



**Commonwealth of The Bahamas  
Ministry of Education**

**PRIMARY HEALTH AND FAMILY LIFE EDUCATION  
CURRICULUM GUIDELINES  
GRADES 1 – 3**

**Department of Education  
2012**

## MESSAGE FROM THE MINISTER

*“The curriculum is the reason there are schools.  
Everything else...schedules, budgets,  
vision statements...is just support.”*

Mary Brady – The Real Basics

I have always believed in the transformative power of education, particularly in a developing country, and I strongly support the government’s commitment to the orderly growth and sustainable development in education. Indeed, because of the role of the curriculum in the provision of quality education, I am honoured to sanction and present revised national curricula in several disciplines. This curriculum revision exercise has been an ongoing, successful collaborative effort. Each curriculum was developed by a team of intelligent, innovative and hard working education officers who received invaluable input from teachers, students, parents and community partners.

In keeping with the changing demands of higher education, life and work in the twenty first century revised curricula have moved away from a content-based and knowledge-focused approach. The new documents focus on higher – order thinking skills, cross curricula understanding, collaboration, creativity and real world problem solving. Subject specialists and curriculum writers have included those activities which take into account the diverse learning styles of students and their various ability levels.

Classroom teachers will be responsible for implementing these curricula that subscribe to the philosophy that all children can learn and perform best when they actively construct knowledge and understanding. I am particularly pleased that at each grade level there are clear processes and procedures which allow teachers to align instructional strategies and classroom-based assessments to agreed international standards and benchmarks.

Our public and private sector stakeholders in education have approved our curriculum design which ensures that goals, objectives, skills and teaching – learning strategies represent high level expectations for student performance. To be successful in today’s society, students at every level of schooling must be encouraged and supported by all teachers, administrators, parents and other education partners.

The publication, dissemination and successful implementation of these curriculum guidelines will further unite us in our efforts to create people of character who are committed to life-long learning and who are always willing to serve.

To the classroom teachers and subject specialists, who are devoted to transforming the lives of students throughout The Bahamas, thank you for your continued contribution to our country!

Hon. Jerome K. Fitzgerald  
Minister of Education, Science and Technology  
September, 2012

## ACKNOWLEDGEMENTS

Many people, in countless ways, have contributed to the completion of the Health and Family Life Education Curriculum Guidelines, Grades One through Six. We wish to thank them all for their assistance during various stage of the curriculum development process.

We commend the members of the Health and Family Life Education Curriculum Team for their determination and dedication in undertaking this project:

- Mrs. Rosalie Curtis, Retired HFLE Teacher, Team Leader
- Ms. Veronica Smith, Yellow Elder Primary School, Curriculum Developer for Grade 1
- Ms. Shantell Hield, Mable Walker Primary School, Curriculum Developer for Grade 2
- Ms. Elsa Russell, Claridge Primary School, Curriculum Developer for Grade 3
- Mrs. Marcia Hanna-Saunders, Ridgeland Primary School, Curriculum Developer for Grade 4
- Mrs. Olivia Daxon, Sadie Curtis Primary School, Curriculum Developer for Grade 5
- Ms. Valdarine Kemp, Oakes Field Primary School, Curriculum Developer for Grade 6
- Ms. Rujean Hart, S. C. McPherson High School, Curriculum Developer for Grade 7
- Mrs. Gwendolyn Collie, School Nurse, Kingsway Academy, Resource Person
- Mr. Paul Williams, Chief Finance and Revenue Officer, Bahamas National Drug Council, Resource Person
- Mrs. Sherry King, Master Teacher, Department of Education, Resource Person
- Mrs. Joycelyn Pinder, Education Officer, Department of Education, Resource Person
- Mrs. Sandy Edwards, Education Officer, Department of Education, Resource Person

The revision of the HFLE Curriculum was also made possible through technical assistance of the following individuals and organizations:

- Mrs. Leanora Archer, Deputy Director of Education, Department of Education
- Ms. Verona Seymour, Assistant Director of Education, Department of Education
- Ms. Dawn Knowles, Senior Education Officer, Department of Education
- Mrs. Lynette Deveaux, Coordinator, Focus on Youth Programme, HIV/AIDS Centre, Ministry of Health
- Ms. Carmelta Barnes, Senior Public Health Nutritionist, Nutrition Unit, Department of Public Health, Ministry of Health
- Ms. Audrey Lightbourne, Nursing Officer II, Princess Margaret Hospital, Public Hospitals Authority
- Ms. Marcia Munnings, Former Section Head, Bahamas National Drug Council
- Mr. Tyrone Johnson, Facilitator, Adolescent Health Unit, Department of Public Health, Ministry of Health
- Ms. Marian Pinder, Facilitator, Bahamas National Drug Council

Special thanks go out to those persons for their expertise and contribution during the final stages of this revision process, especially Ms. Seymour, Mrs. Munnings and Mrs. Maxine Missick for their meticulous and tireless efforts in editing the document, Mrs. Delerese Adderley who copied, collated and prepared the document for print and the staff of the Government Printing Department for printing.

## **MISSION OF THE MINISTRY OF EDUCATION**

The mission of the Ministry of Education is to provide opportunities for all persons in The Bahamas to receive the education and training that will equip them with the necessary beliefs, attitudes, knowledge and skills required for work and life in a democratic society, guided by Christian values.

### **HEALTH AND FAMILY LIFE EDUCATION (HFLE) VISION**

The Health and Family Life Education Unit envisions Bahamian communities where people are happier, healthier and more productive. They are respected for their individuality and creativity, as they live harmoniously in safe and clean environments. This vision promotes health as that state of well-being which goes beyond the absence of diseases and includes the mental, physical, social, spiritual and emotional health of all.

Health and Family Education with its focus on the health and well-being of individuals and their families will affect all aspects of human development. This Unit plans to expand its programmes and services to cater to the needs of all Bahamian communities. Through collaboration with Government Organizations and Non Government Organizations, the HFLE Unit will strengthen programmes and services. These will include sensitization and training for stakeholders, promotion activities, production and dissemination of materials.

Recognizing the relationship between health and learning and the need to promote health among students throughout The Bahamas, the Unit will coordinate intervention initiatives such as: HIV and AIDS education, nutrition education, character development, conflict resolution, substance abuse prevention and adolescent health education to assist in the reduction of lifestyle risks and abusive behaviors, teenage pregnancy, sexually transmitted infections, drug abuse/use, violence and poor oral and nutritional habits.

To assess the status of HFLE in The Bahamas, several evaluation measures will be implemented. Moreover, ongoing research will be conducted to address the major health problems, concerns and needs of all stakeholders. Priorities will be based on needs assessment.

As we partner with the various stakeholders to address the challenges and demands of everyday life, we will create a stronger Bahamas.

### **MISSION STATEMENT**

The Health and Family Life Education Unit will promote positive values, attitudes, behaviors and skills that contribute to healthy lifestyles through training programmes, ongoing curriculum development and partnership linkages.

## HEALTH AND FAMILY LIFE EDUCATION (HFLE) BELIEF STATEMENTS

### We believe that:

1. Life is the most valuable, natural possession to be nurtured and protected at all times by everyone.
2. The stabilization of family is the key to the management of most of the social problems.
3. Health is essential to the well-being of all individuals.
4. Academic achievement and student health and well-being are inextricably linked.
5. HFLE, with its emphasis on prevention and multi-disciplinary approaches, has the potential to address many of the social problems and impact behaviors and lifestyles.
6. HFLE aims to address the whole child and to nurture emotional, physical, mental and moral development. It takes into account both affective and cognitive dimensions of learning.
7. In HFLE, the process of learning is as important as the outcome.
8. HFLE is the means by which positive values, attitudes and behaviors, knowledge and skills can be taught. The core skills, which the young develop within HFLE, can be translated into all areas of their lives.
9. HFLE creates an atmosphere of trust, openness, sincerity and honesty, which contributes to positive interpersonal relationships.
10. HFLE draws heavily on the experiences of students and educators and deals with young people in the context of home, school and community relationships.
11. HFLE produces individuals who, cognizant of their roles in society, will make a positive contribution to national, regional and international development.

## OVERVIEW AND RATIONALE

At the heart of the ‘**Dakar Framework of Action for Achieving Education for All (EFA) by 2015**’, is the vision of every person engaging in learning, the key to unfolding their full potential as human beings. Education in The Bahamas is the principal vehicle for promoting the development of individuals and the nation as a whole. It is well documented that children and adolescents need to be educated about many important social, cultural and health issues in order to fulfill their goals and potential as healthy, productive citizens. Research has also shown that confident, well-informed and well-supported young people are better able to make positive choices and decisions.

Health and Family Life Education (HFLE) is a comprehensive, life-skills based programme which is built on the belief that education is “**the lifelong acquisition of knowledge, skills and attitudes required for full personal development and for active participation in society.**” In order for individuals to be healthy, they must be knowledgeable about health promotion, practices and disease prevention.

Health and Family Life Education is the primary medium of the school curriculum which delivers information and develops skills to address issues and risky behaviours affecting children and adolescents. These issues and risky behaviours include: teen pregnancy, sexually transmitted infections (STIs), HIV, AIDS, child abuse and molestation, unsafe/unprotected sex, chronic diseases (e.g. diabetes, obesity), substance abuse and drug dealing, negative sub-cultures and crime and violence.

Based on the **CARICOM HFLE Regional Framework**, the curriculum is divided into four themes: **Self and Interpersonal Relationships, Sexuality and Sexual Health, Nutrition and Physical Activity** and **Managing the Environment**. The content under each theme is interrelated and has been developed interdependently to ensure reinforcement of concepts and show linkages between the various risk factors.

The curriculum is designed to facilitate a more child-centered approach to teaching, incorporating character building and interdisciplinary methods. Emphasis is placed on the acquisition of accurate knowledge, skills development and exploration of values and attitudes. Health and Family Life classes afford students opportunities to build competencies for healthy self-development to deal with the challenges of life as well as make positive contributions to national, regional and international development.

Finally, the activities and ideas presented in this document are not exhaustive. You may be able to find many more to match the lesson topics and the specific objectives. Please feel free to do this and share your ideas with other teachers for the enrichment of the programme and the development of our children.

*Glenda H. Rolle*

Glenda H. Rolle  
Senior Education Officer  
Health and Family Life Education Unit  
Department of Education

## DEFINITION OF TERMS

Listed are the definitions of key components in this document:

- Overarching Goal:** Describes the ultimate outcome of the teaching learning process and defines what students will achieve upon completion of their studies in Health and Family Life Education.
- Sub-goals:** Based on the overarching goal, sub-goals form the major contextual framework for Health and Family Life Education instruction and identify what students will achieve at the end of each theme.
- Standards:** Identify the skills, knowledge and attitudes expected of students at a particular grade level.
- Objectives:** Describe the knowledge, attitude and skills that students will be able to achieve at the end of each lesson.
- Scope and Sequence:** Is a map outlining the progression of the objectives and presenting subject content to be accomplished at the end of each grade. Scope refers to the order in which the content should be taught, using the following key: Introduction, Development, Advancement, and Reinforcement to demonstrate their sequence.
- Scope of Work:** Develops each objective with suggested content, activities and teaching and evaluation strategies to facilitate and enhance the teaching/learning processes.
- Life Skills:** Are health-enhancing behaviours that can help students reduce risks to their health and well-being. The core of life skills that facilitate the practice of health-enhancing behaviours is divided into three groups: Social Skills, Cognitive Skills and Emotional/Coping Skills. Children in this age group are capable of learning and practising all these skills.
- Some of the life skills that have been introduced in this curriculum document are:
- Social Skills:** Interpersonal-skills (for developing healthy relationships), Communication skills, Negotiation/Refusal skills, Empathy Skills, Assertiveness skills, Advocacy skills and Cooperation skills
- Cognitive Skills:** Decision-making skills, Problem-solving skills, Critical and Creative-thinking skills
- Emotional / Coping Skills:** Self-awareness skills, Self-acceptance skills, Healthy self-management skills, Coping with emotions (anger, self-esteem, grief, loss) and Peer pressure resistance

## SCOPE AND SEQUENCE CHART

**OVERARCHING GOAL:** Students will be empowered to make life-enhancing choices through the acquisition of knowledge, life skills, positive values and services required for full development and active participation in society.

SCOPE AND SEQUENCE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
<b>THEME 1:</b> Self and Interpersonal Relationships						
<b>SUB GOAL 1:</b> Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.						
<b>Standard 1.1:</b> Express an awareness of their uniqueness (Self-concept).	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>Standard 1.2:</b> Demonstrate respect for people and all things living.	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>Standard 1.3:</b> Analyze the influences that impact personal development (media, peers, family, community, etc.).	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>Standard 1.4:</b> Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness.	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>Standard 1.5:</b> Identify behaviors (appropriate and inappropriate) and analyze the impact on the individual, family and community (values).	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>KEY: I – INTRODUCTION      D - DEVELOPMENT      A – ADVANCEMENT      R – REINFORCEMENT</b>						

## SCOPE AND SEQUENCE CHART

SCOPE AND SEQUENCE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
<b>THEME 2: Sexuality and Sexual Health</b>						
<b>SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005)</b>						
<b>Standard 2.1:</b> Discuss and analyze the characteristics of human sexuality	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>Standard 2.2:</b> Examine issues that affect their human sexuality	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>Standard 2.3:</b> Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>THEME 3: Nutrition and Physical Activity (Eating and Fitness)</b>						
<b>SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity</b>						
<b>Standard 3.1:</b> Recognize the relationship between food choices and lifestyle diseases such as: Type 2 Diabetes, Hypertension, Heart Disease, etc.	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>Standard 3.2:</b> Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>Standard 3.3:</b> Recognize the benefits of regular physical activity to achieving and maintaining good health	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>THEME 4: Managing the Environment</b>						
<b>SUB GOAL 4: Demonstrate lifestyle choices that are in harmony with the environment</b>						
<b>Standard 4.1:</b> Demonstrate knowledge of the environment and its impact on their health and well-being	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>KEY: I – INTRODUCTION      D - DEVELOPMENT      A – ADVANCEMENT      R – REINFORCEMENT</b>						

# **PRIMARY HEALTH AND FAMILY LIFE EDUCATION CURRICULUM GUIDELINES GRADE 1 SCOPE OF WORK**

	<b>PAGE</b>
<b>OBJECTIVES FOR GRADE ONE</b>	<b>11</b>
<b>THEME ONE: SELF AND INTERPERSONAL RELATIONSHIPS</b>	<b>14</b>
<b>THEME TWO: SEXUALITY AND SEXUAL HEALTH</b>	<b>19</b>
<b>THEME THREE: NUTRITION AND PHYSICAL ACTIVITY</b>	<b>26</b>
<b>THEME FOUR: MANAGING THE ENVIRONMENT</b>	<b>30</b>

**Key for Students' Activities:**

**Level 1: Basic**

**Level 2: Intermediate**

**Level 3: Advanced**

**Reference: Health and Family Life Education Regional Framework for Ages 9 – 14, Working Draft Versions 1.1, CARICOM, UNICEF and EDC, 2005**

## OBJECTIVES FOR GRADE ONE

### **THEME 1: SELF AND INTERPERSONAL RELATIONSHIPS**

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**Standard 1.1:** Express an awareness of their uniqueness

**Objectives 1.1.1:** Demonstrate knowledge of individual differences (Knowledge)  
Respect and appreciate individual differences (Attitude)  
Use self- awareness and self-acceptance skills to demonstrate appreciation of their uniqueness (Skill)

**Standard 1.2:** Demonstrate respect for people and all things living

**Objectives 1.2.1:** Explore similarities and differences between humans and animals (Knowledge)  
Appreciate the role that animals play in the environment (Attitude)  
Express empathy towards animals and humans and demonstrate humane treatment of them (Skill)

**Standard 1.3:** Analyze the influences that impact personal development (media, peers, family, community, etc.)

**Objectives 1.3.1:** Evaluate family roles and responsibilities (Knowledge)  
Appreciate the role that families play in their overall development (Attitude)  
Respond positively to the functions and services that family members provide (Skill)

**Standard 1.4:** Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness

**Objectives 1.4.1:** Recognize ways to express their feelings appropriately ((Knowledge)  
Demonstrate willingness to share their feelings and respect other people's feelings (Attitude)  
Apply critical thinking, decision-making, self- awareness and self-acceptance skills to improve personal and social behaviours (Skill)

**Standard 1.5:** Identify behaviors (appropriate and inappropriate) and analyze the impact on the individual, family and community (values)

**Objectives 1.5.1:** Recognize helpful and harmful drugs and their effects on the body (Knowledge)  
Respect rules regarding the use of medicines and other drugs (Attitude)  
Use decision-making skills to avoid harmful drugs (Skill)

## OBJECTIVES FOR GRADE ONE

### **THEME 2: SEXUALITY AND SEXUAL HEALTH**

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

**Standard 2.1:** Discuss and analyze characteristics, values, mores (norms) which influence human sexuality.

**Objectives 2.1.1:** Associate various parts of the body (external and internal) with their functions (Knowledge)  
Appreciate the way the body functions (Attitude)  
Express the correct terminology for body parts and organs (Skill)  
Practice good hygiene and healthy habits (Skill)

**Standard 2.2:** Examine issues that affect their human sexuality

**Objectives 2.2.1:** Distinguish between appropriate and inappropriate touches (Knowledge)  
Appreciate their uniqueness and special talents (Attitude)  
Practice the principles of ‘Say No, Go, Tell’ in situations where they are touched inappropriately (Skill)

**Standard 2.3:** Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS

**Objectives 2.3.1:** Recognize the effects of germs in the body (Knowledge)  
Appreciate the way their bodies function in preventing illnesses (Attitude)  
Practice various preventive measures to protect the body from harm (Skill)

### **THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS)**

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**Standard 3.1:** Recognize the relationship between food choices and lifestyle diseases such as: type 2 Diabetes, Hypertension, Heart Diseases, etc.

**Objectives 3.1.1:** Recognize the importance of food to the body (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Use decision-making skills to select daily healthy foods and snacks (Skill)

## OBJECTIVES FOR GRADE ONE

### **THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS) CONT'D**

**Standard 3.2:** Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices

**Objectives 3.2.1** Recognize The Bahamas Dietary Guidelines as an outline for healthy eating (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Use decision-making skills to prepare healthy meals (Skill)

**Standard 3.3:** Recognize the benefits of regular physical activity to achieving and maintaining good health

**Objectives 3.3.1:** Recognize the importance of being physically fit (Knowledge)  
Develop an interest in and enjoyment for exercise (Attitude)  
Involve themselves in activities that promote an active lifestyle (Skill)

### **THEME 4: MANAGING THE ENVIRONMENT**

**SUB GOAL 4:** Demonstrate lifestyle choices that are in harmony with the environment

**Standard 4.1:** Demonstrate knowledge of the environment and its impact on their health and well-being

**Objectives 4.1.1:** Recognize the environment as sources of food, shelter and protection (Knowledge)  
Appreciate the environment in which people live, work and play (Attitude)  
Demonstrate ways to protect the environment in which people live, work and play (Skill)

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

**GRADE LEVEL:** One (1)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.1:** Express an awareness of their uniqueness.

**OBJECTIVES 1.1.1:** Demonstrate knowledge of individual differences (Knowledge)  
Respect and appreciate individual differences (Attitude)  
Use self- awareness and self-acceptance skills to demonstrate appreciation of their uniqueness (Skill)

**LIFE SKILLS:** **Social:** Interpersonal skills (for developing healthy relationships) and Cooperation,  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional / Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Everyone is special. Special means different from others.</p> <p>There are differences in the way people look, act, speak, think and live. These are called traits.</p> <p>Some physical traits that make people unique (different) include:</p> <ul style="list-style-type: none"> <li>- colour of hair, skin or eyes</li> <li>- height</li> <li>- body size</li> <li>- sex (male, female)</li> <li>- disabilities e.g. blindness, deformity, deafness, etc.</li> </ul> <p>People should be treated with respect and tolerance regardless of their individual differences.</p>	<p><b>Level 1:</b> Students will bring pictures of themselves to school for a discussion on similarities and differences (Students will list at least 3 of each).</p> <p><b>Level 2:</b> Working in small groups, compare and contrast how they are alike and different.</p> <p><b>Level 3:</b> Draw a diagram of themselves and a friend comparing aspects of how they are alike and how they are different.</p> <p><b>Levels 1 – 3:</b> Students will role play scenarios to demonstrate respect and tolerance for individual differences.</p> <p>Game: “I spy” in which various traits are mentioned e.g. I spy someone who is taller than I am and has black hair</p>	<p>Discussion on similarities and differences</p> <p>Picture discussion on physical differences in boys and girls</p> <p>Role play</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher assessment of chart and role play</p> <p>Artistic expression</p> <p>Cooperative learning</p> <p>Teacher observation of students interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** One (1)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.2:** Demonstrate respect for people and all things living.

**OBJECTIVES 1.2.1:** Explore similarities and differences between humans and animals (Knowledge)  
Appreciate the role that animals play in the environment (Attitude)  
Express empathy towards animals and humans and demonstrate humane treatment of them (Skill)

**LIFE SKILLS:** **Social:** Empathy, Cooperation and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking,  
**Emotional / Coping:** Coping with emotions (sadness and loss)

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Human beings are different from animals in the way they look, act and communicate (think).</p> <p>Animals are similar to humans in some of their physical traits e.g. eyes, ears nose, mouth, etc.</p> <p>Animals also have needs like human e.g. food, water, shelter, love and affection.</p> <p>Animals such as pets are good friends, great listeners and fun play mates.</p> <p>It is important to get along with animals and treat them well because they are God’s creatures and provide many benefits to the humans.</p>	<p><b>Level 1:</b> Cut out pictures and create a poster board of their favorite animals. Discuss feelings associated with the loss of a pet.</p> <p><b>Level 2:</b> Write and illustrate ways in which – (a) Animals can make our lives better (b) People can help animals.</p> <p><b>Level 3:</b> Write a paragraph on topics related to animals e.g. “A dog is man’s best friend”.</p> <p><b>Levels 1 – 3:</b> Create posters to promote Be Kind to Animals Week, 1<sup>st</sup> week of October.</p> <p>Roster students daily or week to care for pets in the classroom to foster a sense of responsibility, tolerance and caring.</p>	<p>Class discussion about pets</p> <p>Guest speaker – a veterinarian, representative from The Bahamas Humane Society or animal watch group in your community</p> <p>Artistic expression</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** One (1)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.3:** Analyze the influences that impact personal development (family, friends, community, media, technology, etc).

**OBJECTIVES 1.3.1:** Evaluate family roles and responsibilities (Knowledge)  
Appreciate the role that families play in their overall development (Attitude)  
Respond positively to the functions and services that family members provide (Skill)

**LIFE SKILLS:** **Social:** Communication, Cooperation and Interpersonal skills (for developing healthy relationships)  
**Cognitive:** Decision-making, Creative and Creative thinking  
**Emotional / Coping:** Self-awareness and Self -acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>The term “family” has different meanings to different people.</p> <p>Families have many forms – nuclear families, extended families, single parent families, blended families, foster families, etc.</p> <p>The main function of every family is to provide for the needs of the people in the family, especially the children.</p> <p>These needs include:</p> <ul style="list-style-type: none"> <li>- <b>Physical needs-</b> food, water, sleep, clean air, a place to live, clothing.</li> <li>- <b>Emotional and Social needs</b> - love, security, a feeling of belonging, appreciation, acceptance.</li> <li>- <b>Mental needs</b> – education (reading to learn, new ideas, numeracy, health.</li> <li>- <b>Spiritual needs</b> – Love for God and fellow man.</li> </ul>	<p><b>Level 1:</b> Collect pictures showing things that people in a family can do together.</p> <p><b>Level 2:</b> Create individual family trees. Students will share their creations with the class.</p> <p><b>Level 3:</b> Identify family members and write a sentence describing a special quality about each one.</p> <p><b>Levels 1 – 3:</b> Role play scenarios (a) Demonstrate ways in which families provide for our needs. (b) Offer suggestions to increase the amount of time spent with their families.</p>	<p>Discussion on types of families, family traditions and family roles.</p> <p>Finger play (puppetry) of family members.</p> <p>Role play</p> <p>Artistic expression</p> <p>Creative writing</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher assessment of students’ activities</p> <p>Teacher observation of students’ interaction</p>

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

**GRADE LEVEL:** One (1)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.4:** Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness.

**OBJECTIVES 1.4.1:** Recognize ways to express their feelings appropriately ((Knowledge)  
Demonstrate willingness to share their feelings and respect other people’s feelings (Attitude)  
Apply decision-making, self- awareness, self-acceptance, critical and creative thinking skills to improve social behaviour (Skill)

**LIFE SKILLS:** **Social:** Communication and Interpersonal skills (for developing healthy relationships), Cooperation  
**Cognitive:** Decision-making, Problem-solving, Critical thinking and Conflict Resolution  
**Emotional / Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Feelings are emotions that people experience when they are happy, sad, afraid or excited. This is a normal part of human development. Everyone has feelings.</p> <p>Different types of feelings are: happiness, sadness, anger, excitement, surprise, fear, loneliness, confusion, boredom, etc.</p> <p>If feelings of fear, sadness or anger are causing physical problems, keeping these feelings inside can make you feel worse. It is helpful to let others know when something is bothering you. You can help to cheer others when you are happy.</p> <p>It is important to take care of your body by eating healthy meals, getting enough sleep and exercising to relieve pent-up emotions. Avoid overeating and don’t use drugs or alcohol.</p>	<p><b>Level 1:</b> Students will observe pictures or people expressing different types of feelings and identify: 1. Who is happy? 2. Who is sad?</p> <p><b>Level 2:</b> Look through magazines, cut out pictures of people depicting various feelings. Students will share why they think the people are sad, happy, excited, etc.</p> <p><b>Level 3:</b> Draw a picture of themselves expressing their feelings.</p> <p><b>Levels 1 – 3:</b> Describe techniques of self-control e.g. think before acting, walk away; Give a positive response.</p>	<p>Picture discussion of people expressing feelings in various situations</p> <p>Discussion about feelings and appropriate reactions e.g. anger, boredom, sadness, etc.</p> <p>Students will role-play scenarios of different feelings and discuss how they would feel if they were hurt, sad, angry or fearful. Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of finger play and role play</p>

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

**GRADE LEVEL:** One (1)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.5:** Demonstrate the ability to use knowledge, life skills and health enhancing strategies to address risky behaviours.

**OBJECTIVES 1.5.1:** Recognize helpful and harmful drugs and their effects on the body (Knowledge)  
Respect rules regarding the use of medicines and other drugs (Attitude)  
Use decision-making skills to avoid harmful drugs (Skill)

**LIFE SKILLS:** **Social:** Communication, Negotiation/Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional / Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Drugs change the way your body works. Medicines are helpful drugs.</p> <p>Some medicines make you feel better and help you get well. Other medicines help you stay healthy.</p> <p>Some medicines are pills or liquids that you swallow. Others are creams that you rub on your skin. Some medicines are given as shots (injections).</p> <p>Medicines are harmful if they are used in wrong ways.</p> <p><b>Rules for taking medicine safely:</b></p> <ul style="list-style-type: none"> <li>- Don't take any medicines without first asking your parents/guardians.</li> <li>- Never take another person's medicine</li> <li>- Never play with medicines. They should always be kept out of the reach of children.</li> </ul>	<p><b>Level 1:</b> Cut pictures from magazines of medicines prescribed for children.</p> <p><b>Level 2:</b> Working in small groups, separate clean, empty samples of medicines and non-medicine products.</p> <p><b>Level 3:</b> Create a poster on the rules for taking medicines safely.</p> <p><b>Levels 1 – 3:</b> Role play scenarios:</p> <ul style="list-style-type: none"> <li>- Caring for someone who is ill</li> <li>- Refusing to take medicines that are not prescribed for them.</li> <li>- Accepting medicines from persons who are not responsible for giving them medicines.</li> </ul>	<p>Discussion on the dangers of taking medicines not prescribed for them.</p> <p>Role play</p> <p>Guest presenters: Pharmacist, doctor, nurse, etc.</p> <p>Cooperative learning</p> <p>Oral presentation</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** One (1)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005)

**STANDARD 2.1:** Discuss and analyze the characteristics of human sexuality.

**OBJECTIVES 2.1.1:** Associate parts of the body (external and internal) with their functions (Knowledge)  
Appreciate the way their body functions (Attitude)  
Express the correct terminology for body parts and organs (Skill)  
Practice good hygiene and healthy habits (Skill)

**LIFE SKILLS:** **Social:** Advocacy, Cooperation and Communication  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>People look different, but generally they all have the same body parts. These parts help them to function.</p> <p>External body parts include: head, face, lips, neck, eyes, ears, mouth, nose, arms, breasts, hands, fingers, legs, feet, toes, skin, vulva and vagina (girls), scrotum and penis (boys).</p> <p>Internal body parts include: lungs, heart, brain, kidney, stomach, tongue, bone, intestines, bladder, etc.</p> <p>Each body part has a special function e.g. the eyes see, ears are for hearing, nose is for smelling, feet are for walking, tongue is for tasting, etc.</p> <p>Human beings are made up of body, mind and spirit or social, mental and physical. To be healthy we need balance in our physical, mental, spiritual and social life.</p>	<p><b>Level 1:</b> Identify body parts from a picture chart and state their functions.</p> <p><b>Level 2:</b> Differentiate between external and internal body parts.</p> <p><b>Level 3:</b> Compare themselves now to pictures of when they were a baby e.g. height, weight, features, etc.</p> <p><b>Levels 1 - 3:</b> (a) Discuss what might happen if they don't take care of their bodies; or if a body part was missing. (b) Create a journal for one week, outlining their daily routine for personal body care, including eating, sleeping and exercising.</p>	<p>Vocabulary</p> <p>Games, rhymes and songs describing body parts</p> <p>Brainstorming</p> <p>Self-expression</p> <p>Research</p> <p>Guest presenters: Nutritionist, Dentist.</p> <p>Journal writing</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** One (1)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

**STANDARD 2.1:** Discuss and analyze the characteristics of human sexuality.

**OBJECTIVES 2.1.1:** Associate parts of the body (external and internal) with their functions (Knowledge)  
Appreciate the way their body functions (Attitude)  
Express the correct terminology for body parts and organs (Skill)  
Practice good hygiene and healthy habits (Skill)

**LIFE SKILLS:** **Social:** Advocacy, Cooperation and Communication  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p><b>Caring for the Body:</b></p> <ul style="list-style-type: none"> <li>- Eat healthy foods and snacks daily. Avoid eating sugary foods such as candies, chocolate, chewing gum, etc.</li> <li>- Drink six to eight glasses of water every day</li> <li>- Avoid eating between meals</li> <li>- Take daily baths using soap and clean water</li> <li>- Wear clean clothes and underwear daily</li> <li>- Brush the teeth regularly, in the morning, at night before going to bed and after meals.</li> <li>- Visit the dentist at least twice a year for check-ups</li> <li>- Visit the doctor regularly to ensure that the body is healthy</li> </ul>	<p><b>Level 1:</b> Identify body parts from a picture chart and state their functions.</p> <p><b>Level 2:</b> Differentiate between external and internal body parts.</p> <p><b>Level 3:</b> Compare themselves now to pictures of when they were a baby e.g. height, weight, features, etc.</p> <p><b>Levels 1 - 3:</b> (a) Discuss what might happen if they don't take care of their bodies; or if a body part was missing. (b) Create a journal for one week, outlining their daily routine for personal body care, including eating, sleeping and exercising</p>	<p>Vocabulary</p> <p>Games, rhymes and songs describing healthy foods</p> <p>Brainstorming</p> <p>Self-expression</p> <p>Research</p> <p>Guest presenters: Nutritionist and Dentist.</p> <p>Journal writing</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** One (1)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005)

**STANDARD 2.2:** Examine issues that affect their sexuality.

**OBJECTIVES 2.2.1:** Distinguish between appropriate and inappropriate touches (Knowledge)  
Appreciate their uniqueness and special talents (Attitude)  
Practice the principles of ‘Say No, Go, Tell’ in situations where they are touched inappropriately (Skill)

**LIFE SKILLS:** **Social:** Refusal, Advocacy, Communication and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>The body is special, valuable and unique. (<b>Review Body Parts in Standard 2.1</b>)</p> <p>The parts of the body covered by a swimming suit are the parts that are always private. Any touching on those parts of the body, any secret touching, or any touching that makes you feel uncomfortable, worried or upset should be reported to an adult you trust.</p> <p>Good or safe touches are healthy and make you feel safe and comfortable e.g. pat on the back, hugs, etc. These are ways to show love, support, affection and friendship.</p> <p>Bad or unsafe touches make you feel confused, frightened or uncomfortable. This type of touching includes: kissing, and touching or fondling private parts, pushing, shoving, hitting, etc.</p>	<p><b>Level 1:</b> Draw a picture (a) demonstrating a “good” touch that shows caring and kindness. b) showing the parts of the body not to be touched by strangers.</p> <p><b>Level 2:</b> List examples of (a) “good” touch; (b) “bad” touch.</p> <p><b>Level 3:</b> Write three sentences telling what they should do in a “bad” touch situation.</p> <p><b>Levels 1 – 3:</b> Role-play scenarios that include (a) a student receiving a “good” touch e.g. hugging, pat on the back; (b) a student encountering a “bad” touch, e.g. pushing, shoving.</p> <p>Create a chart listing persons who can and cannot touch your private zone.</p> <p>Practice words that can be used to tell a trusted adult about bad touching.</p>	<p>Brainstorming</p> <p>Role play</p> <p>Guest presenters</p> <p>Artistic expression</p> <p>Written expression</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** One (1)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005)

**STANDARD 2.2:** Examine issues that affect their sexuality.

**OBJECTIVES 2.2.1:** Distinguish between appropriate and inappropriate touches (Knowledge)  
Appreciate their uniqueness and special talents (Attitude)  
Practice the principles of ‘Say No, Go, Tell’ in situations where they are touched inappropriately (Skill)

**LIFE SKILLS:** **Social:** Refusal, Advocacy, Communication and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p><b>Strategies (Motives) used by Sexual Offenders/Predators</b></p> <ul style="list-style-type: none"> <li>- Inappropriate or overly friendly behaviour</li> <li>- Special interest or attention given to one child above others e.g. gift giving</li> <li>- Telling secrets</li> <li>- Threats to the individual or family members</li> </ul> <p>Sometimes, it is okay for others to touch private parts e.g. parents, doctors or nurses sometimes need to touch private parts when they take care of you or examine you for health reasons.</p> <p>Most touching done by adults is good touching, but children need to know what to do when someone touches private parts inappropriately. . Children should not keep ‘inappropriate touching’ secret.</p> <p><b>Safety Tips: Say No, Go and Tell</b></p> <ul style="list-style-type: none"> <li>• Say NO!</li> <li>• Get Away</li> <li>• Tell an Adult</li> </ul>	<p><b>Levels 1- 3 cont’d:</b></p> <p>Create a poster that illustrates (a) safe touch; (b) unsafe touch</p> <p>Write an essay on when it is appropriate and/or who are authorized to touch areas of your body that are private and state the condition under which this can be done.</p> <p>List actions to prevent or discourage bad touches.</p>	<p>Brainstorming</p> <p>Role play</p> <p>Guest presenters: Police, Child Care Officers</p> <p>Written expression</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** One (1)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

**STANDARD 2.3:** Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS.

**OBJECTIVES 2.3.1:** Recognize the effects of germs in the body (Knowledge)  
Appreciate the way their bodies function in preventing illnesses (Attitude)  
Practice various preventive measures to protect the body from harm (Skill)

**LIFE SKILLS:**  
**Social:** Advocacy, Communication and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Germs are tiny organisms or living things that are found everywhere, in all kinds of places. Some germs are helpful to the body and some are harmful.</p> <p>There are four major types of germs: bacteria, viruses, fungi, and parasites. They can invade plants, animals, and people, and sometimes they make them sick or cause diseases.</p> <p>Germs are spread in the air, through body fluids (saliva, blood, etc), by insects (mosquitoes, flies, ticks)</p> <p>The very smallest germs are called viruses which cause common diseases such as cold, flu, measles and chicken pox.</p> <p><b>Preventive Measures</b></p> <ul style="list-style-type: none"> <li>- Wash your hands regularly especially after using the restroom, sneezing or coughing</li> <li>- Cover mouth and nose when coughing or sneezing</li> </ul>	<p><b>Level 1:</b> List the ways in which germs are spread to humans or animals</p> <p><b>Level 2:</b> List actions to prevent the spread of germs</p> <p><b>Level 3:</b> Design a poster to promote hygiene and healthy habits.</p> <p><b>Levels 1 – 3:</b> Practice hand washing and cough etiquette (covering nose and mouth when coughing and sneezing).</p> <p>List ways in which people <u>cannot</u> be infected with HIV or AIDS.</p>	<p>Brainstorming</p> <p>Research</p> <p>Role Play</p> <p>Guest presenter – School Nurse or Health professional in the community.</p> <p>Creative expression.</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** One (1)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**).

**STANDARD 2.3:** Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS.

**OBJECTIVES 2.3.1** Recognize the effects of germs in the body (Knowledge)  
Appreciate the way their bodies function in preventing illnesses (Attitude)  
Practice various preventive measures to protect the body from harm (Skill)

**LIFE SKILLS:** **Social:** Advocacy, Communication and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p><b>Preventive Measures cont'd</b></p> <ul style="list-style-type: none"> <li>- Avoid contact with blood and other body fluids (blood, urine, saliva, sweat, stool).</li> <li>- Do not share eating or drinking utensils e.g. cups, spoons, or <b>anything</b> that you place in your mouth.</li> <li>- Parents should ensure that their children are immunized against <b>diseases</b> and infections.</li> </ul> <p><b>(For additional measures, review Caring for the Body in Standard 2.1)</b></p> <p><b>AIDS or Acquired Immune Deficiency Syndrome</b> AIDS or Acquired Immune Deficiency Syndrome is a disease caused by a specific kind of virus called HIV or <b>H</b>uman <b>I</b>mmunodeficiency <b>V</b>irus and is carried in some people's blood.</p> <p>HIV is <u>only</u> contracted through sexual contact, sharing infected needles, blood transfusion and from an infected mother to her child.</p>	<p><b><u>Levels 1 – 3 cont'd:</u></b></p> <p>List the ways in which people <u>can</u> become infected with HIV or AIDS.</p> <p>List the normal ways people <u>cannot</u> become infected with HIV or AIDS.</p> <p>List actions to prevent becoming infected with HIV or AIDS.</p>	<p>Brainstorming</p> <p>Research</p> <p>Role Play</p> <p>Guest presenter – Infectious Disease Nurse or a member of Public Health Surveillance Team</p> <p>Creative expression</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** One (1)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**).

**STANDARD 2.3:** Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS.

**OBJECTIVES 2.3.1:** Recognize the effects of germs in the body (Knowledge)  
Appreciate the way their bodies function in preventing illnesses (Attitude)  
Practice various preventive measures to protect the body from harm (Skill)

**LIFE SKILLS:**  
**Social:** Advocacy, Communication and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p><b>HIV or AIDS cannot be transmitted by doing many normal activities.</b> <b><u>You cannot</u></b> get HIV or AIDS from living with someone who has HIV or AIDS <b><u>You cannot</u></b> get HIV or AIDS from touching or hugging someone <b><u>You cannot</u></b> get HIV or AIDS from being in the same school as someone with it. <b><u>You cannot</u></b> get HIV or AIDS from pets, flowers, mosquitoes, toilet seats, water glasses or hugs. <b><u>You cannot</u></b> get HIV or AIDS from coughs, sneezes or talking to someone <b><u>You cannot</u></b> get HIV or AIDS from eating or drinking or sharing the same utensils (cups, plates, knives and forks)</p>	<p><b><u>Levels 1 – 3 cont’d:</u></b> List the ways in which people <u>can</u> become infected with HIV or AIDS.  List the normal ways people <u>cannot</u> become infected with HIV or AIDS.  List actions to prevent becoming infected with HIV or AIDS.</p>	<p>Brainstorming Research Role Play Guest presenter – Infectious Disease Nurse or a member of Public Health Surveillance Team Creative expression Tests and quizzes will be given when appropriate Teacher observation of students’ interaction Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** One (1)

**THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.1:** Recognize the relationship between food choices and lifestyle diseases such as type II diabetes 2, hypertension, heart disease, etc.

**OBJECTIVES 3.1.1** Recognize the importance of food to the body (Knowledge)  
Develop an appreciation for healthy foods and snacks (Attitude)  
Use decision-making skills to select healthy foods and snacks (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Food is what the body needs to live and be healthy.</p> <p><b>Ways in which foods keep the body healthy.</b></p> <ul style="list-style-type: none"> <li>- Milk and milk products make the bones, teeth, muscles and other body parts strong.</li> <li>- Meat and meat products help the body to grow healthy and strong.</li> <li>- Starches, grains, breads and pasta provide the body with energy (the ability to do things) for walking, thinking, working, playing, studying, etc.</li> <li>- Fruits and vegetables prevent diseases (illnesses).</li> <li>- Water is an important part of the food that we eat. It keeps the body's temperature normal and gets rid of waste e.g. sweat, urine.</li> </ul>	<p><b>Level 1:</b> Identify ways in which food keeps the body healthy.</p> <p><b>Level 2:</b> Explain what happens to the body if you do not get enough food to eat.</p> <p><b>Level 3:</b> Explain why it is important choose healthy foods and snacks.</p> <p><b>Level 1:</b> Sort healthy snacks according to type.</p> <p><b>Level 2:</b> Explain the purpose of healthy snacks.</p> <p><b>Level 3:</b> Have students choose at least three healthy snacks from a list or an assortment of snacks and discuss their choices.</p>	<p>Brainstorming</p> <p>Self-expression</p> <p>Demonstration</p> <p>Food preparation</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** One (1)

**THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.1:** Recognize the relationship between food choices and lifestyle diseases such as Type 2 Diabetes, Hypertension, Heart Disease, etc.

**OBJECTIVES 3.1.1.** Recognize the importance of food to the body (Knowledge)  
Develop an appreciation for healthy foods and snacks (Attitude)  
Use decision-making skills to select healthy foods and snacks (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Healthy foods are an important part of any meal (breakfast, lunch, dinner or supper) and should be eaten everyday. Healthy snacks are also nutritious and good for the body.</p> <p><b>Types of Healthy Snacks</b></p> <p><b>Fruit-type snacks:</b> Fruits in season; raisins and other dried fruits; frozen fruit cups.</p> <p><b>Vegetable-type snacks:</b> Cooked vegetables e.g. broccoli, string beans; raw vegetables e.g. carrot, celery; canned vegetables (without added salt).</p> <p><b>Dairy-type snacks:</b> Yogurt; slices of cheese.</p> <p><b>Bread-type snacks:</b> Non-sugared cereals; whole-grain crackers; breads.</p> <p><b>Meat-type snacks:</b> Hard-boiled eggs; tuna fish (in water); lean cuts of meat.</p> <p>Water is the best drink to have when you are thirsty.</p>	<p><b>Levels 1 – 3:</b> Design a poster to encourage their classmates to eat healthy foods and snacks.</p> <p>Bring a favourite snack to school and share with the class; ask why they enjoy it.</p> <p>Class project – Prepare healthy snacks. (Demonstrate safety food handling techniques).</p> <p>Plan a meal of healthy snacks (breakfast, lunch and dinner).</p>	<p>Brainstorming</p> <p>Research</p> <p>Food preparation</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** One (1)

**THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.2:** Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices

**OBJECTIVES 3.2.1:** Recognize the Dietary Guidelines as an outline for healthy eating (Knowledge)  
Develop an appreciation for healthy foods (Attitude)  
Use decision-making skills to prepare healthy meals (Skill)

**LIFE SKILLS:** **Social:** Communication, Cooperation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>The Dietary Guidelines for The Bahamas is an outline for healthy eating. It helps an individual choose what he /she should eat. It also shows the different kinds and amounts of food the body needs each day to be healthy.</p> <p>The Dietary Guidelines is divided into the following food groups:  <b>Cereals and starchy vegetables</b> e.g. bread, potatoes, grits, pasta, cereals, rice, etc.  <b>Vegetables</b> e.g. lettuce, cabbage, carrots, broccoli, spinach, cauliflower, tomatoes, etc.  <b>Fruits</b> e.g. mangoes, pineapples, bananas, oranges, apples, grapes, dillies, peaches, etc.  <b>Meats and Dairy</b> e.g. fish, chicken, turkey, beef, pork, cheese, eggs, yogurt, milk, etc.  <b>Beans and Peas</b> e.g. peas, beans, nuts, etc  <b>Fats</b> e.g. olive oil, butter, margarine, etc  <b>Sugars and Sweeteners</b> e.g. sugar, syrup, honey, etc.</p> <p>The body needs different kinds of food to be healthy. It is important to eat a variety of foods from the food groups.</p>	<p><b>Level 1:</b> Sort foods according to food groups/sources.</p> <p><b>Level 2:</b> Explain the location of the food groups on the Dietary Guidelines.</p> <p><b>Level 3:</b> Explain the purpose of the Dietary Guidelines for The Bahamas.</p> <p><b>Levels 1- 3:</b> Plan a meal (breakfast, lunch or dinner) using foods from the Dietary Guidelines. Discuss what they choose and whether the choices were healthy.</p>	<p>Brainstorming</p> <p>Research</p> <p>Food preparation</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** One (1)

**THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.3:** Recognize the benefits of regular physical activity to achieving and maintaining good health.

**OBJECTIVES 3.3.1:** Recognize the importance of being physically fit (Knowledge)  
Develop an interest in and enjoyment for exercise (Attitude)  
Involve themselves in activities that promote an active lifestyle (Skill)

**LIFE SKILLS:** **Social:** Communication, Cooperation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Exercise keeps the body healthy and fit. Being fit allows an individual to be active for a long time without getting tired.</p> <p><b>Benefits of exercise</b></p> <ul style="list-style-type: none"> <li>- Makes an individual look and feel good</li> <li>- Builds stronger muscles and bones</li> <li>- Helps the lungs to work better</li> <li>- Improves sleep and relaxation</li> <li>- Improves brain functions (helps the individual think and learn new things)</li> <li>- Reduces the risk of heart disease and high blood pressure</li> <li>- Provides energy to do things e.g. play, learn, walk, etc.</li> <li>- Relieves stress</li> </ul> <p><b>Ways to Exercise</b></p> <p>You can exercise at home, at school or at play</p> <ul style="list-style-type: none"> <li>- Playing games and sports</li> <li>- Gardening</li> <li>- Walking, running, jumping, dancing, skipping, etc.</li> </ul>	<p><b>Level 1:</b> List the benefits of exercise.</p> <p><b>Level 2:</b> Explain importance of being physically fit.</p> <p><b>Level 3:</b> Compile a list of activities that they should engage in to promote good health.</p> <p><b>Levels 1 – 3:</b> Practice different games and exercises that are good for strengthening different parts of the body.</p> <p>Demonstrate healthy habits such as exercise, rest and nutrition.</p>	<p>Brainstorming</p> <p>Self-expression</p> <p>Research</p> <p>Creative expression</p> <p>Demonstration</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** One (1)

**THEME:** Managing the Environment

**SUB GOAL 4:** Demonstrate lifestyle choices that are in harmony with the environment.

**STANDARD 4.1:** Demonstrate knowledge of the environment and its impact on their health and well-being

**OBJECTIVES 4.1.1:** Recognize the environment as a source of food, shelter and protection (Knowledge)  
Appreciate the environment in which they live, work and play (Attitude)  
Demonstrate ways to protect the environment (Skill)

**LIFE SKILLS:**  
**Social Skills:** Cooperation, Advocacy and Communication  
**Cognitive Skills:** Decision-making, Problem-solving, Goal-setting, Creative and Critical thinking  
**Emotional/Coping Skills** Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>The environment is made up of people, plants and animals that live and coexist together.</p> <p>The environment provides water, air, sunshine, trees and plants that people need to live. These are called natural resources because they are found in nature.</p> <p>Clean water is important for drinking, bathing and performing daily chores.</p> <p>Air is essential for life and good health.</p> <p>Animals provide various sources of food, clothing, shelter and companionship.</p> <p>Trees and plants – provide food, homes and shade for people and animals and give off oxygen that helps them breathe.</p> <p>Keeping the environment clean is important to good health.</p>	<p><b>Level 1:</b> List ways to keep the environment clean.</p> <p>Choose one of the natural resources and draw pictures of how it is beneficial to plant and animal life.</p> <p><b>Level 2:</b> Classify the natural resources according to their function and benefits.</p> <p>List the health benefits of a clean environment.</p> <p><b>Level 3:</b> Identify natural resources in their school environment (b) Describe ways to protect these resources.</p> <p>Explain why it is important to have a clean environment.</p>	<p>Brainstorming</p> <p>Research</p> <p>Self-expression</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Guest presenters: Representatives from The Bahamas National Trust, Bahamas Humane Society, Department of Agriculture and Fisheries, Department of Environmental and Public Health</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** One (1)

**THEME:** Managing the Environment

**SUB GOAL 4:** Demonstrate lifestyle choices that are in harmony with the environment.

**STANDARD 4.1:** Demonstrate knowledge of the environment and its impact on their health and well-being

**OBJECTIVES 4.1.1:** Recognize the environment as a source of food, shelter and protection (Knowledge)  
Appreciate the environment in which they live, work and play (Attitude)  
Demonstrate ways to protect the environment (Skill)

**LIFE SKILLS:**  
**Social Skills:** Cooperation, Advocacy and Communication  
**Cognitive Skills:** Decision-making, Problem-solving, Goal-setting, Creative and Critical thinking  
**Emotional/Coping Skills** Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p><b>Ways to keep the environment clean</b></p> <p>Do not throw trash or garbage on the ground, in the sea, lakes or ponds.</p> <p>Pick up trash and put them a trash can.</p> <p>Walk or ride a bike instead of riding in a car.</p> <p>Follow school rules that help everyone to stay healthy.</p> <p>Say no to choices that are against the law.</p>	<p><b><u>Levels 1 – 3:</u></b> Have students create a class project from items brought to school e.g. plastic containers, egg, cartons, aluminum cans, glass bottles, shoe boxes, etc. Children will demonstrate methods to reuse or recycle these items.</p>	<p>Brainstorming</p> <p>Research</p> <p>Self-expression</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Guest presenters: Representatives from The Bahamas National Trust, Bahamas Humane Society, Department of Agriculture and Fisheries, Department of Environmental and Public Health</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

# **PRIMARY HEALTH AND FAMILY LIFE EDUCATION CURRICULUM GUIDELINES GRADE 2**

## **SCOPE OF WORK**

	<b>PAGE</b>
<b>OBJECTIVES FOR GRADE TWO</b>	<b>33</b>
<b>THEME ONE: SELF AND INTERPERSONAL RELATIONSHIPS</b>	<b>36</b>
<b>THEME TWO: SEXUALITY AND SEXUAL HEALTH</b>	<b>41</b>
<b>THEME THREE: NUTRITION AND PHYSICAL ACTIVITY</b>	<b>45</b>
<b>THEME FOUR: MANAGING THE ENVIRONMENT</b>	<b>49</b>

### **Key for Students' Activities:**

**Level 1: Basic**

**Level 2: Intermediate**

**Level 3: Advanced**

**Reference: Health and Family Life Education Regional Framework for Ages 9 – 14, Working Draft Versions 1.1, CARICOM, UNICEF and EDC, 2005**

## OBJECTIVES FOR GRADE TWO

### **THEME 1: SELF AND INTERPERSONAL RELATIONSHIPS**

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices

**Standard 1.1:** Express an awareness of their uniqueness

**Objectives 1.1.1:** Recognize character traits that contribute to their uniqueness (Knowledge)

Appreciate their uniqueness (Attitude)

Demonstrate awareness and acceptance of their uniqueness (Skill)

**Standard 1.2:** Demonstrate respect for people and all things living

**Objectives 1.2.1:** Recognize that some people are different because of their physical disabilities (Knowledge)

Respect and appreciate people whose bodies are different from theirs (Attitude)

Demonstrate acceptance and inclusion of persons who are different from them (Skill)

**Standard 1.3:** Analyze the influences that impact personal development (media, peers, family, community, etc.)

**Objectives 1.3.1:** Recognize the importance of friendship (Knowledge)

Respect and appreciate their friends (Attitude)

Maintain friendships through effective communication (Skill)

**Standard 1.4:** Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness

**Objectives 1.4.1:** Recognize the importance of promoting peace at home, in school and the community ((Knowledge)

Demonstrate willingness to resolve conflicts peacefully (Attitude)

Apply critical thinking, decision-making skills to cope with difficult relationships and resolve conflicts (Skill)

**Standard 1.5:** Identify behaviors (appropriate and inappropriate) and analyze the impact on the individual, family and community (values)

**Objectives 1.5.1:** Recognize helpful and harmful drugs and their effects on the body (Knowledge)

Respect rules regarding the use of medicines and other drugs (Attitude)

Demonstrate responsibility and willingness to avoid harmful drugs (Skill)

## OBJECTIVES FOR GRADE TWO

### **THEME 2: SEXUALITY AND SEXUAL HEALTH**

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

**Standard 2.1:** Discuss and analyze characteristics, values, mores (norms) which influence human sexuality.

**Objectives 2.1.1:** Explore the similarities and differences between males (men) and females (women) (Knowledge)  
Respect each other as they play and work together (Attitude)  
Demonstrate advocacy skills for equality of males and females (Skill)

**Standard 2.2:** Examine issues that affect their human sexuality

**Objectives 2.2.1:** Differentiate between appropriate and inappropriate sexual behaviour (Knowledge)  
Appreciate their uniqueness and special talents (Attitude)  
Demonstrate way to stay safe around familiar people and strangers (Skill)

**Standard 2.3:** Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS

**Objectives 2.3.1:** Differentiate between communicable and non communicable diseases (Knowledge)  
Appreciate the way their bodies function in disease prevention (Attitude)  
Practice good hygiene and healthy habits for disease prevention (Skill)

### **THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS)**

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**Standard 3.1:** Recognize the relationship between food choices and lifestyle diseases such as: type 2 diabetes, hypertension, heart diseases, etc.

**Objectives 3.1.1:** Recognize the importance of food to the body (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Use decision-making skills to make healthy food choices (Skill)

## OBJECTIVES FOR GRADE TWO

### **THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS) CONT'D**

**Standard 3.2:** Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices

**Objectives 3.2.1:** Recognize benefits of foods classified in The Bahamas Dietary Guidelines (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Use decision-making skills to make healthy food choices (Skill)

**Standard 3.3:** Recognize the benefits of regular physical activity to achieving and maintaining good health

**Objectives 3.3.1:** Demonstrate knowledge of safety measures when exercising (Knowledge)  
Develop an interest in and enjoyment for exercise (Attitude)  
Practice safety measures when exercising (Skill)

### **THEME 4: MANAGING THE ENVIRONMENT**

**SUB GOAL 4:** Demonstrate lifestyle choices that are in harmony with the environment

**Standard 4.1:** Demonstrate knowledge of the environment and its impact on their health and well-being

**Objectives 4.1.1:** Recognize the components of a healthy community (Knowledge)  
Appreciate the environment in which people live, work and play (Attitude)  
Use decision-making skills to protect the environment in which people live, work and play (Skill)

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

**GRADE LEVEL:** Two (2)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.1:** Express an awareness of their uniqueness.

**OBJECTIVES 1.1.1:** Recognize character traits that contribute to uniqueness (Knowledge)  
Appreciate their uniqueness (Attitude)  
Demonstrate awareness and acceptance of their uniqueness (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Interpersonal skills (for developing healthy relationships) and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional / Coping:** Self-awareness and Self acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES												
<p>A person’s character and values reflect how that person thinks, feels and acts.</p> <p>Everyone has strengths and weaknesses that make them unique.</p> <p><b><u>Character Traits</u></b> <b><u>Positive Traits Negative Traits</u></b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Caring</td> <td style="width: 50%;">uncaring, unfeeling</td> </tr> <tr> <td>Cooperative</td> <td>uncooperative, unhelpful</td> </tr> <tr> <td>Kind</td> <td>unkind</td> </tr> <tr> <td>Clean</td> <td>unclean</td> </tr> <tr> <td>Creative</td> <td>uncreative</td> </tr> <tr> <td>Good</td> <td>bad, evil</td> </tr> </table> <p>(This list is not exhaustive. Review <b>Teaching Good Values and Citizenship for additional traits, Appendix IV</b>)</p> <p>All persons need to be accepted and appreciated as worthwhile.</p>	Caring	uncaring, unfeeling	Cooperative	uncooperative, unhelpful	Kind	unkind	Clean	unclean	Creative	uncreative	Good	bad, evil	<p><b><u>Level 1:</u></b> Have students list the things that they like about themselves.</p> <p><b><u>Level 2:</u></b> Compile a list – what they are good at, what they do not do well, what makes them happy, sad, etc.</p> <p><b><u>Level 3:</u></b> Identify positive and negative traits of character in the Bible and media. Explain who they would like to emulate and why.</p> <p><b><u>Levels 1 – 3:</u></b> Working as partners, create an “I Am Special” poster. Have each student draw the partner’s face and write positive character traits about their classmates on their poster.</p>	<p>Discussion on “What is the meaning of good character? Character and values</p> <p>Research of people with positive and negative traits of character</p> <p>Cooperative learning</p> <p>Game: “Get caught doing something good’ Tests and quizzes will be given when appropriate</p> <p>Self assessment.</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>
Caring	uncaring, unfeeling													
Cooperative	uncooperative, unhelpful													
Kind	unkind													
Clean	unclean													
Creative	uncreative													
Good	bad, evil													

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

**GRADE LEVEL:** Two (2)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD1.2:** Demonstrate respect for people and all things living.

**OBJECTIVES 1.2.1:** Recognize that some people are different because of their physical disabilities (Knowledge)  
Respect and appreciate people whose bodies are different from theirs (Attitude)  
Demonstrate acceptance and inclusion of persons who are different from them (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal skills (for developing healthy relationships), Cooperation and Empathy  
**Cognitive:** Decision-making, Problem solving, Conflict Resolution, Critical and Creative thinking  
**Emotional / Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>A disability is a condition that keeps someone from doing things that other persons without that disability can do.</p> <p>Physical disabilities include: blindness, deafness, speech defects, paralysis (cripple), etc.</p> <p>Ways to help the physically disabled:</p> <ul style="list-style-type: none"> <li>- Be kind and courteous</li> <li>- Provide assistance when needed or requested</li> <li>- Respect their independence</li> <li>- Observe the laws that protect the rights of disabled persons</li> </ul> <p>You should treat friends with disabilities the same way you treat any of your friends. A disability cannot be spread to another person.</p>	<p><b>Level 1:</b> Match vocabulary words to pictures of disabled people.</p> <p><b>Level 2:</b> Role-play, pantomime various disabilities- dramatize ways in which you can help a blind person.</p> <p><b>Level 3:</b> Create a picture book showing how to respect others with various disabilities e.g. persons who are blind, deaf, dumb, etc.</p>	<p>Discussion –_Some people are born with disabilities, others become disabled due to illness or accidents</p> <p>Picture charts showing people with various disabilities</p> <p>Role play scenarios</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Two (2)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.3:** Analyze the influences that impact personal development (family, friends, community, media, technology, etc).

**OBJECTIVES 1.3.1:** Recognize the importance of friendship (Knowledge)  
Respect and appreciate their friends (Attitude)  
Maintain friendships through effective communication (Skill)  
Apply critical thinking, decision-making and communication skills to cope with difficult relationships (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation  
**Cognitive:** Decision-making, Conflict Resolution, Critical and Creative thinking,  
**Emotional / Coping:** Self-awareness and Self acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>A friend is someone we know well and love. We enjoy spending time with them.</p> <p>Friends spend time with us, share special memories and are kind. Some friendships last throughout life.</p> <p>Animals such as dogs, cats make good friends.</p> <p>Character traits of a friend (<b>Review Teaching Good Values and Citizenship for additional traits, Appendix IV</b>)</p> <p>Characteristics of healthy relationships include:</p> <ul style="list-style-type: none"> <li>- Respecting self and others</li> <li>- Observing the rights of self and others</li> <li>- Empathy</li> </ul>	<p><b>Level 1:</b> Draw a picture and write a few sentences to describe their friend.</p> <p><b>Level 2:</b> Provide an oral or written description of the types of behaviour that enable him or her to (a) gain friends; (b) lose friends.</p> <p><b>Level 3:</b> Explain how being a good friend demonstrates positive character.</p> <p><b>Levels 1 – 3:</b> Discussion on (a) Behaviours that students like or consider as ‘friendly’ in other people; (b) The kinds of behaviour they think that others (their friends) would like them to display.</p> <p>Create a journal on friendship.</p> <p>Role play/demonstrate steps to make a friend.</p>	<p>Modeling behaviours</p> <p>Creative thinking</p> <p>Role play</p> <p>Creative writing</p> <p>Artistic expression</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities e.g. artistic expression, journal writing and role play</p>

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

**GRADE LEVEL:** Two (2)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.4:** Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness.

**OBJECTIVES 1.4.1:** Recognize the importance of promoting peace at home, in school and the community (Knowledge)  
Demonstrate willingness to resolve conflicts peacefully (Attitude)  
Apply critical thinking, decision-making skills to cope with difficult relationships and resolve conflicts (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation  
**Cognitive:** Decision-making, Problem-solving, Conflict Resolution, Critical and Creative thinking,  
**Emotional / Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Knowing how to get along with people is important in preventing conflicts and promoting peace at home, school and in communities.</p> <p>A conflict between two or more people often occurs in relationships e.g. sibling rivalry, parents and children, friends, classmates, husband and wife, gang members.</p> <p><b>Reasons for conflicts in relationships:</b> Poor communication; changes in the family structure; jealousy; competition; lack/limited resources (finance, food, clothes); anger; lack of respect and tolerance; etc.</p> <p>Ways to prevent conflicts: - Think before acting - Walk away, apologize - Give a positive response</p> <p>Agencies in the community that assist with crisis: trusted adult - teacher, counsellor, nurse, religious leader; GOs – RBPF, Social Services, etc.</p>	<p><b>Level 1:</b> Identify cartoon characters that use respectful words and actions e.g. Sesame Street characters.</p> <p><b>Level 2:</b> Provide students with pictures of people in various situations and have them identify emotion being expressed in the pictures.</p> <p><b>Level 3:</b> Children’s stories relating to disagreements (conflicts). Students will identify which character was the” bully”, which character was the “victim”, and who was the “problem solver.”</p> <p><b>Levels 1 – 3:</b> Create a word wall of respectful words for daily use in the classroom.</p>	<p>Discussion and stories of conflict</p> <p>Cooperative learning</p> <p>Modeling</p> <p>Creative thinking</p> <p>Role play</p> <p>Creative expression</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students’ interaction.</p> <p>Teacher assessment of students’ activities.</p>

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

**GRADE LEVEL:** Two (2)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.5:** Demonstrate the ability to use knowledge, life skills and health enhancing strategies to address risky behaviours.

**OBJECTIVES 1.5.1:** Recognize helpful and harmful drugs and their effects on the body (Knowledge)  
Respect rules regarding the use of drugs (Attitude)  
Demonstrate responsibility and willingness to avoid harmful drugs (Skill)

**LIFE SKILLS:** **Social:** Cooperation and Negotiation and Refusal  
**Cognitive:** Decision-making, Problem-solving, Critical and Creative thinking,  
**Emotional / Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Drugs change the way your body works.</p> <p>Medicines are helpful drugs. Other drugs such as alcohol, tobacco, cigarettes marijuana and cocaine can harm you.</p> <p>Chocolate, some kinds of coffee and tea, and some soft drinks also contain a drug. This drug is not good for you if you get too much of it.</p> <p>Harmful Effects of Drugs: -Drugs can make it hard to think clearly. Then you might make bad decisions -Drugs can make you want to hurt people -Drugs can stop your body from growing and functioning properly</p> <p>Saying no to harmful drugs protect your body and keep you safe.</p>	<p><b>Level 1.</b> Working in small groups, compile a poster board of harmful drugs.</p> <p><b>Level 2:</b> Make a list of what drugs they have heard about that are against the law and are harmful to their health.</p> <p><b>Level 3:</b> Write a statement on ‘Why you should stay drug free’</p> <p><b>Levels 1 – 3:</b> Create jingles or rap to encourage others to say ‘NO’ to harmful drugs. Discussion on the difference between medicines and other drugs.</p>	<p>Role play</p> <p>Guest presenters: Representatives from various organizations e.g. pharmacists, Bahamas Pharmacy Association, Bahamas National Drug Council, Drug Enforcement Unit, Adolescent Health.</p> <p>Cooperative learning</p> <p>Artistic expression</p> <p>Creative writing</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Oral presentation</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Two (2)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005)

**STANDARD 2.1:** Discuss and analyze the characteristics of human sexuality.

**OBJECTIVES 2.1.1:** Explore the similarities and differences between males (men) and females (women) (Knowledge)  
Show appreciation for each other as they work and play together (Attitude)  
Demonstrate advocacy skills for equality of males and females (Skill)

**LIFE SKILLS:**  
**Social:** Advocacy, Cooperation and Communication  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Individuals are born either male (boy) or female (girl).</p> <p><b>Similarities in Males and Females:</b> Both males and females have similar bodily functions e.g. breathe, eat, sleep, think, etc. Both males and females are needed to have a baby. Both males and females can produce a family to love and provide support. Both males and females can participate in any activities, hobbies or careers in which they have interests. Both males and females can express emotions and sensitivity e.g. crying, laughing, empathy, etc. Both males and females need to be in good health (physical, mental, and spiritual health) in order to produce a happy, healthy and productive family.</p>	<p><b>Level 1:</b> Identify ways in which boys and girls are (a) alike; (b) different</p> <p><b>Level 2:</b> Create a story “How We Are All Alike and What Makes Us Different”</p> <p><b>Level 3:</b> (a) Investigate social messages about male and female behaviours e.g. boys should not wear pink; Girls should not play with trucks and cars; Playing with dolls makes a boy a ‘sissy.’ etc. (b) Are there any changes in this view over the years?</p>	<p>Brainstorming</p> <p>Guest presenters</p> <p>Research</p> <p>Creative Expression</p> <p>Cooperative learning</p> <p>Story telling</p> <p>video clip</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Two (2)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005).

**STANDARD 2.1:** Discuss and analyze the characteristics of human sexuality.

**OBJECTIVES 2.1.1:** Explore the similarities and differences between males (men) and females (women) (Knowledge)  
Show appreciation for each other as they work and play together (Attitude)  
Demonstrate advocacy skills for equality of males and females (Skill)

**LIFE SKILLS:**  
**Social:** Advocacy, Cooperation and Communication  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p><b>Differences in Males and Females</b> Men and women have different reproductive organs Women menstruate while men do not. Only women can become pregnant. Women develop breasts that are usually capable of breast feeding after birth (lactating), while men do not breast feed. Men generally have more massive bones than women (heavier in weight).</p>	<p><b>Levels 1 – 3:</b> Conduct research on the similarities and differences between males and females. (a) List and identify the reproductive organs in males.  (b) List the reproductive organs in females  (c) Explain why only females can become pregnant.  (d) Explain why only females can give birth and breast feed.  (e) Explain why men are heavier than women.</p>	<p>Brainstorming Guest presenters: School Health Nurse Research Creative Expression Cooperative learning Story telling Video clip Tests and quizzes will be given when appropriate Teacher observation of students’ interaction Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Two (2)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

**STANDARD 2.2:** Examine issues that affect their sexuality.

**OBJECTIVES 2.2.1:** Differentiate between appropriate and inappropriate sexual behaviours (Knowledge)  
Appreciate their uniqueness and special talents (Attitude)  
Demonstrate actions to stay safe around familiar people and strangers (Skill)

**LIFE SKILLS:** **Social:** Refusal, Advocacy, Communication, Interpersonal relationships and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Children seek love and attention from family members, peers, and other adults.</p> <p>Children have the right to tell others not to touch their bodies when they don't want to be touched They should tell an adult (police, teacher, nurse, guidance counselor or parent) if someone touches them inappropriately. (<b>Review Grade 1, Standard 2.2: <i>Appropriate and Inappropriate Touches.</i></b>)</p> <p>If children feel uncomfortable when someone touches them they should say 'no', get away from the situation, "go" and "tell" a trusted adult what happened.</p> <p>If someone touches them and tells them to keep it a secret, they should always tell an adult anyway.</p> <p>Children should not talk to or give out information to strangers, especially when they are home alone. They should not take short cuts especially in wooded areas.</p>	<p><b>Level 1:</b> List ways to stay safe when approached by a stranger</p> <p><b>Level 2:</b> Describe how familiar people can hurt or make children feel uncomfortable.</p> <p><b>Level 3:</b> Demonstrate how to access help from the police, teacher, nurse, guidance counselor and parent.</p> <p><b>Levels 1 – 3:</b> Create a poster on <b>Safety Tips: Say No, Go and Tell.</b> Draw a chart comparing a) safe and unsafe places and b) safe and unsafe social behaviours.</p>	<p>Brainstorming</p> <p>Guest presenters</p> <p>Artistic expression</p> <p>Written expression</p> <p>Role play</p> <p>Video clip</p> <p>Journaling</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Two (2)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

**STANDARD 2.3:** Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS.

**OBJECTIVES 2.3.1:** Differentiate between communicable and non communicable diseases (Knowledge)  
Appreciate the way their bodies function in disease prevention (Attitude)  
Practice good hygiene and healthy habits for disease prevention (Skill)

**LIFE SKILLS:** **Social:** Advocacy, Communication and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Diseases are classified as communicable and non-communicable.</p> <p>Communicable diseases are spread from person to person e.g. pink eye, colds, flu, chicken pox, strep throat, HIV Virus, STIs, etc. (<b>Review Grade 1, Standard 2.3: HIV and AIDS</b>)</p> <p>Non-communicable diseases are not spread from person to person. They may be caused by elements in the environment, nutritional deficiencies, lifestyle choices or genetic inheritances.</p> <p>Non-communicable diseases include: Asthma, cancer, heart disease, downs syndrome, diabetes, stroke, etc. These are called life style diseases and are results of what we eat and how we live.</p> <p><b>Preventive Measures</b> Communicable Diseases: (<b>Review Grade 1, Standard 2.3: Preventive Measures</b>)</p>	<p><b>Level 1:</b> Create a chart of communicable and non-communicable diseases.</p> <p><b>Level 2:</b> Explain the difference between communicable and non communicable diseases.</p> <p><b>Level 3:</b> Research (Identify) some ways to prevent the spread of non-communicable diseases.</p> <p><b>Levels 1 – 3:</b> Practice protecting the body from harm by learning various preventive measures e.g. hand washing and cough etiquette (covering nose and mouth when coughing and sneezing).</p> <p>Create a book mark of some healthy habits.</p>	<p>Brainstorming</p> <p>Research</p> <p>Guest presenter – School nurse or Health professional in the community.</p> <p>Artistic expression</p> <p>Cooperative learning</p> <p>Demonstration</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Two (2)

**THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.1:** Recognize the relationship between food choices and lifestyle diseases such as type II diabetes 2, hypertension, heart disease, etc.

**OBJECTIVES 3.1.1:** Recognize the importance of food to the body (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Apply decision-making skills to make healthy food choices (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Negotiation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Some foods are more healthful than others. (<b>Review Grade 1 lesson on healthy foods</b>)</p> <p>Unhealthy foods tend to be significantly less nutritious and harmful to the body. These foods and snacks are high in added sugar, fat and salt.</p> <p>Foods such as soft drinks, some cereals, candies, candy bars, cakes, cookies and chips, French fries (fried) are generally high in sugar, fat and salt.</p> <p>Foods prepared with oils are high in fat.</p> <p>Foods that are high in sugar, fats or salt, can cause health problems in children and adults e.g. overweight, obesity, diabetes, high blood pressure, etc.</p> <p>When preparing meals, purchasing or eating foods, choose foods that are low in sugar, fat and salt.</p>	<p><b>Level 1:</b> Compile a list of (a) healthy foods; (b) unhealthy foods. Discuss their effects on the body.</p> <p><b>Level 2:</b> Examine food and product labels for their nutritional value. Make a list of the (a) healthy foods; (b) unhealthy food items.</p> <p><b>Level 3:</b> Chart their food selection for one day or week. Document the healthy and /or unhealthy foods consumed. Compile a recommended list of healthy foods and snacks.</p> <p><b>Levels 1 – 3:</b> Create an advertisement promoting healthy food choices.</p>	<p>Brainstorming</p> <p>Self-expression</p> <p>Research</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** One (2)

**THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.2:** Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices.

**OBJECTIVES 3.2.1:** Recognize the benefits of foods classified in The Bahamas Dietary Guidelines (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Apply decision-making skills to make healthy food choices (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Negotiation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES																		
<p>The Dietary Guidelines provide an outline of what should be eaten daily. People should make healthy choices when selecting foods from these food groups.</p> <p><b>Benefits of Foods in the Dietary Guidelines</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Food</th> <th style="text-align: center;">Benefit</th> </tr> </thead> <tbody> <tr> <td colspan="2"><b>1. Cereals and Starchy Vegetables</b></td> </tr> <tr> <td>bread, potato, grits, pasta, cereals, rice</td> <td>- Provides the body with energy</td> </tr> <tr> <td colspan="2"><b>2. Vegetables</b></td> </tr> <tr> <td>lettuce, cabbage, carrot, spinach, broccoli, spinach, tomato</td> <td>- Provides fiber - Foods are naturally low in fat</td> </tr> <tr> <td colspan="2"><b>3. Fruits</b></td> </tr> <tr> <td>mangoes, grape, banana, dilly, apple, pineapple, orange, , dillies, peaches,</td> <td>- Provides fiber - Foods are naturally low in fat</td> </tr> <tr> <td colspan="2"><b>4. Meats and Dairy</b></td> </tr> <tr> <td>Fish, chicken, turkey, beef, pork, cheese, eggs, milk</td> <td>- Helps the body grow healthy - - Builds strong bones and teeth</td> </tr> </tbody> </table>	Food	Benefit	<b>1. Cereals and Starchy Vegetables</b>		bread, potato, grits, pasta, cereals, rice	- Provides the body with energy	<b>2. Vegetables</b>		lettuce, cabbage, carrot, spinach, broccoli, spinach, tomato	- Provides fiber - Foods are naturally low in fat	<b>3. Fruits</b>		mangoes, grape, banana, dilly, apple, pineapple, orange, , dillies, peaches,	- Provides fiber - Foods are naturally low in fat	<b>4. Meats and Dairy</b>		Fish, chicken, turkey, beef, pork, cheese, eggs, milk	- Helps the body grow healthy - - Builds strong bones and teeth	<p>Review the Dietary Guidelines for The Bahamas and complete the following:</p> <p><b>Level 1:</b> List the seven food groups on the Dietary Guidelines.</p> <p><b>Level 2:</b> Identify foods for each group.</p> <p><b>Level 3:</b> Describe the health benefits of each group.</p> <p><b>Levels 1 – 3:</b> Plan a healthy meal (breakfast, lunch or dinner) using foods from the Dietary Guidelines for The Bahamas. Discuss the choices made and whether the choices were healthy.</p>	<p>Brainstorming</p> <p>Research</p> <p>Food preparation</p> <p>Demonstration</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>
Food	Benefit																			
<b>1. Cereals and Starchy Vegetables</b>																				
bread, potato, grits, pasta, cereals, rice	- Provides the body with energy																			
<b>2. Vegetables</b>																				
lettuce, cabbage, carrot, spinach, broccoli, spinach, tomato	- Provides fiber - Foods are naturally low in fat																			
<b>3. Fruits</b>																				
mangoes, grape, banana, dilly, apple, pineapple, orange, , dillies, peaches,	- Provides fiber - Foods are naturally low in fat																			
<b>4. Meats and Dairy</b>																				
Fish, chicken, turkey, beef, pork, cheese, eggs, milk	- Helps the body grow healthy - - Builds strong bones and teeth																			

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

**GRADE LEVEL:** One (2)

**THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.2:** Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices.

**OBJECTIVES 3.2.1:** Recognize the benefits of foods classified in The Bahamas Dietary Guidelines (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Apply decision-making skills to make healthy food choices (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Negotiation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT		ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<b>Benefits of foods in the Dietary Guidelines cont'd</b>		Review the Dietary Guidelines for The Bahamas and complete the following: <b>Level 1:</b> List the seven food groups on the Dietary Guidelines.  <b>Level 2:</b> Identify foods for each group.  <b>Level 3:</b> Describe the health benefits of each group.  <b>Levels 1 – 3:</b> Plan a healthy meal (breakfast, lunch or dinner) using foods from the Dietary Guidelines for The Bahamas. Discuss the choices made and whether the choices were healthy.	Brainstorming  Research  Food preparation  Demonstration  Creative expression  Cooperative learning  Tests and quizzes will be given when appropriate.  Teacher observation of students' interaction.  Teacher assessment of students' activities.
<b>Food</b>	<b>Benefit</b>		
<b>5. Beans and Peas</b>			
peas, beans, nuts,	Helps the body grow healthy		
<b>6. Fats</b>			
olive oil, butter, margarine	- Little nutritional value - Contributes to diseases such as diabetes, obesity, etc.		
<b>7. Sugars and Sweeteners</b>			
sugar, syrup, honey, etc.	- Little nutritional value - Contributes to diseases such as diabetes, obesity, etc.		



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

**GRADE LEVEL:** Two (2)

**THEME:** Managing the Environment

**SUB GOAL 4:** Demonstrate lifestyle choices that are in harmony with the environment.

**Standard 4.1:** Demonstrate knowledge of the environment and its impact on their health and well-being.

**OBJECTIVES 4.4.1:** Recognize the components of a healthful community (Knowledge)  
Appreciate the environment in which they live, work and play (Attitude)  
Use decision-making skills to protect the environment in which they live work and play (Skill)

**LIFE SKILLS:** **Social Skills:** Cooperation, Advocacy and Communication  
**Cognitive Skills:** Decision-making, Problem-solving, Goal-setting, Creative and Critical thinking  
**Emotional/Coping Skills:** Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>The environment is made up of living and non-living things.</p> <p>Living things in the environment include: plants, animals and people.</p> <p>Non-living things in the environment are water, air, land, sunlight, man-made products (roads, buildings, places where people live, work, shop, exercise and play).</p> <p><b>Benefits of the Living Environment</b></p> <ul style="list-style-type: none"> <li>- Magnificent species the earth has to offer</li> <li>- Animals provide food, clothes, shelter, companionship and transportation</li> <li>- Wood from trees is used to make many different things</li> <li>- Plants take carbon dioxide out of the air and produce oxygen. This enables us to have oxygen to breathe and reduces the effect of carbon dioxide which has been blamed for global warming as it traps the heat from the sun in that atmosphere.</li> <li>- Forest, trees and other natural ecosystems reduce the risk of catastrophic climate change impacts like floods and droughts</li> </ul>	<p><b>Level 1:</b> Describe living and non-living environments.</p> <p><b>Level 2:</b> Classify components of (a) Living Environment; (b) Non-living environment.</p> <p><b>Level 3:</b> Describe the benefits of a) Living Environment; (b) Non-living environment.</p> <p><b>Levels 1 – 3:</b> Class project_Have students create a collage representing living and non-living environments. Students will also research and compile a journal of the benefits of the living and non-living things in the environment.</p>	<p>Brainstorming</p> <p>Research</p> <p>Self-expression</p> <p>Creative expression</p> <p>Journal writing</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Two (2) **THEME:** Managing the Environment

**SUB GOAL 4:** Demonstrate lifestyle choices that are in harmony with the environment.

**Standard 4.1:** Demonstrate knowledge of the environment and its impact on their health and well-being.

**OBJECTIVES 4.4.1:** Recognize the components of a healthful community (Knowledge)  
 Appreciate the environment in which they live, work and play (Attitude)  
 Use decision-making skills to protect the environment in which they live work and play (Skill)

**LIFE SKILLS:** **Social Skills:** Cooperation, Advocacy and Communication  
**Cognitive Skills:** Decision-making, Problem-solving, Goal-setting, Creative and Critical thinking  
**Emotional/Coping Skills:** Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p><b>Benefits of the Non- Living environment</b></p> <ul style="list-style-type: none"> <li>- Fresh, clean air, water and sunshine</li> <li>- Parks, beaches, walking trails and green spaces for recreation and physical activity</li> <li>- Buildings provide spaces for work, worship, shelter and recreation</li> <li>- Vehicles provide transportation and recreation,</li> </ul> <p>Non- Living environments have both direct and indirect effects on the natural environment.</p> <ul style="list-style-type: none"> <li>- Air pollution and climate change can harm water quality and wildlife habitats</li> <li>- Vehicles can cause air pollution</li> <li>- Over foresting and overfishing can reduce trees and fish.</li> </ul> <p><b>Caring for the Environment</b>  <b>(Review Grade 1, Standard 4.1: <i>Ways to Keep the Environment Clean</i> for additional information)</b></p>	<p><b>Level 1:</b> Describe living and non-living environments.</p> <p><b>Level 2:</b> Classify components of (a) Living Environment; (b) Non-living environment.</p> <p><b>Level 3:</b> Describe the benefits of a) Living Environment; (b) Non-living environment.</p> <p><b>Levels 1 – 3:</b>            Class project_Have students create a collage representing living and non-living environments. Students will also research and compile a journal of the benefits of the living and non-living things in the environment.</p>	<p>Brainstorming</p> <p>Research</p> <p>Self-expression</p> <p>Creative expression</p> <p>Journal writing</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

# **PRIMARY HEALTH AND FAMILY LIFE EDUCATION CURRICULUM GUIDELINES GRADE 3**

## **SCOPE OF WORK**

	<b>PAGE</b>
<b>OBJECTIVES FOR GRADE THREE</b>	<b>52</b>
<b>THEME ONE: SELF AND INTERPERSONAL RELATIONSHIPS</b>	<b>55</b>
<b>THEME TWO: SEXUALITY AND SEXUAL HEALTH</b>	<b>61</b>
<b>THEME THREE: NUTRITION AND PHYSICAL ACTIVITY</b>	<b>66</b>
<b>THEME FOUR: MANAGING THE ENVIRONMENT</b>	<b>70</b>

### **Key for Students' Activities:**

**Level 1: Basic**

**Level 2: Intermediate**

**Level 3: Advanced**

Reference: Health and Family Life Education Regional Framework for Ages 9 – 14, Working Draft Versions 1.1, CARICOM, UNICEF and EDC, 2005

## OBJECTIVES FOR GRADE THREE

### **THEME 1: SELF AND INTERPERSONAL RELATIONSHIPS**

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices

**Standard 1.1:** Express an awareness of their uniqueness

**Objectives 1.1.1:** Recognize factors that contribute to a positive self-concept (Knowledge)  
Appreciate their uniqueness and develop confidence and pride in their abilities and talents (Attitude)  
Demonstrate behaviours and skills that promote self-improvement (Skill)

**Standard 1.2:** Demonstrate respect for people and all things living

**Objectives 1.2.1:** Recognize the differences that exist among people (Knowledge)  
Respect and appreciate people who are different from them (Attitude)  
Demonstrate acceptance and inclusion of people of different race, ethnicity, religion, and custom (Skill)

**Standard 1.3:** Analyze the influences that impact personal development (media, peers, family, community, etc.)

**Objectives 1.3.1:** Explore ways in which the community influences their lives (Knowledge)  
Respect and appreciate the people in their community (Attitude)  
Advocate for safe, healthy school communities (Skill)

**Standard 1.4:** Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness

**Objectives 1.4.1:** Distinguish among conflict, violence, vandalism and harassment (Knowledge)  
Demonstrate willingness to communicate feelings, ideas and opinions in a positive way to foster good relationships (Attitude)  
Apply critical thinking, decision-making skills to make healthy decisions (Skill)

**Standard 1.5:** Identify behaviors (appropriate and inappropriate) and analyze the impact on the individual, family and community (values)

**Objectives 1.5.1:** Recognize helpful and harmful drugs and their effects on the body (Knowledge)  
Respect rules regarding the use of medicines and other drugs (Attitude)  
Demonstrate responsibility and willingness to avoid harmful drugs (Skill)

## OBJECTIVES FOR GRADE THREE

### **THEME 2: SEXUALITY AND SEXUAL HEALTH**

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005)

**Standard 2.1:** Discuss and analyze characteristics, values, mores (norms) which influence human sexuality

**Objectives 2.1.1:** Recognize sexuality as a personal view of maleness or femaleness and examine factors that influence ones sexuality (Knowledge)  
Explore the roles, responsibilities and biases (stereotyping) related to gender (Knowledge)  
Appreciate their uniqueness and the way their body functions (Attitude)  
Demonstrate cooperation and support for each other as they work and play together (Skill)

**Standard 2.2:** Examine issues that affect their human sexuality

**Objectives 2.2.1:** Recognize abuse as any form of ill treatment against an individual or animal (Knowledge)  
Demonstrate their right to be appreciated and protected (Attitude)  
Apply decision-making skills to seek help when abuse occurs (Skill)

**Standard 2.3:** Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS

**Objectives 2.3.1:** Explore general causes and prevention of communicable diseases (Knowledge)  
Appreciate the way their bodies function in disease prevention (Attitude)  
Practice good hygiene and healthy habits for disease prevention (Skill)

### **THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS)**

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity

**Standard 3.1:** Recognize the relationship between food choices and lifestyle diseases such as: type 2 diabetes, hypertension, heart diseases, etc.

**Objectives 3.1.1:** Recognize the relationship between nutrition and health (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Apply decision-making skills to make healthy food choices (Skill)

## OBJECTIVES FOR GRADE THREE

### **THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS) CONT'D**

**Standard 3.2:** Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices

**Objectives 3.2.1:** Recognize the importance of a balanced diet (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Apply decision-making skills to make healthy food choices (Skill)

**Standard 3.3:** Recognize the benefits of regular physical activity to achieving and maintaining good health

**Objectives 3.3.1:** Recognize exercise, rest and sleep as important components of physical fitness (Knowledge)  
Demonstrate willingness to engage in physical activity (Attitude)  
Involve themselves in activities that promote an active lifestyle (Skill)

### **THEME 4: MANAGING THE ENVIRONMENT**

**SUB GOAL 4:** Demonstrate lifestyle choices that are in harmony with the environment

**Standard 4.1** Demonstrate knowledge of the environment and its impact on their health and well-being

**Objectives 4.1.1:** Recognize the natural resources in their communities and their functions (Knowledge)  
Appreciate the environment in which people live, work and play (Attitude)  
Apply decision-making, advocacy and communication skills to protect the environment (Skill)

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

**GRADE LEVEL:** Three (3)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.1:** Express an awareness of their uniqueness.

**OBJECTIVES 1.1.1:** Recognize factors that contribute to a positive self concept (Knowledge)  
Appreciate their uniqueness and develop confidence and pride in their abilities and talents (Attitude)  
Demonstrate behaviours and skills that promote self –improvement (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional / Coping:** Self-awareness, Self acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Traits are the characteristics or other qualities (physical, mental, emotional and social) that make a person special. (<b>Review Grade 1, Standard 1.1: <i>Physical Traits</i> and Grade 2, Standard 1.1 <i>Character Traits</i></b>)</p> <p>Self-concept refers to the way a person views (feels about) himself or herself. Self-concept can be positive or negative.</p> <p>People with a positive self-concept will:</p> <ul style="list-style-type: none"> <li>- Have high self-esteem (ability to like and respect self)</li> <li>- Have confidence in themselves</li> <li>- Feel valued and secure</li> <li>- Take personal interest and pride in themselves</li> <li>- Make responsible decisions</li> </ul> <p>Having a low self-concept can contribute to:</p> <ul style="list-style-type: none"> <li>- Poor decision making</li> <li>- Low self-esteem and lack of self-confidence</li> </ul>	<p><b>Level 1:</b> Identify five physical traits</p> <p><b>Level 2:</b> List at least one trait under each of the headings: physical, mental, emotional and social.</p> <p><b>Level 3:</b> Complete level 2. Identify which of the traits they could change and which they could not change.</p> <p><b>Levels 1 – 3:</b> Discussion on factors influence the development of self-concept e.g. family, friends, school, church the media, etc.</p> <p>Working as partners, create an “I Am Special” poster. Have each student draw the partner’s face and positive character traits about their classmates on their poster.</p> <p>Role play scenarios promoting positive self-concept.</p>	<p>Creative expression</p> <p>Cooperative learning</p> <p>Role play</p> <p>Tests and quizzes will be given when appropriate</p> <p>Self assessment</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities e.g. posters, role play and other student activities</p>

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

**GRADE LEVEL:** Three (3)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.2:** Demonstrate respect for people and all things living.

**OBJECTIVES 1.2.1:** Recognize the differences that exist among people (Knowledge)  
Respect and accept people who are different from them (Attitude)  
Demonstrate acceptance and inclusion of people of different race, ethnicity, religion, and custom (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation  
**Cognitive:** Decision-making, Problem solving, Conflict Resolution, Critical and Creative thinking  
**Emotional / Coping:** Self-awareness and Self acceptance,

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Cultural, ethnic and religious differences make people unique and special.</p> <p><b>Religious differences</b> – worship experiences, religious beliefs,</p> <p><b>Cultural differences</b> – food, entertainment, dress, language, lifestyle and customs.</p> <p><b>Ethnic differences</b> – race, nationality, language, cultural heritage</p> <p>People are diverse and have different ways of doing things, but they all have the same needs. (<b>Review Grade 1, Standard 1.3: Needs</b>)</p> <p>It is important to show respect for people’s beliefs and not judge them as being wrong or unimportant.</p>	<p><b>Level 1:</b> Research information on religions in The Bahamas.</p> <p><b>Level 2:</b> Complete a project on the denomination or church that they attend – When it was established; membership and Biblical beliefs.</p> <p><b>Level 3:</b> Research project on the culture of different Bahamian islands e.g. foods produced, entertainment, way of life, etc.</p> <p><b>Levels 1 – 3:</b> Discussion on different customs and beliefs Role play scenario: A new student from a different country has been placed in your class. What can you do to help the student feel accepted?</p> <p>Invite guest speakers from the community to share their experiences about their religious beliefs or cultural heritage.</p>	<p>Role play</p> <p>Cooperative learning</p> <p>Research</p> <p>Guest speakers</p> <p>Oral presentation</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities e.g. research, role play and other student activities</p>

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

**GRADE LEVEL:** Three (3)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.3:** Analyze the influences that impact personal development (family, friends, community, media, technology, etc).

**OBJECTIVES 1.3.1:** Explore ways in which the community influences their lives (Knowledge)  
Appreciate the people in their communities (Attitude)  
Advocate for safe, healthy school communities (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation  
**Cognitive:** Decision-making, Conflict Resolution, Critical and Creative thinking,  
**Emotional / Coping:** Self-awareness and Self acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>A community is a place where people live, work, play and attend school and church.</p> <p>A community must be clean and safe to protect the lives of people who live there.</p> <p>Many people work to keep the community healthy and safe e.g. teachers, policemen, pastors, doctors, nurses, farmers, taxi or bus drivers, carpenters, plumbers, crossing guard, entrepreneurs, etc.</p> <p>Safe practices in communities include: Education, sporting events, clean up campaigns, worship, special celebrations, etc.</p> <p>Unsafe practices in communities include: Drug use, violence, vandalism, accidents, crime, etc.</p>	<p><b>Level 1:</b> Create a poster board of people who live in a community and describe the work that they do.</p> <p><b>Level 2:</b> Identify five occupations of persons who make their school a safe and healthy place. Describe what the school would be like if no one did these jobs.</p> <p><b>Level 3:</b> Interview a representative from their community about the job that he/she does to keep the community safe.</p> <p><b>Levels 1 – 3:</b> Discussion about the importance of safety in their communities. Design a poster to promote safety in each of the following categories: - Safety indoors - Safety outdoors (school, playground, park, roads, etc) - Car safety</p>	<p>Field trips – A walk through the school community.</p> <p>Guest presenters : Parents, pastors, policemen, entrepreneurs, etc.</p> <p>Interview and survey instruments</p> <p>Role play, Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities e.g. projects and role play</p>

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

**GRADE LEVEL:** Three (3)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.4:** Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness.

**OBJECTIVES 1.4.1:** Distinguish among conflict, violence, vandalism and harassment (Knowledge)  
Demonstrate willingness to communicate feelings, ideas and opinions in a positive manner to foster good relationships (Attitude)  
Apply refusal and conflict resolution skills to make healthy decisions (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking, Conflict Resolution  
**Emotional / Coping:** Self-awareness, Self acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Conflicts are disagreements that you have with other people.</p> <p>Conflicts can lead to violence (physical or verbal force against self and others).</p> <p>Violence is one of the leading causes of death in the world today.</p> <p>Vandalism, a form of violence, is willful destruction of public or private property. Littering and graffiti are forms of vandalism.</p> <p>Teasing and bullying are forms of harassment. Examples of teasing and bullying are isolation, name calling and other verbal assaults, pushing and other physical assaults</p>	<p><b>Level 1:</b> compile a list of positive attitudes, values and skills that can prevent violence in the community.</p> <p><b>Level 2:</b> (a) Identify how drugs and violence can hurt the community. (b) List different ways people can prevent violence in the community.</p> <p><b>Level 3:</b> Create a picture book showing how to demonstrate respect for self, people, animals and property.</p> <p><b>Levels 1 – 3:</b> Practice conflict resolution in a variety of scenarios.</p> <p>Role play various scenarios which demonstrate (a) positive and negative attitudes; (b) Demonstrate verbal and non-verbal means of communication.</p>	<p>Brainstorm the meaning of <i>conflict, violence, vandalism, harassment</i> and <i>bullying</i>.</p> <p>Role play</p> <p>Guest presenters: Parents, pastors, policemen, etc.</p> <p>Cooperative learning</p> <p>Game “Get Caught Doing Something Good”</p> <p>Media analysis</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities e.g. projects and role play</p>

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

**GRADE LEVEL:** Three (3)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.4:** Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness.

**OBJECTIVES 1.4.1:** Distinguish among conflict, violence, vandalism and harassment (Knowledge)  
Demonstrate willingness to communicate feelings, ideas and opinions in a positive manner to foster good relationships (Attitude)  
Apply refusal and conflict resolution skills to make healthy decisions (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation  
**Cognitive:** Decision-making, Conflict Resolution, Critical and Creative thinking,  
**Emotional / Coping:** Self-awareness, Self acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Factors that contribute to unhealthy behaviours include: anger, low self-esteem, differences of opinions, stress and strain between persons, and lack of respect for people and property.</p> <p>Communication is one of the most important skills in dealing with conflicts or disagreements. People need to talk to each other.</p> <p><b>Guidelines to good communication.</b></p> <ul style="list-style-type: none"> <li>- Agree that there is a problem.</li> <li>- Listen to each opinion</li> <li>- Work together to reach an agreement.</li> </ul> <p><b>Ways to avoid bullying</b></p> <ul style="list-style-type: none"> <li>- Never tease and encourage school mate not to tease</li> <li>- Be aware of the other person's feelings</li> <li>- Keeping an open mind and show respect and compassion</li> </ul>	<p><b>Levels 1 – 3 cont'd:</b></p> <p>Conduct a survey of various TV programmes that include violence, vandalism or bullying.</p> <p>Decide whether these programmes provide (a) positive messages; (b) negative messages</p> <p>Create a positive message for at least one of the programmes</p>	<p>Brainstorm the meaning of <i>conflict, violence, vandalism, harassment</i> and <i>bullying</i>.</p> <p>Role play</p> <p>Guest speaks – parents, pastors, policemen, etc.</p> <p>Cooperative learning</p> <p>Game “Get Caught Doing Something Good”</p> <p>Media analysis</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities e.g. projects and role play</p>

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

**GRADE LEVEL:** Three (3)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.5:** Demonstrate the ability to use knowledge, life skills and health enhancing strategies to address risky behaviours.

**OBJECTIVES 1.5.1:** Recognize helpful and harmful drugs and their effects on the body (Knowledge)  
Respect rules regarding the use of medicine and other drugs (Attitude)  
Demonstrate responsibility and willingness to avoid harmful drugs (Skill)

**LIFE SKILLS:** **Social:** Communication, Negotiation, Refusal and Cooperation  
**Cognitive:** Decision-making, Problem solving, Critical and Creative thinking  
**Emotional / Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Over the counter medicines (OTC) can be purchased by an adult without a doctor’s order. Drug stores and grocery stores sell OTC. OTC medicines can be used to treat pains, fever, colds, coughs, etc. The label on OTC medicines gives directions for using the medicines safely.</p> <p>A prescription medicine is a drug that must be ordered by a doctor who writes the order called a prescription. A pharmacist fills the doctor’s written prescription.</p> <p>Prescription medicines, like all medicines must be used correctly.</p> <p>Drugs such as alcohol and tobacco damage the body. They can also change a person’s mood and behaviour (angry or sad, act silly or behave dangerously). Drunk drivers can hurt or kill people and themselves. People also kill or harm others for drugs.</p>	<p><b>Level 1:</b> Compile a list of commonly used OTC medicines and their uses.</p> <p><b>Level 2:</b> Examine labels of OTC medicines Make a list of what drugs they have heard about that are against the law and are harmful to their health.</p> <p><b>Level 3:</b> Compare and contrast how OTC and prescription medicines are (a) alike; b) different.</p> <p><b>Levels 1 – 3:</b> Discussion on the difference between OTC and prescription medicines.</p> <p>Research the dangers and effects of alcohol and tobacco.</p> <p>Create jingles or rap to encourage others to refuse harmful drugs.</p>	<p>Guest presenters: Persons representing various organizations e.g. pharmacists, Bahamas Pharmacy Association, Bahamas National Drug Council, Drug Enforcement Unit, Adolescent Health.</p> <p>Research</p> <p>Cooperative learning</p> <p>Artistic expression</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Oral presentation</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Three (3)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

**STANDARD 2.1:** Discuss and analyze the characteristics of human sexuality.

**OBJECTIVES 2.2.1:** Recognize sexuality as a personal view of maleness or femaleness and examine the factors that influence sexuality (Knowledge)  
Explore roles, responsibilities and biases (stereotyping) related to gender (Knowledge)  
Appreciate their uniqueness and the way their bodies function (Attitude)  
Demonstrate cooperation and support for each other as they work and play together (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Sex is a part of sexuality. Sex means being born male or female.</p> <p>Sexuality refers to a person’s view of himself or herself as male or female. It includes the way people express their feelings, how they relate to each other, as well as physical attraction.</p> <p>Individuals learn about their sexuality from their parents, family members, friends, the media, imitating others, society, etc.</p> <p>Gender refers to an individual’s behaviour based on sex (male or female).</p> <p>Gender roles are the set of rules laid down by society about the way males and females should behave.</p>	<p><b>Levels 1 – 3:</b> Vocabulary: Word search of key terms – sex, sexuality, male, female, feelings, gender behaviour, etc.</p> <p>Students will complete a survey identifying persons or institutions that influence their sexuality e.g. Who are the people in your life who taught you to be a boy or girl? What did you learn from each one, and how did you learn it?</p> <p>Role –play boys and girls engaged in different roles. Students will discuss the impact of self and society.</p>	<p>Brainstorming</p> <p>Vocabulary: Word search of key terms.</p> <p>Guest presenters: persons representing various careers.</p> <p>Creative expression</p> <p>Surveys</p> <p>Role play</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Three (3)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

**STANDARD 2.1:** Discuss and analyze the characteristics of human sexuality.

**OBJECTIVES 2.2.1:** Recognize sexuality as a personal view of maleness or femaleness and examine the factors that influence sexuality (Knowledge)  
Explore roles, responsibilities and biases (stereotyping) related to gender (Knowledge)  
Appreciate their uniqueness and the way their bodies function (Attitude)  
Demonstrate cooperation and support for each other as they work and play together (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
In today's society males and females are provided opportunities to explore many roles. Each gender can pursue any career they choose, e.g. males can become airline hosts or nurses, and females can work as priests, carpenters or electricians. It is acceptable for boys and girls to like or do a variety of things.	<p><b><u>Levels 1 – 3 cont'd:</u></b> Create a personal poster board with pictures and samples of the things and activities they enjoy. Students will share their creation with the class.</p> <p><b><u>Level 1:</u></b> Create a poster using pictures of both sexes engaged in various jobs or activities.</p> <p><b><u>Level 2:</u></b> Conduct a survey in the class on the type of chores that students engage in at home and in their community.</p> <p><b><u>Level 3:</u></b> Research various roles of males/females in the home, church, jobs, politics, etc.</p>	<p>Brainstorming</p> <p>Vocabulary: Word search of key terms.</p> <p>Guest presenters: persons representing various careers.</p> <p>Creative expression</p> <p>Surveys</p> <p>Role play</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Three (3)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005)

**STANDARD 2.2:** Examine issues that affect their sexuality.

**OBJECTIVES 2.2.1:** Recognize abuse as any form of ill treatment against an individual or animal (Knowledge)  
Demonstrate their rights to be protected and appreciated (Attitude)  
Apply decision-making skills to seek help when abuse occurs (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT			ACTIVITY	TEACHING AND EVALUATION STRATEGIES						
<p>Abuse is any form of ill treatment against an individual.</p> <p><b>Forms of Abuse:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Physical</th> <th style="width: 33%;">Verbal/ Emotional</th> <th style="width: 33%;">Sexual</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>● Hitting</li> <li>● Slapping</li> <li>● Kicking</li> <li>● Punching</li> <li>● Biting</li> <li>● Chocking</li> <li>● Burning</li> <li>● Destroying item or pets</li> <li>● Pulling hair</li> <li>● Withholding basic needs – food, money clothing, privileges, etc</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>● Name calling</li> <li>● Threats</li> <li>● Harassment</li> <li>● Constant screaming</li> <li>● Refusal to communicate</li> <li>● Humiliation</li> <li>● Intimidation</li> <li>● Isolation from family and friends</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>● Fondling</li> <li>● Inappropriate touching</li> <li>● Kissing</li> <li>● Cornering</li> <li>● Holding on lap</li> <li>● Spanking on hips</li> <li>● Assault</li> <li>● Rape</li> <li>● Incest</li> </ul> </td> </tr> </tbody> </table>			Physical	Verbal/ Emotional	Sexual	<ul style="list-style-type: none"> <li>● Hitting</li> <li>● Slapping</li> <li>● Kicking</li> <li>● Punching</li> <li>● Biting</li> <li>● Chocking</li> <li>● Burning</li> <li>● Destroying item or pets</li> <li>● Pulling hair</li> <li>● Withholding basic needs – food, money clothing, privileges, etc</li> </ul>	<ul style="list-style-type: none"> <li>● Name calling</li> <li>● Threats</li> <li>● Harassment</li> <li>● Constant screaming</li> <li>● Refusal to communicate</li> <li>● Humiliation</li> <li>● Intimidation</li> <li>● Isolation from family and friends</li> </ul>	<ul style="list-style-type: none"> <li>● Fondling</li> <li>● Inappropriate touching</li> <li>● Kissing</li> <li>● Cornering</li> <li>● Holding on lap</li> <li>● Spanking on hips</li> <li>● Assault</li> <li>● Rape</li> <li>● Incest</li> </ul>	<p><b>Level 1:</b> Compile a list of the forms of abuse.</p> <p><b>Level 2:</b> Categorize various forms of abuse and give examples of each.</p> <p><b>Level 3:</b> Choose one form of abuse and write an essay describing what individuals should do if they are abused and where to seek help.</p> <p><b>Levels 1 – 3:</b> List agencies/support groups in the community that provide assistance for persons who are abused.</p> <p>Invite a representative from one of these agencies to speak about Abuse</p>	<p>Brainstorming</p> <p>Creative writing</p> <p>Research</p> <p>Guest presenters from the Department of Social Services, Adolescent Health Services, School Nurse, Lawyer-Attorney General’s Office.</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>
Physical	Verbal/ Emotional	Sexual								
<ul style="list-style-type: none"> <li>● Hitting</li> <li>● Slapping</li> <li>● Kicking</li> <li>● Punching</li> <li>● Biting</li> <li>● Chocking</li> <li>● Burning</li> <li>● Destroying item or pets</li> <li>● Pulling hair</li> <li>● Withholding basic needs – food, money clothing, privileges, etc</li> </ul>	<ul style="list-style-type: none"> <li>● Name calling</li> <li>● Threats</li> <li>● Harassment</li> <li>● Constant screaming</li> <li>● Refusal to communicate</li> <li>● Humiliation</li> <li>● Intimidation</li> <li>● Isolation from family and friends</li> </ul>	<ul style="list-style-type: none"> <li>● Fondling</li> <li>● Inappropriate touching</li> <li>● Kissing</li> <li>● Cornering</li> <li>● Holding on lap</li> <li>● Spanking on hips</li> <li>● Assault</li> <li>● Rape</li> <li>● Incest</li> </ul>								
<p>Most child abuse occurs within the family.</p> <p>An abused child usually has low self-esteem and a poor self-concept.</p> <p>Victims of abuse can receive help to cause the abuse to end.</p>										

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

**GRADE LEVEL:** Three (3)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to propriety problems including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

**STANDARD 2.3:** Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS.

**OBJECTIVES 2.3.1:** Explore general causes and prevention of communicable diseases (Knowledge)  
Appreciate the way their bodies function in disease prevention (Attitude)  
Practice good hygiene and healthy habits for disease prevention (Skill)

**LIFE SKILLS:** **Social:** Advocacy, Communication, Cooperation, Negotiation and Refusal  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>A disease is a condition that damages or weakens parts of the body. There are many causes of diseases.</p> <p>Communicable or infectious diseases are caused by <b>pathogens</b>. Pathogen is an organism or virus that causes disease. Pathogens spread disease when they are passed from one person to another. Pathogens cause diseases only if they grow and multiply in the body. (<b>Review Grade 2, Standard 2.3: How Communicable Diseases are Spread</b>).</p> <p>Immunizations are given to protect people for communicable diseases such as meningitis, mumps, measles, rubella and polio. Everyone needs these vaccines in order to stay healthy</p> <p><b>Non-communicable or Non-infectious Diseases (Review Grade 2, Standard 2.3: Non Communicable Diseases)</b></p> <p>Some diseases and health conditions are preventable. - Avoid alcohol, tobacco and other drugs.</p>	<p><b>Levels 1 – 3:</b> Vocabulary: Word search of key terms – disease, communicable, organism, virus infectious, Universal Precautions, etc.</p> <p><b>Level 1:</b> Create a poster describing ways to prevent diseases.</p> <p><b>Level 2:</b> (a) List the type of diseases prevented by immunizations; (b) Explain the importance of immunization to one’s health.</p> <p><b>Level 3:</b> Create a chart illustrating communicable diseases. List their symptoms and prevention, and identify germs that cause the disease. Identify preventive measures.</p>	<p>Brainstorming</p> <p>Research</p> <p>Guest presenters: School nurse or Health professional in the community</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Three (3)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to propriety problems including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

**STANDARD 2.3:** Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS.

**OBJECTIVES 2.3.1:** Explore general causes and prevention of communicable diseases (Knowledge)  
Appreciate the way their bodies function in disease prevention (Attitude)  
Practice good hygiene and healthy habits for disease prevention (Skill)

**LIFE SKILLS:** **Social:** Advocacy, Communication, Cooperation, Negotiation and Refusal  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<ul style="list-style-type: none"> <li>-Eat healthy foods; Avoid foods that are high in salt, fat and sugar.</li> <li>- Exercise regularly to reduce the risk of diseases.</li> <li>- Visit the doctor for annual check-ups, early detection and treatment.</li> <li>- Get enough rest and sleep.</li> <li>- Drink lots of liquids to avoid dehydration.</li> <li>- Avoid contact with persons who are ill with infectious diseases.</li> <li>- Enjoy periods of relaxation, quiet time, time alone with God.</li> </ul> <p><b>Universal Precautions</b> Universal Precautions are steps to help prevent diseases caused by blood borne pathogens.</p> <ul style="list-style-type: none"> <li>- Wash hands in soap and water.</li> <li>- Put on protective gloves, if available. If you don't have gloves, have the injured person hold the gauze or cloth in place with his or her hand.</li> <li>- Wash small wounds with soap and water. Do not wash serious wounds (see a doctor immediately).</li> <li>- Place a clean gauze pad or cloth over wound. Press firmly for ten minutes. Don't lift the gauze during this time. If after ten minutes the bleeding has not stopped, continuing pressing on the wound and get help.</li> </ul>	<p><b>Levels 1 – 3:</b> Conduct a research of their family history to inherited diseases.</p> <p>Create a book marker of healthy and unhealthy foods.</p>	<p>Brainstorming</p> <p>Research</p> <p>Guest presenters: School nurse or Health professional in the community</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Three (3)

**THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.1:** Recognize the relationship between food choices and lifestyle diseases such as Type 2 Diabetes, Hypertension, Heart Disease, etc.

**OBJECTIVES 3.1.1:** Recognize the relationship between nutrition and health (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Apply decision-making skills to make healthy food choices (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Negotiation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT			ACTIVITY	TEACHING AND EVALUATION STRATEGIES																		
<p>Nutrition is the study of food or nutrients the body needs to be healthy and prevent diseases.</p> <p>The body needs nutrients (carbohydrates, proteins, fats, vitamins, minerals and water) to stay healthy.</p> <p><b>Functions of Nutrients</b></p> <table border="1"> <thead> <tr> <th>Provide Energy</th> <th>Promote growth and development</th> <th>Regulate body functions</th> </tr> </thead> <tbody> <tr> <td>Carbohydrates</td> <td>Proteins</td> <td>Proteins</td> </tr> <tr> <td>Proteins</td> <td>Fats</td> <td>Fats</td> </tr> <tr> <td>Fats</td> <td>Vitamins</td> <td>Vitamins</td> </tr> <tr> <td></td> <td>Minerals</td> <td>Minerals</td> </tr> <tr> <td></td> <td>Water</td> <td>Water</td> </tr> </tbody> </table>			Provide Energy	Promote growth and development	Regulate body functions	Carbohydrates	Proteins	Proteins	Proteins	Fats	Fats	Fats	Vitamins	Vitamins		Minerals	Minerals		Water	Water	<p><b>Level 1:</b> Identify nutrients that the body needs for good health.</p> <p><b>Level 2:</b> Explain how the body uses nutrients.</p> <p><b>Level 3:</b> Classify foods according to their nutritional value (nutrients).</p> <p><b>Level 1:</b> Create a list of healthy locally produced foods and snacks.</p> <p><b>Level 2:</b> Identify local foods that (a) provide energy; (b) promote growth and development. (c) regulate body functions</p>	<p>Brainstorming</p> <p>Research</p> <p>Self-expression</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Food preparation and demonstrations</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>
Provide Energy	Promote growth and development	Regulate body functions																				
Carbohydrates	Proteins	Proteins																				
Proteins	Fats	Fats																				
Fats	Vitamins	Vitamins																				
	Minerals	Minerals																				
	Water	Water																				
<p>Some nutrients such protein, fats, vitamins, minerals and water provide more than one function.</p> <p>Foods provide the nutrients the body needs for good health. Eating the right foods in the appropriate amount can help reduce the risk of certain health problems and diseases e.g. heart disease, diabetes, stroke and cancer.</p>																						

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

**GRADE LEVEL:** Three (3)

**THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.1:** Recognize the relationship between food choices and lifestyle diseases such as Type 2 Diabetes, Hypertension, Heart Disease, etc.

**OBJECTIVES 3.1.1:** Recognize the relationship between nutrition and health (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Apply decision-making skills to make healthy food choices (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Negotiation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT		ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<b>Nutrients</b>	<b>Food Source</b>	<p><b>Level 3:</b> Plan healthy meal for breakfast, lunch or dinner using locally produced foods.</p> <p><b>Levels 1 – 3:</b> Design a poster to illustrate how different nutrients affect the body.</p>	<p>Brainstorming</p> <p>Research</p> <p>Self-expression</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Food preparation and demonstrations</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>
Protein	all types of meat, poultry, fish, beans, peas, soybeans, nuts, milk, eggs cheese and yogurt.		
Carbohydrate	rice, maize, wheat and other cereals, all types of potatoes, roots and sugars.		
Fat	oils, meats and meat products, butter, milk products, some types of fish, nuts and soybeans.		
Vitamin A	dark-green vegetables, carrots, sweet potato, tomatoes, pumpkin, mango, papaya, eggs and liver.		
Vitamin B	dark-green vegetables, nuts, beans, peas, cereals, meat, fish and eggs.		
Vitamin C	fruits and most vegetables, potatoes.		
Vitamin D	eggs, milk, fish, fortified cereals.		
Vitamin E	parsley, fish, spinach, plant oils.		
Vitamin K	cheese, spinach, broccoli, liver.		
Minerals (Iron, Calcium)	meat, fish, nuts, beans, peas, dark-green leafy vegetables and dried fruits, milk, cheese, yogurt.		

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

**GRADE LEVEL:** Three (3) **THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.2:** Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices.

**OBJECTIVES 3.2.1:** Recognize the importance of a balanced diet (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Apply decision-making skills to make healthy food choices (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Negotiation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>A diet is the food that an individual eats or drink.</p> <p>A balanced diet is made up of healthy amounts of different foods. A balanced diet gives the body everything it needs to stay healthy.</p> <p>The Dietary Guidelines for The Bahamas is used to make healthy choices when planning meals. Its purpose is to increase the consumption of root crops, fruits and vegetables and limit the intake of fat, sugar and salt.</p> <p><b>The Dietary Guidelines for The Bahamas</b></p> <ul style="list-style-type: none"> <li>- Choose a variety of foods daily.</li> <li>- Make starchy vegetables, peas and beans a part of your diet e.g. cassava, sweet potato, plantain, pumpkin.</li> <li>- Choose a variety of fruits and vegetables everyday. (The cereals and starchy vegetables, vegetables and fruits groups make up the majority of foods in the Dietary Guidelines).</li> <li>- Avoid eating too many foods from the fats oils and sweets groups. These nutrients are already found in foods from other groups.</li> <li>- Drink plenty of water everyday.</li> </ul>	<p><b>Level 1:</b> List the seven food groups and at least two foods from each group.</p> <p><b>Level 2:</b> Explain the importance of eating a balanced meal.</p> <p><b>Level 3:</b> Explain the purpose of the Dietary Guidelines for The Bahamas. List rules to follow when selecting foods.</p> <p><b>Levels 1 – 3:</b> Choose foods that make a balanced meal from the menu of the school tuck shop, lunch vendors or food restaurant. Discuss whether the choices were healthy.</p>	<p>Brainstorming</p> <p>Research</p> <p>Self-expression</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Food preparation demonstrations</p> <p>Creative expression</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Three (3)

**THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.3:** Recognize the benefits of regular physical activity to achieving and maintaining good health.

**OBJECTIVES 3.3.1:** Recognize exercise rest and sleep as important components of physical fitness (Knowledge)  
2. Demonstrate willingness to engage in physical activities (Attitude)  
3. Involve themselves in leisure activities that promote an active lifestyle (Skill)

**LIFE SKILLS:**  
**Social:** Communication, Cooperation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Exercise, rest and sleep are important in maintaining a healthy lifestyle. <b>(Review Grades 1 and 2, Standard 3.3, Exercise and Physical Activity)</b></p> <p>The body needs rest after engaging in school work, chores and other activities.</p> <p><b>Benefits of rest and sleep</b> Rest is good for the mind body and spirit.</p> <ul style="list-style-type: none"> <li>- It allows your heart and other muscles to slow down</li> <li>- Provides relaxation e.g. meditation.</li> <li>- Provides inspiration through reading, drawing, listening to music, etc.</li> </ul> <p>Sleep is a form of rest. Sleep is important and necessary for everyone. The body needs between eight to ten hours of sleep every night. Deprivation of sleep can lead to illness or poor attention span.</p> <ul style="list-style-type: none"> <li>- During sleep, the body stores energy from the foods eaten.</li> <li>- The heart rate and breathing rate slow down.</li> <li>- The body repairs damaged cells and makes new cells.</li> </ul>	<p><b>Level 1:</b> Identify the benefits of exercise, rest and sleep.</p> <p><b>Level 2:</b> Explain the effects of exercise, rest and sleep on the body. List some physical activities that contribute to rest and relaxation.</p> <p><b>Level 3:</b> Research sporting activities that Bahamians generally engage in for relaxation.</p> <p><b>Levels 1 – 3:</b> Practice different games and exercises for rest and relaxation.</p> <p>Design a poster to promote rest and exercise.</p>	<p>Brainstorming</p> <p>Research</p> <p>Self-expression</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Demonstration</p> <p>Creative Expression Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Three (3)

**THEME:** Managing the Environment

**SUB GOAL 4:** Demonstrate lifestyle choices that are in harmony with the environment.

**Standard 4.1:** Demonstrate knowledge of the environment and its impact on our health and well-being.

**OBJECTIVES 4.1.1:** Recognize the natural resources in their communities and their functions (Knowledge)  
Appreciate the environment in which they live, work and play (Attitude)  
Apply decision-making, advocacy and communication skills to protect the environment (Skill)

**LIFE SKILLS:**  
**Social Skills:** Cooperation, Advocacy and Communication  
**Cognitive Skills:** Decision-making, Creative and Critical thinking, Problem solving, Goal-setting  
**Emotional/Coping Skills** Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Natural Resources in The Bahamas include: the sun, sand, sea, people, lakes, blue holes, parks, water, food, land, etc.</p> <p><b>Benefits of Natural Resources</b> Provides beauty and appreciation. Natural resources provide protection and keep us healthy. Provide employment and income for its people. - Plant native trees at home, school or in the community. They <b>give</b> shade and give off oxygen that helps people and animals breathe.</p> <p><b>What communities can do to protect the environment</b> - Organize projects to reduce and recycle garbage. - Educate the community on being good environmental stewards. - Use sustainable resources (resources that will last over time and have to be replaced often). - Advocate for laws that safeguard and protect the environment.</p>	<p><b>Level 1:</b> Describe the role the environment plays in the preservation of life.</p> <p><b>Level 2:</b> List ways to demonstrate stewardship (good citizenship) of the environment.</p> <p><b>Level 3:</b> Research the various natural resources in The Bahamas (a) their importance, (b) benefits.</p> <p><b>Levels 1 – 3:</b> Have students bring items to school e.g. plastic containers, egg cartons, aluminum cans, glass bottles, shoe boxes, etc. Children will demonstrate methods to reuse or recycle these items.</p> <p>Research on how garbage is collected and disposed of in their respective communities.</p>	<p>Brainstorming</p> <p>Guest presenters from environmental organizations in the community.</p> <p>Research</p> <p>Self-expression</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

# **APPENDICES**

## APPENDIX I

### RESOURCES

#### **TEXTBOOKS AND RESOURCE BOOKS:**

*Health and Fitness Series Books 1 – 6, Teacher’s Edition* (Harcourt Brace)

*Health and Fitness Series Books 1 – 6, Student’s Edition* (Harcourt Brace)

*Health and Fitness Series Books 1 – 6, Student Activity* (Harcourt Brace)

*Health and Fitness Series Big Book, Grades 1 & 2* (Harcourt Brace)

*Health and Fitness Character Building and Life Skills Education Posters* (Harcourt Brace)

*Making Friends Series: Life Begins Like This* by Ana Cristina Silva Joao Luiz Cardozo

*Making Friends Series Famous Friends Vol. 1* by Maria Augusta Lopez

*Making Friends Series: Wild but Friendly* by Maria Augusta Lopez

*Making Friends Series Famous Friends Vol. 2* by Maria Augusta Lopez and Dalia Mateus

*Making Friends Series Friendly Nature* by Jorge Branquinho

*Making Friends Series Famous Friends Vol. 3* by Maria Augusta Lopez and Dalia Mateus

*Making Friends Series: The Children’s Best Friend* by Maria Augusta Lopez

*Making Friends Series: Friendly Foods on CD-Rom*

*Primary Social Studies and Tourism Education for The Bahamas Book 1: Myself, My Family. My School*, Ministry of Education, The Bahamas

*Primary Social Studies and Tourism Education for The Bahamas Book 2: My Community*, Ministry of Education, The Bahamas

*Primary Social Studies and Tourism Education for The Bahamas Book 3: My Island Home*, Ministry of Education, The Bahamas

*Primary Social Studies and Tourism Education for The Bahamas Book 4: The Bahamas, Our Country*, Ministry of Education, The Bahamas

*Primary Social Studies and Tourism Education for The Bahamas Book 5: Neighbouring Islands*, Ministry of Education, The Bahamas

*Primary Social Studies and Tourism Education for The Bahamas Book 6: Bahamian Citizens of the World*, Ministry of Education, The Bahamas

## RESOURCES CONT'D

### **TEXTBOOKS AND RESOURCE BOOKS:**

*Say No Then Go: An Educational Colouring and Activities Books, (Set of 3)* Ma Boa Edition, National Child Protection Council, The Bahamas

*Real Health for Real Life* – Noreen Wetton with Adrin King Ages 4-5 Publishers: Nelson Thornes

*I'm Special Manual*, Bahamas National Drug Council, The Bahamas

*Junka & Noo's Educational Excursion Books 1 – 3*, Ministry of Education, The Bahamas

*Drug & Alcohol Awareness Handbook: A Public Service of Special Olympics*, The Bahamas

*Benziger Family Life Books 1 – 6, Teachers' Edition (Benziger)*

*Benziger Family Life Books 1 – 6, Student's Edition (Benziger)*

*Compulsory Standards for Healthy School Lunch*

*Compulsory Standards for Healthy Snacks in Tuck Shops*

### **VIDEOS:**

*Fable: the Lion and the Mouse to teach about Friendship*

### **WEBSITES:**

Listed are Directories, Search Engines and Web Pages that teachers and students may use in their research on various topics and issues.

<http://www.hhp.ufl/personalfitness.html>

<http://www.cspinet.org/>

<http://www.pecentral.org/>

<http://www.Kidshealth.org>

<http://www.gsu.edu/~wwwfit/benefits.html>

<http://www.janatrains.com>

<http://www.cdc.gov/nccdphp/sgr/adoles.htm>

<http://www.cdcgov.nccdphp/dnpa>

<http://www.healthanswers.com>

<http://www.healthyeating.net>

## APPENDIX II

### TEACHING AND EVALUATION STRATEGIES

The primary focus of Health and Family Life Education is to empower children and adolescents to make life-enhancing choices, and to assist in combating the negative influences affecting their health and well-being. In HFLE classes, the emphasis is on the acquisition of life skills, values and attitudes required for full development and active participation in society.

Students in Health and Family Life Education classes are not evaluated by the conventional examination methods used in other subject areas. **However, teachers are expected to evaluate students' performance throughout the year using various assessment strategies and submit grades which will contribute toward the student's GPA.**

The following evaluation strategies are recommended, but should not be viewed as exhaustive in addressing the needs of students.

- Participatory Methodologies (encouraging students' input into the learning process and into designing new materials)
- Quizzes
- Projects (encouraging creative expressions)
- Research – surveys, photo research, etc. (providing key information)
- Pretests and Posttests
- Portfolios (organizing key information )
- Games (developing critical thinking / problem solving skills)
- Written and Verbal Expression – events planning, advice columns, decision-making, interviews, discussions, debates, panels, etc. (sharing thoughts feelings and opinion)
- Artistic Expression – displays, collage, edutainment (drama, dance and music), etc.
- Role play (developing critical thinking/problem solving skills)
- Field trips
- Internships
- Community Services

#### Assessment Procedures

Students are assessed based on the following:

Class work and Homework	60%
Projects and Portfolios	40%

## **Health and Family Life Education Resource / Information Centre**

Each classroom should have a resource or information centre in which information on health issues and students' work are displayed. Health and Family Life materials and activities can also be incorporated into the learning centres in primary schools.

Listed are some suggested resources that will make Health and Family Life Education classes more interactive and interesting:

- Computer Software
- Transparencies on health issues
- Games and Puzzles
- Reality dolls
- Puppets
- Posters / Charts
- Videos, DVDs and Audio Cassette tapes on health issues
- Pamphlets
- Brochures
- Guest Speakers
- Media sources

## **Health and Family Life Education Services**

The Health and Family Life Education Unit provides the following services in New Providence and the Family Islands.

- Workshop and sensitization sessions for teachers, parents, students and the public
- Resources on health issues
- Peer leadership training
- HIV Prevention and Basic First Aid training

## **Partnerships**

The Health and Family Education Unit collaborates with parents, school personnel, Government and Non-Government organizations to provide wholesome programmes for students. These activities are designed to help them gain the required knowledge, skills, values and attitudes so that they will graduate from the education system as fully functioning, self-confident, responsible individuals.

### APPENDIX III

#### BEST PRACTICES: A GUIDE FOR TEACHING HEALTH AND FAMILY LIFE EDUCATION

1. Make the lesson meaningful by establishing the purpose for the lesson and how it can be applied to students' everyday experiences.
2. If your class period is 50, 60 or 70 minutes, the expectation would be to cover two lessons not drag out one lesson to fill up the time.
3. Allow time at the conclusion of the lesson to reinforce life skills, positive values and attitudes.
4. Make lessons age/language appropriate. If necessary, teachers should interpret the lesson so that student can understand.
5. Keep small group work to the limited time frame. Tell students that it's ok if they didn't get everything done before time was up. There will be time for further discussion as a class.
6. Ensure that curriculum guidelines, schemes of work and resources are available and are utilized in the classroom.
7. Ensure that Health and Family Life Education is taught on a weekly basis to reinforce concepts, positive values and life skills.
8. Ensure that topics are taught in sequence as outlined in the curriculum for each grade level.
9. Integrate health concepts in other subjects such as Language Arts, Mathematics, Science, Social Studies and Religious Studies.
10. Incorporate in your lessons, teaching/evaluation strategies that are students centered, innovative and participatory e.g. cooperative learning, role play, games, research, experiments, edutainment (drama, dance, and music), field trips, etc.
11. Provide student activities that demonstrate application of life skills e.g. critical thinking, problem solving, decision making, communication, negotiation, assertiveness and cooperation.
12. Ensure that grades are recorded in the mark book for the topics taught (date, topic, and number grade)
13. Establish interactive learning centres in the classroom which should include current teaching aids and samples of students' activities.
14. Create instructional and motivational bulletin boards/charts that reflect the concepts and skills being taught e.g. family patterns, body parts, hygiene, drug abuse prevention, conflict resolution, HIV, AIDS STIs, nutrition, environment issues, self-esteem, teamwork, etc.

## APPENDIX IV

### TEACHING GOOD VALUES AND GOOD CITIZENSHIP

Dr. Marian Bock, Director of the Church Council of Greater Seattle's Virtues Project, defines virtues as universal positive character traits. She defines values as agreements, rules, principles, codes and beliefs about how to practice these virtues. Bock recommends integrating fifty-two universal virtues into appropriate family life classes by encouraging students to recognize them in themselves and others.

#### FIFTY – TWO UNIVERSAL VIRTUES

assertiveness	caring	cleanliness	compassion	confidence
consideration	courage	courtesy	creativity	detachment
determination	enthusiasm	excellence	faithfulness	flexibility
forgiveness	friendliness	generosity	gentleness	helpfulness
honesty	honour	humility	idealism	joyfulness
justice	kindness	love	loyalty	mercy
moderation	modesty	obedience	orderliness	patience
peacefulness	prayerfulness	purposefulness	reliability	respect
responsibility	reverence	self-discipline	service	steadfastness
tact	thankfulness	tolerance	trust	trustworthiness
truthfulness	unity			

Reference: **Taking the Fear Out of Values Education**

Marian Bock, The Church Council of Greater Seattle's Virtues Project, Network 1995 Conference

## APPENDIX V

### COMPARATIVE ANALYSIS OF HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM – THE BAHAMAS AND OTHER COUNTRIES

Comparison was made of documents from The Bahamas, Jamaica, St. Lucia, Barbados and Quebec. Also reviewed were documents such as ‘Curriculum Planning Guidelines for HIV/AIDS Education’, Montana Board of Public Education, ‘Healthful Living Standard Course of Study and Grade Level Competencies’, ‘HIV/AIDS Education Prevention Curriculum’, Department of Education, Richmond Virginia

BAHAMAS	JAMAICA	ST. LUCIA	QUEBEC, CANADA	BARBADOS
<b>1) PHILOSOPHY / RATIONALE</b>				
<p>HFLE was designed to address the needs of students and to empower them with skills and attitudes required for personal development and for active participation in society.</p> <p>The rationale to implement HFLE curriculum in schools was based on the high rate of teenage pregnancy along with other related social problems in the society.</p>	<p>The curriculum was Designed to address issues and as well as promote values and appropriate behaviours.</p> <p>The rationale for implementation was to provide support for parents in addressing sexual issues and to address the limited learning about health issues such as sexuality, eating and fitness and interpersonal relationships.</p>	<p>The curriculum was designed to prepare children and young people for the challenges of adolescence and adulthood.</p> <p>It also provided awareness among children and young people about the relationship between their health and the choices they make in everyday life.</p>	<p>The Personal and Social Curriculum focused on developing the personality in its entire dimension: physically, intellectual and emotional.</p>	<p>The curriculum was designed to address the following:</p> <p>Students’ knowledge, understanding and skills.</p> <p>Risks factors and re-emerging diseases and the emergence of relatively new diseases.</p>
<b>2) GOALS AND OBJECTIVES</b>				
<p>Curriculum contained an over-arching goal, and general and specific objectives for each topic.</p>	<p>Curriculum contained general objectives for each unit, and specific objectives for each lesson.</p>	<p>Curriculum contained goal and objectives.</p>	<p>Curriculum contained goal and objectives organized to address issues among students.</p>	<p>Curriculum contained general objectives for the curriculum and specific objectives for each topic.</p>

BAHAMAS	JAMAICA	ST. LUCIA	QUEBEC, CANADA	BARBADOS
<b>3) SCOPE AND SEQUENCE</b>				
A Scope and Sequence Chart was included for grades 1-6.	A Scope and Sequence Chart was not included. However, strategies for the use of HFLE Scope and Sequence were included.	Not available	Not available	<p>Scope and Sequence were included for grades 1-6. The Scope and Sequence provided a brief outline of the topics that were covered at each level.</p> <p>Attainment Targets were written for the various class levels, which indicated what each student should be able to achieve at the end of each class.</p>
<b>4) SCOPE OF WORK</b>				
Based on the document, “ <b>A Rationale for Family Life and Health Education Programme</b> ” and other documents on family life and health in the region.	Based on the CARICOM HFLE Regional Framework: -Self and Interpersonal Relationships -Sexuality and Sexual Health -Eating and Fitness -Managing the Environment	Based on the CARICOM HFLE Regional Framework: -Self and Interpersonal Relationships -Sexuality and Sexual Health -Eating and Fitness -Managing the Environment	Not available	Not available

BAHAMAS	JAMAICA	ST. LUCIA	QUEBEC, CANADA	BARBADOS
<b>5) DESIGN / FORMAT</b>				
<p>Design was based on the <b>CARICOM Recommendations for Family Life and Health Education 1989</b>".</p> <p>Curriculum is organized into three categories: The Family -Health and Well Being and Community Living</p> <p>Horizontal (landscape) format</p>	<p>Curriculum design was based on the CARICOM four themes: -Self and Interpersonal Relationships -Sexuality and Sexual Health -Eating and Fitness -Managing the Environment</p> <p>Horizontal (landscape) format</p>	<p>Curriculum was organized into five themes: -Social, Emotional and Spiritual Well Being -Health, Welfare and Lifestyle, -Appropriate Eating and Fitness -Sexuality and Sexual Health -Managing the Environment</p> <p>Vertical (portrait) format</p>	<p>Curriculum was organized into five sections: -Health Education -Sex Education -Interpersonal Relationships -Consumer Education-Life in Society</p> <p>Vertical (portrait) format</p>	<p>Curriculum was organized into five components: -Health and Well Being -Interpersonal Relationships -Sexuality -Management of the Environment</p> <p>Horizontal (landscape) format</p>
<b>6) COMPOSITION OF TEAM</b>				
<p>A six member team comprising of HFLE teachers representing primary and special schools</p> <p>Resource persons representing GOs and NGOs</p>	<p>A four member team (Short-Term Early Childhood HFLE consultants to the Ministry of Education, Youth and Culture</p>	<p>Unknown</p>	<p>Unknown</p>	<p>An eight member team comprising of Education Officers (Infant, Primary and Secondary), representatives from the Tertiary Institution and Stakeholders</p>

## THE WAY FORWARD

AREAS OF FOCUS	NEW CURRICULUM
<p><b>Philosophy / Rationale</b> (Explains why there is a curriculum. It is the component to be worked on. All teams work jointly. Be clear and concise.)</p>	<p>The curriculum will be based a thematic approach with emphasis on life skills and character development. It will address the social issues and risk behaviours of children and adolescents in the Bahamian Education system e.g. violence, HIV, AIDS, STIs, child abuse, obesity, teenage pregnancy, low self-esteem, and gang culture. Age appropriate topics will be developed for various grade levels.</p>
<p><b>Goals and Objectives</b> (Provides communicative objectives, content, suggested activities, assessment and resources)</p>	<p>The curriculum will contain an over-arching goal. The sub-goals (standards) and objectives (benchmarks) will be related to the over-arching goal.</p>
<p><b>Scope and Sequence</b> Provides an overview of what is to be taught and learnt at each level of the student’s development</p>	<p>A Scope of Sequence Chart will be included for grades 1-6, which will be based on the four major themes in the <b>CARICOM HFLE Framework</b>: Self and Interpersonal Relationships, Sexuality and Sexual Health, Nutrition and Physical Activity and Managing the Environment.</p>
<p><b>Scope of Work</b> Provides communicative objectives, content, suggested activities, assessment and resources</p>	<p>The curriculum will progress from components based to a thematic approach and will incorporate the following areas:</p> <ul style="list-style-type: none"> <li>-Issues in schools and society</li> <li>-Curriculum connections with Science, Social Studies and Religious Studies,</li> <li>-Character development, life skills and values</li> <li>-Literacy development e.g. reading/writing activities</li> <li>-Technology</li> <li>-Gender equality</li> </ul>
<p><b>Design / Format</b></p>	<p>The curriculum will continue to use the landscaped format (8 1/2 x 11) which is easier to manipulate and is reader-friendly. Objectives will be clearly matched with the overarching goal and sub-goal. A glossary of terms will be included in the document, as well as a variety of resources for both teachers and students. The curriculum will be available on the internet with live links. CD and hard copies will also be made available.</p>
<p><b>Composition of Team</b></p>	<p>A core team will comprise teachers from Government and Independent schools representing pre-school, primary, junior high and special school levels. The services of resource persons from Government, Non-government and Faith-based organizations will also be utilized. These include: the HIV and AIDS Centre, Bahamas National Drug Council, Department of Public, Adolescent Health Unit, Nutrition Unit and The Bahamas Humane Society.</p>



**Commonwealth of The Bahamas  
Ministry of Education**

**PRIMARY HEALTH AND FAMILY LIFE  
EDUCATION  
CURRICULUM GUIDELINES  
GRADES 4 - 6**

**Department of Education  
2012**

## MESSAGE FROM THE MINISTER

*“The curriculum is the reason there are schools.  
Everything else...schedules, budgets,  
vision statements...is just support.”*

Mary Brady – The Real Basics

I have always believed in the transformative power of education, particularly in a developing country, and I strongly support the government’s commitment to the orderly growth and sustainable development in education. Indeed, because of the role of the curriculum in the provision of quality education, I am honoured to sanction and present revised national curricula in several disciplines. This curriculum revision exercise has been an ongoing, successful collaborative effort. Each curriculum was developed by a team of intelligent, innovative and hard working education officers who received invaluable input from teachers, students, parents and community partners.

In keeping with the changing demands of higher education, life and work in the twenty first century revised curricula have moved away from a content-based and knowledge-focused approach. The new documents focus on higher – order thinking skills, cross curricula understanding, collaboration, creativity and real world problem solving. Subject specialists and curriculum writers have included those activities which take into account the diverse learning styles of students and their various ability levels.

Classroom teachers will be responsible for implementing these curricula that subscribe to the philosophy that all children can learn and perform best when they actively construct knowledge and understanding. I am particularly pleased that at each grade level there are clear processes and procedures which allow teachers to align instructional strategies and classroom-based assessments to agreed international standards and benchmarks.

Our public and private sector stakeholders in education have approved our curriculum design which ensures that goals, objectives, skills and teaching – learning strategies represent high level expectations for student performance. To be successful in today’s society, students at every level of schooling must be encouraged and supported by all teachers, administrators, parents and other education partners.

The publication, dissemination and successful implementation of these curriculum guidelines will further unite us in our efforts to create people of character who are committed to life-long learning and who are always willing to serve.

To the classroom teachers and subject specialists, who are devoted to transforming the lives of students throughout The Bahamas, thank you for your continued contribution to our country!

Hon. Jerome K. Fitzgerald  
Minister of Education, Science and Technology  
September, 2012

## ACKNOWLEDGEMENTS

Many people, in countless ways, have contributed to the completion of the Health and Family Life Education Curriculum Guidelines, Grades One through Six. We wish to thank them all for their assistance during various stage of the curriculum development process.

We commend the members of the Health and Family Life Education Curriculum Team for their determination and dedication in undertaking this project:

- Mrs. Rosalie Curtis, Retired HFLE Teacher, Team Leader
- Ms. Veronica Smith, Yellow Elder Primary School, Curriculum Developer for Grade 1
- Ms. Shantell Hield, Mable Walker Primary School, Curriculum Developer for Grade 2
- Ms. Elsa Russell, Claridge Primary School, Curriculum Developer for Grade 3
- Mrs. Marcia Hanna-Saunders, Ridgeland Primary School, Curriculum Developer for Grade 4
- Mrs. Olivia Daxon, Sadie Curtis Primary School, Curriculum Developer for Grade 5
- Ms. Valdarine Kemp, Oakes Field Primary School, Curriculum Developer for Grade 6
- Ms. Rujean Hart, S. C. McPherson High School, Curriculum Developer for Grade 7
- Mrs. Gwendolyn Collie, School Nurse, Kingsway Academy, Resource Person
- Mr. Paul Williams, Chief Finance and Revenue Officer, Bahamas National Drug Council, Resource Person
- Mrs. Sherry King, Master Teacher, Department of Education, Resource Person
- Mrs. Joycelyn Pinder, Education Officer, Department of Education, Resource Person
- Mrs. Sandy Edwards, Education Officer, Department of Education, Resource Person

The revision of the HFLE Curriculum was also made possible through technical assistance of the following individuals and organizations:

- Mrs. Leanora Archer, Deputy Director of Education, Department of Education
- Ms. Verona Seymour, Assistant Director of Education, Department of Education
- Ms. Dawn Knowles, Senior Education Officer, Department of Education
- Mrs. Lynette Deveaux, Coordinator, Focus on Youth Programme, HIV/AIDS Centre, Ministry of Health
- Ms. Carmelta Barnes, Senior Public Health Nutritionist, Nutrition Unit, Department of Public Health, Ministry of Health
- Ms. Audrey Lightbourne, Nursing Officer II, Princess Margaret Hospital, Public Hospitals Authority
- Ms. Marcia Munnings, Former Section Head, Bahamas National Drug Council
- Mr. Tyrone Johnson, Facilitator, Adolescent Health Unit, Department of Public Health, Ministry of Health
- Ms. Marian Pinder, Facilitator, Bahamas National Drug Council

Special thanks go out to those persons for their expertise and contribution during the final stages of this revision process, especially Ms. Seymour, Mrs. Munnings and Mrs. Maxine Missick for their meticulous and tireless efforts in editing the document, Mrs. Dellarese Adderley who copied, collated and prepared the document for print and the staff of the Government Printing Department for printing.

## **MISSION OF THE MINISTRY OF EDUCATION**

The mission of the Ministry of Education is to provide opportunities for all persons in The Bahamas to receive the education and training that will equip them with the necessary beliefs, attitudes, knowledge and skills required for work and life in a democratic society, guided by Christian values.

### **HEALTH AND FAMILY LIFE EDUCATION (HFLE) VISION**

The Health and Family Life Education Unit envisions Bahamian communities where people are happier, healthier and more productive. They are respected for their individuality and creativity, as they live harmoniously in safe and clean environments. This vision promotes health as that state of well-being which goes beyond the absence of diseases and includes the mental, physical, social, spiritual and emotional health of all.

Health and Family Education with its focus on the health and well-being of individuals and their families will affect all aspects of human development. This Unit plans to expand its programmes and services to cater to the needs of all Bahamian communities. Through collaboration with Government Organizations and Non Government Organizations, the HFLE Unit will strengthen programmes and services. These will include sensitization and training for stakeholders, promotion activities, production and dissemination of materials.

Recognizing the relationship between health and learning and the need to promote health among students throughout The Bahamas, the Unit will coordinate intervention initiatives such as: HIV and AIDS education, nutrition education, character development, conflict resolution, substance abuse prevention and adolescent health education to assist in the reduction of lifestyle risks and abusive behaviors, teenage pregnancy, sexually transmitted infections, drug abuse/use, violence and poor oral and nutritional habits.

To assess the status of HFLE in The Bahamas, several evaluation measures will be implemented. Moreover, ongoing research will be conducted to address the major health problems, concerns and needs of all stakeholders. Priorities will be based on needs assessment.

As we partner with the various stakeholders to address the challenges and demands of everyday life, we will create a stronger Bahamas.

### **MISSION STATEMENT**

The Health and Family Life Education Unit will promote positive values, attitudes, behaviors and skills that contribute to healthy lifestyles through training programmes, ongoing curriculum development and partnership linkages.

## **HEALTH AND FAMILY LIFE EDUCATION (HFLE) BELIEF STATEMENTS**

### **We believe that:**

1. Life is the most valuable, natural possession to be nurtured and protected at all times by everyone.
2. The stabilization of family is the key to the management of most of the social problems.
3. Health is essential to the well-being of all individuals.
4. Academic achievement and student health and well-being are inextricably linked.
5. HFLE, with its emphasis on prevention and multi-disciplinary approaches, has the potential to address many of the social problems and impact behaviors and lifestyles.
6. HFLE aims to address the whole child and to nurture emotional, physical, mental and moral development. It takes into account both affective and cognitive dimensions of learning.
7. In HFLE, the process of learning is as important as the outcome.
8. HFLE is the means by which positive values, attitudes and behaviors, knowledge and skills can be taught. The core skills, which the young develop within HFLE, can be translated into all areas of their lives.
9. HFLE creates an atmosphere of trust, openness, sincerity and honesty, which contributes to positive interpersonal relationships.
10. HFLE draws heavily on the experiences of students and educators and deals with young people in the context of home, school and community relationships.
11. HFLE produces individuals who, cognizant of their roles in society, will make a positive contribution to national, regional and international development.

## OVERVIEW AND RATIONALE

At the heart of the ‘**Dakar Framework of Action for Achieving Education for All (EFA) by 2015**’, is the vision of every person engaging in learning, the key to unfolding their full potential as human beings. Education in The Bahamas is the principal vehicle for promoting the development of individuals and the nation as a whole. It is well documented that children and adolescents need to be educated about many important social, cultural and health issues in order to fulfill their goals and potential as healthy, productive citizens. Research has also shown that confident, well-informed and well-supported young people are better able to make positive choices and decisions.

Health and Family Life Education (HFLE) is a comprehensive, life-skills based programme which is built on the belief that education is “**the lifelong acquisition of knowledge, skills and attitudes required for full personal development and for active participation in society.**” In order for individuals to be healthy, they must be knowledgeable about health promotion, practices and disease prevention.

Health and Family Life Education is the primary medium of the school curriculum which delivers information and develops skills to address issues and risky behaviours affecting children and adolescents. These issues and risky behaviours include: teen pregnancy, sexually transmitted infections (STIs), HIV, AIDS, child abuse and molestation, unsafe/unprotected sex, chronic diseases (e.g. diabetes, obesity), substance abuse and drug dealing, negative sub-cultures and crime and violence.

Based on the **CARICOM HFLE Regional Framework**, the curriculum is divided into four themes: **Self and Interpersonal Relationships, Sexuality and Sexual Health, Nutrition and Physical Activity** and **Managing the Environment**. The content under each theme is interrelated and has been developed interdependently to ensure reinforcement of concepts and show linkages between the various risk factors.

The curriculum is designed to facilitate a more child-centered approach to teaching, incorporating character building and interdisciplinary methods. Emphasis is placed on the acquisition of accurate knowledge, skills development and exploration of values and attitudes. Health and Family Life classes afford students opportunities to build competencies for healthy self-development to deal with the challenges of life as well as make positive contributions to national, regional and international development.

Finally, the activities and ideas presented in this document are not exhaustive. You may be able to find many more to match the lesson topics and the specific objectives. Please feel free to do this and share your ideas with other teachers for the enrichment of the programme and the development of our children.

*Glenda H. Rolle*

Glenda H. Rolle  
Senior Education Officer  
Health and Family Life Education Unit  
Department of Education

## DEFINITION OF TERMS

Listed are the definitions of key components in this document:

- Overarching Goal:** Describes the ultimate outcome of the teaching learning process and defines what students will achieve upon completion of their studies in Health and Family Life Education.
- Sub-goals:** Based on the overarching goal, sub-goals form the major contextual framework for Health and Family Life Education instruction and identify what students will achieve at the end of each theme.
- Standards:** Identify the skills, knowledge and attitudes expected of students at a particular grade level.
- Objectives:** Describe the knowledge, attitude and skills that students will be able to achieve at the end of each lesson.
- Scope and Sequence:** Is a map outlining the progression of the objectives and presenting subject content to be accomplished at the end of each grade. Scope refers to the order in which the content should be taught, using the following key: Introduction, Development, Advancement, and Reinforcement to demonstrate their sequence.
- Scope of Work:** Develops each objective with suggested content, activities and teaching and evaluation strategies to facilitate and enhance the teaching/learning processes.
- Life Skills:** Are health-enhancing behaviours that can help students reduce risks to their health and well-being. The core of life skills that facilitate the practice of health-enhancing behaviours is divided into three groups: Social Skills, Cognitive Skills and Emotional/Coping Skills. Children in this age group are capable of learning and practising all these skills.
- Some of the life skills that have been introduced in this curriculum document are:
- Social Skills:** Interpersonal-skills (for developing healthy relationships), Communication skills, Negotiation/Refusal skills, Empathy Skills, Assertiveness skills, Advocacy skills and Cooperation skills
- Cognitive Skills:** Decision-making skills, Problem-solving skills, Critical and Creative-thinking skills
- Emotional / Coping Skills:** Self-awareness skills, Self-acceptance skills, Healthy self-management skills, Coping with emotions (anger, self-esteem, grief, loss) and Peer pressure resistance

## SCOPE AND SEQUENCE CHART

**OVERARCHING GOAL:** Students will be empowered to make life-enhancing choices through the acquisition of knowledge, life skills, positive values and services required for full development and active participation in society.

SCOPE AND SEQUENCE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
<b>THEME 1:</b> Self and Interpersonal Relationships						
<b>SUB GOAL 1:</b> Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.						
<b>Standard 1.1:</b> Express an awareness of their uniqueness (Self-concept).	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>Standard 1.2:</b> Demonstrate respect for people and all things living.	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>Standard 1.3:</b> Analyze the influences that impact personal development (media, peers, family, community, etc.).	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>Standard 1.4:</b> Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness.	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>Standard 1.5:</b> Identify behaviors (appropriate and inappropriate) and analyze the impact on the individual, family and community (values).	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>

**KEY: I – INTRODUCTION**

**D - DEVELOPMENT**

**A – ADVANCEMENT**

**R – REINFORCEMENT**

## SCOPE AND SEQUENCE CHART

SCOPE AND SEQUENCE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
<b>THEME 2: Sexuality and Sexual Health</b>						
<b>SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005)</b>						
<b>Standard 2.1:</b> Discuss and analyze the characteristics of human sexuality	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>Standard 2.2:</b> Examine issues that affect their human sexuality	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>Standard 2.3:</b> Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>THEME 3: Nutrition and Physical Activity (Eating and Fitness)</b>						
<b>SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity</b>						
<b>Standard 3.1:</b> Recognize the relationship between food choices and lifestyle diseases such as: Type 2 Diabetes, Hypertension, Heart Disease, etc.	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>Standard 3.2:</b> Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>Standard 3.3:</b> Recognize the benefits of regular physical activity to achieving and maintaining good health	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>THEME 4: Managing the Environment</b>						
<b>SUB GOAL 4: Demonstrate lifestyle choices that are in harmony with the environment</b>						
<b>Standard 4.1:</b> Demonstrate knowledge of the environment and its impact on their health and well-being	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>R</b>
<b>KEY: I – INTRODUCTION      D - DEVELOPMENT      A – ADVANCEMENT      R – REINFORCEMENT</b>						

# **PRIMARY HEALTH AND FAMILY LIFE EDUCATION CURRICULUM GUIDELINES GRADE 4 SCOPE OF WORK**

	<b>PAGE</b>
<b>OBJECTIVES FOR GRADE FOUR</b>	<b>11</b>
<b>THEME ONE: SELF AND INTERPERSONAL RELATIONSHIPS</b>	<b>14</b>
<b>THEME TWO: SEXUALITY AND SEXUAL HEALTH</b>	<b>23</b>
<b>THEME THREE: NUTRITION AND PHYSICAL ACTIVITY</b>	<b>29</b>
<b>THEME FOUR: MANAGING THE ENVIRONMENT</b>	<b>35</b>

**Key for Student Activities:**

Level 1: Basic

Level 2: Intermediate

Level 3: Advanced

**Reference:** Health and Family Life Education Regional Framework for Ages 9 – 14, Working Draft Versions 1.1, CARICOM, UNICEF and EDC, 2005

## OBJECTIVES FOR GRADE FOUR

### **THEME 1: SELF AND INTERPERSONAL RELATIONSHIPS**

#### **SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices**

##### **Standard 1.1: Express an awareness of their uniqueness**

- Objectives 1.1.1: Explore traits (inherited and acquired) that make an individual unique and special (Knowledge)  
Appreciate their uniqueness (Attitude)  
Demonstrate behaviours and skills that promote self-improvement (Skill)

##### **Standard 1.2: Demonstrate respect for people and all things living**

- Objectives 1.2.1: Recognize various forms of disabilities and their impact on the body (Knowledge)  
Respect and appreciate people whose bodies are different from theirs (Attitude)  
Demonstrate acceptance and inclusion of persons who are different from them (Skill)

##### **Standard 1.3: Analyze the influences that impact personal development (media, peers, family, community, etc.)**

- Objectives 1.3.1: Explore ways in which the media affects their lives (Knowledge)  
Appreciate the role of the media in their everyday lives (Attitude)  
Apply decision-making, critical thinking and healthy self-management skill to their use of media sources (Skill)

##### **Standard 1.4: Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness**

- Objectives 1.4.1: Recognize the importance of friendship in meeting human needs ((Knowledge)  
Appreciate and value friendship (Attitude)  
Maintain friendships through effective communication skills (Skill)

##### **Standard 1.5: Identify behaviors (appropriate and inappropriate) and analyze the impact on the individual, family and community (values)**

- Objectives 1.5.1: Analyze the effects of illegal drugs on the body, the family and community (Knowledge)  
Respect rules regarding the use of drugs (Attitude)  
Apply decision-making skills to avoid harmful drugs (Skill)

## OBJECTIVES FOR GRADE FOUR

### **THEME 2: SEXUALITY AND SEXUAL HEALTH**

**SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005)**

**Standard 2.1: Discuss and analyze characteristics, values, mores (norms) which influence human sexuality**

Objectives 2.1.1: Explore the human life cycle and the changes that occur at each stage (Knowledge)  
Appreciate the stages of human life as they experience physical and emotional changes (Attitude)  
Demonstrate positive feelings such as love, compassion toward persons especially persons of vulnerable groups (Skill)

**Standard 2.2: Examine issues that affect their human sexuality**

Objectives 2.2.1: Explore the consequences of sexual abuse (incest, rape, molestation) (Knowledge)  
Recognize their right to privacy and to be protected (Attitude)  
Demonstrate refusal and advocacy skills to protect themselves and seek help in situations where they are abused (Skill)

**Standard 2.3: Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS**

Objectives 2.3.1: Examine the causes, prevention and treatment of Sexually Transmitted Infections (Gonorrhea, Syphilis, Chlamydia, Yeast Infections) (Knowledge)  
Appreciate the way their bodies function in preventing illnesses (Attitude)  
Practice various preventive measures to protect the body and avoid risky behaviours (Skill)

### **THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS)**

**SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity**

**Standard 3.1: Recognize the relationship between food choices and lifestyle diseases such as: Type 2 Diabetes, Hypertension and Heart Disease**

Objectives 3.1.1: Recognize the relationship between nutrition and health (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Apply decision-making skills to make healthy food choices (Skill)

## OBJECTIVES FOR GRADE FOUR

### **THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS) CONT'D**

#### **Standard 3.2: Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices**

Objectives 3.2.1: Recognize The Bahamas Dietary Guidelines as an outline for healthy eating (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Apply decision-making skills to prepare healthy meals (Skill)

#### **Standard 3.3: Recognize the benefits of regular physical activity to achieving and maintaining good health**

Objectives 3.3.1: Recognize the importance of maintaining a good posture (Knowledge)  
Appreciate the way their body grows and functions (Attitude)  
Apply principles of good posture when standing, walking, and sitting (Skill)

### **THEME 4: MANAGING THE ENVIRONMENT**

#### **SUB GOAL 4: Demonstrate lifestyle choices that are in harmony with the environment**

#### **Standard 4.1: Demonstrate knowledge of the environment and its impact on their health and well-being**

Objectives 4.1.1: Recognize the forms of pollution and their impact on the environment (Knowledge)  
Appreciate the environment in which people live, work and play (Attitude)  
Demonstrate ways to protect the environment in which people live, work and play (Skill)

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

**GRADE LEVEL:** Four (4)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices

**STANDARD 1.1:** Express an awareness of their uniqueness

**OBJECTIVES 1.1.1:** Explore traits (inherited and acquired) that make an individual unique and special (Knowledge)  
Appreciate their uniqueness (Attitude)  
Demonstrate behaviours and skills that promote self-improvement (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation  
**Cognitive:** Decision-making, Critical thinking and Creative thinking,  
**Emotional / Coping:** Self-awareness and Self-acceptance,

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES						
<p>Traits are the physical characteristics or qualities (mental, emotional and social) that make a person special.</p> <p>Traits can be inherited and acquired. Inherited traits are passed on to individuals from their parents e.g. the ability to play a musical instrument, being great in sports, being good in a foreign language, etc.</p> <p>Acquired traits are characteristics that people develop as a result of life experiences and engaging in activities over time. One might become a skilled player because they acquired an interest in the activity and practiced until they perfected it.</p> <p>Individual interests, skills and talents make a person unique or different from others.</p>	<p>Complete a self-inventory identifying their interests and hobbies. Share findings with the class.</p> <p><b>Level 1:</b> Collect pictures of their interests and hobbies <b>Level 2:</b> Compile a list of their interests and hobbies <b>Level 3:</b> Write sentences describing their interest and hobbies</p> <p><b>Levels 1 – 3:</b> Graphic Organizer: List some physical traits that parents pass on to their children. Level 1 – three traits, Level 2 – five traits, Level 3 – seven traits</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Mother</th> <th style="text-align: center;">Father</th> <th style="text-align: center;">Me</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </tbody> </table> <p>Conduct a class survey to collect data on students' interests and skills. Cooperative Learning</p>	Mother	Father	Me				<p>Research</p> <p>Surveys</p> <p>Graphic organizer</p> <p>Cooperative learning</p> <p>Artistic expression</p> <p>Tests and quizzes will be given when appropriate</p> <p>Oral presentation</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>
Mother	Father	Me						

**DEPARTMENT OF EDUCATION  
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM (GRADES**

**GRADE LEVEL:** Four (4)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices

**STANDARD 1.2:** Demonstrate respect for people and all things living

**OBJECTIVES 1.2.1:** Recognize various forms of disabilities and their impact on the body (Knowledge)  
Respect and appreciate people whose bodies are different from theirs (Attitude)  
Demonstrate acceptance and inclusion of persons who are different from them (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal skills (for developing healthy relationships), Cooperation and Empathy  
**Cognitive:** Decision-making, Critical thinking and Creative thinking  
**Emotional / Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>A disability is a mental or physical condition that prevents the body from working, as it should.</p> <p>People have different forms of disabilities. - Physical disabilities include: blindness, deafness, speech defects, paralysis (cripple), etc. - Emotional disturbances and mental retardation are forms of mental disabilities.</p> <p>A disability is not a disease that can be spread to another person.</p> <p>People who have disabilities want to be treated with respect, care and understanding.</p> <p>They also want to be independent and do as much for themselves as they can.</p> <p>Good citizens see disabilities as opportunities to learn more about people and their challenges.</p>	<p><b>Level 1:</b> Compile a list of ways they can show respect toward others. Share their lists with classmates.</p> <p><b>Level 2:</b> Create posters promoting ways to be more caring to people who are different from them.</p> <p><b>Level 3:</b> Interview someone in the school or community who is disabled.</p> <p><b>Levels 1 – 3:</b> Have students portray a disabled person for a class period or a day. Let them write about their experience and list recommendations to make their school communities more accessible for disabled persons.</p>	<p>Guest presenters: A disabled person or representatives from GOs and NGOs working with disabled persons</p> <p>Interviews</p> <p>Role play</p> <p>Journal writing</p> <p>Research Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

**DEPARTMENT OF EDUCATION  
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM (GRADES**

**GRADE LEVEL:** Four (4)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices

**STANDARD 1.2:** Demonstrate respect for people and all things living

**OBJECTIVES 1.2.1:** Recognize various forms of disabilities and their impact on the body (Knowledge)  
Respect and appreciate people whose bodies are different from theirs (Attitude)  
Demonstrate acceptance and inclusion of persons who are different from them (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal skills (for developing healthy relationships), Cooperation and Empathy  
**Cognitive:** Decision-making, Critical thinking and Creative thinking  
**Emotional / Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p><b>Ways to show respect for individual differences</b></p> <ul style="list-style-type: none"> <li>- Avoid using put-downs. Don't call people ill names</li> <li>- Put yourself in another person's place and think about how they feel</li> <li>- Apologize if you hurt someone's feelings</li> <li>- Avoid talking unkindly about someone just because they look or act differently from you</li> <li>- Encourage others to try their best, regardless of their abilities</li> <li>- Be fair in dealing with others</li> <li>- Report acts of bullying or harassment to your teacher or another trusted adult</li> <li>- Appreciate what is special about yourself and others.</li> <li>- Don't miss out on having good friends just because other people are different from you.</li> </ul>	<p><b><u>Levels 1 – 3 cont'd:</u></b></p> <p>Invite a guest - a disabled person or representatives from GOs and NGOs working with disabled persons to discuss issues about disabilities or their experience working/living with disabled persons.</p> <p>Research laws in The Bahamas that protect the rights of disabled persons.</p> <p>Identify services in the community that provide support for disabled persons.</p>	<p>Guest presenters: A disabled person or representatives from GOs and NGOs working with disabled persons</p> <p>Interviews</p> <p>Role play</p> <p>Journal writing</p> <p>Research Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Four (4)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices

**STANDARD 1.3:** Analyze the influences that impact personal development (family, friends, community, media, technology, etc)

**OBJECTIVES 1.3.1:** Explore ways in which the media affects their lives (Knowledge)  
Appreciate the role of the media in their everyday lives (Attitude)  
Apply decision-making, critical thinking and healthy self-management skill to make choices to their use of media sources (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation  
**Cognitive:** Decision-making, Critical thinking and Creative thinking  
**Emotional / Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Electronic and print are types of media sources in The Bahamas used to transmit information. Television and radio are examples of electronic media. Newspaper and magazine are examples of the print media.</p> <p>What people read in the newspaper and what they watch and listen to on television and radio affect the way they live, what they eat, what they wear and how they spend their resources (time and money).</p> <p>The media communicates positive and negative messages (attitudes and values) through programmes, news, entertainment, sports, advertisements, etc.</p>	<p><b>Level 1:</b> List the types of media sources and explain their functions.</p> <p><b>Level 2:</b> Conduct a research on various media sources in The Bahamas and the services they provide to the public.</p> <p><b>Level 3:</b> Critique newspapers for information on issues e.g. crime, AIDS, sports, disaster, etc. How is this information (a) beneficial; (b) harmful to the public?</p> <p><b>Levels 1 – 3:</b> Discussion on different media e.g. electronic and print.</p> <p>Identify radio and television programmes and discuss their negative or positive impact on individuals, family and community.</p>	<p>Oral presentation</p> <p>Field trips to media houses in The Bahamas.</p> <p>Medial analysis</p> <p>Media surveys</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Four (4) **THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices

**STANDARD 1.3:** Analyze the influences that impact personal development (family, friends, community, media, technology, etc)

**OBJECTIVES 1.3.1:** Explore ways in which the media affects their lives (Knowledge)  
 Appreciate the role of the media in their everyday lives (Attitude)  
 Apply decision-making, critical thinking and healthy self-management skill to make choices to their use of media sources (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation  
**Cognitive:** Decision-making, Critical thinking and Creative thinking  
**Emotional / Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p><b>Using the Media responsibly</b></p> <ul style="list-style-type: none"> <li>- Select age-appropriate programmes and reading materials with the guidance of responsible family members.</li> <li>- Be careful what you post on the internet. Once something is posted, anyone can have access to it.</li> <li>-When using information for research, projects, etc., avoid plagiarism (Using someone else’s work without approval).</li> </ul>	<p><b><u>Levels 1 – 3 cont’d:</u></b></p> <p>Survey students in the class to find out the amount of time they spend watching (a) educational programmes, (b) religious programmes, (c) movies, (d) reality shows, (e) sports.</p> <p>Present finding to the class and provide recommendations on responsible ways to utilize the media.</p>	<p>Oral presentation</p> <p>Field trips to media houses in The Bahamas.</p> <p>Medial analysis</p> <p>Media surveys</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Four (4)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle **choices**.

**STANDARD 1.4:** Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness

**OBJECTIVES 1.4.1:** Recognize the importance of friendship in meeting human needs ((Knowledge)  
Appreciate and value friendship (Attitude)  
Maintain friendships through effective communication skills (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking and Conflict Resolution  
**Emotional / Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Friends meet human physical, emotional and social needs for love, support and to belong to a group.</p> <p>Friends share the same feelings, goals, values and interests. Young people usually make new friends as their interests change.</p> <p>Friendships vary. Some friendships last a lifetime, some last only a day or two.</p> <p>Making and keeping friends take practice.</p> <p>Advice from friends can be good or bad. Individuals are responsible for the choices/decisions that they make in life. Therefore, it is important for individuals to choose friends that will encourage them to make wise choices.</p>	<p><b>Level 1:</b> Compile a list some clubs, groups, classes or teams in your community that a student might join to find new friends</p> <p><b>Level 2:</b> List strategies for managing friendship</p> <p><b>Level 3:</b> Complete a friendship journal of friendships formed during the school year.</p> <p><b>Levels 1 – 3:</b> Role play- strategies for the following: (a) Managing feelings in relationships (b) Dealing with pressures from friends to engage in risky behaviours e.g. drug use, stealing, sexual activities, etc.</p> <p>Create a card for a friend expressing appreciation for their friendship and support. (Commemoration of National Friendship Day on 23<sup>rd</sup> November)</p>	<p>Discussions on human needs</p> <p>Role Play</p> <p>Brainstorming</p> <p>Journal writing</p> <p>Artistic expression</p> <p>Creative writing</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Four (4)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.5:** Demonstrate the ability to use knowledge, life skills and health enhancing strategies to address risky behaviours

**OBJECTIVES 1.5.1:** Analyze the effects of illegal drugs on the body, the family and community (Knowledge)  
Respect rules regarding the use of drugs (Attitude)  
Apply decision-making skills to avoid harmful drugs (Skill)

**LIFE SKILLS:** **Social:** Communication, Negotiation/Refusal skills and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional / Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT		ACTIVITIES	TEACHING AND EVALUATION STRATEGIES				
<p>Medicines are legal drugs if they are used correctly. Illegal drugs are drugs that are not medicines and that are against the law to sell, buy, have or use. Illegal drugs used in any amount can harm the body. Common illegal drugs are Cocaine, Crack and Marijuana.</p> <p><b>Effects of Illegal Drugs</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%; text-align: center;">Drug</th> <th style="width: 50%; text-align: center;">Effects</th> </tr> </thead> <tbody> <tr> <td> <p><b>Marijuana</b></p> <p>Marijuana is made from the hemp plant and is sometimes called grass, weed or pot.</p> <p>Marijuana users usually smoke it.</p> <p>Marijuana is sometimes eaten in high doses in food rather than smoked.</p> </td> <td> <p>Marijuana users experience short and long term effects.</p> <p><b>Short Term Effects</b></p> <ul style="list-style-type: none"> <li>- Distorted perception ( sight, sound, time , touch)</li> <li>- Causes problems with memory, learning and coordination, trouble with thinking and problem solving</li> <li>- Increased heart rate and reduced blood pressure</li> </ul> </td> </tr> </tbody> </table>		Drug	Effects	<p><b>Marijuana</b></p> <p>Marijuana is made from the hemp plant and is sometimes called grass, weed or pot.</p> <p>Marijuana users usually smoke it.</p> <p>Marijuana is sometimes eaten in high doses in food rather than smoked.</p>	<p>Marijuana users experience short and long term effects.</p> <p><b>Short Term Effects</b></p> <ul style="list-style-type: none"> <li>- Distorted perception ( sight, sound, time , touch)</li> <li>- Causes problems with memory, learning and coordination, trouble with thinking and problem solving</li> <li>- Increased heart rate and reduced blood pressure</li> </ul>	<p><b>Levels: 1 - 3:</b> Brainstorm reasons why children use drugs.</p> <p><b>Level 1:</b> In small groups, design a poster showing effects of illegal drugs on the body, family or community (each group will select an area).</p> <p><b>Level: 2:</b> Make brochures about saying no to illegal drugs. They are to include information on the dangers of drug use, ways to say no, and healthful alternative to drug use.</p> <p><b>Level: 3:</b> Analyze media messages to determine how effective they are in helping people refuse drugs.</p>	<p>Brainstorming</p> <p>Research</p> <p>Cooperative learning</p> <p>Guest presenters</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of group presentations, posters, brochures and media messages (Assess brochure project on design and information)</p>
Drug	Effects						
<p><b>Marijuana</b></p> <p>Marijuana is made from the hemp plant and is sometimes called grass, weed or pot.</p> <p>Marijuana users usually smoke it.</p> <p>Marijuana is sometimes eaten in high doses in food rather than smoked.</p>	<p>Marijuana users experience short and long term effects.</p> <p><b>Short Term Effects</b></p> <ul style="list-style-type: none"> <li>- Distorted perception ( sight, sound, time , touch)</li> <li>- Causes problems with memory, learning and coordination, trouble with thinking and problem solving</li> <li>- Increased heart rate and reduced blood pressure</li> </ul>						

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

**GRADE LEVEL:** Four (4)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.5:** Demonstrate the ability to use knowledge, life skills and health enhancing strategies to address risky behaviours

**OBJECTIVES 1.5.1:** Analyze the effects of illegal drugs on the body, the family and community (Knowledge)  
Respect rules regarding the use of drugs (Attitude)  
Apply decision-making skills to avoid harmful drugs (Skill)

**LIFE SKILLS:** **Social:** Communication, Negotiation/Refusal skills and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional / Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT		ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<b>Effects of Illegal Drugs</b>		<p><b>Levels: 1 - 3:</b> Brainstorm reasons why children use drugs.</p> <p><b>Level 1:</b> In small groups, design a poster showing effects of illegal drugs on the body, family or community (each group will select an area).</p> <p><b>Level: 2:</b> Prepare brochures about saying no to illegal drugs. They are to include information on the dangers of drug use, ways to say no, and healthful alternative to drug use.</p> <p><b>Level: 3:</b> Analyze media messages to determine how effective they are in helping people refuse drugs.</p>	<p>Brainstorming</p> <p>Research</p> <p>Cooperative learning</p> <p>Guest presenters from The Bahamas National Drug Council</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of group presentations, posters, brochures and media messages (Assess brochure project on design and information)</p>
<b>Drug</b>	<b>Effects</b>		
<b>Marijuana cont'd</b>	<p><b>Long Term Effects</b></p> <ul style="list-style-type: none"> <li>- Impairs speech, reading, comprehension and disorientation</li> <li>- Causes asthma, heart disease and lung cancer (burning and stinging of the mouth &amp; throat and causes heavy coughing and lung infections)</li> <li>- Lowers the body's defenses against other diseases</li> <li>- Can also produce anxiety, fear, distrust or panic - It affects the brain and interferes with memory, coordination, speech, reading, comprehension and problem solving</li> </ul>		

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

**GRADE LEVEL:** Four (4)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.5:** Demonstrate the ability to use knowledge, life skills and health enhancing strategies to address risky behaviours

**OBJECTIVES 1.5.1:** Analyze the effects of illegal drugs on the body, the family and community (Knowledge)  
Respect rules regarding the use of drugs (Attitude)  
Apply decision-making skills to avoid harmful drugs (Skill)

**LIFE SKILLS:** **Social:** Communication, Negotiation/Refusal skills and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional / Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT		ACTIVITIES	TEACHING AND EVALUATION STRATEGIES				
<p><b>Effects of Illegal Drugs</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 20%;">Drug</th> <th>Effects</th> </tr> </thead> <tbody> <tr> <td><b>Cocaine and Crack</b></td> <td> <ul style="list-style-type: none"> <li>- Increase blood pressure</li> <li>- Speed up breathing and heart beat rate</li> <li>- Is addictive</li> <li>- Make user violent (can lead to death)</li> <li>- User hears and see things that are not there</li> <li>- Destroy the inside of the nose</li> </ul> </td> </tr> </tbody> </table>		Drug	Effects	<b>Cocaine and Crack</b>	<ul style="list-style-type: none"> <li>- Increase blood pressure</li> <li>- Speed up breathing and heart beat rate</li> <li>- Is addictive</li> <li>- Make user violent (can lead to death)</li> <li>- User hears and see things that are not there</li> <li>- Destroy the inside of the nose</li> </ul>	<p><b>Levels: 1 - 3:</b> Brainstorm reasons why children use drugs.</p> <p><b>Level 1:</b> In small groups, design a poster showing effects of illegal drugs on the body, family or community (each group will select an area).</p> <p><b>Level: 2:</b> Make brochures about saying no to illegal drugs. They are to include information on the dangers of drug use, ways to say no, and healthful alternatives to drug use.</p> <p><b>Level: 3:</b> Analyze media messages to determine how effective they are in helping people refuse drugs.</p>	<p>Brainstorming</p> <p>Research</p> <p>Cooperative learning</p> <p>Guest presenters The Bahamas National Drug Council</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of group presentations, posters, brochures and media messages (Assess brochure project on design and information)</p>
Drug	Effects						
<b>Cocaine and Crack</b>	<ul style="list-style-type: none"> <li>- Increase blood pressure</li> <li>- Speed up breathing and heart beat rate</li> <li>- Is addictive</li> <li>- Make user violent (can lead to death)</li> <li>- User hears and see things that are not there</li> <li>- Destroy the inside of the nose</li> </ul>						
<p>Using illegal drugs can prevent you from doing well in school and sports. They can stop you from caring about family, friends and important things. These actions hurt everybody around you because the user no longer positively contributes to the family and community. Many innocent people become victims of crime committed by drug users.</p>							

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

**GRADE LEVEL:** Four (4)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

**STANDARD 2.1:** Discuss and analyze the characteristics of human sexuality.

**OBJECTIVES 2.1.1:** Explore the human life cycle and the changes that occur at each stage (Knowledge)  
Appreciate the stages of human life as they experience physical and emotional changes (Attitude)  
Demonstrate positive feelings such as love, compassion toward persons especially persons of vulnerable groups (Skill)

**LIFE SKILLS:**  
**Social:** Interpersonal relationships, Cooperation, Communication and Empathy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT			ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
All human beings experience a series of growth stages during their lifetime (birth to old age).			<p><b>Level 1:</b> Collect pictures of people and classify them according to the different stages of life. Describe the individuals e.g. growth stage; approximate age and characteristics.</p> <p><b>Level 2:</b> (a) Write paragraphs explaining the concept of ‘life cycle’; (b) Compare the stages of the human life cycle to the life cycle of animals e.g. butterfly.</p> <p><b>Level 3:</b> (a) Interview an adult family member about their experiences growing up; (b) Discuss how you can relate the person’s experiences to your life today.</p>	<p>Brainstorming</p> <p>Oral presentation</p> <p>Creative writing</p> <p>Word search of key terms</p> <p>Guest presenters – nurse or health professional</p> <p>Peer summarizing</p> <p>Cooperative Learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>
<b>Stages in the Human Life Cycle</b>				
<b>Growth Stage</b>	<b>Age</b>	<b>Characteristics</b>		
Prenatal	Nine months before birth to birth	- Most rapid growth period taking place inside the mother’s body. - Development of all body parts, tissues, organs and systems needed for life support		
Infancy	Birth until two years	- Body becomes bigger and stronger (changes from an infant to a toddler)		
Childhood (toddler to school age years)	three years to ten years	- Mastery of skills and independence - Learning and getting ready for school		

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

**GRADE LEVEL:** Four (4)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

**STANDARD 2.1:** Discuss and analyze the characteristics of human sexuality.

**OBJECTIVES 2.1.1:** Explore the human life cycle and the changes that occur at each stage (Knowledge)  
Appreciate the stages of human life as they experience physical and emotional changes (Attitude)  
Demonstrate positive feelings such as love, compassion toward persons especially persons of vulnerable groups (Skill)

**LIFE SKILLS:** **Social:** Interpersonal relationships, Cooperation, Communication and Empathy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT			ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<b>Stages in the Human Life Cycle cont'd</b>			<b>Levels 1 – 3:</b> Vocabulary building Prenatal, infancy, etc.  Create a flow chart tracking a person from infancy to their current age. Students will discuss how the person changed, as he/she grew older. Make a list of student responses.	Vocabulary  Brainstorming  Oral presentation  Creative writing  Word search of key terms  Guest speaker – nurse or health professional  Peer summarizing  Cooperative Learning  Tests and quizzes will be given when appropriate  Teacher observation of students' interaction  Teacher assessment of students' activities
<b>Growth Stage</b>	<b>Age</b>	<b>Characteristics</b>		
Childhood cont'd		- Development of a wide range of skills and ability - Puberty, or sexual development, begins during the later years of this stage.		
Adolescence	Ten to eighteen plus years	- Rapid mental, emotional and physical growth and development		
Adulthood	Nineteen years until death	- Period of greatest strength and stamina. Physical growth ceases, but growth continues mentally, emotionally and socially - Physical abilities decline with age		

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

**GRADE LEVEL:** Four (4)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005)

**STANDARD 2.2:** Examine issues that affect their sexuality

**OBJECTIVES 2.2.1;** Explore the consequences of sexual abuse e.g. incest, rape, molestation (Knowledge)  
Recognize their right to privacy and to be protected (Attitude)  
Demonstrate refusal and advocacy skills to protect themselves and seek help in situations where they are abused (Skill)

**LIFE SKILLS:** **Social:** Refusal, Advocacy, Communication, Interpersonal relationships and Cooperation  
**Cognitive:** Decision-making, Critical thinking, Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p><b>Sexual abuse</b> is when someone subjects an individual male or female, to fondling (inappropriate touching) or rape, or lures him/her to be part of some sexual activity.</p> <p>Forms of sexual abuse are:</p> <ul style="list-style-type: none"> <li>- <b>Incest</b>-is sexual activity between people who are closely related.</li> <li>- <b>Rape</b>-is forced sexual intercourse.</li> <li>- <b>Molestation</b>-is touching or being touched in a sexual way, exposure of genitalia, taking of pornographic pictures or variations of these acts by <b>pedophiles</b>.</li> </ul> <p><b>Strategies (motives) used by sexual offenders/predators</b></p> <ul style="list-style-type: none"> <li>- Inappropriate or overly friendly behaviour</li> <li>- Special interest or attention given to one child above others e.g. gift giving</li> <li>-Telling secrets</li> <li>- Threats to the individual or family members</li> </ul>	<p><b>Level 1.</b> Create a slogan, bumper sticker or flyer to demonstrate awareness about sexual abuse.</p> <p><b>Level 2.</b> Create poems or essays about sexual abuse and how it makes a child feel.</p> <p><b>Level 3.</b> Conduct research on the Laws of The Bahamas regarding sexual abuse.</p> <p><b>Levels 1 – 3:</b> Define terms related to abuse e.g. incest, rape, molestation, sexual abuse.</p> <p>Students will role play how to say “NO” to an adult or child who may be molesting them.</p>	<p>Vocabulary (Word search of key terms)</p> <p>Brainstorming</p> <p>Creative writing and expression</p> <p>Role play</p> <p>Research</p> <p>Guest presenters from the Department of Social Services, Adolescent Health Services, school nurse, lawyer, policeman, clergyman.</p> <p>Cooperative Learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Four (4)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

**STANDARD 2.2:** Examine issues that affect their sexuality

**OBJECTIVES 2.2.1:** Explore the consequences of sexual abuse e.g. incest, rape, molestation (Knowledge)  
Recognize their right to privacy and to be protected (Attitude)  
Demonstrate refusal and advocacy skills to protect themselves and seek help in situations where they are abused (Skill)

**LIFE SKILLS:** **Social:** Refusal, Advocacy, Communication, Interpersonal relationships and Cooperation  
**Cognitive:** Decision-making, Critical thinking, Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p><b>Protection from abuse</b> Any form of abuse is against the law and should be reported.</p> <p><b>Article 34 of the UN Convention on the Rights of the Child</b> provides protection from any form of sexual abuse.</p> <p>It is important to report sexual abuse to a trusted adult. Always say ‘NO’, get away and seek help. Reporting these abuses also raises awareness about pedophiles in the community.</p> <p>Sometimes, it is okay for others to touch private parts e.g. parents, doctors or nurses sometimes need to touch private parts when they take care of you or examine you for health reasons.</p> <p>Most touching done by adults is good touching, but children need to know what to do when someone touches private parts inappropriately. Children should not keep ‘inappropriate touching’ secret.</p>	<p><b>Level 1.</b> Create a slogan, bumper sticker or flyer to demonstrate awareness about sexual abuse.</p> <p><b>Level 2.</b> Create poems or essays about sexual abuse and how it makes a child feel.</p> <p><b>Level 3.</b> Conduct research on the Laws of The Bahamas regarding sexual abuse.</p> <p><b>Levels 1 – 3:</b> Define terms related to abuse e.g. incest, rape, molestation, sexual abuse.</p> <p>Students will role play how to say “NO” to an adult or child who may be molesting them.</p>	<p>Vocabulary (Word search of key terms)</p> <p>Brainstorming</p> <p>Creative writing and expression</p> <p>Role play</p> <p>Research</p> <p>Guest presenters from the Department of Social Services, Adolescent Health Services, school nurse, lawyer, policeman, clergyman.</p> <p>Cooperative Learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Four (4)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**).

**STANDARD 2.3:** Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS.

**OBJECTIVES 2.3.1:** Examine the causes, prevention and treatment of STIs e.g. Gonorrhoea, Syphilis, Chlamydia, (Knowledge)  
Appreciate the way their bodies function in preventing illnesses (Attitude)  
Practice various preventive measures to protect the body and avoid risky behaviours (Skill)

**LIFE SKILLS:** **Social:** Interpersonal relationships, Cooperation and Negotiation/Refusal  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>A sexually transmitted infection (STI), also known as sexually transmitted disease or venereal disease (VD) is an infection that is spread through sexual contact. Anyone who has sexual contact with another person is at risk of getting an STI.</p> <p>Some common STIs are: Chlamydia, Gonorrhoea, Syphilis (Bad Blood), Genital Herpes, Hepatitis B and HIV.</p> <p>Many STIs can be cured with medicines; some have no cure. Genital Herpes and HIV do not have a cure. Treatment for Genital Herpes with an antiviral drug makes outbreaks less severe. Drug treatment for HIV improves the quality of life and survival time for patients.</p> <p>Common Symptoms of STIs</p> <ul style="list-style-type: none"> <li>- Sore, blisters or swelling around the penis or vagina</li> <li>- A burning feeling when passing urine</li> <li>- Unusual liquid comes out of the vagina or penis. It is sometimes smelly</li> </ul> <p>A person can have an STI and not notice any signs. You cannot tell who has an STI or HIV by looking at them.</p>	<p><b>Level 1:</b> Describe how STIs are spread and list some symptoms and treatment.</p> <p><b>Level 2:</b> Research some common STIs and list the causes, symptoms, effects and treatment.</p> <p><b>Level 3:</b> (a) Identify risky behaviours that can result in the transmission of STIs; (b) Prepare an action plan to keep your body safe.</p> <p><b>Levels 1– 3:</b> Create a slogan, bumper sticker or flyer on prevention of STIs.</p>	<p>Brainstorming</p> <p>Small group presentation</p> <p>Research</p> <p>Guest presenter – nurse, doctor, or health care provider</p> <p>Video Presentation of STIs.</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction.</p> <p>Teacher assessment of students' activities.</p>

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

**GRADE LEVEL:** Four (4)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**).

**STANDARD 2.3:** Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS.

**OBJECTIVES 2.3.1:** Examine the causes, prevention and treatment of STIs e.g. Gonorrhoea, Syphilis, Chlamydia, (Knowledge)  
Appreciate the way their bodies function in preventing illnesses (Attitude)  
Practice various preventive measures to protect the body and avoid risky behaviours (Skill)

**LIFE SKILLS:** **Social:** Interpersonal relationships, Cooperation and Negotiation/Refusal  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Persons with HIV are more likely to get sick from other germs including STIs.</p> <p><b>Risky behaviours that can result in the spread of STIs</b></p> <ul style="list-style-type: none"> <li>-Having more than one partner</li> <li>-Unprotected sexual contact (not using a condom when having sex)</li> <li>-Drug and alcohol use</li> </ul> <p><b>Prevention of STIs</b></p> <ul style="list-style-type: none"> <li>-Abstinence, absolutely no sex</li> <li>- Delay sexual activity until you become an adult or until marriage</li> <li>-Practice negotiating skills of saying “NO” to sex</li> <li>-Focus on school work and set goals for the future</li> <li>- One sexual partner</li> <li>- Use condom</li> </ul> <p><b>(Review Grade 3, Standard 2.3, Universal Precautions)</b></p> <p><b>Treatment</b></p> <p>STIs should be treated right away to prevent long-term effects</p>	<p><b>Level 1:</b> Describe how STIs are spread and list some symptoms and treatment.</p> <p><b>Level 2:</b> Research some common STIs and list the causes, symptoms, effects and treatment.</p> <p><b>Level 3:</b> (a) Identify risky behaviours that can result in the transmission of STIs; (b) Prepare an action plan to keep your body safe.</p> <p><b>Levels 1– 3:</b> Create a slogan, bumper sticker or flyer on prevention of STIs.</p>	<p>Brainstorming</p> <p>Small group presentation</p> <p>Research</p> <p>Guest presenter – nurse, doctor, or health care provider</p> <p>Video Presentation of STIs.</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction.</p> <p>Teacher assessment of students’ activities.</p>

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

**GRADE LEVEL:** Four (4) **THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.1:** Standard 3.1: Recognize the relationship between food choices and lifestyle diseases such as: Type 2 Diabetes, Hypertension and Heart Disease

**OBJECTIVES 3.1.1:** Recognize the relationship between nutrition and health (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Apply decision-making skills to make healthy food choices (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Negotiation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Choosing foods that contain nutrients and in the right proportions is important to maintaining good health and preventing diseases.</p> <p><b>Special Nutrients (Micronutrients)</b> Minerals such as vitamins, minerals and water are classified as micronutrients nutrients because they are needed in small amounts in the body.</p> <p><b>Vitamins</b> are nutrients that help the body do certain jobs.</p> <ul style="list-style-type: none"> <li>- <b>Vitamin A</b> prevents infection, keeps the eyes moist and the hair and skin shiny</li> <li>- <b>Vitamin C</b> prevents infection, keeps the skin healthy and heals wounds. It also helps the body absorb iron.</li> <li>- <b>Vitamin D</b> keeps bones and teeth strong. This vitamin is also produced by the sun.</li> <li>- <b>Vitamin E</b> slows down cell damage</li> <li>- <b>Vitamin K</b> controls blood clotting</li> </ul>	<p><b>Level 1:</b> Identify special nutrients that the body needs for good health.</p> <p><b>Level 2:</b> Explain how the body uses micronutrients.</p> <p><b>Level 3:</b> Discuss the effects of eating foods rich in vitamins and minerals.</p> <p><b>Levels 1 – 3:</b> Design a poster demonstrating the importance of micronutrients in the diet.</p>	<p>Brainstorming</p> <p>Research</p> <p>Self-expression</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction.</p> <p>Teacher assessment of students' activities.</p>

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

**GRADE LEVEL:** Four (4)

**THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.1:** Standard 3.1: Recognize the relationship between food choices and lifestyle diseases such as: Type 2 Diabetes, Hypertension and Heart Disease

**OBJECTIVES 3.1.1:** Recognize the relationship between nutrition and health (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Apply decision-making skills to make healthy food choices (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Negotiation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p><b>Minerals</b> help the body to function properly.</p> <ul style="list-style-type: none"> <li>- <b>Calcium</b> builds strong bones and teeth, helps muscles and nerves work and helps blood clot</li> <li>- <b>Iron</b> protects body against infection and assists cells in using energy</li> <li>- <b>Phosphorous</b> builds strong bones and teeth and helps cells function</li> <li>- <b>Potassium</b> helps nerves and muscles function and helps cells use energy</li> <li>- <b>Zinc</b> helps the body grow, heals wounds and maintains the senses of smell and taste</li> <li>- <b>Sodium</b> (salt) is needed by the body in very small amount. Salt is added to many foods and therefore should be used in moderation</li> </ul> <p><b>Water</b> is the main component of body fluids such as blood, saliva and urine. Water is necessary for life. It helps the body use vitamins and minerals, aids digestion and carries waste from the body.</p>	<p><b>Level 1:</b> Identify special nutrients that the body needs for good health.</p> <p><b>Level 2:</b> Explain how the body uses micronutrients.</p> <p><b>Level 3:</b> Discuss the effects of eating foods rich in vitamins and minerals.</p> <p><b>Levels 1 – 3:</b> Design a poster demonstrating the importance of micronutrients in the diet.</p>	<p>Brainstorming</p> <p>Research</p> <p>Self-expression</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction.</p> <p>Teacher assessment of students' activities.</p>

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

**GRADE LEVEL:** Four (4) **THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.2:** Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices.

**OBJECTIVES 3.2.1:** Recognize The Bahamas Dietary Guidelines as an outline for healthy eating (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Apply decision-making skills to prepare healthy meals (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Negotiation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self- awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>The Food Guide Drum and Dietary Guidelines reflect both the culture and food choices relevant to The Bahamas *</p> <p>The Dietary Guidelines show how many servings an individual should eat from each food group each day.</p> <p>A serving is a standard amount food recommended for a meal or snack. It is used to give advice about how much to eat or to identify how many calories and nutrients are in a food.</p> <p>A portion is the amount of food an individual chooses to eat. There is no standard portion size. A portion may contain more than one serving.</p> <p>It is important to control portion sizes to maintain a healthy and balanced diet. Always use serving sizes as a guide when selecting foods.</p>	<p><b>Level 1:</b> Explain the difference between food servings and portion size.</p> <p><b>Level 2:</b> Explain why it is important to control portion size.</p> <p><b>Level 3:</b> Conduct a survey of the portion size served by the school lunch programme.</p> <p><b>Levels 1 – 3:</b> Have students demonstrate the correct serving size for various food items.</p> <p>Organize foods from each of the food groups to create a balanced meal for breakfast, lunch or dinner.</p> <p>Illustrate a serving from each food group.</p>	<p>Brainstorming</p> <p>Research</p> <p>Survey</p> <p>Demonstration</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students' interaction.</p> <p>Teacher assessment of students' activities.</p>

**\*Review Garden-Based Learning Lessons to Promote Healthy Lifestyle Choices in The Bahamas Grade Four Nutrition Behind the Scene: Basic Nutrition Manual for Primary School Teachers**

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

**GRADE LEVEL:** Four (4)

**THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.2:** Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices

**OBJECTIVES 3.2.1:** Recognize The Bahamas Dietary Guidelines as an outline for healthy eating (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Apply decision-making skills to prepare healthy meals (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Negotiation, Refusal, Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self- awareness, Self-acceptance, Healthy self-management

CONTENT			ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<b>Dietary Guidelines for The Bahamas of Serving Size</b>			<p><b><u>Levels 1 – 3</u></b> <b><u>cont'd:</u></b></p> <p>Examine food and product labels to identify (a) number of servings; (b) serving size.</p>	<p>Brainstorming</p> <p>Research</p> <p>Survey</p> <p>Demonstration</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students' interaction.</p> <p>Teacher assessment of students' activities</p>
<b>Food Group</b>	<b>Number of Servings</b>	<b>Serving Size</b>		
Cereals & Starchy Vegetables	6 – 11 servings daily (teenage boy – 11; teenage girl 9) Should be largest portion of diet	1 slice bread 1 oz dried cereal ½ - 1 c cooked cereal or vegetable		
Vegetables	3 – 4 daily	1 cup raw ½ cup cooked ¾ cup juice		
Fruits	2 – 3 daily	1 medium fruit ½ cup cooked ¾ cup juice		
Meat and Dairy	2 – 3 daily	2 – 3 oz. cooked lean meat, skinless poultry 1 egg 2 oz. cheese ½ cup ice cream		
Beans and Peas	Use as meat alternative or as starch choice	½ cup dried beans 2 tbsp. peanut butter		
Fats	Use in small amounts	No number of servings recommended		
Sugars and sweeteners	Use in small amounts	No number of servings recommended		

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

**GRADE LEVEL:** Four (4) **THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.3:** Recognize the benefits of regular physical activity to achieving and maintaining good health.

**OBJECTIVES 3.3.1:** Recognize the importance of maintaining a good posture (Knowledge)  
Appreciate the way their body grows and functions (Attitude)  
Apply principles of good posture when standing, walking, and sitting (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Negotiation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self- awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Posture refers to the body’s position when standing, walking or sitting. A good posture helps to keep the body fit and healthy.</p> <p><b>Benefits of good posture</b></p> <ul style="list-style-type: none"> <li>- Boosts self-esteem and reduces stress</li> <li>- Enhances proper growth (in children)</li> <li>- Improves airflow throughout the body</li> <li>- Increase energy level</li> <li>- Decreases risk or injury</li> </ul> <p><b>Examples of bad posture</b></p> <p>Poor sitting and standing habits overtime affects one’s posture e.g.</p> <ul style="list-style-type: none"> <li>- Slouching or leaning forward while sitting at a desk, watching TV or playing video games</li> <li>- Carrying a heavy bag on one’s shoulder for a long period of time</li> <li>- Sliding forward in your chair</li> <li>- Sleeping on high pillows</li> </ul>	<p><b>Level 1:</b> List the benefits of good posture.</p> <p><b>Level 2:</b> Compile a list of activities that they should engage in to promote good posture.</p> <p><b>Level 3:</b> Compile a list of foods that build strong bones and improve growth and development.</p> <p><b>Levels 1 – 3:</b> Design a poster to promote good posture when standing, walking, and sitting.</p> <p>Practice different games and exercises that are good for strengthening different parts of the body.</p> <p>Role play examples of good and bad posture.</p> <p>Demonstrate healthy habits such as exercise, rest and nutrition.</p>	<p>Brainstorming</p> <p>Research</p> <p>Creative expression</p> <p>Role play</p> <p>Demonstration</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students’ interaction.</p> <p>Teacher assessment of students’ activities.</p>

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

**GRADE LEVEL:** Four (4) **THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.3:** Recognize the benefits of regular physical activity to achieving and maintaining good health.

**OBJECTIVES 3.3.1:** Recognize the importance of maintaining a good posture (Knowledge)  
Appreciate the way their body grows and functions (Attitude)  
Apply principles of good posture when standing, walking, and sitting (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Negotiation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self- awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p><b>Ways to maintain good posture</b></p> <p>Practice good health habits to improve posture</p> <ul style="list-style-type: none"> <li>- Take regular breaks and get up and move around regularly.</li> <li>- When travelling to school, reduce the amount of books and other heavy items in school bags</li> <li>- Sleep on low pillows to avoid neck strain</li> <li>- Engage in regular exercise</li> <li>- Eat healthy meals to build strong bones and improve growth and development</li> <li>- Get at least eight to ten hours sleep every night.</li> </ul>	<p><b><u>Level 1:</u></b> List the benefits of good posture.</p> <p><b><u>Level 2:</u></b> Compile a list of activities that they should engage in to promote good posture.</p> <p><b><u>Level 3:</u></b> Compile a list of foods that build strong bones and improve growth and development.</p> <p><b><u>Levels 1 – 3:</u></b> Design a poster to promote good posture when standing, walking, and sitting.</p> <p>Practice different games and exercises that are good for strengthening different parts of the body.</p> <p>Role play examples of good and bad posture.</p> <p>Demonstrate healthy habits such as exercise, rest and nutrition.</p>	<p>Brainstorming</p> <p>Research</p> <p>Creative expression</p> <p>Role play</p> <p>Demonstration</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students’ interaction.</p> <p>Teacher assessment of students’ activities.</p>

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

**GRADE LEVEL:** Four (4) **THEME:** Managing the Environment

**SUB GOAL 4:** Demonstrate lifestyle choices that are in harmony with the environment

**STANDARD 4.1:** Demonstrate knowledge of the environment and its impact on their health and well-being

**OBJECTIVES 4.1.1:** Recognize the forms of pollution and their impact on the environment (Knowledge)  
Appreciate the environment in which people live, work and play (Attitude)  
Demonstrate ways to protect the environment in which people live, work and play (Skill)

**LIFE SKILLS:** **Social Skills:** Cooperation, Advocacy and Communication  
**Cognitive Skills:** Decision-making, Creative and Critical thinking, Problem-solving and Goal-setting  
**Emotional/Coping Skills:** Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Pollution is a harmful substance that damages or destroys natural resources.</p> <p><b>Substances that are harmful to the environment:</b></p> <ul style="list-style-type: none"> <li>- Air pollution: Dirt, germs and harmful things in the air e.g. exhausts from cars, smoke, fog, etc.</li> <li>- Water pollution: Dirt, germs and harmful things in the water e.g. trash thrown into the sea, lakes or ponds, rust from pipes, chemicals, dirty water, etc.)</li> <li>- Litter: Garbage such as – trash, food items, discarded furniture or appliances, building materials, garden trimmings, metal, glass and plastic.</li> </ul> <p><b>Effects of pollution to the environment::</b> Air and water pollution have harmful effects on individuals and their communities.</p> <p>Air pollution from fire and dust irritates the nose, eyes, and throat. It can cause and respiratory diseases such as asthma and lung cancer.</p>	<p><b>Level 1:</b> List substances that are harmful to the environment.</p> <p><b>Level 2:</b> Describe the effects of air, water and ground pollutants on the environment.</p> <p><b>Level 3:</b> Research the various natural resources in The Bahamas (a) their importance, (b) benefits.</p> <p><b>Levels 1 – 3:</b> Research how garbage is collected and disposed of in their respective communities.</p> <p>Research illnesses and diseases such as: food contamination, Dengue Fever and Leptospirosis.</p>	<p>Brainstorming</p> <p>Vocabulary</p> <p>Research</p> <p>Guest Presenters from environmental health agencies</p> <p>Creative expression</p> <p>Demonstration</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Four (4) **THEME:** Managing the Environment

**SUB GOAL 4:** Demonstrate lifestyle choices that are in harmony with the environment

**STANDARD 4.1:** Demonstrate knowledge of the environment and its impact on their health and well-being

**OBJECTIVES 4.1.1:** Recognize the forms of pollution and their impact on the environment (Knowledge)  
Appreciate the environment in which people live, work and play (Attitude)  
Demonstrate ways to protect the environment in which people live, work and play (Skill)

**LIFE SKILLS:** **Social Skills:** Cooperation, Advocacy and Communication  
**Cognitive Skills:** Decision-making, Creative and Critical thinking, Problem-solving and Goal-setting  
**Emotional/Coping Skills:** Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p><b>Effects of pollution to the environment cont'd:</b> Water polluted with human or chemical wastes (feaces, farm fertilizer, gasoline, industrial waste) can affect animal and plant life, causing poisoning and food contamination.</p> <p>Rats, mosquitoes, cockroaches and other vermin that live in landfills (dump), garbage or ponds can transmit diseases such as: Dengue Fever which is transmitted by the Aedes mosquito and Leptospirosis from rats and mice.</p> <p>Polluted environments (parks, beaches, streets, neighbourhoods) affect peoples' health and their social and emotional well-being.</p>	<p><b><u>Levels 1 – 3 cont'd :</u></b> Invite Guest Presenters from the Department of Environmental Health, The Bahamas National Trust and other environmental agencies to talk about the importance of the environment.</p> <p>Have students bring items to school e.g. plastic containers, egg cartons, aluminum cans, glass bottles, shoe boxes, etc. Children will demonstrate methods to reuse or recycle these items to protect the environment.</p>	<p>Brainstorming</p> <p>Vocabulary</p> <p>Research</p> <p>Guest presenters from environmental health agencies</p> <p>Creative expression</p> <p>Demonstration</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Four (4) **THEME:** Managing the Environment

**SUB GOAL 4:** Demonstrate lifestyle choices that are in harmony with the environment

**STANDARD 4.1:** Demonstrate knowledge of the environment and its impact on their health and well-being

**OBJECTIVES 4.1.1:** Recognize the forms of pollution and their impact on the environment (Knowledge)  
Appreciate the environment in which people live, work and play (Attitude)  
Demonstrate ways to protect the environment in which people live, work and play (Skill)

**LIFE SKILLS:** **Social Skills:** Cooperation, Advocacy and Communication  
**Cognitive Skills:** Decision-making, Creative and Critical thinking, Problem-solving and Goal-setting  
**Emotional/Coping Skills:** Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p><b>Ways to keep the environment clean:</b></p> <ul style="list-style-type: none"> <li>- Do not throw trash or garbage on the ground, in the sea, lakes or ponds.</li> <li>- Pick up trash and put them a trash can.</li> <li>- Walk or ride a bike instead of riding in a car.</li> <li>- Follow school rules that help everyone to stay healthy.</li> <li>- Say no to choices that are against the law.</li> </ul>	<p><b><u>Levels 1 – 3 cont’d:</u></b></p> <p>Display disposal products, such as diapers, cameras, napkins, tissue, plates, etc. Have students evaluate their use and benefit to the environment. What could people use in place of the displayed products? What are the benefits of reusable products?</p>	<p>Brainstorming</p> <p>Vocabulary</p> <p>Research</p> <p>Guest presenters from environmental health agencies</p> <p>Creative expression</p> <p>Demonstration</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

# **PRIMARY HEALTH AND FAMILY LIFE EDUCATION CURRICULUM GUIDELINES GRADE 5 SCOPE OF WORK**

	<b>PAGE</b>
<b>OBJECTIVES FOR GRADE FIVE</b>	<b>39</b>
<b>THEME ONE: SELF AND INTERPERSONAL RELATIONSHIPS</b>	<b>42</b>
<b>THEME TWO: SEXUALITY AND SEXUAL HEALTH</b>	<b>49</b>
<b>THEME THREE: NUTRITION AND PHYSICAL ACTIVITY</b>	<b>56</b>
<b>THEME FOUR: MANAGING THE ENVIRONMENT</b>	<b>60</b>

**Key for Student Activities:**

Level 1: Basic

Level 2: Intermediate

Level 3: Advanced

**Reference:** Health and Family Life Education Regional Framework for Ages 9 – 14, Working Draft Versions 1.1, CARICOM, UNICEF and EDC, 2005

## OBJECTIVES FOR GRADE FIVE

### **THEME 1: SELF AND INTERPERSONAL RELATIONSHIPS**

#### **SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices**

##### **Standard 1.1: Express an awareness of their uniqueness**

- Objectives 1.1.1: Recognize the gifts and talents that make individuals unique (Knowledge)  
Appreciate their unique talents and the gifts of others (Attitude)  
Demonstrate creative thinking; self- awareness and self-acceptance skills by using their gifts to help others (Skill)

##### **Standard 1.2: Demonstrate respect for people and all things living**

- Objectives 1.2.1: Recognize the importance of respecting individual differences (Knowledge)  
Distinguish appropriate behavior towards persons living with and affected by HIV and AIDS (PLWHA) (Attitude)  
Demonstrate appropriate skills to advocate for acceptance and inclusion of PLWHA (Skill)

##### **Standard 1.3: Analyze the influences that impact personal development (media, peers, family, community, etc.)**

- Objectives 1.3.1: Recognize the important use of technology in their lives (Knowledge)  
Develop an appreciation for the role that technology plays in their overall development (Attitude)  
Apply decision-making, critical thinking and health-enhancing skills to make choices about their use of technology sources (Skill)

##### **Standard 1.4: Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness**

- Objectives 1.4.1: Recognize the physical, social and emotional and intellectual dimensions of wellness (Knowledge)  
Develop good health habits that support wellness and promote a positive self-image (Attitude)  
Utilize the various sources of health information in their communities (Skill)

##### **Standard 1.5: Identify behaviors (appropriate and inappropriate) and analyze the impact on the individual, family and community (values)**

- Objectives 1.5.1: Recognize legal and illegal drugs (Knowledge)  
Respect rules regarding the use of drugs (Attitude)  
Apply decision-making skills to avoid harmful drugs (Skill)

## OBJECTIVES FOR GRADE FIVE

### **THEME 2: SEXUALITY AND SEXUAL HEALTH**

**SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005)**

**Standard 2.1: Discuss and analyze characteristics, values, mores (norms) which influence human sexuality**

Objectives 2.1.1: Explore the physical, social and emotional changes that occur at puberty (Knowledge)  
Appreciate the stages of human development as they experience physical and emotional changes (Attitude)  
Practice various preventive measures to protect the body and avoid risky behaviours (Skill)

**Standard 2.2: Examine issues that affect their human sexuality**

Objectives 2.2.1: Explore the impact of harassment and bullying (Knowledge)  
Demonstrate their right to be protected and appreciated (Attitude)  
Apply/ Demonstrate refusal and advocacy skills to protect themselves and seek help in situations where they are abused (Skill)

**Standard 2.3: Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS**

Objectives 2.3.1: Explore the causes, prevention and treatment of HIV and AIDS (Knowledge)  
Appreciate the way their bodies function in preventing illnesses (Attitude)  
Practice various preventive measures to protect the body and avoid risky behaviours (Skill)  
Demonstrate ways to empathize with persons living with and affected by HIV and AIDS (Skill)

### **THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS)**

**SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity**

**Standard 3.1: Standard 3.1: Recognize the relationship between food choices and lifestyle diseases such as: Type 2 Diabetes, Hypertension and Heart Disease**

Objectives 3.1.1: Recognize the importance of nutrition and the role that foods play in the prevention of lifestyle diseases (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Apply decision making skills to make healthy lifestyle choices (Skill)

## OBJECTIVES FOR GRADE FIVE

### **THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS) CONT'D**

#### **SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity cont'd**

##### **Standard 3.2: Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices**

- Objective 3.2.1: Recognize The Bahamas Dietary Guidelines as an outline for healthy eating (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Apply decision-making skills to prepare healthy meals (Skill)

##### **Standard 3.3: Recognize the benefits of regular physical activity to achieving and maintaining good health**

- Objective 3.3.1: Recognize the importance and benefits of engaging in physical activity (Knowledge)  
Appreciate the way their body grows and functions (Attitude)  
Involve themselves in activities that promote a healthy lifestyle (Skill)

### **THEME 4: MANAGING THE ENVIRONMENT**

#### **SUB GOAL 4: Demonstrate lifestyle choices that are in harmony with the environment**

##### **Standard 4.1: Demonstrate knowledge of the environment and its impact on their health and well-being**

- Objectives 4.1.1 Analyze various natural disasters and their effects on personal and community health (Knowledge)  
Appreciate the environment in which people live, work and play (Attitude)  
Apply decision-making, advocacy and communication skills to promote environmental protection programmes (Skill)

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

**GRADE LEVEL:** Five (5)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.1:** Express an awareness of their uniqueness

**OBJECTIVES 1.1.1:** Recognize the gifts and talents that make individuals unique (Knowledge)  
Appreciate their unique talents and the gifts of others (Attitude)  
Demonstrate creative thinking; self- awareness and self-acceptance skills by using their gifts to help others (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal relationships and Cooperation;  
**Cognitive:** Decision-making, Critical and Creative thinking;  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Gifts are the natural talents, abilities, or qualities one possesses. All gifts come from God. All of them have a purpose.</p> <p>Some people have the gift of intelligence, performing or public speaking. Others have athletic abilities. Some individuals have the gift of a funny personality, while others are easygoing and wonderful to talk to.</p> <p>Every person has one kind of gift or another, which is important to his or her growth and development and building positive self-esteem.</p> <p>Individuals can use their gifts to make a difference in their homes, at school and in the community.</p> <p>Individuals can also develop their gifts by choosing to participate in activities that require their special abilities.</p>	<p><b>Level 1:</b> Design a poster representing the hobbies or things they enjoy doing.</p> <p><b>Level 2:</b> Design a personal brochure highlighting their talents and abilities.</p> <p><b>Level 3:</b> Create a journal highlighting their positive qualities.</p> <p><b>Levels 1 – 3:</b> Complete an Inventory Checklist to discover their gifts (talents).</p> <p>Design a class logo and motto representing positive qualities for the class to emulate.</p>	<p>Artistic expression</p> <p>Creative writing</p> <p>Inventory Checklist</p> <p>Journal writing</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Five (5) **THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.2:** Demonstrate respect for people and all things living.

**OBJECTIVES 1.2.1:** Recognize the importance of respecting individual differences (Knowledge)  
Distinguish appropriate behavior towards persons living with and affected by HIV and AIDS (PLWHA) (Attitude)  
Demonstrate appropriate skills to advocate for acceptance and inclusion of PLWHA (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal relationships and Cooperation  
**Cognitive:** Decision-making, Critical thinking and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>People living with or affected by HIV and AIDS (PLWHA) need acceptance, support and understanding, just as with any other life threatening illness.</p> <p>Always demonstrate appropriate behaviours when interacting with PLWHA.</p> <ul style="list-style-type: none"> <li>- Show compassion by being a friend to the person;</li> <li>- Remember, casual contact (a hug, a handshake, or a kiss on the cheek) poses no threat of infection to anyone.</li> <li>- Treat them as valuable human beings - as you would treat everyone else.</li> <li>- Practice healthy habits/ Universal Precaution to protect yourself and others.</li> <li>-- Do not discriminate against them or make them feel worse.</li> <li>- Do not blame anyone who has contracted HIV virus.</li> <li>- Never share information about a person's health status without their permission.</li> </ul>	<p><b><u>Level 1:</u></b> Design a poster to discourage discrimination against PLWHA.</p> <p><b><u>Level 2:</u></b> Research statistics on the status of HIV and AIDS in The Bahamas.</p> <p><b><u>Level 3:</u></b> Creative writing: Write a story about a person who is affected with an illness (Include appropriate and inappropriate behaviours).</p> <p><b><u>Level: 1 – 3:</u></b> Role-play scenes of appropriate and inappropriate behaviors toward PLWHA.</p> <p>Research HIV, AIDS and other related illnesses.</p>	<p>Discussions on HIV and AIDS.</p> <p>Role play</p> <p>Research</p> <p>Guest presenters from the HIV and AIDS Centre, AIDS Foundation and PLWHA</p> <p>Artistic expression</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Five (5) **THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.3:** Analyze the influences that impact personal development (family, friends, community, media, technology, etc).

**OBJECTIVES 1.3.1:** Recognize the important use of technology in their lives (Knowledge)  
Develop an appreciation for the role that technology plays in their overall development (Attitude)  
Apply decision-making, critical thinking and health-enhancing skills to make choices about their use of technology sources (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal relationships and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Technology is the application of tools and methods of applying technical knowledge.</p> <p>Technology has always impacted human life, but today's children live in a world in which technology is changing very quickly and affecting so many areas of their lives e.g. <b>Education:</b> computers, internet, TV, radio, video, CD and DVD players, etc <b>Communication:</b> cell phones, telephones, computers, text messages, iPods, etc. <b>Entertainment:</b> TV, radio, video, CD and DVD players, etc. <b>Family Living:</b> appliances, equipment, automobiles, etc.</p> <p>While no technology is good or bad in and of itself, every new technology poses moral choices. How technology is used can have a positive or negative effect on one's development.</p>	<p><b>Level 1:</b> Compile a list of new technologies they have experienced in their life time.</p> <p><b>Level 2:</b> Define technology and list forms of technology today.</p> <p><b>Level 3:</b> Conduct research to compare technology used today with the past.</p> <p><b>Levels 1 – 3:</b> Complete a technology time sheet - Calculate the total amount of time and the average amount of time they spend using various technologies.</p> <p>Demonstrate how to properly surf the internet, then have students do the same.</p>	<p>Brainstorming aspects of technology</p> <p>Demonstration</p> <p>Research</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment students' activities</p>

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

**GRADE LEVEL:** Five (5) **THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.3:** Analyze the influences that impact personal development (family, friends, community, media, technology, etc).

**OBJECTIVES 1.3.1:** Recognize the important use of technology in their lives (Knowledge)  
Develop an appreciation for the role that technology plays in their overall development (Attitude)  
Apply decision-making, critical thinking and health-enhancing skills to make choices about their use of technology sources (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal relationships and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Children need to make healthy decisions about whether to use these technologies in ways that will help them grow and develop into healthy, productive citizens</p> <p><b>Guidelines for Safe Use of Technology:</b></p> <ul style="list-style-type: none"> <li>- Balance the time spent in using technology with wholesome activities e.g. reading, gardening, sports, etc.</li> <li>- Exercise common sense to evaluate products advertized in the internet</li> <li>- Avoid talking to people who they don't know in chat rooms or on the internet</li> <li>- Use the internet for constructive purposes instead of surfing the net</li> <li>- Exercise precaution when viewing various technology devices e.g. imitating what athletes and super stars in magazines and on TV do. These actions can result in unhealthy behaviours and can harm the body.</li> <li>-Internet usage can expose you to identity theft, abductions, rape or death.</li> </ul>	<p><b>Level 1:</b> Compile a list of new technologies they have experienced in their life time.</p> <p><b>Level 2:</b> Define technology and list forms of technology today.</p> <p><b>Level 3:</b> Compare technology used today with the past.</p> <p><b>Levels 1 – 3:</b> Complete a technology time sheet - Calculate the total amount of time and the average amount of time they spend using various technologies.</p> <p>Demonstrate how to properly surf the internet, then have students do the same.</p>	<p>Brainstorming aspects of technology</p> <p>Demonstration</p> <p>Research</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment students' activities</p>

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

**GRADE LEVEL:** Five (5)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.4:** Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness

**OBJECTIVES 1.4.1:** Recognize the physical, social and emotional and intellectual dimensions of wellness (Knowledge)  
Develop good health habits that support wellness and promote a positive self-image (Attitude)  
Utilize the various sources of health information in their communities (Skill)

**LIFE SKILLS:**  
**Social:** Communication, Interpersonal relationships and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Wellness is defined as a state of good health (physical, social, emotional and intellectual development).</p> <p>As you get older, it becomes more important for you to take responsibility for your wellness. Practicing healthy habits contributes to wellness and promotes a positive self- image.</p> <p><b>Health habits that contribute to wellness:</b></p> <ul style="list-style-type: none"> <li>- Exercise regularly to keep the body fit</li> <li>- Eat healthy foods and drink water daily</li> <li>- Get at least eight to ten hours sleep every night</li> <li>- Keep your body, hair, nails and teeth clean</li> <li>- Visit the doctor and dentist for regular checkups</li> <li>- Wash your hands often, especially before eating and after using the restroom.</li> <li>- Wear safety gear to protect the body from injury</li> </ul> <p>There are community clinics and Government and Non Government Agencies that provide services and information to promote wellness.</p>	<p><b>Level 1:</b> Compile a list of the basic things they need to achieve.</p> <p><b>Level 2:</b> Design posters illustrating activities that promote wellness.</p> <p><b>Level 3:</b> Keep a daily log of the amount of sleep that you received each night and the amount of water or juice consumed daily (Mark the table each day). At the end of the week, evaluate the table to see if you have improved your health by changing your habits.</p> <p><b>Levels 1 – 3:</b> Demonstrate hand washing techniques.</p>	<p>Discussion on the importance of self-image.</p> <p>Research</p> <p>Cooperative learning</p> <p>Artistic expression</p> <p>Demonstration</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment students’ activities</p>

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

**GRADE LEVEL:** Five (5) **THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.5:** Demonstrate the ability to use knowledge, life skills and health-enhancing strategies to address risky behaviours.

**OBJECTIVES 1.5.1:** Recognize legal and illegal drugs (Knowledge)  
Respect rules regarding the use of drugs (Attitude)  
Apply decision-making skills to avoid harmful drugs (Skill)

**LIFE SKILLS:** **Social:** Communication, Cooperation and Interpersonal relationships  
**Cognitive:** Decision-making, Problem-solving, Critical thinking and Conflict resolution  
**Emotional/Coping:** Self-awareness, Self-acceptance, Healthy self-management and Coping with emotions

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Drugs cover substances such as medicine, cocaine, marijuana, heroin, ecstasy, tobacco and alcohol. Medicines are drugs that cause helpful changes in the body when used correctly.</p> <p>Illegal drugs contain various chemicals. Most give some sort of pleasure. The use of illegal drugs has serious effects on a person's life. These drugs can be habit forming or lead to addiction. Even legal drug such as alcohol and tobacco tend to be habit forming.</p> <p>Addiction is a constant need for something that leads to habitual use. Users of illegal drugs often become drug addicts.</p> <p><b>Reasons to refuse drugs:</b></p> <ul style="list-style-type: none"> <li>- Drugs are unhealthful and can harm your body</li> <li>- Use of drugs is against the law</li> <li>- Drugs destroy relationships with friends and family</li> </ul>	<p><b>Level 1:</b> Compile a list of illegal drugs.</p> <p><b>Level 2:</b> Research the most commonly abused drugs in The Bahamas.</p> <p><b>Level 3:</b> Research information (Type of drug and effects) on the following drugs: Tobacco Alcohol Heroin Ecstasy</p> <p><b>Level 1 – 3:</b> Create a poster portraying saying no to crime, drugs, alcohol or violence.</p>	<p>Discussion on drugs</p> <p>Research</p> <p>Guest presenters – representatives from The Bahamas National Drug Council, pastor, youth counsellor, reformed drug addict, etc.</p> <p>Cooperative learning</p> <p>Artistic expression</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students' interaction.</p> <p>Teacher assessment students' activities</p>

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

**GRADE LEVEL:** Five (5)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.5:** Demonstrate the ability to use knowledge, life skills and health enhancing strategies to address risky behaviours.

**OBJECTIVES 1.5.1:** Recognize legal and illegal drugs (Knowledge)  
Respect rules regarding the use of drugs (Attitude)  
Apply decision making skills to avoid harmful drugs (Skill)

**LIFE SKILLS:** **Social:** Communication, Cooperation and Interpersonal relationships  
**Cognitive:** Decision-making, Problem solving, Critical thinking and Conflict resolution  
**Emotional/Coping:** Self-awareness, Self-acceptance, Healthy self-management and Coping with emotions

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES						
<p><b>Reasons to refuse drugs cont'd:</b> - Drugs keep you from doing well in school and achieving your goals</p> <p>Refusing drugs is one of the most healthful decisions you can make. It helps you build self-respect. Saying no to drugs helps you keep your mind clear.</p> <p><b>How to avoid drug use and abuse:</b> Say no, and tell why not Repeat no and walk away Suggest something else to do Avoid pressure to use drugs, commit crime or violence Go to places where drugs are not used Have friends who don't do drugs If you have a problem, talk with your parents or other trusted adults</p>	<p><b>Grad Level 1 – 3 cont'd</b> Role play scenario of students reversing positive peer pressure to commit crime or take drugs.</p> <p>Complete a KWL Chart on Illegal Drugs.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">What Drugs We know</th> <th style="text-align: center;">What We want to Learn About Drugs</th> <th style="text-align: center;">What We Learned From Our Investigation</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> <td></td> </tr> </tbody> </table>	What Drugs We know	What We want to Learn About Drugs	What We Learned From Our Investigation				<p>Discussion on drugs</p> <p>Research</p> <p>Guest presenters – representatives from The Bahamas National Drug Council, pastor, youth counsellor, reformed drug addict, etc.</p> <p>Cooperative learning</p> <p>Artistic expression</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students' interaction.</p> <p>Teacher assessment students' activities</p>
What Drugs We know	What We want to Learn About Drugs	What We Learned From Our Investigation						

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

**GRADE LEVEL:** Five (5)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**).

**STANDARD 2.1:** Discuss and analyze the characteristics of human sexuality.

**OBJECTIVES 2.1.1:** Explore the physical, social and emotional changes that occur at puberty (Knowledge)  
Appreciate the stages of human development as they experience physical and emotional changes (Attitude)  
Practice various preventive measures to protect the body and avoid risky behaviours (Skill)

**LIFE SKILLS:**  
**Social:** Communication and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>All human beings grow and develop in a given sequence but at different rates.</p> <p><b>Puberty</b> is the period during adolescence when the body begins to develop and change. Puberty usually starts between ages 8 and 13 in girls and 10 and 15 in boys. Everyone begins puberty at his or her own pace.</p> <p>During puberty, male and female hormones are released into the blood stream. Hormones are chemicals that cause body growth and physical, emotional and mental changes.</p> <p><b>Physical Changes and Development:</b> Physical changes during puberty affect the way the body looks. These changes can be dramatic and disturbing</p> <ul style="list-style-type: none"> <li>- Oily skin/acne</li> <li>- Sudden growth</li> <li>- Sometimes clumsy</li> <li>- Increased perspiration and body odor</li> </ul>	<p><b>Level 1:</b> List the changes that occur in boys and girls during puberty.</p> <p><b>Level 2:</b> (a) Label where changes occur on male and female diagrams. (b) Create a personal checklist of the changes expected to occur as a result of puberty.</p> <p><b>Level 3:</b> (a) Create a Venn diagram that records the changes experienced by boys, by girls and by both. (b) Discuss why puberty begins at different times for each person.</p> <p><b>Levels 1 – 3:</b> (a) Design a bookmark to help kids learn more about puberty; (b) Create a “How to care for yourself” pamphlet.</p>	<p>Brainstorming</p> <p>Research</p> <p>Vocabulary building: puberty, emotion, mood, hygiene etc.</p> <p>Creative writing</p> <p>Guest presenters – representatives from the Department of Public Health, school nurse, health professional, etiquette consultant, etc.</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Five (5)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005).

**STANDARD 2.1:** Discuss and analyze the characteristics of human sexuality.

**OBJECTIVES 2.1.1:** Explore the physical, social and emotional changes that occur at puberty (Knowledge)  
Appreciate the stages of human development as they experience physical and emotional changes (Attitude)  
Practice various preventive measures to protect the body and avoid risky behaviours (Skill)

**LIFE SKILLS:**  
**Social:** Communication and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT		ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<b>Physical Changes in Boys</b>	<b>Physical Changes in Girls</b>	<p><b>Levels 1- 3 cont'd:</b> Develop a personal hygiene plan</p> <p>Write essay on the importance of good personal hygiene</p> <p>Make a book marker listing the physical and emotion changes boys/girls experience during puberty</p> <p>Write an essay on what students can do to maintain good hygiene and how girls can keep their bodies healthy during menstruation.</p>	<p>Brainstorming</p> <p>Research</p> <p>Vocabulary building: puberty, emotion, mood, hygiene etc.</p> <p>Creative writing</p> <p>Guest presenters – representatives from the Department of Public Health, school nurse, etiquette consultant, etc.</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>
<ul style="list-style-type: none"> <li>- Shoulders broaden</li> <li>- Muscles grow</li> <li>- Hair grows under arms, on arms, legs, chest and face; and around penis and testicles (pubic area)</li> <li>- Penis, testes and scrotum grow larger</li> <li>- Voice gets deeper</li> <li>- Wet dream</li> </ul>	<ul style="list-style-type: none"> <li>- Breasts develop</li> <li>- Hips broaden</li> <li>- Hair grows on pubic areas (under arms and around vulva and vagina)</li> <li>- Vagina, vulva and clitoris grow slightly</li> <li>- Vagina discharges white, sticky substance, the vagina's way of cleaning itself, which is normal</li> <li>- Menstruation begins</li> </ul>		
<p>Mental growth occurs as teens learn to examine consequences and plan for the future.</p> <p><b>Mental changes and development:</b></p> <ul style="list-style-type: none"> <li>- Attention span increases</li> <li>- Ability to think and solve problems</li> <li>- Develop new interests</li> </ul>			

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

**GRADE LEVEL:** Five (5)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**).

**STANDARD 2.1:** Discuss and analyze the characteristics of human sexuality.

**OBJECTIVES 2.1.1:** Explore the physical, social and emotional changes that occur at puberty (Knowledge)  
Appreciate the stages of human development as they experience physical and emotional changes (Attitude)  
Practice various preventive measures to protect the body and avoid risky behaviours (Skill)

**LIFE SKILLS:**  
**Social:** Communication **and** Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p><b>Emotional Changes and Development:</b></p> <ul style="list-style-type: none"> <li>- Self-consciousness about body changes</li> <li>- Mood swings from happiness to sadness</li> <li>- Developing friendships with the opposite sex</li> <li>- Awkwardness and shyness</li> </ul> <p>Emotional growth requires controlling and dealing with emotions appropriately. <b>(Review Grade, 4 Standard 2.1: <i>Ways to Respect Individual Differences</i>)</b></p> <p><b>Coping with Changes during Puberty:</b> Puberty begins at different times for different people. Being able to cope with the changes is important for a healthy body, mind and spirit.</p> <ul style="list-style-type: none"> <li>- Take care of your body and practice good personal hygiene e.g. Wash and dry the sexual organs thoroughly, use a deodorant or baking soda under arms to control odor, wash your hair at least every two weeks (boys more often)</li> <li>- Pursue and develop skills in activities that interest you</li> <li>- Engage in activities to manage stress e.g. reading, listening to music, volunteering or helping others, etc. <b>(Review Standards 1.4 <i>Healthy Habits Contributing to Wellness</i> for additional information)</b></li> </ul>	<p><b><u>Levels 1- 3 cont'd:</u></b> Make a chart that lists the results of practicing good hygiene versus poor personal hygiene.</p>	<p>Brainstorming</p> <p>Research</p> <p>Vocabulary building: puberty, emotion, mood, hygiene etc.</p> <p>Creative writing</p> <p>Guest presenters – representatives from the Department of Public Health, school nurse, etiquette consultant, etc.</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Five (5)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005).

**STANDARD 2.2:** Examine issues that affect their sexuality.

**OBJECTIVES 2.2.1:** Explore the impact of harassment and bullying (Knowledge)  
Demonstrate their right to be protected and appreciated (Attitude)  
Apply refusal and advocacy skills to protect themselves and seek help in situations where they are abused (Skill)

**LIFE SKILLS:** **Social:** Advocacy, Refusal, Negotiation, Communication, Interpersonal relationships and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Harassment is any form of repeated attention that is not wanted and affects your ability to do your schoolwork or to live your life peacefully.</p> <p>Harassment can be physical or verbal. It can occur in the form of bullying or sexual harassment.</p> <p>Bullying is the picking on people who are alone or who seem different in some way.</p> <p>Forms of Bullying are: Spreading rumors, excluding others, name calling, fighting, and threatening (verbal, text and email threats).</p> <p><b><u>Impact of harassment/bullying:</u></b></p> <ul style="list-style-type: none"> <li>- Change in behavior (withdrawn/ill-tempered)</li> <li>- Change in social life (not seeing friends or staying away from clubs)</li> <li>- Feeling of anger, hurt and fear</li> <li>- Eating disorder, depression and low self-esteem</li> <li>-Suicide</li> </ul>	<p><b><u>Level 1:</u></b> List things you can do to avoid getting into a fight with a bully.</p> <p><b><u>Level 2:</u></b> Create a pamphlet with tips for handling bullying.</p> <p><b><u>Level 3:</u></b> Create cartoon strips showing humorous comebacks that a person could use if he or she is called names or made fun of.</p> <p><b><u>Levels 1-3:</u></b> Evaluate/discuss (a) Acceptable social boundaries for their age group; (b) Scenarios demonstrating social interaction to determine appropriateness of same.</p> <p>Write and perform a rap song about bullying.</p> <p>Role- play examples of (a) sexual harassment; (b) bullying.</p>	<p>Brainstorming</p> <p>Role play</p> <p>Cooperative learning</p> <p>Oral presentation</p> <p>Creative writing</p> <p>Artistic expression</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Five (5)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005).

**STANDARD 2.3:** Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS

**OBJECTIVES 2.3.1:** Explore the causes, prevention and treatment of HIV and AIDS (Knowledge)  
Appreciate the way their bodies function in preventing illnesses (Attitude)  
Practice various preventive measures to protect the body and avoid risky behaviours (Skill)  
Demonstrate ways to empathize with persons living with and affected by HIV and AIDS (Skill)

**LIFE SKILLS:** **Social:** Interpersonal relationships, Cooperation and Negotiation/Refusal  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>HIV is a virus which stands for (Human Immune-deficiency Virus). When this virus attacks the immune system, it makes it weak and unable to protect against infections and diseases.</p> <p>HIV is different from most of the other communicable diseases because it is a STI and requires contact with body fluids such as blood, saliva, urine, etc. It has no cure, or vaccine to prevent it.</p> <p><b>Transmission of HIV:</b> HIV is carried by body fluids such as blood, semen, vaginal fluids and breast milk of an infected person. It is generally passed on through:</p> <ul style="list-style-type: none"> <li>- Unprotected sexual intercourse;</li> <li>- Blood transfusion / Sharing needles;</li> <li>- An infected woman to her baby during birth, or through breast-feeding</li> </ul>	<p><b>Level 1:</b> Define terms related to HIV and AIDS.</p> <p><b>Level 2:</b> Identify ways in which HIV can be (a) transmitted (b) not transmitted.</p> <p><b>Level 3:</b> Write an essay on how to care for friends and family members with HIV.</p> <p><b>Levels 1-3:</b> Game ‘How Risky Is It?’ (Students discuss and identify safe, cautious and risky behaviours for contracting HIV).</p> <p>In groups design a poster promoting tolerance towards PLWHA.</p>	<p>Brainstorming</p> <p>Research</p> <p>Game ‘How Risky Is It?’</p> <p>Oral presentations</p> <p>Artistic expression</p> <p>Guest Presenters – representatives from the Department of Public Health</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Five (5)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005).

**STANDARD 2.3:** Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS

**OBJECTIVES 2.3.1:** Explore the causes, prevention and treatment of HIV and AIDS (Knowledge)  
 Appreciate the way their bodies function in preventing illnesses (Attitude)  
 Practice various preventive measures to protect the body and avoid risky behaviours (Skill)  
 Demonstrate ways to empathize with persons living with and affected by HIV and AIDS (Skill)

**LIFE SKILLS:** **Social:** Interpersonal relationships, Cooperation and Negotiation/Refusal  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p><b>Non-transmission of HIV:</b>            The HIV virus does not pass through the air. You can not get it from being in the same room with an infected person.            You can not get it by touching or hugging, sharing pencils or hairbrushes or even food.            The HIV virus causes AIDS which stands for Acquired Immune Deficiency Syndrome. People with AIDS die from other diseases they get such as pneumonia and cancer.</p> <p><b>Prevention of HIV and AIDS:</b>            Make choices that keep you healthy            - Abstain from sex until you are an adult or married            - Never use drugs. They impair your judgment            - Have one faithful sexual partner</p>	<p><b>Levels 1 – 3 cont’d:</b>            Role-play (positive and negative responses to people affected with HIV).             Prepare a book marker on how to stop the spread of HIV             Discuss the difference between HIV and AIDS.             Practice protecting the body from harm by learning various preventive measures e.g. hand washing and cough etiquette (covering mouth and nose when coughing and sneezing).</p>	<p>Brainstorming            Research            Game ‘How Risky Is It?’            Oral presentations            Artistic expression            Guest Presenters from the National HIV and AIDS Programme            Cooperative learning            Tests and quizzes will be given when appropriate            Teacher observation of students’ interaction            Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Five (5)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005).

**STANDARD 2.3:** Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS

**OBJECTIVES 2.3.1:** Explore the causes, prevention and treatment of HIV and AIDS (Knowledge)  
 Appreciate the way their bodies function in preventing illnesses (Attitude)  
 Practice various preventive measures to protect the body and avoid risky behaviours (Skill)  
 Demonstrate ways to empathize with persons living with and affected by HIV and AIDS (Skill)

**LIFE SKILLS:** **Social:** Interpersonal relationships, Cooperation and Negotiation/Refusal  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p><b>Treatment of HIV and AIDS:</b>  <b>To date, there is no cure for HIV.</b>            Scientists have developed drugs to treat HIV infection. Drug treatment improves the survival time for patients.</p> <p><b>Caring for Persons Affected with HIV and AIDS</b>            - People who are HIV positive should be treated like everyone else, with respect and dignity.            - Get factual information about the disease.            - Show kindness, love and support for persons living with and affected by HIV and AIDS’            - Do not spread gossip or discriminate against them.</p>	<p><b>Levels 1 – 3 cont’d:</b>            Role-play (positive and negative responses to people affected with HIV)</p> <p>Make a book marker on how to stop the spread of HIV</p> <p>Discuss the difference between HIV and AIDS</p> <p>Practice protecting the body from harm by learning various preventive measures e.g. hand washing and cough etiquette (covering coughs and sneezing)</p>	<p>Brainstorming</p> <p>Research</p> <p>Game ‘How Risky Is It?’</p> <p>Oral presentations</p> <p>Artistic expression</p> <p>Guest Presenters from the National HIV and AIDS Programme</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Five (5) **THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.1:** Recognize the relationship between food choices and lifestyle diseases such as: Type 2 Diabetes, Hypertension and Heart Disease

**OBJECTIVE 3.1.1:** Recognize the importance of nutrition and the role that foods play in the prevention of lifestyle diseases (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Apply decision-making skills to make healthy lifestyle choices (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Negotiation and Refusal, Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Maintaining a healthy lifestyle involves balancing food intake with physical activity.</p> <p>Many diseases that lead to death are directly related to lifestyle choices e.g. poor eating or drinking habits, lack of exercise, drug use, etc.</p> <p>Persons who are overweight or obese (very fat) are at higher risk or more likely to develop life style diseases.</p> <p>Life style diseases such as heart disease, diabetes, hypertension (high blood pressure), cancer and AIDS are the leading causes of death in The Bahamas.</p> <p>These diseases can be prevented with better life style choices:</p> <ul style="list-style-type: none"> <li>- Practice healthy eating by making healthy food choices</li> <li>- Exercise regularly</li> <li>- Get enough sleep every night</li> <li>- Avoid using drugs such as alcohol, tobacco, marijuana, etc.</li> </ul>	<p><b>Level 1:</b> Identify some causes of life style diseases.</p> <p><b>Level 2:</b> Identify some common life style diseases in The Bahamas</p> <p><b>Level 3:</b> Explain the consequences to health by eating (a) healthy foods; (b) unhealthy foods.</p> <p><b>Levels 1 – 3:</b> Plan a healthy lunch meal for one of the followings: - Juvenile diabetic - HIV and AIDS patient</p> <p>Create a poster to help family members understand the importance of making healthy lifestyle choices.</p>	<p>Brainstorming</p> <p>Research</p> <p>Self-expression</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Creative Expression Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students' interaction.</p> <p>Teacher assessment of students' activities.</p>

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

**GRADE LEVEL:** Five (5) **THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.2:** Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices

**OBJECTIVE 3.2.1:** Recognize The Bahamas Dietary Guidelines as an outline for healthy eating (Knowledge)  
Appreciate eating healthy foods and snacks (Attitude)  
Apply decision making skills to prepare healthy meals (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Negotiation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Foods in the Food Guide Drum and Dietary Guidelines are grouped according to type.*</p> <p>Following the dietary guidelines will help individual stay healthy and reduce risk of chronic disease e.g. diabetes, heart disease and high blood pressure and obesity.</p> <p>Meals usually contain more than one type of food e.g. salads, sandwiches, pizza, etc. These are called combination foods.</p> <p><b>Tips for choosing combination meals:</b></p> <ul style="list-style-type: none"> <li>- When choosing combination foods, use the food guidelines to determine the food groups identified in each menu choice.</li> <li>- Examine the menu and determine if the selected foods are or include foods from a variety of food groups.</li> <li>- If necessary, revise menu choice to include foods from a variety of food groups.</li> </ul>	<p><b><u>Levels 1 – 3 cont’d:</u></b></p> <p>Research the causes and effects of the following lifestyle diseases:</p> <ul style="list-style-type: none"> <li>- Diabetes (level 1)</li> <li>- Heart disease (Level 2)</li> <li>- Cancer (Level 3)</li> </ul> <p>Create a healthy meal plan. Compare food choices based on nutrient content and value, calories and cost.</p> <p>Choose a combination meal from the menu of the school tuck shop, lunch vendors or food restaurant. Discuss whether the choices were healthy.</p>	<p>Brainstorming</p> <p>Research</p> <p>Self expression</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students’ interaction.</p> <p>Teacher assessment of students’ activities.</p>

**Review Garden-Based Learning Lessons to Promote Healthy Lifestyle Choices in The Bahamas Grade Five Nutrition Behind the Scene: Basic Nutrition Manual for Primary School Teachers**

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

**GRADE LEVEL:** Five (5) **THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.3:** Recognize the benefits of regular physical activity to achieving and maintaining good health.

**OBJECTIVE 3.3.1:** Recognize the importance and benefits of engaging in physical activity (Knowledge)  
Appreciate the way their body grows and functions (Attitude)  
Involve themselves in activities that promote a healthy lifestyle (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Negotiation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self- awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Daily physical activity is part of a healthy lifestyle. Regular physical activity helps to keep the body healthy.</p> <p><b>Benefits of regular physical activity:</b></p> <ul style="list-style-type: none"> <li>- Good posture and a leaner and attractive body</li> <li>- Stronger muscles and bones</li> <li>- Good self image/self worth</li> <li>- Increases endurance</li> <li>- Improves cardiovascular fitness and helps maintain a healthy weight</li> <li>- Reduces risks to contracting heart diseases and cancer</li> <li>- Helps lower blood pressure</li> <li>- Improves sleep and relaxation</li> </ul> <p>Children who are engaged in regular physical activities look and feel better. It also improves their cognitive development. (Children who balance physical activity with good health practices and learning, do better in school).</p>	<p><b>Level 1:</b> Compile of list of safety rules to follow when engaging in physical activities.</p> <p><b>Level 2:</b> Construct a graph of their favourite physical activities. Explain why these activities promote a healthy lifestyle.</p> <p><b>Level 3:</b> Debate the topic: Physical activity and exercise are essential to a healthy lifestyle.</p> <p><b>Levels 1 – 3:</b> Design an Activity Drum Guide of the physical activities that they can engage in everyday to stay healthy.</p> <p>Play games that promote physical fitness e.g. ‘Ring play, Hop scotch, Hoola hoop, etc.’</p>	<p>Brainstorming</p> <p>Games</p> <p>Debate</p> <p>Self-expression</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students’ interaction.</p> <p>Teacher assessment of students’ activities.</p>

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

**GRADE LEVEL:** Five (5) **THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.3:** Recognize the benefits of regular physical activity to achieving and maintaining good health.

**OBJECTIVE 3.3.1:** Recognize the importance and benefits of engaging in physical activity (Knowledge)  
Appreciate the way their body grows and functions (Attitude)  
Involve themselves in activities that promote a healthy lifestyle (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Negotiation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self- awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p><b>Areas of focus and recommended physical activity:</b></p> <ul style="list-style-type: none"> <li>- Improving flexibility</li> <li>- Cardiovascular fitness</li> <li>- Muscular strength</li> <li>- Endurance</li> </ul> <p><b>Tips for engaging in physical activities:</b></p> <ul style="list-style-type: none"> <li>- Determine what area of fitness you need to work on and plan your personal exercise programme</li> <li>- Keep safety in mind</li> <li>- Set goals for your fitness programme</li> <li>- Warm up before working out and cool off after workout.</li> </ul>	<p><b>Level 1:</b> Compile of list of safety rules to follow when engaging in physical activities.</p> <p><b>Level 2:</b> Construct a graph of their favourite physical activities. Explain why these activities promote a healthy lifestyle.</p> <p><b>Level 3:</b> Debate the topic: Physical activity and exercise are essential to a healthy lifestyle.</p> <p><b>Levels 1 – 3:</b> Design an Activity Drum Guide of the physical activities that they can engage in everyday to stay healthy.</p> <p>Play games that promote physical fitness e.g. ‘Ring play, Hop scotch, Hoola hoop, etc.’</p>	<p>Brainstorming</p> <p>Games</p> <p>Debate</p> <p>Self-expression</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities.</p>

**DEPARTMENT OF EDUCATION  
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM (GRADES 1 – 6)**

**GRADE LEVEL:** Five (5)

**THEME:** Managing the Environment

**SUB GOAL 4:** Demonstrate lifestyle choices that are in harmony with the environment

**STANDARD 4.1** Demonstrate knowledge of the environment and its impact on our health and well-being

**OBJECTIVES 4.1.1** Analyze various natural disasters and their effects on personal and community health (Knowledge)  
Appreciate the environment in which people live, work and play (Attitude)  
Apply decision-making, advocacy and communication skills to promote environmental protection programmes (Skill)

**LIFE SKILLS:** **Social Skills:** Cooperation, Advocacy and Communication  
**Cognitive Skills:** Decision-making, Creative and Critical thinking, Problem-solving and Goal-setting  
**Emotional/Coping Skills** Self-awareness and Healthy-self management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Any natural event that causes widespread injury, death and property damage is known as a natural disaster e.g. hurricane, storm, tornado, flood, earthquake, and Tsunami.</p> <p>Every year hurricanes, storms, tornadoes and floods occur in The Bahamas. Knowing what to do during these natural disasters could mean the difference between life and death.</p> <p>A hurricane is a storm that forms over tropical areas of oceans and can move inland. In a hurricane, rain is heavy, and winds blow greater than 75 miles per hour.</p> <p>A tropical storm also forms over tropical areas of oceans. Wind speeds vary between 40 and 75 miles per hour.</p> <p>A tornado is a violently rotating funnel-shaped column of air associated with a thunder storm. Signs such as dark greenish sky, large hail and a loud roar occur. Tornadoes can form quickly without warning.</p> <p>Hurricanes and thunder storms can cause major flooding especially in low-lying areas.</p>	<p><b>Level 1:</b> Identify the natural disasters that occur on their island.</p> <p><b>Level 2:</b> Describe natural disasters and their effects on families and communities.</p> <p><b>Level 3:</b> Identify agencies that respond to natural disasters.</p> <p><b>Levels 1 – 3:</b> Demonstrate the steps in basic first aid.</p> <p>Compile a list of the services or agencies available in the community responsible disaster preparedness</p> <p>Prepare a disaster preparedness kit for the family.</p>	<p>Brain Storming</p> <p>Guest Presenters from NEMA), ZNS, Department of Meteorology</p> <p>Research</p> <p>Self-expression</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

**DEPARTMENT OF EDUCATION  
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM (GRADES 1 – 6)**

**GRADE LEVEL:** Five (5) **THEME:** Managing the Environment

**SUB GOAL 4:** Demonstrate lifestyle choices that are in harmony with the environment

**STANDARD 4.1** Demonstrate knowledge of the environment and its impact on our health and well-being

**OBJECTIVES 4.1.1** Analyze various natural disasters and their effects on personal and community health (Knowledge)  
 Appreciate the environment in which people live, work and play (Attitude)  
 Apply decision-making, advocacy and communication skills to promote environmental protection programmes (Skill)

**LIFE SKILLS:** **Social Skills:** Cooperation, Advocacy and Communication  
**Cognitive Skills:** Decision-making, Creative and Critical thinking, Problem-solving and Goal-setting  
**Emotional/Coping Skills** Self-awareness and Healthy-self management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>In The Bahamas, the hurricane season runs from June through November.</p> <p>A <b>hurricane watch</b> means hurricane conditions are possible within 36 hours. A <b>hurricane warning</b> means hurricane conditions are expected within 24 hours.</p> <p><b>Safety During Hurricanes and Tropical Storms</b></p> <ul style="list-style-type: none"> <li>- If you live or visit hurricane prone areas, be sure to prepare an evacuation plan prior to watches or warnings.</li> <li>- If a hurricane watch or warning has been issued, bring indoors all outdoor items that could be blown by the wind.</li> <li>- If a hurricane warning has been issued, listen to the radio or television for evacuation instructions.</li> <li>- Close hurricane shutters or board windows from outside with plywood. If you do not have to evacuate, stay indoors and away from windows.</li> <li>- Persons who live in low-lying areas or near seas should go to a <b>Hurricane Shelter</b> identified in their community.</li> </ul>	<p><b>Levels 1 – 3:</b></p> <p>Invite Guest Presenters from the National Emergency Management Agency (NEMA), Royal Bahamas Defense Force, the Royal Bahamas Police Force, the Department of Meteorology, the Broadcasting Corporation of The Bahamas to talk about their role during natural disasters</p> <p>Role Play: Students will demonstrate various respond procedures to natural disasters.</p>	<p>Brain Storming</p> <p>Guest presenters from NEMA), ZNS, Department of Meteorology</p> <p>Research</p> <p>Self expression</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students’ interaction.</p> <p>Teacher assessment of students’ activities.</p>

**DEPARTMENT OF EDUCATION  
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM (GRADES 1 – 6)**

**GRADE LEVEL:** Five (5) **THEME:** Managing the Environment

**SUB GOAL 4:** Demonstrate lifestyle choices that are in harmony with the environment

**STANDARD 4.1** Demonstrate knowledge of the environment and its impact on our health and well-being

**OBJECTIVES 4.1.1** Analyze various natural disasters and their effects on personal and community health (Knowledge)  
 Appreciate the environment in which people live, work and play (Attitude)  
 Apply decision-making, advocacy and communication skills to promote environmental protection programmes (Skill)

**LIFE SKILLS:** **Social Skills:** Cooperation, Advocacy and Communication  
**Cognitive Skills:** Decision-making, Creative and Critical thinking, Problem-solving and Goal-setting  
**Emotional/Coping Skills** Self-awareness and Healthy-self management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>The National Emergency Management Agency (NEMA) is responsible for the overall management of natural disasters in The Bahamas. NEMA works with Government and Non- Government Agencies such as the Royal Bahamas Defense Force, the Royal Bahamas Police Force, the Department of Meteorology, the Broadcasting Corporation of The Bahamas and other media houses and The Bahamas Red Cross Society to manage natural disasters in The Bahamas</p> <p><b>Items Needed During Any Natural Disaster</b></p> <ul style="list-style-type: none"> <li>- Weather radio or other battery-powered radio or television</li> <li>- Battery-powered lights and flashlights</li> <li>- Candles, dry matches and extra batteries</li> <li>- A gallon of water per person for at least 3 days</li> <li>- Medicines family members might need</li> <li>- Blankets and / or sleeping bags</li> <li>- Soap, hygiene supplies and a first aid kit (It is important to check a first aid kit at least every three months to replace any items that were used.)</li> <li>- Canned or packaged foods that don't need to be refrigerated or cooked. – enough for several days, manual can opener, eating utensils</li> </ul>	<p><b>Levels 1 – 3:</b>            Invite Guest Presenters from the National Emergency Management Agency (NEMA), Royal Bahamas Defense Force, the Royal Bahamas Police Force, the Department of Meteorology, the Broadcasting Corporation of The Bahamas to talk about their role during natural disasters</p> <p>Role Play: Students will demonstrate response procedures to natural disasters.</p>	<p>Brain Storming</p> <p>Guest presenters from NEMA), ZNS, Department of Meteorology</p> <p>Research</p> <p>Self-expression</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students' interaction.</p> <p>Teacher assessment of students' activities.</p>

**PRIMARY HEALTH AND FAMILY LIFE  
EDUCATION  
CURRICULUM GUIDELINES  
GRADE 6  
SCOPE OF WORK**

	<b>PAGE</b>
<b>OBJECTIVES FOR GRADE SIX</b>	<b>64</b>
<b>THEME ONE: SELF AND INTERPERSONAL RELATIONSHIPS</b>	<b>67</b>
<b>THEME TWO: SEXUALITY AND SEXUAL HEALTH</b>	<b>75</b>
<b>THEME THREE: NUTRITION AND PHYSICAL ACTIVITY</b>	<b>83</b>
<b>THEME FOUR: MANAGING THE ENVIRONMENT</b>	<b>88</b>

**Key for Student Activities:**

Level 1: Basic

Level 2: Intermediate

Level 3: Advanced

**Reference:** Health and Family Life Education Regional Framework for Ages 9 – 14, Working Draft Versions 1.1, CARICOM, UNICEF and EDC, 2005

## OBJECTIVES FOR GRADE SIX

### **THEME 1: SELF AND INTERPERSONAL RELATIONSHIPS**

#### **SUB GOAL 1 Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices**

##### **Standard 1.1 Express an awareness of their uniqueness**

- Objectives 1.1.1 Recognize the value of self- worth, self-esteem and self- respect in decision making (Knowledge)  
Appreciate their talents and gifts (Attitude)  
Apply decision-making, self- awareness and self-acceptance skills to set realistic goals (Skill)

##### **Standard 1.2: Demonstrate respect for people and all things living**

- Objectives 1.2.1 Recognize the importance of respecting individual differences (Knowledge)  
Appreciate older members of society as valuable contributors of wisdom and experiences (Attitude)  
Advocate for acceptance and inclusion people of all ages and circumstance (Skill)

##### **Standard 1.3: Analyze the influences that impact personal development (media, peers, family, community, etc.)**

- Objectives 1.3.1 Examine the influence of family, friends, community, media and technology on health decisions (Knowledge)  
Appreciate the value of family, friends, community, media and technology to their health and well-being (Attitude)  
Apply decision-making and critical thinking skills to process and select health information, products and service (Skill)

##### **Standard 1.4: Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness**

- Objectives 1.4.1 Recognize the sources of health information, health care products and services in their communities (Knowledge)  
Analyze health care products and determine how to make healthful consumer decisions(Knowledge)  
Develop good health habits that support wellness (Attitude)  
Utilize the various sources of health information in their communities (Skill)

##### **Standard 1.5: Identify behaviors (appropriate and inappropriate) and analyze the impact on the individual, family and community (values)**

- Objectives 1.5.1 Evaluate risky behaviours related to drug use, violence and crime that negatively impact self, family and community (Knowledge)  
Appreciate laws and regulations that promote personal health and well-being (Attitude)  
Apply decision-making skills to prevent and control risky behaviours (Skill)

## OBJECTIVES FOR GRADE SIX

### **THEME 2: SEXUALITY AND SEXUAL HEALTH**

**SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005)**

**Standard 2.1:** Discuss and analyze characteristics, values, mores (norms) which influence human sexuality

Objectives 2.1.1 Examine the physical, social and emotional changes that occur at puberty (Knowledge)  
Accept the physical and emotional changes of human development (Attitude)  
Practice various preventive measures to protect the body and avoid risky behaviours (Skill)

**Standard 2.2:** Examine issues that affect their human sexuality

Objectives 2.2.1 Analyze the issues related to their sexual health and well-being (Knowledge)  
Accept personal responsibility for their safety (Attitude)  
Apply decision-making skills to make healthy lifestyle choices (Skill)

**Standard 2.3:** Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS

Objectives 2.3.1 Analyze risky behaviours and consequences that may arise through sexual involvement (Knowledge)  
Accept personal responsibility for their safety (Attitude)  
Apply decision-making and healthy self-management skills to protect their bodies and avoid risky behaviours (Skill)

### **THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS)**

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity

**Standard 3.1** Recognize the relationship between food choices and lifestyle diseases such as: Type 2 Diabetes, Hypertension and Heart Disease

Objective 3.1.1 Explore the influences that affect eating patterns (Knowledge)  
Develop positive attitudes about eating healthy foods (Attitude)  
Apply decision-making skills to make healthy food choices (Skill)

## OBJECTIVES FOR GRADE SIX

### **THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS) CONT'D**

**Standard 3.2:** Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices

Objective 3.2.1 Analyze personal food choices and their relationship to The Bahamas Dietary Guidelines (Knowledge)  
Demonstrate responsibility for improving eating habits (Attitude)  
Apply The Bahamas Dietary Guidelines to prepare balanced meals (Skill)

**Standard 3.3:** Recognize the benefits of regular physical activity to achieving and maintaining good health

Objective 3.3.1 Recognize the influences that impact body image (Knowledge)  
Respect differences in people's body shapes and sizes (Attitude)  
Apply decision-making skills to promote a healthy lifestyle (Skill)

### **THEME 4: MANAGING THE ENVIRONMENT**

**SUB GOAL 4:** Demonstrate lifestyle choices that are in harmony with the environment

**Standard 4.1** Demonstrate knowledge of the environment and its impact on their health and well-being

Objectives 4.1.1: Recognize the importance of the natural environment to our health and well-being (Knowledge)  
Appreciate the environment in which people live, work and play (Attitude)  
Apply decision-making, advocacy and communication skills to promote environmental protection programmes (Skill)

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

**GRADE LEVEL:** Six (6)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices

**STANDARD 1.1:** Express an awareness of their uniqueness

**OBJECTIVES 1.1.1** Recognize the value of self- worth, self-esteem and self- respect in decision making (Knowledge)  
Appreciate their talents and gifts (Attitude)  
Apply decision-making, self- awareness and self-acceptance skills to set realistic goals (Skill)

**LIFE SKILLS:**  
**Social:** Communication, Interpersonal relationships and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>As your body changes, so do feelings, goals and ideas. The way you feel about yourself affects how you make decisions and set goals.</p> <p><b>Making Decisions and Setting Goals</b></p> <p>It is important to develop a plan of realistic goals now for your future as you grow and develop.</p> <p>Planning for the future will give you an advantage in life.</p> <ul style="list-style-type: none"> <li>- It will help you build yourself up instead of running yourself down (<b>building self-esteem</b>)</li> <li>- It will help you face yourself and your problems with courage, instead of trying to escape by using drugs, or engaging in violence. (<b>building self-worth</b>)</li> <li>- It will help you value yourself as a <b>person (building self-respect)</b></li> </ul>	<p><b>Level 1:</b> Create a self-portrait puzzle</p> <p><b>Levels 2:</b> Complete a checklist of strengths and limitations</p> <p><b>Level 3:</b> Using the check list (Level 2), identify three persons who have helped/encouraged them improve their strengths and overcome their limitations</p> <p><b>Levels 1 – 3:</b> Discussion on growth and development (physical, emotional and social)</p> <p>Role play scenarios demonstrating positive self-esteem, self-worth and self-respect</p>	<p>Artistic expression</p> <p>Creative writing</p> <p>Inventory checklist</p> <p>Cooperative learning</p> <p>Role play</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Six (6)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices

**STANDARD 1.1:** Express an awareness of their uniqueness

**OBJECTIVES 1.1.1** Recognize the value of self- worth, self-esteem and self- respect in decision making (Knowledge)  
Appreciate their talents and gifts (Attitude)  
Apply decision-making, self- awareness and self-acceptance skills to set realistic goals (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal relationships and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>It is helpful to identify your strengths and limitations (weaknesses). Accepting yourself with all your strengths and limitations, will help you set realistic goals for your future.</p> <p>Taking healthful risks increases your self-respect and boosts self-confidence and self-esteem e.g. learning a new skill, entering a contest performing in front of an audience, etc.</p> <p>An important part of growing and learning is following the directions of other people who are older and wiser.</p>	<p><b>Levels 1 – 3:</b> Set a goal for an area of their life that they would like to achieve e.g. become the class valedictorian, an honour roll student, a member of a track team or band, make new friends, etc. Write an action plan to help them achieve it.</p>	<p>Artistic expression</p> <p>Creative writing</p> <p>Inventory checklist</p> <p>Cooperative learning</p> <p>Role play</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Six (6) **THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.2:** Demonstrate respect for people and all things living.

**OBJECTIVES 1.2.1** Recognize the importance of respecting individual differences (Knowledge)  
Appreciate older members of society as valuable contributors of wisdom and experiences (Attitude)  
Advocate for acceptance and inclusion people of all ages and circumstance (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal relationships and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Aging is a part of the natural cycle of life. (<b>Review Grade 4, Standard 2.1: <i>the Human Life Cycle</i></b>).</p> <p>As people age, they may have to adjust to physical limitations (hearing loss, paralysis, blindness), mental dysfunction or social adjustment (loneliness, empty nest).</p> <p>People are worthy of love, care and respect no matter what their age or condition of health.</p> <p>Society can provide support and services for individuals as their physical, mental and emotional abilities decline with age.</p> <ul style="list-style-type: none"> <li>- Family members can provide support as caregiver, friend, adoption, etc.</li> <li>- Children and teens can find opportunities to become involved in the lives of older adults e.g. volunteering at senior citizens homes or daycare, advocating for enforcement and changes to laws that protect the rights of senior citizens.</li> </ul>	<p><b><u>Level 1:</u></b> Design a poster to discourage discrimination against older adults.</p> <p><b><u>Level 2:</u></b> Discuss ways in which older members of society influence their lives e.g. what they do and how they live.</p> <p><b><u>Level 3:</u></b> Collect newspaper and magazine articles about accomplishments of older adults and arrange them on a bulletin board for National Heroes Day (Discovery Day).</p> <p><b><u>Levels 1 – 3:</u></b> Compile a list of the programmes and services that are available for older adults in their community e.g. Adopt a Grandparent or Senior Citizen. Encourage students to share the information with older adults or family members who may not be familiar with them.</p>	<p>Brainstorm</p> <p>Research</p> <p>Cooperative learning</p> <p>Artistic expression</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Six (6) **THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.2:** Demonstrate respect for people and all things living.

**OBJECTIVES 1.2.1** Recognize the importance of respecting individual differences (Knowledge)  
Appreciate older members of society as valuable contributors of wisdom and experiences (Attitude)  
Advocate for acceptance and inclusion people of all ages and circumstance (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal relationships and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>- Older adults and children can make valuable contribution to each other’s lives. Teens gain knowledge and skills about life and insights into problems; Older people receive mental and social stimulation, help with tasks and a sense of security and purpose.</p>	<p><b><u>Level 1:</u></b> Design a poster to discourage discrimination against older adults.</p> <p><b><u>Level 2:</u></b> Discuss ways in which older members of society influence their lives e.g. what they do and how they live.</p> <p><b><u>Level 3:</u></b> Collect newspaper and magazine articles about accomplishments of older adults and arrange them on a bulletin board for National Heroes Day (Discovery Day).</p> <p><b><u>Levels 1 – 3:</u></b> Compile a list of the programmes and services that are available for older adults in their community e.g. Adopt a Grandparent or Senior Citizen. Encourage students to share the information with older adults or family members who may not be familiar with them.</p>	<p>Brainstorm</p> <p>Research</p> <p>Cooperative learning</p> <p>Artistic expression</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Six (6) **THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.3:** Analyze the influences that impact personal development (family, friends, community, media, technology, etc).

**OBJECTIVES 1.3.1** Examine the influence of family, friends, community, media and technology on health decisions (Knowledge)  
Appreciate the value of family, friends, community, media and technology to their health and well-being (Attitude)  
Apply decision-making and critical thinking skills to process and select health information, products and service (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal relationships and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Family relations, friends and the community influence physical, emotional, social and intellectual development and the decisions individuals make about their health and well-being.</p> <p>The media and technological advances also influence the way people live, what they eat and wear and how they spend their resources (time and money).</p> <p>Being aware of technological resources such as nutritional and health care products, exercise buffs, medicines, OTC drugs, etc. can help to improve our overall health and the choices we make.</p> <p>Having knowledge about health information, products and services, can reduce our reliance on tactics used by various types of media.</p>	<p><b><u>Levels 1 – 3:</u></b> Brainstorm how the following influence their health decisions: - Family members - Friends (peers) - Media</p> <p><b><u>Level 1:</u></b> Compile a list of health products advised in the newspaper, radio, TV and Internet.</p> <p><b><u>Level 2:</u></b> Conduct a survey on the availability of health products advertized in the local media.</p> <p><b><u>Level 3:</u></b> Research various scientific (hi-tech) resources that impact wellness, e.g. blood pressure instruments, digital scales, thermometers, etc.</p>	<p>Brainstorming</p> <p>Research</p> <p>Cooperative learning</p> <p>Survey</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Six (6) **THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.4:** Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness

**OBJECTIVES 1.4.1** Recognize the sources of health information, health-care products and services in their communities (Knowledge)  
 Analysis health-care products and determine how to make healthful consumer decisions (Knowledge)  
 Develop good health habits that support wellness (Attitude)  
 Utilize the various sources of health information in their communities (Skill)

**LIFE SKILLS:** **Social:** Communication, Interpersonal relationships and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Wellness is defined as a state of good health (physical, social, emotional and intellectual development).</p> <p>Practicing healthy habits contribute to wellness and promote a positive self- image. <b>(Review Grade 5, Standard 1.4: <i>Health habits that contribute to wellness</i>)</b></p> <p>Products (hair and skin care) and services (doctor visits and dental check ups) are important in maintaining good health.</p> <p>When you decide to buy a health product, you must decide whether it has quality and is right for your needs. Carefully choosing hair and skin care products can help you avoid wasting money.</p> <p>Deciding which health products are best for you can sometimes be difficult. Using the steps <b>for Making Responsible Decisions</b> can help you make good choices that are right for your body.</p>	<p><b>Level 1:</b> Compile a list of health-care products that people use for personal health.</p> <p><b>Level 2:</b> Choose health-care products and explain why they choose the products.</p> <p><b>Level 3:</b> Examine the labels of health-care products for quality, purpose, price, etc.</p> <p><b>Levels 1 - 3:</b>            Role play scenarios in which students apply steps in making responsible decisions.</p>	<p>Brainstorming on health care products.</p> <p>Research</p> <p>Cooperative learning</p> <p>Artistic expression</p> <p>Field trips to pharmacy or food store.</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment students' activities</p>

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

**GRADE LEVEL:** Six (6)

**THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.4:** Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness

**OBJECTIVES 1.4.1** Recognize the sources of health information, health-care products and services in their communities (Knowledge)  
 Analysis health-care products and determine how to make healthful consumer decisions (Knowledge)  
 Develop good health habits that support wellness (Attitude)  
 Utilize the various sources of health information in their communities (Skill)

**LIFE SKILLS:**  
**Social:** Communication, Interpersonal relationships and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p><b>Steps for Making Responsible Decisions Using the SODA Decision Making Model</b></p> <ol style="list-style-type: none"> <li>1. <b>S</b>top: Stop and state the problem.</li> <li>2. <b>O</b>ptions: consider the options of choices and consequences of those choices.</li> <li>3. <b>D</b>ecide: Decide and choose the best solution.</li> <li>4. <b>A</b>ct: Act on your decision.</li> </ol> <p><b>Choosing Health Care Products:</b></p> <ul style="list-style-type: none"> <li>- Identify your needs</li> <li>- Examine the label to see if the product meets your needs</li> <li>- Compare products to see which offer is better for value</li> <li>- If necessary, get information about the product from consumer groups, parents, or health care professional.</li> <li>- Read the advertisement carefully, to identify any tricks the ad uses to persuade you to buy the product.</li> </ul>	<p><b>Level 1:</b> Compile a list of health-care products that people use for personal health.</p> <p><b>Level 2:</b> Choose health-care products and explain why they choose the products.</p> <p><b>Level 3:</b> Examine the labels of health-care products for quality, purpose, price, etc.</p> <p><b>Levels 1 - 3:</b>            Role play scenarios in which students apply steps in making responsible decisions.</p>	<p>Brainstorming on health care products.</p> <p>Research</p> <p>Cooperative learning</p> <p>Artistic expression</p> <p>Field trips to pharmacy or food store.</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment students' activities</p>

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

**GRADE LEVEL:** Six (6) **THEME:** Self and Interpersonal Relationships

**SUB GOAL 1:** Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

**STANDARD 1.5:** Demonstrate the ability to use knowledge, life skills and health-enhancing strategies to address risky behaviours.

**OBJECTIVES 1.5.1** Evaluate risky behaviours related to drug use, violence and crime that negatively impact self, family and community (Knowledge)  
Appreciate laws and regulations that promote personal health and well-being (Attitude)  
Apply decision-making skills to prevent and control risky behaviours (Skill)

**LIFE SKILLS:** **Social:** Communication, Cooperation and Interpersonal relationships  
**Cognitive:** Decision-making, Problem-solving, Critical thinking and Conflict resolution  
**Emotional/Coping:** Self-awareness, Self-acceptance, Healthy self-management and Coping with emotions

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Drugs, crime and violence are behaviors that negatively impact self, family and the community. (<b>Review the content on drugs, violence and crime for grades four and five, Standard 1.5).</b>)</p> <p><b>Combating Negative Behaviours</b></p> <ul style="list-style-type: none"> <li>- Emphasize Prevention – “The first drug is the worst drug.” The object is to avoid the onset of an undesirable circumstance.</li> <li>- Actively participate in positive programmes in school and community.</li> <li>- Practice good family relations and communications</li> <li>- Avoid intimate relationships with persons involved in drug use, crime or violence.</li> <li>- Do not allow peer pressure to lure you to engage in these behaviours.</li> <li>- Inform an adult if you are aware of friends or classmates engaging in risky behaviours.</li> </ul>	<p><b>Level 1:</b> Create “Just Say No” cards that list same ways to say no to drugs and how to avoid in engaging in crime and violence.</p> <p><b>Level 2:</b> Role play scenarios demonstrating appropriate and inappropriate behaviors.</p> <p><b>Level 3:</b> Create raps, slogans, and poems on drug prevention, crime and violence.</p> <p><b>Levels 1-3:</b> Students engage in Fun Day, Special assemblies and enrichment activities designed by The Bahamas National Drug Council.</p>	<p>Guest Presenters from The Bahamas National Drug Council, Adolescent Health Unit, Royal Bahamas police Force, etc.</p> <p>Cooperative learning</p> <p>Artistic expression</p> <p>Role play to demonstrate appropriate and inappropriate behaviours.</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Six (6)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**).

**STANDARD 2.1:** Discuss and analyze the characteristics of human sexuality.

**OBJECTIVES 2.1.1** Examine the physical, social and emotional changes that occur at puberty (Knowledge)  
Accept the physical and emotional changes of human development (Attitude)  
Practice various preventive measures to protect the body and avoid risky behaviours (Skill)

**LIFE SKILLS:** **Social:** Advocacy, Communication and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>In order to understand what sex is all about and how pregnancy occurs, it is important to know the functions of the male and female reproductive systems.</p> <p><b>Male Reproductive System</b> The male sex organ is the <b>penis</b>. Behind the penis is the <b>scrotum</b>, which is a skin sac that holds the two testicles (also known as testes) that make <b>sperm</b> and the male hormone, <b>testosterone</b>.</p> <p>Once a young man starts puberty, his body is able to make sperm. From this point on, he is able to get a female pregnant. The sperm are made in the <b>testes</b> (testicles). The testes also produce the male hormone, <b>testosterone</b>.</p> <p>After sperm are made, they travel through tubes in the <b>epididymis</b>, where they mature and are stored. If the sperm are not ejaculated from the body, they will be reabsorbed. During sexual arousal, the sperm travel through the <b>vas deferens</b> to the <b>prostate</b>, where <b>fluid</b> is added. The fluid plus sperm makes up semen.</p>	<p><b>Level 1:</b> Define vocabulary words from the lesson</p> <p><b>Level 2:</b> List the parts and functions of the male and female reproduction systems</p> <p><b>Level 3:</b> Outline the process leading to pregnancy (conception)</p> <p><b>Levels 1 – 3:</b> (a) Design a bookmark to help students learn more about pregnancy prevention; (b) Create a “How to care for yourself” pamphlet.</p>	<p>Brainstorming</p> <p>Research</p> <p>Oral presentation</p> <p>Creative writing</p> <p>Word search of key terms</p> <p>Guest speaker – nurse or health professional /Etiquette consultant.</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Six (6)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**).

**STANDARD 2.1:** Discuss and analyze the characteristics of human sexuality.

**OBJECTIVES 2.1.1** Examine the physical, social and emotional changes that occur at puberty (Knowledge)  
Accept the physical and emotional changes of human development (Attitude)  
Practice various preventive measures to protect the body and avoid risky behaviours (Skill)

**LIFE SKILLS:**  
**Social:** Advocacy, Communication and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Ejaculation is when this semen comes out of the penis through the <b>urethra</b> during sexual activity. Only semen (no urine) is released during ejaculation. When a man becomes aroused, the penis fills with blood and stiffens. This is known as an erection. During puberty, young men begin an erection while they sleep and release semen. This often called a wet dream. The clinical name is Nocturnal Emission.</p> <p><b>Female Reproductive System</b> The female reproductive system contains a uterus, ovaries, fallopian tubes, cervix, Clitoris, labia and vagina.</p> <p>The <b>ovaries</b> produce eggs and hormones called <b>estrogen</b> and <b>progesterone</b>. The <b>fallopian tubes</b> are connected to the uterus. The fallopian tubes pick up the eggs produced by the ovaries.</p>	<p><b>Levels 1 – 3 cont’d:</b> Compile a budget on the cost of baby care (include the care of the mother before and after birth, doctor’s visits, clothes, food, baby sitting, etc.).</p> <p>Class Debate: (a) Are teens ready to be parents? Why or why not? (b) What solutions do you suggest to reduce the number of teen pregnancies?</p> <p>Review steps for Personal care during puberty (<b>Grade 5, Standard 2.1</b>).</p> <p>Write an essay on your thoughts about the changes your body will go through as you mature.</p>	<p>Brainstorming</p> <p>Research</p> <p>Oral presentation</p> <p>Creative writing</p> <p>Word search of key terms</p> <p>Guest speaker – nurse or health professional /Etiquette consultant.</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Six (6)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**).

**STANDARD 2.1:** Discuss and analyze the characteristics of human sexuality.

**OBJECTIVES 2.1.1** Examine the physical, social and emotional changes that occur at puberty (Knowledge)  
Accept the physical and emotional changes of human development (Attitude)  
Practice various preventive measures to protect the body and avoid risky behaviours (Skill)

**LIFE SKILLS:**  
**Social:** Advocacy, Communication and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self- awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>The <b>uterus</b> is a thick muscle and houses the baby before birth. The <b>cervix</b> is at the base of the uterus. Its job is to hold the baby inside the uterus until the baby’s birth. The clitoris is located in front of the urethral opening and contains sensitive nerve endings. The labia are the skin folds around the urethral and vaginal openings The <b>vagina</b> is the tubular opening from the uterus to outside the body through which the baby travels when it is born. The vagina is also where sperm from the penis are deposited during sexual intercourse.</p> <p>At puberty, the ovaries begin to release eggs and menstruation (monthly periods) starts. The uterus builds up its lining with extra blood and tissue to provide protection for a fertilized egg to grow into a healthy baby.</p> <p>If a sperm from the male does not fertilize the egg, it passes through the vagina along with the extra blood and tissue from the uterus as a menstruation period, which usually lasts from 5 to 7 days.</p>	<p><b>Levels 1 – 3 cont’d:</b> Write a list of the persons you can talk with when you have concerns about your body changes. Choose one of those persons that you think is best for this purpose and tell why you choose that person.</p>	<p>Brainstorming Research Oral presentation Creative writing Word search of key terms Guest speaker – nurse or health professional /Etiquette consultant. Tests and quizzes will be given when appropriate. Teacher observation of students’ interaction Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Six (6)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**).

**STANDARD 2.2:** Examine issues that affect their sexuality.

**OBJECTIVES 2.2.1** Analyze the issues related to their sexual health and well-being (Knowledge)  
Accept personal responsibility for their safety (Attitude)  
Apply decision-making skills to make healthy lifestyle choices (Skill)

**LIFE SKILLS:** **Social:** Advocacy, Refusal, Negotiation, Communication, Interpersonal relationships and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self- awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Child Exploitation involves taking advantage of a child. It is a form of abuse and is against the law. <b>Article 36 of the UN Convention on the Rights of the Child</b> provides protection from any kind of exploitation to everyone under 18 years.</p> <p>Two forms of exploitation are: Pornography and Social Networking.</p> <p><b>Pornography</b> is any visual depiction (photographs, films, videos, pictures, computer generated images or pictures) made or produced to exploit an individual in sexual acts or in a lewd manner.</p> <p><b>Impact of Pornography</b></p> <ul style="list-style-type: none"> <li>- Child prostitution</li> <li>- Early exposure to sexual activity</li> <li>- Abnormal views of sex</li> <li>- Little trust for adults</li> <li>- Suicidal behaviors</li> <li>- Loss of focus/withdrawn, low self-esteem and feelings of worthlessness</li> </ul>	<p><b>Level 1:</b> Create a slogan, bumper sticker or flyer to demonstrate awareness about exploitation and pornography.</p> <p><b>Level 2:</b> Survey students in the class to find out the amount of time surfing the internet.</p> <p><b>Level 3:</b> Conduct research on the Laws of The Bahamas regarding exploitation and pornography.</p> <p><b>Levels 1 – 3:</b> Define terms related to abuse e.g. incest, rape, molestation, sexual abuse.</p>	<p>Brainstorming</p> <p>Artistic expression</p> <p>Small group presentation</p> <p>Research</p> <p>Guest presenter from the Department of Social Services, Adolescent Health Services, School Nurse, Lawyer.</p> <p>Scenarios</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Six (6)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**).

**STANDARD 2.2:** Examine issues that affect their sexuality.

**OBJECTIVES 2.2.1** Analyze the issues related to their sexual health and well-being (Knowledge)  
Accept personal responsibility for their safety (Attitude)  
Apply decision-making skills to make healthy lifestyle choices (Skill)

**LIFE SKILLS:** **Social:** Advocacy, Refusal, Negotiation, Communication, Interpersonal relationships and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self- awareness and Self-acceptance

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p><b>Social Media</b> Social Networking: is an online community of people with common interest who use internet applications to help connect friends, business partners, or other individuals to communicate, share information and resources with each other.</p> <p>Social Networking Sites: Twitter, Face book , U-Tube and <b>My Space</b></p> <p><b>Impact of Social Networking:</b></p> <p><b>Positive Impact</b> The internet can be used for fun, education, research, chat rooms, message boards, email, listening to music, playing games, and watching movies.</p> <p><b>Negative Impact</b> - Socially dysfunctional beings e.g. Individuals are unable to relate to the world beyond their keyboard - Exposure to violence, hate sites, pornography, online predators. - Diminished family values and traditions - Limited physical activity</p>	<p><b>Level 1-3 cont'd:</b> Demonstrate how to properly surf the internet, then have students do the same.</p> <p>Identify the benefits/ advantages and dangers/disadvantages of internet use</p>	<p>Brainstorming</p> <p>Artistic expression</p> <p>Small group presentation</p> <p>Research</p> <p>Guest presenter from the Department of Social Services, Adolescent Health Services, School Nurse, Lawyer.</p> <p>Scenarios</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students' interaction.</p> <p>Teacher assessment of students' activities.</p>

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

**GRADE LEVEL:** Six (6)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**).

**STANDARD 2.2:** Examine issues that affect their sexuality.

**OBJECTIVES 2.2.1** Analyze the issues related to their sexual health and well-being (Knowledge)  
Accept personal responsibility for their safety (Attitude)  
Apply decision-making skills to make healthy lifestyle choices (Skill)

**LIFE SKILLS:** **Social:** Advocacy, Refusal, Negotiation, Communication, Interpersonal relationships and Cooperation  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self- awareness and Self-acceptance

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p><b>Rules for On-Line Safety</b></p> <ul style="list-style-type: none"> <li>- Talk with an adult or family member to set guidelines for social networking</li> <li>- Do not provide personal information e.g. address, telephone number, pictures, etc.</li> <li>- If you find any information on-line that makes you feel uncomfortable, tell an adult family member right away</li> </ul>	<p><b>Level 1-3 cont'd:</b> Demonstrate how to properly surf the internet, then have students do the same.</p> <p>Identify the benefits/ advantages and dangers/disadvantages of internet use</p>	<p>Brainstorming</p> <p>Artistic expression</p> <p>Small group presentation</p> <p>Research</p> <p>Guest presenter from the Department of Social Services, Adolescent Health Services, School Nurse, Lawyer.</p> <p>Scenarios</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Six (6)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**).

**STANDARD 2.3:** Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS.

**OBJECTIVES 2.3.1** Analyze risky behaviours and consequences that may arise through sexual involvement (Knowledge)  
Accept personal responsibility for their safety (Attitude)  
Apply decision-making and healthy self-management skills to protect their bodies and avoid risky behaviours (Skill)

**LIFE SKILLS:**  
**Social:** Interpersonal relationships, Cooperation and Negotiation/Refusal  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self- awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Adolescence (the teenage years) is a time of change. The body and the mind are maturing. This is a normal part of growing up.</p> <p><b>Risk Behaviours in Adolescents:</b> Risky behaviours include use of or experimenting with things such as alcohol, smoking, drugs, violence, and sex.</p> <p><b>Consequences of Risky Behaviours:</b> Risky behaviours lead to serious consequences. - Addiction and dependency: Drugs and alcohol can inhibit a person’s ability to make good choices and people who normally would not engage in risky activities, end up doing so while under the influence - Promiscuity - Exposure to Sexually Transmitted Infections (STIs) including HIV - Exposure to risk of cancer of the cervix from having sex at an early age - Being pregnant or getting a female pregnant</p>	<p><b>Level 1:</b> List the reasons why students should abstain from risky behaviours.</p> <p><b>Level 2:</b> Make a list of all the things you want to do with your life that are good reasons for refusing to take part in risky behaviours.</p> <p><b>Level 3:</b> Interview a parent or adult family member about what the parent or guardian wants or expects for their child in terms of their future. The students can consider the responses in setting some goals and plans for their own future.</p>	<p>Oral Presentations</p> <p>Artistic Expression</p> <p>Class discussion (risky and safe behaviors)</p> <p>Brainstorming (Ways to help children in special homes living with HIV)</p> <p>Guest Presenter</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Six (6)

**THEME:** Sexuality and Sexual Health

**SUB GOAL 2:** Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**).

**STANDARD 2.3:** Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS.

**OBJECTIVES 2.3.1** Analyze risky behaviours and consequences that may arise through sexual involvement (Knowledge)  
Accept personal responsibility for their safety (Attitude)  
Apply decision-making and healthy self-management skills to protect their bodies and avoid risky behaviours (Skill)

**LIFE SKILLS:**  
**Social:** Interpersonal relationships, Cooperation and Negotiation/Refusal  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self- awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p><b>Consequences of Risky Behaviours cont'd:</b></p> <ul style="list-style-type: none"> <li>- Accident and injury</li> <li>- Confusing sex with love</li> <li>- Can develop strong attachments to persons who are exploiting (using) them</li> <li>- Can be distracted from pursuing goals e.g. higher education, careers, etc.</li> <li>- Mental illness</li> </ul> <p><b>Safe/Positive Behaviours:</b></p> <ul style="list-style-type: none"> <li>- Being connected with God, your family, school, church and the community helps build your skills and self-confidence.</li> <li>- Develop strong spiritual life/ relationship with God and relationship with parents or positive peers and adults</li> <li>- Be a positive influence on those around you by making good choices</li> <li>- Form friendships with others who share your values and who want the best for you</li> <li>- Engage in wholesome activities —music, sports, dance, drama, computers, and clubs</li> <li>- Identify your special talents and areas of interest and use your family, friends and teachers to help you achieve them</li> </ul>	<p><b>Levels 1-3:</b> Discuss and identify the decisions that they make daily which affect their health and well-being.</p>	<p>Oral Presentations</p> <p>Artistic Expression</p> <p>Class discussion (risky and safe behaviors)</p> <p>Brainstorming (Ways to help children in special homes living with HIV)</p> <p>Guest Presenter</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Six (6)

**THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.1:** Recognize the relationship between food choices and lifestyle diseases such as: Type 2 Diabetes, Hypertension and Heart Disease

**OBJECTIVES 3.1.1** Explore the influences that affect eating patterns (Knowledge)  
Develop positive attitudes about eating healthy foods (Attitude)  
Apply decision-making skills to make healthy food choices (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Negotiation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self- awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>One of the basic human needs is food. Food is important to life.</p> <p>The kind of foods eaten and their nutritional value have direct effect on one's health and well being. Therefore, it is important to eat healthy foods.</p> <p>Food choices are influenced by the following factors:</p> <ul style="list-style-type: none"> <li>- Location (Where people live)</li> <li>- Cultural patterns and social interaction: (traditions festivals, homecomings, family gatherings, )</li> <li>- Eating habits (bingeing, overeating, hunger)</li> <li>- Accessibility (Income, purchasing power)</li> <li>- Availability (local production, imports)</li> <li>- Advertisements</li> <li>- Food preparation (Fried, baked, jerked, boiled)</li> </ul> <p>No one food gives all the nutrients that the body needs to stay healthy, so it is best to eat a variety of different foods everyday.</p> <p>The foods that make up the daily food requirement should be low in fat and high in vitamins, minerals and fiber.</p>	<p><b>Level 1:</b> Identify the factors that influence an individual's food choices.</p> <p><b>Level 2:</b> Trace the changes in values and influences that affect food choices in their family.</p> <p><b>Level 3:</b> Identify foods from different cultures and investigate how these items are prepared.</p> <p><b>Levels 1 – 3:</b> Debate which jobs in the community are most important to food security (production and availability).</p>	<p>Brainstorming</p> <p>Research</p> <p>Nutrient Analysis worksheet</p> <p>Debate</p> <p>Resource (school nurse, Representative from the Department of Public Health)</p> <p>Class survey</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Six (6) **THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.1:** Recognize the relationship between food choices and lifestyle diseases such as: Type 2 Diabetes, Hypertension and Heart Disease

**OBJECTIVES 3.1.1** Explore the influences that affect eating patterns (Knowledge)  
Develop positive attitudes about eating healthy foods (Attitude)  
Apply decision-making skills to make healthy food choices (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Negotiation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self- awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>The foods that should be consumed in very small amounts are foods that are high in fat, sugar and sodium (salt)</p> <p>Review Drumming Your Way to Good Health Nutrition Grade 5</p> <p><b>* Dietary tips for children and adolescents</b></p> <ul style="list-style-type: none"> <li>- Eat lots of different foods every day to be healthy. Fruits are healthy and tasty snacks which provide vitamins, minerals and fiber</li> <li>- Don't skip meals, especially breakfast; it can lead to overeating. Skipping breakfast can also cause a lack of concentration for school work.</li> <li>- Drink water daily</li> <li>- Share food with family and friends</li> </ul>	<p><b><u>Levels 1-3 cont'd:</u></b></p> <p>Investigate whether the food stores in the community provide a variety of foods that promote healthy choices and meet the needs of individuals (babies/toddlers, school age children, diabetics, etc).</p> <p><b>** Complete a Nutrient Analysis worksheet. In the first column, students will record the names of food items provided, in the second column list the nutrients in the food, and in the last column, state how the nutrient is helpful to their bodies.</b></p>	<p>Research</p> <p>Nutrient Analysis worksheet</p> <p>Debate</p> <p>Resource (school nurse, Representative from the Department of Public Health</p> <p>Class survey</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

\* **The Top Ten Dietary tips for Children and Adolescents (Department of Public)**

\*\* **Nutrition Behind the Scene: Basic Nutrition Manual for Primary School Teachers**

**DEPARTMENT OF EDUCATION  
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM (GRADES 1 – 6)**

**GRADE LEVEL:** Six (6) **THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.2:** Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices.

**OBJECTIVES 3.2.1** Analyze personal food choices and their relationship to The Bahamas Dietary Guidelines (Knowledge)  
Demonstrate responsibility for improving eating habits (Attitude)  
Apply The Bahamas Dietary Guidelines to prepare balanced meals (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Negotiation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self- awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>* The <b>Food Dietary Guidelines</b> is used to help people make food choices and engage in physical activities that promote good health and prevent diseases.</p> <p><b>Tips for preparing and consuming healthy foods</b></p> <ul style="list-style-type: none"> <li>- Use the Food Guide Drum to choose healthy foods and eat balanced meals everyday.</li> <li>- Make starchy vegetables, peas and beans part of the diet.</li> <li>- Choose a variety of fruits and vegetables everyday.</li> <li>- Limit the amount of high fat and greasy foods. To help achieve this, extra fat and skin on meat products should be trimmed and low fat cooking methods such as baking, roasting and broiling should be chosen.</li> <li>- Foods eaten should include: the correct serving from the food groups (a serving is the standard amount that is listed for each food and is used to help give advice about how much to eat or to identify how many calories and nutrients are in the food).</li> </ul> <p>Explain the nutritional needs of individuals based on age, sex, activity level and state of health.</p>	<p><b>Level 1:</b> Conduct a class survey of students’ eating habits i.e. foods and snacks consumed during break and lunch; (b) Use the Food Guide Drum to recommend healthy food choices</p> <p><b>Level 2:</b> Examine a fast-food menu and assess the nutritional value of the choices using the Food Guide Drum.</p> <p><b>Level 3:</b> Using the Food Guide Drum, analyze and evaluate the contents of a meal prepared at home. Propose alternative menus for the family.</p>	<p>Brainstorming</p> <p>Research</p> <p>Self-expression</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Survey</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

\* **Nutrition Behind the Scene: Basic Nutrition Manual for Primary School Teachers**

**DEPARTMENT OF EDUCATION  
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM (GRADES 1 – 6)**

**GRADE LEVEL:** Six (6) **THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate healthy food choices and engage in regular physical activity.

**STANDARD 3.3:** Recognize the benefits of regular physical activity to achieving and maintaining good health

**OBJECTIVES 3.3.1** Recognize the influences that impact body image (Knowledge)  
Respect differences in people’s body shapes and sizes (Attitude)  
Apply decision-making skills to promote a healthy lifestyle (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Negotiation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Human beings are made up of different shapes and sizes. Body image includes the way people see themselves as well as the way they believe others view them.</p> <p>During adolescence, children become more concerned about their appearance. (Review puberty in Theme II Sexuality and Sexual Health)</p> <p><b>Factors that influence body image</b></p> <ul style="list-style-type: none"> <li>- Self-esteem and self-acceptance: Feeling good about self promotes a positive self-image.</li> <li>- Social pressures: People try to change their appearance to become popular or to look like others</li> <li>- Cultural beliefs and practices: Body size (In some cultures, being fat is unhealthy, whereas people from other cultures believe the opposite), physical appearance, hair, skin colour, etc.</li> <li>- The media often promotes ‘the perfect body’ in advertisements, magazines, on TV, etc.</li> <li>- The pressure to conform with society’s rules and norms can increase a person’s health risk</li> </ul>	<p><b>Level 1:</b> Identify the factors that influence body image.</p> <p><b>Level 2:</b> Explain the importance of having a positive body image. List some actions to enhance to body image.</p> <p><b>Level 3:</b> Write a letter to a friend or classmate who might be concerned about his/her appearance, advising them of actions to enhance their body image.</p> <p><b>Level 1 – 3:</b> Create their own list of positive message about enhancing body image.</p>	<p>Brainstorming</p> <p>Research</p> <p>Self-expression</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

**DEPARTMENT OF EDUCATION  
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM (GRADES 1 – 6)**

**GRADE LEVEL:** Six (6) **THEME:** Nutrition and Physical Activity

**SUB GOAL 3:** Demonstrate and healthy food choices and engage in regular physical activity.

**STANDARD 3.3:** Recognize the benefits of regular physical activity to achieving and maintaining good health

**OBJECTIVES 3.3.1** Recognize the influences that impact body image (Knowledge)  
Respect differences in people’s body shapes and sizes (Attitude)  
Apply decision-making skills to promote a healthy lifestyle (Skill)

**LIFE SKILLS:** **Social:** Cooperation, Negotiation, Refusal and Advocacy  
**Cognitive:** Decision-making, Critical and Creative thinking  
**Emotional/Coping:** Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>People who need to change their bodies for health reasons, can use healthy, positive ways to improve themselves (<b>Review the Benefits of regular physical activity, Grade 5, Standard 3.3</b>)</p> <p><b>Steps to Building a Positive Body Image</b></p> <ul style="list-style-type: none"> <li>- Accept one’s self – don’t try to look like a model or someone else</li> <li>- Accept others as they are and respect their differences.</li> <li>- Understand that it is normal for your body to change as you grow and develop.</li> <li>- Make the changes you can e.g. being neat and clean always, eating healthy foods, engaging in regular physical activity, reading books and resources enhance your spiritual and intellectual development, develop good friendships, etc.</li> </ul>	<p><b>Level 1:</b> Identify the factors that influence body image</p> <p><b>Level 2:</b> Explain the importance of having a positive body image. List some actions to enhance to body image</p> <p><b>Level 3:</b> Write a letter to a friend or classmate who might be concerned about his/her appearance, advising them of actions to enhance their body image</p> <p><b>Level 1 – 3:</b> Create their own list of positive message about enhancing body image</p>	<p>Brainstorming</p> <p>Research</p> <p>Self-expression</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

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

**GRADE LEVEL:** Six (6)

**THEME:** Managing the Environment

**SUB GOAL 4:** Demonstrate lifestyle choices that are in harmony with the environment.

**Standard 4.1:** Demonstrate knowledge of the environment and its impact on our health and well-being

**OBJECTIVE 4.1.1:** Recognize the importance of the natural environment to our health and well-being (Knowledge)  
Appreciate the environment in which people live, work and play (Attitude)  
Apply decision-making, advocacy and communication skills to promote environmental protection programmes (Skill)

**LIFE SKILLS:** **Social Skills:** Cooperation, Advocacy and Communication  
**Cognitive Skills:** Decision-making, Creative and Critical thinking, Problem-solving and Goal-setting  
**Emotional/Coping Skills** Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>The natural environment is made up of resources that people need to maintain good health. These include: clean water, fresh air, animals, trees, plants, adequate and safe shelter, nutritious food, physical activity and exercise.</p> <p>Clean water is important for drinking, bathing and performing daily chores.</p> <p>Air is essential for life and good health.</p> <p>Animals provide various sources of food, clothing, shelter and companionship.</p> <p>Trees and plants – provide food, homes and shade for people and animals and give off oxygen that helps them breathe.</p> <p>Some resources are renewable – they replace themselves naturally. Some resources are non-renewable – once they are used up they cannot be replaced.</p>	<p><b>Level 1:</b> List the resources in the natural environment that are essential to our health and well-being.</p> <p><b>Level 2:</b> Describe the benefits of the resources in the natural environment to our health and well-being.</p> <p><b>Level 3:</b> Research the various natural resources in The Bahamas (a) their importance, (b) benefits.</p> <p><b>Level 1:</b> Identify renewable and non-renewable resources.</p> <p><b>Level 2:</b> Describe how renewable and non-renewable resources are produced and sustained.</p> <p><b>Level 3:</b> Research policies and laws in The Bahamas that govern / protect natural resources.</p>	<p>Brainstorming</p> <p>Research</p> <p>Vocabulary</p> <p>Guest presenters from environmental health agencies</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Six (6)

**THEME:** Managing the Environment

**SUB GOAL 4:** Demonstrate lifestyle choices that are in harmony with the environment.

**Standard 4.1:** Demonstrate knowledge of the environment and its impact on our health and well-being

**OBJECTIVE 4.1.1:** Recognize the importance of the natural environment to our health and well-being (Knowledge)  
Appreciate the environment in which people live, work and play (Attitude)  
Apply decision-making, advocacy and communication skills to promote environmental protection programmes (Skill)

**LIFE SKILLS:** **Social Skills:** Cooperation, Advocacy and Communication  
**Cognitive Skills:** Decision-making, Creative and Critical thinking, Problem-solving and Goal-setting  
**Emotional/Coping Skills** Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p><b><u>Renewable resources:</u></b> Renewable resources are part of nature and form our eco-systems (living and non-living organisms). Renewable resources include: oxygen, water, forests, plants, fruits, vegetables and animals. These resources are renewable as long as they are monitored, protected and conserved.</p> <p>Renewable resources are endangered by industrial development (agriculture, large scale fishing, mining and manufacture) and growth (population expansion, migration, buildings and road construction).</p> <p>Renewable resources must be used carefully so that they can renew themselves</p> <p><b><u>Non-renewable resources:</u></b> A non-renewable resource is a natural resource which cannot be produced, grown or generated; once depleted there is no more available for future needs.</p> <p>Non-renewable resources include: fossil fuel e.g. coal, natural gas and petroleum (crude oil); minerals e.g. copper.</p>	<p><b><u>Levels 1 – 3:</u></b> Invite guest presenters from the Department of Environmental Health, The Bahamas National Trust and other environmental agencies to talk about the importance of the environment.</p> <p>Research alternative sources for manufactured products e.g. building supplies, household products, energy (electricity, solar energy, etc.)</p>	<p>Brainstorming</p> <p>Research</p> <p>Vocabulary</p> <p>Guest presenters from environmental health agencies</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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

**GRADE LEVEL:** Six (6) **THEME:** Managing the Environment

**SUB GOAL 4:** Demonstrate lifestyle choices that are in harmony with the environment.

**Standard 4.1:** Demonstrate knowledge of the environment and its impact on our health and well-being

**OBJECTIVE 4.1.1:** Recognize the importance of the natural environment to our health and well-being (Knowledge)  
Appreciate the environment in which people live, work and play (Attitude)  
Apply decision-making, advocacy and communication skills to promote environmental protection programmes (Skill)

**LIFE SKILLS:** **Social Skills:** Cooperation, Advocacy and Communication  
**Cognitive Skills:** Decision-making, Creative and Critical thinking, Problem-solving and Goal-setting  
**Emotional/Coping Skills** Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p><b><u>Non-renewable resources cont'd:</u></b> Natural resources such as coal, petroleum and natural gas take thousands of years to form naturally and cannot be replaced/reproduced as fast as they are being consumed.</p> <p><b>Preservation of renewable and non-renewal resources:</b> Production of alternative sources for human consumption, industrial development and growth Implementation of policies and laws to protect renewal and non-renewal resources e.g. reduction in overfishing of the ocean, deforestation, etc.</p>	<p><b><u>Levels 1 – 3:</u></b> Invite guest presenters from the Department of Environmental Health, The Bahamas National Trust and other environmental agencies to talk about the importance of the environment.</p> <p>Research alternative sources for manufactured products e.g. building supplies, household products, energy (electricity, solar energy, etc.)</p>	<p>Brainstorming</p> <p>Research</p> <p>Vocabulary</p> <p>Guest presenters from environmental health agencies</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>