



Health & Family Life Education Regional Curriculum Framework

Ages 11 years to 16 years

VERSION 2.1



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foreword.

The Caribbean Community Secretariat (CARICOM) and the United Nations Children's Fund (UNICEF) are proud to present this HFLE Regional Curriculum Framework developed as a resource for CARICOM countries to develop their national school-based health education curricula for ages 5-12 in the primary school and 11-16 in the secondary school. This document is an example of how shared commitment and dedication to the development of children and adolescents in the Caribbean can result in a positive output.

During the April 2003 CARICOM's Council on Human and Social Development (COHSOD), CARICOM member country representatives decided that a Health and Family Life Education (HFLE) Regional Curriculum Framework needed to be produced to provide guidance to CARICOM countries in developing national curricula that place lifeskills at the core of the school-based health education programmes. Due to limited initial funding, CARICOM experts commenced the production of the HFLE regional curriculum framework initially only for the critical age period of 9 to 14 years old children. This initial framework was completed in 2004. Since then CARICOM countries have successfully used this framework to realign their national curricula.

It became evident however, that the lack of a Framework to provide guidance for national curriculum on HFLE for the early childhood and late adolescent period has left a major gap. Building on the experience of the collaborative process with the Education Development Centre for the development of the existing Framework, Caribbean experts worked to develop the basic standards and outcomes for the additional age cohorts until this Regional HFLE Curriculum Framework which covered ages 5-12 in the primary school and 11-16 in the secondary school was completed.

Current child development theories stress that acquiring social competencies is an important dimension of the positive social, physical, intellectual, cultural, emotional and spiritual development of children and adolescent. It is therefore important that Caribbean children and adolescents not only acquire accurate knowledge but also develop social, interpersonal, emotional coping and cognitive skills and explore positive values and attitudes.

This Framework combines health promotion and problem prevention in an attempt to not only reduce risky behaviours but equally promote healthy decision making, development and lifestyles. In recognising that the development of social competencies is facilitated by strong social support, the Framework explicitly seeks to promote and encourage strong partnerships between the home, school and community environment of children and adolescents.

It is our firm belief that the exposure of our young people to quality HFLE programmes throughout their school life is critical in developing the core skills, attitudes and competencies to productive Caribbean Citizens as defined by Caribbean Heads of Government in 1997. We encourage you, educators, to use this Framework as a tool in this regard.

Edward Greene
Assistant Secretary General
CARICOM Secretariat

Tom Olsen
Representative
UNICEF Office for Barbados and the Eastern Caribbean

acknowledgements.

The UNICEF Office for Barbados and the Eastern Caribbean (UNICEF/BECO) and the Caribbean Community Secretariat (CARICOM) wish to express their appreciation for the input of various persons from across the Caribbean region to the update and expansion of the HFLE Curriculum Framework to cover the full primary and secondary levels of education

The ready positive response and general enthusiasm shown by educators at all levels in the teaching system including primary and secondary school teachers and subject specialists ensured that those who would be using the Framework were an integral part of the development process.

Particular thanks goes to Ms. Arthusa Semei and Dr. Jennifer Crichlow the Consultants who led various Teams of teachers and health educators as they worked to expand the original HFLE Regional Curriculum Framework for Ages 9-14 (originally prepared under the technical guidance of the Education Development Centre, Boston) to specify standards and learning outcomes for students throughout primary and secondary schools.

Other Contributors

Lauriston Charles and Denise Mills, *Ministry of Education, Antigua*

Patricia Warner, Margaret Grant and Mary Chase, *Ministry of Education, Barbados*

Justina Niles-Noel, *Ministry of Education, Grenada*; Devon Rachae, *Ministry of Youth, Grenada*

Krysti Alexander, Veda George, *Ministry of Education, Dominica*

Salomie Evering, *Ministry of Education, Jamaica*

Muriel Gilds, *Suriname*

Zita Wright, *Trinidad and Tobago*

Melinda Andrew, Rita Dyer, *Ministry of Education, St. Lucia*; Patricia Joseph, *St. Lucia*

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this Curriculum Framework for Secondary Schools is based on the initial Health and Family Life Education Regional Curriculum Framework for Ages 9-14. This document provided the basic guidance required to develop the relevant Standards and Core Outcomes for the various age groups. Consequently the background information and the guidance for the use of the Framework is derived from this document.

Background

In 1994, the Caribbean Community (CARICOM) Standing Committee of Ministers of Education passed a resolution supporting the development of a comprehensive approach to Health and Family Life Education (HFLE) by CARICOM and the University of the West Indies (UWI). Support was sought from United Nations agencies working in the Region to streamline and enhance the delivery of HFLE in CARICOM countries. Strategic objectives were:-

- To develop policy, including advocacy and funding, for the overall strengthening of HFLE in and out of schools;
- To strengthen the capacity of teachers to deliver HFLE programmes;
- To develop comprehensive life-skills based teaching materials; and
- To improve coordination among all the agencies at the regional and national levels in the area of HFLE.

In 1996, the CARICOM Standing Committees of Ministers of Health and Education endorsed the document *"A Strategy for Strengthening Health and Family Life Education (HFLE) in CARICOM Member States"*. The Ministers also reaffirmed their

commitment to HFLE as a priority for achieving national development goals, as well as to putting into place measures to ensure its sustainability. They agreed to make every effort to ensure the formulation and review of national policies on HFLE. In April 2003 the Sixth Special Meeting of the Council for Human and Social Development (COHSOD) further endorsed the need for urgent strengthening the delivery of HFLE as a core area of instruction at the primary, secondary, and tertiary levels. Additionally, COHSOD recommended that the focus of HFLE programmes should shift from an information-based model to a skills-development model, and that a Regional Curriculum Framework should be developed which could be adapted by Member States to meet their specific needs.

UWI and UN agencies have continued to work closely with CARICOM to support implementation and are members of the CARICOM Regional HFLE Working Group.

HFLE Curriculum Sub-Regional Pilot 2005 - 2008

The efficacy of the Regional HFLE Curriculum Framework was monitored in a three-year study which looked at the effect of two Themes on a cohort of children. Common HFLE lessons were developed and delivered in selected schools in four countries - Antigua and Barbuda, Barbados, Grenada, and St Lucia. The life skills practice approach was utilized as the treatment in three of six selected schools in each country, whilst the other three were monitored for comparison purposes. Findings from this study can provide valuable information to curriculum designers utilizing this framework.

Rationale for Curriculum Framework

Given the challenges being faced by countries it was felt important that the life skills aspect of HFLE be enhanced. Whilst some CARICOM countries had developed curricula for the delivery of HFLE in schools many of these were information-based. Countries required support in moving their curricula away from traditional topic centred learning approaches to more thematic approaches. In addition countries

needed guidance in the application of interactive teaching methods and alternative assessment methods.

Why Health and Family Life Education (HFLE)?

There is the perception that traditional curricula do not ensure that children and youth achieve their full potential as citizens. In addition, increasing social pressures are impacting on young persons in ways that make teaching a challenge. Teachers are finding that young people are more disruptive, are more likely to question authority, and see little relevance of schooling that fails to adequately prepare them for their various life roles. The paradox is that schools are now seen as key agencies to redress some of these very issues. HFLE, then, is a curriculum initiative that not only reinforces the connection between health and education, but also uses a holistic approach within a planned and coordinated framework. It "is perceived as the viable way to bridge existing gaps to enable young persons to attain the high levels of educational achievement and productivity required for the 21st century." (UNICEF/CARICOM, 1999, p 15.)

The Health and Social Profile of Caribbean Children and Youth

The World Bank Country Study reveals that young persons, 10 to 24 years, make up about 30% of the population in the Caribbean (World Bank, 2003). The data for available countries indicate that the proportion of youth 10 to 24 years varies from as high as 34% in St. Lucia, to 24% in St. Kitts and Nevis. This group has historically always been "at risk." In the past, it was infectious diseases that ravaged this group. Today, however, emotional and behavioural disabilities rank high among the health conditions that affect young persons in the Region. Increasingly, Caribbean youth are being adversely affected by a number of social, psychological, and physical problems.

Evidence of this is substantiated by the findings of Dicks, (2001); Halcon, Beuhring & Blum, (2000); Heath, (1997); PAHO (1998); UWI-Cave Hill (1998);

The Ideal Caribbean Person

The Ideal Caribbean Person should be someone who among other things:

- ☼ is imbued with a respect for human life since it is the foundation on which all the other desired values must rest;
- ☼ is emotionally secure with a high level of self confidence and self esteem;
sees ethnic, religious and other diversity as a source of potential strength and richness;
- ☼ is aware of the importance of living in harmony with the environment;
has a strong appreciation of family and kinship values, community cohesion, and moral issues including responsibility for and accountability to self and community;
- ☼ has an informed respect for the cultural heritage;
- ☼ demonstrates multiple literacies, independent and critical thinking;
- ☼ questions the beliefs and practices of past and present and brings this to bear on the innovative application of science and technology to problems solving;
- ☼ demonstrates a positive work ethic;
- ☼ values and displays the creative imagination in its various manifestations and nurture its development in the economic and entrepreneurial spheres in all other areas of life
- ☼ has developed the capacity to create and take advantage of opportunities to control, improve, maintain and promote physical, mental, social and spiritual well being and to contribute to the health and welfare of the community and country
- ☼ nourishes in him/herself and in others, the fullest development of each person's potential without gender stereotyping and embraces differences and similarities between females and males as a source of mutual strength

and The World Bank (2003). The findings identify certain key social and environmental concerns: poverty, unemployment, high academic failure rates, family instability, fragmented communities, child abuse and neglect, violence, stress and alienation, negative influence of the media, questionable sub-cultures, and unavailability of physical education and recreational facilities. Health threats include such lifestyle-related conditions as diabetes, hypertension, obesity; HIV/AIDS/STDs, sexual abuse, substance abuse, suicide and teenage pregnancy.

In moving ahead the Caribbean Health and Social agenda for youth, there has been a vision of the 'Caribbean in the future' and the 'Ideal Caribbean Person' enunciated by CARICOM.

Life Skills Based Health and Family Life Education (HFLE)

Skills-based Health and Family Life Education (HFLE) is an approach to creating or maintaining positive attitudes toward health and well-being in children and young people. It seeks to promote the development of health knowledge, social and emotional competencies and behaviours needed for life.

Health Education has been defined by Green et al., (1980) as "any combination of learning experiences designed to facilitate voluntary adaptations of behaviour conducive to health." Current approaches conceptualize HFLE as a 'planned, sequential curriculum' using a variety of learning experiences,

with an emphasis on participatory health-related skills learning methods.

Health skills development and social and emotional competence are the key to helping children seek out positive opportunities and resist destructive behavior(CASEL). Health and Family Life Education covers a broad range of content areas such as emotional and mental health; nutrition; alcohol, and other drug use; reproductive and sexual health (WHO); managing self, communicating effectively and building positive relationships. Within the Caribbean HFLE life skills-based curricula are being adopted as a means to empower children and youth to deal with challenging situations.

Values in Health and Family Life Education

Another justification for the life skills based HFLE approach is that it is a natural vehicle for the acquisition of the educational, democratic and ethical values reflected in National and Regional policy documents. In the delivery of HFLE, the fostering of laudable attitudes and values is set alongside the knowledge and skill components. Some of the commonly held values are respect for self and others; empathy and tolerance; honesty; kindness; responsibility; integrity; and social justice.

The teaching of values in HFLE is to encourage young people to strive towards accepted ideals of a democratic, pluralistic society such as self-reliance, capacity for hard work, cooperation, respect for legitimately constituted authority, and ecologically sustainable development. This is done in the context of existing family, spiritual, cultural and societal values, and through critical analysis and values clarification, in order to foster the intrinsic development of values and attitudes.

The Concept of Life Skills

The World Health Organization defines life skills as “abilities for adaptive and positive behaviour that enable children to deal effectively with the demands and challenges of everyday life.” “The attention to knowledge, attitudes, and skills together (with an

emphasis on skills) is an important feature that distinguishes skills-based education from other ways of educating about health issues.”

As health and family life education programmes evolved over the past decade, there was a growing recognition that providing information and developing cognitive skills was not sufficient motivation to change behaviour. Evidence shows that there is a role for a participative life skills approach. Life skills are ‘a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a hygienic, healthy, and productive manner.’

There is evidence for the role of psychosocial and interpersonal skills in the development of young people,’ from their earliest years through childhood, adolescence, and into young adulthood’. These skills have an effect on the ability of young people to protect themselves from health threats, build competencies to adopt positive behaviours, and foster healthy relationships (WHO, Skills for Health).

Theoretical Foundations of the Life Skills Approach

Theories about the way human beings, and specially, children and adolescents grow, learn and behave provide the foundation for the life skills approach. These include child and adolescent development, social learning, problem behaviour, social influence, cognitive problem solving, multiple intelligences, and risk and resiliency theories (Mangrulkar, Whitman & Posner, 2001).

There is a dearth of documented research evidence on the evaluation of health-related school intervention programmes in the Caribbean. However, results of programme

evaluation studies in other countries reveal that competence in the use of life skills can:

- ☼ Delay the onset of drug abuse
- ☼ Prevent high-risk sexual behaviours
- ☼ Facilitate anger management and conflict resolution
- ☼ Improve academic performance, and
- ☼ Promote positive social adjustment.

Children and adolescents who fail to acquire the skills for interacting with others in a socially acceptable manner early in life can be rejected by their peers and often engage in unhealthy behaviours, such as violence or abuse of alcohol and drugs, to compensate for their rejection (Patterson, 1986). Research has also found that children with social deficits or aggressive behaviour are at a higher risk of poor academic performance (Parker and Ashe, 1987). On the other hand the development social and emotional competence - the ability to understand, manage and express the social and emotional aspects of one's life, would enable the successful management of life tasks such as learning, forming relationships, and adapting to complex demands of growth and development. (ELIAS et al., 1997)

Which Skills for the HFLE?

There is no specified list of life skills to be applied in specific situations. The choice of, and emphasis on different skills, will vary according to the topic and local cultural conditions. A number of life skill categories were selected for this Regional HFLE approach, whilst the placing of life skills in categories suggests that these categories are distinct from each other; it is important to recognize that many skills are interrelated and are used simultaneously in practice.

Communication and Interpersonal Skills

Interpersonal Communication Skills

- Verbal/Nonverbal communication
- Active listening
- Expressing feelings; giving feedback (without blaming) and receiving feedback

Negotiation and Refusal Skills

- Negotiation and conflict management
- Assertiveness skills
- Refusal skills

Empathy

- Ability to listen and understand another's needs and circumstances and express that understanding

Cooperation and Teamwork

- Expressing respect for others' contributions and different styles
- Assessing one's own abilities and contributing to the group

Advocacy Skills

- Influencing skills & persuasion
- Networking and motivation skills

Decision-Making and Critical Thinking Skills

Decision making / problem solving skills

- Information gathering skills
- Evaluating future consequences of present actions for self and others
- Determining alternative solutions to problems
- Analysis skills regarding the influence of values and attitudes of self and others on motivation

Critical thinking skills

- Analyzing peer and media influences
- Analyzing attitudes, values, social norms and beliefs and factors affecting these
- Identifying relevant information and information sources

Creative thinking

- Generating novel and innovative ideas
- Respond adaptively to life situations
- Think outside traditional ways

Coping and Self-Management Skills

(Skills for increasing internal locus of control; Personal Confidence

Abilities to Assume Control, Take Responsibility, Make a Difference, or Bring About Change)

- Self esteem/Self confidence building skills
- Self awareness skills including awareness of rights,

influences, values, attitudes, rights, strengths and weaknesses

- Goal setting skills
- Self evaluation / Self assessment / Self-monitoring skills

Skills for Managing Feelings

- Anger management
- Dealing with grief and anxiety
- Coping skills for dealing with loss, abuse, trauma

Skills for Managing Stress

- Time management
- Positive thinking
- Relaxation techniques
- Understanding different norms, beliefs, cultures

- Self assessment skills
- Identifying influences on values and attitudes
- Aligning values, attitudes and behaviours

Values Analysis and Clarification Skills

- Understanding different norms, beliefs, cultures
- Self assessment skills
- Identifying influences on values and attitudes
- Aligning values, attitudes and behaviours

Social and Emotional Competencies

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Definitions and Significance of Life Skills

The Core of life skills that facilitate the practice of healthy behaviours is divided into the following groups:

SOCIAL SKILLS

Interpersonal skills
Communication skills
Refusal skills
Negotiation skills
Empathy skills
Advocacy skills

COGNITIVE SKILLS

Decision – Making skills
Problem-solving skills
Critical-thinking skills
Creative-thinking skills

EMOTIONAL / COPING SKILLS

Healthy Self- management skills
Self- monitoring skills
Self-awareness skills
Coping with emotions (anger, self-esteem, grief, loss)

Operational definitions outline the outcome behaviours and their intended effects:

LIFE SKILLS

Decision Making

DEFINITIONS

The ability to a course of action from a number of options which may result in a specific outcome or involve only the resolve to behave in a certain way in the future.

SIGNIFICANCE

Helps us deal constructively with health and other decisions about our lives b y enabling s to assess the different options and what effect different decisions may have.

Problem Solving

The process through which a situation /problem is resolved (i.e., diagnosing the problem ,taking action to close the gap between present situation and desired outcome to other situations)

Allows us to deal constructively with problems in our lives, that if left unattended could cause new problems, including mental and physical stress.

Creative Thinking

The ability to depart from traditional ways of thinking, resulting in the generation of original and innovative ideas that enable us to respond adaptively to life situations.

Contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-actions.

Effective Communication

The ability to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations.

Allows the transfer of information and emotion from one person to another to make one's intent clear.

Interpersonal Relationship Skills

The ability to relate positively with people, creating an environment in which people feel secure and free to interact and express their opinions.

Allows us to keep friendly relationships, which can be of great importance to our mental and social well-being, and impacts the way communicate with, motivate and influence each other.

Self-Awareness

Having a sense of identity and an understanding of our own feelings, beliefs, attitudes, values, goals, motivations, and behaviours.

Helps us to recognize our feeling and values and is a prerequisite for effective communication, interpersonal relationship, and developing empathy for others.

Empathy

The ability to imagine what life is like for another person, even in a situation that we are unfamiliar with.

Can help us to accept others who may be very different from ourselves, respond to people in need, and

Empathy

*(Continued from
previous page)*

promote other positive social interactions.

Coping With Emotions

The ability to recognize a range of feelings in ourselves and others, the awareness of how emotions influence behaviour, and the ability to respond to emotions appropriately.

Enables us to respond appropriately to our emotions and avoid the negative effects that prolonged, pent up emotions may have on our physical and mental health.

Coping With Stress

The ability to recognize the sources of stress in our lives and the effects that stress produces; the ability to act in ways that help us cope with or reduce our stress levels.

Enables us to adjust our levels of stress and avoid the negative consequences of stress, including boredom, burnout, susceptibility to diseases, and behavioural changes.

Negotiation Skills

The ability to communicate with others for the purpose of settling a matter, coming to terms or reaching an agreement. This may involve the ability to compromise or to give and take.

Helps us to meet and address individual needs and concerns in ways that are mutually beneficial. This is a key factor in working and playing cooperatively with others.

Refusal Skills

The ability to communicate the decision to say “no” effectively (so that it is understood).

Enables us to carry out health –enhancing behaviours that are consistent with our values and decisions.

Assertiveness Skills

The ability to state one’s point of view or personal rights clearly and confidently, without denying the personal rights of others.

Assertiveness skills enable people to take actions that are in their own best interests. Such actions include the ability to stand up for oneself or someone else without feeling intimidated or anxious and to express feelings and point of view honestly and openly.

Healthy Self-Management Monitoring Skills Source ¹

The ability to make situational and lifestyle choices that result in attaining and /or maintaining physical, social, emotional, spiritual, and environmental health.

Enables us to maintain health-enhancing decisions from day to day as well as to reach long –term health goals and wellness goals.

²Social and Emotional Learning Skills

Self-Awareness

Accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence

Enables us to understand how we function and what affects our feelings. Enables us to make informed choices based on our strengths and values

Self-Management

Regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately

Helps us to regulate and express emotions appropriately, controlling impulsive behaviour.

Social Awareness

Being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources

Increases our social perception of our environment; recognizing individual and group differences and similarities;

Relationship Skills

Establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed

Helps us in establishing and managing relationships, and how to end relationships if necessary.

Responsible Decision-Making

Making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one's school and community

Enables us to incorporate a sense of responsibility in our decision making.

¹ CARICOM Multi-Agency HFLE Programme manual for Facilitators of Life Skills Based HFLE Programmes in the Formal and non-Formal Sectors and Teenage Health Teaching Sessions.

² CASEL

Delivery of Life Skills HFLE

Ethical Guidelines for the Delivery of HFLE

Responsibility to Students

Teachers and other resource persons involved in the delivery of HFLE should:

- ☛ Have primary responsibility to the student, who is to be treated with respect, dignity, and with concern for confidentiality.
- ☛ Make appropriate referrals to service providers based on the needs of the student, and monitor progress.
- ☛ Maintain the confidentiality of student records and exchange personal information only according to prescribed responsibility.
- ☛ Provide only accurate, objective, and observable information regarding student behaviours.
- ☛ Familiarise themselves with policies relevant to issues and concerns related to disclosure. Responses to such issues should be guided by national and school policies, codes of professional organizations/unions, and the existing laws.

Responsibility to Families

- ☛ Respect the inherent rights of parents/guardians for their children and endeavour to establish co-operative relationships.
- ☛ Treat information received from families in a

confidential and ethical manner.

- ☼ Share information about a student only with persons authorized to receive such information.
- ☼ Offer ongoing support and collaboration with families for support of the child.

Responsibility to Colleagues

- ☼ Establish and maintain a cooperative relationship with other members of staff and the administration.
- ☼ Promote awareness and adherence to appropriate guidelines regarding confidentiality and the distinction between private and public information.
- ☼ Encourage awareness of and appropriate use of related professions and organizations to which the student may be referred.

Responsibilities to Self

- ☼ Monitor one's own physical, mental and emotional health, as well as professional effectiveness.
- ☼ Refrain from any destructive activity leading to harm to self or to the student.
- ☼ Take personal initiative to maintain professional competence.
- ☼ Understand and act upon a commitment to HFLE.

Content

The content for HFLE is organized around four themes. These themes have been adopted from the core curriculum guide developed for teachers' colleges as part of a PAHO initiative (see PAHO/ Carnegie, 1994). Standards and core outcomes have been developed for each of these themes.

This thematic approach marks a departure from the traditional topic centered organization of curricula. For example, the use of alcohol and drugs, as well as premature sexual activity, represent maladaptive responses to coping with poor self-worth, boredom,

failure, isolation, hopelessness, and fragmented relationships.

The thematic approach, therefore, addresses the complexity and connectedness between the various concepts and ideas, goals, components and standards, which are associated with attitude and behaviour change.

Curriculum Framework Themes

The four thematic areas are as follows:

- ☼ Self and Interpersonal Relationships
- ☼ Sexuality and Sexual Health
- ☼ Appropriate Eating and Fitness
- ☼ Managing the Environment

Self and Interpersonal Relationships

Key Ideas:

- ❖ Human beings are essentially social, and human nature finds its fullest expression in the quality of relationships established with others.
- ❖ Self-concept is learned, and is a critical factor in relationship building.
- ❖ Effective or healthy relationships are dependent on the acquisition and practice of identifiable social skills.
- ❖ Supportive social environments are critical to the development of social skills in order to reduce feelings of alienation, and many of the self-destructive and risk-taking tendencies, such as violence and drug-use among children and youth in the region.
- ❖ Teachers have a critical role to play in creating supportive school and classroom environments that preserve and enhance self-esteem- a critical factor in the teaching/learning process.

Sexuality and Sexual Health

Key Ideas:

- ❖ Sexuality is an integral part of personality, and cannot be separated from other aspects of self.
- ❖ The expression of sexuality encompasses

physical, emotional, and psychological components, including issues related to gender.

- ❖ Sexual role behaviours and values of teachers and children are conditioned by family values and practices, religious beliefs, and social and cultural norms, as well as personal experiences.
- ❖ Educational interventions must augment the socialization role of the family and other social and religious institutions in order to assist in preventing/minimizing those expressions of sexuality that are detrimental to emotional and physical health and well-being.

Appropriate Eating and Fitness

Key Ideas:

- ❖ Dietary and fitness practices are influenced by familial, socio-cultural and economic factors, as well as personal preferences.
- ❖ Sound dietary practices and adequate levels of physical activity are important for physical survival.
- ❖ The quality of nutritional intake and level of physical activity are directly related to the ability to learn, and has implications for social and emotional development.
- ❖ The eating and fitness habits in childhood are persistent, conditioning those preferences and practices, which will influence quality of health in later life.
- ❖ Teachers are well poised to assist students in critically assessing the dietary choices over which they have control, using the leverage provided by classroom instruction and the provision of nutritionally-sound meals in the school environment.

Managing the Environment

Key Ideas:

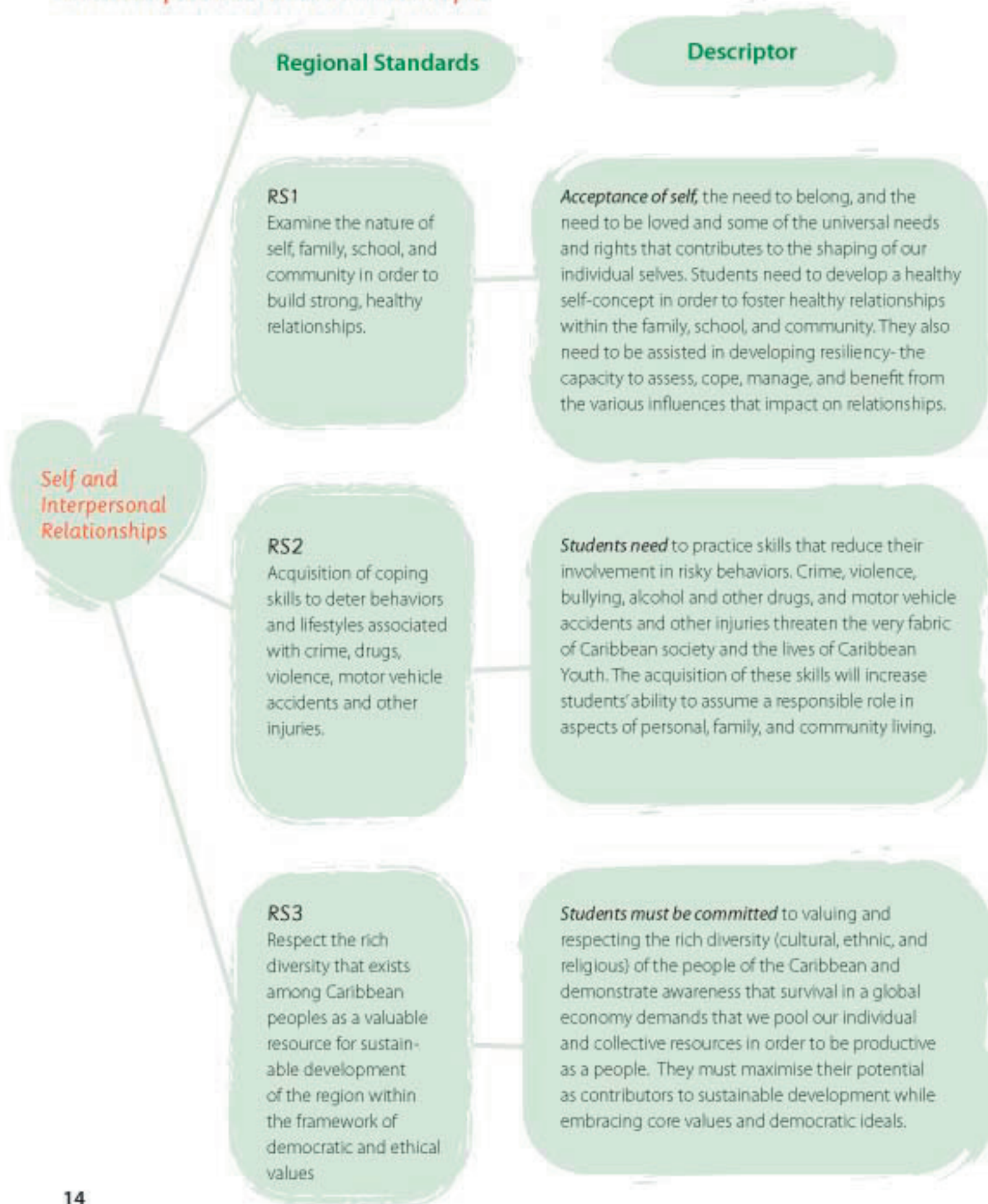
- ❖ All human activity has environmental consequences.
- ❖ Access to, and current use of technologies have had an unprecedented negative impact on the

environment.

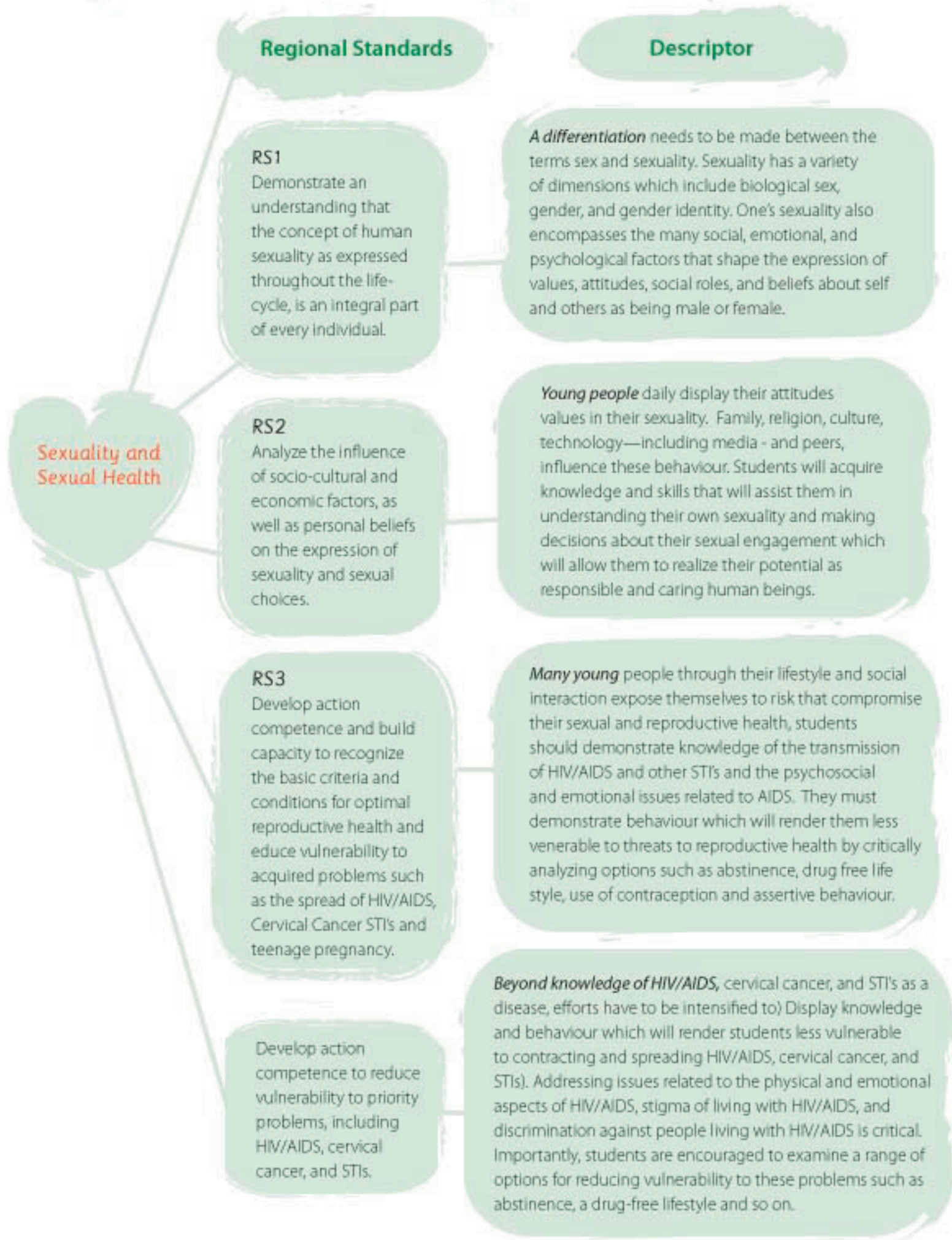
- ❖ Human beings are capable of making the greatest range of responses to the environment, in terms of changing, adapting, preserving, enhancing, or destroying it.
- ❖ There is a dynamic balance between health, the quality of life, and the quality of environment.

Regional Standards & Descriptions

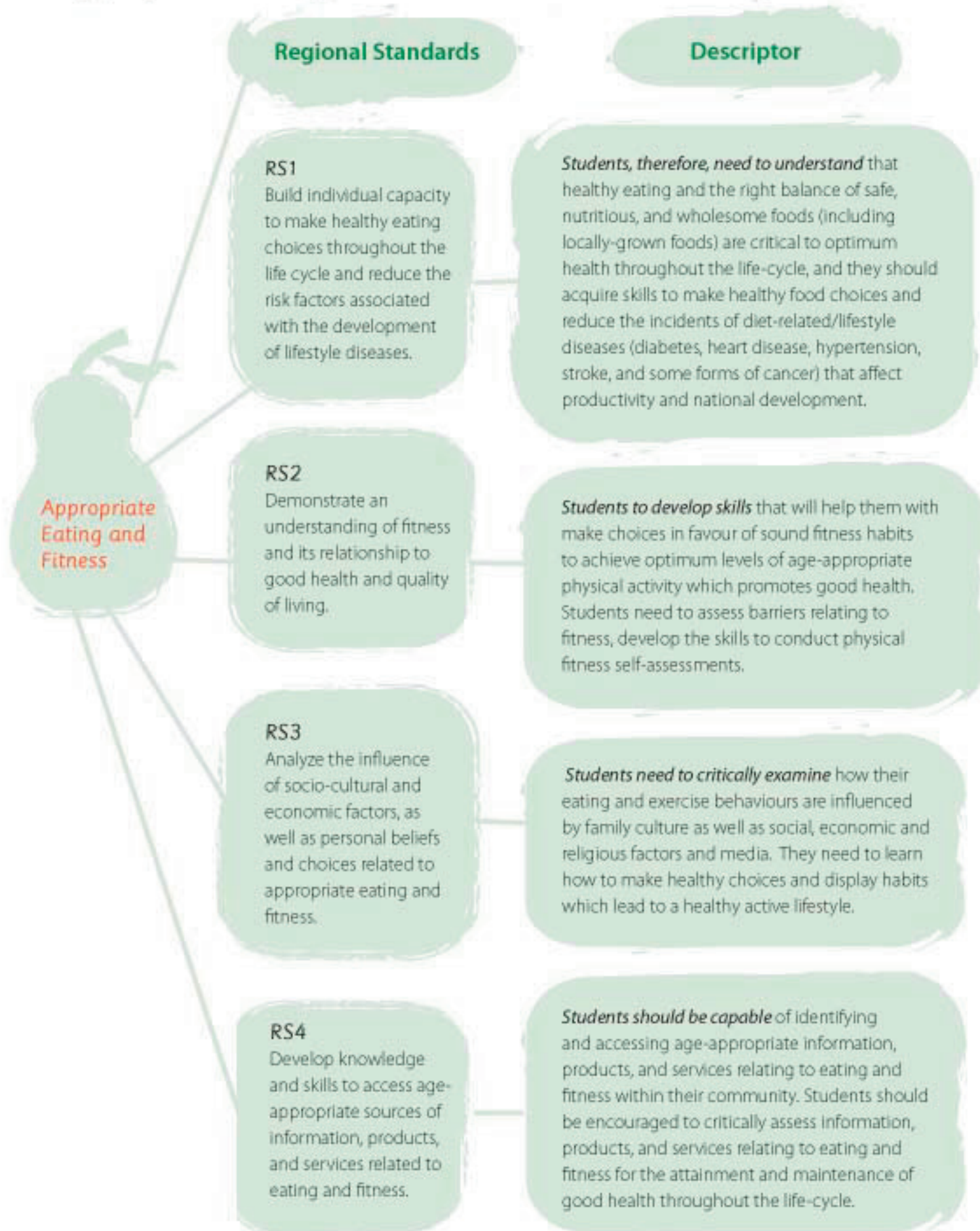
Regional Standards for Self & Interpersonal Relationships



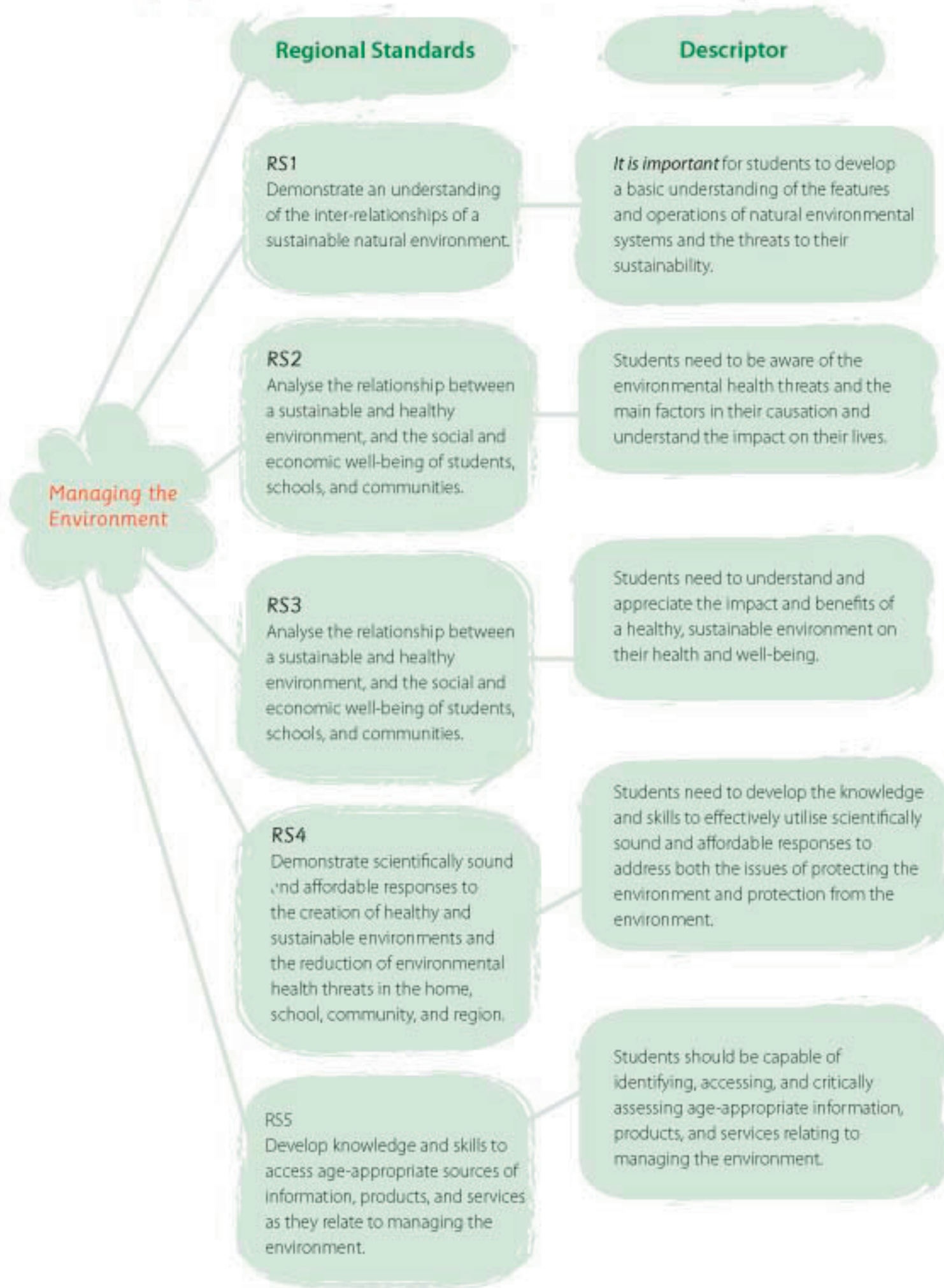
Regional Standards for Sexuality & Sexual Health



Appropriate Eating & Fitness



Managing the Environment



Teaching/Learning Strategies

The objective of any teaching/learning approach in the HFLE classroom is the creation of an environment conducive to active, participatory or experiential learning. The learner is the active agent in creating knowledge in that he/she constructs and reconstructs his/her system of knowledge, skills, and values. In this way, 'meaning' is attached to his/her real life experiences.

A model of the Active Learning Process would include the following learning stages:

- ✿ Understanding the issue and the life skills required (e.g., risks of drugs)
- ✿ Relating to personal experiences
- ✿ Practising the situation in a safe, supportive environment (e.g., role play)
- ✿ Applying knowledge and skills to real life situations
- ✿ Reflecting on the experience gained
- ✿ Strengthening life skills for further use

This approach to learning:

- ❖ Utilizes the experience, opinions, and knowledge of the students.
- ❖ Provides a creative context for the exploration and development of options.
- ❖ Provides a source of mutual comfort and security, which is important for the learning and decision-making process.
- ❖ Promotes the development of action competence for use in the real world.

Methodological Approaches to Curriculum Design

The approach adopted in the delivery of life skills-based HFLE should take into account context, needs, and availability of resources.

There are two major approaches to delivery:

- ✿ Discipline-based - HFLE is taught as a separate subject.
- ✿ Integration - HFLE is integrated with other subjects in the school curriculum.
- ✿ The ideal situation is a combination of these

approaches.

The Spiral Curriculum

'Spiral' refers to the way in which a curriculum is organized to allow students to continually build upon what they have already learned. The spiral curriculum is based on the principle that we start in one specific area and build on it, but continue to repeat or reinforce the previous information.

The goal is for later teaching to build on earlier learning, to seeking more curiosity, and advancement for further learning opportunities. According to Bruner, (1960, p. 13). "A curriculum as it develops should revisit the basic ideas repeatedly, building upon them until the student has grasped the full formal apparatus that goes with them."

A spiral curriculum arranges that the same topic, the same idea, the same theme, is encountered many times, each time slightly differently, or probing more deeply. 'As the student grasps one concept then it is time to build and move on to another but to come back to the underlying concept that was taught first. This building process is how we formulate the spiral curriculum', Bruner, (1960).

A spiral curriculum begins with the assumption that children are not always ready to learn something. Readiness to learn is at the core of a spiral curriculum and instead of focusing for relatively long periods of time on some narrow topic whose time has come, a spiral curriculum tries to expose students to a wide variety of ideas over and over again.

The Learning Spiral is a curriculum design framework to help you construct lessons, activities, or projects that target the development of students' thinking skills and habits of mind. Up front, the Learning Spiral will help you clearly identify the thinking skills and dispositions you want to cultivate in your students, however the Learning Spiral takes you past identification and into implementation. The power behind the Learning Spiral lies in its scaffolding of the design and planning process so that your lessons

not only elicit the thinking performances you want from your students, but also sets standards for those performances.

These approaches have advantages, as well as disadvantages, and have implications for teacher training.

Instructional Resources

Instructional resources should:

- ❖ Encourage active learning
- ❖ Provide all students with opportunities for participation, recognition, and successful achievement in order to foster confidence and self-acceptance
- ❖ Provide opportunities for all students to practise the life skills
- ❖ Allow for varied patterns of interaction among students, and between students and teacher
- ❖ Direct students to the use of available technology
- ❖ Recognize diversity among students
- ❖ Provide teachers with general and lesson-specific advice to support learning, based on current research on learning styles and effective instruction
- ❖ Bring the student's environment and daily experiences into the classroom
- ❖ Promote teacher sensitivity

Assessment/Evaluation

Student Assessment

The primary aim of assessment is to foster learning for all students. In HFLE, meaningful assessment should focus on the four areas: attitudes, behaviours, knowledge and skills. The school should use assessment results in a formative way to determine how well they are meeting instructional goals, and how to alter curriculum and instruction so that goals can be better met.

All efforts should be made to ensure that there is a valid match between what is being assessed, how it is being assessed, what is taught, and how it is

taught. A wide range of assessment strategies is available, and should be built into the curriculum design from the beginning. A critical factor is that it must be ongoing and varied.

A major challenge to teachers is to minimize the focus on the solely traditional and cognitive methods of assessment to which they have become accustomed.

HFLE encompasses all the domains of learning, especially the affective domain. Profound challenges in our societies relate to our social unity, ethical standards and moral values, to our courage and compassion. Feeling is as real and as an important part of human nature, as is cognition or knowing.

Alternative Assessment strategies are suggested, which test across the domains. Examples include performance-based assessment, portfolios, journal writing, and student-designed assessments, among others.

Teacher Competencies

To be effective teachers should possess some key competencies and model appropriate behaviours, including:

- ❖ In-depth Knowledge of the subject area
- ❖ In-depth knowledge of and capacity to model key life skills
- ❖ Knowledge of and ability to use interactive teaching methodologies
- ❖ Capacity to facilitate students to express different viewpoints and generally promote good teacher/ student and student/student interactions;
- ❖ Good knowledge of and ability to effectively use alternative assessment methods
- ❖ Capacity to ensure connections between what is taught and real life situations
- ❖ Establishment of home/school/community linkages

Programme Evaluation

It is important that mechanisms be put in place to

monitor and evaluate different components of the HFLE programme, and to use the feedback provided to improve programme quality and implementation, as well as support systems. These might include:

- ❖ Surveys to determine how much HFLE is actually taught across the school
- ❖ Evaluation of the effectiveness of new teaching techniques and materials
- ❖ Evaluation of the effectiveness of programme delivery
- ❖ Evaluation of the quality of reporting of results
- ❖ Evaluation of programme impact within the school environment
- ❖ Evaluation of the degree of fidelity in programme delivery.

Home, School and Community Linkages

Schools today play important and varied roles in children's lives. In addition to fostering the development of academic skills, schools also equip students with the skills needed to lead safe and healthy lives. Yet, schools cannot and should not be the sole source of solutions to the varied social and health-related problems of students, nor can they work in isolation. Schools require the investment, support, and commitment of family and community to achieve their multifaceted goals. The success of HFLE, therefore, depends on building strong home, school, and community collaboration.

This collaboration will help to:

- ❖ Educate and empower parents so that they are better positioned to make informed decisions, with respect to the health and well-being of their families.
- ❖ Acknowledge and respect differences among communities.
- ❖ Make appropriate use of available community resources and expertise.
- ❖ Provide a vehicle for communication.
- ❖ Contribute to the development of local HFLE curricula.

The Health Promoting School

The school has a mandate that goes beyond the pro-

vision of providing life skills-based HFLE curricula. The school must adopt a holistic approach to promoting the health and well-being of all its members. One such approach is the Health Promoting School concept.

WHO defines the Health Promoting School (HPS) as one that is constantly strengthening its capacity as a healthy setting for living, learning, and working. An HPS fosters health and learning at all times through school policy; curriculum, teaching and learning; school organisation, ethos and environment (both physical and psychosocial); and partnerships and support services. HPS, therefore, provides a supportive learning environment, and links its efforts with families and communities.

HFLE provides guidance on health curricula and some teaching and learning strategies. However, to be truly effective, this must move beyond the classrooms and be more integral in the wider school health promoting environment.

The Child Friendly School

Child centred learning requires child friendly systems with relevant policies, regulations and practices which support quality education for all children. Child-Friendly Schools are driven by three primary principles – child-centredness, democratic participation and inclusiveness. These in essence seek to transform location and design of physical facilities and services, address teaching and learning methods as well as the learning environment and ensure a strong link of school with the community. These CFS principles should guide the establishment of feasible standards for the design and implementation of CFS in any given country. They are so interrelated that the implementation of any one set of these principles invariably means that the other related principles come into play. With in this context, Child-Friendly School approaches require that schools move HFLE beyond the classroom and put systems in place to facilitate the application of its tenets in the school and wider society.

Child-centredness requires that the best interest of the child is central to all decisions pertaining to the school from the physical surroundings to the psychosocial environment. Democratic participation reaffirms the principles of good curriculum design by requiring that children, as well as other stakeholders, have a say in the form and substance of their education. Inclusiveness recognises education, not as a privilege for children but rather a societal responsibility which requires the removal of all barriers that may prevent children from accessing education.

CONCLUSION

Society expects schools to assist in the education of children and youth in such ways as to prepare them to assume and practise responsible and positive roles in all aspects of personal, family, and community living. This is also a prerequisite for national and regional development. Because many of the problems affecting students impact negatively on learning, it is incumbent upon schools to go beyond their traditional boundaries to meet the challenge. The time has come for vigorous, coordinated and sustained effort to support the implementation and strengthening of HFLE in the Region.

Designing National Curricula

Guideline for Using the Life-Skill Based

HFLE Regional Framework

Introduction

A Curriculum Framework is a

- ☛ summary of the educational issues and needs represented in standards
- ☛ discussion of how national goals are achieved through the standards
- ☛ structure which shows standards translated into core outcomes
- ☛ guide to recommended instructional content and methodologies
- ☛ description of effective instruction and assessment strategies with an analysis of how they address the standards;

- ☛ structure to help curriculum development committees address their own student needs
- ☛ collection of reference materials to assist curriculum development committees and other educators
- ☛ guide for planning training and development

A curriculum framework is a guide. It neither determines the detailed scope and sequence of curriculum objectives, nor provides the required detailed lesson plans.

Standards describe the knowledge and skills essential

to the development of skills in the designated area. These standards enunciate what students should know, be able to do, and be committed to, and they are an important first step in raising the expectations of our education system.

THE LIFE SKILLS-BASED HFLE REGIONAL CURRICULUM FRAMEWORK

Each of the four thematic areas has been organized around content standards and core outcomes to clarify what, and how, students should learn. Standards generally, express broad expectations about the knowledge and skills essential to the development of skills in the designated area. Standards have embedded a rationale that describes the context and reasoning used in developing them.

The HFLE Regional Standards specify the **essential knowledge, skills** and **attitudes** that students should learn and display.

The **essential knowledge** refers to the most important concepts, principles, and issues relevant to HFLE.

The **skills** include the range of life skills, which enable students to translate knowledge, attitudes, and values into action competence.

Attitudes are those dispositions and habits of the heart and mind, which are shaped by social and structural contexts, and which influence behaviours.

The CORE OUTCOMES specify what students should *be able to do*, what they should *know* and what they should be *committed to* in order to attain the minimum HFLE standards.

National curriculum guides or documents should reflect the standards and core outcomes found in the Regional Framework. Teaching/learning experiences should be created, based on their usefulness in helping students attain the knowledge, skills and

attitudes articulated in the standards. *Assessment* is closely linked to the teaching/learning experiences and serves to provide feedback about student performances, relative to the standards. While summative assessment is important and necessary, greater emphasis should be placed on formative assessment, which should provide immediate feedback about students' progress in order to guide future action.

The Framework may be used to do one or more of the following:

- ⊗ Strengthen or revise an existing curriculum guide/document
- ⊗ Develop a curriculum guide/document
- ⊗ Develop modules, units and lessons

The flowchart in *Figure 1* demonstrates how Regional HFLE standards and core outcomes can translate into curriculum guides/documents, and/or modules to inform classroom practice.

The steps in the Decision Making Process are detailed below.

Does your country have an existing curriculum guide or document?

If the answer is yes, go to Section A. If the answer is no, then go to Section B.

Section A

Revising/Reviewing the Curriculum Guide/Document Step 1

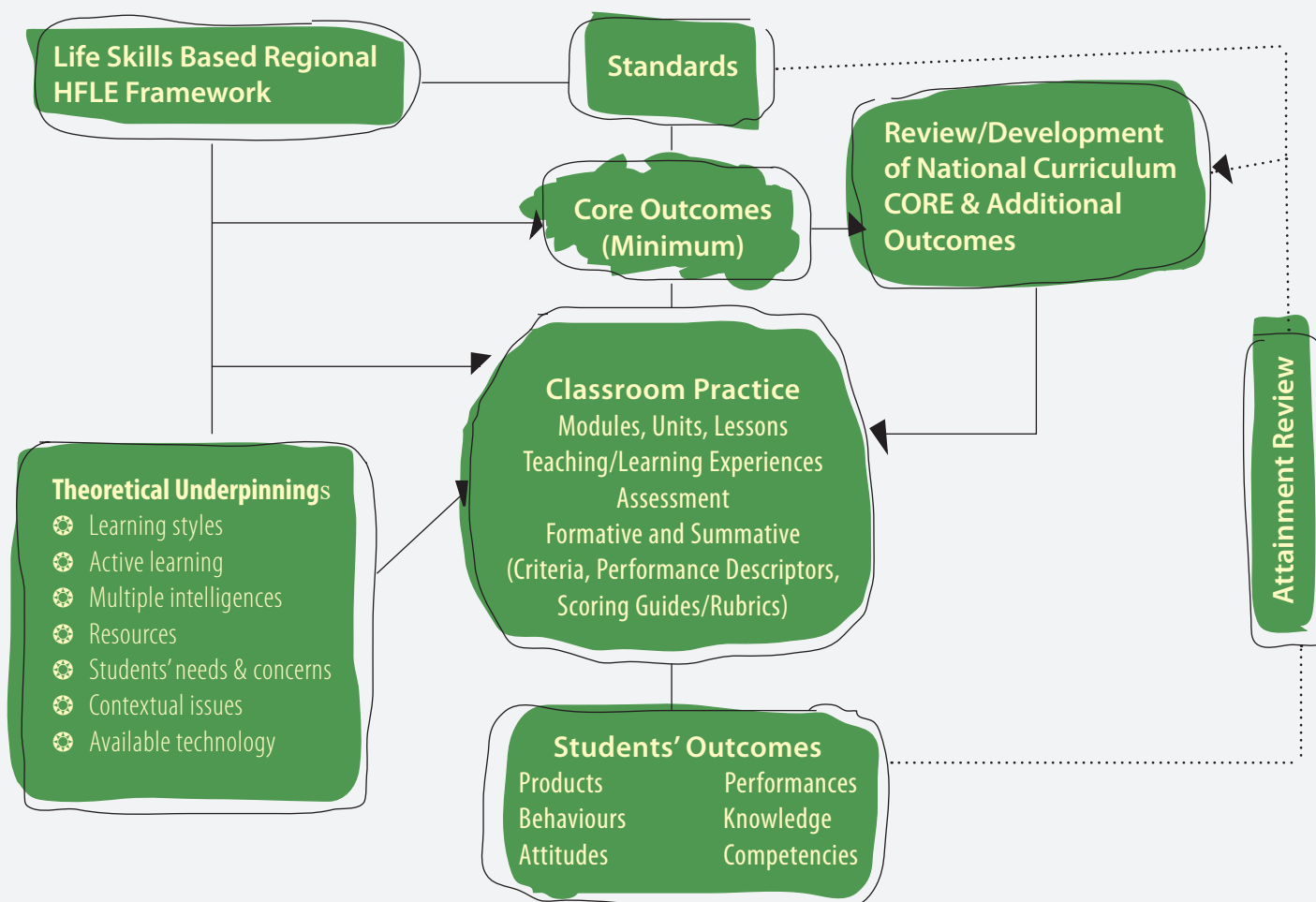
The HFLE curriculum is organized around FOUR thematic areas, which are Self and Interpersonal Relationships, Sexuality and Sexual Health, Eating and Fitness, and Management of the Environment. Your curriculum team should address the following question. Has your curriculum been organized around the four thematic areas? Once you have the answer to this question, a determination must be made as to how your team will proceed.

Step 2

Does your curriculum contain the essential knowledge, skills, and attitudes articulated in the HFLE standards, descriptors and core outcomes? If

Figure 1. Conceptual Framework for Translating HFLE Standards into Curriculum and Classroom Practice.

© Rampersad, Semei & Wiltshire, 2003



gaps are identified, you will need to make a decision on how to bridge these gaps.

Step 3

The Core Outcomes represent minimum outcomes. Are there specific or contextual in-country issues that you may wish to include in your curriculum? Determine how these may be represented as additional outcomes.

Step 4

Examine the student learning outcomes as reflected in the objectives of your curriculum guide/document.

Do they reflect the concepts, key skills, and attitudes as identified in the Framework? You may need to make a determination on how your team will proceed to address any gaps.

Step 5

Does your curriculum emphasize the use of participatory methodologies and alternative assessment strategies? You may need to address this aspect in your curriculum.

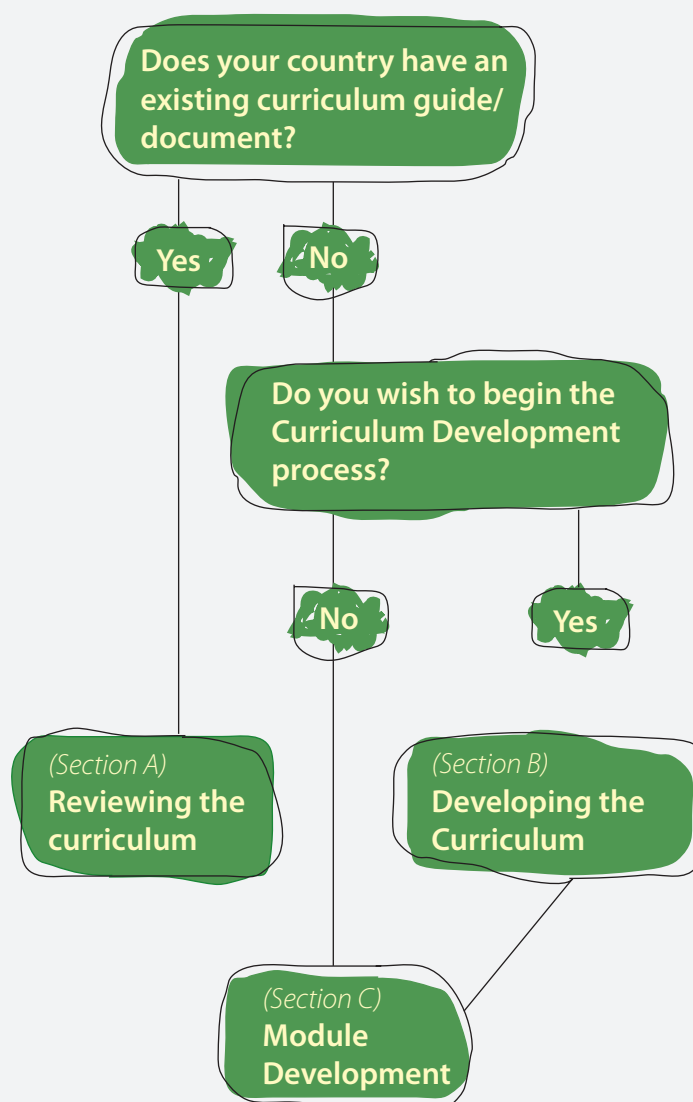
Step 6

Does your curriculum identify or suggest approaches

Figure 2. HFLE Curriculum Decision Chart.

THE DECISION CHART IN FIGURE 2

gives an overview of the process of curriculum review and/or development and should assist your curriculum team in deciding how to proceed.



other than the discipline-specific approach for delivery of HFLE? If infusion or other integrated approaches are suggested, have you provided detailed guidelines to assist teachers in the planning and use of these approaches? You may need to address this aspect in your curriculum.

When you are satisfied that your curriculum meets all the criteria as set out in the Framework, you may wish to consider how to translate your guide/document into modules for classroom practice. Go to Section C for guidelines for this part of the process.

Do you wish to begin the Curriculum Development process?

If the answer is *yes*, then go to *Section B*. If the answer is *no*, you may go directly to *Section C* to begin

module development.

SECTION B

Curriculum development is a complex process. The composition of HFLE Curriculum Development teams should reflect a range of stakeholders from different sectors, and should include a curriculum specialist in the field. The following steps, while not intended to be prescriptive, or to stifle creativity, should provide some guidelines to in-country teams.

Developing the Curriculum Guide/Document

You may need to first revisit/review the principles of curriculum development, since these principles underpin the steps that follow.

- ❖ Brainstorm and come to some consensus about

the goals for your life skills-based HFLE curriculum. You may draw on existing CARICOM/Multi-Agency HFLE documents, as well as your own country's policy documents.

A preamble/rationale that includes the philosophy and vision for HFLE, aims and goals, the participatory methodologies and assessment strategies that support active learning and the approach for delivery should be included in the introductory part of the curriculum document.

- ❖ Revisit the HFLE standards, descriptors, key skills, and core outcomes for each theme, and at each level, as set out in the Framework.

- ❖ Identify the main concepts/principles/issues from the core outcomes, and keeping in mind the key skills suggested begin to brainstorm what might be developmentally-appropriate objectives for your curriculum guide.

- ❖ Determine what specific national concerns you may wish to address, and then develop these into additional outcomes.

Once this is done, decide how to organize the content so that it is properly sequenced at each level.

If you wish to include an evaluation component, this should be added. A systematic approach to curriculum evaluation, in addition to determining strengths and weaknesses in the curriculum, should provide valuable data about the extent to which students achieve the HFLE standards.

- ❖ Engage in reviews, rewrite, and review process, until you have a satisfactory product.
- ❖ Revisit steps 1-6 in Section A to address any gaps that may still be present.

The draft document should be peer-reviewed and revised if necessary.

Are you ready to begin the Module Development process?

If you are, then go to Section C.

Section C

A **module** in this context refers to *a stand-alone and manageable subset of learning outcomes (knowledge, skills, and attitudes, etc.) related to one or more HFLE standards*. HFLE standards are theme-specific, but since themes are inter-related, modules can be developed that draw on standards and outcomes across themes. Modules are made up of units of instruction, which link related concepts. The focus should be on unit development, since a number of related units can form a module.

Developing Modules/Units/Lessons

Some guidelines are as follows:

- ❖ You will need to identify the key concepts/principles/issues from the HFLE standards and core outcomes for the theme/s, and the particular level to begin the process of module development. Additional outcomes that relate to country-specific contextual issues may be included.

- ❖ Identify manageable and related parts that can be organized into units of instruction.

- ❖ Determine the general objectives for the units. Even at this broad level, these objectives should capture essential knowledge, skills, and attitudes. At this stage, lesson topics should be identified. These objectives should be classified according to domain.

- ❖ Each of the general objectives may be further broken down into specific objectives for the lessons that make up the units. Remember that specific objectives describe learning outcomes (knowledge, skills, and attitudes) and should be written in student-centred terms.

- ❖ There are organizing threads that connect these three levels – modules, units and lessons. Revisit your document to ensure there is congruence among the three levels. (Refer to the sample modules, units and lessons provided in the framework.)

- ❖ Determine what experiences/activities would help learners achieve the specific objectives. These should be feasible and take into account available resources.

- ❖ Select activities/experiences that are motivating; that support experiential and active learning; that incorporate skill development; that have an affective component that addresses attitudes and behaviour; and that support the attainment of the relevant standard/s. These activities should accommodate a range of multiple intelligences and learning styles.

- ❖ If necessary, develop information sheets to support your unit.

- ❖ Assessment tasks/strategies should be developed while planning units and lessons.

- ❖ Performance descriptors and scoring guides/rubrics should also be developed at this stage.

Use the following questions to guide the process.

- ❖ What products and performances provide evidence of learning objectives?

- ❖ Do they accommodate a range of multiple intelligences and learning styles?

- ❖ What criteria are necessary and sufficient to determine whether unit or lesson outcomes have been attained?

- ❖ Review and revise. Remember that your modules, units and lesson plans, along with the supporting resource materials and assessment tasks contribute to the development of a valuable resource bank which could be further expanded through networking.

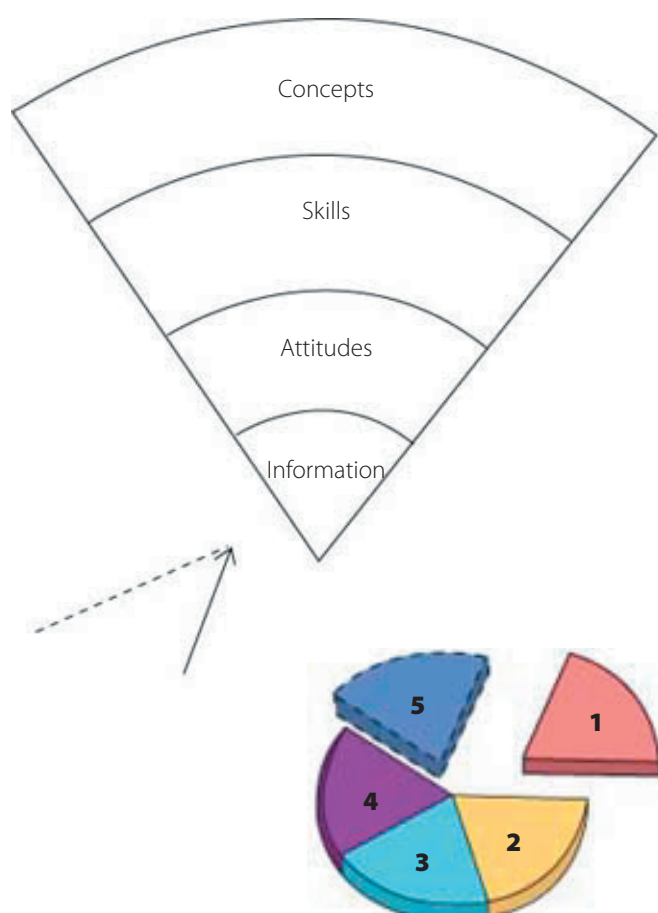


Figure 3: A tool for translating standards into classroom practice.

Adapted from Haber & Ellis, 1996

The following are some strategies that should be considered when planning teaching/learning experiences:

- ⊗ Role play
- ⊗ Story telling
- ⊗ Games/Simulations
- ⊗ Case studies/Scenarios
- ⊗ Resource persons/Experts
- ⊗ Panel discussions/Debates
- ⊗ Surveys/Interviews
- ⊗ Field visits/Observations
- ⊗ Journals/Logs/Portfolios
- ⊗ Community/School projects
- ⊗ Group work/Discussions
- ⊗ Media/ Dance/Drama/Art/Music.

A useful tool to help you to understand the process of translating standards into classroom practice is provided in *Figure 3* on the left.

How to use the Tool

The tool can be used, initially, for developing instructional units from one or more standards

within a given theme. Once the basic process has been mastered, it can be used for developing units across themes. Developing units across themes has the advantage of economy, in terms of teaching time, and demonstrates the integrity of the framework in terms of the linkages among the themes. Make a large drawing of Figure 3 on a sheet of newsprint or on a chalkboard and fill in the required information. (This should be a collaborative effort)

Use the following steps to guide you through the process of using the tool.

The pie represents a set of standards for a given theme, and each slice is the equivalent of a single standard.

For example, Theme 2 – Sexuality and Sexual Health - has four (4) standards. Slices 1–4 will each represent one of these standards. Slice 1, therefore, will be the standard - “Demonstrate an understanding that the concept of human sexuality, which finds expression throughout the life cycle, is an integral part of the total person”. Select a theme and a standard/s to begin the process. Write down the standard/s in the space as indicated.

Each standard gives rise to a number of core outcomes, which are detailed for the various levels (i.e., age groups 9–10, 11–12, and 13–14). These core outcomes represent the scope of learning in which the students will engage to achieve the standard. For example, a core outcome for Standard 1 for the theme Sexuality and Sexual Health for the age group 9–10 is explore personal experiences, attitudes, and feelings about the roles that boys and girls are expected to play.

Now select one or more core outcomes from your chosen theme at the level you wish to work, and write them in the space indicated. Note that these outcomes may be selected from one or more standards. If outcomes are selected from more than one standard, they should be related in a way that justifies linking them together. (You may refer to the sample modules and units at the back of this booklet

for examples of how this may be done.)

Concepts are derived from the core outcomes. These refer to the key understandings that students must gain. For example, an important concept related to the core outcome described in 2, is that boys and girls grow and develop in different ways. Brainstorm the concepts that are indicated for your chosen outcomes, and write them down in the space indicated.

- ☛ Examine the key skills identified for the standard/s you are working with. Select those skills (or sub-skills) that relate to the concepts you have brainstormed, and write them down.

- ☛ Review the descriptor/s for the standard/s you have selected and determine the attitudes that are implicit in the statements. Write down the attitudes that are to be addressed or shaped.

- ☛ Identify the basic information (current and age-appropriate) needed as inputs to concept elaboration. Key ideas may be written down in the information space. You may need to get additional information from texts or the Internet. This could be detailed later on, as an information sheet.

Circle the concepts that are closely related to each other. Each set is a potential unit. You should now have sufficient information to build one or more instructional units.

Developing a Unit

Follow the steps you would normally engage in for developing a unit:

- ☛ Name the unit.
- ☛ Write down the general objectives.
- ☛ Identify the lesson topics and specific objectives.
- ☛ Plan the learning experiences that would allow for development of knowledge, skill acquisition, as well as the internalization of supportive affective systems for attitudinal changes.
- ☛ Design assessment tasks.
- ☛ Organize resource materials.

Standards & Outcome

Theme: Self and Interpersonal Relationships - Regional Standards

Regional Standards

- SI 1:** Examine the nature of self, family, school, and community and their influences in order to build strong healthy relationships
- SI 2:** Acquire coping skills which will enable them to shun behaviours and life styles associated with crime, drugs,

violence motor vehicle accidents and violence.

- SI 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.

Theme: Self and Interpersonal Relationships

Regional Standards, Descriptors, and Key Skills

REGIONAL STANDARD SI 1

Examine the nature of self, family, school, and community and their influences in order to build strong healthy relationships.

Descriptor:

Acceptance of self, the need to belong, and the need to 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 the various influences that impact on relationships.

Key Skills:

- ✿ Coping Skills (healthy self-management, self-awareness)
- ✿ Social Skills (communication, interpersonal relations)
- ✿ Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

UNDERSTANDING SELF

Core Outcomes

Age Level 11–12

1. Analyse the influences that impact on personal, social and development (media, peers, family, significant others, community, etc.).
2. Identify factors within self which lead to healthy relationships.

Age Level 13–14

1. Demonstrate ways to use adverse experiences for personal growth and development.
2. Recognise risks to mental and emotional well-being.
3. Demonstrate an understanding of issues that impact on relationships within the family, school, and community.

Age Level 15–16

1. Demonstrate social competence in dealing with different types of relationships and situations.
2. Demonstrates tolerance in relationships with others.
3. Recognize the relationship between self concept (perception of self) and mental and emotional well being.

REGIONAL STANDARD SI 2

Acquire coping skills which will enable them to shun behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents, and other injuries.

Descriptor:

Students need to practise skills that reduce their involvement in risky behaviours. Crime, violence, bullying, alcohol and other drugs, and motor vehicle accidents and other injuries threaten the very fabric of Caribbean society and the lives of Caribbean youth. The acquisition of these skills will

increase students' ability to assume a responsible role in all aspects of personal, family, and community living.

Key Skills:

- ✿ Coping Skills (healthy self-management, self-awareness)
- ✿ Social Skills (communication, interpersonal relations, assertiveness, conflict resolution, mediation, anger management)
- ✿ Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

COPING WITH RISK AND ADVERSITY

Core Outcomes

Age Level 11–12

Age Level 13–14

Age Level 15–16

1. Develop resilience for coping with adverse situations (death, grief, rejection, and separation).
2. Analyse the impact of alcohol, and other illicit drugs on behaviour and lifestyle.
3. Demonstrate skills to cope with violence at home, school, and in relationships.

1. Demonstrate skills to avoid high-risk situations and pressure to use alcohol and other illicit substances.
2. Display skills to prevent the escalation of violence at home, school and the community.

1. Design and implement strategies for fostering positive behaviours in the school, home and community.
2. Collaborate with community and Societal programmes / Activities that steer individual away from risky behaviour and situations.
3. Assess the availability and capacity of public and private (NGO's) institutions to meet the needs of at risk youth.

REGIONAL STANDARD SI 3

Respect the rich diversity that exists among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

Descriptor:

Students must be committed to valuing and respecting the rich diversity (cultural, ethnic, and religious) of the people of the Caribbean and demonstrate awareness that survival in a global economy demands that we pool our individual and

collective resources in order to be productive as a people. They must maximise their potential as contributors to sustainable development while embracing core values and democratic ideals.

Key Skills:

- Coping Skills (healthy self-management)
- Social Skills (communication, interpersonal relations, assertiveness, refusal, negotiation)
- Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

DIVERSITY AMONG CARIBBEAN PEOPLE

Core Outcomes

Age Level 11–12

Age Level 13–14

Age Level 15–16

1. Assess ways in which personal and group efforts can be enhanced by the interactions and contributions of persons of diverse cultural and ethnic groupings.
2. Recognise the value of personal commitment and hard work to the improvement of self, others, and the wider community.
3. Assess how the characters and ethnic groups can enhance development in Caribbean groups and individuals. Caribbean personal and groups e.g. sports and games.

1. Critically examine how relationships can be affected by personal prejudices and biases.
2. Recognise that the development of the region depends on individual and collective efforts at all levels of society.

1. Appreciate the value of harmonious relationships in contributing to regional integration and sustainable development.
2. Advocate for acceptance and inclusion of persons from diverse groupings at all levels of society.
3. Demonstrate the ability to access opportunities presented by regionalism (CARICOM Single Market and Economy) and globalization

Theme: Sexuality and Sexual Health Regional Standards

Regional Standards

Sexuality and Sexual Health

- RS 1:** Demonstrate an understanding that the concept of human sexuality as expressed throughout the life cycle, is an integral part of every individual.
- RS 2:** Analyse the influence of socio-cultural and economic factors, as well as personal beliefs on the expression of sexuality and sexual choices.
- RS 3:** Develop action competence and build capacity to recognise the basic criteria and conditions for optimal reproductive health, and reduce vulnerability to priority problems, including HIV/AIDS, cervical cancer, and STIs.
- RS 4:** Utilise knowledge and skill to access age appropriate sources of health information, products and services related to sexuality and sexual health.

Theme: Sexuality and Sexual Health

Regional Standards, Descriptors, Key Skills and Core Outcomes

Regional Standard One (1) SSH1

Demonstrate an understanding that the concept of human sexuality as expressed throughout the life-cycle, is an integral part of every individual.

Descriptor:

A differentiation needs to be made between the terms sex and sexuality. Sexuality has a variety of dimensions which include biological sex, gender, and gender identity. One's sexuality also encompasses the many social, emotional, and psychological factors that shape the expression of values, attitudes, social roles, and beliefs about self and others as being male or female.

Key Skills:

- ☛ Coping Skills (healthy self-management, self-awareness)
- ☛ Social Skills (communication, interpersonal relations, assertiveness, refusal)
- ☛ Cognitive Skills (critical and creative thinking, decision-making)

DIFFERENTIATING BETWEEN SEX & SEXUALITY

Core Outcomes

Age Level 11–12

1. Display knowledge of the various components of human sexuality.
2. Develop strategies for coping with the various changes associated with puberty.
3. Assess traditional role expectations of boys and girls in our changing society.
4. Assess ways in which behaviour can be interpreted as being "sexual."

Age Level 13–14

1. Assess the capacity to enter into intimate sexual relationships.
2. Demonstrate use of strategies for recognising and managing sexual feelings and behaviours.
3. Display adequate social skills to refuse and reject unwelcomed and abusive sexual advances to self and others.

Age Level 15–16

1. Display knowledge of the various components of human sexuality.
2. Respond appropriately to various components of human sexuality.
3. Critically analyze the consequences of intimate sexual relationships.
4. Demonstrate the ability to respond to intimacy in developmentally appropriate ways.

REGIONAL STANDARD TWO (2) SSH2

Analyse the influence of socio-cultural and economic factors, as well as personal beliefs on the expression of sexuality and sexual choices.

Descriptor:

Young people daily display their attitudes values in their sexuality. Family, religion, culture, technology—including media - and peers, influence these behaviour. Students will acquire knowledge and skills that will assist them in understanding their own sexuality and making decisions about

their sexual engagement which will allow them to realize their potential as responsible and caring human beings.

Key Skills:

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication, interpersonal relations, assertiveness, refusal, negotiation)
- Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making, critical viewing)

SOCIOCULTURAL INFLUENCES ON SEXUAL BEHAVIOUR

Core Outcomes

Age Level 11–12

1. Critically analyse the key factors influencing sexual choices and experiences.
2. Demonstrate skills in communicating about sexual issues with parents, peers, and/or significant others.

Age Level 13–14

1. Critically analyse the impact of personal beliefs, media, money, technology, and entertainment on early sexual involvement.
2. Demonstrate skills to counter the negative influences reaching youth through personal beliefs, media, money, marketing, and technology.

Age Level 15–16

1. Demonstrate the ability to evaluate individual readiness to engage in sexual relationships.
2. Respond appropriately to the impact of social determinants (personal beliefs, poverty, negotiating power, technology, and entertainment) on sexual behaviours and choices.
3. Demonstrate skills that evaluate individual readiness to engage in sexual relationship.

REGIONAL STANDARD THREE (3) SSH3

Develop action competence and build capacity to recognize the basic criteria and conditions for optimal reproductive health and reduce vulnerability to acquired problems such as the spread of HIV/AIDS, Cervical Cancer STI's and teenage pregnancy.

Descriptor:

Many young people through their lifestyle and social interaction expose themselves to risk that compromise their sexual and reproductive health, students should demonstrate knowledge of the transmission of HIV/AIDS and other STI's and the

psychosocial and emotional issues related to AIDS. They must demonstrate behaviour which will render them less vulnerable to threats to reproductive health by critically analyzing options such as abstinence, drug free life style, use of contraception and assertive behaviour.

Key Skills:

- Coping Skills (healthy self-management)
- Social Skills (communication, interpersonal relations, assertiveness, refusal, negotiation)
- Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

MANAGING REPRODUCTIVE HEALTH

Core Outcomes

Age Level 11–12

Age Level 13–14

Age Level 15–16

1. Critically analyse the risks that impact on reproductive health.
2. Demonstrate an awareness of actions that can prevent injury the reproductive organs.
3. Demonstrate knowledge of the potential challenges which face adolescent parents and their families in raising a child.

1. Evaluate the social and biological factors that support healthy pregnancy and child rearing.

1. Make appropriate health, social and emotional choices to avoid risks to reproductive health and teenage pregnancy.
2. Explore the relationship between optimal reproductive health and its impact on individual family and national development.

REGIONAL STANDARD FOUR (4) SSH4

Develop action competence to reduce vulnerability to priority problems, including HIV/AIDS, cervical cancer, and STIs.

Descriptor:

Display knowledge and behaviour which will render students less vulnerable to contracting and spreading HIV/AIDS, cervical cancer, and STIs). Addressing issues related to the physical and emotional aspects of HIV/AIDS, stigma of living with HIV/AIDS, and discrimination against people living with HIV/AIDS is critical. Importantly, students

are encouraged to examine a range of options for reducing vulnerability to these problems such as abstinence, a drug-free lifestyle and so on.

Key Skills:

- Coping Skills (healthy self-management, self-monitoring)
- Social Skills (communication, assertiveness, refusal, negotiation, empathy)
- Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

REDUCING VULNERABILITY TO PRIORITY PROBLEMS

Core Outcomes

Age Level 11–12

Age Level 13–14

Age Level 15–16

1. Understand risk associated with contracting HIV and STIs.
2. Set personal goals to minimise the risk of contracting HIV, cervical cancer, and STIs.
3. Demonstrate knowledge of risk to reproductive health associated with contracting HIV and other STI's.

1. Critically examine abstinence, fidelity, and condom use (if permitted) as preventive methods in transmission of HIV and STIs.
2. Make responsible sexual choices to avoid risk associated with contracting HIV, cervical cancer, and STIs.
3. Critically examine social norms and personal beliefs in light of current knowledge of the transmission and spread of HIV/AIDS.
4. Advocate for reducing the stigma and discrimination associated with HIV, cervical cancer, and STIs.

1. Engage on appropriate social action among peers and community in response to research on HIV / AIDS and other STI's.
2. Formulate sexual health goals for the maintenance of optimum sexual health.
3. Evaluate the practice of abstinence, condom use and other methods of contraception in relation to spirituality, parental values, social and cultural pressures/practices and individual sexual goals.
4. Analyse the physical, economic, social, and cultural demands of raising a child.

REGIONAL STANDARD FIVE (5) SSH5

Develop knowledge and skills to access age-appropriate sources of health information, products, and services related to sexuality and sexual health.

Descriptor:

Students should be capable of identifying a range of age-appropriate health services in their communities. Through an informed use of these services, they should acquire the necessary knowledge, skills, and attitudes needed for a lifelong commitment to

the promotion of personal, family, and community health, including advocacy. Age-appropriate health services in the community may address the following: sexuality, child abuse, sexual assault/harassment, and domestic violence.

Key Skills:

- Coping Skills (healthy self-management)
- Social Skills (communication)
- Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

ACCESS SOURCES OF HEALTH INFORMATION AND SERVICES

Core Outcomes

Age Level 11–12

1. Demonstrate the ability to locate and utilise community resources that support the health, social, and emotional needs of families.

Age Level 13–14

1. Evaluate the availability and appropriateness of the resources to address reproductive health and parenting issues.
2. Demonstrate an understanding of the basic tenets that address the sexual health of children and youth.

Age Level 15–16

1. Locate and utilize available services that support the health needs of adolescence.
2. Critically analyze the appropriateness of these services in response to adolescent needs in your community or country.
3. Evaluate and adjust sexual health goals and advocate for adolescent - friendly services to achieve these goals.

Theme: Appropriate Eating and Fitness - Regional Standards

Regional Standards

RS EF1: Demonstrate the capacity to make healthy food and eating choices throughout the life cycle to reduce the risk factors associated with the development of chronic diseases.

RS EF2: Demonstrate an understanding of 'fitness' and its relationship to good health and quality of living.

RS EF3: Analyse the influence of socio-cultural and economic factors, as well as personal beliefs on lifestyle choices related to eating and fitness.

RS EF4: Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.

Theme: Appropriate Eating and Fitness

Regional Standards, Descriptors, Key Skills and Core Outcomes

REGIONAL STANDARD FIVE (5) SSH5

Build individual capacity to make healthy eating choices throughout the life-cycle, and reduce the risk factors associated with the development of lifestyle diseases.

Descriptor:

Students, need to understand that healthy eating and the right balance of safe, nutritious, and wholesome foods (are critical to optimum health throughout the life-cycle, and they should acquire skills to make healthy food choices and reduce the incidents of diet-related/lifestyle diseases.

Key Skills:

- ☛ Coping Skills (healthy self-management, self-awareness)
- ☛ Social Skills (communication)
- ☛ Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

MAKING HEALTHY CHOICES

Core Outcomes

Age Level 11–12

1. Assess personal eating habits.
2. Appreciate the importance of selecting nutritious foods for a healthy lifestyle.
3. Make appropriate food choices to avoid risk factors associated with lifestyle diseases (e.g., excess salts, sugars, and fats).
4. Apply safe food-handling principles.

Age Level 13–14

1. Demonstrate knowledge of the relationship between types and uses of nutrients in food and overall health.
2. Develop diets applying multimix principle and using food-based dietary guidelines.
3. Explain and practice food preservation and food safety principles.

Age Level 15–16

1. Critically assess the relationship between eating and the impact on the overall health and development of the individual, family, community and country.
2. Advocate for food establishments to adhere to food guidelines in support of healthy public policies and practices.
3. Apply safe food handling principles.

REGIONAL STANDARD 2 EF RS 2

Demonstrate an understanding of 'fitness' and its relationship to good health and quality of living.

Descriptor:

Students to develop skills that will help them with make choices in favour of sound fitness habits to achieve optimum levels of age-appropriate physical activity which promotes good health. Students need to assess barriers relating to fitness, and develop the skills to conduct physical fitness self-assessments.

Key Skills:

- ☛ Coping Skills (healthy self-management, self-awareness, self-monitoring)
- ☛ Social Skills (communication, interpersonal relations, assertiveness)
- ☛ Cognitive Skills (critical thinking, creative thinking, decision-making)

REGIONAL STANDARD 3 EF RS 3

Analyse the influence of socio-cultural and economic factors, as well as personal beliefs and choices related to appropriate eating and fitness.

Descriptor:

Students need to critically examine how their eating and exercise behaviours are influenced by family culture as well as social, economic and religious factors and media. They need to learn how to make healthy choices and display habits which lead to a healthy active lifestyle.

Key Skills:

- ☛ Coping Skills (healthy self-management, self-awareness)
- ☛ Social Skills (communication, interpersonal relations, assertiveness, negotiation)
- ☛ Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

GOOD HEALTH & QUALITY LIVING

Core Outcomes

<i>Age Level 11–12</i>	<i>Age Level 13–14</i>	<i>Age Level 15–16</i>
1. Differentiate between exercise (aerobic capacity, flexibility, muscular strength, and endurance), sport fitness, and physical activity. 2. Make appropriate choices with respect to physical activity, and exercise to attain and maintain a healthy lifestyle. 3. Incorporate safety principles when engaged in physical fitness. 4. Design and implement an age-appropriate physical fitness plan.	1. Critically analyse the complementary nature of a healthy lifestyle (i.e., eating right, daily physical exercise/fitness, sleep, school/work, and leisure activities). 2. Incorporate safety principles when engaged in physical fitness. 3. Design and implement an age-appropriate physical fitness plan.	1. Design and implement fitness interventions utilizing safety principles for individuals, peers, family, and community. 2. Assess individual and family vulnerability to lifestyle related diseases. 3. Evaluate and make adjustments to nutrition and fitness plans.

FACTORS INFLUENCING EATING & FITNESS

Core Outcomes

<i>Age Level 11–12</i>	<i>Age Level 13–14</i>	<i>Age Level 15–16</i>
1. Recognise the impact of socio-cultural and economic factors, as well as personal beliefs and choices related to eating and fitness behaviours. 2. Assess the nutritional value of culturally-diverse foods. 3. Make varied choices to broaden experiences related to eating and fitness.	1. Analyse social, emotional, and economic influences on personal choices of food and fitness. 2. Make varied choices to broaden experiences related to eating and fitness. 3. Set personal eating and fitness goals for optimum health.	1. Demonstrate an understanding of the relationship among balanced meal, food prices values and beliefs, including religion. 2. Respond appropriately to the impact of social determinants (poverty etc.) on appropriate eating and fitness. 3. Evaluate and adjust personal eating and fitness goals for optimum health.

REGIONAL STANDARD 4 EF RS 4

Develop knowledge and skills to access age-appropriate sources of information, products, and services related to appropriate eating and fitness.

Descriptor:

Students should be capable of identifying and accessing age-appropriate information, products, and services relating to eating and fitness from reliable legitimate sources. Students should

be encouraged to critically assess information, products, and services relating to eating and fitness for the attainment and maintenance of good health throughout the life-cycle.

Key Skills:

- ✿ Coping Skills (healthy self-management)
- ✿ Social Skills (communication, interpersonal relations)
- ✿ Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

SOURCING INFORMATION

Core Outcomes

Age Level 11–12	Age Level 13–14	Age Level 15–16
1. Demonstrate the ability to locate and utilise accurate, age-appropriate resources within the community, in regard to eating and fitness.	1. Evaluate the validity and appropriateness of the eating and fitness resources. 2. Make informed decisions regarding eating and fitness information, products, and services.	1. Access and utilize valid and reliable sources of information regarding eating and fitness. 2. Acquire skills to evaluate, monitor and influence the availability relevant information and quality services and products related to appropriate eating and fitness.

Theme: Managing the Environment Regional Standards

Regional Standards

RS ME1: Demonstrate an understanding of the inter-relationships of a sustainable natural environment.

RS ME2: Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools, and communities.

RS ME3: Analyse the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, families, and communities.

RS ME4: Demonstrate scientifically sound and affordable strategies the creation of healthy and sustainable environments and the reduction of environmental health threats in the home, school, community,

and region.

RS ME5: Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.

REGIONAL STANDARD RSI 1

Demonstrate an understanding of the inter-relationships of a sustainable natural environment.

Descriptor:

It is important for students to develop a basic understanding of the features and operations of natural environmental systems and the threats to their sustainability.

Key Skills:

- ⚙ Coping Skills (self-monitoring, healthy self-management)
- ⚙ Social Skills (communication, collective action)
- ⚙ Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

MAINTAINING MY ENVIRONMENT

Core Outcomes

Age Level 11–12	Age Level 13–14	Age Level 15–16
1. Describe basic functions and characteristics of a sustainable environment (e.g., water cycle, food chain, and carbon cycle). 2. Recognise ways human behaviour affects a sustainable environment. 3. Appreciate the value of a sustainable environment.	1. Analyse the interaction of basic environmental systems and implications for environmental risks. 2. Critically analyse community policies and actions as these relate to a sustainable environment. 3. Value the importance of a sustainable environment.	1. Analyze personal and community responses to environmental factors. 2. Advocate for the development/adherence to existing policies regarding sustainable environments.

REGIONAL STANDARD RSI 2

Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools, and communities.

Descriptor:

Students need to be aware of the environmental health threats and the main factors in their

causation and understand the impact on their lives.

Key Skills:

- Coping Skills (self-monitoring and healthy self-management)
- Social Skills (communication, assertiveness)
- Cognitive Skills (critical thinking, problem-solving, advocacy, decision-making)

ENVIRONMENTAL THREATS

Core Outcomes

Age Level 11–12	Age Level 13–14	Age Level 15–16
1. Explore how the main factors contribute to the priority environmental health threats (e.g., agents, vectors, and host). 2. Appreciate the personal and collective role of students, their families, and communities in either increasing or reducing exposure to environmental health risks.	1. Critically analyse the key factors in priority environmental health issues in the school and community setting (e.g., malaria risk increased in the school/community by an infestation of the carrying mosquito in a mangrove swamp). 2. Appreciate the importance of individuals, school, community, and nation to advocate for a healthy environment.	1. Demonstrate resiliency skills to minimize the effects of environmental threats and disaster on individual, family and community. 2. Demonstrate civic pride in daily interaction with the environment.

REGIONAL STANDARD RSI 3

Analyse the relationship between a sustainable and healthy environment, and the social and economic well-being of students, schools, and communities.

Descriptor:

Students need to understand and appreciate the impact and benefits of a healthy, sustainable environment on their health and well-being.

Key Skills:

- ⚙️ Coping Skills (self-monitoring and healthy self-management)

- ⚙️ Social Skills (communication)

- ⚙️ Cognitive Skills (critical thinking, creative thinking, decision-making, problem-solving)

HEALTH & WEALTH

Core Outcomes

Age Level 11–12

1. Demonstrate an understanding of the relationship between a healthy, sustainable environment and the quality of life in the school and community.
2. Describe the benefits of a healthy, sustainable environment as it relates to the socio-economic well-being of students, family, school, and community.

Age Level 13–14

1. Critically analyse how the quality of the environment can impact on personal, social, and economic well-being in schools, communities, and the nation.
2. Appreciate the relationship between a healthy, sustainable environment and well-being.

Age Level 15–16

1. Develop and implement an action plan mitigate the environmental health threats in school and community.
2. Advocate for new legislation and enforcement of existing laws pertaining to the environment.
3. Assess the environmental health threats in the individual Caribbean counties in relation to main economic activity.

REGIONAL STANDARD RSI 4

Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environments and the reduction of environmental health threats in the home, school, community, and region.

Descriptor:

Students need to develop the knowledge and skills to effectively utilise scientifically sound and affordable responses to address both the issues of protecting the environment and protection from the environment.

Key Skills:

- ⚙️ Coping Skills (healthy self-management, self-monitoring)
- ⚙️ Social Skills (communication, interpersonal relations, assertiveness, negotiation, advocacy)
- ⚙️ Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

REGIONAL STANDARD RSI 5

Develop knowledge and skills to access age-appropriate sources of information, products, and services as it relates to managing the environment.

Descriptor:

Students should be capable of identifying, accessing, and critically assessing age-appropriate information, products, and services relating to managing the environment.

Key Skills:

- ⚙️ Coping Skills (healthy self-management)
- ⚙️ Social Skills (communication, interpersonal relations)
- ⚙️ Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

SUSTAINING THE ENVIRONMENT

Core Outcomes

<i>Age Level 11–12</i>	<i>Age Level 13–14</i>	<i>Age Level 15–16</i>
1. Demonstrate skills to select appropriate responses for reducing threats to the environment and priority environmental threats. 2. Describe benefits of adopting sound practices for reducing environmental health threats in the home, school, and community. 3. Develop an age-appropriate plan to reduce environmental threats in the home and school. 4. Appreciate the need for students, families, and schools to work together to contribute to a healthy environment.	1. Critically assess options for maintaining a healthy and sustainable environment and reducing environmental health risks. 2. Implement an age-appropriate plan to reduce environmental health threats in the school or community. 3. Appreciate efforts made by public sector agencies in reducing environmental health threats	1. Collaborate with public sector agencies in reducing environmental health threats. 2. Advocate for the development of school protective policies to improve and maintain a healthy physical environment (policies to address all aspects of physical environment e.g. air, water, sanitation, waste, hazardous chemicals, food, disease vectors etc.) 3. Implement and enforce school environmental policies.

SOURCES OF INFORMATION

Core Outcomes

<i>Age Level 11–12</i>	<i>Age Level 13–14</i>	<i>Age Level 15–16</i>
1. Demonstrate the ability to locate and utilise accurate, age-appropriate resources within the community, in regard to managing the environment.	1. Evaluate and validate the appropriateness of resources for managing the environment. 2. Make informed decisions regarding environmental information, products, and services.	1. Incorporate scientific principals in sourcing and utilizing information on the environment. 2. Collaborate with the private/public sector in utilizing information, products and services relating to the management of the environment. 3. Compile sources of relevant and scientific information /data from individual Caribbean Countries in relation to maintaining a healthy sustainable environment.

HFLE TEACHER RESOURCE MATERIAL

Tips for Teacher on Using Role-Playing:

- ☼ Role-playing is a useful teaching method for practicing interpersonal skills
- ☼ Let students know before the activity if they may be asked to role-play in front of the class afterwards
- ☼ Remind students of the importance of body language during role-playing and paying attention to non-verbal cues.
- ☼ If students start to get rowdy during role-playing activities, remind them to stay on the topic and walk around the class to help them focus.

G Tips for Teachers on Teaching Sensitive Topics

Students may feel anxious, uncomfortable or stressed hearing about child abuse, particularly if they have been victimized themselves. Don't feel the need to push a student to participate if they seem uncomfortable about the topic. Preparation is needed where teacher's make themselves knowledgeable about the dynamics of child abuse and their own personal attitudes towards the topic. Some skills in recognizing signs of and responding to children's emotional distress, would be helpful. When talking about any kind of sexual assault, violence or harassment, it is a good idea to stress the importance of help-seeking – that is, seeking the help of a trusted adult like a parent, teacher or clergyman

Useful information may be found at:

<http://www.unicef.org/teachers/protection/prevention.htm#abuse>

Also see Signs of Physical and Emotional Child Abuse from the American Academy of Pediatrics:

Other sources: <http://www.aap.org/advocacy/childhealthmonth/abuse2.htm>

UNICEF HFLE common lessons – Year 2; Sexuality and Sexual Health.

STEPS FOR MODELING - DEMONSTRATION

Model shows skill step 1, calls attention to it; goes on to next step and calls attention again. Model calls on students to repeat the process and reinforces correct answers - testing retention.

Model may say –

- ☼ Look at the person directly' – like this (call attention).
- ☼ Maintain eye contact (that means don't look away) – like this (call attention).
- ☼ Speak clearly, like this (do not mumble) say (call attention). ***No! my mum says not to go with anyone, unless she tells me to.***
- ☼ If you are afraid, try to look calm – like this (call attention).
- ☼ Move away from the situation as soon as possible – like this (call attention).

Tips for Teacher on Using Role-Playing:

- ☼ Role-playing is a useful teaching method for practicing interpersonal skills
- ☼ Let students know before the activity if they may be asked to role-play in front of the class afterwards
- ☼ Remind students of the importance of body language during role-playing and paying attention to non-verbal cues.
- ☼ If students start to get rowdy during role-playing activities, remind them to stay on the topic and walk around the class to help them focus.

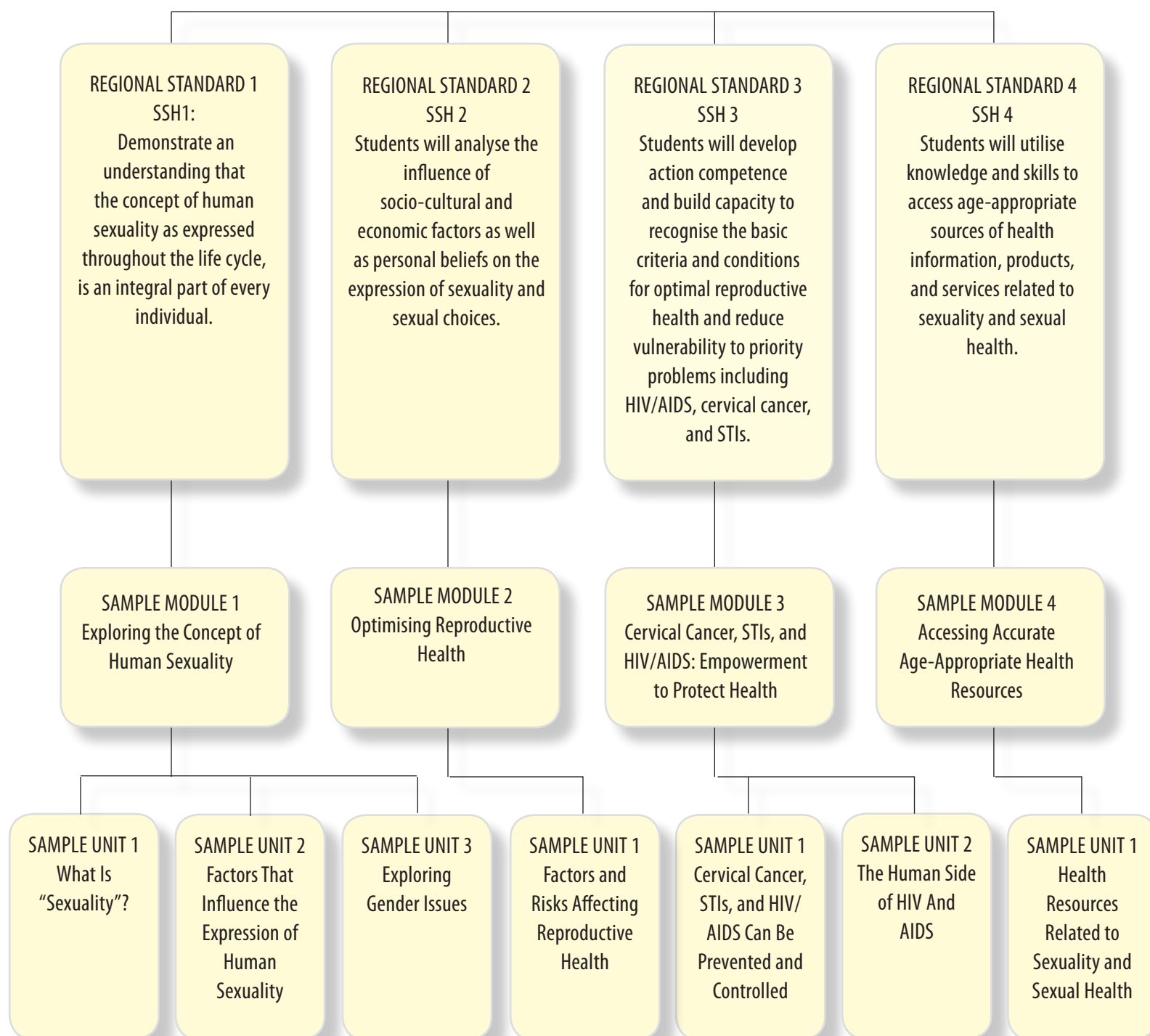
Appendix

The following charts represent a sample progression from standards to modules, units, and lessons. Modules are made up of units of instruction which link related concepts.

THEME 2: SEXUALITY & SEXUAL HEALTH

Standards to Modules

Standards



Modules to Units

MODULES	CORE OUTCOMES	UNITS	CONCEPTS
Sample Module 1 Exploring the Concept of Human Sexuality (From Regional Standards 1 & 2)	Explore personal experiences, attitudes, and feelings about the roles that boys and girls are expected to play.	Sample Unit 1 What Is "Sexuality"?	Male and female bodies grow in different ways. Emotional changes occur during puberty.
	Demonstrate awareness of the physical, emotional, and cognitive changes that occur during puberty. Demonstrate an understanding of the ways in which sexuality is learnt. Demonstrate ways to respond appropriately to the key factors influencing sexual choices and experiences. Demonstrate knowledge of the various types of sexual abuse and exploitation.	Sample Unit 2 Factors That Influence the Expression of Human Sexuality Sample Unit 3 Exploring Gender Issues	Sexuality encompasses all the different ways in which individuals express themselves in addition to being male and female. The expression of one's sexuality is influenced by various factors: personal beliefs, religion, culture, and media. Society determines the gender roles of males and females. It is important to assess/evaluate the roles that males and females are expected to play.
Sample Module 2 Optimising Reproductive Health (From Regional Standard 3)	Demonstrate knowledge of factors that influence reproductive health. Demonstrate knowledge of the basic health and social requirements of raising a child.	Sample Unit 1 Factors and Risks Affecting Reproductive Health	Several factors influence reproductive health. Reproductive health involves healthy sexual development, responsible and safe relationships, and freedom of choice.
		Optional Unit 2 Child Rearing	There are basic health and social requirements for raising a child.

MODULES	CORE OUTCOMES	UNITS	CONCEPTS
Sample Module 3 Cervical Cancer, STIs, and HIV/AIDS: Empowerment to Protect (From Regional Standard 4)	Identify the risk behaviours/agents that are associated with contracting HIV, cervical cancer, and STIs. Demonstrate skills to assist and respond compassionately to persons affected by HIV and AIDS.	Sample Unit 1 Cervical Cancer, STIs, and HIV/AIDS Can Be Prevented and Controlled Sample Unit 2 The Human Side of HIV and AIDS	HIV is spread by coming into contact with infected blood, semen, vaginal fluids, and breast milk. Contracting HIV is associated with unprotected sex; milk and child transmission; and sharing needles. STIs are contracted through unprotected sex. The major risk factors for cervical cancer in women include multiple partners and being sexually active from an early age. The use of alcohol and drugs causes risky behaviours that contribute to the spread of HIV and STIs. Everyone must assume personal responsibility for reducing his/her vulnerability to HIV, STIs, and cervical cancer. Persons affected by HIV and AIDS need care and support.
Sample Module 4 Accessing Accurate Age-Appropriate Health Resources (From Regional Standard 5)	Identify sources of accurate information. Identify family, school, and community resources that deal with health, social, and emotional issues.	Sample Unit 1 Health Resources Related to Sexuality and Sexual Health	Health is a state of physical, emotional, social, and mental well-being. There are resources that can help with health, social, and emotional problems: family, school, and community.

SAMPLE MODULE 1

Exploring the Concept of Human Sexuality

Regional Standard 1

RS SSH 1: Demonstrate an understanding that the concept of human sexuality as expressed throughout the life cycle, is an integral part of every individual.

Regional Standard 2

RS SSH2: Analyse the influence of socio-cultural and economic factors, as well as personal beliefs on the expression of sexuality and sexual choices.

Overview

A differentiation needs to be made between the terms sex and sexuality. Sexuality is presented as including biological sex, gender, and gender identity. One's sexuality also encompasses the many social, emotional, and psychological factors that shape the expression of values,

attitudes, social roles, and beliefs about self and others as being male or female. It is important to have students develop positive attitudes about self and their evolving sexuality.

Young people make daily decisions about their sexual behaviour, values, and attitudes. Family, religion, culture, technology including media, and peers influence these decisions. It is critical to provide students with knowledge and skills that will assist them in understanding their own sexuality and realising their potential as effective and caring human beings.

General Objectives

At the end of this module students will:

- Demonstrate an understanding of human sexuality.
- Demonstrate positive attitudes toward self and their evolving sexuality.
- Apply appropriate skills related to managing the expression of their sexuality.

SAMPLE TOPICS/LESSONS

- I Like Being a Boy/Girl
- Big Boys Don't Cry and Girls Don't Sweat
- Different but Equal
- Growing Through Changes
- Coping with Emotions
- Sexuality Is Not Just About Sex
- My Developing Sexuality
- What the Media Says About Sexuality

SUGGESTED STRATEGIES

- Brainstorming
- Sorting
- Creative thinking
- Role play
- Small-group discussion
- Creative expression/writing
- Lecture/documentary
- Games
- Songs
- Music
- Movement exercise
- Video presentation

ASSESSMENT

- Create a collage
- Creative design (postcard)
- Essay writing
- Personal hygiene diary
- Make a video
- Create a comic strip

TEACHER RESOURCES

Tips for Teacher on Using Role-Playing

- ☛ Role-playing is a useful teaching method for practicing interpersonal skills
- ☛ Let students know before the activity if they may be asked to role-play in front of the class afterwards
- ☛ Remind students of the importance of body language during role-playing and paying attention to non-verbal cues.
- ☛ If students start to get rowdy during role-playing activities, remind them to stay on the topic and walk around the class to help them focus.

G Tips for Teachers on Teaching Sensitive Topics

Students may feel anxious, uncomfortable or stressed hearing about child abuse, particularly if they have been victimized themselves. Don't feel the need to push a student to participate if they seem uncomfortable about the topic. Preparation is needed where teacher's make themselves knowledgeable about the dynamics of child abuse and their own personal attitudes towards the topic. Some skills in recognizing signs of and responding to children's emotional distress, would be helpful. When talking about any kind of sexual assault, violence or harassment, it is a good idea to stress the importance of help-seeking – that is, seeking the help of a trusted adult like a parent, teacher or clergyman

Useful information may be found at:

<http://www.unicef.org/teachers/protection/prevention.htm#abuse>

Also see Signs of Physical and Emotional Child Abuse from the American Academy of Pediatrics:

Other sources: <http://www.aap.org/advocacy/childhealthmonth/abuse2.htm>

UNICEF HFLE common lessons – Year 2; Sexuality and Sexual Health.

MODELING - DEMONSTRATING

STEPS FOR MODELING - Demonstration

How to refuse/say NO or deliver a refusal 'line'.

Model shows skill step 1, calls attention to it; goes on to next step and calls attention again. Model calls on students to repeat the process and reinforces correct answers - testing retention. Observers are called upon to reproduce what was learnt.

Sample: How to refuse/say NO or deliver a refusal 'line'.

Attending:

Model/Demonstrator may say –

- ☛ 'Look at the person directly' – like this (call attention).
- ☛ Maintain eye contact (that means don't look away) – like this (call attention).
- ☛ Speak clearly, like this (do not mumble) say (call attention). ***No! my mum says not to go with anyone, unless she tells me to.***
- ☛ If you are afraid, try to look calm – like this (call attention).
- ☛ Move away from the situation as soon as

possible – like this (call attention).

Notes for Developing a Portfolio

Purpose

This assignment is to give each of you, the students, the opportunity to reflect on all the lessons done on sexuality and sexual health. Through this portfolio, you should be able to assess your own growth and also have a collection of work that you have done during this unit. The task involved in developing the portfolio will include pieces of work you did as part of lesson assignments as well as work that you will do specifically for this portfolio.

CONTENTS OF A PORTFOLIO

Task: 1

Title: Include a title of your choice on the cover of your portfolio.

Task 2:

A clearly stated purpose. What is the purpose of the portfolio? What do you want someone who is looking at your portfolio to know about it?

Task 3:

A table of contents

Task 4:

Four pieces of work that you completed for Sexuality and Sexual Health Unit. For each piece of work include a short paragraph that describes what you learned about sexuality, sexual health and life skills in that particular lesson.

Task 5:

One Reflective Summary. Write a one-page summary reflecting on what you've learned about sexuality, sexual health and life skills. For example, the physical and emotional changes that happen during puberty; gender role stereotyping; how to avoid risky behaviours; how HIV is spread. Include at least three reasons why you think understanding sexuality and sexual health and related life skills is important.

Task 6:

Poster. Make 2 drawings, each one depicting a life skill that can help you maintain sexual health. For example, understanding the different concepts related to sexuality; how to avoid risky behaviours; how to cope with emotional and physical changes; understanding how HIV is spread.

Task 7:

Use drawing, pictures, photographs, art or colour to enhance any and all selections of your portfolio.

HFLE Life Skills Definitions

Decision-making

The ability to choose a course of action from a number of options, which may result in a specific outcome or involve the resolve to behave in a certain way in the future.

Problem-solving

The process through which a situation or problem is resolved (i.e., diagnosing the problem, taking action

to close the gap between the present situation and desired outcome, and generalizing the principles to other situations).

Creative thinking

The ability to analyze the information and experience, formulate ideas, derive conclusions, ask pertinent questions, and present logical arguments.

Effective communication

The ability to express oneself, both verbally and nonverbally, in ways that are appropriate to our cultures and situations.

Interpersonal skills

The ability to relate positively with people, creating an environment in which people feel secure and free to interact and express their opinions.

Self-awareness

Having a sense of identity and an understanding of one's own feelings, beliefs, attitudes, values, goals, motivations, and behaviors.

Empathy

The ability to imagine what life is like for another person, even in a situation that one is unfamiliar with.

Negotiation skills

The ability to communicate with other people for the purpose of settling a matter, coming to terms, reaching an agreement or resolving conflict. This may involve the ability to compromise or to give and take.

Refusal skills

The ability to communicate the decision to say "no" effectively (so that it is understood).

Assertiveness skills

The ability to state one's point of view or personal rights clearly and confidently, without denying the personal rights of others.

Rubric for Assessing Portfolio: Sexuality and Sexual Health

This rubric offers one way to score student's portfolios. Teachers may adjust the weight and criteria as they see fit.

TASK	CRITERIA & SCORING			WEIGHT	TOTAL
	HighestLowest 3	2	1		
<i>Title</i>	Creative, clear, unique	Fairly creative, Fairly clear	Shows little effort at creativity: unclear	X .5	
<i>Purpose</i>	Purpose is clearly stated	Purpose is fairly clear	Purpose is not clearly stated	X 2	
<i>Table of Contents</i>	Well – organized; Comprehensive	Fairly well – organized; missing some information	Poorly organized; missing a lot of information	X 1.5	
<i>Four Pieces of Work</i>	Four pieces and paragraphs include; Each piece received the highest scores; Paragraph thoroughly explains what the student learned	Four pieces and paragraphs include; Each piece received fair high scores; Paragraph thoroughly explains what the student learned	Less than four pieces and paragraphs include; Most piece received fair low scores; Paragraph does not explain what the student learned	X 3	
<i>Reflective Summary</i>	Is one page long; includes 3 reason why understanding sexuality and sexual health and related life skills is important; Shows thorough understanding of the lessons	Less than one page; includes less than 3 reasons why understanding sexuality and sexual health and related life skills is important; shows fair understanding of the lessons	Less than one page; Does not include any reasons why understanding sexuality and sexual health and related life skills is important; shows fair understanding of the lessons	X 3	

TASK	CRITERIA & SCORING			WEIGHT	TOTAL
	HighestLowest				
	3	2	1		
<i>Drawing</i>	Creative, show excellent understanding of life skills being depicted	Creative, but could show a better understanding of life skills being depicted	Shows little effort at creativity; Does not depict life skills.	X 2.5	
<i>TOTAL</i>					

High Score = 37.5 Low Score = 12.5

Module Layout

Module

Title

General Objectives

Core Outcomes

Concepts

Strategies

Assessment

Unit Layout

Title

General Objectives

Knowledge

Attitude

Skill

Concept

Sample Lessons

Summary Tips for Teachers

- ⦿ If your class time is 80 minutes, the expectation would be to cover two lessons, not to drag out one lesson to fill up the time.
- ⦿ Leave time to reinforce conclusions and skills at the end of each lesson.
- ⦿ Reminder to make lessons age/language appropriate. If necessary, teacher must interpret lessons so students can understand.

TIPS ON HOW TO FACILITATE GROUP DISCUSSIONS INCLUDE THE FOLLOWING:

- ⦿ Give students examples of possible answers if no one is willing to start the discussion. You might say, "what about...."
- ⦿ Keep the discussion to a limited amount of time.
- ⦿ Allow as many students as possible to participate
- ⦿ For a student dominating the conversation, say "[Name of Student] has provided some great ideas. Does anyone else have an answer?"
- ⦿ If there is not enough time for all the students to answer, say, "We've had a really good discussion. There will be time in a later activity or lesson for others to participate."

TIPS ON USING SMALL-GROUP WORK INCLUDE THE FOLLOWING:

- ⦿ Small groups are useful for encouraging student participation.
- ⦿ Divide students into equal groups (e.g., five students in each group).
- ⦿ For topics that may be gender-sensitive, separate girls and boys.

Note that one person may need to report back to the class, and ask students to select one person to be that reporter.

- ⦿ Encourage students to take notes if necessary.
- ⦿ Walk around during the group activity to hear what students are saying.
- ⦿ Keep small-group work to the limited time frame. Tell students that it's okay if they didn't get everything done before time was up. There will be time to discuss further as a class.

TIPS ON USING ROLE-PLAYING INCLUDE THE FOLLOWING:

- ⦿ Role-playing is a useful teaching method for practicing interpersonal skill.
- ⦿ Let students know before the activity if they may be asked to role-play in front of the class.
- ⦿ Remind students of the importance of body language during role-playing and paying attention to non-verbal cues.
- ⦿ If students start to get rowdy during role-playing activities, remind them to stay on the topic, and walk around the class to help them focus.

TIPS FOR BRAINSTORMING INCLUDE THE FOLLOWING:

- ⦿ Brainstorming is useful for gathering many answers in a short amount of time.
- ⦿ Although a number of students may want to provide answers to your question, this exercise should last only five minutes. You may not be able to get answers from all the students.
- ⦿ Tell students after five minutes that they will have many other opportunities to provide answers.
- ⦿ Give students positive feedback on their answers.

notes



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Email: bridgetown@unicef.org

Website: www.unicef.org/barbados