

**PRIMARY HEALTH AND FAMILY LIFE  
EDUCATION SYLLABUS**

**CLASS FOUR**

**MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT**

**BARBADOS**

## ACKNOWLEDGEMENTS

- Miss Maxine Moore - Acting Tutor, Erdiston College
- Mr. Arthur Payne - Louis Lynch Secondary School
- Mrs. Marva Powlett - Wesley Hall Infants School
- Mrs. Gloria Babb - Retired Principal
- Mrs. Pauline Kellman - Retired Principal
- Mrs. Dallas Nicholls - Wesley Hall Primary School
- Mrs. Joyce Scantlebury - St. Stephen's Infants School
- Mrs. Gertrude Welch - Education Officer, Home Economics & Health  
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## **RATIONALE**

Health and Family Life Education embraces areas of study such as health and well-being, eating and fitness, interpersonal relationships, sexuality and management of the environment. In addition to the knowledge component, emphasis is placed on fostering positive attitudes and values and developing personal and social skills that underpin responsible behaviour. These life skills include problem-solving, decision making, critical and creative thinking, the ability to empathise and cope with emotions. The ultimate goal is that children will be empowered to make life-enhancing choices which will determine the quality of adulthood they enjoy.

Many of the health risks to which children are exposed today are associated with their lifestyles and their environments. Today, we are witnessing the re-emergence of old diseases, which were thought to have been eradicated, and the emergence of relatively new diseases, which are having devastating effects on the population generally, and on the younger generation in particular. One such disease is the HIV/AIDS pandemic which has emerged as a major threat to the health and development of millions of individuals, families and communities.

It is therefore very important that the home and school facilitate the inculcation and practice of healthy habits in our children from an early age. Hence, the primary school serves as an excellent forum for the commencement of a rigorous Health and Family Life Education Programme.

This Primary School Health and Family Life curriculum endeavours to meet the needs of teachers in facilitating the development of children's knowledge, understanding and skills. It provides a variety of activities and learning experiences which are designed to promote flexibility in planning and preparation of lessons.

It is important to note that this revised Primary Health and Family Life Education Curriculum articulates the new thrust of the Ministry of Education which stresses that:

- the child-centred approach be used in conjunction with the traditional teacher-centred approach;
- problem-solving should be the focus of health instruction;
- reasoning about health should be used to help pupils make informed choices;
- health and family life education promotes the development of critical, creative and decision making skills of the pupils from a very early age;
- health and family life education should be integrated with other subject areas and linked to the pupils' everyday experiences in order to make it meaningful;
- instruction using the multi-media approach - visual, auditory, and tactile/kinesthetic - should be used to reach all pupils;
- information technology should be used as a tool to help children explore and acquire new concepts and ideas related to current health trends;
- assessment should be multi-faceted e.g. project work, portfolios etc.

With the implementation of this curriculum, it is hoped that the right messages reach and make an impact on these young tender minds at the appropriate time. It is anticipated that they will be able to make use of the acquired knowledge about their bodies, about diseases and their environments, and that they develop the value system, skills and attitudes that are conducive to healthy living and life.

This curriculum is based on a broad concept of health encompassing physical, emotional, mental and spiritual well being and the contribution that relationships within the family and between families and the wider community can make to wellness.

## GENERAL OBJECTIVES

The general objectives of the Primary Health and Family Life Education Curriculum are to help pupils to:

- acquire appropriate social and emotional skills, knowledge and attitudes;
- develop an awareness of the importance of practising and maintaining good health habits;
- develop a love and appreciation for their bodies;
- gain an understanding of the nature of prevalent diseases, how they are spread and the various methods which can be used to control their spread;
- cultivate and demonstrate the ability to think logically, creatively and critically;
- broaden pupils interests in and concern for their total environment;
- recognise the importance of applying safety habits at home, school and in the wider community;
- display a positive attitude of caring, compassion and concern for others;
- develop a positive concept of self;
- develop a sense of moral accountability for their actions;
- acquire various techniques for resolving conflict.
- develop a positive attitude to family life;
- recognise the importance of family relationships to overall wellness – physical, mental, spiritual and emotional.

## FORMAT OF THE SYLLABUS

The Primary Health and Family Life Education Curriculum is divided into General Objectives, Scope and Sequence, Attainment Targets and a detailed outline of the content, specific objectives, suggested activities and assessment strategies as well as suggested resources. When a concept/skill is first introduced in the Scope and Sequence, it is indicated by a v, and a 4 indicates in what future class(es) the concept/skill has to be maintained and further developed.

The Scope and Sequence gives a brief outline of the topics that are to be covered at each level.

The Attainment Targets are written in class levels and they indicate what each student should be able to achieve at the end of each class level.

The specific objectives are clearly defined and indicate what each student should be able to achieve at the end of each class.

The suggested activities are designed to facilitate the development of social and emotional learning skills, critical, creative and decision-making skills with regard to health concepts and the promotion of healthy lifestyles. They are also designed to foster collaborative and cooperative work in the classroom while consolidating instruction and developing desired skills. They also encourage cross-curricular activities which are indicated by a key where VA = Visual Arts, LA = Language Arts, M = Mathematics, SS = Social Studies, IS = Integrated Science, PE = Physical Education, IT = Information Technology, R&M = Religious and Moral Education. The activities are intended only as a guide to teachers, and are therefore by no means prescriptive or restrictive. The Health education activities will be enhanced by the integration of technology which can be utilized in collection, dissemination, analysis and documentation of information. The use of the Internet is particularly effective in providing exposure to global health issues and situations. Teachers are encouraged to promote further integration among subject areas and to become as creative as possible to make the lessons stimulating and exciting.

## KEY TO ABBREVIATIONS USED

The following abbreviations are used to indicate the various subject areas where integration is possible

<b>SUBJECT</b>	<b>Abbreviation</b>	<b>SUBJECT</b>	<b>Abbreviation</b>
Business Studies	<b>BS</b>	Drama	<b>D</b>
Foreign Languages	<b>FL</b>	Geography	<b>G</b>
Health and Family Life	<b>HFLE</b>	History	<b>HI</b>
Home Economics	<b>HE</b>	Industrial Arts	<b>IA</b>
Information Technology	<b>IT</b>	Language Arts	<b>LA</b>
Mathematics	<b>M</b>	Music	<b>MU</b>
Physical Education	<b>PE</b>	Religious and Moral Education	<b>RE</b>
Science	<b>SC</b>	Social/Emotional Learning	<b>SEL</b>
Social Studies	<b>SS</b>	Visual Arts	<b>VA</b>

## SCOPE AND SEQUENCE

- v **Begins teaching the concept/skill/fact**
- 4 **Maintain and develop concept/skill/fact**

TOPIC	CLASS			
	1	2	3	4
<b>1.0 FAMILY LIFE</b>				
1.0.1 Members of the family.	v	4	4	4
1.0.2 Functions of the family.		v	4	4
1.0.3 Family roles and responsibilities.			v	4
1.0.4 Healthy family values.	v	4	4	4
1.0.5 Position in the family.	v	4	4	4
1.0.6 Family tree.	v	4	4	4
1.0.7 Types of families.				v
<b>2.0 PERSONAL HYGIENE</b>				
2.0.1 The body.	v	4	4	4
2.0.2 The skin.	v	4	4	4
2.0.3 The mouth and teeth.	v	4	4	4
2.0.4 Taking care of the body.	v	4	4	4
<b>3.0 SENSORY PERCEPTION</b>				
3.0.1 The sense organs and their functions.	v	4	4	4
3.0.2 Care of the sense organs.	v	4	4	4
<b>4.0 ELEMENTS OF HEALTHY LIFESTYLES</b>				
4.0.1 Food and Nutrition.	v	4	4	4
4.0.2 Posture, sleep, rest and exercise.	v	4	4	4

- v **Begins teaching the concept/skill/fact**
- 4 **Maintain and develop concept/skill/fact**

TOPIC	CLASS			
	1	2	3	4
<b>5.0 ENVIRONMENTAL HEALTH</b>				
5.0.1 The environment.	v	4	4	4
5.0.2 Threats to the environment.	v	4	4	4
5.0.3 Garbage and garbage disposal.	v	4	4	4
5.0.4 General care of the environment.	v	4	4	4
5.0.5 Roles of the Health Inspector and Sanitation Worker.	v	4	4	4
<b>6.0 HUMAN GROWTH AND DEVELOPMENT</b>				
6.0.1 Puberty and adolescence.			v	4
<b>7.0 SAFETY EDUCATION</b>				
7.0.1 Safety in the home, school and the community.	v	4	4	4
7.0.2 Personal safety.	v	4	4	4
7.0.3 Personal safety and risk behaviour.	v	4	4	4
<b>8.0 USE AND ABUSE OF DRUGS</b>				
8.0.1 Legal and illegal drugs.	v	4	4	4
8.0.2 Effects of illegal drugs.	v	4	4	4
8.0.3 Factors contributing to drug abuse.	v	4	4	4
<b>9.0 DISEASE PREVENTION AND CONTROL</b>				
9.0.1 Infectious diseases.	v	4	4	4
9.0.2 How diseases are spread.	v	4	4	4
9.0.3 Germs and their mode of control.	v	4	4	4
9.0.4 Immunization.	v	4	4	4
9.0.5 HIV/AIDS - definition, cause, transmission, signs and symptoms, mode of control, prevention.	v	4	4	4

- v **Begins teaching the concept/skill/fact**
- 4 **Maintain and develop concept/skill/fact**

TOPIC	CLASS			
	1	2	3	4
<b>10.0 PERSONALITY DEVELOPMENT AND INTERPERSONAL RELATIONSHIPS</b>				
10.0.1 Coping with loss.	v	4	4	4
10.0.2 Respect, good manners and self-control.	v	4	4	4
10.0.3 Emotions/feelings.	v	4	4	4
10.0.4 Self-awareness, self-concept and self-esteem.	v	4	4	4
10.0.5 Values and values clarification.	v	4	4	4
10.0.6 Decision-making.	v	4	4	4
10.0.7 Responsibility.	v	4	4	4
10.0.8 Problem solving.	v	4	4	4
10.0.9 Critical thinking.	v	4	4	4
10.0.10 Perception and judgement.	v	4	4	4
10.0.11 Prejudice.	v	4	4	4

# ATTAINMENT TARGETS

## INTRODUCTION

The attainment targets in Health and Family Life Education set out the knowledge, skills, attitudes, behaviours and understanding that pupils are expected to have by the end of each class.

They enable schools to give future citizens the knowledge and skills they need to become healthy literate citizens who enjoy good family relationships.

These Health and Family Life attainment targets are designed to ensure that:

- ❑ pupils attain high levels of understanding about basic personal health information;
- ❑ obtain knowledge about Barbados health services and the competence to use such information in ways which are health enhancing;
- ❑ pupils engage in healthy practices in the home, school and community;
- ❑ pupils at every class level will develop the ability to solve health and family problems by using the knowledge and skills gained in the programme;
- ❑ pupils understand and appreciate the importance of family life;
- ❑ pupils continue to develop healthy social and emotional skills to guide them through early adolescence.

## CLASS 4

**Understand and demonstrate ways in which their health and well-being can be enhanced and maintained.**

*Pupils should be able to:*

- ❑ practise good personal hygiene habits, paying attention to the changing needs of pre-adolescents;
- ❑ identify some of the physical changes which occur in males and females during puberty;
- ❑ understand the nutritional needs of pre-adolescents and use the information to plan menus for breakfast, lunch and dinner;
- ❑ develop healthy habits in relation to food preparation and handling;
- ❑ demonstrate good posture, sleep, rest and exercise to the human body;
- ❑ set personal fitness goals;
- ❑ share information about their feelings in appropriate ways;
- ❑ display sensitivity to others in appropriate situations;
- ❑ practise a variety of ways of handling and solving conflicts;
- ❑ practise role taking in order to understand what others are feeling, etc.;
- ❑ identify their strengths and weaknesses and use this knowledge to enhance their development;
- ❑ continue the process of learning how to cope with frustration;
- ❑ understand that decision-making has consequences.

**Understand and demonstrate behaviours that prevent disease and speed recovery from illness.**

*The pupil should be able to:*

- ❑ identify positive health behaviours that reduce the risk of disease;
- ❑ demonstrate behaviours and attitudes which would help them to avoid situations likely to expose them to HIV/AIDS and other Sexual Transmitted Diseases (STDs);
- ❑ explain how to take prescription and over-the-counter medications correctly.

**Demonstrate behaviours that reduce the risk of becoming involved in potentially dangerous situations and know how to react to situations in ways that protect their health.**

*The pupil should be able to:*

- ❑ describe the effects and consequences of using harmful substances;
- ❑ use appropriate ways to respond to negative social influences and pressures to use alcohol, tobacco and other drugs including marijuana;
- ❑ demonstrate knowledge of basic first aid and safety practices including ways to avoid coming into contact with another person's blood;
- ❑ identify ways to seek assistance if concerned, abused, or threatened including how to overcome the fear of telling;
- ❑ articulate behaviours which might pose a threat to their health and well-being;
- ❑ think through a situation before making a decision or taking action.

**Understand and demonstrate how to play a positive, active role in promoting the health of their family.**

*The pupil should be able to:*

- ❑ understand unity and diversity within the family;
- ❑ value own uniqueness as individual and as a family contributor;
- ❑ sustain positive interactions with parents and other adult relatives, negative feelings appropriately;
- ❑ demonstrate strategies to cope with problems among family members e.g. illness;
- ❑ develop activities that support family health and well-being;
- ❑ understand that health and wellness are determined by cooperation and interdependence among family members.

**Understand and demonstrate how to promote positive health practices within the school and community including how to cultivate positive relationships with peers.**

*The pupil should be able to:*

- ❑ recognise the ways in which the environment can affect health;
- ❑ demonstrate a knowledge of safety rules in the home, at school, on the playground, at the beach, on the road;
- ❑ participate in school and community efforts to address local health and environmental issues;
- ❑ demonstrate acceptable methods of showing and expressing feelings among peers;
- ❑ understand and appreciate the role health workers play in community health;
- ❑ carry out commitments to classmates and teachers.

**CLASS FOUR (4)**

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>MY FAMILY</b></p> <p><b>Types of Families</b></p>	<p>Pupils should be able to:</p> <p>1. identify and describe the different types of families;</p> <p>2. recognise that families are similar and different in many ways;</p> <p>3. understand the role families around the Caribbean play in nation building.</p>	<p>Information gathering using selected resources.</p> <p>Research each family pattern nuclear, extended, single, blended, adopted, etc.</p> <p>Record notes/information. (LA)</p> <p>Collect information and list similarities and differences in families.</p> <p>Reporting in speech and pictures. (LA)</p> <p>Group project. (LA &amp; IT)</p> <p>Locating information. (IT)</p> <p>Library skills. (LA)</p> <p>Research skills. (IT &amp; LA)</p> <p>Display and presentation of group project.</p>	<p>Report writing.</p> <p>Selecting and recording information.</p> <p>Objective type questions.</p> <p>True, false statements.</p> <p>Following guidelines.</p> <p>Decision making.</p> <p>Group reports.</p> <p>Respect for others.</p> <p>Tolerance.</p> <p>Co-operation.</p> <p>Evaluation of group projects.</p>	<p>Books - encyclopaedia, etc.</p> <p>Pictures from magazines. The different types of families</p> <p>Library.</p> <p>Text book - People in Other Countries.</p> <p>Pictures.</p> <p>Selected readings. About different types of families Encyclopaedia.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>Co-operation and Interdependence</b></p> <p><b>Familial Relationships</b></p>	<p>Pupils should be able to:</p> <p>1. realise the need for co-operation and interdependence among families.</p> <p>2. recognise the importance of relationships within the family.</p>	<p>Work in small groups.</p> <p>Games. (PE)</p> <p>Puzzles.</p> <p>Compile checklist on activities contributing to co-operation and interdependence.</p> <p>Discussions on issues e.g. parent/child relationships, sibling and other family relationships. (LA)</p> <p>Dyads to take turns in listening.</p> <p>Expressing one's emotions recognising feeling words.</p> <p>Expressing empathy.</p>	<p>Observation.</p> <p>Peer evaluation.</p> <p>Self reports.</p> <p>Assessment of group reports.</p> <p>Communication.</p> <p>Peer assessment.</p> <p>Reflecting feelings.</p> <p>Reflecting empathic responses.</p>	<p>Quizzes.</p> <p>Games.</p> <p>Guidelines to design checklist.</p> <p>Feeling word chart.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Family Size</b>	<p>Pupils should be able to:</p> <p>1. identify the advantages and disadvantages of small and large families.</p>	<p>Survey the class to find out the size of the family to which the children belong.</p> <p>Divides the children into groups.</p> <p>Each group makes a pictogram showing the number of children in each family. (M)</p> <p>Discuss the advantages and disadvantages of small and large families. (LA)</p> <p>Survey the class and find out the size of family they would like to have when they become parents.</p>	<p>Evaluate questioning skills e.g. asking questions.</p> <p>Evaluate the pictograms using graphs.</p> <p>Co-operation.</p> <p>Three statements listing the advantages of a large family and/or a small family.</p> <p>Write three things you considered that guided you to make your choice about the size of the family.</p>	<p>Teacher's drawing of pictogram.</p> <p>Teacher's illustration of a graph.</p> <p>The Decision-Making Process.</p> <p>Steps in making choices.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>Families Around the World</b></p> <p><b>Family Activities and Celebrations</b></p>	<p>Pupils should be able to:</p> <p>1. understand families around the world.</p> <p>2. appreciate and become more involved in family activities and family celebrations.</p>	<p>Group project. (SS)</p> <p>Each group research a different family.</p> <p>Write three statements to identify the similarities and differences between the family researched and your family. (LA)</p> <p>Preparing for a family activity.</p> <p>Information gathering.</p> <p>Present a plan for a family activity.</p> <p>Draw and talk about a family activity:</p> <ul style="list-style-type: none"> <li>- Birthdays;</li> <li>- Mother's Day;</li> <li>- Father's Day. (VA &amp; LA)</li> </ul>	<p>Information gathering skills.</p> <p>Presentation of research project.</p> <p>Peer evaluation.</p> <p>Evaluation of similarities and differences.</p> <p>Evaluating the plan.</p> <p>Giving and accepting opinions.</p> <p>Caring/sharing in the family.</p>	<p>Encyclopedia.</p> <p>Internet.</p> <p>Selected reading from books on families around the world</p> <p>Pictures of families around the world.</p> <p>Guidelines in making up a plan for a family activity.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>PERSONAL HYGIENE</b></p> <p><b>The Body</b></p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. exhibit a knowledge of the functions and the interrelationship of body parts;</li> <li>2. state the functions and importance of the skin to the human body;</li> <li>3. identify and discuss the functions of some internal organs e.g. heart, lungs, intestines;</li> <li>4. appreciate the need to take care of the total body.</li> </ol>	<p>Role-play. (LA)</p> <p>Viewing related videos/films/slides.</p> <p>Library and internet research. (LA &amp; IT)</p> <p>Examining and discussing models of the body and body parts.</p> <p>Using magnifiers to examine the skin. (IS)</p> <p>Drawing to show cross-section of skin. (VA)</p> <p>Discussion by Health-care workers.</p> <p>Drawing and labelling diagrams. (VA)</p>	<p>Essay writing.</p> <p>Poster making competitions.</p> <p>Questions - oral/written.</p> <p>Project display.</p> <p>Sentence completion.</p> <p>Poem/song/story presentation.</p>	<p>Charts on the body its parts + functions poster of the skin</p> <p>Diagrams.</p> <p>Filmstrips.</p> <p>Videos Personal Health for girls Personal health for boys</p> <p>Computer software.</p> <p>Booklets on personal hygiene- care of the skin</p> <p>Health-care personnel.</p> <p>Model of skeleton. of the body</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>The Teeth</b>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. identify the various types of teeth and their functions;</li> <li>2. develop an awareness of the presence and consequences of gum diseases;</li> <li>3. select foods that promote healthy teeth and gums;</li> <li>4. name the dental health workers and their responsibilities;</li> <li>5. state the structure of a tooth.</li> </ol>	<p>Discussion led by individual pupils about the teeth and their care. (LA)</p> <p>Reporting from prepared material. (LA)</p> <p>Small group discussions.</p> <p>Library research. (LA)</p> <p>Internet research. (IT)</p> <p>Field trips to the polyclinic. (SS)</p>	<p>Questioning - oral/ written.</p> <p>Quizz.</p> <p>Vocabulary work.</p> <p>Completing work sheets.</p> <p>Poetry writing.</p> <p>Cartoon drawing.</p> <p>Making posters.</p>	<p>Chart on the part of a tooth</p> <p>Filmstrips.</p> <p>Videos Teeth are for keeping</p> <p>Computer software.</p> <p>Model of a tooth</p> <p>Dental health personnel.</p> <p>Booklets on brushing teeth</p> <p>Poster on the types of teeth</p> <p>Word Games.</p>

<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>SUGGESTED RESOURCES</b>
<b>SENSORY PERCEPTION</b>  <b>The Sense Organs - Their Functions and Care</b>	Pupils should be able to:  1. name the five sense organs;  2. state the structure of the skin, nose and tongue, eye, ear;  3. name four tastes and the location of the taste buds for each;  4. give at least three ways of caring for each sense organ;  5. explain how the brain and nervous system work in sensory perception;  6. state some diseases which affect the senses;  7. show empathy for disabled persons.	Using the senses to identify and describe various objects. (LA & IS)  Library and internet research. (LA & IT)  Group discussion. (LA)  Reporting from prepared material. (LA)  Tasting various substances - acids sweet, bitter, sour. (LA & IS)  Viewing relevant films/videos.  Drawing and labelling. (VA & LA)  Field trips. (SS)	Questions - oral/ written.  Quizz.  Completing work sheets.  Vocabulary work.  Charts and poster making.  Making models.  Project displays.  Story and poetry writing.	Chart on the senses.  Diagram of senses organs.  Relevant models eyes, ears poster- The anatomy of touch  Filmstrips.  Videos.  Computer software.  Slides.  Booklets on each sense organs  Health-care personnel.

<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>SUGGESTED RESOURCES</b>
<b>ELEMENTS OF A HEALTHY LIFESTYLE</b>  <b>Food and Nutrition</b>	Pupils should be able to:  1. recognise the importance of a balanced diet;  2. select foods that constitute a balanced diet;  3. plan menus for breakfast, lunch and dinner;  4. state the special diets needed by some people;  5. recognise the effects of malnutrition;  6. appreciate the cultural differences related to food preferences and preparation;  7. develop healthy habits in relation to food preparation and handling.	Library and internet research. (LA & IT)  Individual/group discussion on food and its importance. (LA)  Food display.  Meal preparation.  Discussion by nutritionist on special diets.  Viewing videos and filmstrips. (LA)  Interviewing peers about their food preferences.  Discussions by persons from various ethnic backgrounds.  Discussion by health inspector.	Questions - oral/ written.  Quizz.  Completing work sheets.  Charts and poster making.  Menu planning.  Project displays.  Story and poetry writing.  Photographic display.	Food Charts showing the six Food groups  Pictures of a variety of foods  Videos Food for Everyone Eating right + Exercising good eating Basic Nutrition in Food Fruits + Vegetables for good health Poster – Importance Of weight control  Computer software.  Slides.  Booklets showing the 6 food groups with pictures

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Posture, Sleep, Rest and Exercise</b>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. express various methods used by people for relaxation;</li> <li>2. appreciate the importance of good posture, sleep, rest and exercise to the human body</li> <li>3. demonstrate some exercise techniques;</li> <li>4. classify exercises according to how they may benefit the body;</li> <li>5. assist in creating/formulating an exercise programme for their class.</li> </ol>	<p>Discussion by pupils/teacher on good posture, sleep, rest and exercise. (LA)</p> <p>Viewing videos/films/slides.</p> <p>Library and internet research. (LA &amp; IT)</p> <p>Discussion by Health-care personnel.</p> <p>Practical demonstrations of exercises. (PE)</p> <p>Producing information booklets/resource materials. (VA &amp; LA)</p> <p>Creative writing - songs/poems/stories. (LA)</p>	<p>Essay writing.</p> <p>Presentation of booklets and other resource material.</p> <p>Quizz.</p> <p>Physical tests.</p> <p>Completing work sheets.</p>	<p>Posters.</p> <p>Filmstrips/slides. Callaretics (Physical fitness)</p> <p>Video Eating Right and Exercising</p> <p>Fitness instructors. Health wise: Fitness Fun</p> <p>Health-care personnel.</p> <p>Books.</p> <p>Charts.</p> <p>Computer software.</p> <p>Exercise equipment.</p>

<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>SUGGESTED RESOURCES</b>
<b>ENVIRONMENTAL HEALTH</b>  <b>Taking Care of the Environment</b>	Pupils should be able to:  1. state what is meant by a healthy environment;  2. give ways of keeping the environment clean;  3. demonstrate methods of caring for the environment;  4. name some diseases spread by household pests;  5. safeguard against dangers of household pests;  6. explain in simple terms what is garbage;  7. recognise the importance of proper garbage disposal.	Field trips. (SS)  Debating. (LA)  Group discussion on caring for the environment. (LA)  Video taping contrasting environmental conditions. (IT)  Writing poems, stories, jingles. (LA)  Planting vegetables, flowers, shrubs. (IS)  Drawing and naming household pests. (LA & VA)  Library and internet research. (LA & IT)  Talk by Health Inspectors/Public Nurse.  Recycling project. (IS)	Questioning - oral/written.  Sentence completion.  Cartoon drawing.  Poster making.  Video presentation.  Pictorial displays.  Essay writing.	Charts.  Video camera.  Computer software.  Slides.  Pictures of healthy/unhealthy environments.  Newspaper articles on the environment  Pictures of pests.  Environment alHealth personnel.

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>HUMAN GROWTH AND DEVELOPMENT</b>  <b>Puberty/ Adolescence</b>	Pupils should be able to:  1. define "puberty/adolescence";  2. develop an awareness of the physical, social and emotional changes which occur during puberty;  3. accept themselves for who they are and take pride in their physical appearance.	Discussion - Public Health Nurse.  Group discussion on the related topic. (LA)  Library/internet research. (LA & IT)  Examining progressive growth charts. (M & IS)  Reporting on body changes.  Pupils write anonymously about their feeling re their physical changes and their feelings about becoming an adult. (LA)  Teacher discuss ways of coping with physical, emotional and social changes. (LA)  Discussing relevant diagrams and pictures/slides. (LA & VA)	Questioning - oral/ written.  Composition.  Quizz.  Producing information booklets and readers.  Panel discussion.  Debating.	Public Health personnel.  Computer software.  Video. – What’s happening to me (puberty)  Charts.  Diagrams.

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>SAFETY EDUCATION</b></p> <p><b>Personal Safety/ Risk Behaviour</b></p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. demonstrate an awareness of safety behaviour at home, school, play;</li> <li>2. formulate guidelines for personal safety;</li> <li>3. interpret safety signs and signals;</li> <li>4. demonstrate the correct procedures in handling emergencies e.g. fire drills, hurricanes, etc.;</li> <li>5. demonstrate a commitment of preserving personal health;</li> <li>6. appreciate the importance of taking care of their bodies;</li> <li>7. articulate behaviours which might pose a threat to their health and well-being.</li> </ol>	<p>Group discussion on safety at home/ school/community.</p> <p>Role-playing/dramatisation. (LA)</p> <p>Making posters. (LA &amp; VA)</p> <p>Creative writing. (LA)</p> <p>Viewing videos/filmstrips/slides.</p> <p>Discussing and demonstrating emergency drill procedures. (LA)</p> <p>Have pupils make advertisements about risk behaviour/personal safety. (LA)</p> <p>Discussion of these advertisements and of relevant television advertisements. (LA)</p> <p>Reporting by pupils on behaviours which pose a threat to their health and well-being. (LA)</p> <p>Discussion and demonstrations by Health care workers and safety personnel.</p>	<p>Poster competition.</p> <p>Essay writing.</p> <p>Quizz.</p> <p>Presentation of charts, diagrams and advertisements.</p> <p>Debating.</p> <p>Sentence completion.</p> <p>Producing information booklets.</p>	<p>Video. Grouping up in the age of aids</p> <p>Film strips.</p> <p>Computer software.</p> <p>Charts.</p> <p>Safety personnel.</p> <p>Newspaper clippings.</p> <p>Highway code.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>USE AND ABUSE OF DRUGS</b></p> <p><b>Legal and Illegal Drugs</b></p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. recognise the effects of illegal drugs;</li> <li>2. explain what is meant by the term "drug addiction";</li> <li>3. disassociate themselves from drug users;</li> <li>4. make suggestions against the use of illegal drugs.</li> </ol>	<p>Library and Internet research. (LA &amp; IT)</p> <p>Tours to health institutions. (SS)</p> <p>Presentation by law enforcement officer.</p> <p>Presentation by Health Care workers.</p> <p>Creative writing songs/poems/stories. (LA)</p> <p>Group discussion on use and abuse of drugs. (LA)</p> <p>Preparing posters and booklets. (VA &amp; LA)</p> <p>Role-playing. (LA)</p>	<p>Composition.</p> <p>Reporting.</p> <p>Debating.</p> <p>Quizz.</p> <p>Sentence completion.</p> <p>Presentation of creative works.</p> <p>Panel discussion.</p>	<p>Charts.</p> <p>Poster.</p> <p>Newspaper articles.</p> <p>Video.</p> <p>Film strips.</p> <p>Computer software.</p> <p>Police Drug Kit.</p> <p>Prepared songs/ skits and advertisements against drugs.</p> <p>Resource personnel - Police/Health care worker.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>DISEASE PREVENTION AND CONTROL</b>  <b>Micro-Organisms and Their Mode of Control</b>	Pupils should be able to:  1. define clearly what micro-organisms are;  2. list the symptoms of some infectious diseases;  3. state ways by which infectious diseases are spread;  4. take precautionary measures against the spread of various diseases;  5. explain what is immunization;  6. give reasons why immunizations are administered;  7. develop an interest in the fight against infectious diseases;  8. explain how vaccinations work in the body.	Observing micro-organisms under microscope. (IS)  Discussion on personal experiences. (LA)  Library and internet research. (LA & IT)  Discussion by Health Care workers.  Viewing some documentaries on the spread of diseases.  Making posters/charts. (VA & LA)  Classifying diseases under the headings infections/non infections.	Composition.  Quizz activities.  Panel discussions.  Reporting.  Demonstrating.  Written tests.  Poster making competitions.  Project display.	Microscopes.  Books/pamphlets.  Computer software.  Health care personnel.  Video tapes with documentaries.  Posters/charts.  Overhead projector and slides.

<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>SUGGESTED RESOURCES</b>
<b>HIV/AIDS</b>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. clearly define the terms HIV and AIDS;</li> <li>2. discuss ways by which AIDS can be transmitted;</li> <li>3. state some signs/symptoms of HIV/ AIDS;</li> <li>4. recognise the serious health threat which AIDS poses to our society;</li> <li>5. demonstrate behaviours and attitudes which would help them to avoid situations likely to expose them to HIV/AIDS;</li> <li>6. develop skills in critically analysing information;</li> <li>7. clarify myths and misconceptions about the spread of the disease;</li> <li>8. develop a love and an appreciation for their bodies;</li> <li>9. abstain from all sexual activity.</li> </ol>	<p>Library/internet research. (LA &amp; IT)</p> <p>Teacher/pupil discussion on HIV/AIDS.</p> <p>Presentation by Health-care personnel.</p> <p>Group activities - role-playing/drama. (LA)</p> <p>Cartoons depicting statements about AIDS. (VA &amp; LA)</p> <p>Discuss/analyse AIDS related information. (LA &amp; M)</p> <p>Viewing/discussing films/slides documentaries on HIV /AIDS. (LA)</p> <p>Self-esteem building activities. (LA)</p> <p>Assertiveness training. (LA)</p> <p>Exploring wholesome pastime activities. (LA)</p>	<p>Essays.</p> <p>Debate.</p> <p>Panel discussion.</p> <p>Analysis of contrasting scenarios on AIDS by pupils.</p> <p>Presentation of creative work - cartoons/posters.</p> <p>Sentence completion.</p> <p>Multiple choice questionnaire on topic.</p> <p>Role-play.</p> <p>Dramatisation.</p> <p>Reporting.</p>	<p>Computer software.</p> <p>Leaflets/booklets.</p> <p>Posters.</p> <p>Films/video AIDS Update</p> <p>Newspaper articles.</p> <p>Television documentaries.</p> <p>Health-care personnel.</p> <p>Poems/songs on HIV/AIDS.</p> <p>Transparencies.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>PERSONALITY DEVELOPMENT AND INTERPERSONAL RELATIONSHIPS</b></p> <p><b>Coping With Loss</b></p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. state clearly what is meant by loss;</li> <li>2. articulate situations when loss occurs;</li> <li>3. recognise and articulate their feelings and problems in relation to loss;</li> <li>4. apply appropriate coping mechanisms;</li> <li>5. recognise that loss is inevitable;</li> <li>6. freely and willingly seek support in times of loss;</li> <li>7. show sympathy/empathy during times of loss.</li> </ol>	<p>Teacher/pupil discussion on deprivation of control or possession. (LA)</p> <p>Teacher creates scenarios of deprivation and allow pupils to express their feelings. (LA)</p> <p>Group activity - suggest ways of coping with loss. (LA)</p> <p>The formation of peer support groups.</p> <p>Writing poems/songs/stories of comfort. (LA)</p> <p>Viewing relevant films/videos.</p>	<p>Oral and written exercises.</p> <p>Panel discussion.</p> <p>Individual/group reporting.</p> <p>Presentation of poems/songs/stories.</p> <p>Questions - oral/written.</p> <p>Composition.</p>	<p>Videos.</p> <p>Films.</p> <p>Newspaper articles.</p> <p>Pamphlets.</p> <p>Resource personnel - Guidance Counsellor.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Self-awareness, Self-concept, Self-esteem</b>	Pupils should be able to:  1. critically analyse their strengths and weaknesses;  2. develop their potentialities;  3. see themselves as worthwhile members of society;  4. display a positive attitude;  5. display love of self as well as love for others;  6. set themselves realistic targets.	Dramatisation of positive self-concept. (LA)  Discussion - pupils are allow to express what they are good at doing and what they are not good at doing. (LA)  Viewing films/videos which show persons of courage and determination.  Motivational speeches by role-models/ achievers.  Activities to showcase pupils' talents and boost their morale. (LA & VA)  Peer counselling.	Debating.  Panel discussion.  Questions - oral/ written.  Compositions.  Display of talents.	Filmstrips.  Posters.  Booklets.  Tape recorder.  Videos.  Computer software.  Equipment/ instruments to enhance talents.  Motivational personnel.

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Decision-Making</b>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. explain the term "decision-making";</li> <li>2. understand that their values influence the decisions they make;</li> <li>3. appreciate that values differ from person to person and from group to group;</li> </ol>	<p>Class activity - having a number of choices opened to them, individual pupils will make his/her decision, e.g. what should I do after school today? (LA)</p> <p>Individual activity - pupils are asked to rank a lists of values: trust, honesty, money, friendship, love, generosity, etc. (R&amp;M)</p> <p>Small group activity - members share their values (from the activity above) with each other. (LA)</p>	<p>Observing - conduct.</p> <p>Compositions.</p> <p>Ranking values.</p> <p>Questions - oral/ written.</p> <p>Discussion.</p> <p>Debating.</p> <p>Individual contribution.</p> <p>Role-play.</p> <p>Drama.</p>	<p>Relevant videos/ films.</p> <p>Pictures.</p> <p>Posters.</p> <p>Newspaper articles.</p> <p>Stories.</p> <p>Computer software.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	<p>4. clarify values (theirs and others) in determining their choices and actions;</p> <p>5. identify precisely what the problem/ situation is before making a decision;</p>	<p>Class discussion - teacher presents pupils with conflicting values and invites them to make decisions, e.g. mother told you, "never use illegal drugs," friend offers you marijuana because he/she says its good for your asthma. (LA &amp; R&amp;M)</p> <p>Group activity - e.g. choosing the right extra-curricular activity is a big decision to make - break the problem up into smaller parts and deal with one part at a time -  Brainstorm: What do you enjoy doing?  How important is it to you?  Do you enjoy working alone or with others?  Do you enjoy quiet or lively activities?  (LA)</p>		

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	<p>6. think critically and analytically before decisions/actions are made/taken;</p>	<p>Viewing relevant film/video-ask pupils to think of all the possible actions that could be taken.</p> <p>Library/internet research - gather information; get all the facts before you make a decision. (LA &amp; IT)</p> <p>Teacher presents a scenario and allows pupils to look at all options, and think about the possible positive and negative consequences e.g. if one of your options is to withhold paying in your fare for the educational tours and buying snacks instead, some possible consequences might be:</p> <ul style="list-style-type: none"> <li>- punishment</li> <li>- missing out on important information</li> <li>- performing poorly on an assignment</li> <li>- getting to enjoy your favourite snacks. (LA &amp; R&amp;M)</li> </ul>		

<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>SUGGESTED RESOURCES</b>
	<p>7. take responsibility for their decisions;</p> <p>8. recognise that making the correct decisions can have a positive impact on their future.</p>	<p>Invite pupils to sign contracts to abstain from practices such as:</p> <ul style="list-style-type: none"> <li>- drinking alcohol</li> <li>- using illegal drugs</li> <li>- sexual activity</li> <li>- stealing, etc.</li> </ul>		<p>Videos- Alcohol and drugs Abuse</p> <p>Drinking and smoking</p>