



Caribbean Community (CARICOM) Health And Family Life Education (HFLE)

Regional Curriculum Framework

AGES 3 – 12 YEARS

2022

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Foreword

In 2007, the Caribbean Community (CARICOM) Heads of Government issued the historic Port of Spain Declaration “Uniting to Stop the Epidemic of Non-communicable Diseases (NCDs)” to address the heavy burden of NCDs in the Caribbean. This region has the highest rate of premature deaths from NCDs in the region of the Americas within the Western hemisphere.

In 2017, The University of the West Indies, supported by the Canadian International Development Research Centre (IDRC), completed an evaluation of the implementation of policy decisions and mandates taken at the historic Port of Spain meeting of Caribbean Heads of State. While some progress was made, the main areas of weakness were noted to be schools, diets and communications. Additionally, childhood obesity continues to surge in the Caribbean, with some rates increasing by 300% over 20 years.

In 2018, the IDRC funded a follow up 4-year project, “Improving Household Nutrition Security and Public Health in CARICOM” to address the weaknesses identified by the Port of Spain Declaration Evaluation. One major plank of this new project is to work with the Caribbean Examinations Council (CXC) and the Caribbean Community (CARICOM)

Secretariat to support the revision of curricula to include more information on healthy eating and how this contributes to a healthy life.

This revised HFLE curriculum represents the hard work of our consultants, our Steering Committee and many teachers and administrators who participated in three workshops and on-line revisions.

It is our hope that having revised the curricula, the region will prioritize allocating the resources needed to implement it as intended. We all agree that educating our children will give them the skills needed to create and choose healthy, nutritious and delicious foods and make better decisions in the face of incessant marketing of unhealthy foods.

Let’s unite to stop the epidemic of NCDs.

Acknowledgements

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The intense interest and enthusiasm displayed by classroom teachers, curriculum officers, health educators and assessment specialists involved ensured the success of the curriculum revision and development processes.

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PART 1

Background

In 1994, the Caribbean Community (CARICOM) Standing Committee of Ministers of Education passed a resolution supporting the development of a comprehensive approach to **Health and Family Life Education (HFLE)** by **CARICOM** and the **University of the West Indies (UWI)**. Support was sought from **United Nations (UN)** agencies working in the Region to streamline and enhance the delivery of HFLE in CARICOM countries. Strategic objectives were:

- To develop policy, including advocacy and funding, for the overall strengthening of HFLE in and out of schools.
- To strengthen the capacity of teachers to deliver HFLE programmes.
- To develop comprehensive life skills-based teaching materials.
- To improve coordination among all the agencies at the regional and national levels in the area of HFLE.

In 1996, the CARICOM Standing Committees of Ministers of Health and Education endorsed the document “A Strategy for Strengthening Health and Family Life Education (HFLE) in CARICOM Member States”. The Ministers also reaffirmed their commitment to HFLE as a priority for achieving national development goals, as well as to putting into place measures to ensure its

sustainability. They agreed to make every effort to ensure the formulation and review of national policies on HFLE. In April 2003 the Sixth Special Meeting of the Council for Human and Social Development (COHSOD) further endorsed the need to urgently strengthen the delivery of HFLE as a core area of instruction at the primary, secondary and tertiary levels. Additionally, COHSOD recommended that the focus of HFLE programmes should shift from an information-based model to a skills-development model, and that a Regional Curriculum Framework should be developed which could be adapted by Member States to meet their specific needs.

UWI and UN agencies have continued to work closely with CARICOM Secretariat to support implementation and are members of the CARICOM Regional HFLE Working Group.

HFLE Curriculum Sub-Regional Pilot 2005-2008

The efficacy of the Regional HFLE Curriculum Framework was monitored in a three-year study which looked at the impact of two Themes on a cohort of children. Common HFLE lessons were developed and delivered in selected schools in four countries: Antigua and Barbuda, Barbados, Grenada, and St Lucia. The life skills practice approach was utilized as the treatment in

three of six selected schools in each country, whilst the other three were monitored for comparison purposes. Findings from this study can provide valuable information to curriculum designers utilizing this Framework and can be obtained from the Report entitled: “Strengthening Health and Family Life Education in the Region: the Implementation, Monitoring and Evaluation of HFLE in Four CARICOM Countries” UNICEF Barbados and the Eastern Caribbean, 2009.

Rationale for the Curriculum Framework

Given the challenges being faced by countries, it was deemed important that the life skills aspect of HFLE be emphasized. Whilst some CARICOM countries had developed curricula for the delivery of HFLE in schools, many of these were information-based. Countries required support in moving their curricula away from traditional topic-centred learning approaches to more thematic approaches. In addition, countries needed guidance in the application of interactive teaching methods and alternative assessment methods.

Why HFLE for the age group 3-12 years?

Early Childhood is a critical stage in human development. During this period, children are receptive to habit forming information which will impact their

character development and inform their coping skills to navigate the world around them. Creativity, decision-making, individualism, self-resiliency, initiative, assertiveness, the ability to learn, inter- personal relationships and feelings of self-worth and self-esteem all have their beginnings at the early stages of life. What children and young adolescents learn will significantly impact their health, personal development, learning experiences and future participation in their communities. Participation in Health and Family Life Education (HFLE) during the ages 3-12 years is the gateway for providing and developing educational experiences and activities that will positively influence an individual's understanding of self, family and by extension, community.

There is the perception that traditional curricula do not ensure that children and youth achieve their full potential as citizens. In addition, increasing social pressures are impacting on young persons in ways that make teaching a challenge. Teachers are finding that young people are more disruptive, more likely to question authority, as well as see little relevance of a schooling that fails to adequately prepare them for their various life roles. The paradox is that schools are now seen as key agencies to redress some of these very issues. The HFLE curriculum when experienced between the ages of 3-12 years, not only reinforces the connection between health and education, but also exposes the individual to a holistic approach within a planned and coordinated framework.

The **Convention on the Rights of the Child, Article 17** specifically speaks to the need to ensure that *“the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.”*¹ Further, the Ideal Caribbean Person is characterised inter alia, as someone who respects human life, is self-confident, believes in family life and community unity, lives in harmony with the environment and is independent in thought. As such, educational systems and social institutions share equal obligations in enabling the development of Caribbean citizens as lifelong learners, able to use information to navigate social and experiential challenges. Exposure to the HFLE curriculum during the ages 3-12 years is one mechanism that can be effectively deployed to ensure the well-being and health of the child.

Notably, creating the conditions for promoting social resilience² is not the sole domain of the discrete knowledge and skills of a particular field, but HFLE with its attention to self and interpersonal relationships, appropriate eating and fitness, sexuality and sexual health and managing the environment, when experienced at an early age, can significantly contribute to the development of more resilient and sustainable societies comprised of healthy, happy and productive citizens.

The Health and Social Profile of Caribbean Children and Youth

The World Bank Country Study indicated that young persons, 10 to 24 years, make up about 30% of the population in the Caribbean (World Bank, 2003). The data for available countries indicate that the proportion of youth 10 to 24 years varies from as high as 34% in St. Lucia, to 24% in St. Kitts and Nevis. This group has historically always been “at risk.” In the past, it was infectious diseases that ravaged this group. Today, however, emotional and behavioural disabilities rank high among the health conditions that affect young persons in the Region. Increasingly, Caribbean children and youth are being adversely affected by a number of social, psychological and physical problems.

Evidence of this is substantiated by the findings of Halcon, Beuhring & Blum, (2000)³ and The World Bank (2003)⁴. The findings identify certain key social and environmental concerns: poverty, unemployment, high academic failure rates, family instability, fragmented communities, child abuse and neglect, violence, stress and alienation, negative influence of the media, questionable sub- cultures, and unavailability of physical education and recreational facilities. Health threats include such lifestyle-related conditions as diabetes, hypertension, obesity; HIV/AIDS/STDs, sexual abuse, substance abuse, suicide and adolescent pregnancy.

¹ <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

² CARICOM Human Resource Development 2030 Strategy, 2017

³ Halcon L, Beuhring T, Blum R. A portrait of Adolescents health in the Caribbean, 2000. Minneapolis: WHO Collaborating Centre on Adolescent Health

⁴ World Bank (2003). Caribbean Youth Development: Issues and Policy Directions. A World Bank Country Study: Washington D.C.

In moving ahead the Caribbean Health and Social agenda for youth, there has been a vision of the 'Caribbean in the future' and the 'Ideal Caribbean Person' enunciated by CARICOM:

The Ideal Caribbean Person

The Ideal Caribbean Person should be someone who among other things:

- Is imbued with a respect for human life since it is the foundation on which all the other desired values must rest.
- Is emotionally secure with a high level of self confidence and self-esteem.
- Sees ethnic, religious and other diversity as a source of potential strength and richness; is aware of the importance of living in harmony with the environment.
- Has a strong appreciation of family and kinship values, community cohesion, and moral issues including responsibility for and accountability to self and community.
- Has an informed respect for the cultural heritage.
- Demonstrates multiple literacies, independent and critical thinking.
- Questions the beliefs and practices of past and present and brings this to bear on the innovative application of science and technology to problems solving.
- Demonstrates a positive work ethic.
- Values and displays the creative imagination in its various manifestations and nurtures its development in the economic and entrepreneurial spheres in all other areas of life.
- Has developed the capacity to create and take advantage of opportunities to control, improve, maintain and promote physical, mental, social and spiritual well-being and to contribute to the health and welfare of the community and country.
- Nourishes in him/herself and in others, the fullest development of each person's potential without gender stereotyping and embraces differences and similarities between females and males as a source of mutual strength.

Life Skills-Based Health and Family Life Education (HFLE)

Skills-based Health and Family Life Education (HFLE) is an approach to creating or maintaining positive attitudes toward health and well-being in children and young people. It seeks to promote the development of health knowledge, social and emotional competencies and behaviours needed for life. Health Education has been defined by Green et al., (1980)⁵ as “any combination of learning experiences designed to facilitate voluntary adaptations of behaviour conducive to health.” Current approaches conceptualize HFLE as a ‘planned, sequential curriculum’ using a variety of learning experiences, with an emphasis on participatory health-related skills learning methods.

Health skills development and social and emotional competence are the key to helping children seek out positive opportunities and resist destructive behaviour. Health and Family Life Education covers a broad range of content areas such as emotional and mental health; nutrition; alcohol, and other drug use; reproductive and sexual health; managing self, communicating effectively and building positive relationships. Within the Caribbean, HFLE life skills-based curricula are being adopted to empower children and youth to deal with challenging situations.

Values in Health and Family Life Education

Another justification for the life skills based HFLE approach is that it is a natural vehicle for the acquisition of the educational, democratic and ethical values reflected in National and Regional policy documents. In the delivery of HFLE, the nurturing of laudable attitudes and values are set alongside the knowledge and skill components. Some of the commonly held values are respect for self and others; empathy and tolerance; honesty; kindness; responsibility; integrity; and social justice.

The teaching of values in HFLE is to encourage young people to strive towards accepted ideals of a democratic, pluralistic society such as self-reliance, capacity for hard work, cooperation, respect for legitimately constituted authority, and ecologically sustainable development. This is done in the context of existing family, spiritual, cultural and societal values, and through critical analysis and values clarification, in order to foster the intrinsic development of values and attitudes.

⁵ Green et al (1980). *Health Promotion Planning: A diagnostic Approach*, Palto Alto, CA

PART 2

The Concept & Delivery of Life Skills

The Concept

The World Health Organization (WHO: Skills for Health, 2003) defines life skills as: “abilities for adaptive and positive behaviour that enable children to deal effectively with the demands and challenges of everyday life.” “The attention to knowledge, attitudes, and skills together (with an emphasis on skills) is an important feature that distinguishes skills-based education from other ways of educating about health issues.”

As Health and Family Life Education programmes evolved over the past decade, there was a growing recognition that providing information and developing cognitive skills were not sufficient motivation to change behaviour. Evidence shows that there is a role for a participative life skills approach. Life skills are ‘a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage

their lives in a hygienic, healthy and productive manner.’

There is evidence for the role of psychosocial and interpersonal skills in the development of young people, ‘from their earliest years through childhood, adolescence, and into young adulthood’. These skills have an effect on the ability of young people to protect themselves from health threats, build competencies to adopt positive behaviours, and foster healthy relationships (WHO: Skills for Health; 2003).

Theoretical Foundations of the Life Skills Approach

Theories about the way human beings, and specially, children and adolescents grow, learn and behave provide the foundation for the life skills approach. These include child and adolescent development, social learning, problem behaviour, social influence, cognitive problem solving, multiple intelligences, and risk and resiliency theories (Mangrulkar, Whitman & Posner, 2001)⁶.

⁶ Mangrulkar et al (2001): *Life Skills Approach to Child and Adolescent Healthy Development*

There is a dearth of documented research evidence on the evaluation of health-related school intervention programmes in the Caribbean. However, results of programme evaluation studies in other 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 resolution.
- Improve academic performance.
- Promote positive social adjustment.

Children and adolescents who fail to acquire the 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, to compensate for their rejection (Patterson, 1986). Research has also found that children with social deficits or aggressive behaviour are at a higher risk of poor academic performance (Parker and Ashe, 1987⁷). On the other hand, the development social and emotional competence - the ability to understand, manage and express the social and emotional aspects of one's life, would enable the successful management of life tasks such as learning, forming relationships, and adapting to

complex demands of growth and development. (ELIAS et al., 1997)⁸.

Which Life Skills for the HFLE?

There is no specified list of life skills to be applied in specific situations. The choice of, and emphasis on different skills, will vary according to the topic and local cultural conditions. Several life skill categories were selected for this Regional HFLE approach, whilst the placing of life skills in categories suggests that these categories are distinct from each other; it is important to recognize that many skills are interrelated and are used simultaneously in practice.

⁷ Parker and Ashe, (1967): *Peer relations and later personal adjustment: Are low-accepted children at risk?*

⁸ Elias et al (1997): *Promoting Social and Emotional Learning: Guidelines for Educators*

Communication and Interpersonal Skills

Interpersonal / Communication Skills

- Verbal/Nonverbal communication
- Active listening
- Expressing feelings; giving feedback (without blaming) and receiving feedback

Negotiation and Refusal Skills

- Negotiation and conflict management
- Assertiveness skills
- Refusal Skills

Empathy

- Ability to listen and understand another's needs and circumstances and express that understanding

Cooperation and Teamwork

- Expressing respect for others contributions and different styles
- Assessing one's own abilities and contributing to the group

Advocacy Skills

- Influencing skills & persuasion
- Networking and motivation skills

Skills for Managing Feelings

- Anger management
- Dealing with grief and anxiety
- Coping skills for dealing with loss, abuse, trauma

Skills for Managing Stress

- Time management
- Positive thinking
- Relaxation techniques
- Understanding different norms, beliefs, cultures
- Self-assessment skills

- Identifying influences on values and attitudes
- Anger management
- Dealing with grief and anxiety
- Coping skills for dealing with loss, abuse, trauma
- Aligning values, attitudes and behaviours

Decision-Making and Critical Thinking Skills

Decision making / problem solving skills

- Information gathering skills
- Evaluating future consequences of present actions for self and others
- Determining alternative solutions to problems
- Analysis skills regarding the influence of values and attitudes of self and others on motivation

Critical thinking skills

- Analyzing peer and media influences
- Analyzing attitudes, values, social norms and beliefs and factors affecting these
- Identifying relevant information and information sources

Values Analysis and Clarification Skills

- Understanding different norms, beliefs, cultures Self-assessment skills
- Identifying influences on values and attitudes
- Aligning values, attitudes and behaviours and information sources

Creative thinking

- Generating novel and innovative ideas
- Respond adaptively to life situations
- Think outside traditional ways

Social and Emotional Competencies

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Coping and Self Management Skills

Skills for increasing internal locus of control; Personal Confidence,

Abilities to Assume Control, Take Responsibility, Make a Difference, or Bring About Change

- Self-esteem/Self confidence building skills
- Self-awareness skills including awareness of rights, influences, values, attitudes, rights, strengths and weaknesses
- Goal setting skills
- Self-evaluation / Self-assessment / Self-monitoring skills

The Core Life Skills

The Core life skills that facilitate the practice of healthy behaviours are divided into the following groups,

Cognitive Skills

- Decision Making skills
- Problem Solving skills
- Critical Thinking skills
- Creative Thinking skills

Social Skills

- Interpersonal skills
- Communication skills
- Refusal skills
- Negotiation skills
- Empathy skills
- Advocacy skills

Emotional/ Coping Skills

- Healthy Self- management skills
- Self-monitoring skills
- Self-awareness skills
- Coping with emotions (anger, self-esteem, grief, loss)

Operational Definitions And The Significance Of Life Skills

SKILLS

Decision Making

DEFINITION

The ability to determine a logical choice or a course of action from several available options which may result in a specific outcome.

SIGNIFICANCE

Helps us deal constructively with health and other decisions about our lives by enabling us to assess the different options and what effect different decisions may have.

SKILLS

Problem Solving

DEFINITION

The process through which a situation/problem is resolved (i.e., diagnosing the problem ,taking action to close the gap between present situation and desired outcome to other situations.

SIGNIFICANCE

Allows us to deal constructively with problems in our lives that if left unattended could cause new problems,including mental and physical stress.

SKILLS

Critical Thinking

DEFINITION

The ability to think in an organized and rational manner in order to make reasoned judgments that are well thought out and logical.

SIGNIFICANCE

Allows us to listen carefully to arguments, weigh the pros and cons, understand the connections between issues and ideas, question them before simply accepting all conclusions emanating from them.

Operational Definitions And The Significance Of Life Skills

SKILLS Creative Thinking

DEFINITION

The ability to depart from traditional ways of thinking, resulting in the generation of original and innovative ideas that enable us to respond adaptively to life situations.

SIGNIFICANCE

Contributes to both decision making and problem solving thereby enabling us to explore the available alternatives and various consequences of our actions or non-actions.

SKILLS Interpersonal Relationship

DEFINITION

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

SIGNIFICANCE

Allows us to keep friendly relationships, which can be of great importance to our mental and social well-being, and impacts the way we communicate with, motivate and influence each other.

SKILLS Effective Communication

DEFINITION

The ability to express ourselves verbally and non-verbally, in ways that are appropriate to our cultures and situations

SIGNIFICANCE

Allows the transfer of information and emotion from one person to another to make one's intent clear.

SKILLS Refusal Skills

DEFINITION

The ability to communicate the decision to say "no" effectively (so that it is understood).

SIGNIFICANCE

Enables us to carry out health –enhancing behaviours that are consistent with our values and decisions.

SKILLS Negotiation Skills

DEFINITION

The ability to communicate with others for the purpose of settling a matter, coming to terms with or reaching an agreement. This may involve the ability to compromise or to give and take.

SIGNIFICANCE

Helps us to meet and address individual needs and concerns in ways that are mutually beneficial. This is a key factor in working and playing cooperatively with others.

SKILLS Empathy

DEFINITION

The ability to imagine what life is like for another person, even in a situation that we are unfamiliar with.

SIGNIFICANCE

Can help us to accept others who may be very different from ourselves, respond to people in need, and promote other positive social interactions.

Operational Definitions And The Significance Of Life Skills

SKILLS Self-Awareness

DEFINITION

Having a sense of identity and an understanding of our own feelings, beliefs, attitudes, values, goals, motivations, and behaviours.

SIGNIFICANCE

Helps us to recognize our feelings and values and is a prerequisite for effective communication, interpersonal relationship, and developing empathy for others.

SKILLS Coping with Emotions

DEFINITION

The ability to recognize a range of feelings in ourselves and others, the awareness of how emotions influence behaviour, and the ability to respond to emotions appropriately.

SIGNIFICANCE

Enables us to respond appropriately to our emotions and avoid the negative effects that prolonged, pent up emotions may have on our physical and mental health.

SKILLS Assertiveness Skills

DEFINITION

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

SIGNIFICANCE

Assertiveness skills enable people to take actions that are in their own best interests. Such actions include the ability to stand up for oneself or someone else without feeling intimidated or anxious and to express feelings and point of view honestly and openly.

SKILLS Healthy Self-Management Monitoring Skills⁹

DEFINITION

The ability to make situational and lifestyle choices that result in attaining and /or maintaining physical, social, emotional, spiritual, and environmental health.

SIGNIFICANCE

Enables us to maintain health- enhancing decisions from day to day as well as to reach long-term health goals and wellness goals.

Delivery Of Life Skills HFLE

ETHICAL GUIDELINES FOR THE DELIVERY OF HFLE

Responsibility to Students

Teachers and other resource persons involved in the delivery of HFLE should:

- Have primary responsibility to the student, who is to be treated with respect, dignity, and with concern for confidentiality.

⁹ CARICOM Multi-Agency HFLE Programme manual for Facilitators of Life SkillsBased HFLE Programmes in the Formal and non-Formal Sectors and Teenage Health Teaching Sessions

- Make appropriate referrals to service providers based on the needs of the student and monitor progress.
- Maintain the confidentiality of the student's records and exchange personal information only according to prescribed responsibility.
- Provide only accurate, objective, and observable information regarding student behaviours.
- Familiarise themselves with policies relevant to issues and concerns related to disclosure. Responses to such issues should be guided by national and school policies, codes of professional organizations/unions, and the existing laws.

Responsibility to Families

- Respect the inherent rights of parents/guardians for their children and endeavour to establish co-operative relationships.
- Treat information received from families in a confidential and ethical manner.
- Share information about a student only with persons authorized to receive such information.
- Offer on-going support and collaboration with families for support of the child.

Responsibility to Colleagues

- Establish and maintain a cooperative relationship with other members of staff and the administration.
- Promote awareness and adherence to appropriate guidelines regarding confidentiality and the distinction between private and public information.
- Encourage awareness of and appropriate use of related professions and organizations to which the student may be referred.

Responsibilities to Self

- Monitor one's own physical, mental and emotional health, as well as professional effectiveness.
- Refrain from any destructive activity leading to harm to self or to the student.
- Take personal initiative to maintain professional competence.
- Understand and act upon a commitment to HFLE.

PART 3

Content Of Regional Curriculum Framework

The content for HFLE is organized around four themes. These themes have been adopted from the core curriculum guide developed for teachers' colleges as part of a PAHO initiative (see PAHO/ Carnegie, Core Curriculum Guide for Strengthening HFLE in Teacher Training Colleges: 1994). Standards and core outcomes have been developed for each of these themes.

This thematic approach marks a departure from the traditional topic centered organization of curricula. For example, the use of alcohol and drugs, as well as premature sexual activity, represent maladaptive responses to coping with poor self-worth, boredom, failure, isolation, hopelessness, and fragmented relationships.

The thematic approach, therefore, addresses the complexity and connectedness between the various concepts and ideas, goals, components and standards, which are associated with attitude and behaviour change

Curriculum Framework Themes

The four thematic areas are as follows:

- **Self & Interpersonal Relationships**
- **Sexuality & Sexual Health**
- **Appropriate Eating & Fitness**
- **Managing the Environment**

Self & Interpersonal Relationships

KEY IDEAS

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

Sexuality & Sexual Health

KEY IDEAS

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

Appropriate Eating & Fitness

KEY IDEAS

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

Managing the Environment

KEY IDEAS

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

Self & Inter Personal Relationships

REGIONAL STANDARDS

RS1

Examine the nature of self, family, school and community in order to build strong, healthy relationships.

DESCRIPTORS

Acceptance of self, the need to belong, and the need to be loved and some of the universal needs and rights that contribute to the shaping of our individual selves. Students need to develop a healthy self-concept in order to foster healthy relationships within the family, school, and community. They also need to be assisted in developing resiliency- the capacity to assess, cope, manage, and benefit from the various influences that impact on relationships.

REGIONAL STANDARDS

RS2

Develop knowledge and skills to respond to risky situations that threaten their health and wellbeing.

DESCRIPTORS

Students need to acquire the skills to reduce the likelihood of their involvement in risky behaviors that lead to crime, violence, bullying, substance abuse, road traffic accidents and other injuries. The positive and negative influences of social media on these risky behaviors threaten the moral and social fabric of Caribbean society and the lives of Caribbean youth. The acquisition of these skills will increase students' ability to assume a responsible role in aspects of personal, family and community living.

REGIONAL STANDARDS

RS3

Respect the rich diversity that exists among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

DESCRIPTORS

Survival in a global economy demands that we pool our individual and collective resources in order to be productive as a people. Students must be committed to valuing and respecting the rich diversity (cultural, ethnic, and religious) of the people of the Caribbean. Additionally, they must be encouraged to realize their fullest potential as contributors to sustainable development while embracing core values and democratic ideals.

Sexuality & Sexual Health

REGIONAL STANDARDS

RS1

Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle.

DESCRIPTORS

A differentiation needs to be made between the terms sex and sexuality. Sexuality is presented as including biological sex, gender, and gender identity. One's sexuality also encompasses the many social, emotional, and psychological factors that shape the expression of values, attitudes, social roles, and beliefs about self and others. It is important to have students develop positive attitudes about self and their sexuality.

REGIONAL STANDARDS

RS2

Analyze the influence of socio- cultural and economic factors, as well as personal beliefs on the expression of sexuality.

DESCRIPTORS

Young people make daily decisions about their sexual behavior, values, and attitudes. Family, religion, culture, technology – including media, and peers, influence these decisions. It is critical to provide students with the knowledge and skills that will assist them in understanding their sexuality and realizing their potential as effective and caring human beings.

REGIONAL STANDARDS

RS3

Build capacity to recognize the basic criteria and conditions for optimal reproductive health.

DESCRIPTORS

Young people are facing a variety of risks that compromise their sexual and reproductive health. Acquisition of requisite skills to counteract these risks will increase opportunity to maximize learning and provide a foundation for a healthy population.

Sexuality & Sexual Health

REGIONAL STANDARDS

RS4

Develop action competence and build capacity to recognize the basic criteria and conditions for optimal reproductive health, and reduce vulnerability to acquired problems such as the spread of HIV/AIDS, cervical cancer and STIs and adolescent pregnancy.

DESCRIPTORS

Beyond knowledge of HIV and AIDS, cervical cancer and STIs as diseases, efforts must be intensified to render students less vulnerable to contracting and spreading HIV and AIDS, cervical cancer, and STIs. Addressing issues related to the physical and emotional aspects of HIV and AIDS, stigma of living with HIV and AIDS, and discrimination against people living with HIV or AIDS is critical. Importantly, students are encouraged to examine a range of options for reducing vulnerability to these problems such as abstinence, a drug – free lifestyle and so on.

REGIONAL STANDARDS

RS5

Utilise knowledge and skills to access age-appropriate sources of health information, products and services related to sexuality and sexual health.

DESCRIPTORS

Students should be capable of identifying a range of age – appropriate health services in their communities. Through an informed use of these services, they should acquire the necessary knowledge, skills, and attitudes needed.

Appropriate Eating & Fitness

REGIONAL STANDARDS

RS1

Demonstrate the capacity to make healthy food and eating choices throughout the life cycle to reduce the risk factors associated with the development of chronic non- communicable diseases.

DESCRIPTORS

Children are now at greater risk for obesity and chronic non-communicable diseases that were, typically, associated with adults. Students, therefore, need to understand that healthy eating and the right balance of safe, nutritious, and wholesome foods (including locally grown foods) are critical to optimum health throughout the life-cycle, and they should acquire skills to make healthy food choices to reduce the incidence of chronic non-communicable diseases (diabetes, heart disease, hypertension, stroke, and some forms of cancer) that affect productivity and national development.

REGIONAL STANDARDS

RS2

Demonstrate an understanding of fitness and its relationship to good health and quality of life.

DESCRIPTORS

Changes in technology, communication and transportation have discouraged the inclination and opportunity for physical activity as part of growing up (daily living). Children should be encouraged to engage in physical activities and active play. It is important for all students to develop skills that will help them make choices to achieve optimum levels of age-appropriate physical activity. Sedentarism is one of the factors contributing to the development of obesity and the chronic non-communicable diseases. Students need to assess barriers relating to fitness, develop the skills to conduct physical fitness self-assessments, and select appropriate physical activity, sport fitness, and exercise to develop fitness for health across the life cycle.

Appropriate Eating & Fitness

REGIONAL STANDARDS

RS3

Analyze the influence of socio-cultural and economic factors, as well as personal beliefs on lifestyle choices related to appropriate eating and physical activity.

DESCRIPTORS

Eating and exercise behaviors are formed early in life and are influenced by the physical environment, globalization, media (marketing), as well as social, emotional, cultural, economic and religious factors. Students need to critically examine what motivates them to adopt particular eating and fitness habits. In addition, they need to be encouraged to demonstrate positive attitudes and behaviours related to eating and fitness. (E.g., experience culturally diverse foods, alternative methods of food preparation, and forms of adaptation, physical activity and sport)

REGIONAL STANDARDS

RS4

Develop knowledge and skills to access age- appropriate sources of information, products, and services related to eating and physical activity.

DESCRIPTORS

Students should be capable of identifying and accessing age- appropriate information, products, and services relating to eating and fitness within their community. Students should be encouraged to critically assess information, products, and services relating to eating and fitness for the attainment and maintenance of good health throughout the life cycle.

Managing The Environment

REGIONAL STANDARDS

RS1

Demonstrate an understanding of the inter-relationships of a sustainable natural environment

DESCRIPTORS

Caribbean countries and their peoples are particularly vulnerable to environment degradation and threats by virtue of their size, geography, and topography. It is important for students to develop a basic understanding of the features and operations of natural environmental systems (ecosystem, habitats, water resources, air quality, energy resources, and food) and the threats to their sustainability.

REGIONAL STANDARDS

RS2

Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools, and communities.

DESCRIPTORS

Caribbean people are vulnerable to a variety of environmental health threats. These include quality of water and sanitation, solid waste management, exposure to pesticides and toxic substances, food safety and vector borne diseases. Students need to understand the environmental health threats and the main factors in their causation.

REGIONAL STANDARDS

RS3

Analyze the relationship between a sustainable and healthy environment, threats from climate change and the social and economic well-being of students, schools, and communities.

DESCRIPTORS

Caribbean countries are heavily dependent on their environmental resources for economic development, particularly in countries where there is no mineral wealth (e.g., beach pollution or dengue can affect tourism). Likewise, environmental health threats can affect the personal, social, and economic well-being of children, families, and communities (e.g., poor air quality or excessive mosquitoes, the effects of natural disasters can affect motivation, attention, learning and the quality of life.). Students need to understand and appreciate the impact and benefits of healthy, sustainable environment on their health and well-being.

Managing The Environment

REGIONAL STANDARDS

RS4

Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environments and the reduction of environmental health threats in the home, school, community and region.

DESCRIPTORS

Caribbean countries are experiencing significant environmental health threats, as well as threats to the sustainability of their environment. Environment threats to health include water quality and sanitation, solid waste management, vector control, exposure to pesticides, and food safety. Threats to environmental sustainability vary between island and mainland countries. These threats can range from deforestation, to reef damage, and the pollution of the beaches and other water sources and air. Students need to develop the knowledge and skills to effectively utilize scientifically sound and affordable responses to address both the issues of protecting the environment and protection from the environment.

REGIONAL STANDARDS

RS5

Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.

DESCRIPTORS

Students should be capable of identifying, accessing, and critically assessing age-appropriate information, products, and services relating to managing the environment.

Teaching / Learning Strategies

The objective of any teaching/learning approach in the HFLE classroom is the creation of an environment conducive to active, participatory or experiential learning. The learner is the active agent in creating knowledge in that he/she constructs and reconstructs his/her system of knowledge, skills, and values. In this way, 'meaning' is attached to his/her real life experiences.

A model of the Active Learning Process would include the following learning stages:

- Understanding the issue and the life skills required (e.g., risks of drugs)
- Relating to personal experiences
- Practising the situation in a safe, supportive environment (e.g., role play)
- Applying knowledge and skills to real life situations
- Reflecting on the experience gained
- Strengthening life skills for further use

This approach to learning:

- Utilizes the experience, opinions and knowledge of the students.
- Provides a creative context for the exploration and development of options.
- Provides a source of mutual comfort and security, which is important for the

learning and decision-making process.

- Promotes the development of action competence for use in the real world.

Methodological Approaches to Curriculum Design

The approach adopted in the delivery of life skills based HFLE should take into account context, needs and availability of resources.

There are two major approaches to delivery:

1. Discipline-based - HFLE is taught as a separate subject.
2. Integration - HFLE is integrated with other subjects in the school curriculum.

The ideal situation is a combination of these approaches.

The Spiral Curriculum

'Spiral' refers to the way in which a curriculum is organized to allow students to continually build upon what they have already learned. The spiral curriculum is based on the principle that we start in one specific area and build on it, but continue to repeat or reinforce the previous information.

The goal is for later teaching to build on earlier learning, to seeking more curiosity and advancement for further learning opportunities. According

to Bruner (1960, p. 13)¹⁰, *“A curriculum, as it develops should revisit the basic ideas repeatedly, building upon them until the student has grasped the full formal apparatus that goes with them.”*

A spiral curriculum arranges that the same topic, the same idea, the same theme, is encountered many times, each time slightly differently, or probing more deeply. *‘As the student grasps one concept then it is time to build and move on to another but to come back to the underlying concept that was taught first. This building process is how we formulate the spiral curriculum’*, Bruner, (1960).

A spiral curriculum begins with the assumption that children are not always ready to learn something. Readiness to learn is at the core of a spiral curriculum and instead of focusing for relatively long periods of time on some narrow topic whose time has come, a spiral curriculum tries to expose students to a wide variety of ideas over and over again.

The Learning Spiral is a curriculum design framework to help you construct lessons, activities or projects that target the development of students’ thinking skills and habits of mind. Up front, the Learning Spiral will help you clearly identify the thinking skills and dispositions you want to cultivate in your students; however, the Learning Spiral takes you past identification and into

implementation. The power behind the Learning Spiral lies in its scaffolding of the design and planning process, so that your lessons, not only elicit the thinking performances you want from your students, but also sets standards for those performances. These approaches have advantages, as well as disadvantages, and have implications for teacher training.

Instructional Resources

Instructional resources should:

- Encourage active learning.
- Provide all students with opportunities for participation, recognition, and successful achievement to foster confidence and self-acceptance.
- Provide opportunities for all students to practice the life skills.
- Allow for varied patterns of interaction among students, and between students and teacher.
- Direct students to the use of available technology.
- Recognize diversity among students.
- Provide teachers with general and lesson-specific advice to support learning, based on current research on learning styles and effective instruction.
- Bring the student’s environment and daily experiences into the classroom.
- Promote teacher sensitivity.

¹⁰ Bruner J.S. (1960): *The Process of Education*. Oxford, England: Harvard University Press

Assessment / Evaluation

Student Assessment

The primary aim of assessment is to foster learning for all students. In HFLE, meaningful assessment should focus on the four areas: attitudes, behaviours, knowledge and skills. The school should use assessment results in a formative way to determine how well they are meeting instructional goals, and how to alter curriculum and instruction so that goals can be better met.

All efforts should be made to ensure that there is a valid match between what is being assessed, how it is being assessed, what is taught and how it is taught.

A wide range of assessment strategies is available and should be built into the curriculum design from the beginning. A critical factor is that it must be ongoing and varied. *A major challenge to teachers is to minimize the focus on the solely traditional and cognitive methods of assessment to which they have become accustomed.*

HFLE encompasses all the domains of learning, especially the affective domain. Profound challenges in our societies relate to our social unity, ethical standards and moral values, to our courage and compassion. Feeling is as real and as an important part of human nature, as is cognition or knowing.

Alternative Assessment strategies are suggested, which test across the domains. Examples include performance-based assessment, portfolios, journal writing and student-designed assessments, among others.

Teacher Competencies

- To be effective teachers should possess some key competencies and model appropriate behaviours, including:
- In-depth knowledge of the subject area.
- In-depth knowledge of and capacity to model key life skills.
- Knowledge of and ability to use interactive teaching methodologies.
- Capacity to facilitate students to express different viewpoints and generally promote good teacher/ student and student/student interactions.
- Good knowledge of and ability to effectively use alternative assessment methods.
- Capacity to ensure connections between what is taught and real-life situations.
- Establishment of home/school/community linkages.

Programme Evaluation

It is important that mechanisms be put in place to monitor and evaluate different components of the HFLE programme, and to use the feedback provided to improve programme quality and implementation, as well as support systems. These might include:

- Surveys to determine how much HFLE is actually taught across the school.
- Evaluation of the effectiveness of new teaching techniques and materials.
- Evaluation of the effectiveness of programme delivery.
- Evaluation of the quality of reporting of results.
- Evaluation of programme impact within the school environment.
- Evaluation of the degree of fidelity in programme delivery.

Home, School and Community Linkages

Schools today play important and varied roles in children's lives. In addition to fostering the development of academic skills, schools also equip students with the skills needed to lead safe and healthy lives. Yet, schools cannot and should not be the sole source of solutions to the varied social and health-related problems of students, nor can they work in isolation. Schools require the investment, support, and commitment of family and community to achieve their multifaceted goals. The success of HFLE, therefore, depends on building strong home, school, and community collaboration.

This collaboration will help to:

- Educate and empower parents so that they are better positioned to make informed decisions, with respect to the health and well-being of their families.
- Acknowledge and respect differences among communities.
- Make appropriate use of available community resources and expertise
- Provide a vehicle for communication.
- Contribute to the development of local HFLE curricula.

The Health Promoting School

WHO defines the Health Promoting School (HPS) as one that is constantly strengthening its capacity as a healthy setting for living, learning, and working. An HPS fosters health and learning at all times through school policy; curriculum, teaching and learning; school organisation, ethos and environment (both physical and psychosocial); and partnerships and support services. HPS, therefore, provides a supportive learning environment, and links its efforts with families and communities.

HFLE provides guidance on health curricula and some teaching and learning strategies. However, to be truly effective, this must move beyond the classrooms and be more integral in the wider school health promoting environment.

The Child Friendly School

Child centred learning requires child friendly systems with relevant policies, regulations and practices which support quality education for all children. Child-Friendly Schools are driven by three primary principles: child-centeredness, democratic participation and inclusiveness. These in essence seek to transform location and design of physical facilities and services, address teaching and learning methods as well as the learning environment and ensure a strong link of school with the community. These CFS principles should guide the establishment of feasible standards for the design and implementation of CFS in any given country. They are so interrelated that the implementation of any one set of these principles invariably means that the other related principles come into play. Within this context, Child-Friendly School approaches require that schools move HFLE beyond the classroom and put systems in place to facilitate the application of its tenets in the school and wider society.

Child-centeredness requires that the best interest of the child is central to all decisions pertaining to the school from the physical surroundings to the psychosocial environment. Democratic participation reaffirms the principles of good curriculum design by requiring that children, as well as other stakeholders, have a say in the form and substance of their education. Inclusiveness

recognises education, not as a privilege for children but rather a societal responsibility which requires the removal of all barriers that may prevent children from accessing education.

Conclusion

Society expects schools to assist in the education of children in such ways as to prepare them to assume and practise responsible and positive roles in all aspects of personal, family, and community living. This is also a prerequisite for national and regional development. Because many of the problems affecting students impact negatively on learning, it is incumbent upon schools to go beyond their traditional boundaries to meet the challenge. The time has come for vigorous, coordinated and sustained effort to support the implementation and strengthening of HFLE in the Region.

PART 4

Designing National Curricula

Regional Framework Guidelines
for Using the Life Skill Based HFLE

Introduction

A Curriculum Framework is a:

- Summary of the educational issues and needs represented in Standards.
- Discussion of how national goals are achieved through the Standards.
- Structure which shows Standards translated into Core Outcomes.
- Guide to recommended instructional content and methodologies.
- Description of effective instruction and assessment strategies with an analysis of how they address the Standards.
- Structure to help curriculum development committees address their own student needs.
- Collection of reference materials to assist curriculum development committees and other educators.
- Guide for planning training and development.

A curriculum framework is a guide. It neither determines the detailed scope and sequence of curriculum objectives, nor provides the required detailed lesson plans.

Standards describe the knowledge and skills essential to the development of skills in the designated area. These standards enunciate what students should know, be able to do, and be committed to, and they are an important first step in raising the expectations of our education system.

The Life Skills–Based HFLE Regional Curriculum Framework

Each of the four thematic areas has been organized around content Standards and Core Outcomes, to clarify what and how students should learn. Standards generally, express broad expectations about the knowledge and skills essential to the development of skills in the designated area. Standards have embedded a rationale that describes the context and reasoning used in developing them.

The HFLE Regional Standards

Specify the **essential knowledge, skills and attitudes** that students should learn and display.

The Essential Knowledge

Refers to the most important concepts, principles and issues relevant to HFLE.

The Skills

These include the range of life skills, which enable students to translate knowledge, attitudes and values into action competence.

Attitudes

Those dispositions and habits of the heart and mind, which are shaped by social and structural contexts, and which influence behaviours.

The Core Outcomes

Specify what students should be *able to do*, what they should *know* and what they should be *committed to* in order to attain the minimum HFLE standards.

National Curriculum Guides

These documents should reflect the standards and core outcomes found in the Regional Framework. Teaching/ learning experiences should be created, based on their usefulness in helping students attain the knowledge, skills and attitudes articulated in the standards.

Assessment

This is closely linked to the teaching/learning experiences and serves to provide feedback about student performances, relative to the standards. While summative assessment is important and necessary, greater emphasis should be placed on formative assessment, which should provide immediate feedback about students' progress to guide future action.

The Curriculum Framework may be used to do one or more of the following:

- Strengthen or revise an existing curriculum guide/document
- Develop a curriculum guide/document
- Develop modules, units and lessons

The flowchart in *Figure 1* demonstrates how Regional HFLE Standards and Core Outcomes can translate into curriculum guides/documents, and/or modules to inform classroom practice.

The steps in the Decision-Making Process are detailed below.

Question

Does your country have an existing curriculum guide or document?

If the answer is **YES**, go to **Section A**.

If the answer is **NO**, then go to **Section B**.

SECTION A

Revising/Reviewing the Curriculum Guide/Document

Step 1

The HFLE curriculum is organized around FOUR thematic areas, which are Self and Interpersonal Relationships, Sexuality and Sexual Health, Eating and Fitness, and Management of the Environment. Your curriculum team should address the following question. Has your curriculum been organized around the four thematic areas? Once you have the answer to this question, a determination must be made as to how your team will proceed.

Step 2

Does your curriculum contain the essential knowledge, skills, and attitudes articulated in the HFLE Standards, Descriptors and Core Outcomes? If gaps are identified, you will need to decide on how to bridge these gaps.

Step 3

The Core Outcomes represent minimum outcomes. Are there specific or contextual in-country issues that you may wish to include in your curriculum? Determine how these may be represented as additional outcomes.

Step 4

Examine the student learning outcomes as reflected in the objectives of your curriculum guide/document. Do they reflect the concepts, key skills, and attitudes as identified in the Framework? You may need to decide on how your team will proceed to address any gaps.

Step 5

Does your curriculum emphasize the use of participatory methodologies and alternative

assessment strategies? You may need to address this aspect in your curriculum.

Step 6

Does your curriculum identify or suggest approaches other than the discipline-specific approach for delivery of HFLE? If infusion or other integrated approaches are suggested, have you provided detailed guidelines to assist teachers in the planning and use of these approaches? You may need to address this aspect in your curriculum.

When you are satisfied that your curriculum meets all the criteria as set out in the Framework, you may wish to consider how to translate your guide/document into modules for classroom practice. Go to Section C for guidelines for this part of the process.

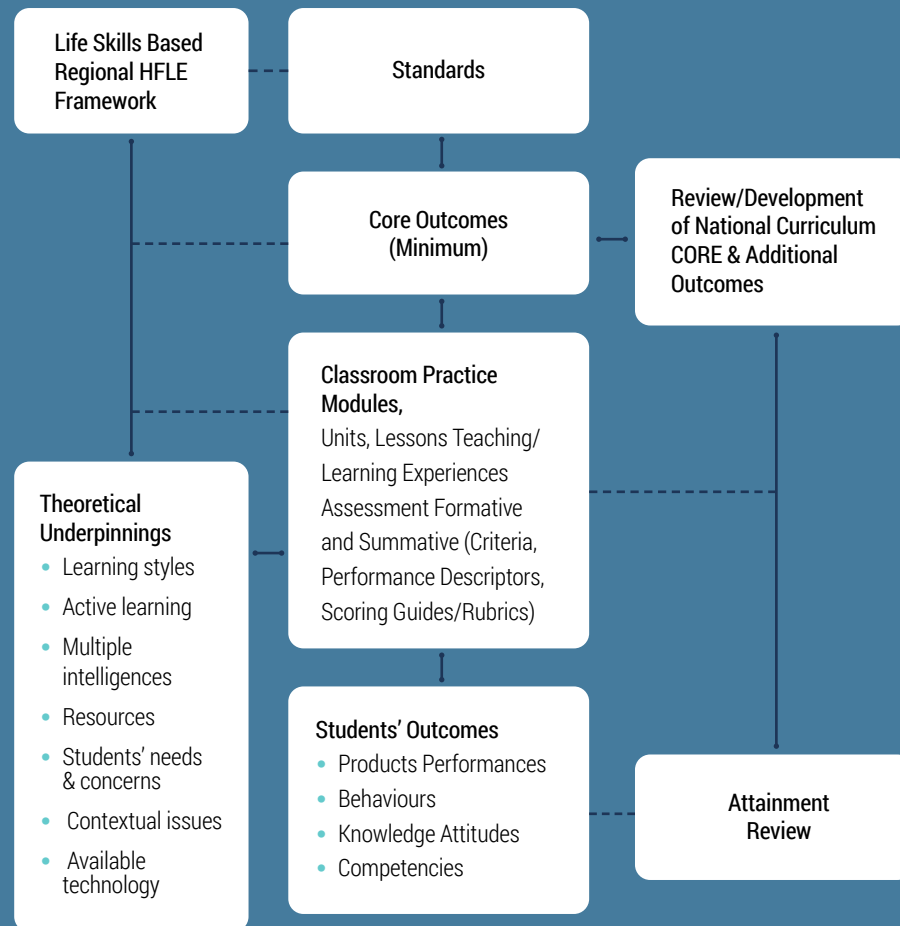
Question

Do you wish to begin the Curriculum Development process?

If the answer is **YES**, go to **Section B**.

If the answer is **NO**, you may go directly to **Section C** to begin module development.

Figure 1. Conceptual Framework for Translating HFLE Standards into Curriculum and Classroom Practice



Adapted from Rampersad, Semei & Wiltshire, 2003

You may need to first revisit/review the principles of curriculum development, since these principles underpin the steps that follow

SECTION B

Curriculum development is a complex process. The composition of HFLE Curriculum Development teams should reflect a range of stakeholders from different sectors and should include a curriculum specialist in the field. The following steps, while not intended to be prescriptive, or to stifle creativity, should provide some guidelines to in-country teams.

Developing the Curriculum Guide/Document

- Brainstorm and come to some consensus about the goals for your life skills based HFLE curriculum. You may draw on existing CARICOM/Multi-Agency HFLE documents, as well as your own country's policy documents.
- A preamble/rationale that includes the philosophy and vision for HFLE, aims and goals, the participatory methodologies and assessment strategies that support active learning and the approach for delivery should be included in the introductory part of the curriculum document.
- Revisit the HFLE standards, descriptors, key skills, and core outcomes for

each theme, and at each level, as set out in the Framework.

- Identify the main concepts/principles/issues from the core outcomes and keeping in mind the key skills suggested begin to brainstorm what might be developmentally-appropriate objectives for your curriculum guide.
- Determine what specific national concerns you may wish to address, and then develop these into additional outcomes.

Once this is done, decide how to organize the content so that it is properly sequenced at each level. If you wish to include an evaluation component, this should be added. A systematic approach to curriculum evaluation, in addition to determining strengths and weaknesses in the curriculum, should provide valuable data about the extent to which students achieve the HFLE standards.

- Engage in reviews, rewrite, and review process, until you have a satisfactory product.
- Revisit steps 1-6 in Section A to address any gaps that may still be present.

The draft document should be peer-reviewed and revised if necessary.

Question

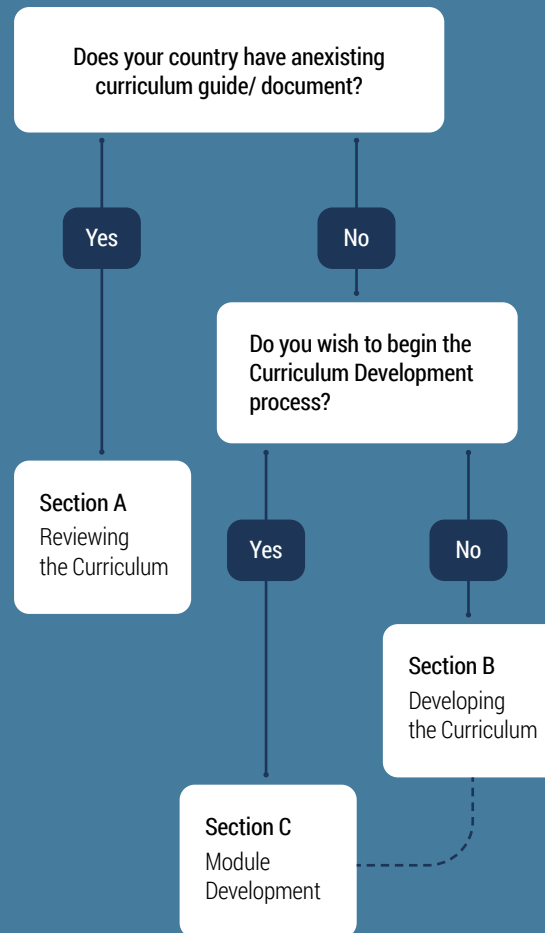
Are you ready to begin the Module

Development process?

If the answer is **YES**, go to **Section C**.

The **decision chart** in *figure 2* gives an overview of the process of curriculum review and/or development and should assist your curriculum team in deciding how to proceed.

Figure 2. HFLE Curriculum Decision



SECTION C

A module in this context refers to a stand-alone and manageable subset of learning outcomes (knowledge, skills, and attitudes, etc.) related to one or more HFLE standards. HFLE standards are theme-specific, but since themes are inter-related, modules can be developed that draw on standards and outcomes across themes. Modules are made up of units of instruction, which link related concepts. The focus should be on unit development, since a number of related units can form a module.

Developing Modules/ Units/Lessons

Some guidelines are as follows:

- You will need to identify the key concepts/ principles/issues from the HFLE standards and core outcomes for the theme/s, and the particular level to begin the process of module development. Additional outcomes that relate to country-specific contextual issues may be included.
- Identify manageable and related parts that can be organized into units of instruction.
- Determine the general objectives for the units. Even at this broad level, these objectives should capture essential knowledge, skills and attitudes. At this stage, lesson topics should be identified. These objectives should be classified according to domain.
- Each of the general objectives may be further broken down into specific objectives for the lesson topics that make up the units. Remember that specific objectives describe learning outcomes (knowledge, skills, and attitudes) and should be written in student- centred terms.
- There are organizing threads that connect these three levels – modules, units and lesson topics. Revisit your document to ensure there is congruence among the three levels. **(Refer to the sample modules, units development provided in the Appendices.)**
- Determine what experiences/activities would help learners achieve the specific objectives. These should be feasible and take into account available resources.
- Select activities/experiences that are motivating; that support experiential and active learning; that incorporate skill development; that have an affective component that addresses attitudes and behaviour; and that support the attainment of the relevant standard/s. These activities should accommodate a range of multiple intelligences and learning style.

- If necessary, develop information sheets to support your unit.
- Assessment tasks/strategies should be developed while planning units and lessons.
- Performance descriptors and scoring guides/ rubrics should also be developed at this stage.

Use the following questions to guide the process.

- What products and performances provide evidence of learning objectives?
- Do they accommodate a range of multiple intelligences and learning styles?
- What criteria are necessary and sufficient to determine whether unit or lesson outcomes have been attained?
- Review/Revise. Remember that your modules, units and lesson plans, along with the supporting resource materials and assessment tasks contribute to the development of a valuable resource bank which could be further expanded through networking.

The following are some strategies that should be considered when planning teaching/learning experiences:

Figure 3. *Suggested Teaching and Learning Strategies*

Suggested Teaching / Learning Strategies

Role Play

- Panel discussions/Debates
- Journals/Logs/Portfolios

Story Telling

- Case studies/Scenarios
- Community/School projects

Games /Simulations

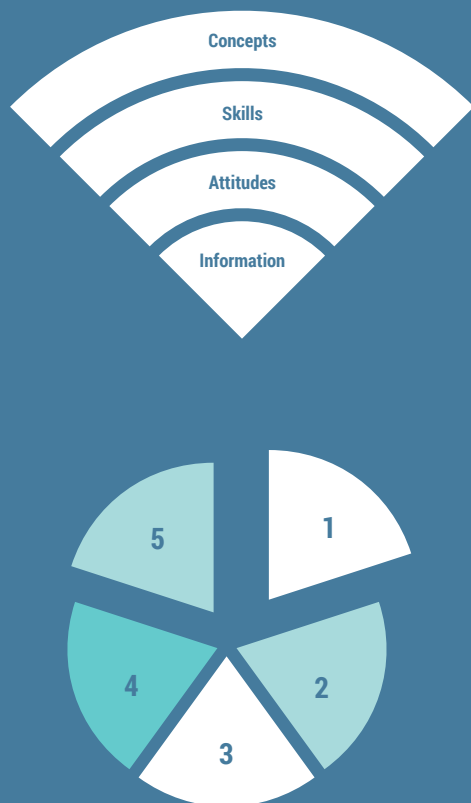
- Resource persons/Experts
- Group work/Discussions

Field visits /Observations

- Surveys/Interviews
- Media/ Dance/Drama/Art/Music

A useful tool to help you to understand the process of translating Standards into classroom practice is provided in *Figure 4*.

Figure 4. A tool for translating standards into classroom practice.
Adapted from Haber & Ellis, 1996



How to use the Tool

The tool can be used, initially, for developing instructional units from one or more Standards within a given Theme. Once the basic process has been mastered, it can be used for developing units across themes. Developing units across Themes has the advantage of economy, in terms of teaching time, and demonstrates the integrity of the framework in terms of the linkages among the Themes. Make a large drawing of Figure 4 on a sheet of newsprint or on a chalkboard and fill in the required information. (This should be a collaborative effort).

Use the following steps to guide you through the process of using the tool.

The pie represents a set of Standards for a given Theme, and each slice is the equivalent of a single Standard.

For example, Theme 2 – Sexuality and Sexual

Health - has four (4) Standards. Slices 1–4 will each represent one of these Standards. Slice 1, therefore, will be the Standard - “Demonstrate an understanding that the concept of human sexuality, which finds expression throughout the life cycle, is an integral part of the total person”. Select a Theme and a Standard/s to begin the process. Write down the Standard/s in the space as indicated.

Each Standard gives rise to several Core Outcomes, which are detailed for the various levels (i.e., age groups 3– 4, 5 – 6, 7 - 8, 9 –10 and 11–12). These core outcomes represent the scope of learning in which the students will engage to achieve the Standard. For example, a Core Outcome for Standard 1 for the Theme Sexuality and Sexual Health for the age group 3 – 4 is to “Be aware and tell a trusted adult of any uncomfortable/risky situations

Now select one or more core outcomes from your chosen theme at the level you wish to work and write them in the space indicated. Note that these outcomes may be selected from one or more standards. If outcomes are selected from more than one standard, they should be related in a way that justifies linking them together. **(You may refer to the sample modules and units from Appendix B for examples of how this may be done.)**

Concepts are derived from the Core Outcomes. These refer to the key understandings that students must gain. For example, an important concept related to the core outcome described in 2 is that boys and girls grow and develop in different ways. Brainstorm the concepts that are indicated for your chosen outcomes and write them down in the space indicated.

- Examine the key skills identified for the Standard/s you are working with. Select those skills (or sub-skills) that relate to the concepts you have brainstormed and write them down.
- Review the Descriptor/s for the Standard/s you have selected and determine the attitudes that are implicit in the statements. Write down the attitudes that are to be addressed or shaped.
- Identify the basic information (current and age-appropriate) needed as inputs to concept elaboration. Key ideas may be written down in the information

space. You may need to get additional information from texts or the Internet. This could be detailed later on, as an information sheet.

Circle the concepts that are closely related to each other. Each set is a potential unit. You should now have sufficient information to build one or more instructional units.

Figure 5. Suggested Teaching and Learning Strategies

Developing A Unit

Follow the steps you would normally engage in for developing a unit

- Name the unit.
- Write down the general objectives.
- Identify the lesson topics, specific objectives and values.
- Plan the learning experiences that would allow for development of knowledge, skill acquisition, as well as the internalization of supportive affective systems for attitudinal changes.
- Design assessment tasks
- Organize resource materials.

PART 5

HFLE Regional Curriculum Framework: Standards, Descriptors, Core Outcomes

THEME 1

Self & Interpersonal Relationships

REGIONAL STANDARD 1

Examine the nature of self, family, school and community in order to build strong, healthy relationships.

Descriptor

Acceptance of self, the need to belong, and the need to be loved and some of the universal needs and rights that contribute to the shaping of our individual selves. Students need to develop a healthy self-concept to foster healthy relationships within the family, school, and community. They also need to be assisted in developing resiliency- the capacity to assess, cope, manage, and benefit from the various influences that impact on relationships.

Key Skills

Coping skills (healthy self-management- emotional awareness, self-esteem, self-awareness, empathy).

Social Skills (Communication, interpersonal relations, collaboration, conflict resolution; social awareness, cultural awareness).

Cognitive skills (critical thinking, creative thinking, problem-solving, decision-making, ICT).

Values

- Tolerance
- Respect for self and others
- Honesty
- Responsibility
- Fairness
- Determination
- Loyalty
- Kindness
- Service
- Creativity
- Confidentiality

Core Outcomes

Age Level 3-4

- Be aware of self, family, school and community and the importance of each to the other.
- Be aware of self, their individual attributes, strengths and uniqueness when relating to own family and in the classroom.

Age Level 5-6

- Demonstrate an awareness of self, their individual attributes, strengths, uniqueness when relating to their family, classroom, school, and community.

Age Level 7-8

- Demonstrate increased awareness of self in relation to the environment (through types of interaction with family, peers, and others).

Age Level 9-10

- Demonstrate an understanding of a healthy concept of self.
- Examine the influences that impact on relationships with family, peers and others.

Age Level 11-12

- Demonstrate an understanding of a healthy concept of self.
Examine the influences that impact on relationships with family, peers and others.

REGIONAL STANDARD 2

Examine the nature of self, family, school and community in order to build strong, healthy relationships.

Descriptor

Students need to acquire the skills to reduce the likelihood of their involvement in risky behaviours that lead to crime, violence, bullying, substance abuse, road traffic accidents and other injuries. The positive and negative influences of social media on these risky behaviours threaten the moral and social fabric of Caribbean society and the lives of Caribbean youth. The acquisition of these skills will increase students' ability to assume a responsible role in aspects of personal, family, and community living.

Key Skills

Coping skills (healthy self-management, emotional awareness, self-esteem, self-awareness).

Social Skills (Communication, interpersonal relations, collaboration, conflict resolution; social awareness, cultural awareness).

Cognitive skills (critical thinking, creative thinking, problem-solving, decision-making, technological).

Values

- Tolerance
- Respect for self & others
- honesty,
- curiosity,
- responsibility,
- fairness,
- determination,
- loyalty,
- kindness,
- service,
- creativity.

Core Outcomes

Age Level 3-4

- Be aware that risky/unfavourable situations do exist.
- Respond age appropriately to risky/unfavourable situations affecting self and others.

Age Level 5-6

- Be aware that risky/ unfavourable situations do exist
- Share personal emotions associated with risky/unfavourable situations
- Develop and display age appropriate responses to risky unfavourable situations.

Age Level 7-8

- Demonstrate awareness of behaviours and situations that can place them at risk of injury to self and others
- Seek persons and places of safety in adverse situations.
- Develop and display age-appropriate risk response strategies to unfavourable or threatening.

Age Level 9-10

- Demonstrate skills to cope with risky/unfavourable situations at home, school, and in the community.

Age Level 11-12

- Develop coping mechanisms for risky/unfavourable situations at home school and community.
- Examine the impact of substance abuse on self and others.

REGIONAL STANDARD 3

Respect the rich diversity that exists among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

Descriptor

Survival in a global economy demands that we pool our individual and collective resources to be productive as a people. Students must be committed to valuing and respecting the rich diversity (cultural, ethnic, and religious) of the people of the Caribbean. Additionally, they must be encouraged to realize their fullest potential as contributors to sustainable development while embracing core values and democratic ideals.

Key Skills

Coping Skills (healthy self-management, emotional awareness, self-esteem; self-awareness).

Social Skills (Communication, interpersonal relations, collaboration, conflict resolution; social awareness, cultural awareness).

Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making, ICT).

Values

- Tolerance
- Responsibility
- Loyalty
- Respect for self & others
- Fairness
- Kindness
- Honesty
- Determination
- Creativity

Core Outcomes

Age Level 3-4

- Demonstrate an awareness of diversity in our Caribbean people and culture.

Age Level 5-6

- Demonstrate an awareness of diversity in our Caribbean people and culture.
- Demonstrate (Display) respect and tolerance in social interactions with family, peers and others who may be different.

Age Level 7-8

- Demonstrate cultural awareness and tolerance in social interactions with family, peers and others who may be different.

Age Level 9-10

- Recognize that resources among diverse people are essential to developing positive relationships.

Age Level 11-12

- Assess ways in which personal and group efforts can be enhanced by the interactions and contributions of persons of diverse cultural and ethnic groupings.
- Recognize the value of personal commitment and hard work to the improvement of self, others, and the wider community.

THEME 2**Sexuality &
Sexual Health****REGIONAL
STANDARD 1**

Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle.

Descriptor

A differentiation needs to be made between the terms sex and sexuality. Sexuality is presented as including biological sex, gender, and gender identity. One's sexuality also encompasses the many social, emotional, and psychological factors that shape the expression of values, attitudes, social roles, and beliefs about self and others. It is important to have students develop positive attitudes about self and their sexuality.

Key Skills

Coping Skills (Healthy self-management, self-awareness, self-resiliency)

Social Skills (Communication, collaboration, conflict resolution, cultural awareness).

Cognitive Skills (Critical and creative thinking, decision-making, ICT)

Values

- Respect for self & others
- Responsibility
- Honesty
- Tolerance
- Curiosity
- Fairness
- Safety

Core Outcomes

Age Level 3-4

- Develop an appreciation and love of self.
- Identify both male and female genitals and the differences between boys and girls.
- Be aware and tell a trusted adult of any uncomfortable/risky situations.

Age Level 5-6

- Recognize that boys and girls are biologically different
- Respond and take appropriate action to uncomfortable /risky situations that may occur to self.
- Apply personal care practices, including care of the genitals.

Age Level 7-8

- Demonstrate awareness of biological and emotional similarities and differences between boys and girls.
- Explore personal experiences, attitudes and feelings about the roles that boys and girls are expected to play.
- Demonstrate an awareness of the onset of puberty and the physical, emotion and cognitive changes which accompany it.

Age Level 9-10

- Explore personal experiences, attitudes, and feelings about the roles that boys and girls are expected to play.
- Understand and cope with the physical, emotional, and psychological changes that occur during puberty.
- Explore personal experiences, attitudes and feelings about the roles that boys and girls are expected to play.
- Identify and access appropriate services in response to their needs.

Age Level 11-12

- Develop strategies for coping with the various changes associated with puberty.
- Assess and respond to the traditional role expectations of boys and girls in our changing society.
- Provide appropriate support to peers and siblings in uncomfortable and risky situations.
- Identify and access appropriate services in response to their needs.

REGIONAL STANDARD 2

Analyze the influence of socio-cultural and economic factors, as well as personal beliefs on the expression of sexuality.

Descriptor

Young people make daily decisions about their sexual behaviour, values, and attitudes. Family, religion, culture, technology – including media, and peers, influence these decisions. It is critical to provide students with the knowledge and skills that will assist them in understanding their sexuality and realizing their potential as effective and caring human beings.

Key Skills

Coping Skills (Healthy self-management, self-awareness, self-resiliency)

Social Skills (Communication, collaboration, conflict resolution, cultural awareness, interpersonal relations, assertiveness, refusal).

Cognitive Skills (Critical and creative thinking, decision-making, ICT)

Values

- Respect for self & others
- Responsibility
- Honesty
- Tolerance
- Curiosity
- Fairness
- Safety

Core Outcomes

Age Level 3-4

- Develop appreciation for the expression of sexuality and sexual choices regardless of personal views.
- Develop an awareness of sexual abuse and exploitation.
- Practice wise choices when using technology.

Age Level 5-6

- Develop an awareness of the factors that influence sexuality.
- Develop the capacity to cope and empathize in real life situations.
- Respond and take appropriate action to uncomfortable/ risky situations that may occur to self, family and peers.
- Develop an awareness of sexual abuse and exploitation.

Age Level 7-8

- Demonstrate awareness of the capacity of both boys and girls to perform similar or different tasks.
- Demonstrate ways to respond appropriately to various factors influencing sexuality.
- Develop an awareness of sexual abuse and exploitation.

Age Level 9-10

- Demonstrate an understanding of the ways in which sexuality is learned.
- Demonstrate ways to respond appropriately to the key factors influencing sexuality.
- Demonstrate knowledge of the various types of sexual abuse and exploitation.
- Demonstrate the competence for appropriate action to sexual abuse.

Age Level 11-12

- Critically analyze the key factors influencing sexuality.
- Demonstrate skills in communicating about sexual issues with parents, peers and/or significant others.
- Demonstrate the competence to appropriate action to sexual abuse and/or exploitation.

REGIONAL STANDARD 3

Build capacity to recognize the basic criteria and conditions for optimal reproductive health.

Descriptor

Young people are facing a variety of risks that compromise their sexual and reproductive health. Acquisition of requisite skills to counteract these risks will increase opportunity to maximize learning and provide a foundation for a healthy population.

Key Skills

Coping Skills (Healthy self-management, self-awareness, self-resiliency).

Social Skills (Communication, collaboration, conflict resolution, cultural awareness, interpersonal relations, assertiveness, refusal).

Cognitive Skills (Critical and creative thinking, decision-making, ICT).

Values

- Respect for self & others
- Responsibility
- Honesty
- Tolerance
- Curiosity
- Fairness
- Safety

Core Outcomes

Age Level 3-4

- Develop an awareness of appropriate care of the genitals
- Develop an awareness of the actions and behaviours that can lead to injury to the genitals.

Age Level 5-6

- Manage appropriate care of genitals
- Demonstrate an awareness of actions and behaviours that can lead to injury to the genitals.

Age Level 7-8

- Maintain appropriate care of genitals
- Demonstrate understanding of actions and behaviours that can lead to injury to the genitals.

Age Level 9-10

- Demonstrate knowledge of factors that influence reproductive health.
- Understand the impact of childbearing on health.

Age Level 11-12

- Demonstrate knowledge of the responsibilities child rearing.
- Critically analyze the factors that impact one's productive health.

REGIONAL STANDARD 4

Develop action competence and build capacity to recognize the basic criteria and conditions for optimal reproductive health, and reduce vulnerability to acquired problems such as the spread of HIV/AIDS, cervical cancer and STIs and adolescent pregnancy.

Descriptor

Beyond knowledge of HIV and AIDS, cervical cancer, and STIs as diseases, efforts must be intensified to render students less vulnerable to contracting and spreading HIV and AIDS, cervical cancer, and STIs. Addressing issues related to the physical and emotional aspects of HIV and AIDS, stigma of living with HIV and AIDS, and discrimination against people living with HIV or AIDS is critical. Importantly, students are encouraged to examine a range of options for reducing vulnerability to

these problems such as abstinence, a drug – free lifestyle and so on.

Key Skills

Coping Skills (Healthy self-management, self-control, self-awareness, self-resiliency).

Social Skills (Communication, collaboration, conflict resolution, cultural awareness, interpersonal relations, assertiveness, refusal).

Cognitive Skills (Critical and creative thinking, decision-making, ICT).

Values

- Respect for self & others
- Responsibility
- Honesty
- Tolerance
- Curiosity
- Fairness
- Safety

Core Outcomes

Age Level 3-4

- Be aware and practice healthy hygiene habits and proper care of the body.
- Be aware of and practice habits/ behaviours that can protect from the spread of germs and diseases.

Age Level 5-6

- Display an awareness of healthy hygiene habits and proper care of the body.
- Display knowledge of habits /behaviours which can protect them from the spread of germs.
- Display tolerance towards others who are perceived to be different e.g. living with PLWHA.
- Demonstrate appropriate health habits to protect themselves and others against the spread of disease.

Age Level 7-8

- Understand that persons' medical information is treated with confidence.
- Become aware/knowledgeable that each individual has the right to medical care.
- Display tolerance towards persons affected /infected HIV or AIDS.
- Be aware of measures that can help to protect themselves against HIV and other STIs.

Age Level 9-10

- Identify the risk factors/agents that are associated with contracting HIV, cervical cancer, and STI's
- Understand the measures that can be taken to protect oneself against HIV and other STIs
- Demonstrate skills to assist and respond compassionately to persons affected by HIV.

Age Level 11-12

- Make appropriate choices to reduce risk associated with contracting HIV, cervical cancer, and STI's.
- Set personal goals to minimize the risk of contracting HIV, cervical cancer, and STIs.
- Demonstrate ways of empathizing and supporting persons infected and affected by HIV and AIDS.

REGIONAL STANDARD 5

Utilise knowledge and skills to access age-appropriate sources of health information, products and services related to sexuality and sexual health.

Descriptor

Students should be capable of identifying a range of age – appropriate health services in their communities. Through an informed use of these services, they should acquire the necessary knowledge, skills, and attitudes needed.

Key Skills

Coping Skills (Healthy self-management, self control, self-awareness, self-resiliency).

Social Skills (Communication, collaboration, conflict resolution, cultural awareness, interpersonal relations, assertiveness, refusal).

Cognitive Skills (Critical and creative thinking, decision-making, ICT).

Values

- Respect for self & others
- Responsibility
- Honesty
- Tolerance
- Curiosity
- Fairness
- Safety

Core Outcomes

Age Level 3-4

- Demonstrate awareness of family and school as important sources of information on sexual health.

Age Level 5-6

- Demonstrate awareness of family, school and other sources of health information, including ICT.

Age Level 7-8

- Identify and distinguish reliable sources of information on health.

Age Level 9-10

- Identify and utilise reliable sources of health information
- Identify and utilize family, school, and community resources that deal with health, social, and emotional issues.

Age Level 11-12

- Demonstrate the ability to locate and utilize various resources that support the health, social, and emotional needs of families.

THEME 3**Appropriate
Eating & Fitness****REGIONAL
STANDARD 1**

Demonstrate the capacity to make healthy food and eating choices throughout the life cycle to reduce the risk factors associated with the development of chronic non-communicable diseases.

Descriptor

Children are now at greater risk for obesity and chronic non-communicable diseases that were, typically, associated with adults. Students, therefore, need to understand that healthy eating and the right balance of safe, nutritious, and wholesome foods (including locally grown foods) are critical to optimum health throughout the life-cycle, and they should acquire skills to make healthy food choices to reduce the incidence of chronic non-communicable diseases (diabetes, heart disease, hypertension, stroke, and some forms of cancer) that affect productivity and national development..

Key Skills

Coping Skills (Healthy self-management, emotional awareness, self-esteem; self-awareness)

Social Skills (Communication, interpersonal relations, collaboration, conflict resolution; social awareness, cultural awareness).

Cognitive Skills (Critical and creative thinking, decision-making, ICT)

Values

- Respect for self & others
- Tolerance
- honesty
- curiosity
- responsibility
- fairness
- determination
- loyalty
- kindness
- service
- creativity

Core Outcomes

Age Level 3-4

- Be aware of the importance of food to our bodies.
- Be aware of healthy vs. unhealthy food choices.
- Be aware of basic hygiene and food handling practices.

Age Level 5-6

- Understand that healthy/unhealthy foods and eating choices impact/affect health.
- Demonstrate basic hygiene and food handling practices.
- Identify cultural and religious factors that influence eating practices.

Age Level 7-8

- Recognise that foods can be categorised as processed and unprocessed.
- Demonstrate the ability to select healthy foods.
- Maintain safe, hygienic and food handling practices.
- Be aware of the social importance of food.

Age Level 9-10

- Recognize the need for healthy eating throughout the life cycle.
- Demonstrate ways to select a balanced meal, from different food groups.
- Apply safe food – handling practices.

Age Level 11-12

- Assess personal eating habits.
- Relate eating practices to the risk of developing to specific lifestyle diseases (diabetes, heart disease, and hypertension).
- Make appropriate food choices to avoid risk factors associated with lifestyle diseases (e.g., excess salts, sugars, and fats).
- Apply safe food – handling practices.

REGIONAL STANDARD 2

Demonstrate an understanding of fitness and its relationship to good health and quality of life.

Descriptor

Changes in technology, communication and transportation have discouraged the inclination and opportunity for physical activity as part of growing up (daily living). Children should be encouraged to engage in physical activities and active play. It is important for all students to develop skills that will help them make choices to achieve optimum levels of age- appropriate physical activity. Sedentarism is one of the factors contributing to the development of obesity and the chronic non communicable diseases.

Students need to assess barriers relating to fitness, develop the skills to conduct physical

fitness self-assessments, and select appropriate physical activity, sport fitness, and exercise to develop fitness for health across the life cycle.

Key Skills

Coping Skills (Healthy self-management, emotional awareness, self-esteem; self-awareness).

Social Skills (Communication, interpersonal relations, collaboration, conflict resolution; social awareness).

Cognitive Skills (Critical and creative thinking, problem-solving, decision-making, ICT).

Values

- Respect for self & others
- Tolerance
- honesty
- curiosity
- responsibility
- fairness
- determination
- loyalty
- kindness
- service
- creativity

Core Outcomes

Age Level 3-4

- Recognize the relationship between physical exercise/activities and good health.
- Engage in various safe sporting activities for health, fun and development of healthy muscles and motor skills.

Age Level 5-6

- Examine the benefits of exercise activities for children's physical health and general wellness.
- Demonstrate an awareness of the importance of safety during sport and physical activities.

Age Level 7-8

- Recognize the role of physical activity in achieving good health.
- Display safe behaviours for self and others during physical activity.

Age Level 9-10

- Recognize and value physical activity as another critical component of healthy lifestyle.
- Incorporate safety principles when engaged in physical activities.
- Design, implement and monitor an age – appropriate physical activity plan.

Age Level 11-12

- Make appropriate choices with respect to physical activity, and exercise to attain and maintain a healthy lifestyle.
- Incorporate safety principles when engaged in physical activity.
- Design, implement and monitor an age appropriate physical activity plan.

REGIONAL STANDARD 3

Analyze the influence of socio-cultural and economic factors, as well as personal beliefs on lifestyle choices related to appropriate eating and physical activity.

Descriptor

Eating and exercise behaviours are formed early in life and are influenced by the physical environment, globalization, media (marketing), as well as social, emotional, cultural, economic and religious factors. Students need to critically examine what motivates them to adopt particular eating and fitness habits. In addition, they need to be encouraged to demonstrate positive attitudes and behaviours related to eating and fitness. (E.g., experience culturally-diverse foods, alternative methods of food preparation, and forms of adaptation, physical activity and sport).

Key Skills

Coping Skills (Healthy self-management- emotional awareness, self-esteem; self-awareness).

Social Skills (Communication, interpersonal relations, collaboration, conflict resolution; social awareness, cultural awareness).

Cognitive Skills (Critical thinking, creative thinking, problem-solving, decision-making, ICT).

Values

- Respect for self & others
- Tolerance
- honesty
- curiosity
- responsibility
- fairness
- determination
- loyalty
- kindness
- service
- creativity

Core Outcomes

Age Level 3-4

- Be aware of the influences on eating habits and physical activities.

Age Level 5-6

- Develop an awareness of personal beliefs that influence food choices and physical activity.
- Recognise that there is a relationship between the foods eaten/nutrition and physical activity.

Age Level 7-8

- Develop and demonstrate an awareness of personal and socio- cultural factors that influence food choices and physical activity.

Age Level 9-10

- Develop an understanding of personal and socio-cultural factors that influence eating and physical activity behaviours.

Age Level 11-12

- Recognize the impact of socio – cultural and economic factors, as well as personal beliefs and choices related to eating and fitness behaviours.
- Identify strategies to address the various factors that influence eating and fitness behaviours.

REGIONAL STANDARD 4

Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and physical activity.

Descriptor

Students should be capable of identifying and accessing age-appropriate information, products, and services relating to eating and fitness within their community. Students should be encouraged to critically assess information, products, and services relating to eating and fitness for the attainment and maintenance of good health throughout the life cycle.

Key Skills

Coping Skills (Healthy self-management, emotional awareness, self-esteem; self-awareness).

Social Skills (Communication, interpersonal relations, collaboration, conflict resolution; social awareness, cultural awareness).

Cognitive Skills (Critical and creative thinking, problem-solving, decision-making, ICT).

Values

- Respect for self & others
- Tolerance
- honesty
- curiosity
- responsibility
- fairness
- determination
- loyalty
- kindness
- service
- creativity

Core Outcomes

Age Level 3-4

- Become agents of change in simple ways to enhance healthy eating and physical activity.
- Be aware of the sources of information regarding appropriate eating and physical activity.

Age Level 5-6

- Obtain relevant information on eating and physical activity from family and school.

Age Level 7-8

- Identify and use sources of accurate, age-appropriate information relating to eating and physical activity.

Age Level 9-10

- Utilize accurate age – appropriate information to inform personal choices relating to eating and physical activity.

Age Level 11-12

- Access and utilize accurate information to become agents of change in simple ways to improve eating and physical activity behaviours of self, family and peers.

THEME 4

Managing The Environment

REGIONAL STANDARD 1

Demonstrate an understanding of the inter-relationships of a sustainable natural environment.

Descriptor

Caribbean countries and their peoples are particularly vulnerable to environment degradation and threats by virtue of their size, geography, and topography. It is important for students to develop a basic understanding of the features and operations of natural environmental systems (ecosystem, habitats, water resources, air quality, energy resources, and food) and the threats to their sustainability.

Key Skills

Coping Skills (Healthy self-management, self-control, self-awareness, resiliency).

Social Skills (collaboration, conflict resolution, cultural awareness, interpersonal relations, assertiveness, refusal).

Cognitive Skills (Critical and creative thinking, decision-making, ICT).

Values

- Respect for Self & Others
- Respect for the Environment
- Tolerance
- Responsibility
- Curiosity
- Safety
- Honesty
- Fairness

Core Outcomes

Age Level 3-4

- Become knowledgeable of the importance of flora and fauna, as parts of the natural environment.
- Be aware of the beauty of our natural environment.

Age Level 5-6

- Appreciate the beauty of the natural environment.
- Recognize the effect/impact of individual actions on the environment.

Age Level 7-8

- Recognize the interdependence of the various elements in the natural environment
- Appreciate and sustain the beauty of the natural environment.
- Recognize the positive and negative effect/impact of individual and collective actions on the environment.
- Display the courage to advocate for the protection of their home, and school environments.

Age Level 9-10

- Identify elements of a sustainable environment (air, sunlight, water, land, plants, and germs).
- Identify threats to sustainable environment.
- Demonstrate an understanding of the need for a sustainable environment.
- Display the courage to advocate for the protection of their home, school and community environments.

Age Level 11-12

- Describe basic functions and characteristics of a sustainable a natural environment (e.g., water cycle, food chain, and carbon cycle).
- Recognize ways human behaviour affects a sustainable environment.

REGIONAL STANDARD 2

Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools, and communities.

Descriptor

Caribbean people are vulnerable to a variety of environmental health threats. These include quality of water and sanitation, solid waste management, exposure to pesticides and toxic substances, food safety and vector borne diseases. Students need to understand the environmental health threats and the main factors in their causation.

Coping Skills (Healthy self-management, self-control, self-awareness, resiliency).

Social Skills (Collaboration, conflict resolution, cultural awareness, interpersonal relations, assertiveness, refusal).

Cognitive Skills (Critical and creative thinking, decision-making, ICT).

Key Skills

- Respect for Self & Others
- Respect for the Environment
- Tolerance
- Responsibility
- Curiosity
- Safety
- Honesty
- Fairness

Core Outcomes

Age Level 3-4

- Become familiar with ways and means to keep the environment healthy and safe for self, family and school.

Age Level 5-6

- Demonstrate the ability to keep the environment healthy and safe for self, family and school.
- Identify the importance of the three Rs – recycle, reduce and re-use as a means of maintaining a healthy and safe environment.

Age Level 7-8

- Identify threats to a sustainable environment.
- Develop skills and initiatives to maintain a healthy environment.

Age Level 9-10

- Identify environmental health threats with emphasis on priorities in their country (e.g. respiratory diseases, inadequate lighting, etc).
- Identify the main environmental factors and sources that contribute to these environmental health threats.
- Advocate for taking personal responsibility to reduce personal environmental health threats.

Age Level 11-12

- Explore how the main environmental factors contribute to the current environmental health threats (e.g., agents, vectors, and host)
- Take appropriate actions to develop sustainable interventions to minimize/prevent the impact of environmental health threats.
- Appreciate the personal and collective role of students, their families, and communities in either increasing or reducing exposure to environmental health risks.

REGIONAL STANDARD 3

Analyze the relationship between a sustainable and healthy environment, threats from climate change and the social and economic well-being of students, schools, and communities.

Descriptor

Caribbean countries are heavily dependent on their environmental resources for economic development, particularly in countries where there is no mineral wealth (e.g., beach pollution or dengue can affect tourism). Likewise, environmental health threats can affect the personal, social, and economic well-being of children, families, and communities (e.g., poor air quality or excessive mosquitoes, the effects of natural disasters can affect motivation, attention, learning and the quality of life.). Students need to understand and appreciate the impact and

benefits of healthy, sustainable environment on their health and well-being.

Key Skills

Coping Skills (Healthy self-management, self-control, self-awareness, resiliency).

Social Skills (Communication, collaboration, networking, conflict resolution, cultural awareness, interpersonal relations, assertiveness, refusal).

Cognitive Skills (Critical and creative thinking, decision-making, ICT).

Values

- Respect for Self & Others
- Respect for the Environment
- Tolerance
- Responsibility
- Curiosity
- Safety
- Honesty
- Fairness

Core Outcomes

Age Level 3-4

- Demonstrate that a safe and healthy environment will provide for a healthier lifestyle.
- Be aware of the fact that various types of waste are generated within the home, school and community.

Age Level 5-6

- Develop awareness of the various types of waste generated within the home, school and community.
- Engage in appropriate actions to sustain a healthy environment (e.g. 3Rs etc.)
- Demonstrate appropriate responses to risks in the physical environment (e.g. fire drills, floods, road safety).

Age Level 7-8

- Explore the proper disposal of waste within home and community.
- Engage in actions to re-cycle, reduce and reuse waste within the home and school and school environments.
- Develop an awareness of human behaviour that leads to climate change (e.g. evidence of climate change - Dead Sea weeds, long period of drought).
- Engage in appropriate actions to sustain a healthy environment through advocacy.

Age Level 9-10

- Identify ways in which the quality of the environment can affect personal health and the well – being of the school and community (e.g. smoke free environment, presence of side-walks etc.).
- Demonstrate ways in which a healthy, sustainable environment contributes to their well-being and their peers.

Age Level 11-12

- Demonstrate an understanding of the relationship between a healthy, sustainable environment and the quality of life in the school and community.
- Describe the benefits of a healthy, sustainable environment as it relates to the socio-economic well-being of students, family, school, and community.
- Develop initiatives to reduce rate of climate change.

REGIONAL STANDARD 4

Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environments and the reduction of environmental health threats in the home, school, community and region.

Descriptor

Caribbean countries are experiencing significant environmental health threats, as well as threats to the sustainability of their environment.

Environment threats to health include water quality and sanitation, solid waste management, vector control, exposure to pesticides, and food safety. Threats to environmental sustainability vary between island and mainland countries.

These threats can range from deforestation, to reef damage, and the pollution of the beaches and other water sources and air. Students need to develop the knowledge and skills to effectively utilize scientifically sound and affordable

responses to address both the issues of protecting the environment and protection from the environment.

Key Skills

Coping Skills (Healthy self-management, self-control, self-awareness, resiliency).

Social Skills (Communication, collaboration, networking, conflict resolution, cultural awareness, interpersonal relations, assertiveness, refusal).

Cognitive Skills (Critical and creative thinking, decision-making, ICT).

Values

- Respect for Self & Others
- Respect for the Environment
- Tolerance
- Responsibility
- Curiosity
- Safety
- Honesty
- Fairness

Core Outcomes

Age Level 3-4

- Be aware of vectors that cause diseases in home and school
- Become agents of change in simple ways to protect our natural environment.

Age Level 5-6

- Develop awareness of key vectors that cause diseases in home and school (as health risks (mosquitoes, rodents etc.)
- Develop awareness of factors in the environment that cause diseases (e.g. pesticide, Sahara Dust air quality, exhaust fumes)
- Engage in practices that reduce the factors that contribute to the prevalence of diseases.

Age Level 7-8

- Engage in best practices to reduce vector populations at home and school.
- Engage in activities which would reduce the effects pollution and global warming/instability of weather on the environment and human health.

Age Level 9-10

- Identify practical opportunities for maintaining a sustainable environment and reducing health threats.
- Make appropriate choices to reduce exposure to environmental health risks.
- Create awareness among family, community and countries about taking responsibility to contribute to a healthy, sustainable environment.

Age Level 11-12

- Demonstrate skills to select appropriate responses for reducing threats to the environment and current environmental threats.
- Describe benefits of adopting sound practices for reducing environmental health threats in the home, school, community and country.
- Develop an age- appropriate plan to reduce environmental threats in the home, school and community.
- Appreciate and demonstrate the need for students, families, and schools to work together to contribute to a healthy environment.

REGIONAL STANDARD 5

Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.

Descriptor

Students should be capable of identifying, accessing, and critically assessing age-appropriate information, products, and services relating to managing the environment.

Key Skills

Coping Skills (Healthy self-management, self-control, self-awareness, resiliency).

Social Skills (Communication, collaboration, networking, conflict resolution, cultural awareness, interpersonal relations, assertiveness, refusal).

Cognitive Skills (Critical and creative thinking, decision-making, ICT).

Values

- Respect for Self & Others
- Respect for the Environment
- Tolerance
- Responsibility
- Curiosity
- Safety
- Honesty
- Fairness

Core Outcomes

Age Level 3-4

- Become familiar with age-appropriate sources and accurate information and services relating to the environment.

Age Level 5-6

- Obtain relevant information on managing the environment From family and school
- Respect and take action on the positive messages of family, school, Health Officials and the media on information to manage and sustain the environment.

Age Level 7-8

- Identify sources of accurate, age-appropriate information relating to managing the environment.

Age Level 9-10

- Identify sources of accurate, age-appropriate information relating to managing the environment.

Age Level 11-12

- Demonstrate the ability to locate and utilize accurate, age-appropriate resources within the community, in regard to managing the environment.
- Develop skills to critically assess information from the different sources retrieved relating to managing the environment.

APPENDIX A

From Regional
Standards To
Teaching Topics

THEME

Self & Interpersonal Relationships

Early Childhood**AGE GROUP**

3 – 4 Years

REGIONAL STANDARDS**RS SIR 1**

Examine the nature of self, family, school and community in order to build strong healthy relationships.

1	<p>CORE OUTCOMES AGE LEVEL 3-4 Be aware of self, family, school and community, and the importance of each to the other.</p>	<p>MODULES “All about Me”</p>	<p>UNIT</p> <ul style="list-style-type: none"> • Getting To Know Me • I Belong To A Family • I Am A Part Of A Community 	<p>TOPICS</p> <p>A. Knowing Who I am</p> <p>B. We are One Family</p> <ul style="list-style-type: none"> • I have a family at home • I have a family at school <p>C. Our community Helpers</p>
2	<p>CORE OUTCOMES AGE LEVEL 3-4 Be aware of self, their individual attributes, strengths, and uniqueness when relating to own family and in the classroom.</p>	<p>MODULES “I Am Special”</p>	<p>UNIT</p> <ul style="list-style-type: none"> • Things That Make Me Special • What Makes A Family 	<p>TOPICS</p> <p>A. There is no one like ‘Me’</p> <p>B. Enjoying life in the family</p> <ul style="list-style-type: none"> • At home • At school

APPENDIX A
From Regional
Standards To
Teaching Topics

THEME
Self &
Interpersonal
Relationships

Early Childhood

AGE GROUP
3 – 4 Years

REGIONAL STANDARDS

RS SIR 2

Develop knowledge and skills to respond to risky situations that threaten their health and well-being.

1	<p>CORE OUTCOMES AGE LEVEL 3-4 Be aware that risky /unfavourable situations do exist.</p>	<p>MODULES “Safety is My business ... I need to be safe”</p>	<p>UNIT</p> <ul style="list-style-type: none"> • Safety In The Home • Safety At School • Safety In My Community 	<p>TOPICS Danger! You Better Watch Out!</p> <ul style="list-style-type: none"> • At home • At school • In the community
2	<p>CORE OUTCOMES AGE LEVEL 3-4 Respond age appropriately to risky/ unfavourable situations affecting self and others.</p>	<p>MODULES “Shout it out!”</p>	<p>UNIT It’s Not A Secret!</p>	<p>TOPICS</p> <p>A. Check Me Before You Touch Me/ Eat Me/Drink Me</p> <p>B. Go Tell! Whether It’s You Or Others</p>

APPENDIX A

From Regional
Standards To
Teaching Topics

THEME

Self &
Interpersonal
Relationships

Early Childhood**AGE GROUP**

3 – 4 Years

REGIONAL STANDARDS**RS SIR 3**

Respect the rich diversity that exists among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

CORE OUTCOMES**AGE LEVEL 3-4**

Demonstrate an awareness
of diversity in our Caribbean
people and culture.

MODULES

**“Many People,
Many Cultures”**

UNIT

My Caribbean
Potpourri

TOPICS

- A.** Getting to know my Caribbean friends.
- B.** Different but Equal (music, food, dress)

THEME**Self & Interpersonal Relationships****GRADE****EARLY CHILDHOOD****RS SIR 3**

Respect the rich diversity that exists among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical value.

CORE OUTCOME

Demonstrate an awareness of diversity in our Caribbean people and culture.

MODULE 1**“Many People, Many Cultures”****About the Module**

The child of today lives in a global village. Our children need to be made aware that our region has diverse peoples, cultures, religions, music, foods and national dress. Our children need to be sensitized to appreciate, value and respect our Caribbean friends and neighbours. Each Caribbean child is to be taught to live in the global economy that is productive when the region pools its resources. To this end each Caribbean child should be encouraged to be developed holistically to be a contribution to the sustainable development of

this region through embracing core value systems and democratic ideals.

Key Skills

Coping Skills (emotional awareness, self-awareness).

Social Skills (communication, interpersonal relations, social awareness, cultural awareness).

Cognitive Skills (Critical and creative thinking, problem-solving, decision-making).

Guidance For The Teacher

- Keep activities simple and age-appropriate.
- Incorporate visual aids, stories (from various Caribbean nations) puppets to depict national dress of Caribbean nations, indigenous, music and dance.
- Activities should be integrated with other subject areas and themes.
- Plan open days, school activities to showcase the module.

THEME

Self & Interpersonal
Relationships

AGE LEVEL 3-4

MODULE 1

"Many People, Many Cultures"

UNIT 1

"My Caribbean Potpourri"

GENERAL OBJECTIVES

By the end of this unit students should be able to:

- Be aware that there is diversity among Caribbean people.
- Demonstrate an appreciation for the differences that exist among Caribbean people

TOPIC 1

**"Getting To Know
My Caribbean Friends"**

Key Skills

Coping Skills (Self -Awareness).

Social Skills (Communication, cultural awareness).

Cognitive Skills (Critical thinking, Creative thinking).

Values

- Consideration
- Tolerance
- Respect For Self
And Others
- Honesty
- Responsibility
- Loyalty
- Service

Specific Objectives

- List at least three Caribbean countries.
- Identify at least three ethnic groups.
- Develop a group collage of the faces of Caribbean people.
- Develop communication and group interaction skills.

Content

- Information gathered from print and electronic media.
- Collages will be made to display varying faces of Caribbean people.

Teaching and Learning Strategies/Activities

- Materials will be collected from all available sources.
- Creative and Visual Arts.

Resources

- Use of technology and media.
- Puppetry, paints etc.

Assessment

- Group collages will be assessed.
- Individual demonstrations of students' interactions with the visual arts and puppetry exercise.

THEME

Self & Interpersonal Relationships

AGE LEVEL 3-4

MODULE 1

"Many People, Many Cultures"

UNIT 1

"My Caribbean Potpourri"

GENERAL OBJECTIVES

By the end of this unit students should be able to:

- Be aware that there is diversity among Caribbean people.
- Demonstrate an appreciation for the differences that exist among Caribbean people.

TOPIC 1

"Different But Equal"

Key Skills

Coping Skills (Emotional awareness, self-awareness).

Social Skills (Communication, interpersonal relations, social awareness).

Cognitive Skills (Critical thinking, Creative thinking).

Values

- Consideration
- Tolerance
- Respect For Self And Others
- Honesty
- Responsibility
- Loyalty
- Service

Specific Objectives

- Identify at least three facets of Caribbean culture.
- Design costumes depicting various Caribbean cultures.
- Appreciate the differences that exist among Caribbean people.

Content

- Information gathered from print and electronic media.

Teaching and Learning Strategies/Activities

- Design costumes.
- Utilize different genres of music to display costumes.
- Research the various dishes.

Resources

- Teachers and parents
- Technology

Assessment

- Culminating activity of dress, music and food.

APPENDIX B

From Regional
Standards To
Teaching Topics

THEME

Sexuality & Sexual Health

Early Childhood**AGE GROUP**

3 – 4 Years

REGIONAL STANDARDS**RS SSH1**

Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle.

	CORE OUTCOMES AGE LEVEL 3-4	MODULES	UNIT	TOPICS
1	Develop an appreciation and love of self.	“Loving Me”	Respecting And Loving Ourselves	Learning to Love Me
2	Identify both male and female genitals and the difference between boys and girls.	“Gentle Genitals: The Girl and the Boy”	What Are The Genitals?	A. The Correct Names: The Penis and The Vagina B. What Makes Us Different?
3	Be aware and tell a trusted adult of any uncomfortable/ risky situations.	1 “Being Aware and Safe”	Knowing Risky And Uncomfortable Situations	TOPICS No! Go! Tell!
		2 “Finding Help”	Finding Help In Risky And Uncomfortable Times	TOPICS The People Who Can Help Me

APPENDIX B

From Regional Standards To Teaching Topics

THEME

Sexuality & Sexual Health

Early Childhood

AGE GROUP

3 – 4 Years

REGIONAL STANDARDS

RS SSH2

Analyse the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality.

1	CORE OUTCOMES AGE LEVEL 3-4 Develop an appreciation for the expression of sexuality and sexual choices regardless of personal views.	1	MODULES “Recognising and Understanding Feelings”	UNIT Understanding My Feelings.	TOPICS Why Do I Feel What I Feel?
		2	MODULES “Respecting All Persons”	UNIT Alike Yet Different.	TOPICS I am ME and YOU are YOU
2	CORE OUTCOMES AGE LEVEL 3-4 Develop an awareness of sexual abuse and exploitation.	MODULES “Safe and Harmful Sexual Behaviours”	UNIT Knowing Safe and Harmful Sexual Behaviours.	TOPICS A. The Correct Names: The Penis and The Vagina B. What Makes Us Different?	
3	CORE OUTCOMES AGE LEVEL 3-4 Practice Wise Choices when Using Technology.	MODULES “In the world of technology”	UNIT Using the Technology Wisely.	TOPICS Use Your Device Wisely	

APPENDIX B

From Regional Standards To Teaching Topics

THEME

Sexuality & Sexual Health

Early Childhood**AGE GROUP**

3 – 4 Years

REGIONAL STANDARDS**RS SSH3**

Build capacity to recognise the basic criteria and conditions for optimal reproductive health.

1	CORE OUTCOMES AGE LEVEL 3-4 Develop an awareness of appropriate care of the genitals.	MODULES “Caring the Genitals”	UNIT How to Take Care of the Genitals	TOPICS A. Caring for my Genitals B. The Doctor Can Help
2	CORE OUTCOMES AGE LEVEL 3-4 Develop an awareness of the actions and behaviours that can lead to injury to the genitals.	MODULES “Actions that Lead to Injury of the Genitals”	UNIT What Actions can Lead to Injury of the Genitals	TOPICS A. Actions Which Can Hurt My Genitals B. How I Can Protect My Genitals From Injury

APPENDIX B

From Regional Standards To Teaching Topics

THEME

Sexuality & Sexual Health

Early Childhood**AGE GROUP**

3 – 4 Years

REGIONAL STANDARDS**RS SSH4**

Develop action competence and build capacity to recognise basic criteria and the conditions for optimal reproductive health and reduce vulnerability to acquired problems such as the spread of HIV AIDS, cervical cancer and STIs and adolescent pregnancy.

1	CORE OUTCOMES AGE LEVEL 3-4 Be aware of and practise healthy habits and proper care of the body.	MODULES “Developing Good Habits To Prevent Diseases”	UNIT Why Good Habits are important to prevent diseases	TOPICS Keeping My Genitals Healthy: Helpful Habits
2	CORE OUTCOMES AGE LEVEL 3-4 Be aware of and practise habits/behaviours that can protect from the spread of germs and diseases.	MODULES “Knowing the Habits that Spread Germs and Diseases”	UNIT How to Protect Myself From Germs and Diseases	TOPICS Keeping My Genitals Healthy: Helpful Habits

APPENDIX B

From Regional Standards To Teaching Topics

THEME

Sexuality & Sexual Health

Early Childhood**AGE GROUP**

3 – 4 Years

REGIONAL STANDARDS**RS SSH5**

Utilise knowledge and skills to access age- appropriate sources of health information products and services related to sexuality and sexual health.

1**CORE OUTCOMES****AGE LEVEL 3-4**

Demonstrate awareness of family and school as important sources of information on sexual health.

MODULES

“Knowing who Can Help Me”

UNIT

All Those Who Can Help Me

TOPICS

- A.** Who Can Help Me
- B.** Where Can I Go

THEME

Sexuality & Sexual Health

GRADE

EARLY CHILDHOOD

RS SSH 2

Analyse the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality.

CORE OUTCOME 1

Appreciate the expression of sexuality and sexual choices regardless of personal views.

MODULE 1

“Recognising And Understanding Feelings”

About the Module

Children experience a multiplicity of feelings and these feelings can be expressed in a number of ways. From an early age, they must be taught how to understand and manage these feelings in an effort to embrace positive attitudes about their own sexuality and the sexuality of others. They must have skills and knowledge that will assist them in becoming positive social beings. There is one module in the unit.

Key Skills

Coping Skills (Self Awareness skills).

Social Skills (Communication skills).

Cognitive Skills (Decision Making skills)

Guidance For The Teacher

- Keep activities simple and age-appropriate.
- Allow students to express themselves freely during the lesson.
- Cater to the varying learning styles: Visual, Aural, Kinaesthetic, etc.
- Use age-appropriate pedagogical strategies. E.g., scenarios.

THEME

Sexuality &
Sexual Health

AGE LEVEL 3-4

MODULE 1

**”Recognising and
Understanding Feelings”**

UNIT 1

“Understanding My Feelings”

GENERAL OBJECTIVES

By the end of this unit students should be able to:

- Appreciate the different types of feelings.
- Recognise the impact of feelings on the individual.

TOPIC 1

**“Why Do I Feel
What I Feel?”**

Key Skills

Coping Skills (Self -Awareness).

Social Skills (Communication).

Cognitive Skills (Decision Making).

Values

- Respect
- Curiosity
- Responsibility

Specific Objectives

LEARNING

List three (3) types of feelings.

DOING

Recite correctly the poem on feelings.

(SKILL ACQUISITION)

Show the correct emotion which represents the three (3) types of feelings.

Content

- In an effort to encourage students to appreciate the sexuality of others, they must start with understanding their own feelings.
- Considering feelings of self in an effort to appreciate diversity of sexuality is essential.

Teaching and Learning Strategies/Activities

- Discussion about the various types of emotions students will have.
- Expect students to share how they feel at different times during the school day, at home, etc.
- Recitation of Poem (*see the poem in the **Assessment***).

Resources

- A Photocopy of the simple four-line poem
- Emoji Images of Feelings
- Pencils/Crayons

Assessment

- Use a simple rating scale to assess the recitation of the poem.
- Assessing not only how accurately the poem is recited but how the students have linked the correct emotions to the poem.

Example of a poem

Sometimes I need a hug

When I feel really sad

When I'm sick with a bug

Mom's Kiss makes me glad

THEMESexuality &
Sexual Health**GRADE**

EARLY CHILDHOOD

RS SSH 2

Analyse the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality.

CORE OUTCOME 1

Appreciate the expression of sexuality and sexual choices regardless of personal views

MODULE 2**“Respecting All Persons”****About the Module**

Children need to appreciate their own individuality but at the same time, they must also learn to respect the uniqueness of others. In this module, students will be taught to consider that each person is different in looks (physical) and behaviours (characteristics) and they must treat each person with respect regardless of the differences. This would afford the teacher the opportunity to help prepare students to be tolerant

and to prepare themselves to resent bullying of other. There is one module in the unit.

Key Skills

Coping Skills (Self Awareness, conflict resolution).

Social Skills (Communication, Interpersonal skills).

Cognitive Skills (Decision Making, critical thinking).

Guidance For The Teacher

- Keep activities simple and age-appropriate.
- Cater to the varying learning styles: Visual, Aural, Kinaesthetic, etc.
- Allow students to express themselves freely during the lesson.
- Use age-appropriate pedagogical strategies. e.g., scenarios.

THEME

Sexuality &
Sexual Health

AGE LEVEL 3-4

MODULE 2

“Respecting All Persons”

UNIT 1

“Alike, Yet Different”

GENERAL OBJECTIVES

By the end of this unit students should be able to:

- Understand the similarities among each other.
- Appreciate the differences in others.
- Be aware that all persons should be respected regardless of differences.

TOPIC 1

**“I am ME and
YOU are YOU”**

Key Skills

Coping Skills (Self -Awareness).

Social Skills (Empathy).

Cognitive Skills (Decision Making).

Values

- Respect
- Curiosity
- Responsibility

Specific Objectives

LEARNING

- Say two (2) physical similarities children have.
- State two (2) physical differences which children have.

DOING

Arrange correctly the photos according to similarities in gender.

SKILL ACQUISITION

Show through a one minute role play how to show appreciation to someone who looks different.

Content

- In an effort to encourage students to appreciate the sexuality of others, they must consider the similarities and the differences in each person.
- Practising good interpersonal skills in the classroom would reinforce the need to embrace tolerance.

Resources

Photos of different persons.

Assessment

- Use a simple rubric scale to assess the role play.
- Assess the accuracy appropriate acts of empathy which students will display.

For example, hugging, shaking hands, patting backs, high fives, knocks of the hands, etc.

Teaching and Learning Strategies/Activities

Role Play on acts of empathy towards each other.
Example: Let students share what they like about each other.

View video about differences. *(click on link)*



<https://bit.ly/3MuejbO>

THEMESexuality &
Sexual Health**GRADE**

EARLY CHILDHOOD

RS SSH 2

Analyse the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality.

CORE OUTCOME 2

Develop an Appreciation and Love for Self

MODULE 1**“Safe And Harmful Sexual Behaviours”****About the Module**

Children need to be sensitized about what is considered as safe touch and harmful touch as well as what safe touch and harmful touch would look like. They must also understand that a threat to their safety can come from people outside of their family as well as people they know. They must understand who they can trust to share their concern. This is the opportunity to teach students how to develop refusal and decision-making skills. It also allows students to understand that they can

control what happens to their bodies.

Children need to appreciate their own individuality but at the same time, they must also learn to respect the uniqueness of others. There is one module in the unit.

Key Skills

Coping Skills (Self Awareness).

Social Skills (Interpersonal, communication and refusal skills).

Cognitive Skills (Decision Making).

Guidance For The Teacher

- Keep activities simple and age-appropriate.
- Cater to the varying learning styles: Visual, Aural, Kinaesthetic, etc.
- Allow students to express themselves freely during the lesson.
- Use age-appropriate pedagogical strategies. e.g., scenarios.

THEME

Sexuality &
Sexual Health

AGE LEVEL 3-4**MODULE 1**

***”Safe and Harmful
Sexual Behaviours”***

UNIT 1

“Knowing Sexual Behaviours Which Are Safe And Dangerous”

GENERAL OBJECTIVES

By the end of this unit students should be able to:

- Understand sexual behaviours which are safe and which are harmful.
- Know the persons they can turn to for help.
- Be aware of how to recognize and refuse sexual advances.

TOPIC 1

***”Acceptable
Touch vs.
Unacceptable
Touch”***

Key Skills

Coping Skills (Self Awareness, Refusal Skills).

Social Skills (Empathy, Communication).

Cognitive Skills (Decision Making).

Values

- Respect
- Curiosity
- Responsibility

Specific Objectives

LEARNING

- Identify two (2) sexual behaviours.
- State three (3) person to whom you can go to for help.

DOING

Shade the drawing of the person who helps when there is danger.

SKILL ACQUISITION

Show two (2) correct behaviours to illustrate when a harmful person approaches you.

Content

- In an effort to sensitize students about the dangers which can be presented to them as it relates to their sexuality it is essential to teach them to differentiate between harmful and safe behaviours.
- Students will need to know the correct persons to approach when they are faced with adverse sexual advances.

Resources

- You Tube Video – “*My body Belongs to Me*”
- Pictures
- Crayons/Pencils
- Laptop
- Projector
- Screen

Teaching and Learning Strategies/Activities

View video “*My Body Belongs to Me*” (click on link)



<https://bit.ly/3vIHkKf>

DISCUSSION

1. What did the little boy's uncle do?
2. Who did the little boy go to?
3. What do you think of his decision?

Assessment

- Questions for identifying sexual behaviours.
 1. Tell me two (2) sexual behaviours that can be harmful to you?
 2. Who are three (3) persons you can go to for help?
- A simple checklist developed to show if the students selected the correct answer by shading the correct image.
- A simple checklist should be used to show the correct behaviours when a harmful person approaches.

THEMESexuality &
Sexual Health**GRADE**

EARLY CHILDHOOD

RS SSH 2

Analyse the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality.

CORE OUTCOME 3

Practise Wise Choices When Using Technology.

MODULE 1**“In The World Of Technology”****About the Module**

Children’s behaviour tends to be influenced by what they see and hear and the technology has a significant impact. The Module centres on the discussion about the correct use of technology. The focus will be on the benefits and the fun which can be derived from the use of the technology. Discussion about the ways in which the technology can be used wisely will be addressed and there will also be discourse on what students

should do if they encounter harmful information on their devices.

(There is one (1) Unit in this Module which is ‘Using the Technology Wisely’.)

Key Skills

Coping Skills (Self monitoring).

Social Skills (communication).

Cognitive Skills (Decision Making).

Guidance For The Teacher

- Keep activities simple and age-appropriate.
- Cater to the varying learning styles: Visual, Aural, kinaesthetic, etc.
- Plan a workshop for parents and guardians to sensitise them about the topic.
- Provide devices for the teaching/learning experience.
- Use age-appropriate pedagogical strategies. e.g., scenarios.

THEME

Sexuality &
Sexual Health

AGE LEVEL 3-4

MODULE 1

**“In The World Of
Technology”**

UNIT 1

“Using Technology Wisely”

GENERAL OBJECTIVES

By the end of this unit students should be able to:

- Be aware of the different types of technology.
- Recognise that technology must be used sensibly.
- Appreciate how to use the technology wisely.

TOPIC 1

**“Use Your
Device Wisely”**

Key Skills

Coping Skills (Self Monitoring).

Social Skills (Communication).

Cognitive Skills (Decision Making).

Values

- Respect
- Appreciation
- Courage

Specific Objectives

LEARNING

Name three (3) technological devices which are used by people.

DOING

Demonstrate in pairs on the device, two (2) correct responses to two (2) negative images on the tablet/phone.

SKILL ACQUISITION

Communicate appropriately to a peer the correct decision to make when a negative image appears on a device.

Content

- Technological devices and ways in which they can be used wisely.
- Choices between positive and negative images on devices.
- which may affect their sexuality must be determined.

Resources

Technological Devices:

- Models of Devices
- Photos
- Images
- Card

Teaching and Learning Strategies/Activities

- Discussion (Large Group and Small Group).
- Story Telling.
- Cooperative Groupings: Peer Grouping.

Assessment

Students will do a peer assessment using a simple checklist provided by teacher to determine the correct responses to two (2) negative images on the device (tablet/phone).

APPENDIX C
From Regional
Standards To
Teaching Topics

THEME
Appropriate
Eating & Fitness

Early Childhood

AGE GROUP
3 – 4 Years

REGIONAL STANDARDS

RS EF1

Demonstrate the capacity to make healthy food and eating choices throughout the life cycle to reduce the risk factors associated with the development of chronic non- communicable diseases.

1	<p>CORE OUTCOMES AGE LEVEL 3-4 Be aware of the importance of food to our bodies.</p>	1	<p>MODULES “Food and the Body”</p>	<p>UNIT Why My Body Needs Food</p>	<p>TOPICS A. Go Foods (Healthy Energy Foods) B. Glow Food (Fruits And Vegetables) C. Grow Foods (Proteins)</p>
		2	<p>“Where do Foods Come From?”</p>	<p>UNIT Foods From Plants And Animals</p>	<p>TOPICS A. Foods From Animals B. Foods From Plant</p>
2	<p>CORE OUTCOMES AGE LEVEL 3-4 Be aware of healthy foods vs. unhealthy food choices.</p>	<p>MODULES “Making Healthy Choices”</p>	1	<p>UNIT Healthy And Unhealthy Food And Beverage Choice</p>	<p>TOPICS Making Healthy Food And Beverage Choices</p>
			2	<p>Eating Balanced Meals</p>	<p>My Plate Mode</p>
			3	<p>How Food Affects Our Health</p>	<p>A. Foods That Can Make Us Unwell B. Foods That Keep Us Well</p>

APPENDIX C

From Regional Standards To Teaching Topics

THEME

Appropriate Eating & Fitness

Early Childhood**AGE GROUP**

3 – 4 Years

3**CORE OUTCOMES
AGE LEVEL 3-4**

Be aware of basic hygiene and food handling practices.

MODULES**“Getting Ready To Eat”****UNIT**

Things To Do Before And After We Eat

TOPICS

- A.** Keeping My Hands Clean
- B.** Preparing Food To Eat
- C.** Cleaning Up Before And After Eating

REGIONAL STANDARDS**RS EF2**

Demonstrate an understanding of fitness and its relationship to good health and quality of life.

1**CORE OUTCOMES
AGE LEVEL 3-4**

Recognize the relationship between physical exercise/ activities and good health.

MODULES**“My Body On The Go”****UNIT**

What Is Exercise And Why It Is Good For Me

TOPICS

- A.** Moving Everyday
- B.** How I Move My Body
- C.** Moving Is Good For Me

2**CORE OUTCOMES
AGE LEVEL 3-4**

Engage in various safe sporting activities for health, fun and development of healthy muscles and motor skills.

MODULES**“Safety on the Move”****UNIT**

Safety During Physical Activities

Topics

- A.** Safety At Play
- B.** Respecting Others At Play

APPENDIX C
From Regional Standards To Teaching Topics

THEME
Appropriate Eating & Fitness

Early Childhood

AGE GROUP
3 – 4 Years

REGIONAL STANDARDS
RS EF3

Analyze the influence of socio-cultural and economic factors, as well as personal beliefs on lifestyle choices related to appropriate eating and physical activity.

CORE OUTCOMES

AGE LEVEL 3-4

Be aware of the influences (socio-cultural, economic factors) on eating habits and physical activities.

	MODULES	UNIT	TOPICS
1	“My Environment And Me”	Culture And Religion On Food Choices	A. My Culture And The Foods We Eat B. My Religion And The Foods We Eat
2	“The Foods We Eat”	UNIT Why We Eat The Foods We Do	TOPICS Healthy Foods Can Be Grown Locally
3	“Moving In My Physical Environment”	UNIT My Environment On Play	TOPICS A. Playing At Home And School B. My Body Needs Rest
4	“Growing Healthy Foods”	UNIT Choosing And Buying Healthy Food	TOPICS A. Healthy Foods Can Be Grown Locally B. Healthy Foods Can Be Affordable C. Preparing Affordable Healthy Foods

APPENDIX C

From Regional Standards To Teaching Topics

THEME

Appropriate Eating & Fitness

Early Childhood**AGE GROUP**

3 – 4 Years

REGIONAL STANDARDS**RS EF4**

Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and physical activity.

	CORE OUTCOMES AGE LEVEL 3-4	MODULES	UNIT	TOPICS
1	Become agents of change in simple ways to enhance healthy eating and physical activity.	“Healthy Living Begins With Me”	Making The Right Choice Is Important To Me	A. I Can Help In Choosing The Foods I Eat B. I Choose To Move Everyday C. “All That Glitters Is Not Gold” (marketing of unhealthy foods)
2	Be aware of the sources of information regarding appropriate eating and physical activity.	“Identifying And Using Information”	Getting The Reliable Information On Healthy Living	

THEME

Appropriate Eating & Fitness

GRADE

EARLY CHILDHOOD

RS AEF4

Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and physical activity.

CORE OUTCOME

Become agents of change in simple ways to enhance healthy eating and physical activity.

MODULE 1

“Healthy Living Begins With Me”

About the Module

Eating and exercise behaviours are formed early in life and are also influenced by the media and food producers. Students need to critically examine what motivates them to adopt particular eating and fitness habits. They also need to begin to develop the knowledge and skills to access age-appropriate sources of information, products, and services related to eating and physical activity for the attainment and maintenance of good health throughout the life-cycle.

Key Skills

Coping Skills (self-monitoring, healthy self-management).

Social Skills (Communication, interpersonal relations, collaboration, social awareness, assertiveness, negotiation).

Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making).

Guidance For The Teacher

- Keep activities simple and age-appropriate.
- Incorporate visual aids, stories (can make up own story), puppets and movement songs.
- Activities may be integrated into other subject areas or themes.
- Plan parenting workshops around the core messages, that is, the influence of food producers and the media on healthy.
- Eating and physical activity.

THEME

Appropriate
Eating & Fitness

AGE LEVEL 3-4**MODULE 1**

*"Healthy living begins
with me"*

UNIT 1

"Making The Right Choice Is Important To Me"

GENERAL OBJECTIVES

By the end of this unit students should be able to:

- Demonstrate an understanding of the importance of making healthy food choices and engage in daily physical activities.
- Be aware that not all foods that are promoted in an appealing way are good for them.

TOPIC 1

**"I Can Help In
Choosing The
Foods I Eat"**

Key Skills

Coping Skills (Self-monitoring, healthy self-management).

Social Skills (Communication, collaboration, assertiveness, negotiation).

Cognitive Skills (Critical thinking, creative thinking, problem-solving, decision-making).

Values

- Consideration
- Appreciation
- Tolerance
- Curiosity
- Responsibility
- Determination
- Self-Respect
- Creativity

Specific Objectives

Students should be able to:

- Make decisions on healthy food choices.
- State reasons for choosing one food over the other.

Content

- Healthy foods vs. unhealthy foods.
- Have a choice in the food eaten.

Teaching and Learning Strategies/Activities

- Use story of *“The hungry caterpillar”* to engage students in class discussion on healthy food choices.

Resources

- Story books, e.g. *“The hungry caterpillar”*.
- Magazines- pictures of food, model foods.
- Glue.
- Cut outs of caterpillar.

Assessment

Have students use pictures of foods mentioned in the story and place healthy foods that the caterpillar should be eating onto the cut outs of the caterpillar.

THEME

Appropriate
Eating & Fitness

AGE LEVEL 3-4**MODULE 1**

*"Healthy living begins
with me"*

UNIT 1

"Making The Right Choice Is Important To Me"

GENERAL OBJECTIVES

By the end of this unit students should be able to:

- Demonstrate an understanding of the importance of making healthy food choices and engage in daily physical activities.
- Be aware that not all foods that are promoted in an appealing way are good for them.

TOPIC 2

**"I Choose To
Move Everyday"**

Key Skills

Coping Skills (Self-monitoring, healthy self-management)

Social Skills (Communication, interpersonal relations, collaboration, assertiveness, negotiation).

Cognitive Skills (Critical thinking, creative thinking, problem-solving, decision-making).

Values

- Consideration
- Appreciation
- Tolerance
- Curiosity
- Responsibility
- Determination
- Self-Respect
- Creativity

Specific Objectives

Students should be able to:

make the decision to choose regular physical activity.

Content

Regular physical activity is important to good health.

Teaching and Learning Strategies/Activities

- Introduce students to rhymes about movement.
- Use the ***Hokey Pokey song*** to engage students in physical activity and a discussion on the importance of regular physical activities done at home and school.

Resources

- **Sample rhyme**

*“Moving gives you energy
and helps you grow.*

*It gets your heart beating
and makes your blood flow.”*

- Audio device.

Assessment

Students were able to share the different physical activities they do on a daily basis at home and school.

THEME

Appropriate
Eating & Fitness

AGE LEVEL 3-4**MODULE 1**

*“Healthy living begins
with me”*

UNIT 1

“Making The Right Choice Is Important To Me”

GENERAL OBJECTIVES

By the end of this unit students should be able to:

- Demonstrate an understanding of the importance of making healthy food choices and engage in daily physical activities.
- Be aware that not all foods that are promoted in an appealing way are good for them.

TOPIC 3

**“All That Glitters
Is Not Gold”
(Marketing Of
Unhealthy Foods)”**

Key Skills

Coping Skills (Self-monitoring, healthy self-management).

Social Skills (: Communication, collaboration, social awareness, assertiveness, negotiation).

Cognitive Skills (Critical thinking, creative thinking, decision-making).

Values

- Consideration
- Appreciation
- Tolerance
- Curiosity
- Responsibility
- Determination
- Self-Respect
- Creativity

Specific Objectives

Students should be able to:

Identify unhealthy foods.

Content

- Unhealthy foods and beverages can look good (looks good but not good for you).
- high level of sugar, fats and salt.

Teaching and Learning Strategies/Activities

- Use visual aids to show commonly advertised foods.
- Have guided class discussion on what appealed to them.

Resources

Use the internet to source visual aids.

Assessment

Use the answers given in the class discussion to ascertain whether students were able to identify unhealthy foods.

APPENDIX D

From Regional Standards To Teaching Topics

THEME

Managing The Environment

Early Childhood**AGE GROUP**

3 – 4 Years

REGIONAL STANDARDS**RS ME1**

Demonstrate an understanding of the inter-relationships of a sustainable natural environment.

1**CORE OUTCOMES****AGE LEVEL 3-4**

Become knowledgeable of the importance of flora and fauna, those are a part of the environment.

MODULES

“My Environment And Me”

UNIT

Our Environment is Everything Around Us

TOPICS

Let's visit our Natural Environment

2**CORE OUTCOMES****AGE LEVEL 3-4**

Be aware of the beauty of our natural environment

MODULES

“Maintaining The Beauty Of My Environment”

UNIT

Keeping the Environment Clean

TOPICS

- A.** Caring For The Environment Is Fun
- B.** My Actions Can Harm The Environment

REGIONAL STANDARDS**RS ME2**

Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools, and communities.

CORE OUTCOMES**AGE LEVEL 3-4**

Become familiar and demonstrate ways and means to keep the environment healthy and safe for self, family and school.

MODULES

“Saving my Environment”

UNIT

Keeping the Environment Safe

TOPICS

My Actions can Save the Environment:

- At home
- At Play,
- At School
- In the Community

APPENDIX D
From Regional Standards To Teaching Topics

THEME
Managing The Environment

Early Childhood

AGE GROUP
3 – 4 Years

REGIONAL STANDARDS
RS ME3

Analyse the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, families, and communities.

1	<p>CORE OUTCOMES AGE LEVEL 3-4 Demonstrate that a safe and healthy environment will provide for a healthier lifestyle.</p>	<p>MODULES “Creating A Healthy Environment”</p>	<p>UNIT It’s Everyone’s Business: Let’s keep our environment healthy</p>	<p>TOPICS My Actions Can Make Everyone Well: (In the home, at school and in the community)</p>
2	<p>CORE OUTCOMES AGE LEVEL 3-4 Be aware of the fact that various types of waste are generated within the home, school and community.</p>	<p>MODULES “Health is Wealth”</p>	<p>UNIT Human Actions Can Affect The Environment</p>	<p>TOPICS My Actions Can Make Everyone Sick: (At home, at school and in the community)</p>

APPENDIX D

From Regional Standards To Teaching Topics

THEME

Managing The Environment

Early Childhood**AGE GROUP**

3 – 4 Years

REGIONAL STANDARDS**RS ME4**

Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environments and the reduction of environmental health threats in the home, school, community and region.

	CORE OUTCOMES AGE LEVEL 3-4	MODULES	UNIT	TOPICS
1	Be aware of vectors that cause diseases in home and school.	“Sustaining the Environment”	Loving the Environment: Now and in the Future	Keeping Ourselves Free Of Vector Borne Diseases
2	Become agents of change in simple ways to protect our natural environment.	“Protecting our Environment”	Ways To Protect The Environment	The Environment And Me: My Role

REGIONAL STANDARDS**RS ME5**

Develop knowledge and skills to access age appropriate sources of information, products, and services related to managing the environment.

CORE OUTCOMES
AGE LEVEL 3-4
Become familiar with age-appropriate sources and accurate information and services relating to the environment.

MODULES
“Knowing my Sources: The Road to Action”

UNIT

1 Finding Our Gems and Using them

2 The journey to becoming Champions

TOPICS

Lots Of Sources Are There To Help Me: I want to be a part of the message

I can be a Champion for Changing the Environment: (Using the Arts)

THEME

Managing The Environment

GRADE

EARLY CHILDHOOD

RS ME 5

Develop knowledge and skills to access age-appropriate sources of information, products and services relating to managing the environment.

CORE OUTCOME

Become familiar with age-appropriate sources and accurate information and services related to the environment.

MODULE 1

“Knowing My Sources: The Road To Action”

About the Module

This module is the culmination of the thematic area, ‘Managing the Environment’. There are two units in this Module. The first is ‘Knowing My Sources: The Road to Action’. The second is, ‘The Journey to becoming Champions’. The knowledge and skills from Regional Standards (1-4) of Managing the Environment should have been covered. In addition, there should have been evidence that prior assessments have taken place to ensure that students have gained not

just knowledge but skills to manage their overall environment. The aim of this module is to assist students to recognise their roles in becoming Advocates for change, not only in their immediate environments but in the wider community.

Key Skills

Coping Skills (healthy self-management).

Social Skills (Communication, interpersonal).

Cognitive Skills (Creative thinking, problem-solving, decision-making).

Guidance For The Teacher *Teachers need to pay attention to the following:*

- The age group and therefore the attention span will be short.
- To vary activities so as to address the learning styles of all pupils.
- Prepare activities that are colourful, interactive and easy to understand.
- To emphasise the dominant life skill – Communication.
- Complete the topic and ensure objectives are met before moving on to new information on the topic.
- Parental participation is essential, especially since they play an integral role in shaping the lives of their children.
- This activity is the preparation towards students becoming active Champions within their environment.

THEME

Managing
The Environment

AGE LEVEL 3-4

MODULE 1

“Knowing My Sources:
The Road To Action”

UNIT 1

“Finding Our Gems And Using Them”

GENERAL OBJECTIVES

By the end of this unit students should be able to:

- Utilise the knowledge and skills of various sources of information on the environment to become Agents of change.
- Demonstrate an understanding of their role as Agents of change in maintaining a safe and healthy environment.

TOPIC 1

“Lots Of Sources
Are There To
Help Me”

Key Skills

Coping Skills (Self-awareness, healthy self-management).

Social Skills (Communication, Interpersonal).

Cognitive Skills (Creative Thinking, Critical Thinking, Decision-making).

Values

- Respect for self and environment
- Courage
- Sensitivity

Specific Objectives

- State three ways how information can be sourced.
- Make a group collage with information gathered on the environment.
- Students will develop communication and creative-thinking skills.

Content

Information will be drawn from the print and visual media.

Teaching and Learning Strategies/Activities

- Research, collection and sorting of material from all available sources.
- Group collages will be developed.

Resources

Use of technology and printed media

- Paper/card
- Paint/Crayons
- Scissors

Assessment

Group Collages:
Students will be assessed in groups.

THEME

Managing
The Environment

AGE LEVEL 3-4

MODULE 1

“Knowing My Sources:
The Road To Action”

UNIT 2

“The Journey To Becoming Champions”

GENERAL OBJECTIVES

By the end of this unit students should be able to:

- Utilise the knowledge and skills of various sources on the environment to become agents of change.
- Demonstrate an understanding of their role in maintaining a healthy and safe environment.

TOPIC 1

“I Can Be A
Champion For
Changing The
Environment”

Key Skills

Coping Skills (Healthy Self-management and Self-monitoring).

Social Skills (Communication, Interpersonal, Collaboration).

Cognitive Skills (Creative thinking, Problem-solving, Decision-making, Advocacy).

Values

- Respect for self and environment
- Courage
- Sensitivity

Specific Objectives

- Students should be able to name two things that are harmful and two things that are not harmful in our environment.
- Students develop a portfolio to become a 'Champion for Change'.
- Students display creativity and decision-making skills.

Content

There are various ways to showcase a healthy environment. Some examples are Portfolios and utilising creative expression.

Teaching and Learning Strategies/Activities

- Research, collection and sorting of material from all available sources.
- Pupils with teacher and parental assistance develop portfolios that are age-appropriate with relevant messages.

Resources

Use of technology and printed media

- Puppetry
- Paper/Card
- Paint/Crayons
- Scissors

Assessment

- Students' Portfolios demonstrating their understanding of a 'Champion for Change'.
- Presentations at the Showcase of students' creative abilities will be assessed as the final activity.

APPENDIX E

From Regional Standards To Teaching Topics

THEME

Appropriate Eating & Fitness

Lower Primary**AGE GROUP**

5 – 6 Years

REGIONAL STANDARDS**RS EF1**

Demonstrate the capacity to make healthy food and eating choices throughout the life cycle to maintain healthy lifestyles and reduce the risk factors associated with the development of lifestyle (chronic) diseases.

	CORE OUTCOMES AGE LEVEL 5-6	MODULES	UNIT	TOPICS
1	Understand that healthy/unhealthy foods and eating choices impact/affect health.	“You Are What You Eat”	A. Food: The Value To Our Bodies B. Food Choices Can Harm The Body	A. My Food Choices: A Healthy Body B. I Love My Body: I Will Make The Right Food Choices C. Food Choices That Can Harm Us
2	Demonstrate basic hygiene and food handling practices.	1 “Good Hygiene is important to Me”	UNIT How I Practise Good Hygiene	TOPICS A. Ways To Keep My Body Clean B. Keeping My Hands Clean C. Eating And Cleanliness
		2 “Safe Food Handling is good for our health”	UNIT Safety comes first with my Food	TOPICS A. What Makes Food Safe And Unsafe B. Unsafe Food Can Make You Sick

APPENDIX E
From Regional Standards To Teaching Topics

THEME
Appropriate Eating & Fitness

Lower Primary

AGE GROUP
5 – 6 Years

REGIONAL STANDARDS

RS EF2

Demonstrate an understanding of fitness and its relationship to good health and quality of life.

<p>1</p> <p>CORE OUTCOMES AGE LEVEL 5-6 Examine the benefits of exercise/ activities for children's physical health and general wellness.</p>	<p>MODULES “On The Move!”</p>	<p>UNIT Let's Get Moving!</p>	<p>TOPICS Exercise Is Fun, We Need It For Healthy Growth</p>
<p>2</p> <p>CORE OUTCOMES AGE LEVEL 5-6 Create an awareness of the importance of safety during sport and physical activities.</p>	<p>MODULES “Safety Matters While At Play”</p>	<p>UNIT Let's Play Safe</p>	<p>TOPICS Safe Activities To Keep Me Healthy (Creative Expressions And Games)</p>

REGIONAL STANDARDS

RS EF3

Analyze the influence of socio-cultural and economic factors, as well as personal beliefs on lifestyle choices related to appropriate eating and physical activity.

<p>CORE OUTCOMES AGE LEVEL 5-6 Develop an awareness of personal beliefs that influence food choices and physical activity.</p>	<p>MODULES “Influences On My Food Choices And Physical Activity”</p>	<p>UNIT My Personal Beliefs On Food Choices And Physical Activity</p>	<p>TOPICS A. Why I Choose The Things I Eat B. Physical Activity Is Fun For Me!</p>
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APPENDIX E

From Regional
Standards To
Teaching Topics

THEME

Appropriate
Eating & Fitness

Lower Primary**AGE GROUP**

5 – 6 Years

REGIONAL STANDARDS**RS EF4**

Develop knowledge and skills to access age- appropriate sources of information, products, and services related to physical activity.

CORE OUTCOMES**AGE LEVEL 5-6**

Obtain relevant
information on eating
and physical activity
from family and school.

MODULES**“Sourcing
Information”****UNIT**

Various Sources
Of Information Can
Help Me Make The
Right Choices

TOPICS

- A.** I Will Make The Right Choice
- B.** Get Physical

THEMEAppropriate
Eating & Fitness**GRADE**

LOWER PRIMARY

STANDARD 4

Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and physical activity.

CORE OUTCOME

Obtain relevant information on eating and physical activity from family and school.

MODULE 1**“Sourcing Information”****About the Module**

This module is the culmination of the theme Appropriate Eating and Fitness. The students should have developed and demonstrated the knowledge and skills identified. This is the phase of decision making as well as maintaining healthy eating and physical activity. The result is that action would be taken as they source information to make informed choices for themselves and others.

Key Skills

Coping Skills (Healthy self-management- emotional awareness, self-esteem; self-awareness).

Social Skills (Communication, interpersonal relations, collaboration, conflict resolution; social awareness, cultural awareness).

Cognitive Skills (Critical thinking, creative thinking, problem-solving, decision-making, technological).

Guidance For The Teacher

- Please be aware that foods include fruits and beverages.
- Keep activities simple and age-appropriate.
- Incorporate visual aids, stories (can make up own story), puppets and movement songs.
- Activities may be integrated into other subject areas or themes.
- Be sure to incorporate the influence of marketing in the lesson.
- Plan parenting workshops around the core messages, that is, the influence of food producers and the media on healthy eating and physical activity.

THEME

Appropriate
Eating & Fitness

AGE LEVEL 5-6

MODULE 1

“Sourcing Information”

UNIT 1

“Various Sources Of Information Can Help Me Make The Right Choices”

GENERAL OBJECTIVES

By the end of this unit students should be able to:

- Demonstrate the ability to access information related to eating and physical activity.

TOPIC 1

**“I Will Make The
Right Choice”**

Key Skills

Coping Skills (Self-monitoring, healthy self-management).

Social Skills (Communication, interpersonal relations, collaboration, social awareness, assertiveness, negotiation).

Cognitive Skills (Creative thinking, problem-solving, decision-making).

Values

- Consideration
- Appreciation
- Tolerance
- Curiosity
- Responsibility
- Determination
- Self-Respect
- Creativity

Learning Objectives

Students should be able to:

- Give three (3) sources of information on healthy foods choices.
- Make a decision to choose healthy foods.

Content

- Selecting sources of information on healthy and unhealthy foods.
- Developing a theme song/nursery rhyme to emphasize healthy foods.

Teaching and Learning Strategies/Activities

- The teacher brings various sources of visual information.
- Teacher uses nursery rhymes or a short song to emphasize healthy food choices.
- Prepare worksheets to colour.

Resources

All types of media for example television, radio, magazines, internet, old bottles / food containers, newspaper clippings, etc. Prepared worksheets with focus on healthy food choices.

Assessment

Students will be assessed on their ability to select healthy foods from teacher's worksheet.

THEME

Appropriate
Eating & Fitness

AGE LEVEL 5-6

MODULE 1

“Sourcing Information”

UNIT 1

“Various Sources Of Information Can Help Me Make The Right Choices”

GENERAL OBJECTIVES

By the end of this unit students should be able to:

- Demonstrate the ability to access information related to eating and physical activity.

TOPIC 2

**“Let’s Get
Physical”**

Key Skills

Coping Skills (Self-monitoring, healthy self-management).

Social Skills (Communication, interpersonal relations, collaboration, social awareness, assertiveness, negotiation).

Cognitive Skills (Creative thinking, problem-solving, decision-making).

Values

- Consideration
- Appreciation
- Tolerance
- Curiosity
- Responsibility
- Determination
- Self-Respect
- Creativity

Learning Objectives

Students should be able to:

- Give three sources of information on physical activity.
- Make the decision to choose daily physical activity.

Content

- Appropriate source of information on physical activity.
- Daily physical activity is important to good health.

Teaching and Learning Strategies/Activities

- Recap topic 1 and engage in guided discussion on sources of information.
- Play ring games/instructional rhyme games that involve movement.

Resources

- Ring games/rhyme
- Audio visual device

Assessment

Students were able to share the different physical activities they do on a daily basis at home and school.

APPENDIX F

From Regional
Standards To
Teaching Topics

THEME

Appropriate Eating & Fitness

Lower Primary**AGE GROUP**

7 – 8 Years

REGIONAL STANDARDS**RS EF1**

Demonstrate the capacity to make healthy food and eating choices throughout the life cycle to maintain healthy lifestyles and reduce the risk factors associated with the development of lifestyle (chronic) diseases.

	CORE OUTCOMES AGE LEVEL 7-8	MODULES	UNIT	TOPICS
1	Recognise that foods can be categorised as processed and unprocessed.	“Categories Of Foods”	Processed And Unprocessed Foods	A. Eat What You Grow B. What Do I Choose?
2	Demonstrate the ability to select healthy foods.	“The Power Of Choice”	Healthy Food Choices	I Have The Power To Select Healthy Food Choices!
3	Maintain safe, hygienic and food handling practices.	“Safe Hygiene Practices”	Safety And Good Hygiene Matters	Germ Free Is The Way To Be!

APPENDIX F
From Regional
Standards To
Teaching Topics

THEME
Appropriate
Eating & Fitness

Lower Primary

AGE GROUP
7 – 8 Years

REGIONAL STANDARDS

RS EF2

Demonstrate an understanding of fitness and its relationship to good health and quality of life.

	CORE OUTCOMES	MODULES	UNIT	TOPICS
1	AGE LEVEL 7-8 Recognize the role of physical activity in achieving good health.	“Physical Activity And Good Health”	The Benefits Of Physical Activity	Stay Healthy...Keep Moving!
2	AGE LEVEL 7-8 Display safe behaviours for self and others during physical activity.	“Safety During Physical Activity”	Practicing Safe Habits While At Play	Safety At Play Is Everyone’s Business!

APPENDIX F

From Regional Standards To Teaching Topics

THEME

Appropriate Eating & Fitness

Lower Primary**AGE GROUP**

7 – 8 Years

REGIONAL STANDARDS**RS EF3**

Analyze the influence of socio-cultural and economic factors, as well as personal beliefs on lifestyle choices related to appropriate eating and physical activity.

CORE OUTCOMES**AGE LEVEL 7-8**

Develop and demonstrate an awareness of personal and socio-cultural factors that influence food choices and physical activity.

MODULES

“Influences On My Food Choices And Physical Activity”

UNIT

Factors That Influence My Food Choices And Physical Activity

TOPICS

- A.** What Motivates My Food Choices?
- B.** I Choose To Respect Individual Differences In Food Choices!
- C.** What Motivates My Physical Activity?
- D.** I Choose To Respect Individual Differences In Physical Activity!
- E.** I Can Make The Right Choice!

REGIONAL STANDARDS**RS EF4**

Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and physical activity.

CORE OUTCOMES**AGE LEVEL 7-8**

Identify and use sources of accurate, age-appropriate information relating to eating and physical activity.

MODULES

“Sourcing Information: Identifying And Using Information”

UNIT

Appropriate Information Can Help Me Make The Right Choices

TOPICS

- A.** I Like To Move It, Move It!
- B.** Let's Get Physical
- C.** For The Love Of Foods

THEMEAppropriate
Eating & Fitness**GRADE**

LOWER PRIMARY

RS4

Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and physical activity.

CORE OUTCOME

Identify and use sources of accurate, age – appropriate information relating to eating and physical activity.

MODULE 1**“Sourcing Information: Identifying And Using Information”****About the Module**

Eating and physically activity behaviours are formed early in life and are also influenced by the media and food producers. Students need to critically examine what motivates them to adopt particular eating and fitness habits. They also need to begin to develop the knowledge and skills to access age-appropriate sources of information, products, and services related to eating and physical activity for the attainment and maintenance of good health throughout the life- cycle.

Key Skills

Coping Skills (Healthy self-management- emotional awareness, self-esteem; self-awareness).

Social Skills (Communication, interpersonal relations, collaboration, conflict resolution; social awareness, cultural awareness).

Cognitive Skills (Critical thinking, creative thinking, problem-solving, decision-making, technological).

Guidance For The Teacher

- Keep activities simple and age-appropriate.
- Incorporate visual aids, stories (can make up own story), puppets and movement songs.
- Activities may be integrated into other subject areas or themes.
- Plan parenting workshops around the core messages, that is, the influence of food producers and the media on healthy eating and physical activity.
- Incorporate the influence of marketing in the lesson.

THEME

Appropriate
Eating & Fitness

AGE LEVEL 7-8

MODULE 1

**”Sourcing Information:
Identifying And Using Information”**

UNIT 1

“Various Sources Of Information Can Help Me Make The Right Choices”

GENERAL OBJECTIVES

By the end of this unit students should be able to:

- Demonstrate an understanding of the importance of making healthy food choices and engaging in daily physical activities.
- Recognise the impact of marketing on food choices and physical.

TOPIC 1

**“I Like To
Move It, Move It!”**

Key Skills

Coping Skills (healthy self-management- emotional awareness, self-esteem; self-awareness).

Social Skills (Communication, interpersonal relations, collaboration, conflict resolution; social awareness, cultural awareness).

Cognitive Skills (Critical thinking, creative thinking, problem-solving, decision-making, technological).

Values

- Tolerance
- Respect For Self And Others
- Honesty
- Curiosity
- Responsibility
- Fairness
- Determination
- Loyalty
- Kindness
- Service
- Creativity

Learning Objectives

Students should be able to:

- State the importance of doing physical activities.
- Make a decision to engage in daily physical activity.

Content

- Daily physical activity is important to good health.
- There are several ways to engage in physical activity.

Teaching and Learning Strategies/Activities

- Have field trip to place where people engage in physical activity (gym, river, park, hiking trails).
- Ask students to list four reasons why physical activity is important.

Resources

Teacher prepared check list

- Notebooks
- Pencils

Assessment

- Assess the list submitted by students.
- Individual pledges developed for portfolios.

THEME

Appropriate
Eating & Fitness

AGE LEVEL 7-8

MODULE 1

***“Sourcing Information:
Identifying And Using Information”***

UNIT 1

“Various Sources Of Information Can Help Me Make The Right Choices”

GENERAL OBJECTIVES

By the end of this unit students should be able to:

- Demonstrate an understanding of the importance of making healthy food choices and engaging in daily physical activities.
- Recognise the impact of marketing on food choices and physical.

TOPIC 2

***“Let’s Get
Physical!”***

Key Skills

Coping Skills (healthy self-management- emotional awareness, self-esteem; self-awareness).

Social Skills (Communication, interpersonal relations, collaboration, conflict resolution; social awareness, cultural awareness).

Cognitive Skills (Critical thinking, creative thinking, problem-solving, decision-making, technological).

Values

- Tolerance
- Respect For Self And Others
- Honesty
- Curiosity
- Responsibility
- Fairness
- Determination
- Loyalty
- Kindness
- Service
- Creativity

Learning Objectives

Students should be able to:

- Identify information products and services that influence physical activity.
- Use decision making skills to select information that they would use for their physical activity.

Content

Products and services that influence physical activity.

Teaching and Learning Strategies/Activities

- Initiate discussion using role play/ story with pictures illustrating a group of students doing physical activities and another group of students playing video games.
- Teacher will take samples of material promoting physical activity and physical inactivity. Ask students to identify the ones promoting physical activity.

Resources

- Audio visual devices
- Story/picture book

Assessment

Teacher will assess the selections made by students that would influence their individual physical activity.

THEME

Appropriate
Eating & Fitness

AGE LEVEL 7-8

MODULE 1

***”Sourcing Information:
Identifying And Using Information”***

UNIT 1

“Various Sources Of Information Can Help Me Make The Right Choices”

GENERAL OBJECTIVES

By the end of this unit students should be able to:

- Demonstrate an understanding of the importance of making healthy food choices and engaging in daily physical activities.
- Recognise the impact of marketing on food choices and physical.

TOPIC 3

**“For The
Love of
Foods”**

Key Skills

Coping Skills (healthy self-management- emotional awareness, self-esteem; self-awareness).

Social Skills (Communication, interpersonal relations, collaboration, conflict resolution; social awareness, cultural awareness).

Cognitive Skills (Critical thinking, creative thinking, problem-solving, decision-making, technological).

Values

- Tolerance
- Respect For Self And Others
- Honesty
- Curiosity
- Responsibility
- Fairness
- Determination
- Loyalty
- Kindness
- Service
- Creativity

Learning Objectives

Students should be able to:

- Identify foods that are commonly advertised.
- Using the skill of decision making state the impact of the advertisements on food choices.

Content

The impact of the advertisements on food choices.

Teaching and Learning Strategies/Activities

- Use visual aids to show commonly advertised foods.
- Have students to take packages of food products commonly advertised and discuss the impact of the advertisement on their food choices.

Resources

Use visual aids, pictures, packages of food products.

Assessment

Create collages that promote health food choices.

APPENDIX G

From Regional
Standards To
Teaching Topics

THEME

Appropriate Eating & Fitness

Upper Primary**AGE GROUP**

9 – 10 Years

REGIONAL STANDARDS**RS EF1**

Demonstrate the capacity to make healthy food and eating choices throughout the life cycle to maintain healthy lifestyles and reduce the risk factors associated with the development of lifestyle (chronic) diseases.

	CORE OUTCOMES AGE LEVEL 9-10	MODULES “Healthy Eating”	UNIT	TOPICS
1	Recognize the need for healthy eating throughout the life cycle.		1 Food and Groups 2 Functions of Foods 3 Eating and Disease Prevention and Management	A. What is Food? B. Caribbean Food Groups A. Substances in food and their Roles A. Main Deficiency Diseases (Iron) B. Chronic Diseases (Diabetes) C. Food Allergies
2	Demonstrate ways to select a balanced meal, from different food groups.	“Balanced Meals”	Planning Balance Meals	Using The Food Groups to Plan Balance Meals
3	Apply safe food handling practices.	“Food Safety”	Food Safety Practices	A. Food Handling B. Food Storage C. Food Preparation

APPENDIX G
From Regional Standards To Teaching Topics

THEME
Appropriate Eating & Fitness

Upper Primary

AGE GROUP
9 – 10 Years

REGIONAL STANDARDS

RS EF2

Demonstrate an understanding of fitness and its relationship to good health and quality of life.

	CORE OUTCOMES	MODULES	UNIT	TOPICS
1	AGE LEVEL 9-10 Recognize and value physical activity as another critical component of healthy lifestyle.	“Physical Activity and Health”	1 Understanding Physical Activity	Definition and Types of Physical Activity?
			2 Physical Activity and its Contribute to Good Health	A. Benefits of Physical Activities to overall Health B. Relationship between Healthy Eating and Physical Activity
2	AGE LEVEL 9-10 Incorporate safety principles when engaged in physical activities.	“Safety in Physical Activity”	UNIT Factors Affecting Safety in Physical Activity	TOPICS A. Staying Safe during Physical Activity B. Using Physical Activity Equipment Safely
3	AGE LEVEL 9-10 Design, implement and monitor an age – appropriate physical activity plan.	“Planning for Physical Activity”	UNIT Preparing for Participation in Physical Activity	TOPICS Physical Activity Plan for Personal Use

APPENDIX G

From Regional Standards To Teaching Topics

THEME

Appropriate Eating & Fitness

Upper Primary**AGE GROUP**

9 – 10 Years

REGIONAL STANDARDS**RS EF3**

Analyze the influence of socio-cultural and economic factors, as well as personal beliefs on lifestyle choices related to appropriate eating and physical activity.

CORE OUTCOMES**AGE LEVEL 9-10**

Develop an understanding of personal and socio-cultural factors that influence eating and physical activity behaviours.

MODULES

“Factors Affecting Eating and engagement in Physical Activity”

UNIT

1 Factors Affecting Food Choices

2 Factors Affecting Physical Activity

TOPICS

- A.** Cultural and Religious Factors: Food Choices
- B.** Economic and Social Factors: Food Choices

- A.** Cultural and Religious Factors: Physical Activity
- B.** Economic and Social Factors: Physical Activity

APPENDIX G
From Regional Standards To Teaching Topics

THEME
Appropriate Eating & Fitness

Upper Primary

AGE GROUP
9 – 10 Years

REGIONAL STANDARDS

RS EF4

Develop knowledge and skills to access age- appropriate sources of information, products, and services related to eating and physical activity.

CORE OUTCOMES

AGE LEVEL 9-10

Utilise accurate age – appropriate information to inform personal choices relating to eating and physical activity.

MODULES

1 **“Appropriate Information for Eating and Physical Activities”**

2 **“Assess Products, And Services Relating To Eating And Physical Activity”**

UNIT

Sources of Information on Nutrition and Physical Activities

1 UNIT

Types of Products and Services relating to eating and physical activity

2

Evaluate Products and Services relating to eating and physical activity

TOPICS

- A.** Identifying Reliable Sources of Information relating to Nutrition
- B.** Identifying Reliable Sources of Information relating to Physical Activities

TOPICS

- A.** Types of Products and Services relating to Promotion Food (Health Store, Dietician)
- B.** Strategies/Venues Used in Marketing Foods Products
- C.** Effects of Marketing Strategies on Food Choices

TOPICS

- A.** Types of Products and Services relating to Promotion Physical Activities (Health Store, Dietician)
- B.** Strategies Used in Marketing Physical Activities Products
- C.** Effects of Marketing Strategies on Physical Activities

THEMEAppropriate
Eating & Fitness**GRADE**

LOWER PRIMARY

RS EF4

Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and physical activity.

CORE OUTCOME 1

Utilise accurate age – appropriate information to inform personal choices relating to eating and physical activity.

MODULE 1**“Sourcing Information: Identifying And Using Information”****About the Module**

Young people are exposed to different types of information through different media. Some of these sources of information are not always reliable. In addition, they are particularly susceptible to the persuasive influence of these marketers. There is also an increasing trend for them to be sedentary because of change in lifestyle and influence of the media. Therefore, the module seeks to encourage greater participation in regular physical activities and to motivate them make informed food choices.

Key Skills

Coping Skills (Healthy self-management- emotional awareness, self-esteem; self-awareness).

Social Skills (Communication, interpersonal relations, collaboration, conflict resolution; social awareness, cultural awareness).

Cognitive Skills (Critical thinking, creative thinking, problem-solving, decision-making, technological).

Guidance For The Teacher

- Keep activities simple and age-appropriate.
- Activities may be integrated into other subject areas or themes.
- Allow adequate time of Students Questions and Discussion.
- Place emphasis on creating print rich classroom to reinforce teaching.
- Model behaviours and practices being taught to children.
- Match education strategies with educational Tours (E.g., Visit to gym).
- Plan workshops around the core messages, that is, to access and use age-appropriate sources of information, products, and services related to eating and physical activity.

THEME

Appropriate
Eating & Fitness

AGE LEVEL 9-10

MODULE 1

*“Appropriate Information for
Eating and Physical Activities”*

UNIT 1

“Sources Of Information On Nutrition And Physical Activities”

GENERAL OBJECTIVES

By the end of this unit students should be able to:

- Identify reliable sources of information on Nutrition and Physical Activity Demonstrate an awareness of reliable and unreliable sources of information on Nutrition and Physical Activity.

TOPIC 1

**“Identifying
Reliable Sources Of
Information Relating
To Nutrition”**

Key Skills

Coping Skills (healthy self-management).

Social Skills (Communication, interpersonal relations, collaboration, social awareness, cultural awareness).

Cognitive Skills (Critical thinking, problem-solving, decision-making, ICT skills).

Values

- Tolerance
- Respect For Self And Others
- Curiosity
- Responsibility
- Determination

Learning Objectives

Students should be able to:

- List three reliable sources of information on Nutrition.
- List three unreliable sources of information on Nutrition.
- Explain the difference between a reliable and unreliable source on Nutrition.

Content

Sources of Information Some examples:

- the internet.
- Existing market research results.
- Anecdotal.
- Print.
- Professional/ organisation such as industry bodies, government agencies, libraries and local councils.
- Reliable Sources vs. Unreliable Sources of Information on Nutrition.
- Characteristics of Reliable and Unreliable.

Teaching and Learning Strategies/Activities

- Guided Discovery.
- Small Group Discussion.
- Think-Pair-Share.
- Presentation.

Resources

- Computer.
- Internet.
- Samples of marketing materials (e.g. promotional materials, cut-outs).
- Rating scale.

Assessment

Use a rating scale to assess students' ability to classify reliable and unreliable sources of information on Nutrition.

THEME

Appropriate
Eating And Fitness

AGE LEVEL 9 - 10

MODULE 1

*"Appropriate Information for
Eating and Physical Activities"*

UNIT 1

"Sources Of Information On Nutrition And Physical Activities"

GENERAL OBJECTIVES

By the end of this unit students should be able to:

- Identify reliable sources of information on Nutrition and Physical Activity.
- Demonstrate an awareness of reliable and unreliable sources of information on Nutrition and Physical Activity.

TOPIC 2

**"Identifying Reliable
Sources Of Information
Relating To Physical
Activity"**

Key Skills

Coping Skills (healthy self-management).

Social Skills (Communication, interpersonal relations, collaboration, social awareness, cultural awareness).

Cognitive Skills (Critical thinking, problem-solving, decision-making, ICT skills).

Values

- Tolerance
- Respect For
Self And Others
- Curiosity
- Responsibility
- Determination

Learning Objectives

Students should be able to:

- List three reliable sources of information on Physical Activity.
- List three unreliable sources of information on Physical Activity.
- Explain the difference between a reliable and unreliable source on Physical Activity.

Content

Sources of Information Some examples:

- the internet
- Existing market research results.
- Anecdotal
- Print
- Professional/ organisation such as industry bodies, government agencies, libraries and local councils
- Reliable Sources vs. Unreliable Sources of Information on Nutrition
- Characteristics of Reliable and Unreliable

Teaching and Learning Strategies/Activities

- Guided Discovery
- Small Group Discussion
- Presentation
- Jigsaw

Resources

- Computer
- Internet
- Samples of marketing materials (e.g. promotional materials, cut-outs)
- Checklist

Assessment

Use a checklist to assess students' ability to classify reliable and unreliable sources of information on Physical Activity.

APPENDIX H

From Regional
Standards To
Teaching Topics

THEME

Appropriate Eating & Fitness

Upper Primary**AGE GROUP**

11 – 12 Years

REGIONAL STANDARDS**RS EF1**

Demonstrate the capacity to make healthy food and eating choices throughout the life cycle to maintain healthy lifestyles and reduce the risk factors associated with the development of lifestyle (chronic) diseases.

	CORE OUTCOMES AGE LEVEL 11-12	MODULES	UNIT	TOPICS
1	Assess personal eating habits.	“Ways of Assessing Eating Habits”	Documenting and Evaluating Food Habits	A. Creating and Evaluating Food recordings B. Identifying and Meeting Nutritional Needs at Different Life Stages
2	Relate eating practices to the risk of developing to specific lifestyle diseases (diabetes, heart disease, and hypertension).	“Relationship between Eating Habits and Disease Development and Prevention”	A. Role of Good Nutrition throughout the Life Cycle B. Diet Related Risk Factors for Lifestyle Diseases	Identify the dangers of excess salt, sugar, fat in the diet
3	Make appropriate food choices to avoid risk factors associated with lifestyle diseases (e.g., excess salts, sugars, and fats).	“Making Appropriate Food Choices”	Creating Healthy Meal Choice	A. Identify Sources rich in salt, sugar and fat B. Planning and Preparing Balance Meals

APPENDIX H

From Regional Standards To Teaching Topics

THEME

Appropriate Eating & Fitness

Upper Primary**AGE GROUP**

11-12 Years

4	CORE OUTCOMES AGE LEVEL 11-12 Apply safe food – handling practices.	MODULES “Food Safety”	UNIT Food Safety Practices in school and community	TOPICS A. Assessing Food Handling Practices in home, school and community B. Demonstrating Safe Food Storage Practices. C. Practice Safe Food Preparation Methods
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REGIONAL STANDARDS**RS EF2**

Demonstrate an understanding of fitness and its relationship to good health and quality of life.

1	CORE OUTCOMES AGE LEVEL 11-12 Make appropriate choices with respect to physical activity, and exercise to attain and maintain a healthy lifestyle.	MODULES “Physical Activity and a Healthy Lifestyle”	UNIT Understanding Physical Activity and its Contribution to a Healthy Lifestyle	TOPICS Incorporating Physical Activities as a part of a Healthy Lifestyle
2	CORE OUTCOMES AGE LEVEL 11-12 Incorporate safety principles when engaged in physical activity.	MODULES “Safety in Physical Activity”	UNIT Identifying Safety Factors and Utilising them in the Development of Physical Activity Plans	TOPICS Develop and Implement a Safe Physical and Activity Plan for self and Family Members
3	CORE OUTCOMES AGE LEVEL 11-12 Design, implement and monitor an age – appropriate physical activity plan.	MODULES “Planning for Physical Activity”	UNIT Preparing a Physical Activity Plan for Family Members	TOPICS Develop and Implement a Safe Physical and Activity Plan for self and Family Members

APPENDIX H
From Regional Standards To Teaching Topics

THEME
Appropriate Eating & Fitness

Upper Primary

AGE GROUP
11-12 Years

REGIONAL STANDARDS

RS EF3

Analyze the influence of socio-cultural and economic factors, as well as personal beliefs on lifestyle choices related to appropriate eating and physical activity.

1	<p>CORE OUTCOMES AGE LEVEL 11-12 Recognize the impact of socio – cultural and economic factors, as well as personal beliefs and choices related to eating and fitness behaviours.</p>	<p>MODULES “<i>Negative and Positive Influences of socio – cultural, economic, personal belief on eating and fitness behaviours</i>”</p>	<p>UNIT 1 Negative and Positive Influences of Socio-cultural Factors on eating and fitness behaviour</p>	<p>TOPICS Impact of Socio-cultural Factors</p>
	<p>UNIT 2 Negative and Positive Influences of Economic Factors on eating and fitness behavior</p>		<p>TOPICS Impact of Economic Factors</p>	
	<p>UNIT 3 Negative and Positive Influences of person on eating and fitness behaviour</p>		<p>TOPICS Impact of Personal Beliefs</p>	
2	<p>CORE OUTCOMES AGE LEVEL 11-12 Identify strategies to address the various factors that influence eating and fitness behaviours.</p>	<p>MODULES “<i>Evaluation of Strategies to Address the Factors Influencing eating and fitness behaviour</i>”</p>	<p>UNIT List and Assess Strategies that can be used to Address the Factors Influencing eating and fitness behaviour</p>	<p>TOPICS A. Determine the Strategies to Address the Factors Influencing eating and fitness behaviour B. Use of Age-Appropriate Methods of Assessing the Strategies to Address the Factors Influencing eating and fitness behaviour</p>

APPENDIX H

From Regional Standards To Teaching Topics

THEME

Appropriate Eating & Fitness

Upper Primary**AGE GROUP**

11–12 Years

REGIONAL STANDARDS**RS EF4**

Develop knowledge and skills to access age-appropriate sources of information, products, and services related to physical activity.

CORE OUTCOMES**AGE LEVEL 11-12**

Access and utilize accurate information to become agents of change in simple ways to improve eating and physical activity behaviours of self, family and peers.

MODULE**1**

“Access Reliable Products, And Services Relating To Eating And Physical Activity”

2

“Use Advocacy Strategies to Promoting Healthy Eating and Engagement in Physical Activity”

UNIT

Collecting Reliable Sources of Information Using Various Methods on Nutrition and Physical Activities.

1**UNIT**

Identifying Advocacy Strategies Using Various Methods of Strategies

2

Assessing media messages, promotional items and Marketing Strategies that Impact Food Choices and Physical Activities

3

Plan and Implement the Advocacy Campaign in Healthy Eating and Engagement in Physical Activity

TOPICS

- A.** Develop data collection Tool
- B.** Information Gathering

TOPICS

- A.** Understanding Advocacy
- B.** Using Advocacy Strategies to Off-set Negative Marketing Strategies

- A.** Select Appropriate Advocacy Strategy to Promote Healthy Eating and Engagement in Physical Activity
- B.** Know Your Media Messages

- A.** Developing Advocacy Activities to Promote Healthy Eating and Engagement in Physical Activity
- B.** Implement Advocacy Activities to Promote Healthy Eating and Engagement in Physical Activity

THEMEAppropriate
Eating & Fitness**GRADE**

UPPER PRIMARY

RS EF4

Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and physical activity.

CORE OUTCOME 1

Access and utilize accurate information to become agents of change in simple ways to improve eating and physical activity behaviours of self, family and peers.

MODULE 1*“Access Reliable Products And Services Relating To Eating And Physical Activity”***About the Module**

Young people are exposed to different types of information through different media. Some of these sources of information are not always reliable. In addition, they are particularly susceptible to the persuasive influence of these marketers. There is also an increasing trend for them to be sedentary because of change in lifestyle and influence of the media. Therefore, the module seeks to provide students with the skills to access, assess and use reliable information, products and services for promoting healthy eating and physical

activity in home, school and community. Students will be required to develop simple data collection tools.

Key Skills

Coping Skills (Healthy self-management- emotional awareness, self-esteem; self-awareness).

Social Skills (Communication, interpersonal relations, collaboration, conflict resolution; social awareness, cultural awareness).

Cognitive Skills (Critical thinking, creative thinking, problem-solving, decision-making, technological).

Guidance For The Teacher

- Keep activities simple and age-appropriate.
- Activities may be integrated into other subject areas or themes.
- Allow adequate time of Students Questions and Discussion.
- Place emphasis on creating print rich classroom to reinforce teaching.
- Model behaviours and practices being taught to children.
- Match education strategies with educational Tours (E.g., Visit to gym).
- Plan workshops around the core messages, that is, to access and use age-appropriate sources of information, products, and services related to eating and physical activity.

THEME

Appropriate
Eating & Fitness

AGE LEVEL 11-12

MODULE 1

**“Access Reliable Products
And Services Relating To
Eating And Physical Activity”**

UNIT 1

“Collecting Reliable Sources Of Information Using Various Methods On Eating And Physical Activities”

GENERAL OBJECTIVES

By the end of this unit students should be able to:

- Demonstrate and Understand the difference between reliable and unreliable sources of information on Eating and Physical Activity.
- Design Simple Data Collection Tools on Eating Healthy and Physical Activity.
- Use Data Collection Tools to Gather Information on Eating Healthy and Physical Activity in school, home and community.

TOPIC 1

**“Develop Data
Collection Tools”**

Key Skills

Coping Skills (healthy self-management).

Social Skills (Communication, interpersonal relations, collaboration, social awareness, cultural awareness).

Cognitive Skills (Critical thinking, problem-solving, decision-making, ICT skills).

Values

- Tolerance
- Respect For Self And Others
- Curiosity
- Responsibility
- Determination

Learning Objectives

Students should be able to:

- Explain the difference between reliable and unreliable sources of information on Eating and Physical Activity.
- List some reliable sources of eating healthy and physical activity.
- Develop five question to collect information on eating healthy and physical activity.
- Work harmoniously in groups of five to create five questions for eating healthy and physical activity.

Content

Sources of Information Some examples:

- the internet.
- Existing market research results.
- Anecdotal.
- Print.
- Professional/ organisation such as industry bodies, government agencies, libraries and local councils.
- Characteristics of reliable and unreliable sources of information.
- Simple Data Collection Procedures.

Teaching and Learning Strategies/Activities

- Jigsaw.
- Guided Discovery.
- Group Work.
- Using creative Art.

Resources

- Computer.
- Internet.
- Photocopies of varying printed materials on data collection.

Assessment

Use a checklist to assess students' ability to classify reliable and unreliable sources of information and to create a data collection tool on eating healthy and physical activity.

THEME

Appropriate
Eating & Fitness

AGE LEVEL 11-12

MODULE 1

**“Access Reliable Products
And Services Relating To
Eating And Physical Activity”**

UNIT 1

“Collecting Reliable Sources Of Information Using Various Methods On Eating And Physical Activities”

GENERAL OBJECTIVES

By the end of this unit students should be able to:

- Demonstrate and Understand the difference between reliable and unreliable sources of information on Eating and Physical Activity.
- Design Simple Data Collection Tools on Eating Healthy and Physical Activity.
- Use Data Collection Tools to Gather Information on Eating Healthy and Physical Activity in school, home and community.

TOPIC 2

**“Information
Gathering”**

Key Skills

Coping Skills (healthy self-management).

Social Skills (Communication, interpersonal relations, collaboration, social awareness, negotiating, cultural awareness).

Cognitive Skills (Critical thinking, problem-solving, decision-making, ICT skills).

Values

- Tolerance
- Respect For Self And Others
- Curiosity
- Responsibility
- Determination
- Confidentiality

Learning Objectives

Students should be able to:

- Select appropriate instruments to use on eating healthy and physical activity.
- Work harmoniously in pairs/ groups to collect data on eating healthy and physical activity
- Demonstrate the use of tools created to collect information on eating healthy and physical activity.

Content

- Types of Data Gathering Tools (survey, checklist, rating scale).
- Simple Data Collection Procedures.
- Use Digital Apps and Tools for Data Collection.

Teaching and Learning Strategies/Activities

- Guided Discovery.
- Group Work.
- Using Creative Arts.
- Case Study.

Resources

- Computer.
- Photocopies of varying printed materials on data collection.
- Internet.
- Data Collection Tools Printed Media.
- Web quest (www.zunel.com) Rubric.

Assessment

- Use the teacher's guided question in the web quest to collect appropriate information.
- A rubric will should be utilized to assess use of the web quest.

APPENDIX I

Sample Lesson Plan

THEME

Appropriate
Eating & Fitness

AGE LEVEL 11-12**STANDARD 4**

Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and physical activity.

CORE OUTCOME 1

Access and utilize accurate information to become agents of change in simple ways to improve eating and physical activity behaviours of self, family and peers.

MODULE 2

"Access reliable products and services relating to eating and physical activity"

UNIT 2

"Assessing media messages, promotional items and Marketing Strategies that Impact Food Choices and Physical Activities"

TOPIC 2

"Information Gathering"

SPECIFIC OBJECTIVES

By the end of this unit students should be able to:

- List four types of media messages pertaining to healthy eating and physical activity Define the term media messages.
- Differentiate between positive media messages and negative media messages.
- Work harmoniously in groups of 3 to 4 to distinguish between positive media messages and negative media messages.

Time

40 minutes

Skills

- Critical Thinking
- Healthy Self-Management
- Decision Making
- Communication

Resources and Materials

- Advertisements via print.
- Advertisements via television/ social media.
- Photocopies of worksheets with examples of media messages.

Homework

Create a positive media message for Healthy Eating and physical activity.

APPENDIX J

Sample Lesson Plan

THEME
Sexuality &
Sexual Health**AGE LEVEL 5-6****REGIONAL STANDARD SSH1**

Demonstrate an understanding of the concept of human sexuality as an Integral part of the total person that finds expression throughout the life cycle.

CORE OUTCOME 1

Respond and take appropriate action to uncomfortable/risky situations that may occur to self.

PURPOSE

To help students to recognize signs of unsafe situations and activities which could place them in danger; and to develop skills and strategies to respond appropriately to potential threats to health and life.

TITLE
“Boys and Girls
learning to be Safe”**TIME**
30 - 40 minutes**OVERVIEW**

In this lesson, students will show Self-Awareness and ‘Others awareness’ by giving examples of times when they felt uncomfortable or fearful. They will try to identify what brought on the feelings. Teacher will expand on this and provide examples of signs of potential abuse and molestation. They will help students to develop coping skills and strategies which can move them to a ‘safe side’.

Children’s expression about sexuality at this stage is curiosity about male and female body differences. Moral codes of what is acceptable behaviour are beginning to be concretized. They can become ‘sexualized’ by exposure to sexual acts of parents, or of external models –TV, movies etc. The moral codes and emotions help them to determine what is acceptable and appropriate.

SPECIFIC OBJECTIVES

By the end of this unit students should be able to:

- Identify situations of potential danger and abuse.
- Acknowledge feelings of fear and discomfort when in potentially unsafe situations.
- Develop coping skills to deal with situations which are threats to their physical and emotional health.

RESOURCES AND MATERIALS

- Advertisements via print.
- Advertisements via television/ social media.
- Photocopies of worksheets with examples of media messages.

METHODS AND STRATEGIES

Brainstorming, class discussion, scenarios; Role-Play; this lesson can be part of the curriculum web under HFLE or thematic web – under themes such as Safety, Family, My Body, My Health.

APPENDIX H Sample Lesson Plan

PROCEDURE | STEP 1

Introduction

5 min

Display pictures of an 'uncomfortable' situation and a 'fearful situation and elicit students understanding of the emotion. Ask students to describe a time when they felt uncomfortable or fearful and identify the stimulus. You could say *"tell me about a time when you felt uncomfortable/fearful". "What about the situation made you uncomfortable?" "What did you do?"*

Take a few answers, and clarify the feelings, from the stimulus. Suggest to students that most often these feelings are warnings that they may be in danger.

Teacher adds a few examples of potentially unsafe situations which can evoke these feelings. Teacher tells students that they will learn ways of responding in similar situations. They will practice 'what to say and what to do.

PROCEDURE | STEP 2

Skill Development & Reinforcement

25 min | Show Video if available

Highlight the four strategies – **What to do, what to say, where to go, whom to tell.** Students Imitate skills from video. Teacher coaches to ensure that the skill is accurately displayed. If video is not available use scenarios, role- play and modelling. (attention, retention, reproduction skills).

What to say; What to do: Place children in groups and give each group given a scenario and a one-liner response on a flash card. (For non- readers, teacher reads the activity for the group).

Responding assertively-Refusing: Teacher models behaviour and ensures that students are attending and retaining the steps. The groups will discuss how they would respond and what they would do based on their scenarios. Two members of the group will act out their lines with coaching from the teacher and support from the group. All groups will participate.

PROCEDURE | STEP 3

Conclusion

5 min

Summarize the lesson by debriefing the students. Give positive messages about their worth, and how well they acted out the parts.

Tell them of the two other strategies where to go, Who to tell, which will be done as homework.

PROCEDURE | STEP 4

Assessment

5 min

Display the skills in the 'Wrong' way. Ask students to point out what was wrong and suggest a better way.

HOMEWORK

Safety cards: Instructions to parents

Parents are to discuss with children what to do /where to go (safe place) and whom to tell (immediately or after they reach safety). Parents should fill out the information cards, and discuss the information on a regular basis.

APPENDIX K

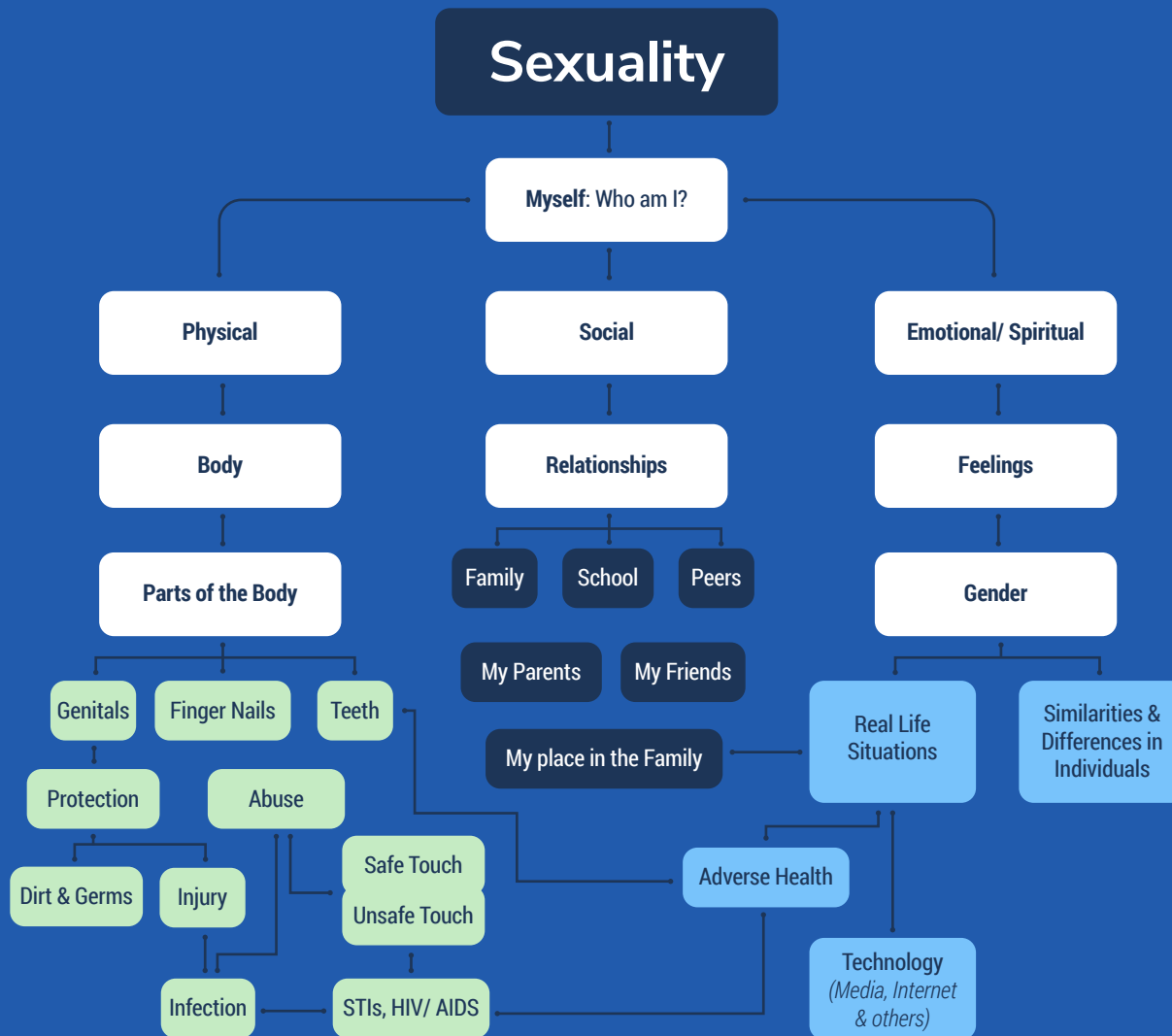
Early Childhood Health

THEME

Sexuality & Sexual Health

AGE GROUP

5 – 6 Years | Mapping Concepts







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