

**PRIMARY HEALTH AND FAMILY LIFE  
EDUCATION SYLLABUS**

**CLASS THREE**

**MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT**

**BARBADOS**

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## **RATIONALE**

Health and Family Life Education embraces areas of study such as health and well-being, eating and fitness, interpersonal relationships, sexuality and management of the environment. In addition to the knowledge component, emphasis is placed on fostering positive attitudes and values and developing personal and social skills that underpin responsible behaviour. These life skills include problem-solving, decision making, critical and creative thinking, the ability to empathise and cope with emotions. The ultimate goal is that children will be empowered to make life-enhancing choices which will determine the quality of adulthood they enjoy.

Many of the health risks to which children are exposed today are associated with their lifestyles and their environments. Today, we are witnessing the re-emergence of old diseases, which were thought to have been eradicated, and the emergence of relatively new diseases, which are having devastating effects on the population generally, and on the younger generation in particular. One such disease is the HIV/AIDS pandemic which has emerged as a major threat to the health and development of millions of individuals, families and communities.

It is therefore very important that the home and school facilitate the inculcation and practice of healthy habits in our children from an early age. Hence, the primary school serves as an excellent forum for the commencement of a rigorous Health and Family Life Education Programme.

This Primary School Health and Family Life curriculum endeavours to meet the needs of teachers in facilitating the development of children's knowledge, understanding and skills. It provides a variety of activities and learning experiences which are designed to promote flexibility in planning and preparation of lessons.

It is important to note that this revised Primary Health and Family Life Education Curriculum articulates the new thrust of the Ministry of Education which stresses that:

- the child-centred approach be used in conjunction with the traditional teacher-centred approach;
- problem-solving should be the focus of health instruction;
- reasoning about health should be used to help pupils make informed choices;
- health and family life education promotes the development of critical, creative and decision making skills of the pupils from a very early age;
- health and family life education should be integrated with other subject areas and linked to the pupils' everyday experiences in order to make it meaningful;
- instruction using the multi-media approach - visual, auditory, and tactile/kinesthetic - should be used to reach all pupils;
- information technology should be used as a tool to help children explore and acquire new concepts and ideas related to current health trends;
- assessment should be multi-faceted e.g. project work, portfolios etc.

With the implementation of this curriculum, it is hoped that the right messages reach and make an impact on these young tender minds at the appropriate time. It is anticipated that they will be able to make use of the acquired knowledge about their bodies, about diseases and their environments, and that they develop the value system, skills and attitudes that are conducive to healthy living and life.

This curriculum is based on a broad concept of health encompassing physical, emotional, mental and spiritual well being and the contribution that relationships within the family and between families and the wider community can make to wellness.

## GENERAL OBJECTIVES

The general objectives of the Primary Health and Family Life Education Curriculum are to help pupils to:

- acquire appropriate social and emotional skills, knowledge and attitudes;
- develop an awareness of the importance of practising and maintaining good health habits;
- develop a love and appreciation for their bodies;
- gain an understanding of the nature of prevalent diseases, how they are spread and the various methods which can be used to control their spread;
- cultivate and demonstrate the ability to think logically, creatively and critically;
- broaden pupils interests in and concern for their total environment;
- recognise the importance of applying safety habits at home, school and in the wider community;
- display a positive attitude of caring, compassion and concern for others;
- develop a positive concept of self;
- develop a sense of moral accountability for their actions;
- acquire various techniques for resolving conflict.
- develop a positive attitude to family life;
- recognise the importance of family relationships to overall wellness – physical, mental, spiritual and emotional.

## FORMAT OF THE SYLLABUS

The Primary Health and Family Life Education Curriculum is divided into General Objectives, Scope and Sequence, Attainment Targets and a detailed outline of the content, specific objectives, suggested activities and assessment strategies as well as suggested resources. When a concept/skill is first introduced in the Scope and Sequence, it is indicated by a v, and a 4 indicates in what future class(es) the concept/skill has to be maintained and further developed.

The Scope and Sequence gives a brief outline of the topics that are to be covered at each level.

The Attainment Targets are written in class levels and they indicate what each student should be able to achieve at the end of each class level.

The specific objectives are clearly defined and indicate what each student should be able to achieve at the end of each class.

The suggested activities are designed to facilitate the development of social and emotional learning skills, critical, creative and decision-making skills with regard to health concepts and the promotion of healthy lifestyles. They are also designed to foster collaborative and cooperative work in the classroom while consolidating instruction and developing desired skills. They also encourage cross-curricular activities which are indicated by a key where VA = Visual Arts, LA = Language Arts, M = Mathematics, SS = Social Studies, IS = Integrated Science, PE = Physical Education, IT = Information Technology, R&M = Religious and Moral Education. The activities are intended only as a guide to teachers, and are therefore by no means prescriptive or restrictive. The Health education activities will be enhanced by the integration of technology which can be utilized in collection, dissemination, analysis and documentation of information. The use of the Internet is particularly effective in providing exposure to global health issues and situations.

Teachers are encouraged to promote further integration among subject areas and to become as creative as possible to make the lessons stimulating and exciting.

## SCOPE AND SEQUENCE

- v Begins teaching the concept/skill/fact
- 4 Maintain and develop concept/skill/fact

TOPIC	CLASS			
	1	2	3	4
<b>1.0 FAMILY LIFE</b>				
1.0.1 Members of the family.	v	4	4	4
1.0.2 Functions of the family.		v	4	4
1.0.3 Family roles and responsibilities.			v	4
1.0.4 Healthy family values.	v	4	4	4
1.0.5 Position in the family.	v	4	4	4
1.0.6 Family tree.	v	4	4	4
1.0.7 Types of families.				v
<b>2.0 PERSONAL HYGIENE</b>				
2.0.1 The body.	v	4	4	4
2.0.2 The skin.	v	4	4	4
2.0.3 The mouth and teeth.	v	4	4	4
2.0.4 Taking care of the body.	v	4	4	4
<b>3.0 SENSORY PERCEPTION</b>				
3.0.1 The sense organs and their functions.	v	4	4	4
3.0.2 Care of the sense organs.	v	4	4	4
<b>4.0 ELEMENTS OF HEALTHY LIFESTYLES</b>				
4.0.1 Food and Nutrition.	v	4	4	4
4.0.2 Posture, sleep, rest and exercise.	v	4	4	4

- v **Begins teaching the concept/skill/fact**
- 4 **Maintain and develop concept/skill/fact**

TOPIC	CLASS			
	1	2	3	4
<b>5.0 ENVIRONMENTAL HEALTH</b>				
5.0.1 The environment.	v	4	4	4
5.0.2 Threats to the environment.	v	4	4	4
5.0.3 Garbage and garbage disposal.	v	4	4	4
5.0.4 General care of the environment.	v	4	4	4
5.0.5 Roles of the Health Inspector and Sanitation Worker.	v	4	4	4
<b>6.0 HUMAN GROWTH AND DEVELOPMENT</b>				
6.0.1 Puberty and adolescence.			v	4
<b>7.0 SAFETY EDUCATION</b>				
7.0.1 Safety in the home, school and the community.	v	4	4	4
7.0.2 Personal safety.	v	4	4	4
7.0.3 Personal safety and risk behaviour.	v	4	4	4
<b>8.0 USE AND ABUSE OF DRUGS</b>				
8.0.1 Legal and illegal drugs.	v	4	4	4
8.0.2 Effects of illegal drugs.	v	4	4	4
8.0.3 Factors contributing to drug abuse.	v	4	4	4
<b>9.0 DISEASE PREVENTION AND CONTROL</b>				
9.0.1 Infectious diseases.	v	4	4	4
9.0.2 How diseases are spread.	v	4	4	4
9.0.3 Germs and their mode of control.	v	4	4	4
9.0.4 Immunization.	v	4	4	4
9.0.5 HIV/AIDS - definition, cause, transmission, signs and symptoms, mode of control, prevention.	v	4	4	4

- v Begins teaching the concept/skill/fact
- 4 Maintain and develop concept/skill/fact

TOPIC	CLASS			
	1	2	3	4
<b>10.0 PERSONALITY DEVELOPMENT AND INTERPERSONAL RELATIONSHIPS</b>				
10.0.1 Coping with loss.	v	4	4	4
10.0.2 Respect, good manners and self-control.	v	4	4	4
10.0.3 Emotions/feelings.	v	4	4	4
10.0.4 Self-awareness, self-concept and self-esteem.	v	4	4	4
10.0.5 Values and values clarification.	v	4	4	4
10.0.6 Decision-making.	v	4	4	4
10.0.7 Responsibility.	v	4	4	4
10.0.8 Problem solving.	v	4	4	4
10.0.9 Critical thinking.	v	4	4	4
10.0.10 Perception and judgement.	v	4	4	4
10.0.11 Prejudice.	v	4	4	4

# ATTAINMENT TARGETS

## INTRODUCTION

The attainment targets in Health and Family Life Education set out the knowledge, skills, attitudes, behaviours and understanding that pupils are expected to have by the end of each class.

They enable schools to give future citizens the knowledge and skills they need to become healthy literate citizens who enjoy good family relationships.

These Health and Family Life attainment targets are designed to ensure that:

- ❑ pupils attain high levels of understanding about basic personal health information;
- ❑ obtain knowledge about Barbados health services and the competence to use such information in ways which are health enhancing;
- ❑ pupils engage in healthy practices in the home, school and community;
- ❑ pupils at every class level will develop the ability to solve health and family problems by using the knowledge and skills gained in the programme;
- ❑ pupils understand and appreciate the importance of family life;
- ❑ pupils continue to develop healthy social and emotional skills to guide them through early adolescence.

## CLASS 3

**Understand and demonstrate ways in which their health and well-being can be enhanced and maintained.**

*The pupil should be able to:*

- ❑ understands good personal hygiene habits, paying attention to the changing needs of pre-adolescents;
- ❑ identify some of the physical changes which occur in males and females during puberty;
- ❑ categorise foods according to their nutritional value e.g. meat – protein – body builders;
- ❑ understand the nutritional needs of pre-adolescents;
- ❑ practise good posture, sleep, rest and exercise to the human body;
- ❑ set personal fitness goals;
- ❑ share information about their feelings in appropriate ways;
- ❑ display sensitivity to others in appropriate situations;
- ❑ practise a variety of ways of handling and solving conflicts;
- ❑ practise role taking in order to understand what others are feeling etc.;
- ❑ identify their strengths and weaknesses and use this knowledge to enhance their development;
- ❑ continue the process of learning how to cope with frustration;
- ❑ understand that decision-making has consequences.

**Continue the process of understanding and demonstrating behaviours that prevent disease and speed recovery from illness.**

*The pupil should be able to:*

- ❑ identify positive health behaviours that reduce the risk of disease;
- ❑ demonstrate behaviours and attitudes which would help them to avoid situations likely to expose them to HIV/AIDS and other Sexually Transmitted Diseases (STDs);
- ❑ explain how to take prescription and over-the-counter medications properly.

**Demonstrate behaviours that reduce the risk of becoming involved in potentially dangerous situations and know how to react to situations in ways that protect their health.**

*The pupil should be able to:*

- ❑ describe the effects and consequences of using harmful substances;
- ❑ use appropriate ways to respond to negative social influences and pressures to use alcohol, tobacco and other drugs including marijuana;
- ❑ recognise and respond appropriately to emergencies;
- ❑ demonstrate knowledge of basic first aid and safety practices including ways to avoid coming into contact with another person's blood;
- ❑ identify ways to seek assistance if concerned, abused, or threatened including how to overcome the fear of telling.

**Understand and demonstrate how to play a positive, active role in promoting the health of their family.**

*The pupil should be able to:*

- ❑ understand unity and diversity within the family;
- ❑ identify effective strategies to cope with change within the family including illness;
- ❑ develop activities that support family health.

**Understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.**

*The pupil should be able to:*

- ❑ safeguard against dangers of household pests and identify diseases spread by them;
- ❑ participate in school or community efforts that promote health and positive environmental outcomes;
- ❑ demonstrate knowledge of safety rules in the home, at school, on the playground, at the beach;
- ❑ understand the role health workers play in community health;
- ❑ identify acceptable methods of showing and expressing feelings among peers.

### CLASS THREE (3)

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>MY FAMILY</b></p> <p><b>Functions and Responsibilities</b></p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. identify the functions and responsibilities of the family;</li> <li>2. socialise with others in a group;</li> <li>3. understand the importance of respect, co-operation, responsibility, caring and sharing in family matters.</li> </ol>	<p>View video - mother, father, guardian caring for children.</p> <p>Pictures showing mother, father at work.</p> <p>Discuss the basic needs within the family.</p> <p>Group work.</p> <p>Simulated activities that require pupils to use good manners, care for young ones.</p> <p>Cartoon picture drawings. (LA)</p> <p>Writing poems, songs. (LA)</p> <p>Discussions.</p> <p>Simulated activities that require pupils to co-operate, share and respect;</p>	<p>Oral questions.</p> <p>Responses to questions.</p> <p>Written summaries.</p> <p>Objective type questions.</p> <p>Teachers' observations of children's behaviour.</p> <p>Group reports.</p> <p>Observing pupils in groups.</p> <p>Asking questions.</p> <p>Writing poems.</p> <p>Showing respect for self and others and authority.</p> <p>Obeying rules.</p>	<p>Selected video tapes.</p> <p>Pictures from magazines.</p> <p>Poems.</p> <p>Songs.</p> <p>Pictures.</p> <p>Selected video tapes.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Importance of Members of my Family</b>	Pupils should be able to: 1. recognise that all members of the family are important.	Read story on "belonging", "interdependence". Interview each member of the family. Project on the family i.e. who does what at home. Making cards, writing a poem, etc. (VA & LA) Giving and receiving.	Questioning skills. Writing questions for interview. Write a report. Assessing project. Responding to compliments.	Selected stories. List of interview questions. Guidelines for project work. Materials, bristol card, coloured pencils, pens.
<b>Family Activities</b>	1. show an awareness of and an appreciation for the activities in which families engage.	Discussions. Video e.g. "People doing things together". Story - "Service to others". Project on community involvement. Drawing. (VA)	Simple summary reports. Assess projects, drawings. Display.	Selected video tapes. Readings - service to others.

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Family Celebrations</b>	Pupils should be able to:  1. understand the significance of occasions celebrated in the home.	Reporting in speech and pictures. (LA & VA)  Viewing video on occasions illustrated by different families.  Asking questions.  Collecting items for album.	Classifying.  Comparing.  Observation.  Respect for others.  Tolerance.	Selected video tapes.

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>PERSONAL HYGIENE</b></p> <p><b>The Body</b></p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. name and discuss the parts of the body and their functions;</li> <li>2. recognise the important functions of the skin to the human body;</li> <li>3. demonstrate a knowledge of some of the internal organs of the body - e.g. heart, lungs;</li> <li>4. understand the need to take care of the entire body</li> </ol>	<p>Drawing/labelling/modelling. (VA)</p> <p>Viewing relevant videos and films.</p> <p>Examining and discussing models of the body. (LA)</p> <p>Examining the skin with and without magnifiers. (IS)</p> <p>Discussion by Health care personnel.</p> <p>Library and internet research. (IT &amp; LA)</p> <p>Poems/songs based on the skin and parts of the body. (LA)</p>	<p>Charts and poster making.</p> <p>Presentation of drawings/painting/models.</p> <p>Questions - oral, written.</p> <p>Quizz.</p> <p>Sentence completion.</p> <p>Poems/songs/story presentation.</p>	<p>Charts.</p> <p>Diagrams.</p> <p>Filmstrips.</p> <p>Videos.</p> <p>Computer software.</p> <p>Slides.</p> <p>Booklets.</p> <p>Health-care personnel.</p> <p>Model of skeleton.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>The Teeth</b>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. state the functions of the teeth;</li> <li>2. list various methods of caring for their teeth;</li> <li>3. demonstrate the correct method of brushing their teeth;</li> <li>4. develop a routine for the care of their teeth;</li> <li>5. relate the importance of these workers according to their specific functions e.g. dentists, hygienist, orthodontists, etc.;</li> <li>6. relate the relationship between a proper diet and healthy teeth;</li> <li>7. understand the nature and care of the permanent teeth.</li> </ol>	<p>Library research. (LA)</p> <p>Internet research. (IT &amp; LA)</p> <p>Interpreting information from various sources. (LA)</p> <p>Demonstrations of care of teeth by pupils - brushing/flossing.</p> <p>Group discussion. (LA)</p> <p>Reporting from prepared material. (LA)</p> <p>Field trips to the polyclinic. (SS)</p>	<p>Questioning - oral/ written.</p> <p>Quizz.</p> <p>Vocabulary work.</p> <p>Sentence completion.</p> <p>Poetry writing.</p> <p>Cartoon drawing.</p> <p>Making posters.</p>	<p>Charts.</p> <p>Filmstrips.</p> <p>Videos.</p> <p>Computer software.</p> <p>Slides.</p> <p>Model of teeth.</p> <p>Dental health personnel.</p> <p>Varieties of toothpaste and toothbrushes.</p> <p>Booklets.</p> <p>Posters.</p> <p>Games.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>SENSORY PERCEPTION</b></p> <p><b>The Sense Organs - Their Functions and Care</b></p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. name the five sense organs;</li> <li>2. list the functions of the five sense organs;</li> <li>3. give at least three ways of caring for each sense organ;</li> <li>4. state the structure of the eye and ear;</li> <li>5. take pride in caring for their ears, nose, eyes, tongue and skin;</li> <li>6. state some diseases which affect the senses;</li> <li>7. show empathy for disabled persons.</li> </ol>	<p>Blind-folded - taste, smell, hear or touch and tell what it is.</p> <p>Library and internet research. (IT &amp; LA)</p> <p>Group discussion. (LA)</p> <p>Reporting from prepared material. (LA)</p> <p>Drawing. (VA)</p> <p>Field trip to polyclinic. (SS)</p> <p>Viewing relevant films/videos.</p>	<p>Questions - oral/ written.</p> <p>Quizz.</p> <p>Completing work sheets.</p> <p>Vocabulary work.</p> <p>Charts and poster making.</p> <p>Making models.</p> <p>Project displays.</p> <p>Story and poetry writing.</p>	<p>Charts.</p> <p>Diagrams.</p> <p>Models of ear, eye, etc.</p> <p>Filmstrips.</p> <p>Videos.</p> <p>Computer software.</p> <p>Slides.</p> <p>Booklets.</p> <p>Health care personnel.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>ELEMENTS OF A HEALTHY LIFESTYLE</b></p> <p><b>Food and Nutrition</b></p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. list the various nutrients;</li> <li>2. state the importance of a balanced diet;</li> <li>3. categorise foods according to their nutritional value;</li> <li>4. select nutritious foods;</li> <li>5. state why some people need special diets;</li> <li>6. appreciate cultural and religious differences related to food preferences.</li> </ol>	<p>Library and internet research. (LA &amp; IT)</p> <p>Individual/groups discussion. (LA)</p> <p>Drawing/labelling. (VA)</p> <p>Sorting of food samples, according to nutrients - proteins, carbohydrates, fats, minerals and vitamins.</p> <p>Discussion by nutritionist.</p> <p>Project report. (SS, LA, VA &amp; IT)</p> <p>Display of foods from different culture. (SS)</p>	<p>Questions - oral/ written.</p> <p>Quizz.</p> <p>Completing work sheets.</p> <p>Charts and poster making.</p> <p>Story and poetry writing.</p> <p>Project display.</p>	<p>Charts.</p> <p>Diagrams.</p> <p>Filmstrips.</p> <p>Videos.</p> <p>Computer software.</p> <p>Slides.</p> <p>Booklets.</p> <p>Health care personnel.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Posture, Sleep, Rest and Exercise</b>	Pupils should be able to: <ol style="list-style-type: none"> <li>1. discuss the different forms of relaxation;</li> <li>2. state the importance of good posture, sleep, rest and exercise;</li> <li>3. demonstrate some exercise techniques;</li> <li>4. classify exercises according to strength stamina and flexibility;</li> <li>5. appreciate and create a love for exercise.</li> </ol>	Discussions in small and large groups on good posture in sitting and standing, sleep, rest and exercise. (LA) Creative writing. (LA) Talks and presentations by suitable personnel. Practical demonstration on good posture and exercise techniques. (PE) Individual reports. (LA) Special research projects. (LA & IT) Game activities. (PE) Practise in taking pulse and other simple tests. (PE)	Compositions on: <ol style="list-style-type: none"> <li>1. the benefits of exercise</li> <li>2. their favourite game or sport.</li> </ol> Poster making competitions. Demonstrations. Physical tests. Completing worksheets. Quizz activities.	Posters. Filmstrips/slides. Videos. Coach/fitness instructor. Pictures/charts. Outdoor equipment. Books/pamphlets. Suitable computer software.

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>ENVIRONMENTAL HEALTH</b>  <b>Taking Care of the Environment</b>	Pupils should be able to:  1. define in simple terms what is a healthy environment;  2. state ways of keeping the environment clean;  3. demonstrate methods of caring for the environment;  4. name diseases spread by household pests;  5. safeguard against dangers of household pests;  6. explain in simple terms what is garbage;  7. recognise the importance of proper garbage disposal.	Library research. (LA)  Internet research. (IT & LA)  Group discussion. (LA)  Talks by Health Inspector/Public Nurse.  Planting flowers, vegetables, shrubs. (IS)  Viewing and drawing some household pests. (IS & VA)  Field trips to compacting station/landfills. (SS)  Making garbage bins from recycled items.	Questioning - oral/written.  Sentence completion.  Vocabulary work.  Cartoon drawing.  Making posters.  Pictorial displays.  Creative writing - stories, poems, jingles.	Charts.  Filmstrips.  Videos.  Computer software.  Slides.  Health personnel.  Booklets.  Posters.  Newspapers.  Pictures of pests.

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>HUMAN GROWTH AND DEVELOPMENT</b>  <b>Puberty/ Adolescence</b>	Pupils should be able to:  1. give a simple definition of puberty;  2. be knowledgeable of some of the physical changes which occur in males and females during puberty;  3. accept themselves for who they are and take pride in their physical appearance.	Discussion - Public Health Nurse.  Group discussion. (LA)  Library/internet research. (LA & IT)  Dramatisation and role-playing. (LA)  Discussing relevant diagrams and pictures/slides. (LA & VA)  Creative writing - stories/poems/songs. (LA)	Questioning - oral/written.  Completing sentences.  Composition.  Quizz.  Presentation of stories/poems/songs.	Public Health personnel.  Computer software.  Filmstrips.  Video.  Charts.  Diagrams.

<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>SUGGESTED RESOURCES</b>
<b>SAFETY EDUCATION</b>  <b>Personal Safety/ Risk Behaviour</b>	Pupils should be able to:  1. state ways of avoiding accidents at home/school/play;  2. interpret safety signs and signals;  3. formulate guidelines for their personal safety;  4. demonstrate the correct procedures in handling emergencies, e.g. fire drills, etc.  5. give examples of risk behaviour.	Viewing videos/filmstrips. (VA)  Library/internet research. (LA & IT)  Group activity - drawing and demonstrating safety signs and signals. (VA & LA)  Making posters. (VA & LA)  Fire drill.  Creative writing - songs/poems/stories. (LA)  Discussion - safety/risk behaviour.  Discussion and demonstration by safety personnel - police, fire service, CERO, Road Safety Association.	Poster competition.  Essay writing.  Presentation of songs/poems/stories.  Quizz.  Project display.  Producing information booklets.  Sentence completion.	Video.  Film strips.  Computer software.  Pictures/posters/charts.  Safety personnel.  Newspaper clippings.  Highway code.

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>USE AND ABUSE OF DRUGS</b></p> <p><b>Legal and Illegal Drugs</b></p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. state clearly what drugs are;</li> <li>2. differentiate between legal and illegal drugs;</li> <li>3. name some illegal drugs;</li> <li>4. suggest some possible reasons why people take drugs.</li> </ol>	<p>Library and Internet research. (LA &amp; IT)</p> <p>Presentation by law enforcement officer.</p> <p>Presentation by Health Care worker.</p> <p>Group discussion. (LA)</p> <p>Preparing posters and booklets. (VA &amp; LA)</p> <p>Creative writing - poems/stories/jingles. (LA)</p>	<p>Composition.</p> <p>Reporting.</p> <p>Debating.</p> <p>Quizz.</p> <p>Sentence completion.</p> <p>Presentation of posters, booklets/charts.</p> <p>Presentation of creative works.</p>	<p>Charts.</p> <p>Posters.</p> <p>Newspaper articles.</p> <p>Video.</p> <p>Film strips.</p> <p>Computer software.</p> <p>Police drug kit.</p> <p>Prepared songs/skits and advertisements against drug use.</p> <p>Resource personnel - police/Health Care worker.</p>

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<p><b>DISEASE PREVENTION AND CONTROL</b></p> <p><b>Micro-Organisms and Their Mode Of Control</b></p> <p><b>IMMUNIZATION</b></p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. state what micro-organisms are;</li> <li>2. name some common infectious diseases;</li> <li>3. explain how infectious diseases are spread;</li> <li>4. take precautionary measures against the spread of various diseases;</li> <li>5. explain what is immunization;</li> <li>6. give at least one reason why immunizations are administered.</li> </ol>	<p>Observing micro-organisms under the microscope. (IS)</p> <p>Discussion on personnel experiences. (LA)</p> <p>Library and Internet research. (LA &amp; IT)</p> <p>Discussion by Health Care worker.</p> <p>Viewing videos/tapes/slides on the spread of diseases.</p>	<p>Composition.</p> <p>Quizz.</p> <p>Panel discussion.</p> <p>Sentence completion.</p> <p>Reporting.</p> <p>Project display.</p>	<p>Charts.</p> <p>Posters.</p> <p>Newspaper articles.</p> <p>Video.</p> <p>Film strips.</p> <p>Computer software.</p> <p>Health care personnel.</p> <p>Overhead projector.</p> <p>Microscope.</p>

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<b>Micro-Organisms</b>	Pupils should be able to: <ol style="list-style-type: none"> <li>1. develop an interest in the fight against infectious diseases;</li> <li>2. explain how vaccinations work in the body.</li> </ol>	Making posters/charts.		

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<b>HIV/AIDS</b>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. define the terms HIV and AIDS;</li> <li>2. discuss ways by which AIDS can be transmitted;</li> <li>3. state at least two signs/symptoms of HIV/AIDS;</li> <li>4. recognise the serious health threat which AIDS poses to our society;</li> <li>5. demonstrate behaviours and attitudes which would help them to avoid situations likely to expose them to HIV/AIDS;</li> <li>6. develop skills in critical thinking and analysis;</li> <li>7. exhibit pride in themselves;</li> <li>8. abstain from all sexual activity.</li> </ol>	<p>Library/internet research. (LA &amp; IT)</p> <p>Teacher/pupil discussion. (LA)</p> <p>Presentation by Health care personnel.</p> <p>Viewing films/video/slides.</p> <p>Group activities - role-playing/drama. (LA)</p> <p>Create cartoons depicting statements about AIDS. (VA &amp; LA)</p> <p>Discuss/analyse scenarios related to HIV/AIDS victims. (LA)</p> <p>Self-esteem building activities. (LA)</p> <p>Exploring wholesome pastime activities.</p> <p>Assertiveness training. (LA)</p>	<p>Essays.</p> <p>Debate.</p> <p>Panel discussion.</p> <p>Presentation of cartoons.</p> <p>Questions - oral/written.</p> <p>Sentence completion.</p> <p>Role-play.</p> <p>Dramatisation.</p>	<p>Computer software.</p> <p>Leaflets/booklets.</p> <p>Posters.</p> <p>Films/video.</p> <p>Newspaper articles.</p> <p>Television documentaries.</p> <p>Health care personnel.</p> <p>Poems/songs on HIV/AIDS.</p> <p>Transparencies on HIV/AIDS.</p>

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<p><b>PERSONALITY DEVELOPMENT AND INTERPERSONAL RELATIONSHIPS</b></p> <p><b>Coping With Loss</b></p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. give a broad definition of loss;</li> <li>2. give examples of loss;</li> <li>3. understand and express their feelings and problems;</li> <li>4. explore different ways of coping with loss;</li> <li>5. appreciate that loss is a part of life;</li> <li>6. know who to turn to in times of grief;</li> <li>7. express sympathy, empathy during times of loss.</li> </ol>	<p>Teacher/pupil discussion on loss of a pet, toy, friend, relative. (LA)</p> <p>Pupils relate personal experiences of loss. (LA)</p> <p>Group activity - suggest ways of coping with loss. (LA)</p> <p>The formation of peer support groups.</p> <p>Writing poems/songs/stories of comfort. (LA)</p> <p>Viewing of relevant films/videos.</p>	<p>Oral and written exercises.</p> <p>Panel discussion.</p> <p>Individual/group reporting.</p> <p>Presentation of poems/songs/stories.</p> <p>Questions - oral/written.</p> <p>Composition.</p>	<p>Videos.</p> <p>Films.</p> <p>Newspaper articles.</p> <p>Pamphlets.</p> <p>Resource personnel - Guidance Counsellor.</p>

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<b>Self-awareness, Self-concept, Self-esteem</b>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. evaluate their strengths and weaknesses;</li> <li>2. develop their potentialities;</li> <li>3. think highly of themselves;</li> <li>4. display a positive attitude;</li> <li>5. love themselves as well as others;</li> <li>6. set themselves attainable goals.</li> </ol>	<p>Discussion- pupils are allowed to express what they are good at doing and what they are not so good at doing. (LA)</p> <p>Viewing films/videos where persons showed great courage and determination.</p> <p>Activities to allow pupils to show case their talents and boost their morale.</p> <p>Motivational speeches by role-models/ achievers.</p> <p>Role-playing. (LA)</p>	<p>Debating.</p> <p>Panel discussion.</p> <p>Questions - oral/ written.</p> <p>Compositions.</p> <p>Display of talents.</p> <p>Role-playing.</p>	<p>Filmstrips.</p> <p>Posters.</p> <p>Booklets.</p> <p>Tape recorder.</p> <p>Videos.</p> <p>Computer software.</p> <p>Equipment/ instruments to enhance talents.</p> <p>Motivational personnel.</p>

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<b>Decision-Making</b>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. formulate a simple definition of the word decision;</li> <li>2. recognise that their values have an effect on their decisions;</li> </ol>	<p>Teacher presents class with a situation where each child has to make a choice, e.g. doing homework or watching television. (LA)</p> <p>Individual activity - pupils are asked to rank a set of values: music, love, money, learning, sharing with others, etc. (LA &amp; R&amp;M)</p>	<p>Observation - conduct.</p> <p>Compositions.</p> <p>Ranking values.</p> <p>Questions - oral, written.</p> <p>Discussion.</p> <p>Debating.</p> <p>Individual contribution.</p> <p>Role-play.</p> <p>Drama.</p>	<p>Relevant videos/ films.</p> <p>Pictures.</p> <p>Posters.</p> <p>Newspaper articles.</p> <p>Stories.</p> <p>Computer software.</p>

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	<p>Pupils should be able to:</p> <p>3. appreciate that values differ between persons and groups;</p> <p>4. weigh the differing values before making a decision or taking an action;</p> <p>5. know exactly what the problem or situation is before making a decision;</p>	<p>Small group activity - members share their values (from the activity above) with each other. (LA)</p> <p>Class discussion - teacher presents pupils with conflicting values and ask them to make a decision, e.g. you found a purse with money, a friend tells you turn it in, you say, "finders keepers". (LA)</p> <p>Group activity - e.g. getting classmates to accept you might be a big problem - break the problem into smaller parts and deal with one part at a time. (LA)</p> <p>Brainstorming - does my behaviour contribute to this? Must I be kinder? Am I too selfish? (LA)</p>		

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	<p>Pupils should be able to:</p> <p>6. think critically and analytically before decisions/actions are made/taken;</p>	<p>Group activity - role-playing/drama. (LA)</p> <p>Viewing relevant films/video - ask pupils to think of all the possible actions that could be taken. (VA &amp; LA)</p> <p>Library/internet research - gather information; get all the facts before you make a decision. (LA &amp; IT)</p> <p>Teacher presents a scenario and allows pupils to look at all options, and think about the possible positive and negative consequences e.g. if one of your options is to put off doing your homework and watch television, some possible consequences might be:</p> <ul style="list-style-type: none"> <li>- a poor grade</li> <li>- embarrassment for not completing the assignment</li> <li>- learning something new from the television programme. (LA)</li> </ul>		

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	<p>Pupils should be able to:</p> <p>7. take responsibility for their decisions;</p> <p>8. recognise that making the correct decision can have a positive impact on their future.</p>	<p>Invite pupils to sign contracts to abstain from practices such as:</p> <ul style="list-style-type: none"> <li>- cheating</li> <li>- lying</li> <li>- watching television before completing homework</li> <li>- selfish behaviour</li> <li>- drinking alcohol, etc. (LA)</li> </ul>		