

**PRIMARY HEALTH AND FAMILY LIFE
EDUCATION SYLLABUS**

CLASS 2

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
1.0 FAMILY LIFE				
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
2.0 PERSONAL HYGIENE				
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
3.0 SENSORY PERCEPTION				
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
4.0 ELEMENTS OF HEALTHY LIFESTYLES				
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
5.0 ENVIRONMENTAL HEALTH				
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
6.0 HUMAN GROWTH AND DEVELOPMENT				
6.0.1 Puberty and adolescence.			v	4
7.0 SAFETY EDUCATION				
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
8.0 USE AND ABUSE OF DRUGS				
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
9.0 DISEASE PREVENTION AND CONTROL				
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
10.0 PERSONALITY DEVELOPMENT AND INTERPERSONAL RELATIONSHIPS				
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 2

Pupils should understand and demonstrate ways in which their health and well-being can be enhanced and maintained.

The pupil should be able to:

- ❑ practise good personal hygiene, especially caring for teeth and gums;
- ❑ recognise and practise good posture, sleep, rest and exercise;
- ❑ participate regularly in active play and a variety of physical activities;
- ❑ explain the importance of the senses to healthy living;
- ❑ state the main sources of food and the nutrients found in them;
- ❑ use the information on nutrition to develop balanced diets;
- ❑ 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 use them to enhance their development;
- ❑ continue the process of learning how to cope with frustration.

The pupils should continue the process of understanding and demonstrating behaviours that prevent the spread of common diseases.

The pupil should be able to:

- ❑ describe symptoms of common childhood diseases;
- ❑ describe actions to take if not feeling well;
- ❑ describe how to prevent the spread of germs and common viruses including HIV/AIDS;
- ❑ describe appropriate actions to take during emergencies.

The pupils should 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:

- ❑ distinguish between simple personal injuries and ones that require adult attention;
- ❑ identify appropriate and inappropriate touching;
- ❑ demonstrate ways they can refuse to participate in negative behavior;
- ❑ identify ways that alcohol, tobacco and other drugs are harmful to the body;
- ❑ practise behaviours that protect the body;
- ❑ recognise that all advertised products are not good for them;
- ❑ co-operate with instructions given during fire and other disaster drills.

The pupils should understand and demonstrate how to play a positive, active role in promoting the health of their family.

The pupil should be able to:

- ❑ talk about the relationships within their family units;
- ❑ identify and use ways in which children can help support positive family behaviours such as listening, helping with chores, following family rules and showing care and concern for other family members;
- ❑ identify and explain a family activity or tradition;
- ❑ continue the development of effective communication skills to enhance family relationships eg: good manners and etiquette;
- ❑ practise in given situations co-operation, responsibility, sharing;
- ❑ demonstrate good family habits and values.

The pupils should 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:

- ❑ maintain a clean and healthy environment within designated self spaces eg: bedroom, classroom;
- ❑ demonstrate a knowledge of safety rules in the home, at school, on the playground, the street, the beach;
- ❑ participate in school and community efforts to address local health and environmental issues;
- ❑ demonstrate ways to share pencils, etc,;
- ❑ recognise the importance of the work of health workers.

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Functions of the Family	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. identify the roles and responsibilities of members of the family; 1. demonstrate good family habits, values and display good manners within the family and outside; 2. explain the importance of co-operation, responsibility, caring and sharing in family matters; 	<p>Discuss tasks performed by parents, guardians, children.</p> <p>List the basic needs provided in pictures showing other/father/guardian at work.</p> <p>Simulate activities that require the use of good habits, good manners, etc.</p> <p>Make a list of classroom rules.</p> <p>Group reports. (LA)</p> <p>Simulate activities that require pupils to co-operate, take responsibility, share, care, etc. (LA)</p> <p>Role-play. (LA)</p>	<p>Observation of role-play.</p> <p>Compilation individual checklist on responsibilities of members of families.</p> <p>Observation of simulated activities.</p> <p>Observation of classroom rules.</p> <p>Assess reports.</p> <p>Observation of pupils demonstrating values in the classroom.</p> <p>Listening.</p>	

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Family Tree	1. collect information about the immediate and extended family.	<p>Draw a family tree to include the immediate and extended family. (SS)</p> <p>Label and order the members of the family starting on the left with 1st born, 2nd born, etc. (M)</p>	<p>Ask children questions about their family trees.</p> <p>Understanding of questions: How many? More than. Less than. Comparison.</p> <p>Written sentences about family tree.</p>	Illustration of family tree as drawn by the teacher.
Family Celebrations	1. show an awareness of and an appreciation for the activities in which families engage.	Discussion shared experiences. (LA)	Listening.	

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<p>PERSONAL HYGIENE</p> <p>The Body (Skin)</p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. identify and label body parts; 2. discuss and explain the specific functions of the body parts; 3. state the importance of practising proper hygiene; 4. take pride in the care of their bodies; 5. discuss the importance of the skin to the human body. 	<p>Teacher/pupil discussions on personal hygiene. (LA)</p> <p>Related poems/songs. (LA)</p> <p>Viewing video tapes and filmstrips.</p> <p>Observing models to determine how body parts work.</p> <p>Drawing/labelling/modelling. (VA)</p> <p>Practical experience in correct bathroom/toilet behaviour.</p> <p>Internet research. (IT)</p> <p>Visits by resource personnel - e.g. nurse.</p> <p>Visit to polyclinic.</p> <p>Examination of skin with and without magnifiers. (IS)</p>	<p>Question and answer activities - orally/ written.</p> <p>Drawing/painting/ modelling/labelling.</p> <p>Quizz.</p> <p>Individual/group demonstrations.</p> <p>True and false items.</p> <p>Completing sentences.</p>	<p>Video.</p> <p>Computer software.</p> <p>Toiletries.</p> <p>Pictures/posters.</p> <p>Charts.</p> <p>Models.</p> <p>Magnifiers.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>PERSONAL HYGIENE</p> <p>The Mouth and Teeth</p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. identify the various types of teeth and their specific functions; 2. explain what is involved in tooth decay; 3. practise good and regular oral hygiene; 4. understand the nature and care of the permanent teeth; 5. relate the relationship between a proper diet and healthy teeth; 6. identify and name the Dental Health workers; 7. relate the importance of these workers according to their specific functions e.g. dentists, hygienist, orthodontists, etc. 	<p>Examining the mouth using mirrors.</p> <p>Observing and discussing a model of a set of teeth. (LA)</p> <p>Discussing diagrams and pictures/slides related to tooth decay. (LA)</p> <p>Demonstrations involving proper care of the teeth.</p> <p>Lecture/discussion by resource personnel on care of the mouth.</p> <p>Role-play the dental team. (LA)</p> <p>Collecting information and making reports. (IT & LA)</p> <p>Related songs, poems and stories. (LA)</p> <p>Art and craft activities. (VA)</p>	<p>Small and large group discussions.</p> <p>Labelling activities.</p> <p>Quizz activities.</p> <p>Poster making competition.</p> <p>Project displays.</p> <p>Creative writing - poems, rhymes and songs.</p> <p>Producing information booklets and readers.</p> <p>Preparing and dramatising skits.</p> <p>Giving demonstrations.</p> <p>Worksheet activities.</p>	<p>Mirrors.</p> <p>Pictures of teeth and mouth.</p> <p>Models of the teeth.</p> <p>Video tapes.</p> <p>Cassette tapes.</p> <p>Books.</p> <p>Materials used for the care of the teeth.</p> <p>Charts and posters.</p> <p>Puppets and materials for making puppets.</p> <p>Computer software.</p> <p>Related songs/ poems and stories.</p> <p>Dental auxiliaries hygienist, dentist.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>SENSORY PERCEPTION</p> <p>The Sense Organs</p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. name the senses and the sense organs; 2. briefly explain how we see, hear, smell, taste and feel; 3. state the importance of the senses to healthy living; 4. demonstrate ways of caring for the sense organs; 5. show an appreciation for the disabled persons as it relates to the senses; 	<p>Large and small group discussions on the senses and sense organs. (LA)</p> <p>Simple experiments involving the use of the senses. (IS)</p> <p>Observing pictures and models of the sense organs.</p> <p>Carrying out related research and making reports. (IT & LA)</p> <p>Discussions with disabled persons.</p> <p>Discussions with resource personnel.</p> <p>A visit to the Blind Workshop/ polyclinic.</p>	<p>Producing information booklets.</p> <p>Making posters.</p> <p>Quizz competitions.</p> <p>Dramatisation and role-playing.</p> <p>Making reports and presentations.</p> <p>Project displays.</p> <p>Producing puzzles.</p> <p>Oral questions and answer sessions.</p> <p>Writing poems and stories.</p>	<p>A variety of objects, foods, liquids, and materials for experiments.</p> <p>Pictures/charts.</p> <p>Models/diagrams.</p> <p>Video tapes/ filmstrips/slides.</p> <p>Stories/poems/ songs.</p> <p>Computer software.</p> <p>Research personnel.</p> <p>Books and other source materials.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	6. display a knowledge of some common diseases which affect the senses.	Viewing video tapes and filmstrips depicting the senses at work.	Completing worksheets involving items such as: <ol style="list-style-type: none"> 1. true and false 2. word search 3. multiple choice 4. fill in the missing word 5. matching 6. spot the difference, etc. 	

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>ELEMENTS OF A HEALTHY LIFESTYLE</p> <p>Food & Nutrition</p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. state the importance of food to human existence; 2. recognise the main sources of food; 3. identify the various food nutrients and their specific functions; 4. categorise foods according to their nutritional value; 5. state the importance of a balanced diet; 6. select foods which are healthy for the body; 7. understand that some people need special diets; 8. state the importance of water in the diet; 9. understand the need for proper food handling; 	<p>Viewing tapes and films showing the major effects of a lack of food on the body.</p> <p>Related library and internet research. (IT)</p> <p>Making reports and presentations. (LA)</p> <p>Collecting, discussing and analysing relating data. (IT, LA, M)</p> <p>Collecting/labelling and displaying various foods.</p> <p>Categorising foods - body builders, energy givers, protectors. etc.</p> <p>Constructing graphs and pictograms.</p> <p>Cooking activities.</p> <p>Compiling picture booklets and simple charts. (VA, LA, M)</p> <p>Lecture/discussion by dietician.</p>	<p>Questions and answer sessions - oral and written.</p> <p>Informal talks and discussions.</p> <p>Solving riddles.</p> <p>Selecting foods for different meals.</p> <p>Creative writing - stories, poems, songs.</p> <p>Poster making competitions.</p> <p>Journal writing.</p> <p>Quizz activities.</p> <p>Written tests.</p> <p>Project displays.</p>	<p>Related pictures and charts.</p> <p>Video tapes/films slides.</p> <p>Posters.</p> <p>Puppets and some materials for making puppets.</p> <p>Songs, poems and stories.</p> <p>Riddles.</p> <p>Computer software.</p> <p>Books and other resource materials.</p> <p>Cooking utensils.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	<p>10. explain the role of the dietician;</p> <p>11. briefly describe the different methods used for preparing foods;</p> <p>12. list the foods which make up the main meals of the day.</p>	<p>Observing foods being prepared.</p> <p>Relating and discussing their own experiences (likes and dislikes)</p> <p>Drawing, colouring, modelling. (VA)</p> <p>Stories, poems and songs. (LA)</p> <p>Selecting foods for particular meals.</p> <p>Collecting/displaying and sampling foods from different cultures. (SS)</p>	<p>Producing booklets.</p> <p>Related word games.</p> <p>Matching activities.</p> <p>Producing comic strips and picture stories.</p> <p>Creating portfolios.</p>	<p>Source personnel e.g. nutritionists, nurse, former, etc.</p> <p>Graphs and pictograms.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Posture, Sleep, Rest and Exercise	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. state the different forms of relaxation used today; 2. relate their own methods of relaxation; 3. recognise and appreciate the importance of sleep and rest and good posture to the body; 4. discuss the effects of a lack of sleep on the body between adequate exercise and healthy living; 5. describe and participate in games they love; 6. classify exercises according to strength, stamina and flexibility; 7. demonstrate the correct techniques when exercising; 8. understand and appreciate the benefits of good posture while sitting and standing. 	<p>Informal talks in small and large groups on good posture, sleep, rest and exercise. (LA)</p> <p>Games and exercise activities. (PE)</p> <p>Practise in taking the pulse/heartbeat.</p> <p>View pictures/videos.</p> <p>Lecture/discussion by resource personnel on good posture, sleep, rest and exercise.</p> <p>Carrying out research and reporting. (IT & LA)</p> <p>Constructing exercise programmes. (PE)</p>	<p>Compositions about their favourite games or sport.</p> <p>Poster making.</p> <p>Demonstrations.</p> <p>Poems/songs.</p> <p>Physical tests.</p> <p>Completing worksheets.</p>	<p>Posters.</p> <p>Filmstrips.</p> <p>Video.</p> <p>Coach/fitness.</p> <p>Instructor.</p> <p>Pictures.</p> <p>Outdoor equipment.</p> <p>Puzzles.</p> <p>Books/pamphlets.</p> <p>Equipment for testing.</p> <p>Suitable computer software.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>ENVIRONMENTAL HEALTH</p> <p>Taking Care of the Environment</p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. clearly define the term "environment"; 2. recognise the importance of a clean and healthy environment; 3. discuss some of the ways of keeping the environment clean; 4. define the term "pollutants"; 5. name some of the types of pollution in our environment today; 6. discuss some of the ways of preventing and controlling pollution; 7. name some common household pests; 8. discuss diseases spread by household pests; 	<p>Various tours - pulverisation plant/ recycling plant. (SS)</p> <p>Small and large group discussions on the care of the environment.</p> <p>Collecting information and making reports. (LA)</p> <p>Clean up projects.</p> <p>Creating gardens. (IS)</p> <p>Poster making. (VA)</p> <p>Viewing related videos/films.</p> <p>Conducting interviews/investigations. (LA)</p> <p>Making suggestions for solving problems. (IS)</p> <p>Viewing pictures of and drawing some household pests. (VA)</p>	<p>Creative writing - poems, stories, songs.</p> <p>Poster making competitions.</p> <p>Quizz activities.</p> <p>Presenting research findings.</p> <p>Producing videos.</p> <p>Mounting photograph display.</p> <p>Project displays.</p> <p>Producing information booklets.</p> <p>Producing readers.</p> <p>Oral and written tests.</p>	<p>Pictures/charts showing healthy/unhealthy environmentals.</p> <p>Videos/films.</p> <p>Newspaper articles.</p> <p>Books and pamphlets.</p> <p>Computer software.</p> <p>Cam-corders and cameras.</p> <p>Materials.</p> <p>Poems/songs/stories.</p> <p>Puzzles.</p> <p>Portfolios.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	<p>9. safeguard against the dangers of household pests;</p> <p>10. recognise the need for proper collection/disposal of garbage;</p> <p>11. explain the role of the Sanitation Service Authority and the workers/ NCC;</p> <p>12. develop an awareness of the idea of "recycling".</p>	<p>Making garbage bins using recycled plastic buckets.</p> <p>Making miniature models of landfills/ and sewage plants visited.</p> <p>Making compost heaps.</p> <p>Special research and recycling in Barbados. (IT & VA)</p> <p>Visits and talks by some workers in that field.</p> <p>Creative writing and journal keeping. (LA)</p> <p>Constructing portfolios. (LA)</p>	<p>Dramatisation and role-playing of Public Health Team.</p> <p>Discussing portfolios.</p>	

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>SAFETY EDUCATION</p> <p>Personal Safety in the Home School and Community</p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. understand the need for safety; 2. appreciate the importance of taking some responsibility for their our safety; 3. demonstrate a knowledge of safety rules in the home, school, streets, beach and playground; 4. interpret safety signs and signals; 5. discuss the hazards which may be present in the home/school/community; 6. state ways of protecting themselves against these hazards; 7. demonstrate the correct procedures in handling emergencies e.g. fire drill; 8. list the necessary emergency numbers e.g. police, fire; 9. critically analyse situations involving risk behaviour. 	<p>Discussions - sharing their own personal ideas and experiences. (LA)</p> <p>Dramatic activity. (LA)</p> <p>Compiling and discussing news sheets/ charts. (LA)</p> <p>Practical exercises in fire drills etc.</p> <p>Games and riddles. (LA)</p> <p>Compiling charts and booklets. (LA & M)</p> <p>Video and film presentations. (VA)</p> <p>Demonstrations/presentations by resource personnel e.g. life guard, etc.</p> <p>Research/project work. (IT)</p> <p>Field trips. (SS)</p> <p>Art and craft activities. (VA)</p> <p>Related poems/songs stories. (LA)</p>	<p>Poster competition.</p> <p>Encryptions to decode.</p> <p>Creative writing - essays/poems/songs.</p> <p>Special research projects.</p> <p>Giving demonstration and making presentations.</p> <p>Role-playing.</p> <p>Project displays.</p> <p>Tests.</p> <p>Quizz activities.</p> <p>Producing booklets and readers.</p>	<p>Charts/pictures.</p> <p>Models.</p> <p>Materials for making models.</p> <p>Picture and story books.</p> <p>Videos and film strips.</p> <p>A collection of rhymes poems songs.</p> <p>Computer software.</p> <p>Books.</p> <p>Riddles/games.</p> <p>Playground equipment.</p> <p>Resource personnel.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>USE AND ABUSE OF DRUGS</p> <p>Legal and Illegal Drugs</p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. state clearly what drugs are; 2. appreciate the usefulness of drugs in health care; 3. differentiate between legal and illegal drugs; 4. list some legal and illegal drugs; 5. state the physical, social and emotional effects of taking illegal drugs; 6. explain what is meant by the term "Drug Addiction"; 7. discuss the factor which may lead persons to drug addiction; 8. make decisions against the use of illegal drugs. 	<p>Small and large group discussions on legal and illegal drugs using the Grab Bag method. (LA)</p> <p>Role-playing and dramatisation. (LA)</p> <p>Observing and discussing actual displays of illegal drugs by police officer.</p> <p>Poems, stories, songs, jingles. (LA)</p> <p>Observing and discussing advertisements related to the use and abuse of drugs. (LA)</p> <p>Viewing of video tapes and films re: the effects and consequences of using illegal drugs.</p> <p>Talks and presentations by various resource persons.</p> <p>Special research projects. (IT & LA)</p>	<p>Essay writing.</p> <p>Journal keeping.</p> <p>Quizz activities.</p> <p>Panel discussions.</p> <p>Poster making competitions.</p> <p>Dramatic activity.</p> <p>Producing booklets.</p> <p>Project displays.</p> <p>Presentations.</p>	<p>Posters - how to be drug free?</p> <p>Videos - the effects and dangers of illegal drugs.</p> <p>Newspaper articles.</p> <p>Word games.</p> <p>Puzzles.</p> <p>Computer software.</p> <p>Songs, poems, stories.</p> <p>Charts/pictures.</p> <p>Resource personnel.</p> <p>Actual display of illegal drugs.</p> <p>Pictures/charts.</p>

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<p>DISEASE PREVENTION AND CONTROL</p> <p>Germs and Their Mode of Control</p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. state clearly what are germs; 2. identify where germs are found; 3. list ways in which they can be spread from place to place/person to person; 4. describe how they can affect the body; 5. list some common infectious diseases and their signs and symptoms; 6. discuss the spread of these diseases; 7. state ways which infections can be prevented or controlled; 8. explain the term "immunization" and its importance to the fight against diseases; 9. develop an appreciation for the various health care workers and institutions; 10. create a positive attitude towards maintaining good health. 	<p>Group discussions. (LA)</p> <p>Observing slides under a microscope. (IS)</p> <p>Reading and interpreting pictures and charts. (LA)</p> <p>Reading simple graphs. (M)</p> <p>Special research projects. (IT & LA)</p> <p>Making reports and presentations. (LA)</p> <p>Field trips to health care facilities. (SS)</p> <p>Lecture/discussions by health care personnel.</p> <p>Dramatic activity. (LA)</p> <p>Drawings and poster making. (VA)</p> <p>Viewing videos and films.</p> <p>Related poems/songs and rhymes. (LA)</p>	<p>Dramatisation and role-playing.</p> <p>Poster making competitions.</p> <p>Producing graphs.</p> <p>Making illustrations.</p> <p>Producing booklets.</p> <p>Quizz activities.</p> <p>Project displays.</p> <p>Demonstrations.</p> <p>Tests.</p> <p>Questions and answer sessions.</p>	<p>Microscopes.</p> <p>Pictures/charts.</p> <p>Books/pamphlets.</p> <p>Related computer software.</p> <p>Resource personnel e.g. Nurse/Health Inspector/Doctor.</p> <p>Tape recorders.</p> <p>Graphs/puzzles.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
HIV/AIDS	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. differentiate between HIV and AIDS; 2. state ways in which HIV is transmitted; 3. discuss the effects of AIDS on the body; 4. realise that AIDS is a serious disease without a cure; 5. develop positive attitudes and behaviours to the care and protection of their bodies; 6. show compassion, care and concern for persons with AIDS. 	<p>Collecting and presenting related information. (LA)</p> <p>Large and small group discussions. (LA)</p> <p>Role-play/drama. (LA)</p> <p>Special research projects. (IT & LA)</p> <p>Viewing of videos, films and other related materials.</p> <p>Creative writing. (LA)</p> <p>Talks by resource personnel.</p> <p>Poster/chart making. (VA)</p> <p>Making booklets. (VA & LA)</p>	<p>Question and answer sessions.</p> <p>Dramatic activity.</p> <p>Creative writing.</p> <p>Discussions where pupils share their ideas and feelings.</p> <p>Make reports and presentations.</p> <p>Poster making for displays.</p> <p>Producing booklets.</p> <p>Written tests.</p>	<p>Pictures/posters/charts.</p> <p>Books/pamphlets.</p> <p>Newspaper clippings.</p> <p>Videos and filmstrips.</p> <p>Resource persons.</p> <p>Computer software.</p> <p>Overhead projector.</p> <p>Poems/songs.</p> <p>Puzzles/games.</p> <p>Puppets.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>PERSONALITY DEVELOPMENT AND INTERPERSONAL RELATIONSHIPS</p> <p>Coping With Loss</p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. give a simple definition for loss; 2. state examples of loss; 3. relate their own experiences with loss; 4. discuss and demonstrate the different ways of coping with loss; 5. express sympathy/empathy for other experiencing loss. 	<p>Group sessions where pupils relate and share feelings/ideas. (LA)</p> <p>Teacher pupil chats. (LA)</p> <p>Peer counselling.</p> <p>Role-playing, dramatization. (LA)</p> <p>Viewing and discussing posters/videos/news clippings.</p> <p>Talks by resource persons e.g. counsellor.</p> <p>The Grab Bag method - pupils write/draw anonymously how they feel about loss, and drop in box. Select several feelings and discuss the best way to cope with them. (LA)</p>	<p>Essay writing.</p> <p>Producing information booklets.</p> <p>Producing cartoon booklets.</p> <p>Dramatic activity.</p>	<p>Related books and newspaper clippings.</p> <p>Pictures/posters.</p> <p>Resource personnel.</p> <p>Videos/films.</p> <p>Suggestion box.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Respect Good Manners and Self Control	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. show appreciation for others and their view points; 2. list ways of caring for the feelings of others; 3. understand the importance of exhibiting "Good Manners, Respect and Self-control"; 4. demonstrate a willingness to conform to the standards of behaviour acceptable to our society; 	<p>Group discussions and debates. (LA)</p> <p>Dramatic activities. (LA)</p> <p>Making charts/posters to promote good behaviour. (LA & VA)</p> <p>Reading stories with emphasis on good character e.g. Bible stories. (RK & LA)</p> <p>Interpreting pictures and stories. (VA & LA)</p> <p>Analysing situations and offering suggestions for alternative behaviour.</p>	<p>The Grab Bag method.</p> <p>Creative writing.</p> <p>Poster making.</p> <p>Chart making.</p> <p>Project display e.g. comics, booklets, stories, poems, songs.</p> <p>Dramatization and role-playing.</p> <p>Observation.</p> <p>Producing advertisements.</p>	<p>Charts/pictures.</p> <p>Posters.</p> <p>Video tapes.</p> <p>Recorded stories.</p> <p>Advertisements - visual/audio.</p> <p>Cartoons.</p> <p>Poems/songs.</p> <p>Well known personalities and good role models.</p>

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	<p>5. choose to follow good examples of persons in the society;</p> <p>6. portray themselves as good examples for others;</p> <p>7. critically analyse the behaviour of others and make correct choices.</p>	<p>Suggestions for alternative behaviour for conflict resolution.</p> <p>Talks by role models e.g. priest, popular calypsonian, popular sportsman, etc.</p> <p>Peer counselling.</p> <p>Compiling rules and guidelines for the class and school. (LA)</p>		<p>Suggestions for alternative behaviour.</p> <p>Talks by role models e.g. priest, popular calypsonian, popular sportsman, etc.</p> <p>Peer counselling.</p> <p>Compiling rules and guidelines for the class and school.</p>