



COMMONWEALTH OF THE BAHAMAS

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

CURRICULUM AND INSTRUCTION DIVISION

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

2024 – 2025

GRADES 7-9



**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 more intentional with integrated instruction. Health and Family Life Education is taught using a thematic approach. There are six themes that guide this document adapted from the four thematic areas of CARICOM Regional Standard for Health and Family Life Education. A resource bank has been 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**

**GRADE 7
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 the term 'Life Skills' Evaluate the importance of Health and Family Life Outline rules and objectives for the term 	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 26-28). Harcourt Education Publishing. Lifetime health : Friedman, David P : Free Download, Borrow, and Streaming : Internet Archive	1 period	Explain THREE ways the subject can help your personal growth and development	Formative Assessment Discussion
2	Navigating Changes <ul style="list-style-type: none"> School transitions Managing Responsibilities Environmental Culture Goal-setting 	<ol style="list-style-type: none"> Identify TWO changes that occurred during this cycle of development. Examine THREE ways to make the transition less challenging. Design a collage about personal and academic expectations within a new environment 	https://www.verywellmind.com	1 period	<p>Have students keep a journal to document their feelings, experiences, and reflections during the school transition. Encourage them to write about both positive and challenging experiences.</p> <p>Organize a scavenger hunt to help students familiarize themselves with important school resources, such as the library, gym, counselor's office, and cafeteria.</p> <p>Conduct a workshop where students create a personal transition plan. The plan should include goals for the first few weeks, strategies for making new friends, and ways to manage academic workload.</p> <p>Create Vision (Dream) Board (school life) Display a collage of pictures to describe the vision toward this growth experience</p>	Formative Assessment Participation in discussions Reflective Assessments Journaling Interactive Assessments Rubric for Hunt: Cooperation – 10 Coordination – 10 Following rules – 5 Completion – 5 Presentation: Have students share their plans with the class and discuss how having a plan can provide a sense of direction and purpose. Advocacy: Challenge students to set a goal related to their current or upcoming school transition and use at least one strategy from this lesson to help achieve it.

**GRADE 7
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
3	Self-Concept • View of self	<ol style="list-style-type: none"> 1) Define the term 'Self Concept' 2) Describe THREE ways you can improve your self- concept 3) Analyze TWO ways self-concept influence social interactions. 	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 50). Harcourt Education Publishing.	1 period	<p>Create an Identity chart</p> <p>On a scale chart ranging from 1-5, five being the highest, show how you see or value yourself.</p>	<p>Formative Assessment</p> <p>Completion of identity chart</p>
4	Self-Esteem • Feeling of self (high or low) • Self-talk (positive or negative)	<ol style="list-style-type: none"> 1) Define the term 'Self-Esteem' 2) Describe THREE ways you can improve your self esteem 3) Differentiate Self Esteem and Self Concept 	<p>Richards H. (2015) Student Book 1: Health and Family Life Education for Primary Level (pp. 7) McMillian Education</p> <p>Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 50 - 54). Harcourt Education Publishing.</p> <p>The Six Pillars of Self Esteem Summary (Animated) (youtube.com)</p>	1 period	<ol style="list-style-type: none"> 1) Mirror game In pairs, highlight three positive attributes about the person sitting adjacent to you. 2) Worksheet https://www.liveworksheets.com/c?u=s&t=YEURdPWmxS&sr=n&l=i&i=ofnczd&r=pz&f=dzdczodn&ms=uz&cd=p-x-n--vm-lopjelkgnhgngnkgjnlxg&mw=hs 3) Write five benefits of having high self esteem 	<p>Interactive Assessments</p> <p>Participate in peer grouping activity</p> <p>Formative Assessment</p> <p>Complete worksheet</p>
5 & 6	Character and Value system • Accountability • Character traits	<ol style="list-style-type: none"> 1) Identify SIX character traits 2) Infer the role of Character and Value to personal accountability 3) Discuss the importance of good 'character' 	<p>The Bahamas Health and Family Life Curriculum (2000) Grade 8 (pp. 7)</p> <p>https://charactercounts.org</p>	2 periods	<p>Character Counts! Allow students to create labels with various character traits and identify other students with those positive characteristics and explain how the person they choose displays that attribute.</p> <p>Partnership with Parent initiative (Parents as guest speaker)</p>	<p>Summative Assessment</p> <p>Community Engagement</p>
7	Developing good habits (Study, social behavior) • The importance of good routines • Discipline	<ol style="list-style-type: none"> 1) Identify THREE habits that contribute to personal well-being. 2) Plan a routine to incorporate good habits. 3) Assess the need for discipline in developing good habits 	<p>The Bahamas Health and Family Life Curriculum. (2000). Grade 8 (pg. 14)</p> <p>Super Simple Habit Tracker (youtube.com)</p>	1 period	<ol style="list-style-type: none"> 1) Habit tracking chart activity. 2) "Healthy Habits Bingo" game where students mark off habits they've practiced. 	Interactive Assessment

**GRADE 7
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
8	National Pride • Respect of self and country	<ol style="list-style-type: none"> 1) Define the phrase ‘national pride’ and its significance. 2) Explore TWO ways citizen responsibility contributes to personal and community identity. 3) Encourage active participation in civic life and fostering a sense of national identity. 	The Bahamas Health and Family Life Curriculum. (2000). Grade 7 (pg. 71) Chapter II - Citizenship.PDF (bahamas.gov.bs) Citizenship - Bahamas Immigration Department	1 period	Class discussion on what it means to be a good citizen. Group research project on laws and responsibilities of citizens. Group activity to research and compile a list ten accomplishments of Bahamians on an international level. Conclude the individual responsibility of that person and how their actions impacted the nation	Formative Assessment Summative Assessment Present their findings Rubric for presentation: Group cohesion – 5 Factual information – 10 Visual aid – 5 Creativity - 5
9 & 10	Health and Wellness	<ol style="list-style-type: none"> 1) Define health and wellness. 2) List the six components of Health 3) Analyze which component of Health targets areas of wellness 	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 11) Harcourt Education Publishing.	1 period	Have students create a “Wellness Wheel” that represents the different dimensions of wellness (physical, emotional, social, intellectual, spiritual, and environmental). Ask them to evaluate their current level of wellness in each area and identify areas for improvement. Organize a “Healthy Lifestyle Challenge” where students commit to making positive changes for one week, such as eating balanced meals, exercising daily, or practicing mindfulness. Track progress and share experiences.	Summative Assessments Formative Assessment Group discussion on personal health and wellness goals. Presentation: Encourage students to share their experiences and challenges and discuss the benefits of maintaining a healthy lifestyle.
11 & 12	Nutrition • Food drum	<ol style="list-style-type: none"> 1) Identify the components of a balanced diet. 2) Describe the benefits of healthy eating. 3) Discuss the importance of good nutrition to overall wellbeing 	The Bahamas Health and Family Life Curriculum (2009) Grade 8 (pp. 38-41) FAO. (2011) Nutrition ... Behind the Scenes Basic nutritional Manual for Primary School Teachers (pp. 9)	2 periods	<ol style="list-style-type: none"> 1. Create the Bahamian food drum with favorite foods. 2. Journal eating habits 	Interactive Assessments Formative Assessments
13 & 14	Projects and Presentations					

**GRADE 7
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
15						School Based Examinations

**GRADE 7
TERM II**

WEEK	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	Hygiene – personal and dental	<ol style="list-style-type: none"> 1) List personal hygiene practices. 2) Identify steps for proper oral hygiene. 3) Explain the benefits of maintaining personal hygiene 	<p>Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 11, 26-27, 614-615). Harcourt Education Publishing.</p> <p>Reference Chapter 7 Resource File (Caring for your body) Holt, Decisions for Health</p>	2 periods	<p>Divide students into groups and assign each group a different aspect of personal or dental hygiene (e.g., handwashing, dental care, nail care). Have them create informative posters that explain the importance of their assigned topic and include step-by-step instructions for proper hygiene practices.</p> <p>Create hygiene kits Using a homogenous group divide the class to prepare a hygiene kits using the essentials for a weekend trip Create an interactive quiz or game that tests students' knowledge of personal and dental hygiene practices, the benefits of good hygiene, and the consequences of neglecting hygiene.</p>	<p>Formative Assessment Presentation: Each group presents their poster to the class, explaining the importance of their topic and the steps involved in maintaining good hygiene.</p> <p>Discussion</p>
3 & 4	<p>The Family Structure</p> <ul style="list-style-type: none"> • What is a family? • Types of Family • Economic advantages and disadvantages 	<ol style="list-style-type: none"> 1) Define the term 'family' 2) Identify FOUR traditional family types 3) Analyze the economic advantages or disadvantages of family types. 	<p>The Bahamas Health and Family Life Curriculum (2000). Grade 7 (pp. 2)</p> <p>Holt. Rinehart & Winston. (2004). <i>Lifetime Health</i> (pp. 419). Harcourt Publishing</p>	2 periods	<p>Ask students to create a family tree that reflects their own family structure. Encourage them to include parents, siblings, grandparents, and other relatives who live with or are close to them.</p>	<p>Formative Assessment Videos: Reflective Assessment How the Nuclear Family Broke Down (youtube.com) Group Assignment Family Tree</p>
5	<p>Role and Responsibility of Family members</p> <ul style="list-style-type: none"> • The importance of Family 	<ol style="list-style-type: none"> 1) Define the term 'role' in a family context 2) List the roles and responsibilities of family members. 3) Discuss the importance of specific roles in a family. 	<p>The Bahamas Health and Family Life Curriculum (2000). Grade 7 (pp. 4 - 5)</p> <p>Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 415-418). Harcourt Education Publishing.</p>	1 period	<p>Create a 3D model of a family tree highlighting roles and responsibilities of each family member listed.</p>	<p>Family roles skit presentations. Oral presentation Creative writing</p>

6 & 7	Family Values <ul style="list-style-type: none"> • Culture/ (unspoken rules/routine) • Money lessons • Priorities • Bonding • Love and appreciation for family members 	<ol style="list-style-type: none"> 1) Define the term ‘family values’. 2) Identify THREE personal family values in the context to the lesson 3) Discuss TWO family values similar to your peers. 	<p>The Bahamas Health and Family Life Curriculum (2000). Grade 7 (pp.6)</p> <p>Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 418, 421). Harcourt Education Publishing.</p>	2 periods	<p>Create video/ trifold of core family values</p> <p>Group discussion on different family values.</p>	<p>Formative Assessments</p> <p>Interactive Assessment</p>
8 & 9	Influences on Family Values <ul style="list-style-type: none"> • Peers • Social media 	<ol style="list-style-type: none"> 1) Provide a definition for “core” family values. 2) Identify factors that influence family values. 3) Analyze the impact of these factors on personal family values. 	<p>The Bahamas Health and Family Life Curriculum (2000). Grade 7 (pp.6)</p>	2 periods	<p>Create a presentation on how different influences shape family values.</p> <p>Class debate on the effects of influences listed on core family values: culture, religion, and media.</p>	<p>Formative Assessments</p> <p>Interactive Assessment</p>
10 & 11	Forming Friendships <ul style="list-style-type: none"> • Healthy relationships • Building Connections 	<ol style="list-style-type: none"> 1) List THREE characteristics of a healthy relationship. 2) Demonstrate THREE ways to build and maintain friendships. 3) Describe TWO ways one can make friends 	<p>The Bahamas Health and Family Life Curriculum (2000). Grade 7 (pp.24)</p>	2 periods	<p>Group Assignment</p> <p>Friendship token-making with discussions on qualities of a good friend.</p> <p>2. Friendship-building role-play activities. Create a scenario that shows the quality of a good friend using real – life situations</p>	<p>Formative Assessments</p> <p>Interactive Assessment</p>
12	Sanitation in Public Places <ul style="list-style-type: none"> • Public Restrooms and venues 	<ol style="list-style-type: none"> 1) Define the term sanitation 2) Evaluate the importance of sanitation in public places. 3) Recognize the impact of poor sanitation on public health and the environment. 	<p>Sanitation UNICEF</p>	1 period	<p>Students conduct a sanitation audit of their school or a nearby public space, identifying areas where sanitation could be improved and suggesting practical solutions.</p> <p>2. Students develop a proposal for a new or improved sanitation policy for their school or local community, including recommendations for waste management, public restroom maintenance, or litter prevention.</p>	<p>Interactive Assessment</p> <p>YouTube revision video: SANITATION IN PUBLIC PLACES (youtube.com)</p> <p>Sanitation: Toilet Talk - Public Health Series Academy 4 Social Change (youtube.com)</p>
13 & 14	Puberty/ Adolescence <ul style="list-style-type: none"> • Physical and Hormonal changes 	<ol style="list-style-type: none"> 1) Define the terms ‘puberty’ and ‘adolescence’ 2) Examine the role of hormones in puberty changes 3) Describe the physical, emotional, and social changes during puberty. 	<p>The Bahamas Health and Family Life Curriculum (2000) Grade 7. (pp.28, 31) and Grade 9. (pp.46-49)</p> <p>Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 388-389 614-615). Harcourt Education Publishing</p>	2 periods	<p>Create an animated video that reflects a puberty timeline showing the stages and changes.</p> <p>Partnership with Science Departments</p> <p>Create poster</p>	<p>Formative Assessment</p>

Grade 7 Term III						
WEEK	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	Respecting rules and boundaries <ul style="list-style-type: none"> Social skills 	<ol style="list-style-type: none"> Define the terms 'rules' and 'boundaries'. Evaluate the importance of respecting rules and boundaries of others Discuss where rules and boundaries can apply outside a school setting 	Teaching Kids About Boundaries - Child Mind Institute	1 period	<ol style="list-style-type: none"> Role-playing scenarios where students must follow rules. Group discussion on personal boundaries and creating a classroom contract.	Formative Assessment
2 & 3	Conflict resolution <ul style="list-style-type: none"> Methods to resolve conflicts Common causes of conflict 	<ol style="list-style-type: none"> Identify THREE common causes of conflict Explore how conflict can be mediated Suggest FIVE ways to avoid Conflict 	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 102-107). Harcourt Education Publishing	2 periods	<ol style="list-style-type: none"> Role-playing conflict resolution scenarios. (Students discuss scenarios where a minor conflict escalates due to a lack of resolution, exploring the potential consequences and feelings involved). Group discussion and reflection on personal conflict experiences and resolutions. 	Formative Assessment
4	Bullying <ul style="list-style-type: none"> Definition Types 	<ol style="list-style-type: none"> Define bullying and four types. Examine the effects of bullying on individuals and the wider community. Suggest and collaborate on ways to recognize, prevent, and address bullying behavior. 	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 104). Harcourt Education Publishing	1 period	<ol style="list-style-type: none"> "What Would You Do?" scenario-based discussions. Students create posters or digital content that helps others recognize the signs of bullying and encourages them to seek help if they or someone they know is being bullied. (Anti-bullying poster creation and presentation.) Students create a "cause and effect" chart showing how bullying can impact both the person being bullied and the person who bullies, including short-term and long-term effects. 	Formative Assessment

**Grade 7
Term III**

WEEK	TOPIC/CONCEPT	OBJECTIVES: At the end of the lesson students will be able to:	CURRICULUM LINK (Resource)	TIME SPAN	SUGGESTED ACTIVITY	METHOD OF ASSESSMENT
5	Dangers of cliques <ul style="list-style-type: none"> • Loss of identity • The social dynamics and exclusionary nature of cliques. • The emotional and psychological impact of cliques on individuals. 	<ol style="list-style-type: none"> 1) Define the term cliques 2) Identify how cliques differ from other friend groups and how they differ from friend groups. 3) Discuss the emotional and psychological impact of cliques on individuals. 	HFLE Resource Bank (MS Teams)	1 period	<p>Group discussion on personal experiences with cliques.</p> <p>Role-playing exercise where they explore the differences between a healthy friend group and a clique, identifying key characteristics and behaviors.</p>	Formative Assessment
6 & 7	Safety in Emergency Situations <ul style="list-style-type: none"> • Hurricane Preparedness • Water Safety • Fire safety tips • Family Emergency plan 	<ol style="list-style-type: none"> 1) Identify THREE different types of emergencies. 2) Assess the importance of having an emergency plan. 3) Describe basic safety measures to take during emergencies. 	<p>The Bahamas Health and Family Life Curriculum (2000). Grade 7 (pp.6)</p> <p>First Aid Manuals Emergency Response Guides</p>	2 periods	<p>Role-play emergency scenarios to practice responses.</p> <p>Create safety posters (warning signs) to execute safety drills at home or school Students work in groups to create a simple emergency plan for a specific type of emergency (e.g., fire, earthquake), including evacuation routes, meeting places, and emergency contacts.</p>	Performance Assessment
8 & 9	Projects and Presentations					
10	School Based End of Term Examinations					

**Grade 8
Term I**

WEEK (S)	TOPIC/CONCEPT	OBJECTIVES: At the end of this 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 the term 'Life Skills' Evaluate the importance of Health and Family Life Outline rules and objectives for the term 	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 26-28). Harcourt Education Publishing. Lifetime health : Friedman, David P : Free Download, Borrow, and Streaming : Internet Archive	1 period	Explain THREE ways the subject can help your personal growth and development	Formative Assessment Discussion
2	Self-Respect <ul style="list-style-type: none"> Self-love 	<ol style="list-style-type: none"> Define the term 'Self-respect' State the importance of Self-respect to emotional health List FIVE ways Self-respect can be demonstrated in daily living. 	HFLE Resource Bank (MS TEAMS)	1 period	Role-playing scenarios that highlight the connection between self-respect and self-love Watch and analyze a YouTube video: 8 Signs You Have Self Respect (youtube.com) 2. Group discussion on self-respect and the moral code.	Performance Assessment Reflective Assessment Formative Assessment
3	Personality Traits	<ol style="list-style-type: none"> Examine THREE personality traits Analyze the role of personality in social interactions with others Discuss THREE ways ones personality is demonstrated. 	HFLE Resource Bank (MS TEAMS)	1 period	In pairs, assign each student a different personality trait and have them role-play the given scenario. After each role-play, discuss how the traits influenced the behavior and outcome in the scenario. Encourage students to keep a journal for a week, reflecting on how their personality traits influenced their decisions, interactions, and emotions each day.	Formative Assessment Performance Assessment Reflective Assessment
4	Accountability <ul style="list-style-type: none"> Being responsible for one's actions 	<ol style="list-style-type: none"> Explain accountability and its importance. Describe ways to accept responsibility for actions and behavior Design a method to be accountable to self and others 	The Bahamas Health and Family Life Curriculum (2000). Grade 9 (pp. 20) Taking Responsibility for Your Actions Behavior Management (youtube.com)	1 period	Divide the class into small groups. Provide each group with a scenario in which accountability is essential (e.g., a student who fails to complete a group project, a family member who misses an important event, or a friend who spreads rumors). Each group will act out their scenario, demonstrating how a person should take responsibility for their	Formative Assessments

					actions or the lack thereof. They should explore both positive and negative outcomes of accountability or lack of it. Have each student identify TWO areas of their life where they want to practice greater accountability (e.g., completing homework on time, helping with family chores, keeping promises to friends). Then they create an accountability tracker to see their SMART goal progress.	
5	Anger Management	<ol style="list-style-type: none"> 1) Define the term ‘anger’ 2) Examine the effects of uncontrolled anger. 3) Demonstrate strategies to manage anger 	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 63-64, 103). Harcourt Education Publishing.	1 period	Provide each student with a small box or bag to serve as their "Calm-Down Kit." Have students choose items to include in their kits. These could be stress-relieving objects (e.g., stress balls), things that help them relax (e.g., playlists of soothing music), or tools to express their feelings (e.g., journals, coloring books). Encourage students to personalize and decorate their kits with markers or art supplies. Create an anger management plan.	Performance Based Assessment
6 & 7	Mental Health <ul style="list-style-type: none"> • Sleep and self-care 	<ol style="list-style-type: none"> 1) Define the term ‘mental health’ 2) Identify THREE signs of mental distress and how to get support. 3) Explore the role of self and self-care in good Mental health 	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 61, 146). Harcourt Education Publishing. <i>Sleepfoundation.org</i>	2 periods	Ask students to write down three self-care activities they can use to help manage stress or difficult emotions. This could include journaling, exercising, listening to music, or talking to someone they trust. Conduct a guided relaxation exercise, such as progressive muscle relaxation or deep breathing techniques, to help students learn how to relax before bedtime.	Reflective Assessment
8 & 9	Nervous System	<ol style="list-style-type: none"> 1) Explain the Nervous system and its function 2) Identify THREE basic function of the Central nervous system 3) Describe TWO the functioning of the Nervous System affects brain development and overall health. 	Rolle. E.V (2018). <i>The Science of Human Health</i> , (pp. 125 - 130) Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 516). Harcourt Education Publishing.	1 period	Students create a “Healthy Nervous System” plan, outlining daily habits that support nervous system health, such as balanced nutrition, exercise, and stress management techniques.	Formative Assessment

10 & 11	Stress Management	<ol style="list-style-type: none"> 1) Define Stress 2) Use THREE coping skills to manage feelings of stress 3) List THREE agencies that help with stress management 	<p>Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 78-82, 83-88). Harcourt Education Publishing</p>	2 periods	<p>Hand out the "Stress Triggers and Responses" worksheet. Ask students to think about recent times when they felt stressed and write down the specific situations that caused their stress (e.g., exams, family issues, peer pressure). In the second part of the worksheet, students should reflect on how they usually respond when they feel stressed (e.g., feeling anxious, getting angry, and withdrawing from friends, headaches).</p> <p>Divide the class into small groups and give each group a scenario card depicting a stressful situation. For example, one scenario could involve a student feeling overwhelmed by an upcoming test, while another could focus on conflict with a friend. One student in each group plays the person experiencing stress, while others offer support or demonstrate coping techniques (e.g., teaching deep breathing exercises or suggesting ways to break tasks into smaller, manageable steps). The groups act out their scenarios, practicing how to manage stress constructively.</p>	<p>Reflective Assessment</p> <p>Performance based Assessment</p>
12	Suicide	<ol style="list-style-type: none"> 1) Identify THREE warning signs of suicide 2) Identify THREE agencies that offer support for persons with suicidal thoughts and their families 3) Suggest programs needed for suicide prevention. 	<p>The Bahamas Health and Family Life Curriculum (2000). Grade 7 (pp. 27)</p> <p>Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 93-96). Harcourt Education Publishing</p>	1 period	<p>Divide the class into small groups and provide each group with a series of statements about suicide (some true and some false). Examples might include: "Talking about suicide with someone who is struggling will make things worse." (Myth) "Most people who attempt suicide show warning signs beforehand." (Fact) "Suicide only affects people with diagnosed mental health conditions." (Myth)</p> <p>Have each group decide whether the statement is a myth or fact and explain why they believe it is true or false.</p>	Reflective Assessment
13 & 14	Presentations and Projects					
15	End of Term Examinations					

**Grade 8
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	Dangers of cliques <ul style="list-style-type: none"> • Exclusion • Loss of identity • Gang affiliation 	<ol style="list-style-type: none"> 1) Define the term 'clique' 2) Identify THREE similarities of a clique and gang 3) Discuss the impact of cliques to the wider population (school or work) 	HFLE Resource Bank (MS TEAMS)	2 periods	<p>Group discussion on personal experiences with cliques.</p> <p>2. Students can work in small groups to brainstorm and design a school-wide initiative or campaign that promotes inclusivity and positive social interactions, such as a "Mix It Up Day" where students sit with new people at lunch or a peer mentoring program.</p>	Formative Assessment
3 & 4	The Bahamian Family <ul style="list-style-type: none"> • Heritage • Naturalization • Common names • Sub-cultures 	<ol style="list-style-type: none"> 1) State the origins of common Bahamian family names 2) Identify THREE traditions that are unique to Bahamas 3) Discuss the influence of sub-cultures on Bahamian identity. 	<p>The Bahamas Health and Family Life Curriculum (2000). Grade 8 (pp. 1) and Grade 9 (pp. 4-5)</p> <p>HFLE Resource Bank (MS TEAMS)</p>	2 periods	<p>Research the Constitution of The Bahamas to support notes discussed during lesson and provide a summative report next class</p> <p>Partnership with Ministry of Foreign Affairs/Immigration</p> <p>In groups students can create a menu, draw a picture or create a song that depicts what it means to be Bahamian.</p>	<p>Formative Assessment</p> <p>Summative Assessment</p> <p>Performance based Assessment</p>
5 & 6	Bahamian Traditions, Customs and Beliefs	<ol style="list-style-type: none"> 1) Define key terms customs, beliefs and traditions. 2) Explore customs and beliefs and traditions in Bahamian culture 3) Demonstrate Bahamian culture through speech, food or music 	<p>The Bahamas Health and Family Life Curriculum (2000). Grade 8 (pp. 1)</p> <p>HFLE Resource Bank (MS TEAMS)</p>	2 periods	<p>Students create a "Cultural Heritage" project, where they document and present on a Bahamian tradition, custom, or belief that is important to their family.</p> <p>In groups students will select a theme and display aspects of Bahamian culture next class using food, speech or music.</p>	Performance based Assessment
7 & 8	Changes in the Family <ul style="list-style-type: none"> • Family Growth • Coping with Loss 	<ol style="list-style-type: none"> 1) Describe FOUR family changes and their impact. 	<p>The Bahamas Health and Family Life Curriculum (2000). Grade 8 (pp. 3-6) and Grade 9 (pp.5)</p> <p>HFLE Resource Bank (MS TEAMS)</p>	2 periods	Draw comic strip that demonstrates THREE changes that occur in the family and ONE coping method used during those changes	Interactive Assessment

	<ul style="list-style-type: none"> • Unemployment • Illness 	<ol style="list-style-type: none"> 2) Explain how to cope with changes in the family. 3) Discover methods to coping with loss 	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 76). Harcourt Education Publishing		Role play TWO changes that occur in The Family and its impact on children and teens.	
9 & 10	Coping with Family Problems <ul style="list-style-type: none"> • Effects of Family Problems 	<ol style="list-style-type: none"> 1) Identify three common problems that families face. 2) Discuss the impact of family problems on behavioral development of children 3) Correlate the role of communication in family problems 	<p>The Bahamas Health and Family Life Curriculum (2000). Grade 7 (pp. 9-11) and Grade 9 (pp.18-19)</p> <p>Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 411-414). Harcourt Education Publishing</p>	2 periods	<p>Write a reflective essay on a family problem they've experienced or a hypothetical scenario, describing how they would use the coping strategies discussed in class to address the issue.</p> <p>Have students create an animated video to visualize some family problems that occur and their effect on children within the home and how proper communication could aid in bringing resolve to some problems highlighted.</p>	<p>Reflective Assessment</p> <p>Formative Assessment</p>
11 & 12	Teen Relationships <ul style="list-style-type: none"> • Attraction • Healthy and Unhealthy attraction 	<ol style="list-style-type: none"> 1) Define attraction, dopamine and oxytocin 2) Relate the role of attraction in teen relationships. 3) Describe different types of attraction (physical, emotional, intellectual). 	The Bahamas Health and Family Life Curriculum (2000). Grade 7 (pp. 42)	2 periods	Role-playing exercises where students practice setting boundaries and responding to boundary violations in a respectful way.	Formative Assessment
13	Abstinence <ul style="list-style-type: none"> • Coping with sexual pressure 	<ol style="list-style-type: none"> 1) Relate the definition of abstinence and its significance in maintaining physical, emotional, and mental health. 2) Recognize sources of sexual pressure and the importance of making informed decisions that align with personal values and goals. 3) List THREE uses for the term 'abstain' 	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 460). Harcourt Education Publishing	1 period	Students can work in pairs to create a "Healthy Relationship Checklist," identifying qualities that are important to them in a relationship, such as respect, trust, and shared values.	Formative Assessment
14	Rights and Responsibility	<ol style="list-style-type: none"> 1) Define Individual rights 2) Examine the Geneva Convention Rights of a Child 	The Bahamas Health and Family Life Curriculum (2000). Grade 9 (pp. 14-15)	1 period	Design a set of cards with different rights and responsibilities written on them. Have students work in pairs to match each right with its corresponding responsibility. Discuss why each	<p>Formative Assessment</p> <p>Discussion:</p>

		<p>3) Outline FOUR Rights of a child and discuss the responsibility</p>	<p>About the Convention on the Rights of the Child UNICEF Canada: For Every Child</p>		<p>right is paired with a particular responsibility and the importance of balancing both in everyday life</p> <p>In groups, students are given different scenarios where they must identify the rights and responsibilities involved. They role-play the scenario, demonstrating how to exercise rights responsibly.</p> <p>Complete worksheet on the Rights of a child.</p>	<p>After each role-play, the class discusses what rights and responsibilities were demonstrated and how they were handled.</p> <p>Worksheet on the Rights of a Child https://www.liveworksheets.com/c?as&t=YEurDPWmxS&sr=n&l=si&i=uznxd&r=mn&f=dzdczodx&ms=uz&cd=p--x-n--vm-lpoxgllmnnvlnknkgjnmvg&mw=hs</p>
15	EASTER BREAK					

**Grade 8
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 & 3	My community <ul style="list-style-type: none"> • Common living • Respecting Differences 	<ol style="list-style-type: none"> 1) Define the term “community”. 2) Identify the role and importance of a community. 3) Explore different types of communities (e.g., family, school, and neighborhood). 4) Assess the roles and responsibilities of community members. 5) Discuss ways to positively impact and contribute to the community. 	The Bahamas Health and Family Life Curriculum (2000). Grade 9 (pp. 68)	3 periods	<p>Assign students to interview a community member (e.g., a teacher, shop owner, police officer, or parent) about their role in the community and what responsibilities they have.</p> <p>Presentation: Students present their findings to the class, highlighting the different roles and contributions each person makes.</p> <p>Write a Reflective Essay: Have students reflect on their experiences and discuss how their actions benefited the community. Organize a “Community Service Challenge” where students are encouraged to complete a certain number of community service activities within a set period (e.g., picking up litter, helping a neighbor, or donating food to the less fortunate). Work together as a class to create a “Community Pledge” that outlines ways to support and respect one another within the community. The pledge should include commitments to kindness, respect, helping others, and protecting the environment.</p>	<p>Formative Assessment</p> <p>Reflective Assessment</p> <p>Interactive Assessment</p>
4	Gangs and Violence	<ol style="list-style-type: none"> 1) Define gang violence and list at least three causes that lead to gang involvement. 2) Analyze the root causes of gang violence in their communities 3) Evaluate the effectiveness of various anti-gang programs or community initiatives 	HFLE Resource Bank (MS TEAMS)	1 period	Divide the class into pairs or small groups and assign each group an anti-gang program to research. Programs could include community outreach initiatives, law enforcement strategies, youth mentorship programs, or school-based intervention programs.	Summative Assessment

		designed to reduce gang violence.			Students should gather information on how the program operates, its success rates, and any challenges it faces. Create a collage: Divide the class into small groups and provide them with magazines, newspapers, or printed images. Ask each group to cut out images, words, or headlines that reflect the consequences of gang violence (e.g., images of broken communities, youth violence, law enforcement, or lost opportunities). Using the cutouts, students will create a collage on a large poster that visually represents the negative effects of gang violence on families and society.	Interactive Assessment
5	Safety • Gun Violence	1) Discuss the impact of gun violence on families and communities. □ 2) Analyze the role of responsible behavior in reducing gun violence. 3) Report THREE ways to promote a culture of Safety	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 606). Harcourt Education Publishing	1 period	1. Invite a local law enforcement officer, community leader, or violence prevention advocate to speak about gun violence's impact in the community and share strategies for staying safe. 2. Have students create a map of their community, identifying safe and unsafe areas. Discuss why certain areas feel unsafe and brainstorm ways to improve safety.	Formative Assessment Discussion: After the talk, engage students in a Q&A session to reflect on what they learned and how they can apply it to their own lives. Advocacy Action Plan: Encourage students to create an action plan for improving safety in their community, such as starting a neighborhood watch or organizing a community cleanup.
6	Peace Building • Respect and Understanding • Tolerance	1) Define peace building and its importance in society. 2) Explore how respect and understanding contribute to a peaceful environment. 3) Discuss how respect, understanding, and tolerance can contribute to resolving conflicts and fostering peaceful environments.	Being Respectful Behavior Management (youtube.com)	1 period	Divide students into pairs or small groups. Give each group a scenario involving a potential conflict (e.g., cultural differences, misunderstandings). Have them act out the scenario while practicing respect and tolerance to resolve the conflict. Create a "Tolerance Wall" where students can add artwork, quotes, or short stories that reflect examples of tolerance in their lives or society.	Formative Assessment Interactive Assessment
7	Caring for Siblings	1) Explain how showing care for siblings helps build strong family relationships and develop empathy.	The Bahamas Health and Family Life Curriculum (2000). Grade 9 (pp. 68)	1 period	Create a "Gratitude Jar" where siblings write down things they appreciate about each other. At the end of the week, read the notes together and discuss the positive qualities they see in each other.	Reflective Assessment: Reflect on how expressing gratitude and recognizing positive traits can strengthen sibling relationships.

		<p>2) Demonstrate strategies for resolving conflicts with siblings and ways to offer support to younger siblings.</p> <p>3) Create a plan for improving their relationship with their siblings, focusing on empathy, support, and communication.</p>			<p>Create a “Sibling Support Plan” where students list ways they can support their siblings emotionally and practically. Include actions like helping with homework, being there to listen, or spending quality time together.</p>	<p>Formative Assessment Discussion</p> <p>Presentation: Have students share their plans with the class and discuss the importance of being a supportive sibling.</p>
8 & 9	Presentations and Projects					
10	School Based Final Examinations					

**GRADE 9
TERM 1**

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	Self-Image /Personal Brand <ul style="list-style-type: none"> Professional email Social media influence 	<ol style="list-style-type: none"> Create a personal brand statement that reflects their values, strengths, and aspirations. Analyze how media and social media affect self-image and personal branding. Develop strategies to manage and promote their personal brand in various contexts. 	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 53). Harcourt Education Publishing A New Approach to Building Your Personal Brand (hbr.org) 5 Ways To Build Your Personal Brand At Work (forbes.com)	1 period	Creating a professional email. 2. Assign students to analyze different media sources (magazines, social media profiles, advertisements) and discuss how these sources might influence people's self-image and personal branding. Have them present their findings and reflections in a class discussion or presentation. Have students create a personal brand statement that summarizes who they are, what they value, and what they want to be known for. Encourage them to use keywords that reflect their strengths, values, and aspirations.	Formative Assessment
3	Individual Rights	<ol style="list-style-type: none"> Define individual rights and its significance. Discussing the balance between rights and responsibilities. Demonstrate how to advocate for oneself and others in a respectful and constructive manner. 	The Bahamas Health and Family Life Curriculum (2000). Grade 8 (pp. 7)	1 period	Create a matching game where students match specific rights with their corresponding responsibilities. For example, matching the “right to free speech” with the “responsibility not to spread false information.” In groups, students role-play scenarios where individual rights are challenged, such as a situation involving discrimination or a violation of privacy. Each group discusses how to advocate for the rights involved.	Formative Assessment Discussion: Discuss how each right has an associated responsibility and why balancing both is important for a fair and just society. Advocacy: Reflect on the strategies used for advocacy and the importance of standing up for oneself and others.
4	Decision Making	1) Examine the importance of decision-making skills.	The Bahamas Health and Family Life Curriculum (2000). Grade 9 (pp. 23)	1 period	Divide students into small groups and provide each group with a scenario requiring a decision (e.g., deciding how to handle a situation of peer pressure,	Formative Assessment Presentation: Groups present their decision-making process and explain why they chose their final decision.

		<ol style="list-style-type: none"> 2) Evaluate the S.O.D.A. model as a framework for making decisions. 3) Apply the S.O.D.A. model to real-life scenarios. 	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 29). Harcourt Education Publishing		<p>choosing how to spend free time, or managing a conflict with a friend).</p> <p>Create a board game that involves making decisions using the S.O.D.A. model. Players encounter different scenarios as they move around the board and must use the model to navigate through challenges and opportunities.</p>	<p>Discussion: Reflect on how using the S.O.D.A. model helped in making a more thoughtful decision</p> <p>Reflection: Discuss how the game reinforces decision-making skills and the importance of thinking through decisions before acting.</p>
5	Creating a Portfolio <ul style="list-style-type: none"> • Preparing for scholarships and career 	<ol style="list-style-type: none"> 1) Define the term professional portfolio 2) Explain its importance 3) Outline essential components of a portfolio. 4) Provide tips for organizing and presenting a portfolio. 	Career Portfolio https://www.youtube.com/watch?v=8nvfLEpnCB4	1 period	<p>Students create a checklist of items they plan to include in their portfolio, such as: goals for the year, accomplishments, areas of improvement, references. This checklist will guide them as they continue developing their portfolio.</p> <p>2. Students discuss in small groups why they think a portfolio might be important for their future careers. They share examples of situations where a portfolio could be useful (e.g., job interviews, college applications).</p>	<p>Summative Assessment</p> <p>Formative Assessment</p>
6	Goal Setting	<ol style="list-style-type: none"> 1) Define the concept of goal setting 2) State why setting goals are important 3) Explore how to set career goals based on skills and interest 	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 38). Harcourt Education Publishing	1 period	<p>In Partnership with Guidance Department, Provide students with a worksheet to explore different career option and which Senior High options would be best based on their interest. In preparation for their portfolio, the worksheet should include sections for self-assessment (interests, strengths, values), research on potential careers (requirements, job outlook, skills needed), and goal setting for chosen careers</p> <p>Have students create a skills development plan to identify the special skills needed for their chosen career path. The plan should include specific actions to develop these skills, such as taking relevant courses, attending workshops, or practicing regularly.</p>	Formative Assessment

7	Career Planning and Exploration	<ol style="list-style-type: none"> 1) Examine the importance of career planning and exploration. 2) Learn about different career paths and how to achieve them. 3) Develop a career action plan for future success. 	<p>The Bahamas Health and Family Life Curriculum (2000). Grade 9 (pp. 70)</p> <p>The Bahamas High School Diploma Job Readiness Manual</p>	1 period	<p>Have students complete a career interest survey to identify their interests, strengths, and values. Use a survey tool or create a simple questionnaire to guide their reflections on what they enjoy, what they're good at, and what they value in a career.</p> <p>Assign each student a career to research in detail. Students should explore the education and training required, the day-to-day responsibilities, the skills needed, the job outlook, and potential earnings. Have them prepare a presentation or a report summarizing their findings.</p>	<p>Summative Assessment</p> <p>Formative Assessment</p>
8 & 9	Areas of Emotional Intelligence	<ol style="list-style-type: none"> 1) Define the term emotional intelligence? 2) State the importance of emotional intelligence in health and family life. 3) List five key areas of emotional intelligence. 4) Suggest strategies to develop and enhance emotional intelligence. 	<p>YouTube video: 5 Self Awareness Activities: How to Be More Self Aware & Know Yourself Better (youtube.com)</p> <p>YouTube video: Emotional Intelligence (youtube.com)</p>	2 periods	<p>In pairs, students practice active listening by sharing a personal story while their partner listens without interrupting. Afterward, the listener shares back what they heard and how they think the speaker felt. They then switch roles and reflect on the experience.</p>	Formative Assessment
10	Social Manners and Behavior	<ol style="list-style-type: none"> 1) Define the term Social Manners 2) List four categories of social manners and behavior 3) Discuss five ways to improve social manners an behavior 	<p>The Bahamas High school diploma training manual</p> <p>Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 392). Harcourt Education Publishing</p>	1 period	<p>Create a flashcard game and allow students to match manners with their definition in a time bound group activity</p> <p>Organize a mock dinner or field trip to a restaurant where students can practice table manners and other social behaviors among peers.</p>	Formative Assessments
11	Financial Literacy • Managing Finances	<ol style="list-style-type: none"> 1) Define the term Financial Literacy 2) Explain basic financial concepts 3) Discover the importance and uses of a budget. 	<p>Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 396). Harcourt Education Publishing</p> <p>What is Financial Literacy? Introduction (youtube.com)</p> <p>The importance of financial literacy and its impact on financial wellbeing </p>	1 period	<p>Have students create an itemized budget for their weekly expenses and discuss</p> <p>Divide students into groups and give them a budget for the group. They must manage the “fake money” to ensure everyone in the group (like a family) is satisfied with the spending. Also provide some basic household needs that</p>	Interactive Assessment

			Journal of Financial Literacy and Wellbeing Cambridge Core		they must budget for like housing and food.	
12	Understanding Drugs and Medicines <ul style="list-style-type: none"> • Legal and Illegal drugs 	<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, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 460). Harcourt Education Publishing Holt. (2004). <i>Lifetime Health</i> (pp. 218-238, 284-294, 301-304). Publisher.	1 period	Debate Place students in small groups (by random selection - 2 groups agree with the point and 2 group disagree) Students will argue the point: “Drugs play a crucial role in the advancement of society” Agree or disagree.	Interactive Assessment Advocacy
13 & 14	Presentations and Portfolios					
15	End of Term Examinations					

**Grade 9
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	Naturopathic Medicine and Bush Remedies <ul style="list-style-type: none"> Medicinal Marijuana 	<ol style="list-style-type: none"> List five types of bushes used for medicines in The Bahamas and its uses. Identify conditions that are commonly treated with bush remedies and medicinal marijuana. Analyze the benefits and risks of medicinal marijuana and bush remedies in treating illnesses. 	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 460). Harcourt Education Publishing Everything Bahamian https://www.everythingbahamian.com/blog-1/3xidzt366vzn7wc5q0ssjspvkqbqf6	1 period	In cooperative groups, have 3-4 students' research indigenous data on the benefits of bush medicine to overall health. In teams have students debate The use, benefits or dangers of medical marijuana on cancer patients.	Formative Assessment Advocacy
2 & 3	Drug Use and Abuse <ul style="list-style-type: none"> Vaping, tobacco, edibles Effects on the body (maintaining respiratory and brain health) Alcohol 	<ol style="list-style-type: none"> Understand the dangers of drug use, particularly focusing on vaping, tobacco, edibles, and alcohol. Analyze the effects of drug use on the respiratory system, brain health, and overall well-being. Develop strategies to make healthier choices and resist peer pressure related to drug use. 	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 218, - 238, 284-294, 301-304). Harcourt Education Publishing	2 periods	<ol style="list-style-type: none"> "What Would You Do?" scenario-based discussions. E.g. In small groups, students role-play scenarios where they must decide whether to drink alcohol at a party. Some students act as peers pressuring them, while others respond with refusal techniques. Divide students into three groups, assigning each group one substance (vaping, tobacco, or edibles). Students research the short-term and long-term health impacts of their assigned substance, using books, articles, or online resources. Have each group create a visual aid (poster or slides) summarizing their findings. 	Performance based Assessment
4	Drug Free Lifestyle <ul style="list-style-type: none"> Help centers Treatment/ recovery 	<ol style="list-style-type: none"> Identify local and national help centers available for those struggling with substance abuse. Understand the process of treatment and recovery for substance abuse and addiction. Explore ways to support individuals in recovery and 	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 301, 305-307). Harcourt Education Publishing	1 period	Organize a visit to a local help center or rehabilitation facility to learn more about the work they do. Have students research one local or national help center using their phones or classroom computers (if available). They should find out what services the center provides, how people can access help, and who might benefit from their services.	Summative Assessment

		maintain a drug-free lifestyle.				
5	Multicultural Influences	<ol style="list-style-type: none"> 1) Define the term 'multiculturalism' 2) Identify the influences of different cultures on Bahamian society, including food, music, religion, and traditions. 3) Reflect on how their own culture and others have shaped their worldview. 	<p>Bahamas Health and Family Life Curriculum Grade 9 (pp. 14)</p> <p>HFLE Resource Bank Microsoft Teams</p>	1 period	<p>Plan a class or school-wide Cultural Day where students display foods, clothing, music, or dances from different cultures.</p> <p>Ask students to write a short reflection on how multiculturalism has influenced their lives or their community. Encourage them to consider how embracing different cultures can enrich their experiences.</p>	<p>Interactive Assessment</p> <p>Reflective Assessment</p>
6 & 7	Effective Communication	<ol style="list-style-type: none"> 1) Define effective communication 2) Explain the importance of active listening 3) Discuss common communication barriers 4) Demonstrate verbal and non-verbal communication 	<p>Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 55-60). Harcourt Education Publishing</p> <p>Youtube video: Communication Styles and Assertive Communication (youtube.com)</p>	2 periods	<p>In pairs, students practice role-playing scenarios such as: Expressing personal boundaries. Discussing a conflict with a friend or partner. Making decisions together.</p> <p>Explore how communication impacts relationships</p>	<p>Performance based Assessment</p> <p>Formative Assessment</p>
8 & 9	Peer Influences	<ol style="list-style-type: none"> 1) Define peer pressure 2) Identify TWO types of pressure 3) Discuss FIVE common refusal skills. 	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 464). Harcourt Education Publishing	2 periods	Divide the class into groups. Each group acts out a peer pressure scenario (e.g., pressure to drink alcohol, engage in risky behavior). Groups present and discuss ways to handle each situation.	Performance based Assessment
10 & 11	Male and Female Reproductive System	<ol style="list-style-type: none"> 1) Define reproductive systems 2) Explain why is it important to have accurate knowledge about reproductive health 3) Label and identify the male and female reproductive systems. 	<p>Bahamas Health and Family Life Curriculum Grade 8 (pp.20-28)</p> <p>Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 430-442). Harcourt Education Publishing</p>	2 periods	<p>Invite a healthcare professional to discuss reproductive health and answer questions.</p> <p>Provide students with diagrams of the male reproductive system. Label and identify each part as the teacher explains its function.</p>	<p>Summative Assessment</p> <p>Formative Assessment</p>
12	Coping with Sexual Pressure	<ol style="list-style-type: none"> 1) Define the terms 'sexual activity' and 'sexual pressure'. 2) Develop strategies to cope with sexual pressure. 3) Discuss the impact of sexual pressure mentally. 	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 465). Harcourt Education Publishing	1 period	<p>In small groups, students role-play a scenario that demonstrates where one person is feeling pressured into sexual activity, and the other must respectfully assert their boundaries.</p> <p>Examples: "I'm not ready for that," "This is not something I'm comfortable with," "I want to wait."</p>	Formative Assessments
13	Abstinence	<ol style="list-style-type: none"> 1) Define abstinence 2) Identify the role of abstinence in preventing 	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 460-463). Harcourt Education Publishing	1 period	Discussion about what a personal commitment to abstinence might look like, without forcing students to commit, but	Formative Assessment

		STIs and unplanned pregnancies. 3) Discuss abstinence as a matter of personal choice			rather giving them a chance to reflect on their own values and choices.	
14	Teenage Pregnancy Contraception	1) Define contraception 2) Identify FIVE methods of contraception 3) Analyze THREE challenges of teen pregnancy and its impact on education, career opportunities and mental health	Holt, Reinhardt and Winston (2004). <i>Lifetime Health</i> (pp. 477-479). Harcourt Education Publishing	1 period	Research resources and programs available to teen mothers in The Bahamas. Compile the information in written or typed format to present to class. Create a matching game where students match different contraception methods with their descriptions, advantages, and disadvantages.	Formative Assessment
15	Easter Break					

**Grade 9
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	Media Literacy <ul style="list-style-type: none"> Evaluating Media messages Digital footprint (Employment scholarships) Professional email 	<ol style="list-style-type: none"> Define media messages as any content delivered through various platforms (social media, TV, news, ads). Explain that media messages often have a purpose, such as to inform, entertain, or persuade. Explore the importance of digital footprint 		2 periods	<p>Discussion: How does bias in media influence public perception? Why is it important to critically evaluate media messages?</p> <p>Students create a plan to improve their digital footprint, focusing on cleaning up old posts, enhancing their LinkedIn profiles, and ensuring their social media reflects their career goals.</p>	Formative Assessment
3	Managing the environment	<ol style="list-style-type: none"> Define environmental management Explore how human activities affects the environment. Provide practical ways to manage and protect natural resources through sustainable practices. 		1 period	<p>Discussion: how human activities such as deforestation, pollution, overfishing, and urbanization have negatively impacted the environment. What are some consequences of environmental mismanagement (wildfires, floods, species extinction)?</p>	Formative Assessment
4	Conservation	<ol style="list-style-type: none"> Explain the concept of conservation Discover THREE different types of conservation efforts Explore THREE practical ways individuals can contribute to conservation efforts. 		1 period	<p>Discussion: Ask students to brainstorm how daily activities (e.g., using plastic, driving cars) contribute to environmental degradation.</p> <p>Students research a local conservation issue (e.g., protecting coral reefs, deforestation, overfishing). They then propose one action they or their community can take to help with this issue (e.g., participating in cleanups, educating others).</p>	Formative Assessments
5	Sustainable Development Goals	<ol style="list-style-type: none"> Give the meaning of the term 'Sustainable Development Goals' 		1 period	Provide guidance on how students can participate in or create initiatives that align with SDGs,	Interactive Assessments

		<ul style="list-style-type: none"> 2) Explore the introduction and purpose of the goals 3) Analyze The Bahamas position on these goals. 			<p>such as organizing clean-up drives, raising awareness about health and well-being.</p> <p>Students work in pairs or small groups to match SDG icons with their corresponding descriptions.</p>	
6 & 7	Caring for the Elderly	<ul style="list-style-type: none"> 1) Define the term 'elderly care' 2) Explain common challenges faced by the elderly 3) Address common stereotypes and misconceptions about aging. 	The Bahamas Health and Family Life Curriculum (2000). Grade 9 (pp. 39)	2 periods	<p>Plan a small community service project related to elderly care, such as organizing a visit to a senior center or creating care packages for elderly community members.</p> <p>Invite a geriatric nurse or caregiver to speak about their experiences and provide additional insights on elderly care.</p>	Summative Assessment
8 & 9	Presentations and Portfolios					
10	School Based Final Examinations					