



**REPUBLIC OF TRINIDAD AND TOBAGO**

**MINISTRY OF EDUCATION**

**SECONDARY SCHOOL CURRICULUM**

**Forms 1–3**

**Health and Family Life Education**

Curriculum Planning and Development Division, Ministry of Education  
April 2009

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## Minister's Foreword

The Government of Trinidad and Tobago, in its *Vision 2020 Draft National Strategic Plan*, has articulated a vision of “a united, resilient, productive, innovative, and prosperous nation with a disciplined, caring, fun-loving society comprising healthy, happy and well-educated people and built on the enduring attributes of self reliance, respect, tolerance, equity and integrity” (p. 9). Five developmental pillars have been identified to achieve this goal:

- Developing Innovative People
- Nurturing a Caring Society
- Governing Effectively
- Enabling Competitive Business
- Investing in Sound Infrastructure and Environment

The Ministry of Education is one Ministry that is expected to play a pivotal role in *developing innovative people*. We therefore accept as one of our primary responsibilities, the establishment of an education system that will nurture imaginative, innovative, and eager learners. It must also facilitate the seamless progression of learners from early childhood education up to the tertiary level. Graduates of the system must emerge as creative, committed, and enterprising citizens who are prepared intellectually, and who have the will to become global leaders.

A critical contributor to this process is the national curriculum. These Curriculum Guides represent the core subjects of the national curriculum at the lower secondary level. They describe the formal content and process by which students at this level will gain the knowledge and skills that contribute to the achievement of our national goals. We expect that teachers will use these Guides to implement a school curriculum that is diversified, relevant, and of high quality, meeting the varied learning needs, interests, and abilities of all students. We expect, too, that students will be taught in ways that suit their own learning preferences. The curriculum will also connect them to their national heritage, help them to understand the issues facing their world today, and prepare them to meet the challenges and opportunities of the future.

On behalf of the entire education community, I congratulate and thank all those educators—curriculum personnel, teachers, editors, and others—who have worked together over the eight years of development and revision to produce these Curriculum Guides for secondary schools. The nation owes you a debt of gratitude. I urge you to continue to be shining lights in your communities as we move forward together to achieve our goals.

Esther Le Gendre  
Honourable Minister of Education

## **A Note to Teachers**

These Curriculum Guides have been developed by educators, including practicing teachers, for teachers. They are intended to assist you to prepare students to meet the rapidly changing demands of life in the 21st century, while ensuring that they acquire the core of general knowledge and experience essential for later education and employment. The new curriculum that they represent is designed to guide the adoption of a more student-centred approach to instruction, and the provision of learning opportunities that are relevant to today's students and inclusive of varied learning needs and interests.

Since the beginning of the curriculum development process, we have seen profound changes in the use of technology in education and there is no doubt that similar shifts will take place in the coming years. The challenge for us as educators is to find ways to make our approach to teaching flexible, progressive, and responsive, so that we embrace and motivate change where it benefits learners. This entails becoming lifelong learners ourselves and creating environments that provide necessary community support and foster professional development.

The Guides embody the culmination of seven years of development and revision activity. The national curriculum will, however, be regularly reviewed to ensure that it continues to meet the needs of all students and matches the goals of society. Your input in this process is vital and we welcome and encourage your ongoing feedback.

Instructional decisions must be based on sound, contemporary educational theory, practice, and research. These documents will serve as important guides for the development of instructional programmes to be implemented at the school and classroom levels. They are organized in several parts. Part 1 is common to all and provides the general philosophy and aims in which every subject is anchored. Part 2 is specific to each subject and includes specific outcomes and sample activities and strategies that may be used to achieve them. The rest of the document is designed to suit the particular needs of each subject area. All the Guides include suggested assessment strategies and recommended resources.

We in the Curriculum Planning and Development Division are confident that the new National Curriculum Guides for Forms 1–3 will contribute significantly to enhanced teaching and learning experiences in our secondary schools and, consequently, the achievement of personal learning and national educational goals.

Sharon Douglass Mangroo  
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## **Part 1**

# **The National Curriculum for Forms 1–3**

## Background

From the Ministry of Education's *Corporate Plan 2008–2012* (p. 4)

The Government of Trinidad and Tobago, in its *Vision 2020 Draft National Strategic Plan*, has articulated a vision of “a united, resilient, productive, innovative, and prosperous nation with a disciplined, caring, fun-loving society comprising healthy, happy and well-educated people and built on the enduring attributes of self reliance, respect, tolerance, equity and integrity...”

Towards the achievement of this Vision, the Government has articulated five developmental pillars:

- Developing Innovative People
- Nurturing a Caring Society
- Governing Effectively
- Enabling Competitive Business
- Investing in Sound Infrastructure and Environment

The Ministry of Education has been identified as one of the champions for *developing innovative people*. Central to the realization of this pillar is “A highly skilled, well educated people aspiring to a local culture of excellence that is driven by equal access to learning opportunities.”

In conjunction with other key ministries, the Ministry of Education has been charged with the realization of the following goals:

- The people of Trinidad and Tobago will be well known for excellence in innovation.
- Trinidad and Tobago will have a seamless, self-renewing, high-quality education system.
- A highly skilled, talented and knowledgeable workforce will stimulate innovation driven growth and development.
- The richness of our diverse culture will serve as a powerful engine to inspire innovation and creativity.

Nationally, the reform of the education system is driven by several local, regional and international perspectives. We are committed to a seamless, self-renewing, high-quality education system underpinned by a National Model for Education. This National Model has three (3) foci as follows:

- To ensure an alignment of the education system to government's strategic plan Vision 2020 which mandates that the education system produces caring and innovative citizens
- To ensure that the education system produces citizens with a sense of democracy, respect for the rights of others and elders and with the ability to contribute meaningfully to the social and economic development of the country
- To build a strong sense of nationalism and patriotism in our citizens.

Health and Family Life Education began in the primary school system as Family Life Education in 1988 as a subset of the Social Studies programme. In 1996 at a CARICOM meeting of the Ministers of Education and Health, it was decided to accept the



recommendations of the CEO's of both Ministries to advance Health and Family Life Education as a core subject on the schools' curriculum from pre-school through to tertiary level.

## **The Curriculum Design and Development Process**

In order to achieve the outcomes defined by the underpinning philosophy and goals, the Curriculum Planning and Development Division of the Ministry of Education embarked on a design and development programme consonant with accepted approaches to curriculum change and innovation.

### **Curriculum Design**

This curriculum displays a learner-centred design. Its philosophical assumptions are mainly constructivist. Its major orientation is to curriculum as self-actualization. The curriculum is student-centred and growth oriented. It seeks to provide personally satisfying experiences for each student. As the student moves from one level to another, activities also expand to allow new insights and approaches to dealing with and integrating new knowledge.

### **Curriculum Development**

The first stage of the curriculum development process consisted of consultations with stakeholders from a cross-section of the national community. Consultations were held with primary and secondary school teachers; principals; members of denominational school boards; members of the business community; the executive of the Trinidad and Tobago Unified Teachers' Association (TTUTA); representatives from The University of the West Indies (UWI), John S. Donaldson Technical Institute, San Fernando Technical Institute, Valsayn Teachers' College, and Caribbean Union College; parents; librarians; guidance counsellors; students; curriculum officers; and school supervisors. These consultations focussed on the philosophy, goals, and learning outcomes of education.

The result of these consultations was agreement on:

- the concept of a "core," that is, essential learning outcomes consisting of skills, knowledge, attitudes, and values that students must acquire at the end of five years of secondary schooling;
- the eight subjects to form the core;
- the desirable outcomes of secondary school education in Trinidad and Tobago.

The identification and articulation of a set of desirable outcomes and essential exit competencies to be possessed by all students on leaving school were identified. All learning opportunities, all teaching and learning strategies, and all instructional plans are to contribute to the realization of these outcomes and competencies. Several practising teachers from both the primary and secondary levels were identified and invited to form the curriculum writing team. The output of this phase included learning outcomes that

contribute to the fulfillment of the national outcomes; subject content; and teaching, learning, and assessment strategies to support the outcomes.

Following this step, 50 existing secondary schools were identified and invited to pilot the new curriculum. Teachers were drawn from these schools to participate in a training workshop.

## **Curriculum Underpinnings**

The national curriculum has been informed by a wealth of available curriculum theories and processes.

The major forces that influence and shape the organization and content of the curriculum include:

1. Educational philosophy and understandings about the nature of knowledge
2. Society and culture
3. The learner and learning process
4. Learning theories
5. The nature and structure of subject matter to be learned

Thus, these areas represent the foundation on which the national curriculum is built. The philosophical concerns and educational goals that shaped the curriculum also formed the basis for the dialogue with stakeholders in which the Curriculum Planning and Development Division engaged, with the aim of developing a coherent, culturally focussed, and dynamically evolving curriculum.

An internal analysis of the education system, together with research conducted in international forums, has shown that the curriculum is core to the development of innovative people. This curriculum is aimed at attaining six essential learning outcomes.

The six outcomes identified help to define universally accepted goals that have been developed and underscored by other educational jurisdictions and that have been agreed to be essential. The essential learning outcomes help to define standards of attainment for all secondary school students.

## **Education Policies That Impact on the Curriculum**

There are several Ministry of Education policies that impact on the national secondary curriculum, though some are still in the process of formalization. These include the National Model for Primary and Secondary Education in Trinidad and Tobago, the ICT policy, Standards for the Operation of Schools, and Quality Standards. Copies of these documents may be obtained from the Ministry offices or the website at [www.moe.gov.tt](http://www.moe.gov.tt).

Three other policies that have direct impact on the development and implementation of the curriculum are discussed in some detail below.

### **National Curriculum Policy**

A Draft National Curriculum Policy has been approved by Cabinet for consultation with stakeholders. The Policy statements are summarized as follows:

1. The curriculum must articulate with the goals of national development and be supportive of the aspirations of individuals and their personal development. It must provide opportunities for every student to be equipped with the knowledge, skills, attitudes, values, and dispositions necessary for functioning in an interactive, interdependent society.
2. The curriculum must be so managed as to ensure the provision of a quality curriculum experience for all students at all levels of the system.
3. At every level of the system, there must be equitable provision of requisite facilities, resources, services, and organizational structures that are conducive to and supportive of effective learning and teaching and healthy development.
4. Continuous quality management must support all curriculum and related activities at every level of the system.
5. Ongoing research and professional development activities must equip education practitioners for continued effective practice. Though the policy has not yet been formally issued, these statements are worthy of consideration at all stages of the curriculum cycle.

### **Inclusive Education Policy**

The Ministry of Education is committed to “support the delivery of inclusive education in all schools by providing support and services to all learners, and by taking appropriate steps to make education available, accessible, acceptable and adaptable to all learners.”

An inclusive curriculum is acknowledged to be the most important factor in achieving inclusive education. In planning and teaching the school curriculum, teachers are therefore required to give due regard to the following principles:

- The National Curriculum Guides set out what most students should be taught at lower secondary school but teachers should teach the required knowledge and skills in ways that suit students’ interests and abilities. This means exercising flexibility and drawing from curricula for earlier or later class levels to provide learning opportunities that allow students to make progress and experience success. The degrees of differentiation exercised will depend on the levels of student attainment.
- Varied approaches to teaching, learning, and assessment should be planned to allow all students to participate fully and effectively. Account should be taken of diverse cultures, beliefs, strengths, and interests that exist in any classroom and that influence the way students learn.
- Students with special needs should be given additional instructional support in negotiating the regular curriculum, not a different one. The guiding principle of equity is to supply students who need it with additional help to achieve set standards, but not to lower the standards.

- Continuous formative evaluation must be used to identify learning needs and to shape instruction, thus maximizing students' opportunities for achieving success. Assessment strategies must be appropriate to the way the curriculum is designed and delivered, as well as to each student's individual learning profile and stage of development.
- Suitable technology must be used in instruction to facilitate learning and enhance success.

### **ICT in the Curriculum**

The following statements are taken from the Ministry of Education's ICT in Education Policy (pp. 28–29). Curriculum Content and Learning Resources

- Curriculum and content must increasingly maximize the use of ICT.
- ICT must be integrated into the development and delivery of the curriculum.
- ICT integration and ICT competency measures across the curriculum shall be driven through the development and delivery of an ICT-infused curriculum.

## **Essential Learning Outcomes**

The learning outcomes which have been deemed essential are in the areas of:

- Aesthetic Expression
- Citizenship
- Communication
- Personal Development
- Problem Solving
- Technological Competence

The achievement of these essential learning outcomes by all students is the goal that every core curriculum subject must facilitate. The core curriculum subjects, their content, and the suggested teaching, learning, and assessment strategies are the means to fulfill this end. It is expected that by the end of the third year of secondary school, students' achievement in all six areas will result in a solid foundation of knowledge, skills, and attitudes that will constitute a platform for living in the Trinidad and Tobago society and making informed choices for further secondary education. The essential learning outcomes are described more fully below.

### **Aesthetic Expression**

Students recognize that the arts represent an important facet of their development, and they should respond positively to its various forms. They demonstrate visual acuity and aesthetic sensibilities and sensitivities in expressing themselves through the arts.

Students, for example:

- use various art forms as a means of formulating and expressing ideas, perceptions, and feelings;

- demonstrate understanding of the contribution of the arts to daily life, cultural identity, and diversity;
- demonstrate understanding of the economic role of the arts in the global village society;
- demonstrate understanding of the ideas, perceptions, and feelings of others as expressed in various art forms;
- demonstrate understanding of the significance of cultural resources, such as museums, theatres, galleries, and other expressions of the multicultural reality of society.

### **Citizenship**

Students situate themselves in a multicultural, multi-ethnic environment, and understand clearly the contribution they must make to social, cultural, economic, and environmental development in the local and global context.

Students, for example:

- demonstrate understanding of sustainable development and its implications for the environment locally and globally;
- demonstrate understanding of Trinidad and Tobago’s political, social, and economic systems in the global context;
- demonstrate understanding of the social, political, and economic forces that have shaped the past and present, and apply those understandings to the process of planning for the future;
- examine issues of human rights and recognize and react against forms of discrimination, violence, and anti-social behaviours;
- determine the principles and actions that characterize a just, peaceful, pluralistic, and democratic society, and act accordingly;
- demonstrate understanding of their own cultural heritage and cultural identity, and that of others, as well as the contribution of our many peoples and cultures to society.

### **Communication**

Students use their bodies, the symbols of the culture, language, tools, and various other media to demonstrate their deeper understandings of synergies inherent in the exchange of ideas and information, and thus to communicate more effectively.

Students, for example:

- explore, reflect on, and express their own ideas, learning, perceptions, and feelings;
- demonstrate understanding of facts and relationships presented through words, numbers, symbols, graphs, and charts;
- demonstrate sensitivity and empathy where necessary in communicating various kinds of emotions and information;
- present information and instructions clearly, logically, concisely, and accurately for a variety of audiences;
- interpret and evaluate data, and express their conclusions in everyday language;
- critically reflect on and interpret ideas presented through a variety of media.

### **Personal Development**

Students “grow from inside out,” continually enlarging their knowledge base, expanding their horizons, and challenging themselves in the pursuit of a healthy and productive life.

Students, for example:

- demonstrate preparedness for the transition to work and further learning;
- make appropriate decisions and take responsibility for those decisions;
- work and study purposefully, both independently and in cooperative groups;
- demonstrate an understanding of the relationship between health and lifestyle;
- discriminate among a wide variety of career opportunities;
- demonstrate coping, management, and interpersonal skills;
- display intellectual curiosity, an entrepreneurial spirit, and initiative;
- reflect critically on ethical and other issues;
- deal effectively with change and become agents for positive, effective change.

### **Problem Solving**

Students have a range of problem-solving strategies and apply them appropriately to situations they encounter. They demonstrate critical thinking and inquiry skills with which they process information to solve a wide variety of problems.

Students, for example:

- acquire, process, and interpret information critically to make informed decisions;
- use a variety of strategies and perspectives flexibly and creatively to solve problems;
- formulate tentative ideas, and question their own assumptions and those of others;
- solve problems individually and collaboratively;
- identify, describe, formulate, and reformulate problems;
- frame and test hypotheses;
- ask questions, observe relationships, make inferences, and draw conclusions;
- identify, describe, and interpret different points of view;
- distinguish facts from opinions.

### **Technological Competence**

Students are technologically literate, understand and use various technologies, and demonstrate an understanding of the role of technology in their lives, in society, and in the world at large.

Students, for example:

- locate, evaluate, adapt, create, and share information using a variety of sources and technologies;
- demonstrate understanding of existing and developing technologies and use them appropriately;
- demonstrate understanding of the impact of technology on society;
- demonstrate understanding of ethical issues related to the use of technology in local and global contexts.

## The Core Curriculum Subjects

The core curriculum subjects are those for which every student is required to demonstrate achievement of the stated outcomes in Forms 1–3. Additional subjects that contribute to students’ holistic development and further their interests and aspirations may also be offered thereafter.

A minimum time allocation is recommended for each core subject. The principal, as instructional leader of the school, will make the final decision as to time allocation, according to the needs of the students and the resources available at any given time.

The subjects and the recommended time allocations are as follows:

<b>Subject</b>	<b>No. of Periods</b>	<b>Subject</b>	<b>No. of Periods</b>
<b>English Language Arts</b>	6	<b>Mathematics</b>	5
<b>Science</b>	4	<b>Health and Physical Education</b>	2
<b>Spanish</b>	4	<b>Technology Education</b>	4
<b>Social Studies</b>	4	<b>Visual and Performing Arts</b>	4
<b>Health and Family Life Education</b>	2		

At the end of Form 3, students will be assessed for the National Certificate of Secondary Education (NCSE), Level I.

## Language Across the Curriculum

The development of language skills and the ability to understand and use language correctly, competently, and effectively is fundamental to the learning outcomes expressed in the national curriculum. Language is a uniquely human capacity. Three simultaneous uses of language for learning are envisaged as students experience the national curriculum: students will learn language, they will learn through language, and they will learn about language.

Language plays a major role in learning, which occurs when students use the major modes of language—listening, speaking, reading, and writing—to achieve various purposes, among them: to communicate with others; to express personal beliefs, feelings, ideas, and so on; for cognitive development in various subjects of the curriculum; and to explore and gain insight into and understanding of literature. Language is linked to the thinking process, and its use allows students to reflect on and clarify their own thought processes and, thus, their own learning.

The national curriculum is predicated on the assumption that since students’ language development takes place across the curriculum, the development process must be addressed in all subject areas. Students will develop and use patterns of language vital to understanding and expression in the different subjects that make up the curriculum. However, the student of Trinidad and Tobago functions in a bidialectal context, that is, the natural language of the student, the Creole, differs from the target language and language of instruction, Internationally Accepted English. The philosophical position taken in the national curriculum is that both languages are of equal value and worth, and both must be respected. Students use their own language as a tool for interpreting the content of the

curriculum and for mastering it. In addition, they must be taught to use the target language as effectively and effortlessly as they would their natural language. The exponential growth in information and the use of information and communication technologies provide opportunities for students to become critical users of information. Language development and use in this context is also addressed in all subject areas.

## Curriculum Implementation

Implementation of the curriculum is a dynamic process, requiring collaboration of the developers (curriculum teams) and users (teachers). In implementation, teachers are expected to use the formal curriculum, as described in the curriculum guides, to plan work and teach in a manner that accomplishes the objectives described. Teachers translate those objectives into units of study, determining the appropriate sequence and time allocation according to the learning needs of their students. The new Curriculum Guides provide sample teaching and assessment strategies, but it is also the role of the professional teacher to select and use sound teaching practices, continually assessing student learning, and systematically providing feedback to curriculum teams for use in revising and improving the guides.

A curriculum development system provides support for the tasks of curriculum implementation. The system advocated by the Ministry of Education involves stakeholders, specialist curriculum officers, principals, heads of departments, and teachers, each with specific roles and responsibilities. Some of these are outlined in the table below.

<b>System Component</b>	<b>Members Role</b>
National Curriculum Advisory Council/ Committee Stakeholders Curriculum Planning and Development Division(Head Office and District-based curriculum officers.	Advise on curriculum policy, goals, and standards Plan and develop curriculum Provide leadership in identifying curriculum goals and determining the process for development of curriculum materials Lead writing teams (which include teachers). <ul style="list-style-type: none"> <li>• Monitor implementation.</li> <li>• Provide teacher support.</li> <li>• Facilitate teacher professional development for curriculum implementation</li> <li>• Advise on processes and materials for effective implementation and student assessment</li> <li>• Evaluate curriculum</li> </ul>
School Curriculum Council, Principal/Vice Principal and Heads of Departments.	<ul style="list-style-type: none"> <li>• Make major decisions concerning the school curriculum, such as assigning resources</li> <li>• Provide guidelines for Instructional Planning Teams</li> </ul>
Instructional Planning Teams/School Instructional Committees Teachers	<ul style="list-style-type: none"> <li>• Cooperate on tasks necessary for effective implementation, such as: yearly work plans, units of study, development of materials to individualize the curriculum, identification and development of learning materials, student assessment and evaluation.</li> </ul>



## **Curriculum Implementation at School Level**

The “School Curriculum” refers to all the learning and other experiences that the school plans for its students. It includes the formal or written curriculum, as well as the informal curriculum, which is comprised of other developmental opportunities provided by the school, such as those offered by student clubs, societies and committees, and sporting organizations (e.g., cricket team, debating society, Guides, Cadets).

The School Curriculum Council develops a School Curriculum that must be in alignment with the National Curriculum. The School Curriculum Council usually consists of the Principal and/or Vice Principal and Heads of Department. The duties of the Council include the development of school culture, goals, vision, and curriculum in alignment with the national curriculum and culture. It also provides support for curriculum work and performs evaluation functions. In providing support for curriculum work, the Council may, for instance:

- encourage teachers to identify challenges and try new ideas;
- develop timetables to allow for development of curriculum materials, for example, year plans, units, instructional materials;
- ensure availability of learning materials;
- provide instructional leadership;
- ensure that appropriate strategies are formulated to promote student success.

In performing evaluation functions, the Council:

- monitors the curriculum (using, for example, observation, test scores, student books, formal and informal discussions with different stakeholders);
- assesses the hidden curriculum (including discipline policies, fund allocation, physical environment);
- evaluates the school programme of studies.

The roles of instructional teams and the individual teachers are described in the following tables:

### **Roles of School Instructional Committees**

Develop/Revise/Evaluate work programmes

Determine resource needs

Identify/Develop instructional materials

Conduct classroom action research

Integrate and align curriculum

Identify and develop appropriate assessment practices

Develop reporting instruments and procedures (student and teacher performance)

Keep records

## **Roles of Individual Teachers**

Develop/Revise instructional programme  
Individualize curriculum to suit students' needs and interests  
Develop/Evaluate/Revise unit plans  
Develop/Select appropriate learning materials  
Select appropriate teaching strategies to facilitate student success  
Integrate the curriculum as far as possible, and where appropriate  
Select appropriate assessment strategies  
Monitor/Assess student learning and keep records  
Evaluate student performance  
Evaluate classroom programmes  
Conduct action research  
Collaborate with colleagues

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## **Part 2**

# **The Health and Family Life Education Curriculum**

## **Vision Statement.**

Health and Family Life Education educators envisage a curriculum that will provide optimal modern, educational, research based opportunities to students enabling them to develop positive lifeskills abilities so as to fit seamlessly into the social fabric as positively contributing adults to social development. The programme in schools will be implemented by teachers, in partnership with parents and health and community professionals to provide culturally relevant, gender sensitive and high quality experiences in the home, school and community. It will empower young people to take charge of their health, make life sustaining choices, and become productive contributing citizens, through the creation of a supportive, health promoting environment and the implementation of a comprehensive, lifeskills based Health and Family Life Education aimed at supporting the total development of children and youth.

The programme will support the development of a knowledgeable, caring, and responsible society. Students who have been exposed to this curriculum will demonstrate fundamental human values, show respect and appreciation for other cultures, and live harmoniously in a culturally diverse society such as ours.

The Health and Family Life Education programme will also encourage students to become lifelong learners who have a strong work ethic, who are willing to accept new challenges, and who are capable of devising creative solutions to challenges they encounter in their personal lives and in their society.

## **Nature and Scope of HFLE.**

Health and Family Life Education is a continuous process aimed at ensuring individuals, through guided learning experiences, acquire attitudes, knowledge, skills and values which would empower them to develop healthy lifestyles and make choices and decisions that would impact positively upon themselves, their homes and their communities.

The most striking feature of Health and Family Life Education is that it is designed to promote psychosocial competence. This is a person's ability to deal effectively with the demands and challenges of everyday life. It is basically a person's ability to maintain a state of mental well-being and to demonstrate this in adaptive and positive behaviours, while interacting with others, one's culture and one's environment. HFLE promotes psychosocial competence in children and youth, by teaching them lifeskills which are abilities for adaptive and positive behaviour. Lifeskills which are taught through HFLE include the following:

- Decision-making.
- Conflict Resolution.
- Effective Communication.
- Creative Thinking.
- Empathising.
- Interpersonal Relationship Skills.

- Managing Stress.
- Self Awareness / Self Esteem.
- Managing Emotions.
- Critical Thinking.

## **Philosophy of Health and Family Life Education**

The designers of this curriculum believe that education in Health and Family Life Education must help to develop socially, physically, and emotionally well-adjusted young persons who can interrelate effectively with each other and the physical environment and contribute to peace, harmony, and cohesion in the society.

## **Goals of the Health and Family Life Education Programme**

The Health and Family Life Education programme consists of a number of selected topics or units organized within the basic structural framework of the secondary school system. The first organizational parameter has been defined by the number of years of study. Health and Family Life Education for Forms 1, 2, and 3 thus represents a unified conceptual framework or programme. Additionally, each year has been broken down into three teaching terms, and each term has been identified with modules or unit specifications that help to organize the content.

The secondary education Health and Family Life Education programme has been developed within the framework of the national philosophy and aims of education. The following goals of the Health and Family Life Education curriculum are consistent with and part of those statements and beliefs about education. This programme has also been designed to articulate with the primary education Health and Family Life Education programme, and the intended learning outcomes are expressly stated to facilitate the development of new and broader skills, knowledge, and attitudes.

The secondary Health and Family Life Education programme is designed to enable students to:

1. develop skills of lifelong learning and knowledge acquisition that are both socially acceptable and economically efficient;
2. understand themselves as social beings in relationships with others such as family members, the community, the nation, the state, the Caribbean region, and other parts of the world;
3. understand and manifest a practical awareness of their role in the family, and make positive attempts to become more productive, honest, loyal, and contributing citizens of Trinidad and Tobago;
4. critically evaluate current societal attitudes, trends, and values, and seek equitable solutions to problems;
5. develop value systems that are logical and morally acceptable;

6. gain knowledge and understanding of the human and physical environment, particularly of the Caribbean;
7. understand how environmental factors interrelate to influence the activities of human beings, and how such activities in turn affect and change the physical environment;
8. evaluate the actions of human beings, and assess the relative merits and problems of any particular forms of social transformation, as well as the environmental consequences of these activities;
9. respect and be tolerant of the views, beliefs, and ways of life of other peoples, and develop an appreciation for the culture of others in our diverse society;
10. develop willingness to express a point of view on matters of concern—whether personal, local, national, regional, or global—in a positive, knowledgeable, and candid way, while respecting the views of others;
11. develop skills in the collection, collation, and positive and productive use of information.

## **The Essential Learning Outcomes**

The six learning outcomes that have been designated essential for all students who have been exposed to the national curriculum are:

- Aesthetic Expression
- Citizenship
- Communication
- Personal Development
- Problem Solving
- Technological Competence

The indicators that these outcomes have been achieved are described in more detail in Part 1 of this curriculum guide. The achievement of these essential learning outcomes by all students is the goal that every core curriculum subject must facilitate. The core curriculum subjects; their content; and the teaching, learning, and assessment strategies proposed are the means to fulfill this end. The Health and Family Life Education curriculum has been designed to ensure that students are given every opportunity to achieve these six learning outcomes as they negotiate the curriculum content, and as they are exposed to suggested learning experiences. It is expected that by the end of the third year of secondary school, students' development in all six areas across the core subjects of the national curriculum will provide a solid foundation of knowledge, skills, and attitudes, which will constitute the base of a platform for living in the Trinidad and Tobago society and for making informed choices for further education.

## **Rationale for Teaching and Learning Health and Family Life Education**

Education must afford every child the opportunity for self-actualization and for the realization of their dreams. Health and Family Life Education is to be one of the core subjects built into the revised and modernized secondary curriculum in Trinidad and Tobago, and facilitates the realization of particular dreams. The purpose of this quality, student-centred Health and Family Life Education programme is to provide all students with experiences and learning opportunities that will assist in the development of significant knowledge, concepts, skills, attitudes, and values relevant to success in the 21st century.

As part of the core curriculum, Health and Family Life Education, along with every other subject, has the responsibility to provide positive learning opportunities through which all students can experience success and develop the necessary knowledge, concepts, skills, attitudes, and values that have been identified as essential characteristics of individuals who will become caring citizens, and efficient economic members of a technologically literate, socially and politically sophisticated, and moral community. Health and Family Life Education is an ideal subject for achieving these intended learning outcomes.

Thus, Health and Family Life Education has an important mandate. The revised curriculum has been designed with these essential outcomes in mind.

Health and Family Life Education education expressly:

- helps students to function as effective, caring, and responsible citizens of the local, national, and global communities, by imparting moral values and life skills;
- facilitates the development of critical thinking, problem-solving, and decision making skills, utilizing specially designed teaching and learning activities that require students to locate accurate, relevant information and to apply appropriate analytical tools;
- facilitates the introduction and development of appropriate technological competencies necessary for success in the information age, through the use of technological devices in the delivery of instruction;
- provides a good vehicle for developing citizenship and appropriate family lifestyles and values education.

A primary purpose of Health and Family Life Education is to enable students to function comfortably in today's society.

## **Intended Learning Outcomes of the Lower Secondary Health and Family Life Education Programme**

The intended outcomes of the Health and Family Life Education programme for secondary schools are derived from the national philosophy and aims of education and the previously stated vision of the Health and Family Life Education programme.

By the time they complete the Health and Family Life Education programme in Form 3, students should have acquired identified types of knowledge, conceptual understanding, skills, attitudes, and values. These are described in more detail in the pages that follow.

### **Knowledge and Concept Outcomes**

While the curriculum is skills driven, students must acquire relevant knowledge and concepts in order to practise these skills effectively. Such knowledge and concepts therefore provide the medium through which all Health and Family Life Education skills are taught.

Specifically, at the end of the Health and Family Life Education programme students will be able to:

1. explain, describe, and demonstrate an appreciation of the diversity of ethnic, religious, and social structures and the culture of Trinidad and Tobago;
2. demonstrate an understanding and appreciation of the effect of change on individuals, institutions, and society, and become agents for positive change within the 21<sup>st</sup> century interconnected global village;
3. develop and use basic concepts that relate to human relationships, and to socially acceptable moral values such as honesty; respect for the property, opinion, and lives of others; loyalty; and appreciation of differences within the community;
4. demonstrate an understanding of concepts such as civilization, family, religion, government, social organization, peace and conflict, conflict resolution, change, culture, cooperation, , freedom, and so on.

### **Skill Outcomes**

In planning critical learning experiences, teachers should encourage and challenge students with a full range of questions and activities, so as to facilitate the development of the following cognitive skills:

- comprehension
- analysis
- application
- synthesis
- evaluation

Students must also be provided with opportunities to acquire and practise the fundamental skills of critical and analytical thinking, problem solving, and decision making. More specifically, students need to develop enquiry and research skills, communication skills, information processing skills, emotional coping skills and social and interpersonal skills.

#### ***A. Enquiry and Research Skills***

Through the Health and Family Life Education programme, students will develop the ability to:

1. locate appropriate data and use such data to support problem solving and decision making;
2. identify, gather, collate, sort, and process information;
3. read forms of data presentation to make informed decisions, analyse various forms of information, and determine relationships among different kinds of data;
4. observe, interpret, and record data, and conduct analysis to interpret such information;



5. compile a variety of information (evidence and data) into an effective research report that uses evidence to empirically sustain a point of view.

### ***B. Communication Skills***

The development of communication skills represents one of the major intended learning outcomes of the entire core curriculum for secondary schools. In Health and Family Life Education, therefore, development of effective communication skills for the 21st century is a significant component of the curriculum design.

Through the Health and Family Life Education programme, students will develop the ability to:

1. listen effectively to understand the views of others and synthesize relevant information and ideas;
2. observe and report accurately on such observations;
3. articulate ideas in a positive, respectful, thoughtful, and knowledgeable manner;
4. read and interpret a variety of texts, and summarize the essential content of such texts;
5. inform others of the sources of information they have obtained;
6. search for, record, and later retrieve information from texts in libraries and on the Internet;
7. write clearly, appropriately, and effectively, and edit their own work and the work of others to improve clarity of communication;
8. use various technologies to present information in a clear, graphic, illustrative manner;
9. design different forms of presentation, using appropriate communication media and expression, in order to provide effective reports and solutions, and to share information.

### ***C. Information Processing Skills***

An increasing volume of information is being generated in the 21st century; therefore, the ability to process and manage this information using technology is absolutely necessary.

The processing skills requirement has been carefully considered in the design of the Health and Family Life Education programme, and students will be provided with opportunities to practise and develop these essential skills.

Through the Health and Family Life Education programme, students will develop the ability to:

1. interpret a wide variety of data, including texts, charts, diagrams, graphs, tables, pictures, films, and so on;
2. weigh evidence and determine its relevance and suitability;
3. make judgments about bias and prejudice in a variety of data forms;
4. make inferences from evidence, ask questions, discuss issues, and resolve evidentiary disputes or differences;
5. classify and compare, analyse, synthesize, and make generalizations;
6. predict outcomes and suggest solutions to problems;
7. draw conclusions and construct hypotheses based upon appropriately selected evidence.

#### ***D. Social and Interpersonal Skills***

Education must provide opportunities for all students to develop the social and interpersonal skills necessary for survival in the 21st century globally interdependent village. Health and Family Life Education must provide learning experiences that facilitate the acquisition of a variety of such skills for every student.

Through the Health and Family Life Education programme, students will develop the ability to:

1. act appropriately in a variety of social settings;
2. express their own opinions with clarity and confidence, and listen attentively to the opinions of others;
3. offer and evaluate informed opinions;
4. respect differences of opinion, and express disagreement politely and respectfully;
5. work in teams and foster a climate of shared goals;
6. work cooperatively to find and share information, and solve problems;
7. behave in an honest, civil, and responsible manner and participate meaningfully in a democratic society;
8. establish a positive, cooperative, and supportive set of interpersonal relationships for dealing with change;
9. act responsibly and accept responsibility.

#### ***E. Emotional Coping Skills***

Emotional needs underlie all human activities. Problems arise when the emotional needs of the individual are not met and satisfied. Health and Family Life Education is designed to assist students to create within themselves a 'locus of emotional control', thereby empowering them to manage their emotional response to evolving situations.

Through Health and Family Life Education, students will develop the ability to:

1. manage and control their feelings.
2. manage and control stress.
3. channel emotional energy into positive developmental activities.
4. motivate themselves.
5. understand and empathise with those who lose control of their emotions.
6. accept their emotional response to evolving situations.

#### **Attitudes and Values Outcomes**

Education, in general, must include learning opportunities that enable all young people to develop positive, socially acceptable attitudes and values. Historically, formal education has overly concentrated on the knowledge component to the virtual exclusion of values and attitudes. However, the modernized secondary education Health and Family Life Education programme also considers attitudes and values as significant outcomes.

Through the Health and Family Life Education programme, students will develop the ability to:

1. empathize with the values and perspectives that guide the behaviour of people from different cultures;
2. value the contributions made by all cultures to the advancement of society and the human experience;
3. respect, and act to preserve, the fundamental principles and ideals of a democratic society;
4. defend human rights;
5. respect, and act to preserve, human dignity, liberty, justice, and equality;
6. show pride in themselves, and respect for their community, their nation, and their region;
7. value community living and recognize their place and role in the advancement of the human experience;
8. work effectively, alone or in groups, with peers or with elders, to meet targets and deadlines, and to ensure that outcomes are consistent with the standards and expectations of excellence;
9. demonstrate a positive attitude to work and production;
10. cooperate to seek solutions to a range of issues and challenges;
11. reflect on their own personal moral code and act appropriately;
12. demonstrate a love for learning and curiosity about the world;
13. demonstrate caring, honesty, and self-worth;
14. demonstrate a positive attitude toward leisure;
15. use time productively and responsibly.

Teachers will use the above statements of intended learning outcomes within the Health and Family Life Education programme to formulate even more specific objectives as they design and plan individual units and lessons.

## **Curriculum Content**

**Prior to beginning to work with the students assigned, the conscientious Health and Family Life Education teacher would perform the following tasks:-**

- Create simple pre-cycle baseline instruments to measure - Attitudes, content information, lifeskills development of the students at the beginning of the class.
- Collect simple family / friends information to get to know the students.
- Maintain a positive attitude and speak only positives to students.
- Create a teacher centred ‘tracking’ portfolio.

**During the first week:-**

- Teach students to write a portfolio – in which they would include amongst other items – personal statements, autobiographical information, vision and mission and skills developed, a reflective summary and a table of contents.
- Begin to implement the HFLE Curriculum
  - Facilitate trainees’ performance tasks.
  - Reflections
  - Checklists.
  - Portfolio entries
    - Arrange and agree to method(s) of assessing the above.

**During the course of the term:-**

- Create and use a tutor curriculum plan to record the instructions given to students and note their self assessments.
- Create and use a teacher self-assessment plan after each unit as a part of the teacher’s journal / portfolio.
- Record after each unit in a tutor evaluation form – write short notes on methods, activity and both personal and student attitudinal changes and goings-on.
- Create and use an observation checklist for excellence in lesson delivery – allow another teacher to observe the lesson using the list. Discuss the results with the observer.
- Create and use a post-cycle instrument for evaluating student development.

# **Theme: Self and Interpersonal Relationships**

## **Form 1 — Term 1**

### **Content Standard**

Students will gain the knowledge necessary to understand and accept themselves as unique individuals within the social environment, become aware of the changes and challenges faced by individuals as they go through life, and acquire the positive life skills necessary for being good citizens.

This unit is intended to assist students in understanding themselves as individuals. It also explores the various changes they experience as they mature.

### **Performance Standards**

Using the knowledge gained from the content used, students will demonstrate improved abilities to manipulate their environment so as to improve their ability to fit seamlessly into the social environment when they graduate from school. They shall demonstrate this ability by:

- i. Discovering, understanding and articulating to others their image of self.
- ii. Developing positive relationships.
- iii. Demonstrating respect for self and others.
- iv. Showing concern for the safety of self and others.
- v. Applying non-violent solutions to conflict situations.
- vi. Demonstrating coping ability to deal with criticism.
- vii. Demonstrating practical, non-confrontational ways of saying “NO”
- viii. Understanding the need to set personal boundaries.
- ix. Demonstrating safe ways of using communication technology.
- x. Recognising that all choices have consequences – both intended and unintended.
- xi. Clarifying personal values.
- xii. Developing socially acceptable personal values.
- xiii. Understanding the methods used by an individual to defend one’s ego.
- xiv. Comparing, contrasting and using a variety of financial life skills.
- xv. Demonstrating an understanding of the value of family members.
- xvi. Appreciating the contribution of the family, school and society to their personal development.

- xvii. Identifying and examining various roles and responsibilities.
- xviii. Discovering and articulating the characteristics of effective leaders.
- xix. Emulating the attitudes and behaviours of effective leaders.
- xx. Examining available career choices.
- xxi. Developing and practicing employability skills.

# Self and Interpersonal Relationships

## Form One Term One

<b>Theme:</b> Self and Interpersonal Relationships								
<b>Topic:</b> SELF IMAGE AND SELF IMPROVEMENT								
<b>Sub-topic:</b> Exploring Dimensions of Self / Learning to Manage Emotions / The Communication Process.								
<b>Content</b>		<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> Students will:	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<b>Introduction to Health and Family Life.</b>	<b>Welcome to Health and Family Life Education</b>	Effective communication  Negotiation / Refusal  Assertiveness,  Problem solving,  Understanding consequences,  Decision making  Critical thinking,  Creative thinking  Self-motivation.  Managing stress,	Exchanging stories.  Role playing  Establishing class/group rules for interactions during sessions.  Drama / Role Play  Class discussions  Brainstorming  Group Work.  Lecture  Resource Person	Video clips.  Personal Stories.  Newspaper / Magazine articles.  DVD clip highlighting the risk activities of young people.  Scenarios/stories.  Personality Charts.  Posters  Photographs.  Films on	Analysis  Respect.  Self acceptance.  Self-awareness,  Ethics	Share their expectations of HFLE after being introduced to the <b>purpose and process</b> of the programme of work.  Understand the concept “life skills” as it relates to Health and Family Life.  Learn what self-image is, how it is formed, how it relates	Observation of individual interaction in the classroom  Competitive game to determine which group best understands Life skills as a problem solving tool in HFLE.  Write a reflective statement about HFLE to be placed in the portfolio.  Create a logo, T-shirt design that illustrates	Explain to family, friends and other members of the community the role and functions of the Health and Family Life Education curriculum.  Talk with friends and peers encouraging them to
	<b>Knowing myself vs. How others perceive me</b>							



<p><b>Self esteem and body image.</b></p>	<p>teachers, community) see me?</p> <p>Definition of self esteem:</p> <p>Belief and pride in oneself.</p> <p><b>Types of self-esteem</b></p> <p>a. High Self Esteem</p> <p>b. Low self esteem.</p> <p><b>Factors that influence self-esteem</b></p> <ul style="list-style-type: none"> <li>- tradition, socioeconomic and cultural background of an individual</li> <li>- family</li> <li>- mass media, peers</li> <li>- individual behaviours like recognizing achievement, accepting or rejecting changes in responsibilities etc.</li> </ul> <p>Effects of high and low self-esteem</p> <p><b>Body Image</b></p> <p>Definition of body image.</p> <p>Determinants of body image; heredity, health habits, environment, family attitude, peers attitude, education, media.</p> <p>Unrealistic portrayal in advertisement of people in the media as people being powerful, beautiful and perfect.</p>	<p>Managing feelings,</p> <p>Self-management</p> <p>Empathy</p> <p>Self awareness</p> <p>Self acceptance</p> <p>Tolerance.</p>	<p>Simulation.</p>	<p>communication</p> <p>Pictures on communication showing non verbal language.</p> <p>Scenarios illustrating different types of communication.</p> <p>Entry level job advertisements.</p>		<p>to behaviour, and how it may be improved.</p> <p>Define the term self-esteem.”</p> <p>Describe the link between self-esteem, assertive behaviour, and good decision-making.</p> <p>List qualities that they most admire about themselves.</p> <p>List areas in which they would like to improve.</p> <p>Define body image and identify factors which determine our body image.</p> <p>Discuss the misconceptions about beauty as presented in the media.</p>	<p>individual strengths and skills.</p> <p>Create character sketches of self as you see it ‘now’ and in the ‘future’, then compare</p> <p>Develop a collage or large poster with pictures or words that show all the influences on their image especially focused on their body</p>	<p>be the best that they can be.</p> <p>Discuss with family and friends the role of the mass media in influencing an individual’s self-esteem.</p> <p>Discuss with family and friends the role of the mass media in influencing an individual’s desire for a particular body image.</p>
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<p><b>Identifying Skills</b></p>	<p><i>Characteristics that determine individual uniqueness</i> – sizes, weight, height, shapes, complexion intelligence, heredity etc</p> <p><i>Basic social skills</i> students need in order to develop successful interpersonal relationships.</p> <p>Identifying already developed career skills.</p>				<p>Explain characteristics that determine individual uniqueness.</p> <p>Demonstrate an increased awareness of the physical self.</p> <p>Identify how the media influence our self image and behaviour.</p> <p>Establish the connection between body image and self-esteem.</p> <p>Recognize, articulate and improve already developed life skills {social and career}.</p> <p>Brainstorm and prioritize tasks and activities related to school and personal life.</p> <p>Predict and overcome obstacles to completion of tasks.</p> <p>Appreciate the need to develop and improve skills that make an accomplishment possible.</p> <p>Adjust for distractions and</p>	<p>Journal entry.</p> <p>Draw a picture of self or write a story displaying uniqueness in body shape, colour, and height.</p> <p>Create an auto-biographic letter to self, enumerating identified skills for a future job.</p> <p>Competition to display T-shirt designs or logos highlighting skills.</p> <p>Imagine that a new company is recruiting teenagers for jobs. The company wants to keep its business a secret from its competitors. Teens are asked to show up with</p>	
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<p><b>Positive Relationships</b></p>	<p><i>Responsibilities of the members of the family.</i></p> <p><i>Factors that enhance good family relationships.</i></p> <ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Encouragement of positive values</li> <li>- Respect for individual rights</li> <li>- Respect for the rights of the child</li> <li>- Good conflict resolution strategies</li> <li>- Involvement of the child in decision making</li> <li>- Love and care for each other</li> <li>- Honesty</li> <li>- Commitment and hard work.</li> </ul> <p><i>Determinants of choosing a friend.</i></p> <ul style="list-style-type: none"> <li>- Similarity of values and interests, background, age, gender etc.</li> </ul> <p><i>Types of friendship</i></p>					<p>unforeseen events.</p> <p>Determine the nature of relationships in families.</p> <p>Encourage the communication between teens and parents.</p> <p>Discuss the responsibilities of members of the family and the rights of the child</p> <p>Identify changes that may affect the family and the feelings these changes may cause.</p> <p>Discuss the factors that enhance good family relationships.</p> <p>Identify the qualities of a good friend.</p> <p>Explore the limits of friendship.</p> <p>Describe what determines choice of friends and types of</p>	<p>a list of skills they can bring to the company.</p> <p>Create artefacts to be placed in Portfolio.</p> <p>Portfolio assignment.</p> <p>Create Posters of family members doing work of various kinds.</p> <p>List and explain any five changes that can affect the family.</p> <p>Write an essay on factors that enhance good family relationships.</p> <p>Write a poem/essay on "my friend" expressing what is liked about the friend.</p> <p>Write one advertisement</p>	
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<p><b>Setting the Scene: The Communication Process</b></p>	<p>-friendship between people of opposite sex, among the same sex</p> <p><b>Reasons for terminating a friendship</b></p> <p>e.g. (incompatibility, backbiting, breaking of confidence, bullying, trying to make you do something you don't want to do e.g. smoking, suddenly ignores you, ganging up against you etc.</p> <p>Communication without listening (without receiving or verifying).</p> <p>Introduction of communication process. Sender, receiver, message.</p> <p>Goals of communication</p> <p>The Gift of Listening – the importance of affirming the sender.</p> <p>The role of the media: positive and negative influences.</p> <p><b>Communication barriers:</b></p> <p>a. sender barrier (e.g. manner of speech, speed in speech,</p>					<p>friendships.</p> <p>Enumerate reasons for terminating friendships.</p> <p>Understand the importance of sending clear, accurate messages.</p> <p>Learn what body language is (non-verbal communication) and how to use it</p> <p>Demonstrate the importance of being a good listener and learn the skills needed to listen well.</p> <p>Use strategies to reduce barriers in communication</p>	<p>for the characteristics or qualities of the person he / she would like to have as a friend.</p> <p>Write a second advertisement that expresses the qualities he / she has to offer a friendship.</p> <p>In groups write and perform a skit depicting understandings of cases where friendships are terminated.</p> <p>Identify the communication loop.</p> <p>List the barriers to effective communication.</p> <p>Discuss the effects of negative and positive messages.</p>	<p>Work with all to improve communication between and amongst individuals and groups.</p>
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	<p>complexity of message).</p> <p>b. Listener/receiver barrier (e.g. poor listening skills, impatience, inattentiveness, interruption of speech, inappropriate expression, changing the topic, manner of speech, restlessness</p> <p>c. Other barriers:</p> <ul style="list-style-type: none"> <li>- Socio-economic and cultural background</li> <li>- Attitude towards the audience</li> <li>- Knowledge/facts about Issues being discussed</li> <li>- Feedback (poor feedback, lack of feedback).</li> <li>- physical disability (deafness, blindness, speech defects)</li> <li>- language etc.</li> </ul> <p>Importance of verification.</p> <p>Finding alternatives through verification</p>							
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	<p>tangible and intangible.</p> <p>-Determining behaviours that will allow expression of these values.</p> <p>-Becoming conscious of values when making decisions and when considering whether behaviours are appropriate or inappropriate.</p>	<p>Self awareness</p> <p>Self acceptance</p> <p>Tolerance.</p>				<p>they wish to develop in themselves.</p> <p>Clarify the values they hold dear and make decisions consonant with their personal value systems.</p>	<p>how parents may feel about this.</p> <p>Suggest what types of influences may keep children from having exactly the same beliefs their parents do and how can this cause conflict.</p>	
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	<p><b>Our values, our decisions</b></p> <p>Introduction to Decision Making:          -decision analysis -3 Cs of effective decision- making (Clarify, Consider, Choose)</p> <p>-resisting group pressure.</p>					<p>Identify and apply the steps of decision making.</p> <p>Demonstrate self awareness through the ability to identify choices or options when making decisions and assess the advantages and disadvantages of these</p> <p>Demonstrate the knowledge of how decisions are related to personal values.</p>	<p><b>PORTFOLIO ACTIVITY:</b>          Illustrated list of five most important values in order of priority.</p> <p>Circles of options chosen in Values Auction and reflections on these.</p> <p>Create a formula or steps to effective decision making and place in portfolios.</p> <p><b>Portfolio Assignment:</b> Write a Calypso, song, rap about decision making from the perspective of an adolescent.</p> <p><b>Journal assignment:</b>          Brainstorm decisions past and present which are affecting student's life. Make the following three lists:</p> <p>Decisions that have been made for me (past)          Decisions I have made for myself (now)          Decisions I will have to make in the future.</p> <p>Students are encouraged to write</p>	<p>Be selective in the type of music, TV shows, books, newspapers they purchase/listen to/read.</p> <p>Perform the calypso, song, rap for their peers.</p>
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<p><b>Decision Making</b></p>	<p><b>Values and behaviours</b></p> <ul style="list-style-type: none"> <li>-People who feel strongly act because of their values. - Inconsistencies between values and behaviour.</li> <li>-Key points in the relationship between values and behaviour.</li> </ul> <p><b>What's important to me? (values and qualities)</b></p> <ul style="list-style-type: none"> <li>-Self assessment - values, behaviour,</li> <li>-Self assessment - qualities</li> </ul> <p><b>Leadership and Values</b></p> <ul style="list-style-type: none"> <li>-Roles, responsibilities and concerns of leaders</li> <li>-Relationship between leadership, values, decision</li> </ul>					<p>Acknowledge and accept the realities of diversity.</p> <p>Build skills in identifying personal values and ranking them.</p> <p>Examine the relationship between values and behaviour.</p> <p>Clarify personal values and acknowledge how these are reflected in personal characteristics / qualities.</p> <p>Identify qualities of leadership and examine relationship between values and leadership.</p>	<p>down all kinds of decisions regardless of how large or small. After making these lists, students are to write about all these decisions and how they have affected or are affecting their lives.</p> <p>Write a small essay on the advantages of making rational decisions.</p> <p>Create a Personal Development Plan to include values selected to be demonstrated that week/s.</p> <p><b>Portfolio Assignment:</b> Prepare a speech (of a specified length) on the effects of the media on the values,</p>	<p>Influence and encourage others to adopt and practise a positive value system.</p> <p>Deliver the prepared speech to peers.</p>
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	<p>making and behaviour.</p> <p>-Qualities of a good leader.</p> <p>-Relationship between values and leadership.</p> <p><b>Technology and values:</b></p> <p>Influence of exposure to the media, popular culture, various forms of entertainment, and information on values, beliefs and actions.</p> <p><b>The three C's to Good Decision Making</b> (Revision of previous topic).</p> <p><b>Practising Making Decisions:</b></p> <p>Improving decision-making skills.</p> <p>a) Check feelings, values and goals.</p> <p>b) Ask adults and trusted, experienced people for advice</p> <p>c) Gather lots of information</p>					<p>Identify some of the false messages the media portrays about humanity.</p> <p>Explain influences of the mass media on values and attitudes</p> <p>Identify various ways of making decisions and examine their results.</p> <p>Apply effective decision-making skills to decisions facing adolescents (E.g. Sexual decisions, decisions about Alcohol and Drug Abuse).</p>	<p>beliefs and actions of young people.</p> <p>Identify three influences (positive or negative) that the media may have on a person's values / beliefs.</p> <p>Enumerate five different types of humanity expressions portrayed by the media.</p>	<p>Work with others to encourage acceptable standards of reporting in the local media.</p> <p>Carefully consider the impact of their decision on their social and physical environments.</p>
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<p><b>Setting the Stage for Problem Solving</b></p> <p><b>Problem Solving</b></p>	<p>d) Evaluate the information collected</p> <p>e) Reevaluate the procedure</p> <p>f) Make decision for self</p> <p>g) Practice.</p> <p><b>Predicting Consequences.</b></p> <p><b>Applying effective Decision making:</b> Weighing the alternatives.</p> <p>Resisting influences/following through with decisions</p> <p><b>Seven-Step Problem Solving Formula:</b></p> <ol style="list-style-type: none"> <li>1. Identify Needs</li> <li>2. Define the problem</li> <li>3. Brainstorm lots of solutions</li> <li>4. Evaluate the solutions</li> <li>5. Decide on the best solution</li> <li>6. Check to see how the solution is working.</li> <li>7. Refine the solution.</li> </ol> <p>Practice problem solving</p> <p>Assessing solutions</p> <p>Alternate solutions</p> <p>Problems commonly faced by young people in Trinidad and Tobago.</p>					<p>Learn about effective decision-making and consequences of choices.</p> <p>Practice making difficult decisions.</p> <p>Practice predicting the consequences of various decisions and how they might affect future life plans.</p> <p>Practise resisting influences and following through with decisions.</p> <p>Identify multiple solutions in problem situations.</p> <p>Apply the problem solving process to common problems among young people.</p> <p>Assess decisions that have been made and find alternatives if necessary.</p> <p>Understand the effects of decisions on self and others</p> <p>Recognise that</p>		<p>Work with others in the community to find acceptable solutions to common problems within the local community.</p>
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<p><b>Building Competency in Problem Solving and Dealing with Conflict</b></p>	<p>Assessing decisions that have been made in finding solutions to problems.</p> <p>Effect of decisions on self and others.</p> <p>What is conflict</p> <p>Positive and negative aspects of conflict</p> <p>Types and levels of conflict</p> <p>Common causes of conflict</p> <p>Elements of conflict within our control</p> <p>Power and conflict</p> <p>Gender and conflict</p> <p>Preparation for conflict</p> <p>Responding to conflict</p> <p>Strategies to deal with conflict</p> <p>Negotiation</p> <p>Possible negative outcomes</p> <p>Recovery from conflict</p> <p><b>Negotiation:</b></p> <p>Five steps to successful negotiation:</p> <p>(a) Planning – thinking of what needs to be said and done, and what the other person might say/do;</p>					<p>solutions to problems aren't always ideal.</p> <p>Identify different types and levels of conflict.</p> <p>Identify different ways of dealing with conflict and the possible outcomes from these, both good and bad.</p> <p>Demonstrate problem solving and decision making skills related to conflict situations.</p>		<p>Encourage others in a conflict situation to adopt negotiation strategies rather than descend into unacceptable physical behaviour.</p>
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	<p>(b) Stating clearly what was important to the speaker and finding the other person's point of view;</p> <p>(c) Finding something both parties agreed on and looking for solutions to suit them both;</p> <p>(d) Compromising – both parties meeting halfway;</p> <p>(e) Restating the agreement – everyone was clear on the final outcome.</p>							
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# Self and Interpersonal Relationships

Form One Term Three

<b>Theme: Self and Interpersonal Relationships</b>								
<b>Topic: SELF ANALYSIS WHILE BUILDING COMPETENCIES</b>								
<b>Sub-topic: Identifying and examining Student Roles, Rights and responsibility</b>								
<b>Content</b>		<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> Students will:	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<b>Citizenship</b>	<p>Introduction to Citizenship:</p> <ul style="list-style-type: none"> <li>The School as a community</li> <li>What are ground rules?</li> <li>What is a democratic community?</li> <li>Changes in rights and responsibilities.</li> </ul>	<p>Effective communication</p> <p>Negotiation / refusal</p> <p>Cooperation</p> <p>Problem solving,</p> <p>Understanding consequences,</p> <p>Decision making</p> <p>Critical thinking,</p> <p>Tolerance.</p>	<p>Group work.</p> <p>Guest Speaker.</p> <p>Panel Discussion</p> <p>Debate.</p>	<p>Video clip,</p> <p>Newspaper articles</p> <p>Audio reports</p> <p>Resource person.</p>	<p>Respect</p> <p>Rights</p> <p>Cooperation</p> <p>Sharing</p> <p>Responsibility.</p>	<p>Recognise that they are members of and citizens within the school community and that they have already had experiences upon which they can build.</p> <p>Know what helps or hinders discussion and what rules are needed to enable all members of the group to contribute to a discussion.</p> <p>Understand that discussing issues and suggesting ways forward are important to playing an active role as a citizen.</p> <p>Identify how rights and responsibilities change as an individual gets older.</p> <p>Understand that there is often no right or wrong</p>	<p>Pupils take responsibility for planning and implementing a community event. They must consider how social, cultural and religious influences might affect the way in which they organise the event. Resources for running festivals and events must be clearly stated in their proposal.</p> <p><b>Journal:</b> reflect critically on their own and others' performance.</p>	<p>Participate actively in school and community events.</p> <p>Adopt joint rules together with others in connection with various undertakings.</p> <p>Discuss with others difficult issues, giving reasons for their views and showing respect for the views of others</p>

<p><b>Human Rights</b></p>	<p>What are Human Rights and what do we think about them?</p> <p>How did human rights agreements come about?</p> <p>Laws and Regulations which govern Human Rights:</p> <ul style="list-style-type: none"> <li>- From School to National</li> <li>- UN Convention on Human Rights</li> <li>- The Rights of the Child</li> </ul> <p>What happens when human rights are denied?</p> <p>Why are human rights important in today's society?</p>					<p>answer on human rights issues, but a need to find a balance between the rights of one individual and those of another.</p> <p>Recognise that human rights issues affect the lives of people in Trinidad and Tobago every day.</p> <p>Be conscious of the value of equal rights and how this is connected to human rights.</p> <p>Recognise how the knowledge and skills they develop can help them identify and make informed decisions about future challenges and choices,</p> <p>Reflect on their own values and the way in which they treat their friends and family.</p> <p>Understand the role of laws and regulations in relations between individuals, e.g. within the family, at school, at the workplace, and between individuals of different nationalities.</p>	<p><b><u>Written and /Oral Report:</u></b> Groups of pupils investigate an example of how human rights have been breached in the past and/or are being breached now.</p> <p>Pupils should find out about the key issues/events, the human rights that were abused or denied, how individuals and groups have campaigned against such abuses, and what was the outcome of the case.</p>	
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## **Theme: Self and Interpersonal Relationships**

### **Content Standard**

Students will gain the knowledge necessary to understand and accept themselves as unique individuals within the social environment, become aware of the changes and challenges faced by individuals as they go through life, and acquire the positive life skills necessary for being good citizens.

This unit is intended to assist students in understanding themselves as individuals. It also explores the various changes they experience as they mature.

### **Performance Standards**

Using the knowledge gained from the content used, students will demonstrate improved abilities to manipulate their environment so as to improve their ability to fit seamlessly into the social environment when they graduate from school. They shall demonstrate this ability by:

- i. Examining and determining the influence of various communication modes.
- ii. Recognising that there can be communication without sound.
- iii. Articulating emotions in socially acceptable ways.
- iv. Creating and applying strategies to manage emotions.
- v. Discussing ways of refusing someone without causing offence.
- vi. Communicating fears and concerns.
- vii. Understanding the importance of knowing one's learning style.
- viii. Understanding the difference between "normal" and "abnormal" emotions.
- ix. Discussing ways of building and maintaining healthy relationships.
- x. Actively recognising the contributions of others.
- xi. Showing tangible ways of recognizing the contributions of others.
- xii. Contributing to efforts rewarding others for outstanding contributions to the community / society.
- xiii. Showing an awareness of the struggles of individuals with disabilities to make a contribution to the development of the society.
- xiv. Demonstrating an understanding of the contributions of others with disabilities.
- xv. Experiencing a sense of loyalty and belonging.
- xvi. Examining and setting goals.
- xvii. Developing student leadership qualities.
- xviii. Discussing subject choices for future careers.
- xix. Internalizing financial life skills.
- xx. Understanding the importance of developing study skills.



# Self and Interpersonal Relationships

Form Two Term One

<b>Theme: Self and Interpersonal Relationships</b>							
<b>Topic: ESTABLISHING RELATIONSHIPS</b>							
<b>Sub-topic: Practising and Analysing Communication Modes/ Applying Skills for Coping with Emotions and Stress</b>							
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> Students will:	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<p><b>Building Competency in Effective Communication</b></p> <p>Elements of active listening and non-verbal communication:</p> <ul style="list-style-type: none"> <li>- listening without interruption.</li> <li>- using correct or appropriate language</li> <li>-maintaining eye contact</li> <li>-matching non-verbal language to verbal language etc.</li> </ul> <p>Effects of poor and/or inappropriate communication: disagreement / misunderstanding, strife, divorce, separation, criticism, lack of appreciation.</p> <p>Three different communication behaviours: passive, assertive, and aggressive.</p> <p>Strategies in responding to others: Refuse, Bargain, Delay</p> <p>Development of assertive statements</p>	<p>Effective communication</p> <p>Negotiation / refusal</p> <p>Assertiveness,</p> <p>Cooperation</p> <p>Problem solving,</p> <p>Understanding consequences,</p> <p>Decision making</p> <p>Critical thinking,</p> <p>Creative thinking</p> <p>Managing stress,</p> <p>Managing feelings,</p>	<p>Group work.</p> <p>Lecture</p> <p>Drama/role play</p> <p>Simulation</p> <p>Hot Seating.</p> <p>Situation Analysis.</p> <p>Debate.</p> <p>Circular Response.</p>	<p>Movies / Video clips.</p> <p>Newspaper / Magazine articles.</p> <p>Resource Personnel</p> <p>Internet ‘community’ websites e.g. “Facebook”.</p> <p>Radio.</p> <p>Television.</p> <p>Camcorder.</p> <p>Cell phone.</p>	<p>Clarity</p> <p>Affirmation.</p> <p>Acceptance.</p> <p>Respect.</p> <p>Understanding.</p> <p>Politeness</p>	<p>Identify and assess barriers to effective communication.</p> <p>Identify ways to improve communication.</p> <p>Develop and evaluate strategies and practice skills in responding to utterances from others.</p> <p>Identify and use the skills needed for effective communication,</p> <p>Identify three components of communication and their importance</p> <p>Differentiate between assertive, aggressive</p>	<p>Role play the delivery of assertive messages in different situations.</p> <p>Written Presentations.</p> <p>Peer assessment and Self Assessment of teacher set task.</p> <p>Portfolio entry.</p> <p>Teacher observation throughout the unit and through participant self-assessment, both pre and post unit.</p> <p>Write an essay on how to get help for a problem that is</p>	<p>Work with others to strengthen communicative skills, including:</p> <ul style="list-style-type: none"> <li>- co-operative skills,</li> <li>- consideration for others,</li> <li>- respect,</li> <li>- placing oneself in another’s position,</li> <li>- listening to others and being polite;</li> <li>Use strategies to control anger in stressful situations involving others.</li> </ul>

	<p>in the first person.</p> <p>Refuting statements.</p> <p><b>Audience needs</b></p> <ul style="list-style-type: none"> <li>• Understanding the need to adopt communication methods according to whom your audience is e.g. age, gender, ethnicity etc.</li> </ul> <p><b>Written communication</b></p> <ul style="list-style-type: none"> <li>• Letter; Memo; Report; Fax; Invoice; Flow charts; Publicity materials; E-mail and www sites;• SMS (texting);</li> </ul>	<p>Self-management</p> <p>Self awareness</p> <p>Self acceptance</p> <p>Tolerance.</p>				<p>and passive behaviours.</p> <p>Examine and determine the influences of various communication modes in their interactions with others in any given situation.</p> <p>Be able to express thoughts, opinions, emotions and expectation via a variety of modes.</p> <p>Realize that individuals are steadily communicating emotions back and forth and thus expressing their moods and well-being.</p> <p>Learn to understand that individuals experience and interpret input from their environment in different ways.</p>	<p>bothering you.</p>	
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<p><b>Building competencies in controlling emotions.</b></p>	<p><b>Non-written communication</b></p> <p>Telephone, Video conferencing, Meetings, Discussions and Presentations.</p> <p><b>Communication technologies</b></p> <ul style="list-style-type: none"> <li>• PCs, touch screens, digital broadcasting, DVD, mobile phones and WAP and the internet</li> </ul> <p><b>Communication skills</b></p> <ul style="list-style-type: none"> <li>• Formal/informal and verbal/non verbal</li> <li>• Listening, understanding and clarifying.</li> <li>• Responsiveness, eye-contact, expression and body language</li> <li>• Use of appropriate language</li> <li>• Adapt communication to suit audience needs</li> <li>• Presentation skill</li> </ul> <p><b>Management of Stress</b></p> <p>Definition of stress and stressors  Identification of stressors  Warning signs of stress  Tactics to control stress  Seeking help when stressed  Identification of different sources of help for different issues</p> <p><b>Coping with Anger</b></p> <p>Emotions related to anger  Chain of events that lead to anger  Physical signs of anger</p>					<p>Identify barriers to good emotional health.</p> <p>Explain different communication approaches in expressing emotions.</p> <p>Be able to express their emotions in a positive manner.</p>		
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	<p>Controlling the physical signs of anger          Feelings contributing to anger          Expression of anger          ABC model applied to anger through case study situation. (<b>A-The Event</b> →<b>B-Thoughts About the Event</b> →<b>C-Consequent Emotions</b>)          Common approaches in dealing with anger.          Formula for coping with emotions and stress.</p> <p><b>Finding Help</b></p> <p>Seeking help when stressed.</p> <p>Identification of different sources of help for different issues.</p>					<p>Identify:- (i) effective ways of dealing with emotions and stress.          (ii) the events that affect their emotions and cause stress.          (iii) trusted individuals from whom they may seek help in matters related to stress and emotions;</p> <p>Identify and understand:-          (i) physical signs of anger. (ii) feelings associated with anger; (iii) thoughts associated with anger; (iv) ways to deal with anger appropriately;</p>		
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# Self and Interpersonal Relationships

Form Two Term Two

<b>Theme: Self and Interpersonal Relationships</b>							
<b>Topic: STRENGTHENING THE BONDS</b>							
<b>Sub-topic: Valuing Positive Relationships with Others</b>							
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> Students will:	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<p><b>Establishing Healthy Relationships with others</b></p> <p><b>Importance of friendship</b> -promotes self-esteem, self-confidence, feeling of being normal, enjoyment, fun, sharing and caring, companionship etc.</p> <p><b>Relationship skills</b></p> <p>(a) Initiation skills – Appearance, manner of approach, communication</p> <p>(b) Sustenance skills e.g. patience, interest, warmth, understanding, trust, tolerance (nurturing) friendship.</p> <p>(c) Friendship termination skills – Negotiation and clarification.</p>	<p>Effective communication</p> <p>Negotiation / refusal</p> <p>Assertiveness,</p> <p>Cooperation</p> <p>Problem solving,</p> <p>Understanding consequences,</p> <p>Decision making</p> <p>Critical thinking,</p> <p>Self-motivation.</p> <p>Managing stress,</p> <p>Managing feelings,</p> <p>Self-management</p>	<p>Class Discussion</p> <p>Simulation</p> <p>Role Play</p> <p>Hot Seating.</p> <p>Circular Response.</p> <p>Panel Discussion.</p> <p>Group Work.</p>	<p>Video tape.</p> <p>Magazine / Newspaper articles.</p> <p>Student experiences</p> <p>Resource person.</p>	<p>Caring</p> <p>Patience</p> <p>Understanding,</p> <p>Trust</p> <p>Tolerance</p> <p>Respect</p> <p>Thoughtfulness</p> <p>Responsibility</p> <p>Honesty</p> <p>Tenderness</p>	<p>Discuss the importance of friendship</p> <p>Describe and state how to apply various relationship skills.</p> <p>Discuss the relationship between oneself and the people one comes across in the society / community.</p> <p>Explain ways of relating with people in the society.</p> <p>Be able to distinguish between the qualities of good / undesirable friends and enumerate reasons for terminating friendships.</p>	<p>Students write one advertisement containing the characteristics or qualities of the person they would like to have as a friend.</p> <p>Portfolio entries.</p> <p>Journal entries</p>	<p>Participate willingly in the following:</p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Gratuitously caring, as best as one could, for a small child, whose mother is facing difficulties.</li> <li>2. Writing to a lonely person who is sick.</li> <li>3. Doing something as a special help to one's parents, brothers and sisters.</li> <li>4. Giving assistance to an aged relative or friend who is ill.</li> <li>5. Helping to carry water, to run errands or to give whatever</li> </ol>

<p><b>Practising Relationship Skills</b></p>	<p><b>Modes of enhancing positive relationships through:</b></p> <ul style="list-style-type: none"> <li>- Mutual respect</li> <li>- Good communication</li> <li>- Care, responsibility</li> <li>- Thoughtfulness, tolerance, honesty.</li> <li>- Tenderness, companionship, togetherness.</li> <li>- Remembrance of important dates such as birthdays, anniversaries etc.</li> </ul> <p><b>Maintaining Relationships:</b></p> <p><b>1. With People in the larger society:</b></p> <ul style="list-style-type: none"> <li>- Teachers</li> <li>- Church / mosque / mandir members</li> <li>- Family friends</li> <li>- Peers</li> <li>- Service providers</li> <li>- People with Special needs</li> <li>- Gifted/Talented People</li> </ul> <p><b>2. By relating with people</b></p> <ul style="list-style-type: none"> <li>- Being polite, courteous</li> <li>- Being helpful</li> <li>- Being assertive</li> <li>- Being able to assess situations &amp; take adequate decisions</li> <li>- Possession of effective communication skills</li> <li>- Respect for other people's rights</li> <li>- Tolerance, empathy etc.</li> </ul> <p><b>3. Dealing with negative peer pressure using</b></p> <ul style="list-style-type: none"> <li>- assertiveness skills,</li> <li>- communication skills,</li> <li>- negotiation skills.</li> </ul>	<p>Self-motivation.</p> <p>Empathy</p> <p>Self awareness</p> <p>Self acceptance</p> <p>Tolerance.</p>				<p>Identify ways in which good friends help each other.</p> <p>Identify ways in which they can express friendship to others.</p> <p>Express how one should have consideration for friends, associates and family and the resulting benefits.</p> <p>Cope with negative peer pressure.</p>		<p>assistance one can for a sick person or elderly neighbour.</p> <p>6. Helping a friend who is in difficulty</p> <p>7. Helping a student of the same age who is lonely, or in difficulty, or sad.</p> <p>Joining or helping to create in the school a cub scout / girl guide group.</p>
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# Self and Interpersonal Relationships

Form Two Term Three

<b>Theme: Self and Interpersonal Relationships</b>							
<b>Topic: SELF DEVELOPMENT AND CONTRIBUTING TO COMMUNITY HEALTH</b>							
<b>Sub-topic: Experiencing a Sense of Loyalty and belonging</b>							
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> Students will:	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<p><b>Building Competencies in Self-Awareness</b></p> <p><b>Loyalty and Belonging to:</b></p> <ul style="list-style-type: none"> <li>- Self</li> <li>- Groups(Family, Peer Clubs, School)</li> <li>- Local community</li> <li>- Country</li> <li>- Global Community</li> </ul> <p><b>Goal Setting:</b></p> <ul style="list-style-type: none"> <li>- Decision making / goal setting</li> <li>- Assessment of choices/ options</li> <li>- Goal setting</li> </ul> <p><b>Identification of types of goals:</b></p> <p>Short-term goals Long-term goals</p> <p>Steps necessary for achieving goals:</p> <ol style="list-style-type: none"> <li>1. Identify the goals</li> <li>2. Set time limit-to achieve the goal</li> </ol>	<p>Effective communication</p> <p>Negotiation / refusal</p> <p>Assertiveness,</p> <p>Cooperation</p> <p>Problem solving,</p> <p>Understanding consequences,</p> <p>Decision making</p> <p>Critical thinking,</p> <p>Creative thinking</p> <p>Self-motivation.</p>	<p>Group discussion.</p> <p>Group work</p> <p>Individual work</p> <p>Pair discussion</p> <p>Role play.</p>	<p>Student dreams.</p> <p>Scenarios.</p> <p>Job advertisements.</p> <p>Newspaper / Magazine articles.</p> <p>Industry publications.</p> <p>Resource person</p> <p>Video tapes.</p>	<p>Application.</p> <p>Confidence.</p> <p>Aptitude.</p> <p>Responsibility.</p> <p>Integrity.</p> <p>Pride.</p> <p>Determination.</p>	<p>Develop an understanding of their sense of personal identity as a means of developing respect for the value and uniqueness of others</p> <p>Explore both common ground and differences in lifestyles and norms of behaviour, among their peers, in the local community and in wider society.</p> <p>Identify realistic and unrealistic goals, find choices and make decisions.</p> <p>Define short-term</p>	<p>Identify: - (i) an action plan for goal setting.</p> <p>(ii) negative influences that can lead to self-defeat</p> <p>(iii) strategies to promote greater self-appreciation.</p> <p>Recognise symptoms of self-defeat.</p> <p>Students are to identify a Goal and using the following questions as a guideline and write a plan for achieving it:</p>	<p>Make a deliberate effort to participate in the activities of the schools and external community and encourage others to do likewise.</p>

	<p>3. Set achievable goals/ realistic goals 4. Always try to achieve set-goals.</p> <p><b>Goal setting:</b></p> <ul style="list-style-type: none"> <li>- educational,</li> <li>- career /employment,</li> <li>- health,</li> <li>- behavioural, etc</li> </ul> <p>Students must select a personal goal from one of the different categories and develop a strategy for reaching that goal.</p> <p>Success, difficulty or failure at a task</p> <p>Self-esteem, self-appreciation, self-defeat</p> <p>Excuses.</p> <p>Dealing with failure</p> <p>Stopping negative thoughts</p>	<p>Managing stress,</p> <p>Managing feelings,</p> <p>Self-management</p> <p>Self-motivation.</p> <p>Self awareness</p> <p>Self acceptance</p> <p>Tolerance.</p>				<p>and long-term goals.</p> <p>Assess the priority of steps leading to a desired goal and practice goal setting.</p> <p>List short and long-term goals and strategize fulfilment of those goals.</p> <p>Apply the steps and resources necessary to set and reach a goal.</p> <p>Develop confidence and responsibility and make the most of their abilities.</p> <p>Respect the differences between people as they develop their own sense of identity</p> <p>Develop good relationships</p> <p>Avoid stereotyping, prejudice, bullying, racism and discrimination</p> <p>Empathise with people different from themselves</p>	<p>1.How will you identify your goal</p> <p>2. What are some of the good things that you will get if you reach your goal?</p> <p>3. What stands between you and your goal?</p> <p>4. What do you need to learn or do?</p> <p>5. Who will encourage you?</p> <p>6. Completion Date</p> <p><b>Journal Assignment:</b> Students write a reflective statement about what they have gained from the module and how they will use it.</p>	
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						<p>Recognise some of the cultural norms in society, including the range of lifestyles and relationships</p> <p>Learn about the global community, assessing their own lifestyle, actions and choices, and the impact of these on environmental sustainability and the lives of other people, paying particular attention to health, poverty and children's rights.</p>		
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## **Theme: Self and Interpersonal Relationships**

### **Content Standard**

Students will gain the knowledge necessary to understand and accept themselves as unique individuals within the social environment, become aware of the changes and challenges faced by individuals as they go through life, and acquire the positive life skills necessary for being good citizens.

This unit is intended to assist students in understanding themselves as individuals. It also explores the various changes they experience as they mature.

### **Performance Standards**

Using the knowledge gained from the content used, students will demonstrate improved abilities to manipulate their environment so as to improve their ability to fit seamlessly into the social environment when they graduate from school. They shall demonstrate this ability by:

- i. Critique the influence of various forms of electronic communication modes.
- ii. Understand the importance of music as a mood altering influence.
- iii. Discuss the influence of the electronic media as a socialization factor
- iv. Evaluate strategies to manage emotional health.
- v. Adapt to and manage change.
- vi. Understand the nuances amongst love, infatuation and obsession.
- vii. Understand the need to control the emotions in stressful situations.
- viii. Embrace a holistic philosophy of personal wellness and self-care.
- ix. Demonstrate socially acceptable values, attitudes and morals.
- x. Show tangible evidence of socially acceptable personal hygiene and demeanour.
- xi. Understand the need for maintaining a viable level of personal fitness.
- xii. Link personal fitness to eating habits.
- xiii. Respect the rights of others to pursue their personal development within acceptable social boundaries.
- xiv. Maintain a far as possible a level of mental acuity.
- xv. Personalize and critique goal setting.
- xvi. Demonstrate leadership qualities.
- xvii. Choose to participate in school, community projects.
- xviii. Take responsibility for selected tasks.
- xix. Become an advocate for projects in which one is interested.

# Self and Interpersonal Relationships

Form Three Term One

<b>Theme: Self and Interpersonal Relationships</b>							
<b>Topic: DEVELOPING SKILLS OF PARTICIPATION AND RESPONSIBLE ACTION</b>							
<b>Sub-topic: Building Competencies for Effective Teamwork</b>							
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> Students will:	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<p><b>Analysing and Improving Communication Modes</b></p> <p><b>How to improve communication:</b></p> <ul style="list-style-type: none"> <li>- listening without interruption.</li> <li>- using correct or appropriate language</li> <li>- maintaining eye contact</li> <li>- matching non-verbal language to verbal</li> <li>- language etc.</li> </ul> <p><b>Understanding the advantages and disadvantages of the use/misuse of technology</b></p> <ul style="list-style-type: none"> <li>- cell phones</li> <li>- internet etc...</li> </ul> <p><b>Why is it difficult to communicate about sensitive issues like e.g. sexuality?</b></p> <ul style="list-style-type: none"> <li>- Embarrassment</li> </ul>	<p>Effective communication</p> <p>Negotiation / refusal</p> <p>Assertiveness,</p> <p>Cooperation</p> <p>Problem solving,</p> <p>Understanding consequences,</p> <p>Decision making</p> <p>Critical thinking,</p> <p>Creative thinking</p> <p>Self-motivation.</p>	<p>Group work.</p> <p>Role Play.</p> <p>Brainstorming.</p> <p>Hot Seating.</p> <p>Circular response.</p> <p>Scenarios.</p>	<p>Newspaper / Magazine articles.</p> <p>Radio / Television sitcoms.</p> <p>Internet community sites.</p>	<p>Caring</p> <p>Patience</p> <p>Understanding,</p> <p>Tolerance</p> <p>Respect</p> <p>Thoughtfulness</p> <p>Honesty</p> <p>Application.</p> <p>Confidence.</p> <p>Responsibility.</p> <p>Integrity.</p> <p>Pride.</p>	<p>Display healthy communication skills with parents, peers teachers and the community.</p> <p>Work together in groups to accomplish tasks.</p> <p>Contribute to group and exploratory class discussions, and take part in formal debates.</p> <p>Negotiate their way through difficult situations.</p>	<p>Participate in a class <b>Debate</b> on a topic/issue chosen by students.</p> <p><b>Portfolio Assignment:</b></p> <p>Research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics.</p> <p><b>Journal Writing</b></p>	<p>Discuss with family, friends, and other acquaintances the effects of problems in interpersonal communication.</p> <p>Work with others to improve communication systems in the school and local community environments.</p> <p>Encourage others to develop and maintain self-control.</p> <p>Join social organisations with the intention of</p>

<ul style="list-style-type: none"> <li>- Lack of appropriate words.</li> <li>- Societal values</li> <li>- Ignorance</li> <li>- Parental attitude</li> <li>- Low self esteem</li> <li>- Shyness etc.</li> </ul> <p><b>Negotiation as a communication tool - Advantages:</b></p> <ul style="list-style-type: none"> <li>- Enhances personal development and social harmony.</li> <li>- Promotes positive interaction, cooperation during team games, sharing, group work/class activities etc.</li> <li>- Promotes understanding</li> </ul>	<p>Managing stress,</p> <p>Managing feelings,</p> <p>Self-management</p> <p>Self-motivation.</p> <p>Empathy</p> <p>Self awareness</p> <p>Self acceptance</p> <p>Tolerance.</p>				<p>Determination.</p>	<p>Practice healthy eating and health habits.</p> <p>Describe effects of poor and/or inappropriate communication.</p> <p>Give examples of how to improve communication.</p> <p>State why it is difficult to communicate about sensitive issues like sexuality.</p> <p>Express, justify and defend orally and in writing a personal opinion about such issues, problems or events.</p> <p>Discuss the advantages of negotiation.</p> <p>Identify assertiveness skills.</p> <p>Explain what Assertiveness is</p>	<p><b>Written Assignments:</b></p> <ol style="list-style-type: none"> <li>1. List at least three situations that may require negotiation.</li> <li>2. List at least four factors that may influence negotiation</li> <li>3. State at least four skills one can apply when negotiating</li> <li>4. What is negotiation? Write three of its advantages.</li> </ol> <p>Write a short skit on the importance of assertiveness. Performance by different groups. Peer Assessment of the performance to determine whether assertiveness was effectively portrayed.</p> <p><b>Written</b></p>	<p>making a positive contribution to its development.</p> <p>Assist social organisations in the delivery of services to those who need it.</p>
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<b>Wellness and Self-Care</b>	<b>Personal Wellness and Self-Care by Demonstrating appropriate:-</b> <ul style="list-style-type: none"> <li>- Values, attitudes and morals.</li> <li>- Personal Hygiene and demeanour.</li> <li>- Physical fitness and healthy eating habits.</li> <li>- Respect for others.</li> <li>- Mental wellness.</li> </ul>							
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# Self and Interpersonal Relationships

## Form Three Term Two

<b>Theme:</b> Self and Interpersonal Relationships								
<b>Topic:</b> DEVELOPING SKILLS OF PARTICIPATION AND RESPONSIBLE ACTION								
<b>Sub-topic:</b> Building Competencies of Self Efficacy								
<b>Content</b>		<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> Students will:	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<b>Developing the awareness, self-confidence, and skills to resist and overcome overwhelming obstacles.</b>	<b><u>Analysing Risk Factors:</u></b>	Effective communication	Brainstorming	Biographies of 'outstanding' local individuals.  Scenarios.  Newspaper / Magazine articles.	Collaboration	Be encouraged to display appropriate reactions to situations in which they are offered 'drugs' by peers.  Increase positive attitudes toward school, their futures, older people, and their participation in community service	Teacher observation	Work towards creating a strong, loving family unit.
	<b>Individual</b>	Negotiation / refusal	Discussion		Cooperation			
Anti-social behaviour.	Assertiveness,	Scenarios	Group work.	Independence	Respect	Peer assessment	Promoting positive development in the school community.	
Alienation	Cooperation	Group work.	Lecture	Personal responsibility				Caring
Delinquent beliefs	Problem solving,	Resource Personnel	Resource Personnel	Honesty	Social justice	Simulations	Join local community organisations with the aim of making a positive contribution.	
General delinquency e.g. involvement in drunkenness, drug dealing etc...	Understanding consequences,	Drama/role play	Drama/role play	Restraint				Motivation
Cognitive and neurological deficits	Decision making	Simulation.	Simulation.	Motivation	Reason	Oral and Written Presentations	Join local community organisations with the aim of making a positive contribution.	
Low intelligence quotient	Critical thinking,			Reason				
Hyperactivity	Creative thinking							
Favourable attitudes toward drug use								
Early onset of AOD								
Use of alcohol and / or other drugs.								

	<p>Mental health problem.</p> <p>Poor refusal skills</p> <p><b>Family</b></p> <p>Poor family attachment/Bonding</p> <p><b>School</b></p> <p>Dropping out of school</p> <p>Low academic achievement</p> <p>Negative attitude toward school</p> <p>Low bonding/ Commitment to school</p> <p>Truancy/Frequent absences</p> <p><b><u>Using Protective Factors:</u></b></p> <p><b>Individual</b></p> <p>Healthy / Conventional beliefs and clear standards</p> <p>High expectations</p> <p>Perception of social support from adults and peers</p> <p>Positive / Resilient temperament</p> <p>Positive expectations / Optimism for the future</p> <p>Self-efficacy</p> <p>Social competencies and problem-solving skills</p> <p><b>Family</b></p>	<p>Self-motivation.</p> <p>Managing stress,</p> <p>Managing feelings,</p> <p>Self-management</p> <p>Self-motivation.</p> <p>Empathy</p> <p>Self awareness</p> <p>Self acceptance</p> <p>Tolerance.</p> <p>Advocacy</p> <p>Anger management</p>				<p>discourage abuse of various substances.</p> <p>Engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems.</p> <p>Research, plan and undertake enquiries into issues and problems using a range of information and sources.</p> <p>Analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias.</p>		<p>strong, positive 'locus of confidence' to allow for positive intervention in local affairs.</p> <p>Influence others to devote time and effort to the positive development of the local community.</p>
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	<p>Good relationships with parents / Bonding or attachment to family</p> <p>Opportunities for pro - social family involvement</p> <p><b>School</b></p> <p>High expectations of students</p> <p>Presence and involvement of caring, supportive adults</p> <p>Strong school motivation / Positive attitude toward school</p> <p>Student bonding (attachment to teachers, belief, commitment)</p> <p><b>Community</b></p> <p>High expectations</p> <p>Presence and involvement of caring, supportive adults</p> <p>Pro - social opportunities for participation / Availability of neighborhood resources , Rewards for pro - social community involvement</p> <p>Safe environment / Low neighbourhood crime rates.</p> <p><b>Peer</b></p> <p>Good relationships with peers</p> <p>Involvement with positive peer group activities</p>							
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# Self and Interpersonal Relationships

## Form Three Term Three

<b>Theme: Self and Interpersonal Relationships</b>							
<b>Topic: DEVELOPING SKILLS OF LEADERSHIP and ADVOCACY</b>							
<b>Sub-topic: Building Competencies for Self Efficacy</b>							
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b>  Students will:	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<p><b>Critique and Personalize Goal Setting</b></p> <p><b>Academic and career skills as they relate to home, school, community, and employment:</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Punctuality</li> <li>• Time management</li> <li>• Study</li> <li>• Organization</li> <li>• Decision making</li> <li>• Goal setting</li> <li>• Resources allocation</li> <li>• Fair and equitable competition</li> <li>• Safety</li> <li>• Employment application</li> <li>• Teamwork</li> <li>• Leadership.</li> </ul> <p><b>Personal Management</b></p> <ul style="list-style-type: none"> <li>• Introduction To Career Education</li> </ul>	<p>Effective communication</p> <p>Negotiation / refusal</p> <p>Assertiveness,</p> <p>Cooperation</p> <p>Problem solving,</p> <p>Understanding consequences,</p> <p>Decision making</p> <p>Critical thinking,</p> <p>Creative thinking</p> <p>Self-motivation.</p>	<p>Role play</p> <p>Fieldtrip.</p> <p>Case study.</p> <p>Scenarios.</p> <p>Simulations.</p>	<p>Resource person.</p> <p>Industry publications.</p> <p>Newspaper and Magazine articles.</p>	<p>Teamwork</p> <p>Confidence</p> <p>Cooperation</p> <p>Leadership</p> <p>Respect</p> <p>Cultural competency</p> <p>Personal responsibility</p> <p>Honesty</p> <p>Caring</p> <p>Social justice</p> <p>Restraint</p>	<ul style="list-style-type: none"> <li>• Explore the scope of career development and the range of personal competencies one needs.</li> <li>• Identify and compare areas of strength.</li> <li>• Recognize the purpose and use of self-assessment for career education.</li> <li>• Explore and practise financial management skills.</li> <li>• Locate various sources of work information.</li> <li>• Collect and share information on the work of family members, neighbours, school personnel, and other community members.</li> <li>• Select and review information resources that provide career information.</li> <li>• Describe the working conditions of different occupations (inside/outside,</li> </ul>	<p><b>Portfolio Assignment:</b></p> <p>Develop an individual career plan and include in a portfolio.</p> <p><b>Projects:</b></p> <p>Plan and conduct a cooperative project that addresses one of the problems faced by the school and/or community.</p> <p>Plan and Execute a <b>Career Day Programme</b> at the school.</p> <p><b>Simulations:</b></p>	<p>Work towards becoming a caring, productive member of the society.</p> <p>Advise friends and family members of potential job availability aligned to their personalities, skills etc...</p> <p>Accept their role of civic responsibility</p> <p>Dedicate some of their time to community service</p> <p>Inculcate in themselves and others the spirit of</p>

	<ul style="list-style-type: none"> <li>• How to Build and Maintain a Positive Self-Image (Revision)</li> <li>• Positive and Effective Interactions with Others</li> <li>• Change and Growth throughout Life</li> </ul> <p><b>Career Exploration Skills</b></p> <ul style="list-style-type: none"> <li>• How to locate and effectively use life/work information.</li> <li>• The relationship between work and society/economy.</li> <li>• Balanced life and work roles.</li> <li>• The changing nature of life/work roles.</li> </ul> <p><b>Learning and Planning Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong learning supportive of life/work goals.</li> <li>• Life/work enhancing decisions.</li> <li>• How to understand, engage in, and manage one's own life/work building process.</li> </ul> <p><b>Job Seeking and Job Maintenance Skills</b></p> <ul style="list-style-type: none"> <li>• What one needs to obtain and maintain work</li> <li>• Work opportunities and</li> </ul>	<p>Managing stress,</p> <p>Managing feelings,</p> <p>Self-management</p> <p>Self-motivation.</p> <p>Empathy</p> <p>Self awareness</p> <p>Self acceptance</p> <p>Tolerance.</p> <p>Advocacy</p> <p>Anger management</p> <p><b>Effective Work Skills</b></p> <p>Teamwork</p> <p>Interviewing</p> <p>Workplace protocol</p> <p>Time management</p> <p>Workers'</p>			<p>Motivation</p> <p>Perseverance</p> <p>Service</p>	<p>dangerous, 8 to 4, five days per week, etc.)</p> <ul style="list-style-type: none"> <li>• Locate and compare apprenticeship training, college and university programs, technical schools, private schools training program and other work site training programs.</li> <li>• Explore potential opportunities in the areas of entrepreneurship and self-employment.</li> <li>• Investigate how and why personal skills and interests should be matched within various occupations.</li> <li>• Explore the products and services of local employers and related occupations.</li> <li>• Explore the impact of work on personal, social, economic, and environmental problems.</li> <li>• Identify the factors that affect the availability of career opportunities.</li> <li>• Decide how work can satisfy personal needs.</li> <li>• Determine the value of work for self.</li> <li>• Discuss the changing interrelationship of life and work roles in the past, present, and future.</li> <li>• Identify and demonstrate what the essential skills are and demonstrate them in a classroom setting.</li> <li>• Generalize how academic and practical skills are transferable in a variety of work alternatives.</li> <li>• Explore the concept of goal</li> </ul>	<p>Plan and execute the processes for job acquisition. Students must write job applications, prepare for and participate in job interviews.</p> <p>Resource personnel from the community can be used to make the simulation as real as possible.</p>	<p>volunteering.</p>
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	<p>conditions</p> <ul style="list-style-type: none"> <li>• The process of applying for and securing work</li> <li>• The rules of work</li> </ul> <p><b>Career and Community Experiences Skills</b></p> <ul style="list-style-type: none"> <li>• Before Career and Community Experience</li> <li>• During Career and Community Experience</li> <li>• After Career and Community Experience</li> </ul>	<p>Responsibilities and Rights.</p>				<p>setting as a source of inspiration and motivation in life and work.</p> <ul style="list-style-type: none"> <li>• Initiate or update a career development portfolio.</li> <li>• Develop an education plan for school graduation.</li> </ul>	<p>Students each create a research report into safety regulations relating to one career of interest.</p> <p>With partners, students make labour legislation brochures targeted toward youth under the age of 18.</p>	
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## **Theme: Eating and Fitness**

### **Content Standard**

Students will gain the knowledge necessary to control their dietary intake, maintain a healthy physical exercise regime and so reduce the risk of obesity and other lifestyle problems. They will understand and accept themselves as unique individuals with specific dietary needs and become aware of the changes and challenges faced by individuals as they go through life. They shall acquire the positive life skills necessary for developing and maintaining a healthy lifestyle.

This unit is intended to assist students in understanding themselves as individuals. It also explores the various changes they experience as they mature.

### **Performance Standards**

Using the knowledge gained from the content used, students will demonstrate improved abilities to manipulate their environment so as to improve their ability to fit as healthy contributing individuals into the social environment when they graduate from school. They shall demonstrate this ability by:

- i. Determining the frequency of eating in the maintenance of health
- ii. Evaluating the influence of technology on lifestyle diseases.
- iii. Using portion sizes to make rational food consumption decisions.
- iv. Understanding nutritional content to make rational consumption decisions.
- v. Evaluating the need for balance and variety in daily activities to promote personal health.
  - i. Exploring building blocks for good health.
- vi. Recognising the need for balance.
- vii. Discussing harmful behaviours.
- viii. Making nutritious food choices.
- ix. Practicing seeking out affordable food choices.
- x. Adopting principles of healthy eating habits.
- xi. Planning appropriate meals.
- xii. Analysing personal health issues.
- xiii. Understanding the importance of good personal hygiene.
- xiv. Exploring practices of good personal hygiene.
- xv. Demonstrating a positive attitude towards exercise and fitness.
- xvi. Understanding the importance of micro and macro nutrients.

- xvii. Examining dietary types.
- xviii. Making nutritious and affordable food choices.
  - xix. Applying principles of healthy eating.
  - xx. Planning appropriate meals.
- xxi. Exploring the hygiene of food preparation and handling.
- xxii. Understanding the consequences of poor food preparation and handling.
- xxiii. Evaluating the role of technology in food production, preparation and consumption.

# Eating and Fitness

Form One Term One

<b>Theme:</b> Eating and Fitness								
<b>Topic:</b> Exploring Dimensions of Wellness and Total Health								
<b>Sub-topic:</b> Introduction to Eating and Fitness								
<b>Content</b>		<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> Students will:	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<b>Introduction to eating and fitness</b>  <b>The building blocks for health</b>	<b>What healthy eating and fitness mean to individuals.</b>  <b>Eating practices of the past, present, future:</b>  <u><b>Nutrition</b></u> <ul style="list-style-type: none"> <li>• Eating for Wellness</li> <li>• Healthy eating and controversy</li> <li>• Healthy eating and physical activity for wellness</li> <li>• Nutrition during Adolescence and anxieties related to food. { Obesity and anorexia nervosa }</li> </ul> <u><b>Physical Health</b></u> <ul style="list-style-type: none"> <li>- Understanding Growth and Development.</li> <li>- Benefits of a balanced diet in the prevention of malnutrition/obesity.</li> <li>- Healthy Approach to Weight</li> </ul>	Problem Solving  Creative Thinking  Critical Thinking  Decision Making  Communication  Self-Awareness  Empathy	Brainstorming  Role play  Buzz groups  Panel Discussion.  Lecture.  Debate.  Hot Seating.  Circular response.	<a href="http://www.PortionDistortion">www.Portion Distortion</a>  <a href="http://www.paho.org">http://www.paho.org</a>	Healthy habits.  Good judgment.  Restraint.  Control.  Determination.  Acceptance.  Understanding.	<ul style="list-style-type: none"> <li>- Describe what healthy eating and fitness mean to them</li> <li>- Develop a goal statement to implement a strategy to improve healthy eating choices</li> <li>- Compare eating practices of the past to those of the present</li> <li>- Predict what healthy eating might mean in the future</li> <li>- Explore some of the controversy that surrounds healthy eating practices and beliefs (e.g., nutrition supplements, digestive cleansing, mega vitamins, vegetarianism, organic foods)</li> <li>- Identify and understand persuasion and propaganda techniques (e.g. loaded words, unsubstantiated claims, etc.)</li> </ul>	Develop a goal statement to improve healthy eating and general fitness.  Create a Three Day Meal Plan.  Carry out a Community Dietary Survey.  Create a fitness concepts notebook.  Create a portfolio	Request healthy meals at home, school cafeteria and public eating places.  Persuade peers to: <ol style="list-style-type: none"> <li>i. Follow their lead in practising healthy eating habits.</li> <li>ii. Become self motivated to lead a healthy lifestyle</li> <li>ii. Make a conscious decision to live an active lifestyle</li> <li>v. Display Self-motivation, self-esteem and self-love.</li> <li>v. Demonstrate Independence satisfaction, and self management</li> </ol>

	<p>Management  - -Enjoying a Physically Active Lifestyle  - -Preventing Injury</p> <p><b><u>Mental/Emotional and Spiritual Health</u></b></p> <ul style="list-style-type: none"> <li>- -Healthy eating can help in managing stress</li> <li>- -Connections between Healthy Eating and Leisure for wellness</li> <li>- -Spirituality a stabilizer to emotional health</li> <li>- Identification of healthy and unhealthy ways to express feelings.</li> </ul> <p><b>{ Review of this topic in the Theme Self and Interpersonal Relationships }</b></p> <p><b><u>Social Health: Relationships affect Healthy Eating</u></b></p> <ul style="list-style-type: none"> <li>- Healthy Relationships at Home</li> <li>- Healthy Peer Relationships</li> <li>- Resolving Conflict</li> <li>- Healthy Dating Relationships</li> </ul>					<ul style="list-style-type: none"> <li>- Seek information from reliable sources (e.g., public health nutritionists, dietitians, doctors, books, web sites, health agencies)</li> <li>- Explain ways in which Healthy Eating affects and is affected by Physical Activity and Fitness, Stress Management, Relationships, and Leisure.</li> <li>- Demonstrates assertiveness, peer resistance, anti-victimization and coping skills</li> <li>- Create, monitor, reassess and modify a personal wellness plan in order to maintain appropriate wellness level</li> <li>- Demonstrate healthful daily practices in developing and maintaining personal wellness</li> <li>- Relate personal health to personal, educational, and career aspirations.</li> <li>- Investigate current health and safety issues</li> </ul>		
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# Eating and Fitness

Form One Term Two

<b>Theme: Eating and Fitness</b>							
<b>Topic: Strategies for Attaining and Maintaining Optimal Health</b>							
<b>Sub-topic: Personal Health</b>							
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> Students will:	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<p><b>Personal Health</b></p> <p><b>Caring For Yourself:</b></p> <p>Personal hygiene and sanitation practices</p> <p><b>Daily Health Routines:</b></p> <p>Relaxation, Sleep, Reflection, Physical Activity, Learning</p> <p>-Good habits related to hygiene, exercise, rest, grooming, care of eyes, ears and teeth.</p> <p>-Safeguarding Your Senses: Good habits related to the use of harmful, illicit non-food substances such as alcohol, drugs, tobacco and narcotics.</p> <p>-Breaking the “unhealthy” fast food habit</p> <p>- Evaluate health product {have an awareness of the economic factors related to health care }</p> <p>-preventative health measures</p>	<p>Problem Solving</p> <p>Creative Thinking</p> <p>Critical Thinking</p> <p>Decision Making</p> <p>Communication</p> <p>Self-Awareness</p> <p>Empathy</p> <p>Coping with stress and Emotions.</p>	<p>Hot Seating.</p> <p>Guest speaker.</p> <p>Lecture / Demonstration</p> <p>Panel Discussion.</p> <p>Circular Response</p> <p>Class discussion.</p>	<p><a href="http://www.smart-mouth.org">www.smart-mouth.org</a></p>	<p>Healthy habits.</p> <p>Good judgement</p> <p>Assertiveness</p> <p>Restraint.</p> <p>Control.</p> <p>Determination.</p> <p>Acceptance.</p> <p>Understanding.</p>	<p>Become self motivated to lead a healthy lifestyle</p> <p>Apply the facts they have learned and make responsible decisions regarding their personal health habits.</p> <p>Explain why personal hygiene needs to be practiced.</p> <p>Explain why personal hygiene is important and examine personal hygiene practices.</p> <p>Describe the daily and weekly activities of personal hygiene.</p> <p>Explain the necessity to use clean water and to keep one’s classroom and school clean for maintaining good health.</p> <p>Create a schedule of daily</p>	<p>Create a ‘well-being’ inventory.</p> <p>Journal weekly health related activities.</p> <p>Case Study - Analysis and Solution</p>	<p>Be an exemplar of good personal hygiene and grooming.</p> <p>Make a conscious decision to live an active lifestyle</p> <p>Become proactive and encourage friends to avoid substance abuse and addiction.</p> <p>Persuade other pupils to maintain a healthy classroom and school environment.</p>

<p><b>Greatest Risks to Health and Wellness</b></p>	<p>-The continuing relationship between personal behaviour and good health.</p> <p><b>Substance Use Abuse and Addiction:</b></p> <ul style="list-style-type: none"> <li>• Smoking</li> <li>• Alcohol</li> <li>• Drug Abuse</li> <li>• Infectious Disease</li> <li>• Chronic Disease/ Lifestyle diseases</li> </ul>				<p>and weekly activities of Personal Hygiene to be carried out.</p> <p>Use a systematic approach to acquire wellness information</p> <p>Explains the effects of drugs, including alcohol and tobacco</p> <p>Describe the causes, effects and prevention of communicable, non-communicable and sexually transmitted diseases.</p> <p>Discriminate between responsible and irresponsible choices that effect self, others, the community, or the environment</p> <p>Investigate current health and safety issues</p> <p>Explain characteristics and progression of the life cycle</p> <p>Develop and carry out an action plan that combines Healthy Eating, Stress Management, and Physical Activity and Fitness to enhance their wellness</p>	<p>Create an action plan for providing information on the impact of HIV on children to their local communities.</p> <p>Where possible, coordinate with the local Red Cross chapter or local health centre so that the students may carry out their plans.</p>
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# Eating and Fitness

Form One Term Three

<b>Theme: Eating and Fitness</b>							
<b>Topic: Impact of Positive Choices on Health and Wellness</b>							
<b>Sub-topic: Body Image and Nutrition</b>							
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> Students will:	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<p><b>Body Image and Nutrition</b></p> <p><b>Wide and acceptable range of body types :</b></p> <ul style="list-style-type: none"> <li>-Accept the innate body: "This is the body I was born to have."</li> <li>Influence of genetics and other internal weight regulators.</li> <li>-Normal changes of puberty vs. being "overweight."</li> <li>-Historical perspective on today's cultural attitudes related to body image.</li> <li>Commercial weight loss/gain and fitness programs</li> <li>Prevention of unhealthy and disordered eating</li> </ul> <p><b>The Relationship amongst</b></p> <ul style="list-style-type: none"> <li>self-esteem</li> <li>vulnerability</li> <li>body image</li> </ul> <p>Health-related information about body size and shape as presented</p>	<p>Critical thinking</p> <p>Coping with Stress and Emotions</p> <p>Self Awareness</p> <p>Creative Thinking</p> <p>Decision Making</p> <p>Communication</p>	<p>Buzz Group</p> <p>Student presentation.</p> <p>Circular Response.</p> <p>Guest Speaker.</p> <p>Panel Discussion.</p> <p>Hot Seating.</p> <p>Lecture.</p>	<p><a href="http://www.mayoclinic.com/health/HealthyLivingIndex/HealthyLivingIndex">http://www.mayoclinic.com/health/HealthyLivingIndex/HealthyLivingIndex</a></p> <p>Advertisements.</p> <p>Newspaper / Magazine articles.</p> <p>Medical journals.</p> <p>Resource person e.g. school nurse.</p>	<p>Determination.</p> <p>Understanding.</p> <p>Acceptance.</p> <p>Fortitude.</p> <p>Discrimination.</p>	<p>List the short-term and long-term consequences of using drugs to improve body image.</p> <p>List the short-term and long-term consequences of combining healthy eating and physical activity as a way of improving body image.</p> <p>Assess their current level of balance or imbalance between diet and physical activity.</p> <p>Establish a goal to maintain or achieve a balance of diet and physical activity in their lives, in order to maintain or improve their body image.</p>	<p>Portfolio and Journal entries.</p> <p>Role play various scenarios involving body types.</p> <p>Create sketches of their body type.</p> <p>Create a 'road map' of activities to achieve their desired BMI.</p> <p>Develop a possible diet regime to achieve their 'ideal' BMI.</p>	<p>Choose role models who reflect a realistic standard.</p> <p>Support others in resisting unhealthy norms about weight, dieting, low nutrient food choices, eating for entertainment, and sedentary entertainment.</p> <p>Encourage 'mother' to prepare and other family members to eat a healthy breakfast.</p> <p>Talk to friends about the significance of having a healthy</p>

<p><b>Healthy and unhealthy ways to enhance body image:</b></p> <p><b>Make an Informed Decision about body image</b></p>	<p>in the media</p> <p>Healthy and Unhealthy ways to enhance body image</p> <p><b>Factors affecting health-enhancing decisions about body size and shape:</b></p> <ul style="list-style-type: none"> <li>• adult role modelling</li> <li>• advertising</li> <li>• family influence</li> <li>• felt need</li> <li>• media</li> <li>• peer pressure</li> <li>• societal trends</li> <li>• urgency</li> <li>• values.</li> </ul> <ul style="list-style-type: none"> <li>• Identify short-term and long-term consequences of decisions made.</li> <li>• Examine the balance between physical activity and healthy eating</li> <li>• Setting a goal</li> <li>• Designing an action plan to maintain/change body size or shape in a healthy way</li> <li>• Carrying out the action plan in ways that affirm personal standards</li> <li>• Evaluating the action plan and revising it if necessary</li> </ul>		<p>Demonstration</p> <p>Teacher directed activities.</p>			<p>Ask for help and advice or seek additional information on accident prevention and management.</p> <p>Be able to provide information and discuss issues related to safe living.</p> <p>Recognize and respect basic biology.</p> <p>Recognize that there is a wide and acceptable range in body type and that this range is healthy.</p> <p>Understand what is not in our control regarding size, shape, weight, and hunger.</p> <p>Enjoy eating for health, energy, and hunger satisfaction.</p> <p>Create a physically</p>	<p>breakfast.</p> <p>Discuss with others situations requiring professional health services.</p> <p>Analyze with others the short – term and long – term consequences of safe, risky, and harmful behaviours</p> <p>Develop with others injury prevention and management strategies for personal, family, and community health</p> <p>Demonstrate to others ways to reduce and/ or avoid threatening situations.</p> <p>Encourage others to consider drugs as an unnatural and unhealthy way to change body image</p>
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<p><b>Action Plan</b></p>	<p><b>Safe Living:</b></p> <p>Accident Prevention and Management</p> <ol style="list-style-type: none"> <li>1. First Aid management completion sheets</li> <li>2. Environmental damage analysis</li> <li>3. CPR skills training</li> <li>4. CPR skills concept training</li> <li>5. Description of physiology of cardiovascular system</li> <li>6. Risk management instruction</li> </ol> <p>What is hypertension / high blood pressure?</p> <p>Causes of high blood pressure:</p> <p><b>Early prevention of high blood pressure for youths</b></p> <ul style="list-style-type: none"> <li>• Control salt intake</li> <li>• Manage weight through diet and exercise</li> <li>• Abstain from alcohol, drugs, cigarettes</li> <li>• Manage stress and stressors</li> </ul> <p><b>Other Lifestyle Diseases:</b></p> <p>-HIV/AIDS</p>					<p>active lifestyle for fitness, endurance, fun, relaxation and stress relief.</p> <p>Promote a historical perspective on today's cultural attitudes related to body image.</p> <p>Balance attention to many aspects of identity .{ Looks are only one part }</p> <p>Consistently satisfy hunger with enough varied, wholesome food in a stable, predictable manner.</p> <p>Limit sedentary choices to promote a physically active lifestyle at all ages</p> <p>Consider drugs as an unnatural and unhealthy way to change body image</p> <p>Explore the</p>	<p>Assist others to develop an understanding that a safe environment and the preparedness to deal with emergency situations can contribute to good health.</p>
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						<p>environment influences the health of the community</p> <p>Describe how to delay onset and reduce risks of potential health problems during adulthood</p> <p>Analyze situations requiring professional health services</p> <p>Analyze the short – term and long – term consequences of safe, risky, and harmful behaviours</p> <p>Develop injury prevention and management strategies for personal, family, and community health</p> <p>Demonstrate ways to avoid and reduce threatening situations</p>		
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## **Theme: Eating and Fitness**

### **Content Standard**

Students will gain the knowledge necessary to control their dietary intake, maintain a healthy physical exercise regime and so reduce the risk of obesity and other lifestyle problems. They will understand and accept themselves as unique individuals with specific dietary needs and become aware of the changes and challenges faced by individuals as they go through life. They shall acquire the positive life skills necessary for developing and maintaining a healthy lifestyle.

This unit is intended to assist students in understanding themselves as individuals. It also explores the various changes they experience as they mature.

### **Performance Standards**

Using the knowledge gained from the content used, students will demonstrate improved abilities to manipulate their environment so as to improve their ability to fit as healthy contributing individuals into the social environment when they graduate from school. They shall demonstrate this ability by:

- i. Analysing the level of risk to health posed by one's lifestyle.
- ii. Establishing mutually satisfying relationships with others with special needs.
- iii. Knowing and using the Caribbean Food Pyramid to create balanced diets.
- iv. Establishing a positive relationship between diet and personal health.
- v. Analysing content labels and packaging to determine impact on health.
- vi. Evaluating the impact of technology on lifestyle diseases.
- vii. Evaluating the impact of technology on food processing.
- viii. Evaluating the impact of regularly ingesting unhealthy fast foods.
- ix. Analysing the impact of physical activity on physical fitness.
- x. Creating a personal definition of physical fitness.
- xi. Understanding the benefits of being physically fit.
- xii. Making a firm decision on being physically fit.



- xiii. Identifying the spin-off benefits of being physically fit.
- xiv. Determining the amount of food intake to maintain optimum health.

## Eating and Fitness

Form Two Term One

<b>Theme: Eating and Fitness</b>							
<b>Topic: BUILDING COMPETENCIES WHILE EXPLORING PERSONAL HEALTH ISSUES</b>							
<b>Sub-topic: Exploring Attitudes and influences on Eating and Fitness</b>							
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> Students will:	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<b>Influences in our lives which affect nutrition and wellness</b>  <b>Influences which help shape dietary patterns:</b> 1) <b>Physical</b> —related to normal, healthy function of the body <ul style="list-style-type: none"> <li>• Goals, e.g., maintaining a healthy weight</li> <li>• Health problems, e.g., diabetes or heart disease</li> <li>• Better equipped to heal and combat diseases</li> </ul> 2) <b>Emotional</b> —related to needs and behaviours <ul style="list-style-type: none"> <li>• These feelings may be triggered by how the senses react to the</li> </ul>	Effective communication  Negotiation / refusal  Assertiveness,  Cooperation  Problem solving,  Understanding consequences,  Decision making  Critical thinking,	Nutrition Scavenger Hunt:  Brainstorming  KWHL Chart  Class discussion.  Resource person.  Circular response.  Debate.  Hot seating.	<a href="http://www.bbb.org/library/teendiet.asp/">www.bbb.org/library/teendiet.asp/</a>  <a href="http://www.eatright.org/nfs/nfs0200b.html">www.eatright.org/nfs/nfs0200b.html</a>  <a href="#">Portion Distortion Web pages</a>  Videos: “The Exercise and Nutrition Connection”. (1996).  “Fad Diets: The Weight Merry-Go-Round”. Bloomington, Illinois: Meridian Education	Tolerance.  Acceptance.  Understanding.  Determination.  Fortitude.	Identify physical, emotional and social influences which help shape dietary patterns  Compare and contrast influences on nutrition and wellness among group members after participating in group discussion and activities on physical, emotional and social influences  Explain factors that influence food choices  Analyze personal	Develop a nutrition poster for use in the school environment.  Become a dietary / health reporter for the local newspaper.  Develop a personal plan to change unhealthy eating habits.	Demonstrate to others physical, emotional, social, psychological, and spiritual components of individual and family wellness.  Discuss with friends and family ways of avoiding certain nutrient deficiency related diseases.  Discuss with family and friends ways and means of avoiding unhealthy ‘fad’ diets.  Aid others in

	<p>foods.</p> <ul style="list-style-type: none"> <li>• Traumatic events may trigger different eating habits</li> <li>• Achieving personal goals</li> <li>• The need to be accepted by others</li> </ul> <p>3) <b>Social</b>—based on relationships with others</p> <ul style="list-style-type: none"> <li>• Background, cultural groups, religion</li> <li>• Family-reflections of traditions or practices passed from one generation to the next; food preferences and avoidances of family members:</li> <li>• Friends-affecting what, when and how much is eaten</li> <li>• Others-e.g., a coach, teacher, or other significant adult</li> </ul> <p><b>Foods I Love to Eat:</b></p> <ul style="list-style-type: none"> <li>• <b>Patterns</b> in relation to the nutrient value.</li> <li>• <b>Basal metabolism</b> – the quantity of calories needed for normal body functions</li> <li>• <b>Oxidized</b> – burned, as when a food is burned and heat is given off during digestion</li> <li>• <b>Weight control</b> – maintaining a desirable weight and doing so in a healthy manner</li> <li>• <b>Portions</b> – suggested serving</li> </ul>	<p>Creative thinking</p> <p>Self-motivation.</p> <p>Managing stress,</p> <p>Managing feelings,</p> <p>Self-management</p> <p>Self-motivation.</p> <p>Empathy</p> <p>Self awareness</p> <p>Self acceptance</p> <p>Tolerance.</p>		<p>Corporation.</p>		<p>eating patterns</p> <p>Explore the factors that affect an individual’s healthy weight</p> <p>Explain eating and exercise strategies for weight management</p> <p>Identify the factors that affect weight loss or weight gain.</p> <p>Evaluate fad diets.</p> <p>Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</p> <p>Apply various dietary guidelines in planning to meet nutrition and wellness needs.</p>	<p>understanding dietary guidelines.</p> <p>Work with others to ensure that the school’s cafeteria is stocked with ‘healthy’ nutritional alternatives.</p>
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<p><b>Changing eating habits in a safe and successful way</b></p>	<p>sizes and equivalents</p> <ul style="list-style-type: none"> <li>• <b>Eating habits</b> - the choice of foods eaten, the amounts eaten, and the reasons for eating</li> </ul> <p><b>Reasons people may have their present dietary patterns:</b></p> <ul style="list-style-type: none"> <li>• Culture/tradition</li> <li>• Socio-economic</li> <li>• Personal likes and dislikes</li> <li>• Urban vs. rural</li> <li>• Mass media</li> <li>• Peer pressure</li> <li>• Education</li> </ul> <p><b>Changing Eating Habits:</b></p> <ul style="list-style-type: none"> <li>• Factors which help make change in dietary patterns permanent</li> <li>• Factors which can hinder change in dietary patterns.</li> </ul> <p><b>Fad Diet Evaluation.</b></p> <p><b>Strategies that can be taken to increase exercise level as well as improve eating habits.</b></p>								
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## Eating and Fitness

Form Two Term Two

<b>Theme:</b> Eating and Fitness							
<b>Topic:</b> BUILDING COMPETENCIES WHILE EXPLORING PERSONAL HEALTH ISSUES							
<b>Sub-topic:</b> Exploring Nutritional Needs & Body Functions							
Content	Lifeskills targeted	Suggested Teaching / Learning Strategies	Resources	Related Values and Attitudes	Specific Learning Outcomes Students will:	Suggested Assessment/ Evaluation	Social Action

<p><b>Nutritional Needs &amp; Body Functions</b></p> <p><b>Nutritional needs and a healthy lifestyle</b></p>	<p><b>Increasing one's understanding of nutritional needs and body functions:</b></p> <ul style="list-style-type: none"> <li>-The significance of the shape of the Food Guide Pyramid</li> <li>-What Counts as a Serving?</li> <li>-Calorie Challenge: Which Has More Calories?</li> <li>-Using a Dietary Guideline</li> <li>-Reliable Sources: What helps us determine what nutrition information is reliable?</li> <li>-Healthy and Unhealthy Foods</li> <li>-Myths/Taboo about Foods</li> <li>-Categories of nutrients and the main functions of each nutrient.(Essential Nutrients).</li> <li>-Consequences of not choosing the essential nutrients</li> </ul>	<p>Effective communication</p> <p>Negotiation / refusal</p> <p>Assertiveness,</p> <p>Cooperation</p> <p>Problem solving,</p> <p>Understanding consequences,</p> <p>Decision making</p> <p>Critical thinking,</p> <p>Creative thinking</p> <p>Self-motivation.</p> <p>Managing stress,</p> <p>Managing feelings,</p> <p>Self-management</p> <p>Empathy</p> <p>Self awareness</p> <p>Self acceptance</p> <p>Tolerance.</p>	<p>Class discussion.</p> <p>Dyads.</p> <p>Circular response.</p> <p>Lecture.</p> <p>Hot Seating.</p> <p>Debate.</p> <p>Guest Speaker.</p>	<p><a href="http://www.usda.gov">http://www.usda.gov</a></p> <p><a href="http://www.nutrition.gov">http://www.nutrition.gov</a></p> <p>Advertisements / Commercials.</p> <p>Resource personnel – School Nutrition.</p> <p>Newspaper / Magazine articles.</p> <p>Food supplement guides.</p> <p>Cookbooks.</p>	<p>Determination.</p> <p>Curiosity.</p> <p>Tolerance.</p> <p>Acceptance.</p> <p>Understanding.</p>	<p>Assess the effect of nutrients on health, appearance, and peak performance.</p> <p>Identify and explain the role of the Recommended Dietary Allowances</p> <p>Recognize and apply information from the Food Guide Pyramid</p> <p>Evaluate sources of nutritional information.</p> <p>Learn and analyze the characteristics and functions of the six essential nutrients</p> <p>Appraise sources of food and nutrition information, including food labels, related to health and wellness.</p> <p>Develop skills in selecting nutritious foods.</p>	<p><b>Nutrient Menu:</b> Students develop a menu with statements about each of the nutrients. Students then determine which nutrient fits each description.</p> <p>Portfolio evaluation.</p> <p>Journal entries.</p>	<p>Discuss with family and friends ways and means of avoiding unhealthy 'fad' diets.</p> <p>Aid others in understanding dietary guidelines.</p> <p>Encourage 'mother' to prepare and other family members to eat a healthy breakfast.</p> <p>Talk to friends about the significance of having a healthy diet.</p>
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## **Eating and Fitness**

Form Two Term Three

<b>Theme:</b> Eating and Fitness							
<b>Topic:</b> BUILDING COMPETENCIES WHILE EXPLORING PERSONAL HEALTH ISSUES							
<b>Sub-topic:</b> Exploring Further Nutritional Needs & Body Functions							
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> Students will:	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>

<p><b>Meeting the Nutritional Needs of Athletes</b></p> <p><b>Diets and Eating Disorders</b></p>	<p><b>Nutritional needs of teens and athletes:</b></p> <ul style="list-style-type: none"> <li>• Carbohydrates:</li> <li>• Fats.</li> <li>• Protein:</li> <li>• Vitamins and Minerals:</li> <li>• Fluid Intake:</li> </ul> <p><b>Sports Nutrition Facts and Myths:</b></p> <ul style="list-style-type: none"> <li>• Making Weight</li> <li>• Bulking Up</li> <li>• High Protein Diets</li> <li>• Carbohydrate Loading</li> </ul> <p><b>What are eating disorders?</b></p> <p><u>Eating Disorders</u> are behaviours related to food, eating, and weight that is extremely unhealthy and often related to emotional problems or extreme eating behaviours that can lead to serious health problems and even death. They include:</p> <ul style="list-style-type: none"> <li>• -Anorexia Nervosa</li> <li>• -Bulimia Nervosa</li> <li>• -Binge Eating Disorder</li> </ul> <p><b>What causes eating disorders?</b></p> <ul style="list-style-type: none"> <li>• adult role modelling</li> <li>• advertising</li> <li>• family influence</li> <li>• felt need</li> <li>• media</li> <li>• peer pressure</li> </ul>	<p>Effective communication</p> <p>Negotiation / refusal</p> <p>Assertiveness,</p> <p>Cooperation</p> <p>Problem solving,</p> <p>Understanding consequences,</p> <p>Decision making</p> <p>Critical thinking,</p> <p>Creative thinking</p> <p>Self-motivation.</p> <p>Managing stress,</p> <p>Managing feelings,</p> <p>Self-management</p> <p>Self-motivation.</p> <p>Empathy</p> <p>Self awareness</p> <p>Self acceptance</p> <p>Tolerance.</p>	<p>Research</p> <p>Brainstorming</p> <p>Guest Speaker</p> <p>Role play.</p> <p>Scenario.</p>	<p>Case study</p> <p>Resource personnel.</p> <p>Video tapes.</p> <p>Magazine and Newspaper articles.</p> <p><a href="http://www.teensshealth.org">www.teensshealth.org</a></p>	<p>Discipline.</p> <p>Understanding.</p> <p>Ethics.</p> <p>Integrity.</p>	<p>Improve their eating habits.</p> <p>Commit to some physical activity.</p> <p>Assess the effect of nutrients on health, appearance, and peak performance.</p> <p>Analyze the reliability of wellness information and sources.</p> <p>Examine how physical activity relates to wellness.</p> <p>Describe how physical activity affects an athlete's nutritional needs.</p> <p>Explain how fluids are important before, during and after physical activity</p> <p>Comprehend the differences between facts and myths about sports nutrition.</p> <p>Identify how nutrition affects an athlete's peak</p>	<p><b>Group Work:</b> Develop a Public Service Announcement on one of the following areas:</p> <ul style="list-style-type: none"> <li>• Sports Nutrition</li> <li>• Fluid Intake</li> <li>• Making Weight Safely</li> <li>• Bulking Up.</li> <li>• High Protein Diets</li> <li>• Carbohydrate Loading</li> </ul> <p><b>INDIVIDUAL ASSIGNMENT :</b></p> <p>Develop <b>A Healthier You</b> project to improve nutrition habits. Criteria to be set by teacher/both teacher and students</p> <p><b>JOURNAL ENTRIES:</b></p> <p>After class discussions about eating</p>	<p>Be an exemplar for healthy eating.</p> <p>Encourage others to eat healthy.</p> <p>Assist friends to make the commitment of maintaining a healthy lifestyle.</p> <p>Explain to self and friends that you will feel better, have more energy and reduce the risks of disease once you are at the weight that is right for you</p> <p>Share their public service announcement with the class / school.</p>
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	<ul style="list-style-type: none"> <li>•societal trends</li> <li>•urgency</li> <li>•values</li> </ul> <p><b>Help For Eating Disorders:</b></p> <p>Counselling</p> <p>Medical</p>					<p>performance.</p> <p>Assess the impact of food and diet fads, food addictions, and eating disorders on wellness.</p> <p>Distinguish between anorexia nervosa and bulimia.</p> <p>Examine causes of eating disorders.</p> <p>Suggest possible techniques for interventions for someone who has an eating disorder.</p>	<p>disorders</p> <p>students write journal entries on Eating Disorders work done in class.</p>	
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## Theme: Eating and Fitness

### Content Standard

Students will gain the knowledge necessary to control their dietary intake, maintain a healthy physical exercise regime and so reduce the risk of obesity and other lifestyle problems. They will understand and accept themselves as unique individuals with specific dietary needs and become aware of the changes and challenges faced by individuals as they go through life. They shall acquire the positive life skills necessary for developing and maintaining a healthy lifestyle.

This unit is intended to assist students in understanding themselves as individuals. It also explores the various changes they experience as they mature.



### **Performance Standards**

Using the knowledge gained from the content used, students will demonstrate improved abilities to manipulate their environment so as to improve their ability to fit as healthy contributing individuals into the social environment when they graduate from school. They shall demonstrate this ability by:

- i. Monitoring their own behaviour to eliminate possible health risks.
- ii. Determining optimal personal fitness levels.
- iii. Carrying out necessary health checks on a regular basis.
- iv. Understanding the risks involved in not carrying out regular health checks.
- v. Becoming familiar with the ways in which health checks are carried out.
- vi. Knowing the technological developments which allow for improved personal health.
- vii. Critically analysing the factors which determine the food which is eaten.
- xiii. Determining the factors which impact on personal food choices.
- xiv. Discussing age appropriate food choices
- xv. Discussing behaviours which are harmful to health.
- xvi. Monitoring their own behaviour to eliminate possible health risks.

### **Eating and Fitness**

Form Three Term One

<b>Theme:</b> Eating and Fitness
<b>Topic:</b> DEVELOPING ADVOCACY THROUGH PERSONAL HEALTH
<b>Sub-topic:</b> Building Self Efficacy in Personal Health and Wellness

Content	Lifeskills targeted	Suggested Teaching / Learning Strategies	Resources	Related Values and Attitudes	Specific Learning Outcomes Students will:	Suggested Assessment/ Evaluation	Social Action
<p><b>Individual nutritional needs</b></p> <p><b>Special Diets: for</b></p> <ul style="list-style-type: none"> <li>• Diabetics,</li> <li>• food allergies</li> <li>• lactose intolerance</li> <li>• food intolerance</li> <li>• athletes</li> <li>• cultural-vegetarians</li> <li>• nutrient supplement</li> </ul> <p><b>Lifetime Dietary Changes:</b></p> <ul style="list-style-type: none"> <li>• infants</li> <li>• childhood</li> <li>• adolescence</li> <li>• pregnancy</li> <li>• senior citizens</li> </ul> <p><b>Analysing Health Risks</b></p> <p><b>Stress: Causes, Consequences and Management</b></p> <p><b>Causes of Stress:</b></p> <p><b><u>School</u></b></p> <ul style="list-style-type: none"> <li>• -Academic Performance</li> <li>• -Classmates and Teachers</li> </ul> <p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• -Parents</li> <li>• -Peers</li> <li>• -Siblings</li> <li>• -Romantic Relationships</li> </ul> <p><b><u>Changes during Adolescence</u></b></p> <ul style="list-style-type: none"> <li>• -Puberty</li> <li>• -Increasing responsibilities</li> </ul>	<p>Effective communication</p> <p>Negotiation / refusal</p> <p>Assertiveness,</p> <p>Cooperation</p> <p>Problem solving,</p> <p>Understanding consequences,</p> <p>Decision making</p> <p>Critical thinking,</p> <p>Creative thinking</p> <p>Self-motivation.</p> <p>Managing stress,</p> <p>Managing feelings,</p> <p>Self-management</p> <p>Self-motivation.</p> <p>Empathy</p> <p>Self awareness</p> <p>Self acceptance</p> <p>Tolerance.</p>	<p>Brainstorm</p> <p>Group Work.</p> <p>Demonstration.</p> <p>Lecture.</p> <p>Panel Discussion.</p> <p>Guest speaker.</p> <p>Hot seating.</p> <p>Circular response.</p> <p>Debate.</p>	<p><a href="http://www.nutrition.gov">www.nutrition.gov</a>,</p> <p><a href="http://www.nutrition.about.com">www.nutrition.about.com</a>,</p> <p>Resource person.</p>	<p>Discipline.</p> <p>Understanding</p> <p>Acceptance.</p>	<p>Develop an improved eating habit.</p> <p>Express a commitment to some physical activity.</p> <p>Identify healthy eating patterns at various times in their lives</p> <p>Examine causes for special diets relating to health issues</p> <p>Analyze special diets.</p> <p>Examine the nutritional needs of individuals and families in relation to health and wellness across their life span.</p> <p>Research the relationship of nutrition and wellness to individual and family health throughout their lifespan.</p> <p>Identify causes and symptoms of stress and develop some basic stress management skills.</p> <p>Be able to delineate the differences</p>	<p><b><u>Journal Entry</u></b></p> <p>Write a letter to a younger child persuading and encouraging them to exercise.</p> <p><b>And/or</b></p> <p>Draw a picture of your favourite aerobic activity with a fun caption that could be used in an ad campaign to promote physical activity. For example, draw a picture of someone running with the caption, “We can have fun, so let’s take a run!”</p>	<p>Be an exemplar for healthy eating.</p> <p>Encourage others to eat healthy.</p> <p>Assist friends to make the commitment of maintaining a healthy lifestyle</p> <p>Explain to self and friends that you will feel better, have more energy and reduce the risks of disease once you are at the weight that is appropriate for you.</p> <p>Know how to initiate a conversation about serious stress with someone they feel may be at risk and with an adult who can help.</p> <p>Continue to enjoy physical activities and learn to set and use personal goals for developing or maintaining physical fitness,</p>

	<p><b><u>Additional Causes of Stress</u></b></p> <p>-Loss, Trauma and Change.</p> <p><b>Consequences of Stress:</b></p> <p><b><u>Physical Svmpptoms of Stress</u></b></p> <p>-Tension Headaches</p> <p>-Muscle Tension</p> <p>-Sleep Difficulties</p> <p>-Fatigue</p> <p><b><u>Psychological and Behavioural Responses to Stress</u></b></p> <p>-Reduced Tension</p> <p>-Irritability</p> <p><b>Management or Ways to Relieve Stress:</b></p> <p><u>Interventions to reduce stress</u></p> <ul style="list-style-type: none"> <li>• -Eating Properly</li> <li>• -Exercising Moderately</li> <li>• -Sleeping Adequately</li> <li>• -Making Time for Recreation</li> <li>• -Reading</li> <li>• -Listening to Music</li> <li>- Relaxation, meditation, yoga and non-aerobic exercises</li> <li>• -Time-management techniques</li> </ul> <p><b>Looking for evidence of stress:</b></p> <ul style="list-style-type: none"> <li>• Mood: sadness, irritability, anger, tearfulness</li> </ul>					<p>between transient stress reactions and the development of stress that is more serious and mood disorders.</p> <p>Investigate the relationships involving aerobic endurance, body composition, flexibility, muscular strength and endurance, and self-image.</p> <p>Briefly explain the role and function of the circulatory system.</p> <p>Demonstrate at least one way to take a pulse.</p> <p>Explain the Youth RPE scale and its importance.</p> <p>Define the FITT Principle.</p>	<p>recognizing that even moderate physical activity can help prevent stress, obesity and heart disease.</p>
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	<ul style="list-style-type: none"> <li>• Feelings: discouraged, hopeless, jittery, worried</li> <li>• Behaviours: forgetfulness, indecisiveness, decreased concentration, difficulty eating or sleeping</li> </ul> <p><b>Exercise: A Stress Reliever</b></p> <p>Recognize the benefits of exercise</p> <p><b><u>Do's:</u></b></p> <ul style="list-style-type: none"> <li>• Set a comfortable pace</li> <li>• Remember to drink plenty water</li> </ul> <p><b><u>Don'ts</u></b></p> <ul style="list-style-type: none"> <li>• Exercise within two hours of your last meal</li> <li>• Exercise if you feel ill</li> <li>• Over do especially if you have</li> </ul> <p><b><u>FITT Principle</u></b> (Frequency, Intensity, Time, and Type)</p> <ul style="list-style-type: none"> <li>• The importance of the circulatory system</li> <li>• How to take pulse and use an RPE (rating of perceived exertion scale)</li> </ul>							
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## Eating and Fitness

Form Three Term Two

<p><b><u>Theme:</u></b> Eating and Fitness</p>
<p><b><u>Topic:</u></b> PROMOTING A HEALTHY SCHOOL NUTRITION ENVIRONMENT</p>

Sub-topic: Leadership and Responsible Action Through Health and Wellness							
Content	Lifeskills targeted	Suggested Teaching / Learning Strategies	Resources	Related Values and Attitudes	Specific Learning Outcomes Students will:	Suggested Assessment/ Evaluation	Social Action
<p><b>Components of a Healthy School Nutrition Environment</b></p> <p><b>A Commitment to Nutrition and Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Nutrition and physical activity are part of each school day</li> <li>• Policies are in place and enforced</li> <li>• School foodservice is part of the school's team</li> <li>• Ministry of Education gives support.</li> </ul> <p><b>Quality School Meals</b></p> <ul style="list-style-type: none"> <li>• School meal programs are available</li> <li>• Healthy, appealing choices are available</li> <li>• Food safety is a priority</li> <li>• Menus meet nutrition standards</li> </ul> <p><b>Other Healthy Food Options</b></p> <ul style="list-style-type: none"> <li>• All foods and beverages available at school make a positive contribution to healthy choices</li> <li>• Parents make healthy options available</li> <li>• Food is not used for fund-raising</li> <li>• Food is not used as a reward or punishment</li> </ul>	<p>Effective communication</p> <p>Negotiation / refusal</p> <p>Assertiveness,</p> <p>Cooperation</p> <p>Problem solving,</p> <p>Understanding consequences,</p> <p>Decision making</p> <p>Critical thinking,</p> <p>Creative thinking</p> <p>Self-motivation.</p> <p>Managing stress,</p> <p>Managing feelings,</p> <p>Self-management</p> <p>Self-motivation.</p> <p>Empathy</p> <p>Self awareness</p> <p>Self acceptance</p> <p>Tolerance.</p>	<p>Panel Discussion</p> <p>Guest Speaker.</p>	<p>Resource personnel from School Nutrition Unit.</p> <p>Newspaper and Magazine articles.</p> <p><a href="http://www.moe.gov.tt">www.moe.gov.tt</a></p>	<p>Healthy habits.</p> <p>Good judgment.</p> <p>Restraint.</p> <p>Control.</p> <p>Determination.</p> <p>Acceptance.</p> <p>Understanding.</p>	<p>Practice healthy eating habits.</p> <p>Become knowledgeable about the six components of a healthy school nutrition environment.</p> <p>Conduct a simple needs assessment using the six components of a healthy school environment to determine the extent to which their school meet the criteria.</p> <p>Present a written report to be used to encourage school administrators ( principals, business officials, and school board members), student council, teachers, and school foodservice staff to develop and support nutrition and physical activity policies and programs.</p> <p>Urge these stakeholders to base financial decisions on students' nutrition and physical activity needs—not on profits or other budget considerations.</p>	<p>Teacher and students create the criteria for assessing the needs assessment together.</p> <p>Conduct a simple needs assessment on the extent to which their school meets the requirement of a Healthy School Nutrition Environment.</p> <p>Devise an action plan to encourage all stakeholders at school to develop and support nutrition and physical activity policies and programs at the school.</p>	<p>Become advocates for creating a health promoting environment at school, home and/or the community.</p> <p>Demonstrate health promoting practices.</p> <p>Encourage parents and friends to lead healthy lifestyles.</p>

	<p>ccess to vending machines is limited.</p> <p><b>Pleasant Eating Experiences</b></p> <ul style="list-style-type: none"> <li>• eals scheduled at appropriate times</li> <li>• tudents have time to eat and socialize</li> <li>• dequate serving and seating areas.</li> </ul> <p><b>Nutrition Education</b></p> <ul style="list-style-type: none"> <li>• afeteria décor is attractive</li> <li>• reative methods are used to keep noise levels appropriate</li> <li>• lean Drinking water is available</li> <li>• and washing equipment and supplies are available.</li> <li>• Available in Kindergarten to Secondary School</li> <li>• ocuses on skill development</li> <li>• ntegrated into core curriculum</li> <li>• ining room and classroom are linked</li> <li>• hool is a Team Nutrition School.</li> </ul> <p><b>Marketing</b></p> <ul style="list-style-type: none"> <li>• ealthy eating and physical activity are actively promoted</li> <li>• tudents receive positive, motivating messages</li> <li>• hools promote healthy food</li> </ul>							
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## Eating and Fitness

Form Three Term Three

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<b>Topic: DEVELOPING ADVOCACY THROUGH PERSONAL HEALTH</b>								
<b>Sub-topic: Self Development and Contribution to Community Health</b>								
Content		Lifeskills targeted	Suggested Teaching / Learning Strategies	Resources	Related Values and Attitudes	Specific Learning Outcomes Students will:	Suggested Assessment/ Evaluation	Social Action
<b>Health Consumer</b>	<b>Being a Wise Consumer:</b>	Effective communication.	Brainstorming	Newspaper and Magazine articles.	Advocacy	Learn about the major local, national and global health problems and some of the ways in which they might be solved.	Create an advertisement on an imaginary health product which is newly being introduced onto the market.	Help to increase consumer awareness in their immediate social environment.
	<b>Consumer Awareness</b> <ul style="list-style-type: none"> <li>•Analyze health products and services.</li> <li>•-Recognize important factors for purchasing a product.</li> <li>•-Forms of advertising and their effects.</li> <li>•-Misleading and/or potential health and medical fraud.</li> <li>•-Ways of becoming an</li> </ul>	Negotiation / refusal Assertiveness, Cooperation Problem solving, Understanding consequences,	Oral presentations. Hot seating. Panel discussion. Debate. Circular response.	Sample advertisements. Liaison with the Sciences Departments.	Self efficacy Proactive behaviour Critiquing Assertive behaviours	Develop awareness and an understanding of the health problems that face us both locally and worldwide.  Understand health problems and the need to	<b>CAREER DAY:</b> Students plan a Career Day where they invite personnel from all	Advocate 'green' mechanisms in the development of their environment.  Volunteer and encourage others to volunteer to serve in voluntary

<p><b>Environmental Concerns</b></p>	<p>assertive shopper.</p> <ul style="list-style-type: none"> <li>• Agencies which assist consumers.</li> </ul> <p><b>{Taught within the Science curriculum}</b></p> <p>The relationship between the environment and one's health:</p> <ul style="list-style-type: none"> <li>• Wellness Factors in our Natural Environment:</li> </ul> <ol style="list-style-type: none"> <li>1. Weather and Climate</li> <li>2. Geography</li> <li>3. Pollution</li> </ol> <ul style="list-style-type: none"> <li>• Wellness Factors in our Built Environment:</li> </ul> <ul style="list-style-type: none"> <li>• 1. The extent to which the built environment nourishes our soul</li> <li>• 2. The design of our cities, towns, buildings, rooms, vehicles, furniture, tools, etc. and the materials out of which they are fabricated</li> <li>• The resource demands upon the planet that generates massive amounts of waste and pollution.</li> </ul>	<p>Decision making</p> <p>Critical thinking,</p> <p>Creative thinking</p> <p>Self-motivation.</p> <p>Managing stress,</p> <p>Managing feelings,</p> <p>Self-management</p> <p>Self-motivation.</p> <p>Empathy</p> <p>Self awareness</p> <p>Self acceptance</p> <p>Tolerance.</p>				<p>be concerned about maintaining a healthful environment.</p> <p>Obtain knowledge about vocational opportunities in health and allied fields.</p> <p>Be apprised of the vocational opportunities in the health field.</p> <p>Reinforce skills and attitudes taught in other curricular areas:</p> <p>The skills taught in language arts, physical education, science and social studies will be reinforced through the study of health as well as the attitudes regarding physical fitness taught in physical education.</p> <p>Make an informed choice as to which health care career to enter.</p> <p>Generate a list of agencies and organizations in their community and surrounding area that benefit from the services of volunteers.</p> <p>Compare their choices for volunteering by weighing each choice against specific criteria.</p> <p>Design an action plan to</p>	<p>career clusters.</p> <p>Invitations can be extended to surrounding schools. They must ensure that nutritious meals are prepared.</p> <p><b><u>INTERVIEWS:</u></b></p> <p>Each student conducts information gathering interviews with three community agencies or organizations</p> <p>Student assessment data is gathered from <b><u>journals</u></b> and from <b><u>assessment forms</u></b> completed by a staff person within the agency.</p> <p><b><u>Teacher, peer,</u></b> and <b><u>self-assessment</u></b> all contribute to the evaluation process.</p>	<p>organisations.</p> <p>Assist friends to identify possible career paths.</p>
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<p><b>Health Organizations</b></p>	<p><b>The Role and Function of Health Organizations:</b></p> <ul style="list-style-type: none"> <li>• The role of health organizations at the local/national level.</li> <li>• -Accessing health organizations at the local/regional level.</li> </ul> <p><b>Voluntary Health Services:</b></p> <ul style="list-style-type: none"> <li>• What volunteers do</li> <li>• Where volunteering occurs</li> <li>• Value of volunteering.</li> </ul> <p><b>Emergency Services</b></p> <p><b>Health Care Providers</b></p> <p><b>World Health Organizations</b></p> <p><b>Career Choices In Health</b></p>					<p>meet their challenge and attain their goal. The action plans are carried out in the community.</p> <p>Decide which volunteering option is best suited to them and their current state of wellness. A goal statement is developed.</p> <p>Create a directory of all the Health Service providers in their community and nationally.</p> <p>Be knowledgeable about the career clusters involving Health sector.</p>		
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	<b>Science:</b> Career Clusters							
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## **Theme: Sexuality and Sexual Health**

### **Content Standard**

Students will gain the knowledge necessary to clarify the societal beliefs and so become comfortable with their sexuality. They will understand and accept themselves as unique sexual individuals with specific needs and become aware of the changes and challenges to be faced by individuals as they go through life. They shall acquire the positive life skills necessary for developing and maintaining a healthy sexual lifestyle.

This unit is intended to assist students in understanding themselves as individuals. It also explores the various changes they experience as they mature.

### **Performance Standards**

Using the knowledge gained from the content used, students will demonstrate improved abilities to manipulate their environment so as to improve their ability to fit as healthy contributing individuals into the social environment when they graduate from school. They shall demonstrate this ability by:

- i. Demonstrating skills in dealing with the changes associated with puberty.

- ii. Demonstrating an understanding of the factors underlying one's sexuality.
- iii. Applying life-skills to promote healthy, responsible sexual behaviours.
- iv. Identifying sources of appropriate information and assistance.
- v. Identifying myths associated with risky sexual behaviour.
- vi. Discussing the social dynamics associated with friendship and dating.
- vii. Identifying and exploring sources for obtaining accurate information of a sexual nature.
- viii. Exploring possible avenues for postponing physical sexual activities.
- ix. Analysing factors that influence sexual expression.
- x. Evaluating stereotyping and stigmatization.
- xi. Exploring the role of the media in influencing sexual expression and behaviours.
- xii. Evaluating the role of technology in changing sexual attitudes and behaviours.
- xiii. Identifying sources of appropriate information and assistance.

## Sexuality and Sexual Health

### Form One Term One

<b>Theme: Sexuality and Sexual Health</b>							
<b>Topic: Introduction to Human Sexuality</b>							
<b>Sub-topic: Explore Human Sexuality</b>							
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> Students will:	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<b>Exploring Human Sexuality</b> <ul style="list-style-type: none"> <li>• What is sexuality?</li> <li>• Concept of virginity.</li> <li>• Recognise physical changes associated with puberty.</li> <li>• Recognise emotional changes associated with puberty</li> <li>• Acceptance and appreciation</li> </ul>	Managing stress  Managing feelings,  Self-management	Discussion  Group work  Situation	Magazine and newspaper articles.  Videotapes.	Concern  Understanding.  Acceptance	Demonstrate skills in dealing with the changes associated with puberty.  Demonstrate an understanding of the	Create a short one act play affirming one's selfhood.  List ways in which one could modify one's behaviour so	Discuss with other students ways of 'fitting in' in school.  Persuade others students to take responsibility for

	of self <ul style="list-style-type: none"> <li>• Managing one's own sexuality. (Channelling urges caused by enhanced hormonal activity).</li> <li>• Multiple partners</li> </ul>	Self-motivation. Decision making. Understanding consequences.	analysis Case study.	Accepted school mores and values.	Self love Affirmation	factors underlying one's sexuality. Apply life-skills to promote healthy, responsible sexual behaviours in and out of school. Identify sources of appropriate information and assistance.	as to fit into the school's ethos.	their actions.
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<p><b>Gender Identity and Roles</b></p>	<p>Responsibilities  Roles</p>	<p>Problem solving,  Understanding consequences,  Decision making,  Critical thinking,  Creative thinking  Self-motivation  Problem solving,</p>	<p>Discussion  Group work.  Dyads.  Hot seating  Circular response.</p>	<p>Students' home life experiences</p>	<p>Respect.  Responsibility.  Concern.  Acceptance.</p>	<p>Apply life-skills to promote healthy, responsible sexual behaviours in and out of school.  Explain their roles and responsibilities as a student.  Identify sources of appropriate information and assistance.</p>	<p>Create a flow chart of their (i) family and (ii) social and school roles and responsibilities, including negative results of failure.  List at least three (3) areas of student responsibility to ensure a happy and fulfilling school experience.</p>	<p>Discuss with significant others, the effect of accepting their roles and responsibilities.  Work with friends and acquaintances to ensure a happy and fulfilling school experience.</p>
<p><b>Abstinence Concepts</b></p>	<p>Rewards of waiting  Secondary virginity  Setting goals</p>	<p>Understanding consequences,  Decision making,  Critical thinking,  Creative thinking  Self-motivation.</p>	<p>Group work.  Discussion.  Case studies.</p>	<p>Resource person.  Newspaper and magazine articles.  Lovematters.com/startover.html/</p>	<p>Acceptance.  Understanding.  Reconciliation.  Commitment.  Determination.</p>	<p>Initiate appropriate changes in their lifestyles.  Demonstrate an understanding of the factors underlying one's sexuality.  Apply life-skills to promote healthy, responsible sexual behaviours as a student.  Identify sources of appropriate information and assistance.</p>	<p>Create a one act play illustrating commitment to an ideal.  Write a letter to a friend explaining why he / she should defer sexual activity until after leaving school.</p>	<p>Encourage others to positively change their lifestyles.  Become a role model of appropriate school related lifestyle choices.</p>

# Sexuality and Sexual Health

Form One Term Two

<b>Theme: Sexuality and Sexual Health</b>								
<b>Topic: Building Healthy Relationships</b>								
<b>Sub-topic: Explore Healthy Relationships.</b>								
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> Students will:	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>	
<b>Exploring Healthy Relationships.</b>  <b>Gender and Sexual Rights</b>  <b>Abstinence Concepts</b>	Friendship and Dating  Myths and realities (myths related to infatuation vs. love, colloquialism vs. correct terms, sexuality and reproduction).  Setting boundaries  Peer pressure	Effective communication,  Negotiation / refusal skills,  Assertiveness,  Understanding consequences,  Decision making,	Contrived incident.  Pantomime.  Role play.  Brainstorm.  Lecture.  Debate  Discussion  Group work.  Assignment  Interview.	Case studies.  Student experiences  Lovematters.com/startover.html/  Resource person.  GOTT website.  Magazine and newspaper articles.  Resource person.  Newspaper and magazine	Sharing.  Acceptance.  Understanding.  Assertiveness,  Cooperation  Empathy.  Reconciliation.  Commitment.  Determination.	Identify myths associated with risky sexual behaviour.  Discuss the social dynamics associated with friendship and dating.  Identify and explore sources for obtaining accurate information of a sexual nature.  Explore possible avenues for postponing physical sexual activities.  Explore the impact of inappropriate sexual behaviour on their school careers.  Identify and explain what is incest and sexual abuse.  Explain the impact of abuse on their school	Create a cartoon debunking the myths associated with relationships.  Create a flow chart showing the consequences associated with human relationships.  Produce a skit illustrating appropriate school related behaviour patterns.  Create a road map of assistance for a victim of incest or sexual abuse.  Develop a / an appropriate method / methods of dealing with abuse in the school environment.  Create a skit	Model appropriate school related sexual behaviours for friends, peers and family.  Discuss with friends, peers and family ways of ensuring appropriate social behaviour patterns.  Empathise with and assist those who are abused.  Explain to others ways and means of obtaining assistance.  Maintain vigilance to avoid becoming a victim of abuse.  Discuss with friends methods of protecting themselves from

	Setting goals	<p>Cooperation</p> <p>Empathy.</p> <p>Problem solving,</p> <p>Creative thinking</p> <p>Understanding consequences,</p> <p>Creative thinking.</p>		articles.		<p>work and relationships.</p> <p>Locate sources of assistance.</p> <p>Explain the sexual and reproductive rights protected by the laws of the land.</p> <p>Understand the process through which one must go to obtain assistance.</p> <p>Explain the benefits associated with postponing sexual activity whilst being a student.</p> <p>Discuss the social dynamics associated with friendship and dating.</p> <p>Identify and explore sources for obtaining accurate information of a sexual nature.</p>	<p>involving a school aged individual saying NO to peer pressure to become sexually active.</p> <p>Create a personal road map to achieve the desired goal of deferring sexual activity.</p> <p>Create a listing of rules, behaviours and activities appropriate to school relationships.</p>	<p>abuse when in school</p> <p>Encourage others to implement positive changes in their sexual lifestyles.</p> <p>Become a role model of appropriate sexual lifestyle choices.</p> <p>Become an appropriate model for school related lifestyles behaviours.</p>
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# Sexuality and Sexual Health

Form One Term Three

<b>Theme: Sexuality and Sexual Health</b>							
<b>Topic: Sexual Empowerment</b>							
<b>Sub-topic: Influences of Sexual Expression</b>							
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> Students will:	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<p><b>Influences of Sexual Expression</b></p> <p>Technology.(print , radio, T.V. internet, phones, coded language, medical advances etc...)</p> <p>Peers</p> <p>Family values</p> <p>Spirituality</p>	<p>Effective communication</p> <p>Negotiation / refusal skills,</p> <p>Assertiveness,</p> <p>Cooperation</p> <p>Problem solving,</p>	<p>Assignment</p> <p>Contrived incident.</p> <p>Debate.</p> <p>Lecture.</p> <p>Group work</p> <p>Dyads.</p>	<p>Video tapes.</p> <p>Magazine and newspaper articles.</p> <p>Photographs.</p> <p>Advertisements</p> <p>Student experiences.</p>	<p>Understanding.</p> <p>Caution.</p> <p>Acceptance.</p> <p>Appreciation.</p> <p>Empathy.</p>	<p>Analyse the factors that influence sexual expression.</p> <p>Explore the role of the media in influencing sexual expression and behaviours.</p> <p>Evaluate the role of technology in changing sexual attitudes and behaviours.</p> <p>Identify sources of appropriate information and assistance.</p> <p>Evaluate stereotyping and stigmatization.</p> <p>Explain the consequences of stereotyping individuals in the school environment</p> <p>Understand the negative impact of stereotyping on</p>	<p>Critique a selected advertisement.</p> <p>Write a private letter to oneself explaining how family values have moulded one’s behaviour and beliefs.</p> <p>Perform a one act play illustrating the impact of stereotyping / stigmatizing a fellow class member.</p> <p>Create a poster illustrating the feelings of someone who has been stigmatized by his / her classmates.</p>	<p>Discuss with friends and family the effects of outside influences on one’s thinking.</p> <p>Work with friends to promote a positive school ethos.</p> <p>Encourage others to avoid the pitfalls associated with stereotyping.</p> <p>Encourage others to accept and practice Unity in Diversity in the classroom school and society.</p>
<p><b>Stereotyping and Stigmatizing.</b></p> <p>Implications of stereotypical thinking.</p> <p>Awareness of gender stereotyping.</p> <p>Implications for “Unity in Diversity”.</p>	<p>Understanding consequences,</p> <p>Decision making,</p> <p>Critical thinking,</p> <p>Creative thinking.</p> <p>Cooperation</p>	<p>Hot seating.</p> <p>Fishbowl.</p> <p>Forum.</p> <p>Discussion.</p> <p>Buzz group.</p>					



						<p>the concept of Unity in Diversity.</p> <p>Identify sources of appropriate information and assistance.</p>		
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## **Theme: Sexuality and Sexual Health**

### **Content Standard**

Students will gain the knowledge necessary to clarify the societal beliefs and so become comfortable with their sexuality. They will understand and accept themselves as unique sexual individuals with specific needs and become aware of the changes and challenges to be faced by individuals as they go through life. They shall acquire the positive life skills necessary for developing and maintaining a healthy sexual lifestyle.

This unit is intended to assist students in understanding themselves as individuals. It also explores the various changes they experience as they mature.

### **Performance Standards**

Using the knowledge gained from the content used, students will demonstrate improved abilities to manipulate their environment so as to improve their ability to fit as healthy contributing individuals into the social environment when they graduate from school.

They shall demonstrate this ability by:

- i. Understanding the care of the reproductive organs.
- ii. Beginning to practise appropriate personal sexual-health self examinations.
- iii. Giving opinions on socially acceptable lifestyle choices.
- iv. Discussing the influence of the media as a source of sexual anxiety.
- v. Understanding the pitfalls associated with teenaged pregnancy.
- vi. Analysing the impact of abortion on the individuals concerned.
- vii. Researching information on viral sexually transmitted diseases – HIV/AIDS, HPV.
- viii. Researching information on bacterial sexually transmitted diseases – syphilis, gonorrhoea, Chlamydia.
- ix. Analysing feelings about protecting oneself from infection – Abstinence.
- x. Identifying sources of appropriate information and assistance.
- xi. Demonstrating an awareness of discrimination and stigmatization experienced by those infected.
- xii. Showing concern for the acceptance and inclusion of all individuals adversely affected by the disease.
- xiii. Understanding the need to empathise with those infected.
- xiv. Evaluating the impact of pandemic diseases on the concept of “Unity in Diversity.”

# Sexuality and Sexual Health

Form Two Term One

<b>Theme: Sexuality and Sexual Health</b>								
<b>Topic: Individual Protection and Safety.</b>								
<b>Sub-topic: Sexually transmitted Diseases. (STD's)</b>								
<b>Content</b>		<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> <i>Students will:</i>	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<b>Sexually transmitted Diseases. (STD's)</b>	Viral sexually transmitted diseases. (HIV / AIDS, Human Papilloma Virus,)	Problem solving,	Lecture.	Resource person.	Caution.	Research information on viral sexually transmitted diseases – HIV/AIDS, HPV.	Create posters showing the consequences of an infection by a sexually transmitted disease.	Accept and encourage the idea of sexual abstinence whilst a student.
	Consequences	Understanding consequences,	Forum.	Published medical tracts.	Concern	List the conditions favourable to the transmission of viral sexually transmitted diseases	Create a song / poem extolling the benefits of sexual abstinence whilst a student.	Promote activities which would lead to sexual abstinence in the student population.
<b>Protocols for Assistance</b>	Prevention	Decision making,	Panel.	Case study.	Acceptance.	Analyse feelings about protecting oneself from infection – Abstinence.	List ways of protecting oneself from being infected by a sexually transmitted disease.	Discuss with friends, peers and family the development and enforcement of individual gender and sexual rights in Trinidad and Tobago.
	Treatment regimes	Critical thinking,	Brainstorm	Newspaper reports	Understanding.	Identify sources of appropriate information and assistance.	Debate the topic "There is no real legal protection for sexually abused individuals in Trinidad and Tobago."	Sensitize the school population to the issue of gender and sexual rights by creating and posting posters dealing with the issue within the
<b>Abstinence Concepts</b>	Referrals.	Creative thinking	Circular response.	Magazine articles.	Curiosity.	Demonstrate an awareness of discrimination and stigmatization experienced by those infected.	Develop a flow chart showing the process and avenues through	
	The Law and Legal aspects.	Effective communication,	Colloquy	Relevant laws of Trinidad and Tobago.	Reconciliation.	Show concern for the acceptance and inclusion of all individuals		
		Negotiation / refusal skills,	Debate..		Commitment.			
		Assertiveness,	Group work.		Determination.			
		Cooperation	Contrived incident.					
		Empathy.	Interview.					
		Self-motivation.	Discussion.					
		Managing stress	Case studies.					

	<p>Gender and sexual rights</p> <p>Secondary Virginity</p>	<p>Managing feelings, Self-management</p>	<p>Assignment</p>		<p>adversely affected by the disease.</p> <p>Research information on all aspects of the law relating to the Protocols of Assistance.</p> <p>Analyse feelings about gender and sexual rights.</p> <p>Identify sources of appropriate information and assistance.</p> <p>Demonstrate an awareness of discrimination and stigmatization experienced by others denied their rights.</p> <p>Show concern for the acceptance and inclusion of all individuals adversely affected.</p> <p>Accept the right of others to make decisions about their bodies.</p> <p>Analyse feelings about gender and sexual rights.</p> <p>Identify sources of appropriate information and assistance.</p> <p>Demonstrate an awareness of discrimination and stigmatization experienced by others when exercising</p>	<p>which an individual may access assistance if sexually abused.</p> <p>Create a poster showing the gender and sexual rights enjoyed by an individual in Trinidad and Tobago.</p> <p>Create a skit involving someone saying NO to peer pressure to become sexually active.</p> <p>Create a personal road map to achieve the desired goal of deferring sexual activity.</p> <p>Create a listing of rules, behaviours and activities appropriate to school relationships.</p>	<p>school compound.</p> <p>Discuss with friends the benefits to be derived by deferring sexual activity until after formal schooling and within a monogamous relationship.</p> <p>Become a role model of appropriate sexual lifestyle choices.</p> <p>Become an appropriate model for school related lifestyles behaviours.</p>
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						unpopular rights. Show concern for the acceptance and inclusion of all individuals adversely affected.		
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# Sexuality and Sexual Health

Form Two Term Two

<b>Theme: Sexuality and Sexual Health</b>								
<b>Topic: Individual Protection and Safety.</b>								
<b>Sub-topic: Stereotyping and Stigmatising.</b>								
<b>Content</b>		<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> Students will:	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<b>Sexually Transmitted Diseases (STD's)</b>	Sexually Transmitted Diseases (STDs)	Problem solving,	Lecture	Medical articles.	Caring.	Research information on bacterial sexually transmitted diseases – syphilis, gonorrhoea, Chlamydia.	Create and perform a skit involving someone infected with a bacterial sexually transmitted disease.	Accept and encourage the idea of sexual abstinence whilst a student.
	<ul style="list-style-type: none"> <li>√ Bacterial sexually transmitted diseases. (syphilis, gonorrhoea, Chlamydia)</li> <li>√ Consequences</li> <li>√ Prevention</li> <li>√ Treatment regimes</li> </ul>	Understanding consequences,	Circular response	Newspaper reports.	Commitment.			Promote activities which would lead to sexual abstinence in the student population.
<b>Stereotyping and Stigmatising.</b>	Evaluate Stereotyping and Stigmatization	Decision making,	Debate	Magazine articles.	Understanding.	List the conditions favourable to the transmission of bacterial sexually transmitted diseases	Create a poster to inform other students about the need to protect themselves from sexually transmitted diseases.	Promote activities which would lead to sexual abstinence in the student population.
	<ul style="list-style-type: none"> <li>√ Implications of stereotypical thinking.</li> <li>√ Awareness of gender stereotyping.</li> <li>√ Implications for “Unity in Diversity”.</li> <li>√ HIV and AIDS.</li> </ul>	Critical thinking,	Group work.	Appropriate laws of Trinidad and Tobago.	Caution.	Analyse feelings about protecting oneself from infection – Abstinence.	Create a song / poem extolling the benefits of sexual abstinence whilst a student.	Discuss with friends the benefits to be derived by deferring sexual activity until after formal schooling and within a monogamous relationship.
	Protocols for assistance	Creative thinking	Discussion.	Student experiences	Acceptance.	Identify sources of appropriate information and assistance.	List ways of protecting oneself from being infected by a sexually transmitted disease.	Become a role model of appropriate sexual lifestyle choices.
	<ul style="list-style-type: none"> <li>√ Referrals.</li> <li>√ The Law and Legal aspects.</li> <li>√ Gender and sexual rights</li> </ul>	Self-motivation.	Panel	.		Demonstrate an awareness of discrimination and stigmatization experienced by those	Develop a flow chart showing the process and avenues through	Become an appropriate model for school related
		Managing stress,	Case study.					
		Managing feelings,	Contrived incident.					
		Self-management	Role play					
		Empathy						

		<p>Effective communication</p> <p>Negotiation / refusal skills,</p> <p>Assertiveness,</p> <p>Cooperation</p>				<p>infected.</p> <p>Show concern for the acceptance and inclusion of all individuals adversely affected by the disease.</p>	<p>which an individual may access assistance if infected by a sexually transmitted disease.</p>	<p>lifestyles behaviours.</p>
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# Sexuality and Sexual Health

Form Two Term Three

<b>Theme: Sexuality and Sexual Health</b>								
<b>Topic: Personal Responsibilities.</b>								
<b>Sub-topic: Sexual and Reproductive Health</b>								
<b>Content</b>		<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> <i>Students will:</i>	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<b>Sexual and Reproductive Health</b>	<i>Sexual and Reproductive Health</i>	Negotiation / refusal	Brainstorm.	Medical journals.	Caution.	Be proactive in taking care of their health.	Create a comic strip showing the consequences of unplanned teenaged pregnancy.	Accept and encourage the idea of sexual abstinence whilst a student.
	<ul style="list-style-type: none"> <li>✓ Genital care and hygiene</li> <li>✓ Breast self exam.</li> <li>✓ Testicular self exam.</li> <li>✓ Prevention.</li> <li>✓ Teenage pregnancy.</li> <li>✓ Consequences of abortion.</li> <li>✓ Infertility.</li> </ul>	Assertiveness.	Circular response.	Biology texts.	Concern	Explain the consequences of unprotected sexual intercourse.	Write a cautionary note to self about the necessity of examining oneself for overt signs of reproductive abnormalities.	Promote activities which would lead to sexual abstinence in the student population.
<b>Sources of Sexual Anxieties.</b>	<i>Sources of sexual anxiety</i>	Decision making,	Debate.	Magazine articles	Acceptance.	List consequences of abortion on both the mother and father.	Discuss with friends the benefits to be derived by deferring sexual activity until after formal schooling and within a monogamous relationship.	
	<ul style="list-style-type: none"> <li>✓ Lifestyle choices (lesbianism, homosexuality)</li> <li>✓ Dangers</li> <li>✓ Suggestive magazines, pictures, music etc...</li> </ul>	Understanding consequences.	Discussion.	Newspaper reports.	Understanding.	Assess the risks involved to participate in unprotected sex.	Create a skit involving an individual choosing an alternative lifestyle and the reaction to his / her decision.	
		Critical thinking,	Group work.	Case study.		Understand the social norms /mores involving interpersonal relationships.		Become a role model of appropriate sexual lifestyle choices.
		Self-motivation.	Lecture.	N.G.O reports.		Appreciate the dangers involved when interfacing with suggestive		Become an appropriate model
		Managing feelings,	Case study.					
		Self-management	Contrived incident.					
		Effective communication,	Role play.					
		Assertiveness,						
		Empathy.						



						magazines, pictures, music etc...		<p>for school related lifestyles behaviours.</p> <p>Discuss with family, friends and peers their way of life and its impact on the society.</p> <p>Assist others in understanding and the social mores and how they impact an individual's life choices.</p> <p>Discuss with school friends the dangers involved when interfacing with suggestive magazines, pictures, music etc...</p>
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## **Theme: Sexuality and Sexual Health**

### **Content Standard**

Students will gain the knowledge necessary to clarify the societal beliefs and so become comfortable with their sexuality. They will understand and accept themselves as unique sexual individuals with specific needs and become aware of the changes and challenges to be faced by individuals as they go through life. They shall acquire the positive life skills necessary for developing and maintaining a healthy sexual lifestyle.

This unit is intended to assist students in understanding themselves as individuals. It also explores the various changes they experience as they mature.

### **Performance Standards**

Using the knowledge gained from the content used, students will demonstrate improved abilities to manipulate their environment so as to improve their ability to fit as healthy contributing individuals into the social environment when they graduate from school.

They shall demonstrate this ability by:

- i. Analysing the factors determining sexual orientation.
- ii. Understanding that persons with challenges are also sexual beings.
- iii. Discussing the impact of pornography on the individual's psyche.
- iv. Critiquing the role of the media on determining sexual behaviours.
- v. Demonstrating knowledge of the impact of sexually transmitted diseases on behaviour and lifestyle.
- vi. Exhibiting the coping skills necessary to avoid high-risk behaviours.
- vii. Demonstrating personal commitment to avoid situations leading to charges of sexual harassment.
- viii. Understanding the risks involved in unwise use of internet facilities.
- ix. Showing concern for those negatively impacted by disease.
- x. Identifying sources of appropriate information and assistance.
- xi. Demonstrating knowledge of the requirements and impact of raising a child.
- xii. Researching the costs of having and raising a baby (Economic, Emotional, Social and Psychological)
- xiii. Analysing the cost of having a child whilst still an adolescent.
- xiv. Identifying sources of appropriate information and assistance.

# Sexuality and Sexual Health

## Form Three Term One

<b>Theme: Sexuality and Sexual Health</b>							
<b>Topic: Sexual Orientation and Challenges.</b>							
<b>Sub-topic: Factors determining sexual orientation.</b>							
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> Students will:	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<p><b>Factors determining sexual orientation.</b></p> <p>Analyse the factors determining sexual orientation</p> <ul style="list-style-type: none"> <li>√ heterosexual, bisexual and homosexual</li> <li>√ Genetics</li> <li>√ Environment</li> </ul>	<p>Problem solving,</p> <p>Understanding consequences,</p> <p>Decision making,</p> <p>Critical thinking,</p> <p>Assertiveness,</p> <p>Empathy.</p> <p>Self-motivation.</p> <p>Managing stress,</p> <p>Managing feelings,</p> <p>Self-management</p>	<p>Lecture</p> <p>Forum.</p> <p>Discussion.</p> <p>Group work.</p> <p>Case Study</p> <p>Interview</p>	<p>Resource person.</p> <p>Biology texts.</p> <p>Medical journals.</p> <p>Magazine articles.</p> <p>Newspaper reports.</p>	<p>Caution.</p> <p>Concern.</p> <p>Acceptance.</p> <p>Understanding.</p> <p>Empathy.</p>	<p>List factors which determine sexual orientation.</p> <p>Explain the societal response to sexual orientation.</p> <p>Become aware of the problems encountered by individuals with physical, emotional challenges.</p> <p>Understand that pornography has negative long term effects.</p> <p>Explain the influence of the media on the self image of an individual.</p> <p>Understand the need of the individual to fit in as exemplified by the media.</p>	<p>Create posters, music, or art work clarifying their understanding of the factors determining sexual orientation.</p> <p>Create an advertisement extolling the virtues of a product designed to influence the self image of an individual.</p> <p>Develop a comic strip showing the effects of negative social attitudes on the self esteem of an individual with challenges.</p>	<p>Assist significant others to understand society's attitudes to sexual orientation.</p> <p>Work with school friends to instill a greater sense of tolerance in others for individuals with challenges.</p> <p>Explain to family, friends and peers the reasons why an individual with challenges should not be ignored.</p>
<p><b>Sexuality and Persons with Challenges.</b></p> <p>Sexuality and persons with challenges</p> <ul style="list-style-type: none"> <li>√ Physically</li> <li>√ Mentally</li> <li>√ Emotionally.</li> </ul> <p>Sources of sexual anxiety – Pornography</p> <ul style="list-style-type: none"> <li>√ Short term effects</li> <li>√ Long term effects</li> <li>√ Addictive pornography.</li> <li>√ Sexual addiction</li> </ul>							

	<p><b>Influence of the media</b></p> <ul style="list-style-type: none"><li>√ Positive and negative.</li><li>√ Active and Aggressive. (movies, internet, advertisements etc)</li><li>√ Obsession.</li></ul>							
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# Sexuality and Sexual Health

Form Three Term Two

<b>Theme: Sexuality and Sexual Health</b>							
<b>Topic: Personal Responsibility for Personal Health</b>							
<b>Sub-topic: Sexually transmitted diseases.</b>							
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> <i>Students will:</i>	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<p><b>Personal responsibility for Sexual Health.</b></p> <p>Sexually Transmitted Diseases (STDs)</p> <ul style="list-style-type: none"> <li>√ Viral sexually transmitted diseases. (Hepatitis B, Genital Herpes)</li> <li>√ Consequences</li> <li>√ Prevention</li> <li>√ Treatment regimes</li> </ul> <p><i>Protocols for assistance</i></p> <ul style="list-style-type: none"> <li>√ Referrals.</li> <li>√ The Law and Legal aspects.</li> <li>√ Gender and sexual rights</li> </ul> <p><i>Sexual misconduct.</i></p> <ul style="list-style-type: none"> <li>√ Harassment (visual, verbal and physical)</li> <li>√ Abuse (Incest)</li> <li>√ Technology - on-line paedophiles.)</li> </ul>	<p>Effective communication,</p> <p>Negotiation / refusal skills,</p> <p>Assertiveness,</p> <p>Cooperation</p> <p>Empathy.</p> <p>Problem solving,</p> <p>Understanding consequences,</p> <p>Decision making,</p> <p>Critical thinking,</p> <p>Self-motivation.</p> <p>Managing stress,</p> <p>Managing feelings,</p> <p>Self-management</p>	<p>Lecture.</p> <p>Group work.</p> <p>Brainstorm.</p> <p>Circular response.</p> <p>Debate.</p> <p>Discussion.</p>	<p>Resource person.</p> <p>Biology texts.</p> <p>Medical journals.</p> <p>Magazine articles.</p> <p>Newspaper reports.</p> <p>Laws of Trinidad and Tobago.</p>	<p>Empathy.</p> <p>Caution.</p> <p>Concern.</p> <p>Acceptance.</p> <p>Understanding.</p>	<p>Explain behaviour patterns which could be construed as sexual harassment.</p> <p>Identify conditions favourable to the transmission of viral sexually transmitted diseases.</p> <p>State possible sources of assistance for those infected with a viral transmitted disease</p> <p>Reflect on the protocols for assistance to those afflicted by a sexually transmitted disease.</p> <p>Become aware of the dangers of technological advancements in the hands of sexually unscrupulous and exploitative individuals.</p> <p>Understand the</p>	<p>List conditions favourable to the transmission of viral sexually transmitted diseases.</p> <p>List possible sources of assistance for those infected with a viral transmitted disease.</p> <p>Create a scenario involving the successful attempt to assist someone afflicted by a sexually transmitted disease.</p>	<p>Become proactive in encouraging other students to take control of their sexual lives.</p> <p>Discuss with family, friends and peers the need to protect oneself from the scourge of sexually transmitted diseases.</p> <p>Support the efforts of others attempting to assist those afflicted by a sexually transmitted disease.</p> <p>Become proactive in exposing those who would exploit them for sexual purposes.</p> <p>Explain to school friends the impact of the emotional</p>

						unacceptable impact of becoming sexually active on their educational achievements.		rollercoaster if they should become sexually active.
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# Sexuality and Sexual Health

Form Three Term Three

<b>Theme:</b> Sexuality and Sexual Health.								
<b>Topic:</b> Teenaged Parenting.								
<b>Sub-topic:</b>								
	<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> Students will:	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<b>Teenaged Parenting</b>	Understand life as a teenaged parent √ Simulated first hand experience  Evaluate the readiness of teenagers for parenthood. √ Achieving set goals.  Protocols for assistance √ Referrals. √ The Law and Legal aspects. √ Gender and sexual rights	Effective communication.  Negotiation / refusal skills,  Assertiveness,  Cooperation  Problem solving,  Understanding consequences,  Decision making,  Critical thinking,  Creative thinking  Self-motivation.  Managing	Brainstorm. Group Work.  Role Play.  Lecture.  Forum.  Debate.  Circular response.  Case study.  Contrived incident.	Resource person.  Magazine articles.  Newspaper reports.  Student reports.	Love.  Caring.  Understanding.  Empathy.  Caution.  Concern.  Acceptance.	Understand the problems faced by a pregnant teenaged mother.  Understand the problems faced by a teenaged father.  Know where to access assistance to resist becoming a teenaged parent.  Be exposed to the laws of Trinidad and Tobago guaranteeing sexual and gender rights of the individual.	List factors which may lead a teenager to become a parent.  List factors which would enable a teenager to avoid becoming a parent.  Create a skit involving teenaged parenthood showing the results of the educational pitfalls encountered by the parents.	Discuss with other students the risks involved in becoming a teenaged father or mother.  Work with others to strengthen the factors which would enable teenagers to avoid becoming parents until they are mature enough to accept the responsibilities of parenthood.

		stress, Managing feelings, Self- management Empathy						
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## **Theme: Managing the Environment**

### **Content Standard**

Students will gain the knowledge necessary to understand and explain the society's attitude to the environment. They will understand and accept the various needs of the surrounding environment and take action to make the necessary adjustments to establish a self sustaining relationship with it. They shall acquire the positive life skills necessary for developing and maintaining a healthy environment.

This unit is intended to assist students in understanding themselves as individuals.

### **Performance Standards**

Using the knowledge gained from the content used, students will demonstrate improved abilities to manipulate their environment so as to improve their ability to fit as healthy contributing individuals into the social environment when they graduate from school. They shall demonstrate this ability by:

- i. Establishing a definition of the term 'environment'.
- ii. Discussing the concept of the "Health Promoting School".
- iii. Explaining the relationship between environmental health and personal health.
- iv. Recognising how the environment impacts upon the individual.
- v. Recognising how an individual impacts upon the environment.
- vi. Examining environmental safety.
- vii. Evaluating threats to the environment.
- viii. Outlining a disaster preparedness plan.
- ix. Understanding the concept of the "Carbon Footprint".
  - x. Outlining a plan of action to address the problem of the Carbon Footprint.
  - xi. Becoming active in efforts to preserve the environment.
  - xii. Appreciating the need to create and enforce laws to protect the environment.
  - xiii. Evaluating the threat of 'rampant individualism' to the health and stability of the society.
  - xiv. Understanding and evaluating emerging threats to health and life.
  - xv. Taking the steps necessary to protect themselves from newly emerging and traditional / historical diseases.

# Managing the Environment

## Form One Term One

<b><u>Theme:</u> Managing The Environment:</b>							
<b>Topic: Caring for the Environment</b>							
<b>Sub-topic: Defining the Environment and one's role within it.</b>							
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> <i>Students will:</i>	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<p><b>Create a comprehensive definition of the environment.</b></p> <p>Examine the relationships amongst the various elements of the ecosystems.</p> <p>Examine the relationship between self and the environment.</p> <p><b>Explain the roles and functions of the various facets of the natural and social environments</b></p> <p>Discuss ways of caring for both the natural and social environment.</p> <p>Understand and explain the folk saying “No man is an island...”</p>	<p>Creative thinking</p> <p>Self management</p> <p>Decision making</p> <p>Problem solving</p> <p>Self-awareness</p> <p>Managing stress,</p> <p>Managing feelings,</p> <p>Self-management</p> <p>Self-motivation.</p> <p>Understanding consequences,</p>	<p>Brainstorming</p> <p>Group work</p> <p>Drama.</p> <p>Discussion</p> <p>Questioning</p> <p>Role play.</p> <p>Situation analysis.</p> <p>Case studies.</p> <p>Demonstration</p> <p>Simulation.</p> <p>Forum</p> <p>Field Trip.</p> <p>Contrived Incident.</p>	<p>Pictures</p> <p>Charts</p> <p>Video Clip(s)</p> <p>Models/</p> <p>Diagrams/</p> <p>Maps</p> <p>Movie clips.</p> <p>Pictures.</p> <p>Guest speakers.</p> <p>Other students.</p> <p>Natural sciences teachers.</p> <p>Case studies.</p>	<p>Caring.</p> <p>Making sound judgements.</p> <p>Understanding.</p> <p>Empathizing.</p> <p>Caution.</p> <p>Clarity of thought.</p> <p>Confidence.</p>	<p>Establish a definition of the term ‘environment’.</p> <p>Explain the relationship between environmental health and personal health.</p> <p>Recognise how the environment impacts upon the individual.</p> <p>Recognise how an individual impacts upon the environment.</p> <p>Take greater care of their surroundings.</p> <p>Establish appropriate relationships with others.</p>	<p>Participation in:-</p> <ul style="list-style-type: none"> <li>- discussion;</li> <li>- nurturing project.</li> </ul> <p>Completion of food chains/diagrams.</p> <p>Matching exercises of acceptable/ unacceptable practices using pictures.</p> <p>Portfolios – ways of caring for the environment.</p>	<p>Participate in beautification projects within the school.</p> <p>Appreciate and care for public utilities:- parks, street lights, stand pipes, recreational facilities.</p> <p>Establish positive relationships with others.</p> <p>Practice the wise use of available resources.</p>

<p><b>Health Promoting School.</b></p> <p>Discuss the concept of the “Health Promoting School”</p> <p>Promoting Health in the School</p> <ul style="list-style-type: none"> <li>• psycho-social,</li> <li>• social,</li> <li>• physical,</li> <li>• emotional,</li> <li>• intellectual, and</li> <li>• spiritual</li> </ul> <p>The roles and functions of the school’s</p> <ul style="list-style-type: none"> <li>▪ administration</li> <li>▪ teachers</li> <li>▪ students</li> <li>▪ cafeteria</li> <li>▪ maintenance staff in promoting a “Healthy School.”</li> </ul> <p>The roles and functions of parents / caregivers and the wider community in promoting a “Healthy School.”</p> <p><b>Explain the relationship between environmental health and personal health</b></p>	<p>Recognise how an individual impacts the environment:</p> <p>Intellectual, (new inventions)</p> <ol style="list-style-type: none"> <li>i. Physical, (construction activities, deforestation etc...)</li> <li>ii. Spiritual (attitudinal development)</li> <li>iii. Emotional, (fear generated by e.g. crime etc ...)</li> <li>iv. Psychosocial, (suspicious of strangers etc...)</li> </ol>	<p>Critical thinking,</p>		<p>Students</p> <p>Resource person.</p>		<p>Discuss the concept of the Health Promoting School.</p> <p>List reasons why the school is a good place to be.</p> <p>Explain that being healthy does not refer to physical health alone.</p> <p>Explain the relationship between the school’s environment and personal health.</p> <p>Explain how their activities impact the natural and social environments.</p> <p>List the changes in their lives since moving from primary to secondary school.</p>	<p>Observation using a checklist.</p> <p>Create an environmental awareness skit / song / calypso / painting etc...</p>	<p>Participation in the life of the school.</p> <p>Encouraging others to contribute to the development of the school.</p> <p>Assisting in developing and maintaining a supportive, healthy and satisfying school environment.</p> <p>Take steps to mitigate the impact of their activities on the natural and social environments.</p> <p>Encourage others to care for the natural and social environment which impacts upon their lives.</p>
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	<p>v. Social. (breakdown of social cohesiveness...)</p> <p>Recognise how the environment impacts an individual.</p> <p>i. Intellectual, ii. Physical, iii. Spiritual iv. Emotional, v. Psychosocial, vi. Social.</p>							
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# Managing the Environment

## Form One Term Two

<b><i>Theme:</i> Managing The Environment:</b>							
<b>Topic: Caring for the Environment</b>							
<b>Sub-topic: Defining the Environment and one's role within it.</b>							
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> <i>Students will:</i>	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<p><b>Examine Environmental safety</b></p> <p>Evaluate threats to the physical environment (man made and natural)</p> <p>Pollution.</p> <ul style="list-style-type: none"> <li>• Types</li> <li>• Locations.</li> <li>• Effects.</li> <li>• Mitigation efforts.</li> </ul> <p>Understand the concept of the “Carbon footprint” (Consequences of fossil fuel exploitation)</p> <ul style="list-style-type: none"> <li>• Landfills</li> <li>• Garbage incinerators</li> <li>• Recycling and Composting</li> <li>• Hazardous Waste</li> <li>• Nutrient Management.</li> <li>• Pesticides.</li> <li>• Climate Change</li> <li>• Transboundary /Transnational Air Pollution.</li> </ul>	<p>Problem solving,</p> <p>Understanding consequences,</p> <p>Decision making,</p> <p>Critical thinking,</p> <p>Creative thinking</p> <p>Managing stress,</p> <p>Managing feelings,</p> <p>Self-management</p> <p>Self-motivation.</p> <p>Effective communication,</p> <p>Negotiation / refusal skills,</p> <p>Assertiveness,</p>	<p>Lecture / Demonstration.</p> <p>Panel discussion.</p> <p>Debate.</p> <p>Structured observation.</p> <p>Brainstorming</p> <p>Group work</p> <p>Role Play</p> <p>Simulations</p>	<p>Case studies.</p> <p>Field trip.</p> <p>Newspaper / Magazine articles.</p> <p>Natural sciences teachers.</p> <p><a href="http://www.ene.gov.on.ca/en/air/ethanol/index.php">http://www.ene.gov.on.ca/en/air/ethanol/index.php</a></p> <p><a href="http://www.jfrc.org/Docs/pubs/disasters/resources/corner/dp-manual/Intr">http://www.jfrc.org/Docs/pubs/disasters/resources/corner/dp-manual/Intr</a></p>	<p>Appreciation for the environment.</p> <p>Ethics.</p> <p>Appropriate behaviour.</p> <p>Respect.</p> <p>Resolving negative emotional states.</p> <p>Good judgment</p> <p>Clarity.</p> <p>Understanding.</p>	<p>Examine environmental safety.</p> <p>Evaluate threats to the environment.</p> <p>Outline a disaster preparedness plan.</p> <p>Understand the concept of the “Carbon Footprint”.</p> <p>Explain how man’s activities affect the natural environment.</p> <p>Explain how changes in the natural environment affect man’s activities.</p>	<p>Pencil and paper test.</p>	<p>Persuade others to respect the environment.</p> <p>Become active in efforts to preserve, enhance the environment.</p>

<p><b>Examine Environmental safety</b></p>	<ul style="list-style-type: none"> <li>• Ozone Depletion Substances.</li> <li>• Ethanol in Gasoline - ethical use of food crops to produce fuel...</li> </ul> <p>Evaluate threats in the emotional environment.</p> <ul style="list-style-type: none"> <li>• Self-conscious emotions</li> <li>• Self-reflective thinking.</li> <li>• Reflective thinking</li> <li>• Deliberate thinking.</li> <li>• Learned reactions.</li> <li>• Instinctive reactions.</li> <li>• Stress</li> <li>• Ennui</li> <li>• Depression.</li> <li>• Fear</li> <li>• Anxiety.</li> </ul> <p><i>Each of them needs three kinds of resources: some ways to recognize situations, some knowledge about how to react to these, and some muscles or motors to execute actions.</i></p>	<p>Cooperation</p>		<p><a href="#">odp.pdf</a></p> <p>Resource person.</p>		<p>Develop a healthy emotional self image.</p> <p>Constantly analyse their emotional state and take compensatory action if necessary.</p> <p>Develop the foundations for greater self-control.</p>	<p>Create a Johari Window.</p>	<p>Respond in socially appropriate ways to emotional upheavals.</p> <p>Make recommendations to family and friends.</p>
<p><b>Examine Environmental safety</b></p>	<p>Introduction to Disaster Preparedness</p> <ul style="list-style-type: none"> <li>• Preparedness planning.</li> <li>• Project planning.</li> <li>• Risk reduction.</li> <li>• Increasing community disaster awareness.</li> <li>• Disaster emergency needs assessment.</li> </ul>					<p>Explain what a disaster is.</p> <p>Create a disaster preparedness plan.</p>	<p>Create a disaster preparedness skit.</p>	<p>Plan with family and friends to deal with emergencies.</p>

	<ul style="list-style-type: none"> <li>• Disaster programme information and reporting.</li> <li>• Improving coordination.</li> <li>• Improving basic training skills.</li> </ul> <p>Outline a disaster preparedness plan.</p> <ul style="list-style-type: none"> <li>▪ Recognising a threat.</li> <li>▪ Assessing the situation.</li> <li>▪ Making plans to counter.</li> <li>▪ Evaluating the plan.</li> <li>▪ Testing the plan.</li> <li>▪ Refining the plan.</li> <li>▪ Executing the plan.</li> <li>▪ Reassessing / refining and updating the plan.</li> </ul>							
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# Managing the Environment

## Form One Term Three

<b><i>Theme:</i> Managing the Environment.</b>							
<b>Topic: Caring for the Environment</b>							
<b>Sub-topic: Environmental Safety</b>							
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> <i>Students will:</i>	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<p>Examine Environmental safety</p> <p>Evaluate threats to the social and spiritual environments (the threat of individualism and materialism)</p> <p>Outline a plan of action to reduce the Carbon footprint (Consequences of fossil fuel exploitation)</p> <p>Evaluate Emerging Threats (Avian bird flu, pandemic influenza)</p> <p>The re-emergence of “old” diseases taught conquered.</p>	<p>Effective communication,</p> <p>Negotiation / refusal skills,</p> <p>Assertiveness,</p> <p>Cooperation.</p>	<p>Committee grouping</p> <p>Small group discussion</p> <p>Student reports.</p>	<p>Advertisements extolling the virtues of ownership and being the best.</p> <p>Medical publications for the layman.</p> <p>Newspaper and magazine articles.</p> <p>Case study</p>	<p>Caution.</p> <p>Analysis.</p>	<p>Examine environmental safety.</p> <p>Appreciate the need to create and enforce laws to protect the environment.</p> <p>Evaluate the threat of ‘rampant individualism’ to the health and stability of the society.</p> <p>Outline a plan of action to address the problem of the Carbon Footprint.</p> <p>Understand and evaluate emerging threats to health and life.</p> <p>Take the steps necessary to protect themselves from newly emerging and traditional / historical diseases.</p> <p>Identify human based threats to the social and</p>	<p>Multiple choice tests.</p> <p>Critique a plan of action.</p> <p>Oral quiz.</p>	<p>Take personal precautions against contracting diseases.</p> <p>Encourage others to take precautions against diseases.</p> <p>Hold fact based discussions with friends and family about disease.</p>



						<p>spiritual environment.</p> <p>Explain the factors which led to the re-emergence of diseases taught to be under control.</p> <p>Explain current thinking about the emergence of “new” diseases.</p>		
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## **Theme: Managing the Environment**

### **Content Standard**

Students will gain the knowledge necessary to understand and explain the society's attitude to the environment. They will understand and accept the various needs of the surrounding environment and take action to make the necessary adjustments to establish a self sustaining relationship with it. They shall acquire the positive life skills necessary for developing and maintaining a healthy environment.

This unit is intended to assist students in understanding themselves as individuals.

### **Performance Standards**

Using the knowledge gained from the content used, students will demonstrate improved abilities to manipulate their environment so as to improve their ability to fit as healthy contributing individuals into the social environment when they graduate from school.

They shall demonstrate this ability by:

- i. Critically examining the relationship between the physical environment and physical health.
- ii. Noting the impact of man made interventions on environmental health.
- iii. Understanding the relationship between environmental health and disease vectors.
- iv. Critically examining the relationship between the social environment and personal health.
- v. Discussing the impact of anti-social behaviour on the society.
- vi. Drawing conclusions about the relationship between anti-social behaviour and the environment.
- vii. Understanding the need to protect the environment.
- viii. Becoming proactive in the defence of the environment.
- ix. Exploring environmental policies, conventions and legislation
- x. Determining the level of responsibility for mind altering substances in anti-social behaviour.

# Managing the Environment

## Form Two Term One

<b><i>Theme:</i> Managing the Environment.</b>								
<b>Topic: Caring for the Environment</b>								
<b>Sub-topic: Environmental Protection.</b>								
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> <i>Students will:</i>	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>	
<b>Protection of the environment</b>	<p>Explore environmental policies, conventions and legislation.</p> <p>Examine Legal issues (national, regional, international)</p> <p>Demonstrate environmental advocacy skills.</p>	<p>Problem solving,</p> <p>Understanding consequences,</p> <p>Decision making,</p> <p>Critical thinking,</p> <p>Creative thinking</p>	<p>Student Reports.</p> <p>Committee grouping</p> <p>Inquiry learning.</p> <p>Small group discussion</p> <p>Resource person.</p>	<p>Organisation publications.</p> <p>National environmental laws.</p> <p>Newspaper / magazine articles</p>	<p>Understanding</p> <p>Acceptance.</p> <p>Rationalising.</p>	<p>Examine environmental safety.</p> <p>Appreciate the need to create and enforce laws to protect the environment.</p> <p>Evaluate the threat of 'rampant individualism' to the health and stability of the environment.</p> <p>Understand the need to protect the environment.</p> <p>Take the steps necessary to protect themselves.</p> <p>Explain local environmental policies and conventions.</p> <p>Understand the need for local environmental laws</p> <p>Explore environmental policies, conventions and legislation.</p>	<p>Develop a set of rules dealing with the proper use of the school's resources.</p> <p>Create a set of rules for the maintenance of the school's environment.</p>	<p>Discuss with family and friends local policies dealing with environmental issues.</p> <p>Become environmental advocates.</p> <p>Obey local environmental laws.</p>

# Managing the Environment

## Form Two Term Two

<b><i>Theme:</i> Managing the Environment</b>							
<b>Topic: Environmental Impact</b>							
<b>Sub-topic: Personal Health.</b>							
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> <i>Students will:</i>	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<p><b>Explore the impact of environmental health on personal health.</b></p> <p>Critically examine the relationship between the physical environment and personal health.</p> <p>Loss of animal habitat</p> <ul style="list-style-type: none"> <li>▪ good insects killed</li> <li>▪ reduction of pollination</li> </ul> <p>Vegetation loss leading to</p> <ul style="list-style-type: none"> <li>▪ Dust storms</li> <li>▪ Floods and Flash floods</li> <li>▪ Smog.</li> </ul> <p>Food and water borne diseases (hepatitis, food infections / poisoning)</p> <ul style="list-style-type: none"> <li>• Health vector borne diseases</li> <li>• Sanitation / Waste disposal.</li> <li>• Man made interventions</li> <li>• Agro-chemicals</li> <li>• Chlorofluorocarbons</li> <li>• Lead poisoning.</li> <li>• Dust and asthmatic cases.</li> <li>• Allergies.</li> </ul>	<p>Problem solving,</p> <p>Understanding consequences,</p> <p>Decision making,</p> <p>Critical thinking,</p> <p>Creative thinking</p> <p>Empathy</p>	<p>Debate</p> <p>Opposing panel</p> <p>Symposium</p> <p>Assignment</p>	<p>Newspaper and Magazine articles.</p> <p>Organisational publications.</p> <p>Case study.</p>	<p>Understanding</p> <p>Acceptance.</p> <p>Rationalising.</p>	<p>Explain the relationship between the social environment and personal health.</p> <p>Create a list of water borne diseases and strategies for combating them.</p> <p>Understand the need to protect the environment.</p> <p>Become proactive in the defence of the environment.</p> <p>Critically examine the relationship between the physical environment and physical health.</p> <p>Note the impact of man made interventions on environmental health.</p> <p>Understand the relationship between environmental health and disease vectors.</p>	<p>Debate the topic “Be it resolved that ...”</p> <p>Write an essay entitled ...</p> <p>Perform a skit entitled ...</p>	<p>Join efforts to preserve the environment.</p> <p>Encourage others to practice conservation.</p> <p>Inform others about the impact of the physical environment on personal health.</p>

# Managing the Environment

## Form Two Term Three

<b><i>Theme:</i> Managing the Environment</b>								
<b>Topic: Environmental Impact</b>								
<b>Sub-topic: Personal Health</b>								
<b>Content</b>		<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> <i>Students will:</i>	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<b>The impact of environmental health on personal health</b>	<p>Critically examine the relationship between the social environment and personal health.</p> <p>Causes, implications (connectedness to the environment) and drawing conclusions.</p> <ul style="list-style-type: none"> <li>• crime,</li> <li>• vagrancy</li> <li>• poverty</li> <li>• road rage</li> <li>• street children,</li> <li>• drug use / abuse (prescription / over the counter and illegal)</li> <li>• mental illness.</li> </ul>	<p>Problem solving,</p> <p>Understanding consequences,</p> <p>Decision making,</p> <p>Critical thinking,</p> <p>Creative thinking</p> <p>Self-motivation.</p> <p>Self management</p> <p>Self awareness</p> <p>Self acceptance.</p>	<p>Role play</p> <p>Situation analysis.</p> <p>Contrived incident.</p> <p>Interview</p> <p>Inquiry learning.</p> <p>Field trip.</p>	<p>Case studies.</p> <p>Newspaper and Magazine articles</p>	<p>Acceptance</p> <p>Understanding.</p> <p>Recognition</p>	<p>Explain the relationship between the social environment and personal health.</p> <p>List possible reasons for anti-social behaviour.</p> <p>Understand the need to protect the environment.</p> <p>Become proactive in the defence of the environment.</p> <p>Critically examine the relationship between the social environment and personal health.</p> <p>Discuss the impact of anti-social behaviour on the society.</p> <p>Draw conclusions about the relationship between anti-social behaviour and the environment.</p> <p>Determine the level of responsibility of mind altering substances for anti-social behaviour .</p>	<p>Debate the topic “Be it resolved that ...”</p> <p>Write an essay entitled ...</p> <p>Perform a skit entitled ...</p>	<p>Aid others in understanding the need to establish a protective mindset over the environment.</p>

## **Theme: Managing the Environment**

### **Content Standard**

Students will gain the knowledge necessary to understand and explain the society's attitude to the environment. They will understand and accept the various needs of the surrounding environment and take action to make the necessary adjustments to establish a self-sustaining relationship with it. They shall acquire the positive life skills necessary for developing and maintaining a healthy environment.

This unit is intended to assist students in understanding themselves as individuals.

### **Performance Standards**

Using the knowledge gained from the content used, students will demonstrate improved abilities to manipulate their environment so as to improve their ability to fit as healthy contributing individuals into the social environment when they graduate from school.

They shall demonstrate this ability by:

- i. Critiquing the role of technology in the maintenance of environmental health.
- ii. Formulating a strategy for positively affecting the environment.
- iii. Taking action to ensure environmental sustainability.
- iv. Assessing the role of the media as a source of environmental information.
- v. Understanding the concept and dangers of e-waste.
- vi. Designing and implementing a disaster preparedness plan.
- vii. Exploring alternative energy sources.
- viii. Analysing the relationship between social relationships and the environment.
- ix. Discussing the need to have a sense of belonging to ensure mental stability.
- x. Understanding the need to have a satisfying relationship with other human beings.
- xi. Determining strategies to reduce fear in the environment.
- xii. Predicting outcomes of strategies for environmental sustainability.
- xiii. Creating models of sustainable ecosystems.
- xiv. Displaying environmental sustainability advocacy skills.
- xv. Developing strategies to ensure safety in the school environment.

# Managing the Environment

## Form Three Term One

<b><i>Theme:</i> Managing the Environment</b>							
<b>Topic: Impacting the Environment</b>							
<b>Sub-topic: Preservation.</b>							
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> <i>Students will:</i>	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<p><b>Preserving the Environment</b></p> <p>Critique the role of technology in maintaining environmental health.</p> <p>Assess the role of the media as a source of information.</p> <p>Understand the concept of E-waste.</p> <p>Formulate a strategy for positively affecting the environment.</p> <p>Design and implement a disaster preparedness plan.</p> <p>Take action to ensure sustainability by utilizing the three R's - Reuse, reduce, recycle</p> <p>Research alternative energy sources.</p>	<p>Problem solving,</p> <p>Understanding consequences,</p> <p>Decision making,</p> <p>Critical thinking,</p> <p>Creative thinking</p>	<p>Symposium</p> <p>Debate.</p> <p>Assignment</p> <p>Resource person</p> <p>Simulation.</p> <p>Case study.</p>	<p>Newspapers &amp; Magazines.</p> <p>Organisation and Professional bodies' publications.</p>	<p>Making sustainable adjustments.</p> <p>Analysing situations to obtain the best fit solution.</p>	<p>Critique the role of the media as a source of information.</p> <p>Explain the dangers associated with e-waste.</p> <p>Create a disaster implementation plan for the school.</p> <p>Create a poster campaign to encourage others to practice sustainable use of the environment.</p> <p>List and critique alternative energy sources.</p> <p>Understand the need to protect the environment.</p> <p>Become proactive in the defence of the</p>	<p>Letters to the Editor.</p> <p>Strategic disaster preparedness plan.</p> <p>Checklisted observation.</p>	<p>Persuade others to take responsibility for their actions when disposing of waste.</p> <p>Take action to ensure environmental sustainability.</p> <p>Encourage others to practice the 3r's impacting the environment.</p> <p>Encourage others to conserve energy.</p>

						<p>environment.</p> <p>Explore environmental policies, conventions and legislation.</p> <p>Critique the role of technology in the maintenance of environmental health.</p> <p>Formulate a strategy for positively affecting the environment.</p> <p>Assess the role of the media as a source of environmental information.</p> <p>Understand the concept and dangers of e-waste.</p> <p>Design and implement a disaster preparedness plan.</p> <p>Explore alternative energy sources.</p>		
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# Managing the Environment

## Form Three Term Two

<b><u>Theme:</u> Managing the Environment</b>							
<b>Topic: Environmental Security</b>							
<b>Sub-topic: Environmental Maintenance.</b>							
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> <i>Students will:</i>	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<b>Maintaining a safe and secure environment</b>  Analyse the connection between social relationships and the environment  Relational issues <ul style="list-style-type: none"> <li>• Friends</li> <li>• Professional</li> <li>• Social</li> <li>• Familial</li> </ul> Sense of belonging to <ul style="list-style-type: none"> <li>• Home</li> <li>• School</li> <li>• Community.</li> <li>• Nation.</li> </ul> Freedom from fear <ul style="list-style-type: none"> <li>• Define 'fear'</li> <li>• Types of fear.</li> <li>• Levels of fear</li> <li>• Causes of fear.</li> <li>• Controlling fear.</li> <li>• Benefits of fear.</li> </ul>	Managing stress,  Managing feelings,  Self-management  Self-motivation.  Empathy  Self awareness  Self acceptance.  Assertiveness.  Decision making,  Critical thinking,  Creative thinking	Circular response.  Debate.  Small group discussion.  Dyads.  Role Play.  Case study	Case studies.  Newspaper and magazine articles.	Responsibility.  Love.  Consideration.  Control.  Fortitude.  Stability.	Explain the effects of the environment on individual relationships.  Rationalise their sense of belonging.  Establish a sustainable locus of control in their lives.  Analyse the relationship between social relationships and the environment.  Discuss the need to have a sense of belonging to ensure mental stability.  Understand the need to have a satisfying relationship with other human beings.  Determine strategies to reduce fear in the environment.	Create a web diagram illustrating the various relationships between humans and the environment.  Write an essay beginning <i>"It was a dark and stormy night..."</i>	Persuade others to accept changes in their lives with equanimity.  Assist others in establishing / strengthening their own locus of control.

	Safety in the school environment					Develop strategies to ensure safety in the school environment.		
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# Managing the Environment

## Form Three Term Three

<b><u>Theme:</u> Managing the Environment</b>							
<b>Topic: Environmental Sustainability and Security</b>							
<b>Sub-topic: Environmental Conservation and Maintenance.</b>							
<b>Content</b>	<b>Lifeskills targeted</b>	<b>Suggested Teaching / Learning Strategies</b>	<b>Resources</b>	<b>Related Values and Attitudes</b>	<b>Specific Learning Outcomes</b> <i>Students will:</i>	<b>Suggested Assessment/ Evaluation</b>	<b>Social Action</b>
<b>Preserving the Environment</b>  Create strategies for environmental sustainability  Create models of sustainable ecosystems  Display environmental advocacy skills (wildlife protection, watercourse clearing etc...)	Problem solving,  Critical thinking,  Creative thinking  Decision making,  Understanding consequences,	Discussion  Case Studies  Circular Response  Field Study	Newspaper & magazine articles.  Student experiences  Resource person from Forestry Division ect...	Caution.  Responsibility.  Commitment.	Create strategies for environmental sustainability.  Predict outcomes of strategies for enabling environmental sustainability.  Create models of sustainable ecosystems.  Display environmental sustainability advocacy skills.	Create a model for enabling sustainable environment use.	Become an advocate for environmental sustainability.

**Through the Secondary School's H.F.L.E. Programme it is expected that pupils will:-**

- **Decision-making:** Deal constructively with health and other important factors in their lives by assessing the different options and determining the effects the various choices may have before making a decision
- **Problem solving:** Deal appropriately with problems in their lives which, if left unattended, could create new and greater problems including physical and mental stress.
- **Creative thinking:** Explore available alternatives and their various consequences of their actions or lack thereof and seek imaginative ways of dealing with the unfolding situation.
- **Critical thinking:** Recognize that outside influences affect attitudes and actions, assess these factors and determine an appropriate course of action.
- **Communication:** Transfer information, understanding and emotions from themselves to others to make their intent clear.
- **Interpersonal relationship skills:** Develop and keep friendly relationships thus building their self-esteem and belonging needs.
- **Self awareness:** Recognize and understand their emotions and value system which would help them to communicate effectively, build positive relationships and generate empathy for others in difficult circumstances.
- **Empathy:** Relate positively to others who may be different from themselves and respond to people in need.
- **Coping with Emotions:** Respond appropriately to their emotions and avoid the negative effects that prolonged pent up emotions may have on their physical and mental health.
- **Negotiation skills:** Meet and address individual needs and concerns in ways that are mutually beneficial thus enabling them to work and play cooperatively with others.
- **Refusal skills:** Engage in health-enhancing behaviours that are consistent with their values and decisions.

- **Coping with stress:** Appropriately adjust to levels of stress so as to avoid the negative consequences including burnout, boredom, susceptibility to disease and behavioural changes.
- **Assertiveness skills:** Express feelings and points of view honestly and openly and take decisive actions that are in their own best interests without feelings of intimidation or anxiety.
- **Healthy self management / monitoring skills:** Maintain health-enhancing decisions as a daily activity so as to reach longer term goals of health and wellness.