



COMMONWEALTH OF THE BAHAMAS

**THE MINISTRY OF EDUCATION
AND TECHNICAL AND VOCATIONAL TRAINING**

CURRICULUM AND INSTRUCTION DIVISION

**HEALTH & FAMILY LIFE SENIOR HIGH
NATIONAL PACING GUIDE**

2024 – 2025

GRADES 10 - 12



**HUMANITIES
SECTION**

INTRODUCTION:

The National Pacing Guide for Health and Family Life Education (HFLE) promotes a standardized approach to implementing the curriculum. It aims to identify the topics to be taught at each grade level, show the order in which they should be presented and provide a guide on how much time should be spent on a particular topic. Students transferring from one public school to another should not be disadvantaged by the move, since each school should be following the topics as laid out in the guide. This document also identifies suggested objectives and sample activities of assessment for each lesson to assist teachers with planning for purposeful instruction, particularly when schooling is interrupted due to natural disasters, pandemics, etc.

IMPORTANT NOTE:

The National Pacing Guide does not take the place of The National Curriculum Documents. Both of these documents should be used in tandem with each other.

NEW ADJUSTMENTS TO THE GUIDE:

Each year, the pacing guide is refreshed based on national developments, global awareness, teachers' feedback and the completion of new curriculum documents. This year is no exception. Surveys and Focus Groups were held during the months of February – May to garner feedback and suggestions from teachers on the pacing guide. Additionally, a dedicated core group of teachers were instrumental in the revision and restructuring of topics, guided by existing knowledge, new pedagogic strategies and the vision and core values of Health and Family Life Education in The Bahamas. This year we are also intentional with integrated instruction. Health and Family Life Education is taught using a thematic approach. Six (6) themes guide this document adapted from the four (4) thematic areas of CARICOM Regional Standard for Health and Family Life Education. A resource bank was created in Microsoft Teams to help teachers with the delivery and knowledge of content.

The **Health and Family Life Education** curriculum is divided into six (6) themes. While each theme is represented at each grade level, the time spent on a theme may differ slightly. The first four to five weeks at each grade level will focus on theme one. The next three weeks will focus on theme two. Another four to five weeks will cover theme three. Theme four will span four to six weeks. Theme five from two to five weeks and theme six from three to five weeks.

1. Self and Intrapersonal Skills

This theme focuses on helping students develop self-awareness, self-esteem, emotional intelligence, decision-making skills, and resilience. It encourages personal growth and the ability to manage emotions effectively. In the Bahamian context, self and intrapersonal skills are critical for developing students into confident, responsible citizens. The curriculum emphasizes teaching students self-regulation, emotional management, and critical thinking, aligning with national priorities to nurture well-rounded individuals. The Ministry's mission is to "provide all persons in The Bahamas with the knowledge, skills, and attitudes required for full participation in the development of self, community, and nation." Developing self and intrapersonal skills aligns directly with this mission by fostering personal development and emotional well-being. **CARICOM** emphasizes the importance of building self-awareness and emotional management skills to empower individuals to make healthy, informed choices. The self and intrapersonal skills theme aligns with CARICOM's goal of equipping young people with the tools for personal development and mental health. **Sustainable Development Goals (SDGs):** This theme supports **SDG 3 (Good Health and Well-being)** and **SDG 4 (Quality Education)** by promoting mental health, well-being, and life skills that prepare students for a sustainable future.

2. Planning and Responsible Development

This theme addresses the importance of goal setting, financial literacy, time management, and making responsible decisions that contribute to personal growth and societal development. This theme encourages students to set realistic goals, manage their resources wisely, and make responsible decisions, particularly in areas related to career planning and financial management. It promotes lifelong learning and the importance of personal responsibility. This theme is closely related to the Ministry's goal of fostering individuals who can contribute to the nation's growth and sustainability. By teaching planning and responsible development, students are empowered to become proactive and self-sufficient adults. **CARICOM** emphasizes preparing students for responsible adulthood, including teaching them skills related to planning, resource management, and critical decision-making to ensure they contribute positively to their communities. **Sustainable Development Goals (SDGs):** This theme connects to **SDG 8 (Decent Work and Economic Growth)** and **SDG 4 (Quality Education)**, as it promotes financial literacy, personal development, and responsible citizenship, which are essential for economic empowerment and sustainable development.

3. Health, Nutrition and Wellness

This theme focuses on teaching students the importance of maintaining good physical health, balanced nutrition, mental well-being, and healthy lifestyles to prevent diseases and promote wellness. Health, nutrition, and wellness are central to The Bahamas, particularly in addressing local health challenges such as obesity, diabetes, and hypertension. Students learn about the benefits of a balanced diet, physical activity, and mental well-being to combat the nation's rising health issues. Promoting health and wellness aligns with the Ministry's mission to provide comprehensive education that enhances the well-being of students, enabling them to be physically and mentally prepared to contribute to national development. **CARICOM** underscores the significance of health education, with a focus on preventing lifestyle-related diseases through nutrition education and promoting wellness habits that are critical for personal and community health. **Sustainable Development Goals (SDGs):** This theme aligns with **SDG 3 (Good Health and Well-being)** and **SDG 2 (Zero Hunger)** by promoting healthy lifestyles, good nutrition, and disease prevention. It also addresses local health priorities in The Bahamas, contributing to national and regional health goals.

4. Family and Interpersonal Relationships

This theme explores the dynamics of family roles, the importance of interpersonal communication, conflict resolution, and the building of positive relationships within the family and society. Family structures and interpersonal relationships are key components of Bahamian society. This theme aims to teach students about the roles and responsibilities within a family, as well as the importance of healthy communication, respect, and cooperation, contributing to stronger family units and communities. The Ministry's vision emphasizes the development of positive citizens. By focusing on family and interpersonal relationships, the theme promotes respect, collaboration, and strong social connections, supporting a more cohesive Bahamian society. **CARICOM** advocates for teaching students how to build and maintain healthy interpersonal relationships, starting with the family and extending to the community. This fosters social harmony and contributes to the social capital of the region. **Sustainable Development Goals (SDGs):** This theme supports **SDG 5 (Gender Equality)** and **SDG 16 (Peace, Justice, and Strong Institutions)** by promoting equality, reducing domestic violence, and teaching students to resolve conflicts peacefully within families and communities.

5. Sexual Health and Diseases

This theme focuses on educating students about sexual health, responsible sexual behavior, prevention of sexually transmitted infections (STIs), and the importance of informed decisions regarding sexual relationships. The curriculum promotes sexual education to ensure students make informed decisions and practice safe sexual behavior. Educating students about sexual health aligns with the Ministry's mission of ensuring that students are equipped with the knowledge needed to lead healthy and responsible lives, which in turn supports national health goals. **CARICOM** emphasizes the importance of comprehensive sexual education to reduce the prevalence of

HIV/AIDS and other STIs in the region. This framework also promotes the development of responsible attitudes toward sexual health. **Sustainable Development Goals (SDGs)**: This theme is linked to **SDG 3 (Good Health and Well-being)** and **SDG 5 (Gender Equality)**, as it promotes sexual and reproductive health, reduces rates of sexually transmitted diseases, and empowers individuals to make informed choices.

6. Safety and The Environment

This theme teaches students about personal safety, environmental awareness, and the importance of protecting oneself and the environment. It covers areas such as preventing violence, understanding environmental health, and managing natural disasters. Additionally, this theme emphasizes gun violence prevention, bullying, and environmental preservation. Given the country's vulnerability to natural disasters, such as hurricanes, students are taught how to stay safe in emergencies and contribute to environmental sustainability. Promoting safety and environmental responsibility aligns with the Ministry's goal of producing responsible citizens who are capable of contributing to a sustainable and safe society. **CARICOM** supports teaching safety and environmental awareness as part of a regional effort to promote community safety, reduce violence, and foster environmental stewardship. This focus helps prepare students for the challenges of living in a region prone to natural disasters. **Sustainable Development Goals (SDGs)**: This theme aligns with **SDG 13 (Climate Action)**, **SDG 11 (Sustainable Cities and Communities)**, and **SDG 16 (Peace, Justice, and Strong Institutions)** by promoting safety, violence prevention, and environmental protection, contributing to a healthier and more secure society.

In HFLE classes, students learn and practice these life skills and behaviors:

1. **Personal Responsibility**
2. **Communication and Social Skills**
3. **Emotional Management**
4. **Decision-Making and Problem-Solving**
5. **Goal Setting and Time Management**
6. **Resisting Negative Influences**
7. **Building Healthy Relationships**
8. **Health and Wellness**
9. **Social Responsibility**
10. **Resilience and Adaptability**

THE BAHAMAS HIGH SCHOOL DIPLOMA

The Ministry of Education Technical and Vocational Training introduced The Bahamas High School Diploma (BHSD) in September 2014 to assist students with qualifying to graduate. Additionally, in September 2018, the Bahamas High School Diploma Job Readiness component was transferred into Health and Family Life Education. On January 2024, Circular EDU/A/629 further states that the Job Readiness component will be completed during the twelfth grade year for all students during Health and Family Life Classes. Therefore, students are required to attend, participate and complete all assignments given during Health and Family Life to maintain a C and above average for the full year. Once completed students would have acquired the twenty (20) work hours needed for the Bahamas High School Diploma Job Readiness Component. Ten hours is recorded at the end of successful completion of each term.

**GRADE 10
TERM I**

WEEK (S)	TOPIC/CONCEPT	OBJECTIVES: At the end of the lesson students will be able to:	CURRICULUM LINK: (Resource)	TIME SPAN	SUGGESTED ACTIVITY	METHOD OF ASSESSMENT
1	Orientation <ul style="list-style-type: none"> Importance of Health and Family Life Life Skills 	1) Identify the importance of Health and Family Life and Life Skills	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 460). Harcourt Education Publishing	1 period	Explain three ways the subject can help your personal development	Formative Assessment
2	Navigating Changes <ul style="list-style-type: none"> School grade level transitions Managing responsibilities Social changes Work Culture Goal setting 	1) Explain the transitional change that occurred during this cycle of development. 2) Implement effective strategies for managing change.	https://www.verywellmind.com	1 period	1. Reflective journaling on past experiences with change. 2. Role-playing different scenarios involving change and discussing strategies.	Reflective Assessment
3	Self-Actualization <ul style="list-style-type: none"> Maslow's theory of Needs 	1) Identify personal strengths and areas for growth 2) Create a personal development plan	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 62). Harcourt Education Publishing Maslow's Hierarchy of Needs - YouTube	1 period	Self-assessment quizzes and discussion on personal strengths and weaknesses.	Formative Assessment
4	Anger Management	1) Identify THREE causes of anger and THREE strategies to control anger. 2) Analyze the importance of managing one's anger.	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 460). Harcourt Education Publishing	1 period	1. Practice anger management techniques such as deep breathing and cognitive restructuring. Role-playing scenarios and assessment of technique application.	Performance based Assessment
5	Personal hygiene	1) Define the term 'personal hygiene' 2) Outline at least THREE personal hygiene practices. 3) Assess the benefits of maintaining 'good'/healthy personal hygiene.	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 460). Harcourt Education Publishing	1 period	Create a personal hygiene checklist and track adherence over a period. Create hygiene kits	Summative Assessment
6	Social Skills <ul style="list-style-type: none"> Empathy 	1) Define the terms: social skills, empathy and emotional intelligence.	Transformingeducation.org	1 period	1. Role-play various social scenarios and practice appropriate responses.	Formative Assessment

	<ul style="list-style-type: none"> Emotional intelligence 	2) Analyze the importance of having social skills.	YouTube video: What Is Emotional Intelligence? Business: Explained - YouTube		2. Group activities focusing on teamwork and communication.	
7 & 8	Effective Communication <ul style="list-style-type: none"> Communication styles Active listening 	1) Describe THREE communication styles. 2) Outline THREE benefits of effective communication. 3) Suggest THREE ways one can improve communication.	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 460). Harcourt Education Publishing www.knowledgehut.com Communication styles: https://www.youtube.com/watch?v=Iahd11Z8pL0 Youtube video: Effective Communication Skills in the Workplace Communication at Work (youtube.com)	2 periods	Practice active listening and feedback in pairs. 2. Participate in group discussions and presentations to enhance communication skills.	Formative Assessment
9 & 10	National Pride <ul style="list-style-type: none"> Self and country 	1) Define national pride and explain its importance in fostering a strong sense of identity and belonging. 2) Discuss how individual actions and values contribute to national pride and the representation of their country. 3) Demonstrate ways to express national pride through responsible citizenship and community involvement.	26 Interesting Facts About The Bahamas - The Fact File	2 periods	Dissect the National Anthem and relate it to your Bahamian experience. For example, ‘Lift up your head to the rising sun’, what does this mean? Students write an essay describing what national pride means to them, how their actions reflect their country's values, and how they can positively represent their country in their daily lives.	Summative Assessment Reflective Assessment
11 & 12	Sustainable Development Goals <ul style="list-style-type: none"> Identification Implementation in home, school and society Equality and Equity 	1) Identify the key sustainable development goals 2) Assess the impact of these goals on global issues 3) Explore how SDGs can be implemented to promote equity and equality.	THE 17 GOALS Sustainable Development (un.org)	2 periods	Have students research and create a visual presentation on a specific sustainable development goal and show how they can enhance the promotion of that goal. They must also provide background information and articulate why they choose that goal to highlight 2. Develop a community action plan to address a local issue related to sustainability.	Formative assessment
13 & 14	Presentations and Projects					
15	School based end of term examinations					

**GRADE 10
TERM II**

WEEK (S)	TOPIC/CONCEPT	OBJECTIVES: At the end of the lesson students will be able to:	CURRICULUM LINK: (Resource)	TIME SPAN	SUGGESTED ACTIVITY	METHOD OF ASSESSMENT
1 & 2	Healthy Lifestyles and Lifestyle Diseases <ul style="list-style-type: none"> Communicable and Non-Communicable Diseases 	2) Differentiate between communicable and non-communicable diseases. 3) Outline at least three controllable AND three uncontrollable risks factors for lifestyle diseases. 4) List THREE common communicable and non-communicable diseases for Bahamians	The Bahamas Health and Family Life Curriculum (2000). Grade 9 (pp. 53-55) Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 340-342). Harcourt Education Publishing	2 periods	Students create posters highlighting key facts about a communicable disease and ways to prevent it. Invite a healthcare professional to speak about preventing and managing lifestyle diseases.	Formative Assessment
3	Eating Disorders	1) Describe THREE common eating disorders. 2) . Examine the dangers of eating disorders. 3) Suggest TWO methods of recovery	Reference pg. 202-206 Holt, Lifetime health	1 period	Create an information brochure on eating disorder awareness and resources for help. Discuss case studies and identify signs of eating disorders.	Summative Assessment
4	The Importance of Family	1) Explain why the family is the basic unit of society. 2) 2. Assess the role/importance of the family in developing productive members of society.	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 420). Harcourt Education Publishing	1 period	Have students write a reflective essay on what their family means to them. Highlight how having a family has affected their emotional wellbeing.	Reflective Assessment
5 & 6	Characteristics of Healthy Families	1) Discuss at least THREE characteristics/ qualities of a healthy family. 2) Explain the importance of maintaining healthy family relationships. 3) Examine the correlation between healthy families and a healthy society.	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 420). Harcourt Education Publishing	2 periods	Create a video that displays characteristics of healthy families	Interactive Assessment
7	Coping with loss Stages of grief	1) Outline the five stages of grief. 2) 2. Discuss at least three strategies to cope with loss.	The Bahamas Health and Family Life Curriculum (2000). Grade 7 (pp.) Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 89-90). Harcourt Education Publishing	1 period	Group discussions or support groups on experiences with loss. 2. Create a personal or community support plan for coping with grief.	Formative Assessment

8 & 9	Risky sexual activity <ul style="list-style-type: none"> Defining sexual activity Consequences of sexual behaviors 	<ol style="list-style-type: none"> Define the term: risky sexual activity. Outline at least four risky sexual behaviors. Discuss the effects of risky sexual behavior on the family. Examine the consequences of risky sexual behaviors on society. 	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 476). Harcourt Education Publishing	2 periods	Video and discussion Create multimedia presentations on the prevalence and impact of risky sexual behaviors among adolescents.	Formative Assessment
10 & 11	Sexually Transmitted Diseases and Infections	<ol style="list-style-type: none"> Identify and describe the common STD's and STI's within Bahamian society. 2. Discuss at least two methods of prevention and treatment for STD's and STI's. 	The Bahamas Health and Family Life Curriculum (2000) Grade 8 (pp. 51) bahamas.gov.bs Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 480, 505). Harcourt Education Publishing	2 periods	In partnership with Ministry of Health, guest speakers Conduct a 'STI fact vs. myth' quiz to debunk misconceptions and promote accurate knowledge.	Interactive Assessment Formative Assessment
12 & 13	Stereotypes, Prejudice and Discrimination	<ol style="list-style-type: none"> Differentiate between stereotype, prejudice and discrimination. Discuss at least two (2) examples of stereotypes, prejudice and discrimination. 3. Assess the effects of stereotyping, prejudice and discrimination. 4. Examine at least three strategies to cope with stereotyping, prejudice and discrimination. 	The Bahamas Health and Family Life Curriculum (2000). Grade 8 (pp.14-15)	2 periods	Students participate in a “Labeling Exercise” where they explore how it feels to be judged or labeled based on a stereotype. Each student wears a label (e.g., “lazy,” “genius,” “troublemaker”) and interacts with classmates as if the label is true. Afterward, discuss how these labels affected their behavior and feelings. Students read stories or watch videos about individuals who have experienced prejudice or discrimination. Afterward, they discuss the emotional and social impacts described in these stories, fostering empathy and understanding.	Performance based Assessment
14	Respecting Others/ Respecting Differences	<ol style="list-style-type: none"> Define the term: respect. Outline at least four ways to show respect to others. Analyze the importance of respecting others and their differences. 	The Bahamas Health and Family Life Curriculum (2000). Grade 8 (pp. 18-19). Being Respectful Behavior Management (youtube.com)	1 period	Students write a short essay or reflection on a time when they faced a challenge in respecting others or disrespected themselves. They should discuss how they handled the situation and what they learned from it. Role-play scenarios where students practice respectful communication and actions. Scenarios might include	Reflective Assessment

				resolving a disagreement, welcoming a new student from a different country, or helping someone who feels excluded.	
15	EASTER BREAK				

**Grade 10
Term III**

WEEK (S)	TOPIC/CONCEPT	OBJECTIVES: At the end of the lesson students will be able to:	CURRICULUM LINK: (Resource)	TIME SPAN	SUGGESTED ACTIVITY	METHOD OF ASSESSMENT
1 & 2	Respecting Others/ Respecting Differences	<ol style="list-style-type: none"> 1) Define the term 'respect'. 2) Outline at least four ways to show respect to others. 3) Analyze the importance of respecting others and their differences. 	The Bahamas Health and Family Life Curriculum Grade 8 (pp. 18-19).	2 periods	<p>Students write a short essay or reflection on a time when they faced a challenge in respecting others or disrespected themselves. They should discuss how they handled the situation and what they learned from it.</p> <p>Role-play scenarios where students practice respectful communication and actions. Scenarios might include resolving a disagreement, welcoming a new student from a different country, or helping someone who feels excluded.</p>	Reflective Assessment
3 & 4	Sustainable Development Goals <ul style="list-style-type: none"> • Implementation in the Community (school, church, neighborhood, society) 	<ol style="list-style-type: none"> 1) List the 17 Sustainable Development Goals 2) Identify TWO key SDGs that are relevant to their community. 3) Evaluate the importance of the SDGs in addressing global challenges such as poverty, inequality, climate change, and environmental sustainability. 	THE 17 GOALS Sustainable Development (un.org)	2 periods	<p>Invite a guest speaker from a local organization involved in SDG initiatives to discuss ongoing projects and how students can contribute to community sustainability efforts.</p> <p>Students conduct a survey or assessment in their community to identify local challenges, such as waste management, water access, or food security, and match them with relevant SDGs.</p>	Interactive Assessment
5 & 6	Safety <ul style="list-style-type: none"> • Hurricane Preparedness • Importance of CPR Training • Water Safety: Beach and pool guidelines • Fire safety: Tips on home devices 	<ol style="list-style-type: none"> 1) Discuss the importance of hurricane preparedness. 2) Outline at least four guidelines for water (beach and pool) safety. 3) Assess the importance of CPR Training. 4) Design a safety plan for fire evacuation at home. 	Disaster Reconstruction Authority to Merge with NEMA Disaster Reconstruction Authority (dra.gov.bs) National Preparedness Month: How to Build Your Emergency Kit (redcross.org)	2 periods	Students participate in a full-scale emergency drill that incorporates all the elements learned, from recognizing different emergencies to implementing the emergency plan and practicing first aid.	Performance based Assessment Interactive Assessment

	<ul style="list-style-type: none"> Safety plan 					
7	Caring for the Environment <ul style="list-style-type: none"> Caring for animals 	<ol style="list-style-type: none"> Identify ones role as a steward for the environment Explain the impact of human actions on the environment (littering, pollution, conservation...) Evaluate the need to take care of animals in the community. 		1 period	<p>Invite a guest speaker from a wildlife conservation organization or animal shelter to discuss how human activities affect animals and what is being done to protect them. The speaker can also offer volunteer opportunities for students to get involved.</p> <p>Students will write a reflection on their personal habits and choices, such as using plastic, conserving water, or buying sustainable products, and how these habits impact animals and the environment. They will then set goals to reduce their negative impact on wildlife.</p>	Reflective Assessment
8 & 9	Presentations and Projects					
10	School based End of Term Examinations					

**GRADE 11
TERM I**

WEEK (S)	TOPIC/CONCEPT	OBJECTIVES: At the end of the lesson students will be able to:	CURRICULUM LINK: (Resource)	TIME SPAN	SUGGESTED ACTIVITY	METHOD OF ASSESSMENT
1	Orientation <ul style="list-style-type: none"> Importance of Health and Family Life Life Skills 	<ol style="list-style-type: none"> Define Life Skills Identify the importance of Health and Family Life Education Emphasize the importance of the High School Diploma 		1 period	Explain THREE ways the subject can help your personal development	Formative Assessment
2	Standards and Values <ul style="list-style-type: none"> Self-control 	<ol style="list-style-type: none"> Define the terms 'self-control' and 'standards'. Evaluate personal values Prioritize self-regulation 	Glencoe/McGraw-Hill Married & Single Life (1997) 6 th Edition (pp.40-52) Holt, Rinehart and Winston. (2004). <i>Lifetime Health</i> (pp. 38-42)	1 period	Students will create a values chart using a poster board Students role-play scenarios where they must exercise self-control to uphold their values. For example, one scenario could involve resisting the urge to cheat on a test, while another could focus on staying calm during a disagreement with a friend. Students participate in a group discussion where they share challenges they face with self-control and brainstorm solutions together.	Performance based Assessment
3	Actions and Accountability	<ol style="list-style-type: none"> Define the term accountability Explain THREE ways one can be responsible for their own actions. Relate the concept "for every action there is a reaction" 	The Bahamas Health and Family Life Curriculum Grade 9 (pp. 20) Glencoe/McGraw-Hill. Married & Single Life (1997) 6 th Edition (pp.48,)	1 period	Write journal entries recording instances where they made a bad decision and examine making a different decision with a different outcome. 2. Students create a "Consequences Tree" where they pick a specific action (e.g., telling the truth or lying) and map out the possible immediate and long-term consequences of that action. They should include both positive and negative outcomes.	Reflective Assessments
4	Decision making <ul style="list-style-type: none"> Impulsive and ethical 	<ol style="list-style-type: none"> Define the terms impulsive, ethical, choices. Evaluate the difference between ethical and moral decisions Discuss various decisions that one faces daily 	Holt, Rinehart and Winston (2004). <i>Lifetime Health</i> (pp. 29-32)	1 period	Students discuss various decisions they make in their daily lives (e.g., what to eat, how to spend time, whom to befriend) and how these decisions affect their well-being and relationships. They will list some examples on a whiteboard and reflect on the outcomes of these decisions.	Formative Assessment

					Students work in small groups to go through the decision-making process on a hypothetical scenario. For example, they could decide how to spend a class budget for a group project, where they need to consider the S.O.D.A model.	
5	Stress	<ol style="list-style-type: none"> 1) Define Stress 2) Describe the types of stressors 3) Evaluate how to minimize the types of stress 	Holt. Rinehart and Winston (2004). <i>Lifetime Health</i> (pp. 78-88)	1 period	<p>Students participate in a “Stress Map” activity, where they identify and list their personal sources of stress on a worksheet. They then group these sources into categories (academic, social, personal, external) and discuss common stressors with a partner or in small groups.</p> <p>2. Students create a “Stress Management Toolkit” that includes a list of strategies, relaxation exercises, and positive affirmations they can use when they feel stressed. They can decorate and personalize their toolkits, which can be kept as a resource for future use.</p>	<p>Formative Assessment</p> <p>Interactive Assessment</p>
6	Signs of depression	<ol style="list-style-type: none"> 1) Define depression 2) Identify common signs and symptoms of depression. 3) Evaluate how depression differs from normal sadness. 4) Discuss the importance of seeking help and support. 	Holt. Rinehart and Winston (2004). <i>Lifetime Health</i> (pp.51, 68-70, 71, 91, 95, 128)	1 period	<p>Students discuss times when they have felt sad and what helped them feel better. This sets the stage for understanding how depression is different from typical sadness.</p> <p>2. Students are provided with a case study of a fictional teen experiencing depression. They work in small groups to identify the signs of depression from the case study and discuss how these signs differ from normal sadness.</p>	Summative Assessment
7	Suicide	<ol style="list-style-type: none"> 1) Define the term suicide 2) Evaluate the causes of suicide 3) Formulate plans to advocate for suicide prevention 	Holt. (2004). <i>Lifetime Health</i> (pp. 93-98) Publisher. Holt, Rinehart and Winston	1 period	<p>Complete a worksheet https://www.liveworksheets.com/c?a=s&t=YEuRdPWmxS&sr=n&l=je&i=fdnfz&r=np&f=dzdczotu&m s=uz&cd=p--x-n--vmlqrenlelglhngnkgjzxxg&mw=hs Have the students in pairs to create “prevention campaign” that would highlight warning signs and places to get help.</p>	Formative Assessment
8 & 9	Sleep and Self care	<ol style="list-style-type: none"> 1) Define the terms self-care and sleep 2) Justify the importance of self-care to emotional and mental health 3) Create a self-care plan 	<p>Holt. Rinehart and Winston (2004). <i>Lifetime Health</i> (pp. 146-147)</p> <p>Everyday Health https://www.everydayhealth.com/self-care/</p>	2 periods	<p>Students will keep a sleep diary, recording the time they go to bed, wake up, how they feel in the morning, and any factors that may have influenced their sleep (e.g., screen time, caffeine). After a week, they will analyze their patterns and discuss any changes they need to make for better sleep hygiene.</p>	Reflective Assessment

					Lead the class in a short guided meditation or relaxation exercise focused on breathing techniques, body awareness, and mindfulness. Afterward, students reflect on how they feel and how relaxation could be part of their self-care routine.	
10 & 11	Drugs <ul style="list-style-type: none"> • (Legal and Illegal) • Legal – Drugs as medicines (Prescription) • Illegal – Narcotics, (recreational use) Date rape drugs, vaping 	<ol style="list-style-type: none"> 1) List the legal and illegal drugs 2) Explain the dangers of vaping 3) Evaluate the impact of drug abuse on individuals, families, and society 	Holt. Rinehart and Winston (2004). <i>Lifetime Health</i> (pp. 216-236/ 282-312)	2 periods	Create a poster of legal and illegal drugs. Provide a brief explanation under each drug listed. The summary should include: origin, uses of drug, forms it may be presented, how it is administered, side effects, recovery rate.	Summative Assessment Reflective Assessment
12	Naturopathic Medicine <ul style="list-style-type: none"> • Marijuana for terminal illness • Teas (home remedies) 	<ol style="list-style-type: none"> 1) Identify bush medicine used in the Bahamian culture 2) Explain how bush medicine is made and the medicinal benefits 3) Evaluate the use of medical marijuana on terminally ill patients. 	Everything Bahamian https://www.everythingbahamian.com/blog-1/3xidzt366vzn7wc5q0ssjpvkqbqf6	1 period	Assign students to research a specific herbal remedy (e.g., medicinal marijuana, cerasee, ginger tea) and create a presentation on its uses, benefits, risks, and scientific evidence. Encourage them to include cultural significance and any legal considerations. Encourage a “bush tea tasting” like a mock wine tasting where students would discover the flavors of various bush teas.	Summative Assessment
13 & 14	Presentations and Projects					
15	School Based End of Term Examinations					

**Grade 11
Term II**

WEEK (S)	TOPIC/CONCEPT	OBJECTIVES: At the end of the lesson students will be able to:	CURRICULUM LINK: (Resource)	TIME SPAN	SUGGESTED ACTIVITY	METHOD OF ASSESSMENT
1 & 2	Alcohol <ul style="list-style-type: none"> • Alcohol abuse • Effects on the body • Teenagers and alcohol 	<ol style="list-style-type: none"> 1) Define the term alcohol 2) Explain the effects of alcohol on the development of the teen brain 3) Evaluate the organizations that support persons who suffer from alcoholism. 	Holt, Rinehart and Winston (2004). <i>Lifetime Health</i> (pp. 240-245)	2 periods	<p>In groups, students research and create presentations on how alcohol affects various organs (liver, brain) and mental health. They will also cover the specific dangers of underage drinking. Presentations can include statistics, visuals, and real-life stories of individuals affected by alcohol abuse. underage drinking</p> <p>Students will role-play scenarios where peers offer them alcohol. They will practice assertive communication techniques for saying “no” and suggest alternative activities.</p>	Formative Assessment
3	Family Problems <ul style="list-style-type: none"> • Domestic Violence 	<ol style="list-style-type: none"> 1) Define the term ‘domestic violence’ 2) Identify FIVE different forms of domestic violence (physical, emotional, psychological, financial, sexual). 3) Evaluate the importance of support systems and resources available for victims of domestic violence. 	The Bahamas Health and Family Life Curriculum Grade 8 (pp. 19, 45)	1 period	<p>Present a case study about a person experiencing domestic violence. Students will work in small groups to identify the type of abuse, discuss the effects on the individual and their family, and suggest ways the person could seek help. Each group will present their findings to the class.</p> <p>Students will work in pairs to role-play scenarios where one person is experiencing domestic violence and the other is a friend offering support. The friend will</p>	Summative Assessment

					practice active listening, offering resources, and encouraging the victim to seek help. Afterward, students will discuss the most effective ways to offer support in such situations.	
4 & 5	Forming Healthy relationships	<ol style="list-style-type: none"> 1) Define the term relationship 2) Differentiate between the types of relationships. (family, friends and associates) 3) How to form healthy relationships 	Holt, Rinehart and Winston (2004). <i>Lifetime Health</i> (pp. 454-459),	2 periods	<p>In pairs or small groups, students will role-play scenarios involving common relationship issues (e.g., misunderstanding, conflict). They will practice using respectful communication and active listening to resolve the issue. After each role-play, the class will discuss what went well and what could be improved.</p> <p>Students will keep a journal where they reflect on their current relationships (friendships, family, romantic relationships) and evaluate how healthy they are based on the characteristics of healthy relationships. They will write about ways to improve communication, trust, or respect in these relationships.</p> <p>•</p>	Performance based Assessment
6 & 7	Dating <ul style="list-style-type: none"> • Safe dating • Choosing the right person 	<ol style="list-style-type: none"> 1) Define the term love 2) Explain the importance of acceptance in love 3) Evaluate the characteristics needed in a person 	<p>Holt, Rinehart and Winston (2004). <i>Lifetime Health</i> (pp.456, 457-458, 458-459, 458)</p> <p>Citizens for Justice. Healthy Lifestyles Workbook.</p>	2 periods	<p>Present students with various dating scenarios (e.g., meeting someone online, going on a first date). In small groups, students will discuss which behaviors are safe or unsafe and how</p>	Performance based Assessments

		<ol style="list-style-type: none"> 4) Define the term healthy relationship 5) Explain the six characteristics of a healthy relationship 6) Evaluate the impact of healthy characteristics on marriages and romantic relationships 			<p>to make the situation safer. They will then present their findings to the class.</p> <p>Students will complete a read-a-loud activity, lead by teacher where they list “red flags” (warning signs) and “green flags” (positive signs) in dating relationships. Afterward, students will share their answers in a class discussion to build awareness of healthy versus unhealthy relationship traits.</p>	
8 & 9	Unhealthy dating relationships <ul style="list-style-type: none"> • Warning signs • Trauma bonding • Toxic relationships • How to get help 	<ol style="list-style-type: none"> 1) Define the term unhealthy relationship 2) Explain FIVE characteristics of an unhealthy relationship 3) Evaluate how trauma bonding occurs and the impact of toxic relationships on mental health 	<p>Citizens for Justice. Healthy Lifestyles Workbook.</p> <p>Holt, Rinehart and Winston (2004). <i>Lifetime Health</i> (pp.108, 114-118,)</p>	2 periods	<p>Present students with a case study (video presentation) of someone in a trauma-bonded relationship. Students will analyze the emotional patterns (abuse-apology cycle) and discuss why it’s hard for the person to leave. Afterward, they will suggest healthy ways to break free from such a relationship.</p> <p>In small groups, students will role-play various scenarios that involve controlling behavior, emotional manipulation, or jealousy. Each group will present their scenario to the class, and the class will discuss how to recognize these behaviors and how to respond appropriately.</p>	<p>Formative Assessments</p> <p>Performance based Assessment</p>
10	Marriage and Commitment	<ol style="list-style-type: none"> 1) Define the terms ‘marriage’ and ‘commitment’ 	Holt, Rinehart and Winston (2004). <i>Lifetime Health</i> (pp.410-413)	1 period	<p>Present students with real-life scenarios or hypothetical situations involving couples facing challenges (e.g.,</p>	<p>Reflective Assessments</p> <p>Formative Assessment</p>

		<ol style="list-style-type: none"> 2) Describe the purpose of marriage and its relevance today 3) Evaluate their views on commitment, marriage, and what they believe are the most important factors in maintaining a strong relationship. 			financial struggles, long-distance relationships, disagreements). Students discuss how commitment, communication, and compromise can help resolve these issues.	
11 & 12	Family Planning	<ol style="list-style-type: none"> 1) Explain the term and importance of family planning 2) Describe FOUR types of family planning methods 3) Outline FOUR ways family planning is useful. 	<p>Holt, Rinehart and Winston (2004). <i>Lifetime Health</i> (pp.418-422,)</p> <p>Glencoe/McGraw-Hill Married & Single Life(1997) 6th Edition (pp.333-334, 777-338)</p>	2 periods	<p>In small groups, students create a family budget for raising a child, including expenses like housing, food, healthcare, and education. They will reflect on how family planning allows them to prepare for these financial responsibilities.</p> <p>In pairs, students create a poster that explains different family planning methods and the benefits of planning a family responsibly. The posters will be displayed in class.</p>	Formative Assessment
13	Parenting skills	<ol style="list-style-type: none"> 1) Define the need to ensure the health and safety of the children. 2) Explain how to prepare children for life as productive adults, 3) Evaluate how cultural values are transmitted to the next generation 	<p>Glencoe/McGraw-Hill Married & Single Life(1997) 6th Edition (pp.342-386)</p> <p>Holt. Rinehart and Winston (2004). <i>Lifetime Health</i> (pp.415-417,)</p>	1 period	<p>Students will write a reflection on what they believe are the most important parenting skills, how they've observed these skills in their own lives (from their parents or guardians), and what kind of parent they hope to be in the future.</p> <p>In small groups, students create a family budget for raising a child, including expenses like housing, food, healthcare, and education. They will reflect on how</p>	<p>Reflective Assessment</p> <p>Formative Assessment</p>

					family planning allows them to prepare for these financial responsibilities.	
14	Abuse <ul style="list-style-type: none"> Types of abuse 	<ol style="list-style-type: none"> Define the term abusive Explain the six characteristics of an abusive relationship Evaluate the impact of an abusive relationship on the outcome of society 	Citizens for Justice. Healthy Lifestyles Workbook. Holt, Rinehart and Winston (2004). <i>Lifetime Health</i> (pp.108, 114-118,)	1 period	Invite a social worker, counselor, or domestic violence expert to speak about the types of abuse, the psychological impact, and resources available for victims. Show a documentary on abuse and follow up with a class discussion.	Summative Assessment Formative Assessment
15	Easter Break					

**Grade 11
Term III**

WEEK (S)	TOPIC/CONCEPT	OBJECTIVES: At the end of the lesson students will be able to:	CURRICULUM LINK: (Resource)	TIME SPAN	SUGGESTED ACTIVITY	METHOD OF ASSESSMENT
1 & 2	Sexual Abuse <ul style="list-style-type: none"> • Incest • Sexual Harassment • Date rape • Sexual assault 	1) Define the phrase sexual assault 2) Explain the types of sexual assault that occur 3) Evaluate the impact of incest on the individual.	Holt. Rinehart and Winston (2004). <i>Lifetime Health</i> (pp.108-119)	2 periods	Students will discuss in groups different social scenarios where they must role-play to communicate their boundaries or respond to boundary violations. The teacher-guided suggestions will include situations such as a date, a workplace, or an online interaction. Afterward, students will reflect on how they handled the situation and discuss the importance of clear communication and mutual respect in relationships.	Performance based Assessment Formative Assessment
3 & 4	Silence of Abuse <ul style="list-style-type: none"> • Victim blaming • Places to get help 	1) Define the phrase victim blaming 2) Explain the instances of shame and embarrassment that victims may experience 3) Evaluate the impact of self-blame on the mental and emotional wellbeing of individuals.	Holt. Rinehart and Winston (2004). <i>Lifetime Health</i> (pp.113,) Breaking the Silence Against Domestic Abuse: https://breakthesilencedv.org/the-importance-of-breaking-the-silence-against-domestic-violence/	2 periods		Formative Assessment
5	Avoid difficult situations	1) Define the phrase “difficult situation” 2) State ways to avoid difficult situations	Holt. Rinehart and Winston (2004). <i>Lifetime Health</i> (pp.105)	1 period		Performance Based Assessment

		3) Develop a personal plan to deescalate situations				
6	Safety in Emergency situations Alone spaces	<ol style="list-style-type: none"> 1) Define the term emergency and alert 2) Identify FOUR ways to remain alert when alone in Public spaces 3) Create a safety plan when left alone 	Holt. (2004). <i>Lifetime Health</i> (pp.576- 613) Publisher.Holt, Rinehart and Winston	1 period	Students will create a plan for staying safe when alone at home or in public spaces. They will list emergency contacts, safe places, and strategies for staying alert and avoiding danger.	Performance Based Assessment Formative Assessment
7	Water Safety	<ol style="list-style-type: none"> 1) Identify places to practice water safety 2) Explain procedures and rule while at the beach or at a pool 3) Evaluate the need for water safety in the Bahamas 	Holt, Rinehart and Winston (2004). <i>Lifetime Health</i> (pp.611- 613) American Red Cross https://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies/water-safety.html	1 period	Students will work in pairs or small groups to design a poster that highlights essential water safety tips for swimming pools, beaches, or open water. Posters can be displayed in the classroom or around the school to promote water safety awareness. Invite a lifeguard, coast guard, or water safety expert to talk about their experiences, share water safety tips, and demonstrate lifesaving techniques. If a speaker is unavailable, a video on water safety can be shown, followed by a class discussion.	Formative Assessments
8 & 9	Projects and Presentations					
10	School based Examinations					

**Grade 12
TERM I**

WEEK (S)	TOPIC/CONCEPT	OBJECTIVES: At the end of the lesson students will be able to:	CURRICULUM LINK: (Resource)	TIME SPAN	SUGGESTED ACTIVITY	METHOD OF ASSESSMENT
1	Orientation <ul style="list-style-type: none"> Importance of Health and Family Life Life Skills 	<ol style="list-style-type: none"> Identify the importance of Health and Family Life and Life Skills Communicate Goals and Objectives for the school year Describe materials needed for the class (folders, pens, etc.) 		1 period	Explain THREE ways the subject can help your personal development	Formative Assessment
2	Navigating Adulthood	<ol style="list-style-type: none"> Describe the changes that occur during adulthood Identify the stages of adulthood (young, middle, and older) List behaviors that promote healthy aging 	Holt, Reinhardt and Winston. (2004) Lifetime Health pp. (395)	1 period	Watch this youtube clip and provide analytical feedback When are you actually an adult? - Shannon Odell (youtube.com)	Formative Assessment
3	Building Positive attitudes	<ol style="list-style-type: none"> Define the term attitude Differentiate between positive and negative attitudes. Evaluate a positive work environment and explain the difference between profit-driven and passion-driven motivations in the workplace. 	Marcelle. A. (2014) The Bahamas Job Readiness Manual.	1 period	Students role-play scenarios where they must handle difficult co-workers and create a safe space for collaboration. Students reflect on what a "safe space" means to them and how they can contribute to creating one in their future work environment.	Performance based Assessment
4	Goal Setting	<ol style="list-style-type: none"> Explain S.M.A.R.T goals Outline THREE long and short-term career goals Assess the resources and support needed to accomplish those goals. 	How to Set SMART Goals Goal Setting for Students - YouTube	1 period		Formative Assessment
5	Career Mapping <ul style="list-style-type: none"> Career options for skill set Expectations for the job 	<ol style="list-style-type: none"> Evaluate career options available to students based on their skills Evaluate job expectations for career chosen 		1 period		Formative Assessment
6	Professionalism and Values <ul style="list-style-type: none"> Social manners and behavior 	<ol style="list-style-type: none"> Define professionalism Explain what is required to have pride in yourself and pride in your work 	Marcelle. A. (2014) The Bahamas Job Readiness Manual.	1 period		Formative Assessment

		3) Explain how social manners can be displayed as an aspect of professionalism				
7	Creating a portfolio <ul style="list-style-type: none"> Types of portfolios Importance of a portfolio 	<ol style="list-style-type: none"> Identify the types of portfolios Explain the importance of a career portfolio Outline the requirements of the portfolio 		1 period	Ask students to start creating their own portfolios. Provide templates or guidelines for different types of portfolios (career, academic, creative, etc.).	Summative Assessment
8	Organizing a portfolio <ul style="list-style-type: none"> How to file and store important documents 	<ol style="list-style-type: none"> Defining a character reference Classifying important documents Evaluate how to file and store documents 		1 period	Have students organize their personal portfolios based on what they have learned. They should create sections, name files, and arrange documents in a logical order.	Summative Assessment
9	Writing a personal philosophy and bibliography	<ol style="list-style-type: none"> Defining a personal philosophy Explain the need for a biography Evaluate the importance of each 		1 period	Have students draft their personal philosophy statements. Provide a template or guiding questions to help them structure their thoughts.	Formative Assessment
10 & 11	Structuring a curriculum vitae (Resume) Market skills Use technology	<ol style="list-style-type: none"> Identify the types of curriculum vitae (CV) Explain the parts of a CV Creating a digital CV. 	6 THINGS EVERY HIGH SCHOOL STUDENT SHOULD HAVE ON THEIR RESUME - YouTube	2 periods		Formative Assessment
12	Preparing a Cover Letter and Follow up letter	<ol style="list-style-type: none"> Define a cover letter Explain the types of a cover letter 	Preparing a cover letter https://www.youtube.com/watch?v=hrZSfMly_Ck	1 period		Formative Assessment
13 & 14	Presentations and Portfolios					
15	School Based End of Term Examination					

**Grade 12
Term II**

WEEK (S)	TOPIC/CONCEPT	OBJECTIVES: At the end of the lesson students will be able to:	CURRICULUM LINK: (Resource)	TIME SPAN	SUGGESTED ACTIVITY	METHOD OF ASSESSMENT
1	The application process	<ol style="list-style-type: none"> 1) Identify an application form 2) Explain how to fill out form correctly 3) Complete an application form correctly using an employment, visa or scholarship form. 	Marcelle. A. (2014) The Bahamas Job Readiness Manual. (pp.23)	1 period	<p>Students create their resumes and cover letters based on a job posting of their choice, ensuring they tailor their documents to match the job requirements.</p> <p>Students go through a simulated online job application process, practicing uploading their documents and answering common application questions.</p>	Interactive Assessment
2	Managing Responsibilities <ul style="list-style-type: none"> • Work life balance 	<ol style="list-style-type: none"> 1) Define the phrase “work-life balance” and identify its importance for mental and physical health. 2) Explain THREE strategies for balancing work responsibilities with personal life commitments. 3) Develop a personal work-life balance plan that includes time for work, self-care, and personal relationships. 	Work Life Balance - How to Balance Between Work and Your Personal life - YouTube	1 period	<p>Students create a weekly schedule that balances work, school, self-care, and leisure activities using time-blocking techniques.</p> <p>Invite a professional to talk about their experiences with work-life balance and provide tips for maintaining productivity without burnout.</p>	<p>Summative Assessment</p> <p>Formative Assessment</p>
3	Representing Self and Country <ul style="list-style-type: none"> • Desirable and Undesirable behaviors 	<ol style="list-style-type: none"> 1) Define national pride 2) Discuss attitude that promote Bahamian pride 3) Differentiate between desirable and undesirable behaviors 	<p>Virtual School Bahamas (2023) National Pride (Grade 4) - YouTube</p> <p>Marcelle. A. (2014) The Bahamas Job Readiness Manual. (pp.7)</p>	1 period	<p>Students role-play scenarios where they are required to demonstrate professionalism in various settings, such as at work or while traveling abroad.</p> <p>Students discuss how their behavior as representatives of their country can influence perceptions of their home country, particularly in professional or international settings.</p>	<p>Performance Assessment</p> <p>Formative Assessment</p>

4 & 5	Workplace Culture <ul style="list-style-type: none"> • Morals and values • Workplace Attitudes • Cultural norms vs. Work expectations 	<ol style="list-style-type: none"> 1) Define national pride 2) Discuss attitude that promote Bahamian pride 3) Differentiate between desirable and undesirable behaviors 	Marcelle. A. (2014) The Bahamas Job Readiness Manual. (pp.16)	2 periods	<p>Students role-play workplace scenarios where morals and values come into conflict with workplace demands or cultural expectations, practicing how to navigate those situations diplomatically.</p> <p>Students reflect on their personal values and how those values align with different workplace cultures, Discuss how to maintain integrity while adapting to various professional environments.</p>	Performance Assessment
6	Building a positive work environment <ul style="list-style-type: none"> • Profit vs. passion • Dealing with difficult people • Safe space 	<ol style="list-style-type: none"> 1) Identify the characteristics of a positive attitude and explain its importance in personal and professional success. 2) Explain how a positive attitude influences productivity, relationships, and overall well-being 3) Demonstrate positive attitudes in various classroom or work-related scenarios. 	Marcelle. A. (2014) The Bahamas Job Readiness Manual. (pp. 15) Hard Skills vs Soft Skills - YouTube	1 period	<p>Students write daily reflections on how their attitude affected their interactions, challenges, and productivity.</p> <p>Students role-play situations in which maintaining a positive attitude is essential, such as resolving a conflict or handling a difficult task.</p>	Reflective Assessment
7	Teamwork <ul style="list-style-type: none"> • Definition • Phases of team development • Functions of a team • Dealing with difficult people 	Define the term ‘teamwork’ discuss the role of trust in effective teamwork explain the functions of a team	Marcelle. A. (2014) The Bahamas Job Readiness Manual. (pp.21)	1 period	<p>Students participate in a trust-building exercise, such as a trust fall or a group challenge that requires collaboration and communication.</p> <p>Assign students to groups and have them go through a collaborative project while recognizing the phases of team development. They will discuss which phase they are in after each step.</p>	Interactive and Performance based Assessment Formative Assessment.
8	Team Building <ul style="list-style-type: none"> • Trust 	<ol style="list-style-type: none"> 1) Define the terms ‘trust’ and ‘emotional intelligence’ 	Marcelle. A. (2014) The Bahamas Job Readiness Manual. (pp.21)	1 period	Students participate in a trust-building exercise, such as a trust fall or a group	Interactive Assessment

	<ul style="list-style-type: none"> Emotional intelligence 	<ol style="list-style-type: none"> Explain the importance of trust and emotional intelligence in team building. 			<p>challenge that requires collaboration and communication.</p> <p>In pairs, one student is blindfolded while the other guides them through an obstacle course, promoting trust and communication.</p>	
9 & 10	Preparing for an Interview <ul style="list-style-type: none"> Protocols Dress Use of technology 	<ol style="list-style-type: none"> Explain the interview Process Determine how to dress appropriately for an interview Evaluate social media presence and its impact on employment opportunities 	Marcelle. A. (2014) The Bahamas Job Readiness Manual. (pp.21)	2 periods	<p>Conduct mock interviews where students practice answering common interview questions and receive feedback on their attire, body language, and communication.</p> <p>Students work in groups to create a comprehensive checklist for preparing for both in-person and virtual interviews.</p>	Performance based Assessment
11	Time Management <ul style="list-style-type: none"> Punctuality Intrinsic motivation 	<ol style="list-style-type: none"> Define the terms ‘punctuality’ and ‘work ethics’ Evaluate THREE time management techniques Examine the need for intrinsic motivation in the workplace 	Marcelle. A. (2014) The Bahamas Job Readiness Manual. (pp.17)	1 period	<p>Have students track how they spend their time over a week, then analyze areas where they can improve their time management.</p> <p>Students reflect on how intrinsic motivation influences their productivity and punctuality.</p>	Formative Assessment
12	Financial Literacy <ul style="list-style-type: none"> Living expenses Minimum wage Wage vs. salary Needs assessment 	<ol style="list-style-type: none"> Define the phrase financial literacy Examine the importance of financial literacy for teens. Conduct and needs assessment 	Earning, Spending, Saving and Investing: A Simple Explanation for Kids and Beginners - YouTube	1 period	<p>Students create a budget based on a given minimum wage, including rent, food, transportation, and other expenses.</p> <p>Students research careers that offer wages versus salaries and discuss the pros and cons of each in terms of financial planning and stability.</p>	Formative Assessment
13 & 14	Presentations and Projects					
15	School based End of Term Examination					

**Grade 12
Term III**

WEEK (S)	TOPIC/CONCEPT	OBJECTIVES: At the end of the lesson students will be able to:	CURRICULUM LINK: (Resource)	TIME SPAN	SUGGESTED ACTIVITY	METHOD OF ASSESSMENT
1 & 2	Budgets and Investments <ul style="list-style-type: none"> • What is a budget • Creating a budget • Action plan for salary • Bank accounts, credit unions • Types of investments • Asues, savings, pyramids scheme, gambling, forex 	<ol style="list-style-type: none"> 1) Define the term key financial terms ‘budget’, savings, investments 2) Create a budget for minimum wage salary 3) Evaluate TWO money management techniques 	<p>The Bahamas Health and Family Life Curriculum (2000). Grade 8 (pp. 45)</p> <p>Types of investment YouTube video: What is Investment Explained in 2 min - YouTube</p> <p>Asue explained: let's talk about Asue !! - YouTube</p>	2 periods	<p>Create a Personal Budget</p> <p>Students will track their imaginary income, expenses, and savings for a month and create a balanced budget.</p> <p>Live worksheet https://www.liveworksheets.com/c?a=s&t=YEuRdPWmxS&sr=n&l=fq&i=uzuxxdf&r=cz&f=dzdczods&ms=uz&cd=p-x-n-vm-letxgxmmnekgnkgjnpvg&mw=hs</p> <p>Investment Simulation Game</p> <p>As a group, students will be given mock funds to invest in various agreed options based on minimum wage (e.g., business, savings, helping others) and track their investments over a simulated period. All members of the group must participate and give suggestions for the greatest investment that may yield returns.</p>	<p>Performance based Assessment</p> <p>Formative Assessment: Present outlook to the class as a group Rubric for presentation Clarity (voice) – 5 Organization/ participation – 5 Facts (used all the funds) – 10 Time completed – 5</p>
3	Insurance	<ol style="list-style-type: none"> 1) Explain the purpose of The National Insurance Board 2) Determine how to calculate national insurance contribution 3) Evaluate the types of benefits offered 	<p>What is Insurance? A Simple Explanation for Kids and Beginners (youtube.com)</p> <p>The National Insurance Board (schpublishing.com)</p>	1 period	<p>Role-Play</p> <p>Students will role-play as insurance agents and clients, discussing potential coverage plans and why they would be beneficial in certain situations.</p>	<p>Performance based Assessments</p> <p>Summative Assessment</p>

