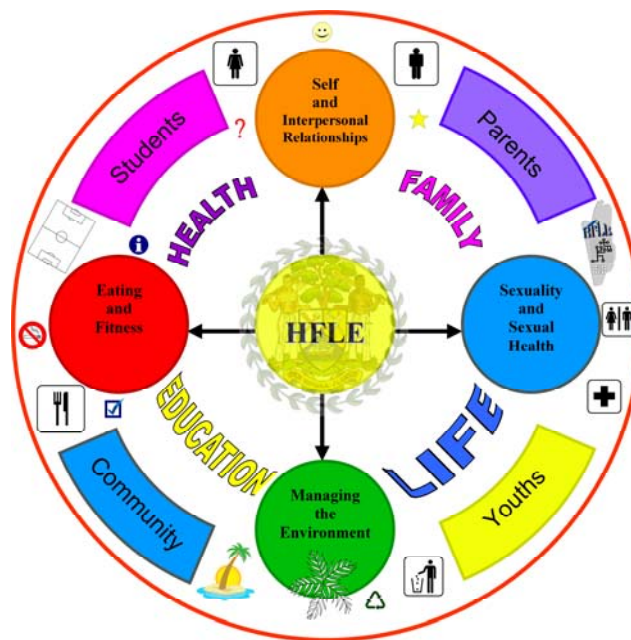


HEALTH AND FAMILY LIFE EDUCATION CURRICULUM FOR PRIMARY SCHOOLS



Lower Division

Ministry of Education

Belize, April 2006

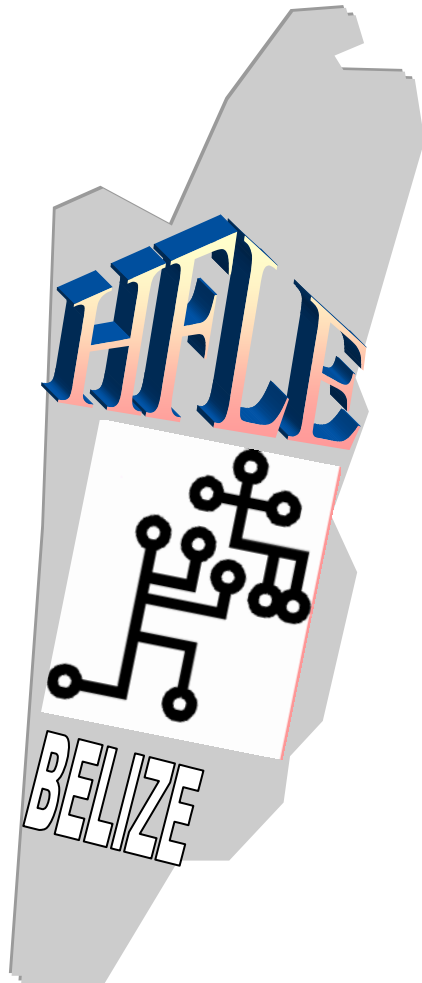


Primary School Lower Division Health and Family Life Education Curriculum

April 2006

This production is made possible through the Ministry of Education, Quality Assurance and Development Services, Curriculum Development Unit, Health and Family Life Education Unit, in collaboration with UNICEF and The Global Fund .

This publication was produced to support the Teaching of Health and Family Life Education in Belizean Primary Schools as part of the National Comprehensive Curriculum. This reformed curricula replaces the Healthy Life Styles Curriculum that was previously in use, and is to be used in collaboration with its corresponding "Teachers Guide".



**Ministry of Education
Belize**

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Special Acknowledgments to the following members of the Materials and Production Unit of the Ministry of Education:

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Special Acknowledgments to the following teachers and principals who willingly and diligently assisted with the initial piloting of the curriculum materials.

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

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Printed : April 2006

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Health and Family Life Education: Empowering Children and
Adolescents in Belize with the Knowledge and Skills for
Healthy Living



Lower Division

Curriculum

Theme: Self and Interpersonal Relationships	Infant One
1. Self : a. Good self esteem b. Positive self concept c. Self confidence d. Identifying and expressing emotions 2. Relationships a. Belonging to a group b. Respect for self and others c. Rules to guide us 3. Managing difficult situations a. Managing conflicts b. Coping with physical abuse and drug use 4. Embracing diversity a. Diversity in families b. Diversity in the classroom	1. 1 Who am I? 1.2 I am special 1.3 Helping out at home 1.4 Feelings (identifying feelings) 2.1 I belong to a family 2.1.1 I am a special member of my family 2.3 Rules at home 3.1 Getting along in the family 3.2 When adults are unkind : abuse in the home 3.3 Safe use of medicines 4.1 Embracing diversity in families

Lower Division Curriculum

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Overview

Infant Two	Standard One
1.1 Importance of good personal hygiene 1.2 Special care of the hair, teeth, hands 1.3 Products used to care for the hair, teeth and hands 2.1 My private parts 2.2 Proper name for my private parts 2.3 Inappropriate exposure of my private parts. 2.4 Reasons why my body is special 2.5 Good touch/bad touch (places where abuse may occur/people who may be abusers) 2.6 Saying no 2.7 Telling someone 3.1 Physical differences between males and females 3.2 What I like about being male/female 3.3 What I like about the opposite sex	1.1 Conditions related to poor hygiene practice 1.2 Special care of feet, shoes and clothing 1.3 Products used to take care of feet, shoes and clothing 2.1 Different types of sexual abuse (fondling, patting, incest etc.) 2.2 I have a right to say "no" 2.3 Feelings about sexual abuse 3.1. How boys and girls are socialized 3.2 Respecting the opposite sex

Curriculum

Theme: Eating and Fitness	Infant One
1. Food	1.1 What is Food? 1.2 Sources of Food 1.3 Difference between plants and animals 1.4 Nutrients 1.5 Local and Imported foods
2. Food Safety	2.1 Food and Germs 2.2 Basic rules for food safety
3. Diet and Disease	3.1 What is Disease? 3.2 Types of diseases 3.3 Diseases related to poor nutrition
4. Rest Exercise and Fitness	4.1 What is Fitness? 4.2 Exercise and it's importance to health 4.3 Rest and it's importance to health

Overview

Infant Two	Standard One
1.1 The importance of food 1.2 How food keeps the organs of the body functional 1.3 Nutrients	1.1 The importance of food 1.2 Healthy Eating 1.3 Ethnic foods
2.1 Food and Germs 2.2 Practicing basic food safety rules	2.1 How Food can make us ill 2.2 Basic Food Safety Rules
3.1 Foods that make us go, grow and glow 3.2 Eating the right amounts of each foods 3.3 malnutrition 3.4 Oral Hygiene	3.1 Consuming a proper diet
4.1 Rest and Exercise 4.2 Importance of Exercise 4.3 Importance of Exercise	4.1 The importance of keeping fit 4.2 The benefits of exercise 4.3 Structured physical exercise

Lower Division Curriculum	
Curriculum	
Theme: Managing the Environment	Infant One
1. Safe, Healthy, Sustainable Natural Environments a.) Inter-relationships of Systems b.) Environmental Challenges c.) Creating a safe and Healthy Environment d.) Sustainable Management	1.1 Responding to Natural and Social Systems 1.2 Clean and unclean environment 1.3 Self Cleanliness
2. Responding to Environmental Health Threats a.) Safe Practices and Rules b.) Promoting Healthy living c.) Disaster preparedness and responding to Emergencies	2.1 Safe and dangerous environments and practices and their consequences 2.2 Water safety 2.3 What we do to keep healthy 2.4 Major disasters and their effects

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Theme: Managing the Environment	Infant One
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Infant 1— Self and Interpersonal Relationships

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
1. 1 Who am I?	Have students write or colour their names on a large sheet of paper. Have students place hand or foot prints on the page and then draw and colour one thing that tells the class something about them. Have students share this information with class. Establish an "all about me" wall or corner with a space for every student. Encourage students to add other things to their space on the wall.
1.2 I am special	Introduce rhyme "I am special" to students. Write the word special in bold print on the chalkboard. Ask students to brainstorm for meaning of the word special. Explain to students that God made them all special. Brainstorm for some things that make them so special. Have each student identify at least one special thing about themselves and share it with class.
1.3 Helping out at home	Display pictures of persons engaged in various chores at home. Elicit from students the actions being performed. Have students identify things they can do well in the home. Have each student share one way they help out in the home. Discuss how it makes them feel to help out at home, how they are rewarded, why it is important to help out at home etc.
1. 4 Feelings (identifying feelings)	Write the word "feeling" on chalkboard and say the word out loud to class. Ask students to share what they understand by the word feeling. Ask them to name some feelings that they can think of. Present faces depicting a variety of feelings to students (see resource guide). Have students identify feelings presented. Divide students into small groups. Distribute blank paper and have students draw a face depicting a feeling chosen by the group. Have students share that feeling with class. Ask students to name some things that would make them experience that feeling. Share some situations with students and have them describe the feeling they would experience if they were in the situation.

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

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Ask students to have parents, guardians, or older siblings share some interesting stories about when the student was growing up. Have students select one story and share with the class.	Identify a variety of emotions and associate emotions with relevant situations.
Have students bring or draw a picture of themselves to school. Students will decorate the picture, write or trace their name and write or trace the sentence "I am special". Students will place art work in the "all about me" wall or corner.	Demonstrate personal characteristics that contribute to self confidence and self esteem. Develop and use effective communication skills to share information about themselves and feelings
Orally provide students with a list of chores around the home. Have students identify those they can assist with and those that can only be performed by an adult.	Identify and describe ways they can help in the home
Have students complete feelings statements orally. E.g. I feel happy when _____. I feel angry when _____. I feel afraid when _____.	

Infant 1— Self and Interpersonal Relationships

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
2.1 I belong to a family 2.1.1 I am a special member of my family	Have students draw pictures of their families, bring pictures from home or bring magazine cut outs of families that are similar to theirs in numbers. Have students describe their family (how many brothers, sisters, other relatives) and discuss some things they do as a family. Discuss the importance of a family with students. Ask students to express some feelings associated with being part of a family. Make sure to consider that all students may not be part of a biological family. Some may be in a home or institution. Emphasize that families are those people who care about us and whom we care about. Review the meaning of the word "special" with students. Have students describe one way in which a family member cares for them and how it makes them feel.
2.2 Rules at home	Share story "No rules today, Johnny" with students. Use story to elicit from students what rules are and what would happen if there were no rules in the home. Ask students to share some rules that they have at home. Discuss some rules they have broken and the consequences they experienced. Discuss the importance of rules in a home.

Topic 2: Relationships

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have each student complete the statement; I love my family because _____.	Describe their families and identify some family activities. Identify self as a special part of the family and share feelings associated with being a part of a family. Identify rules of the homes and their consequences. Discuss the importance of having rules in the home.
Have students divide into several groups. Have them role play a scenario of a member of the family breaking a rule. Have students identify the rule broken and the consequence the family member will face.	

Infant 1— Self and Interpersonal Relationships

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
3.1 Getting along with family members	Share a story about a fight between two siblings with students. Make sure the story ends with the siblings solving their problems peacefully. Have students identify some reasons why the siblings were fighting. Discuss how they were able to solve their problems. Elicit from students some other problems that may be experienced in families and discuss why families don't get along sometimes. Have students share their own experiences and discuss how the situations made them feel. Discuss how families may solve these problems.
3.2 When adults are unkind : abuse in the home	Share a scenario about a situation in the home where a parent was physically abusive. Elicit from students their feelings about the situation; how did the child feel? How did the parent feel? Was it okay for the parent to become abusive? Etc. Explain that sometimes adults do not know how to control their anger and may hit out at children and end up hurting them. Ask students to share what they would do if they were in the situation. Explain to children that it is not their fault.
3.3 Safe use of medicines 3.3.1 What is medicine 3.3.2 Who can give me medicine	Display actual items of medicine and some items that may be mistaken for medicine. Have student group those that are medicine and those that are not. Explain what medicine is and why it is used. Have students share times when they had to use medicine. Discuss some rules for taking medicine with students. Make a list of persons who might give them medicine. Write these names on the chalkboard and discuss, name by name, whether the person is one from whom the child should take medicine. Discuss why some people would be inappropriate and cross out their names.

Topic 3: Managing difficult situations

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Orally provide students with scenarios of conflicts in families and how they are solved and have them identify which are positive solutions and which are negative solutions.	Identify some problems that may occur in families and possible reasons. Differentiate between positive and negative solutions to problems arising in the family.
Play the game "what if" with students to elicit form students reactions to abusive situations. In this game teacher orally describes some scenarios involving abuse using the statement "What if" Students then suggest what they would do if they were in the situation.	Recognize feelings associated with problems in the family. Recognize physically abusive situations in the home. Express feelings and emotions about physical abuse Identify sources of support for physical abuse
Provide students with an oral list of names and have them show a smiley face for those from whom it is safe to take medicines	Identify what medicine is and why it is used Identify people who are appropriate to help with the safe use of medicines.

Infant 1— Self and Interpersonal Relationships

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
4. Embracing Diversity 4.1 Embracing diversity in families	Have students select a member of their family and identify ways in which they and that family member are different/alike based on questions given by the teacher. Are they the same size? Are they the same age? Do they look alike? Do they like the same things? Do they watch the same TV show? Do they have the same favourite food? Do they like the same game? Do they have the same friends? Etc. Establish that although families share the same house the members of a family all have many differences and play different roles in the family. Have students share how they feel about various family members. Discuss ways in which families can embrace their differences.

Topic 4: Embracing Diversity

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have student draw a picture of each family member depicting something unique about them.	Identify various similarities and differences among family members Demonstrate respect for diversity among family member

Infant 1 – Sexuality and Sexual Health

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
1.1. Good Personal Hygiene The importance of keeping clean Daily care of self Brushing teeth after meals/ before bed Bathing self -whole body Hair care Nail care (hands and feet) Clothes - changing daily especially underwear	Present silhouette of a person's body to students and have them identify the main parts. Have students brainstorm for ways that they take care of their body. (bathing, brushing teeth, combing hair, washing hands) Have students draw and colour a picture of themselves taking care of their bodies in different ways. Have students take turns presenting their pictures to class and describing how they are taking care of their body in the picture. Discuss with class the reasons why we take good care of our bodies. (to keep clean, free from germs, to smell pleasant etc.)
1.2. Parts of the body that need special care when bathing ✦ Face, neck and behind ears ✦ Underarms and hair on head ✦ Vagina, penis and buttocks Between the legs, buttocks and toes	Use life size doll to elicit from students parts of the body that need special care when bathing. Discuss with class reasons why they must pay special attention to those parts. Have students take turns demonstrating how this is done. Discuss which self care activities can be done independently and Which activities may require the help of parents/ siblings
1.3 Products used for care of the body ✦ Soap, rag, towel ✦ Shampoo, conditioner ✦ Water	Have students bring various wrappers, bottles, tubes or the actual products used in taking a bath. Discuss their uses, where they can be bought, costs etc. Have students take turns presenting the product they brought to the rest of the class and describe their uses.

Topic 1: Taking care of my body

Life Skills: Decision-making, self-awareness, problem-solving, effective communication

DESCRIPTOR

Personal Hygiene is important because it affects not only one's physical health but also one's social well being. Our cleanliness reflects our own self value, and affects the way others treat us.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Teacher randomly reads good and poor hygiene practices and students show thumbs up if they are good practices and thumbs down if they are poor practices	Identify proper ways of taking care of the body. Demonstrate the proper way to take a bath. Identify body parts that need special care when bathing. Identify products used for bathing. Identify the benefits of good personal hygiene
Provide students with bath products and have students work in group with dolls to demonstrate taking care of the body.	
Collect and paste pictures of products used for bathing.	

Infant 1 – Sexuality and Sexual Health

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
2.1 My private parts 2.2 The proper name for my private parts 2.3 My body belongs to me	Use a chart of the human body to assist students in Identifying private parts of the body. Point out to students that there are many names used of For these parts (name some) but the correct names are penis, vagina, breast, and anus. Have students brainstorm for reasons why they are called private parts. Have students practice using appropriate names for private parts.
My body is special	Introduce the term "special" to students and elicit meaning from them. Discuss with class things we do when something is special to us. (we take good care of it, we don't let anybody touch it, we protect it etc). Explain to students that their bodies are special and discuss some reasons why. Have each student give one reason why their body is special.
Good Touch, Bad Touch	Review the meaning of the term feelings. Discuss feelings associated with being around people we love and who care about us. Present the word "touch" and ask students to define the word touch. Use pictures and other illustrations to establish a firm understanding of the concept of good and bad touch. Ask students to identify feelings the persons in the pictures might be experiencing. Review the name of private parts and the importance of not allowing anyone to touch private parts. Share scenarios with students and have students suggest possible responses. Emphasize to students their right to say no if they are being touched in a way they do not like even if it is by someone they love.
Who can I tell?	Introduce the word "trust" to students. Brainstorm for meaning of word trust. Ask students to name someone they trust and say why. Ask students to identify one person they can trust to talk to if something is bothering them. Have students draw a picture of that person. Discuss with students the importance of telling that person if they receive a bad touch. Have students work in pairs to role play telling the person they trust about receiving a bad touch.

Topic 2: My body belongs to me

Life Skills: effective communication, interpersonal skills, self awareness, refusal skills, coping skills

DESCRIPTOR

It is important for students to be comfortable about their sexuality from an early age. Teachers can assist students by helping them to feel comfortable discussing their private parts in an appropriate context. Students should be encouraged to use the proper name for their private parts (penis, vagina, breast, anus). It is important that children understand that their body belongs to them and that nobody should touch them inappropriately in their private parts. They should become aware of sexual abuse (definition, causes, signs, effect, and offenders). They should also be able to identify agents to whom cases of abuse can be reported to, support systems, and coping techniques if they are abused.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have students work in groups to label the private parts using the correct names	Identify, label and verbally express the proper names for private parts of the body. Differentiate between appropriate and inappropriate forms of touching and identify feelings associated with appropriate and inappropriate touching.
Have students draw pictures of things that are special to them and present pictures to class saying why it is special	Demonstrate the use of relevant skills to avoid bad touches Identify ways to seek assistance and express feelings if worried, abused or threatened.
Children will raise a green flag or a red flag to identify safe (good) touches and unsafe touches (bad) as teacher shows them pictures about touches using a cinema box	Name some feelings that may arise from being a victim of abuse. Recognize persons who it may be unsafe to be alone with.
Draw pictures of people you talk to at home and at school (parents, teachers, guardians).	

Infant 1— Sexuality and Sexual Health

CONTENT STANDARD

1. Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle
2. Build individual capacity to recognize the basic criteria and conditions for optimal reproductive health
3. Develop knowledge and skills to access age-appropriate source of health information, products and services related to sexuality and sexual health
4. Analyze the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
4.1. Things that make me male 4.2 Things that make me female	Use a picture of a boy and a girl to assist students In brainstorming and listing different body parts that both boys and girls have. Have students identify the physical differences between boys and girls. (penis/vagina, breasts)
Each person is either male or female (boy or girl) Our physical parts determine whether we are male or female. We need to accept ourselves and appreciate ourselves as being male or female.	Review the parts of the body that make us male or female Discuss what parts each has and state whether that makes child a boy (male) or girl (female) Count how many males and how many females are in class.

Topic 3: I am male, I am female

Life Skills: Decision Making, Self Awareness

DESCRIPTOR

The expression of human sexuality is influenced by socio-cultural and economic factors. Children's personal beliefs and self-esteem play a major role in the sexual choices that are made throughout the life cycle.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Match Label pictures / dolls with different body parts	Identify basic physical similarities and differences between males (boys) and females (girls)
Draw self and write boy (male) or girl (female)	Identify self as being male or female

Infant I – Eating and Fitness

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Healthy Food • What is Food? Food is anything we eat or drink that helps us to grow, work, play and build our bodies. All living things need food or they will die.	What is food? • Display real food/ pictures of food • Question students to get a name for the display • Use children's experiences to lead them to the concept 'food' • Write word on chalkboard or use flash card • Discuss what we do with food or what food does for us • Arrive at content statement 'what is food?'
Sources of Food Where does our food come from? Our food comes from plants and other animals. Some foods from plants are: rice, flour, sugar, peas, beans, corn, vegetables, nuts, and fruits. Some foods from animals are chicken, egg, beef, pork, mutton, fish, and shrimp.	• Display pictures/real food from plants and animals • Let children suggest/name what they are and their sources • Show pictures of plants and animals. Children identify them as such • Group foods under headings 'Food from animals' 'Food from plants' • Let them name other examples and list them • Lead children to make a sentence on sources of food • Let them repeat content statement followed with application activities
The difference between plants and animals Animals eat plants and other animals while plants use soil, air, water, and sunlight to make their own food. Generally, plants remain in the same place where it is growing while animals move around.	• Children examine them and suggest differences while teacher records using drawings e.g. roots for plants, feet for animals, leaves for plants, feathers/skin for animals • Discuss similarity - both are alive • Children repeat differences and similarities • Teacher questions about feeding and discusses how each is fed • Conclude that animals eat plants and other animals while plants use soil, air, water, sunlight and the colouring matter in leaves to make food. <u>Let children</u> repeat statements. Ask them how they think animals and plants are alike. Use pictures and questioning technique to help them to see that they are both living things. Have them repeat: plants and animals are living things.

Topic 1: Food and Nutrition

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Ask individuals to tell one thing about food. Have student's complete statements about food, begun by teacher. E.g. -Food gives us_____. -Food helps us to_____. -Food builds our_____. Have students underline the word food each time it appears in a list of words.	Recognition and use of the word food in vocabulary. Recognize why we eat food. Acquisition of knowledge about food - food does not just satisfy hunger it has specific work to do within our bodies. Acquire a definition of the word food, instead of naming food items, or saying that food is dinner or tea.
Give prepared sheets of pictures with food and have children identify each source by writing an (a) for animal and (p) for plant. Make simple oral sentences about food, plants, and animals. Draw pictures of plants and animals.	Develop an understanding of the sources of food. Develop the ability to communicate knowledge Acquire speaking and writing vocabulary.
Have children identify how plants look and how they behave in oral sentences. Do the same with animals. Finally have individuals tell that plants and animals are both living things.	Knowledge acquisition, which will allow them to differentiate between plants and animals as sources of food.

Infant 1 – Eating and Fitness

CONTENT STANDARD

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

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
Nutrients • Food gives us strength to work and play • Food causes our bodies to grow • Food repairs (fixes) our bodies when there is damage e.g. a cut • Food protects us from diseases and make us strong and beautiful • We say that food helps us to go, grow and glow • The things in food that do all this are called nutrients	Display pictures of children doing different activities, looking healthy, happy, sad, ill, showing wounds etc. and discuss each to bring out the functions of food in the content column Show flashcard or write word nutrients on chalkboard and have children repeat it several times
Local Foods and Imported Foods • Foods produced in Belize are called <u>Local Foods</u> • Foods brought into the country are called <u>Imported Foods</u>	Either take class to visit a market, farm, supermarket or ask individual parents to do so, for children to identify foods that are produced in Belize and those that are not. Teacher/parent lists foods in two columns Children further collect labels Display and discuss lists, labels and their sources Introduce word local for foods produced in Belize and imported for those brought into the country Display and discuss meaning. Children identify types of food.

Topic 1: Food and Nutrition

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Let individuals react to different images portrayed through pictures and associate each with a function of food. Let children build a picture story with teacher as they explain what nutrients do. Let children make sentences about the nutrients in food.	Acquisition of knowledge which will lay the necessary foundation for children's reaction to food Developing sensitivity to images portrayed through pictures Vocabulary building for communication development.
Have children: • Name local foods • Name imported foods Identify those that fit both categories and give reasons • Use the words in oral sentences • Tell the meanings of the words local and imported	Building vocabulary and the capacity to respond correctly to such source related questions.

Infant 1 – Eating and Fitness

CONTENT STANDARD

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

Content organized into Manage-able Sets	Suggested Teaching Learning Strategies
• In preparation for teaching 'food safety', discuss 'germs.' Germs are forms of bacteria, which spread diseases among people and other animals. Food must be kept as free as possible from germs in order to prevent diseases among people. Steps that should be taken : • Wash hands properly before preparing food. • Cover food from dust and flies • Protect food from rats • Cover the nose and mouth when coughing or sneezing • Wash hands after sneezing and using the bathroom • Wash fruits and vegetables before eating • Use clean water and utensils when preparing food • Refrigerate left over food	• Show picture of food fallen on the ground • Discuss why it should not be eaten • Record words e.g. dirty and germs. If germs not given, introduce it and discuss • Explain germs as a kind of bacteria which cause diseases among people and animals Explain bacteria • Ask children how they can keep food from coming in contact with germs. • Discuss answers given either using pictures to illustrate, or, demonstrate the action. • Discuss the effect of each Using questions and pictures, deduce the points in the content column as well as any other relevant point/s. Discuss how the respective steps protect food against germs Make a poster with children for classroom display using the pictures utilized in the discussion and prepared sentence strips. Monitor children's observance of food safety rules daily during school hours. Instill consciousness by introducing some reward e.g. honour roll displayed in classroom, honourees taking turns in performing some prestigious task.

Topic 2: Food Safety

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Play the game 'I Spy' in which children are supposed to identify locations in their surrounding environment and at home, where germs are likely to be lurking. Have individuals role-play, demonstrate or explain orally, one way in which they can practice food safety. Arrange the class into groups and have them role-play a simple food preparation exercise/s of their own choosing without any assistance. While half the class performs, have the other half observe, spot, and report slips at the end of the performance. Discuss, and have group make corrections orally or physically.	Develop consciousness of the presence of germs in the environment, and the need to be careful. Apply food safety practices in their young lives. Make decisions based on their interpretation of information – self expression

Infant1 – Eating and Fitness

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
What is a Disease? • A disease of the body is a condition in which the body is not sound and healthy - something is wrong. • Some diseases are serious and can kill us while others are not.	• Discuss how children feel when they are healthy (happy, strong, and comfortable). Tell them that one of the ways some adults would describe their feelings is to say that they feel 'at ease.' • Discuss how they feel when they have a tummy ache or a tooth ache (uncomfortable, hurting, painful). • Tell them that in such cases adults would say they are 'not at ease.' • This is what the word disease means to us. • We can have a diseased plant or fruit, a diseased animal or a diseased person. • Let children repeat the concept that 'a disease of the body is any condition in which the body is not sound and healthy.' • Discuss some of the ailments from which small children may suffer, e.g. common cold, fever, tummy ache, bruises, cuts. • Let individuals who have experienced any of these ailments, talk about them - how they felt, did they have to stay in bed, how long? Did they see a doctor? What did he do? Etc. • Using answers given establish that they were not serious diseases but some diseases are serious and can kill a person. • Name some diseases that are serious. E.g. they might hear their parents talking about high blood pressure and diabetes. [NB many children are being diagnosed with diabetes] • Tell them that these diseases can be caused from what we eat.
• Recall what a disease of the body is.	• Ask children if anyone remembers what a disease is? Give some prompts to assist them to recall and let them repeat the definition in the content column. • Post the definition on a chart in the class for children to observe. Read the words to them when an occasion arises to initiate an interest in reading.
• Insufficient nutrients cause diseases.	• Some diseases are caused because some children do not get enough of the different kinds of nutrients. • Recall the different things that nutrients do in the body. Make us walk, run, play, etc., make us grow; make our skin, hair, teeth etc. look beautiful. • Show pictures of healthy children and sick children showing weakness, unhealthy skin, dwarf looks etc. • Let them describe the children in the pictures, discuss what they see and tell them that all those are caused when children do not get enough of the right nutrients.

Topic 3: Diet and Disease

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Let children explain in their own words what a disease is then help them to put their words together correctly. Let children tell something that they learnt in the lesson. Ask them to name/describe any disease that they know something about. Most of them would have had a common cold.	Self-expression. Vocabulary building that will help them to understand what is being communicated to them and how they can communicate with each other as well as people in general. Develop an awareness of the fact that food and eating habits have some connection with health.
Sentence making or simple oral explaining Identification of conditions they may have heard about or identifying a disease or diseases from stories read to them.	
Retelling what might cause illness Listing functions of nutrients in response to direct questions Or Using information in games. Use pictures in games in which the child who gains the most pictures by interpreting what they represent, wins.	Developing critical thinking skills and communication skills.

Infant 1 – Eating and Fitness

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Rest, Exercise and Fitness When we are healthy and can work and play without feeling tired quickly then we are fit	Introduce the state of fitness through an illustrated story or just through discussing a series of pictures, which illustrate fitness, and lack of it. Help children to understand what the state of fitness means by comparing their own feelings with those expressed in the story or in discussing the pictures. Finally, tell them that when we can work and play without feeling sick or tired easily then we are fit.
- My body has different parts that can move they are head and neck, arms, hands and fingers, legs, feet and toes and trunk to which they are joined by joints. - Follow identification of parts with physical exercise lessons. - Some effects of exercise: My heart beats faster when I exercise; I breathe faster during and just after exercise. - Exercise allows more blood to reach the different parts of my body. - Exercise makes my body stronger. - In order to be fit we must eat enough but not too much food to give our bodies the nutrients we need.	Use children's bodies along with demonstration chart to identify the different parts of the outer body. Discuss: Pay special attention to their showing of arms and hand, legs and feet. Identify where the joints are that allows the parts to move. See Resource Guide p____. Introduce 'the heart' as the most important organ in our bodies. Let children cover their heart and listen to each other's heartbeat before and after exercise and note difference. Discuss effects on the body outlined in the content column. Draw attention to the very bright glow on the faces of light complexion individuals. Discuss how individuals feel when they are hungry. Associate feeling with the lack of nutrients.
Why Rest? Any activity in which we are moving the body around is a form of exercise and the body needs to rest after exercise in order to regain strength.	- Explain the need for the body to get back the energy it used up after exercising. - Note that this happens during rest periods, so that there is always the need for rest after exercise to allow the body to regain strength.

Topic 4: Fitness

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Allow children to explain what the story indicated in their own words Use pictures to illustrate the effects of over eating/ under eating.	Acquire some understanding of what being fit entails so that they can consciously regulate/control their own eating habits and recognize the importance of rest and exercise in achieving fitness.
Children label the outer parts of the body and joint areas. Make oral sentences involving number to instill basic grammatical understanding of singular and plural. Identify and label heart diagram. Make sentences about the heart. Children explain their experiences and how their bodies are affected by what they do. Teacher and class can make a classroom poster on the areas discussed.	Associate names with body parts correctly. Become aware of the joint areas and their functions. Development of Language Skills. Become aware of the effect of exercise on the heart and the rest of the body. Develop an interest in exercise.
Have children identify exercise and rest occasions in their daily lives	Recognize exercise for what it is and understand the reason why they should rest.

Infant 1 – Managing the Environment

CONTENT STANDARD

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

Content organized /Manageable Sets	Suggested Teaching Learning Strategies
Inter-relationships of Systems <u>Response to Nature (Natural systems)</u> Students attend and respond to the natural environment through guided exploration or by searching out sensory stimuli.	At this level the object is to establish a frame of reference for students by having them respond to different systems. Have students respond (simple one word answer) by having them feel the bark of a tree, splash water and play with sand. Allow children to explain what they feel in their own words.
<u>Response to rules and basic needs (Social systems)</u> i) Rules is a form of a Political/legal Systems Students respond to simple rules that influence them. ii) Basic needs is the foundation of economic systems.. Students recognize and communicate immediate needs. <i>This content is ideal for integrating when teaching about nature and when defining rules for the classroom.</i>	Ask students to recall simple rules that they obey for example: they take turns when playing games, wait in line to be served or sit down when eating at the table. Have students respond to the following: when hungry – they vocalize or gesture for food; when they want an object, – they reach and grasp for the object, vocalize or gesture for assistance if required. NOTE: They may not know how to or be able to satisfy these needs and will require assistance from others (parents, family members) to do so: for example, they might recognize that they feel hot and be able to express this sensation, but not take off their sweaters unless told to do so.
Environmental Challenges <u>A Dirty Room</u> Who makes the room dirty? People walk into the room with dirt on their shoes. People through garbage on the floor People spill milk and food on the floor Are all examples of the source of filth? <u>A Clean Room</u> Preventing the room from becoming filthy Brush your feet before entering Throw garbage in the garbage bin Clean up any mess you make	Teacher demonstrates several poor practices that illustrates making the room dirty. To emphasize the effect give each child a piece of scrap paper and have them crumble it and throw it on the floor. Ask: How does the room look? Ensure that it is clear that they are responsible and at the same time reinforce cleaning up the room by grouping the students in fours and have each team pick up the garbage. Acknowledge each group for doing a good job. Discuss and have students recall what we must do to keep our classroom clean Associate behavior with cleanliness.
Creating a safe and Healthy Environment Washing and bathing is an essential hygienic practice. A bath once a day is required for us to keep clean and healthy especially since Belize tropical. A dirty person can become sick because of germs from the dirt on their skin. They also smell, and generally look untidy. Changing our clothes is also another aspect for keeping clean. Clothes need to washed and dried properly. Our parents (older siblings) help us to keep clean.	Students' role play: bathing, washing of ears, back, hands, feet, brushing of teeth. Discuss Why people must bath and keep clean?

Topic 1: Safe, Healthy, Sustainable Natural Environments

Life Skills: Express feelings, evaluate response

Affect and Behavior: Recognize that things affect us and we should respond accordingly

DESCRIPTOR

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

Suggested Activities for Assessment	Learning Outcomes
Observe how they react in response to their environment (weather or fire): for example, they use facial expressions or pull away from a sensory stimulus. Recall classroom rules and observe students complying with them. Use pictures to solicit the typical response from other natural and social stimulus. Recall classroom rules and observe students complying with them. Use pictures to solicit the typical response from other natural and social stimulus.	Use self to recall or show response to natural or social Systems.
Children demonstrate clean practices. Brush your feet before entering Throw garbage in the garbage bin Clean up any mess you make Teacher and class can make a classroom picture poster showing clean practices.	Recognize clean and unclean situations resulting from one's behavior
Have children identify best practices for self cleanliness. Recall why we must: - bath daily - Brush our teeth after meals - Wear clean clothes - Avoid messy places Have children log cleanliness activities for a week.	Practice self cleanliness. Illustrate and appreciate the advantages of keeping clean.

Infant 1 – Managing the Environment

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Safe Practices and Rules <u>Safe and Dangerous environments</u> Potential dangerous areas must be identified. The danger must be made clear. The consequence must be clearly linked, and what must be done to avoid such places must be stated. Getting permission is an important part of safety. <u>Water Safety</u> 1. Go swimming with an adult who can swim 2. Wait at least two hours after eating before swimming 3. Swim in shallow water 4. Avoid unfamiliar floating device	Pictures of injuries resulted from unsafe places and practices can be used to introduce the theme. Have students recall incidents they are aware of. By picture or description have students respond if it is a safe or dangerous environment. Ask why? And what must be done? Illustrate best practices when around bodies of water. Have students color pictures of safety practices near water.
Promoting Healthy living <u>Maintain good Health</u> Practice good hygiene Eat healthy food Avoid dangerous environments Practice safety Obey rules Keep living environment clean Exercise	Introduce the lesson by first clarifying that keeping good health is more than preventing diseases. This can be achieved by listing the different types of cases that people seek treatment from a hospital and link to the reasons for maintaining good health. Brian Storm with students to define list of practices to maintain good health. Create a jingle of the list and teach children to recite. Include gestures and actions where appropriate.
Disaster preparedness and responding to Emergencies Natural disasters most common to Belize are hurricanes and floods.	Discuss with students on what is a hurricane and its potential disasters. List the consequences of hurricanes on people, Use pictures to illustrate past hurricane disasters. Explain flooding of a river and have students list the effects on people, animals, houses, trees and crops near the river and being affected by the flood. Discuss accidents that happened in Belize, or to family member in vehicles or on the job. What are some of the resulting causes from accidents? Use the opportunity to teach the steps and actions for a safety drill.

Topic 2: Responding to Environmental Health Threats

Life Skills: decision making, refusal, data gathering

Affect: and Behavior: Recognize risky behavior and minimize health treats

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Allow children to predict and explain potential dangerous scenarios. Focus on improper use of furniture in the classroom as a dangerous situation. Question why and when swimming can become dangerous.	Recall safe and dangerous environments and practices and make connections to their consequences Practice safety with respect to water
Observe children responses and links being established between good health and actions to achieving good health.	List things we need to do to maintain health and well being
Have children identify experiences of disasters, accidents they have heard off. (seen on TV)	Recall major disasters and list their effect on people.

Infant II – Self and Interpersonal Relationships

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
1. Self: Building good self esteem, self confidence, self concept 1.1 Me, a special person 1.1.2 Things and people that make me feel special	Ask each student to bring a snack to share with class (make sure to provide extra for students who may not bring). Divide students into groups (even number of students per group) and have them form small circles, placing snacks in the middle of the circle. Have group members pair up and tell each other a bit about themselves. Have each team introduce their partner by saying this is "This is special (name of student). He/she is special because _____. For being special he/she gets a (name of snack chosen by student). Have students return to their places. Ask them to share how it feels when someone has something special to say about them. Explain that sometimes the people around us can help to make us feel special. Discuss other times when students felt special. Have them share stories of people or things that make them feel special
1.3 Feelings (expressing feelings)	Write a variety of feelings on flash cards. Have students move around the room in circles to music or teacher hums a tune while students move around. When the music or humming stops, teacher selects a card and reads emotion out loud. Teacher asks students if they have ever experienced that emotion and what caused the emotion. Students are asked to display that emotion. Students return to seats and teacher provides a variety of scenarios. Students discuss and demonstrate how they express their feelings about those situations.

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

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have each student complete sentences in work-book with parents help; I am a special person because _____ Or Have students cut out pictures with things and places that are special to them and develop an "about me" booklet.	Demonstrate personal characteristics that contribute to self confidence and self esteem. Identify people and things that contribute to good self esteem and self confidence. Identify and express a variety of feelings. Recognize situations associated with different feelings.
Place flash cards with a variety of emotions. Review them with students and then have students choose one. For the emotion chosen, have students draw a person, place or situation in their life associated with that emotion.	

Infant II – Self and Interpersonal Relationships

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
2. Relationships 2.1 Friends and friendship 2.1.1 My best friend 2.1.2 Qualities of a good friend	Write the word "friend" on flash card and post images of friends doing things together. Ask students to pronounce word "friend" and say what comes to their mind when they think of the word friend. Have students share some things they and their friends do together. Have students talk about their best friend; how they met each other, how it feels to have a best friend, things they like about their best friend. Teacher orally provides a number of positive and negative qualities of a friend and asks students to give a thumbs up or down for the qualities they would like in a friend.
2.2 Our class rules	Elicit from students what they understand by the term "rules". Define the word rule for class. Discuss some of the rules that they have at home. Introduce the word "consequence" to class. Have them say the word several times. Define the word "consequence" for class. Have students identify some consequences they have faced for breaking rules at home. Have students brainstorm for some rules that the class can have. Have students discuss and vote on whether the rule is practical or not. Assist students in identifying some consequences for rules discussed. Assist students in writing up and decorating their class rules to be posted in classroom.
2.3 Respecting others	Share story with class about a rude boy who has no respect for others. Elicit from students the word respect to describe what the boy lacked. Review some of the behaviours mentioned in the story. Ask students to share their opinions on the boy's behaviour. Ask students to share stories of people they know that act like him. Introduce the word "respect" to students and have them brainstorm for the meaning. Discuss the importance of showing respect for others. Brainstorm for ways we can show respect.
2.3.1 Good manners	Present a chart depicting examples of good manners to class "please" "thank you" "excuse me" to emphasize some ways we show respect.

Topic 2: Relationships

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Students draw a picture of them and their best friend doing an activity together. Share pictures with class.	Define the term friend. Identify characteristics of a good friend and discuss some activities done with friends. Describe feelings associated with having a good friend.
Ask students to bring pictures to depict the rules developed in class. Assist students in making an illustrated list of rules using the pictures they brought. Have each student write their name in a space on the poster and post it to the wall.	Identify rules of the classroom and their consequences. Discuss the importance of having rules in the classroom.
Divide students into small groups. Orally describe a scenario where students are expected to show respect and have students role play the scenario. Have other students identify whether respect was shown or not.	Differentiate between respectful and disrespectful behaviour. Discuss the importance of demonstrating respect. Display respectful behaviours in a variety of situations.

Infant II – Self and Interpersonal Relationships

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
3.1 Resolving conflicts with friends	Share a story or a scenario of two friends engaged in a dispute or fight over something. Have students identify what the conflict is about. Ask students to share times when they and a friend had a dispute/argument/fight/quarrel over something. How did it feel? How was the situation resolved? etc. Discuss with class the steps to solving conflicts peacefully: Say what the behaviour that is bothering you. Say why it's bothering you. Say what you want to happen instead. Provide students with a variety of positive and negative scenarios depicting ways friends deal with conflicts. Have students identify the more appropriate ways of dealing with conflicts and say why they choose those responses
3.2 Abuse at school (physical abuse, verbal abuse and neglect)	Brainstorm with students the meaning of the term 'abuse'. Ask students to suggest images that come to mind when they think of abuse. Discuss incidence of abuse at school (in and outside the classroom). Discuss feelings associated with abuse. Have students share either personal stories or stories they are aware of, of incidences of abuse by other students or by teachers at school. Brainstorm for ways to respond to abusive situations.
3.2 Medicines that resemble candy 3.3 Why medicines must be used correctly	Present three types of over the counter medication that resemble candy and three types of candy that resemble over the counter medication. Have students take turns identifying which are medicines and which are candy. Review rules for taking medicine and discuss some negative consequences of not using medicines correctly.

Topic 3: Managing Difficult Situations

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Place students in groups and describe a scenario to each group asking ending with the question 'what would you do?' Have each group discuss and then share with class what they would do if they were in the situation.	Identify and demonstrate appropriate ways to resolve conflicts with friends. Recognize physically abusive situations at school. Express feelings and emotions about physical abuse at school. Identify sources of support for physical abuse Identify rules for safe use of medicine
Provide students with various statements and have them identify situations of abuse.	Recognize and discuss the risk of confusing medicines with candy.
Provide students with a few oral statements about safe use of medicines. Have students give a thumbs up for safe use and a thumbs down for unsafe use	

Infant II – Self and Interpersonal Relationships

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
4.1 Embracing diversity in families	Ask students to sit in a circle. Students will take turns discussing their families based on the following questions; Who are the people who live in your house? What are some of the things you like about your family? How is your family similar to or different from other families you know? Have Students look through magazines and locate pictures of families. After cutting these out, have them categorize the pictures into family groups according to their own ideas. As a group decide what types of families are not represented, how to describe each of the groups they have created, and to draw pictures depicting these groups. Encourage students to create a family collage by gluing the pictures to a large sheet of paper. Discuss how the various families depicted are similar or different yet special to each person who belongs to that family. As a class, brainstorm for definitions of the word family and come up with a few acceptable definitions.

Topic 4: Embracing diversity

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have each student draw or cut out pictures of three types of families they see in their community. Have them describe one similarity and one difference.	Identify differences and similarities among families in the community Demonstrate an awareness of the need to accept diversity among families.

Infant II – Sexuality and Sexual Health

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
The importance of good personal hygiene	Elicit from students things they do to keep clean and healthy. Discuss with them the importance of keeping clean and healthy. Place silhouette or drawings of two persons on wall or chalk board. Explain to students that one is Dirty Harry and the other is Clean Harry. Ask students to brainstorm for some hygiene behaviours expected of Clean and Dirty Harry. Elicit from students some things that may happen to Dirty Harry as a result of his poor hygiene practices.
Special care of the hair, teeth and hands	Explain to students that there are some parts of our bodies that need special care (hands, teeth, hair) Discuss why these need special care. Demonstrate care of these parts and have students model. Discuss consequences of poor care: Hair (head lice, bad smell, will not grow well etc.) Teeth (decay, dirty, bad breath etc.) Hands (spread germs). Provide opportunities for students to brush teeth, wash hands at school daily.
Products used for care of hair, teeth, and hands Shampoo, conditioners, soap, toothpaste, toothbrush etc.	Place students in groups and provide each group with picture of hair, hands, or teeth. Have students draw pictures of products used for care of these body parts. Share pictures with rest of class.

Topic 1: Taking care of my body

Life Skills: Decision-making, self-awareness, problem-solving, effective communication

DESCRIPTOR

Personal Hygiene is important because it affects not only one's physical health but also one's social well being. A person's cleanliness reflects his/her self value, and affects the way others treat them.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have students cut out magazine pictures depicting good hygiene practices and make a small booklet for display in class. To the booklet above, have students add and label pictures of products used for care of hands, teeth and hair.	Identify ways to keep the body clean. Discuss the importance of keeping clean and healthy. Distinguish between poor and proper hygiene practices. Apply proper hygiene practices (care of the hair, hands and teeth). Identify and describe products used in the care of hands, teeth and hair.

Infant II – Sexuality and Sexual Health

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
2.1. My private body parts 2.2. Proper names for my private parts 2.3. Public exposure of private parts	Review the proper names for private parts with class. Discuss with students the importance of keeping private parts concealed. Elicit from students reasons why they must not display these parts in public or show them to others. Discuss some consequences of such actions.
2.4. Reasons why my body is special	Have students draw self portrait labeled "special me". Have them write below the portrait three sentences describing why their bodies are special. My body is special because_____. Have students present pictures and sentences to class and then display them on wall. Ask students to identify things they would/wouldn't do with their special body
2.5 Good touch/bad touch - places where abuses may occur/people who may be abusers	Introduce the terms "strangers" and "friends" to class. Have students brainstorm for images that come to mind when they think of these terms. Use pictures of various members of the community (parents, community helpers, relatives, and youth) to stimulate discussion on strangers and friends. Explain to children that sometimes people we think are friends may be abusers. They must trust their feelings about the way people touch them. Take children on field trip/tour to identify familiar and abandoned/isolated places in the community Discuss times when places become isolated (e.g. school, playground etc.)
2.6 Saying "no"	Elicit from students some ways they may react if they are approached by someone who wants to touch them inappropriately. Explain to children ways in which they can say no (say "no" firmly, shout and yell if necessary, run away and tell someone etc.) Play game "what if?" with class to assist them in exploring ways to say no and prevent sexual abuse. Provide scenarios such as 'what if someone offered you candy or money to touch you on one of your private parts? Have class discuss how they would respond
2.7 Telling someone	Use puppets or stories to discuss the importance of telling someone about abuse. Review with students a list of persons they can tell. Discuss some threats that abusers may use to prevent them from telling (Don't tell or else.....)

Topic 2: Knowing my body

Life Skills: effective communication, interpersonal skills, self awareness, refusal skills, coping skills, self esteem

DESCRIPTOR

It is important for students to be comfortable about their sexuality from an early age. Teachers can assist students by helping them to feel comfortable discussing their private parts in an appropriate context. Students should be encouraged to use the proper name for their private parts (penis, vagina, breast, anus). It is important that children understand that their body belongs to them and that nobody should touch them inappropriately in their private parts. They should become aware of sexual abuse (defined, causes, signs, effect, and offenders). They should also be able to identify agents to whom cases of abuse can be reported to, support systems, and coping techniques if they are abused.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Read out a list of appropriate and inappropriate behaviors. Have students give thumbs up for appropriate behaviors and thumbs down for inappropriate behavior	Distinguish between appropriate and inappropriate exposure of private parts.
Teacher calls out a list of things students would/wouldn't do with their special bodies. Students will stand up when they hear an appropriate behavior named and remain sitting when inappropriate behaviours are mentioned.	Identify some consequences of indecent exposure of private parts.
Based on trip/tour have students sketch some familiar and abandoned places and share them with the rest of class. Have students brainstorm for safety rules for preventing abuse.	Identify reasons why their bodies are special. Distinguish between appropriate and inappropriate ways to care for their special bodies.
Have students role play a few scenes from the game "what if?"	Recognize and avoid situations that can increase risk of abuse. Develop a list of safety rules for preventing abuse. Develop and use assertiveness and refusal skills.
Read story or paragraph and have students raise a red flag when they hear a threat from an offender	Discuss and recognize the importance of seeking assistance if worried, abused or threatened.

Infant II—Sexuality and Sexual Health

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Physical differences between males and females	Share pictures of males and females with class. Have students use pictures to identify the primary physical differences between males and females.
What I like about being male or female	Have male students suggest some things they like about being male /female. Use the responses from students to emphasize that it is not better to be male or female. Both sexes have many positive attributes.
What I like about the opposite sex	Divide boys into several groups and girls into several groups and ask them to brainstorm for some positive statements they can make about the opposite sex. Have all groups share these statements.

Topic 3: I am male, I am Female

Life Skills: Decision Making, Self Awareness

DESCRIPTOR

The expression of human sexuality is influenced by socio-cultural and economic factors. Children's personal beliefs and self-esteem play a major role in the sexual choices that are made throughout the lifecycle.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Place silhouette of a male and female on wall. Have students brainstorm for physical differences for both sexes. Have each student identify one positive thing about being male/female. Write all responses on the silhouette.	Identify physical differences between males and females. Express some positive aspects of the opposite gender.

Infant II— Eating and Fitness

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Importance of food Review food helps us to move our bodies and helps the different parts inside (organs) to keep going (working), growing glowing.	- Ask individuals to perform some action e.g. - walk, run, jump and talk. Then ask them to show how they behave when they are hungry. - Discuss the difference in their behaviour and help them to remember that food is what allows them to keep going. - Question to get their understanding of grow and glow.
Other things happen inside our bodies that we cannot see. The heart pumps blood all over our bodies to feed the whole body.	- Show a diagram with the organs of the body and ask individuals to show the heart - Let each child place his/her ear near another's chest, listen and explain what he/she hears. - If no one knows explain that it is the beating of the heart. - Ask what would happen if they got a deep cut anywhere on the body. (It would bleed) - Explain that the cut would bleed because the heart pumps blood to every part of the body. The noise we hear is the heart pumping. Show diagram of the circulatory system and let children trace the routes of the arteries and veins to the extremities of the body. Explain that the blood takes the nutrients to all parts of the body.
The lungs work along with the heart to take the carbon dioxide from the blood and mix a fresh supply of oxygen with it to take to the different parts of the body.	- Show diagram of the respiratory system and identify the two lungs and the heart. - Discuss the work of the lungs - Let children breathe in and out and feel their chest expanding and contracting - Explain what is happening - Draw attention to the colours of the veins and arteries to signify their functions. - Ask class to suggest whether the work of the heart and lungs would be described as go, grow and glow. - Discuss answer and conclude that this is something else that happens inside the body that we cannot see.

Topic 1: Food and Nutrition

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have children perform different actions that signify going. Let them examine picture illustrations in storybooks or posters and themselves and identify features which signify go, grow or glow. They could also be allowed to give a verbal explanation of what each term means.	Develop the awareness that food does not only satisfy hunger; food has very important functions which keep us alive.
Let children explain their understanding of what happens inside the body. Children make oral sentences about what happens inside the body with the heart and blood.	Children will understand that nutrients do work inside the body which we cannot see and do not control. • The work of nutrients keeps us alive.
Give children a copy of the diagram to colour the arteries and veins as shown on the chart Let them demonstrate and explain what happens when they breathe	Deeper understanding of the importance of nutrients within the body - nutrients control our whole being.

Infant II – Eating and Fitness

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Importance of Food Food: • provides energy for the body • Warms the body • Builds, repairs (fixes) and keeps the body regular • Controls how the body works and protects it from infection and diseases	Recall that food is anything we eat or drink that does the functions in the content column Deduce functions from children if possible; otherwise remind them by having them interpret some pictures
Recall: • That the things found in food that make us go, grow, and glow are called Nutrients. • Different kinds of food have different nutrients and children who do not get all of them in the foods they eat can become sick - Do not grow well - Become tired very easily - Have problems with the way their organs work - Look pale and thin - Catch a cold easily etc.	Ask children what the things found in food that help them to go, grow and glow are called Help children to pronounce word several times and say what they are. Write nu - tri - ents on the chalkboard and pronounce with class slowly, then quickly (for emphasis) • Use pictures of foods in the six food groups, and pictures to illustrate as far as possible the functions of the nutrients in the different food groups without mentioning the names of the nutrients. • Discuss using questioning technique. • Finally, use pictures to show what happens to the body when it does not get nutrients from each group of food. Involve children through questions and discussions, and illustration of the answers they give.
The nutrients in the food we eat along with the practice of food safety keep us from becoming ill.	Where possible, recall the food safety measures that they learnt in Infant 1 and have children list the measures. Tell them that if we eat all the foods that are good for us but do not practice food safety we can become ill.
If we eat too many ideals and not enough proper food, we can become ill	Tell them that chips and ideal will only give us energy (strength) to go but will not make us strong nor protect us from catching cold or other diseases.
Deal with vocabulary before lesson in Language Arts class • What is a disease? • Diarrhea is an illness in which people have tummy pains and pass stool, which is usually very soft or watery, many times for the day	Disease - A disease is an illness/ a sickness that affects plants, people, and animals. Have children explain what they learnt in Language Arts class. Ask if anyone knows of any disease, if not, introduce a description of the disease diarrhea through a short story of a child who woke up with tummy pains and could not stop going to the bathroom (Bring out the nature of the illness in the definition in the content column.)
• Diarrhea is usually caused from eating foods which contain germs	Recall how germs may enter food by reviewing/referring to food safety practices and explain how not observing food safety rules can cause diarrhea.

Topic 2: Diet and Disease

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have children use pictures to help them to explain what food does to the body.	Development of communication skills in explaining the functions of food
Have children copy the word nutrients on a piece of paper and practice spelling it and stating its definition. After a reasonable time have them take the sheet home and share their knowledge with their parents. Ask parents to initial the sheet to acknowledge seeing it. Children can simply repeat the food safety measures they should take or give them in response to questions in games to add fun.	Vocabulary building Hopefully stop choosing chips and ideals over healthier choices.
Let children recall what can happen if they do not get all the nutrients from various groups of food that were shown in the pictures they examined earlier.	
Explain to children what the definition means in their own words then have them memorize the meaning. Children should be able to explain what diarrhea is and how it could be contracted.	Vocabulary building Explanation of meaning. Making oral sentences. Self-expression. Acquisition of knowledge, which will enable them to prevent contracting, related health problems.
Be able to identify the symptoms of diarrhea and give possible ways in which the disease could be contracted/avoided.	

Infant II— Eating and Fitness

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
There are other diseases which are caused by eating too much of one kind of food	Deduce from children the different ways in which our bodies should benefit from food so that we can go, grow, and glow.
The food we eat should help us to go, grow and glow; but if we eat too much going food then we might not grow enough or glow - too much growing food causes weakness (not going) or glowing. Too much glowing food causes poor going and growing.	Lead them to see how too much of one type of food and too little of the others affect the work that all should do together.
• Malnutrition means bad nutrition and is caused from a lack of special nutrients. • Oral hygiene	There must be the right amount of each kind or the body will not be healthy. • Show pictures of malnourished children • Show display of foods they lack • Discuss the effects on the body and structure sentences to explain them

Topic 2: Diet and Disease

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Read scenarios and have children demonstrate their comprehension by responding to questions based on the scenarios about diet and disease.	
Matching eating habits to results. Examining scenarios and identifying causes and effects.	Basic understanding and practice of consuming a balanced diet.
Monitor children's eating habits Let children use pictures of food and food sources to suggest what should be included in the meals of malnourished children	

Infant II— Eating and Fitness

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Review the steps that were covered in Infant 1	Have children recall the many steps that must be taken to make sure that food is as safe as possible. In each case ask students to tell why the step must be taken e.g. - wash fruits before eating because they may be dusty and dust contains germs. Cover mouth and nose when coughing or sneezing because our saliva (spit) or fluid passes into the air and they may contain our own cold virus or our saliva might fall on someone's food. From time to time, provide special opportunities for children to practice food safety measures. Also, monitor children's behaviour on a daily basis and make corrections. Keep reminding them that not handling food safely can cause them to become ill.

Topic 3 : Food Safety

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Monitor children's behaviour on a daily basis. Organize different sessions - oral/written/practical - in which children will identify/explain orally/match information/write simple sentences or engage in simple practical exercises in which they will demonstrate understanding and practice good food hygiene.	Taking safety measures in all their dealings with food and eating.

Infant II— Eating and Fitness

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Rest and Exercise Review what was covered in Infant 1	Question children about the topics and pictures covered in Infant 1
Exercise is important to allow the body to remain fit	Discuss what they think would happen if they did not move their bodies. Note the importance of exercise to the body Identify ways in which they exercise in their daily lives - home and school Let them explain how exercise helps the body.
- Rest allows the body to repair itself and restore energy in the blood system - See resource Guide for physical exercise suggestions and some other internal organs of the body.	Recall what rest is Discuss what happens during rest Introduce sleep as the most important rest period Have children explain their feelings after a good sleep - discuss Discuss working of the internal organs during sleep Note importance of exercise and rest to the body

Topic 4: Fitness

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have children respond to questions on topics dealt with in Infant 1	Assimilation of knowledge on which to build self expression
Let children demonstrate exercise activities Have children explain the need for exercise for the joints and its importance to the organs which affect the whole body	Acquisition of knowledge, which enables them to make informed decisions in their lives.
Let children explain and identify forms of rest and the difference between rest and exercise Make oral/written sentences about exercise and rest (need, forms and effects)	Self expression

Infant II – Managing the Environment

CONTENT STANDARD

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

Content	Suggested Teaching Learning Strategies
Inter-relationships of Systems Elements of Natural Systems The natural environment is comprised of key components we refer to as elements. These we can see/touch or affect us in some way.	Take students into the school grounds and guide an exploration of the natural world and understand that trees, rocks, soil, water and weather are natural things they can identify. Have them recognize the type of weather and that weather conditions do change, Focus on each element identified and query how each affect us. (Optional: link types of weather elements to the seasons) In class introduce the term “ elements ” and review examples of natural elements.
The recognizable elements of a simple Political or legal system are rules. At this level students understand that rules exist but not why they are made.	Review some simple school rules:: Walk and not run on the walkway. Note: They know there is a rule not to run on school walkways but they do not connect the rule to themselves and their actions. If caught running on a school path and asked the rule, they may respond by saying the rule but not recognize how it applies to the game they were playing.
Elements of Economic systems. Needs à wants à Sources à resources Students understand that people have wants and that these can be satisfied from sources in their immediate environment	Cite examples to show that resources can be combined to make goods and/or services and these may satisfy their needs: for example, that the restaurant staff or their parents make sandwiches for their school lunch. (Use tables to Highlight elements from different systems.)
Creating a safe and Healthy Environment <u>Practicing cleanliness</u> Keeping the classroom or rooms in a home clean first requires taking responsibility and making deliberate Choices to practice cleanliness. Understanding the negative effects from unclean environments will also drive the need for keeping places clean and finally encourage others to do the same will ensure a clean and healthy classroom. <u>Garbage disposal</u> Each year we generate hundreds of tons of trash in the form of wrappings, bottles, boxes, cans, tires, furniture, clothing, old books, and much, much, more. They comprise of materials such as glass, aluminum, plastics, steel and other metals, and paper and paperboard, grass clippings and tree limbs to name a few.	Set up as a routine for students cleaning a specific area of the classroom. Students are awarded for maintaining the practice and for doing a good job. Have students draw diagrams showing how garbage is to be disposed of in a room, in the yard, and in the garbage truck, and the dump. Brainstorm and have children identify different methods of cleaning.

Topic 1: Safe, Healthy, Sustainable Natural Environments

Life Skills: analyzing relationships, . Decision making

Affect: and Behavior: Make connections of systems and there effects and practice cleanliness

DESCRIPTOR

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

Suggested Activities for Assessment	Learning Outcomes
Have them take turns giving examples of other natural elements Reinforce their understanding that rules should be obeyed by having them adhering to classroom rules and outside the classroom rules. Have students respond to pictures or verbal scenarios that illustrate systems or actions meeting specific needs	Identify elements of social and natural systems
Have children identify cleaning activities they engage in at home. Have them find out how and when garbage is collected from there homes Identify students' ability to demonstrate a specific type of cleaning method. Dusting, wiping, moping, sweeping, scrubbing, polishing, washing, vacuuming	Practice cleanliness in the classroom and at home. Illustrate ways in which garbage can be properly disposed of. Demonstrate methods of cleaning.

Infant II – Managing the Environment

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Safe Practices and Rules <u>Preventing injuries on the playground</u> Don't play with garbage, e.g., needles dress for the weather or sport avoiding dangerous (risky) situations Use equipment correctly Use protective gears when instructed to do so Ensure that Parental supervision	Introduce risky behavior through an illustrated story or just through discussing a series of pictures, which illustrate taking chances, and lack of safety. Help children to understand what taking risks means by comparing their own experiences with those expressed in the story or in discussing the pictures. Finally, tell them that when we can play safely by minimizing the risky situations. Illustrate good practices when in the playground. Have students color pictures of safety practices and contrasting unsafe practices in the playground.
Promoting Healthy living <u>Hygiene</u> Poor Hygiene Practices include: -Eating fruits and vegetables with dirty hands -Drinking unclean water -Using dirty utensils, clothes, shoes -Using the bathroom and not washing your hands, etc. Infrequent bathing <u>Harmful Products</u> House hold cleaning and medications Tobacco and alcohol gardening	Present scenarios to chn. and have them identify the poor hygiene practices Have chn. Observe pictures of healthy and unhealthy skin, feet, etc. Use a table to illustrate the name of the common diseases due to poor hygiene practices Have chn. List instances where poor hygiene practices are displayed at home, school, and in the community. Divide chn. In groups to role play how the tacos vendor prepares and sells tacos on the street. Discuss wrong practices and ways to correct these instances so as to prevented diseases. List household products. Use empty containers so that chn. Can identify with the product.
Disaster preparedness and responding to Emergencies <u>Minimize the effects of disasters</u> Preparedness Follow good advice Avoid risks Emergencies, a result from. accidents and disasters. Emergency- a situation or happening that requires immediate action	Explain the need for communities to prepare for disasters List some of the important preparedness strategies to be implemented. By example show students the difference between an emergency, disaster and accident. And arrive at how they are related.

Topic 2: Responding to Environmental Health Threats

Life Skills: decision making,

Affect: and Behavior: Identify danger and practice safety skills

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Allow children to explain what the story indicated in their own words Use pictures to illustrate the effects of a person not adhering to rules (in the playground).	Identify and differentiate components of a safe and unsafe environment or practice. Practice safety with respect to the playground
Children label poor or good hygiene practices. Identify and color harmful household products. Teacher and class can make a classroom poster showing harmful products	List things we do that makes us unhealthy or cause diseases related to poor hygiene Identify products that may be helpful or harmful to ones health.
Have children identify exercise and rest occasions in their daily lives Reinforce the differences with other examples.	State ways to avoid or minimize the effects of disasters

Standard 1 – Self and Interpersonal Relationships

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
1.1 Who am I? 1.1.2 My special talents and abilities	a. Individually children will bring pictures from magazines that depict their interest and abilities. Have students glue pictures onto a sheet of paper to form a collage. Teacher will jumble collage and give a different one to each student. Students will observe the collage and try to identify who in the class it belongs to based on what is depicted. Students will then explain how the collage represents them. Teacher will emphasize that we all have our special interests and abilities and that is what makes us all unique. b. Teacher will label two columns on the chalkboard; things I can do well, things I can't do well. Students will think about four things they are good at and four things they need to practice harder at. Class will discuss ways that they can improve their skills in the things they are not so good at. From the list students will choose their special talent and write a few short sentences about it. They may also illustrate. Students will take turns sharing this talent with class.
1.2 Feelings (expressing feelings appropriately)	Share various scenarios of children that experienced the following emotions but did not express their feelings appropriately (anger, sadness, fear, loneliness, disappointment). Ask students to identify the responses as appropriate or inappropriate and discuss why persons may react negatively. Present flash cards with a variety of emotions that may lead to inappropriate expression of feelings. Have students sound out emotions and share times when they experienced those emotions. Ask some students to share how they responded. Place children in groups and give them the name of an emotion on a flash card. On the back of the flash card have them read them choose between the appropriate and the inappropriate expression of feelings listed.

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

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Group children with similar interest and have them discuss their interests. Have them talk about how they developed the interest, some activities involved in pursuing the interest, some special skills needed, (e.g. if it's a sport) etc.	Identify and describe special skills and abilities. Identify weaknesses and discuss ways to strengthen weaknesses. Demonstrate personal characteristics that contribute to self confidence and self esteem. Identify emotions that may elicit negative feelings Recognize appropriate and inappropriate expression of feelings.
Have students complete the sentences describing appropriate responses to various emotions. When I am angry I _____ When I am sad I _____ When I am disappointed I _____ When I am lonely I _____ When I am afraid I _____ etc.	

Standard 1 — Self and Interpersonal Relationships

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
2.1 I belong to a community	Write the term "community" boldly and define the word for children. Have children say the word several times. Ask students to name their community and brainstorm for some things people do in communities (work, play, go to school, go to church etc.) Ask students to share some things they do in the community and how it feels to live in their community. (is it a caring community? Do they feel happy living there? What are some special things they enjoy about the community?) Divide students into groups and have students write and illustrate two things they enjoy most about the community they live in. Have students paste work in a community corner in class labelled "I belong to the community of _____"
2.2 Respecting other people's property	Share story about a girl who did not respect the property of others. Have students express feelings about her actions. (Do they think that it was right for her to do.....? What was the correct thing for her to do? Etc.) Place the word "respect" boldly on chalkboard. Review the meaning of respect from Infant 11. Discuss the importance of respecting things that don't belong to us. Ask students to share some examples they know of people who did not show respect for things that belonged to other people. (use examples from school and community) Discuss ways in which we show respect for things that belong to others (ask if we need to borrow it, take care of it if when we borrow, return it if we borrow it, ask permission to enter people's yard to pick fruits etc.) Provide students with a variety of scenarios and have them evaluate whether the person is showing respect for the property of others or not.
2.3 Listening to others	Prepare two students to do a short role play of one person not listening when the other is trying to share an exciting story about something that happened to her. Ask students to share how it feels when someone isn't listening when you are trying to tell them something and how it feels when people listen to what you have to say. With the help of a volunteer, role play a short scenario about someone actually listening to someone. Ask students to say how they think the person felt that was being listened to? Discuss ways students can be better listeners. Give students a topic and ask them to turn to the person besides them and talk about the topic then switch roles. Discuss how each listening skill was applied in the activity.

Topic 2: Relationships

Life Skills: interpersonal skills, self awareness, effective communication, problem solving, deci-

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have students interview two families in the community to find out some things they like about living in the community	Define the term community Identify and discuss some features of a community Identify themselves as part of a community Discuss and illustrate some positive aspects of community life Discuss the importance of respecting the property of others Demonstrate respect for the property of others in a variety of given scenarios Identify and discuss the importance of listening to others
Divide students into groups and provide each group with a scenario have students discuss and come up with an appropriate action for the scenarios. Have students share scenarios with the rest of the class.	Demonstrate awareness of a variety of listening skills
Provide each student with a topic for them to ask someone in their family three questions about. Tell them they will give the family member the gift of listening. Have students share their experiences and responses with the rest of class. Note: Use "the gift of listening" to encourage students in class to listen when you or other students are speaking.	

Standard 1 – Self and Interpersonal Relationships

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
3.1 resolving conflicts in the classroom	Share story about a fight to depict a typical conflict situation that may occur in the classroom. Define the word "conflict" for students and elicit from students what the conflict was in the story. Discuss how the conflict was addressed by the two persons who were engaged in the conflict; was this good way to deal with the situation? In what other ways could the persons have solved their problems? Have students share some conflicts they were involved with in the classroom. Identify other common conflicts that may arise in the classroom. Have students discuss some ways positive ways to solve these conflicts. Review with class the three steps to solving conflicts peacefully; name the behaviour that is bothering you. Say why it is bothering you. Say what you want to happen instead. Provide students with scenarios and have them practice using the steps.
3.2 Discipline not abuse	Provide two short scenarios; one depicting a parent disciplining a child and one depicting a parent physically abusing a child. Ask students to describe what they saw in the two scenarios. Discuss the meaning of the terms discipline and abuse and establish a differentiation between the two. Discuss with class the importance of discipline and elicit from them times when they were disciplined for wrong doing. Discuss with students times when discipline may become abuse and some of the reasons why adults may abuse children. Present some indicators of physical abuse to children. Discuss ways that children can get help in addressing situations of abuse.
3.3 Dangers of common drugs	Display pictures of alcohol, tobacco, medicines etc. Ask students to identify the substances depicted. Elicit the word drugs from students. Define the term 'drugs'. Ask students to share some information they have heard about drugs. Share the poem on drugs from the resource guide with students. Elicit from students some harmful effects of drugs mentioned in the poem. Provide students with scenarios of people offering them various types of drugs. Have students offer reasons why they do not want the drug to the persons giving it to them.

Topic 3: Managing Difficult Situations

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Provide students with a few examples of conflict situations in the classroom. Have each student choose one example and share how they would address the conflict in a positive way	Identify and discuss common situations of conflict in the classroom. Apply conflict resolution skills in a variety of given scenarios Differentiate between discipline and abuse Identify and discuss some causes of physical abuse Identify and discuss sources support systems for victims of abuse
Provide students with a number of oral scenarios. Have students identify the actions by adults as discipline or abuse.	Identify some common substances used as drugs Discuss some harmful effects of drugs Apply refusal skills in a variety of given scenarios
Place students into groups. Assign a drug to each group. Have students find out some basic information about the drug and list at least two effects of that drug.	

Standard 1 – Self and Interpersonal Relationships

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
4.1 Embracing Diversity in the classroom	Divide students into pairs. Discuss the meaning of the words similar and different with class then ask each pair to think of two ways they are similar and two things that are different about them. Have students share their similarities and differences. Elicit from students some of the common differences that were mentioned. (ethnicity, weight, height, age, skin colour, number of siblings, etc.) Make a bold list of the differences and read over each with class. Discuss with class some ways people might react to others because of these differences. Discuss the importance of respecting differences in the classroom. Divide students into groups and give each group a scenario highlighting one of the differences present in the classroom. Ask groups to suggest how they would respond if faced with the situation. Have students share responses.

Topic 4: Embracing Diversity

Life Skills: effective communication, interpersonal relations, assertiveness, refusal, negotiation,

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have student develop corner entitled "celebrating our differences" Each student will write a short paragraph or a few sentences describing one thing that is unique/different about them and paste it in the corner. Or Have students display one thing that depicts something unique about them (something cultural, something about their family, their favourite sport etc. and write a few sentences about it.	Identify and discuss some diversities that exists in the classroom Identify and practice ways to embrace diversities in the classroom

Standard 1 – Sexuality and Sexual Health

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Conditions related to poor hygiene practice	Have students work in groups to brainstorm for some common poor hygiene practices. Elicit from children the conditions related to the following poor practices: a. poor oral hygiene b. not washing hands properly/ regularly c. Poor hair care d. not bathing properly/regularly e. not changing clothes regularly For each condition have students identify ways to improve the condition listed.
Special care of the feet, shoes and clothing	Have students identify ways in which people take care of their feet and shoes (washing feet daily, keeping them dry, not wearing tight shoes, changing socks daily, washing shoes regularly etc.) Have students write short paragraph/sentences entitled "smelly feet". Share sentences/paragraph to generate discussion on the importance of keeping the feet and shoes clean. Pass around samples of clean and dirty clothing to students. Have students use adjectives to describe the clothing and say which they would prefer to wear and why. Ask students to share experience of interacting with people wearing soiled or smelly clothing. Discuss the importance of keeping clothing clean and changing clothes daily.
Products used to take care of feet, shoes and clothing.	Have students collect actual samples or pictures of products they use to take care of their feet, shoes and clothing. Have them display and discuss the use of these products (include where they can be obtained and any points on safety when using these products).

Topic 1: Taking care of my body

Life Skills: Self awareness, problem solving, decision making, creative thinking

DESCRIPTOR

Personal hygiene is important because it affects not only one's physical health but also one's social well being. Our cleanliness reflects our self value and affects the way others treat us.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Have students develop booklet with picture cut-outs or drawings of themselves or persons engaged in different proper hygiene practices	Identify consequences of poor oral hygiene (e.g. cavities, gum disease and tooth loss) Identify consequences of poor personal hygiene (e.g. body odor, illness and poor self image) Explain the importance of good hygiene practices Identify and explain uses of hygiene products
Provide students with five questions and have them interview their mother/guardian on how they care for clothing. Have students write a short paragraph or a few sentences on how and why they care for their feet and shoes.	
Have students write sentences describing five of the products and their use.	

Standard 1 – Sexuality and Sexual Health

CONTENT STANDARD

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3. Develop knowledge and skills to access age-appropriate source of health information, products and services related to sexuality and sexual health
4. Analyze the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.
5. Develop action competencies to reduce vulnerability to priority problems including sexual abuse, HIV/AIDS, cervical cancer, and STI's.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
2.1. Different types of sexual abuse	Use a short story to introduce and define the term sexual abuse. Elicit from students some actions students have heard of that may be considered as sexual abuse. Teacher clarifies which actions are considered sexual abuse and engages students in discussion about forms of sexual abuse. Introduce vocabulary associated with various forms of abuse (touching, fondling, kissing etc.) Discuss each action with students and describe why they are considered actions of sexual abuse.
2.2. I have a right to say "no"	Use story to explain to students that sometimes people around us that we love and trust may do things to us that make us feel "bad" or "funny". It is okay to say no even if we love those persons. Have students role play saying no to someone touching their private parts, and refusing rides, money, candy etc.
2.3 Feelings about sexual abuse	Share short story to elicit from students some feelings a person may have who has experienced abuse. Have students list and discuss those feelings. Reassure students that abuse is never their fault. Place student in groups and have students select one of the emotions discussed. Have each group describe how they can assist someone who may be experiencing these emotions as a result of abuse.

Topic 2: Knowing my body, My body belongs to me

Life Skills: Coping skills, critical thinking, decision making, effective communication, refusal skills, problem solving

DESCRIPTOR

It is important for children to become aware of sexual abuse (what it is, causes, signs and effects). They should also be able to identify agents to whom cases of abuse can be reported to, support systems, and coping techniques.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Provide an oral list of behaviours and have students identify them as acts of sexual abuse or not.	Identify the various types of sexual abuse Use correct terminologies to describe various acts of sexual abuse. Demonstrate assertiveness and refusal skills in saying "no" to sexual advances.
Provide students with a worksheet with emotions/ feelings and have them finish sentences about how they cope with emotions. When I am sad I _____.	Express feelings about sexual abuse. Identify ways of coping with emotions related to abuse.

Standard 1 – Sexuality and Sexual Health

CONTENT STANDARD

1. Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle
2. Build individual capacity to recognize the basic criteria and conditions for optimal reproductive health
3. Develop knowledge and skills to access age-appropriate source of health information, products and services related to sexuality and sexual health
4. Analyze the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
3.1. How boys and girls are socialized	Have students bring in pictures of various activities that boys and girls are engaged in. Have students identify which activities are similar for both sexes and which are different. Engage students in discussion on things boys do and things girls do. Are there things that only boys should do? Are there things that only girls should do? Are there colours that only girls should wear? Are there toys boys shouldn't play with? Are there games only boys should play? Are there chores in the home only girls should perform? Etc. Explain to students that sometimes boys and girls are given certain roles by society but this does not have to be. While there are some things uniquely male/female, a growing boy/girl should be free to explore a variety of roles
3.2. Respecting the opposite sex	Discuss with students some ways that boys and girls get along in class (working in groups at school, playing games together, sharing in class) Explain to them that as boys and girls grow older sometimes they do not always respect each other. Discuss some ways in which males and females may disrespect each other (name calling, hitting, bullying, pulling thing away, not saying good morning or good afternoon, thank you, excuse me) Discuss the importance of respecting the opposite sex (especially for boys as they grow older). Have students work in groups to come up with a list of ways that they can show respect for the opposite sex.

Topic 3: I am male, I am female

Life Skills: Self awareness, interpersonal skills, effective communication, problem solving

DESCRIPTOR

The expression of human sexuality is influenced by socio-cultural and economic factors. Children's personal beliefs and self-esteem play a Major role in the sexual choices that are made throughout the lifecycle.

Suggested Strategies/Activities for Assessment	Learning Outcomes
Activity: I wouldn't do that! Provide students with a list of activities that boys and girls engage in. Have students say how they felt about engaging in these activities and why.	Identify various activities that both males and females engage in. Differentiate between behaviours considered male and behaviours considered female. Identify actions that may be considered disrespectful to the opposite sex.
Have students share stories of times when they have shown respect to the opposite sex.	

Standard 1 — Eating and Fitness

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
The Importance of Food • Different foods have different nutrients, which have different functions in the body.	Let parents or older siblings help children to write a list of all the foods eaten on the previous day including snacks, to be taken to class Display pictures of food groups identified as foods that make us 'go' 'grow' and 'glow' Allow children to check their food list and identify the foods they ate with the foods displayed using ticks. (✓ Go, ✓✓ grow and ✓✓✓ glow) Check the number of foods in each group and write those numbers beside go, grow and glow. Teacher writes the servings of each type of food which should be eaten daily and checks the numbers in the children's list to see if they are eating too much of one kind of food and too little of another. Discuss.
•Note that each person's list should show more 'go' foods than the others	Each child's list could be shown to parents and exercise explained in a note for guidance. Let children check their lists for the number of food items which are under the 'go' column and compare with those under the others. Discuss
•Recall what each group of foods helps the body to do that signifies going, growing, and glowing.	Ask children to tell the different functions that 'go' foods have in the body e.g. help the body to walk, run, jump, breathe; the organs to work etc. Explain that there are so many things to do under this column that the body needs more of that particular type of nutrient. Deal with 'grow' and 'glow' in a similar manner.
Healthy Eating • Review nutrients found in the six food groups based on their functions in the body e.g. —make us run and walk —make us grow —protect us from diseases —Make us go, grow and glow	Arrange class into groups and have them compete against each other in question and answer sessions, in creative writing using the information etc. use any appropriate form of expression which will allow children to showcase their knowledge and skills
•Healthy eating occurs when food contains all six-food groups in the correct proportions to individual needs. Unhealthy eating occurs when this is not done.	Have class groups write a menu for each meal for one day for a family of very modest income to direct attention to the six food groups. Include any snacks that might be eaten in between. Identify the nutrients as go, grow and glow that the different food items will provide. This work must be carefully checked by the teacher to provide maximum benefit for the children.
•Although all Belizeans share each other's dishes, each group has its own way to combine food to produce a healthy diet. •Introduce vocabulary in preparation for transition.	Have representations for the different ethnic groups question parents about food menus for discussion in class. Have children examine the food items and classify them under food sources for discussion and comparison.

Topic 1: Food and Nutrition

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

DESCRIPTOR

A comprehensive eating and fitness programme starting at the primary school level will help students to not only make responsible choices of proper food and nutrition .

Suggested Strategies/Activities for Assessment	Learning Outcomes
Provide a jumbled list of food items and have children classify them under the columns <u>Go, Grow, Glow</u> Invite actors to dramatize, or tell a story to explain their understanding of any aspect of the functions of nutrients dealt with Match foods with functions	Develop the ability to transfer /apply knowledge to new situations Express their knowledge in different ways (self-expression) Demonstrate understanding of the functions of food in the body, which should later guide their choice of food.
Give sentence-construction exercises to help children assimilate the relevant vocabulary For a few days question children to see if they can identify the foods they ate that morning with the functions they perform.	
Use results of the competition to direct additional teaching and assimilation of information on the food groups Provide various opportunities for application/ use of knowledge.	Assimilation of knowledge which will guide decision making with respect to food choices
Individual contribution to group effort and response to questions pertaining to the menu produced	Development of the capacity to produce healthy meals
Have children examine teacher presented other menus for a day's meals and identify the food groups to which the ingredients belong then classify them into food groups to find out whether they represent all six groups.	Identify cultural influence on food - recognize which group uses which foods as their traditional foods.

Standard 1 – Eating and Fitness

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
An unbalanced diet • Disease can be developed by not eating enough of one type of food and too much of another or by not eating enough of any kind of food. Remember that foods make us go, grow, and glow.	Show pictures of children who are starving Have children describe pictures and suggest possible reasons for the appearance of those in the pictures Identify the visible absence of the benefits of food e.g. weakness, frail bodies, no activity, diseased skin. Ask children to suggest what might be the cause, too much of one kind of food, too little of another or lack of food (answer lack of food) Show another set of pictures of very fat people and identify possible reason/s for size - eating too much of the kind of food that fattens-makes them go Show pictures of very thin children who do not look sick or weak, they are tall and thin. Children might suggest that they are not eating enough of the food that the fat children ate. Discuss how shortage of any one kind of nutrient can cause some parts of the body to not function properly and some to over function.
How food can make us ill • If cooked food is left outside a refrigerator it might begin to spoil within a day, this could cause illnesses such as diarrhea/ loose stool and food poisoning.	Ask whether anyone in the class has ever been ill with loose stool (diarrhea). If yes, have those who had had the experience explain to the class what it was and how they felt. If there is no one, teacher should explain. Some foods become spoilt more quickly than others and if they are not handled safely, they get bacteria/germs in them that cause people to get ill/sick.
• Whenever food is not handled safely, food might cause people to have diarrhea	Explain that diarrhea can be caused from poor food handling practices e.g.: Recall previous learning. – food left unrefrigerated – food exposed to flies, dust and rats – food handled with hands that handled money and were not washed. – food cooked with water that is not clean
• Besides diarrhea there are two other diseases that are more serious that often cause people to be hospitalized:- food poisoning and cholera	– Food handled with hands that handled money and were not washed. – Food cooked with water that is not clean – Food in general that some germ has entered because food safety was not practiced e.g. food not properly cooked. Ask questions for remedies.
• Cholera is the most serious and can be caused from contaminated pigs and water. The areas in Belize where cholera has been found usually has pit latrines which have led to water and animals becoming contaminated by sewage.	Tell class that food poisoning is a disease that is more serious than diarrhea. Although it has some of the same symptoms, like loose stool and abdominal pain, the pain is usually worst and vomiting might be included. Usually persons are taken to a hospital/clinic for treatment. Discuss the matter of poor hygiene and improper sewage disposal, which causes sewage to drain into water that is used for drinking. Tell class that if water is not boiled, people can swallow bacteria, which cause cholera. Pigs can also become infected and die or they can infect people who eat the meat especially if it is not cooked properly.

Topic 2: Diet and Disease

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Allow children to examine pictures of ill children and suggest what might ail them. Read simple, short stories of diets and different diseases that might result and ask comprehension questions Let children play games in which they will have to give some information about nutrients and what they do for the body and possible adverse effects of their absence from the diet.	Further understanding of the need to eat a diet in which all food groups are represented adequately.
Use comprehension test strategies to review children's assimilation of lack of food safety practices which cause illness.	Acquisition of information which will guide them in handling food safely and preventing problems. Developing critical thinking skills
Help children write and perform simple skits about food and disease - e.g. a patient visiting the doctor and explaining his/her symptoms and the doctor in turn diagnosing the disease and prescribing treatment	Self expression using assimilated knowledge
	Accessing information through sharing
Ask children to ask parents to name two remedies that they know or have heard of for the diseases named and report to class. Make a poster on the diseases with class for display in the classroom. Include name, how caused and treatment. Identify differences in treatment by culture groups.	Identifying cultural differences and influence in treating diseases. (accessing information)

Standard 1 — Eating and Fitness

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Importance of food When any form of bacteria enters food we say that the food is contaminated. The steps which should be taken to prevent foods from becoming contaminated are: • Wash hands before handling food • Wash all fruits and vegetables before eating them or preparing them for eating • Use only clean utensils in which to prepare food • Cover mouth and nose when coughing or sneezing • Protect food from rats and roaches • Use clean water with which to prepare food • Never handle food and money together • Cover the hair to prevent it getting into the food	• Prepare vocabulary contaminated beforehand in Language Arts Class • Recall new vocabulary. Disease. • Recall food safety guidelines from Infants 1 and 2 • Add any not mentioned • Have children record guidelines in note book • Make arrangements beforehand: - Take children on a tour of some establishment where food is being prepared or sold Observe procedure and record positive and negative actions being taken in handling food (Use a simple symbol e.g. a tick (✓) for all the right actions and an (x) for all the wrong ones. NB. In the case of street vendors, arrange children a safe distance away where they can still see what is being done. Maintain order; all the class needs to do is to observe and make their marks without speaking.

Topic 3: Food safety

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Give exercise to test students understanding of the meaning e.g. oral/written sentences identification of proper and improper use of the word in teacher made sentences Have individuals state guidelines and give reasons why each is important Data collection through observation and recording (Teacher should check each notebook after re-turning to school) Have children summarize their individual observation for presentation and discussion in class	Vocabulary building Assimilation of knowledge through repetition Developing the capacity to do basic research through observation, recording, tabulating, and simple processing. Self expression

Standard I— Eating and Fitness

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
The importance of keeping fit • Fitness is the state of the body to perform its functions; if the body is able to perform without experiencing any tiring easily or other abnormal situation then it is fit; otherwise, it is not.	Recall work covered under food and Fitness. Discuss the topic to arrive at a definition of what fitness is. Record and have children copy in notebook.
The benefits of exercise • Regular activities and exercise: - Keep the organs and other body parts (e.g. heart, kidneys, joints) functioning properly - Help to burn excess energy thus controlling weight gain - Stimulate growth in children	Use children and diagrams to discuss joint movements the functioning of organs Discuss energy released from the starchy foods eaten and the need to balance intake and output so as not to gain excess weight Discuss the need for the nutrients which are responsible for growth in the body and what happens if the supply is too much or too little Summarize information on chalkboard to be copied in notebook.
• Structured physical exercises including dance to rhythmic accompaniment • See resource Guide pp____	Recall the benefits of exercise covered in previous classes. Continue physical exercises increasing level of difficulty of exercises previously practiced. Schedule regular weekly physical exercise sessions to fit the environment of the school

Topic 4: Fitness

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Individual oral and written expressions of what fitness is Creative writing about exercise and rest Comic expressions of the value of exercise and rest	Self expression to show understanding of information on which they will make decisions
Have children suggest activities that could be undertaken during physical education classes and give reasons for them Contribution to the discussion and the summary for recording	Application of information in real life situations. (Decision making) Applying comprehension skills
Introduce class journals on the benefits of exercise. Allow children to make their individual entries. Discuss and check facts.	Develop greater interest in exercise based on the knowledge gained. Enjoyment of exercise.

Standard I — Managing the Environment

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Inter-relationships of Systems In Natural systems simple one-way links (relation) between elements can be easily recognized from the benefits gained from the relationship.	Draw a diagram of a tree on the BB. Ask students i. how the tree benefits us on a hot day — provides shade ii. How it benefits birds — feeding, protection, home How the leaves on the ground benefit insects — providing shelter Ensure through explanations that Students make these connections Note: At this point they do not recognize them as parts of a natural cycle. Solicit the effects to the above if the tree is chopped down. Ensure that they become aware that links between elements can be broken or that changes happen: in the example, if a tree is chopped down, there will no longer be shade; or a bushfire can destroy the homes (habitats) of animals.
For a rules systems the link is the connection between each rule to its consequences.	Have students describe what happens if individuals break rules, such as ignoring road safety rules or not staying on the school compound at recess time at school. Question the origin of these rules — made by significant others, such as parents, guardians or their teachers. Activity: Making my own rules. Purpose is to have them interpreting the rules from a personal perspective. Have students devise a simple rule (Wear a cap when in the sun) and have them change it to meet their needs.
In Economic systems there is a direct link between one's wants and meeting that want. Students understand how their wants can be met. producers, suppliers and consumers	In pairs provide each group with a list of needs and have the partner make literal connections between the need and what must be done to meet the need. Example: to drink (thirst) and finding a tap or shop for water, and having a toothache and visiting a dentist. Identify by verbal questioning for students understanding of the literal relationship between producers, suppliers and consumers in familiar contexts: for example, students in rural areas understand that a cattle farmer rears the cattle; a company packages the meat for the shops and buyers/consumers purchase the beef.
Environmental Challenges <u>Factors that hinder a clean surrounding</u> People behavior/attitude Lack of resources Illegal practices <i>Students can group examples under these headings.</i>	Draw a grid on the BB and label headings. Behavior, Resources, Illegal Cite an example of an unclean situation and have students Identify reasons why the place is unclean. Place each reason in the group it falls under. Ask another student what must be done to correct the situation.
Examples of Attitudes of people People through garbage on the ground People make spills and leave it on the ground People allow their pets (Dogs and cats) to over spill garbage cans.	Teacher demonstrates several poor practices that illustrates making the surroundings untidy To emphasize the effect take the children to do a clean up project. Ask: How did it look before and then after? Ensure that it is clear that <u>we</u> are responsible. Discuss and have students recall what we must do to keep our surroundings clean Associate behavior with cleanliness.

Topic 1: Safe, Healthy, Sustainable Natural Environments

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

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
Use another natural system for students to identify links between elements within the system. Review the effects from breaking the links. Have students rules of the classroom or home rules and there resulting consequences. Question how the needs of a family can be met as the family grows — it needs to buy more food and clothes.	Make one-way links (connections) between elements of social and natural systems Identify/Recognize and that broken/missing links can disrupt systems from functioning.
Provide students with pictures depicting an unclean surroundings or practices. Ask students to describe a story that ends with the situation shown. Ask another student to change and retell the part of the story so that the unclean situation or practice is avoided. Have children demonstrate clean practices. Do regular cleaning Throw garbage in the garbage bin Clean up any mess you make Keep bags and bins secure from strays Encourage others to keep the surroundings clean Teacher and class can make a classroom picture poster showing clean practices.	Cite factors that hinder a clean surrounding/environment. Practice cleanliness

Standard I — Managing the Environment

CONTENT STANDARD

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

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Safe Practices and Rules -Put materials in their proper place. -Maintain classroom clean and in order. Example of rules to ensure playground safety -designate playing area where children should play. A Safe Environment. There is a need for a safe and clean environment - for the prevention of diseases.	Have the student (in small groups) draw pictures depicting kitchens, classroom and playground safety with list of rules to follow in keeping the classroom and playground safe, bring groups together and combine into two that the class agrees on. -Have children discuss some of the consequences of breaking the rules Present a model of an unsafe environment.

Topic 2: Responding to Environmental Health Threats

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

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

DESCRIPTOR

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

Suggested Strategies/Activities for Assessment	Learning Outcomes
--Drawing depicting kitchen, classroom and playground safety with list of rules and their consequences. -Awareness for the need for a safe environment. -Student involvement in clean-up campaigns in the environment. Use checklist to assess their involvement and attitudes.	Recognize dangerous substances, situations and environment so as to avoid and accident. Observe and adhere to safety rules in all places and at all times. (Classroom/Home and handling Chemicals)

Directory of Agencies and Services in the Social Sector

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

Agency <u>Alliance Against AIDS</u> AAA Status Non-Governmental Organization Type Direct Service Delivery Mission Seeking to improve the lives of persons living with and affected by HIV/AIDS Coverage Belize District Population All Persons living with and affected by HIV/AIDS. Contact Information Rodel Beltran Perra Executive Director Telephone 501-223-6493 Fax HOT 223-6911 Fax 501-223-6493 Email aaa@btl.net Address 5766 Meighan Avenue P.O.Box 1294 Belize City	Agency <u>Attorney General Ministry</u> BFC <u>Belize Family Court</u> Status Governmental Type Direct Service Deliver, Advocacy and Policy Development Mission To serve the public by offering a complete professional, family-centred service in a caring committed and confidential manner based upon the principles of dignity and respect for all. Coverage Belize District Population Children and Families Contact Information Margaret Nicholas Director Telephone 501-227-4114 Fax 501-227-4107 Fax 501-227-0068 Address 3rd Floor, Commercial Center Regent St., P.O.Box 1185
Agency <u>Attorney General Ministry</u> VSU <u>Vital Statistics Unit</u> Status Government Type Direct Service Delivery Mission "To improve Registration through the provision of timely, efficient and reliable service" Coverage Entire country of Belize Population Entire country of Belize Contact Information Lovinia Daniels Assistant Registrar--Births, Deaths Telephone 223-5625 Fax 223-7405 Fax 223-5635 Email vitalstatsbz@yahoo.com Address 25 Gabourel Lane Belize City, Belize	Agency <u>Belize Council for the Visually Impaired BCVI</u> Status Non-Governmental Organization Type Direct Service Delivery Mission To improve the life of the Belizean population by maintaining the maximum visual capacity of all its citizens. This is achieved through an affordable, accessible and comprehensive eye service, which encompasses rehabilitation and education for persons with visual impairment to enable them to make full use of their talents and abilities. Coverage National Population Persons who are blind or visually impaired Contact Information Joan Musa Executive Director Telephone 501-227-7776 Fax 501-223-2907 Email bcvi@btl.net Address 1 Gabourel Lane P.O. Box 413, Belize City, Belize
Agency <u>Belize Council of Churches</u> BCC Status Non-Governmental Organization Type Direct Service Deliver, Advocacy and Policy Mission "To be the prophetic voice in this challenging world!" Coverage Countrywide Population Entire Population Contact Information Gweneth Gillet Secretary Telephone 224-4009 Fax TELFAX 72365 Email roylee2000bz@yahoo.com Address P.O.Box 508 Belize City Belize	Agency <u>Belize Family Life Association BFLA</u> Status Non-Governmental Organization Type Direct Service Delivery Mission To provide comprehensive sexual and reproductive health services countrywide so as to assist communities devise plans of action to address the S&RH needs of its members; and to develop its resource capacity to sustain its current services with a focus on gender equity and quality of care. Coverage National Population General population; emphasis on persons in their reproductive years Contact Information Joan Burke Ag. Executive Director Telephone 501-203-1018 Fax 501-223-2667 Email bfla@btl.net Address Mercy Lane Belize City, Belize

Agency <u>Education</u> Status Type Mission Coverage Population Contact Information Dolores Godfrey Executive Director Telephone 501-223-5986 Fax 501-223-5986 Email carebelize@btl.net Address 25 Gabourel Lane P.O.Box 413 Belize City, Belize	Agency Status Type Mission Coverage Population Contact Information Hand in Hand Ministries HHM Non-Governmental Organization Direct Service Delivery Seeking to make Christ present in the world through service to the poor. HHM believes that all people deserve life's essentials – food, clothing, shelter, education and medical care. Belize City and Lucky Strike Village The poorest of the poor, indigent Mark Thessing, Benard Panton Director Of International Programs Assistant Director Telephone 501-227-6273 Email markstheising@hotmail.com berniehbm@yahoo.com, sheenahhm@yahoo.com Address 144 North Front Street, Belize City, Belize
Agency Status Type Mission Coverage Population Contact Information Jesuit Volunteers Belize JV:B Non-Governmental Organization Direct Service Delivery, Coordination Committed to: spirituality, simple living, social justice and community. JV Belize is about believing in Belizeans and in the possibility that we can make a difference in our society and in our world. JV:B intends to hear the cry of the most needy and to respond in compassionate, creative and empowering ways. Seeking to address the causes and not simply to alleviate the symptoms of needs. National The poor and marginalized Carolee Chanona, RSM Cynthia Williams Director Assistant Director Telephone 501-224-5430 Telfax 822-0121 Email jvbelize@btl.net Address P.O.Box 548, Belize City, Belize	Agency Status Type Mission Coverage Population Contact Information Mental Health Association MHA Non-Governmental Organization Advocacy, Education The Mental Health Association is dedicated to raising awareness about issues related to mental well being, improving mental health services, and advocating on behalf of those with mental illness and their families. Non-specific Non-specific Kathy Esquivel Jennifer Lovell Secretary President Telephone 223-5239, 605-1661 Fax 223-1004 Email pcom@btl.net, crabooogyal@yahoo.com Address Cleopatra Health Clinic Princess Margaret Drive P.O.Box 1344 Belize City, Belize
Agency Status Type Mission Coverage Population Contact Information Ministry of Education ESS Education Support Services Governmental Direct Service Delivery To provide strength, stability and the ability to adapt to changing conditions and requirements as Belize adjusts to the changing world. ESS is committed to improving nationwide access to lifelong learning by ensuring the holistic development of all children through participation. National Children ages 5 to 14 Dativa Martinez Director Telephone 501-223-1150 Fax 501-223-6497 Email dmartinez@moes.gov.bz Address P.O. Box 2100, Belize City, Belize	Agency Status Type Mission Coverage Population Contact Information Ministry of Education QADS--HFLE HFLE Unit Governmental Direct Service Delivery, Advocacy and Policy Development Empowering Children and Adolescents in Belize with the Knowledge and Skills for Healthy Living . National Children and Adolescents Sherelene Tablada HFLE Officer Telephone 501-223-1389 Fax 501-223-4532 Address West Landivar P.O.Box 389 Belize City, Belize
Agency Status Type Mission Coverage Population Contact Information Ministry Of Health HECOPAB Health Education and Community Participation Bureau Governmental Direct Service Delivery and Advocacy To provide accurate, relevant and current information necessary for the promotion of health and wellness as a positive resource for the development of human potential in an environment of social and gender equity. National General Population Erika Goldson-McGregor Telephone 501-223-0117 Fax 501-223-0117 Email hecopabmoh@yahoo.com Address Bliss Nursing School Building Cor. St. Joseph & St. P.O.Box 493 Belize City, Belize	Agency Status Type Mission Coverage Population Contact Information Ministry Of Health MCH Maternal and Child Health Programme Governmental Direct Service Delivery, Policy To contribute to the health of women and children National Women in the reproductive age group(15-49); Child 0-5 Largaespada Beer, MD Technical Advisor, MCH/MOH Telephone 501-822-2325 Fax 822-2363/2068 Fax 501-822-2942 Email nlargaespada@moh.gov.bz Address William Tam Bldg. Water Reservoir Area Belmopan City Cayo

Lower Division Curriculum

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

Agency	Ministry of Human Development CRD <i>Community Rehabilitation Department</i>
Status	Governmental
Type	Direct Service Delivery
Mission	The Community Rehabilitation Department is a government agency dedicated to the provision of preventative, rehabilitative and diversionary programs for first-time offenders and juvenile offenders with respect to minor offences.
Coverage	National
Population	Children in conflict with the law
Contact Information	
	Fermin Olivera Director
Telephone	501-223-2716
Fax	501-223-3102
Email	ferminolivera@excite.com
Address	Freetown Road Belize City, Belize
	501-223-2764

Agency	Ministry of Human Development DHS <i>Department of Human Services</i>
Status	Governmental
Type	Direct Services
Mission	To empower people by promoting, developing and coordinating programmes and services that will enable Belizeans to become self sufficient based on the principles of social justice, equity and participation thereby contributing to the process of national development.
Coverage	National
Population	Vulnerable Population (children and families)
Contact Information	
	Ava Pennill
Telephone	227-7451
Email	hsdbze@hotmail.com
Address	P.O.Box 41 Belize City, Belize
Fax	227-2051 227-1276

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

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

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

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

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

Agency <u>National Organization for the Prevention of Child Abuse and Neglect</u> NOPCAN Status Non-Governmental Organization Type Direct Services, Advocacy, Policy Mission To prevent child abuse and neglect and to strengthen and preserve the Belizean family through education/awareness, advocacy, research and legal reform. Coverage National Population Children and families affected by abuse Contact Information Denbigh Yorke Executive Director Telephone 501-203-0441 620-7737 Email nopcanbelize@yahoo.com Address 3rd Fl. Nursing School Building Cor. St Thomas and St P.O.Box 1441 Belize City, Belize	Agency <u>National Women's Commission</u> NWC Status NGO Type Policy Mission Advocating for Women in order to achieve more equitable and fulfilling human development Coverage National Population All Women Contact Information Dolores Balderamos Garcia Shanda McDonald Chairperson Executive Assistant Telephone 501-223-7594 501-223-4284 Fax 501-223-3459 Email womenscom@btl.net Address #8 17th Street Belize City Belize
Agency <u>United Nations Children's Fund</u> UNICEF Status International Type Advocacy Mission For every child: Health, Education, Equality Coverage International Population All Children Contact Information Roy Bowen Programme Officer Telephone 501-223-3864 223-3609/7294 Fax 501-223-3891 Email rbowen@unicef.org Address 831 Coney Drive Website www.unicef.org Fultec Building, 2nd Floor P.O.Box 2672 Belize City, Belize	Agency <u>Women's Issues Network of Belize</u> WIN Belize Status Non-Governmental Organization Type Advocacy Mission WIN-Belize is a network of service-oriented organizations with a strong united voice that provides leadership by empowering and strengthening its member agencies. It develops linkages among organizations promoting the development of women, facilitates the sharing of knowledge, skills and resources and advocates for improving the quality of life of women and their families in Belize. Coverage National Population Women, Men and Youth Contact Information Carolyn Reynolds Coordinator Telephone 227-1069 Fax 227-1068 Email winbelize@btl.net Address 28 Dean Street Belize City Belize
Agency <u>Young Men's Christian Association</u> YMCA Status Non-Governmental Organization Type Direct Service Delivery Mission The YMCA of Belize is a Christian organization committed to the development of the Belizean community in Spirit, Mind and Body and to the promotion of Social Justice and Peace. Coverage Belize District Population Contact Information Clara Cuellar Program Director Telephone 501-222-5497 501-222-5526 Fax 501-222-5535 Email ymcabze@hotmail.com Address Faber's Road Ext.	Agency <u>Young Women's Christian Association</u> YWCA Status Non-Governmental Organization Type Direct Service Delivery and Advocacy Mission The YWCA is a national, non-governmental, not-for-profit Christian organization, committed to making opportunities available for the spiritual, intellectual and physical development of women and girls in Belize Coverage Belize District Population Children to Seniors Citizen; Main focus on Girls and Women Contact Information Sonia Lenares Executive Secretary Telephone 203-4971 Fax 223-5685 Email bzeywca@yahoo.com Address 119 Cor. Freetown Rd. & St. Thomas St. P.O.Box 158 Belize City, Belize
Agency <u>Youth Enhancement Services</u> YES Status Non-Governmental Organization Type Direct Service Delivery and Advocacy Mission Empowering young women to Lead an independent and fulfilling life. Coverage Belize District Population Girls and Young Adolescent Women Contact Information Florence Dilleth Executive Director Telephone 501-225-2692 501-203-2538 Fax 501-203-2538 Email yes@btl.net Address P.O.Box 1450 Belize City, Belize	

