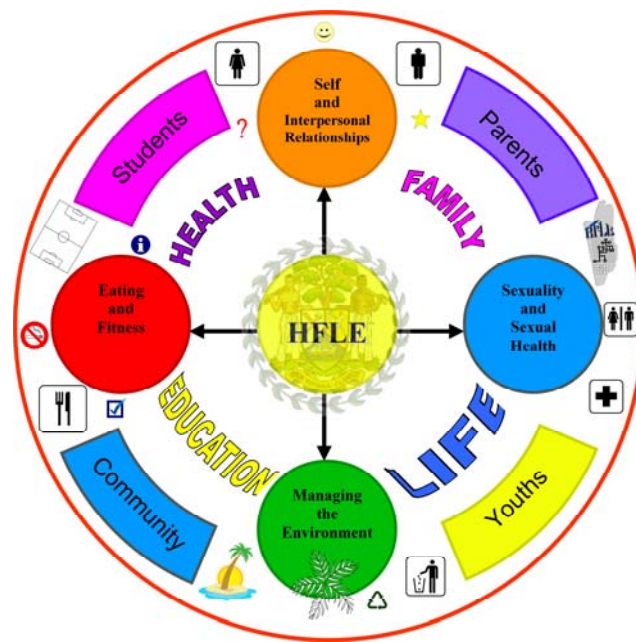


# HEALTH AND FAMILY LIFE EDUCATION CURRICULUM FOR PRIMARY SCHOOLS



## Middle Division

Ministry of Education

Belize, April 2006





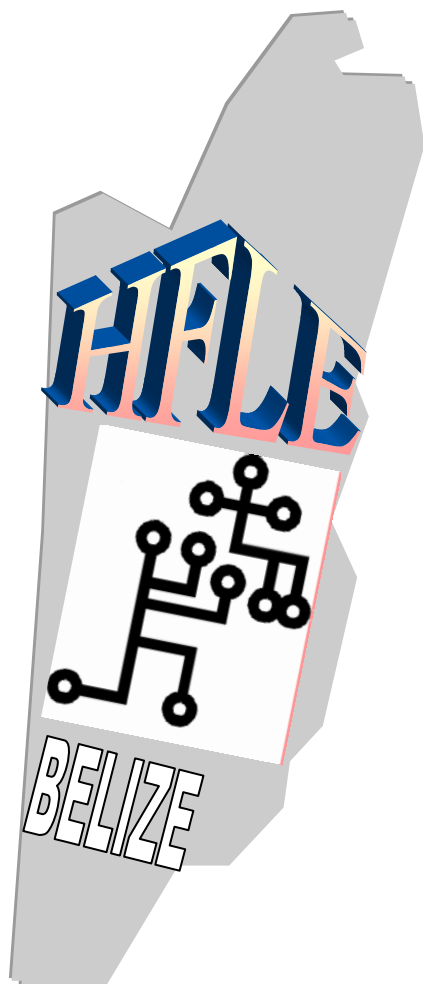
# Primary School Middle Division Health and Family Life Education Curriculum

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**April 2006**

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**Ministry of Education  
Belize**

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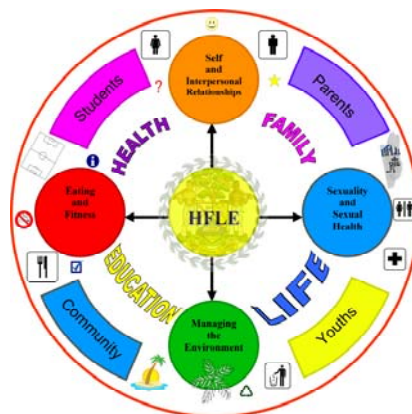
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This document is one of six booklets produced for the Belize Primary School HFLE Curriculum. Curriculum booklets for each of the three (3) divisions with accompanying "Teachers Guide".

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**Health and Family Life Education: Empowering children and adolescents in Belize with the knowledge and skills for healthy living**



## **Middle Division**

# CURRICULUM

Strand: Self and Interpersonal Relationships	Standard Two
<b>1. Self:</b> a. Self Concept and Self esteem b. Personal Growth	1.1 How I see myself 1.2 I know I can 1.3 I have feelings too
<b>2. Relationships</b> a. Myself and Others b. Effective Communication c. Dealing effectively with conflict	2.1 Making and keeping friends 2.2 Building a positive classroom climate 2.3 Managing Anger
<b>3. Managing difficult situations</b> a. Family Bonding b. Coping with physical abuse and drugs	3.1 Coping with changes in the family 3.2 Physical abuse 3.3 The effects of alcohol on the body 3.4 Avoiding alcohol
<b>4. Embracing Diversity</b> a. Diversity in the classroom b. Diversity in the community	4.1 Embracing diversity in the classroom

# OVERVIEW

Standard Three	Standard Four
1.1 Building good self esteem 1.2 Happy People 1.3 Who will I be?	1.1 My role model 1.2 Remembering our responsibilities 1.3 Setting Goals
2.1 Being your own best friend 2.2 Communicating in families 2.3 Being assertive	2.1 Resisting negative pressures 2.2 Making good decisions 2.3 Decisions and consequences
3.1 Building resiliency in families (In good times and in bad times) 3.2 Emotional abuse 3.3 Harmful effects of tobacco 3.4 Avoiding tobacco	3.1 Coping with hurtful situations 3.2 Neglect 3.3 Effects of marijuana 3.4 Avoiding marijuana
4.1 Cultural Diversity	4.1 Building a caring and peaceful community

# CURRICULUM

<b>Strand:</b> <b>Sexuality and Sexual Health</b>	<b>Standard Two</b>
<b>Taking care of My Body</b>	1.1 Proper grooming 1.2 Benefits of good personal hygiene
<b>My Body Belongs to Me</b>	2.1 Building self esteem 2.2 Strangers and friends 2.3 Ways to prevent abuse 2.4 Refusal skills 2.5 Coping with abuse
<b>Gender: I am Male/Female</b>	3.1 Different but equal 3.2 Roles and responsibilities of males and females in the home
<b>HIV &amp; AIDS</b>	

# OVERVIEW

Standard Three	Standard Four
<p>1.1 Oral Hygiene                      1.2 Hair grooming                      1.3 Care of fingers and nails                      1.4 Skin Care                      1.5 Products needed for good care of the body</p>	<p>1.1 Keeping clean, smelling nice                      1.2 Body Odour                      1.3 Products needed to keep clean/smell nice</p>
<p>2.1 Building self esteem                      2.2 strangers and friends                      2.3 Preventing abuse                      2.4 Refusal skills                      2.5 Coping with abuse</p>	<p>2.1 My changing body                      2.2 Forms of sexual abuse                      2.3 Avoiding sexual abuse                      2.4 Coping with sexual abuse</p>
<p>3.1 Different but equal                      3.2 Roles and responsibilities of males and females in the community / workplace</p>	<p>3.1 Changes for males/females during puberty                      3.2 How society expects males/females to behave</p>
	<p>4.1 HIV and AIDS: What do you know?                      4.2 Preventing the spread of HIV: I am not ready for sex right now                      4.3 Showing empathy to persons living and affected by HIV and AIDS</p>

# CURRICULUM

Strand: Eating and Fitness	Standard Two
1. Food and Nutrition	1.1 Food Groups 1.2 Functions of Nutrients
2. Food Safety	2.1 Keeping food safe 2.2 Proper Storage of food 2.3 practicing food safety rules
3. Diet and Disease	3.1 Oral Health
4. Fitness	4.1 Fitness 4.2 Rest and Exercise 4.3 Sleep 4.4 Physical Exercises

# OVERVIEW

Standard Three	Standard Four
1.1 Nutrients 1.2 Functions of Nutrients	1.1 Healthy Foods 1.2 Multi-Mix Principle 1.3 Healthy Snacks 1.4 Nutrition and Food Groups 1.5 Methods of cooking
2.1 Nutrition related diseases 2.1.1 Pyorrhea 2.1.2 Gingivitis 2.1.3 Anemia 2.1.4 Obesity	1.1 Nutrition related dis-eases  11.2 Hypertension 1.1.3 Diabetes
3.1 Importance of Food safety 3.2 Hygiene in the Kitchen	3.1. Applying food safety Principles 3.2 Observing food safety Practices in the local Environment
4.1 Fitness and Youth 4.2 The circulatory system 4.3 Physical Exercises	4.1 Benefits of sports and exercise 4.2 Conditions related to lack of exercise

# CURRICULUM

Theme: Managing the Environment	Standard Two
<p><b>1. Safe, Healthy, Sustainable Natural Environments</b></p> <p>a.) Inter-relationships of Systems  b.) Environmental Challenges  c.) Creating a safe and Healthy Environment  d.) Sustainable Management</p> <p><b>2. Responding to Environmental Health Threats</b></p> <p>a.) Safe Practices and Rules  b.) Promoting Healthy living  c.) Disaster preparedness and responding to Emergencies</p> <p><b>3. Environmental Management Information and Activities</b></p> <p>3.1 Institutions, Organizations, Agencies  3.2 Environmental Activities  3.3 Laws, policies, Conventions and Treaties</p>	<p>1.1 Simple relationships between elements act to establish equilibrium in systems.</p> <p>1.2 Elements of systems affect each other</p> <p>2.1 Collect and use basic data for monitoring ones health.</p> <p>2.2 diseases related to poor sanitation</p> <p>3.1 Environmental activities taking place in Belize</p>

# OVERVIEW

Standard Three	Standard Four
<ul style="list-style-type: none"> <li>1.1 Cleaning the community</li> <li>1.2 Sustainable development</li> <li>1.3 Practice sustainable citizenship</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Output from one system is input to other parts/processes of another system</li> <li>1.2 Practice cleanliness in environmental sensitive areas</li> </ul>
<ul style="list-style-type: none"> <li>2.1 Reducing threats to themselves and others.</li> <li>2.2 Types of Disasters and the effects</li> <li>2.3 Emergency equipment used in disaster</li> </ul>	<ul style="list-style-type: none"> <li>2.1 Coping with accidents</li> <li>2.2 Incidents caused by not adhering to safe practices</li> <li>2.3 Prevention of disease and speedy recovery from illness.</li> <li>2.4 Helpful or harmful information</li> <li>2.5 Disease related to man-made pollutants</li> <li>2.6 Promoting the health of others</li> <li>2.6 The effects of different emergencies on our health and community</li> <li>2.7 Emergency agencies/individuals</li> <li>2.8 Preparedness plan</li> </ul>
<ul style="list-style-type: none"> <li>3.1 Environmental activities taking place in Belize</li> </ul>	<ul style="list-style-type: none"> <li>3.1 Institutions, organizations and agencies involved in environmental management.</li> </ul>

# Standard 11— Self and Interpersonal Relationships

## CONTENT STANDARD

1. Examine the nature of self, family, school, and community in order to build strong healthy relationships.
2. Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs, and violence.
3. Respect the rich differences that exist among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
How I see myself	<p>Have students take turns looking in mirror and describe what they see. Ask students to say what physical characteristic they like most about themselves. Discuss some negative feelings some people have about themselves and why this may be so. Introduce the word "self concept" and explain to students this is how we see ourselves.</p> <p>Have students use one adjective to describe how they see themselves. Discuss the importance of having a good self concept. Provide students with a list of qualities and have them identify which best describes them. Have students discuss what is meant by the various characteristics with classmates. (see detailed lesson plan in resource guide)</p>
I know I can	<p>Share a story with class of a boy or girl who was able to succeed in overcoming a challenge by planning and working hard. Discuss story with class and have them share their opinion. Introduce the word "success" and elicit meaning from students. Have students discuss how it feels when we succeed at something. Make a list of these feelings. Discuss how it feels when we are unsuccessful. Make a list of feelings. Ask students to identify some steps taken by the character in the story to ensure that he/she was successful. Make a list. Introduce the term "self confidence" and discuss the importance of believing in oneself in order to be successful.</p> <p>Place students in groups and ask them to identify one thing they would like to succeed at. Give some examples if necessary. Provide students with an outline of a plan for success: My goal _____, By when? _____ How? _____ Who can Help? _____ What rewards can I give myself? _____ How will I know if I am doing well? Have students complete the plan and share it with class.</p>
I have feelings too	<p>In groups have students brainstorm for occasions when their feelings were not considered in a situation. Have each group describe the situation and discuss how it made them feel. As a class share experiences discussed in groups. Discuss with class some ways they reacted in the given situations. Discuss with students the importance of expressing their feelings and letting others know how they feel about situations that affect them. Have students brainstorm for some ways we can react when our feelings are not considered. Provide class with a variety of scenarios orally and have them suggest how each character could express his or her feelings in the given situation.</p>

**TOPIC 1: Self :** Building good self esteem, self concept and self confidence

**Life Skills::** Effective communication, interpersonal skills, self awareness

**DESCRIPTOR**

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Provide students with a few scenarios (about five) and have students identify the scenarios that depict someone with a positive self concept.</p>	<p>Define self-concept in simple terms                      Demonstrate an acceptance of self                      Use self-awareness skills to identify personal qualities                      Identify and discuss personal development goals.                      Use decision making and problem solving skills to establish and attain personal goals.                      Use assertive skills to express feelings in appropriate ways.</p>
<p>Assist students in identifying one goal they want to succeed at. Have each student fill out the plan individually. Have students report at the end of week or month on how they are progressing with the plan.</p>	
<p>Have each student write a short paragraph describing a time when their feelings were not considered and how it made them feel. Have students end the short paragraph by explaining how they expressed their feelings about the situation 1Or</p> <p>Divide students into groups and have each group role play a scenario provided by teacher depicting ways to express feelings when they feel that their feelings are not being considered.</p>	

# Standard 11— Self and Interpersonal Relationships

## CONTENT STANDARD

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Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Making and keeping friends	<p>Ask students to brainstorm for thoughts that come to mind when they think of friendship. Discuss with class why we need friends. Ask students to suggest whether boys and girls can be friends?</p> <p>Have students think about what characteristics are important to them in a friend and make a list of these. Have volunteers share their list and discuss with the class why some of the characteristics mentioned are important. Place students in groups and instruct them to make a friendship cake, listing ingredients that will make a good friend. (see resource guide) Have class share some special things they do with friends.</p> <p>Discuss with class times when friendships don't go so well. Discuss some things that might cause friends to stop being friends.</p> <p>Provide students with scenarios and ask them to role play providing an appropriate ending that suggest how friends can overcome difficult situations.</p>
Building a positive classroom climate	<p>Ask students to think of some nice things that their classmates or teacher has done that made them feel happy to be a part of the class.</p> <p>Students complete the sentence; I liked it when _____.</p> <p>Teacher collects the notes and reads them out to class.</p> <p>Have students discuss some things they like about being a part of the class and things they don't like.</p> <p>Discuss with students the importance of getting along as a class.</p> <p>Have students brainstorm for some solutions to some of the things they do not like about being in the classroom.</p> <p>Explain that one way to ensure a positive classroom climate is to compliment each other. Teacher demonstrates how to give and receive compliments. Students then pick the name of another student from a box and use positive adjectives beginning with the letters of the person's first name to create a compliment for that person. Students then share compliments with each other.</p>
Managing Anger	<p>Display pictures of angry persons around classroom.</p> <p>Ask students to identify the emotion being expressed. Place students in groups and provide each group with a scenario of a person that reacted negatively to anger. Have students answer the following questions: Have you had a similar experience? How did you respond/ behave? Was it wrong for Susan to get angry? What are some better ways Susan could have dealt with the situation? One group is then asked to role play one of the more appropriate ways Susan could have responded. Teacher asks students to compare the two reactions; Susan's reaction and the reaction in the role play and suggest which is better. Have students discuss things that make them angry and how difficult it is to manage anger. Discuss some of the negative consequences of not controlling anger. Provide students with 4 steps to anger management In groups provide students with a scenario and have them role play using the steps to anger management. (see detailed lesson plan in resource guide)</p>

**Topic 2: Relationships**

**Life Skills:** self awareness, effective communication, interpersonal skills, decision making

**DESCRIPTOR**

Increased diversity and rapid changes in our society makes interacting with others continually more complex and difficult. It is therefore essential to develop strong interpersonal and group effectiveness skills which are critical to maintaining friendships, stable families, successful careers, and strong communities.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Have students write a short composition entitled "My best friend"</p>	<p>Demonstrate knowledge of the characteristics of healthy relationships.</p> <p>Demonstrate personal commitment to developing and maintaining healthy relationships.</p> <p>Use social skills to develop and maintain healthy relationships.</p>
<p>As a class have students brainstorm for and plan weekly activities to create a positive classroom climate for a period of a month or monthly activities for the entire school year.</p>	<p>Use social skills to create a positive classroom climate.</p> <p>Identify ways to appropriately deal with anger.</p> <p>Demonstrate coping and social skills to manage anger.</p>
<p>Have students write a story about a dispute that ended positively because the characters were able to manage their anger.</p>	

# Standard 11— Self and Interpersonal Relationships

## CONTENT STANDARD

1. Examine the nature of self, family, school, and community in order to build strong healthy relationships.
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Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Coping with changes in the family	<p>Have students brainstorm for images that come to their minds when they think of family. Ask students to think of some ways their families have changed since they were born. Make a list of changes mentioned by students and add to the list if students don't mention some of the ways families change. ( a new baby comes into the family, someone dies, parents separate, someone gets married and moves out, a member of the family goes to jail, someone becomes very ill and need special attention etc)</p> <p>Place students in groups and provide each with a short scenario describing a change in the family and how a young boy/girl may feel about the change. Ask students to identify the feelings described and suggest ways that the family may cope with the changes.</p> <p>Explain to students that all families experience changes. Discuss some of the ways to cope with changes suggested by students.</p> <p>Provide students with a letter from a boy or a girl describing a change and asking for their help. Have students write to the boy or girl suggesting what he or she can do to cope with the change described.</p>
Physical abuse	<p>Share a short story about physical abuse with students. Elicit from students the meaning of physical abuse based on the story. Ask students to give examples of physical abuse. Provide students with other examples not mentioned. Discuss with students reasons why adults may abuse children and why it is wrong.</p> <p>Have students brainstorm for ways they can respond if they are being physically abused.</p> <p>Have students work in groups to develop poster against physical abuse depicting how children feel when they are abused and encouraging adults to stop physical abuse.</p>
The effects of alcohol	<p>Have students brainstorm for different types of alcoholic beverages common in the community. Have students identify places where alcohol can be obtained. Discuss and list some of the ways alcohol can affect the mind, body and relationships with others. Provide information on the effects of alcohol to students. Divide students into groups and have each group creatively depict some of the effects of alcohol. E.g. one group can write a story entitled "the drunk", one group can draw some of the effects of alcohol, one group can write a poem etc.</p>
Avoiding alcohol	<p>Describe a situation to students involving an offer by friends to join them in consuming alcohol. Elicit from students how they would respond and why.</p> <p>Review some negative effects of alcohol with students. Have students discuss some ways they can refuse offers to consume alcohol. Explain to students that sometimes the pressures may come from friends and sometimes the pressures may come from inside.</p> <p>Provide students with scenarios and have them role play responding to various pressures to consume alcohol.</p>

**Topic 3: Managing difficult situations**

**Life Skills:** Problem solving, decision making, effective communication, interpersonal skills

**DESCRIPTOR**

Crime, Violence, drugs, motor vehicle accidents and other injuries threaten the very fabric of Belizean society and the lives of Belizean youth. It is therefore essential for students need to practice skills that reduce their involvement in risky behaviours. The acquisition of these skills will increase students' ability to assume a responsible role in all aspects of personal, family, and community living

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Ask students to write about a change they have experienced in their family and how they were able to cope with it.</p>	<p>Identify feelings related to changes within the family</p> <p>Demonstrate use of coping skills to effectively cope with changes within the family.</p> <p>Identify and discuss various forms of physical abuse</p> <p>Discuss feelings associated with physical abuse and use effective communication to advocate against physical abuse</p> <p>Identify sources of support within the community for physical abuse.</p> <p>Examine ways alcohol can affect a young person's life.</p>
<p>Have students research to find out what laws exist on child abuse and where children who are abused can seek help.</p>	<p>Identify and practice ways to seek assistance when confronted with situations involving pressure to use alcohol.</p>
<p>Teacher collects newspaper articles about incidents involving alcohol. Make copies and distribute different articles to students. Have students write short paragraphs summarizing the articles, describing what happened, who was involved, and how it affected others.</p>	
<p>Provide students with a situation involving alcohol consumption that someone their age finds his/herself in. Have students explain in writing how they would respond to the situation.</p>	

# Standard 11— Self and Interpersonal Relationships

**CONTENT STANDARD**

1. Examine the nature of self, family, school, and community in order to build strong healthy relationships.
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Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Embracing diversity in the classroom	<p>Provide a scenario about a new student from another country who has enrolled in the school and is ridiculed by her classmates. Have students discuss some of the reasons why the students may be ridiculed. Ask students to brainstorm for some feelings the students who is being ridiculed may experience. Elicit form students other reasons why students may ridicule others. Place the word "diversity" on the chalkboard and discuss the meaning with students. Explain that everyone is different in many ways. Have students discuss some of the ways in which we are different. Discuss and categorize these differences (cultural, race, religious, etc.)</p> <p>In groups have students brainstorm for ways we can make students who are different from us feel accepted in the classroom.</p>

**Topic 4: Embracing Diversity**

**Life Skills::** Effective communication, interpersonal relations, assertiveness, refusal, negotiation, making, problem solving, empathy

**DESCRIPTOR**

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Have students work in groups to make a collage depicting people of different cultural, religious, and ethnic backgrounds. Have student's present collage and describe the differences.</p>	<p>Explain what diversity means and identify some diversities among peers                      Demonstrate a positive attitude towards persons from different groupings                      Use social and critical thinking skills to affirm those who are different.</p>

# Standard 11— Sexuality and Sexual Health

## CONTENT STANDARD

1. Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle
2. Build individual capacity to recognize the basic criteria and conditions for optimal reproductive health
3. Develop knowledge and skills to access age-appropriate source of health information, products and services related to sexuality and sexual health
4. Analyze the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.
5. Develop action competencies to reduce vulnerability to priority problems including sexual abuse, HIV/AIDS, cervical cancer, and STI's.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
1.1. Proper grooming 1.2. benefits of good personal hygiene 1.3. Proper grooming	Display pictures of persons taking care of their bodies in various ways. Have students describe these activities. Elicit meaning of the word grooming from students based on pictures/discussion. Discuss poor/proper grooming practices. Have students write a short paragraph on one proper grooming practice (How to take a bath, how to brush the teeth, how to wash your hair, how to wash the hands etc.)
1.2. Benefits of good personal hygiene	Use story to elicit some benefits of good personal hygiene. Discuss some benefits/negative consequences of poor hygiene practices with students. Have students work in groups to write five sentences on any of the following ( Why it is important to wash the hands, take a bath, change clothes regularly, wash the hair regularly, brush teeth etc. Have students present the sentences to the rest of the class.

**Topic 1:** Taking Care of my body

**Life Skills::** self awareness, decision making, effective communication

**DESCRIPTOR**

Good hygiene is important to an individual physical and emotional health and well being. Good personal hygiene is a reflection of a person's self value and impacts the way they are perceived and treated by the people they socialize with. As children grow older and begin to assume the responsibility of caring for themselves it is critical that they learn the importance of basic body care.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Provide list of various grooming practices (poor and proper). Have students place a smiley face besides proper practices and a sad face besides poor practices.</p>	<p>Identify proper grooming practices.</p> <p>Differentiate between poor and proper grooming</p> <p>Describe the procedure for some proper grooming practices.</p>
<p>Have students work in groups to develop poster entitled : A clean and healthy me</p>	<p>Identify and explain the benefits of good personal hygiene</p> <p>Depict the relationship between good personal hygiene and personal health.</p>

# Standard 11— Sexuality and Sexual Health

## CONTENT STANDARD

1. Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle
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5. Develop action competencies to reduce vulnerability to priority problems including sexual abuse, HIV/AIDS, cervical cancer, and STI's.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
2.1 Building self esteem	Have students make a booklet entitled "All about me". Have children fill in the book with pictures/drawings/and/or stories that tell all about special moments in their lives, things they like, positive images of themselves. Have them share these with class.
2.2 Strangers and friends	<p>Have children write name poems using their first name. Each letter of their name should stand for a positive word. Have students decorate poem and display around class.</p> <p>Place two columns on flip chart/chalkboard/newsprint etc. Label one column stranger and the other friend. Ask students to share images that come to mind when they think of each word. List these ideas on chart. Use words to engage students in discussions about what to expect from strangers/friends.</p>
2.3 Ways to prevent abuse	Be sure to emphasize that at times friends can also act like strangers. Discuss this concept in relation to abuse with class. Discuss basic safety rules with class. Have students share experiences or stories they have heard of children who were abused. If students don't have stories teachers should offer scenarios. Have students suggest how such situations may be avoided.
2.4 Refusal skills	Teacher depicts role of potential abuser and approaches students trying to get them in an isolates area or trying to get them to say yes to certain acts of sexual abuse. Students offer a response and class discusses each student's response suggesting whether the response was an effective ways to say no. Teacher shares some hints for firmly refusing sexual advances and students work in group to practice refusal skills.
2.5 Coping with abuse	<p>Provide students with a handout on different types of feeling (see resource guide). Ask students to say how they are feeling today and complete the sentence, I am feeling _____ today , along with a drawing depicting that feeling. Explain that feeling depends on a lot of circumstances. Discuss some of these.</p> <p>Use handout to help students identify how someone who is abused might feel. Have students suggest some ways the person may cope with the situation.</p>

**Topic 2:** My body belongs to me

**Life Skills:** self awareness, self esteem, effective communication, decision making, problem solving

**DESCRIPTOR**

Children need to know that they are important. When they feel accepted and loved by the important people in their lives, they feel comfortable, safe and secure, and open to communication. This may be a critical factor in children preventing abuse, speaking out about abuse or threats of abuse

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have students write a paragraph entitled "Special me"	Portray positive images of self.  Compare and contrast characteristics of friends and strangers.
Have students work in groups to come up with some ideas of ways they would react if they are approached by a stranger.	Identify potential threats from strangers / friends.  Identify basic safety rules for preventing abuse  Describe some possible ways to prevent abuse  Demonstrate examples of assertiveness and refusal skills.
Have students develop posters with safety rules for display in class.	Evaluate various responses to sexual advances  Identify feelings/emotions associated with sexual abuse.
Provide students with a list of 6-10 possible responses to sexual advances. Have them put a tick beside those that are effective and an X besides those that are not effective.	Identify ways of coping with emotions associated with abuse.
Provide students with a list of feelings/emotions. Have students say what they do when they have those feelings/emotions.	

# Standard 11— Sexuality and Sexual Health

## CONTENT STANDARD

1. Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle
2. Build individual capacity to recognize the basic criteria and conditions for optimal reproductive health
3. Develop knowledge and skills to access age-appropriate source of health information, products and services related to sexuality and sexual health
4. Analyze the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.
5. Develop action competencies to reduce vulnerability to priority problems including sexual abuse, HIV/AIDS, cervical cancer, and STI's.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
3.1 Different but equal	Ask students to identify some activities they do during break time or when they are with their friends. Have students identify those that only boys do and those that only girls do. Ask students to suggest why they are considered activities for boys/girls. Ask both sexes why they wouldn't do the activity or wouldn't allow the other sex to engage in the activity with them. Have female/male students play a game or complete task that is considered male/female. Discuss feelings about this. Discuss the importance of recognizing the abilities of both sexes to engage in activities that may be considered male/female.
3.2 Roles and responsibilities of males and females in the home	In small groups ask students to make lists under the following heading; things males do in the home, things females do and things both males and females do in the home. Discuss why these tasks are considered male or female. Have students evaluate how equitably tasks are distributed in the home. Discuss various male/female roles in the home in different cultures. Have students compare these to task distribution in their home. Brainstorm for ways in which both males and females could share the responsibilities in the home. (see detailed lesson plan in resource guide)

**Topic 3:** I am male, I am female

**Life Skills:** self awareness, decision making, critical thinking , effective communication

**DESCRIPTOR**

A person’s concept of himself as being male and masculine or female and feminine is usually based on the physical characteristics, parental attitudes and expectations, and psychological and social pressures to which the individual is subjected.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Have students write sentences about one game/task/activity usually done by the opposite sex that they can do and enjoy doing.</p>	<p>Distinguish activities that are considered uniquely male or female.</p> <p>Identify activities that both males/females have the ability to engage in.</p> <p>Identify reasons why some activities may be considered uniquely male or female.</p>
<p>Have males and females perform a task in the home that is considered a responsibility of the opposite sex. Have them write a paragraph about this and share their experience with the class.</p>	<p>Describe some male and female roles in the home defined by society</p> <p>Propose strategies to create gender equity in the home.</p>

# Standard II – Eating and Fitness

## CONTENT STANDARD

1. Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of life-style diseases.
2. Analyze the influence of socio-cultural factors as well as personal beliefs and choices related to appropriate eating and fitness
3. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><b>Importance of Food</b>  <b>Food groups:</b>                      Foods are divided into six groups which are:</p> <ul style="list-style-type: none"> <li>• Group 1 – Staples/starches: Flour, rice and other cereals e.g. bread, oatmeal, cornmeal, cream of wheat, macaroni, spaghetti, noodles, b). Starchy fruits, roots and tubers, ground provisions e.g. plantains, breadfruit, yam, Irish potato, cassava, green bananas, sweet potatoes, yampi and coco.</li> <li>Group 2: Legumes, Pulses and Nuts e.g. red kidney beans, gungo peas, black-eye peas, spilt peas, bread, beans, and nuts.</li> <li>Group 3 – Dark green leafy, yellow and other non-starchy vegetables e.g. callaloo, spinach, string beans, squash tomato, chocho, pumpkin, carrot,</li> <li>Group 4 – Fruits: e.g. mango, guava, orange, grapefruit, ripe papaya, banana, golden plum, pineapple, sour-sop.</li> <li>Group 5- Foods from animals: e.g. meat, poultry, fish, eggs, milk, and cheese.</li> <li>Group 6 – Fats and Oils: e.g. margarine, butter, cooking oil, olive oil, pigtail, streaky bacon, coconut milk.</li> </ul>	<p>Preparation activity                      See Resource Guide p_____</p> <p>Display food groups 1 – 6 using names of food items only</p> <p>Tell class that together they will try to name the groups listed in the display by examining the meanings of the words they learnt and matching them with the groups.</p> <p>Children match group by group.</p> <p>Teacher checks for corrections</p> <p>Discuss any incorrect answers to arrive at the right one</p> <p>Children explain how they know answers are correct</p> <p>Repeat concept statement led by teacher</p> <p>Follow lesson with activity</p> <p>Ask individuals to identify the foods that they eat everyday (depending on the composition of the group, children should name rice, bread (or any food made from flour or corn, ground food, and corn).</p> <p>Use this to discuss ethnic preference for the staples.</p>
<p><b>Functions of Nutrients</b>                      All foods contain nutrients but different kinds have different functions in the body. Some different functions are: provide energy, grow the body, build the body, repair (fix) the body, protect the body regulate (manage) the different body processes e.g. breathing, beating of the heart, warming of the blood, bowel movement, transporting oxygen over the body.</p>	<p>Have Standard 2 look up the meanings of the following words as a Language Arts exercise days before this lesson and discuss them in Language Arts class: energy, repair, protect, regulate and processes. (review nutrients)</p> <p>Quickly recall meanings</p> <p>Display listed functions as in content column</p> <p>Discuss the functions and explain simply so that children realize that the body needs all the nutrients to make it function correctly and keep it healthy.</p> <p>Discuss children's likes and dislikes to give them some understanding of the nutrients that might be left out of their diet and how this could affect their health</p>

**Topic 1: Food and Nutrition**

**Life Skills:** Effective communication, decision making, problem solving, and self-awareness

**DESCRIPTOR**

A comprehensive eating and fitness programme starting at the primary school level will help students to not only make responsible choices of proper food and nutrition but will enable them to understand how healthy diet and exercise can increase the likelihood of physical and mental wellness.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<ul style="list-style-type: none"> <li>• Let children identify foods with food groups whether through simple written or oral responses or more fun activity through musical names based on the concept of musical chairs where students have to call the name of a food that belongs to the group named on their chairs or any other game that can be applied. Puzzles or any other innovation method may be used.</li> <li>• Ask children to find out which ethnic pattern of food is eaten at home.</li> <li>• Let them share the different ways in which flour, rice, corn and ground food are used in their homes</li> </ul> <p>Discuss the information to establish how culture influences food selection and preparation. Do the same for other aspects of food selection and preparation.</p>	<p>Information on food groups, needed to build individual capacity for making informed choices.</p> <p>Basic understanding of the influence of culture on food selection.</p>
<p>Give matching exercises to allow children to become familiar with the relevant vocabulary. Children write sentences using the new words to show that they understand the meanings of the words and how they function in sentences. Teacher writes some questions on strips of paper based on sentences about health and nutrition and allows children to pick a folded strip from a box, read question aloud and attempt to answer for points. The arrangement of the class can be two teams, or as many groups as the teacher would like for friendly competition.</p>	<p>Developing skill in using the dictionary to build vocabulary</p> <p>Development of written communication skills using new information. Use will enhance assimilation of the new knowledge.</p> <p>Building capacity to solve problems using acquired information.</p> <p>Development of positive behaviour and team spirit.</p>

# Standard II— Eating and Fitness

## CONTENT STANDARD

1. Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of life-style diseases.
2. Analyze the influence of socio-cultural factors as well as personal beliefs and choices related to appropriate eating and fitness
3. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
There are specific actions which must be taken to keep food safe when it is being prepared	Recall food safety guidelines Have class monitor their own and each other’s behaviour in food safety management. Have children contribute to the making of a poster to illustrate each procedure that must be followed; monitor their observation of the procedures.
Food can also become unfit for eating because of poor storage. This could cause them to develop molds/ insects e.g. weevils in flour and rice.	Introduce vocabulary: mold, storage, insect, weevil Show examples of the infestation and discuss. Examine food item to see what happens to the food. Discuss what leads to the problems and how they may be avoided. Show examples of proper storage containers and discuss temperature and locations that would prevent them from becoming infested.
Practicing food safety principles	Provide opportunities for children to practice food safety. Some suggestions: arrange with canteen administrators to have them assist in preparing some aspects of a meal. Or Together think of some fund raising cooking activity that could be carried out. Or Provide the opportunity for class to practice by preparing a class treat.

**Topic 2: Food Safety**

**Life Skills:** Effective communication, decision making, problem solving, and self-awareness.

**DESCRIPTOR**

A comprehensive eating and fitness programme starting at the primary school level will help students to not only make responsible choices of proper food and nutrition but will enable them to understand how healthy diet and exercise can increase the likelihood of physical and mental wellness.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>The use of any fun way to deduce information from children e.g. simple group competition and games.</p>	<p>Consciousness of right and wrong ways of handling food</p>
<p>Give follow-up exercises which would require the use/ interpretation of new words Exercises should demonstrate understanding</p> <p>Class presentations describing the problem and possible solutions Application of solutions in storing school stock wherever possible.</p>	<p>Vocabulary building</p> <p>Developing the capacity to manage storage problems.</p>
<p>Teacher will monitor children’s behaviour as they carry out their individual activities and draw their attention to any infraction.</p>	<p>Development of correct food behaviour through practice.</p>

# Standard II – Eating and Fitness

## CONTENT STANDARD

1. Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of life-style diseases.
2. Analyze the influence of socio-cultural factors as well as personal beliefs and choices related to appropriate eating and fitness
3. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><b>Oral Health</b> Oral health is about keeping the mouth clean and healthy</p> <p>There are special tools which are used in oral hygiene to prevent oral health problems</p> <p>Healthy teeth and gums are very important to the body as they allow us to chew our food properly and make digestion easier.</p> <p>Eating sugary foods an not brushing leads to loss of teeth.</p> <p>There is a specific way to keep mouth clean and healthy, this includes twice daily brushing, flossing and the use of a mouth wash.</p> <p>If oral hygiene is not practiced, the mouth becomes diseased because of plaque. An unhealthy mouth can lead to gum disease, loss of teeth and stomach problems.</p> <p>Some diseases are:                      Pyorrhoea                      Gingivitis                      Stomach problems</p>	<p>Invite a guest speaker to speak to class about oral health. Lead a class discussion after. If guest speaker is not available then teacher should take the place. Explain term 'Oral health.'</p> <p>Display toothbrush, floss, mouthwash, and toothpaste.</p> <p>Discuss what they are and how they should be used.</p> <p>Have children demonstrate movements.</p> <p>Discuss effects of sugar on teeth</p> <p>Introduce the terms oral health and oral hygiene and discuss them.</p> <p>Have children examine the mouth using small mirror. Note number, Shape position, and discuss functions of each group of teeth.</p> <p>Re-introduce tools and products to be used.</p> <p>Discuss what happens when we eat, demonstrate cleaning and discuss reasons (Introduce the word plaque)                      Discuss how plaque is formed, and its effect on the teeth and mouth in general                      Discuss effects of poor oral hygiene on the body.</p> <p>Identify diseases, describe and discuss them and their effects on the body.</p> <p>Discuss the effect of losing the teeth on the stomach and the appearance.</p> <p>Identify and describe diseases which can occur and their effects on the body and the emotions.</p>

**Topic 3: Diet and Disease**

**Life Skills:** Effective communication, decision making, problem solving, and self-awareness

**DESCRIPTOR**

A comprehensive eating and fitness programme starting at the primary school level will help students to not only make responsible choices of proper food and nutrition but will enable them to understand how healthy diet and exercise can increase the likelihood of physical and mental wellness.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Have class use the term in sentences</p> <p>Identify what would be included under oral health</p> <p>Name and describe the tools which apply and state why they are necessary</p> <p>Have children demonstrate the procedure in cleaning the mouth and explaining reasons for the method</p> <p>Engage class in creative writing about oral hygiene</p> <p>Monitor their involvement by having them keep a diary</p> <p>Contribution to the discussion</p>	<p>Develop vocabulary</p> <p>Understand the reasons for good oral hygiene and practice it</p> <p>The development of sensitivity to oral hygiene and practice same.</p>
<p>Let children copy notes in their journals and write individual stories describing one or more disease and identifying how they feel each disease would affect them physically, socially and emotionally.</p>	<p>Recognize the symptoms of any of the diseases.</p>

# Standard II – Eating and Fitness

## CONTENT STANDARD

1. Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of life-style diseases.
2. Analyze the influence of socio-cultural factors as well as personal beliefs and choices related to appropriate eating and fitness
3. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p>Fitness is the state of being sufficiently healthy and strong for one's age. Everyone needs to exercise the different parts of the body so that he/she can be supple and fit</p>	<p>Discuss children's active behaviour of running around and describe as exercise. Through comparison of the ability of individuals in different age ranges to move help children to understand the body's need for exercise in order to be fit</p>
<p><b>Rest and exercise</b> Some ways in which we exercise are: walking fast, jumping, running, skipping, swimming, cycling, team games.</p>	<p>Have children demonstrate each exercise and identify which body muscles are being exercised, discuss feelings experienced during exercise e.g. heart beats faster; body becomes tired after a while.</p>
<p>Rest follows exercise. Rest is a state in which the body relaxes. Regular sleep and rest are needed for the body to recover from exertion and to repair the body tissues which become worn. Different people need different amounts of sleep, but the average amount is eight hours per person. During rest, the muscles are relaxed and the body replaces the energy it had used up</p>	<p>Discuss rest- have children share their experiences: how do they rest besides sleeping how do they feel Compare feelings experienced after the two periods and identify reasons for the difference.  Explain what happens to the body during rest so that it can regain strength to continue its function.  Help class to understand the information in the content column through questioning and discussion</p>
<p>Discuss the effects of lack of sleep on the brain and on the body's ability to perform.</p>	<p>Provide sports magazines or any other articles which deal with athletes regimen when in training and the effects of insufficient rest on their performance as well as articles describing tests on individuals who have not had sufficient sleep. Discuss as a comprehension exercise or have children present their understanding to the class</p>
<p>The internal organs of the body – the respiratory organs. Physical exercises from the Middle Division Physical Education Curriculum.</p>	<p>Let class label organs of the respiratory system, Discuss their functions.  See Middle Division P.E Curriculum</p>

**Topic 4: Fitness**

**Life Skills:** Effective communication, decision making, problem solving, and self-awareness.

**DESCRIPTOR**

A comprehensive eating and fitness programme starting at the primary school level will help students to not only make responsible choices of proper food and nutrition but will enable them to understand how healthy diet and exercise can increase the likelihood of physical and mental wellness

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Have children describe what they think fitness is in their own words and what can be done to maintain fitness Some can demonstrate how fit they are</p>	<p>Develop an understanding of what exercise and rest are and their importance to the continuous functioning of the body.</p>
<p>Arrange physical education sessions, which will afford children the opportunity to perform free exercises. Arrange school sports day</p> <p>Write creatively about rest- some can even include aspects of humour and about the body's responses during rest.</p> <p>Individual responses to questions</p> <p>Their own arguments as to the value of rest to the body.</p>	<p>Make conscious efforts to exercise regularly – probably become active in sports.</p> <p>Understanding that rest is crucial to the body function as lack of it affects performance.</p>
	<p>Know the respiratory organs that feature greatly in exercise.</p>

# Standard II – Managing the Environment

**CONTENT STANDARD**

1. Demonstrate an understanding of the inter-relationships of a sustainable natural environment.
2. Demonstrate an understanding of the environmental threats to the health and well-being of students, families schools, and communities.
3. Analyze the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, and communities.
4. Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environment and the reduction of environmental health threats in the home, school, community, and region.
5. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><b>Inter-relationships of Systems</b></p> <p>Simple food chains vividly show the relationships between elements within a natural system. If undisturbed, the relationship establishes a state of equilibrium. - the inter-dependencies between systems.</p> <p>The relationships between elements from a natural system and those of social systems usually establish a state of balance. This balance can be easily disturbed if there is a change in one element. Changes (parts are missing, damaged, mismatched or mis-connected) can have either or both short-term and long-term impacts.</p>	<p>Expose students to a simple food chain and have them take turns to describe the relationships in a food chain and the cyclic flow of nutrients in natural systems. In their explanations they should include that that these flows and cycles are dynamic: for example, they can make generalizations about natural and social interrelationships, such as logging and its effects on a rainforest ecosystem or drought and the supply of water to both natural and social systems. This can be done through a structured worksheet with guiding questions.</p> <p>Demonstrate that adaptations in system eventually reach a balance.</p> <p>But note clearly that although equilibrium of systems has been reached in the past, constant changes affect this equilibrium, such as those in climate that turned the Sahara area from forest to desert.</p> <p>Using these examples, have them realize that often these short-term changes are caused by human intervention and natural systems are unable to adapt in enough time to achieve an ecological equilibrium.</p>

**Topic 1: Safe, Healthy, Sustainable Natural Environments**

**Life Skills:** Influencing, decision making, reasoning, comparative,

**Affect: and Behavior:** Sensitive to environmental links and increase water efficiency

**DESCRIPTOR**

Environmental education is an investment in our future. If Belize is to have a sustainable future, increased understanding of the environment and environmental decisions is essential. The HFLE curriculum recognised this and tries develop the knowledge, skills, and attitudes in young children so as to guarantee a safe, healthy, sustainable natural environment.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Use other food chain systems for students to identify relationships between them. Review the effects from disturbing/breaking the relationships.</p> <p>Similarly, use flash cards for students to establish a relationship between elements from different systems that produces a balance.</p> <p>Then have them predict the effect if one element is altered (parts are missing, damaged, mismatched or misconnected).</p> <p>Have students conduct simple controlled experimentation to show how systems adapt to changes,</p> <p>Question students understanding of the interdependency of systems, the impact when mans intervention disrupt the balance.</p>	<p>Explain how simple relationships between elements act to establish equilibrium in systems.</p> <p>Identify how different elements of systems affect each other.</p>

# Standard II – Managing the Environment

**CONTENT STANDARD**

1. Demonstrate an understanding of the inter-relationships of a sustainable natural environment.
2. Demonstrate an understanding of the environmental threats to the health and well-being of students, families schools, and communities.
3. Analyze the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, and communities.
4. Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environment and the reduction of environmental health threats in the home, school, community, and region.
5. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
<p><b>Promoting Healthy living</b></p> <p><u>Data Collection</u> Monitoring ones health is central to keeping healthy. Physical data can be collected and compared.. Height, weight, Temperature, Pulse rate and Pres-sure (assisted by teacher)</p> <p><u>Diseases caused from poor sanitation</u> Through Poor Sanitation of Food e.g. diarrhea, bad coughs, etc.</p> <p>Measures Taken To Ensure Proper Sanitation Wash fruits and vegetables before eating and cooking All utensils should be washed, if necessary Utensils should be stored in a clean, closed cup-board</p>	<p>Chn. Record data and compare measurement in a discussions. Establish healthy limits. For math they can draw charts to com-pare data collected.</p> <p>Create posters in small groups that show measures taken to en-sure proper sanitation Share their experiences on the ways how people prepare food for sale and the poor practices involved. Discuss how poor sanitation affects our health.</p> <p>Invite Resources personnel from HECOPAB to discuss diseases caused by poor sanitation.</p>

**Topic 2: Responding to Environmental Health Threats**

**Life Skills:** Information gathering and data collection, cooperative, Investigative

**Affect: and Behavior:** Recognize risks make safer choices and practice safety skills

**DESCRIPTOR**

Safety education is not necessarily about isolating children and young people from all potential hazards but is about equipping them to deal with situations safely. We aim to identify in the HFLE curriculum where we can teach the safety skills and knowledge they will need. The ability to transfer this learning to other areas of their lives is also an aim of safety education. Knowing how to assess and manage risks is not the end of the story. Safety education is also about understanding factors which influence attitudes and behaviour to do with safety, promote healthy living, disaster preparedness and how to deal with emergencies.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Evaluate data collected and the interpretations made by chn. Describe data obtained from graphs. Make comparisons and predictions.</p> <p>Assess posters for accuracy and content.</p>	<p>Collect and use basic data for monitoring ones health.</p> <p>Identify diseases related to poor sanitation</p>

# Standard II – Managing the Environment

**CONTENT STANDARD**

1. Demonstrate an understanding of the inter-relationships of a sustainable natural environment.
2. Demonstrate an understanding of the environmental threats to the health and well-being of students, families schools, and communities.
3. Analyze the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, and communities.
4. Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environment and the reduction of environmental health threats in the home, school, community, and region.
5. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
<p><b>Environmental Activities</b></p> <p>Conservation                      Pollution Prevention                      Management of Resources                      Recycling</p>	<p>Present a pictures showing 4 major activities being conducted in Belize.</p> <p>Have students write down three things they observe from the picture</p> <p>Discuss findings and then explain the type of environmental activ-ity.</p>

**Topic 3: Environmental Management Information and Activities**

**Life Skills:** information gathering, identifying relevancy

**Affect: and Behavior:** responsibility and sensitivity to environmental activities.

**DESCRIPTOR**

Laws and regulations are a major tool in protecting the environment. The Government passes laws and adopts international conventions and treaties . To put those laws into effect, the Government authorizes certain government and non governmental agencies, including the department of the environment, to create and enforce regulations. This portion of the curriculum address the laws and regulations in combination with the various activities being undertaken to ensure the protection, restoration and sustainable use of the natural resources and environment.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Monitor student involvement and observations made.</p> <p>Have students find other pictures showing other environmental activities and bring to class for discussion.</p>	<p>List a variety of environmental activities taking place in Belize</p>

# Standard III – Self and Interpersonal Relationships

## CONTENT STANDARD

1. Examine the nature of self, family, school, and community in order to build strong healthy relationships.
2. Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs, and violence.
3. Respect the rich differences that exist among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Positive Self Image	<p>Place the word “self-esteem” on the chalkboard. Elicit meaning of the word from students. Explain that people can have low or high self esteem. Give examples of each. Discuss how self esteem is developed and why it is important to have a good self esteem. Explain to students that the more they know about themselves and appreciate their special skills and abilities the more their self esteem develops.</p> <p>Have students make a booklet entitled “All about me”. Have students fill in booklet with pictures/drawings and or stories that tell about special moments in their lives, things they like, positive images of themselves. Have each student share with class.</p>
Who will I be?	<p>Share with class the story of a local hero or an outstanding community member. Elicit from students some reasons why the individual is/was so successful. Have students identify things about the individual they admire. Have students think about what they would like to be when they grow up.</p> <p>Have them research information about the career they choose including what special skills and abilities are required.</p> <p>Have each student share with class their career and say what they like about the career.</p> <p>As a class have students identify some things they need to do now to ensure that they achieve the goals they are setting for themselves.</p>
Happy People	<p>Have students stand in a circle and pass on a laugh from one person to the other. Ask students to explain how laughing makes them feel. Write the word “happiness” on chalkboard. Ask students to describe what comes to their mind when they think of the word happiness. Have students make a list of the things that make them happy. Have them describe some things that happy people do.</p> <p>Ask students to make a list of things that make them unhappy. Have students describe some of the things unhappy people do.</p> <p>Explain to students that sometimes we cannot prevent unhappiness e.g. when someone dies or when we are hurt. However, we must always try to make ourselves and others around us happy.</p> <p>Have students make a list of things they can do to make themselves and others happy.</p>

**Topic 1:** Self: Building good self esteem, self concept, self confidence

**Life Skills:** Self awareness, interpersonal skills, effective communication

**DESCRIPTOR**

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Share a story with students about someone with low self esteem and have students identify why the person had low self esteem and suggest ways the character can improve his/her self esteem.</p>	<p>Identify elements of good self esteem.</p> <p>Develop positive self esteem through identification of individual strengths and characteristics.</p> <p>Identify and explore steps necessary to ensure positive personal growth and development</p>
<p>Divide students into groups and have them identify successful members of their community. Assist students in developing a short questionnaire and have them conduct a short interview with the community member to identify things that led to their success. Have each group report to the rest of the class.</p>	<p>Use decision making skills to identify and establish personal goals</p> <p>Identify and demonstrate behaviours that contribute to feelings of happiness</p> <p>Identify ways in which feelings impact thoughts and actions</p>
<p>Have students cut pictures from magazines or draw pictures to make a collage of happy scenes.</p>	

# Standard III – Self and Interpersonal Relationships

## CONTENT STANDARD

1. Examine the nature of self, family, school, and community in order to build strong healthy relationships.
2. Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs, and violence.
3. Respect the rich differences that exist among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Being a friend to yourself	<p>Review with students some of the positive qualities of a good friend. Ask students to identify which of those qualities they possess. Explain to students that we have many best friends but we have to be our own best friends. Elicit from students what they think it means to be their own best friend.</p> <p>Explain to students that liking yourself is the most important part of being a friend to yourself.</p> <p>Help students make a list of ways they can be friends with themselves. E.g. feeling positive about self and making positive statements about self, reminding yourself of strengths, not comparing self with others, practise saying no so that you can do it when you need to etc.</p> <p>Have students make a list of reasons why they like themselves. Have students share list with the class</p>
Communicating at home	<p>Provide students with pictures of a variety of ways people in families communicate. Write the word “communication” on chalkboard and elicit from students the meaning of communication. Explain that communication involves listening /observing, responding and giving feedback.</p> <p>Discuss the pictures provided and ask students to share ways they communicate in their families. Have students share some things they talk about in their families and the settings in which communication takes place.</p> <p>Discuss reasons why families communicate and share with students the importance of communication in families. Give examples of families that don’t communicate and the negative effects of not communicating.</p> <p>Ask each student to think of something they will discuss with their families when they are at home. Have students communicate with family on the topic chosen and share experience with the class.</p>
Being assertive : Standing up for yourself	<p>Ask students to identify some positive things that they and their friends do together. Ask students to identify some negative things that their friends may have asked them to do or that they have heard other friends share. Explain that many times friends pressure each other to do negative things but each person must learn to stand up for themselves. Have students share some ways they respond to these pressures. Explain to students that when deciding whether or not to go along with their friend’s suggestion they can practice three steps; ASK.</p> <p>A-They must first ask questions so they know what they are getting into. S If they don’t think that the activity is safe they must say no K- They must know other positive options and be ready to suggest an alternative activity. If the friend does not accept they should leave.</p> <p>Have students practice role play being assertive using the ASK method.</p>

**Topic 2: Relationships**

**Life Skills::** Interpersonal skills, self awareness, effective communication, problem solving, decision making

**DESCRIPTOR**

Increased diversity and rapid changes in our society makes interacting with others continually more complex and difficult. It is therefore essential to develop strong interpersonal and group effectiveness skills which are critical to maintaining friendships, stable families, successful careers, and strong communities.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Provide students with a few scenarios. Have students identify those that describe a person who likes his/herself.</p>	<p>Identify and appreciate the importance of developing an appreciation for one's own strengths and unique characteristics.</p> <p>Demonstrate knowledge of the nature of the communication process and the factors that influence the process</p> <p>Use social skills to communicate effectively with family and friends.</p>
<p>Provide students with a topic to share and have them role play communication among family members.</p>	<p>Differentiate between passive, assertive and aggressive behaviours.</p> <p>Use cognitive and social skills to develop and practice using assertive messages.</p>
<p>Provide students with various scenarios. Have each student select one scenario and practice using ASK method to being assertive.</p>	

# Standard III – Self and Interpersonal Relationships

## CONTENT STANDARD

1. Examine the nature of self, family, school, and community in order to build strong healthy relationships.
2. Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs, and violence.
3. Respect the rich differences that exist among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

Content organized Into Manageable Sets	Suggested Teaching Learning Strategies
Building resiliency in families (In good times and in bad times)	<p>Present a variety of pictures of families sharing good times together. Have students identify the activities being conducted and share some good times they have in their families. Have students write a few sentences about a good time shared in their family. Have students describe feelings associated with the good time and explain why they consider it a good time.</p> <p>Explain to students that all families have good and bad times. Discuss some times that may not be happy times for families; when adults have an argument, when there is not enough money to purchase things needed in the home, when a family member is sick or dies etc. have students share some bad times that they have experienced in their families. Place students in group and provide each with a scenario of a bad time faced by a family. Have students identify ways that the family can cope with the bad time or find solutions to the problem they are facing. Have students share their responses. Explain to students that when families are strong and care about each other they are able to survive bad times.</p>
Emotional abuse	<p>Role play a situation of emotional abuse with a student in the classroom (be sure to prepare the student beforehand). Ask students to share how they would feel if they are treated in such manner. Review the meaning of the term "abuse" with students. Explain the term "emotional abuse" to students and elicit from students some examples of emotional abuse. Provide students with a list of scenarios and have them identify the examples of emotional abuse.</p> <p>Have students work in pairs to develop a list of possible advice they can offer to assist someone who is facing emotional abuse to cope with the situation.</p>
Harmful effects of tobacco	<p>Pass around samples of cigarettes to students and ask them to say what they know about cigarettes. Explain to students what cigarettes are made of. Have students think of someone they know that smokes cigarettes and ask students to brainstorm for reasons why people may smoke cigarettes. Explain to students that many people don't know of the many harmful effects of cigarettes. Provide students with a fact sheet on tobacco and place them in groups to discuss some of the facts presented. Have students share some things they have found out about smoking.</p> <p>From the list have students state how smoking affects the mind, body and relationships.</p>
Avoiding tobacco	<p>Review some of the harmful effects of smoking with class. Divide students into groups and assign each group a task to creatively discourage smoking using factual information about the effects of smoking. One group can design a poster, one group can write a story about a smoker, one group can write a poem, one group can do a short role play etc.</p>

**Topic 3: Managing Difficult Situations**

**Life Skills::** Decision making, effective communication, critical thinking, interpersonal skills, negotiation skills, refusal skills

**DESCRIPTOR**

Crime, Violence, drugs, motor vehicle accidents and other injuries threaten the very fabric of Belizean society and the lives of Belizean youth. It is therefore essential for students need to practice skills that reduce their involvement in risky behaviours. The acquisition of these skills will increase students' ability to assume a responsible role in all aspects of personal, family, and community living.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Have students write short stories about a difficult situation faced by their families and how they were able to overcome the situations.</p>	<p>Identify adverse situations that affect families</p> <p>Demonstrate the capacity to use coping and cognitive skills to handle varied adverse situations.</p> <p>Identify situations of emotional abuse and discuss feelings associated with emotional abuse</p> <p>Use coping and problem solving skills to identify ways of coping with abusive situations.</p> <p>Describe the effects of smoking on a person's body, mind and relationships.</p>
<p>Provide at least three examples of emotional abuse and have students suggest how the person being abused might feel and ways in which they can seek support.</p>	<p>Identify the influences that encourage and discourages smoking</p> <p>Use decisions making and refusal skills to discourage smoking among their peers</p>
<p>Ask students to write a letter to someone they know who is a smoker encouraging them to stop smoking. Students should mention at least three ways in which smoking affects their mind, body and relationships.</p>	
<p>Have student find out what second hand smoke is and list some ways they can avoid second hand smoke.</p>	

## Standard III – Self and Interpersonal Relationships

### CONTENT STANDARD

1. Examine the nature of self, family, school, and community in order to build strong healthy relationships.
2. Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs, and violence.
3. Respect the rich differences that exist among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Cultural diversity	<p>Review the meaning of the term “diversity” with class and some of the ways in which people are diverse from Std. 11. Present pictures of the various ethnic groups in Belize and ask students to identify them and say what they know about each. In groups have students brainstorm for ways in which the various groups are different. Discuss with students some ways persons from different groups may be treated because of their differences.</p> <p>Have students discuss what can happen if all groups did not get along with each other.</p> <p>Explain to students that many times people dislike others that are different because they don’t know enough about the other group. Place students in groups and have them research information on an assigned ethnic group and present interesting facts about the group assigned. (see detailed lesson plan in resource guide)</p>

**Topic 4: Embracing diversity**

**Life Skills::** effective communication, interpersonal relations, assertiveness, refusal, negotiation, decision making, problem solving

**DESCRIPTOR**

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Have class organize a cultural display. If possible invite persons from various ethnic groups to present an interesting aspect of their culture.</p>	<p>Demonstrate knowledge of the rich ethnic diversity that exists among people.</p> <p>Demonstrate acceptance of people from diverse groupings.</p> <p>Demonstrate social, cognitive, and coping skills to advocate for acceptance and inclusion of persons from diverse groupings.</p>

## Standard III – Sexuality and Sexual Health

### CONTENT STANDARD

1. Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle
2. Build individual capacity to recognize the basic criteria and conditions for optimal reproductive health
3. Develop knowledge and skills to access age-appropriate source of health information, products and services related to sexuality and sexual health
4. Analyze the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.
5. Develop action competencies to reduce vulnerability to priority problems including sexual abuse, HIV/AIDS, cervical cancer, and STI's.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
1.1. Oral hygiene	Ask dentist or dental assistant from local clinic to visit to discuss oral hygiene with class. Have students demonstrate proper care of teeth and gums. Elicit from students the benefits of good oral hygiene.
1.2. Hair grooming	Elicit from students how they feel about being around someone with the following conditions: a. head lice b. smelly hair c. Dirty hair Hair that is not properly combed Ask students to tell why they feel the way they do. Discuss ways to ensure proper hair grooming.
1.3 Care of finger and toenails	Divide class into groups. Assign each group a short paragraph on nails (finger and toenails) from information in resource guide. Assign questions based on the paragraph. Have groups share information on care of nails (finger and toenails) with the rest of class. Class members can ask questions of group based on what was presented.
1.4 Products needed for good care of the body	Have students collect a variety of jars, wrappers, labels or items used for care of the body. Each student must find out the cost of the item, where it can be obtained, whether it is produced locally or imported, what it is used for and how it is used. Teacher discusses with class other products that may be used for care of the nails, teeth and mouth and hair that may be used by students from various background and cultures. Students will then group items according to their uses and each group will present the items to the rest of the class.

**Topic 1: Taking care of my body**

**Life Skills::** decision making, critical thinking, effective communication

**DESCRIPTOR**

Good hygiene is important to an individual's physical and emotional health and well being. Good personal hygiene is a reflection of one's self value and impacts the way people are perceived and treated by those with whom they socialize. As children grow older and begin to assume the responsibility of caring for themselves it is critical that they learn the importance of basic body care.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have students write journal documenting the daily care of the teeth and gums for one week.	Describe the benefits of good oral hygiene.
Have students write journal documenting the daily care of the teeth and gums for one week.	Demonstrate the proper care of the teeth and gums  Describe the benefits of proper hair grooming.  Describe how to care for the hair  Identify and discuss use and availability of products used for care of the body.
Have students write a short paragraph entitled: How I care for my hair.	
From the list of products discussed /presented in class, have students categorize them according to frequency of use. Have them choose the one most frequently used and explain in writing how to use it and the benefits of using it.	

## Standard III – Sexuality and Sexual Health

### CONTENT STANDARD

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4. Analyze the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.
5. Develop action competencies to reduce vulnerability to priority problems including sexual abuse, HIV/AIDS, cervical cancer, and STI's.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
2.1 Building self esteem	Have students make a list of things they are good at. Have them get input from friends, teachers, and parents. Have students cut out a shape and write name in the middle and then place the list of things they are good at around the shape. Have students share this with rest of class and then display in classroom.
2.2 Strangers and friends	Teacher provides two columns on chalkboard. Label one stranger and one friend. Describe a variety of actions and have students say whether each action is something a stranger or friend would do. Ask students to say why they think so. Emphasize that while most friends are people we know and can trust we must still be careful around friends. Have students write a list of characteristics that describe a good friend and a list of characteristics that describe a stranger. Engage students in discussion about those characteristics. Have students share stories they have heard about incidences involving strangers and some of the dangers that might be involved with interacting with strangers.
2.3 Preventing abuse	Use story to discuss an abusive situation with students. Ask students to suggest ways to change the way the story ends. Have students work in groups to suggest an end to the story where the child is able to prevent sexual abuse. Discuss these endings with class. Share with students some other ways that abuse can be prevented.
2.4 Refusal skills	Share poem on 'saying no' with students (see resource guide). Have students write and decorate poem. Discuss the meaning of the poem with class and have them recite poem. Identify some of the situations in the poem where the author said no and have students practice saying no in various ways to the situations they are confronted with.
2.5 Coping with abuse	Have students bring a piece of cardboard cut out in the shape of a circle. Have students divide circle into 6-8 portions and decorate each. Students will write one feeling/emotion they think a person who is abused may experience. Have students share these feelings/emotions. Discuss places, persons that children who are abused can get support from. Have students list these on the back of their circle

**Topic 2:** My body belongs to me

**Life Skills::** self awareness, self esteem, effective communication, decision making, problem solving, refusal skills

**DESCRIPTOR**

Children need to know that they are important. When they feel accepted and loved by the important people in their lives, they feel comfortable, safe and secure, and open to communication. This may be a critical factor in preventing abuse, speaking out about abuse or threats of abuse.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Have students choose one thing they are good at from the list developed and write about it.</p>	<p>Develop positive self image through identification of their individual strengths.</p>
<p>Have students write a paragraph or short story entitled “the stranger”.</p>	<p>Compare and contrast characteristics of strangers and friends.</p> <p>Identify and evaluate effective ways to prevent abuse.</p> <p>Demonstrate various ways of saying no to sexual abuse.</p> <p>Identify and describe a variety of emotions associated with sexual abuse.</p>
<p>Provide students with a few scenarios about sexual abuse. At the end of each scenario student must respond to the question; what would you do?</p>	<p>Identify various support systems for coping with sexual abuse.</p>
<p>Provide students with some questions based on the poem and have them write answers.</p>	
<p>Provide students with a short letter from a friend who has been abused asking where to go for help. Have students write a short letter to the friend who has been abused telling him or her where to go for help.</p>	

# Standard III – Sexuality and Sexual Health

**CONTENT STANDARD**

1. Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle
2. Build individual capacity to recognize the basic criteria and conditions for optimal reproductive health
3. Develop knowledge and skills to access age-appropriate source of health information, products and services related to sexuality and sexual health
4. Analyze the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.
5. Develop action competencies to reduce vulnerability to priority problems including sexual abuse, HIV/AIDS, cervical cancer, and STI's.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
3.1 Different but equal	<p>Students individually write a statement explaining how they feel about the other gender. Students form same sex groups and share what they have written about the other gender. Teacher asks them to analyze responses and suggest why they may feel the way they do.</p> <p>Teacher discusses the importance of developing positive attitudes towards other gender in order to foster healthy relationships. Teacher engages students in discussion on why persons may have negative views about the other gender and what can be done to improve the way persons of other gender view each other.</p> <p>Students divide into males and females and compete to come up with the most positive statements about the other gender.</p>
3.2 Roles and responsibilities of males and females in the community/workplace.	<p>Place the name of two activities performed in the community on chalkboard (one generally considered male and one generally considered female) Have students say whether they think it is a female or male role and why. Do they think the opposite gender can perform that role? Why or why not? Provide flashcards with other roles and careers and have students place in either male or female columns. Discuss reasons for suggesting so. Discuss the importance of providing equal opportunities for each gender.</p> <p>Have students identify ways that both genders can be included in community activities/roles in the workplace.</p> <p>Share with students distinct male and female roles in various cultures for male and female. Have students choose one culture and work in groups to write a few sentences on how they view those roles. Engage students in discussion based on their responses.</p>

**Topic 3:** I am male, I am female

**Life Skills::** self awareness, decision making, critical thinking, effective communication

**DESCRIPTOR**

A person's concept of himself as being male and masculine or female and feminine is usually based on the physical characteristics, parental attitudes and expectations, and psychological and social pressures to which the individual is subjected.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Provide students with a few scenarios depicting some ways persons may react to the other gender. Have students evaluate the reactions as positive or negative.</p>	<p>Demonstrate positive attitudes towards the other gender.</p> <p>Analyze sources of negative attitudes towards the other gender.</p> <p>Describe male and female roles defined by society.</p> <p>Identify strategies for creating gender equity in the community.</p>
<p>Place students in groups and assign each a role/job in the community. Ask them to discuss this role/job and say what is required to do this job and what skills both genders have to perform this role/job</p>	

# Standard III— Eating and Fitness

## CONTENT STANDARD

1. Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of life-style diseases.
2. Analyze the influence of socio-cultural factors as well as personal beliefs and choices related to appropriate eating and fitness
3. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><b>Teach this material in parts to suit the class being taught.</b>                      The nutrients in food are:</p> <ul style="list-style-type: none"> <li>- Carbohydrates</li> <li>- Proteins</li> <li>- Fats</li> <li>- Vitamins A, B, C, D, E and K</li> <li>- Minerals</li> <li>- Calcium</li> <li>- Iron</li> </ul>	<p>Review vocabulary which was prepared before (carbohydrates, proteins, fats, vitamins, calcium, iron, minerals, protect and repair.)                      Write the nutrients on the chalkboard and let children use the knowledge they gained in Std. 2 as well as the new vocabulary to suggest which food groups contain which nutrients.                      Display examples of the six food groups and let children label them using the main nutrients they contain. [The easiest should be carbohydrates and fats.]                      Remind children that they had learnt about some foods which make the body grow and ask them to give examples then label them as proteins.                      Ask about foods that they had learnt about that make them glow and protect them from diseases and which many of them did not like. Also children can examine labels of packaged foods to help them think and associate the words vitamins and minerals.                      Label the remaining groups with the nutrients they provide the most.</p>
<p>Most foods have more than one nutrient.</p>	<p>Let children examine labels and read articles suggested by teacher to find other nutrients which the food groups provide the nutrients they provide.</p>
<p>Some functions of nutrients</p>	<p>Deduce the many action that the body performs, both visible physical actions and invisible internal actions e.g. walking, lifting heavy objects, taking blood and oxygen all over the body, processing food</p> <p>Compare the body to a machine needing fuel. The fuel is the energy supplied by some nutrients. Ask which nutrients and let children provide answers from the article they read (carbohydrates, proteins and fats)</p> <p>Discuss each body function and associate it with a nutritional substance explained in the article/s read.</p> <p>Summarize functions on chalkboard for copying into notebooks.</p>

**Topic 1: Food and Nutrition**

**Life Skills:** Effective communication, decision making, problem solving, and self-awareness.

**DESCRIPTOR**

A comprehensive eating and fitness programme starting at the primary school level will help students to not only make responsible choices of proper food and nutrition but will enable them to understand how healthy diet and exercise can increase the likelihood of physical and mental wellness

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Oral and written use of the new words</p> <p>Exercise which involves identification of nutrients content.</p> <p>Matching nutrient content with food items</p> <p>Solving crosswords puzzles</p> <p>Writing stories/poems/rhymes about food groups and their nutrient contents.</p>	<p>Children will become more nutritionally conscious when they are able to readily identify the nutritional content of the food they eat.</p>
	<p>Children will learn to access information that will allow them to choose food for its health value.</p>
<p>All above strategies or activities may also be applied to this section</p>	<p>Further acquisition of information for healthier eating.</p> <p>Accessing information through reading and applying that information in discussion.</p>

# Standard III – Eating and Fitness

**CONTENT STANDARD**

1. Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of life-style diseases.
2. Analyze the influence of socio-cultural factors as well as personal beliefs and choices related to appropriate eating and fitness
3. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><b>Diseases related to nutrition</b></p> <p>(a) pyorrhoea (b) gingivitis (c) anemia (d) obesity</p> <p>Anemia</p> <p>Obesity</p>	<p>Recall the nature and cause of Pyorrhoea and gingivitis and their effects on the teeth and health</p> <p>Deduce from children how diet can give rise to the conditions that lead to the two diseases above</p> <p>Have individuals describe the nature of the diseases and how they affect health and well-being and how they can be prevented</p> <p>Record information on chalkboard Under headings Disease, Causes, Nature/Description, Preventive Measures and Cure Write the word anaemia/anemia on chalkboard and have class look up the meaning. Explain difference in spelling (British and American) Examine meaning and record any information that fits any of the headings.</p> <p>Discuss information given and complete recording to give a clear picture of what the disease entails</p> <p>Summarize causes of all three and note that their causes are all diet related and can be treated/prevented by correcting the problem in each case. Discuss cure.</p>

**Topic 2: Diet and Disease**

**Life Skills:** Effective communication, decision making, problem solving, and self-awareness

**DESCRIPTOR**

A comprehensive eating and fitness programme starting at the primary school level will help students to not only make responsible choices of proper food and nutrition but will enable them to understand how healthy diet and exercise can increase the likelihood of physical and mental wellness.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Have class make a poster for Open-day display and record the information illustrating conditions where possible</p> <p>Give matching exercises in which class will match the diseases with the information which pertains to them</p> <p>Set comprehension and problem solving questions on the information in the Resource Guide</p> <p>Let children research the prevalence of these diseases in Belize and make presentations to class. They should include possible causes in the case of the Belizean population and make suggestions as to how the number of those who have the disease could be reduced.</p>	<p>Develop the capacity to interpret, extract and use information</p> <p>Build vocabulary</p> <p>The acquisition of information, which will guide them in making choices, which guarantee healthier lifestyles.</p> <p>Understand the nature of these diseases and how they can be prevented and embrace opportunities to do so.</p> <p>All these diseases are present in Belize and obesity and high blood pressure are on the rise.</p> <p>Avoid becoming affected by practicing good eating habits.</p>

# Standard III— Eating and Fitness

## CONTENT STANDARD

1. Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of life-style diseases.
2. Analyze the influence of socio-cultural factors as well as personal beliefs and choices related to appropriate eating and fitness
3. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><b>Importance of Food Safety</b> Food safety includes proper food storage as food can become spoilt during storage.</p>	<p>Recall food safety practices learnt in the previous classes Introduce stored food whether through pictures or actual items Use prepared vocabulary, to discuss perishable and non-perishable foods Discuss storage containers and their effectiveness in keeping food safe. Use real examples for children to examine (A visit to a warehouse might also be useful.</p>
<p>Kitchen Hygiene is a very important part of food safety conditions</p>	<p>Discuss kitchen hygiene and what it means. Gain practical experience by working in the school kitchen or by helping parents at home Children could be taken on a tour of a kitchen to observe the application of good hygiene.</p>

**Topic 3: Food Safety**

**Life Skills:** Effective communication, decision making, problem solving, and self-awareness

**DESCRIPTOR**

A comprehensive eating and fitness programme starting at the primary school level will help students to not only make responsible choices of proper food and nutrition but will enable them to understand how healthy diet and exercise can increase the likelihood of physical and mental wellness.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Use any innovative way to have children demonstrate knowledge of food safety procedures Input in the discussion should illustrate children’s recall of vocabulary and their development of critical thinking skills Oral and written delivery on storage/ storage containers	Assimilation of knowledge which will guide choices Vocabulary building to improve “self expression”.
Classroom presentation on kitchen hygiene Creative writing to express knowledge and understanding Evaluation and recorded comments from school kitchen administrator/ parents Creative writing on kitchen hygiene Write a report of their observations.	Demonstrate understanding of kitchen hygiene as an important aspect of good health Development of critical thinking skills.

# Standard III— Eating and Fitness

## CONTENT STANDARD

1. Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of life-style diseases.
2. Analyze the influence of socio-cultural factors as well as personal beliefs and choices related to appropriate eating and fitness
3. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
There are many fitness programmes which, if practiced during youth, would allow individuals to remain fit beyond the average years	<p>Have standard three children divide themselves into groups to research fitness programmes in the country of Belize.</p> <p>Enlist the assistance of parents and sports enthusiasts through whom to get information and who could point them to sources where information can be had</p> <p>Allow each group to select the programme of their choice and conduct the research on its operation in Belize for a class presentation in which they will include name, group involved, whether formal or informal, location, approximate number of people involved, and how the operation is conducted.</p>
Presentations	<p>Allow class to set presentation dates that will be staggered if necessary.</p> <p>Discuss presentation and the effects of the individual programmes on fitness development.</p> <p>Allow class to choose which programme they would like to become involved in.</p>
The circulatory system	Identify the heart, lungs, arteries and veins and discuss their functions.
Physical exercises for middle division suggested in P.E Curriculum	Engage students in Physical activities suggested in P.E Curriculum for middle division

**Topic 4: Fitness**

**Life Skills:** Effective communication, decision making, problem solving, and self-awareness

**DESCRIPTOR**

A comprehensive eating and fitness programme starting at the primary school level will help students to not only make responsible choices of proper food and nutrition but will enable them to understand how healthy diet and exercise can increase the likelihood of physical and mental wellness.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Encourage children to suggest sports programmes which could be developed at school.</p> <p>Let them make journal entries of all the physical activities they engage in during the week and make constructive criticisms.</p>	<p>Developing research skills (collecting information, selecting relevant data, making decisions, expressing themselves)</p> <p>Become active in sports of their choice.</p>
<p>Have each group make presentation</p>	<p>Self expression</p>
<p>Divide students into groups and have each group make a short presentation on an organ assigned to the group.</p>	<p>Develop understanding of the various body organs and their functions</p>
<p>Observation of input and commitment Involvement in the programme.</p>	<p>Development of some physical skills Appreciation of physical exercise for its health benefit Know the circulatory system.</p>

# Standard III – Managing the Environment

**CONTENT STANDARD**

1. Demonstrate an understanding of the inter-relationships of a sustainable natural environment.
2. Demonstrate an understanding of the environmental threats to the health and well-being of students, families schools, and communities.
3. Analyze the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, and communities.
4. Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environment and the reduction of environmental health threats in the home, school, community, and region.
5. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
<p><b>Creating a safe and Healthy Environment</b></p> <p>Cleaning the environment is an excellent approach for group work and outdoor activity. Service learning project can be organized by the teacher and assisted by parents.</p>	<p>Organize and engage students in a clean-up campaign project. It can contain other forms of environmental sensitive activities. Students will be expected to do the physical cleaning of a specified area and asked to describe the type of garbage that was collected.</p>
<p><b>Sustainable Management</b></p> <p>Resources must be shared and managed equitably in order to maintain and improve the quality of the environment. Ensuring a sustainable future means considering the impact of increasing population on the environment and its finite resources by examining ways to reduce the effects of economic development on natural resources</p> <p>Issues for ensuring Safe and Healthy Environment</p> <ul style="list-style-type: none"> <li>Renewable/un-renewable resources</li> <li>Maintaining quality for the future</li> <li>Pollution and Waste disposal standards</li> <li>Advocacy</li> <li>Reaching Economic Balance</li> <li>Efficient use/Minimize use</li> <li>Recycling</li> <li>Re-planting</li> <li>Organic agriculture</li> <li>Restrictive exploitation</li> </ul>	<p>Engage students in activities that draw on environmental sustainability and its connection to sustainable development. The balancing act is defined and established as students consume their resources through doing the activity.</p> <p>Have students prepare a check list of 5 things they will engage their family in to reduce water usage (teacher provides reduction measures). Using the checked list the students will discuss their progress for conserving water.</p> <p>Extended activity: Repeat the above check list to focus on increasing energy efficiency.</p>

**Topic 1: Safe, Healthy, Sustainable Natural Environments**

**Life Skills:** Influencing, decision making, reasoning, comparative,

**Affect: and Behavior:** Sensitive to environmental links and increase water efficiency

**DESCRIPTOR**

Environmental education is an investment in our future. If Belize is to have a sustainable future, increased understanding of the environment and environmental decisions is essential. The HFLE curriculum recognised this and tries develop the knowledge, skills, and attitudes in young children so as to guarantee a safe, healthy, sustainable natural environment.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Participation and involvement are the key areas to be assessed in service learning projects. Teacher uses a rubric to monitor and assess student's participation.</p>	<p>Practice cleanliness in community service areas.</p>
<p>Students describe the balancing effect needed when we use our natural resources.</p> <p>Have students match water conservation concept with there respective diagram on a worksheet</p>	<p>Assess socio-economic, finite resources and environmental factors to sustainable development</p> <p>Practice sustainable citizenship by increasing water, energy efficiency, and by reducing waste and pollution</p>

# Standard III – Managing the Environment

**CONTENT STANDARD**

1. Demonstrate an understanding of the inter-relationships of a sustainable natural environment.
2. Demonstrate an understanding of the environmental threats to the health and well-being of students, families schools, and communities.
3. Analyze the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, and communities.
4. Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environment and the reduction of environmental health threats in the home, school, community, and region.
5. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
<p><b>Safe Practices and Rules</b></p> <p>-about hazards, risk and risk control to recognize hazards, assess consequent risks and take steps to control the risks to themselves and others to use information to assess the immediate and cumulative risks to manage their environment to ensure the health and safety of themselves and others to explain the steps they take to control risks.</p>	<p>Have the student (in small groups) play a game of "dare" where instead of doing what is asked, identify a safe alternative to the request. The alternative is rated and scored by another student from the group.</p> <p>-Have children discuss some of the alternative forms for reducing threats.</p>
<p><b>Disaster preparedness and responding to Emergencies</b></p> <p><u>Natural Disasters</u> -Floods, lands isles -Droughts -Earth quake/ tremors -Volcanic Eruption -Tropical cyclones ( including tropical storms, depression and hurricanes)</p> <p><u>Man made</u> -War/riots -Pollution )including chemical contamination of air, water and land -Communicable disease -Transport accident -Explosives</p>	<p>Brainstorm and create a web chart displaying the effects of disasters. (Common to Belize) Written paragraphs on the effects of disasters Discuss and Review the effects of disasters.</p> <p>Present a table showing information on different types of disaster. Have student write question relating to the table that can be used to solicit the contrasting information. Teacher collect questions and combines them for a pen and paper quiz.</p> <p>Using a list of disasters and a list of equipment, students are asked to create a mapping of the 2 sets to show the equipment used in an emergency. Note: some materials might not be familiar to students</p>

**Topic 2: Responding to Environmental Health Threats**

**Life Skills:** decision making, cooperative, Investigative

**Affect: and Behavior:** Recognize risks make safer choices and practice safety skills

**DESCRIPTOR**

Safety education is not necessarily about isolating children and young people from all potential hazards but is about equipping them to deal with situations safely. We aim to identify in the HFLE curriculum where we can teach the safety skills and knowledge they will need. The ability to transfer this learning to other areas of their lives is also an aim of safety education. Knowing how to assess and manage risks is not the end of the story. Safety education is also about understanding factors which influence attitudes and behaviour to do with safety, promote healthy living, disaster preparedness and how to deal with emergencies.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Have student write a letter to the mayor of the city or town or village expressing the concern of a dangerous situation he has observed. Request his urgent attention into the mater and suggest an alternative/solution to reduce the threat..</p>	<p>Select appropriate responses for reducing threats to themselves and others.</p>
<p>Written paragraphs on their thoughts and feeling relating to the effects of disasters</p> <p>Creative Performances/Exhibitions through oral presentation and Drama.</p> <p>Assign students the task to find out how NEMO secured food supplies for disaster victims.</p>	<p>Compare types of Disasters and their socioeconomic effect.</p> <p>Categorize emergency equipment according to the type of disaster with which it is associated.</p>

# Standard III – Managing the Environment

**CONTENT STANDARD**

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3. Analyze the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, and communities.
4. Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environment and the reduction of environmental health threats in the home, school, community, and region.
5. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
<p><b>Environmental Activities</b></p> <p><u>Types</u>                      Conservation                      Pollution Prevention                      Management of Resources                      Recycling</p>	<p>Develop a game where students need to match from cards faced down containing environmental activities with its respective classification/category.</p> <p>E.g.                      Selling of plastic bottles — recycling</p> <p>After playing, encourage a discussion on the activities</p>

**Topic 3: Environmental Management Information and Activities**

**Life Skills:** information gathering, identifying relevancy

**Affect: and Behavior:** responsibility and sensitivity to environmental activities.

**DESCRIPTOR**

Laws and regulations are a major tool in protecting the environment. The Government passes laws and adopts international conventions and treaties . To put those laws into effect, the Government authorizes certain government and non governmental agencies, including the department of the environment, to create and enforce regulations. This portion of the curriculum address the laws and regulations in combination with the various activities being undertaken to ensure the protection, restoration and sustainable use of the natural resources and environment.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Monitor student involvement and observations made.</p> <p>Have students find other pictures showing other environmental activities and bring to class for discussion.</p> <p>As extended work, ask students to finout more about any one of the activities mentioned in the game.</p>	<p>List a variety of environmental activities taking place in Belize</p>

# Standard IV – Self and Interpersonal Relationships

## CONTENT STANDARD

1. Examine the nature of self, family, school, and community in order to build strong healthy relationships.
2. Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs, and violence.
3. Respect the rich differences that exist among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
My role model	<p>Elicit from students the name of a person they admire a lot and would like to be like. Place the term "role model" on chalkboard. Discuss the meaning of the word role model. Have students say why they would like to be like this person.</p> <p>Have students find out as much information as they can about their role model to share with class. If some of the role models are available in the community have students write letters of invitation for them to address the class. Have them share with students things that contributed to their success and provide advice to students.</p> <p>Have students prepare something special to honour their role models such as thank you notes, certificates, artwork, a mobile etc. (see detailed lesson plan in resource guide)</p>
Remembering our responsibilities	<p>Have students brainstorm and write their own definitions of the word "responsible"</p> <p>Have students share their definitions and then find the dictionary definition and compare both to agree on a meaning for responsible.</p> <p>Ask students to make a list of things they are responsible for at school, home and in the community.</p> <p>Discuss with students how it feels to be responsible. Is it always easy? Do they always manage to complete tasks? What are some consequences they have faced for not being responsible? Etc.</p> <p>Elicit from students some rewards for being responsible.</p> <p>Have students write a short paragraph about a responsibility they had and how they were able to carry it out successfully.</p> <p>Have students share paragraphs with class.</p>
Setting Goals	<p>Share with students a story of someone who set a goal to succeed at something and was able to achieve that goal. This can be a story of a student or of a local, national or international hero. Discuss story with class. Ask students to define the term "goal". Discuss some goals students have set for themselves before. Have them describe how they were able to succeed.</p> <p>Discuss with students the importance of setting goals and planning in order to ensure that we succeed at what we plan. Have students brainstorm and write individually one thing that they would like to accomplish this year.</p> <p>Have them state clearly what it is and how they plan to accomplish it.</p> <p>Have students share with the rest of class.</p>

**Topic 1:** Self: building good self esteem, self confidence and self concept

**Life Skills::** self awareness. Interpersonal skills, effective communication

**DESCRIPTOR**

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Have students write compositions entitled "My role model"</p>	<p>Identify and describe role models that have positively impacted their development</p> <p>Identify ways of demonstrating responsibility in various roles</p> <p>Demonstrate responsibility in performing various roles in the classroom.</p> <p>Demonstrate skills to achieve healthy personal growth and development</p>
<p>Have students develop a list of responsibilities that need to be carried out in the classroom over the next week. Make a chart of responsibilities and have students assume responsibility for various tasks. At the end of the week have students report on the responsibilities they carried out and award each class member for being responsible.</p>	<p>Practice behaviours that promote self improvement</p>
<p>Have students create a scrapbook for their personal goal for the year. Have them enter the goal and draw or collect pictures associated with that goal. Have students write weekly entries describing what they have been doing towards achieving the goal that they have identified.</p>	

# Standard IV – Self and Interpersonal Relationships

## CONTENT STANDARD

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Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Handling conflicts in friendship	<p>Ask students to share occasions when they experienced conflicts with their friends. Acknowledge that conflict among friends is inevitable. Have class name some situations that might lead to conflict between friends. Discuss the SOLVED approach to managing conflicts between friends. S- state the problem.</p> <p>O- Open the discussion to other view points                      L- List the possible solutions together                      V- Veto unacceptable solutions                      E- Evaluate the solutions that are left                      D- Do the most acceptable to everyone.</p> <p>Illustrate the process with a student. Divide students into groups and have them demonstrate the process.</p> <p>Ask students to identify other positive ways a conflict can be solved. Discuss the benefits of using the SOLVED method and have students share feelings associated with rekindling friendships.</p>
Making good decisions	<p>Place the term “decision” on chalkboard and elicit meaning from students. Explain to students that a decision is when you make up your mind about something. Explain that we make decisions everyday. Elicit from students some of the daily decisions they make (which shoes to wear, how to comb hair, what to eat, etc.)</p> <p>Present the steps to making a good decision to students; think about the choices, predict what will happen for each choice, choose the best one, do what you decide.</p> <p>Provide students with scenarios of a decision that needs to be made and have students work in groups to practice using the decision making process.</p>
Decisions and consequences	<p>Use a visual example to illustrate the meaning of the word “consequences”. Place the word boldly on chalkboard and have students brainstorm for the meaning of the word.</p> <p>Explain to students that every decision we make has a consequence. There are negative and positive consequences. Explain the terms negative and positive and have students give examples of each.</p> <p>Provide students with a list of actions and have them suggest whether the consequence will be negative or positive. E.g. Alison watches T.V instead of studying for her test. Mary brushes her teeth after every meal.</p> <p>Have students share some actions their friends take that have negative consequences and list those consequences; e.g. taking drugs, stealing, telling lies, skipping class.</p> <p>Place students into groups and have provide each group with a list of decisions that they may face. Have students make a list of positive and negative consequences associated with possible decisions.</p>

**Topic 2: Relationships**

**Life Skills:** interpersonal skills, self awareness, effective communication, problem solving, decision making

**DESCRIPTOR**

Increased diversity and rapid changes in our society makes interacting with others continually more complex and difficult. It is therefore essential to develop strong interpersonal and group effectiveness skills which are critical to maintaining friendships, stable families, successful careers, and strong communities.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Ask students to think of a person they value as a friend. Have them write down the person’s admirable qualities and characteristics. Then ask them to write a paragraph describing what they want to remember about the person if they had a conflict.</p>	<p>Explain why conflict is inevitable in friendship</p> <p>Describe the steps to solving conflicts between friends.</p> <p>Apply the steps to solving conflicts peacefully</p> <p>Identify the steps in the decision making process</p> <p>Use decision making and problem solving skills to identify and make positive decisions in a variety of situations.</p> <p>Assess the consequences of various decisions and demonstrate coping, social and cognitive skills to avoid high risk situations and negative pressures</p>
<p>Provide students with three scenarios. Have them apply the decision making process and write their answers on a sheet of paper provided.</p> <p>Share with students the poem “Decisions are not easy’ from resource guide.</p>	
<p>Have students write a short story entitled a bad decision</p>	

# Standard IV – Self and Interpersonal Relationships

## CONTENT STANDARD

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Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Understanding and managing emotions	<p>Describe a scenario to students including a range of emotions experienced by someone over a situation. Ask students to name the emotions experienced by the person. Ask students if everyone would have the same emotions in the given situation. Have them share what others might feel.</p> <p>Have students brainstorm to define the term “emotions”. Explain that emotions and feelings are words that describe our mental and physical reaction to our thoughts. Emotions are only reactions. Ask students to define “thinking”. Discuss the difference between emotions and thinking. Explain that emotions are experienced in our mind and bodies while thoughts are just in our minds.</p> <p>Explain that people express emotions in various ways, some people use words while others use actions.</p> <p>Explain that it is important to identify our emotions so we can express them. Have students work in groups to come up with a list of words to describe emotions. Provide each group with a card listing various emotions and have them arrange the words from the strongest to the weakest.</p> <p>Provide students with oral scenarios and have them think of some emotions the person in the scenario might experience.</p>
Expressing emotions (what, why and how messages)	<p>Review the differences between emotions and thoughts and name some common emotions. Explain to students that two common emotions are anger and frustration. Have students suggest ways they respond when they experience these emotions.</p> <p>Ask students what happens when people act in this way (feelings get hurt, people get angrier, it may lead to violence etc.)</p> <p>Explain that it is very important to know how to communicate in these situations. Introduce the “what, why and how” message to communicating.</p> <p>What: Name what behaviour is bothering you                      Why: Explain why it is bothering you                      How: Say how you would like the other person to behave instead.</p> <p>Give some examples to students.</p> <p>Have students create their own examples from scenarios provided to them.</p> <p>Have students share messages and discuss the benefits of using these messages.</p>
Neglect	<p>Present chart depicting the basic human needs to class; food, clothing, shelter, love and affection etc.</p> <p>Ask students to share thoughts on how it might feel if their basic needs are not being met. Discuss some reasons why adults might not meet these needs for children. Place the term “neglect” on chalkboard and elicit the meaning from students. Discuss some ways in which adults neglect children. Have class brainstorm for ways that neglect may be identified based on the basic needs discussed.</p> <p>Provide other examples to students and have students share feelings that may be associated with neglect. Divide students into pairs and have student identify sources of support for children who are neglected</p>

**Topic 3: Managing Difficult Situations**

**Life Skills:** decision making, effective communication, critical thinking, interpersonal skills, negotiation skills, refusal skills

**DESCRIPTOR**

Crime, Violence, drugs, motor vehicle accidents and other injuries threaten the very fabric of Belizean society and the lives of Belizean youth. It is therefore essential for students need to practice skills that reduce their involvement in risky behaviours. The acquisition of these skills will increase students' ability to assume a responsible role in all aspects of personal, family, and community living.

**Suggested Strategies/Activities for Assessment**

**Learning Outcomes**

Provide students with five scenarios and have them identify some emotions that each person in the scenarios might experience. Have students write a few sentences explaining the difference between emotions and thoughts

Define emotion  
 Identify a range of emotions in various categories  
 Recognize that certain emotions can be triggered by external factors  
 Describe various emotions people might experience in response to the same event  
 Explain the importance of expressing emotions  
 Practice using communication skills to express strong emotions such as anger or frustration in positive and appropriate ways.

Have students write a dialogue between them and a friend using what, why and how message to express their feelings about a situation they find themselves in.

Describe the effects of marijuana on the mind, body and relationships.  
 Demonstrate the use of decision making and refusal skills to resist the use of marijuana.

Have students write a few sentences about a situation of neglect (real or imagined). Have them describe the basic needs that are not being met and how the person is affected. Have students include how the person can get support for neglect.

## Standard IV – Self and Interpersonal Relationships

### CONTENT STANDARD

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Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Effects of marijuana	<p>Teacher places various local terms used for marijuana on chalkboard, flip chart or flash cards. (weed, ganja, herb etc.) Explain to students that there are many terms used for marijuana.</p> <p>Ask students to say what they have heard about marijuana and to add any other terms they may have heard.</p> <p>Provide students with fact sheet on marijuana and ask students to work in groups to answer different questions on the drug and its effects. Have students share findings with class.</p>
Avoiding marijuana	<p>Place the quote "There is a thing to be said about inviting trouble: it usually accepts the invitation."</p> <p>Ask students what they think the quote means.</p> <p>Ask students how they think that using drugs such as marijuana can "invite trouble" into a young person's life. List student's example. Discuss with class what the law says about using marijuana.</p> <p>Have students work in groups to come up with reasons why young people might use marijuana and places where young people might use marijuana.</p> <p>Have students develop a short role play to present to their peers discouraging the use of marijuana. Discuss the more convincing reasons presented in the role play.</p>

**Topic 3: Managing Difficult Situations**

**Life Skills:** decision making, effective communication, critical thinking, interpersonal skills, negotiation skills, refusal skills

**DESCRIPTOR**

Crime, Violence, drugs, motor vehicle accidents and other injuries threaten the very fabric of Belizean society and the lives of Belizean youth. It is therefore essential for students need to practice skills that reduce their involvement in risky behaviours. The acquisition of these skills will increase students' ability to assume a responsible role in all aspects of personal, family, and community living.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Have students write a letter to a friend stating some facts that they learned about marijuana and it's harmful effects.</p> <p>Have students write five reasons not to sue marijuana based on the lesson.</p>	<p>Define emotion</p> <p>Identify a range of emotions in various categories</p> <p>Recognize that certain emotions can be triggered by external factors</p> <p>Describe various emotions people might experience in response to the same event</p> <p>Explain the importance of expressing emotions</p> <p>Practice using communication skills to express strong emotions such as anger or frustration in positive and appropriate ways.</p> <p>Describe the effects of marijuana on the mind, body and relationships.</p> <p>Demonstrate the use of decision making and refusal skills to resist the use of marijuana.</p>

## Standard IV – Self and Interpersonal Relationships

### CONTENT STANDARD

1. Examine the nature of self, family, school, and community in order to build strong healthy relationships.
2. Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs, and violence.
3. Respect the rich differences that exist among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
A diverse but happy community	<p>Display pictures of various community settings and have students discuss some things communities do together. Have students brainstorm for ideas that come to mind when they think of a community. Teacher provides a definition of community and give examples of various types of communities; neighbourhoods, churches, schools, classrooms, workplaces etc.</p> <p>Discuss what may happen if members of a community do not cooperate with each other. Discuss some reasons why people in communities may not get along. Explain that it is not always easy to get along in communities because there are many differences among community members. One way to ensure that members of a community get along is to have good communication. Review the steps to good communication with students. Divide students into groups and explain that they are a community and will work together on a project. Provide instructions and materials for a small art project and have students complete project as a group. At the end of the project have students describe what they made, how they worked as a group, what skills they needed to use, what were some of the challenges of working as a group etc.</p>

**Topic 4: Embracing Diversity**

**Life Skills:** effective communication, interpersonal relations, assertiveness, refusal, negotiation, decision making, problem solving

**DESCRIPTOR**

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Have students write a short composition about life in their community, highlighting some similarities and differences among the community members and how they are able to get along.</p>	<p>Identify and discuss the importance of individual and collective effort in developing self and the wider community</p> <p>Demonstrate acceptance of responsibility for development of self and communities.</p> <p>Demonstrate social, cognitive, and coping skills in cooperating to work with a diverse group in the community.</p>

## Standard III – Sexuality and Sexual Health

### CONTENT STANDARD

1. Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle
2. Build individual capacity to recognize the basic criteria and conditions for optimal reproductive health
3. Develop knowledge and skills to access age-appropriate source of health information, products and services related to sexuality and sexual health
4. Analyze the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.
5. Develop action competencies to reduce vulnerability to priority problems including sexual abuse, HIV/AIDS, cervical cancer, and STI's.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
1.1 Body Odour	<p>Elicit from students some types of body odour they have experienced /heard about.</p> <p>Discuss reasons why body odour occurs.</p> <p>Have students describe orally some negative effects of having body odour.</p> <p>Have students work in groups to discuss some polite ways in which they may alert friends/classmates of body odour.</p>
1.2 Controlling body odour	<p>Brainstorm for ways to control body odour.</p> <p>Have students share what products they use to control body odour. Make sure to include local products such as lime, baking soda etc.</p> <p>Explain the importance of taking a bath as the primary way to control most body odours.</p> <p>Divide students into two groups. Provide each group with a Dear Susan letter describing one problem the writer has with body odour. Have students advise the writer what to do about the problem. (see resource guide for lesson on body odour)</p>

**Topic 1: Taking care of my body**

**Life Skills::** decision making, critical thinking, effective communication

**DESCRIPTOR**

Good hygiene is important to an individual's physical and emotional health and well being. Good personal hygiene is a reflection of one's self value and impacts the way people are perceived and treated by those with whom they socialize. As children grow older and begin to assume the responsibility of caring for themselves it is critical that they learn the importance of basic body care.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Have students think of some adjectives that can be used to describe body odour. Write short paragraph describing how they were able to alert a friend about his/her body odour and how she/he addressed the situation.</p>	<p>Identify common types of body odour Identify causes of body odour. Describe ways to eliminate body odour.</p>
<p>Have students make two columns one labelled types of body odour and the other labelled how to control body odour. Students will share responses with rest of class.</p>	<p>Discuss some negative consequences associated with poor body odour. Describe ways of politely alerting friends/classmates to poor body odour.</p>

## Standard III – Sexuality and Sexual Health

### CONTENT STANDARD

1. Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle
2. Build individual capacity to recognize the basic criteria and conditions for optimal reproductive health
3. Develop knowledge and skills to access age-appropriate source of health information, products and services related to sexuality and sexual health
4. Analyze the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.
5. Develop action competencies to reduce vulnerability to priority problems including sexual abuse, HIV/AIDS, cervical cancer, and STI's.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
2.1 My changing body	Have students list some changes that have occurred in their bodies since childhood. Discuss the major changes with students and have them share some advantages and disadvantages of these changes. Have students share feelings about growing up.
2.2 Body Image	Have students brainstorm for words that they would use to describe their bodies. Use story from resource guide to show how young people may feel about their bodies as it grows and develops. Have students identify one positive thing about their bodies and paste these statements on a large silhouette of the body.
2.3 Forms of sexual abuse	Use flashcards to present and discuss the various forms of sexual abuse with children. Share stories from newspapers and television with students. Provide scenarios for children and have them identify them as forms of sexual abuse or not.
2.4 Avoiding sexual abuse	Provide students with scenarios and divide them into groups. Each scenario will describe a potentially dangerous situation. Ask students to suggest ways that the person in the scenario can avoid abuse. Have groups write and share some safety rules for abuse based on the feedback from the group activity.
2.5 Coping with sexual abuse	Share story of a student who has been abused with class. Ask students to identify what type of support she/he might need. Have students brainstorm for places the student can go for help/support and people they can talk to. Emphasize the importance of seeking support. Describe various characteristics of persons students may want to confide in. (caring, friendly, unkind, gentle, uncaring etc.) Have students identify the characteristics that they would like to see in persons they can confide in.

**Topic 2:** My body belongs to me

**Life Skills::** self awareness, self esteem, effective communication, decision making, problem solving, refusal skills

**DESCRIPTOR**

Children need to know that they are important. When they feel accepted and loved by the important people in their lives, they feel comfortable, safe and secure, and open to communication. This may be a critical factor in preventing abuse, speaking out about abuse or threats of abuse.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Have students make a booklet with either drawing or actual pictures depicting them at different stages of growth. Have them write a sentence about each picture.</p>	<p>Identify changes in the body associated with growth and development.</p>
<p>Share poem from resource guide with class and have them answer question/discuss based on the poem.</p>	<p>Discuss some feelings associated with changes associated with growth and development.</p> <p>Illustrate some significant milestones in their growth and development.</p>
<p>Provide worksheets to children with five statements about abuse. Have students draw a sad face besides sentences depicting abuse and a smiley face besides those not depicting abuse.</p>	<p>Identify the negative effects of poor body image.</p> <p>Demonstrate a positive body image.</p> <p>Identify and describe various forms of sexual abuse.</p>
<p>Have students work in groups to role play ways in which they can avoid abuse.</p>	<p>Identify and practice safety rules for avoiding sexual abuse.</p> <p>Recognize sources of support and information on sexual abuse.</p>
<p>Have students conduct research and make web displaying a list of persons/organizations in the community they could obtain support from in cases of abuse.</p>	<p>Describe and recognize the characteristics of persons who can offer help and support.</p>

## Standard III – Sexuality and Sexual Health

### CONTENT STANDARD

1. Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle
2. Build individual capacity to recognize the basic criteria and conditions for optimal reproductive health
3. Develop knowledge and skills to access age-appropriate source of health information, products and services related to sexuality and sexual health
4. Analyze the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.
5. Develop action competencies to reduce vulnerability to priority problems including sexual abuse, HIV/AIDS, cervical cancer, and STI's.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
3.1 Different but equal	Students brainstorm for changes unique to male/females during puberty. Teacher presents handout discussing changes. Students identify changes that both gender experience and changes that are different. Emphasize that males and female are different in many ways physically but that does not make them unequal.
3.2 Roles and responsibilities of males and females in the community/workplace.	Provide each student with a flash card describing a behaviour. Have students place flash card in either the column labelled male or female. Discuss why students choose column. Discuss with class some roles and expectations of society for males and females. Read off statements of males or females in roles that society expects of the opposite sex and have students say what they think of this. Discuss with class the importance of ensuring equal opportunities in all roles for males and females.

**Topic 3:** I am male, I am female

**Life Skills::** self awareness, decision making, critical thinking, effective communication

**DESCRIPTOR**

A person’s concept of himself as being male and masculine or female and feminine is usually based on the physical characteristics, parental attitudes and expectations, and psychological and social pressures to which the individual is subjected.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Teacher provides list of ten changes experienced during puberty. Students identify which are experienced by males, females or both gender.</p>	<p>Differentiate between changes in males and female during puberty.</p> <p>Identify ways in which society defines gender roles and expectations.</p>
<p>Divide students in groups and present a scenario card describing a behaviour/action/role that is common. Ask student to say who they think is performing this behaviour/action/role and why?</p>	

## Standard III – Sexuality and Sexual Health

### CONTENT STANDARD

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4. Analyze the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.
5. Develop action competencies to reduce vulnerability to priority problems including sexual abuse, HIV/AIDS, cervical cancer, and STI's.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
4.1 HIV and AIDS: What do you know?	Paste a number of statements about HIV and AIDS around the room. Have students identify the statements as true or false. Discuss with class what HIV stands for and what AIDS stands for. Explain to students how HIV is transmitted from one individual to the other. Make sure to correct any misinformation/misconceptions that may have come up in the introductory activity. (see detailed lesson plan in resource guide)
4.2 Preventing the spread of HIV and AIDS: Now is not the right time for sex	Emphasize to class that the main way people get HIV is by having sex. Explain that most persons their age are not sexually active. (some are sexually active because they have being abused). Discuss the age of consent for sex in Belize. Have students brainstorm for reasons why it is important at their age to wait a few more years before having sex. Present students with scenarios of persons trying to persuade them to have sex. Have students role play scenarios to practice appropriate responses to sexual advances.
4.3 Showing empathy for persons affected by HIV and AIDS	Teacher shares the story of "Sunil" from the resource guide. Students are asked to consider how the child in the story feels and how they would feel if they were in his position. Discuss with class reasons why persons affected and infected with HIV and AIDS are treated poorly. Have students consider some actions that they could take to help the student in the cartoon. Have students work in groups to develop a role play about the way persons with HIV and AIDS are treated and how they can show kindness to persons living with HIV and AIDS. (see detailed lesson plan in resource guide)

**Topic 4:** HIV and AIDS prevention

**Life Skills::** decision making, self-awareness, empathy,

**DESCRIPTOR**

Beyond knowledge of HIV and AIDS efforts have to be intensified to render students less vulnerable to contracting and spreading HIV and AIDS. Addressing issues related to physical and emotional aspects of HIV and AIDS, stigma of living with HIV and AIDS, and discrimination against people living with HIV and AIDS is critical. Most importantly students at this level should be encouraged to practice abstinence and a drug free lifestyle.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Have students write five facts that they know about HIV and AIDS.</p>	<p>Identify ways in which HIV can and cannot be transmitted</p> <p>Express a personal responsibility to practice behaviours that support the decision to abstain from sexual activity.</p>
<p>Have students cut out a circle and divide the circle into several portions. In each portion students will write a reason why they will abstain from sex.</p>	<p>Demonstrate an awareness of the discrimination and stigma experienced by persons affected by HIV and AIDS.</p> <p>Demonstrate positive attitudes towards persons affected by HIV and AIDS.</p>
<p>Have class develop a project to help a family living with HIV and AIDS.                      Have students develop posters with messages about stigma and discrimination.                      Have students perform role play at parents meeting or social function in the community.</p>	<p>Practice empathy, support, and advocacy in relation to person affected by HIV and AIDS.</p>

# Standard IV – Eating and Fitness

## CONTENT STANDARD

1. Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of life-style diseases.
2. Analyze the influence of socio-cultural factors as well as personal beliefs and choices related to appropriate eating and fitness
3. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
<p><b>Healthy foods</b> All foods are healthy if they are not contaminated; it is when they are combined (mixed) in the wrong proportions that they become damaging to our health.</p>	<p>Review the need for food combinations in the right proportions</p> <p>Discuss terms balanced diet and mixed diet</p> <p>Discuss 'empty calories' used to describe some snacks that only provide energy and effects on the body</p> <p>Discuss how eating too much of certain foods could lead to health problems e.g. Chinese fried chicken. Identify what is released into the body and the effects of the release.</p>
<p>Diets, which include all nutrients in the correct proportions, are called mixed diets.</p>	<p>Identify other snacks or any food items that could be dangerous to health e.g. fried chicken especially Chinese style.</p>
<p>Other foods used as snacks or regular meals</p>	<p>Discuss how prepared, food groups to which ingredients belong, and nutrients released into the body.</p>
<p><b>Nutrition and the food groups</b> Most food items contain more than one nutrient. <b>Group 1</b> Staples/Starches. This group mainly provides energy, but also gives some protein when eaten in bulk. <b>Group 2</b> consists of legumes, pulses, and nuts. They provide: - A lot of protein, Some iron and Vitamin, Energy <b>Group 3</b> is a rich source of: Vitamin A (found in spinach and callaloo – rich source of carotene Vitamin C and some vitamin B calcium and iron (Green pepper, cauliflower and spinach are rich sources of Vitamin C <b>Group 4</b> Fruits – This group is rich in Carotene and Vitamins A and C. (Mango and papaya are rich sources of carotene. Guava, cashew, and citrus fruits are rich in Vitamin C. <b>Group 5</b> Food from animals are rich sources of protein, liver and heart provide iron and vitamin A while red meat provides some iron and Vitamin B. Oily fish provides vitamins A and D. Meat, oily fish, whole milk and cheese contain fat and are therefore rich in energy <b>Group 6</b> Fats and oils. Margarine, butter, shortening, cooking oil etc. provide double the amount of energy or carbohydrates</p>	<p>Identify the examples given in group 1 and discuss them as mainly energy giving.</p> <p>Recall the different operations for which energy is required and associate their need with group 1.</p> <p>Review relevant vocabulary and identify the foods that are included in this group.</p> <p>Recall different types of food groups and the main functions of each group</p> <p>Using labels from packaged items that represent each group identify and record other nutrients that they contain.</p> <p>Build information chart on nutrient content of each food group as presented in content column.</p> <p>Develop similarly to other groups.</p>
<p>Methods of cooking food – baking, broiling, stewing, roasting, steaming, frying, grilling.</p>	<p>Demonstrate identify and discuss different methods of cooking Identify advantages and disadvantages of each method Discuss the effects of each on food especially vitamins</p>

**Topic 1: Food and Nutrition**

**Life Skills:** Effective communication, decision making, problem solving, and self-awareness

**DESCRIPTOR**

A comprehensive eating and fitness programme starting at the primary school level will help students to not only make responsible choices of proper food and nutrition but will enable them to understand how healthy diet and exercise can increase the likelihood of physical and mental wellness.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Exercises that require a show of knowledge of the six food groups.</p> <p>Application in creative writing, quizzes, games etc.</p> <p>Review of nutrients associated with the groups</p> <p>Presentations to class. demonstration of expansion of vocabulary.</p> <p>Responses to the given assignment.</p> <p>Contribution to discussion</p> <p>Response to the given assignment and contribution to the discussion</p>	<p>Develop the ability to examine individual food items critically based on knowledge of their nutrient content</p> <p>Critical assessment</p> <p>Choose food wisely</p>
<p>Have individuals identify the different food items found in different food groups and write about their value.</p> <p>Give matching exercises in different forms.</p> <p>Use information in games to help children to remember.</p> <p>Let children write stories/skits about nutrients</p>	<p>Association of food items with nutrients</p> <p>Developing the capacity to make healthy choices</p> <p>Children will become familiar with the nutrients found in common foods they eat and so be better able to make healthy choices in the food they eat.</p>
<p>Oral and written responses to questions on the benefits of using one method over another</p>	<p>Acquisition of information, which will allow them to make healthy decisions to preserve nutrients.</p>

# Standard IV – Eating and Fitness

## CONTENT STANDARD

1. Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of life-style diseases.
2. Analyze the influence of socio-cultural factors as well as personal beliefs and choices related to appropriate eating and fitness
3. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Diseases caused by unbalanced diets	<p>Recall the diseases studied in Standard three which were caused by eating unbalanced diets</p> <p>Review the conditions associated with each disease</p> <p>Read the scenarios in the handout and:</p> <ul style="list-style-type: none"> <li>• identify the conditions which exist with the disease which is mentioned</li> <li>• name and describe the disease which is responsible for these conditions outlined in the scenario</li> <li>• Select either (a) or (b) and explain what could be done to protect the body against contracting the disease and if already contracted, how can it be cured.</li> </ul> <p>Review vocabulary.</p> <p>Define the following words: plaque, health, cavity, flossing, bacterium</p> <p>Use each in a sentence to show that you know the meaning</p>
Obesity and its overall effects on the body.	<p>Recall basic information on obesity</p> <p>Expand knowledge on its overall effect on the body through research</p>
Hypertension and diabetes	<p>Discuss hypertension and diabetes as two diseases, which are now attacking younger people.</p> <p>Invite doctor or other qualified personnel to speak</p> <p>Visit hospitals in small groups to learn about children who are victims of the disease.</p>

**Topic 2: Diet and Disease**

**Life Skills:** Effective communication, decision making, problem solving, and self-awareness

**DESCRIPTOR**

A comprehensive eating and fitness programme starting at the primary school level will help students to not only make responsible choices of proper food and nutrition but will enable them to understand how healthy diet and exercise can increase the likelihood of physical and mental wellness.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Apply the recalled information in solving the problems posed in the scenarios	Decision making
Oral and written sentences and use in comprehension exercises.	Vocabulary development
Class discussion in groups to air steps which could be taken to lower the incidence of the diseases among children	Practicing eating habits that will not contribute to the development of the disease.
Write essays detailing nature, causes, prevention, and cure.	

# Standard IV – Eating and Fitness

## CONTENT STANDARD

1. Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of life-style diseases.
2. Analyze the influence of socio-cultural factors as well as personal beliefs and choices related to appropriate eating and fitness
3. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p>Applying guidelines in handling food safely so as to prevent contamination of the food</p>	<p>Your class has been assigned to work in the feeding programme unit for a week as part of a competition. Besides preparing nutritious meals, you are supposed to explain what all you did to ensure that the food was safe. As leader of the group, you are supposed to write a paper explaining how you managed the group to ensure that you had a good chance to win. <u>You have four days in which to write that paper and present it on the teacher's desk. The count starts today.</u></p>
<ul style="list-style-type: none"> <li>• Practical exercises which will allow children to apply their knowledge</li> <li>• Some Belizean problems</li> </ul>	<p>Allow children to carry out exercises in groups either at school or at home and record steps taken Identify and discuss problems relevant to food safety practices in Belize</p>

**Topic 3:** Food safety

**Life Skills:** Effective communication, decision making, problem solving, and self-awareness

**DESCRIPTOR**

A comprehensive eating and fitness programme starting at the primary school level will help students to not only make responsible choices of proper food and nutrition but will enable them to understand how healthy diet and exercise can increase the likelihood of physical and mental wellness.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Teacher will assess written work and discuss them in class.	Decision making using assimilated knowledge.
Observe and report on specific conditions	
Develop and submit plans to alleviate the problem.	

# Standard IV— Eating and Fitness

## CONTENT STANDARD

1. Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of life-style diseases.
2. Analyze the influence of socio-cultural factors as well as personal beliefs and choices related to appropriate eating and fitness
3. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
<p><b>Benefits of sports and exercise</b></p> <ul style="list-style-type: none"> <li>● Sports are games which include football, track and field, softball, etc.</li> </ul>	<p>Discuss the difference between sports and exercise using examples to arrive at a definition</p>
<ul style="list-style-type: none"> <li>●Physical exercise is planned, structured, repetitive movement of the body designed to improve or maintain physical fitness.</li> </ul>	<p>In groups have students discuss the benefits of sports and exercise to their health and well-being and present their views to the class</p>
<ul style="list-style-type: none"> <li>●Physical fitness is the performance of moderate to vigorous levels of physical activity to respond or adapt to individual needs) Physical fitness is the state of the body.....</li> </ul>	<p>Have students discuss a chart on how walking/running programme helps to burn excess calories in their bodies.</p>
<p><b>Conditions related to lack of exercise</b></p> <ul style="list-style-type: none"> <li>● Some of the conditions related to lack of exercise are obesity, high blood pressure etc.</li> </ul>	<p>Invite a speaker to explain the conditions that cause high blood pressure and obesity and explain what each condition really is. Discuss what is meant by good blood circulation and muscle development. Include any other topic introduced by speaker.</p> <p>Have students contrast a scenario of an unhealthy condition of a person with the healthy condition of a renowned athlete.</p> <p>Have students discuss what accounts for the difference and identify preventive measures to minimize the risks of unhealthy conditions.</p>
<ul style="list-style-type: none"> <li>● The digestive system and its functions</li> <li>● Physical exercises and dance for Middle Division from P.E Curriculum</li> </ul>	<p>Label the diagram of the digestive system and identify what happens during digestion and how this is affected by exercise.</p>

**Topic 4: Fitness**

**Life Skills:** Effective communication, decision making, problem solving, and self-awareness

**DESCRIPTOR**

A comprehensive eating and fitness programme starting at the primary school level will help students to not only make responsible choices of proper food and nutrition but will enable them to understand how healthy diet and exercise can increase the likelihood of physical and mental wellness.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Invite a sports person to speak to the class about sports then have class take notes and write a summary of what was said and compare with their original thoughts and present to the class.</p>	<p>Understand the difference between sports and exercise so that their selection would be based on understanding.</p>
<p>Have students conduct research on physical fitness and its contribution to health from all sources that they can find.</p> <p>Have them collate their data and present to the class.</p>	<p>Develop the ability to identify similarities and differences and make choices.</p> <p>Become involved in fitness related activities because of the benefits to their own well-being.</p>
	<p>Know the organs of digestion and the role they play in the process.</p>

# Standard IV – Managing the Environment

**CONTENT STANDARD**

1. Demonstrate an understanding of the inter-relationships of a sustainable natural environment.
2. Demonstrate an understanding of the environmental threats to the health and well-being of students, families schools, and communities.
3. Analyze the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, and communities.
4. Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environment and the reduction of environmental health threats in the home, school, community, and region.
5. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><b>Inter-relationships of Systems</b></p> <p>Systems operate, adapt to change, affect and are affected by people and impact on each other. Change affects relationships within a natural or social system, between systems and within systems on different scales (local, national and global). Similarly, political, legal and economic systems are affected by changes between the systems. Reform can be reflected in adaptations, which happen continuously, or through reactions to major events that precipitate rapid change.</p>	<p>Read an account of how the actions of people at Chernobyl in 1986 had a significant impact on natural systems, not only of the area surrounding the nuclear power plant, but also on those of Europe, Asia and, to a lesser extent, the world.</p> <p>Through questions have students analyse flows and cycles of the incident and discuss answers so that they come to understand that people affect and are affected by their interrelationship with natural and social systems: Students understand that the complex long-term consequences of disasters of this kind include the destruction of habitats, genetic changes to flora and fauna and changes to social systems in the immediate area and the wider world. They understand how political, legal and economic structures are linked in decision-making processes when evaluating current land use issues.</p>
<p><b>Creating a safe and Healthy Environment</b></p> <p>All Belizeans are individually and collectively responsible for the quality of the environment, and should be involved in pollution prevention, preservation and restoration activities wherever they have the opportunity to do so..</p>	<p>Engage in groups/teams for students to search for specific items those possess a treat to our environment. Team with the most collected in the time allotted is declared as the winner.</p> <p>Extended work: Have students write an essay on how the items collected affect the environment.</p>

**Topic 1: Safe, Healthy, Sustainable Natural Environments**

**Life Skills:** Influencing, decision making, reasoning, comparative, data collection

**Affect: and Behavior:** Sensitive to environmental issues and become proactive in re-forestation activities.

**DESCRIPTOR**

Environmental education is an investment in our future. If Belize is to have a sustainable future, increased understanding of the environment and environmental decisions is essential. The HFLE curriculum recognised this and tries develop the knowledge, skills, and attitudes in young children so as to guarantee a safe, healthy, sustainable natural environment.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Use another disaster in world history for students to identify the global impact.</p> <p>Clearly review the effects to more than one natural system.</p> <p>Students write a paragraph describing how systems are interrelated and hence affected from disasters.</p>	<p>Recall the Earth as a physical system; the living environment; humans and their societies; and how society and the environment are linked such that output from one system can become input to other parts/processes of another system.</p>
<p>Select winning essays and award individual with free environmental T shirts.</p> <p>Conduct a competition for students to design a T shirt for an environmental club.</p>	<p>Practice cleanliness in the community and streets and environmental sensitive areas.</p>

# Standard IV – Managing the Environment

**CONTENT STANDARD**

1. Demonstrate an understanding of the inter-relationships of a sustainable natural environment.
2. Demonstrate an understanding of the environmental threats to the health and well-being of students, families schools, and communities.
3. Analyze the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, and communities.
4. Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environment and the reduction of environmental health threats in the home, school, community, and region.
5. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><b>Safe Practices and Rules</b></p> <p>-Accident changes are live in different ways either, physically, mentally, emotionally</p> <p>Incidents caused by not adhering to safe Practices In the playground -cuts, broken bones, etc. In the classroom -swallowing of objects, etc. In the community -Traffic Accident</p> <p>Traffic Safety Dangers that occurs due to carelessness in traffic Observe traffic safety practice.</p>	<p>Discuss ways in which people cope with accidents Physically Mentally Emotionally</p> <p>Conduct post disaster stress management sessions Introduce counseling techniques for event causing stress, suffering and loss. Have chn collect pictures of incidents caused by not adhering to safe practice. Have chn explain the causes of each incident. List preventative measures taking to avoid incidents Demonstrate how they would respond to these incidents. Invite Resource personnel form Traffic, HECOPAB and health workers to the class to be interviewed by chn Divide class into groups. Have each group create a scenario on unsafe practices and role play ways of solving these problems Take nature walk and observe all the traffic sign and symbol. Discuss the reason for the different sign's and symbols at their particular location Create scenario of not respecting traffic sign and symbol List some common dangerous substances that is all around. Discuss ways on how to prevent accidents Illustrate preventing accidents List and describe places where these substances may be found Illustrate and discuss the uses of some of the substances. Identify emergency assistance and their numbers</p>
<p><b>Promoting Healthy living</b> Healthy hygiene practices that can prevent cholera, parasitic infections, hepatitis, scabies and worm</p> <p><u>Prevention</u> Cholera- safe water Parasitic infection- wash fruits and vegetables, etc Hepatitis- avoid putting objects in mouth Worms-do not share towels, etc. Scabies-avoid body contact</p>	<p>Invite medical practitioner to discuss specific illnesses. Cause, prevention and cure. Students are asked to Create posters in small groups that show information provide for one specific diseases Create posters in small groups that show measures taken to ensure proper sanitation: Wash fruits and vegetables before eating and cooking All utensils should be washed Utensils should be stored in a clean, closed cupboard Share their experiences on the ways how people pollutes the land, air and water. Discuss how pollution affects our health. Invite Resources personnel from HFLE, HECOPAB to discuss diseases caused by pollution Have chn. Do group research on these diseases.</p>

**Topic 2: Responding to Environmental Health Threats**

**Life Skills:** Information gathering and data collection, cooperative, Investigative

**Affect: and Behavior:** Recognize risks make safer choices and practice safety skills

**DESCRIPTOR**

Safety education is not necessarily about isolating children and young people from all potential hazards but is about equipping them to deal with situations safely. We aim to identify in the HFLE curriculum where we can teach the safety skills and knowledge they will need. The ability to transfer this learning to other areas of their lives is also an aim of safety education. Knowing how to assess and manage risks is not the end of the story. Safety education is also about understanding factors which influence attitudes and behaviour to do with safety, promote healthy living, disaster preparedness and how to deal with emergencies.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Assess students knowledge of the Types of accidents and there effects on ones coping skills</p> <p>Have chn communicate through creative writing the cause and preventative measures taken to avoid these incidents. Summarize presentation by resource personnel. Groups presentation based on the information given Observation of bar graphs and questions to see if factual statements were correct</p>	<p>Critically analyze an accident and demonstrate the skills needed to cope with them</p> <p>Identify incidents caused by not adhering to safe practices - traffic rules</p> <ul style="list-style-type: none"> <li>- Swimming</li> <li>- Exercising</li> <li>- loud music</li> <li>- exposure to harmful elements</li> </ul>
<p>Use any innovative way to have children demonstrate behavior to</p> <ul style="list-style-type: none"> <li>(i) prevent illness</li> <li>(ii) reduce their chance to contract a diseases</li> <li>(iii) to ensure speedy recovery from illness.</li> </ul> <p>Create a discussion that will review the list of both harmful and helpful sources of information. illustrate children's recall of vocabulary and their development of critical thinking skills</p> <p>Assess posters for accuracy and content. Guide students to develop a family plan to ensure they practice good sanitation and other healthy practices</p>	<p>Understand and demonstrate behaviors that prevent disease and speed recovery from illness.</p> <p>Identify information that may be helpful or harmful to one's health.</p> <p>Identify disease related to man-made pollutants</p> <p>understand and demonstrate how to play a positive, active role in promoting the health of their families and friends</p>

# Standard IV – Managing the Environment

**CONTENT STANDARD**

1. Demonstrate an understanding of the inter-relationships of a sustainable natural environment.
2. Demonstrate an understanding of the environmental threats to the health and well-being of students, families schools, and communities.
3. Analyze the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, and communities.
4. Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environment and the reduction of environmental health threats in the home, school, community, and region.
5. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
<p><b>Disaster preparedness and responding to Emer-gencies</b></p> <p>Some effects of disasters are:</p> <ul style="list-style-type: none"> <li>-Homelessness</li> <li>-High mortality</li> <li>Shortage of food</li> <li>-loss of jobs</li> <li>-lack of transportation</li> <li>-Accident</li> <li>-Shortage of Medical assistance</li> <li>-Communicable diseases</li> <li>-Ability to cope (manage) with any event causing much suffering, distress, or loss.</li> </ul> <p>Being prepared can reduce fear, anxiety, and losses that accompany disasters. Communities, families, and individuals should know what to do in the event of a fire and where to seek shelter during a hurri-cane. They should be ready to evacuate their homes and take refuge in public shelters and know how to care for their basic medical needs.</p> <p>People also can reduce the impact of disasters (flood proofing, elevating a home or moving a home out of harm's way, and securing items that could shake loose in an earthquake) and sometimes avoid the danger completely.</p>	<p>Brainstorm and create a web chart displaying the effects of disas-ters. (Common to Belize)</p> <p>Written paragraphs on the effects of disasters</p> <p>Discuss and Review the effects of disasters.</p> <p>Agency: RED CROSS</p> <p><u>Helping Children Cope with Disaster</u></p> <p>Disasters can leave children feeling frightened, confused, and in-secure. Whether a child has personally experienced trauma, has merely seen the event on television, or has heard it discussed by adults, it is important for parents and teachers to be informed and ready to help if reactions to stress begin to occur.</p> <p>Children may respond to disaster by demonstrating fears, sadness, or behavioural problems. Younger children may return to earlier behaviour patterns, such as bedwetting, sleep problems, and separ-ation anxiety. Older children may also display anger, aggression, school problems, or withdrawal. Some children who have only indi-rect contact with the disaster but witness it on television may develop distress.</p> <p><u>Preparedness strategies that are common to all disasters</u></p> <p>Getting Informed</p> <p>Emergency Planning and Checklists</p> <p>Assemble Disaster Supplies Kit</p> <p>Shelter</p> <p>Hazard Specific Preparedness</p> <p>Practicing and Maintaining Your Plan</p> <p>Recovering from a disaster is usually a gradual process. Safety is a primary issue, as are mental and physical well-being.</p>

**Topic 2: Responding to Environmental Health Threats Continued**

**Life Skills:** Information gathering and data collection, cooperative, Investigative

**Affect: and Behavior:** Recognize risks make safer choices and practice safety skills

**DESCRIPTOR**

Safety education is not necessarily about isolating children and young people from all potential hazards but is about equipping them to deal with situations safely. We aim to identify in the HFLE curriculum where we can teach the safety skills and knowledge they will need. The ability to transfer this learning to other areas of their lives is also an aim of safety education. Knowing how to assess and manage risks is not the end of the story. Safety education is also about understanding factors which influence attitudes and behaviour to do with safety, promote healthy living, disaster preparedness and how to deal with emergencies.

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Written paragraphs on their thoughts and feeling relating to the effects of disasters</p> <p>Creative Performances/Exhibitions through oral presentation and Drama.</p> <p>Research an agency that provides support to people after a disaster. Understand Disaster Events Everyone who sees or experiences a disaster is affected by it in some way.</p> <p>It is normal to feel anxious about your own safety and that of your family and close friends.</p> <p>Profound sadness, grief, and anger are normal reactions to an abnormal event.</p> <p>Acknowledging your feelings helps you recover.</p> <p>Focusing on your strengths and abilities helps you heal.</p> <p>Accepting help from community programs and resources is healthy.</p> <p>Everyone has different needs and different ways of coping.</p> <p>It is common to want to strike back at people who have caused great pain.</p> <p>Write a short story of a disaster that has occurred. Use the listing above to help guide your story development</p>	<p>Identify, explain and express one's feelings on the effects of disasters.</p> <p>Demonstrate ways of managing stressful situation Describe the effects of different emergencies on our health and community</p> <p>Identify and list agencies/individuals to contact for assistance in event of an emergency</p> <p>Outline a preparedness plan and preventative strategies for home, school and the environment before, during and after a disaster.</p>

# Standard IV – Managing the Environment

**CONTENT STANDARD**

1. Demonstrate an understanding of the inter-relationships of a sustainable natural environment.
2. Demonstrate an understanding of the environmental threats to the health and well-being of students, families schools, and communities.
3. Analyze the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, and communities.
4. Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environment and the reduction of environmental health threats in the home, school, community, and region.
5. Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
<p><b>Institutions, Organizations, Agencies</b>  <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Department of the Environment</li> <li>• PACT</li> <li>• Belize Audubon</li> <li>• Programme for Belize</li> <li>• Belize Tourism Board,</li> <li>• Coastal Zone Management Authority and Insti-tute,</li> <li>• Ministry of Natural Resources</li> <li>• Toledo Ecotourism Association (TEA)</li> <li>• Solar Energy International (SEI)</li> <li>• Green Reef</li> <li>• Hol Chan Marine Reserve (HCMR)</li> <li>• Mesoamerican Barrier Reef System</li> </ul>	<p>Present a short description of 4 major players/agencies involved in environmental management.                      Have students write down responses for each agency, within a grid.</p> <p style="padding-left: 40px;">Major activity (focus)                      Scale                      Year started                      Success story                      Future plans</p> <p>Using the grid have students make comparisons and generaliza-tions about the institutions and agencies working in Belize.</p>

**Topic 3: Environmental Management Information and Activities**

**Life Skills:** information gathering, identifying relevancy

**Affect: and Behavior:** responsibility and sensitivity to environmental activities.

**DESCRIPTOR**

Laws and regulations are a major tool in protecting the environment. The Government passes laws and adopts international conventions and treaties . To put those laws into effect, the Government authorizes certain government and non governmental agencies, including the department of the environment, to create and enforce regulations. This portion of the curriculum address the laws and regulations in combination with the various activities being undertaken to ensure the protection, restoration and sustainable use of the natural resources and environment.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Evaluate students grid table. And their responses and generalizations.	Explore institutions, organizations and agencies involved in environmental management.

**Directory of Agencies and Services in the Social Sector**

(Developed and Produced by the National Committee for Families and Children)

<b>Agency</b>	<b>Alliance Against AIDS</b>	<b>AAA</b>
<b>Status</b>	Non-Governmental Organization	
<b>Type</b>	Direct Service Delivery	
<b>Mission</b>	Seeking to improve the lives of persons living with and affected by HIV/AIDS	
<b>Coverage</b>	Belize District	
<b>Population</b>	All Persons living with and affected by HIV/AIDS.	
<b>Contact Information</b>		
	Rodel Beltran Perra	
	Executive Director	
<b>Telephone</b>	501-223-6493	HOT 223-6911
<b>Fax</b>	501-223-6493	
<b>Email</b>	aaa@btl.net	
<b>Address</b>	5766 Meighan Avenue P.O.Box 1294 Belize City	

<b>Agency</b>	<b>Attorney General Ministry</b>	<b>BFC</b>
	<i>Belize Family Court</i>	
<b>Status</b>	Governmental	
<b>Type</b>	Direct Service Deliver, Advocacy and Policy Development	
<b>Mission</b>	To serve the public by offering a complete professional, family-centred service in a caring committed and confidential manner based upon the principles of dignity and respect for all.	
<b>Coverage</b>	Belize District	
<b>Population</b>	Children and Families	
<b>Contact Information</b>		
	Margaret Nicholas	
	Director	
<b>Telephone</b>	501-227-4114	501-227-4107
<b>Fax</b>	501-227-0068	
<b>Address</b>	3rd Floor, Commercial Center Regent St., P.O.Box 1185	

<b>Agency</b>	<b>Attorney General Ministry</b>	<b>VSU</b>
	<i>Vital Statistics Unit</i>	
<b>Status</b>	Government	
<b>Type</b>	Direct Service Delivery	
<b>Mission</b>	"To improve Registration through the provision of timely, efficient and reliable service"	
<b>Coverage</b>	Entire country of Belize	
<b>Population</b>	Entire country of Belize	
<b>Contact Information</b>		
	Lovinia Daniels	
	Assistant Registrar--Births, Deaths	
<b>Telephone</b>	223-5625	223-7405
<b>Fax</b>	223-5635	
<b>Email</b>	vitalstatsbz@yahoo.com	
<b>Address</b>	25 Gabourel Lane Belize City, Belize	

<b>Agency</b>	<b>Belize Council for the Visually Impaired BCVI</b>
<b>Status</b>	Non-Governmental Organization
<b>Type</b>	Direct Service Delivery
<b>Mission</b>	To improve the life of the Belizean population by maintaining the maximum visual capacity of all its citizens. This is achieved through an affordable, accessible and comprehensive eye service, which encompasses rehabilitation and education for persons with visual impairment to enable them to make full use of their talents and abilities.
<b>Coverage</b>	National
<b>Population</b>	Persons who are blind or visually impaired
<b>Contact Information</b>	
	Joan Musa
	Executive Director
<b>Telephone</b>	501-227-7776
<b>Fax</b>	501-223-2907
<b>Email</b>	bcvi@btl.net
<b>Address</b>	1 Gabourel Lane P.O. Box 413, Belize City, Belize

<b>Agency</b>	<b>Belize Council of Churches</b>	<b>BCC</b>
<b>Status</b>	Non-Governmental Organization	
<b>Type</b>	Direct Service Deliver, Advocacy and Policy	
<b>Mission</b>	"To be the prophetic voice in this challenging world!"	
<b>Coverage</b>	Countrywide	
<b>Population</b>	Entire Population	
<b>Contact Information</b>		
	Gweneth Gillet	
	Secretary	
<b>Telephone</b>	224-4009	TELFAX 72365
<b>Fax</b>	roylee2000bz@yahoo.com	
<b>Email</b>	P.O.Box 508	
<b>Address</b>	Belize City Belize	

<b>Agency</b>	<b>Belize Family Life Association BFLA</b>
<b>Status</b>	Non-Governmental Organization
<b>Type</b>	Direct Service Delivery
<b>Mission</b>	To provide comprehensive sexual and reproductive health services countrywide so as to assist communities devise plans of action to address the S&RH needs of its members; and to develop its resource capacity to sustain its current services with a focus on gender equity and quality of care.
<b>Coverage</b>	National
<b>Population</b>	General population; emphasis on persons in their reproductive years
<b>Contact Information</b>	
	Joan Burke
	Ag. Executive Director
<b>Telephone</b>	501-203-1018
<b>Fax</b>	501-223-2667
<b>Email</b>	bfla@btl.net
<b>Address</b>	Mercy Lane Belize City, Belize

# Health and Family Life Education

**Agency** Community Agency for Rehabilitation and CARE Belize  
**Education**  
**Status** Non-Governmental Organization  
**Type** Direct Service Delivery  
**Mission** To improve the quality of life of children with physical disabilities, ages 0 - 6.  
**Coverage** Toledo, Cayo, Belize and Orange Walk Districts  
**Population** Children with physical disabilities; special emphasis on birth to six  
**Contact Information**  
 Dolores Godfrey  
 Executive Director  
**Telephone** 501-223-5986 **Fax** 501-223-5986  
**Email** carebelize@btl.net  
**Address** 25 Gabourel Lane  
 P.O.Box 413  
 Belize City, Belize

**Agency** Hand in Hand Ministries HHM  
**Status** Non-Governmental Organization  
**Type** Direct Service Delivery  
**Mission** Seeking to make Christ present in the world through service to the poor. HHM believes that all people deserve life's essentials – food, clothing, shelter, education and medical care.  
**Coverage** Belize City and Lucky Strike Village  
**Population** The poorest of the poor, indigent  
**Contact Information**  
 Mark Thessing, Benard Panton  
 Director Of International Programs  
 Assistant Director  
**Telephone** 501-227-6273  
**Email** markstheising@hotmail.com  
 berniehhm@yahoo.com, sheenahhm@yahoo.com  
**Address** 144 North Front Street, Belize City, Belize

**Agency** Jesuit Volunteers Belize **JV:B**  
**Status** Non-Governmental Organization  
**Type** Direct Service Delivery, Coordination  
**Mission** Committed to: spirituality, simple living, social justice and community. JV Belize is about believing in Belizeans and in the possibility that we can make a difference in our society and in our world. JV:B intends to hear the cry of the most needy and to respond in compassionate, creative and empowering ways. Seeking to address the causes and not simply to alleviate the symptoms of needs.  
**Coverage** National  
**Population** The poor and marginalized  
**Contact Information**  
 Carolee Chanona, RSM Cynthia Williams  
 Director Assistant Director  
**Telephone** 501-224-5430 **Telfax** 822-0121  
**Email** jvbelize@btl.net  
**Address** P.O.Box 548, Belize City, Belize

**Agency** Mental Health Association **MHA**  
**Status** Non-Governmental Organization  
**Type** Advocacy, Education  
**Mission** The Mental Health Association is dedicated to raising awareness about issues related to mental well being, improving mental health services, and advocating on behalf of those with mental illness and their families.  
**Coverage** Non-specific  
**Population** Non-specific  
**Contact Information**  
 Kathy Esquivel Jennifer Lovell  
 Secretary President  
**Telephone** 223-5239, 605-1661 **Fax** 223-1004  
**Email** pcom@btl.net, craboogyal@yahoo.com  
**Address** Cleopatra Health Clinic  
 Princess Margaret Drive  
 P.O.Box 1344  
 Belize City, Belize

**Agency** Ministry of Education **ESS**  
**Education Support Services**  
**Status** Governmental  
**Type** Direct Service Delivery  
**Mission** To provide strength, stability and the ability to adapt to changing conditions and requirements as Belize adjusts to the changing world. ESS is committed to improving nationwide access to lifelong learning by ensuring the holistic development of all children through participation.  
**Coverage** National  
**Population** Children ages 5 to 14  
**Contact Information**  
 Dativa Martinez  
 Director  
**Telephone** 501-223-1150  
**Fax** 501-223-6497  
**Email** dmartinez@moes.gov.bz  
**Address** P.O. Box 2100, Belize City, Belize

**Agency** Ministry of Education **QADS--HFLE**  
**HFLE Unit**  
**Status** Governmental  
**Type** Direct Service Delivery, Advocacy and Policy Development  
**Mission** Empowering Children and Adolescents in Belize with the Knowledge and Skills for Healthy Living .  
**Coverage** National  
**Population** Children and Adolescents  
**Contact Information**  
 Sherelene Tablada  
 HFLE Officer  
**Telephone** 501-223-1389 **Fax** 501-223-4532  
**Address** West Landivar  
 P.O.Box 389  
 Belize City, Belize

**Agency** Ministry Of Health **HECOPAB**  
**Health Education and Community Participation Bureau**  
**Status** Governmental  
**Type** Direct Service Delivery and Advocacy  
**Mission** To provide accurate, relevant and current information necessary for the promotion of health and wellness as a positive resource for the development of human potential in an environment of social and gender equity.  
**Coverage** National  
**Population** General Population  
**Contact Information**  
 Erika Goldson-McGregor  
**Telephone** 501-223-0117 **Fax** 501-223-0117  
**Email** hecopabmoh@yahoo.com  
**Address** Bliss Nursing School Building  
 Cor. St. Joseph & St. P.O.Box 493  
 Belize City, Belize

**Agency** Ministry Of Health **MCH**  
**Maternal and Child Health Programme**  
**Status** Governmental  
**Type** Direct Service Delivery, Policy  
**Mission** To contribute to the health of women and children  
**Coverage** National  
**Population** Women in the reproductive age group(15-49); Child 0-5  
**Contact Information**  
 Largaespada Beer, MD  
 Technical Advisor, MCH/MOH  
**Telephone** 501-822-2325 **Fax** 822-2363/2068  
**Fax** 501-822-2942  
**Email** nlargaespada@moh.gov.bz  
**Address** William Tam Bldg.  
 Water Reservoir Area  
 Belmopan City  
 Cayo

## Middle Division Curriculum

<b>Agency</b>	<b>Ministry Of Health NDACC</b> <i>National Drug Abuse Control Council</i>
<b>Status</b>	Governmental Department
<b>Type</b>	Direct Service Delivery
<b>Mission</b>	To create a society free from the abuse of drugs while advancing the good health and moral well being of the nation.
<b>Coverage</b>	National
<b>Population</b>	the nation.
<b>Contact Information</b>	Karen Executive Director
<b>Telephone</b>	501-223-1125
<b>Fax</b>	501-223-1143
<b>Email</b>	ndacc@btl.net
<b>Address</b>	38 Freetown Road Belize City, Belize

<b>Agency</b>	<b>Ministry of Human Development CRD</b> <i>Community Rehabilitation Department</i>
<b>Status</b>	Governmental
<b>Type</b>	Direct Service Delivery
<b>Mission</b>	The Community Rehabilitation Department is a government agency dedicated to the provision of preventative, rehabilitative and diversionary programs for first-time offenders and juvenile offenders with respect to minor offences.
<b>Coverage</b>	National
<b>Population</b>	Children in conflict with the law
<b>Contact Information</b>	Fermin Olivera Director
<b>Telephone</b>	501-223-2716
<b>Fax</b>	501-223-3102
<b>Email</b>	ferminolivera@excite.com
<b>Address</b>	Freetown Road Belize City, Belize

<b>Agency</b>	<b>Ministry of Human Development DHS</b> <i>Department of Human Services</i>
<b>Status</b>	Governmental
<b>Type</b>	Direct Services
<b>Mission</b>	To empower people by promoting, developing and coordinating programmes and services that will enable Belizeans to become self sufficient based on the principles of social justice, equity and participation thereby contributing to the process of national development.
<b>Coverage</b>	National
<b>Population</b>	Vulnerable Population (children and families)
<b>Contact Information</b>	Ava Pennill
<b>Telephone</b>	227-7451
<b>Fax</b>	227-2051
<b>Fax</b>	227-1275
<b>Email</b>	hsdbze@hotmail.com
<b>Address</b>	P.O.Box 41 Belize City, Belize

<b>Agency</b>	<b>Ministry of Human Development Women Dept.</b> <i>Women's Department</i>
<b>Status</b>	Governmental
<b>Type</b>	Direct Services, Advocacy, Advisory Policy
<b>Mission</b>	To promote gender equality and equity thereby enabling women to be actively involved in and enjoy all benefits of development.
<b>Coverage</b>	National
<b>Population</b>	All members of society with specific focus on women.
<b>Contact Information</b>	Carol Fonseca Director
<b>Telephone</b>	227-7397
<b>Fax</b>	227-3888
<b>Fax</b>	227-1275
<b>Email</b>	womensdept@btl.net
<b>Address</b>	26 Albert Street Belize City, Belize

<b>Agency</b>	<b>Ministry of National Development CSO</b> <i>Central Statistics Office</i>
<b>Status</b>	Governmental Organization
<b>Type</b>	Direct Services
<b>Mission</b>	The Central Statistical Office of Belize is committed to provide, with the highest degree of integrity and with strict adherence to professional standards, accurate, reliable and timely statistical information to facilitate effective policy and decision-making.
<b>Coverage</b>	Countrywide
<b>Population</b>	Entire Population
<b>Contact Information</b>	Glenford Avilez Chief Statistician
<b>Telephone</b>	822-2207
<b>Fax</b>	822-2352
<b>Fax</b>	822-3206
<b>Email</b>	info@cs.gov.bz
<b>Address</b>	Cor. Culvert Rd & MountainView Blvd.
<b>Website</b>	www.cs.gov.bz Belmopan City, Cayo District

<b>Agency</b>	<b>Ministry of National Security ZBLO</b> <i>Belize Police Department--Community Policing</i>
<b>Status</b>	Governmental
<b>Type</b>	Direct Service Delivery
<b>Mission</b>	Police and the Community working in partnership for a safer Belize
<b>Coverage</b>	National
<b>Population</b>	Entire Population
<b>Contact Information</b>	Yolanda Murray Commander, Community Policing
<b>Telephone</b>	501-822-222
<b>Fax</b>	501-822-3812
<b>Fax</b>	HOT 911 / 922
<b>Email</b>	
<b>Address</b>	Belmopan City P.O.Box 245 Belmopan City, Cayo

<b>Agency</b>	<b>Ministry of National Security FVU</b> <i>Belize Police Department--Family Violence Unit</i>
<b>Status</b>	Governmental
<b>Type</b>	Direct Service Delivery
<b>Mission</b>	To address cases involving family violence in an effective and confidential manner.
<b>Coverage</b>	National
<b>Population</b>	Persons affected by family violence and seeking the assistance of the Unit
<b>Contact Information</b>	CPL Marcia Moody NCO I/C Family Violence Unit
<b>Telephone</b>	501-227-2222
<b>Fax</b>	501-227-4931
<b>Fax</b>	501-227-2223
<b>Email</b>	
<b>Address</b>	Eastern Division 9 Queen Street Belize City, Belize

<b>Agency</b>	<b>National Committee for Families and Children NCFC</b>
<b>Status</b>	Statutory Body
<b>Type</b>	Policy
<b>Mission</b>	Championing the rights and welfare of Belizean children and their families.
<b>Coverage</b>	National
<b>Population</b>	All children and families
<b>Contact Information</b>	Judith Alpuche Executive Director
<b>Telephone</b>	501-223-0059
<b>Fax</b>	501-223-1299
<b>Fax</b>	501-223-1180
<b>Email</b>	ncfc@btl.net
<b>Address</b>	62 Cleghorn Street Belize City, Belize





