

**PRIMARY HEALTH AND FAMILY LIFE  
EDUCATION SYLLABUS**

**CLASS 1**

**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 Healthy family values.	v	4	4	4
1.0.3 Position in the family.	v	4	4	4
1.0.4 Family tree.	v	4	4	4
<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 SAFETY EDUCATION</b>				
6.0.1 Safety in the home, school and the community.	v	4	4	4
6.0.2 Personal safety.	v	4	4	4
6.0.3 Personal safety and risk behaviour.	v	4	4	4
<b>7.0 USE AND ABUSE OF DRUGS</b>				
7.0.1 Legal and illegal drugs.	v	4	4	4
7.0.2 Effects of illegal drugs.	v	4	4	4
7.0.3 Factors contributing to drug abuse.	v	4	4	4
<b>8.0 DISEASE PREVENTION AND CONTROL</b>				
8.0.1 Infectious diseases.	v	4	4	4
8.0.2 How diseases are spread.	v	4	4	4
8.0.3 Germs and their mode of control.	v	4	4	4
8.0.4 Immunization.	v	4	4	4
8.0.5 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>9.0 PERSONALITY DEVELOPMENT AND INTERPERSONAL RELATIONSHIPS</b>				
9.0.1 Coping with loss.	v	4	4	4
9.0.2 Respect, good manners and self-control.	v	4	4	4
9.0.3 Emotions/feelings.	v	4	4	4
9.0.4 Self-awareness, self-concept and self-esteem.	v	4	4	4
9.0.5 Values and values clarification.	v	4	4	4
9.0.6 Decision-making.	v	4	4	4
9.0.7 Responsibility.	v	4	4	4
9.0.8 Problem solving.	v	4	4	4
9.0.9 Critical thinking.	v	4	4	4
9.0.10 Perception and judgement.	v	4	4	4
9.0.11 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;
- ❑ engage in healthy practices in the home, school and community;
- ❑ at every class level will develop the ability to solve health and family problems by using the knowledge and skills gained in the programme;
- ❑ understand and appreciate the importance of family life;
- ❑ continue to develop healthy social and emotional skills to guide them through early adolescence.

**Begin to 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 eyes, ears, nose, skin, hair and nails;
- ❑ identify habits that are good for health such as good posture, adequate sleep, rest and exercise;
- ❑ group foods and explain their importance to the human body;
- ❑ share information about feelings in appropriate ways;
- ❑ begin the process of managing anger, fear, excitement, disappointment;
- ❑ differentiate and identify negative and positive emotions in self and others;
- ❑ begin the process of learning how to cope with frustration;
- ❑ begin to recognise that there are multiple ways of solving problems.

**Begin to understand and demonstrate behaviours that prevent the spread of childhood and other diseases.**

*The pupil should be able to:*

- ❑ describe how to stop the spread of germs caused by viruses;
- ❑ recognise common childhood diseases;
- ❑ recognise emergencies and respond appropriately.

**Begin to understand and 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:*

- ❑ use appropriate behaviour when interacting with strangers;
- ❑ distinguish between legal and illegal drugs, helpful and harmful substances including tobacco and alcohol;
- ❑ describe how to take prescription or over-the-counter medications;
- ❑ understand the importance of informing a parent/teacher about situations which make him feel uncomfortable;
- ❑ recognise that all advertised products are not good for him;
- ❑ co-operate with instructions given during fire and other disaster drills.

**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 ways in which children can help support positive family behaviours such as listening, helping with the chores, following family rules and showing care and concern for other family members;
- ❑ identify a family activity or tradition;
- ❑ begin to develop effective communication skills to enhance family relationships e.g. the use of excuse me, thank you etc.;
- ❑ displaying healthy habits and attitudes within the family.

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

*The pupil should be able to:*

- ❑ understand and follow school practices relating to health;
- ❑ participate in school and community efforts to address local health and environmental issues;
- ❑ demonstrate ways to share pencils , books with other pupils;
- ❑ describe what health workers do in the community.

## CLASS ONE (1)

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>MY FAMILY</b></p> <p><b>Members of the family</b></p> <p><b>Family roles and responsibilities</b></p>	<p>Pupils should be able to:</p> <p>1. identify individual family members and state their relationship.</p> <p>1. state the roles and responsibilities of individual family members.</p>	<p>Ask about their own family members and describe family members.</p> <p>Draw a picture of their own family pupils - bring photographs. (VA)</p> <p>Informal discussions of tasks shared with home. (LA)</p> <p>Story about family members co-operating with each other to complete a task. (LA)</p> <p>Draw a picture of family members working at a task together. (VA)</p>	<p>Evaluation of drawings of pupils families.</p> <p>Write a short sentence on role, responsibility, co-operation, helping.</p> <p>Linking roles and responsibilities with job, hobbies, occupations.</p>	<p>Flash cards, pictures of families.</p> <p>Song or poetry about the family.</p> <p>Story book about My Family.</p> <p>Photographs of families.</p> <p>Pictures/posters of families working together.</p> <p>Pictures of individuals performing a task.</p> <p>Paper, crayons.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Healthy Family Values</b>	<p>Pupils should be able to:</p> <p>1. display healthy attitudes within the family.</p>	<p>Talk about how children share, help, care, respect.</p> <p>Discuss pictures of children sharing, caring, helping, etc.</p> <p>Read stories about people who share, care, help.</p> <p>Identify quotations for children to learn.</p> <p>Song - Poetry - "Try a Little Kindness". (LA)</p>	<p>Observe pupils in the classroom.</p> <p>Listen for verbal responses.</p> <p>Write story on helping sharing.</p>	<p>Story books and stories depicting sharing, helping, caring.</p> <p>Songs.</p> <p>Poetry quotes.</p>
<b>Position in the Family</b>	<p>1. identify and compare their position in the family with classmates.</p>	<p>Arrange pupils into groups of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> born to make a graph. (M)</p> <p>Children in each group stand in a line to compare the size of each group. (M)</p>	<p>Drawings of a graph depicting the number of pupils in each group.</p> <p>Evaluation of pupils' graphs.</p>	<p>Display of graphs.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>Family Tree</b></p>	<p>Pupils should be able to:</p> <p>1. collect simple data about the family.</p>	<p>Draw a family tree of persons living in your home. (SS)</p> <p>Build the picture up person by person, labelling and ordering the members of the family 1<sup>st</sup> born on left. (VA)</p> <p>Ask children questions about the family.</p>	<p>Filling in blanks e.g. I have _____ sisters. I have _____ brothers. There are _____ males in my family etc.</p> <p>Sentence completion.</p>	<p>Illustration of a family tree as drawn by the teacher.</p>
<p><b>Family Celebrations Events</b></p>	<p>1. identify occasions celebrated in the home.</p>	<p>Talk about family celebrations and teacher lists them.</p> <p>Draw about the events, celebration. (VA)</p> <p>Pupils make greeting cards. (VA)</p>	<p>Sharing and caring for others.</p> <p>Service to others.</p> <p>Giving and leaving.</p>	<p>Pictures photographs of celebrated events, occasions.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>PERSONAL HYGIENE</b></p> <p><b>The Body (Skin)</b></p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. identify and name various body parts;</li> <li>2. state the specific functions of body parts;</li> <li>3. use the correct terminology for body parts and bodily functions;</li> <li>4. understand the importance of practising proper hygiene on a daily basis;</li> <li>5. develop an appreciation for their bodies;</li> <li>6. demonstrate a knowledge of the correct use of bathroom facilities.</li> </ol>	<p>Teacher/pupil discussion. (LA)</p> <p>Photographing of self and others. (VA)</p> <p>Reciting relevant health rhymes/songs. (LA)</p> <p>Viewing video tapes and filmstrips to teach about body parts and their functions. (VA)</p> <p>Observing and handling models.</p> <p>Internet research. (IT)</p> <p>Drawing/painting/modelling. (VA)</p> <p>Visits by resource personnel - nurse.</p> <p>Practical experience in correct bathroom/toilet behaviour.</p> <p>Physical activities. (PE)</p>	<p>Simple question/answer activities - oral, written.</p> <p>Drawing/painting/modelling.</p> <p>Demonstrations by teacher/health personnel.</p> <p>Completing written exercises.</p> <p>True and false items.</p> <p>Quizz.</p> <p>Puppetry.</p>	<p>Video/television.</p> <p>Toiletries.</p> <p>Pictures/posters.</p> <p>Charts.</p> <p>Resource personnel.</p> <p>Models.</p> <p>Towel/washcloth.</p> <p>Sponge.</p> <p>Soap.</p> <p>Computer software.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>The Mouth and Teeth</b>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. state the importance of the teeth, tongue and gums;</li> <li>2. understand the relationship between a healthy mouth and a pleasant appearance;</li> <li>3. identify the various types of teeth and their specific functions;</li> <li>4. demonstrate correct ways of caring for the teeth;</li> <li>5. choose foods which promote healthy teeth;</li> <li>6. recognise the need for regular visits to the dentists;</li> <li>7. understand the nature and care of the primary teeth;</li> <li>8. create a poster to promote the growth of healthy teeth.</li> </ol>	<p>Examining the mouth using mirrors.</p> <p>Observing and discussing pictures/slides depicting a healthy/unhealthy mouth.</p> <p>Observing a model of a set of teeth.</p> <p>Use of video tapes and models to demonstrate care of the teeth and mouth parts.</p> <p>Collecting and displaying foods which promote healthy teeth.</p> <p>Collecting and displaying dental cleansers.</p> <p>Library and internet research. (IT)</p> <p>Making reports and presentations on the researched materials. (LA)</p>	<p>Quizz activities.</p> <p>Poster making.</p> <p>Competitions.</p> <p>Creative writing.</p> <p>Making related booklets.</p> <p>Dramatisation and role-playing.</p> <p>Drawing, colouring and modelling.</p> <p>Demonstrations.</p> <p>Written tests.</p>	<p>Mirrors.</p> <p>Pictures of teeth, tongue, mouth.</p> <p>Models of teeth and mouth.</p> <p>Video tapes/films.</p> <p>Equipment and materials for care of the teeth.</p> <p>Charts and posters.</p> <p>Puppets and materials for making puppets.</p> <p>Computer software.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
		<p>Related songs/poems/stories. (LA)</p> <p>Word games/puzzles/puppetry. (LA &amp; VA)</p>	<p>Completing work sheets involving</p> <ol style="list-style-type: none"> <li>1. The cloze procedure</li> <li>2. Dot to dot</li> <li>3. Matching activities</li> <li>4. Multiple choice</li> <li>5. Cross word puzzles, etc.</li> </ol>	<p>Related songs/ poems and stories.</p> <p>Dental auxiliaries, hygienist, dentist.</p> <p>Books and other resource materials.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>SENSORY PERCEPTION</b></p> <p><b>The Sense Organs</b></p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. list the senses;</li> <li>2. name the sense organs;</li> <li>3. briefly discuss how the sense organs work;</li> <li>4. state the benefits of the senses to everyday life;</li> <li>5. exhibit an appreciation for the proper care of sense organs;</li> <li>6. show sensitivity to persons with disabilities;</li> <li>7. display a knowledge of some diseases which affect the sense organs;</li> </ol>	<p>Practical demonstrations of the senses at play.</p> <p>Identifying certain items and fragrances.</p> <p>Locating sense organs on the body.</p> <p>Observing pictures and charts to identify organ. (VA)</p> <p>Viewing video tapes and filmstrips to discuss the senses and sense organs at work. (VA &amp; LA)</p> <p>Puppetry and role-playing to reinforce the importance and interdependence of the senses. (VA &amp; LA)</p> <p>A visit to the blind workshop.</p> <p>Discussion with resource personnel. (LA)</p>	<p>Making information booklets.</p> <p>Poster making.</p> <p>Dramatisation and role-playing.</p> <p>Quizz activities.</p> <p>Making presentation and reports.</p> <p>Making picture puzzles.</p> <p>Completing ditto sheets involving items such as:</p> <ol style="list-style-type: none"> <li>1. true and false</li> <li>2. spot the difference</li> <li>3. matching</li> <li>4. multiple choice</li> <li>5. word searches</li> <li>6. fill in the missing word.</li> </ol>	<p>A variety of objects, foods, liquids.</p> <p>Materials of different textures and sizes.</p> <p>Pictures/charts.</p> <p>Video tapes/ filmstrips.</p> <p>Musical instruments.</p> <p>Coloured objects.</p> <p>Stories/poems/ songs.</p> <p>Resource personnel.</p> <p>Computer/computer software.</p> <p>Models.</p> <p>Slides.</p> <p>Books and other source materials.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>ELEMENTS OF A HEALTHY LIFESTYLE</b></p> <p><b>Food &amp; Nutrition</b></p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. state the importance of food to the human body;</li> <li>2. identify the different sources of food;</li> <li>3. understand that the different foods we eat perform different functions in our bodies;</li> <li>4. name the various food groups;</li> <li>5. choose healthful foods for a well-balanced diet;</li> <li>6. state the importance of water in the diet;</li> <li>7. develop healthy habits in relation to food preparation and handling;</li> <li>8. appreciate cultural and religious differences related to food preferences;</li> <li>9. state the main meals of the day;</li> </ol>	<p>Small and large group discussions on foods. (LA)</p> <p>Observing people, animals, birds to determine how they feed.</p> <p>Collecting and labelling a variety of foods.</p> <p>Puppetry to relate ideas about foods. (VA)</p> <p>Carrying out research and making reports and presentations on local foods. (LA)</p> <p>Making posters depicting healthy foods. (VA)</p> <p>Constructing graphs and pictograms e.g. favourite/popular foods. (M)</p> <p>Viewing related tapes, videos and films on preparation of foods.</p> <p>Nature walks/field trips/tours, etc. (SS)</p>	<p>Questions and answers.</p> <p>Informal talks.</p> <p>Solving riddles.</p> <p>Creative writing.</p> <p>Poster making competitions.</p> <p>Journal writing.</p> <p>Ditto sheet activities.</p> <p>Quizz activities.</p> <p>Written tests.</p> <p>Project displays.</p> <p>Producing booklets.</p> <p>Related word games.</p> <p>Matching activities.</p>	<p>Related pictures and charts.</p> <p>Video/films.</p> <p>Posters.</p> <p>Puppets.</p> <p>Songs/poems/stories.</p> <p>Riddles.</p> <p>Computer software.</p> <p>Books and source materials.</p> <p>Resource personnel - dietician/farmer, nurse/doctor.</p> <p>Cooking utensils.</p> <p>Graphs and pictograms.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	<p>10. discuss the foods which may make up these meals;</p>	<p>Discussions with resource personnel - dietician/nutritionist - food for breakfast, lunch and dinners.</p> <p>Interviews and discussions among themselves as it relates to food preferences.</p> <p>Simple demonstrations to show the presence of water in foods. (IS)</p> <p>Labelling/colouring modelling.</p> <p>Related poems/songs. (LA)</p> <p>Dramatisation and role-playing. (LA)</p> <p>Puppetry. (VA)</p>	<p>Producing comic strips and picture stories.</p> <p>Keeping portfolios.</p>	

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Posture, Sleep &amp; Rest Exercise</b>	Pupils should be able to: 1. discuss the different ways of relaxation; 2. relate their own methods of relaxing; 3. state some reasons why it is important to sleep; 4. recognise the importance of exercise to healthy living; 5. describe and participate in games they love; 6. demonstrate correct techniques when exercising; 7. understand the benefits of good posture while sitting and standing.	Informal talks with pupils about their bodies.  Playing games and giving demonstrations. (PE)  Library and internet research. (IT)  Carrying out simple tests - pulse, heartbeat, etc.  Exercise activities. (PE)  View pictures/videos. (VA)	Writing about their favourite game or sport.  Poster making.  Demonstrations by pupils.  Related poems/songs and jingles.  Physical tests.  Completing worksheets.	Posters.  Filmstrips.  Video.  Coach/fitness.  Instructor.  Pictures.  Outdoor equipment.  Puzzles.  Books and other resource materials.

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>ENVIRONMENTAL HEALTH</b></p> <p><b>Taking Care of the Environment</b></p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. define the term "environment";</li> <li>2. list some of the ways of keeping their environment clean and healthy;</li> <li>3. explain the need for a healthy environment;</li> <li>4. briefly explain what is meant by pollution;</li> <li>5. name some types of pollution;</li> <li>6. describe some of the ways of controlling pollution;</li> <li>7. recognise the importance of proper garbage disposal;</li> <li>8. list some common household pests;</li> <li>9. safeguard against the dangers of household pests;</li> </ol>	<p>Small and large group discussions on the environment. (LA)</p> <p>Tours to sewage plant/a landfill, etc. (SS)</p> <p>Clean up projects around the home/school/community.</p> <p>Creating gardens e.g. tyre. (IS)</p> <p>Poster making. (VA)</p> <p>Viewing related video tapes. (VA)</p> <p>Making of garbage bins.</p> <p>Carrying out research and investigating some causes of pollution in Barbados. (IT, LA &amp; IS)</p> <p>Viewing pictures of and drawing some household pests. (VA)</p> <p>Documenting this information. (LA &amp; IT)</p>	<p>Quizz activities.</p> <p>Creative writing competitions.</p> <p>Poster making competitions.</p> <p>Presenting research findings.</p> <p>Project displays.</p> <p>Producing information booklets and readers.</p> <p>Oral and written tests.</p> <p>Dramatisation and role-playing -the Public Health Team.</p> <p>Puppetry.</p> <p>Discussing portfolios.</p>	<p>Pictures/charts depicting healthy and unhealthy environments.</p> <p>Videos/films.</p> <p>Newspaper articles relevant to topic.</p> <p>Books and pamphlets.</p> <p>Computer software.</p> <p>Cam-corders and cameras.</p> <p>Portfolios.</p> <p>Books.</p> <p>Poems/songs/stories.</p> <p>Puzzles.</p> <p>Materials for puppets.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	<p>10. identify and appreciate the roles of the related health workers;</p> <p>11. briefly explain the role of the National Conservation Commission.</p>	<p>Making models of garbage trucks, carts. (VA)</p> <p>Visits by persons working at keeping Barbados Clean - Health Inspector/Public Health Nurse.</p> <p>Producing portfolios. (LA)</p>		

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>SAFETY EDUCATION</b></p> <p><b>The Home, School and Community</b></p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. state the importance of safety in their lives;</li> <li>2. take responsibility for their own safety;</li> <li>3. demonstrate an awareness of some safety rules;</li> <li>4. select safe places to play at home/ school and in the community;</li> <li>5. avoid play and activities which are harmful to themselves and others;</li> <li>6. display a knowledge of road signs and signals;</li> <li>7. develop an awareness of household hazards;</li> </ol>	<p>Making models. (VA)</p> <p>Small and large group discussions on safety. (LA)</p> <p>Compiling a set of their own safety rules. (LA)</p> <p>Make safety posters. (VA)</p> <p>Act out scenarios common to home/ school/community. (LA)</p> <p>Demonstrating safe play activities. (LA)</p> <p>Resource persons to give talks.</p> <p>Special research projects. (IT &amp; LA)</p> <p>Viewing videos and films.</p> <p>Sharing their personal experiences. (LA)</p>	<p>Art and craft display.</p> <p>Role-playing.</p> <p>Picture/poster making.</p> <p>Questions and answer sessions.</p> <p>Project display.</p> <p>Creative writing.</p> <p>Producing information booklets and readers.</p> <p>Giving demonstrations and making presentations.</p> <p>Oral and written tests.</p> <p>Quizz activities.</p>	<p>Charts/pictures.</p> <p>Models.</p> <p>Materials for making models.</p> <p>Picture/story books.</p> <p>Collection of poems, rhymes/songs.</p> <p>Videos and filmstrips.</p> <p>Computer software.</p> <p>Riddles/games.</p> <p>Playground equipment.</p> <p>Resource personnel.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	<p>8. demonstrate the correct procedures in handling emergencies e.g. fire drill;</p> <p>9. list the contact numbers for key persons during an emergency e.g. police, ambulance, etc.;</p> <p>10. practise safety habits at home/school and in the wider community.</p>	<p>Relevant poems, songs, rhymes and stories. (LA)</p> <p>Practical exercises and drill for safety.</p> <p>Field trips and project work. (SS)</p> <p>Art work/drawing painting/modelling. (VA)</p>		

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. relate their own understanding of what drugs are;</li> <li>2. appreciate the importance of drugs in health care;</li> <li>3. differentiate between legal and illegal drugs;</li> <li>4. list the names of some of these legal and illegal drugs;</li> <li>5. discuss the effects of taking illegal drugs, e.g. physical, social and emotional;</li> <li>6. state some of the reasons why some persons abuse drugs;</li> <li>7. critically analyse situations and make decisions against the use of illegal drugs.</li> </ol>	<p>Small and large group discussions on legal and illegal drugs. (LA)</p> <p>Role-playing exercises. (LA)</p> <p>Writing of poems, songs, stories and jingles. (LA)</p> <p>Special research projects - library, Internet. (IT)</p> <p>Making reports and presentations. (LA)</p> <p>Viewing of video tapes/films portraying some of the effects and consequences of taking illegal drugs.</p> <p>Talks by law enforcement officers/ counsellors, etc.</p> <p>Discussion by Health Care personnel re: the effects of drug abuse on the body.</p> <p>Viewing an actual display of illegal drugs by police officers.</p>	<p>Essay writing.</p> <p>Journal keeping.</p> <p>Quizz activities.</p> <p>Panel discussions.</p> <p>Poster making competitions.</p> <p>Dramatic activities.</p> <p>Producing booklets and advertisements.</p> <p>Projects displays.</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>Relevant songs/ poems/stories.</p> <p>Flip charts.</p> <p>Resource personnel.</p> <p>Display of illegal drugs.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>DISEASE PREVENTION AND CONTROL</b>  <b>Germs and Their Mode of Control</b>	Pupils should be able to: <ol style="list-style-type: none"> <li>1. state clearly what germs are and where they may be found;</li> <li>2. identify some infectious diseases;</li> <li>3. discuss the ways in which infectious diseases are spread;</li> <li>4. list symptoms of some common childhood infectious diseases;</li> <li>5. state ways in which infections may be prevented or controlled;</li> <li>6. understand the purpose of immunization;</li> <li>7. recognise the importance of practising healthy habits;</li> <li>8. develop an appreciation of the work done by Health Care workers;</li> <li>9. list the various health institutions e.g. polyclinics, hospitals.</li> </ol>	Discussions. (LA)  Picture stories. (LA)  Individual research. (IT)  Making reports and presentations. (LA)  Visits by health care personnel.  Role-play real-life situations. (LA)  Interpreting information from pictures, pamphlets and other materials. (LA)  Viewing video tapes and films.  Making of booklets. (VA & LA)  Drawing and poster making. (VA)  Visits and field trips - polyclinic etc. (SS)  Related poems and rhymes. (LA)	Question and answer sessions.  Dramatisation and role-playing.  Producing booklets.  Poster making competition.  Simple written exercises on the topic.  Tests.  Making illustrations.  Quizz activities.  Project displays.	Video/slides.  Pictures.  Puzzles.  Posters/charts.  Resource personnel e.g. Health Inspector, nurse/doctor, etc.  Graphs.  Tape recorders.  Book/pamphlets.  Related computer software.  Games/puzzles.

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>HIV/AIDS</b>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. explain in simple terms the meaning of the terms HIV/AIDS;</li> <li>2. briefly discuss the effects of AIDS on the body;</li> <li>3. state ways in which HIV is transmitted;</li> <li>4. understand the seriousness of this disease;</li> <li>5. demonstrate responsible behaviour in avoiding exposure to the disease;</li> <li>6. show compassion for any person afflicted with AIDS.</li> </ol>	<p>Collecting related information.</p> <p>Special research projects. (IT)</p> <p>Informal talks in small groups and individually. (LA)</p> <p>Interpreting charts and pictures. (VA &amp; LA)</p> <p>Talks by resource persons.</p> <p>Viewing of tapes and films.</p> <p>Dramatic activity. (LA)</p> <p>Creative writing. (LA)</p> <p>Poster making. (VA)</p> <p>Making booklets. (VA &amp; LA)</p>	<p>Questions and answer sessions.</p> <p>Making posters to display.</p> <p>Dramatic productions.</p> <p>Making reports and presentations.</p> <p>Written tests.</p> <p>Producing booklets.</p> <p>Demonstrations by pupils.</p>	<p>Pictures/posters/charts.</p> <p>Newspaper articles.</p> <p>Books/pamphlets.</p> <p>Videos/filmstrips.</p> <p>Computer software.</p> <p>Overhead projector.</p> <p>Resource personnel.</p> <p>Poems/songs.</p> <p>Puzzles/games.</p> <p>Puppets.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<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. understand that everyone experiences different feelings/emotions at different times;</li> <li>2. give examples of loss;</li> <li>3. relate their own experiences with loss;</li> <li>4. express different ways of coping with loss;</li> <li>5. express sympathy/empathy for those experiencing loss.</li> </ol>	<p>Viewing related tapes.</p> <p>Small and large group discussions. (LA)</p> <p>Relating and sharing ideas. (LA)</p> <p>Peer counselling.</p> <p>Role-playing. (LA)</p> <p>Dramatization to express feelings of loss. (LA)</p> <p>Interpreting and discussing pictures and newspaper clippings. (LA)</p> <p>Talks by suitable resource persons e.g. guidance counsellors, priest, etc.</p>	<p>Composition writing.</p> <p>Producing booklets and posters.</p> <p>Dramatic presentations.</p>	<p>Related books and newspaper clippings.</p> <p>Pictures.</p> <p>Posters.</p> <p>Resource personnel.</p> <p>Video tapes.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Respect, Good Manners and Self-Concept</b>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. display a sense of fairness and respect for the rights of others;</li> <li>2. exhibit manners that are appropriate at all levels;</li> <li>3. explain "Good Manners, Respect and Self-control";</li> <li>4. list ways of caring for the feelings of others;</li> <li>5. display good self-control in all situations;</li> <li>6. follow good examples of persons in the society;</li> </ol>	<p>Group discussions on appropriate behaviour.</p> <p>Debates. (LA)</p> <p>Dramatic activities. (LA)</p> <p>Making charts/posters to promote good manners, respect. (VA)</p> <p>Story telling. (LA)</p> <p>Interpreting pictures and stories. (LA)</p> <p>Analysing situations. (LA)</p> <p>Producing comic strips. (VA &amp; LA)</p>	<p>Creative writing.</p> <p>Grab bag method.</p> <p>Poster making.</p> <p>Chart making.</p> <p>Project display - e.g. comic, booklets, stories, poems, songs.</p> <p>Dramatisation and role-play.</p> <p>Observation.</p> <p>Producing advertisements/visual and audio.</p>	<p>Charts/pictures.</p> <p>Posters.</p> <p>Video tapes of stories and advertisements.</p> <p>Cartoons.</p> <p>Poems/songs and stories.</p> <p>Puppets.</p> <p>Persons from within the society.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	<p>7. observe and analyse the behaviour of others and make acceptable choices;</p> <p>8. portray themselves as good examples for others.</p>	<p>Related Bible stories. (RK)</p> <p>Viewing video tapes of different stories and advertisements.</p> <p>Talks by different role models in the society.</p> <p>Compiling rules and guidelines for the class and school as a whole. (LA)</p>		