from harming the body.

Nutrients: Food or any substance that supplies the body with elements necessary for metabolism.

Nutrition: All the processes involved in the taking and utilization of food substances by which growth, repair and maintenance of activities in the body as a whole or any of its parts is accomplished. These processes include ingestion, digestion, absorption and metabolism.

Rest: Response of the body caused by sleep. Freedom from activity of mind or body. To cease voluntary motion.

Life skills: Abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.

Puberty: The stage in life at which members of both sexes become functionally capable of reproduction.

Sedentary: Occupation or mode of living requiring minimal physical activity.

Self: The sum of mind and body that constitutes the identity of a person.

Self acceptance: Being realistic about oneself and at the same time comfortable with that personal assessment.

Self concept: An individual's perception of self in relation to others and the environment.

Self esteem: Refers to the feelings and attitudes one has towards him/herself. It is the worth of value one places on him/herself, which can be positive or negative.

Sexism: All the actions and attitudes that relegate individuals of either sex to a secondary and inferior status in society.

Sexual health: A capacity to enjoy and control sexual behaviour in accordance with social and personal ethics and freedom from psychological and/or organic factors that inhibit sexual responses, sexual relationships and reproductive functions.

Prepared and Produced by
Curriculum Development Unit
Ministry of Education
Halifax St.
Telephone: # 1(784) 457-1466
1(784) 456-1111 ext 450