



**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.

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- Mrs. Joycelyn Pinder, Education Officer, Department of Education, Resource Person
- Mrs. Sandy Edwards, Education Officer, Department of Education, Resource Person

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## **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**

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**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

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**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>
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**LIFE SKILLS:** **Social:** Communication, Negotiation/Refusal skills and Cooperation  
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<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>		

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HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

**GRADE LEVEL:** Four (4)

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**LIFE SKILLS:** **Social:** Communication, Negotiation/Refusal skills and Cooperation  
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<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												
<p>All human beings experience a series of growth stages during their lifetime (birth to old age).</p> <p><b>Stages in the Human Life Cycle</b></p> <table border="1"> <thead> <tr> <th>Growth Stage</th> <th>Age</th> <th>Characteristics</th> </tr> </thead> <tbody> <tr> <td>Prenatal</td> <td>Nine months before birth to birth</td> <td>- Most rapid growth period taking place inside the mother's body. - Development of all body parts, tissues, organs and systems needed for life support</td> </tr> <tr> <td>Infancy</td> <td>Birth until two years</td> <td>- Body becomes bigger and stronger (changes from an infant to a toddler)</td> </tr> <tr> <td>Childhood (toddler to school age years)</td> <td>three years to ten years</td> <td>- Mastery of skills and independence - Learning and getting ready for school</td> </tr> </tbody> </table>			Growth Stage	Age	Characteristics	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	<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>
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**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)  
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**LIFE SKILLS:** **Social:** Interpersonal relationships, Cooperation, Communication and Empathy  
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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>

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**LIFE SKILLS:** **Social:** Refusal, Advocacy, Communication, Interpersonal relationships and Cooperation  
**Cognitive:** Decision-making, Critical thinking, Creative thinking  
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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.            - <b>Vitamin A</b> prevents infection, keeps the eyes moist and the hair and skin shiny            - <b>Vitamin C</b> prevents infection, keeps the skin healthy and heals wounds. It also helps the body absorb iron.            - <b>Vitamin D</b> keeps bones and teeth strong. This vitamin is also produced by the sun.            - <b>Vitamin E</b> slows down cell damage            - <b>Vitamin K</b> controls blood clotting</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>

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HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

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**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><u>Level 1:</u></b> Explain the difference between food servings and portion size.</p> <p><b><u>Level 2:</u></b> Explain why it is important to control portion size.</p> <p><b><u>Level 3:</u></b> Conduct a survey of the portion size served by the school lunch programme.</p> <p><b><u>Levels 1 – 3:</u></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**

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**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>

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**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>

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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>

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

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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**

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**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  
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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: Ways to Respect Individual Differences)</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 Healthy Habits Contributing to Wellness 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>

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 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)

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**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>

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HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

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**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>

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HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM (GRADES 1 – 6)**

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**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>

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HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM (GRADES 1 – 6)**

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**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**

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**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

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**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>Level 1:</b> Design a poster to discourage discrimination against older adults.</p> <p><b>Level 2:</b> Discuss ways in which older members of society influence their lives e.g. what they do and how they live.</p> <p><b>Level 3:</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>Levels 1 – 3:</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

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**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>

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**LIFE SKILLS:**  
**Social:** Advocacy, Communication and Cooperation  
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**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>

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**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)  
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**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>

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**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>

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HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

**GRADE LEVEL:** Six (6)

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**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**

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**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)  
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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>

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**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>

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**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>

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**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)  
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**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>

# **APPENDICES**

## APPENDIX I

### RESOURCES

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

*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

*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)

*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:**

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

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

*Teaching HIV and AIDS in Primary School*

*Garden-Based Learning Lessons to Promote Healthy Lifestyle Choices in The Bahamas Grade Four; Copyright 2011, Nassau, The Bahamas*

*Garden-Based Learning Lessons to Promote Healthy Lifestyle Choices in The Bahamas Grade Five, Copyright 2011, Nassau, The Bahamas*

*Nutrition Behind the Scene: Basic Nutrition Manual for Primary School Teachers, Copyright 2011, Nassau, The Bahamas*

*Compulsory Standards for Healthy School Lunch*

*Compulsory Standards for Healthy Snacks in Tuck Shops*

*Preserving Our Heritage Language Arts: An Integrated Approach Level 1: Part 1, Ministry of Education, The Bahamas*

*Preserving Our Heritage Language Arts: An Integrated Approach Level 2: Part 1, Ministry of Education, The Bahamas*

*Preserving Our Heritage Language Arts: An Integrated Approach Level 2: Part 2, Ministry of Education, The Bahamas*

*Preserving Our Heritage Language Arts: An Integrated Approach Level 3: Part 1, Ministry of Education, The Bahamas*

*The Bahamas Telephone Directory White Pages, Nassau, The Bahamas*

### **VIDEOS / DVDS:**

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

*Always Changing Co Ed DVD, Procter and Gamble Inc.*

*Keeping the Promise, Ministry of Health HIV and AIDS Programme*

## **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, 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>

<u>BAHAMAS</u>	<u>JAMAICA</u>	<u>ST. LUCIA</u>	<u>QUEBEC, CANADA</u>	<u>BARBADOS</u>
<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	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.  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.
<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

<u>BAHAMAS</u>	<u>JAMAICA</u>	<u>ST. LUCIA</u>	<u>QUEBEC, CANADA</u>	<u>BARBADOS</u>
<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.</p> <p>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>

