

Primary School Curriculum

Health Education (HE)



MINISTRY OF EDUCATION

Bermuda
2001

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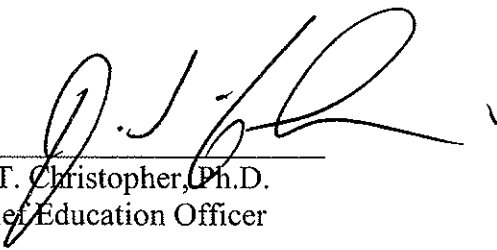
FOREWORD

Quality curriculum is basic to any educational programme. The written curriculum must provide the structure and substance of what is taught to all students. The written curriculum is a guide to teachers to ensure that the knowledge, skills, competencies and resources students need in order to learn are provided during instruction.

In particular, it is acknowledged that knowledge is virtually infinite in that it is continually changing and expanding as “new” knowledge is developed and “old” knowledge is refined. In addition the skills and competencies that students need change as the environment in the total community changes. It is important therefore that a school system has a structure for the instructional programme that provides direction, focus, flexibility and state-of-the-art thinking about each content area.

Because of its strategic geographical position, Bermuda has been influenced continuously by the changes in the relationship between the continents bordering the Atlantic -- North and South America, Africa and Europe. The current interest in the globalization of the world community allows Bermuda to build on its strength in international relations. It is essential that our students become accustomed to viewing the entire world as the area in which they must live and grow. They must integrate knowledge across all subjects in preparation for their adult life. Our curriculum guides must be viewed from this perspective.

A team of teachers, education officers and other persons within the school system and community, drawing from their collective experience in working with young people, has developed this curriculum guide. Input from community representatives on each Curriculum Advisory Committee has assisted us in Bermudianizing the curriculum. All of the contributors share both the pride and the responsibilities of authorship. This guide represents the essential elements of education in Bermuda’s primary schools.



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The restructured curriculum development process began in 1994 under the leadership of Dr. Helen Stemler, Restructuring Curriculum Coordinator. During 1994-1995, the writing teams in the various content areas developed the frameworks for the entire curriculum development process. From 1995-1997 the curricula for the middle level were created. Thanks also to Dr. Gina Tucker, curriculum coordinator 1998-1999. Special thanks to Mrs. Kalreta Conyers-Steede, Education Officer, Business Studies, who coordinated the final production of these curriculum documents 1999-2001.

These documents would not have been completed without the support of a very hardworking, dedicated group of people - the secretarial/support staff who typed and assisted with numerous tasks associated with completing these documents. This group includes the following persons:

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OVERVIEW

The aim of the primary school is to provide for the academic achievement, personal development and group citizenship of early adolescents. In keeping with this aim, the organizational patterns appropriate to the developmental needs of five to twelve year-old students need to be provided.

The curriculum is composed of a common body of knowledge with emphasis placed on mastery skills and achievement measured according to each student's abilities. The development of positive attitudes toward learning, self and others is a basic component of Bermuda's primary school programme. The programme is based on the belief that all students make every effort to succeed when in an environment that fosters and encourages success, regardless of their background or previous level of achievement. Educational development at the primary level should provide adequate preparation for continued experiences. To create an atmosphere of accomplishment in which each student has opportunities for growth, emphasis is placed on:

- opportunities for sharing enriching experiences, creative expressions and exposure to ideas
- enhancement of personal abilities with opportunities to pursue and express them through diversity and supportive activities
- development of a growing sense of responsibility, integrity, self-discipline, reliable judgement and self-respect in each student
- encouragement of acceptance of their roles and responsibilities in the educational process with confidence, enthusiasm and appropriate social and academic behaviours
- provisions of time and opportunity for ethical growth and for the development of responsible values and character

The curriculum guide contains three (3) sections beginning with the Introduction. The cited twelve goals of education direct instructional outcomes in all primary school subjects. Specifically, a curriculum framework has been approved for each subject and is to be used as the basis for the subject specific philosophy, goals and subgoals, performance indicators and scope and sequence. Effective utilization of this framework will establish continuity and progression of instruction throughout all year levels.

The second section of this guide delineates the primary school programme of instruction and contains an overview for Phase A and B that includes: primary rationale, year level requirements, adopted materials of instruction, phase outline, correlation matrix and modules. It is expected that all teachers will focus instruction on the established curriculum objectives outlined in the modules. The final section of this guide contains resources of valuable support for teachers.

GOALS OF EDUCATION

In Bermuda, the Goals of Education provide the direction for primary level education. These twelve (12) goals enable primary level students to:

- develop responsiveness to the dynamic process of learning
- develop resourcefulness, adaptability and creativity in learning and living
- acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers and other symbols
- develop a wellness approach to life
- gain satisfaction from participating in and appreciating the various forms of artistic expression
- develop a feeling of self-worth
- develop values related to personal and ethical beliefs and to the common welfare of society
- develop an understanding of the role of the individual within a family unit, the role of the family within society and the role of our society in a global context
- develop a sense of personal responsibility in society at the national and international levels
- acquire skills that contribute to self-reliance in solving practical problems in everyday life
- acquire skills and attitudes that will lead to satisfaction and productivity in a career
- develop respect for the environment and a commitment to the wise use of resources.

CURRICULUM AND INSTRUCTION FOR ALL STUDENTS

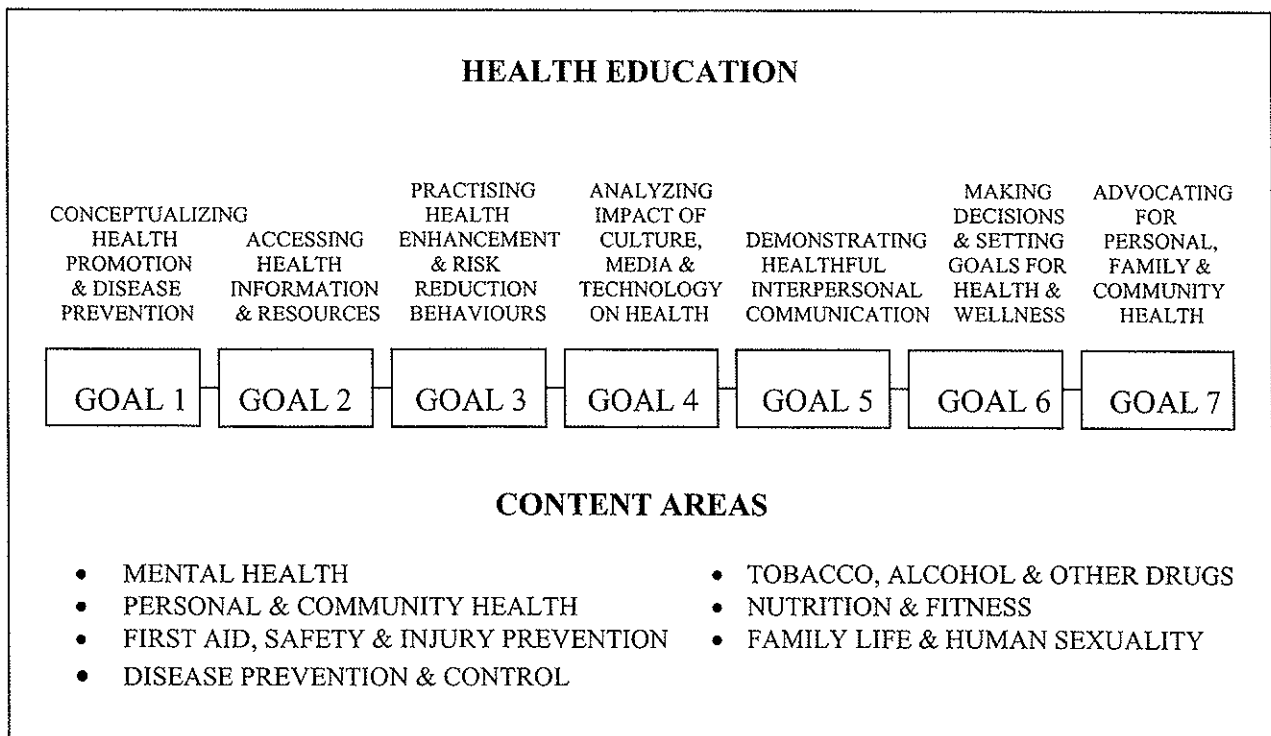
All primary schools will have common programmes designed to offer nine subjects to all students and to give them a knowledge base which will equip them with a foundation that will prepare them to move to the middle school level. There will be a basic core curriculum that will include English language arts, mathematics, science and social studies. These subjects will be supported by a variety of encore subjects, such as health education, physical education, information technology, music and visual arts. Information technology will also be integrated into all subject areas. An integrated curriculum is a meaningful approach to primary instruction that assists students to transfer knowledge within and across all subjects and apply skills and processes developed in subjects to real life Bermuda issues.

It is expected that the implemented curriculum will be based on the premise that all students can learn and that instruction should be differentiated to meet the unique needs of the learner. Further, it is expected that the primary school curriculum will be implemented from a Bermudianized and multicultural perspective as much as is feasible.

HEALTH EDUCATION PHILOSOPHY

School Health Education focuses on the prevention of health problems. It is designed to assist students in the development of healthful behaviours that are based on the application of health literacy and thinking skills to scientific knowledge. Health Education is firmly rooted in medicine, public health, social/behavioural sciences and education and emphasizes the physical, mental, emotional, spiritual and social aspects of wellness. Health education provides activities that help young people not only develop the skills they will need to avoid prevalent childhood and adolescent health risks, but prepares them for responsible adult living. School health education should involve youth, staff, families and the community. Health Education emphasizes instruction about health careers, health literacy information retrieval, application of critical and creative thinking skills and the study of values and ethics as related to the development of wholesome lifestyles and access to effective health care.

Despite many medical advances in this century, our Bermudian community is faced with perhaps a new dilemma, that of chronic diseases resulting from unhealthy lifestyles and environmental hazards. Risk factors such as inappropriate dietary patterns, stress, sedentary living and the abuse of tobacco, alcohol and other drugs contribute to a variety of health problems. The health education curriculum focuses on modification of these risk factors. Ultimately, the community, churches and schools should view themselves as health educator partners, collaboratively functioning to support parents, the primary health educators, in addressing the health needs and interests of young people. Together, we all should encourage young people to make healthful decisions and behavioural choices based on an ethic which fosters their health and wellness.



HEALTH EDUCATION GOALS AND SUBGOALS

GOAL 1 CONCEPTUALIZING HEALTH PROMOTION AND DISEASE PREVENTION

STUDENTS WILL COMPREHEND HEALTH PROMOTION AND DISEASE PREVENTION CONCEPTS.

- Subgoal 1.1** Analyze the potential impact of common risk behaviours on the quality of life.
- Subgoal 1.2** Analyze the changing relationships of mental, emotional, social, spiritual and physical health throughout life.
- Subgoal 1.3** Analyze how the family, peers and community influence the health of individuals.
- Subgoal 1.4** Evaluate the interrelationship between the environment and community health.
- Subgoal 1.5** Identify ways to delay onset and reduce the risks of health problems which may be encountered during one's lifetime.
- Subgoal 1.6** Analyze how the prevention and control of health problems have been altered by research and medical advances.
- Subgoal 1.7** Analyze how public health policies and laws function in the prevention and control of disease.
- Subgoal 1.8** Demonstrate an ability to use methods of health promotion and disease prevention.

GOAL 2 ACCESSING HEALTH INFORMATION AND RESOURCES

STUDENTS WILL ACCESS VALID HEALTH INFORMATION AND UNDERSTAND HOW TO ACCESS APPROPRIATE HEALTH PRODUCTS AND SERVICES.

- Subgoal 2.1** Discriminate between reliable and unreliable health information, products and services and be aware of services available in the community.
- Subgoal 2.2** Describe factors that influence personal selection of health care resources, products and services.

Subgoal 2.3 Analyze data from multiple sources needed to make informed decisions about health information, products and services.

Subgoal 2.4 Analyze situations that require professional health services.

Subgoal 2.5 Demonstrate the ability to access individuals and agencies that provide support and protection.

Subgoal 2.6 Be aware of health care costs and availability of insurance for determining the extent of coverage for the prevention and treatment of health problems.

GOAL 3 **PRACTISING HEALTH ENHANCEMENT AND RISK REDUC-**
TION BEHAVIOURS

**STUDENTS WILL DEMONSTRATE THE ABILITY TO
PRACTISE HEALTH ENHANCING BEHAVIOURS AND REDUCE
HEALTH RISKS.**

Subgoal 3.1 Analyze the role of individual responsibility for reducing or managing health risks.

Subgoal 3.2 Assess risk factors to determine personal responsibility for health.

Subgoal 3.3 Distinguish between appropriate and inappropriate behaviour in relationships as they affect health.

Subgoal 3.4 Develop strategies to improve or maintain personal, family and community health and wellness.

Subgoal 3.5 Develop injury prevention strategies for personal, family and community health.

Subgoal 3.6 Develop responses to a range of situations involving physical injury.

Subgoal 3.7 Demonstrate methods of avoiding threatening situations.

Subgoal 3.8 Demonstrate actions for dealing with individuals exhibiting dangerous behaviours.

Subgoal 3.9 Develop strategies to identify and manage sources of stress.

GOAL 4 **ANALYZING IMPACT OF CULTURE, MEDIA AND TECHNOLOGY ON HEALTH**

STUDENTS WILL ANALYZE THE IMPACT OF CULTURE, MEDIA, TECHNOLOGY AND OTHER FACTORS ON HEALTH.

- Subgoal 4.1** Analyze how cultural diversity enriches and challenges healthful behaviours.
- Subgoal 4.2** Analyze how culture and the media impacts on personal, family and community health.
- Subgoal 4.3** Analyze the role of government in regulating advertising claims related to health.
- Subgoal 4.4** Describe ways technology can influence health and wellness.
- Subgoal 4.5** Analyze the influence that school, peers and family have on health and wellness.

GOAL 5 **DEMONSTRATING HEALTHFUL INTERPERSONAL COMMUNICATION**

STUDENTS WILL DEMONSTRATE HEALTHFUL INTERPERSONAL COMMUNICATION.

- Subgoal 5.1** Interpret verbal and non-verbal communication.
- Subgoal 5.2** Demonstrate skills for communicating effectively with family and friends.
- Subgoal 5.3** Evaluate the result of open and honest communication in relationships.
- Subgoal 5.4** Demonstrate ways to effectively communicate care, consideration and respect of self and others.
- Subgoal 5.5** Demonstrate a variety of strategies for solving interpersonal conflicts without harm to self or others.
- Subgoal 5.6** Demonstrate refusal and negotiation skills to avoid potentially harmful or exploitative situations.
- Subgoal 5.7** Analyze the possible causes of conflict in schools and communities.
- Subgoal 5.8** Demonstrate strategies used to reduce conflict among young adults in schools and communities.

GOAL 6 **MAKING DECISIONS AND SETTING GOALS FOR HEALTH AND WELLNESS**

STUDENTS WILL DEMONSTRATE THE ABILITY TO USE DECISION MAKING AND GOAL SETTING SKILLS WHICH ENHANCE HEALTH.

- Subgoal 6.1** Demonstrate the ability to utilize various strategies when making decisions related to the health needs and risks of young adults.
- Subgoal 6.2** Analyze health concerns that require collaborative decision making.
- Subgoal 6.3** Predict immediate and long term impact of health decisions on the individual, family and community.
- Subgoal 6.4** Establish a plan for attaining a personal health goal.
- Subgoal 6.5** Evaluate progress toward achieving personal health goals.
- Subgoal 6.6** Develop an effective plan for lifelong health promotion and disease prevention.

GOAL 7 **ADVOCATING FOR PERSONAL, FAMILY AND COMMUNITY HEALTH**

STUDENTS WILL ADVOCATE FOR PERSONAL, FAMILY AND COMMUNITY HEALTH.

- Subgoal 7.1** Evaluate the impact of various communication methods which accurately express health information and ideas.
- Subgoal 7.2** Express ideas and opinions on health issues by composing a multi media presentation.
- Subgoal 7.3** Utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions on health issues.
- Subgoal 7.4** Use communication skills for working cooperatively with others to advocate for healthy communities.
- Subgoal 7.5** Demonstrate the ability to influence and support others in making positive health choices.
- Subgoal 7.6** Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.

GOAL 1	Students will comprehend health promotion and disease prevention concepts.			
HEALTH EDUCATION	PERFORMANCE INDICATORS			
Subgoals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.1 Analyze the potential impact of common risk behaviours on the quality of life.	describe positive and negative personal health behaviours	recognize the relationship between personal health behaviours and individual wellness	explain the relationship between positive health behaviours and the prevention of injury, illness, disease and premature death	analyze the potential impact of common risk behaviours on the quality of life
1.2 Analyze the changing relationships of mental, emotional, social, spiritual and physical health throughout life.	describe wellness as part of the whole person concept	describe mental, emotional, social, spiritual and physical health during childhood	describe the interrelationship of mental, emotional, social, spiritual and physical health during adolescence	analyze the changing relationships of mental, emotional, social, spiritual and physical health throughout life
1.3 Analyze how the family, peers and community influence the health of individuals.	describe how the family influences the health of individuals and friends	describe how the family and community influence the health of individuals and friends	describe how the family, peers and community influence the health of individuals	analyze how the family, peers and community influence the health of individuals
1.4 Evaluate the interrelationship between the environment and community health.	describe positive and negative environmental health practices	identify the impact of the environment on personal health	identify the interrelationship between the environment and personal health	evaluate the interrelationship between the environment and community health

GOAL 1 Cont'd.	Students will comprehend health promotion and disease prevention concepts.			
HEALTH EDUCATION	PERFORMANCE INDICATORS			
Subgoals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.5 Identify ways to delay onset and reduce the risks of health problems which may be encountered during one's lifetime.	describe the common health problems and actions which cause them	identify ways to reduce the risks related to health problems of adolescents which may be encountered during adulthood	identify ways to reduce the risks related to health problems of adolescents which may be encountered during adulthood	identify ways to delay onset and reduce the risks of health problems which may be encountered during one's lifetime
1.6 Analyze how the prevention and control of health problems have been altered by research and medical advances.	describe how injuries and illnesses can be prevented or treated	recognize that many injuries and illnesses can be prevented or treated	describe how heredity and micro-organisms are related to the cause or prevention of disease and other health problems	analyze how the prevention and control of health problems have been altered by research and medical advances
1.7 Analyze how public health policies and laws function in the prevention and control of disease.	describe the role of medical professionals	recognize that health problems should be detected and treated early	recognize that many causes of premature death can be prevented by positive health practices and appropriate health care	analyze how public health policies and laws function in the prevention and control of disease
1.8 Demonstrate an ability to use methods of health promotion and disease prevention.	describe making healthful choices	identify methods of health promotion	analyze methods of health promotion and disease prevention	demonstrate an ability to use methods of health promotion and disease prevention

GOAL 2	Students will access valid health information and understand how to access appropriate health products and services.			
HEALTH EDUCATION	PERFORMANCE INDICATORS			
Subgoals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.1 Discriminate between reliable and unreliable health information, products and services and be aware of services available in the community.	identify situations that require health information, products and services	describe situations with wise use of health information, products and services available in the community	determine the reliability of health information, products and services	discriminate between reliable and unreliable health information, products and services and be aware of services available in the community
2.2 Describe factors that influence personal selection of health care resources, products and services.	identify a variety of resources from the home, school and community that provide reliable health information	describe helpful community sources of reliable health information	research the availability of community health information, products and services that can help adolescents and compare the costs of health products and services	describe factors that influence personal selection of health care resources, products and services
2.3 Analyze data from multiple sources needed to make informed decisions about health information, products and services.	locate health information from a variety of resources in the community	compare health information from a variety of appropriate sources	evaluate health information from multiple sources	analyze data from multiple sources needed to make informed decisions about health information, products and services

GOAL 2 Cont'd.

Students will access valid health information and understand how to access appropriate health products and services.

HEALTH EDUCATION**PERFORMANCE INDICATORS**

Subgoals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.4 Analyze situations that require professional health services.	identify sources of advertising for health resources, products and services	explain the impact of advertising on the selection of health resources, products and services	relate health care services to the appropriate professional providers	analyze situations that require professional health services
2.5 Demonstrate the ability to access individuals and agencies that provide support and protection.	identify school and community health helpers	demonstrate the ability to locate school and community health helpers	demonstrate the ability to locate health resources and services	demonstrate the ability to access individuals and agencies that provide support and protection
2.6 Be aware of health care costs and availability of insurance for determining the extent of coverage for the prevention and treatment of health problems.	N/A	N/A	compare the costs of health products and services	be aware of health care costs and availability of insurance for determining the extent of coverage for the prevention and treatment of health problems

GOAL 3	Students will demonstrate the ability to practise health enhancing behaviours and reduce health risks.			
HEALTH EDUCATION	PERFORMANCE INDICATORS			
Subgoals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
3.1 Analyze the role of individual responsibility for reducing or managing health risks.	identify responsible health habits	explain the importance of assuming responsibility for personal health habits	analyze the importance of assuming responsibility for personal health habits	analyze the role of individual responsibility for reducing or managing health risks
3.2 Assess risk factors to determine personal responsibility for health.	develop an awareness of personal health needs	increase awareness of personal health needs	evaluate the results of personal health assessment(s)	assess risk factors to determine personal responsibility for health
3.3 Distinguish between appropriate and inappropriate behaviour in relationships as they affect health.	identify behaviours that are safe, risky or harmful to self and others	identify behaviours that are safe, risky and harmful to self and others	analyze the short-term and long-term consequences of safe, risky and harmful behaviours	distinguish between appropriate and inappropriate behaviour in relationships as they affect health
3.4 Develop strategies to improve or maintain personal, family and community health and wellness.	practice healthful behaviours	demonstrate strategies to improve or maintain personal health and wellness	demonstrate strategies to improve or maintain personal and family health and wellness	develop strategies to improve or maintain personal, family and community health and wellness
3.5 Develop injury prevention strategies for personal, family and community health.	identify wise injury prevention strategies	develop injury prevention strategies for personal health	develop injury prevention strategies to improve or maintain personal and family health	develop injury prevention strategies for personal, family and community health

GOAL 3 Cont'd.		Students will demonstrate the ability to practise health enhancing behaviours and reduce health risks.			
HEALTH EDUCATION		PERFORMANCE INDICATORS			
Subgoals		PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
3.6	Develop responses to a range of situations involving physical injury.	distinguish between threatening and non-threatening circumstances	identify appropriate responses to threatening situations	manage a range of responses involving threatening situations	develop responses to a range of situations involving physical injury
3.7	Demonstrate methods of avoiding threatening situations.	identify ways to avoid threatening situations	generate ways to avoid threatening situations	demonstrate methods of avoiding threatening situations	demonstrate methods of avoiding threatening situations
3.8	Demonstrate actions for dealing with individuals exhibiting dangerous behaviours.	identify how to get assistance in threatening circumstances	explain how to get assistance in threatening circumstances	demonstrate actions to obtain assistance when confirmed with dangerous and threatening circumstances	demonstrate actions for dealing with individuals exhibiting dangerous behaviours
3.9	Develop strategies to identify and manage sources of stress.	identify causes of practice relaxation techniques	develop ways to manage common sources of stress in children	demonstrate effective strategies to manage common sources of stress for adolescents	develop strategies to identify and manage sources of stress

GOAL 4	Students will analyze the impact of culture, media, technology and other factors on health.			
HEALTH EDUCATION	PERFORMANCE INDICATORS			
Subgoals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
4.1 Analyze how cultural diversity enriches and challenges healthful behaviours.	recognize different personal health practices based on cultural differences	describe the influence of culture on personal health practice	describe how cultural beliefs influence health behaviours including the use of health services	analyze how cultural diversity enriches and challenges healthful behaviours
4.2 Analyze how culture and the media impacts on personal, family and community health.	identify how the media seeks to influence thought, feelings and behaviours	describe how the media seeks to influence thoughts, feelings and behaviours	describe messages from culture, media and other factors that impact health practices	analyze how culture and the media impacts on personal, family and community health
4.3 Analyze the role of government in regulating advertising claims related to health.	locate advertising on health topics	identify advertising techniques used to impact health decisions	analyze advertising techniques used to impact health decisions	analyze the role of government in regulating advertising claims related to health
4.4 Describe ways technology can influence health and wellness.	identify ways technology can influence health and wellness	describe ways technology can influence health and wellness	analyze the influence of technology on personal and family health and wellness	describe ways technology can influence health and wellness
4.5 Analyze the influence that school, peers and family have on health and wellness.	identify the influence of the family on health	describe the influence that information from school and family has on health and wellness	analyze the influence information from peers has on health and wellness	analyze the influence that school, peers and family have on health and wellness

GOAL 5		Students will demonstrate healthful interpersonal communication.			
HEALTH EDUCATION		PERFORMANCE INDICATORS			
Subgoals		PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
5.1	Interpret verbal and non-verbal communication.	describe verbal and non-verbal communication	distinguish between verbal and non-verbal communication	demonstrate effective verbal and non-verbal communication	interpret verbal and non-verbal communication
5.2	Demonstrate skills for communicating effectively with family and friends.	identify characteristics needed to be a responsible friend and family member	describe characteristics needed to be a responsible friend and family member	demonstrate skills for communicating effectively with family and friends	demonstrate skills for communicating effectively with family and friends
5.3	Evaluate the result of open and honest communication in relationships.	identify needs, wants and feelings in preschool	identify needs, wants and feelings appropriately	develop strategies to manage feelings	evaluate the result of open and honest communication in relationships
5.4	Demonstrate ways to effectively communicate care, consideration and respect of self and others.	recognize ways to communicate care, consideration and respect of self and others	describe simple ways to communicate care, consideration and respect of self and others	demonstrate effective ways to communicate care, consideration and respect of self and others	demonstrate ways to effectively communicate care, consideration and respect of self and others
5.5	Demonstrate a variety of strategies for solving interpersonal conflicts without harm to self or others.	demonstrate simple strategies for solving interpersonal conflicts without harming self or others	demonstrate several strategies for solving interpersonal conflicts without harming self or others	demonstrate a variety of strategies for solving interpersonal conflicts without harming self or others	demonstrate a variety of strategies for solving interpersonal conflicts without harm to self or others

GOAL 5 Cont'd.		Students will demonstrate healthful interpersonal communication.			
HEALTH EDUCATION		PERFORMANCE INDICATORS			
Subgoals		PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
5.6	Demonstrate refusal and negotiation skills to avoid potentially harmful or exploitative situations.	demonstrate refusal skills and seek adult help	demonstrate refusal skills and seek adult help	demonstrate refusal and negotiation skills to avoid potentially harmful or exploitative situations	demonstrate refusal and negotiation skills to avoid potentially harmful or exploitative situations
5.7	Analyze the possible causes of conflict in schools and communities.	differentiate between negative and positive behaviours involving conflict	differentiate between negative and positive behaviours involving conflict	analyze the possible causes of conflict among ones peers in schools and communities	analyze the possible causes of conflict in schools and communities
5.8	Demonstrate strategies used to reduce conflict among young adults in schools and communities.	practise non-violent procedures for resolving conflict in school	utilize non-violent procedures for resolving conflict in school	employ positive strategies to manage conflict in school	demonstrate strategies used to reduce conflict among young adults in schools and communities

GOAL 6		Students will demonstrate the ability to use decision making and goal setting skills which enhance health.			
HEALTH EDUCATION		PERFORMANCE INDICATORS			
Subgoals		PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
6.1	Demonstrate the ability to utilize various strategies when making decisions related to the health needs and risks of young adults.	identify examples of healthful decision making	demonstrate the ability to apply a decision making process to health issues and problems	demonstrate the ability to apply a decision making process to health issues and problems individually and collaboratively	demonstrate the ability to utilize various strategies when making decisions related to the health needs and risks of young adults
6.2	Analyze health concerns that require collaborative decision making.	recognize when to ask for assistance when making health related decisions and setting health goals	analyze when to ask for assistance when making health related decisions and setting health goals	analyze the role of individual, family, community and cultural values when making health related decisions	analyze health concerns that require collaborative decision making
6.3	Predict immediate and long term impact of health decisions on the individual, family and community.	identify some positive health decisions	describe outcomes of positive health decisions	explain how decisions regarding health behaviours have consequences for self and others	predict immediate and long term impact of health decisions on the individual, family and community
6.4	Establish a plan for attaining a personal health goal.	identify the importance of setting healthful goals	list the steps in setting personal health goals	apply strategies and skills needed to attain personal health goals	establish a plan for attaining a personal health goal

GOAL 6 Cont'd.	Students will demonstrate the ability to use decision making and goal setting skills which enhance health.			
HEALTH EDUCATION	PERFORMANCE INDICATORS			
Subgoals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
6.5 Evaluate progress toward achieving personal health goals.	identify a personal health improvement goal	set a personal health goal and make progress toward its achievement	describe how changing abilities, priorities and responsibilities influence personal health goals	evaluate progress toward achieving personal health goals
6.6 Develop an effective plan for lifelong health promotion and disease prevention.	explain why it is important to be responsible for one's health	formulate a personal wellness plan which addresses improvement in aspects of physical, mental, emotional, spiritual and social health	formulate a personal wellness plan which addresses needs and health risks	develop an effective plan for lifelong health promotion and disease prevention

GOAL 7		Students will advocate for personal, family and community health.			
HEALTH EDUCATION		PERFORMANCE INDICATORS			
Subgoals		PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
7.1	Evaluate the impact of various communication methods which accurately express health information and ideas.	identify important sources of accurate health information and ideas	describe a variety of methods used to convey accurate health information and ideas	analyze various communication methods which accurately express health information and ideas	evaluate the impact of various communication methods which accurately express health information and ideas
7.2	Express ideas and opinions on health issues by composing a multi media presentation.	express ideas and opinions on health issues	express ideas and opinions on health issues	express ideas and opinions on health issues by composing an original presentation	express ideas and opinions on health issues by composing a multi media presentation
7.3	Utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions on health issues.	demonstrate the ability to influence and support others in making positive health choices	demonstrate the ability to influence and support others in making positive health choices	identify barriers to effective communication of information, ideas, feelings and opinions on health issues	utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions on health issues
7.4	Use communication skills for working cooperatively with others to advocate for healthy communities.	identify health and wellness advocates in the community	identify community agencies that advocate for healthful individuals, families and the community	use communication skills for working cooperatively with others to advocate for healthful individuals, families and schools	use communication skills for working cooperatively with others to advocate for healthy communities

GOAL 7 Cont'd.	Students will advocate for personal, family and community health.			
HEALTH EDUCATION	PERFORMANCE INDICATORS			
Subgoals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
7.5 Demonstrate the ability to influence and support others in making positive health choices.	demonstrate the ability to influence and support others in making positive health choices	demonstrate the ability to influence and support others in making positive health choices	demonstrate the ability to influence and support others in making positive health choices	demonstrate the ability to influence and support others in making positive health choices
7.6 Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.	create a personalized health communication message	use a variety of media to convert important health messages	demonstrate the ability to adapt health messages and communication techniques to the characteristics of personal health and wellness goals	demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience

MENTAL HEALTH	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Self Concept	<ul style="list-style-type: none"> positive attitudes 	<ul style="list-style-type: none"> self concept consequences of positive and negative behaviour positive attitudes 	<ul style="list-style-type: none"> improvement of self concept positive attitudes 	<ul style="list-style-type: none"> improvement of self concept
Coping Skills	<ul style="list-style-type: none"> stress management 	<ul style="list-style-type: none"> anger management stress management applications violence prevention 	<ul style="list-style-type: none"> community resources stress management applications personal goal setting: - violence prevention reality and fantasy 	<ul style="list-style-type: none"> community resources stress management applications personal goal setting: - violence prevention coping with stress
Decision Making	<ul style="list-style-type: none"> decision making 	<ul style="list-style-type: none"> peer pressure: - causes and effects goal setting 	<ul style="list-style-type: none"> behavioural change goal setting 	<ul style="list-style-type: none"> behavioural change goal setting
Interpersonal Relationships	<ul style="list-style-type: none"> expressing emotions interpersonal communication 	<ul style="list-style-type: none"> expressing emotions interpersonal communication 	<ul style="list-style-type: none"> emotional and social health assessment and monitoring interpersonal communication 	<ul style="list-style-type: none"> emotional and social health assessment and monitoring interpersonal communication

PERSONAL AND COMMUNITY HEALTH (1 of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Personal Health Habits	<ul style="list-style-type: none"> • hygienic practices • wellness • health maintenance 	<ul style="list-style-type: none"> • hygienic practices • wellness • health promotion 	<ul style="list-style-type: none"> • hygienic practices • wellness • individual responsibility • health promotion 	<ul style="list-style-type: none"> • hygienic practices • wellness • individual responsibility • wellness and technology
Health Care Services	<ul style="list-style-type: none"> • health care providers 	<ul style="list-style-type: none"> • health care providers • prevention services • intervention services • treatment services 	<ul style="list-style-type: none"> • public • private • non-profit • prevention services • intervention services • treatment services 	<ul style="list-style-type: none"> • assessing health care • health care marketing • regulatory agencies • selecting health care provider • consumerism
Health Care Products	<ul style="list-style-type: none"> • product safety 	<ul style="list-style-type: none"> • labelling • product choices • family and cultural influences 	<ul style="list-style-type: none"> • labelling/product information • media influences • advertising 	<ul style="list-style-type: none"> • individual responsibility
Health Economics	N/A	N/A	<ul style="list-style-type: none"> • economic affordability • personal selection of health care services 	<ul style="list-style-type: none"> • economic affordability • health care insurance • cost effectiveness of prevention and early intervention

PERSONAL AND COMMUNITY HEALTH (2 of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Environmental Health	<ul style="list-style-type: none"> • clean air/water 	<ul style="list-style-type: none"> • impact of environment on health 	<ul style="list-style-type: none"> • impact of environment on health 	<ul style="list-style-type: none"> • impact of environment on health
Health Careers	<ul style="list-style-type: none"> • health careers 	<ul style="list-style-type: none"> • health careers 	<ul style="list-style-type: none"> • health careers • role of health care providers 	<ul style="list-style-type: none"> • health careers • role of health care providers

FIRST AID, SAFETY AND INJURY PREVENTION	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Hazardous Situations	<ul style="list-style-type: none"> hazard awareness school safety pedestrian safety 	<ul style="list-style-type: none"> home safety fire safety assessing safety 	<ul style="list-style-type: none"> violence prevention assessing personal and community safety school safety 	<ul style="list-style-type: none"> safety laws environmental hazards community advocacy traffic safety
Injury Prevention	<ul style="list-style-type: none"> injury prevention and practices basic first aid skills 	<ul style="list-style-type: none"> injury prevention and practices basic first aid skills 	<ul style="list-style-type: none"> injury prevention and practices standard first aid skills 	<ul style="list-style-type: none"> injury prevention and practices advanced first aid skills
Emergency Response	<ul style="list-style-type: none"> emergency numbers “Good Samaritan” basic first aid skills 	<ul style="list-style-type: none"> role of first responder first aid for choking victims access to emergency services first aid skills 	<ul style="list-style-type: none"> early heart attack care laws standard first aid skills 	<ul style="list-style-type: none"> early heart attack care CPR advanced first aid skills
Risk Taking Behaviours and Consequences	<ul style="list-style-type: none"> following rules physical abuse/assault 	<ul style="list-style-type: none"> positive risk behaviours negative risk behaviours physical abuse/assault 	<ul style="list-style-type: none"> physical abuse/assault intervention and treatment 	<ul style="list-style-type: none"> physical abuse/assault advocacy and awareness intervention and treatment
Safety Resources	<ul style="list-style-type: none"> safety safety needs and appropriate services 	<ul style="list-style-type: none"> safety safety needs and appropriate services 	<ul style="list-style-type: none"> safety safety needs and appropriate services careers in safety 	<ul style="list-style-type: none"> community safety careers in safety

DISEASE PREVENTION AND CONTROL (1of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Communicable Diseases	<ul style="list-style-type: none"> • basic hygiene • disease control • spreading of diseases: <ul style="list-style-type: none"> - germs - cold and flu - handwashing 	<ul style="list-style-type: none"> • spreading diseases • defenses against diseases 	<ul style="list-style-type: none"> • spreading diseases • defenses against diseases • stages of diseases • transmission of diseases • common communicable diseases • community resources 	<ul style="list-style-type: none"> • spreading diseases • defenses against diseases • stages of diseases • transmission of diseases • common communicable diseases • community resources
Sexually Transmitted Disease / HIV	N/A	N/A	<ul style="list-style-type: none"> • identification • transmission • preventing the spread of STD's • controlling the spread of STD's • community resources and health advances 	<ul style="list-style-type: none"> • identification • transmission • preventing the spread of STD's • controlling the spread of STD's • community resources and health advances
Chronic Diseases	N/A	<ul style="list-style-type: none"> • types of chronic diseases • risk reduction and health promotion 	<ul style="list-style-type: none"> • causes, treatment, prevention (cancer, diabetes and heart disease) • risk reducing strategies • other chronic diseases (asthma, allergies and sickle cell anemia) 	<ul style="list-style-type: none"> • causes, treatment, prevention (cancer, diabetes and heart disease) • risk reducing strategies • other chronic diseases (asthma, allergies and sickle cell anemia)

DISEASE PREVENTION AND CONTROL (2 of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Mental Illness	N/A	<ul style="list-style-type: none"> • what is mental illness • dealing with loss 	<ul style="list-style-type: none"> • signs of mental illness • types of mental illness • treatment for mental illness • dealing with loss (DABDAH) 	<ul style="list-style-type: none"> • signs of mental illness • types of mental illness • treatment for mental illness • dealing with loss (DABDAH)
Health Careers	<ul style="list-style-type: none"> • roles: <ul style="list-style-type: none"> - nurse - doctor - dentist - pharmacist - hygienist 	<ul style="list-style-type: none"> • roles: <ul style="list-style-type: none"> - nurse - doctor - dentist - pharmacist - hygienist 	<ul style="list-style-type: none"> • occupational tasks in health careers • rehabilitation specialists 	<ul style="list-style-type: none"> • occupational tasks in health careers • rehabilitation specialists

TOBACCO, ALCOHOL AND OTHER DRUGS (1 of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Effects and Interactions	<ul style="list-style-type: none"> • smoking and health • licit and illicit alcohol and other drugs • poison control 	<ul style="list-style-type: none"> • smoking and health • licit and illicit alcohol and other drugs • poison control • medicine safety • harmful effects of alcohol and other drugs 	<ul style="list-style-type: none"> • smoking and health • licit and illicit alcohol and other drugs • poison control • use of pharmaceuticals • harmful effects of alcohol and other drugs 	<ul style="list-style-type: none"> • smoking and health • licit and illicit alcohol and other drugs • poison control • use of pharmaceuticals • harmful effects of alcohol and other drugs
Consequences	<ul style="list-style-type: none"> • medicine safety 	<ul style="list-style-type: none"> • personal, legal and community consequences of tobacco, alcohol and other drug abuse 	<ul style="list-style-type: none"> • personal, legal and community consequences of tobacco, alcohol and other drug abuse • consequences of drinking and driving 	<ul style="list-style-type: none"> • personal, legal and community consequences of tobacco, alcohol and other drug abuse • consequences of drinking and driving
Resistance Skills	<ul style="list-style-type: none"> • assertiveness 	<ul style="list-style-type: none"> • assertiveness • positive alternatives to tobacco, alcohol and other drug abuse 	<ul style="list-style-type: none"> • influencing younger children towards safety, health and wellness • positive alternatives to tobacco, alcohol and other drug abuse 	<ul style="list-style-type: none"> • influencing younger children towards safety, health and wellness • personal and community levels of resistance • self-assessment • assertiveness training

TOBACCO, ALCOHOL AND OTHER DRUGS (2 of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Chemical Dependency	N/A	<ul style="list-style-type: none"> physical and psychological dependence 	<ul style="list-style-type: none"> physical and psychological dependence nature of chemical dependency 	<ul style="list-style-type: none"> physical and psychological dependence nature of chemical dependency
Community Resources	<ul style="list-style-type: none"> seeking adult assistance 	<ul style="list-style-type: none"> resources and services for prevention, intervention and treatment of tobacco, alcohol and other drug abuse 	<ul style="list-style-type: none"> resources and services for prevention, intervention and treatment of tobacco, alcohol and other drug abuse 12 step programmes 	<ul style="list-style-type: none"> resources and services for prevention, intervention and treatment of tobacco, alcohol and other drug abuse 12 step programmes

NUTRITION AND FITNESS	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Foods	<ul style="list-style-type: none"> foods we eat 	<ul style="list-style-type: none"> classifying into food groups 	<ul style="list-style-type: none"> food pyramid balanced diet 	<ul style="list-style-type: none"> planning meals purchasing foods
Nutrient Sources and Functioning	<ul style="list-style-type: none"> foods energy, growth and health 	<ul style="list-style-type: none"> nutrients and functions food labels 	<ul style="list-style-type: none"> related careers food sources of nutrients food labels 	<ul style="list-style-type: none"> nutrient density nutrient deficiencies
Eating Habits and Food Choices	<ul style="list-style-type: none"> taste 	<ul style="list-style-type: none"> food choices <ul style="list-style-type: none"> - cultural - aesthetics - social - media - breakfast and snacks - fast foods 	<ul style="list-style-type: none"> food choices <ul style="list-style-type: none"> - psychological - physiological - financial - medical - fast foods - advertising techniques 	<ul style="list-style-type: none"> changing food/activity behaviour
Metabolism, Weight Control and Exercise	<ul style="list-style-type: none"> body shape balancing food and activity 	<ul style="list-style-type: none"> relationship of diet and exercise 	<ul style="list-style-type: none"> food and activity (self assessment) weight control eating disorders 	<ul style="list-style-type: none"> assessing fat in diets dietary and fitness assessments
Relationship of Food, Nutrition and Health	<ul style="list-style-type: none"> feeling good fitness food handling 	<ul style="list-style-type: none"> wellness lifestyle fat, salt and sugar food storage 	<ul style="list-style-type: none"> dietary guidelines activity guidelines nutrition quackery foodborne illnesses 	<ul style="list-style-type: none"> diet through life cycles diet related illness food processing pesticides

FAMILY LIFE AND HUMAN SEXUALITY (1 of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Roles and Responsibilities of Family Members	<ul style="list-style-type: none"> family tree roles of family members 	<ul style="list-style-type: none"> needs of family members effects of loss on the family 	<ul style="list-style-type: none"> external influences family unit cohesiveness effects of death and loss on the family 	<ul style="list-style-type: none"> external influences cohesiveness of the family effects of death and loss on the family
Family Structure, Customs and Values	<ul style="list-style-type: none"> importance of family 	<ul style="list-style-type: none"> values and morals types of family structures 	<ul style="list-style-type: none"> values, morals and ethics family traditions culture and customs 	<ul style="list-style-type: none"> values, morals and ethics family traditions culture and customs
Dating and Marriage	<ul style="list-style-type: none"> loving relationships 	<ul style="list-style-type: none"> decision making skills 	<ul style="list-style-type: none"> decision making skills and dating development of friendships and relationships 	<ul style="list-style-type: none"> decision making skills and relationships conflict resolution separation and divorce
Parenthood and Parenting	<ul style="list-style-type: none"> parental responsibilities and neglect 	<ul style="list-style-type: none"> parental responsibilities and neglect 	<ul style="list-style-type: none"> parent-child relationships impact of teenage parenting child neglect laws needs and services 	<ul style="list-style-type: none"> parent-child relationships psychological impact of parenting advocacy against child neglect

FAMILY LIFE AND HUMAN SEXUALITY (2 of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Gender Identity and Reproduction	<ul style="list-style-type: none"> • animal reproduction 	<ul style="list-style-type: none"> • animal and human reproduction 	<ul style="list-style-type: none"> • human reproduction • sexual orientation • role of father/mother 	<ul style="list-style-type: none"> • human reproduction • sexual orientation • role of father/mother
Sexual Abuse/Assault	<ul style="list-style-type: none"> • warning signals: <ul style="list-style-type: none"> - good touch - bad touch - confusing touch 	<ul style="list-style-type: none"> • warning signals • types of sexual offences • community resources 	<ul style="list-style-type: none"> • emotional and psychological effects • community resources 	<ul style="list-style-type: none"> • emotional and psychological effects • community resources

REFERENCES

Joint Committee on National Health Standards. National Health Education Standards: Achieving Health Literacy. Atlanta: American Cancer Society, 1995.

Wisconsin Department of Public Instruction. A Guide to Curriculum Planning in Health Education. Madison: Wisconsin Department of Public Instruction, 1994.

INTRODUCTION TO PRIMARY SCHOOL CURRICULUM

The primary school level continues to provide learning experiences that satisfy the natural curiosity of young children, stimulate their imagination and enhance their appetite for learning. The most important function of the primary level of education is the mastery of the fundamental skills necessary for the continued pursuit of learning.

Primary school education helps all children to:

- acquire permanent literacy and numeracy skills
- communicate effectively
- think scientifically and logically
- develop manipulative skills, artistic talents and physical skills
- cultivate good health habits
- develop spiritual, ethical and social values

The primary school curriculum is a written guide that identifies the goals and curriculum objectives that teachers establish for students to achieve. It makes visible the articulation necessary for preschool through senior level programmes so that students do not have large gaps in their understanding, skills and competencies. Its scope and sequence also allows teachers to plan linkages across the curriculum so those cross-curricular connections can be made more easily between and among various subjects.


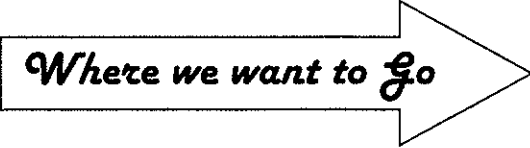
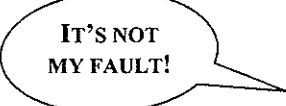


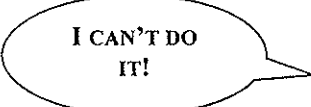

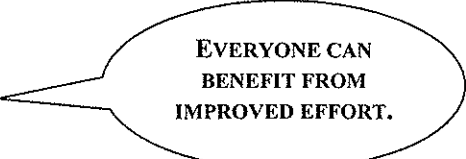
Given the above characteristics, the primary school curriculum is intended to provide students opportunities to:

- discuss, explore, investigate and hypothesize
- find solutions to real problems
- utilize both concrete and abstract reasoning skills
- process information at formal operations level

The following section outlines the curriculum to be taught in the following areas in Bermuda's primary schools.

- English Language Arts
- Mathematics
- Science
- Social Studies
- Health Education
- Information Technology
- Physical Education
- Music
- Visual Arts

BELIEFS ABOUT STUDENT LEARNING

 <p style="font-size: 1.2em; font-weight: bold;"><i>Where we Were</i></p>	 <p style="font-size: 1.2em; font-weight: bold;"><i>Where we want to Go</i></p>
CAUSES	
External Luck Task	Internal Ability Effort
BELIEFS	
Ability defines achievements Ability is limited Intelligence cannot change Intelligence has one dimension Teachers transmit knowledge	Effort improves performance Ability can be acquired Intelligence can be learned There are many intelligent behaviours Learners construct their knowledge
SELF-EFFICACY	
I can not do that I can not learn that	I can learn to do it I can learn the things that I need to know to enable me to do it
CONCEPTS	
Other – referenced They are better than me	Self-referenced I am good at Mathematics
EMOTION	
Negative or Neutral I hate school I do not care	Positive I like to do this Learning makes me happy
OUTCOME	
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CURRICULUM TIME ALLOTMENTS

Carroll's (1989) definition of instruction time is "opportunity to learn."

*"The amount of time spent on schoolwork influences school learning."
(Evans-Ardriss, 2000; Berliner, 1990)*

*Instructional time and quality together are one of the three main factors that influences students' educational outcomes.
(Young et. al., 1996)*

The Ministry of Education recognizes the importance of learning time and specifies the number of instructional days that government schools must provide. In addition to the number of days the Ministry also specifies the number of hours of instruction that should occur each school day. In order to determine the best way to apportion these hours, a review of literature was conducted to find exemplars, instances of learning times during school weeks in quality school systems. An assessment of current practices was also taken into consideration.

The Ministry of Education has four goals: literacy, numeracy, infusion of technology and staff development. As the Bermuda government schools introduce new curricula for primary education to support these goals, the curriculum allotment chart will provide guidance as to the optimum time that should be spent delivering each area of learning and also the optimum number of instructional hours that will best promote student literacy and numeracy.

The curriculum time allotment chart outlines the total of contact time between teachers and students at Learning Phase A summing to 1335. This figure is composed of 1300 contact minutes and 35 transition minutes. At Learning Phase B 1465 contact minutes plus 35 transition minutes sums to 1500 minutes per week.

Transition time is defined as the non-instructional time before and after some learning activity (Berliner, 1990). Recess and lunch allow for transitions that do not cut into instructional time. Other transitions occurs between subjects. The allocation of transitional time has been included to provide practical expectations.

It is important to note that transition minutes do not constitute lost time. The best-run classrooms require a short period of time to allow students to conclude their work, change their mind sets, put materials away and to prepare for the coming activity.

CURRICULUM TIME ALLOTMENT CHART

LEARNING PHASE A: PRESCHOOL- PRIMARY TWO* AND LEARNING PHASE B: PRIMARY THREE-PRIMARY SIX**

Subject	Learning Phase A PS-P2*		Learning Phase B P3-P6**	
	Minutes/Week (min/wk)	% Percentage of Time/Week	Minutes/Week (min/wk)	% Percentage of Time/Week
English Language Arts	450	34	450	30
Mathematics	330	24	330	22
Science	120	9	150	10
Social Studies	120	9	150	10
Health Education	60	4.5	60	4
Information Technology	60	4.5	90	6
Physical Education	90	7	120	8
Music	90/2	7	120/2	8
Visual Arts				
Transition Time	15	1	30	2
Totals	1335	100%	1500	100%

All subjects have been written with consideration of the allocated time for each discipline. Each subject is to be delivered as specified for the following duration:

Delivery Weeks/year: 34 weeks
 Optional Weeks: 4 weeks (school events and special projects)
 Total Weeks/year: 38 weeks

=====

NB: For the purpose of this document, time allocations have not been assigned to subjects at the PreSchool level.

Health Education - PS

Level Code: PS HE



MINISTRY OF EDUCATION

Bermuda
2001

**PRIMARY SCHOOL
PHASE A OVERVIEW**

Subject Title: Health Education

Subject Code: PS HE

Time Allotted: 60 min/wk

RATIONALE

At this level, health education should focus on students' understanding of health promotion and disease prevention concepts, which will establish a foundation for leading healthful, productive and responsible lives. The instructional programme is based on a wellness approach to the system wide approved health education philosophy, seven goals/subgoals and performance indicators. During these formative years, health education is viewed as a separate subject with an assigned time allotment in addition to being cross-curricular in nature. It should adequately prepare older primary level youth for the experiences of middle level education. Classroom instruction in pre-school and primary level health education should encourage Bermuda's children and youth to use goal setting and decision making skills to address issues related to health and safety, access health information, practice health-enhancing behaviours, reduce health risks, and use communication skills effectively to enhance personal, family and community health.

School health education is designed to reinforce health habits, attitudes and behaviours developed in the home. It is recognized that parents are the primary health educators of their children and that the role of government, the schools, churches and community is secondary to that of the home, however very vital. Through home-school linkages, teachers, involved community health professionals and parents can collaborate to support the goals of Health for Success.

PRIMARY PRESCHOOL (PS) REQUIREMENTS

The requirements for this level are as follows:

<ul style="list-style-type: none"> • Performance Assessment* - Teachers observation, oral questioning, skills tests, creative movements 	100%
<ul style="list-style-type: none"> • Product Assessment* - Games, drawing, models, fill in a chart 	
<ul style="list-style-type: none"> • Written Assessment 	N/A
Total	100%

*Assessments kept in student portfolio and scored by rubric.

MATERIALS OF INSTRUCTION (Adopted Text)

Schuller, Pam et al. The DLM Early Childhood Programme. Ohio: SRA/ McGraw Hill, 1997.

PHASE A OUTLINE

PS Module Titles A - D	P1 Modules Titles A - E	P2 Modules Titles A – E
<p>A. Safety and Injury Prevention</p> <ul style="list-style-type: none"> - safety at home and in the community - safety when moving and playing - getting adult help - safe and unsafe substances - taking medicines safely - saying “no” - wise decision making 	<p>A. Safety and First Aid 8</p> <ul style="list-style-type: none"> - identification information - traffic signs and signals - safety rules for various environments - safety assistance - first aid - decision making and problem solving 	<p>A. Safety and First Aid 8</p> <ul style="list-style-type: none"> - passenger safety and personal body safety - risks at home - emergencies and first aid - violence and bullying - decision making and problem solving
<p>B. Personal and Community Health</p> <ul style="list-style-type: none"> - good health - good health care - expressing needs, feelings and wants - self care - disease prevention - wise decision making 	<p>B. Personal and Community Health 8</p> <ul style="list-style-type: none"> - behaviours that lead to good health - health care practices - outer body parts - becoming sick - decision making and problem solving 	<p>B. Personal & Community Health 8</p> <ul style="list-style-type: none"> - personal hygiene habits - care of teeth and five senses - how people become sick - nurturing and being nurtured - health care professionals - decision making and problem solving
<p>C. Family Life and Human Sexuality</p> <ul style="list-style-type: none"> - identification information - Bermuda an island community - families and community - awareness of strangers - helpers in the community 	<p>C. Family Life and Human Sexuality4</p> <ul style="list-style-type: none"> - kinds of families - healthy family living - influences of family - family changes - major stages of growth and development - decision making and problem solving 	<p>C. Family Life and Human Sexuality 8</p> <ul style="list-style-type: none"> - friendship and healthful relationships - community resources - decision making and problem solving
<p>D. Nutrition and Fitness</p> <ul style="list-style-type: none"> - good guide pyramid and food groups - importance of eating meals - healthy and “junk” food - nutritious choices - eating in moderation - physical activity and food 	<p>D. Alcohol Tobacco and Other Drugs 8</p> <ul style="list-style-type: none"> - medicines - safe use of medicines - rest and nutrition - decision making and problem solving 	<p>D. Alcohol Tobacco and Other Drugs 8</p> <ul style="list-style-type: none"> - licit and illicit drug use - licit drugs in various substances - impact of using various medicines and drugs - decision making and problem solving

E. Mental and Emotional Health6
 - good health
 - personal uniqueness
 - expressing emotions
 - coping in stressful situations
 - decision making and problem solving

E. Nutrition and Fitness 6
 - using the food guide pyramid
 - nutrients
 - healthy food choices, physical activity and health
 - foods and tooth decay
 - decision making and problem solving

Subtotal	Subtotal 34	Subtotal 34
Optional Weeks	Optional Weeks <u>4</u>	Optional Weeks <u>4</u>
Total Weeks	Total Weeks 38	Total Weeks 38

PRIMARY SCHOOL

check one: PS P1 P2 P3 P4 P5 P6

Health Education

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX			
1	Health Promotion and Disease Prevention	1.1	Risk behaviours	x	x	x	x
		1.2	Changes				
		1.3	Influences				
		1.4	Environment impact		x		
		1.5	Risk reduction		x	x	x
		1.6	Prevention control				
		1.7	Policies/laws				
		1.8	Methods	x	x	x	x
2	Health Information and Resources	2.1	Reliability		x		
		2.2	Selection		x		
		2.3	Decision making	x			
		2.4	Analysis	x			
		2.5	Accessibility			x	x
		2.6	Cost				
3	Health Enhancement and Risk Reduction Behaviours	3.1	Responsibility	x	x	x	x
		3.2	Risk factors	x	x	x	x
		3.3	Behaviours	x		x	x
		3.4	Strategies/improvement	x	x	x	
		3.5	Strategies/prevention	x			x
		3.6	Situations/avoidance	x			
		3.7	Methods	x			
		3.8	Actions	x			
		3.9	Stress management				
4	Impact of Culture and Technology on Health	4.1	Diversity				
		4.2	Impacts				
		4.3	Government's role				
		4.4	Technology				
		4.5	Influences				
5	Healthful Interpersonal Communication	5.1	Interpretation	x			
		5.2	Skills			x	
		5.3	Relationships			x	
		5.4	Methods			x	
		5.5	Conflict analysis	x			
		5.6	Negotiation	x			
		5.7	Conflict analysis	x			
		5.8	Conflict reduction	x			
MODULES				A	B	C	D

(Page 1 of 2)

PRIMARY SCHOOL

check one: PS P1 P2 P3 P4 P5 P6

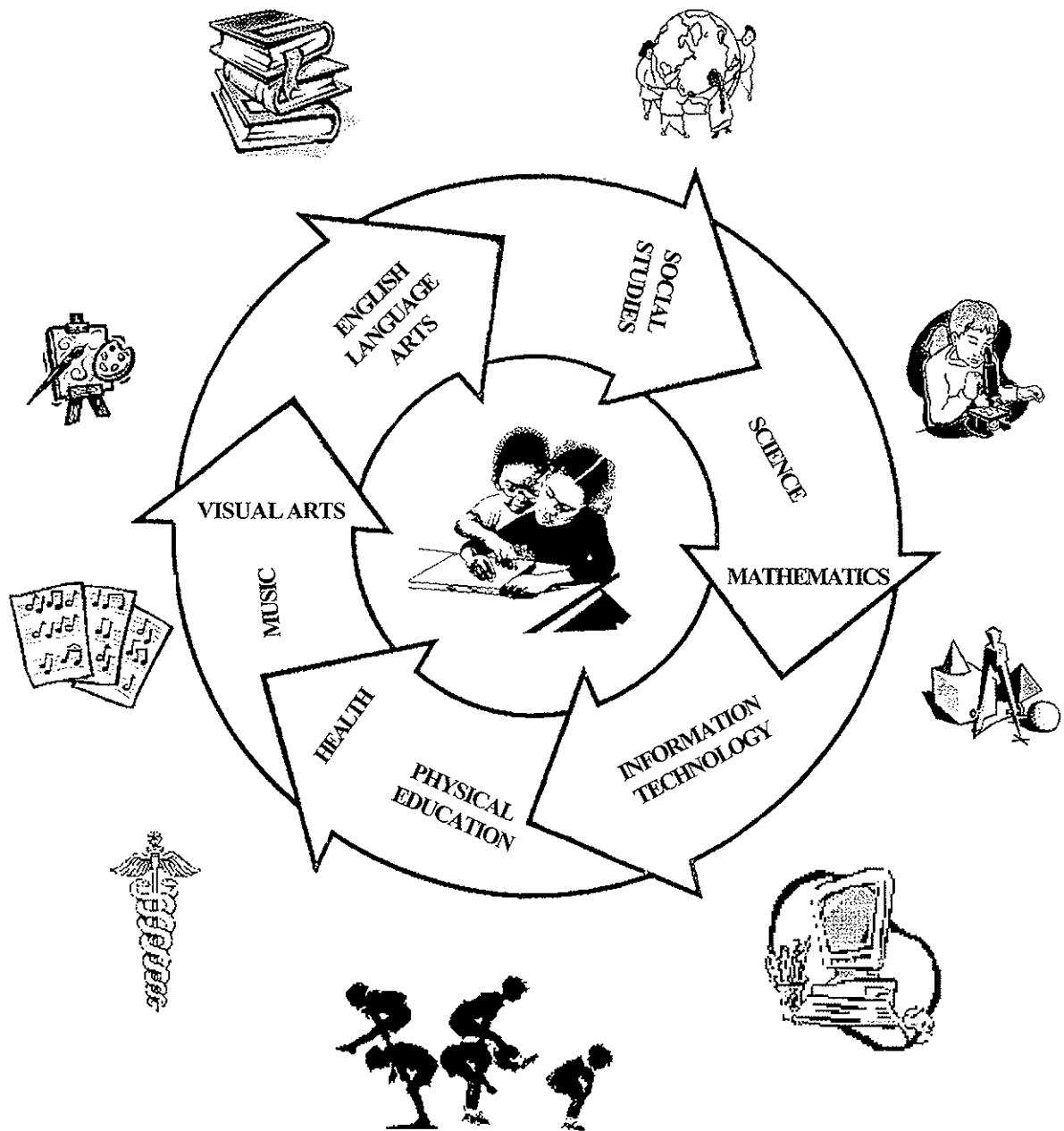
Health Education

6	Decision Making and Setting Goals for Health and Wellness	6.1	Strategies	x		x	x
		6.2	Analysis/concern				
		6.3	Impact		x		
		6.4	Plans/personal				
		6.5	Progression				
		6.6	Plans/lifelong		x		
7	Personal Family and Community Health Advocacy	7.1	Communication methods	x	x		
		7.2	Opinions			x	x
		7.3	Strategies		x		
		7.4	Problem solving				
		7.5	Influence	x	x		
		7.6	Audience				
CONTENT STRUCTURE		Mental Health					
		Personal & Community Health			x		
		First Aid, Safety & Injury		x			
		Disease Prevention & Control					
		Tobacco, Alcohol & Other Drugs					
		Nutrition & Fitness					x
		Human Sexuality				x	
MODULES				A	B	C	D

MODULE KEY

A - Safety and Injury Prevention
B - Personal and Community Health

C - Family Life and Human Sexuality
D - Nutrition and Fitness



Module A

HEALTH EDUCATION

Module Title: Safety and Injury Prevention	Sequence Reference: PS HE-A																					
Time allotted:	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="background-color: #cccccc;">PHASE A</th> <th colspan="3" style="background-color: #cccccc;">PHASE B</th> </tr> <tr> <th style="width: 10%;">PS</th> <th style="width: 10%;">P1</th> <th style="width: 10%;">P2</th> <th style="width: 10%;">P3</th> <th style="width: 10%;">P4</th> <th style="width: 10%;">P5</th> <th style="width: 10%;">P6</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	PHASE A				PHASE B			PS	P1	P2	P3	P4	P5	P6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p>Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1, 1.8 Health Promotion and Disease Prevention • 2.3, 2.4 Health Information and Resources • 3.1 - 3.8 Health Enhancement and Risk Reduction • 5.1, 5.5 - 5.8 Healthful Interpersonal Communication • 6.1 Goal Setting and Decision Making • 7.1, 7.5 Personal, Family and Community Health 	<p>Content Focus:</p> <ul style="list-style-type: none"> • Hazardous Situations • Injury Prevention • Risk Taking Behaviours and Consequences • Safety Resources 																					
Curriculum Objectives:	Content Detail:																					
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • appreciate the importance of being safe at home and in the community • demonstrate how to be safe when moving and playing • recognize when to get adult help • recognize safe and unsafe substances around the home • know that medicine should be administered by trusted adults • demonstrate how to say “no” when threatened with unsafe situations • practise making wise decisions 	<ul style="list-style-type: none"> • safety at home and in the community <ul style="list-style-type: none"> - preventing fires and evacuating buildings safely - avoiding threatening situations - using electrical outlets and appliances safely • safety when moving and playing <ul style="list-style-type: none"> - cross walks - walking along the streets - riding a bicycle or scooter - being a passenger on a bicycle or in a bus or car - playground safety: inappropriate use of equipment, hazards • getting adult help <ul style="list-style-type: none"> - calling 911 - identifying and reporting dangerous situations including violence and inappropriate touching • safe and unsafe substances <ul style="list-style-type: none"> - alcohol, other people’s medicines, - tobacco - cleaning fluids etc. • safe administration of medicines including vitamins • saying “no” • drugs and other unsafe substances <ul style="list-style-type: none"> - no, go, tell – inappropriate touch etc. • wise decision making 																					

Module Title: Safety and First Aid

Sequence Reference: PS HE-A

Recommended Instructional Strategies:

- Have the school counsellor talk with students about being safe; avoiding threatening situations.
- Practise saying “no” and using “no, go, tell’ strategy.
- Provide children with pictures of safe and unsafe substances found around the home. Have children discriminate amongst them.
- Show children pictures or videos of hazardous situations. Discuss how they should respond.
- Practise calling 911.
- Design a road around the school: simulate crosswalks, stop signs and sidewalks. Have students demonstrate safety when walking.
- Sing/role play songs/rhymes/ finger plays about being safe.
- Demonstrate safe play in the playground.
- Role play being a nurse or policemen helping someone.
- Have a nurse attend the class and discuss:
- Caring for cuts scrapes and bruises (keeping them clean etc.)
- When to call for adult help.

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **drawings**
 - teachers can diagnose misconceptions based on accuracy
- **health reflection**
 - teachers will encourage students to respond to the following questions when dealing with health related issues:
 - what did I learn about?
 - What did I like about this?
 - What do I want to ask my teacher or my family?
 - I’m going to try to.....

Module Title: Safety and First Aid

Sequence Reference: PS HE-A

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Demonstrate how to say no when faced with threatening situation
- Discriminate among safe and unsafe substances
- Demonstrate walking safely around the school "road"
- Identify threatening situations

Special Resources:

(materials, equipment & community involvement)

- visits: police station, fire station, hospital emergency department (ambulance), walk around the community
- visitors: policeman, fireman, counsellor, nurse

References - Teacher:

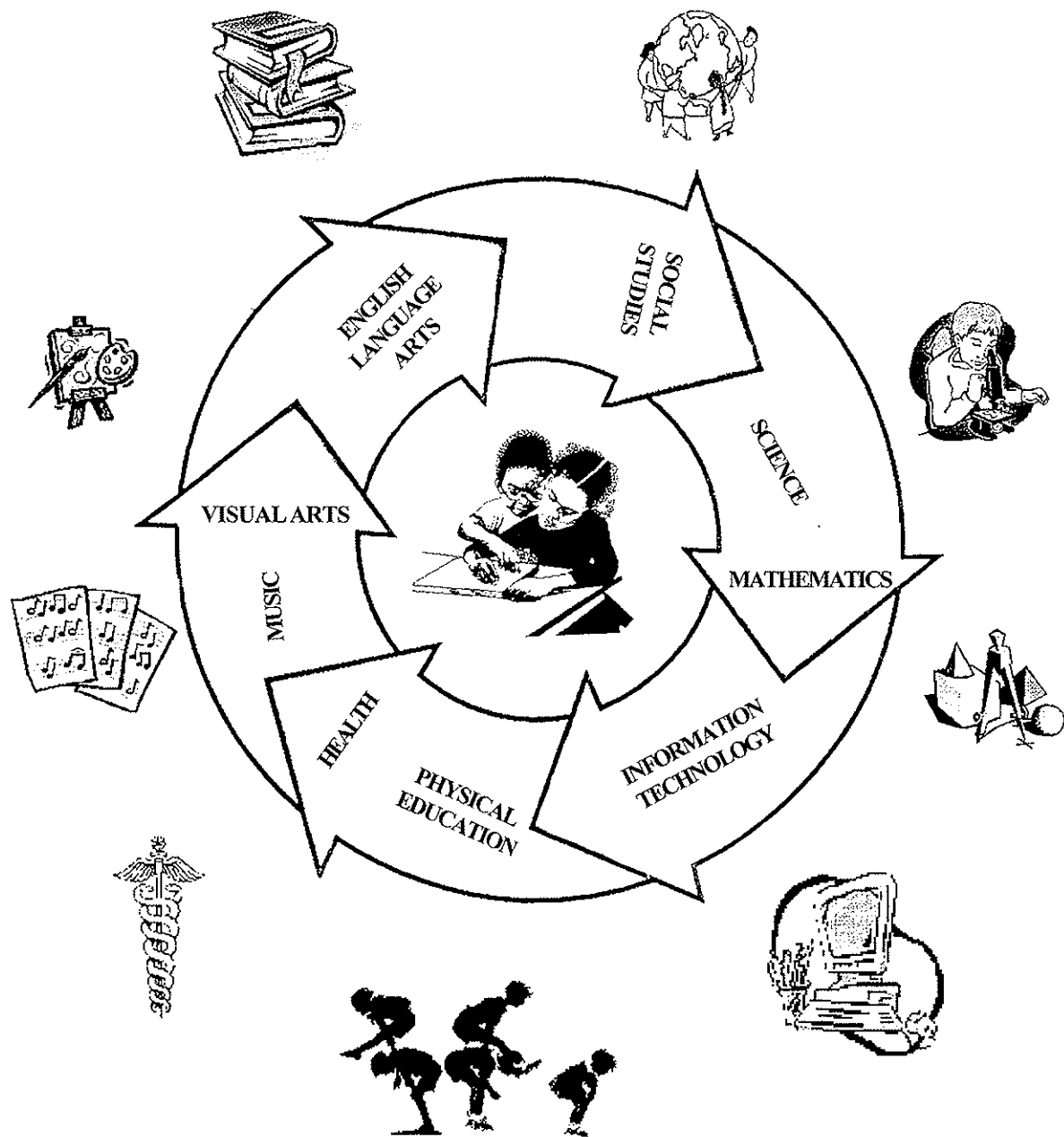
- DLM Early Childhood Programme
- *Unit: A Place for me*
- Internet: lesson plans

References - Student:

- N/A

Glossary:

- refer to text



Module B

HEALTH EDUCATION

Module Title: Personal and Community Health	Sequence Reference: PS HE-B																					
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<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1, 1.4, 1.5, 1.8 Health Promotion and Disease Prevention • 2.1, 2.2 Health Information and Resources • 3.1, 3.2, 3.4 Health Enhancement and Risk Reduction • 6.3, 6.6 Goal Setting and Decision Making • 7.1, 7.3, 7.5 Personal, Family and Community Health </td> <td style="width: 50%; vertical-align: top;"> Content Focus: <ul style="list-style-type: none"> • Personal Health Habits • Health Care Services • Health Care Products </td> </tr> </table>	Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1, 1.4, 1.5, 1.8 Health Promotion and Disease Prevention • 2.1, 2.2 Health Information and Resources • 3.1, 3.2, 3.4 Health Enhancement and Risk Reduction • 6.3, 6.6 Goal Setting and Decision Making • 7.1, 7.3, 7.5 Personal, Family and Community Health 	Content Focus: <ul style="list-style-type: none"> • Personal Health Habits • Health Care Services • Health Care Products 																				
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Curriculum Objectives:	Content Detail:																					
At the end of this module, students will: <ul style="list-style-type: none"> • recognise the importance of “good” health • demonstrate good health care • name and identify parts of the body • practise expressing needs, feelings and wants appropriately • recognise that germs enter the body through openings in the skin • value self care • practise making wise decisions 	<ul style="list-style-type: none"> • good health <ul style="list-style-type: none"> - looking good, feeling good, doing well, having fun - adequate rest, daily physical activity - healthy eating, drinking plenty of water • good health care (science link <u><i>All About Us</i></u> PS SC-A) <ul style="list-style-type: none"> - washing hands thoroughly - cleaning teeth correctly - protecting skin from the sun - drinking enough water - parts of the body • expressing needs, feelings and wants <ul style="list-style-type: none"> - being polite: saying please and thank you - handling anger - handling happiness • self care: take responsibility for personal health • disease prevention <ul style="list-style-type: none"> - avoiding body fluids of others - keeping wounds clean - avoiding using other people’s utensils • wise decision making 																					

Module Title: Personal and Community Health

Sequence Reference: PS HE-B

Recommended Instructional Strategies:

- Have students wash their hands. Check their technique. Discuss the importance of this habit.
- Have dental hygienist visit the school and demonstrate correct method of brushing teeth.
- Sing/role play songs/rhymes/ finger plays about:
 - personal cleanliness
 - parts of the body
- Have a representative from TB & Cancer and Health Association come to talk about protecting skin from the sun. Have students bring in shades and hats and use them each day. Take pictures of students and post them for constant reminder.
- Parts of the body: Teach students an action song about different body parts. Include internal organs such as heart, lungs and brain.
- Demonstrate dehydration using fruits such as plums and grapes. Reconstitute prunes by leaving in water. (Care! Students should not eat them). Reinforce the importance of drinking water.
- Draw a picture of friends being having fun.

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **drawings**
 - teachers can diagnose misconceptions based on accuracy
- **health reflection**
 - teachers will encourage students to respond to the following questions when dealing with health related issues:
 - what did I learn about?
 - What did I like about this?
 - What do I want to ask my teacher or my family?
 - I'm going to try to.....

Module Title: Personal and Community Health

Sequence Reference: PS HE-B

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Demonstrate proper hand washing techniques
- State how to keep cuts and scrapes clean
- Demonstrate tooth brushing techniques using dental hygienists model

Special Resources:

(materials, equipment & community involvement)

- visits: dental hygienist, nurse, coordinator from TB Cancer and Health Association
- cross curricular connections: Science *All About Us* PS SC-A
- books, toothbrushes, dental floss, mirrors, hairbrushes, health care products (soap, lotion, toothpaste etc.)

References - Teacher:

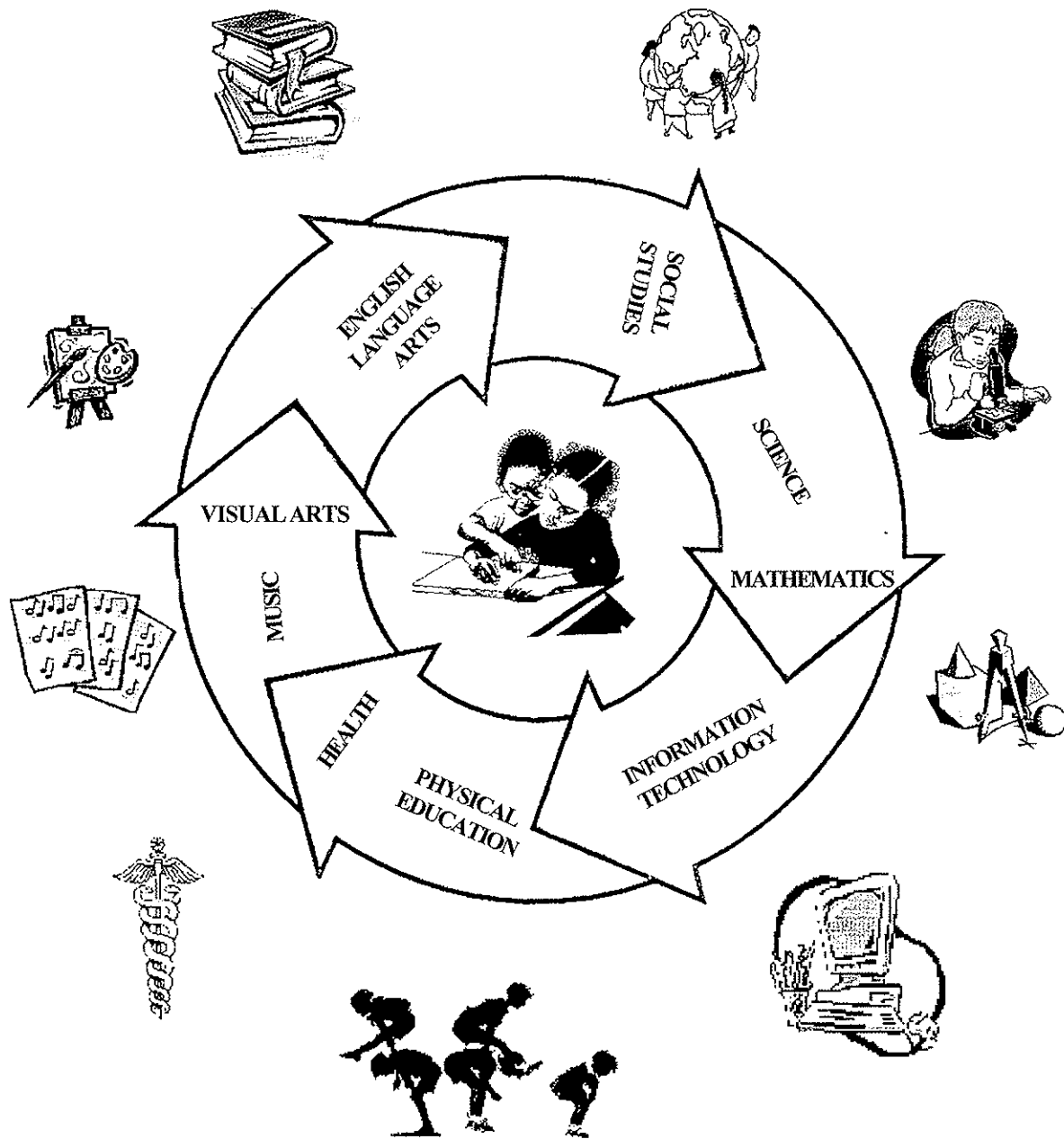
- DLM Early Childhood Programme: A Place for Me
- Health lessons on the Internet

References - Student:

- N/A

Glossary:

- refer to text



Module C

HEALTH EDUCATION

Module Title: Family Life and Human Sexuality	Sequence Reference: PS HE-C																					
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Time allotted:																						
Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1, 1.5, 1.8 Health Promotion and Disease Prevention • 2.5 Health Information and Resources • 3.1 - 3.4 Health Enhancement and Risk Reduction • 5.2 - 5.4 Healthful Interpersonal Communication • 6.1 Goal Setting and Decision Making • 7.2 Personal, Family and Community Health 	Content Focus: <ul style="list-style-type: none"> • Roles and Responsibilities of Family Members • Family Structure, Customs and Values 																					
Curriculum Objectives:																						
At the end of this module, students will: <ul style="list-style-type: none"> • state their full name, address and telephone number • describe role of family members • appreciate that they are part of a family • know that they live in Bermuda • appreciate that families make up the community • be aware of strangers • recognize the similarities and differences in families and the community • identify helpers in the community • practice making wise decisions (refer to Social Studies <i>Society and Culture</i> PS SS-A)	Content Detail: <ul style="list-style-type: none"> • identification information • family <ul style="list-style-type: none"> - names of members - roles of members • Bermuda is an island community • families and community <ul style="list-style-type: none"> - who else makes up the community - families as part of the community - their place in the community • awareness of strangers <ul style="list-style-type: none"> - recognizing family, friends and community helpers - good touch, bad touch • helpers in the community <ul style="list-style-type: none"> - nurse - doctor - counsellor - family members - siblings - police - dentist • wise decision making (refer to Social Studies <i>Society and Culture</i> PS SS-A)																					

Module Title: Family Life and Human Sexuality

Sequence Reference: PS HE-C

Recommended Instructional Strategies:

- Use photographs and pictures of families and their activities to discuss family life and family roles.
- Ask parents to send photographs of the family and have children explain them.
- Have children practise the stating, identifying information.
- Watch video tape on “appropriate touch”.
- Use trade books related to this topic: books about Bermuda, families etc.
- Teacher draws a map for each child and locates and marks the address of that child.
- Students create “family” graphs to show how many people live in their house or are in their family.
- Other activities from Social Studies *Society and Culture* PS SS-A.

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **drawings**
 - teachers can diagnose misconceptions based on accuracy
- **health reflection**
 - teachers will encourage students to respond to the following questions when dealing with health related issues:
 - what did I learn about?
 - What did I like about this?
 - What do I want to ask my teacher or my family?
 - I’m going to try to.....

Module Title: Family Life and Human Sexuality

Sequence Reference: PS HE-C

Summative Assessment:

Assessments given at the end of a module where data is used to generate grades.

- Draw a picture of family, teacher labels each person
- Student cites identification information correctly
- Have students state how to avoid strangers

Special Resources:

(materials, equipment & community involvement)

- books, maps, magazines/newspaper,
- home videos, family photo albums
- paper, glue, scissors, markers/crayons
- visitors: family members, community members (as listed previously)
- cross curricular connections: Social Studies

References – Teacher:

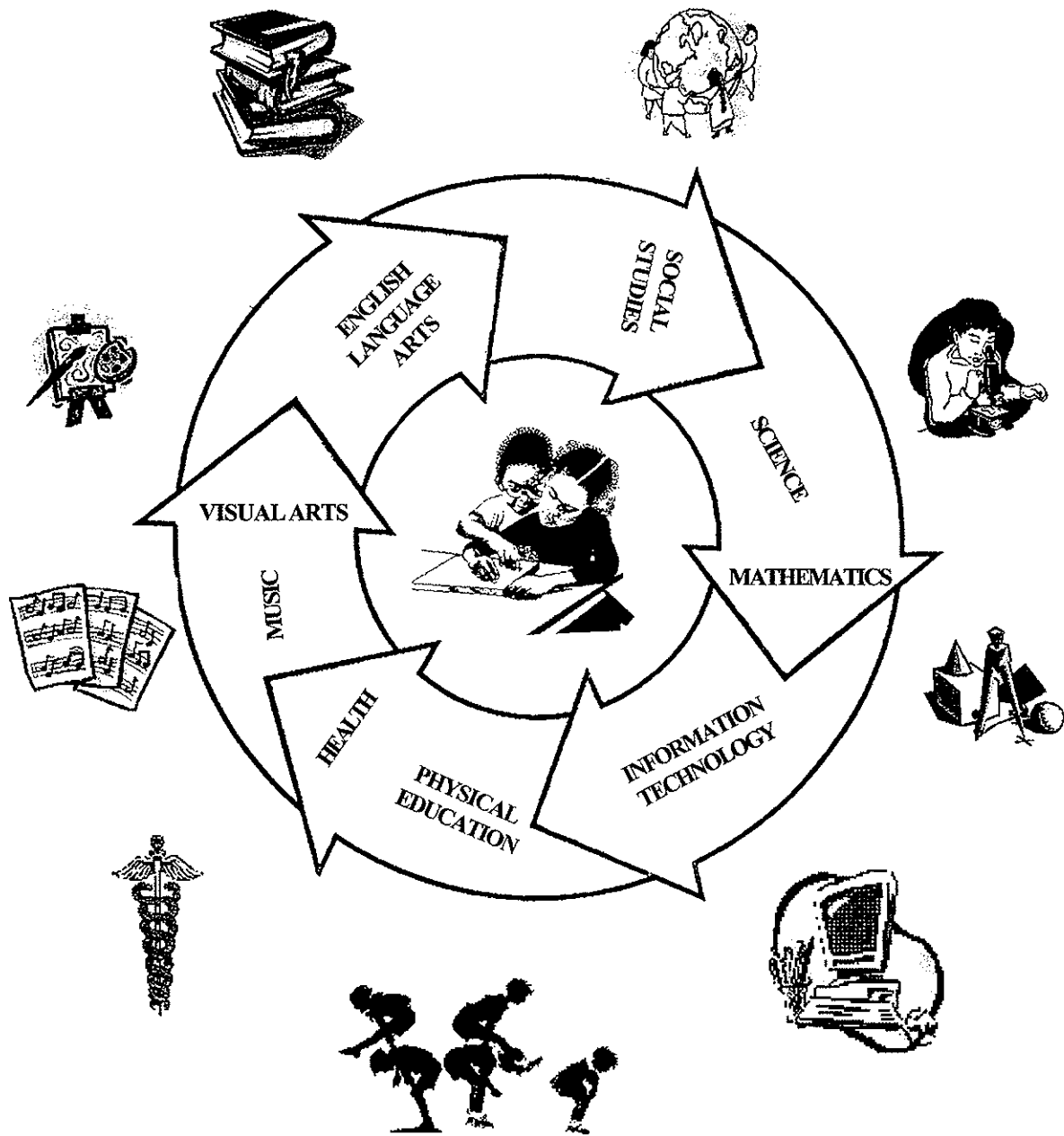
- DLM Early Childhood Programme
- Unit: *A Place for Me*

References – Student:

- N/A

Glossary:

- refer to text



Module D

HEALTH EDUCATION

Module Title: Nutrition and Fitness	Sequence Reference: PS HE-D																					
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Time allotted:																						
Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1, 1.5, 1.8, Health Promotion and Disease Prevention • 2.5 Health Information and Resources • 3.1 - 3.3, 3.5 Health Enhancement and Risk Reduction • 6.1 Goal Setting and Decision Making • 7.2 Personal, Family and Community Health 	Content Focus: <ul style="list-style-type: none"> • Foods • Eating Habits • Nutrient Sources and Functioning 																					
Curriculum Objectives:	Content Detail:																					
At the end of this module, students will: <ul style="list-style-type: none"> • identify foods associated with each food group in the food guide pyramid • appreciate the importance of eating breakfast, lunch and dinner • distinguish between healthy and “junk” food • make nutritious choices in choosing the food they eat • recognise the importance of eating in moderation • recognise that food provides energy for physical activity • practise making wise decisions 	<ul style="list-style-type: none"> • food guide pyramid and food groups • importance of eating meals <ul style="list-style-type: none"> - nutrition - energy • healthy and “junk” food <ul style="list-style-type: none"> - calories - fat - salt content - sugars • nutritious choices • eating in moderation • physical activity and food • wise decision making 																					

Recommended Instructional Strategies:

- have students make a food guide pyramid using boxes, pictures and simulated food
- visit a grocery store, vegetable cart or vegetable garden to identify foods
- reinforce good eating habits – breakfast, lunch and dinner by having theme days at school a: breakfast day, hot lunch day, a picnic day etc.
- use informative brochures to orient parents to the importance of good nutrition habits
- sing/role play songs/rhymes/ finger plays about nutrition, the food guide pyramid etc.
- have students demonstrate various kinds of physical movement – hopping, running, jumping, skipping etc. discuss the importance of eating correctly in order to have energy to exercise and play
- use simple cooking activities
- construct and use simple recipes on cards/charts
- teach students to set table (plate, knife, fork etc.)
- create “Healthy Snack Book” with recipes from parents

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **drawings**
 - teachers can diagnose misconceptions based on accuracy
- **health reflection**
 - teachers will encourage students to respond to the following questions when dealing with health related issues:
 - What did I learn about?
 - What did I like about this?
 - What do I want to ask my teacher or my family?
 - I’m going to try to.....

Module Title: Nutrition and Fitness

Sequence Reference: PS HE-D

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Create food guide pyramid
- Select healthy foods to eat
- Discuss and practise what was learned
- Participation in food preparation activities
- Taste different/unknown foods
- Sets table correctly

Special Resources:

(materials, equipment & community involvement)

- simulated food, pictures/photographs of food, the food guide pyramid
- crayons, markers, scissors, molding dough
- kitchen
- cooking utensils
- food items as needed
- field trips: vegetable carts, vegetable gardens, library, grocery store, industrial kitchen (hotel, restaurant)
- visitors: nutritionists, chefs, gardener

References – Teacher:

- DLM Early Childhood Programme
- Unit: *Food, Glorious Food*
- *Chef Combo* (already at preschools)

References – Student:

- N/A

Glossary:

- refer to text

Health Education - P1

Level Code: P1 HE



MINISTRY OF EDUCATION

Bermuda
2001

**PRIMARY SCHOOL
PHASE A OVERVIEW**

Subject Title: Health Education

Subject Code: P1 HE

Time Allotted: 60 min/wk

RATIONALE

At this level, health education should focus on students' understanding of health promotion and disease prevention concepts, which will establish a foundation for leading healthful, productive and responsible lives. The instructional programme is based on a wellness approach to the system wide approved health education philosophy, seven goals/subgoals and performance indicators. During these formative years, health education is viewed as a separate subject with an assigned time allotment in addition to being cross-curricular in nature. It should adequately prepare older primary level youth for the experiences of middle level education. Classroom instruction in pre-school and primary level health education should encourage Bermuda's children and youth to use goal setting and decision making skills to address issues related to health and safety, access health information, practice health-enhancing behaviours, reduce health risks, and use communication skills effectively to enhance personal, family and community health.

School health education is designed to reinforce health habits, attitudes and behaviours developed in the home. It is recognized that parents are the primary health educators of their children and that the role of government, the schools, churches and community is secondary to that of the home, however very vital. Through home-school linkages, teachers, involved community health professionals and parents can collaborate to support the goals of Health for Success.

PRIMARY ONE (P1) REQUIREMENTS

The requirements for this level are as follows:

<ul style="list-style-type: none"> • Performance Assessment* - Skills tests, teacher observations, oral questioning, dances, skits, role plays, interviews 	100 %
<ul style="list-style-type: none"> • Product Assessment* - Games, picture journals, poems, drawings, models, stories, collages 	
<ul style="list-style-type: none"> • Written Assessment 	N/A
Total	100%

* Product and performance assessments scored by rubric. All assessment pieces are to kept in student portfolio.

MATERIALS OF INSTRUCTION (Adopted Text)

Giarranto-Russell, Susan et al. McGraw-Hill Health. New York: McGraw-Hill School Division, 2000.

Meeks, Linda and Heit Phillip. Totally Awesome Health (teacher’s resource binder). Ohio: Meeks Heit Publishing, 1997.

Lions-Quest Skills for Growing Ohio: Quest International, 1990.

PHASE A OUTLINE

P1	P2	P3
Module Titles A - E	Modules Titles A - E	Modules Titles A - E
<p>A. Safety and First Aid 6</p> <ul style="list-style-type: none"> - identification information - traffic signs and signals - safety rules for various environments - safety assistance - first aid - decision making and problem solving 	<p>A. Safety and First Aid8</p> <ul style="list-style-type: none"> - passenger safety and personal body safety - risks at home - emergencies and first aid - violence and bullying - decision making and problem solving 	<p>A. Safety and First Aid 8</p> <ul style="list-style-type: none"> - safety procedures - inappropriate behaviour - safety personnel - basic first aid - decision making and problem solving
<p>B. Personal and Community Health 8</p> <ul style="list-style-type: none"> - behaviours that lead to good health - health care practices - outer body parts - becoming sick - decision making and problem solving 	<p>B. Personal and Community Health 8</p> <ul style="list-style-type: none"> - personal hygiene habits - care of teeth and five senses - how people become sick - nurturing and being nurtured - health care professionals - decision making and problem solving 	<p>B. Personal and Community Health 6</p> <ul style="list-style-type: none"> - pollution and the environment - impact on health - use of resources - prevention of communicable diseases - dental health care - decision making and problem solving
<p>C. Family Life and Human Sexuality 8</p> <ul style="list-style-type: none"> - families - things learned in a family - qualities of friends - classroom relationships - decision making and problem solving 	<p>C. Family Life and Human Sexuality 4</p> <ul style="list-style-type: none"> - kinds of families - healthy family living - influences of family - family changes - major stages of growth and development - decision making and problem solving 	<p>C Family Life and Human Sexuality 6</p> <ul style="list-style-type: none"> - friendship and healthful relationships - community resources - decision making and problem solving

**D. Alcohol Tobacco and Other
Drugs 6**
 - safe and unsafe substances
 - refusal skills
 - decision making and
 problem solving

**D. Alcohol Tobacco and Other
Drugs 8**
 - medicines
 - safe use of medicines
 - rest and nutrition
 - decision making and
 problem solving

**D. Alcohol Tobacco and Other
Drugs 8**
 - licit and illicit drug use
 - licit drugs in various
 substances
 - impact of using various
 medicines and drugs
 - decision making and problem
 solving

E. Nutrition and Fitness 6
 - importance of food
 - the food guide pyramid
 - healthful food choices
 - physical activity
 - health careers
 - decision making and
 problem solving

**E. Mental and Emotional
Health 6**
 - good health
 - personal uniqueness
 - expressing emotions
 - coping in stressful situations
 - decision making and
 problem solving

E. Nutrition and Fitness 6
 - using the food guide
 pyramid
 - nutrients
 - healthy food choices
 physical activity and health
 - foods and tooth decay
 - decision making and
 problem solving

Subtotal 34	Subtotal 34	Subtotal 34
Optional Weeks <u>4</u>	Optional Weeks <u>4</u>	Optional Weeks <u>4</u>
Total Weeks 38	Total Weeks 38	Total Weeks 38

PRIMARY SCHOOL

check one: PS P1 P2 P3 P4 P5 P6

Health Education

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX				
1	Health Promotion and Disease Prevention	1.1	Risk behaviours	x	x		x	x
		1.2	Changes			x	x	
		1.3	Influences			x	x	x
		1.4	Environment impact		x		x	
		1.5	Risk reduction		x		x	
		1.6	Prevention control					
		1.7	Policies/laws					
		1.8	Methods	x	x			x
2	Health Information and Resources	2.1	Reliability		x		x	x
		2.2	Selection		x	x	x	x
		2.3	Decision making	x			x	
		2.4	Analysis	x		x	x	
		2.5	Accessibility			x	x	
		2.6	Cost				x	
3	Health Enhancement and Risk Reduction Behaviours	3.1	Responsibility	x	x		x	x
		3.2	Risk factors	x	x	x	x	
		3.3	Behaviours	x		x		
		3.4	Strategies/improvement	x	x	x		x
		3.5	Strategies/prevention	x		x	x	
		3.6	Situations/avoidance	x		x		
		3.7	Methods	x			x	
		3.8	Actions	x				
		3.9	Stress management					
4	Impact of Culture and Technology on Health	4.1	Diversity			x	x	x
		4.2	Impacts			x		x
		4.3	Government's role					
		4.4	Technology					
		4.5	Influences			x	x	x
5	Healthful Interpersonal Communication	5.1	Interpretation	x		x		
		5.2	Skills			x		
		5.3	Relationships			x		
		5.4	Methods			x		
		5.5	Conflict analysis	x		x		
		5.6	Negotiation	x		x		
		5.7	Conflict analysis	x				
		5.8	Conflict reduction	x				
MODULES				A	B	C	D	E

(Page 1 of 2)

PRIMARY SCHOOL

check one: PS P1 P2 P3 P4 P5 P6

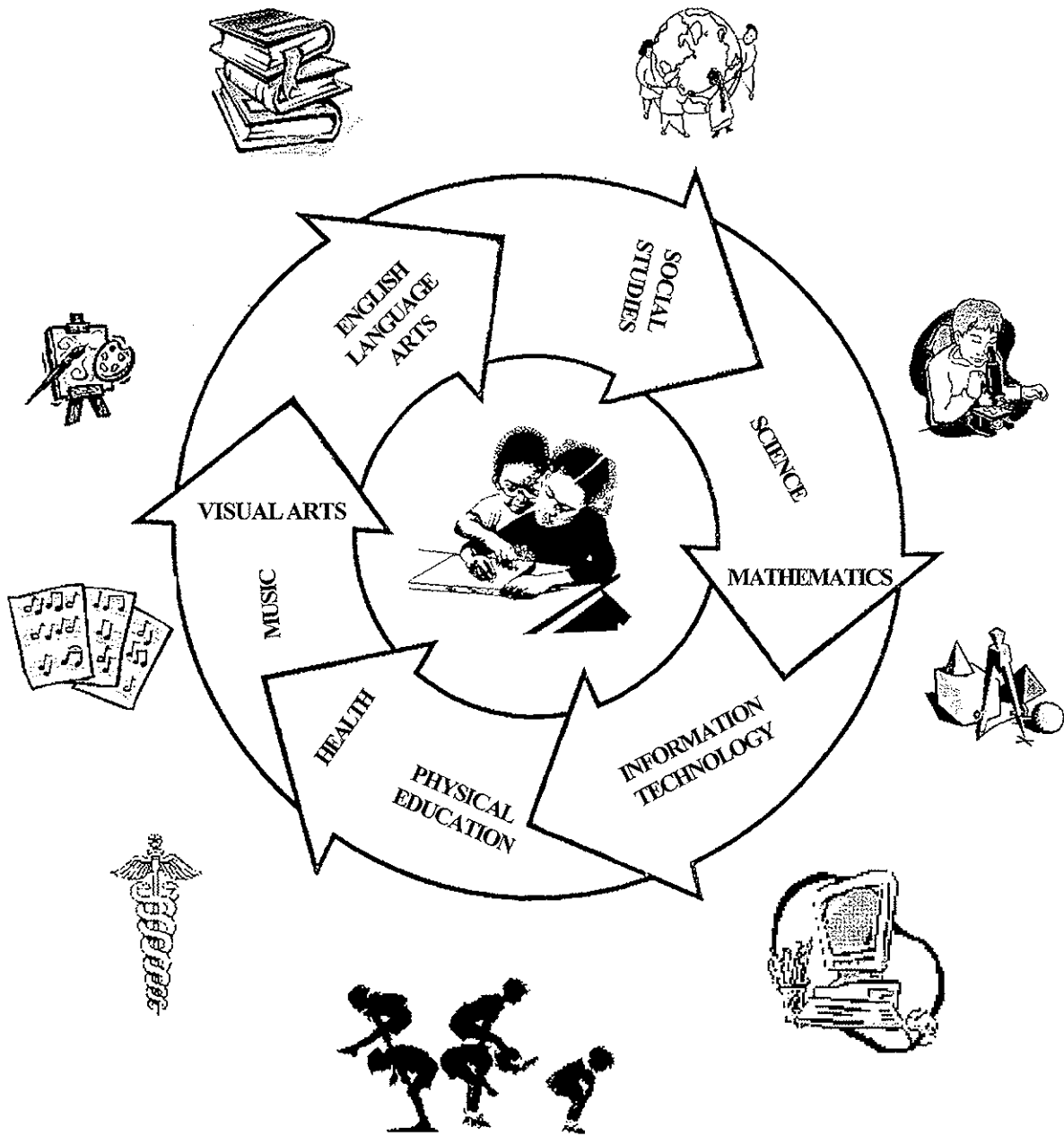
Health Education

6	Decision Making and Setting Goals for Health and Wellness	6.1	Strategies	x			x	x
		6.2	Analysis/concern				x	x
		6.3	Impact		x	x	x	x
		6.4	Plans/personal			x	x	x
		6.5	Progression				x	x
		6.6	Plans/lifelong		x	x	x	x
7	Personal Family and Community Health Advocacy	7.1	Communication methods	x	x	x		
		7.2	Opinions					x
		7.3	Strategies		x	x	x	x
		7.4	Problem solving			x		x
		7.5	Influence	x	x	x	x	x
		7.6	Audience			x		
CONTENT STRUCTURE		Mental Health						
		Personal & Community Health			x			
		First Aid, Safety & Injury		x				
		Disease Prevention & Control						
		Tobacco, Alcohol & Other Drugs					x	
		Nutrition & Fitness						x
		Human Sexuality				x		
MODULES				A	B	C	D	E

MODULE KEY

A - Safety and First Aid
 B - Personal and Community Health
 C - Family Life and Human Sexuality

D - Alcohol Tobacco and Other Drugs
 E - Nutrition and Fitness



Module A

HEALTH EDUCATION

Module Title: Safety and First Aid	Sequence Reference: P1 HE-A																					
Time allotted: 6 weeks	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="4">PHASE A</th> <th colspan="3">PHASE B</th> </tr> <tr> <th>PS</th> <th>P1</th> <th>P2</th> <th>P3</th> <th>P4</th> <th>P5</th> <th>P6</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	PHASE A				PHASE B			PS	P1	P2	P3	P4	P5	P6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PHASE A				PHASE B																		
PS	P1	P2	P3	P4	P5	P6																
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<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1, 1.8 Health Promotion and Disease Prevention • 2.3 - 2.4 Health Information and Resources • 3.1 - 3.8 Health Enhancement and Risk Reduction • 5.1, 5.5 - 5.8 Healthful Interpersonal Communication • 6.1 Goal Setting and Decision Making • 7.1, 7.5 Personal, Family and Community Health 	<p style="text-align: center;">Content Focus:</p> <ul style="list-style-type: none"> • Hazardous Situations • Injury Prevention • Emergency Response • Risk Taking Behaviours and Consequences • Safety Resources
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Curriculum Objectives:	Content Detail:
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<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • cite their names, addresses, telephone numbers and parent/ guardian • appreciate the importance of being safe at home, at school and in the community • explain safety rules for various environments • recognize symptoms of abuse • access people who can provide safety assistance • describe first aid for cuts and scrapes • use decision making and problem solving skills to address issues involving safety 	<ul style="list-style-type: none"> • identification information • safety rules for various environments (P.E. link) <ul style="list-style-type: none"> - on the move: stop lights, stop signs, pedestrian crossings, on the bus, in a car (wear seat belts), on a bicycle - home: keep doors locked (latch-key kids); don't play with stove or matches; know escape route in case of fire and rules - stop, drop, roll; avoid poisons and unknown substances - at school: fire drill escape route; do not run in corridors etc; - bicycle (ride on left, wear helmet, use signals) • symptoms of child abuse <ul style="list-style-type: none"> - physical, sexual (inappropriate touch etc.), neglect • safety assistance <ul style="list-style-type: none"> - telling identified adults (names and telephone numbers) - identifying problem - police (dialing 911) • first aid for cuts and scrapes • decision making and problem solving (P.E. link)
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Module Title: Safety and First Aid

Sequence Reference: P1 HE-A

Recommended Instructional Strategies:

- Give students pictures of people who can provide safety assistance - students will name them and say where they can be found and how they can help.
- Shown substances found around the home say whether they are safe or unsafe - include vitamins, bleach, cough medicines, asthma pumps etc.
- Take students on a walk and note familiarity with stop signs, traffic lights, and pedestrian crossings.
- Use pictures to distinguish between good touch and bad touch - include threats of violence (bullying).
- Totally Awesome Health Strategies Grade K
 - TS-129 - "Step Up To Safety"
 - TS-131 - "Safety First"
 - TS-133 - "Avoid That Car"
 - TS-135 - "What Do You Remember"
 - TS-141 - "Safety Lights"
 - TS-143 - "Colour The Lights"
 - TS-149 - "Protectors"
 - TS-151 - "Some Are And Others Aren't"
- other activities from McGraw-Hill Health Teacher Health Kit Grade K

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their (understandings) whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
- **quizzes** (oral and written) and worksheets
 - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconceptions
- **health journal**
 - students use this as a method of self reflection (teacher will review regularly and give feedback)
 - say, draw or write what I learned
 - say, draw or write what I liked
 - say or write what more do I want to know?
 - say or write what question do I want to ask an adult?
 - say or write what I plan to do as a result
 - say or write I can help myself, family or friends by..

Module Title: Safety and First Aid

Sequence Reference: P1 HE-A

Summative Assessment:

Assessments given at the end of a module where data is used to generate grades.

- Adapt activities from previous section
- Set up a road simulation in the classroom; traffic lights, stop sign, crosswalk etc. have students manoeuvre correctly
- Give students an assortment of objects and have them explain why they are safe or unsafe - include household materials, medicines, matches etc.

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Social Studies, Physical Education
- visits: hospital emergency room, clinics, walk-about (stop signs, traffic lights, pedestrian crossing), Bermuda Electric Light Company
- visitors: nurse, crossing guard, Road Safety Council members, police liaison officers, fireman, EMT, counsellor

References - Teacher:

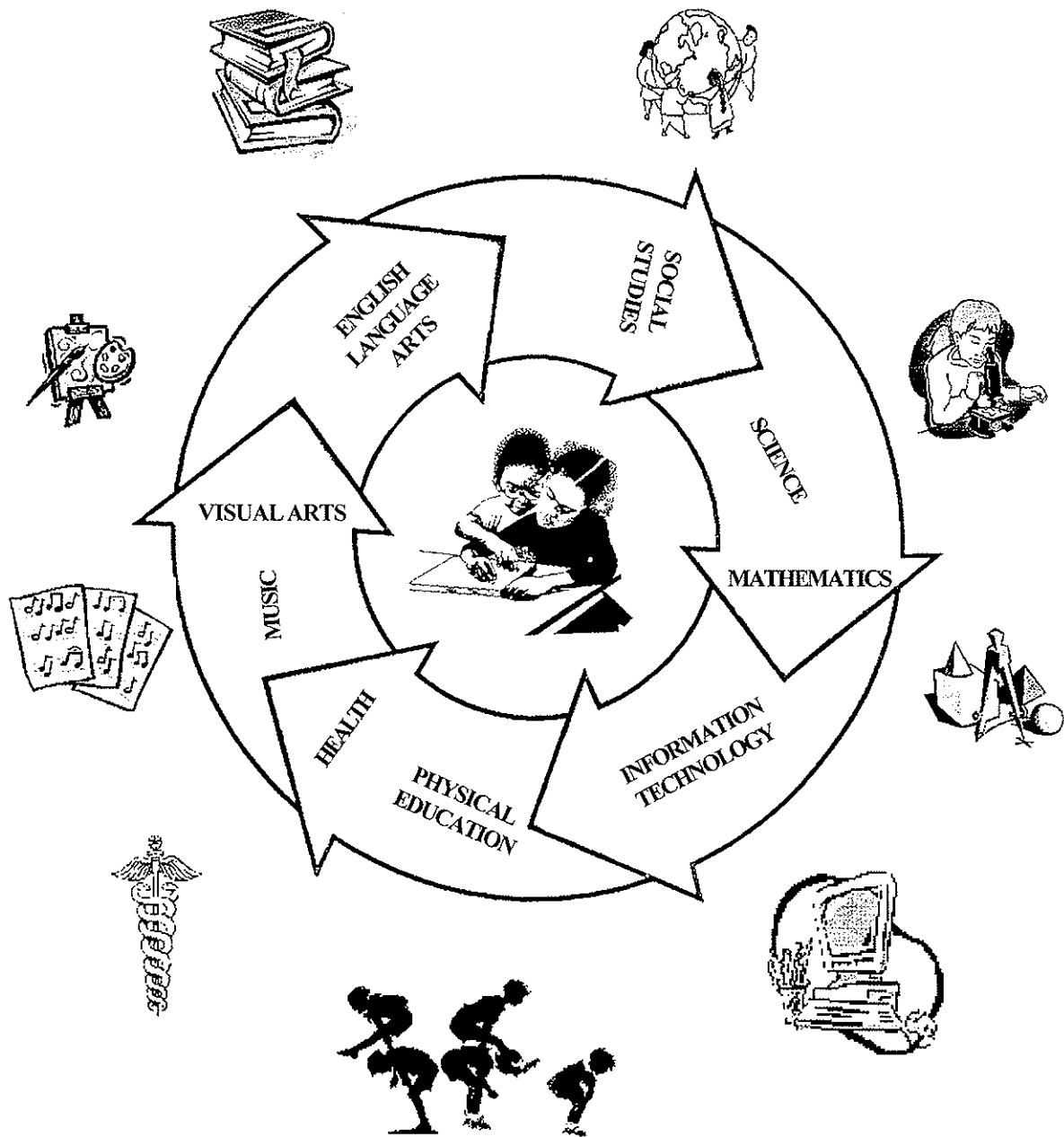
- McGraw-Hill Health Grade K
- Totally Awesome Health Resource Binder Grade K

References - Student:

- N/A

Glossary:

- refer to text



Module B

HEALTH EDUCATION

Module Title: Personal and Community Health

Sequence Reference: P1 HE-B

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

Time allotted: 8 weeks

Subgoal Emphasis:

- 1.1, 1.4, 1.5, 1.8 Health Promotion and Disease Prevention
- 2.1, 2.2 Health Information and Resources
- 3.1, 3.2, 3.4 Health Enhancement and Risk Reduction
- 6.3, 6.6 Goal Setting and Decision Making
- 7.1, 7.3, 7.5 Personal, Family and Community Health

Content Focus:

- Personal Health Habits
- Health Care Services
- Health Care Products
- Health Careers

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- appreciate the importance of good health
- demonstrate good health care practices
- distinguish between primary and permanent teeth and describe their care
- demonstrate how to protect eyes from the sun and UV rays
- name and identify the different body parts
- recognize how people become sick
- recognize ways to prevent infection
- access health information resources
- apply decision making and problem solving skills to familiar and unfamiliar situations involving personal and community health issues

- behaviours that lead to good health
 - adequate rest, daily physical activity (**P.E. link**)
 - healthy eating, good hygiene
- health care practices
 - washing hands, combing hair
 - brushing teeth – see dentist yearly
 - washing hair, bathing
 - good posture (**P.E. link**)
- teeth
 - primary and permanent teeth
 - shedding of primary teeth
 - erupting of permanent teeth
 - foods harmful to teeth, tooth decay
 - cleaning and flossing teeth
 - visiting dentists and dental hygienist
- eye protection
 - shades and how they protect the eyes
 - outer body parts and how they connect (science link)
- becoming sick
 - catching germs
 - treatment
 - rest and convalescence
- preventing infections
- health information
- decision making and problem solving

Module Title: Personal and Community Health

Sequence Reference: P1 HE-B

Recommended Instructional Strategies:

Recommended Formative Assessment Strategies:

- Have students wash their hands. Check their technique. Discuss the importance of this habit. Allow some students to put glitter on their hands and run around the classroom touching desks, knobs and some student hands. Have the rest of the class look for “glitter clues”. These represent the spread of germs that can be reduced by washing hands.
- Have students construct a tub and fill it with things needed for bathing and washing hair e.g. Soap, cloth, bubbles, shampoo
- Have students cut pictures from magazines of things that will harm the teeth and things that are good for the teeth, students place these on a special tooth care bulletin board
- Have a representative from TB & Cancer and Health Association come to talk about protecting skin from the sun. Have students bring in shades and hats and use them each day during lunch and recess. Have students draw pictures showing how “cool” they look in shades
- Parts of the body: Teach students an action song about different body parts. Include internal organs such as heart, lungs and brain
- Totally Awesome Health Strategies Grade K
 -TS-9 - “My Health”
 -TS-13 - “My Choices”
 -TS-65 - “Clearly Clean Teeth”
 -TS-87 – “A Restful Experience”
- Other activities from McGraw-Hill Health Teacher Health Kit Grade K

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
- **quizzes** (oral and written) and worksheets
 - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconceptions
- **health journal**
 - students use this as a method of self reflection)teacher will review journals regularly and give feedback)
 - say, draw or write what I learned
 - say, draw or write what I liked
 - say or write what more do I want to know?
 - say or write what question do I want to ask an adult?
 - say or write what I plan to do as a result
 - say and or write I can help myself, family or friends by..

Module Title: Personal and Community Health

Sequence Reference: P1 HE-B

Summative Assessment:

Assessment used at the end of a module where data is used to generate grades.

- Portfolio files based on activities

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Science, Art, English Language Arts, Physical Education
- visits: TB Cancer and Health Association, dental office
- visitors: coordinator from TB Cancer and Health, dental hygienist and school nurse
- websites: www.healthyteeth.org www.cda-adc.ca/public

References - Teacher:

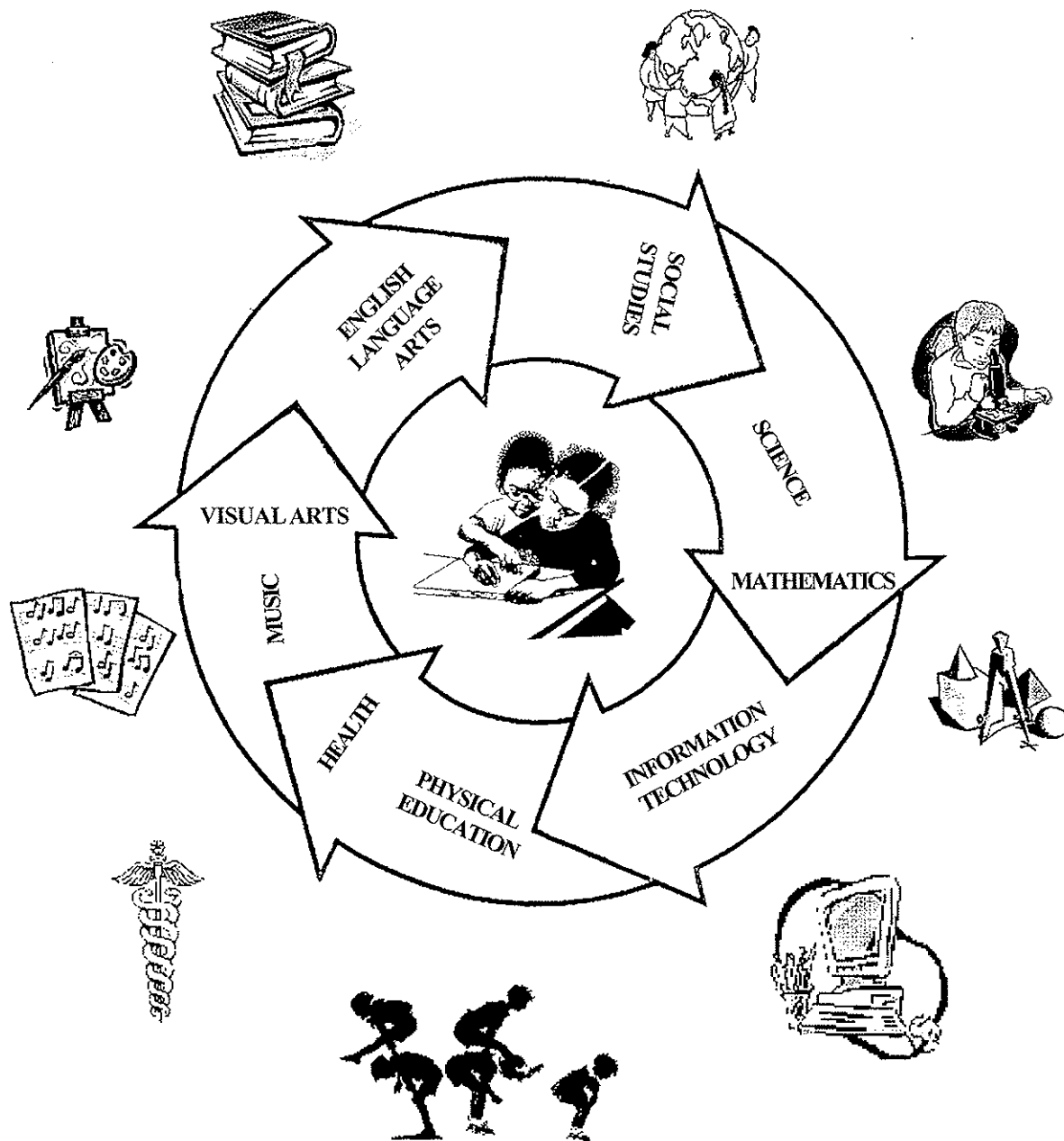
- [McGraw-Hill Health Grade K](#)
- [Totally Awesome Health Resource Binder Grade K](#)

References - Student:

- N/A

Glossary:

- refer to text



Module C

HEALTH EDUCATION

Module Title: Family Life and Human Sexuality

Sequence Reference: P1 HE-C

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
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Time allotted: 8 weeks

Subgoal Emphasis:

- 1.2, 1.3 Health Promotion and Disease Prevention
- 2.2, 2.4, 2.5 Health Information and Resources
- 3.2 - 3.6 Health Enhancement and Risk Reduction
- 4.1, 4.2, 4.5 Impact of Culture, Media and Technology
- 5.1 - 5.6 Healthful Interpersonal Communication
- 6.3, 6.4, 6.6 Goal Setting and Decision Making
- 7.1, 7.3 - 7.6 Personal, Family and Community Health

Content Focus:

- Roles and Responsibilities of Family Members
- Family Structure, Customs and Values
- Parenthood

Curriculum Objectives:

At the end of this module, students will:

- explain the role of each family member
- recognize differences in family structures and customs
- describe the things you learn in a family
- appreciate the similarities and differences between people
- describe qualities of friends
- describe things that friends can do together
- apply concepts of friendship to classroom relationships
- be aware of health related careers
- apply decision making to familiar situations involving family life and relationships
(refer to Lions Quest Skills for Growing Grade K Unit 1 and 2)
(refer to Social Studies Society and Culture PS SS-A)

Content Detail:

- families
(Social Studies link: *Society and Culture* PS SS-A)
 - group of people who are related and love and care for each other
 - structures and customs
- things learned in a family
 - love, support and guidance
 - getting along with others
 - keeping healthy and safe
 - respect, manners, communication
 - family roles – parent/guardian, children, extended family members
 - love and affection
- qualities of friends
 - share fun activities
 - discuss problems and feelings
 - discuss ideas and what you want to do
- things friends do together
 - play, read, activities, travel
- classroom relationships
 - respect for property and differences
 - tolerance
 - helping each other to obey classroom rules
- health related careers
- decision making and problem solving
(refer to Lions Quest Skills for Growing Grade K Unit 1 and 2)

Module Title: Family Life and Human Sexuality

Sequence Reference: P1 HE-C

Recommended Instructional Strategies:

- Make a family album: draw a picture of a family working and playing together. Label pictures with titles of family members
- Read stories on friendship, write or draw pictures about this topic
- Create a birthday card for a family member or friend
- Totally Awesome Health Teaching Strategies
 - TS-41 – “*My Family*”
 - TS-47 – “*My Family Culture*”
 - TS-9 – “*Being Sensitive to Others*”
 - TS-49 – “*My Friend George*”
- Other activities from McGraw-Hill Health Teacher Health Kit Grade K

Recommended Formative Assessment Strategies:

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techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
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 - say or write what more do I want to know?
 - say or write what question do I want to ask an adult?
 - say or write what I plan to do as a result
 - say or write I can help myself, family or friends by..

Module Title: Family Life and Human Sexuality

Sequence Reference: P1 HE C

Summative Assessment:

Assessments given at the end of a module where data is used to generate grades.

- Adapt activities from the previous section.
- Decision making role-play: What kind of friend am I? Have students respond to role-play situations given by the teacher. They can use cards to distinguish between GOOD friends and BAD friends.

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Social Studies, Art, Skills for Growing, English Language Arts
- visits and visitors: school counsellors, parent or grandparents

References - Teacher:

- McGraw-Hill Health Grade K
- Totally Awesome Health Resource Binder Grade K
- Lions Quest Skills for Growing Grade K

References - Student:

- N/A

Glossary:

- refer to text

HEALTH EDUCATION

<p>Module Title: Alcohol, Tobacco and Other Drugs</p>	<p>Sequence Reference: P1 HE-D</p>																					
<p>Time allotted: 6 weeks</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="background-color: #cccccc;">PHASE A</th> <th colspan="3" style="background-color: #cccccc;">PHASE B</th> </tr> <tr> <th style="width: 10%;">PS</th> <th style="width: 10%;">P1</th> <th style="width: 10%;">P2</th> <th style="width: 10%;">P3</th> <th style="width: 10%;">P4</th> <th style="width: 10%;">P5</th> <th style="width: 10%;">P6</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	PHASE A				PHASE B			PS	P1	P2	P3	P4	P5	P6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1 - 1.5 Health Promotion and Disease Prevention • 2.1 - 2.6 Health Information and Resources • 3.1, 3.2, 3.5, 3.7 Health Enhancement and Risk Reduction • 4.1, 4.5 Impact of Culture, Media and Technology • 6.1 - 6.6 Goal Setting and Decision Making • 7.3, 7.5 Personal, Family and Community Health 	<p style="text-align: center;">Content Focus:</p> <ul style="list-style-type: none"> • Effects and Interactions • Consequences • Resistance Skills 																					
Curriculum Objectives:	Content Detail:																					
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • identify safe and unsafe substances found in the home and school • value safe use of medicines • explain why alcohol and tobacco are health hazards • demonstrate ways of refusing unknown or unsafe substances • apply decision making and problem solving skills to familiar and unfamiliar situations involving drugs and medicines <p>(refer to Lions Quest <u>Skills for Growing</u> Unit 4)</p>	<ul style="list-style-type: none"> • safe and unsafe substances - use symbols and labels <ul style="list-style-type: none"> - safe - own medicines, vitamins, food - unsafe - other people's medicines, poisons, alcohol, tobacco, other drugs - the safety of medicine - tobacco use and breaking and second-hand smoke are harmful • refusal skills - say no, reporting to an adult • decision making and problem solving (refer to Lions Quest <u>Skills for Growing</u> Unit 4) 																					

Module Title: Alcohol, Tobacco and Other Drugs

Sequence Reference: P1 HE-D

Recommended Instructional Strategies:

- Students will sort samples of things from home and school into categories: safe, unsafe and unsure. Students will practise decision-making and problem solving skills whilst doing this activity.
- Teachers will create scenarios or vignettes about issues surrounding safety and read them to students. They will practise problem solving by showing cards labeled yes or no for each of the decision-making questions.
 - is it healthful?
 - is it safe?
 - will I be following rules and laws?
 - will I be following my family's rules?
 - will I be showing good character?
- Using body outlines, students can identify parts that are affected by alcohol and tobacco.
- Evidence of student learning accessed by the student's ability to:
 - pick out medicines from an assortment of objects
 - distinguish between medicine and candy
 - describe how and when to take medicines safely
 - describe what to do if students find medicines
 - describe steps in decision-making
- Totally Awesome Health Teaching Strategies Grade K
 - TS-99 "*Distinguishing Between Medicine and Food*"
 - TS-103 "*Alcohol Abuse*"
 - TS-107 "*Drugs*"
 - TS-111 "*Tobacco Harms the Body*"
- Activities from Lions Quest Skills for Growing Unit 4

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
- **quizzes (oral and written) and worksheets**
 - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconception
- **health journal**
 - students use this as a method of self reflection (teacher will review journals regularly and give feedback)
 - say, draw or write what I learned
 - say, draw or write what I liked
 - say or write what more do I want to know?
 - say or write what question do I want to ask an adult?
 - say or write what I plan to do as a result
 - say or write I can help myself, family or friends by..

Module Title: Alcohol, Tobacco and Other Drugs

Sequence Reference: P1 HE-D

Summative Assessment:

Assessment given at the end of a module where the data is used to generate grades.

- Written assessment - given pictures, make decisions about safe and unsafe situations
- Demonstrate/ role play a response to a problem situation (being offered alcohol, tobacco or any other unsafe substance) score by rubric
- Adapt activities from previous section

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Skills for Growing, Science (Alive and Well), Social Studies
- visits: CADA prevention resource centre, pharmacy
- visitors: police, drug prevention officer, nurse, counsellor

References – Teacher:

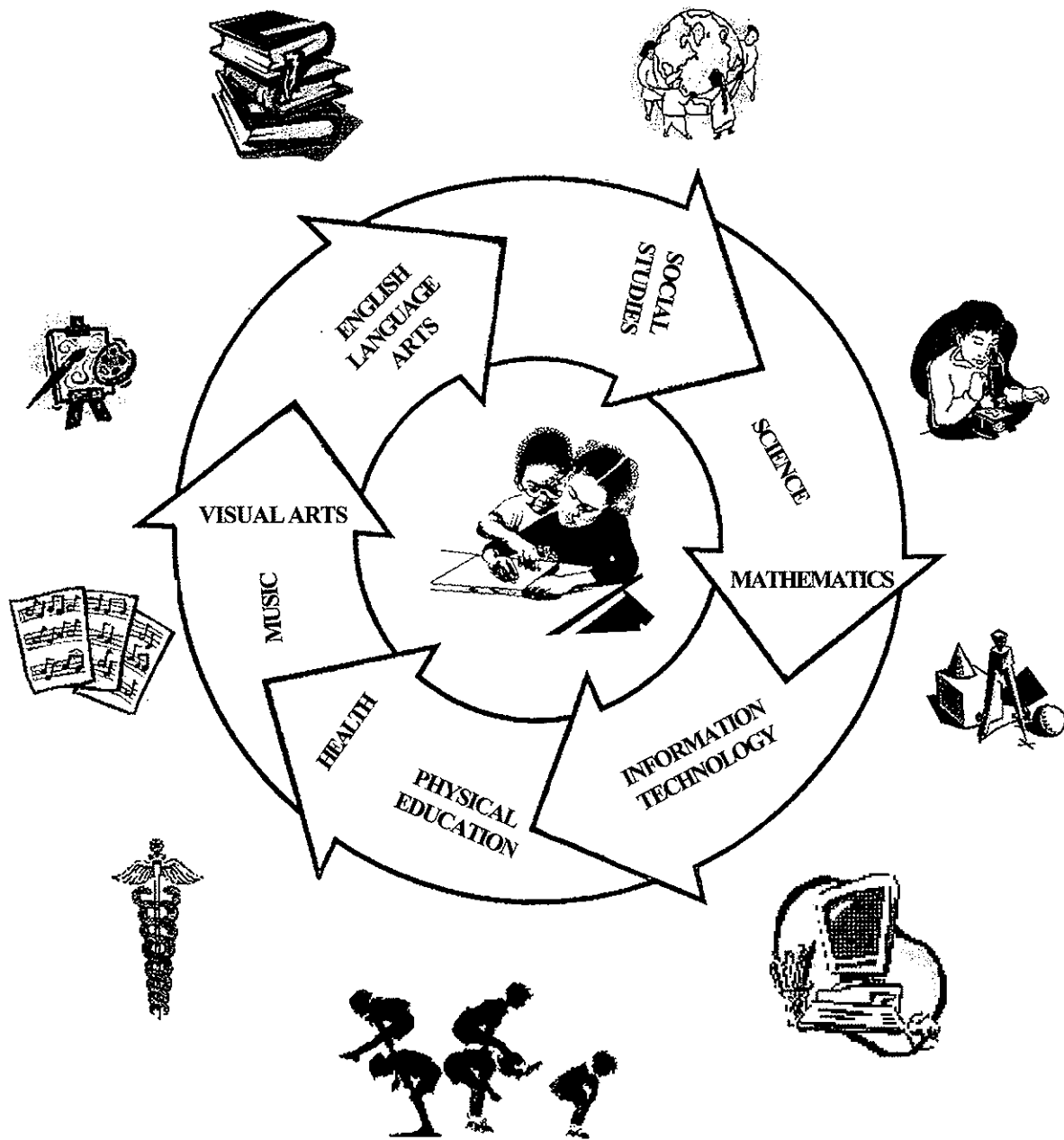
- McGraw-Hill Health Grade K
- Totally Awesome Health Resource Binder Grade K
- Lions Quest Skills for Growing Grade K

References – Student:

- N/A

Glossary:

- refer to text



Module E

HEALTH EDUCATION

Module Title: Nutrition and Fitness

Sequence Reference: P1 HE-E

Time allotted: 6 weeks

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
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Subgoal Emphasis:

- 1.1, 1.3, 1.8 Health Promotion and Disease Prevention
- 2.1, 2.2 Health Information and Resources
- 3.1, 3.4 Health Enhancement and Risk Reduction
- 4.1, 4.2, 4.5 Impact of Culture, Media and Technology
- 6.1 - 6.6 Goal Setting and Decision Making
- 7.2 - 7.5 Personal, Family and Community Health

Content Focus:

- Foods
- Nutrient Sources
- Eating Habits and Food Choices
- Relationships of Food Nutrition and Health

Curriculum Objectives:

At the end of this module, students will:

- recognize the importance of food
- appreciate the benefits of making healthful food choices
- identify the variety of foods in each food group
- recognize the importance of eating breakfast
- choose nutritious snacks
- suggest foods used for different occasions in Bermuda
- recognize a relationship between physical activity, eating and good health
- cite the benefits of physical activity and risks of physical inactivity
- be aware of related careers
- apply decision making and problem solving skills to familiar and unfamiliar situations involving nutrition and fitness

Content Detail:

- importance of food
 - energy
 - growth
 - good health (staying well)
 - where does the food go?
- the food guide pyramid
 - the food groups
 - variety of foods including cultural/ethnic foods
 - meals and the food guide pyramid
 - tasting foods
- healthful food choices
 - snacks
 - meals
 - picnics, festivals, celebrations
- physical activity (**P.E. link**)
 - the Kids Activity Pyramid (Health Department)
 - benefits (stress relief, fun, strong muscles and heart)
 - risks of physical inactivity (weight gain, poor muscle tone etc.)
- health careers: chef, nutritionists, physical education teacher
- decision making and problem solving

Module Title: Nutrition and Fitness

Sequence Reference: P1 HE-E

Recommended Instructional Strategies:

- Introduce the food guide pyramid. Ask students to give more examples for each food group.
- Students can give examples of their favourite nutritious snack. The teacher writes suggestions on the board, and then students can draw them
- Create mobiles, decals, murals or collages of foods from the food guide pyramid
- CD- Five A Day Adventures
- Create a learning centre using
 - posters
 - CD- Five A Day Adventures
 - food models
- make a healthy breakfast, lunch and supper booklet using pictures to represent food
- Totally awesome Health Strategies teaching
- TS-71 - "*Healthful Foods Help Me Grow*"
- TS-73 - "*Healthful Food Choices*"
- TS-79 - "*Food Sense and Nonsense*"
- Other activities from McGraw-Hill Health Teacher Health Kit

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
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 - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconceptions
- **health journal**
 - students use this as a method of self reflection (teacher will review journals regularly and give feedback)
 - say, draw or write what I learned
 - say, draw or write what I liked
 - say, or write what more do I want to know?
 - say or write what question do I want to ask an adult?
 - say or write what I plan to do as a result
 - say or write I can help myself, family or friends by..

Module Title: Nutrition and Fitness

Sequence Reference: P1 HE-E

Summative Assessment:

Assessment used at the end of a module where data is used to generate grades.

- Decision-making: Give students YES and NO cards. On one draw a happy face, on the other, a sad face. The teacher compiles a list of foods and snacks that students enjoy. When the teacher reads out a healthy food, students should raise happy face (sad face for unhealthy food).
- Adapt activities from previous page.

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Art, Physical Education, Science, Language Arts, Mathematics
- visits: hotel or restaurant kitchens, supermarkets
- visitors: chefs, nutritionist, P.E. teacher
- food guide pyramid and games at Department of Education Resource Centre

References - Teacher:

- McGraw-Hill Health Grade K
- Totally Awesome Health Resource Binder Grade K

References - Student:

- N/A

Glossary:

- refer to text

Health Education - P2

Level Code: P2 HE



MINISTRY OF EDUCATION

Bermuda
2001

**PRIMARY SCHOOL
PHASE A OVERVIEW**

Subject Title: Health Education

Subject Code: P2 HE

Time Allotted: 60 min/wk

RATIONALE

At this level, health education should focus on students' understanding of health promotion and disease prevention concepts, which will establish a foundation for leading healthful, productive and responsible lives. The instructional programme is based on a wellness approach to the system wide approved health education philosophy, seven goals/subgoals and performance indicators. During these formative years, health education is viewed as a separate subject with an assigned time allotment in addition to being cross-curricular in nature. It should adequately prepare older primary level youth for the experiences of middle level education. Classroom instruction in pre-school and primary level health education should encourage Bermuda's children and youth to use goal setting and decision making skills to address issues related to health and safety, access health information, practice health-enhancing behaviours, reduce health risks, and use communication skills effectively to enhance personal, family and community health.

School health education is designed to reinforce health habits, attitudes and behaviours developed in the home. It is recognized that parents are the primary health educators of their children and that the role of government, the schools, churches and community is secondary to that of the home, however very vital. Through home-school linkages, teachers, involved community health professionals and parents can collaborate to support the goals of Health for Success.

PRIMARY TWO (P2) REQUIREMENTS

The requirements for this level are as follows:

<ul style="list-style-type: none"> • Performance Assessment* - Skills tests, teacher observations, oral questioning, dances, skits, role plays, interviews 	45 %
<ul style="list-style-type: none"> • Product Assessment* - Games, journals, poems, drawings, models, projects, stories, collages, crosswords, bumper stickers, portfolio 	45 %
<ul style="list-style-type: none"> • Written Assessment - Selected response: multiple choice, true-false, matching - Constructed response: fill in the blank, label or draw a diagram, table/graph 	10%
Total	100%

*Product and performance assessments scored by rubric.

MATERIALS OF INSTRUCTION (Adopted Text)

Giarranto-Russell, Susan et al. McGraw-Hill Health. New York: McGraw-Hill School Division, 2000.

Meeks, Linda and Heit Phillip. Totally Awesome Health (teacher's resource binder). Ohio: Meeks Heit Publishing, 1997.

Lions-Quest Skills for Growing Ohio: Quest International, 1990.

PHASE A OUTLINE

P1 Module Titles A - E	P2 Modules Titles A - E	P3 Modules Titles A - E
<p>A. Safety and First Aid..... 6</p> <ul style="list-style-type: none"> - identification information - traffic signs and signals - safety rules for various environments - safety assistance - first aid - decision making and problem solving 	<p>A. Safety and First Aid8</p> <ul style="list-style-type: none"> - passenger safety and personal body safety - risks at home - emergencies and first aid - violence and bullying - decision making and problem solving 	<p>A. Safety and First Aid 8</p> <ul style="list-style-type: none"> - safety procedures - inappropriate behaviour - safety personnel - basic first aid - decision making and problem solving
<p>B. Personal and Community Health 8</p> <ul style="list-style-type: none"> - behaviours that lead to good health - health care practices - outer body parts - becoming sick - decision making and problem solving 	<p>B. Personal and Community Health 8</p> <ul style="list-style-type: none"> - personal hygiene habits - care of teeth and five senses - how people become sick - nurturing and being nurtured - health care professionals - decision making and problem solving 	<p>B. Personal and Community Health 6</p> <ul style="list-style-type: none"> - pollution and the environment - impact on health - use of resources - prevention of communicable diseases - dental health care - decision making and problem solving
<p>C. Family Life and Human Sexuality 8</p> <ul style="list-style-type: none"> - families - things learned in a family - qualities of friends - classroom relationships - decision making and problem solving 	<p>C. Family Life and Human Sexuality 4</p> <ul style="list-style-type: none"> - kinds of families - healthy family living - influences of family - family changes - major stages of growth and development - decision making and problem solving 	<p>C Family Life and Human Sexuality 6</p> <ul style="list-style-type: none"> - friendship and healthful relationships - community resources - decision making and problem solving

D. Alcohol Tobacco and Other Drugs 6
 - safe and unsafe substances
 - refusal skills
 - decision making and problem solving

D. Alcohol Tobacco and Other Drugs 8
 - medicines
 - safe use of medicines
 - rest and nutrition
 - decision making and problem solving

D. Alcohol Tobacco and Other Drugs 8
 - licit and illicit drug use
 - licit drugs in various substances
 - impact of using various medicines and drugs
 - decision making and problem solving

E. Nutrition and Fitness 6
 - importance of food
 - the food guide pyramid
 - healthful food choices
 - physical activity
 - health careers
 - decision making and problem solving

E. Mental and Emotional Health 6
 - good health
 - personal uniqueness
 - expressing emotions
 - coping in stressful situations
 - decision making and problem solving

E. Nutrition and Fitness 6
 - using the food guide pyramid
 - nutrients
 - healthy food choices
 - physical activity and health
 - foods and tooth decay
 - decision making and problem solving

Subtotal 34	Subtotal 34	Subtotal 34
Optional Weeks 4	Optional Weeks 4	Optional Weeks 4
Total Weeks 38	Total Weeks 38	Total Weeks 38

PRIMARY SCHOOL

check one: PS P1 P2 P3 P4 P5 P6

Health Education

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX				
1	Health Promotion and Disease Prevention	1.1	Risk behaviours	x	x		x	x
		1.2	Changes			x	x	x
		1.3	Influences			x	x	
		1.4	Environment impact		x		x	
		1.5	Risk reduction		x		x	x
		1.6	Prevention control					
		1.7	Policies/laws					
		1.8	Methods	x	x			
2	Health Information and Resources	2.1	Reliability		x		x	x
		2.2	Selection		x	x	x	
		2.3	Decision making	x			x	x
		2.4	Analysis	x	x	x	x	x
		2.5	Accessibility		x	x	x	x
		2.6	Cost				x	x
3	Health Enhancement and Risk Reduction Behaviours	3.1	Responsibility	x	x		x	x
		3.2	Risk factors	x	x	x	x	x
		3.3	Behaviours	x		x		x
		3.4	Strategies/improvement	x	x	x		x
		3.5	Strategies/prevention	x			x	
		3.6	Situations/avoidance	x		x		
		3.7	Methods	x			x	
		3.8	Actions	x				
		3.9	Stress management					
4	Impact of Culture and Technology on Health	4.1	Diversity			x	x	
		4.2	Impacts			x		
		4.3	Government's role					
		4.4	Technology					x
		4.5	Influences			x	x	x
5	Healthful Interpersonal Communication	5.1	Interpretation	x		x		x
		5.2	Skills			x		x
		5.3	Relationships			x		x
		5.4	Methods			x		x
		5.5	Conflict analysis	x				
		5.6	Negotiation	x		x		
		5.7	Conflict analysis	x				x
		5.8	Conflict reduction	x				x
MODULES				A	B	C	D	E

(Page 1 of 2)

PRIMARY SCHOOL

check one: PS P1 P2 P3 P4 P5 P6

Health Education

6	Decision Making and Setting Goals for Health and Wellness	6.1	Strategies	x			x	x	
		6.2	Analysis/concern				x		
		6.3	Impact		x	x	x	x	
		6.4	Plans/personal			x	x		
		6.5	Progression				x		
		6.6	Plans/lifelong		x	x	x		
7	Personal Family and Community Health Advocacy	7.1	Communication methods	x	x	x		x	
		7.2	Opinions						
		7.3	Strategies		x	x	x		
		7.4	Problem solving			x		x	
		7.5	Influence	x	x	x	x	x	
		7.6	Audience			x		x	
CONTENT STRUCTURE		Mental Health						x	
		Personal & Community Health			x				
		First Aid, Safety & Injury		x					
		Disease Prevention & Control							
		Tobacco, Alcohol & Other Drugs					x		
		Nutrition & Fitness							
		Human Sexuality					x		
MODULES				A	B	C	D	E	

MODULE KEY

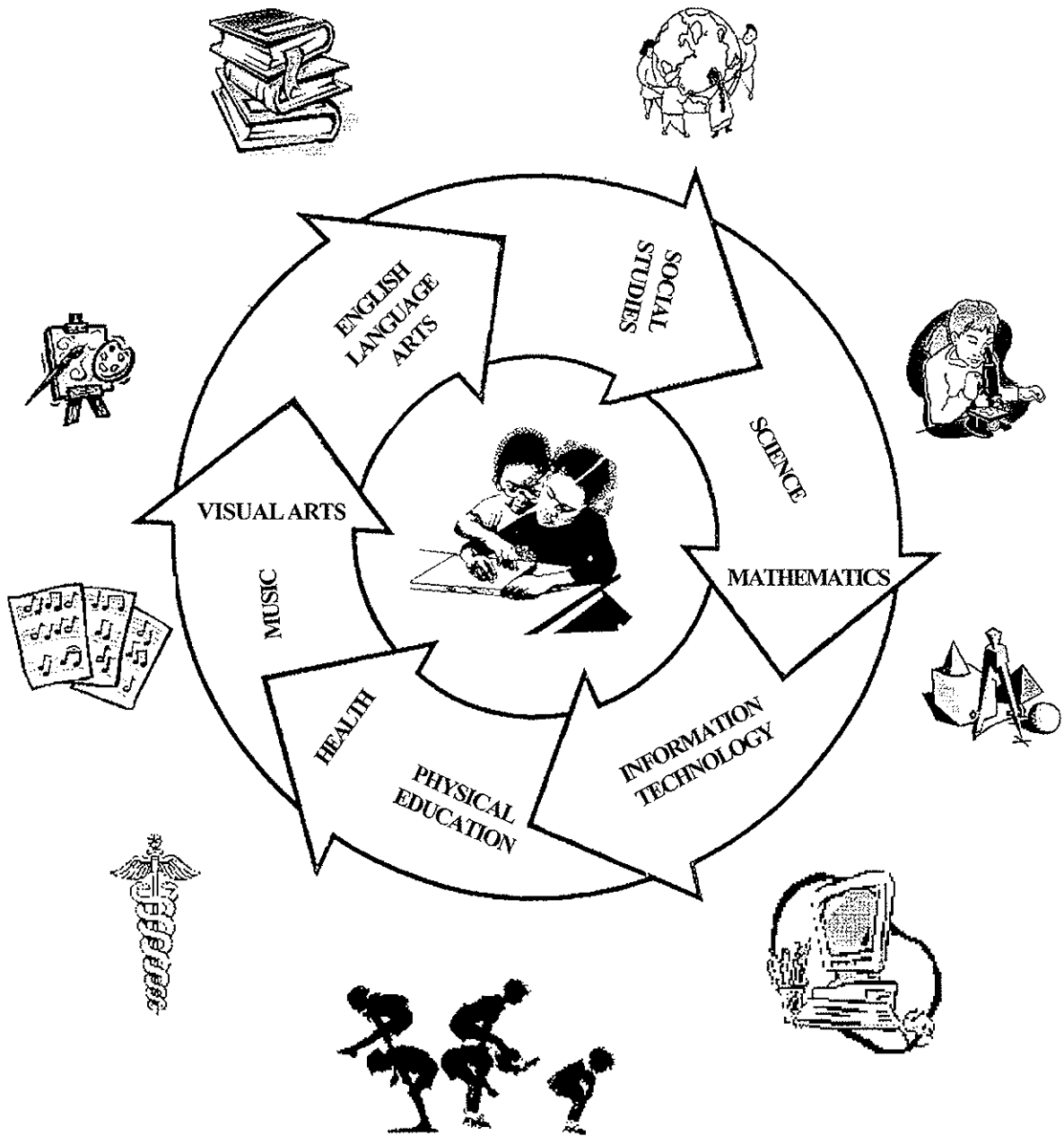
A - Safety and First Aid

B - Personal and Community Health

C - Family Life and Human Sexuality

D - Alcohol, Tobacco and Other Drugs

E - Nutrition and Fitness



Module A

HEALTH EDUCATION

Module Title: Safety and First Aid	Sequence Reference: P2 HE-A																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="4" style="text-align: center;">PHASE A</th> <th colspan="3" style="text-align: center;">PHASE B</th> </tr> <tr> <th style="text-align: center;">PS</th> <th style="text-align: center;">P1</th> <th style="text-align: center;">P2</th> <th style="text-align: center;">P3</th> <th style="text-align: center;">P4</th> <th style="text-align: center;">P5</th> <th style="text-align: center;">P6</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>		PHASE A				PHASE B			PS	P1	P2	P3	P4	P5	P6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PHASE A				PHASE B																		
PS	P1	P2	P3	P4	P5	P6																
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Time allotted: 8 weeks	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1, 1.8 Health Promotion and Disease Prevention • 2.3, 2.4 Health Information and Resources • 3.1 - 3.8 Health Enhancement and Risk Reduction • 5.1, 5.5 - 5.8 Healthful Interpersonal Communication • 6.1 Goal Setting and Decision Making • 7.1, 7.5 Personal, Family and Community Health </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> Content Focus: <ul style="list-style-type: none"> • Hazardous Situations • Injury Prevention • Emergency Response • Risk Taking Behaviours and Consequences • Safety Resources </td> </tr> </table>	Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1, 1.8 Health Promotion and Disease Prevention • 2.3, 2.4 Health Information and Resources • 3.1 - 3.8 Health Enhancement and Risk Reduction • 5.1, 5.5 - 5.8 Healthful Interpersonal Communication • 6.1 Goal Setting and Decision Making • 7.1, 7.5 Personal, Family and Community Health 	Content Focus: <ul style="list-style-type: none"> • Hazardous Situations • Injury Prevention • Emergency Response • Risk Taking Behaviours and Consequences • Safety Resources 																			
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Curriculum Objectives:	Content Detail:																					
At the end of this module, students will: <ul style="list-style-type: none"> • demonstrate appropriate behaviour as a passenger on different types of wheeled transportation • demonstrate how to say “ no” during inappropriate touch and how to seek help • recognize and avoid safety risks in the home • demonstrate how to respond to emergencies • demonstrate first aid to control own bleeding • explain strategies that prevent or intervene with violence when in the community or school • communicate a good strategy when dealing with bullying • apply decision making skills to situations related to safety and first aid 	<ul style="list-style-type: none"> • passenger safety <ul style="list-style-type: none"> - bike (helmet, holding on, foot rest) - bus (sitting still, getting off and waiting until bus moves to cross a street etc.) - car - sitting during motion and using seat belt • personal body safety (P.E. link) • risks at home (identification and avoidance) <ul style="list-style-type: none"> - unknown or harmful substances, electrical outlets and appliances, fire • emergencies - check, call an adult/ 911 • self care and first aid to control bleeding <ul style="list-style-type: none"> - minor cuts and scrapes - clean - nose bleeds • violence prevention • dealing with bullying • decision making and problem solving (P.E. link) <ul style="list-style-type: none"> - is it healthful? - is it safe ? - will I be following rules and laws? - will I show respect for myself and others? - will I be following my family’s guidelines? - will I be showing good character? 																					

Recommended Instructional Strategies:

Recommended Formative Assessment Strategies:

- Discuss with students hazards in a household - give situations and let students make and explain decisions about potential hazards and how to avoid the situations - toys around the house, turning on the stove, letting strangers in the house, drinking unknown substances, telling strangers who telephone that you are home alone.
- Role play / dress up - have helmet and simulated seat belt etc. - have students role play how to act as passenger on a bike, in a car or bus.
- Demonstrate how to call 911 – call, give name and address, say what is wrong and stay on line.
- Explain how to care for cut or scrape.
- Practise decision making skills in groups given situations by teacher (a stranger offers you candy, your friend offers you an unknown drink from their refrigerator etc.)
 - is it healthful?
 - is it safe?
 - will I be following rules and laws?
 - will I show respect for others and myself?
 - will I be following my family’s guidelines?
 - will I be showing good character?
- Good touch/bad touch – a good touch shows caring and kindness.
- Handshake or a hug is a good touch. A bad touch can harm you. It makes you uncomfortable. Pushing or shoving are some bad touches.
- Totally Awesome Health Teaching Strategies Grade 1
 - TS-111 - “*Call for Help*”
 - TS-113 - “*Avoid that Car*”
 - TS-115 - “*Safety Town*”
 - TS-117 - “*Hand Signals*”
 - TS-119 - “*Staying Below the Smoke Line*”
 - TS-121 - “*Five Fire Facts*”
- Other activities from McGraw-Hill Health Teachers Health Kit Grade 1

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
- **quizzes** (oral and written) and worksheets
 - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconception
- **health journal**
 - students use this as a method of self reflection (teacher will review journals regularly and give feedback)
 - draw or write what I learned
 - draw or write what I liked
 - what more do I want to know?
 - what question do I want to ask an adult?
 - what I plan to do as a result
 - I can help myself, family or friends by..

Module Title: Safety and First Aid

Sequence Reference: P2 HE-A

Summative Assessment:

Assessments given at the end of a module where data is used to generate grades.

- Identify potential hazards from pictures or statements
- Adapt activities from previous section
- Demonstrate or cite correct methods for traveling in or on a vehicle
- Use correct decision making process for situation described by a teacher
 - is it healthful?
 - is it safe?
 - will I be following rules and laws?
 - will I show respect for myself and others?
 - will I be following my family's guidelines?
 - will I be showing good character?

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: English Language Arts, Science, Physical Education
- visits/visitors: nurse or teacher who is first aid trained to show how to treat minor injuries, Road Safety Council member, police liaison officers

References - Teacher:

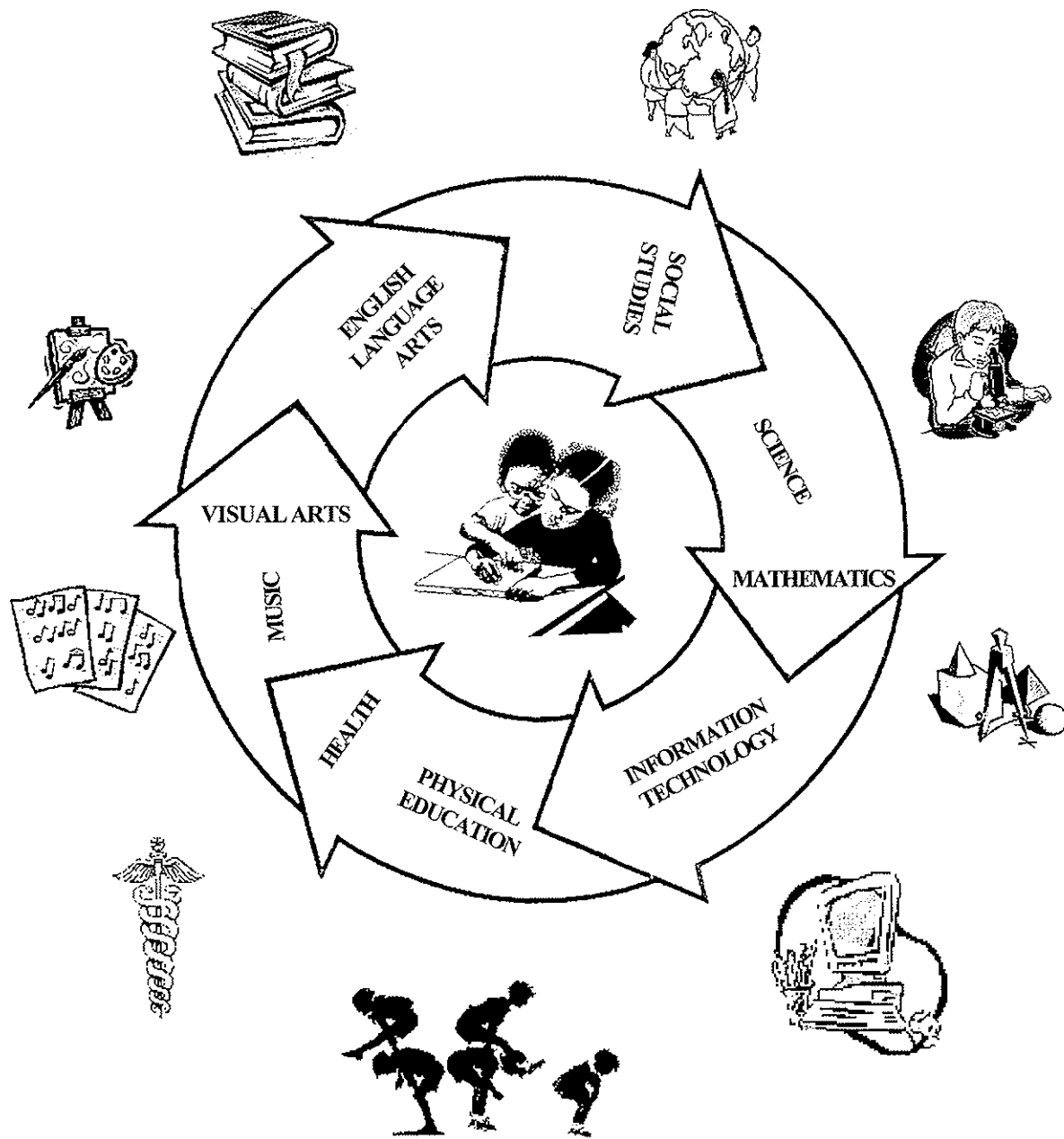
- McGraw-Hill Health Grade 1
- Totally Awesome Health Resource Binder Grade 1

References - Student:

- N/A

Glossary:

- refer to text



Module B

HEALTH EDUCATION

Module Title: Personal and Community Health	Sequence Reference: P2 HE-B																					
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Time allotted: 8 weeks																						
Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1, 1.4, 1.5, 1.8 Health Promotion and Disease Prevention • 2.1, 2.2, 2.4, 2.5 Health Information and Resources • 3.1, 3.2, 3.4 Health Enhancement and Risk Reduction • 6.3, 6.6 Goal Setting and Decision Making • 7.1, 7.3, 7.5 Personal, Family and Community Health 	Content Focus: <ul style="list-style-type: none"> • Personal Health Habits • Health Care Services • Health Care Products • Health Careers • Environmental Health 																					

Curriculum Objectives:	Content Detail:
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • demonstrate healthful personal hygiene habits • identify ways to prevent the spread of germs • recognize how people become sick • describe proper care of the five senses • recognize the importance of nurturing others and being nurtured • identify health care professionals and describe their roles • identify effective daily care of primary and permanent teeth • apply decision making skills to situations related to personal and community health 	<ul style="list-style-type: none"> • personal hygiene habits <ul style="list-style-type: none"> - bathing, grooming, sleeping, eating good food - exercising (P.E. link) • care of teeth <ul style="list-style-type: none"> - brushing, flossing, health food choices, dental care (care and cleanliness) • how people become sick • germs <ul style="list-style-type: none"> - how germs spread, ways to prevent - avoid contact with body fluids (saliva, blood) of others - (clean hands, covering mouth when coughing, sneezing) • the environment <ul style="list-style-type: none"> - water contamination, food contamination - air pollution • care of five senses <ul style="list-style-type: none"> - seeing, hearing, smelling, tasting, touching - care of eyes, ears, mouth, nose, skin • nurturing and being nurtured • health care professionals <ul style="list-style-type: none"> - dentist, nurse, doctor, occupational therapists • decision making and problem solving <ul style="list-style-type: none"> - is it healthful? - is it safe? - will I be following rules and laws? - will I be following my family's guidelines? - will I be showing good character?

Module Title: Personal and Community Health

Sequence Reference: P2 HE-B

Recommended Instructional Strategies:

- Students working in small groups develop a personal hygiene checklist. Students in each group use the checklist and check it daily for a period of time. Hygiene checklists should be posted in the classroom
- Pathogens – the germ and the cookie. Pass one or two cookies around the room, have everyone touch the cookie, have people cough, sneeze. Then take the cookie and say do you want to eat this cookie? Why not – discuss issues related to germs
- Talk about how your body uses senses, and the parts that do what
- Sense walk: have a class walk around the school grounds, making them aware of the senses being used. In the classroom, role play and ask what sense was used to
 - smell the flowers
 - feel the breeze
 - see the trees etc.
- Totally Awesome Health Teaching Strategies Grade 1
 - TS-81 – “Who Keeps Their Eyes and Ears Safe”
 - TS-83 – “Check Me Out”
 - TS-67 – “Sitting Tall”
 - TS-71 – “A Fistful of Heart”
 - TS-75 – “Teeth With a Bite”
 - TS-95 - “Germs in the Air”
 - TS-103 – “Washing with Soap”
- Other activities from McGraw-Hill Health teacher Health Kit Grade 1

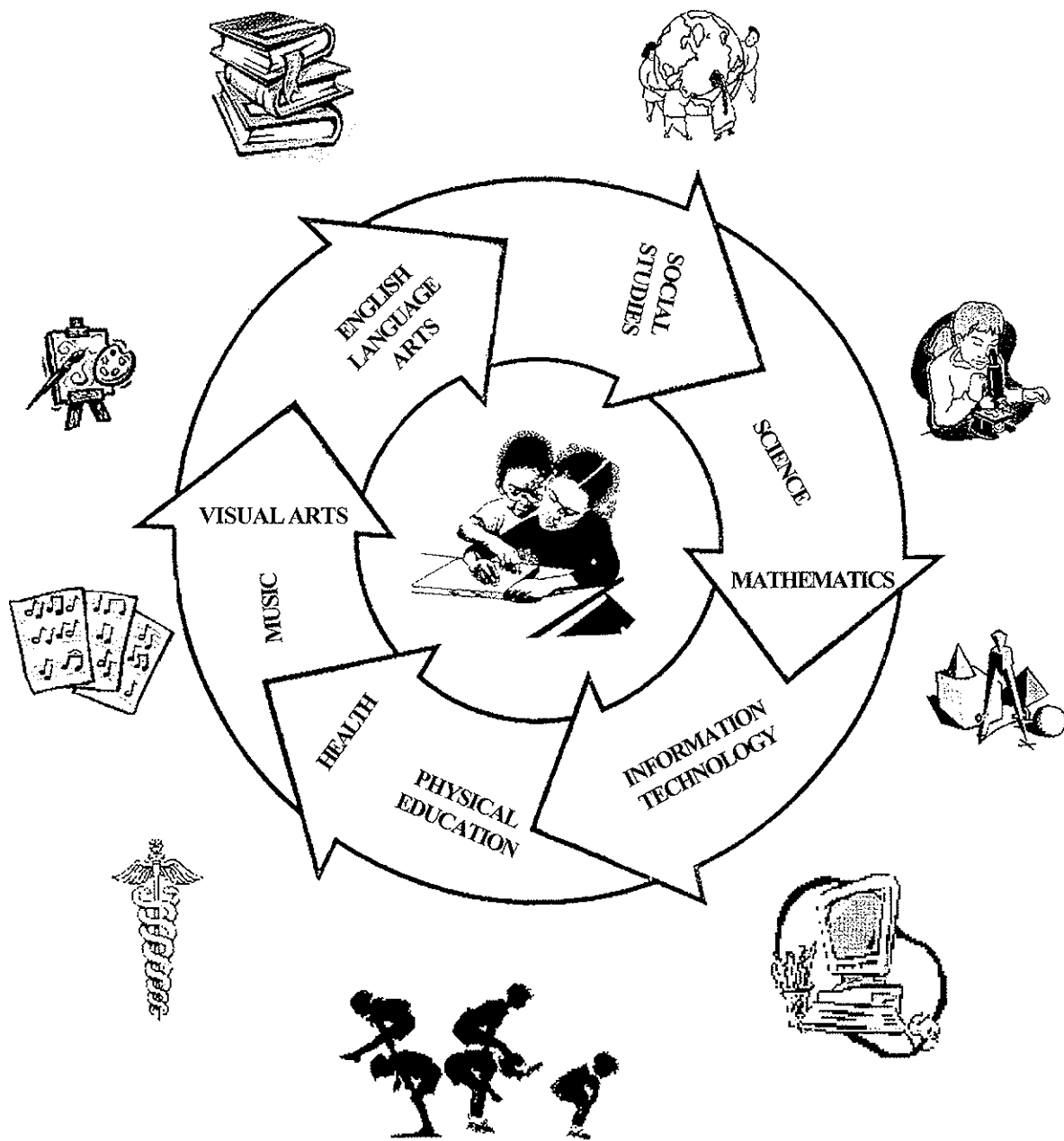
Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
- **quizzes** (oral and written) and worksheets
 - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconception
- **health journal**
 - students use this as a method of self reflection (teacher will review journals regularly and give feedback)
 - draw or write what I learned
 - draw or write what I liked
 - what more do I want to know?
 - what question do I want to ask an adult?
 - what I plan to do as a result
 - I can help myself, family or friends by..

Module Title: Personal and Community Health	Sequence Reference: P2 HE-B
Summative Assessment:	
<p>Assessment used at the end of a module where data is used to generate grades.</p> <ul style="list-style-type: none"> • Adapt performance based activity from teachers resource guide • Make wise decisions activity – give a scenario and have students respond using decision making process • Pencil and paper activity – matching pairs (pictures) e.g. spreading germs, covering mouth when coughing, washing hands etc. 	
Special Resources: (materials, equipment & community involvement)	
<ul style="list-style-type: none"> • cross curricular connections: Science, Art, English Language Arts, Physical Education • visits: clinic (medical and dental) • visitors: doctor, nurse, dental hygienist, dentist, counsellor 	
References - Teacher:	References - Student:
<ul style="list-style-type: none"> • <u>McGraw-Hill Health Grade 1</u> • <u>Totally Awesome Health Resource Binder Grade 1</u> 	<ul style="list-style-type: none"> • N/A
Glossary:	
<ul style="list-style-type: none"> • refer to text 	



Module C

HEALTH EDUCATION

Module Title: Family Life and Human Sexuality

Sequence Reference: P2 HE-C

Time allotted: 4 weeks

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
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Subgoal Emphasis:

- 1.2, 1.3 Health Promotion and Disease Prevention
- 2.2, 2.4, 2.5 Health Information and Resources
- 3.2 - 3.4, 3.6 Health Enhancement and Risk Reduction
- 4.1, 4.2, 4.5 Impact of Culture, Media and Technology
- 5.1 - 5.4, 5.6 Healthful Interpersonal Communication
- 6.3, 6.4, 6.6 Goal Setting and Decision Making
- 7.1, 7.3 - 7.6 Personal, Family and Community Health

Content Focus:

- Roles and Responsibilities of Family Members
- Family Structure, Customs and Values

Curriculum Objectives:

At the end of this module, students will:

- describe different kinds of families
- identify ways that family members work together to make a family healthy
- communicate about what it means to be a responsible family member
- identify the major stages of human growth and development
- explain the influences of a family
- explain ways in which families change
- apply decision making skills to situations related to current health topics

Content Detail:

- kinds of families (**Social Studies** link *Society and Culture* P2 SS-A)
 - size of families – small and large
 - extended and immediate
 - different ages within the families
 - families with relatives, single parent families
 - adopted families, blended families
- healthy family living
 - respect, responsibility, cooperation, rules
 - communication, understanding
- influences
 - family background – roots, culture
 - physical health, role models
- family changes
 - siblings leaving home, grandparents moving in
 - separation
 - illness, death
- major stages of human growth and development
 - childhood
 - adolescence (teenage)
 - adult, senior citizen
- decision making and problem solving: is it healthful; is it safe; will I be following rules and laws; will I show respect for myself and others; will I follow my family guidelines; will I be showing good character?

Module Title: Family Life and Human Sexuality

Sequence Reference: P2 HE-C

Recommended Instructional Strategies:

- Have students list activities that they enjoy doing with other family members and explain why they enjoy doing them.
 - Interview grandparents or senior citizen about things friends and families did during their childhood.
 - Discuss feelings about the following situations
 - a baby comes into the family
 - a divorce
 - a family member leaving (dying or going abroad)
 - Draw a picture to represent stages of growth and development: baby, child, teacher, adult
- Totally Awesome Health Teaching Strategies Grade 2
- TS-39 – “*What is a Family*”
 - TS-43 – “*One, Two, A Friend for You*”
 - Other activities from McGraw-Hill Health Teacher Health Kit Grade 1
 - Activities from Social Studies module *Society and Culture P2 SS-A*

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
- **quizzes** (oral and written) and worksheets
 - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconceptions
- **health journal**
 - students use this as a method of self reflection (teacher will review journals regularly and give feedback)
 - draw or write what I learned
 - draw or write what I liked
 - what more do I want to know?
 - what question do I want to ask an adult
 - what I plan to do as a result
 - I can help myself, family or friends by..

Module Title: Family Life and Human Sexuality

Sequence Reference: P2 HE-C

Summative Assessment:

Assessments given at the end of a module where data is used to generate grades.

- Adapt activities from previous sections

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Social Studies, Skills for Growing, Physical Education
- visits: senior citizens home
- visitors: grandparent, counsellor

References - Teacher:

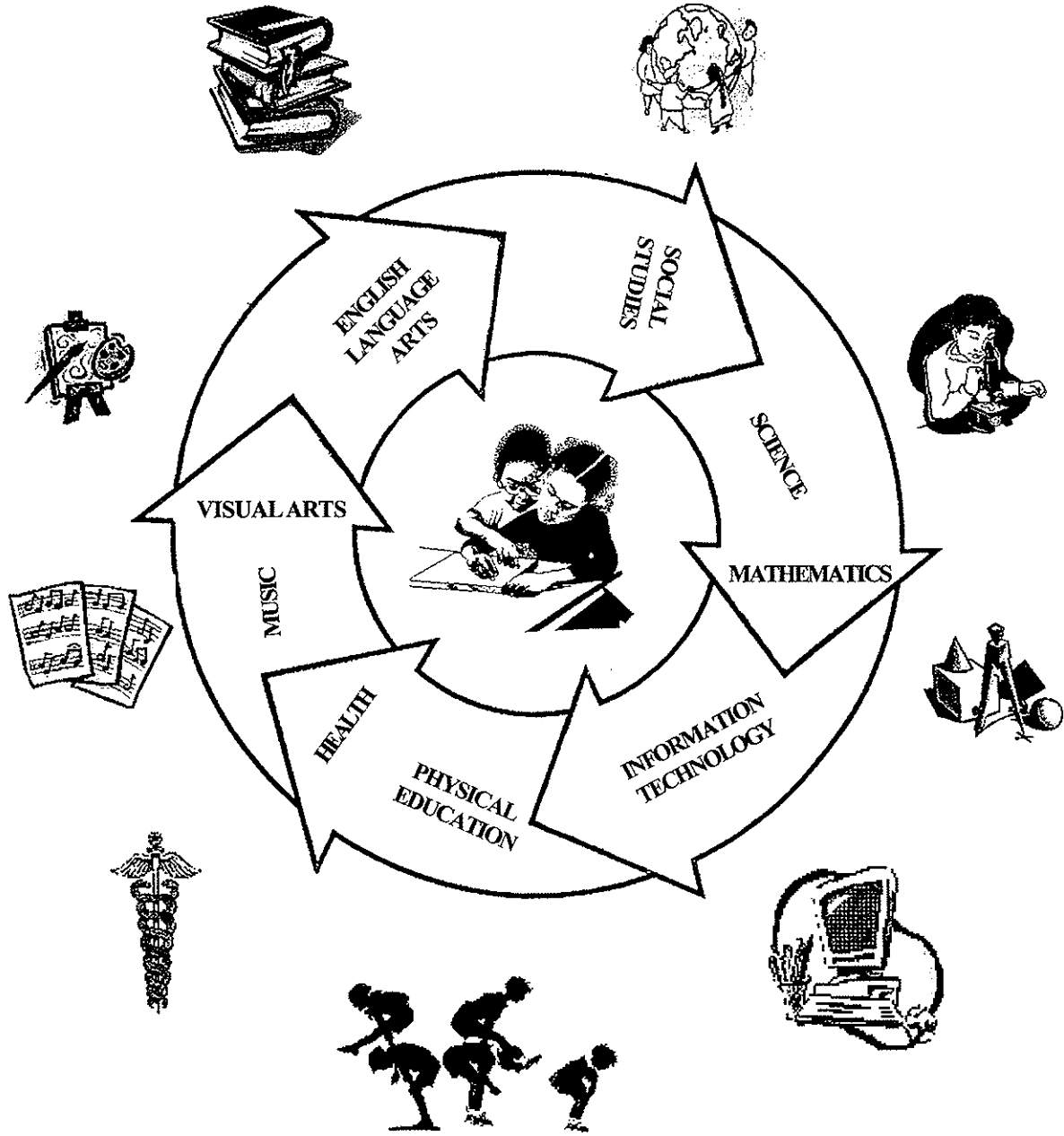
- McGraw-Hill Health Grade 1
- Totally Awesome Health Resource Binder Grade 1

References - Student:

- N/A

Glossary:

- refer to text



Module D

HEALTH EDUCATION

Module Title: Alcohol, Tobacco and Other Drugs

Sequence Reference: P2 HE-D

Time allotted: 8 weeks

PHASE A				PHASE B		
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Subgoal Emphasis:

- 1.1 - 1.5 Health Promotion and Disease Prevention
- 2.1 - 2.6 Health Information and Resources
- 3.1, 3.2, 3.5, 3.7 Health Enhancement and Risk Reduction
- 4.1, 4.5 Impact of Culture, Media and Technology
- 6.1 - 6.6 Goal Setting and Decision Making
- 7.3, 7.5 Personal, Family and Community Health

Content Focus:

- Effects and Interactions
- Consequences
- Resistance Skills
- Community Resources

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- distinguish between prescription and non-prescription medicines
- outline the safe use of medicines
- explore alternative ways of getting well
- be aware of health related careers
- recognize herbals and supplements as drugs
- use decision making and problem solving skills to address issues involving drugs and medicines
(refer to Lions Quest Skills for Growing Unit 4)

- medicines
 - prescribed (who prescribes, why, what do they look like)
 - non-prescription including vitamins (what are they, who buys them, why, what do they look like?)
- safe use of medicines
 - adult supervision
 - dosage
 - who to tell when there is a problem when taking a medicine
- alternatives
 - rest (sleep etc.)
 - plenty of water and proper nutrition
- health career : pharmacist (prepares and sells medicines), doctor (prescribes medicines and other things to make you well)
- decision making and problem solving
 - is it healthful?
 - is it safe?
 - will I be following rules and laws?
 - will I show respect for myself and others?
 - will I be following my family's guidelines?
 - will I be showing good character?
 (refer to Lions Quest Skills for Growing Unit 4)

Module Title: Alcohol, Tobacco and Other Drugs

Sequence Reference: P2 HE-D

Recommended Instructional Strategies:

- Classify samples of prescription and non-prescription medicines - explain how decisions are made.
- Brainstorm ways in which medicine is taken safely and draw or write a list reflecting safe methods of taking medicines
 - Class trip: the pharmacy
 - Brainstorm a list of questions for the students to ask or a list of things for the children to find
 - Watch a pharmacist at work
 - Return to school and have students respond to the visit by writing, drawing, thanking pharmacist etc.
- Students respond to a decision making or problem solving scenario about taking other people's medicines- applying appropriate questions from decision making process
 - is it healthful?
 - is it safe?
 - will I be following rules and laws?
 - will I be following my family's rules?
 - will I show respect for myself and others?
 - will I be showing good character?
- Illustrate different forms that medicine may come in
 - injections
 - liquid
 - pills
 - eye, ear, nose drops
 - skin crèmestudents can create poster , mobile or collage
- Other activities from McGraw-Hill Health Teacher Health Kit Grade 1
- Activities from Skills for Growing Grade 1
- Totally Awesome Health Teaching Strategies
 - TS-79 - "Row Row Row Your Boat"
 - TS-83 - "Slow Down"
 - TS-87 - "Bagged Lungs"

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
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 - what more do I want to know?
 - what question do I want to ask an adult?
 - what I plan to do as a result
 - I can help myself, family or friends by..

Module Title: Alcohol, Tobacco and Other Drugs	Sequence Reference: P2 HE-D
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Summative Assessment:

Assessment given at the end of a module where the data is used to generate grades.

- Written assessment - draws or writes how to take a medicine
- Design anti drug message for a T-shirt or bumper sticker
- Adapt any activities from previous section or Lions Quest Skills for Growing

Special Resources:
(materials, equipment & community involvement)

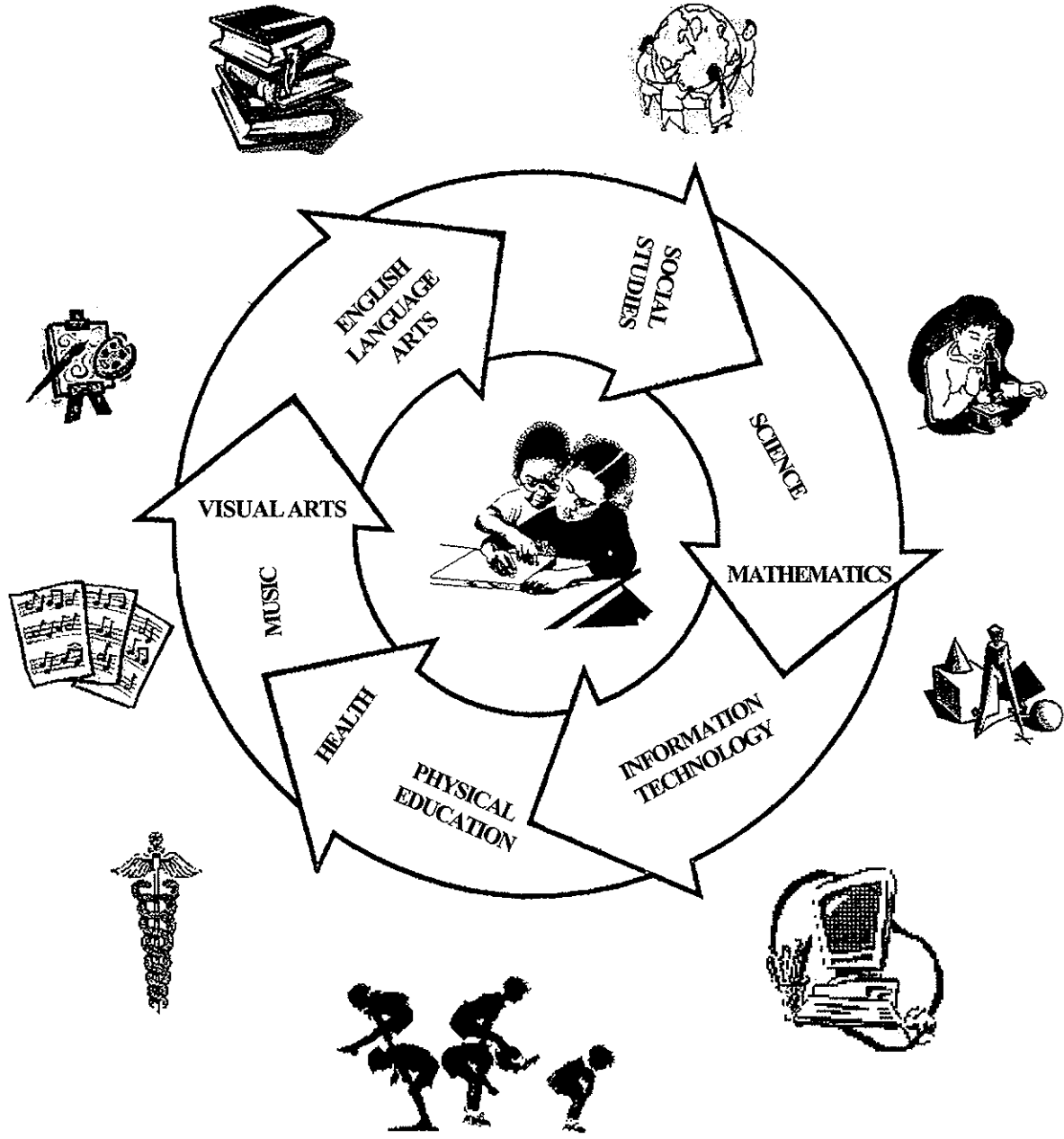
- examples of different forms of medicines
- cross curricular connections: Skills for Growing (unit 4) Science, Social Studies
- visits/visitors: pharmacy, clinics, Prevention Resource Centre
- visitors: pharmacists, doctor or nurse, member of PRIDE, police drug prevention officer

References - Teacher:	References - Student:
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<ul style="list-style-type: none"> • <u>McGraw-Hill Health Grade 1</u> • <u>Totally Awesome Health Resource Binder Grade 1</u> • Lions Quest <u>Skills for Growing Grade 1</u> 	<ul style="list-style-type: none"> • N/A
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Glossary:

- refer to text



Module E

HEALTH EDUCATION

Module Title: Mental and Emotional Health	Sequence Reference: P2 HE-E																					
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Module Title: Mental and Emotional Health	Sequence Reference: P2 HE-E
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
<ul style="list-style-type: none"> • Positive qualities in self. • Read a story or show a video with a storyline where the main character does not like him for some reason, then discuss the story. Then have your students write why they are special. • Books like “The Rabbit Who Did Not Like His Tale.” “The Little Rabbit Who Wanted Wings” Have class make frame for it. Poem that has been enlarged. Put up in classroom. Have students frame the poem ts-40 “You Did It.” Have them take it home and put it up. • Show students a role-play that you have worked on with a group of students. Explain the different behaviours that the students are acting out. Point out positive reactions and negative reactions. Discuss how the negative reactions can affect the way a student feels throughout the entire day. • Have students draw a feelings poster. • Students will be able to look at pictures and be able to match the health and community worker with the job they do, and which person they will need in different situations. • Take a walk around the school grounds. Write or draw how you felt before, during and after the walk. • <u>Totally Awesome Health Strategies Grade 1</u> <ul style="list-style-type: none"> - TS-9 “Health Puzzle” - TS-13 “Steps to Good Health” - TS-19 “Bee Wise” - TS-27 “You Are So Very Special” - TS-31 “Sharing a Happy Thought” 	<p>Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.</p> <p>techniques include:</p> <ul style="list-style-type: none"> • questioning <ul style="list-style-type: none"> - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching • checklists <ul style="list-style-type: none"> - teachers use these during observations or interactions to note mastery of particular concepts or skills • teacher observations <ul style="list-style-type: none"> - teachers watch students (individuals or groups) during activities, guided and independent practice • games and puzzles (including computer applications) <ul style="list-style-type: none"> - teachers can monitor levels of success at games or puzzles and intervene when necessary • mind maps, drawings <ul style="list-style-type: none"> - teachers can diagnose misconceptions based on accuracy • quizzes (oral and written) and worksheets <ul style="list-style-type: none"> - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconceptions • health journal <ul style="list-style-type: none"> - students use this as a method of self reflection (teacher will review journals regularly and give feedback) <ul style="list-style-type: none"> - draw or write what I learned - draw or write what I liked - what more do I want to know? - what question do I want to ask an adult? - what I plan to do as a result - I can help myself, family or friends by..

Module Title: Mental and Emotional Health

Sequence Reference: P2 HE-E

Summative Assessment:

Assessments given at the end of a module where data is used to generate grades.

- Students design health plans that address mental and emotional health:
 - I will reduce stress by...
 - I will build a healthy relationship with my friend by...
- Adapt activity shown in previous section

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Social Studies, Skills for Growing, English Language Arts
- visits: site for walking (school, beach, park), gym
- visitors: minister, counsellor, parent, grandparent, aerobics instructor

References - Teacher:

- McGraw-Hill Health Grade 1
- Totally Awesome Health Resource Binder Grade
- Lions Quest Skills for Growing

References - Student:

- N/A

Glossary:

- refer to text

Health Education - P3

Level Code: P3 HE



MINISTRY OF EDUCATION

Bermuda

2001

**PRIMARY SCHOOL
PHASE A OVERVIEW**

Subject Title: Health Education

Subject Code: P3 HE

Time Allotted: 60 min/wk

RATIONALE

At this level, health education should focus on students' understanding of health promotion and disease prevention concepts, which will establish a foundation for leading healthful, productive and responsible lives. The instructional programme is based on a wellness approach to the system wide approved health education philosophy, seven goals/subgoals and performance indicators. During these formative years, health education is viewed as a separate subject with an assigned time allotment in addition to being cross-curricular in nature. It should adequately prepare older primary level youth for the experiences of middle level education. Classroom instruction in pre-school and primary level health education should encourage Bermuda's children and youth to use goal setting and decision making skills to address issues related to health and safety, access health information, practice health-enhancing behaviours, reduce health risks, and use communication skills effectively to enhance personal, family and community health.

School health education is designed to reinforce health habits, attitudes and behaviours developed in the home. It is recognized that parents are the primary health educators of their children and that the role of government, the schools, churches and community is secondary to that of the home, however very vital. Through home-school linkages, teachers, involved community health professionals and parents can collaborate to support the goals of Health for Success.

PRIMARY THREE (P3) REQUIREMENTS

The requirements for this level are as follows:

<ul style="list-style-type: none"> • Performance Assessment* - Skills tests, teacher observations, oral questioning, dances, skits, role plays, interviews 	40%
<ul style="list-style-type: none"> • Product Assessment* - Games, journals, poems, posters, drawings, models, projects, stories, collages, crosswords, reports, letters, bumper stickers, logos, topic portfolio 	45%
<ul style="list-style-type: none"> • Written Assessment - <i>Selected response:</i> multiple choice, true-false, matching - <i>Constructed response:</i> fill in the blank, short answers, label a diagram, problem/solving, decision making, visual organisers (web, graph/chart, concept map, illustration) 	15%
Total	100%

* Product and performance assessments scored by rubric.

MATERIALS OF INSTRUCTION (Adopted Text)

Giarranto-Russell, Susan et al. McGraw-Hill Health. New York: McGraw-Hill School Division, 2000.

Meeks, Linda and Heit Phillip. Totally Awesome Health (teacher's resource binder). Ohio: Meeks Heit Publishing, 1997.

Lions-Quest Skills for Growing Ohio: Quest International, 1990.

PHASE A OUTLINE

P1	P2	P3
Module Titles A - E	Modules Titles A - E	Modules Titles A - E
<p>A. Safety and First Aid..... 6</p> <ul style="list-style-type: none"> - identification information - traffic signs and signals - safety rules for various environments - safety assistance - first aid - decision making and problem solving 	<p>A. Safety and First Aid8</p> <ul style="list-style-type: none"> - passenger safety and personal body safety - risks at home - emergencies and first aid - violence and bullying - decision making and problem solving 	<p>A. Safety and First Aid 8</p> <ul style="list-style-type: none"> - safety procedures - inappropriate behaviour - safety personnel - basic first aid - decision making and problem solving
<p>B. Personal and Community Health 8</p> <ul style="list-style-type: none"> - behaviours that lead to good health - health care practices - outer body parts - becoming sick - decision making and problem solving 	<p>B. Personal and Community Health 8</p> <ul style="list-style-type: none"> - personal hygiene habits - care of teeth and five senses - how people become sick - nurturing and being nurtured - health care professionals - decision making and problem solving 	<p>B. Personal and Community Health 6</p> <ul style="list-style-type: none"> - pollution and the environment - impact on health - use of resources - prevention of communicable diseases - dental health care - decision making and problem solving
<p>C. Family Life and Human Sexuality 8</p> <ul style="list-style-type: none"> - families - things learned in a family - qualities of friends - classroom relationships - decision making and problem solving 	<p>C. Family Life and Human Sexuality 4</p> <ul style="list-style-type: none"> - kinds of families - healthy family living - influences of family - family changes - major stages of growth and development - decision making and problem solving 	<p>C Family Life and Human Sexuality 6</p> <ul style="list-style-type: none"> - friendship and healthful relationships - community resources - decision making and problem solving

D. Alcohol Tobacco and Other Drugs 6
 - safe and unsafe substances
 - refusal skills
 - decision making and problem solving

D. Alcohol Tobacco and Other Drugs 8
 - medicines
 - safe use of medicines
 - rest and nutrition
 - decision making and problem solving

D. Alcohol Tobacco and Other Drugs 8
 - licit and illicit drug use
 - licit drugs in various substances
 - impact of using various medicines and drugs
 - decision making and problem solving

E. Nutrition and Fitness 6
 - importance of food
 - the food guide pyramid
 - healthful food choices
 - physical activity
 - health careers
 - decision making and problem solving

E. Mental and Emotional Health 6
 - good health
 - personal uniqueness
 - expressing emotions
 - coping in stressful situations
 - decision making and problem solving

E. Nutrition and Fitness 6
 - using the food guide pyramid
 - nutrients
 - healthy food choices
 - physical activity and health
 - foods and tooth decay
 - decision making and problem solving

Subtotal 34	Subtotal 34	Subtotal 34
Optional Weeks 4	Optional Weeks 4	Optional Weeks 4
Total Weeks 38	Total Weeks 38	Total Weeks 38

PRIMARY SCHOOL

check one: PS P1 P2 P3 P4 P5 P6

Health Education

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX				
1	Health Promotion and Disease Prevention	1.1	Risk behaviours	x	x		x	x
		1.2	Changes			x	x	
		1.3	Influences			x	x	x
		1.4	Environment impact		x		x	
		1.5	Risk reduction		x		x	
		1.6	Prevention control					
		1.7	Policies/laws					
		1.8	Methods	x	x			x
2	Health Information and Resources	2.1	Reliability				x	x
		2.2	Selection		x	x	x	x
		2.3	Decision making	x	x		x	
		2.4	Analysis	x		x	x	
		2.5	Accessibility			x	x	
		2.6	Cost				x	
3	Health Enhancement and Risk Reduction Behaviours	3.1	Responsibility	x	x		x	x
		3.2	Risk factors	x	x	x	x	
		3.3	Behaviours	x		x		
		3.4	Strategies/improvement	x		x		x
		3.5	Strategies/prevention	x	x		x	
		3.6	Situations/avoidance	x		x		
		3.7	Methods	x			x	
		3.8	Actions	x				
		3.9	Stress management					
4	Impact of Culture and Technology on Health	4.1	Diversity			x	x	x
		4.2	Impacts			x		x
		4.3	Government's role					
		4.4	Technology		x			
		4.5	Influences		x	x	x	x
5	Healthful Interpersonal Communication	5.1	Interpretation	x		x		
		5.2	Skills			x		
		5.3	Relationships			x		
		5.4	Methods		x	x		
		5.5	Conflict analysis	x				
		5.6	Negotiation	x		x		
		5.7	Conflict analysis	x				
		5.8	Conflict reduction	x				
MODULES				A	B	C	D	E

(Page 1 of 2)

PRIMARY SCHOOL

check one: PS P1 P2 P3 P4 P5 P6

Health Education

6	Decision Making and Setting Goals for Health and Wellness	6.1	Strategies	x	x		x	x
		6.2	Analysis/concern				x	x
		6.3	Impact			x	x	x
		6.4	Plans/personal			x	x	x
		6.5	Progression		x		x	x
		6.6	Plans/lifelong		x	x	x	x
7	Personal Family and Community Health Advocacy	7.1	Communication methods	x	x	x		
		7.2	Opinions					x
		7.3	Strategies			x	x	x
		7.4	Problem solving			x		x
		7.5	Influence	x	x	x	x	x
		7.6	Audience			x		
CONTENT STRUCTURE		Mental Health						
		Personal & Community Health			x			
		First Aid, Safety & Injury		x				
		Disease Prevention & Control						
		Tobacco, Alcohol & Other Drugs					x	
		Nutrition & Fitness						x
		Human Sexuality				x		
MODULES				A	B	C	D	E

MODULE KEY

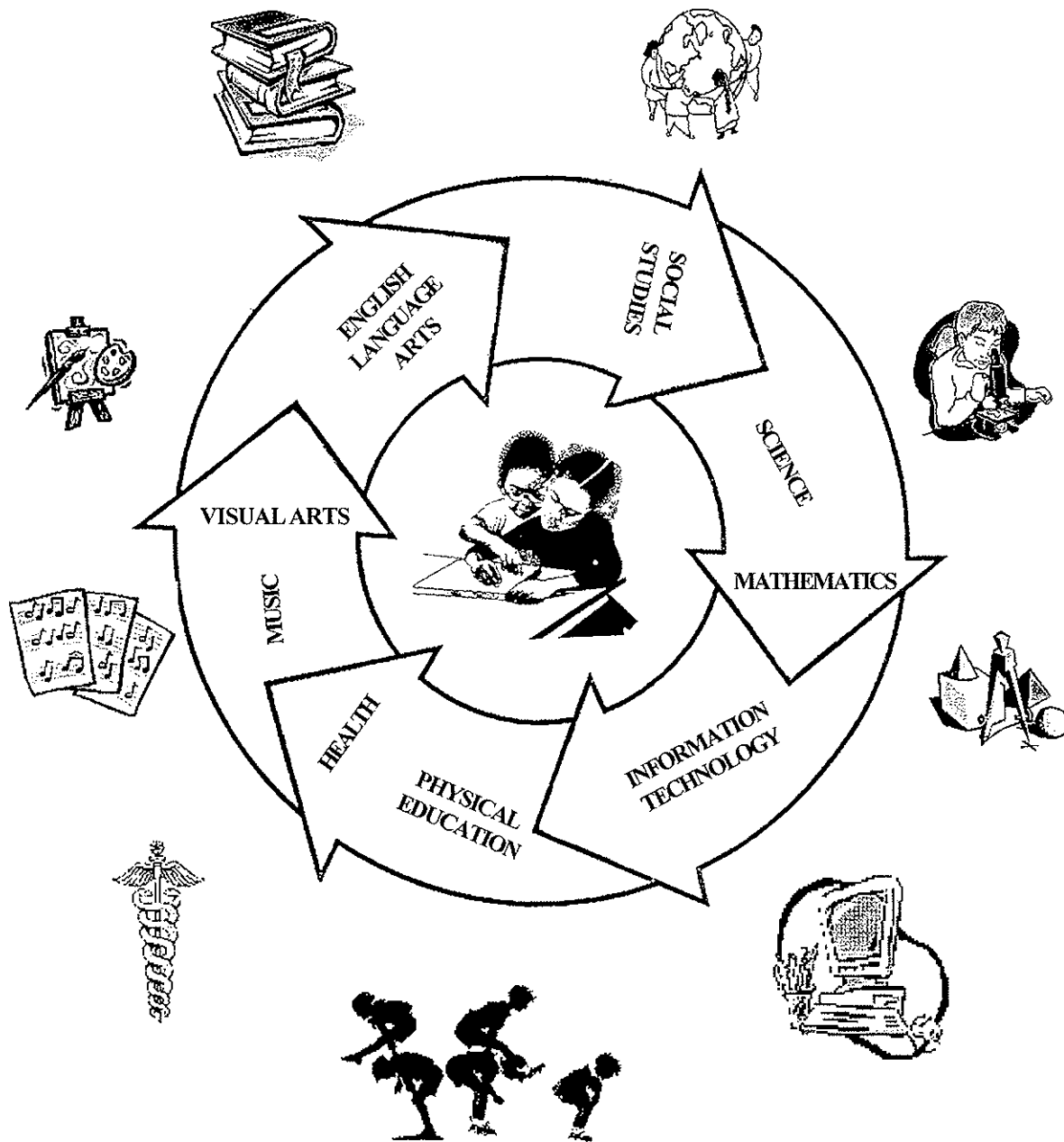
A - Safety and First Aid

B - Personal and Community Health

C - Family Life and Human Sexuality

D - Alcohol, Tobacco and Other Drugs

E - Nutrition and Fitness



Module A

HEALTH EDUCATION

Module Title: Safety and First Aid

Sequence Reference: P3 HE-A

Time allotted: 8 weeks

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Subgoal Emphasis:

- 1.1, 1.8 Health Promotion and Disease Prevention
- 2.3, 2.4 Health Information and Resources
- 3.1 - 3.8 Health Enhancement and Risk Reduction
- 5.1, 5.5 - 5.8 Healthful Interpersonal Communication
- 6.1 Goal Setting and Decision Making
- 7.1, 7.5 Personal, Family and Community Health

Content Focus:

- Hazardous Situations
- Injury Prevention
- Emergency Response
- Risk Taking Behaviours and Consequences
- Safety Resources

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- examine safety procedures for familiar and unfamiliar environments
- identify ways to eliminate hazardous situations in the home, school and community
- recognize the need for self management to keep safe
- demonstrate how to respond to inappropriate behaviour
- distinguish between safe, unsafe and confusing touches
- cite necessary, basic information that should be communicated in an emergency
- appreciate roles of safety personnel
- demonstrate basic first aid techniques for burns and sun burns
- use decision making and problem solving skills to address issues involving safety and first aid

- safety procedures - familiar and unfamiliar situations
 - safety on the road
 - safety at home
 - safety in the hall
 - safety on the playing field (P.E. link)
- eliminating hazardous situations
 - self management - responsibility
- inappropriate behaviour including violence, unsafe or confusing touches, right to privacy, saying "no!" (P.E. link)
- emergency telephone numbers including procedure for calling 911
- safety personnel - how do they help?
- basic first aid : for burns and sun burns
- decision making and problem solving
 - is it healthful?
 - is it safe?
 - will I be following rules and laws?
 - will I show respect for myself and others?
 - will I be following my family's guidelines?
 - will I be showing good character?

Module Title: Safety and First Aid

Sequence Reference: P3 HE-A

Recommended Instructional Strategies:

- Do a school walkabout with class or groups of students to identify potential hazards - and discuss how to minimize or avoid them.
- Practise first aid skills - cuts and scrapes, nosebleed.
- Practise making 911 calls.
- Teacher or student role-play ...who am I?
 - suggested helping professionals - nurse, teacher, policeman
- Totally Awesome Health Teaching Strategies
 - TS-135 – “Who’s Calling”
 - TS-141 – “That’s A Little Bit Better”
 - TS-143 – “Clean It Up”
- Other activities from McGraw-Hill Health Teacher Health Kit Grade 2

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
- **quizzes** (oral and written) and worksheets
 - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconceptions
- **health journal**
 - students use this as a method of self reflection (teacher will review journals regularly and give feedback)
 - draw or write what I learned
 - draw or write what I liked
 - what more do I want to know
 - what question do I want to ask an adult
 - what I plan to do as a result
 - I can help myself, family or friends by....

Module Title: Safety and First Aid

Sequence Reference: P3 HE-A

Summative Assessment:

Assessment given at the end of a module where the data is used to generate grades.

- Written assessment showing hazards, responding to open ended questions about safe or unsafe situations
- Adapt activities from previous section
- Design a class bulletin board about roles of safety personnel

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Physical Education, Social Studies, English Language Arts
- visitors: police liaison officer, nurse, janitor
- visits: walkabout (school, other environment) identifying hazards, clinic

References - Teacher:

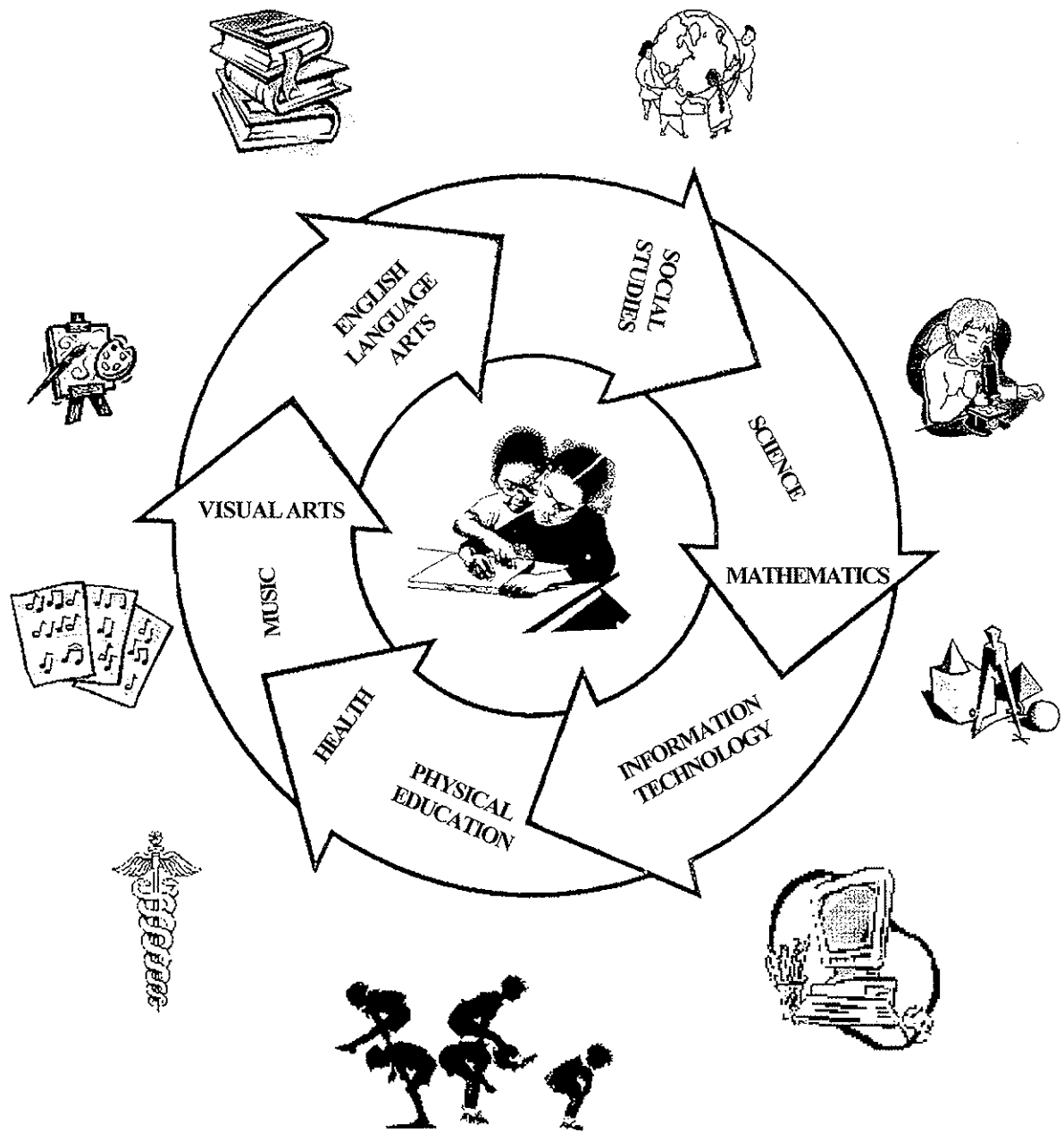
- McGraw-Hill Health Grade 2
- Totally Awesome Health Resource Binder Grade 2

References - Student:

- N/A

Glossary:

- refer to text



Module B

HEALTH EDUCATION

Module Title: Personal and Community Health

Sequence Reference: P3 HE-B

Time allotted: 6 weeks

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Subgoal Emphasis:

- 1.1, 1.4, 1.5 Health Promotion and Disease Prevention
- 2.2, 2.3 Health Information and Resources
- 3.1, 3.2, 3.5 Health Enhancement and Risk Reduction
- 4.4, 4.5 Impact of Culture, Media and Technology
- 5.4 Healthful Interpersonal Communication
- 6.1, 6.5, 6.6 Goal Setting and Decision Making
- 7.1, 7.5 Personal, Family and Community Health

Content Focus:

- Personal Health Habits
- Environmental Health

Curriculum Objectives:

At the end of this module, students will:

- recognize sources of pollution in the environment
- suggest strategies to reduce pollution and foster environmental wellness
- distinguish between wise and unwise use of resources
- advocate for the prevention of communicable diseases (minimizing the spread of germs)
- evaluate personal dental health care and plan for improvement
- demonstrate proficiency in practising good hygiene practice and health habits
- apply decision making and problem solving skills to familiar and unfamiliar situations involving personal and community health

Content Detail:

- pollution and the environment
 - definitions: environment, pollution
 - air: smoke, other fumes, bad smells
 - noise: loud noises (car horns, airplanes etc.)
 - water: clean vs. polluted water
 - land: litter, landfills etc.
- impact on health (strategies for solving pollution problems)
 - litter: reduce, reuse, recycle
 - air, noise and water
- use of resources – water, air, food, energy, oil, gas
- prevention of communicable diseases
- dental health care
- decision making and problem solving
 - is it healthful?
 - is it safe?
 - will I be following rules and laws?
 - will I be following my family’s guidelines?
 - will I be showing good character?

Recommended Instructional Strategies:

Recommended Formative Assessment Strategies:

- Close classroom windows and doors and have students make as much noise as possible for five minutes. Have students respond to the following questions:
 - How did you feel?
 - Did your stomach feel different?
 - Could you think clearly?
 Teacher discusses impact of noise pollution and relates to atmosphere for studying, working in a classroom etc. Extend this activity by repeating it outside on the school grounds. Have students note the different impact on them.
- Have students bring in something that their parents were discarding. Facilitate class discussion on how different items can be reduced, reused and/or recycled
- Art and health across the curriculum: (recycling) Collect used foil in a box in classroom. Have students reuse foil by making models related to health units
 - nutritious meal
 - model of the heart
 - anti - drug mobile
- Air pollution: students will monitor air pollution in school and perhaps at home by hanging white tights over a wire hanger and noting daily changes
- Draw a picture of home environment and indicate why it is important to have trees
- Groups design the ideal playground for their school or neighbourhoods
- Totally Awesome Health Teaching Strategies Grade 2
 - TS- 87 – “Muscle Stretch”
 - TS-113 – “Go, No, Go”
 - TS-146 – “Where The Noise Is”
- Other activities from McGraw-Hill Health Teacher Health Kit Grade 2

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
- **quizzes** (oral and written) and worksheets
 - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconceptions
- **health journal**
 - students use this as a method of self reflection (teacher will review journals regularly and give feedback)
 - draw or write what I learned
 - draw or write what I liked
 - what more do I want to know?
 - what question do I want to ask an adult?
 - what I plan to do as a result
 - I can help myself, family or friends by....

Module Title: Personal and Community Health

Sequence Reference: P3 HE-B

Summative Assessment:

Assessment used at the end of a module where data is used to generate grades.

- Student will make a clean environment booklet including ways to get rid of air pollution, water pollution and noise pollution
- Student will be able to answer questions naming the five senses and they will be able to name one activity to describe each sense
- Students will write a poem explaining the importance of preventing injury especially with muscular exercises
- Adapt activities from previous section
- Unit test

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Science, English Language Arts, Art, Physical Education
- visits: recycling plant, composting plant, clinics, government research lab
- visitors: laboratory technician, waste engineer

References - Teacher:

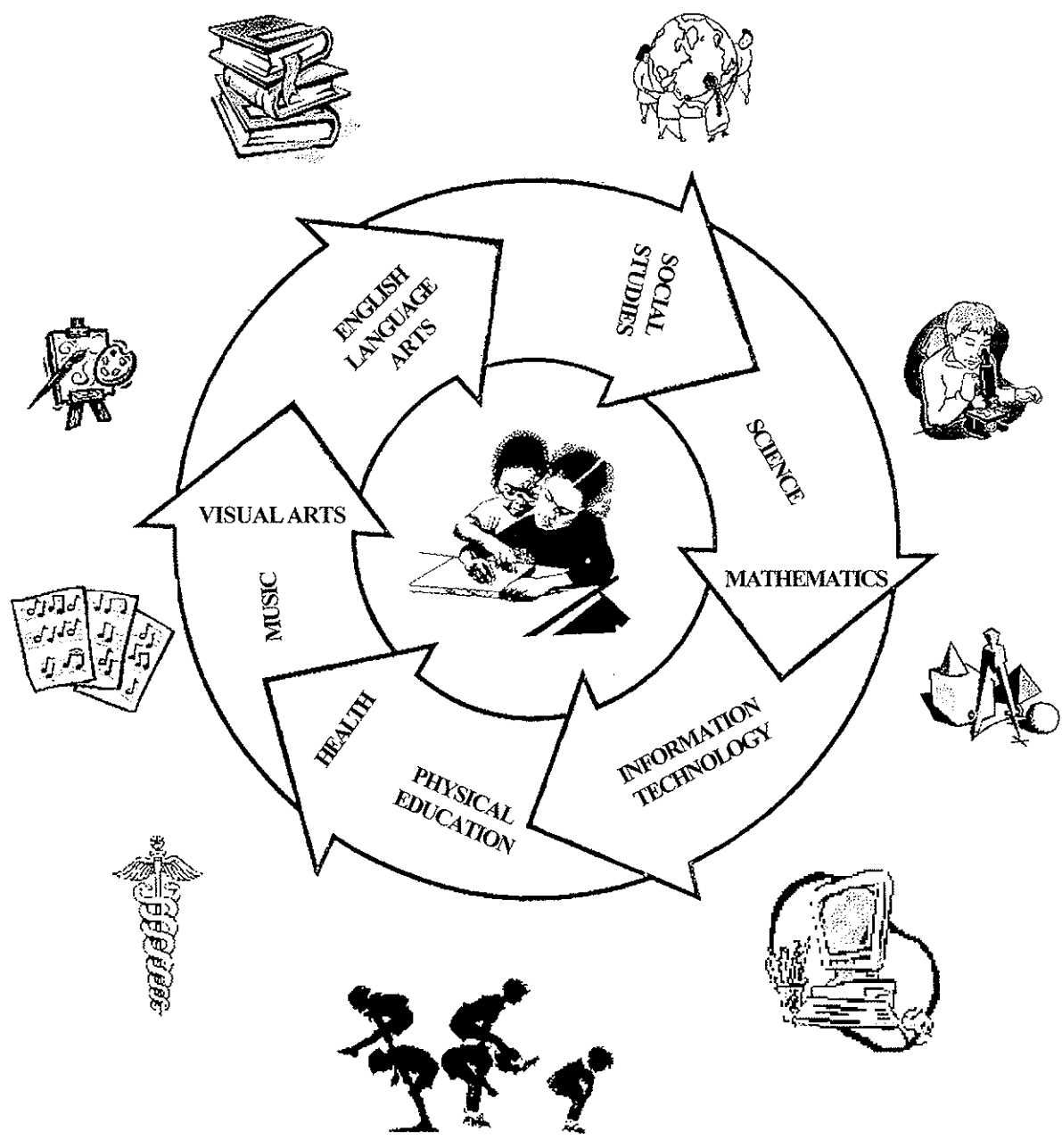
- McGraw-Hill Health Grade 2
- Totally Awesome Health Resource Binder Grade 2

References - Student:

- N/A

Glossary:

- refer to text



Module C

HEALTH EDUCATION

Module Title: Family Life and Human Sexuality

Sequence Reference: P3 HEC

Time allotted: 6 weeks

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Subgoal Emphasis:

- 1.2 -1.3 Health Promotion and Disease Prevention
- 2.2, 2.4, 2.5 Health Information and Resources
- 3.2 - 3.4, 3.6 Health Enhancement and Risk Reduction
- 4.1, 4.2, 4.5 Impact of Culture, Media and Technology
- 5.1 - 5.4, 5.6 Healthful Interpersonal Communication
- 6.3, 6.4, 6.6 Goal Setting and Decision Making
- 7.1, 7.3 - 7.6 Personal, Family and Community Health

Content Focus:

- Roles and Responsibilities of Family Members
- Family Structure, Customs and Values

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- identify the importance of giving and receiving affection to human growth and development
 - communicate about the qualities needed in healthful relationships
 - appreciate the need for friends
 - demonstrate ways to make new friends
 - distinguish between healthy and unhealthy friendships
 - identify people in the community who can help family and friends when in need
 - be aware of health related careers
 - apply decision making and problem solving skills to familiar and unfamiliar situations involving relationships
- (refer to Lions Quest Skills for Growing Grade 2 Units 1 and 2)**

- affection (giving and receiving)
 - friendship and healthful relationships (**P.E. link**)
 - need for friendship (working and playing together, sharing problems and experiences, showing respect, sharing activities and hobbies, values and goals)
 - new friendships (introductions, sharing experiences and ideas etc.)
 - healthy and unhealthy friendships (when friendships need help)
 - community resources
 - school counsellors, teachers
 - nurse/doctor/pharmacist
 - policeman
 - other family members
 - support groups
 - health related careers – select from list above
 - decision making and problem solving
 - is it healthful?
 - is it safe?
 - will I be following rules and laws?
 - will I show respect for myself and others?
 - will I be following my family’s guidelines?
 - will I be showing good character?
- (refer to Lions Quest Skills for Growing Grade 2 Units 1 and 2)**

Module Title: Family Life and Human Sexuality

Sequence Reference: P3 HE-C

Recommended Instructional Strategies:

- Have students discuss the advantages of having friends of different ages or generations.
- Role play: how to make a new friend
- Design a poster or create a bulletin board showing qualities of healthful relationships
- Totally Awesome Health Teaching Strategies Grade 2
 - TS-41 – “*The Friendship*”
 - TS-49 – “*Lean On Me*”
 - TS-45 – “*Peaceful Flakes*”
- Other activities from McGraw-Hill Health Teacher Health Kit

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
- **quizzes** (oral and written) and worksheets
 - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconceptions
- **health journal**
 - students use this as a method of self reflection (teacher will review journals regularly and give feedback)
 - draw or write what I learned
 - draw or write what I liked
 - what more do I want to know?
 - what question do I want to ask an adult?
 - what I plan to do as a result
 - I can help myself, family or friends by...

Module Title: Family Life and Human Sexuality

Sequence Reference: P3 HE-C

Summative Assessment:

Assessment used at the end of a module where data is used to generate grades.

- Adapt activities from previous section

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Social Studies, Skills For Growing, English Language Arts, Art, Physical Education
- visits: see list in **Content Detail**
- visitors: see list in **Content Detail**

References - Teacher:

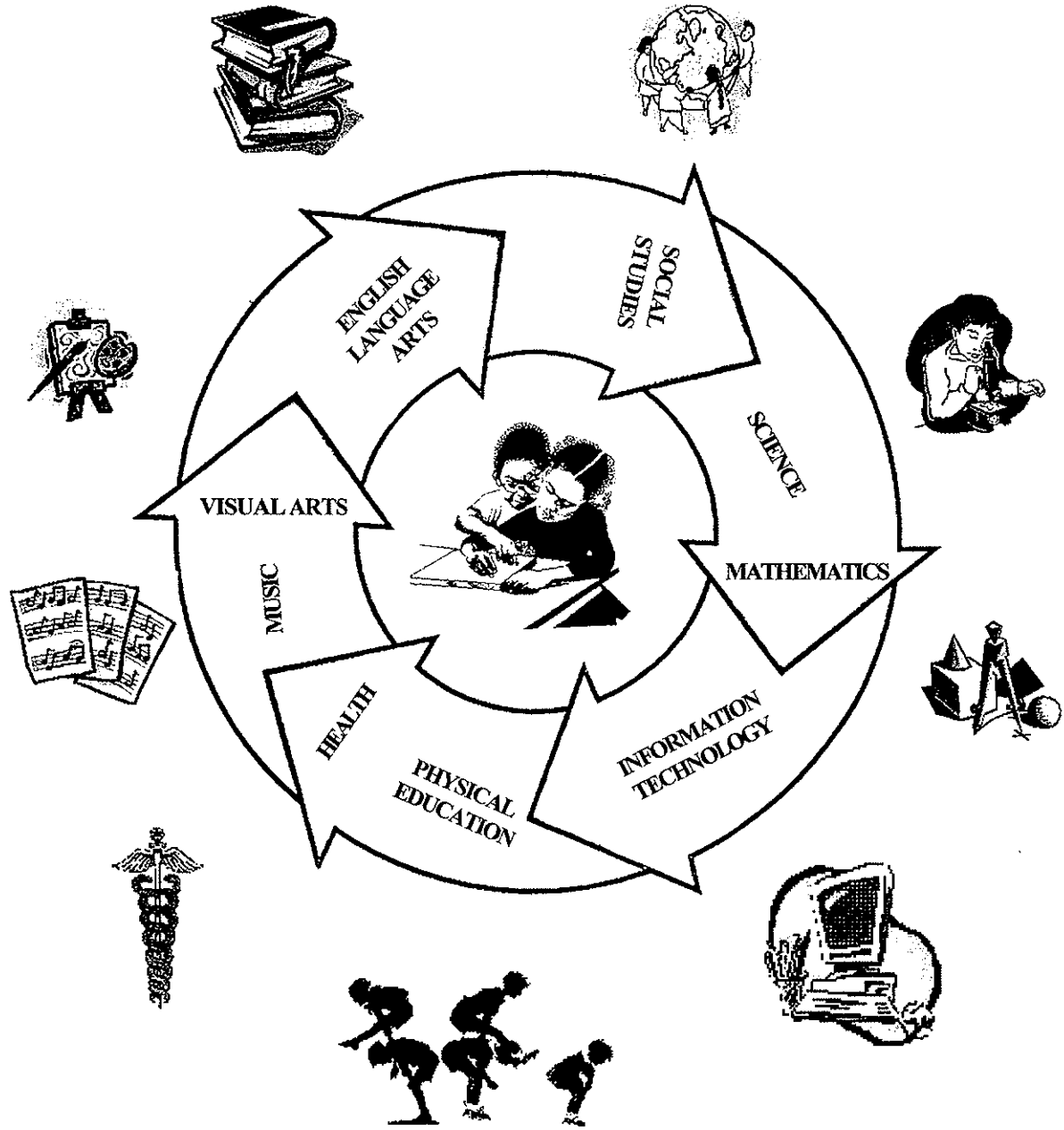
- McGraw-Hill Health Grade 2
- Totally awesome Health Resource Binder Grade 2
- Lions Quest Skills for Growing Grade 2

References - Student:

- N/A

Glossary:

- refer to text



Module D

HEALTH EDUCATION

Module Title: Alcohol, Tobacco and Other Drugs	Sequence Reference: P3 HE-D																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="4" style="text-align: center;">PHASE A</th> <th colspan="3" style="text-align: center;">PHASE B</th> </tr> <tr> <th style="text-align: center;">PS</th> <th style="text-align: center;">P1</th> <th style="text-align: center;">P2</th> <th style="text-align: center;">P3</th> <th style="text-align: center;">P4</th> <th style="text-align: center;">P5</th> <th style="text-align: center;">P6</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>		PHASE A				PHASE B			PS	P1	P2	P3	P4	P5	P6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PHASE A				PHASE B																		
PS	P1	P2	P3	P4	P5	P6																
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Time allotted: 8 weeks																						
Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1 - 1.5 Health Promotion and Disease Prevention • 2.1 - 2.6 Health Information Resources • 3.1, 3.2, 3.5, 3.7 Health Enhancement and Risk Reduction • 4.1, 4.5 Impact of Culture, Media and Technology • 6.1 - 6.6 Goal Setting and Decision Making • 7.3, 7.5 Personal, Family and Community Health 	Content Focus: <ul style="list-style-type: none"> • Effects and Interactions • Consequences • Resistance Skills • Community Resources 																					

Curriculum Objectives:	Content Detail:
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • distinguish between illicit drugs and medicines • distinguish between licit and illicit drug use • identify licit drugs present in various over the counter medicines found in the home • list rules for taking medicines • recognize the impact of using various medicines • recognize licit drug use as legal and medically appropriate • recognize illicit drug use as illegal and/or medically inappropriate • use decision making and problem solving skills to address issues involving drugs and medicines (refer to Lions Quest Skills for Growing Unit 4) 	<ul style="list-style-type: none"> • licit drug use - prescription medicines, over the counter, nicotine, alcohol, caffeine • illicit drug use: cocaine, marijuana, heroin, ecstasy, underage drinking (Social Studies link: <i>Politics and Law P3 SS-B</i>) • licit drugs in various substances <ul style="list-style-type: none"> - nicotine - cigarettes - caffeine - coffee, teas, colas - alcohol - wine, beer, coolers, cough medicines - herbal depressant – St. John’s wart etc. • impact of using various medicines and drugs • decision making and problem solving <ul style="list-style-type: none"> - is it healthful? - is it safe? - will I be following rules and laws? - will I show respect for myself and others? - will I be following my family’s guidelines? - will I be showing good character? <p>(refer to Lions Quest Skills for Growing Unit 4)</p>

Module Title: Alcohol, Tobacco and Other Drugs

Sequence Reference: P3 HE-D

Recommended Instructional Strategies:

- create bulletin boards
 - showing the difference between prescription and non-prescription drugs using labels and empty prescription containers
 - showing licit drugs found in cigarettes, coffee, beer etc.
- science and mathematics cross curricular activities
 - measuring dosages
 - researching with parental help what kind of medicines are in homes and graph the results
- brainstorm ways in which medicines make you feel better and draw pictures about them
- decision making activity involving a scenario given by the teacher - students practise responses using
 - is it healthful?
 - is it safe?
 - will I be following rules and laws?
 - will I be following my family's rules?
 - will I show respect for myself and others?
 - will I be showing good character?
- brainstorm and create poster or song/rap identifying healthy alternatives to drug use (fresh air, exercise etc.)
- write, tell, role play long and short-term effects of hand smoke
- produce cigarette ads to show truth about nicotine
- Totally Awesome Health teaching Strategies Grade 2
 - TS-93 - "*Medicine Safety*"
 - TS-95 - "*Medicine Safety Rules*"
 - TS-96 - "*Prescription Drug Label*"
 - TS-97 - "*A Solid Foundation*"
 - TS-101 - "*Gasping For Air*"
- Other activities from McGraw-Hill Health Teacher Health Kit Grade 2
- Activities from Lions Quest Skills for Growing Grade 2

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
- **quizzes** (oral and written) and worksheets
 - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconception
- **health journal**
 - students use this as a method of self reflection (teacher will review journals regularly and give feedback)
 - draw or write what I learned
 - draw or write what I liked
 - what more do I want to know?
 - what question do I want to ask an adult?
 - what I plan to do as a result?
 - I can help myself, family or friends by..

Module Title: Alcohol Tobacco and Other Drugs

Sequence Reference: P3 HE-D

Summative Assessment:

Assessment given at the end of a module where the data is used to generate grades.

- Written assessment: selecting licit and illicit drugs from descriptions or pictures; saying or writing how medicines make you feel better, problem solving or critical thinking scenario
- Make a poster to help to remember how to take medicines safely
- Use TS-96, remove labels and use as an outline of prescription drug label, have students label the prescription

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Mathematics (collecting data and graphing), Skills for Growing (Unit)
- visits: clinic, Prevention Resource Centre
- visitors: nurse, doctor, pharmacist, member of PRIDE, NDC, police drug prevention officer

References – Teacher:

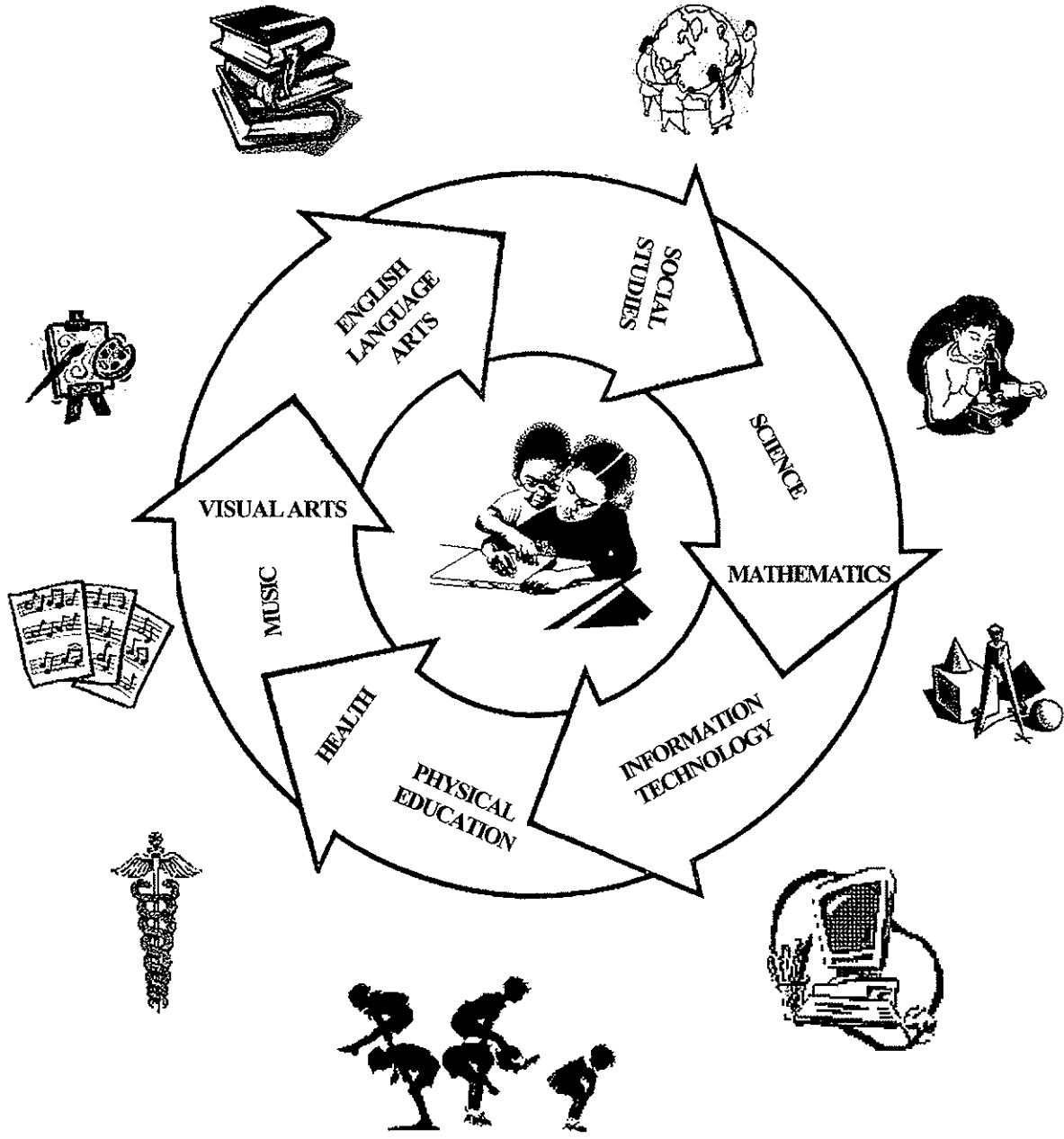
- McGraw-Hill Health Grade 2
- Totally Awesome Health Resource Binder Grade 2
- Lions Quest Skills for Growing Grade 2

References – Student:

- N/A

Glossary:

- refer to text



Module E

HEALTH EDUCATION

Module Title: Nutrition and Fitness	Sequence Reference: P3 HE-E																					
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Time allotted: 6 weeks																						
Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1, 1.3, 1.8 Health Promotion and Disease Prevention • 2.1, 2.2 Health Information and Resources • 3.1, 3.4 Health Enhancement and Risk Reduction • 4.1, 4.2, 4.5 Impact of Culture, Media and Technology • 6.1 - 6.6 Goal Setting and Decision Making • 7.2, 7.3 - 7.5 Personal, Family and Community Health 	Content Focus: <ul style="list-style-type: none"> • Foods • Nutrient Sources • Eating Habits and Food Choices • Relationships of Food Nutrition and Health 																					
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; border: none;">Curriculum Objectives:</td> <td style="width: 50%; text-align: center; border: none;">Content Detail:</td> </tr> </table>		Curriculum Objectives:	Content Detail:																			
Curriculum Objectives:	Content Detail:																					
At the end of this module, students will: <ul style="list-style-type: none"> • distinguish among foods in food guide pyramid • describe nutrients and their importance • identify influences on making food choices • appreciate the importance of eating breakfast • describe the benefits of healthful food choices, physical activity and healthy bodies • identify a variety of ways to prevent tooth decay through good nutrition • apply decision making and problem solving skills to familiar and unfamiliar situations involving nutrition and fitness (refer to P3 PE FITNESS module) 	<ul style="list-style-type: none"> • food guide pyramid <ul style="list-style-type: none"> - food groups; serving size; variety - moderation; balanced meals and snacks • breakfast – importance and choices • nutrients <ul style="list-style-type: none"> - proteins: growth and building muscles - carbohydrates: the body’s main form of energy - fats: the body sustained energy - vitamins: growth and disease prevention - minerals: to help the body work properly - water the most co-essential nutrient • making food choices <ul style="list-style-type: none"> - influences of family, peers, media • relationship between healthful food choices, physical activity and health • foods and tooth decay <ul style="list-style-type: none"> - minimizing intake of sugar (drinks and candy) - importance of brushing and flossing; dental care • decision making and problem solving <ul style="list-style-type: none"> - is it healthful? - is it safe? - will I be following rules and laws? - will I be following my family’s guidelines? - will I be showing good character? (refer to P3 PE FITNESS module) 																					

Module Title: Nutrition and Fitness	Sequence Reference: P3 HE-E
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
<ul style="list-style-type: none"> • Have students make a list of foods that are bad for teeth, giving reasons. Then make a list of foods that are better for teeth, giving reasons. • Sort or classify pictures or models of foods into food groups according to the food guide pyramid • Plan a breakfast menu and have a class breakfast • Keep a food chart tracking intake of foods and nutrients from school lunches and graph/chart the results • During physical education class have students demonstrate exercises that enhance strength and muscular endurance (refer to physical education module). Discuss with students the energy requirements for exercise. (Relate to science and nutrition) • write a health plan and share with parents <ul style="list-style-type: none"> - I will eat breakfast everyday (explain why) - I will ride my bicycle everyday (explain why) - I will eat chocolate only once a week etc. • <u>Totally Awesome Health</u> Teaching Strategies Grade 2 <ul style="list-style-type: none"> - TS-67 - "Guess That Snack" food guide pyramid - TS-69 - "My Home Pyramid" - TS-71 - "Pyramid Relay" - TS-75 - "Watch That Fat" 	<p>Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.</p> <p>techniques include:</p> <ul style="list-style-type: none"> • questioning <ul style="list-style-type: none"> - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching • checklists <ul style="list-style-type: none"> - teachers use these during observations or interactions to note mastery of particular concepts or skills • teacher observations <ul style="list-style-type: none"> - teachers watch students (individuals or groups) during activities, guided and independent practice • games and puzzles (including computer applications) <ul style="list-style-type: none"> - teachers can monitor levels of success at games or puzzles and intervene when necessary • mind maps, drawings <ul style="list-style-type: none"> - teachers can diagnose misconceptions based on accuracy • quizzes (oral and written) and worksheets <ul style="list-style-type: none"> - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconception • health journal <ul style="list-style-type: none"> - students use this as a method of self reflection (teacher will review journals regularly and give feedback) <ul style="list-style-type: none"> - draw or write what I learned - draw or write what I liked - what more do I want to know - what question do I want to ask an adult - what I plan to do as a result - I can help myself, family or friends by....

Module Title: Nutrition and Fitness

Sequence Reference: P3 HE-E

Summative Assessment:

Assessment used at the end of a module where data is used to generate grades.

- Adapt any activities from previous section
- A class project on the importance of nutrition and fitness with different groups. Groups of students take responsibility for a section of this project
- Demonstrate proper fitness techniques based on the standards taught in Physical Education Fitness Module

Special Resources:

(materials, equipment & community involvement)

- cross-curricular connections: Science, English Languages Arts
- visits: dental office, supermarket
- visitors: nutritionist, chef, produce manager, dentist, dental technician

References – Teacher:

- McGraw-Hill Health Grade2
- Totally Awesome Health Teachers' Binder Grade 2

References – Student:

- N/A

Glossary:

- refer to text

Health Education - P4

Level Code: P4 HE



MINISTRY OF EDUCATION

Bermuda
2001

**PRIMARY SCHOOL
PHASE B OVERVIEW**

Subject Title: Health Education

Subject Code: P4 HE

Time Allotted: 60 min/wk

RATIONALE

At this level, health education should focus on students' understanding of health promotion and disease prevention concepts, which will establish a foundation for leading healthful, productive and responsible lives. The instructional programme is based on a wellness approach to the system wide approved health education philosophy, seven goals/subgoals and performance indicators. During these formative years, health education is viewed as a separate subject with an assigned time allotment in addition to being cross-curricular in nature. It should adequately prepare older primary level youth for the experiences of middle level education. Classroom instruction in pre-school and primary level health education should encourage Bermuda's children and youth to use goal setting and decision making skills to address issues related to health and safety, access health information, practice health-enhancing behaviours, reduce health risks, and use communication skills effectively to enhance personal, family and community health.

School health education is designed to reinforce health habits, attitudes and behaviours developed in the home. It is recognized that parents are the primary health educators of their children and that the role of government, the schools, churches and community is secondary to that of the home, however very vital. Through home-school linkages, teachers, involved community health professionals and parents can collaborate to support the goals of Health for Success.

PRIMARY FOUR (P4) REQUIREMENTS

The requirements for this level are as follows:

<ul style="list-style-type: none"> • Performance Assessment* <ul style="list-style-type: none"> - Skills tests, teacher observations, oral questioning, dances, skits, role plays, interviews 	40%
<ul style="list-style-type: none"> • Product Assessment* <ul style="list-style-type: none"> - Games, journals, poems, posters, drawings, models, projects, stories, collages, crosswords, reports, letters, bumper stickers, logos, topic portfolio 	45%
<ul style="list-style-type: none"> • Written Assessment <ul style="list-style-type: none"> - <i>Selected response:</i> multiple choice, true-false, matching - <i>Constructed response:</i> fill in the blank, short answers, label a diagram, problem/solving, decision making, visual organisers (web, graph/chart, concept map, illustration) 	15%
Total	100%

* Product and performance assessments scored by rubric.

MATERIALS OF INSTRUCTION (Adopted Text)

Giarranto-Russell, Susan et al. McGraw-Hill Health. New York: McGraw-Hill School Division, 2000.

Meeks, Linda and Heit Phillip. Totally Awesome Health (teacher's resource binder). Ohio: Meeks Heit Publishing, 1997.

Lions-Quest Skills for Growing Ohio: Quest International, 1990.

PHASE B OUTLINE

P4 Module Titles A - E	P5 Modules Titles A - E	P6 Modules Titles A - E
<p>A. Safety and First Aid 8</p> <ul style="list-style-type: none"> - emergency contact list and safety personnel - serious injuries - basic rules when alone - environmental safety - violence and bullying - decision making and problem solving <p>B. Personal and Community Health 6</p> <ul style="list-style-type: none"> - maintaining health and wellness - selection of products - health care services - decision making and problem solving <p>C. Family Life and Human Sexuality 8</p> <ul style="list-style-type: none"> - stages of human growth and development - human body systems and their care - physical uniqueness - decision making and problem solving <p>D. Alcohol, Tobacco and Other Drugs 8</p> <ul style="list-style-type: none"> - impact of drugs - danger of misuse or abuse - alternatives to using drugs - decision making and problem solving 	<p>A. Safety and First Aid.....8</p> <ul style="list-style-type: none"> - intentional and unintentional injuries - first response techniques - safety during seasonal activities - personal safety plans - strategies for preventing child abuse - decision making and problem solving <p>B. Personal and Community Health 5</p> <ul style="list-style-type: none"> - determinants of health - healthy lifestyles - valid health practices - communicable and noncommunicable diseases - decision making and problem solving <p>C. Family Life and Human Sexuality 8</p> <ul style="list-style-type: none"> - life cycle phases - growth and development during puberty - decision making and problem solving <p>D. Alcohol, Tobacco and Other Drugs 8</p> <ul style="list-style-type: none"> - categories of illicit drugs - effects of illicit drugs - drug free lifestyles - decision making and problem solving 	<p>A. Safety and First Aid 8</p> <ul style="list-style-type: none"> - response to danger - community resources - conflict - decision making and problem solving <p>B. Personal and Community Health 6</p> <ul style="list-style-type: none"> - disease in Bermuda - natural and acquired immunity - appropriate resources - decision making and problem solving <p>C. Family Life and Human Sexuality 8</p> <ul style="list-style-type: none"> - changes during puberty - personal hygiene - acceptance of individual differences - healthy relationships - decision making and problem solving <p>D. Alcohol, Tobacco and Other Drugs 8</p> <ul style="list-style-type: none"> - impact of drugs - chemical dependence - legal consequences of drug possession and use - community resources - decision making and problem solving

E. Mental and Emotional Health 4

- communicating emotions
- healthful relationships
- positive self esteem
- physical responses to stress
- personal stresses and stress management

E. Nutrition and Fitness 5

- food labels
- impact of nutrition on physical activity
- decision making and problem solving

E. Mental and Emotional Health 4

- important qualities
- influence of peer pressure
- emotions and stressors
- decision making and problem solving

Subtotal 34	Subtotal 34	Subtotal 34
Optional Weeks <u>4</u>	Optional Weeks <u>4</u>	Optional Weeks <u>4</u>
Total Weeks 38	Total Weeks 38	Total Weeks 38

PRIMARY SCHOOL

check one: PS P1 P2 P3 P4 P5 P6

Health Education

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX				
1	Health Promotion and Disease Prevention	1.1	Risk behaviours	x	x	x	x	
		1.2	Changes				x	x
		1.3	Influences			x	x	x
		1.4	Environment impact				x	
		1.5	Risk reduction		x	x	x	
		1.6	Prevention control					
		1.7	Policies/laws			x		
		1.8	Methods	x		x		
2	Health Information and Resources	2.1	Reliability		x		x	x
		2.2	Selection		x	x	x	x
		2.3	Decision making	x	x	x	x	x
		2.4	Analysis	x	x	x	x	x
		2.5	Accessibility				x	x
		2.6	Cost			x	x	
3	Health Enhancement and Risk Reduction Behaviours	3.1	Responsibility	x	x	x	x	x
		3.2	Risk factors	x		x	x	x
		3.3	Behaviours	x	x	x		x
		3.4	Strategies/improvement	x	x			x
		3.5	Strategies/prevention	x		x	x	
		3.6	Situations/avoidance	x		x		
		3.7	Methods	x			x	
		3.8	Actions	x				
		3.9	Stress management					
4	Impact of Culture and Technology on Health	4.1	Diversity				x	
		4.2	Impacts			x		x
		4.3	Government's role					
		4.4	Technology			x		x
		4.5	Influences			x	x	x
5	Healthful Interpersonal Communication	5.1	Interpretation	x		x		x
		5.2	Skills					x
		5.3	Relationships			x		x
		5.4	Methods		x			x
		5.5	Conflict analysis	x				x
		5.6	Negotiation	x		x		x
		5.7	Conflict analysis	x				x
		5.8	Conflict reduction	x	x			x
MODULES				A	B	C	D	E

(Page 1 of 2)

PRIMARY SCHOOL

check one: PS P1 P2 P3 P4 P5 P6

Health Education

6	Decision Making and Setting Goals for Health and Wellness	6.1	Strategies	x	x	x	x	x
		6.2	Analysis/concern		x	x	x	
		6.3	Impact		x		x	x
		6.4	Plans/personal		x	x	x	
		6.5	Progression			x	x	
		6.6	Plans/lifelong			x	x	
7	Personal Family and Community Health Advocacy	7.1	Communication methods	x				x
		7.2	Opinions					
		7.3	Strategies		x	x	x	
		7.4	Problem solving			x		x
		7.5	Influence	x		x	x	x
		7.6	Audience		x			x
CONTENT STRUCTURE		Mental Health						x
		Personal & Community Health			x			
		First Aid, Safety & Injury		x				
		Disease Prevention & Control						
		Tobacco, Alcohol & Other Drugs					x	
		Nutrition & Fitness						
		Human Sexuality				x		
MODULES				A	B	C	D	E

MODULE KEY

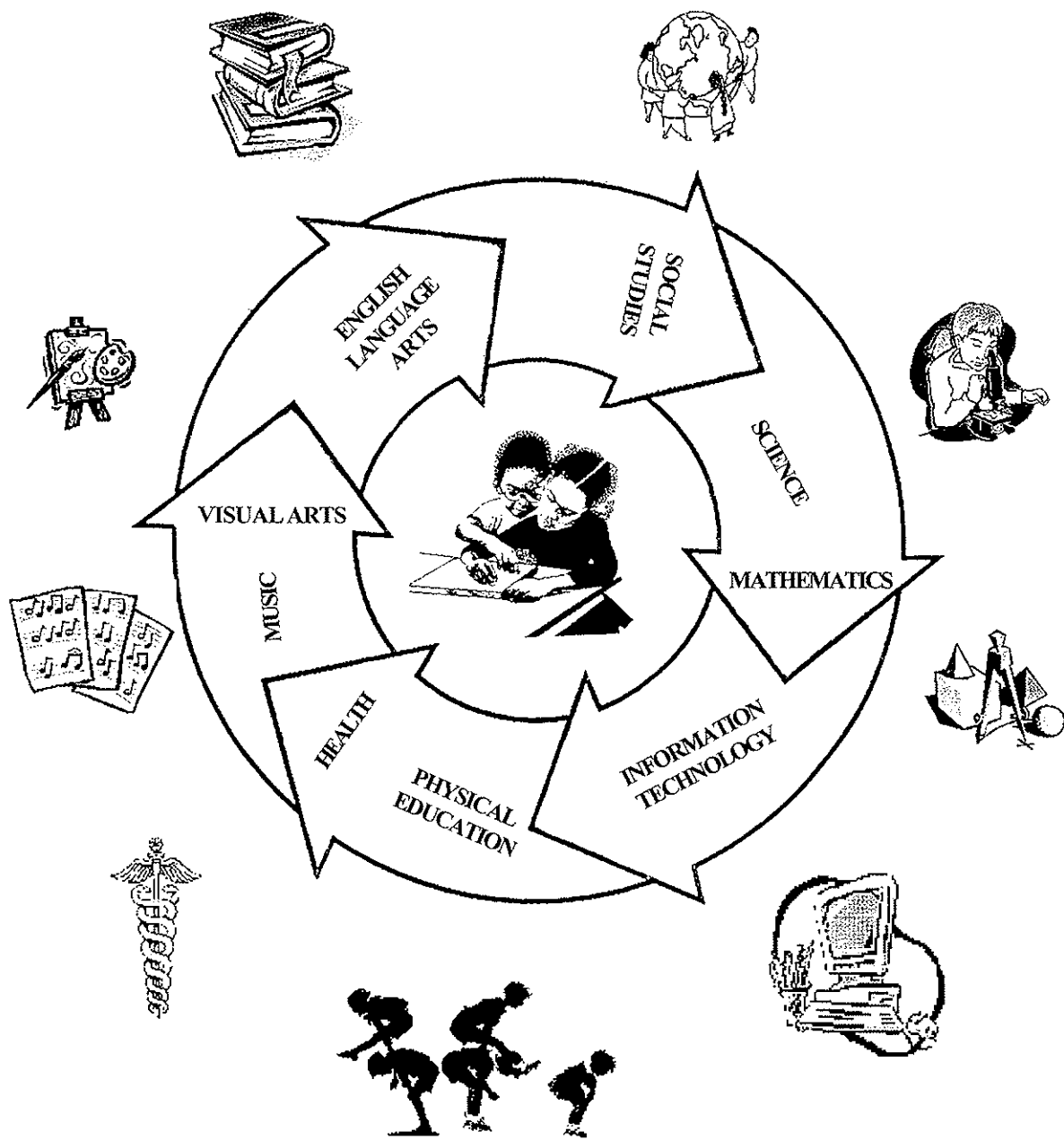
A - Safety and First Aid

B - Personal and Community Health

C - Family Life and Human Sexuality

D - Alcohol, Tobacco and Other Drugs

E - Mental and Emotional Health



Module A

HEALTH EDUCATION

Module Title: Safety and First Aid	Sequence Reference: P4 HE-A																					
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Time allotted: 8 weeks																						
Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1, 1.8 Health Promotion and Disease Prevention • 2.3, 2.4 Health Information and Resources • 3.1 - 3.8 Health Enhancement and Risk Reduction • 5.1, 5.5 - 5.8 Healthful Interpersonal Communication • 6.1 Goal Setting and Decision Making • 7.1, 7.5 Personal, Family and Community Health 	Content Focus: <ul style="list-style-type: none"> • Hazardous Situations • Injury Prevention • Emergency Response • Risk Taking Behaviours and Consequences • Safety Resources 																					

Curriculum Objectives:	Content Detail:
At the end of this module, students will: <ul style="list-style-type: none"> • examine roles of safety personnel • develop a list of emergency contacts • recognize injuries that need an adult or emergency personnel • identify proper first aid treatment for some minor injuries • describe procedures for saving a choking victim • explain the importance of taking responsibility for the safety of self and others • identify the safety rules for being alone • identify safe bicycling practices • explain rules for environmental safety • identify ways to avoid violence • use decision making and problem solving skills to address issues involving safety and first aid 	<ul style="list-style-type: none"> • safety personnel - police, firemen, crossing guards, emergency medical technicians, nurses and other medical personnel • emergency contact list (for home) - parent/ guardian, approved neighbour, family members , police and fire (911) • serious injuries: CPR, circulation • choking - abdominal thrust (self and for another person) • personal responsibilities and Good Samaritan response • basic rules for being alone: at home, walking • safe bicycling and scooter practices (review - riding on left, hand signals, helmet, response to accidents (P.E. link) • environmental safety - beach safety, hurricanes, lightning, flooding, tornadoes (blue pages of telephone book) (P.E. link) • violence - avoiding threats to personal safety including bullying (P.E. link) • decision making and problem solving <ul style="list-style-type: none"> - is it healthful? - is it safe? - will I be following rules and laws? - will I show respect for myself and others? - will I be following my family's guidelines? - will I be showing good character?

Module Title: Safety and First Aid

Sequence Reference: P4 HE-A

Recommended Instructional Strategies:

- Have the school nurse visit the classroom and demonstrate basic first aid procedures - include cuts, scrapes, burns and choking. Have students practise
- Using telephone book - blue pages. Discuss various safety procedures with students.
- Students, with parent input, design 'Home Alone' safety sheet
- Group bumper sticker competition about some aspect of safety
- Watch the movie "Home Alone" and discuss hazards seen and evaluate responses as safe or unsafe.
- Totally Awesome Health Teaching Strategies
 - TS 117 "*Having A Ball Protecting Yourself*"
 - TS 119 "*Protecting Myself From Violence*"
 - TS 121 "*Golden Rules*"
 - TS 123 "*Biking Safety*"

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
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- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
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 - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconceptions
- **health journal**
 - students use this as a method of self reflection (teacher will review journals regularly and give feedback)
 - draw or write what I learned?
 - draw or write what I liked?
 - what more do I want to know?
 - what question do I want to ask an adult?
 - what I plan to do as a result?
 - I can help myself, family or friends by...

Module Title: Safety and First Aid

Sequence Reference: P4 HE-A

Summative Assessment:

Assessments used at the end of a module where data is used to generate grades

- Given a particular situation (home, school, bicycle, playground) students will write a plan for personal safety
- Distinguish between minor injuries and emergency situations
- Respond to problem solving situation - schoolyard or neighbourhood threats etc.

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Physical Education, (safety in lifting and carrying, using small and large equipment), Science, English Language Arts, Social Studies, Motocross
- visitors: nurse, counsellor, physical education teacher, member of Bermuda Bicycling or Associations, trainer from St John's Ambulance or Bermuda Red Cross, EMT from police or fire service
- visits: hospital emergency department, clinic

References - Teacher:

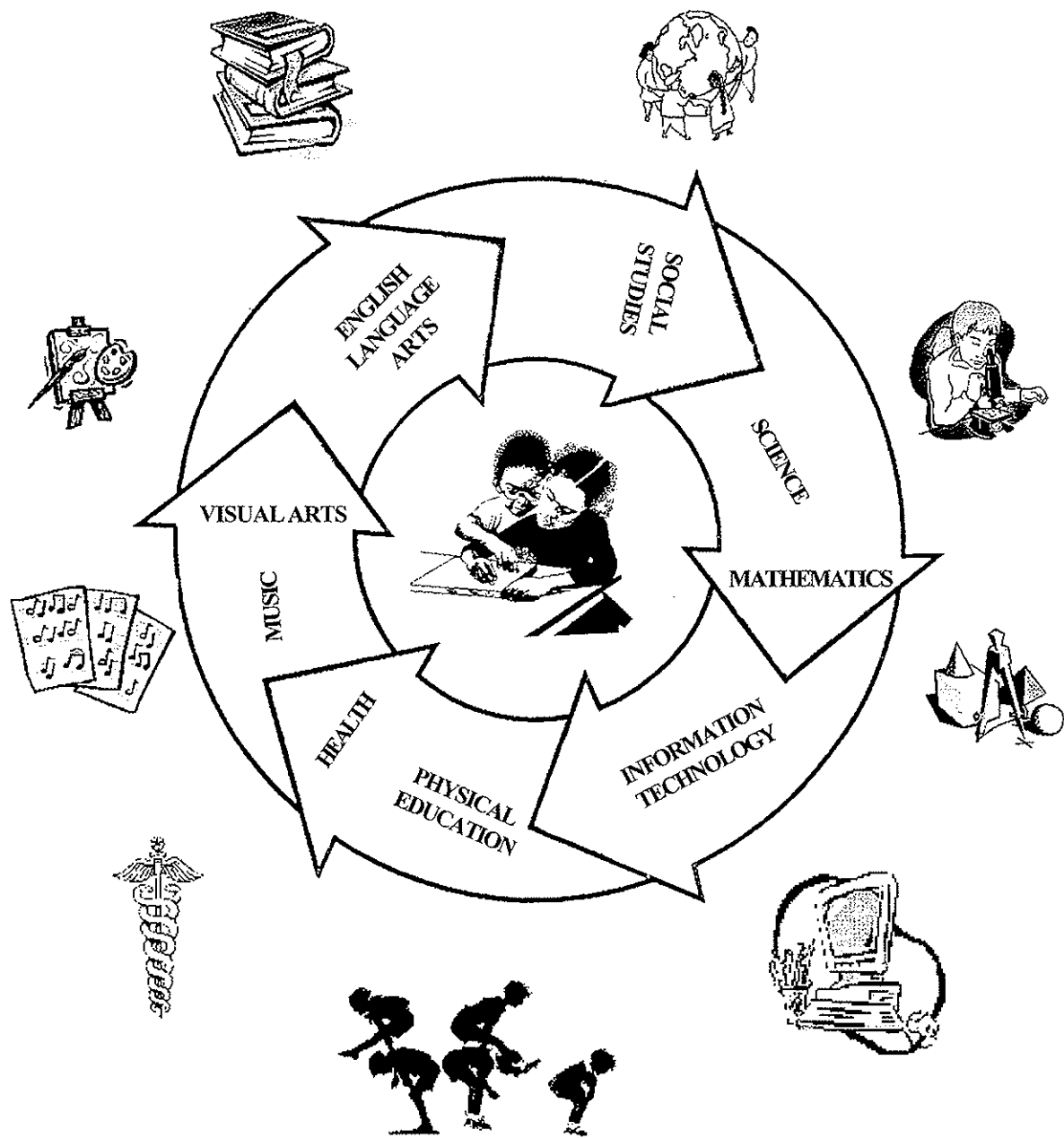
- McGraw-Hill Health Grade 3
- Totally Awesome Health Resource Binder Grade 3

References - Student:

- McGraw-Hill Health Grade 3

Glossary:

- refer to text



Module B

HEALTH EDUCATION

Module Title: Personal and Community Health	Sequence Reference: P4 HE-B																					
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PHASE A				PHASE B																		
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Time allotted: 6 weeks	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%; text-align: left;">Subgoal Emphasis:</th> <th style="width: 50%; text-align: left;">Content Focus:</th> </tr> <tr> <td style="vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> • 1.1, 1.5 Health Promotion and Disease Prevention • 2.1 - 2.4 Health Information and Resources • 3.1, 3.3, 3.4 Health Enhancement and Risk Reduction • 5.4, 5.8 Healthful Interpersonal Communication • 6.1 - 6.4 Goal Setting and Decision Making • 7.3, 7.6 Personal, Family and Community Health </td> <td style="vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> • Health Habits • Health Care Services • Health Care Products • Health Careers • Environmental Health </td> </tr> </table>	Subgoal Emphasis:	Content Focus:	<ul style="list-style-type: none"> • 1.1, 1.5 Health Promotion and Disease Prevention • 2.1 - 2.4 Health Information and Resources • 3.1, 3.3, 3.4 Health Enhancement and Risk Reduction • 5.4, 5.8 Healthful Interpersonal Communication • 6.1 - 6.4 Goal Setting and Decision Making • 7.3, 7.6 Personal, Family and Community Health 	<ul style="list-style-type: none"> • Health Habits • Health Care Services • Health Care Products • Health Careers • Environmental Health 																	
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Module Title: Personal and Community Health

Sequence Reference: P4 HE-B

Recommended Instructional Strategies:

- Create a wall poster of class definition of wellness. Illustrate physical, intellectual, emotional, social, and spiritual.
- Have students break into groups and develop a wall poster explaining one area of wellness.
- Students will bring to class 4 different labels from 4 different products. Labels are placed in categories and each category is given to a group of students. On poster size paper students list important information from their labels. Students add in a different colour and other items they feel should be on the label.
- Examine claims about print advertising, link this with labels of all sorts (from many different products).
- Across curriculum
 - Art class - make an aid using an artistic theme and colours that will appeal to people
 - Geography - compare health care products and services around the world
- After each unit assess students understanding by having student
 - Make a wellness poster including the five areas that make up wellness. Cut out pictures could be used
 - Make a mobile promoting products that are good for teeth, exercise and overall wellness
 - Have students analyze a label
 - Write a short essay about how health care workers help in the community
- Totally Awesome Health Teaching Strategies
-TS-131 – “*A Hardening Experience*”

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
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- **health journal**
 - students use this as a method of self reflection (teacher will review journals regularly and give feedback)
 - draw or write what I learned?
 - draw or write what I liked?
 - what more do I want to know?
 - what question do I want to ask an adult?
 - what I plan to do as a result?
 - I can help myself, family or friends by...

Module Title: Personal and Community Health

Sequence Reference: P4 HE-B

Summative Assessment:

Assessment used at the end of a module where data is used to generate grades.

- Write a radio/TV advertisement encouraging wellness in everyday living. Include the five areas of wellness and how certain products and activities help with total wellness
- Respond to decision making scenario set by teachers
- Unit test

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: English Language Arts, Art
- visits: health clinic, gym, pharmacy
- visitors: health care professional, counsellor

References - Teacher:

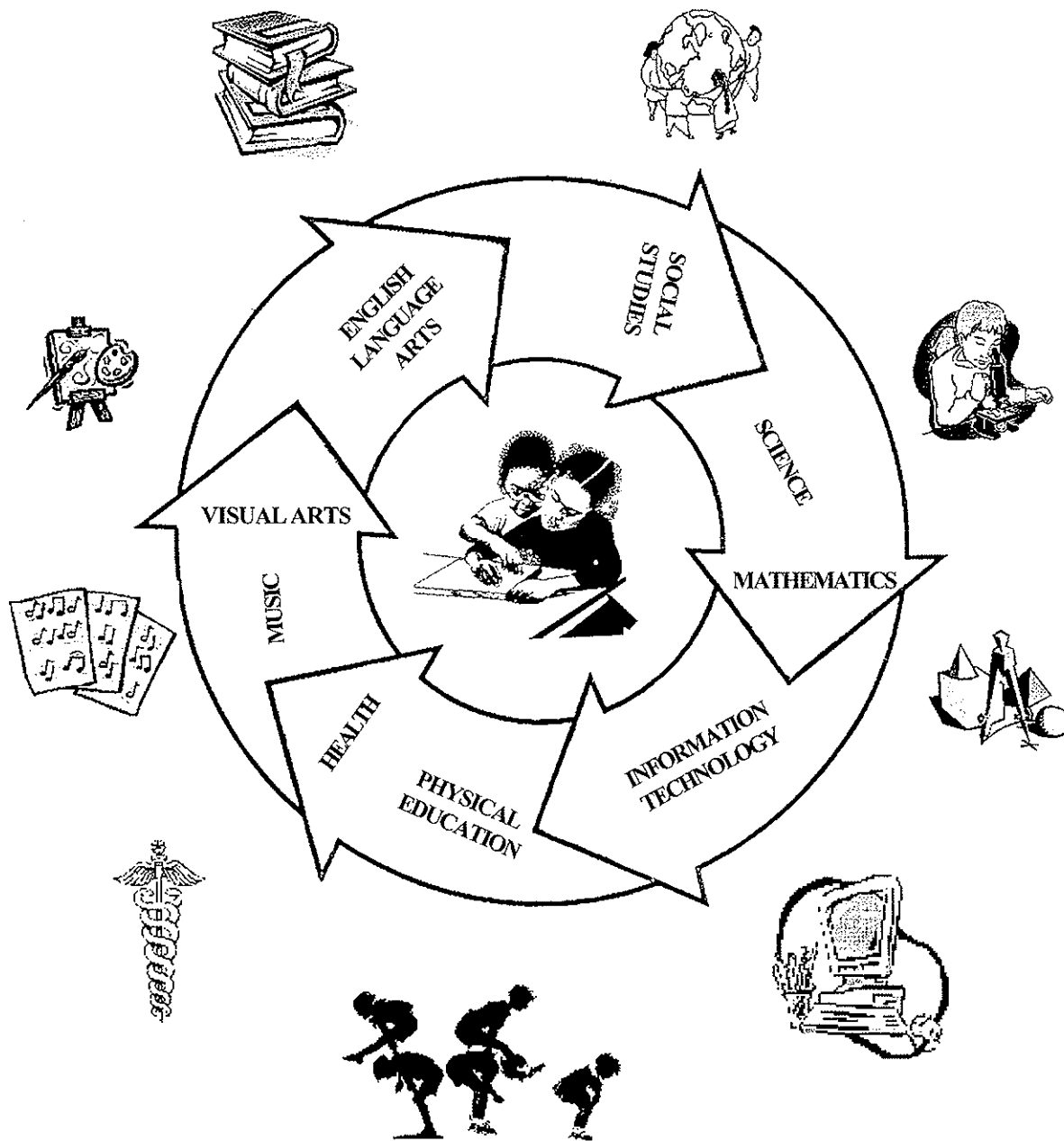
- McGraw-Hill Health Grade 3
- Totally Awesome Health Resource Binder Grade 3

References - Student:

- McGraw-Hill Health Grade 3

Glossary:

- refer to text



Module C

HEALTH EDUCATION

Module Title: Family Life and Human Sexuality

Sequence Reference: P4 HE-C

Time allotted: 8 weeks

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
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Subgoal Emphasis:

- 1.1, 1.3, 1.5, 1.7, 1.8 Health Promotion and Disease Prevention
- 2.2 - 2.4, 2.6 Health Information and Resources
- 3.1 - 3.3, 3.5, 3.6 Health Enhancement and Risk Reduction
- 4.2, 4.4, 4.5 Impact of Culture, Media and Technology
- 5.1, 5.3, 5.6 Healthful Interpersonal Communication
- 6.1, 6.2, 6.4 - 6.6 Goal Setting and Decision Making
- 7.3 - 7.5 Personal, Family and Community Health

Content Focus:

- Roles and Responsibilities of Family Members
- Family Structure, Customs and Values
- Dating and Marriage
- Parenthood and Parenting
- Gender Identification and Reproduction

Curriculum Objectives:

At the end of this module, students will:

- examine stages of human growth and development
 - examine how human body systems work together
 - illustrate ways to care for each body system
 - recognize their physical uniqueness
 - be aware of health related careers
 - apply decision making and problem solving skills to familiar and unfamiliar situations involving human growth and development
- (refer to Lions Quest Skills for Growing Grade 3 Unit 4)

Content Detail:

- stages for growth and development
 - systems
 - skeletal system and muscular system
 - nervous system
 - digestive system
 - circulatory system and respiratory system
 - the immune system
 - care of body systems
 - exercise and physical fitness
 - rest
 - no alcohol, tobacco, illicit drugs
 - nutrition and drinking water
 - physical uniqueness, similarities, differences, challenges
 - health related careers
 - decision making and problem solving
 - is it healthful?
 - is it safe?
 - will I be following rules and laws?
 - will I show respect for myself and others?
 - will I be following my family's guidelines?
 - will I be showing good character?
- refer to Lions Quest Skills for Growing Grade 3 Unit 4)

Module Title: Family Life and Human Sexuality

Sequence Reference: P4 HE-C

Recommended Instructional Strategies:

- Group work – present students with the name of a system. Ask them to write a song/rap or poem about that system. Present to class.
- Reinforce skeletal and muscular systems during physical education classes.
- Groups or individuals choose a health care professional and design a set of interview questions for that person to find out how body systems work and how to take care of them
 - nurse/doctor – immune system
 - physiotherapist – muscular system or skeletal system
 - massage therapist – muscular system
 - nutritionist – digestive system
- Totally Awesome Health Teaching Strategies Grade 3
 - TS-45 – “*A Healthy Heart Goes A Long Way*”
 - TS-49 - “*I’ll Digest Those Thoughts*”
 - TS-53 – “*I’m Nervous About My System*”
 - TS-59 – “*Hustle With Muscle But Include Your Bones*”
 - TS-65 – “*All Of Me*”

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
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 - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconceptions
- **health journal**
 - students use this as a method of self reflection (teacher will review journals regularly and give feedback)
 - draw or write what I learned?
 - draw or write what I liked?
 - what more do I want to know?
 - what question do I want to ask an adult?
 - what I plan to do as a result?
 - I can help myself, family or friends by...?

Module Title: Family Life and Human Sexuality

Sequence Reference: P4 HE-C

Summative Assessment:

Assessment used at the end of a module where data is used to generate grades.

- Adapt any activities from previous section
- Respond to problem solving and decision making situation
- End of unit written test

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Science, English Language Arts, Physical Education
- visits: local gym, physiotherapy or occupational therapy practice
- visitors: allied health professional, physical trainer

References - Teacher:

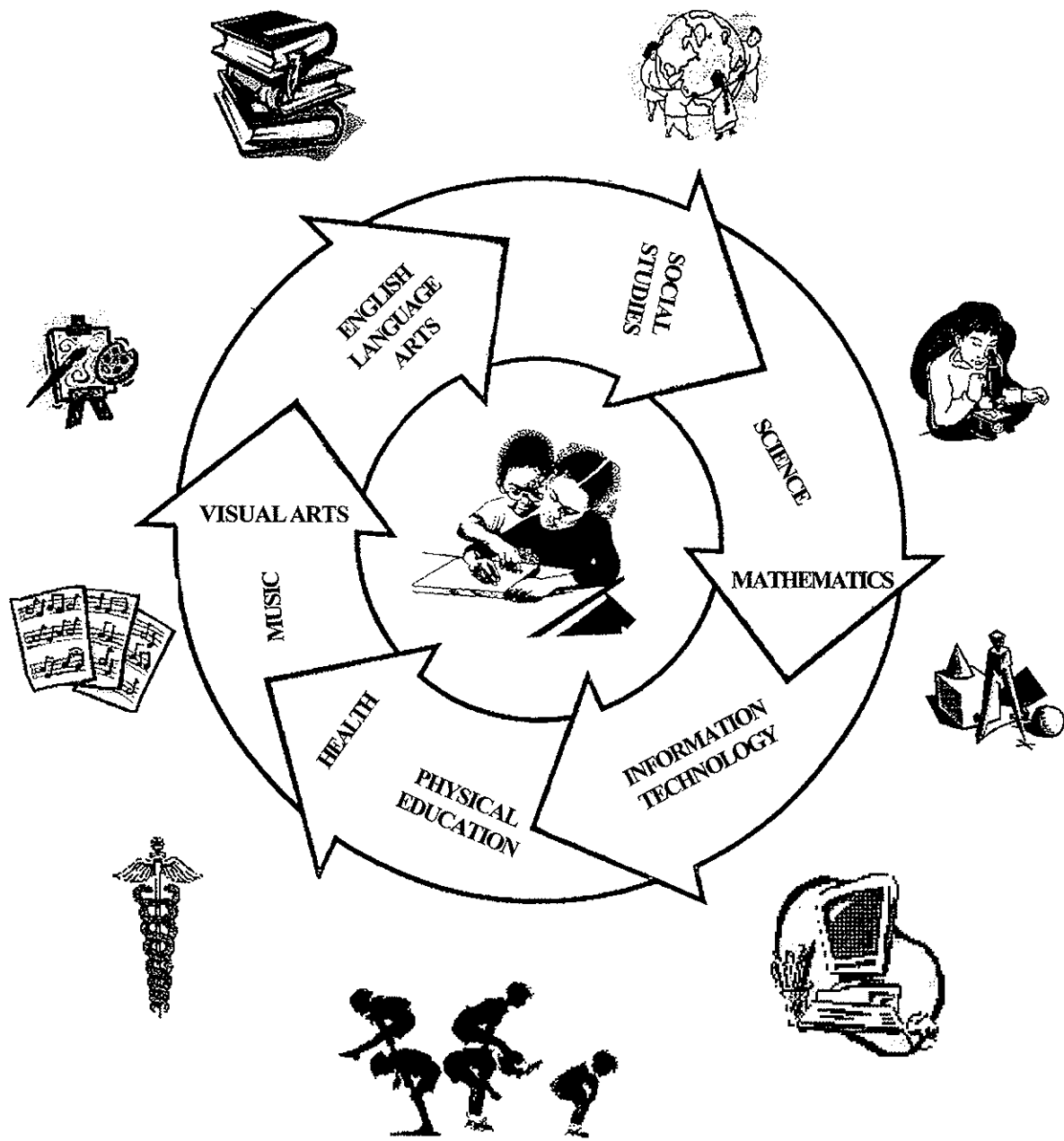
- McGraw-Hill Health Grade 3
- Totally Awesome Health Resource Binder Grade 3

References - Student:

- McGraw-Hill Health Grade 3

Glossary:

- refer to text



Module D

HEALTH EDUCATION

Module Title: Alcohol, Tobacco and Other Drugs

Sequence Reference: P4 HE-D

Time allotted: 8 weeks

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
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Subgoal Emphasis:

- 1.1 - 1.5 Health Promotion and Disease Prevention
- 2.1 - 2.6 Health Information and Resources
- 3.1, 3.2, 3.5, 3.7 Health Enhancement and Risk Reduction
- 4.1, 4.5 Impact of Culture, Media and Technology
- 6.1 - 6.6 Goal Setting and Decision Making
- 7.3, 7.5 Personal, Family and Community Health

Content Focus:

- Effects and Interactions
- Consequences
- Resistance Skills
- Chemical Dependency
- Community Resources

Curriculum Objectives:

At the end of this module, students will:

- describe the impact of various drugs on the human body
- distinguish among drug use, misuse and abuse
- explain why licit and illicit drugs can be dangerous
- identify people and places who can provide assistance to people who abuse drugs
- demonstrate the ability to make healthy decisions about using tobacco
- explore alternatives to using drugs
- be aware of health related careers
- apply decision making and problem solving skills to familiar and unfamiliar situations involving drugs and medicines

(refer to Lions Quest Skills for Growing Unit 4)

Content Detail:

- impact of drugs on the human body
 - physical (alcohol, nicotine and caffeine)
 - emotional
 - social
- danger of misuse or abuse of drugs (legal, financial etc.)
- assistance for drug abuse
 - counsellors, help lines (telephone books)
 - school nurse
 - agencies – Bermuda Youth Counselling Services
- alternatives to using drugs
 - leisure activities including sports, games, reading
 - clubs and church activities
 - natural highs
- health career: drug rehabilitation counsellor, health education teacher
- decision making and problem solving
 - is it healthful?
 - is it safe?
 - will I be following rules and laws?
 - will I show respect for myself and others?
 - will I be following my family’s guidelines?
 - will I be showing good character?

(refer to Lions Quest Skills for Growing Unit 4)

Module Title: Alcohol, Tobacco and Other Drugs

Sequence Reference: P4 HE-D

Recommended Instructional Strategies:

- Visit prevention resource centre (CADA) and collect information about various kinds of drugs and their impact on the body - return to class with pamphlets etc. make presentations to other classes.
- Plan a meeting for students who want to join PRIDE PALS (call organization for support) - advocate for joining club by designing flyers and posting around the school. Make mini-presentations to other classes about use and abuse of drugs.
- Groups of students can role-play or write a song, rap about consequences of using various drugs.
- Discuss how other people influence personal decisions about taking drugs and determine how to counteract negative influences.
- Totally Awesome Health Strategies Grade 3
 - TS-81 – “*Prescription Precautions*”
 - TS-89 – “*Paralyzed Cilia*”
 - TS-93 – “*Smokeless and Toothless*”
 - TS-95 – “*Cigarette Tips*”
- Activities from Skills for Growing Grade 3

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
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 - what more do I want to know?
 - what question do I want to ask an adult?
 - what I plan to do as a result
 - I can help myself, family or friends by...

Module Title: Alcohol, Tobacco and Other Drugs

Sequence Reference: P4 HE-D

Summative Assessment:

Assessment given at the end of a module where the data is used to generate grades.

- Problem solving exercise - your friend's older brother smokes and offers you a puff whenever you go to their home- what should you do, who should you tell etc.
- Design a TV or radio ad (song/ rap etc.) or bumper sticker advising against smoking or using drugs
- Written assessment - using diagram of the human body identify ways specific drugs affect the body

Special Resources:

(materials, equipment & community involvement)

- cross curricular connection: English Language Arts, Art
- visits: health clinic, gym, pharmacy
- visitors: health care professional, counsellor

References - Teacher:

- McGraw-Hill Health Grade 3
- Totally Awesome Health Resource Binder Grade 3

References - Student:

- McGraw-Hill Health Grade 3

Glossary:

- refer to text

HEALTH EDUCATION

<p>Module Title: Mental and Emotional Health</p>	<p>Sequence Reference: P4 HE-E</p>																					
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<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • demonstrate appropriate ways of communicating emotions • value and advocate for healthful relationships • recognize factors that contribute to positive self-esteem • recognize physical responses that can result from stress • identify personal stressors helpful and unhelpful and develop a stress management plan • apply decision making and problem solving skills to familiar and unfamiliar situations involving current health topic <p>(refer to <u>Lions Quest Skills for Growing Grade 3 Unit 1 and 2</u>)</p>	<ul style="list-style-type: none"> • ways of communicating emotions <ul style="list-style-type: none"> - calm voice, acceptable language, empathy • healthful relationships <ul style="list-style-type: none"> - friendships, family relationships - respecting diversity (persons with disabilities, different religions, ethnicity, and race) - relationships with trusted adults (neighbours, family, friends, teachers, etc.) • positive self esteem <ul style="list-style-type: none"> - personal strengths, sense of belonging • physical responses <ul style="list-style-type: none"> - faster rate, sweating hands, stomach ache (muscle tightening), dry mouth; increased heart rate • personal stresses and stress management <ul style="list-style-type: none"> - helpful stressors (excited about an event, nervous about a race) - unhelpful stressors (planning, physical activity) • decision making and problem solving <ul style="list-style-type: none"> - it is healthful; it is safe? - will I be following rules and laws? - will I show respect for myself and others? - will I be following my family's guidelines? - will I be showing good character? <p>(refer to <u>Lions Quest Skills for Growing Grade 3 Unit 1 and 2</u>)</p>																					

Recommended Instructional Strategies:

- Art connection across curriculum art. Have student make a sculpture of how good they feel about feeling a part of their family or school.
- They can use newspaper to shape their object, either a trophy; their body, a winner's cup or anything that they think says how they feel.
- Students are given a situation paper. Teacher reads out situation and answers any questions. Students then write how they would react to the situation. (if their reaction is negative or positive, did their reaction promote positive health or negative?) These questions are asked after the first part has been written and collected.
- Students make a poster stating all the ways they are appreciated in their family. Magazine pictures can be used to help illustration.
- Totally Awesome Health Teaching Strategies
 - TS 9 "*The Gift of Good Health*"
 - TS 21 "*A Deed Not Done*"
 - TS 17 "*Putting Your Best Foot Forward*"
 - TS 25 "*Mathematical Stress*"
 - TS 29 "*Soaking Up Stress*"
 - TS 27 "*Broken Apart*"

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
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 - draw or write what I learned
 - draw or write what I liked
 - what more do I want to know
 - what question do I want to ask an adult
 - what I plan to do as a result
 - I can help myself, family or friends by...

Module Title: Mental and Emotional Health

Sequence Reference: P4 HE-E

Summative Assessment:

Assessment used at the end of a module where data is used to generate grades.

- Test your emotional IQ: Give students a scenario, such as: You were watching your favorite television show and left the room for a minute. When you came back your sister had changed the channel and refused to change it back. Have student answer following questions:
 - how are you feeling?
 - why are you feeling this way?
 - what are some ways you might express your feelings?
 - how can you express your anger in a healthful way?
 - how can you solve the conflict?
- Unit test

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Skills for Growing, Social Studies
- visitors: teachers and/or students trained in conflict resolution, guidance counsellor

References - Teacher:

- McGraw-Hill Health Grade 3
- Totally Awesome Health Resource Binder Grade 3
- Lions Quest Skills for Growing Grade 3 Units 1 and 2

References - Student:

- McGraw-Hill Health Grade 3
- Lions Quest Skills for Growing Grade 3 Units 1 and 2

Glossary:

- refer to text

Health Education - P5

Level Code: P5 HE



MINISTRY OF EDUCATION

Bermuda
2001

**PRIMARY SCHOOL
PHASE B OVERVIEW**

Subject Title: Health Education

Subject Code: P5 HE

Time Allotted: 60 min/wk

RATIONALE

At this level, health education should focus on students' understanding of health promotion and disease prevention concepts, which will establish a foundation for leading healthful, productive and responsible lives. The instructional programme is based on a wellness approach to the system wide approved health education philosophy, seven goals/subgoals and performance indicators. During these formative years, health education is viewed as a separate subject with an assigned time allotment in addition to being cross-curricular in nature. It should adequately prepare older primary level youth for the experiences of middle level education. Classroom instruction in pre-school and primary level health education should encourage Bermuda's children and youth to use goal setting and decision making skills to address issues related to health and safety, access health information, practice health-enhancing behaviours, reduce health risks, and use communication skills effectively to enhance personal, family and community health.

School health education is designed to reinforce health habits, attitudes and behaviours developed in the home. It is recognized that parents are the primary health educators of their children and that the role of government, the schools, churches and community is secondary to that of the home, however very vital. Through home-school linkages, teachers, involved community health professionals and parents can collaborate to support the goals of Health for Success.

PRIMARY FIVE (P5) REQUIREMENTS

The requirements for this level are as follows:

<ul style="list-style-type: none"> • Performance Assessment* <ul style="list-style-type: none"> - Skills tests, teacher observations, oral questioning, dances, skits, role plays, interviews 	40%
<ul style="list-style-type: none"> • Product Assessment* <ul style="list-style-type: none"> - Games, journals, poems, posters, drawings, models, projects, stories, collages, crosswords, reports, letters, bumper stickers, logos, topic portfolio 	40%
<ul style="list-style-type: none"> • Written Assessment <ul style="list-style-type: none"> - <i>Selected response:</i> multiple choice, true-false, matching - <i>Constructed response:</i> fill in the blank, short answers, label a diagram, problem/solving, decision making, visual organisers (web, graph/chart, concept map, illustration) 	20%
Total	100%

* Product and performance assessments scored by rubric.

MATERIALS OF INSTRUCTION (Adopted Text)

Giarranto-Russell, Susan et al. McGraw-Hill Health. New York: McGraw-Hill School Division, 2000.

Meeks, Linda and Heit Phillip. Totally Awesome Health (teacher’s resource binder). Ohio: Meeks Heit Publishing, 1997.

Lions-Quest Skills for Growing Ohio: Quest International, 1990.

PHASE B OUTLINE

P4 Module Titles A - E	P5 Modules Titles A - E	P6 Modules Titles A - E
<p>A. Safety and First Aid 8</p> <ul style="list-style-type: none"> - emergency contact list and safety personnel - serious injuries - basic rules when alone - environmental safety - violence and bullying - decision making and problem solving <p>B. Personal and Community Health 6</p> <ul style="list-style-type: none"> - maintaining health and wellness - selection of products - health care services - decision making and problem solving <p>C. Family Life and Human Sexuality 8</p> <ul style="list-style-type: none"> - stages of human growth and development - human body systems and their care - physical uniqueness - decision making and problem solving <p>D. Alcohol, Tobacco and Other Drugs 8</p> <ul style="list-style-type: none"> - impact of drugs - danger of misuse or abuse - alternatives to using drugs - decision making and problem solving 	<p>A. Safety and First Aid.....8</p> <ul style="list-style-type: none"> - intentional and unintentional injuries - first response techniques - safety during seasonal activities - personal safety plans - strategies for preventing child abuse - decision making and problem solving <p>B. Personal and Community Health 5</p> <ul style="list-style-type: none"> - determinants of health - healthy lifestyles - valid health practices - communicable and noncommunicable diseases - decision making and problem solving <p>C. Family Life and Human Sexuality 8</p> <ul style="list-style-type: none"> - life cycle phases - growth and development during puberty - decision making and problem solving <p>D. Alcohol, Tobacco and Other Drugs 8</p> <ul style="list-style-type: none"> - categories of illicit drugs - effects of illicit drugs - drug free lifestyles - decision making and problem solving 	<p>A. Safety and First Aid 8</p> <ul style="list-style-type: none"> - response to danger - community resources - conflict - decision making and problem solving <p>B. Personal and Community Health 6</p> <ul style="list-style-type: none"> - disease in Bermuda - natural and acquired immunity - appropriate resources - decision making and problem solving <p>C. Family Life and Human Sexuality 8</p> <ul style="list-style-type: none"> - changes during puberty - personal hygiene - acceptance of individual differences - healthy relationships - decision making and problem solving <p>D. Alcohol, Tobacco and Other Drugs 8</p> <ul style="list-style-type: none"> - impact of drugs - chemical dependence - legal consequences of drug possession and use - community resources - decision making and problem solving

E. Mental and Emotional Health 4

- communicating emotions
- healthful relationships
- positive self esteem
- physical responses to stress
- personal stresses and stress management

E. Nutrition and Fitness 5

- food labels
- impact of nutrition on physical activity
- decision making and problem solving

E. Mental and Emotional Health 4

- important qualities
- influence of peer pressure
- emotions and stressors
- decision making and problem solving

Subtotal 34	Subtotal 34	Subtotal 34
Optional Weeks <u>4</u>	Optional Weeks <u>4</u>	Optional Weeks <u>4</u>
Total Weeks 38	Total Weeks 38	Total Weeks 38

PRIMARY SCHOOL

check one: PS P1 P2 P3 P4 P5 P6

Health Education

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX				
1	Health Promotion and Disease Prevention	1.1	Risk behaviours	x	x		x	x
		1.2	Changes		x	x	x	
		1.3	Influences			x	x	x
		1.4	Environment impact				x	
		1.5	Risk reduction				x	
		1.6	Prevention control					
		1.7	Policies/laws		x			
		1.8	Methods	x				x
2	Health Information and Resources	2.1	Reliability		x		x	x
		2.2	Selection			x	x	x
		2.3	Decision making	x	x		x	
		2.4	Analysis	x		x	x	
		2.5	Accessibility			x	x	
		2.6	Cost				x	
3	Health Enhancement and Risk Reduction Behaviours	3.1	Responsibility	x			x	x
		3.2	Risk factors			x	x	
		3.3	Behaviours		x	x		
		3.4	Strategies/improvement		x	x		x
		3.5	Strategies/prevention		x		x	
		3.6	Situations/avoidance			x		
		3.7	Methods		x		x	
		3.8	Actions	x				
		3.9	Stress management					
4	Impact of Culture and Technology on Health	4.1	Diversity			x	x	x
		4.2	Impacts		x	x		x
		4.3	Government's role					
		4.4	Technology					
		4.5	Influences		x	x	x	x
5	Healthful Interpersonal Communication	5.1	Interpretation	x		x		
		5.2	Skills		x	x		
		5.3	Relationships		x	x		
		5.4	Methods		x	x		
		5.5	Conflict analysis	x				
		5.6	Negotiation	x		x		
		5.7	Conflict analysis	x				
		5.8	Conflict reduction	x				
MODULES				A	B	C	D	E

(Page 1 of 2)

PRIMARY SCHOOL

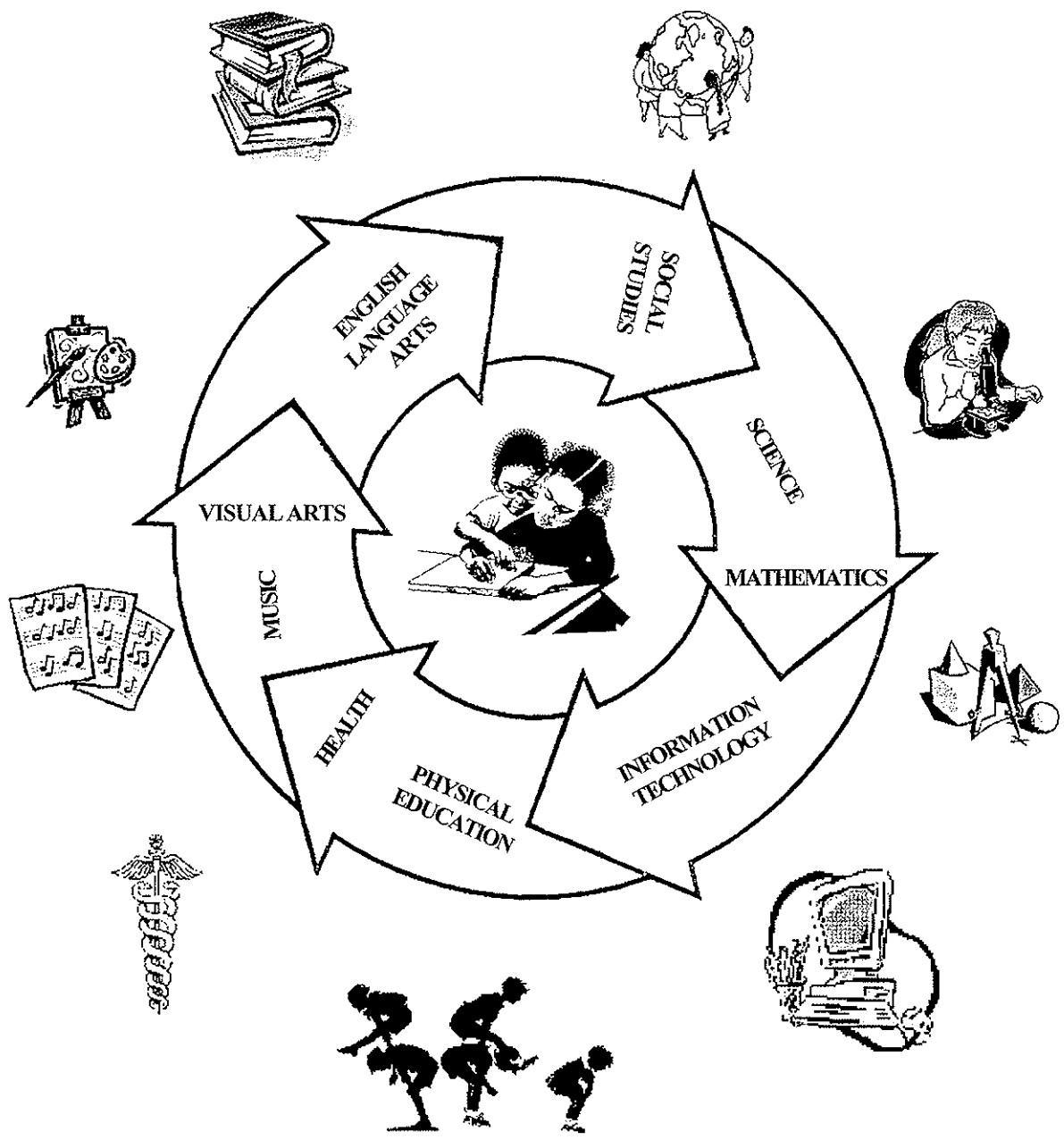
check one: PS P1 P2 P3 P4 P5 P6

Health Education

6	Decision Making and Setting Goals for Health and Wellness	6.1	Strategies	x	x		x	x
		6.2	Analysis/concern				x	x
		6.3	Impact		x	x	x	x
		6.4	Plans/personal		x	x	x	x
		6.5	Progression				x	x
		6.6	Plans/lifelong			x	x	x
7	Personal Family and Community Health Advocacy	7.1	Communication methods	x		x		
		7.2	Opinions					x
		7.3	Strategies		x	x	x	x
		7.4	Problem solving			x		x
		7.5	Influence	x		x	x	x
		7.6	Audience		x	x		
CONTENT STRUCTURE		Mental Health						
		Personal & Community Health			x			
		First Aid, Safety & Injury		x				
		Disease Prevention & Control						
		Tobacco, Alcohol & Other Drugs					x	
		Nutrition & Fitness						x
		Human Sexuality				x		
MODULES				A	B	C	D	E

MODULE KEY

- | | |
|-------------------------------------|--------------------------------------|
| A - Safety and First Aid | D - Alcohol, Tobacco and Other Drugs |
| B - Personal and Community Health | E - Nutrition and Fitness |
| C - Family Life and Human Sexuality | |



Module A

HEALTH EDUCATION

<p>Module Title: Safety and First Aid</p>	<p>Sequence Reference: P5 HE-A</p>																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="4" style="text-align: center;">PHASE A</th> <th colspan="3" style="text-align: center;">PHASE B</th> </tr> <tr> <th style="text-align: center;">PS</th> <th style="text-align: center;">P1</th> <th style="text-align: center;">P2</th> <th style="text-align: center;">P3</th> <th style="text-align: center;">P4</th> <th style="text-align: center;">P5</th> <th style="text-align: center;">P6</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>		PHASE A				PHASE B			PS	P1	P2	P3	P4	P5	P6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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<p>Time allotted: 8 weeks</p>	<p>Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1, 1.8 Health Promotion and Disease Prevention • 2.3, 2.4 Health Information and Resources • 3.1, 3.8 Health Enhancement and Risk Reduction • 5.1, 5.5 - 5.8 Healthful Interpersonal Communication • 6.1 Goal Setting and Decision Making • 7.1, 7.5 Personal, Family and Community Health 																					
<p>Content Focus:</p> <ul style="list-style-type: none"> • Hazardous Situations • Injury Prevention • Emergency Response • Risk Taking Behaviours and Consequences • Safety Resources 																						
Curriculum Objectives:		Content Detail:																				
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • distinguish between intentional and unintentional injury • demonstrate first response techniques • outline rules for safety during seasonal activities • justify personal safety plans • appreciate the importance of taking responsibility for the safety of self and others • cite strategies for preventing and reporting child abuse • use decision making and problem solving skills to address issues involving safety and first aid 	<ul style="list-style-type: none"> • injuries <ul style="list-style-type: none"> - intentional injuries - deliberate (pushing, hitting etc.) - unintentional injuries - accidents, falls, burns etc. - avoiding injuries – recognize hazards at home, school and in the community • avoiding injuries during Physical Education (PE link) exercise <ul style="list-style-type: none"> - warm up, cool-down - following game rules - using safety gear - dealing with injuries – minor vs. serious, calling for help • first response techniques <ul style="list-style-type: none"> - check-call-care, choking (self and others) - cuts, scrapes, burns, bleeding and universal drill - components of classroom first aid kit • seasonal activities (P.E. link) <ul style="list-style-type: none"> - heat (including skin protection), water (rules for swimming and diving), sports (protective gear), and vehicles(seat belts) - fall sports: football, rugby etc. • personal safety plans (safe at home alone, safe from bullies, safe from abuse, fire safety) • strategies to prevent and report child abuse (counsellor and school nurse) • decision making and problem solving <ul style="list-style-type: none"> - is it healthful; is it safe? - will I be following rules and laws? - will I show respect for myself and others? - will I be following my family’s guidelines? - will I be showing good character? 																					

Module Title: Safety and First Aid

Sequence Reference: P5 HE-A

Recommended Instructional Strategies:

- Students brainstorm, develop and decorate personal safety plans for various situations - make class presentations explain why these plans are important.
- Demonstrate response to choking when alone and with a friend.
- Design a poster to be copied for all classrooms
 - universal precautions (blood drill)
 - wear disposable latex gloves
 - wash your hands with antiseptic cleanser after removing gloves
 - use a face mask when performing first aid for breathing emergencies
 - cover any cuts or abrasions and avoid touching objects that have had contact with a person's blood
 - do not eat or drink anything when giving first aid
 - do not touch your mouth, eyes or nose while caring for a victim
 - a list of components for a classroom first aid kit
- Design a fire escape plan for home and school.
- Groups given different scenarios, determine appropriate responses and present to class.
- Totally Awesome Health Teaching Strategies Grade 4
 - TS 133 "*Pulled Toward Violence*"
 - TS 135 "*Peaceful Poetry*"

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
- **quizzes** (oral and written) and worksheets
 - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconception
- **health journal**
 - students use this as a method of self reflection (teacher will review journals regularly and give feedback)
 - draw or write what I learned
 - draw or write what I liked
 - what more do I want to know?
 - what question do I want to ask an adult?
 - what I plan to do as a result?
 - I can help myself, family or friends by...

Module Title: Safety and First Aid

Sequence Reference: P5 HE-A

Summative Assessment:

Assessment given at the end of a module where the data is used to generate grades.

- Written assessment to include
 - using appropriate vocabulary (hazard, intentional and unintentional injury, conflict etc.)
 - structured questions about safety rules
 - decision making exercise given a hazardous situation
 - problem solving exercise - what would you do if...
 - designing personal safety plan for a familiar or unfamiliar situation
- Have students create posters showing safety rules for different areas from playground, swimming, or bicycling area. Make presentations to other classes then post around the school.

Special Resources:

(materials, equipment & community involvement)

- cross-curricular connections: Physical Education, English Language Arts
- visits/visitor: physical education teachers (unintentional injury and sports injuries), social worker, counsellor, nurse, allied health professional

References - Teacher:

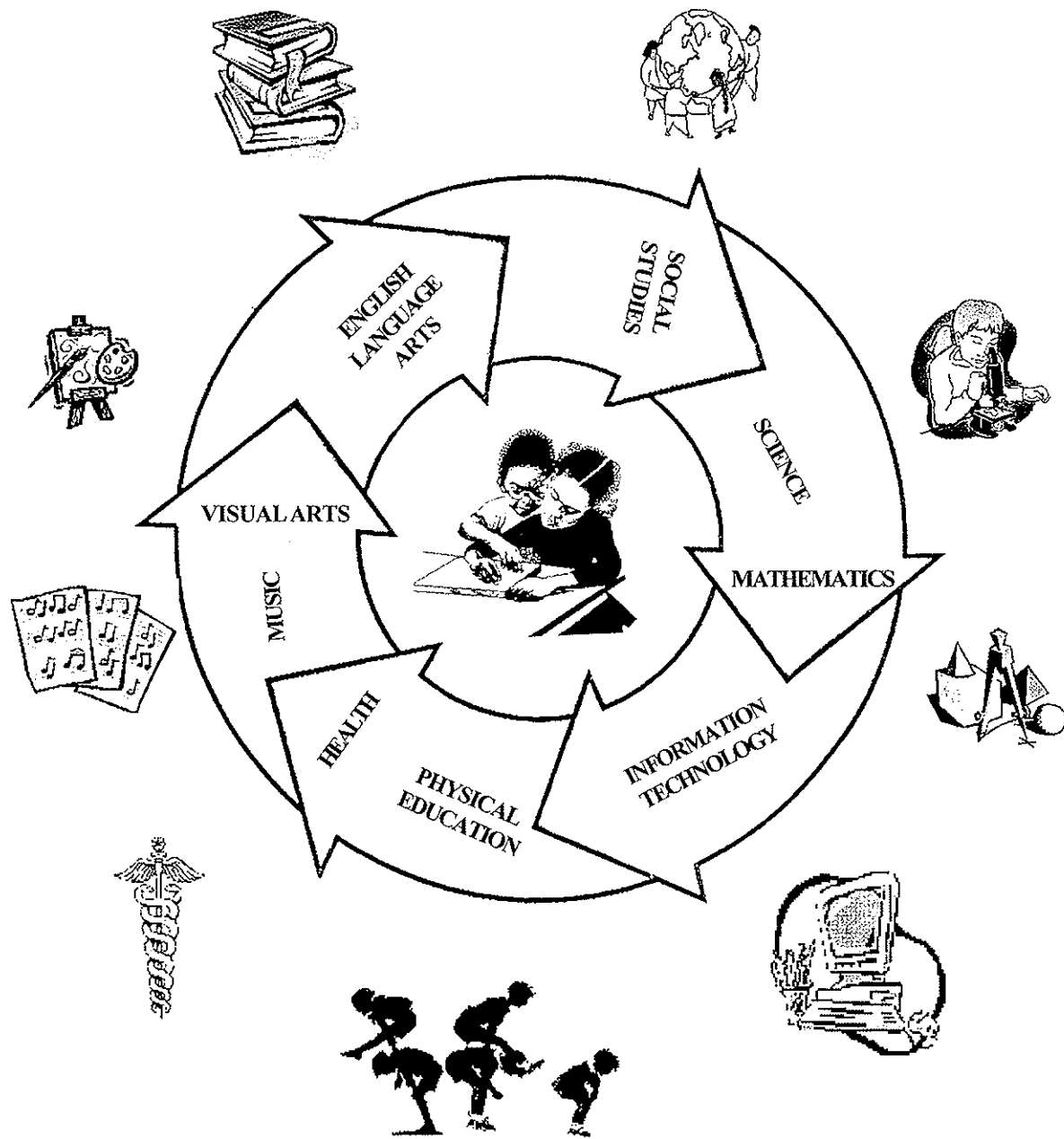
- McGraw-Hill Health Grade 4
- Totally Awesome Health Resource Binder Grade 4

References - Student:

- McGraw-Hill Health Grade 4

Glossary:

- refer to text



Module B

HEALTH EDUCATION

Module Title: Personal and Community Health	Sequence Reference: P5 HE-B																					
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Time allotted: 5 weeks																						
Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1, 1.2, 1.7 Health Promotion and Disease Prevention • 2.1, 2.3 Health Information and Resources • 3.3, 3.4, 3.7 Health Enhancement and Risk Reduction • 4.2, 4.5 Impact of Culture, Media and Technology • 5.2, 5.3, 5.4 Healthful Interpersonal Communication • 6.1, 6.3, 6.4 Goal Setting and Decision Making • 7.3, 7.6 Personal, Family and Community Health 	Content Focus: <ul style="list-style-type: none"> • Personal Health Habits • Health Care Services • Health Care Products • Environmental Health • Communicable Diseases • Chronic Diseases • Health Careers 																					

Curriculum Objectives:	Content Detail:
At the end of this module, students will: <ul style="list-style-type: none"> • distinguish between “health” and “wellness” • identify the four major determinants of health • recognize how a balance of wellness contributes to a healthy lifestyle • analyze the health practices which impact personal well-being • identify techniques for controlling spreading of communicable diseases • distinguish between communicable and non-communicable diseases • apply decision making and problem solving skills to familiar and unfamiliar situations involving personal and community health 	<ul style="list-style-type: none"> • health (absence of disease) • wellness (personal and environmental well-being) • communicable diseases • determinants of health (P.E. link) <ul style="list-style-type: none"> - lifestyle choice; genetics; environment - access to health care • balancing aspects of wellness (P.E. link) <ul style="list-style-type: none"> - physical, intellectual, emotional, social, spiritual • valid health practices promoting health and preventing disease • non-communicable diseases <ul style="list-style-type: none"> - causes - risk factors - some common non-communicable diseases (asthma, allergies, cancer, diabetes, heart-disease) • communicable diseases <ul style="list-style-type: none"> - controlling spread (immunization, hygienic and sanitary practices, health care) - recognizing common diseases (cold, influenza, chicken pox, measles etc.) - HIV and AIDS, Hepatitis A • decision making and problem solving <ul style="list-style-type: none"> - is it healthful? - is it safe? - will I be following rules and laws? - will I be following my family’s guidelines? - will I be showing good character?

Recommended Instructional Strategies:

Recommended Formative Assessment Strategies:

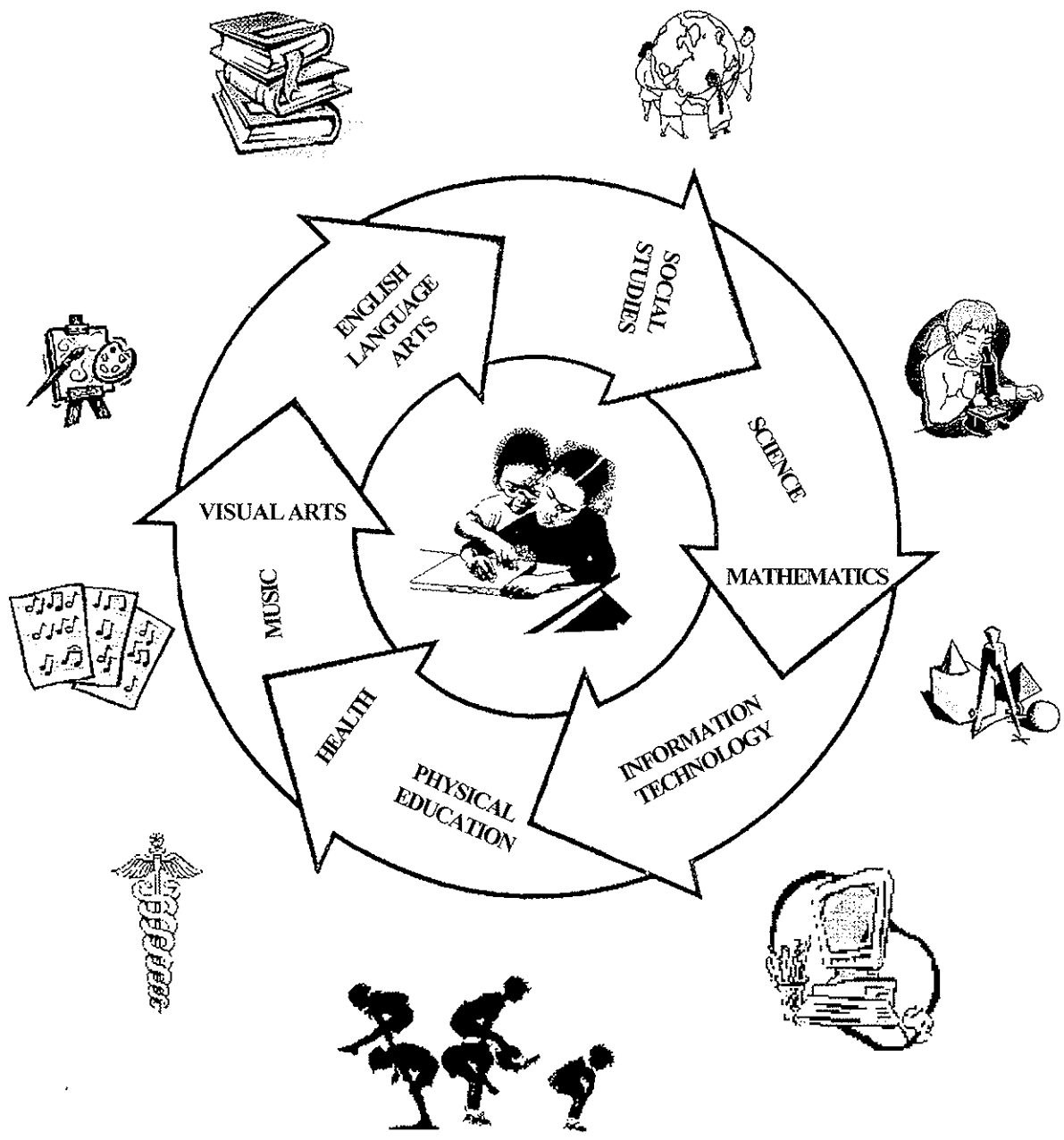
- Across the curriculum:
Physical education: - have students explain the importance of personal health care related to being physically active. Discuss how physical education is good for wellness in physical and stress management
Science: - have students test various health care products. Doing experiments with products or comparing the products.
- Wellness continuum poster [Totally Awesome Health]
High levelinjury illness
Wellnesspremature death
 Ask students to place stickers at their levels of wellness. Discuss how improvements can be made and make a wellness plan.
- Have students play wellness bingo. Teacher calls out activities that lead to wellness and those that do not. Students score bingo cards.
- Select pictures related to wellness from popular magazines. Write how picture depicts wellness and make collage
- Totally Awesome Health Teaching Strategies Grade 4
 - TS -111 “*Wheel of Misfortune*”
 - TS- 112 “*Blockade*”
- Discuss videos see **Special Resources** section on next page

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
- **quizzes** (oral and written) and worksheets
 - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconceptions
- **health journal**
 - students use this as a method of self reflection (teacher will review journals regularly and give feedback)
 - draw or write what I learned
 - draw or write what I liked
 - what more do I want to know?
 - what question do I want to ask an adult?
 - what I plan to do as a result?
 - I can help myself, family or friends by...

Module Title: Personal and Community Health	Sequence Reference: P5 HE-B
Summative Assessment:	
<p>Assessment used at the end of a module where data is used to generate grades.</p> <ul style="list-style-type: none"> • End of unit project – students create a booklet about a particular communicable or non communicable disease • Adapt activities from previous section • Respond to a decision making scenario 	
Special Resources: (materials, equipment & community involvement)	
<ul style="list-style-type: none"> • cross curricular connections: Science, Physical Education, Art • visits: hospital, clinic • visitors: EAP counsellor, nurse/doctor • videos (available from the Department of Education Resource Centre <ul style="list-style-type: none"> - “Come and See What the Doctor Sees” - “Medicines” 	
References - Teacher:	References - Student:
<ul style="list-style-type: none"> • <u>McGraw-Hill Health</u> Grade 4 • <u>Totally Awesome Health</u> Resource Binder Grade 4 	<ul style="list-style-type: none"> • <u>McGraw-Hill Health</u> Grade 4
Glossary:	
<ul style="list-style-type: none"> • refer to text 	



Module C

HEALTH EDUCATION

Module Title: Family Life and Human Sexuality

Sequence Reference: P5 HE-C

Time allotted: 8 weeks

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
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Subgoal Emphasis:

- 1.2, 1.3 Health Promotion and Disease Prevention
- 2.2, 2.4, 2.5 Health Information and Resources
- 3.2 - 3.4, 3.6 Health Enhancement and Risk Reduction
- 4.1, 4.2, 4.5 Impact of Culture, Media and Technology
- 5.1 - 5.4, 5.6 Healthful Interpersonal Communication
- 6.3, 6.4, 6.6 Goal Setting and Decision Making
- 7.1, 7.3 - 7.6 Personal, Family and Community Health

Content Focus:

- Family Structure, Customs and Values
- Dating and Marriage
- Parenthood and Parenting
- Gender Identification
- Reproduction
- Sexual Abuse and Assault

Curriculum Objectives:

At the end of this module, students will:

- describe characteristics of each phase of the life cycle
- identify the changes that occur between childhood and adolescence
- describe the care of the body during adolescence
- be aware of health related careers
- apply decision making and problem solving skills to familiar and unfamiliar situations involving current health topic

Content Detail:

- life cycle phases : infant, childhood, adolescence, adulthood
- childhood and adolescence
 - hormonal changes (overview of endocrine system)
 - physical changes (school nurse)
 - emotional changes (counsellor)
- health related careers
- decision making and problem solving
 - is it healthful?
 - is it safe?
 - will I be following rules and laws?
 - will I show respect for myself and others?
 - will I be following my family's guidelines?
 - will I be showing good character?

Module Title: Family Life and Human Sexuality

Sequence Reference: P5 HE-C

Recommended Instructional Strategies:

- Respond to a *Dear Abby* letter sent by an adolescent who has a concern about his/her changes during puberty.
- Produce a pamphlet or poster to compare childhood with early adolescence.
- Respond to a scenario set by teacher using appropriate decision making skills.
- Given a budget for one month choose appropriate products to take care of personal hygiene during puberty.
- Interview parents, grandparents or other seniors about their physical and emotional changes during early adolescence.
- Create a dictionary of terms related to this topic.
- Totally Awesome Health Teaching Strategies Grade 4
 - TS 39 "*Older and Wiser*"
 - TS 59 "*A Growing Experience*"
 - TS 49 "*My Family Tree of Health*"
 - TS 59 "*A Growing Experience*"
 - TS 61 "*You Get Daren*"
 - TS 67 "*Tomorrows are Today*"
- Discuss videos (co-facilitate using school counsellor and nurse)

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
 - games and puzzles (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
- **quizzes** (oral and written) and worksheets
 - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconceptions
- **health journal**
 - students use this as a method of self reflection (teacher will review journals regularly and give feedback)
 - draw or write what I learned
 - draw or write what I liked
 - what more do I want to know?
 - what question do I want to ask an adult?
 - what I plan to do as a result?
 - I can help myself, family or friends by...

Module Title: Family Life and Human Sexuality

Sequence Reference: P5 HE-C

Summative Assessment:

Assessment used at the end of a module where data is used to generate grades.

- Adapt any activity from the previous section
- Group project: create a rap called “puberty”
- Unit test

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Science, English Language Arts, Social Studies
- visits/visitors: counsellors, school nurse, pharmacy visit (health products)
- videos: “Growing Up Boys” or suitable alternatives from school nurses in the Victoria Street Health Clinic

References - Teacher:

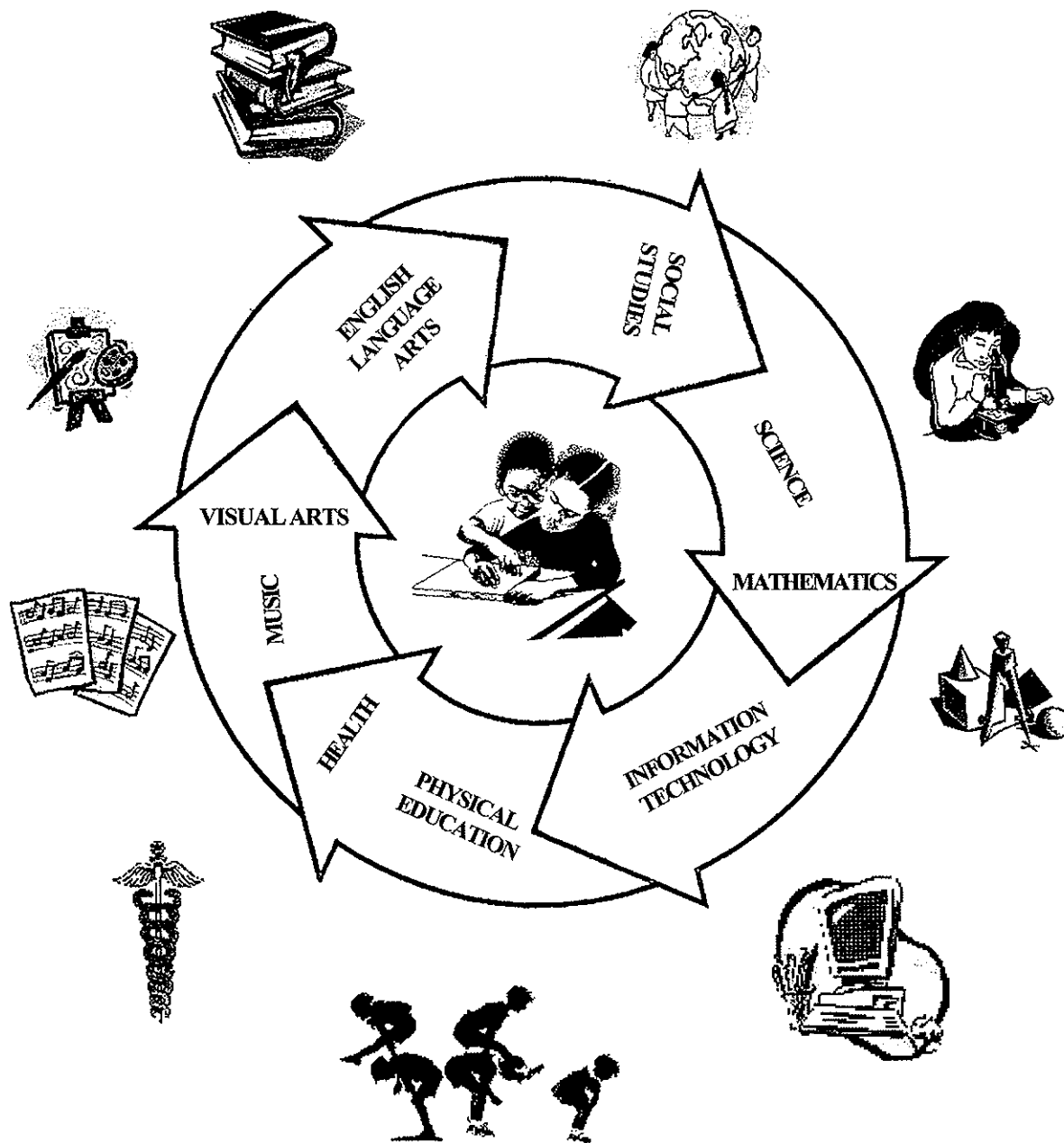
- McGraw-Hill Health Grade 4
- Totally Awesome Health Resource Binder Grade 4

References - Student:

- McGraw-Hill Health Grade 4

Glossary:

- refer to text



Module D

HEALTH EDUCATION

Module Title: Alcohol, Tobacco and Other Drugs	Sequence Reference: P5 HE-D																					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="4" style="background-color: #cccccc;">PHASE A</th> <th colspan="3" style="background-color: #cccccc;">PHASE B</th> </tr> <tr> <th style="width: 12.5%;">PS</th> <th style="width: 12.5%;">P1</th> <th style="width: 12.5%;">P2</th> <th style="width: 12.5%;">P3</th> <th style="width: 12.5%;">P4</th> <th style="width: 12.5%;">P5</th> <th style="width: 12.5%;">P6</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	PHASE A				PHASE B			PS	P1	P2	P3	P4	P5	P6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PHASE A				PHASE B																		
PS	P1	P2	P3	P4	P5	P6																
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Time allotted: 8 weeks																						
<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1 - 1.5 Health Promotion and Disease Prevention • 2.1 - 2.6 Health Information and Resources • 3.1, 3.2, 3.5, 3.7 Health Enhancement and Risk Reduction • 4.1, 4.5 Healthful Interpersonal Communication • 6.1 - 6.6 Goal Setting and Decision Making • 7.3, 7.5 Personal, Family and Community Health 	<p style="text-align: center;">Content Focus:</p> <ul style="list-style-type: none"> • Effects and Interactions • Consequences • Resistance Skills • Chemical Dependency • Community Resources 																					

Curriculum Objectives:	Content Detail:
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • recognize three categories of illicit drugs • describe the health risks of using illicit drugs • examine the effects of alcohol tobacco and other illicit drug use on the physical, intellectual, emotional, spiritual and social development of an individual • describe rules and or laws concerning drug use in various environments • recognize consequences of illicit drug use • advocate for staying drug free • be aware of related careers • communicate the benefits and risks of using over the counter herbal supplements and medicines • use decision making and problem solving skills to address issues involving drugs and medicines (refer to Lions Quest Skills for Growing unit 4) 	<ul style="list-style-type: none"> • categories of illicit drugs: hallucinogens, depressants, stimulants • impact of drugs on health and wellness • effects of illicit drugs <ul style="list-style-type: none"> - physical (depending on body size, condition and substance) - intellectual, emotional etc. • rules and laws concerning alcohol, tobacco and other drugs <ul style="list-style-type: none"> - drugs and sport policy - testing and consequences - drug possession - consequences including fines, travel restrictions - underage buying of alcohol and tobacco • drug free lifestyles - alternatives to drugs - positive leisure time activities, clubs etc. (P.E. link) • related careers - police officer, fitness trainer, football coach • benefits and risks of licit drug use • decision making and problem solving <ul style="list-style-type: none"> - is it healthful? - is it safe? - will I be following rules and laws? - will I show respect for myself and others? - will I be following my family's guidelines? - will I be showing good character? <p>(refer to Lions Quest Skills for Growing unit 4)</p>

Module Title: Alcohol, Tobacco and Other Drugs

Sequence Reference: P5 HE-D

Recommended Instructional Strategies:

- Watch an appropriate video tape and respond to questions asked by the teacher.
- Decision making and problem solving - what should I do if I am told to ride in a vehicle (bike or car) when the driver has been drinking?
- Teacher led discussions: drinking and pregnancy, drinking and driving, cigarettes and lung cancer, effects of second-hand smoke, marijuana is not okay etc.
- Using data: use picture or graphed data about alcohol use and accidents.
- Health laboratory: teacher demonstration of effect of tar from tobacco and marijuana smoke on the lungs
- Use yellow pages in phone book to find out which organizations can help with drug problems.
- Research and discuss in small groups and report on
 - how drugs affect the brain
 - alcohol problems in our society
 - alcohol and advertising
- Totally Awesome Health Teaching Strategies Grade 4
 - TS 95 "Magnifying Problems"
 - TS 97 "Al K. Hall"
 - TS 99 "Tow Back- Oh"
 - TS 107 "Protective Coat of Armour"
- Activities from Skills for Growing Grade 4 Unit 4

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
- **quizzes** (oral and written) and worksheets
- when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconceptions
- **health journal**
 - students use this as a method of self reflection (teacher will review journals regularly and give feedback)
 - draw or write what I learned
 - draw or write what I liked
 - what more do I want to know?
 - what question do I want to ask an adult?
 - what I plan to do as a result?
 - I can help myself, family or friends by...

Module Title: Alcohol, Tobacco and Other Drugs

Sequence Reference: P5 HE-D

Summative Assessment:

Assessment given at the end of a module where the data is used to generate grades.

- Categorize drugs based on their effects on the body
- Respond to the following: *Alcohol and Tobacco - just because it's legal its not okay!!*
- Analyse data in given graph or chart form
- End of unit test

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Skills for Growing, science, Mathematics(data collection and graphing), Physical Education
- visits/ visitors: doctor or nurse, asthma specialist, Pride Pals leader, counsellor for Al-A-Teen, Bermuda Youth Counselling Service (BCYS)
- Bermuda Telephone Book – blue pages
- websites: [clean](#) and [sober.com](#) – Learn About Addiction with **Road Toad**

References - Teacher:

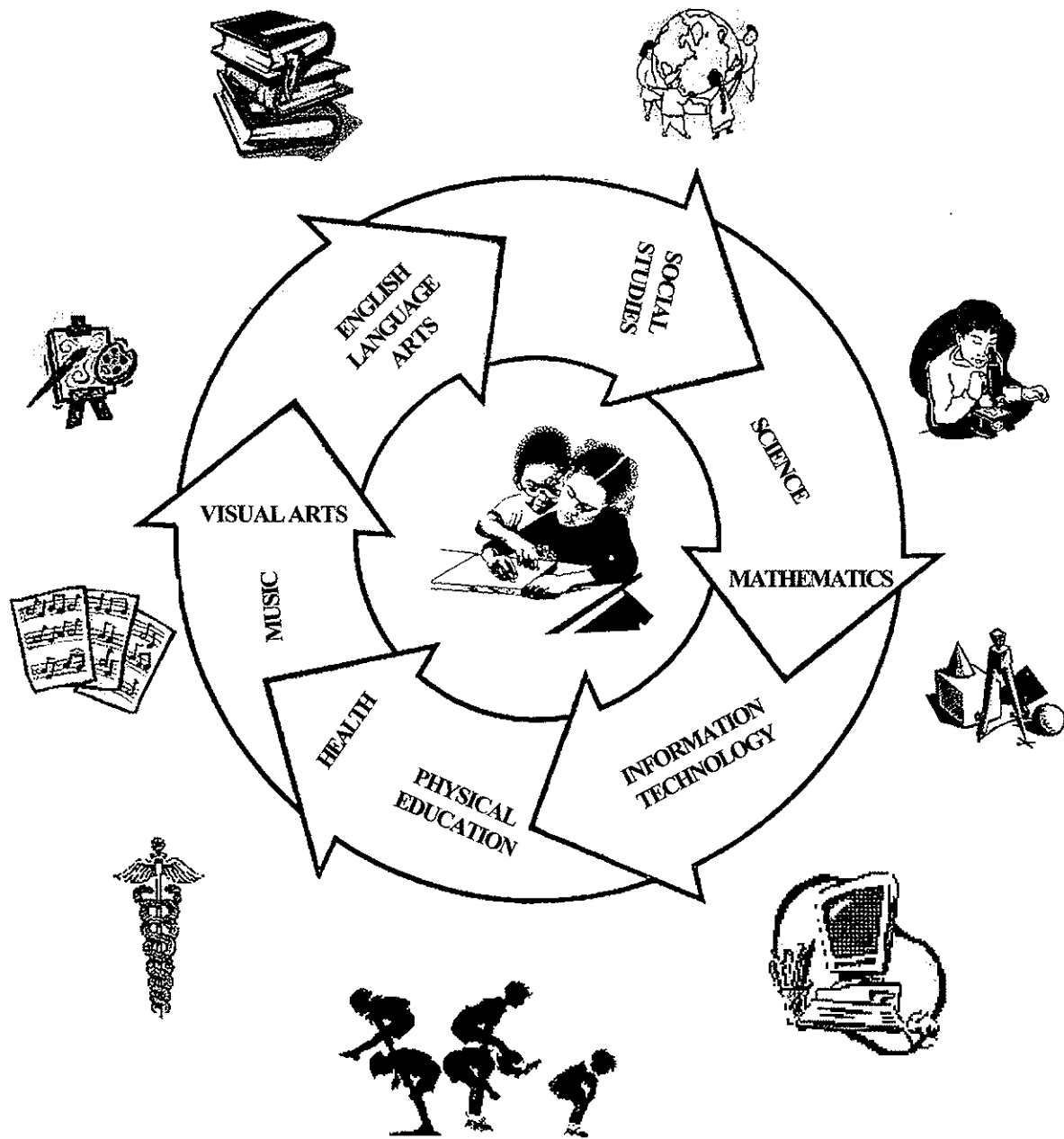
- [McGraw-Hill Health Grade 4](#)
- [Totally Awesome Health Resource Binder Grade 4](#)
- [Lions Quest Skills for Growing Grade 4](#)

References - Student:

- [McGraw-Hill Health Grade 4](#)
- [Lions Quest Skills for Growing Grade 4](#)

Glossary:

- refer to text



Module E

HEALTH EDUCATION

Module Title: Nutrition and Fitness	Sequence Reference: P5 HE-E																					
Time allotted: 5 weeks	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="4">PHASE A</th> <th colspan="3">PHASE B</th> </tr> <tr> <th>PS</th> <th>P1</th> <th>P2</th> <th>P3</th> <th>P4</th> <th>P5</th> <th>P6</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	PHASE A				PHASE B			PS	P1	P2	P3	P4	P5	P6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1, 1.3, 1.8 Health Promotion and Disease Prevention • 2.1 - 2.2 Health Information and Resources • 3.1, 3.4 Health Enhancement and Risk Reduction • 4.1, 4.2, 4.5 Impact of Culture, Media and Technology • 6.1 - 6.6 Goal Setting and Decision Making • 7.2 - 7.5 Personal, Family and Community Health 	Content Focus: <ul style="list-style-type: none"> • Foods • Nutrient Sources • Eating Habits and Food Choices • Relationships of Food Nutrition and Health 																					

Curriculum Objectives:	Content Detail:
At the end of this module, students will: <ul style="list-style-type: none"> • identify critical information on food labels • examine healthful options when making food choices using the food guide pyramid • recognize body cues for eating not eating • appreciate the need for daily food and fluid intake to support physical activity • preparing and keeping food safely • apply decision making and problem solving skills to familiar and unfamiliar situations involving nutrition and fitness 	<ul style="list-style-type: none"> • food labels <ul style="list-style-type: none"> - ingredients, additives and fat and sodium contents - calories - healthful options - increasing fruits, vegetables, whole grains, fibre, calcium rich food, water consumption - reducing sugar and fat consumption - recognizing need for variety and moderation • body cues for eating and not eating <ul style="list-style-type: none"> - feeling hungry - feeling full - snacking - timing of meals • food safety <ul style="list-style-type: none"> - cooking thoroughly - refrigerating foods • impact of nutrition on physical activity (P.E. link) • decision making and problem solving: <ul style="list-style-type: none"> - is it healthful? - is it safe? - will I be following rules and laws? - will I be following my family's guidelines? - will I be showing good character?

Module Title: Nutrition and Fitness

Sequence Reference: P5 HE-E

Recommended Instructional Strategies:

- Design a logo for a T-shirt to promote healthy eating. [can be used for fundraiser on parent's night]
- Create a board or card game based on the food guide pyramid
- Class lunch: plan, select, prepare a class meal. Groups responsible for different parts of the meal
- Research and discuss nutritional needs during puberty
- Students will then make a healthy food plan to improve food choices for the next week.
- Use magazines, television advertisements to research impact of media in body image
- Totally Awesome Health Teaching Strategies Grade 4
 - TS-71 "Mineral Match"
 - TS-75 "Pyramid Construction"
 - TS-77 "Constructing The Food Guide Pyramid"
 - TS-79 "Label The Facts"
 - TS-81 "What's On A Label"
 - TS-82 "Food Product Comparison"
 - TS-83 "Perfectly"

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understanding whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
- **quizzes** (oral and written) and worksheets
 - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconceptions
- **health journal**
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 - what more do I want to know?
 - what question do I want to ask an adult?
 - what I plan to do as a result?
 - I can help myself, family or friends by...

Module Title: Nutrition and Fitness

Sequence Reference: P5 HE-E

Summative Assessment:

Assessment used at the end of a module where data is used to generate grades.

- End of unit test
- Group project – design a meal based on the food guide pyramid for a specific occasion
 - a camp lunch at Darrell’s island
 - a birthday party for a friend
 - a family brunch

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Science, Physical Education, English Language Arts, Mathematics
- visits: health club, hospital kitchen
- visitors: personal trainer, nutritionists, physical education teacher, chef

References - Teacher:

- McGraw-Hill Health Grade 4
- Totally Awesome Health Resource Binder Grade 4

References - Student:

- McGraw-Hill Health Grade 4

Glossary:

- refer to text

Health Education - P6

Level Code: P6 HE



MINISTRY OF EDUCATION

Bermuda
2001

**PRIMARY SCHOOL
PHASE B OVERVIEW**

Subject Title: Health Education

Subject Code: P6 HE

Time Allotted: 60 min/wk

RATIONALE

At this level, health education should focus on students' understanding of health promotion and disease prevention concepts, which will establish a foundation for leading healthful, productive and responsible lives. The instructional programme is based on a wellness approach to the system wide approved health education philosophy, seven goals/subgoals and performance indicators. During these formative years, health education is viewed as a separate subject with an assigned time allotment in addition to being cross-curricular in nature. It should adequately prepare older primary level youth for the experiences of middle level education. Classroom instruction in pre-school and primary level health education should encourage Bermuda's children and youth to use goal setting and decision making skills to address issues related to health and safety, access health information, practice health-enhancing behaviours, reduce health risks, and use communication skills effectively to enhance personal, family and community health.

School health education is designed to reinforce health habits, attitudes and behaviours developed in the home. It is recognized that parents are the primary health educators of their children and that the role of government, the schools, churches and community is secondary to that of the home, however very vital. Through home-school linkages, teachers, involved community health professionals and parents can collaborate to support the goals of Health for Success.

PRIMARY SIX (P6) REQUIREMENTS

The requirements for this level are as follows:

<ul style="list-style-type: none"> • Performance Assessment* - Skills tests, teacher observations, oral questioning, dances, skits, role plays, interviews 	40%
<ul style="list-style-type: none"> • Product Assessment* - Games, journals, poems, posters, drawings, models, projects, stories, collages, crosswords, reports, letters, bumper stickers, logos, topic portfolio 	40%
<ul style="list-style-type: none"> • Written Assessment - <i>Selected response:</i> multiple choice, true-false, matching - <i>Constructed response:</i> fill in the blank, short answers, label a diagram, problem/solving, decision making, visual organisers (web, graph/chart, concept map, illustration) 	20%
Total	100%

* Product and performance assessments scored by rubric.

MATERIALS OF INSTRUCTION (Adopted Text)

Giarranto-Russell, Susan et al. McGraw-Hill Health. New York: McGraw-Hill School Division, 2000.

Meeks, Linda and Heit Phillip. Totally Awesome Health (teacher's resource binder). Ohio: Meeks Heit Publishing, 1997.

Lions-Quest Skills for Growing Ohio: Quest International, 1990.

PHASE B OUTLINE

P4 Module Titles A - E	P5 Modules Titles A - E	P6 Modules Titles A - E
<p>A. Safety and First Aid 8</p> <ul style="list-style-type: none"> - emergency contact list and safety personnel - serious injuries - basic rules when alone - environmental safety - violence and bullying - decision making and problem solving 	<p>A. Safety and First Aid.....8</p> <ul style="list-style-type: none"> - intentional and unintentional injuries - first response techniques - safety during seasonal activities - personal safety plans - strategies for preventing child abuse - decision making and problem solving 	<p>A. Safety and First Aid 8</p> <ul style="list-style-type: none"> - response to danger - community resources - conflict - decision making and problem solving
<p>B. Personal and Community Health 6</p> <ul style="list-style-type: none"> - maintaining health and wellness - selection of products - health care services - decision making and problem solving 	<p>B. Personal and Community Health 5</p> <ul style="list-style-type: none"> - determinants of health - healthy lifestyles - valid health practices - communicable and noncommunicable diseases - decision making and problem solving 	<p>B. Personal and Community Health 6</p> <ul style="list-style-type: none"> - disease in Bermuda - natural and acquired immunity - appropriate resources - decision making and problem solving
<p>C. Family Life and Human Sexuality 8</p> <ul style="list-style-type: none"> - stages of human growth and development - human body systems and their care - physical uniqueness - decision making and problem solving 	<p>C. Family Life and Human Sexuality 8</p> <ul style="list-style-type: none"> - life cycle phases - growth and development during puberty - decision making and problem solving 	<p>C. Family Life and Human Sexuality 8</p> <ul style="list-style-type: none"> - changes during puberty - personal hygiene - acceptance of individual differences - healthy relationships - decision making and problem solving
<p>D. Alcohol, Tobacco and Other Drugs 8</p> <ul style="list-style-type: none"> - impact of drugs - danger of misuse or abuse - alternatives to using drugs - decision making and problem solving 	<p>D. Alcohol, Tobacco and Other Drugs 8</p> <ul style="list-style-type: none"> - categories of illicit drugs - effects of illicit drugs - drug free lifestyles - decision making and problem solving 	<p>D. Alcohol, Tobacco and Other Drugs 8</p> <ul style="list-style-type: none"> - impact of drugs - chemical dependence - legal consequences of drug possession and use - community resources - decision making and problem solving

E. Mental and Emotional Health 4

- communicating emotions
- healthful relationships
- positive self esteem
- physical responses to stress
- personal stresses and stress management

E. Nutrition and Fitness 5

- food labels
- impact of nutrition on physical activity
- decision making and problem solving

E. Mental and Emotional Health 4

- important qualities
- influence of peer pressure
- emotions and stressors
- decision making and problem solving

Subtotal 34	Subtotal 34	Subtotal 34
Optional Weeks <u>4</u>	Optional Weeks <u>4</u>	Optional Weeks <u>4</u>
Total Weeks 38	Total Weeks 38	Total Weeks 38

PRIMARY SCHOOL

check one: PS P1 P2 P3 P4 P5 P6

Health Education

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX				
1	Health Promotion and Disease Prevention	1.1	Risk behaviours	x	x		x	
		1.2	Changes		x	x		x
		1.3	Influences			x		x
		1.4	Environment impact					
		1.5	Risk reduction		x		x	
		1.6	Prevention control					
		1.7	Policies/laws					
		1.8	Methods	x				
2	Health Information and Resources	2.1	Reliability				x	
		2.2	Selection			x	x	
		2.3	Decision making	x			x	
		2.4	Analysis	x		x	x	
		2.5	Accessibility		x	x	x	
		2.6	Cost				x	
3	Health Enhancement and Risk Reduction Behaviours	3.1	Responsibility	x	x		x	x
		3.2	Risk factors	x		x	x	x
		3.3	Behaviours	x	x	x		x
		3.4	Strategies/improvement	x	x	x		x
		3.5	Strategies/prevention	x			x	
		3.6	Situations/avoidance	x		x		
		3.7	Methods	x	x		x	
		3.8	Actions	x				
		3.9	Stress management					x
4	Impact of Culture and Technology on Health	4.1	Diversity			x	x	x
		4.2	Impacts		x	x		x
		4.3	Government's role					
		4.4	Technology					x
		4.5	Influences		x	x	x	
5	Healthful Interpersonal Communication	5.1	Interpretation	x		x		
		5.2	Skills			x		
		5.3	Relationships			x		
		5.4	Methods			x		x
		5.5	Conflict analysis	x	x			x
		5.6	Negotiation	x		x		x
		5.7	Conflict analysis	x				x
		5.8	Conflict reduction	x				x
MODULES				A	B	C	D	E

(Page 1 of 2)

PRIMARY SCHOOL

check one: PS P1 P2 P3 P4 P5 P6

Health Education

6	Decision Making and Setting Goals for Health and Wellness	6.1	Strategies	x			x	x
		6.2	Analysis/concern				x	x
		6.3	Impact		x	x	x	x
		6.4	Plans/personal		x	x	x	x
		6.5	Progression				x	x
		6.6	Plans/lifelong			x	x	x
7	Personal Family and Community Health Advocacy	7.1	Communication methods	x		x		x
		7.2	Opinions					x
		7.3	Strategies		x	x	x	x
		7.4	Problem solving			x		
		7.5	Influence	x		x	x	x
		7.6	Audience		x	x		
CONTENT STRUCTURE		Mental Health						x
		Personal & Community Health			x			
		First Aid, Safety & Injury		x				
		Disease Prevention & Control						
		Tobacco, Alcohol & Other Drugs					x	
		Nutrition & Fitness						
		Human Sexuality					x	
MODULES				A	B	C	D	E

MODULE KEY

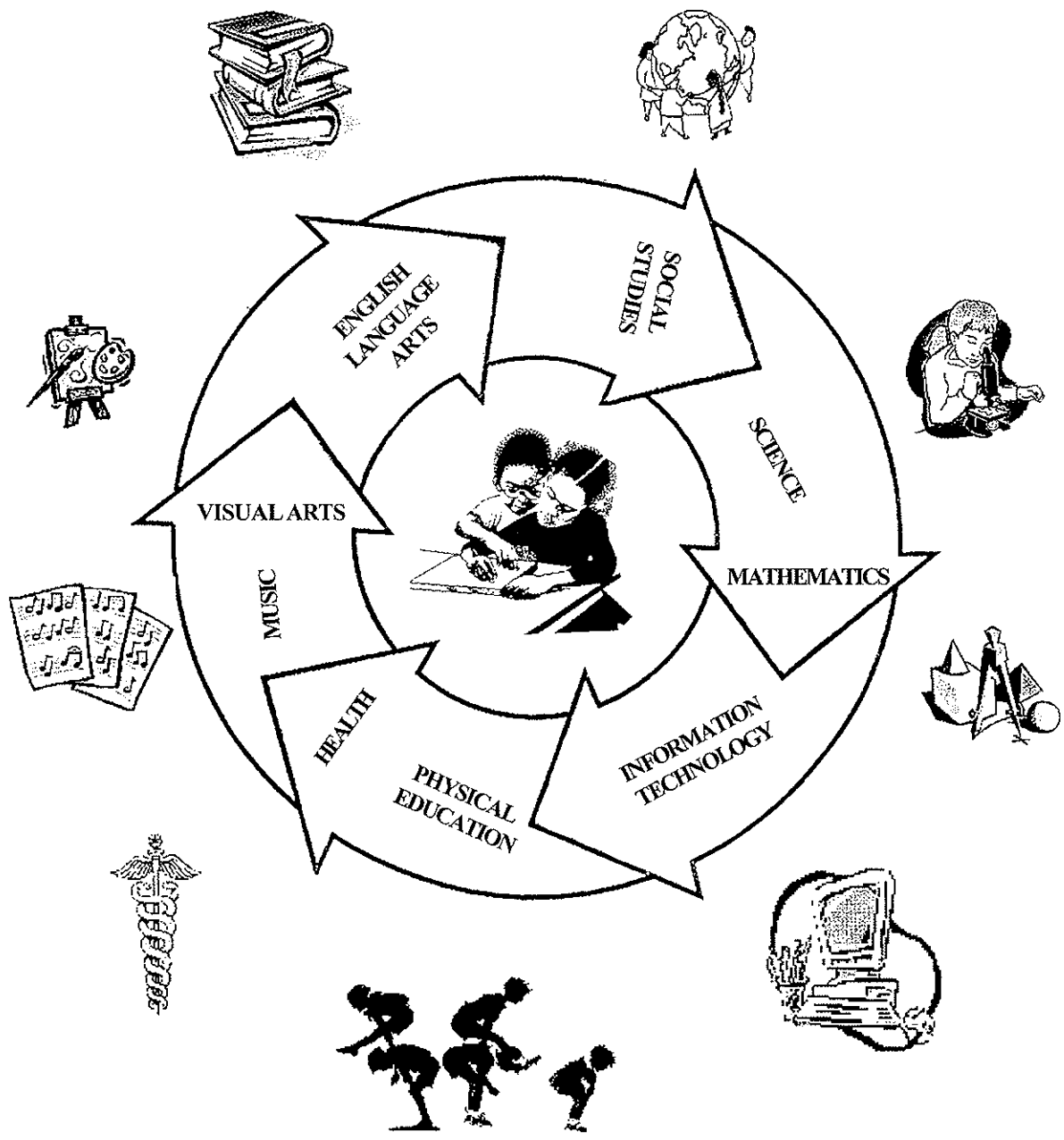
A - Safety and First Aid

B - Personal and Community Health

C - Family Life and Human Sexuality

D - Alcohol, Tobacco and Other Drugs

E - Mental and Emotional Health



Module A

HEALTH EDUCATION

Module Title: Safety and First Aid

Sequence Reference: P6 HE-A

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

Time allotted: 8 weeks

Subgoal Emphasis:

- 1.1, 1.8 Health Promotion and Disease Prevention
- 2.3, 2.4 Health Information and Resources
- 3.1 - 3.8 Health Enhancement and Risk Reduction
- 5.1, 5.5 - 5.8 Healthful Interpersonal Communication
- 6.1 Goal Setting and Decision Making
- 7.1, 7.5 Personal, Family and Community Health

Content Focus:

- Hazardous Situations
- Injury Prevention
- Emergency Response
- Risk Taking Behaviours and Consequences
- Safety Resources

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- recognize dangers in familiar and unfamiliar situations
- demonstrate how to access community agencies with responsibility for safety
- demonstrate skills needed to stay safe in various situations
- describe methods used to prevent or defuse situations involving violence
- use decision making and problem solving skills to address issues involving safety and violence prevention

- choosing responses in familiar and unfamiliar situations (home, school, play areas, water) involving danger - fire, strangers, bullying, abuse (include what trusted adult to be contacted) etc.
- community resources - police and fire departments, help lines-(see telephone book) etc.
- conflict - signs of conflict, response (walking away, speaking calmly) resolution techniques including finding a trusted adult (**P.E. link**)
- decision making and problem solving
 - is it healthful?
 - is it safe?
 - will I be following rules and laws?
 - will I show respect for myself and others?
 - will I be following my family's guidelines?
 - will I be showing good character?

Module Title: Safety and First Aid

Sequence Reference: P6 HE-A

Recommended Instructional Strategies:

- Problem solving - keeping younger persons safe - scenarios that could happen as a class prefect/monitor.
- Survey and graph data about situations being studied - how many children are home alone, have a safety plan.
- Chart and graph for one week number of children involved in conflict written assessment to include
 - Using appropriate vocabulary (hazard, intentional and unintentional injury, conflict etc)
 - Structured questions about safety rules
 - Decision making exercise given a hazardous situation
 - Problem solving exercise - what would you do if...
- Role play: there is a school yard or class room disagreement - how would you defuse the situation (conflict resolution process).
- Decision making – draw or write responses to scenarios set y teacher (hints given on previous page).
- Design a bulletin board for a Primary 1 classroom warning them of the dangers of a given situations (crossing the street, a fire, being approached by a stranger).
- Totally Awesome Health Teaching Strategies
 - TS 129 “*The Power Of Nature*”
 - TS 133 “*Water Safety*”
 - TS 135 “*Poison Control*”
 - TS 138 “*Protection From Poisoning*”
 - TS 139 “*Get That Breathing Started*”
 - TS 141 “*The Heimlich Manoeuvre*”

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
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- **health journal**
 - students use this as a method of self reflection (teacher will review journals regularly and give feedback)
 - draw or write what I learned
 - draw or write what I liked
 - what more do I want to know?
 - what question do I want to ask an adult?
 - what I plan to do as a result
 - I can help myself, family or friends by...

Module Title: Safety and First Aid

Sequence Reference: P6 HE-A

Summative Assessment:

Assessments given at the end of a module where data is used to generate grades.

- Written assessment to include
 - using appropriate vocabulary
 - structured questions about safety rules etc
 - decision making exercise given a hazardous situation
 - problem solving exercise - what would you do if...
- Group assessment - create and present a skit about one aspect of safety

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Social Studies, English Language Arts, Physical Education
- visits/visitors: police liaison officers, self defense expert, counsellor, nurse, teacher or student trained in conflict resolution
- resources: telephone book, peer mediation programme

References - Teacher:

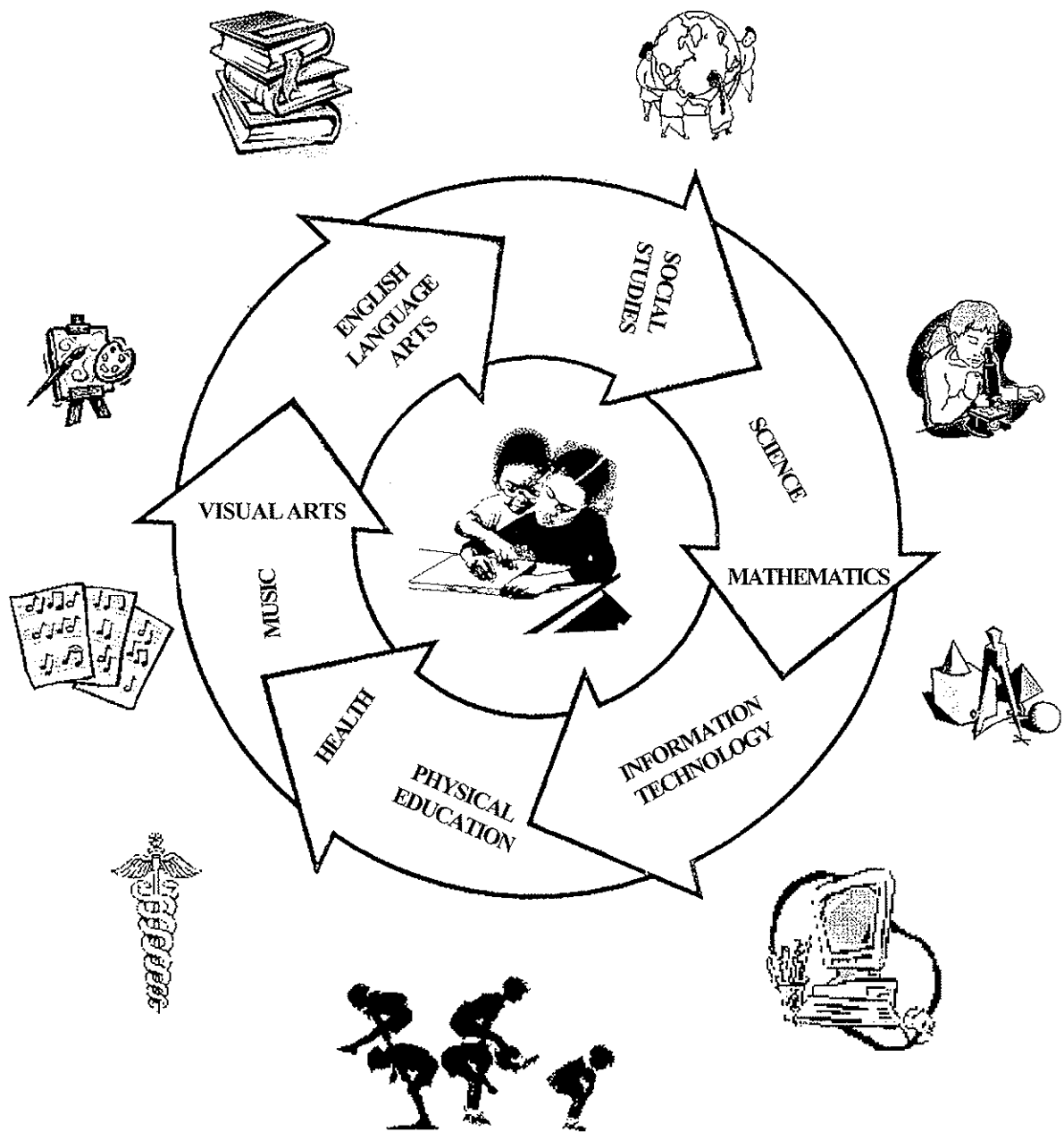
- [McGraw-Hill Health](#) Grade 5
- [Totally Awesome Health Resource Binder](#) Grade 5

References - Student:

- [McGraw-Hill Health](#) Grade 5

Glossary:

- refer to text



Module B

HEALTH EDUCATION

Module Title: Personal And Community Health

Sequence Reference: P6 HE-B

Time allotted: 6 weeks

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
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Subgoal Emphasis:

- 1.1, 1.2, 1.5 Health Promotion and Disease Prevention
- 2.3, 2.4 Health Information and Resources
- 3.1, 3.3, 3.4, 3.7 Health Enhancement and Risk Reduction
- 4.2, 4.5 Impact of Culture, Media and Technology
- 5.5 Healthful Interpersonal Communication
- 6.3, 6.4 Goal Setting and Decision Making
- 7.3, 7.6 Personal, Family and Community Health

Content Focus:

- Personal Health Habits
- Health Care Services
- Health Care Products
- Environmental Health
- Communicable Diseases
- Chronic Diseases
- Health Careers

Curriculum Objectives:

At the end of this module, students will:

- demonstrate ways to prevent communicable and non-communicable diseases
 - identify common diseases in Bermuda
 - distinguish between natural and acquired immunity
 - identify appropriate resources for health information, health services and products
 - value the importance of self care and nurturing others
 - apply decision making and problem solving skills to familiar and unfamiliar situations involving personal and community health
- (refer to Family Life and Human Sexuality P6 HE-C)**

Content Detail:

- disease descriptions and preventions strategies
 - communicable (hygiene, safe practices e.g. avoiding contact etc.)
- disease in Bermuda:
 - childhood diseases
 - colds, flu, HIV/AIDS
 - asthma, allergies, heart disease, diabetes
- natural and acquired immunity
 - role of the immune system
 - immunizations (Hepatitis A and MMR given at age 10 in Primary 6)
- self care and personal responsibility especially during puberty
- nurturing others, and recognizing individual differences
- appropriate resources
 - health care professional
 - libraries, internet, community agencies
 - nurses, dentist, trusted adults
 - pharmacies, hospitals, clinics
- decision making and problem solving
 - is it healthful?
 - is it safe?
 - will I be following rules and laws?
 - will I be following my family's guidelines?
 - will I be showing good character?

Recommended Instructional Strategies:

Recommended Formative Assessment Strategies:

- Activity: to show the difference between a communicable disease and a non-communicable disease. Have 2 or three students paint their hands with the glitter or finger paint, use a different colour on each student. Have these students touch others on their hands, arms, face etc.- places where contact is often made. Trace glitter on surfaces and relate to spread of communicable disease. Have students state the names of these diseases. Have one or two other students paint their hands with washable markers. Let it dry. They touch as many students as possible nothing however is left (non-communicable disease).
- My Puberty Diary:
Have students make a diary and decorate it. Each day during health they write something that has happened to them due to puberty. Keep diary going until end of school year. Then have students write poem on how they have changed.
- Research the threat of dengue fever in Bermuda and design a campaign to reduce the threat by eradicating the *aedes aegypti* mosquito.
- Discuss videos (see Special Resources on next page)
- Totally Awesome Health Teaching Strategies
 - TS-120 *How HIV Attacks The Immune System*
 - TS-71 *Save Your Heart*
 - TS-81 *Picture Me*
 - TS-39 *The Body System*
 - TS-47 *"Glandular Growth"*
 - TS-75 *"Mental and dental Checkups"*
 - TS-113 *"Its Spread Without Your Knowledge"*
 - TS-89 *"Owners Manual"*
- See also Family Life and Human Sexuality P6 HE-C

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
- **quizzes** (oral and written) and worksheets
 - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconception
- **health journal**
 - students use this as a method of self reflection (teacher will review journals regularly and give feedback)
 - draw or write what I learned
 - draw or write what I liked
 - what more do I want to know?
 - what question do I want to ask an adult?
 - what I plan to do as a result
 - I can help myself, family or friends by...

Module Title: Personal and Community Health

Sequence Reference: P6 HE-B

Summative Assessment:

Assessment used at the end of a module where data is used to generate grades.

- Adapt activity from previous section
- Respond to decision making scenario
- End of unit test

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Science, English Language Arts
- visits: laboratory at the Victoria Street Health clinic, immunization clinic, public library
- visitors: nurse epidemiologist, health inspector, librarian (showing how to access information), counsellor, nurse from The Bermuda Diabetes Association, TB Cancer and Health Association
- websites: www.healthyteeth.org www.cda-adc.ca/public
- videos (available from Department of Education Resource Centre)
 - "Come and See How We Fight Infections"
 - "Medicines" tell me why series

References - Teacher:

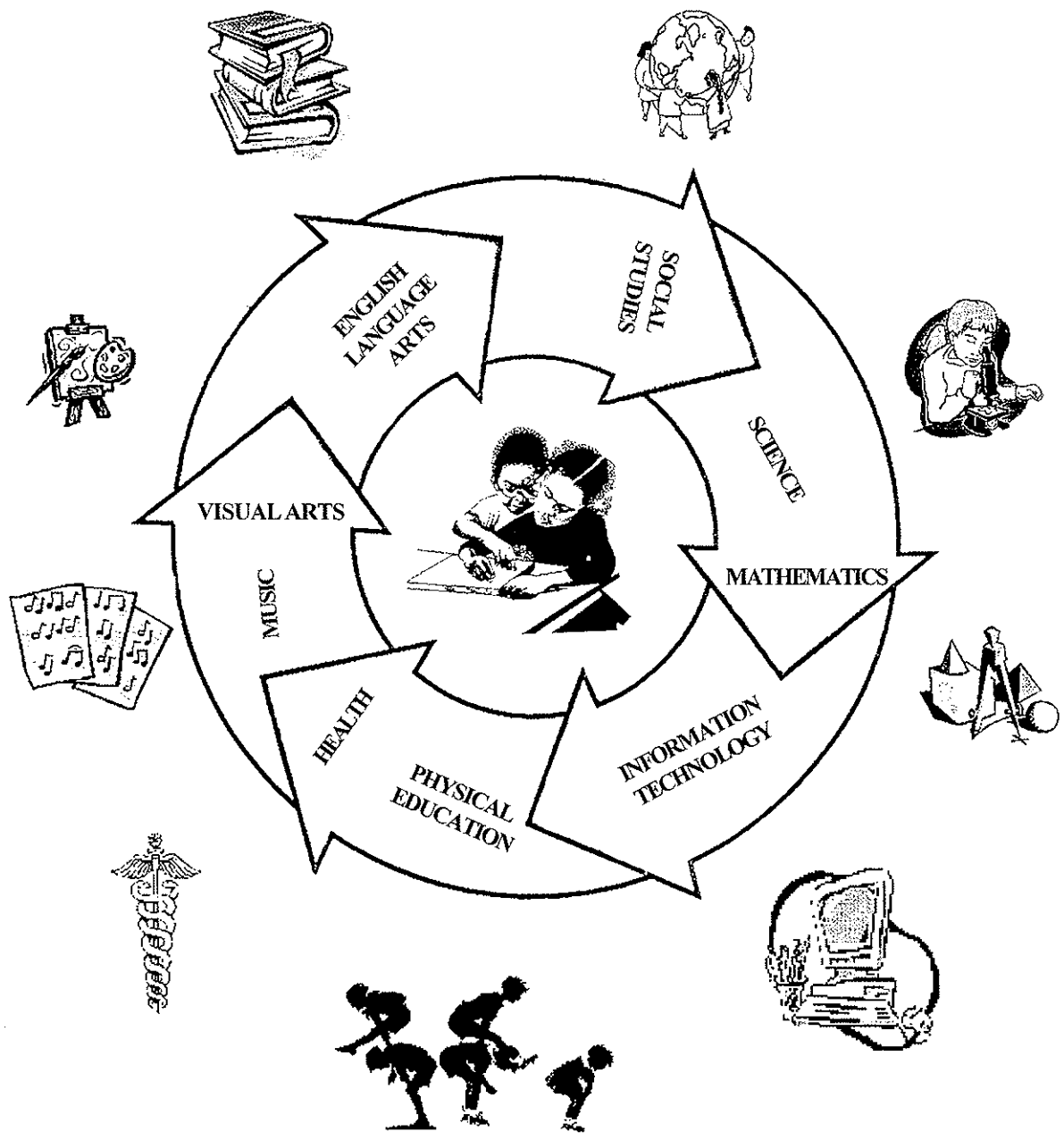
- [McGraw-Hill Health](#) Grade 5
- [Totally Awesome Health Resource Binder](#) Grade 5

References - Student:

- [McGraw-Hill Health](#) Grade 5

Glossary:

- refer to text



Module C

HEALTH EDUCATION

Module Title: Family Life and Human Sexuality	Sequence Reference: P6 HE-C																					
Time allotted: 8 weeks	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="background-color: #cccccc;">PHASE A</th> <th colspan="3" style="background-color: #cccccc;">PHASE B</th> </tr> <tr> <th style="width: 10%;">PS</th> <th style="width: 10%;">P1</th> <th style="width: 10%;">P2</th> <th style="width: 10%;">P3</th> <th style="width: 10%;">P4</th> <th style="width: 10%;">P5</th> <th style="width: 10%;">P6</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	PHASE A				PHASE B			PS	P1	P2	P3	P4	P5	P6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.2, 1.3 Health Promotion and Disease Prevention • 2.2, 2.4, 2.5 Health Information and Resources • 3.2 - 3.4, 3.6 Health Enhancement and Risk Reduction • 4.1, 4.2, 4.5 Impact of Culture, Media and Technology • 5.1, 5.2 - 5.4, 5.6 Healthful Interpersonal Communication • 6.3, 6.4, 6.6 Goal Setting & Decision Making • 7.1, 7.3 - 7.6 Personal, Family and Community Health 	<p style="text-align: center;">Content Focus:</p> <ul style="list-style-type: none"> • Roles and Responsibilities of Family Members • Family Structure, Customs and Values • Dating and Marriage • Parenthood and Parenting • Gender Identification and Reproduction • Sexual Abuse and Assault 																					

Curriculum Objectives:	Content Detail:
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • explain the term puberty • explain how hormones control the body systems and regulate growth and development • identify the changes that take place at puberty • value the importance of personal hygiene during and after puberty • advocate for the acceptance of individual differences during puberty • recognize the importance of healthy relationships • describe appropriate ways to express affection • be aware of health related careers • apply decision making and problem solving skills to familiar and unfamiliar situations involving current health topic • refer to Personal and Community Health P6 HE-B 	<ul style="list-style-type: none"> • puberty • hormones <ul style="list-style-type: none"> - growth hormone, estrogen/progesterone, testosterone • female physical changes during puberty (school nurse and counsellor) <ul style="list-style-type: none"> - changes in body shape, menstruation etc. - hips widen, pubic hair/underarm hair • male physical changes during puberty (school nurse and counsellor) <ul style="list-style-type: none"> - changes in body shape, body hair, voice deepening • changes during adolescence: emotional, physical etc. • personal hygiene: needs, health care products, accessing help for concerns • acceptance fundamental differences • healthy relationships during puberty (counsellor) <ul style="list-style-type: none"> - expressing affection appropriately - communicating respect for self and others (include sexual harassment) - changing relationships within the family - advocating for abstinence - avoiding unhealthy relationships & accessing help - health related careers • decision making and problem solving: is it healthful; is it safe; will I be following rules and laws; will I show respect for myself and others; will I follow my family guidelines; will I be showing good character?

Module Title: Family Life and Human Sexuality

Sequence Reference: P6 HE-C

Recommended Instructional Strategies:

- Have students journal the physical changes that have occurred in their own bodies over the last year.
- Have students select advertisements from popular Teen magazines, cut them out and enter them in a journal have students analyze how each advertisement is targeted to concerns of adolescents.
- Have students respond to problem solving/decision making situation related to
 - accepting differences
 - expressing affection
 - sexual harassment
- Have students write a comprehensive health plan for managing their middle school years. Include goal setting for all facets of health: physical, emotional, intellectual, social, spiritual.
- Totally Awesome Health Teaching Strategies
 - TS 39 “*The Body Systems Game*”
 - TS 47 “*Glandular Growth*”
 - TS 9 “*High on Health*”
 - See also Personal and Community Health P6 HE-B

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
- **quizzes** (oral and written) and worksheets
 - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconceptions
- **health journal**
 - students use this as a method of self reflection (teacher will review journals regularly and give feedback)
 - draw or write what I learned
 - draw or write what I liked
 - what more do I want to know?
 - what question do I want to ask an adult?
 - what I plan to do as a result?
 - I can help myself, family or friends by...

Module Title: Family Life and Human Sexuality

Sequence Reference: P6 HE-C

Summative Assessment:

Assessment used at the end of a module where data is used to generate grades.

- Adapt any activities from previous page
- Response to decision making problem, solving situation
- End of unit test

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Science, English Language Arts, Art, Social Studies
- visit/visitors: counsellor, school nurse, physical education teacher

References - Teacher:

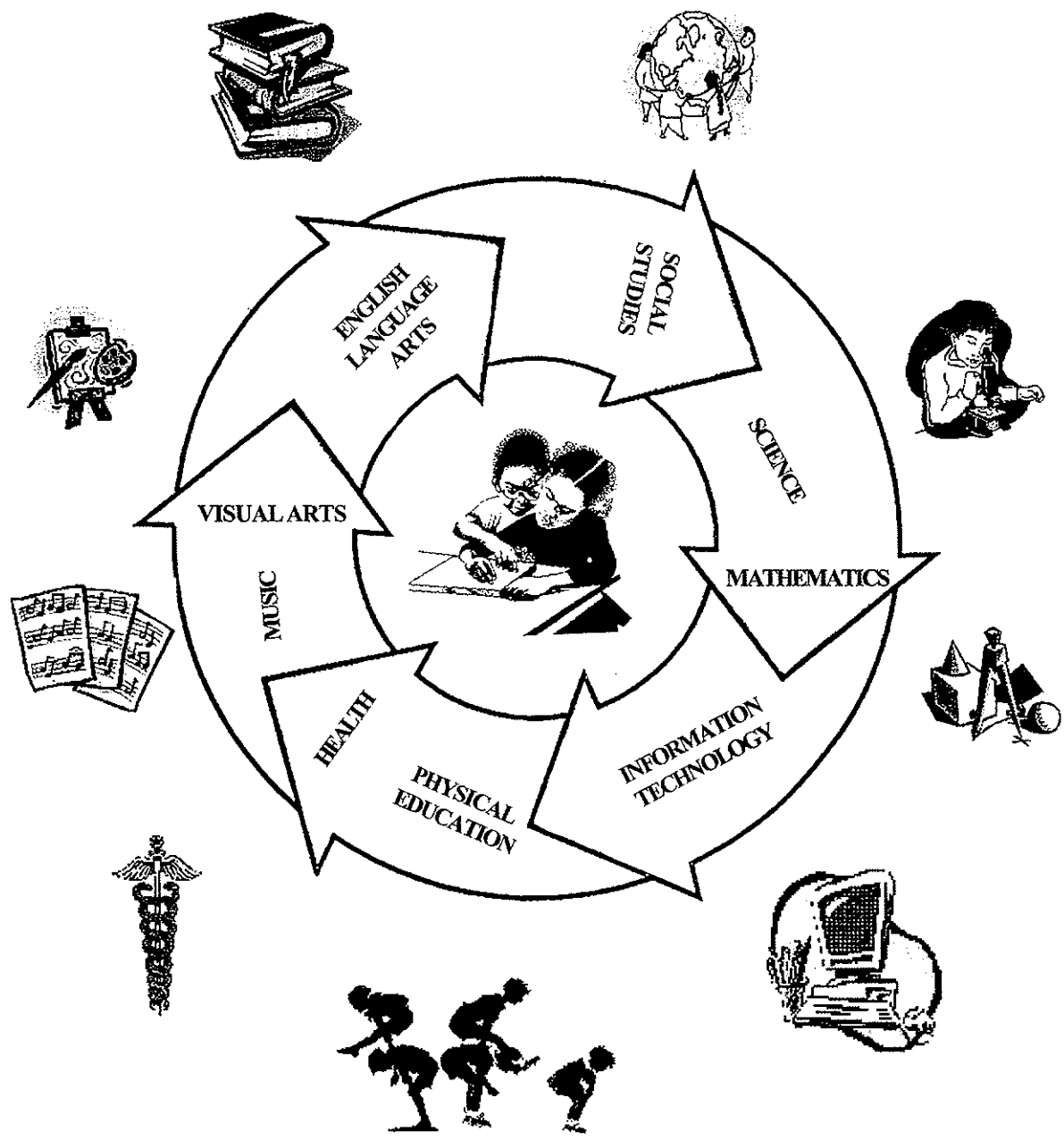
- McGraw-Hill Health Grade 5
 - Growth and Development Chapter 2
 - lesson 1 *Stages of Life*
 - lesson 6 *Nervous and Endocrine Systems*
 - Sexuality and Relationships lessons 1-4, 15
 - Totally Awesome Health Resource Binder Grade 5

References - Student:

- McGraw-Hill Health Grade 5

Glossary:

- refer to text



Module D

HEALTH EDUCATION

Module Title: Alcohol, Tobacco and Other Drugs	Sequence Reference: P6 HE-D																					
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Time allotted: 8 weeks	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Subgoal Emphasis:</th> <th style="width: 50%; text-align: center;">Content Focus:</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> • 1.1 - 1.5 Health Promotion and Disease Prevention • 2.1 - 2.6 Health Information and Resources • 3.1, 3.2, 3.5, 3.7 Health Enhancement and Risk Reduction • 4.1, 4.5 Healthful Interpersonal Communication • 6.1 - 6.6 Goal Setting and Decision Making • 7.3, 7.5 Personal, Family and Community Health </td> <td style="vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> • Effects and Interactions • Consequences • Resistance Skills • Chemical Dependency • Community Resources </td> </tr> </tbody> </table>	Subgoal Emphasis:	Content Focus:	<ul style="list-style-type: none"> • 1.1 - 1.5 Health Promotion and Disease Prevention • 2.1 - 2.6 Health Information and Resources • 3.1, 3.2, 3.5, 3.7 Health Enhancement and Risk Reduction • 4.1, 4.5 Healthful Interpersonal Communication • 6.1 - 6.6 Goal Setting and Decision Making • 7.3, 7.5 Personal, Family and Community Health 	<ul style="list-style-type: none"> • Effects and Interactions • Consequences • Resistance Skills • Chemical Dependency • Community Resources 																	
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Module Title: Alcohol, Tobacco and Other Drugs

Sequence Reference: P6 HE-D

Recommended Instructional Strategies:

- Group work -design flash cards to help students with vocabulary and concepts
 - addiction, dependence, chemical dependence overdose, tolerance etc.
 - effects different drugs on the body
- Decision making applications using appropriate scenarios.
- Invite Police drug prevention officer to discuss legal consequences of drug possession with the class. Students will prepare questions and scenarios in advance.
- Research any aspect of the impact of cannabis use and present to the class. Options for method of presentation can be given: report, rap, poem, skit, etc.
- Totally Awesome Health Teaching Strategies Grade 5
 - TS 91 "*Pressure Sensitive*"
 - TS 101 "*Stop, Think, Say No*"
 - TS 109 "*Box Those Cigarettes*"
 - TS 111 "*Drugs- A Mixed Bag*"
- Activities from Lions Quest Skills for Growing Grade 5 Unit 4

Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
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 - draw or write what I learned
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 - what more do I want to know?
 - what question do I want to ask an adult?
 - what I plan to do as a result?
 - I can help myself, family or friends by...

Module Title: Alcohol, Tobacco and Other Drugs

Sequence Reference: P6 HE-D

Summative Assessment:

Assessment given at the end of a module where the data is used to generate grades.

- Design a health plan to stay drug free
- Written assessments – end of unit test
- Decision making and problem solving scenario: peer pressure - friends and neighbours offering drugs
- Respond to teacher made questions on newspaper articles or data about licit and illicit drugs

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Skills for Growing, Science, Mathematics (data collection and graphing)
- visits/ visitors: doctor or nurse, asthma specialist, Pride Pals leader, counsellor for AI A Teen, Bermuda Youth Counselling Service (BCYS)
- Bermuda Telephone Book – blue pages

References - Teacher:

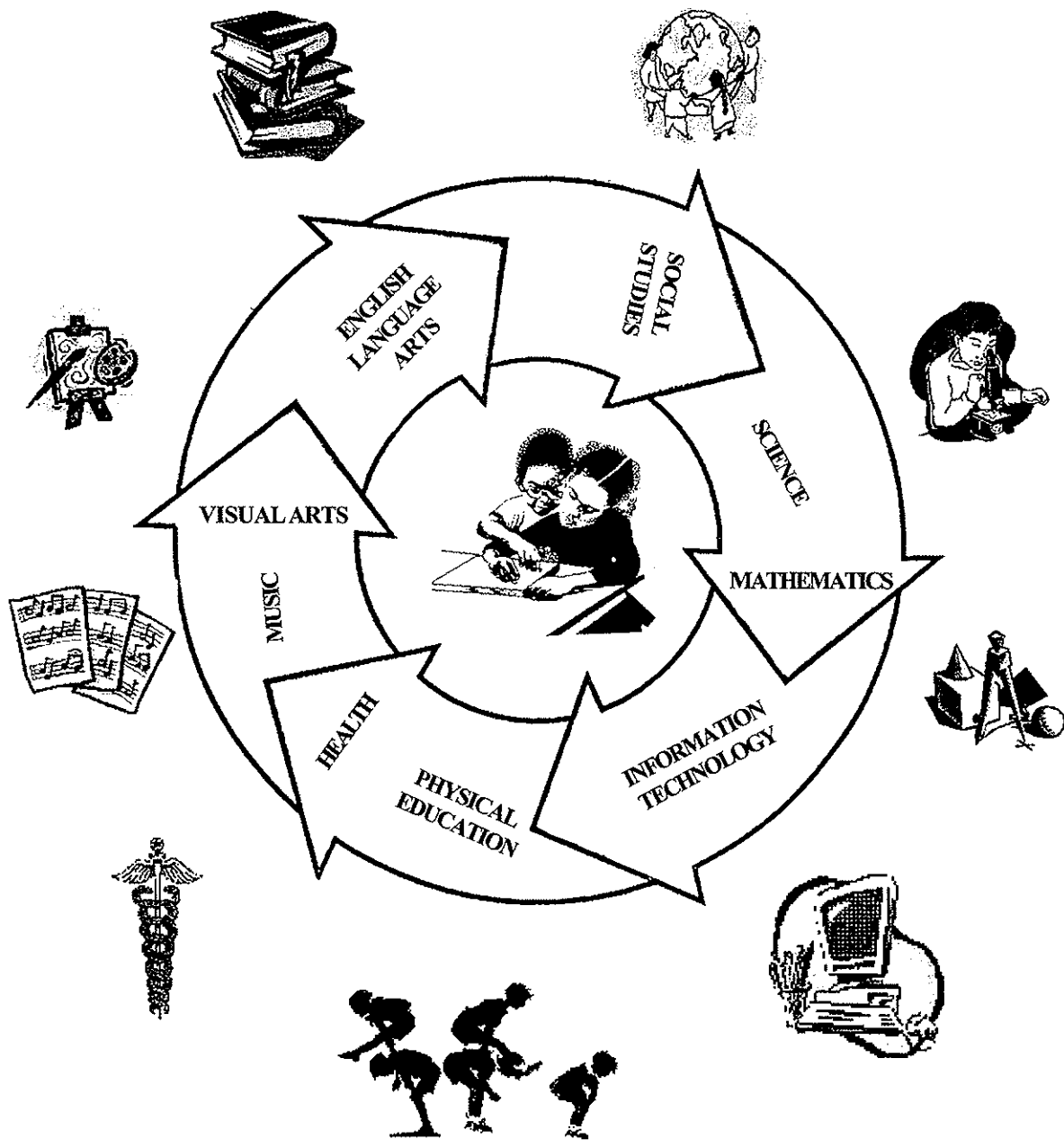
- McGraw-Hill Health Grade 5
- Totally Awesome Health Resource Binder Grade5
- Lions Quest Skills for Growing Grade 5

References - Student:

- McGraw-Hill Health Teachers Edition Grade 5

Glossary:

- refer to text



Module E

HEALTH EDUCATION

Module Title: Mental and Emotional Health

Sequence Reference: P6 HE-E

PHASE A

PHASE B

PS	P1	P2	P3	P4	P5	P6
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Time allotted: 4 weeks

Subgoal Emphasis:

- 1.2, 1.3 Health Promotion and Disease Prevention
- 3.1 - 3.4, 3.9 Health Enhancement and Risk Reduction
- 4.1, 4.2, 4.4 Impact of Culture, Media and Technology
- 5.4 - 5.8 Healthful Interpersonal Communication
- 6.1 - 6.6 Goal Setting and Decision Making
- 7.1 - 7.3, 7.5 Personal, Family and Community Health

Content Focus:

- Coping Skills
- Decision Making
- Interpersonal Relationships
- Self Concept

Curriculum Objectives:

At the end of this module, students will:

- identify skills and behaviours that help positive communication
- identify qualities that enhance friendships and other relationships
- analyze the influence of peer pressure in behaviour
- demonstrate ways of dealing with health comprising behaviours
- analyze how different emotions are caused by different stressors
- formulate a plan for maintaining or improving emotional health
- apply decision making and problem solving skills to familiar and unfamiliar situations involving current health topic
(refer to Lions Quest Skills for Growing Grade 5 Units 1 & 2)

Content Detail:

- positive communication
 - listening carefully, appropriate body language, positive attitude etc.
 - important qualities
 - honesty, loyalty, reliability, fairness
 - influence of peer pressure
 - peer pressure (positive and negative)
 - managing health compromising behaviours
 - confronting inappropriate behaviour
 - conflict resolution
 - refusal skills
 - emotions and stressors
 - fear, anger, worry, affection, helplessness
 - competition, tests, divorce, loss, celebrations etc.
 - related behaviour depending on personality
 - planning for future emotional health
 - recognizing stressors
 - reducing risk behaviour
 - managing stress-setting goals behaviours
 - reporting threats of harm (including suicide)
 - decision making and problem solving
 - is it healthful?
 - is it safe?
 - will I be following rules and laws?
 - will I show respect for myself and others?
 - will I be following my family's guidelines?
 - will I be showing good character?
- (refer to Lions Quest Skills for Growing Grade 5 Units 1 & 2)

Recommended Instructional Strategies:

Recommended Formative Assessment Strategies:

- Create a television talk show about the qualities needed for optimal health. Use visual aids, posters, Include all areas of health. (a class activity)
- Across curriculum: English language and science
 - write about strong personal emotions and how they can be managed in health-enhancing ways
 - explain physiological response to stress
 - technology and its effect on overall health
- Role Play
 - Have students role play different situations that you feel need to be addressed at your school. e.g. negative peer pressure
 - Mental and emotional health. Role-play how a person would react if they had very little sleep.
- Mobile
 - Have students make mobiles, which reinforce making the right decisions

Components could include:

- Don't Smoke*
- Eat Right*
- Get Involved*
- Reduce Stress*
- Exercise*

- Get Enough Sleep*
- Express Feelings Positively*

- Totally Awesome Health Teaching Strategies
 - TS-9 "High On Health"
 - TS-12 "Health Behaviour Contract"
 - TS-13 "Gets Sticky"
 - TS-15, 16 "Decision Making Model"
 - TS-17 "Diluting Anger"
 - TS-20 "Give Students Teacher Masters"
 - TS-21 "Resilient Person"
 - TS-23 "Stress Test"
 - TS-25 "Stress Health Behaviour Contract"
- Activities from Lions Quest Skills for Growing Grade 5 Units 1 & 2

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

techniques include:

- **questioning**
 - teachers ask students about their understandings whilst they are engaged in activities and during direct teaching
- **checklists**
 - teachers use these during observations or interactions to note mastery of particular concepts or skills
- **teacher observations**
 - teachers watch students (individuals or groups) during activities, guided and independent practice
- **games and puzzles** (including computer applications)
 - teachers can monitor levels of success at games or puzzles and intervene when necessary
- **mind maps, drawings**
 - teachers can diagnose misconceptions based on accuracy
- **quizzes** (oral and written) and worksheets
 - when used as diagnostic (as opposed to summative) tool the teacher and student can recognize and correct misconception
- **health journal**
 - students use this as a method of self reflection (teacher will review journals regularly and give feedback)
 - draw or write what I learned
 - draw or write what I liked
 - what more do I want to know?
 - what question do I want to ask an adult?
 - what I plan to do as a result?
 - I can help myself, family or friends by...

Module Title: Mental and Emotional Health

Sequence Reference: P6 HE-E

Summative Assessment:

Assessment used at the end of a module where data is used to generate grades.

- Problem solving and decision making: respond to scenario set by the teacher
- Adapt any activities from previous section
- End of unit test

Special Resources:

(materials, equipment & community involvement)

- cross curricular connections: Skills for Growing, English Language Arts, Science
- visits/visitors: counsellor, aerobics instructor, personal trainer, nurse

References - Teacher:

- McGraw-Hill Health Grade 5
- Totally Awesome Health Resource Binder Grade 5
- Lions Quest Skills for Growing Grade 5 Units 1 & 2

References - Student:

- McGraw-Hill Health Grade 5
- Lions Quest Skills for Growing Grade 5 Units 1 & 2

Glossary:

- refer to text

**PRESCHOOL (PS) HEALTH EDUCATION
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
<p>A. SAFETY AND FIRST AID</p> <ul style="list-style-type: none"> <input type="checkbox"/> appreciate the importance of being safe at home and in the community <input type="checkbox"/> demonstrate how to be safe when moving and playing <input type="checkbox"/> recognize when to get adult help <input type="checkbox"/> recognize safe and unsafe substances around the home <input type="checkbox"/> know that medicine should be administered by trusted adults <input type="checkbox"/> demonstrate how to say “no” when threatened with unsafe situations <input type="checkbox"/> practise making wise decisions <p>B. PERSONAL AND COMMUNITY HEALTH</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognize the importance of “good” health <input type="checkbox"/> demonstrate good health care <input type="checkbox"/> name and identify parts of the body <input type="checkbox"/> practise expressing needs, feelings and wants appropriately <input type="checkbox"/> recognize that germs enter the body through openings in the skin <input type="checkbox"/> value self care <input type="checkbox"/> practise making wise decisions 			<p>C. FAMILY LIFE EDUCATION</p> <ul style="list-style-type: none"> <input type="checkbox"/> state their full name, address and telephone number <input type="checkbox"/> describe role of family members <input type="checkbox"/> appreciate that they are part of a family <input type="checkbox"/> know that they live in Bermuda <input type="checkbox"/> appreciate that families make up the community <input type="checkbox"/> be aware of strangers <input type="checkbox"/> recognize the similarities and differences in families and the community <input type="checkbox"/> identify helpers in the community <input type="checkbox"/> practice making wise decisions <p>refer to Social Studies <i>Society and Culture</i> PS SSA</p> <p>D. ALCOHOL, TOBACCO AND OTHER DRUGS</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify foods associated with each food group in the food guide pyramid <input type="checkbox"/> appreciate the importance of eating breakfast, lunch and dinner <input type="checkbox"/> distinguish between healthy and “junk” food <input type="checkbox"/> make nutritious choices in choosing the food they eat <input type="checkbox"/> recognize the importance of eating in moderation <input type="checkbox"/> recognize that food provides energy for physical activity <input type="checkbox"/> practise making wise decisions 		

**PRIMARY ONE (P1) HEALTH EDUCATION
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
<p>A. SAFETY AND FIRST AID</p> <ul style="list-style-type: none"> <input type="checkbox"/> cite their names, addresses, telephone numbers and parent/ guardian <input type="checkbox"/> appreciate the importance of being safe at home, at school and in the community <input type="checkbox"/> explain safety rules for various environments <input type="checkbox"/> recognize symptoms of abuse <input type="checkbox"/> access people who can provide safety assistance <input type="checkbox"/> describe first aid for cuts and scrapes <input type="checkbox"/> use decision making and problem solving skills to address issues involving safety <p>B. PERSONAL AND COMMUNITY HEALTH</p> <ul style="list-style-type: none"> <input type="checkbox"/> appreciate the importance of good health <input type="checkbox"/> demonstrate good health care practices <input type="checkbox"/> distinguish between primary and permanent teeth and describe their care <input type="checkbox"/> demonstrate how to protect eyes from the sun and UV rays <input type="checkbox"/> name and identify the different body parts <input type="checkbox"/> recognize how people become sick <input type="checkbox"/> recognize ways to prevent infection <input type="checkbox"/> access health information resources <input type="checkbox"/> apply decision making and problem solving skills to familiar and unfamiliar situations involving personal and community health issues 			<p>C. FAMILY LIFE EDUCATION</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain the role of each family member <input type="checkbox"/> recognize differences in family structures and customs <input type="checkbox"/> describe the things you learn in a family <input type="checkbox"/> appreciate the similarities and differences between people <input type="checkbox"/> describe qualities of friends <input type="checkbox"/> describe things that friends can do together <input type="checkbox"/> apply concepts of friendship to classroom relationships <input type="checkbox"/> be aware of health related careers <input type="checkbox"/> apply decision making to familiar situations involving family life and relationships <p>refer to Lions Quest Skills for Growing Grade K Unit 1 and 2 link with Social Studies Society and Culture PS SS-A</p> <p>D. ALCOHOL, TOBACCO AND OTHER DRUGS</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify safe and unsafe substances found in the home and school <input type="checkbox"/> value safe use of medicines <input type="checkbox"/> explain why alcohol and tobacco are health hazards <input type="checkbox"/> demonstrate ways of refusing unknown or unsafe substances <input type="checkbox"/> apply decision making and problem solving skills to familiar and unfamiliar situations involving drugs and medicines <p>refer to Lions Quest Skills for Growing Unit 4</p> <p style="text-align: right;">1 of 2</p>		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
<p>E. NUTRITION AND FITNESS</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognize the importance of food <input type="checkbox"/> appreciate the benefits of making healthful food choices <input type="checkbox"/> identify the variety of foods in each food group <input type="checkbox"/> recognize the importance of eating breakfast <input type="checkbox"/> choose nutritious snacks <input type="checkbox"/> suggest foods used for different occasions in Bermuda <input type="checkbox"/> recognize a relationship between physical activity, eating and good health <input type="checkbox"/> cite the benefits of physical activity and risks of physical inactivity <input type="checkbox"/> be aware of related careers <input type="checkbox"/> apply decision making and problem solving skills to familiar and unfamiliar situations involving nutrition and fitness 					

**PRIMARY TWO (P2) HEALTH EDUCATION
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
<p>A. SAFETY AND FIRST AID</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate appropriate behaviour as a passenger on different types of wheeled transportation <input type="checkbox"/> demonstrate how to say “no” during inappropriate touch and how to seek help <input type="checkbox"/> recognize and avoid safety risks in the home <input type="checkbox"/> demonstrate how to respond to emergencies <input type="checkbox"/> demonstrate first aid to control own bleeding <input type="checkbox"/> explain strategies that prevent or intervene with violence when in the community or school <input type="checkbox"/> communicate a good strategy when dealing with bullying <input type="checkbox"/> apply decision making skills to situations related to safety and first aid <p>B. PERSONAL AND COMMUNITY HEALTH</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate healthful personal hygiene habits <input type="checkbox"/> identify ways to prevent the spread of germs <input type="checkbox"/> recognize how people become sick <input type="checkbox"/> describe proper care of the five senses <input type="checkbox"/> recognize the importance of nurturing others and being nurtured <input type="checkbox"/> identify health care professionals and describe their roles <input type="checkbox"/> identify effective daily care of primary and permanent teeth <input type="checkbox"/> apply decision making skills to situations related to personal and community health 			<p>C. FAMILY LIFE EDUCATION</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe different kinds of families <input type="checkbox"/> identify ways that family members work together to make a family healthy <input type="checkbox"/> communicate about what it means to be a responsible family member <input type="checkbox"/> identify the major stages of human growth and development <input type="checkbox"/> explain the influences of a family <input type="checkbox"/> explain ways in which families change <input type="checkbox"/> apply decision making skills to situations related to current health topics <p>D. ALCOHOL, TOBACCO AND OTHER DRUGS</p> <ul style="list-style-type: none"> <input type="checkbox"/> distinguish between prescription and non-prescription medicines <input type="checkbox"/> outline the safe use of medicines <input type="checkbox"/> explore alternative ways of getting well <input type="checkbox"/> be aware of health related careers <input type="checkbox"/> recognize herbals and supplements as drugs <input type="checkbox"/> use decision making and problem solving skills to address issues involving drugs and medicines <p>refer to Lions Quest Skills for Growing Unit 4</p>		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
<p>E. NUTRITION AND FITNESS</p> <ul style="list-style-type: none"> <input type="checkbox"/> appreciate the importance of good health <input type="checkbox"/> value themselves as unique <input type="checkbox"/> recognize behaviours that help build healthy relationships <input type="checkbox"/> relate a range of feelings and emotions to different situations <input type="checkbox"/> recognize how emotions are expressed <input type="checkbox"/> identify situations that cause anxiety (stress) <input type="checkbox"/> identify and apply appropriate ways to cope in stressful situations <input type="checkbox"/> apply decision making and problem solving skills to familiar and unfamiliar situations involving current health topic <p>refer to Lions Quest <i>Skills for Growing</i> Grade 1 Unit 1 and 2</p>					

**PRIMARY THREE (P3) HEALTH EDUCATION
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
<p>A. SAFETY AND FIRST AID</p> <ul style="list-style-type: none"> <input type="checkbox"/> examine safety procedures for familiar and unfamiliar environments <input type="checkbox"/> identify ways to eliminate hazardous situations in the home, school and community <input type="checkbox"/> recognize the need for self management to keep safe <input type="checkbox"/> demonstrate how to respond to inappropriate behaviour <input type="checkbox"/> distinguish between safe, unsafe and confusing touches <input type="checkbox"/> cite necessary, basic information that should be communicated in an emergency <input type="checkbox"/> appreciate roles of safety personnel <input type="checkbox"/> demonstrate basic first aid techniques for burns and sun burns <input type="checkbox"/> use decision making and problem solving skills to address issues involving safety and first aid <p>B. PERSONAL AND COMMUNITY HEALTH</p> <ul style="list-style-type: none"> • recognize sources of pollution in the environment • suggest strategies to reduce pollution and foster environmental wellness • distinguish between wise and unwise use of resources • advocate for the prevention of communicable diseases (minimizing the spread of germs) • evaluate personal dental health care and plan for improvement • demonstrate proficiency in practising good hygiene practice and health habits • apply decision making and problem solving skills to familiar and unfamiliar situations involving personal and community health 			<p>C. FAMILY LIFE EDUCATION</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the importance of giving and receiving affection to human growth and development <input type="checkbox"/> communicate about the qualities needed in healthful relationships <input type="checkbox"/> appreciate the need for friends <input type="checkbox"/> demonstrate ways to make new friends <input type="checkbox"/> distinguish between healthy and unhealthy friendships <input type="checkbox"/> identify people in the community who can help family and friends when in need <input type="checkbox"/> be aware of health related careers <input type="checkbox"/> apply decision making and problem solving skills to familiar and unfamiliar situations involving relationships <p>refer to Lions Quest <i>Skills for Growing</i> Grade 2 Units 1 and 2</p> <p>D. ALCOHOL, TOBACCO AND OTHER DRUGS</p> <ul style="list-style-type: none"> <input type="checkbox"/> distinguish between illicit drugs and medicines <input type="checkbox"/> distinguish between licit and illicit drug use <input type="checkbox"/> identify licit drugs present in various over the counter medicines found in the home <input type="checkbox"/> list rules for taking medicines <input type="checkbox"/> recognize the impact of using various medicines <input type="checkbox"/> recognize licit drug use as legal and medically appropriate <input type="checkbox"/> recognize illicit drug use as illegal and/or medically inappropriate <input type="checkbox"/> use decision making and problem solving skills to address issues involving drugs and medicines <p>refer to Lions Quest <i>Skills for Growing</i> Unit 4</p>		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
<p>E. NUTRITION AND FITNESS</p> <ul style="list-style-type: none"> <input type="checkbox"/> distinguish among foods in food guide pyramid <input type="checkbox"/> describe nutrients and their importance <input type="checkbox"/> identify influences on making food choices <input type="checkbox"/> appreciate the importance of eating breakfast <input type="checkbox"/> describe the benefits of healthful food choices, physical activity and healthy bodies <input type="checkbox"/> identify a variety of ways to prevent tooth decay through good nutrition <input type="checkbox"/> apply decision making and problem solving skills to familiar and unfamiliar situations involving nutrition and fitness <p>refer to P3 PE <i>FITNESS</i> module</p>					

**PRIMARY FOUR (P4) HEALTH EDUCATION
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
<p>A. SAFETY AND FIRST AID</p> <ul style="list-style-type: none"> <input type="checkbox"/> examine roles of safety personnel <input type="checkbox"/> develop a list of emergency contacts <input type="checkbox"/> recognize injuries that need an adult or emergency personnel <input type="checkbox"/> identify proper first aid treatment for some minor injuries <input type="checkbox"/> describe procedures for saving a choking victim <input type="checkbox"/> explain the importance of taking responsibility for the safety of self and others <input type="checkbox"/> identify the safety rules for being alone <input type="checkbox"/> identify safe bicycling practices <input type="checkbox"/> explain rules for environmental safety <input type="checkbox"/> identify ways to avoid violence <input type="checkbox"/> use decision making and problem solving skills to address issues involving safety and first aid <p>B. PERSONAL AND COMMUNITY HEALTH</p> <ul style="list-style-type: none"> <input type="checkbox"/> appreciate the importance of maintaining and improving health and wellness (personal and environmental) <input type="checkbox"/> explain how wellness relates to healthful choices <input type="checkbox"/> describe how to select products that promote health <input type="checkbox"/> recognize the role of health care services in promoting good health <input type="checkbox"/> apply decision making and problem solving skills to familiar and unfamiliar situations involving personal and community health 			<p>C. FAMILY LIFE EDUCATION</p> <ul style="list-style-type: none"> <input type="checkbox"/> examine stages of human growth and development <input type="checkbox"/> examine how human body systems work together <input type="checkbox"/> illustrate ways to care for each body system <input type="checkbox"/> recognize their physical uniqueness <input type="checkbox"/> be aware of health related careers <input type="checkbox"/> apply decision making and problem solving skills to familiar and unfamiliar situations involving human growth and development <p>refer to Lions Quest Skills for Growing Grade 3 Unit 4</p> <p>D. ALCOHOL, TOBACCO AND OTHER DRUGS</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe the impact of various drugs on the human body <input type="checkbox"/> distinguish among drug use, misuse and abuse <input type="checkbox"/> explain why licit and illicit drugs can be dangerous <input type="checkbox"/> identify people and places who can provide assistance to people who abuse drugs <input type="checkbox"/> demonstrate the ability to make healthy decisions about using tobacco <input type="checkbox"/> explore alternatives to using drugs <input type="checkbox"/> be aware of health related careers <input type="checkbox"/> apply decision making and problem solving skills to familiar and unfamiliar situations involving drugs and medicines <p>refer to Lions Quest Skills for Growing Unit 4</p>		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
<p>E. MENTAL & EMOTIONAL HEALTH</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate appropriate ways of communicating emotions <input type="checkbox"/> value and advocate for healthful relationships <input type="checkbox"/> recognize factors that contribute to positive self-esteem <input type="checkbox"/> recognize physical responses that can result from stress <input type="checkbox"/> identify personal stressors helpful and unhelpful and develop a stress management plan <input type="checkbox"/> apply decision making and problem solving skills to familiar and unfamiliar situations involving current health topic <p>refer to Lions Quest <i>Skills for Growing</i> Grade 3 Unit 1 and 2</p>					

**PRIMARY FIVE (P5) HEALTH EDUCATION
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
<p>A. SAFETY AND FIRST AID</p> <ul style="list-style-type: none"> <input type="checkbox"/> distinguish between intentional and unintentional injury <input type="checkbox"/> demonstrate first response techniques <input type="checkbox"/> outline rules for safety during seasonal activities <input type="checkbox"/> justify personal safety plans <input type="checkbox"/> appreciate the importance of taking responsibility for the safety of self and others <input type="checkbox"/> cite strategies for preventing and reporting child abuse <input type="checkbox"/> use decision making and problem solving skills to address issues involving safety and first aid <p>B. PERSONAL AND COMMUNITY HEALTH</p> <ul style="list-style-type: none"> <input type="checkbox"/> distinguish between “health” and “wellness” <input type="checkbox"/> identify the four major determinants of health <input type="checkbox"/> recognize how a balance of wellness contributes to a healthy lifestyle <input type="checkbox"/> analyze the health practices which impact personal well-being <input type="checkbox"/> identify techniques for controlling spreading of communicable diseases <input type="checkbox"/> distinguish between communicable and non-communicable diseases <input type="checkbox"/> apply decision making and problem solving skills to familiar and unfamiliar situations involving personal and community health 			<p>C. FAMILY LIFE EDUCATION</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe characteristics of each phase of the life cycle <input type="checkbox"/> identify the changes that occur between childhood and adolescence <input type="checkbox"/> describe the care of the body during adolescence <input type="checkbox"/> be aware of health related careers <input type="checkbox"/> apply decision making and problem solving skills to familiar and unfamiliar situations involving current health topic <p>D. ALCOHOL, TOBACCO AND OTHER DRUGS</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognize three categories of illicit drugs <input type="checkbox"/> describe the health risks of using illicit drugs <input type="checkbox"/> examine the effects of alcohol tobacco and other illicit drug use on the physical, intellectual, emotional, spiritual and social development of an individual <input type="checkbox"/> describe rules and or laws concerning drug use in various environments <input type="checkbox"/> recognize consequences of illicit drug use <input type="checkbox"/> advocate for staying drug free <input type="checkbox"/> be aware of related careers <input type="checkbox"/> communicate the benefits and risks of using over the counter herbal supplements and medicines <input type="checkbox"/> use decision making and problem solving skills to address issues involving drugs and medicines <p>refer to Lions Quest <i>Skills for Growing</i> unit 4</p>		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
<p>E. NUTRITION AND FITNESS</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify critical information on food labels <input type="checkbox"/> examine healthful options when making food choices using the food guide pyramid <input type="checkbox"/> recognize body cues for eating not eating <input type="checkbox"/> appreciate the need for daily food and fluid intake to support physical activity <input type="checkbox"/> preparing and keeping food safely <input type="checkbox"/> apply decision making and problem solving skills to familiar and unfamiliar situations involving nutrition and fitness 					

**PRIMARY SIX (P6) HEALTH EDUCATION
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
<p>A. SAFETY AND FIRST AID</p> <ul style="list-style-type: none"> <input type="checkbox"/> examine roles of safety personnel <input type="checkbox"/> develop a list of emergency contacts <input type="checkbox"/> recognize injuries that need an adult or emergency personnel <input type="checkbox"/> identify proper first aid treatment for some minor injuries <input type="checkbox"/> describe procedures for saving a choking victim <input type="checkbox"/> explain the importance of taking responsibility for the safety of self and others <input type="checkbox"/> identify the safety rules for being alone <input type="checkbox"/> identify safe bicycling practices <input type="checkbox"/> explain rules for environmental safety <input type="checkbox"/> identify ways to avoid violence <input type="checkbox"/> use decision making and problem solving skills to address issues involving safety and first aid <p>B. PERSONAL AND COMMUNITY HEALTH</p> <ul style="list-style-type: none"> <input type="checkbox"/> appreciate the importance of maintaining and improving health and wellness (personal and environmental) <input type="checkbox"/> explain how wellness relates to healthful choices <input type="checkbox"/> describe how to select products that promote health <input type="checkbox"/> recognize the role of health care services in promoting good health <input type="checkbox"/> apply decision making and problem solving skills to familiar and unfamiliar situations involving personal and community health <p><i>refer to Family Life and Human Sexuality P6 HE-C</i></p>			<p>C. FAMILY LIFE EDUCATION</p> <ul style="list-style-type: none"> <input type="checkbox"/> examine stages of human growth and development <input type="checkbox"/> examine how human body systems work together <input type="checkbox"/> illustrate ways to care for each body system <input type="checkbox"/> recognize their physical uniqueness <input type="checkbox"/> be aware of health related careers <input type="checkbox"/> apply decision making and problem solving skills to familiar and unfamiliar situations involving human growth and development <p><i>refer to Personal and Community Health P6 HE B</i></p> <p>D. ALCOHOL, TOBACCO AND OTHER DRUGS</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe the impact of various drugs on the human body <input type="checkbox"/> distinguish among drug use, misuse and abuse <input type="checkbox"/> explain why licit and illicit drugs can be dangerous <input type="checkbox"/> identify people and places who can provide assistance to people who abuse drugs <input type="checkbox"/> demonstrate the ability to make healthy decisions about using tobacco <input type="checkbox"/> explore alternatives to using drugs <input type="checkbox"/> use decision making and problem solving skills to address issues involving drugs <input type="checkbox"/> be aware of health related careers <input type="checkbox"/> apply decision making and problem solving skills to familiar and unfamiliar situations involving drugs and medicines <p><i>refer to Lions Quest Skills for Growing Unit 4</i></p>		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
<p>E. MENTAL & EMOTIONAL HEALTH</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate appropriate ways of communicating emotions <input type="checkbox"/> value and advocate for healthful relationships <input type="checkbox"/> recognize factors that contribute to positive self-esteem <input type="checkbox"/> recognize physical responses that can result from stress <input type="checkbox"/> identify personal stressors helpful and unhelpful and develop a stress management plan <input type="checkbox"/> apply decision making and problem solving skills to familiar and unfamiliar situations involving current health topic <p>refer to Lions Quest <i>Skills for Growing</i> Grade 5 Unit 1 and 2</p>					

ASSESSMENT

SUPPORTS LEARNING

IN

BERMUDA SCHOOLS

CURRICULUM, INSTRUCTION & EVALUATION
Department of Education

BERMUDA

BERMUDA ASSESSMENT PLAN

The Ministry of Education provides schools with several types of tests to monitor students' progress towards becoming life-long learners and good citizens. Different measures are used to collect a full range of assessment evidence about students' capabilities to analyze information, to evaluate charts and graphs, and to devise solutions to problems.

People who can communicate well and have the ability to interpret complex problems will be highly valued in the future workplace. Testing results are one of the ways that the Ministry informs young learners and their parents about their progress towards developing the capabilities that will enable them to succeed.

Annual Assessment Schedule

Each June students write *TerraNova* Assessments for Primary School students in year 3 through 6. These measures include a full range of achievement tests covering Reading, Language and Mathematics. School principals evaluate the results as part of their School Improvement Plans looking for year-level and school wide weakness to guide curriculum plans for the year and identify areas of focus for staff development.

In June the Ministry requires schools to administer the Bermuda Educational Assessment Programme for P3 and P5 as a performance indicator for Mathematics and English Language Arts achievement. These tests are all developed in Bermuda by curriculum specialists with the assistance of classroom teachers. In Language Arts, students write an essay and take a spelling test. In Mathematics, students solve problems and answer sets of questions that ask them to calculate and apply mathematical concepts.

OUR BELIEFS ABOUT ASSESSMENT

Assessment strategies are the plans that teachers use to collect evidence about students' achievement in school. When teachers have a good understanding of how far students have come, then teachers are in a better position to guide them, as they become more able learners.

When teachers collect assessment information they may have different purposes in mind, but learning is the primary focus. There are seven basic assessment guidelines for educators:

1. The primary purpose of assessment is to improve student learning.
2. Assessment practices and policies are fair to all students.
3. Assessment supports learning even when it is designed for other purposes, such as accountability.
4. Teachers support learning by working together to improve assessment.
5. Community representatives participate in developing assessments.
6. There is a schedule to communicate clear assessment information.
7. Educators review progress toward assessment goals along with community people.

DEFINITIONS

Educators use the term, “assessment” to describe any plans and activities they use to monitor student achievement. Measuring, evaluating, and reporting are three components of assessment.

Assessment

For our system we define assessment to mean gathering information systematically to determine:

- What students know,
- What they are able to do,
- and what goals they are working toward.

Evaluation

We define evaluation to mean judging information systematically to determine student progress toward intended curriculum objectives. When teachers evaluate, they interpret assessment evidence compared to the intended curriculum and to the taught curriculum, so they may judge student progress. Evaluation helps students improve their learning when educators show learners their strengths and direct them in ways that develop their competencies.

Reporting

We define reporting to mean communicating information on student progress, especially to parents. In order to support student learning, parents need regular assessment updates on what their children have learned, what they can do, and what they are working toward. This communication may be verbal in personal interviews or in telephone conversations, but some reports must be in writing. Parents can be effective learning guides when educators give them clear information about student progress.

EXEMPLAR SCORING GUIDE*
Primary Levels 3-6
(0 - 4 Scale)

		EQUIVALENT	
Level	Definition	Letter	% mark
4	<p>A very good performance</p> <ul style="list-style-type: none"> • focuses on the purpose of the task • meets or exceeds all the requirements of the task • organizes content and ideas in a logical way • presents information clearly • includes appropriate detail to support ideas or conclusions • demonstrates creativity, originality and/or initiative 	A (VG)	80-100
3	<p>A good performance</p> <ul style="list-style-type: none"> • focuses on purpose of the task • meets all the requirements of the task • organizes content and ideas in a logical way • presents information clearly • includes some detail to support ideas or conclusions 	B (G)	70-79
2	<p>A satisfactory performance</p> <ul style="list-style-type: none"> • has some awareness of the purpose of the task • meets most of the requirements of the task • organizes content and ideas in a logical way • presents information in an understandable way • may not include significant details to support ideas or conclusions 	C (S)	60-69
1 (R)	<p>A fair performance</p> <ul style="list-style-type: none"> • does not fit the purpose of the task • does not meet the requirements of the task • presents information in an unorganized or confused way • does not include details to support ideas or conclusions • Remediation required 	D (NI)	50-59
0 (R)	<p>An unscorable performance</p> <ul style="list-style-type: none"> • does not demonstrate the required knowledge, skills or capabilities • is not understandable, is incomplete or 'defiant' (e.g. "I won't do this"). • Extensive remediation is required. 	F (NI)	Below 50

'R' – Extensive Remediation required: student may need to repeat or restart work, or teaching method may need to be altered.

An '0' student may be one who refuses to work or needs specialist help.

* Adapted from British Columbia

This new perspective on assessment implies a **shift** in our practice

Decreasing emphasis on ----->Increasing emphasis on	
<i>Delivering curriculum</i>	<i>Enhancing learning</i>
Summative assessment which discounts further learning	Formative assessment which supports further learning
The assumption that learning can be represented or demonstrated in one way	The assumption that learning can and should be represented in a variety of ways
Teachers directing all curriculum planning and assessment	Learners participating in assessing their own progress and learning
Quantitative assessment and reporting (e.g., letter grades, test scores)	Qualitative assessment and reporting (e.g., conferences, systematic observations, conferences)
Comparing learners to each other and/or in relation to a pre-determined norm or standard	Learner's individual progress is based on pre-determined and explicit criteria

ASSESSMENT IN THE CLASSROOM

Assessment drives instruction. We must devise procedures and instruments which are "intelligence-fair" and which allow us to look directly at the kinds of learning in which we are interested.

- Howard Gardner

A. Developing and Choosing Appropriate Assessment Methods

Valid assessments provide students with achievement information that enables them to monitor their own progress toward learning objectives. Experienced educators develop their assessment plans at the same time that they plan how to teach. This coordinated planning helps ensure that the assessment methods chosen match both the instruction and the purpose.

- **Assessment methods selected should connect directly to students' knowledge, skills, behaviour, and attitudes.**
- **Assessments should be clearly related to the goals and objectives of instruction, and be compatible with instructional strategies.**
- **Teachers consider possible consequences when they choose or develop an assessment.**
- **Differentiating instruction means that teachers use more than one assessment method to indicate student progress.**
- **Assessment methods match students' heritage, their learning style, and learning experiences.**
- **Assessments chosen avoid language and content that express bias.**
- **When teachers borrow a method from some other context or location they have evidence that the assessment will be valid for Bermudian students.**

B. Collecting Assessment Information

Before assessment information is collected, students need sufficient opportunity to experience the activities designed for the curriculum objectives. They also need to be informed of how they will be expected to demonstrate the knowledge, skills, behaviours, and attitudes to be assessed.

- **Students should be told why teachers are assessing and how teachers and the Ministry will use that information.**
- **Assessment conditions should suit both the purpose and the style.**
- **When using observations, checklists, or rating scales only a few characteristics should be assessed at one time. Each characteristic should be clearly defined.**
- **Directions given to students should be clear, complete, and phrased correctly for their age and grade level.**
- **There should be no penalty for guessing.**
- **While collecting assessment information, teacher-student interactions should be consistent.**
- **Keep written records of all unanticipated assessment circumstances.**
- **Decisions about alternative practices for special needs students should be guided by a written policy.**

*“If tests determine what teachers actually teach
and what students will study for
-- and they do --
then test those capacities and habits we think are essential
and test them in context”*

-- Grant Wiggins

C. Evaluating and Scoring Student Performance

Procedures to evaluate and score student performance should match the assessment method and educators should monitor these procedures to ensure that they are applied consistently. The best way to ensure students will feel that they have been treated fairly and consistently is to integrate assessment planning with instructional strategies. This plan will detail procedures for how the evidence will be scored so that students are aware of the contribution that each portion of their work will make towards a final grade.

- **Scoring procedures should be developed before the assessment method is used.**
- **Students should be told about how the scoring will proceed to allow them to prepare for the assessment.**
- **Relevant factors are included in scoring.**
- **Students need to be able to understand any comments included as feedback.**
- **Scoring procedures should be changed when faults are detected in the initial system.**
- **A written appeal process should be explained to students at the start of each year.**

*“I want to be evaluated on what
I can do,
not on what someone else
can do better”*

-- Middle School Student

D. Summarizing and Interpreting Results

Summarizing and interpreting are the procedures used to combine assessment results into grades that will appear on report cards. This includes comments about performance as well as letter or number grades. Any procedures used should accurately represent the student's performance and be connected to the planned instructional objectives.

- **A written policy guides teachers at each school in their plans to summarize and interpret results.**
- **Explain to parents and students the procedures that teachers will use to generate and interpret grades.**
- **Describe the process used to derive summary comments and grades.**
- **Different results should be combined carefully.**
- **A broad sample of learning outcomes requires more than one assessment.**
- **Combine assessment results according to their weight of the taught curriculum.**
- **Describe and justify the basis for each interpretation.**
- **Differentiate interpretations according to the student's background and learning experiences.**
- **Create accurate records and store assessment information in a secure place.**
- **Consider how an assessment method might limit the way you interpret the work a student has achieved.**

*“Whenever people are classified on the basis of cutoff scores
misclassifications are bound to occur.
The solution is --to avoid making decisions
about anyone's future solely on the basis of
one imperfect instrument”*

-- Bernard Gifford

E. Reporting Assessment Findings

Clarity and accuracy are necessary for quality assessment reports, but educators who write these documents should also think how the reader will use the information. Consider the audience for the assessment report, so that these people can use your report to guide their interpretations of student learning. Since the primary purpose of assessment is to improve student achievement, the primary audience for the report is the student. Students, and their parents interpret the information in their report to make decisions about themselves, their capabilities, their achievements, and their potential achievements.

- **Write a school assessment policy that guides reporting.**
- **Describe instructional objectives used as standards for reports, written and oral.**
- **Describe strengths and weaknesses completely in reports.**
- **Provide conferences for parents.**
- **Define and describe appeal procedures to students and parents each year.**
- **Ensure that appropriate people have access to assessment information.**
- **Ensure that reports are secure when transferred.**

*“The key question is -
What information provides the
most accurate depiction of students’
learning at this time?”
-- Tom Guskey*

F. Promotion and Retention

Children enter school with other learners approximately their own age. They are expected to make reasonable learning progress and advance along with their peers. In the first few levels of primary school students should not repeat a year, but as they get into the higher grades there may be instances where students are asked to repeat a grade or course. The principal makes these decisions after consulting with teachers, counsellors, and the parents.

Whenever students are retained, every effort is made to differentiate instructional strategies to provide learners with opportunities they need to advance.

Some factors considered when students might be retained.

- Repeating a grade is no guarantee that students will be more successful with the same material.
- Students' attitude to school may become more negative if they are retained.
- Retained students may develop social and personal problems.
- Students who are retained are less likely to complete school.

There is always a concern that students need to be accountable for their achievements, or lack of achievements. When weighing these concerns it is worthwhile to consider how far the student's responsibility extends. If the learner has not had appropriate opportunities that enable learning to occur, then it would not be fair to hold the child fully accountable for the outcome. In addition to learning opportunities, it is also worthwhile to consider assessment opportunities. Is it possible that an alternate assessment strategy may have permitted the student to show what they really know?

*“School is a complex experience;
by breaking apart
all of the ways we
learn, rehearse, and assess
we can uncover how to do
a better job.”*
-- Eric Jensen

Assessment Activity	Description
Records over time: <ul style="list-style-type: none"> • Journals • Diaries • Learning Logs 	<ul style="list-style-type: none"> • Recordings that reflect students' perceptions of their progress, difficulties, understanding and feelings
Computer Assisted Learning	<ul style="list-style-type: none"> • Using carefully selected software to lead students from one level of difficulty to another, building on what they know and as they are tested.
Demonstrations <ul style="list-style-type: none"> • Live • Video • Multimedia 	<ul style="list-style-type: none"> • Opportunities for students to display knowledge, skills and attitudes
Discussions <ul style="list-style-type: none"> • Small or large group • Panel 	<ul style="list-style-type: none"> • Oral representations
Conversations and Conferences <ul style="list-style-type: none"> • Teacher/Student • Student/other person 	<ul style="list-style-type: none"> • Verbal exchanges to uncover/clarify what a student has learned or understands that might not have been demonstrated through other means of assessment.
Pictorial Displays <ul style="list-style-type: none"> • Posters • Photographs • Collages, picture collections, scrap-books 	<ul style="list-style-type: none"> • Visual presentations
Laboratory <ul style="list-style-type: none"> • Application • Laboratory Projects • Experimental 	<ul style="list-style-type: none"> • Hands-on experiences that allow students to experiment, replicate, produce, and/or create.

Self/Peer Checklist for Students
HUMAN AND SOCIAL DEVELOPMENT STUDENT PROFILE

PROFILE OF: _____

COMPILED BY: _____ DATE: _____

1. Never	2. Seldom	3. Occasionally	4. Usually	5. Frequently	6. Always	1	2	3	4	5	6
1. I am able to form an opinion about what I am asked to consider.											
2. I am able to express my opinion about what I am asked to consider.											
3. I can interpret and appreciate what I know in different ways.											
4. I want to learn more about things and issues that I don't know.											
5. I accept and appreciate other people's ideas.											
6. I am able to make connections between ideas and things that contribute to larger issues.											
7. I am able to see my personal strengths and work toward increasing them.											
8. I am able to see my personal weaknesses and work toward decreasing them.											
9. I am able to evaluate objectively and accurately.											
10. I am able to take an unpopular stand without fear of ridicule by my peers.											
11. I am able to balance the demands of my life and school without feeling overwhelmed.											
12. I am able to identify and understand other students' situations.											
13. I am able to actively support others.											
14. I am able to accept and appreciate other students' values, expression and capabilities.											
15. I am able to function as a contributing member of a working group.											
16. I am able to make and maintain friendships without difficulty.											
17. I am able to take responsibility for my actions.											
18. I am able to see the consequences of my actions.											
19. I am able to approach problems calmly and realistically.											
20. I am able to handle conflicts in a mature and responsible manner.											
21. I am able to consult with others when I need help or support.											
22. I am able to function effectively as a member of a democratic society.											
23. I am able to see how my actions affect our environment and our world.											
24. I am able to see how the actions of others affect our environment and our world.											
25. I am able to apply my knowledge and understandings to my life away from school.											
26. I am curious about and willing to use new technologies when searching for information.											
27. I am able to consider and weigh the implications of potential change.											
28. I am flexible and able to adapt to change.											
29. I am an open-minded listener.											
30. I am a good citizen.											

PLANNING FOR INTEGRATED CURRICULUM IN THE PRIMARY SCHOOLS

When you walk through the Botanical Gardens, you don't hear kiskadees for ten minutes, then the wind rustling for five minutes, and then smell the flowers for three minutes. All of this impact on you at once and you make the experience into a meaningful whole.

"Young people are interested in the entire world around them - it doesn't make sense to them to say, 'Mathematics', 'Science' or 'Social Studies'. When instruction jumps from one discipline to another every 45 minutes, learning is fragmented unnecessarily."

*By Susan Krog,
Professor of Education
Western Washington University*

Where Are We Now?

If we consider a continuum from parallel connections across each discipline to a blending of all subject areas, teachers may be at different stages of integrating curriculum.

Simplest Stage: Parallel teachers realign content so that related topics are taught concurrently.

More Ambitious Stage: Teachers begin to link subjects by scrutinizing what they teach, reinforcing overlapping concepts and avoiding needless repetition.

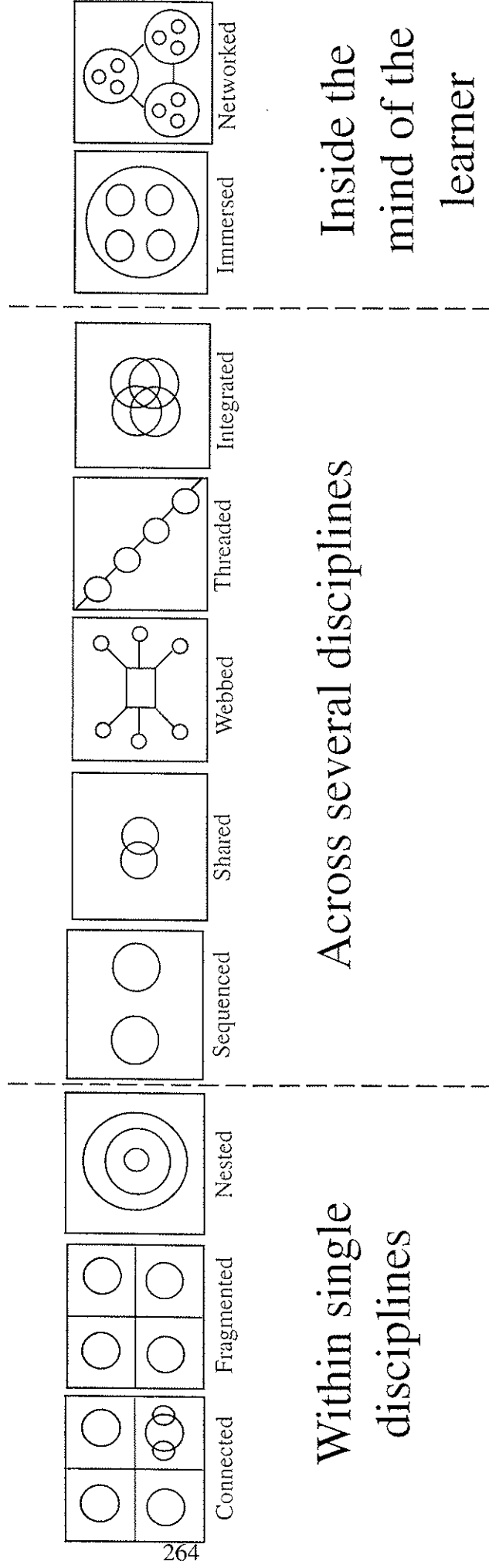
Most Ambitious Stage: Teachers create interdisciplinary modules that focus on a theme or project.

The process of collaboration at the building level will strengthen integrated curriculum and give a vital tool for professional growth of teachers. Appropriate and meaningful staff development; perusal of professional literature, and/or university training on approaches to integrating curriculum is vital to any significant change in education practice. Teachers should find ways to naturally integrate subjects and develop meaningful instruction.

Design Options (see next page)

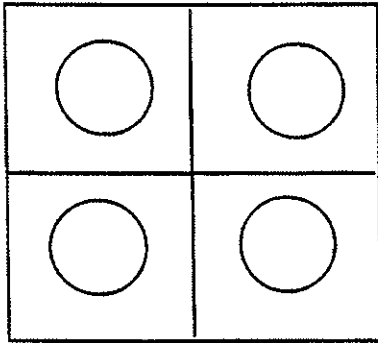
Techniques for designing an integrated curriculum include mapping the curriculum and planning an integrated module. To design an integrated curriculum, teachers need to know what is taught in other subject areas and at other grade levels - information that is traditionally not shared.

How to Integrate the Curriculum



Design options for curriculum might include:

Disciplined-based

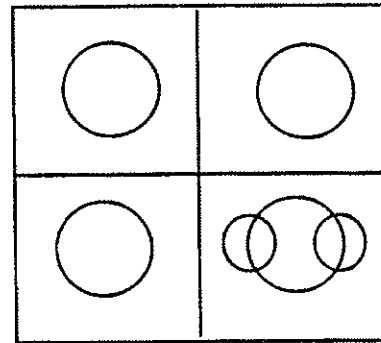


Description

The traditional model of separate and distinct disciplines which fragments the subject areas.

Example

Teacher applies this view in mathematics, science and social studies, etc.



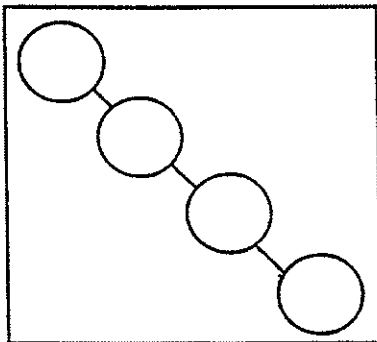
Description

Within each subject area, course content is connected topic to topic, concept to concept, one year's work to the next and relates idea(s) explicitly.

Example

Teacher relates the concept of fractions to decimals, which in turn relates to money, grades, etc.

Parallel Disciplines

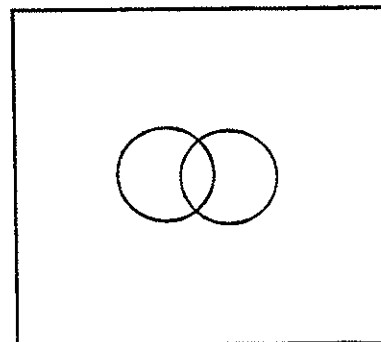


Description

The metacurricular approach threads thinking skills, multiple technology and study skills through various disciplines.

Example

Teaching staff targets prediction in reading, mathematics and science experiments while teaching social studies the teacher targets forecasting current events and thus threads the skill (prediction) across all disciplines.



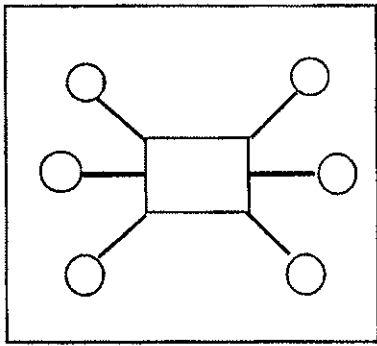
Description

Shared planning and teaching take place in two disciplines in which over-lapping concepts or ideas emerge as organizing elements.

Example

Science and mathematics teachers use data collection, charting and graphing as shared concepts that can be team-taught.

Multidisciplinary



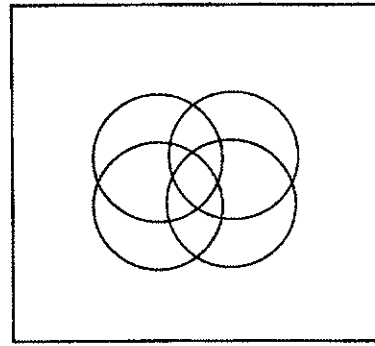
Description

The fertile theme is webbed to curriculum contents and disciplines; use the theme to sift out appropriate concepts, topics and ideas.

Example

Teacher presents a simple topical theme, such as the circus and webs it into the subject areas. A conceptual theme, such as conflict, can be for more depth in the theme approach.

Interdisciplinary



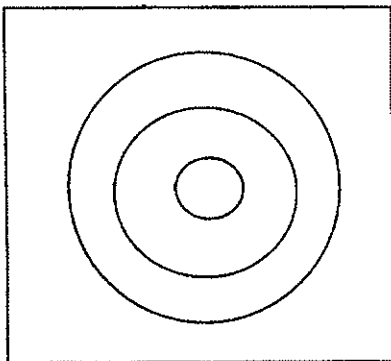
Description

This interdisciplinary approach matches subjects for overlaps in topics and concepts with some team teaching in an authentic integrated model.

Example

In science, music, visual arts and health education, teachers look for patterning models and approach content through these patterns.

Disciplined-based



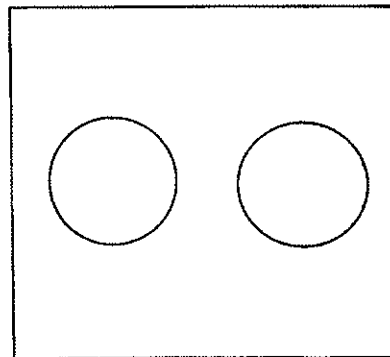
Description

Within each subject area, the teacher targets multiple skills: a social skill, a thinking skill and a concept-specific skill.

Example

Teacher designs the unit on photosynthesis to simultaneously target consensus seeking (social skill), sequencing (thinking skill) and plant life cycle (science skill).

Parallel-based



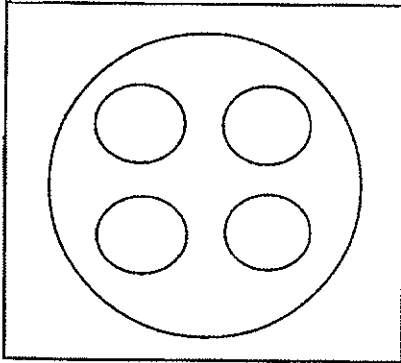
Description

Topics or units of study are rearranged and sequenced to coincide with one another. Similar ideas are taught in concert while remaining separate subjects.

Example

In English language arts the teacher will teach an historical novel depicting a particular period while in social studies the teacher could cover the same period.

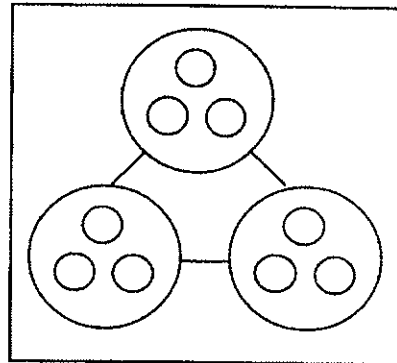
Immersed



Description

The disciplines become part of the learner's lens of expertise: the learner filters all content through this lens and becomes immersed in his or her own experience.

Networked



Description

Learner filters all learning through the expert's eye and makes internal connections that lead to external networks of experts in related fields.

Choosing a Theme

In the initial development of primary schools, four disciplines have been identified as core subjects:

- English Language
- Mathematics
- Science
- Social Studies

Year level teachers, along with teachers of other discipline areas should utilize related materials located in their professional library, modifying these as appropriate to their students' needs and interests.

It is important that primary school teachers keep abreast of current research and trends on integrating curriculum. Teachers are encouraged to take part in related staff development workshops, read professional literature and/or take university courses.

Teachers should:

- take inventory of what is already being done - writing across the curriculum, etc.
- design a curriculum map by listing the content of all subjects and then identify a theme or umbrella
- design an integrated module and develop related lesson plans
- decide on the length of time for completion and an appropriate title
- discover student interest - ask them what they want to know!
- decide whether the theme has substance and application to the real world
- display student work
- celebrate success!

PROFESSIONAL ASSOCIATIONS

HEALTH EDUCATION

Name: American Association for the Health Education (AAHE)

Address: 1900 Association Drive,
Reston, VA 22091
U.S.A

Telephone: (703) 476-3475

Name: American School Health Association

Address: 7263 State Route 43
P.O. Box 708
Kent, OH 44240
U.S.A.

Telephone: (216) 678 1610

American School Health Association Conference Date:

2001 November 4-11 Albuquerque, NM

CURRICULUM ABBREVIATIONS

School Level Abbreviations

Preschool	PS
Primary School	P1-P6
Middle School	M1-M3
Senior School	S1-S4

Subject Area Abbreviations

Business Studies	BS
Dance	DN
Design & Technology	DT
English Language Arts	EL
Family Studies	FM
Foreign Languages	FL
Health Education	HE
Information Technology	IT
Mathematics	MT
Music	MU
Physical Education	PE
Science	SC
Social Studies	SS
Theatre	TH
Visual Arts	VR

Subject Code

e.g. PreSchool English Language Arts
PS EL-B

Year Level	Subject Area	Module Sequence
(PS-P6) representing PreSchool to Primary Six	abbreviated subject area	(A-G) representing sequence of module at any level
PS	EL	B
PreSchool	English Language Arts	(2 nd module in the sequence of 7 modules)

Curriculum Framework & Course Abbreviations

Philosophy	PHL
Goals & Sub Goals	GLS
Performance Indicators	PI
Scope & Sequence	SAS
References	REF
Course Overview	OVW
Correlation Matrix	MTX
Modules	MDL
Teacher Resources	TRS
Student Resources	SRS
Exemplar Scoring Guide	SCO
Rubrics	RUB
Objectives at a Glance	OBJ
Infusing Across the Curriculum	INF
Glossary	GRY
Health and Safety	HAS
Professional Association Directory	PAD
Curriculum Abbreviations	ABR
Appendix	APX

Programme Abbreviations

Advisory Programme	ADV
Career Education Programme	CED
Functional Skills Programme	FUN
Guidance and Counselling Programme	GUI
Library Information Programme	LIB



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September 2001**