

REPUBLIC OF TRINIDAD AND TOBAGO

MINISTRY OF EDUCATION

Secondary School Curriculum

**HEALTH AND FAMILY LIFE EDUCATION (HFLE)
FORM 1**

Curriculum Development Division

Framework and Delivery of the Health and Family Life (HFLE) Curriculum

The secondary education Health and Family Life (HFLE) programme consists of four (4) themes and a number of selected topics organized within a basic structural framework. The first organizational parameter is defined by the number of years of study. The curriculum is designed to be done over the three year period - Forms 1,2 and 3. Additionally each year has been broken down into three (3) teaching terms and for every term one unit for each of the four strands has been expanded. An implementation plan for the units and themes is suggested but teachers can adapt for more effective implementation. It is advised that the Health and Family Education programme be timetabled and delivered for two (2) periods per week.

The content is organized around the four themes, built on the foundation of the Regional Curriculum Framework which guides the philosophy and outlines the regional standards of the HFLE curriculum. This Curriculum Framework also identifies the desired knowledge, skills, behaviour and attitude required for young persons to become contributing citizens.

Core outcomes have been developed for each of the following four (4) themes.

1. Self and Interpersonal Relationships
2. Sexuality and Sexual Health
3. Eating and Fitness
4. Managing the Environment

HFLE IMPLEMENTATION PLAN

YEAR 1				
Term 1	1. Self and Interpersonal Relationship 1.1 Self-Image	2. Sexuality and Sexual Health 2.1 Changes associated with puberty	3. Eating and Fitness 2.2 Physical Health - Personal Hygiene -Our Nutritional needs	4. Managing the Environment 4.1 Your environment and your health
Term 2	1. Self and Interpersonal Relationship 1.2 Relationships	4. Managing the Environment 4.2 Road safety	3. Eating and Fitness 3.2 Physical Activity	2. Sexuality and Sexual Health 2.2 Understanding sexuality
Term 3	3. Eating and Fitness 3.3 Personal wellness I: Rest and Relaxation	1. Self and Interpersonal Relationship 1.3 Financial Management I -Income -Budgeting	4. Managing the Environment 4.3 Threats to the environment	2. Sexuality and Sexual Health 2.3 Sexual reproductive health

The conscientious Health and Family Life Education teacher would perform the following tasks with the assigned students:-

Prior to beginning to work with the students:-

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

During the first and second weeks:-

- Teach students to develop a portfolio in which they would include, amongst other items, personal statements, autobiographical information, skills developed, reflective summaries and a table of contents.

During the course of the term:-

- Implement the HFLE Curriculum by using
 - An active, participatory or experiential learning approach
 - Students' performance tasks.
 - Reflections
 - Checklists.
 - Portfolio entries
- Record the instructions given to students and note their self assessments.
- Create and use a student self-assessment plan after each unit as a part of the student's journal.
- Record after each unit in a tutor evaluation form – write short notes on methods, activity and both personal and student attitudinal changes and happenings.

- Create and use an observation checklist for excellence in lesson delivery – allow another teacher to observe the lesson and use the list. Discuss the results with the observer.
- Create and use a post-cycle instrument for evaluating student development.

INTERIM

CURRICULUM CONTENT

FORM 1 TERM 1				
Introduction to Health and Family Life Education				
Topic: Portfolio Creation				
Skills: Communication, self-management, decision making				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
Share their expectations of HFLE after being introduced to the purpose and process of the programme of work	<p><i>Welcome to Health and Family Life Education.</i></p> <p>Introduction of the portfolio as the assessment tool to be used throughout the programme of work.</p>	<p>Lecture / Demonstration</p> <p>Class discussion.</p>	Use checklist for observation of individual interaction during the session	Explain to family, friends and other members of the community, the role and functions of the HFLE programme of work.

FORM 1 TERM 1

Theme: 1. SELF AND INTERPERSONAL RELATIONSHIP

Topic: 1.1 Self Image

Skills: Decision Making, Assertiveness, Critical Thinking, Self Awareness

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
1.1.1 Explain the concept of self-concept 1.1.2 Understand the factors that influence self-image 1.1.3 Make choices to build positive self image 1.1.4 Define the term self-esteem.” 1.1.5 List qualities they admire and not admire about themselves. 1.1.6 Accept responsibility for personal growth and development	Self concept and self esteem <i>Who am I?</i> How do I see myself? How do significant others (parents, peers, teachers, community) see me? Why am I here? What are my strengths? What are my goals? How do I improve myself	Self assessment chart Create a self-improvement wish list. Critique advertisements aimed at teenagers’ to influence their images of themselves	Create a character sketch of the present and future person. Use rubric to assess Write affirmations to build self esteem Reflective journal entry	Portray behaviour that build self-confidence in persons with low self esteem
1.1.7 Define ‘body image’. 1.1.8 Identify factors which determine one’s body structure.	Definition of “body image”. Determinants of body structure – i. Heredity.	Use silhouettes of body images for discussion	Develop a collage or large poster with pictures or words which show all the	Discuss with family and friends the role of the media in

FORM 1 TERM 1

Theme: 1. SELF AND INTERPERSONAL RELATIONSHIP

Topic: 1.1 Self Image

Skills: Decision Making, Assertiveness, Critical Thinking, Self Awareness

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
1.1.9 Explain the characteristics which determine individual body uniqueness. 1.1.10 Demonstrate an increased awareness of the physical self. Establish the connection between body image and self-esteem. 1.1.11 Appreciate one's "body image" 1.1.12 Develop a plan to maintain/build a healthy body image	ii. Health habits. iii. Environment iv. Social attitudes v. Education levels vi. Media influence. Steps in the planning process	Write down things you like about your body Discuss the propaganda and resultant misconceptions about beauty presented in the media. Discussion	influences on their desire for the "perfect" body. Journal entry Create an auto-biographic letter affirming appreciation of one's body Plan developed according to criteria given	influencing how an individual views his / her body. Share results of plan

FORM 1 TERM 1

Theme: 2 SEXUALITY AND SEXUAL HEALTH

Topic:2.1 CHANGES ASSOCIATED WITH PUBERTY

Skills: Self Awareness, Coping with Emotions, Interpersonal Relationships, Communication

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
2.1.1Recognise changes associated with puberty. -hormonal -physical differences between human males and females. -emotional 2.1.2Apply strategies to cope with physical and emotional changes associated with puberty 2.1.3Demonstrate positive attitudes toward self and persons of the opposite gender.	Changes associated with puberty Hormonal – brain releases GnRH to pituitary gland which causes the ovaries to release LH, FSH and oestrogen in girls and testosterone in boys Body odour Acne Change of shape etc. Reproductive organs, voice, shape	Pre-test on what is known about puberty Activity sheets with story and discussion points which explores feelings Activity sheets with diagrams of male and female reproductive parts Post test on puberty Present scenarios for discussion Guest lecturer Case study that deals with positive attitudes and respect	Multiple choice test Observation checklist of inter-personal behaviour Place students into groups of four (4) to present a short skit dramatizing one or two physical and emotional adjustments that occurs during puberty. Checklist on attitude towards others	Discuss with friends and family what they have learnt about puberty Organize “movie time” with members or youth club. Use guided questions on messages of movies

FORM 1 TERM 1

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Skills: Self Awareness, Coping with Emotions, Interpersonal Relationships, Communication

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
2.1.4 Respect each other's privacy 2.1.5 Speak respectfully about body changes	Confused, sensitive, embarrassed, anxious, irritability, frustration, impatience, attraction to opposite sex Self management Patience Seeing things in perspective	for other people and their choices.		

FORM 1 TERM 1				
Theme: 3.EATING AND FITNESS				
Topic: 3.1PHYSICAL HEALTH				
Sub Topic: PERSONAL HYGIENE				
Skills: Critical Thinking, Creative Thinking, Self Awareness, Decision Making				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
3.1.1 Describe the importance of personal hygiene during puberty 3.1.2 Practise habits of personal hygiene 3.1.3. Source products necessary for good hygienic practices	Personal hygiene Grooming Cleanliness (general and personal) Oral hygiene Healthy Self confidence Acceptance by others Providers of information	Brainstorm why personal hygiene is important Activity sheets on personal care Gather newspaper and magazine articles, advertisements, on products for hygiene Use resource personnel	Accurate responses on activity sheets Observation checklist Teacher controlled inter-class group based competition	Discuss with others the impact of personal hygiene on interpersonal relationships

FORM 1 TERM 1

Theme: 3. EATING AND FITNESS

Topic: 3.1 PHYSICAL HEALTH

Sub Topic: OUR NUTRITIONAL NEEDS

Skills: Creative Thinking, Critical Thinking, Self Awareness, Decision Making

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
3.1.4 Identify examples of the various food groups according to the Caribbean food group classification 3.1.5 Explain the importance of healthy eating during puberty	Food groups Nutrition for the adolescent	View online six food groups for use in the Caribbean (can get diagram if internet not available) introduce balanced diet	Create appropriate menus for breakfast and lunch	Model responsible eating habits
3.1.6 Analyse nutritional value of personal diet 3.1.7 Make healthy nutritional choices 3.1.8 Explain consequences of unhealthy eating	Healthy foods vs less healthy foods Consequences of unhealthy lifestyle (unhealthy diet)	Provide variety of foods for choice by students Discussion – which foods are healthiest Show Statistics on obesity in Trinidad and Tobago	List foods appropriate for a teenager who plays sports, is strictly academically inclined, is handicapped or struggling with a debilitating disease Work with others to calculate BMI.	Persuade parents / family members to prepare and consume appropriate foodstuffs.

FORM 1 TERM 1

Theme: 3. EATING AND FITNESS

Topic: 3.1 PHYSICAL HEALTH

Sub Topic: OUR NUTRITIONAL NEEDS

Skills: Creative Thinking, Critical Thinking, Self Awareness, Decision Making

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
3.1.9 Design a food plate for a teenager based on the Caribbean food groups		Provide Information on diabetes in Trinidad and Tobago Calculate personal BMI Activity sheet – table to record type of food eaten for week and nutritional value		

FORM 1 TERM 1**Theme: 4.MANAGING THE ENVIRONMENT****Topic: 4.1 YOUR ENVIRONMENT AND YOUR HEALTH****Skills: Communication, Decision Making, Self Awareness, Critical Thinking, Self Evaluation, Interpersonal Relationships, Creative Thinking Problem Solving**

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
4.1.1 Identify the main components of the physical environment	Environment Living Non-living (soil, water, air) Man-made features	Class discussion to elicit student response	Create a graphic organizer identifying all aspects of the environment Oral reports	Form a school environmental club to maintain a healthy environment
4.1.2 Use their senses to perceive the environment	Clean vs unclean environments – Clean – healthier Unclean – health and safety threats	Students reflect about their journey to school considering the following Sounds Smells Sight Touch	Reflective journal entry	Organize a cleanup activity in neighbourhood
4.1.3 Recognise the impact of the quality of the environment on an individual.				
4.1.4 Analyse the impact of their activities on the environment.	Impact of Human activities on the environment- keeping clean, beautify, pollution Effect of the physical and emotional environment on Health	Students reflect on emotional response to someone smiling, yelling, happily hugging them	checklist of impact of personal activities on the environment	

FORM 1 TERM 1**Theme: 4.MANAGING THE ENVIRONMENT****Topic: 4.1 YOUR ENVIRONMENT AND YOUR HEALTH****Skills: Communication, Decision Making, Self Awareness, Critical Thinking, Self Evaluation, Interpersonal Relationships, Creative Thinking Problem Solving**

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
	Chart for recording daily activities	use photos of clean and untidy environments as stimulus material for discussion work in groups to create criteria for chart Record daily for one week activities that impact on environment cleanliness and safety		
4.1.5 Take steps to improve classroom conditions	Creation of a measurement scale	Evaluation of classroom conditions through	Create a pledge (6 lines) making a personal commitment towards	Implement a continuous schedule to

FORM 1 TERM 1**Theme: 4.MANAGING THE ENVIRONMENT****Topic: 4.1 YOUR ENVIRONMENT AND YOUR HEALTH****Skills: Communication, Decision Making, Self Awareness, Critical Thinking, Self Evaluation, Interpersonal Relationships, Creative Thinking Problem Solving**

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
4.1.6 Make a personal commitment towards keeping the surroundings clean	List acceptable and unacceptable classroom conditions Creation of schedule for classroom maintenance	observation and recording	keeping the classroom clean Class schedule	maintain clean classroom

FORM 1 TERM 2

Theme: 1.SELF AND INTER PERSONAL RELATIONSHIP

Topic:1.2 RELATIONSHIPS

Skills: Problem Solving, Empathy, Communication, Interpersonal Relationships, Critical Thinking, Problem Solving, Decision Making, Coping with emotions.

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
<p>1.2.1 Determine the nature of a positive relationship.</p> <p>1.2.2 Identify and discuss the factors which enhance a relationship.</p> <p>1.2.3 Identify and discuss the factors which can destroy a relationship.</p>	<p>Factors determining good relationships. Love. Care / honesty. Commitment/loyalty. Effective communication Positive values. Respect.</p> <p>Factors which negatively affect a relationship. Bullying. Backbiting Incompatibility Stress</p>	<p>Brainstorming – words related to relationship</p> <p>Recording responses</p> <p>Cluster into positive and negative</p> <p>Vocabulary building</p> <p>Group work - create a collage of what a positive relationship should be.</p> <p>Discussion- newspapers/magazine articles on people who were in ‘bad’ relationships and how they overcame the situation.</p>	<p>Create a one act play illustrating behaviours impacting either negative or positive relationships.</p> <p>Rubric to assess collage</p>	<p>Discuss (with sensitivity) likes and dislikes with peers and significant others.</p> <p>Display collage in school to spread message</p>

FORM 1 TERM 2

Theme: 1.SELF AND INTER PERSONAL RELATIONSHIP

Topic:1.2 RELATIONSHIPS

Skills: Problem Solving, Empathy, Communication, Interpersonal Relationships, Critical Thinking, Problem Solving, Decision Making, Coping with emotions.

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
<p>1.2.4 Identify changes / challenges which would affect the nature of a relationship.</p> <p>1.2.5 Appreciate the role of family and parental support in maintaining good relationships</p> <p>1.2.6 Identify and discuss strategies which can be used to resolve an unsatisfactory relationship.</p> <p>1.2.7 Identify support agencies for conflict situations</p>	<p>Jealousy. Infidelity Financial Instability</p> <p>Assists the individual -financially -offers shelter when escape is needed. -protection -emotional support</p> <p>Life skills: Conflict resolution – mediation, negotiation, , compromise</p>	<p>Discussion - the role of the family in offering protection and support to other members in distressful relationships. Discussion – sharing of personal experiences Students work in groups of five (5) do research on various agencies in Trinidad and Tobago.</p> <p>Story on family and parental support</p> <p>Class discussion on agencies that can render assistance to individuals in harmful relationships.</p>	<p>Oral questioning</p> <p>Create a hotline poster according to given criteria, of two agencies showing their services and how they can be contacted.</p>	<p>Class support for disadvantaged persons</p>

FORM 1 TERM 2

Theme: 1.SELF AND INTER PERSONAL RELATIONSHIP

Topic:1.2 RELATIONSHIPS

Skills: Problem Solving, Empathy, Communication, Interpersonal Relationships, Critical Thinking, Problem Solving, Decision Making, Coping with emotions.

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
1.2.8 Understand the process involved in conflict resolution through negotiation	Rules for negotiation to solve conflict	Role play a conflict situation which could be solved by negotiation	Checklist with responses	Work with others to establish a class / school student council to address student concerns.
1.2.9 Analyse causes of conflicts	Causes of conflict: bullying, theft, using social media to defame a person's character, spread rumors	Case study (can be obtained from the internet)	Multiple choice items to select the appropriate response.	Use negotiation strategy to solve conflict situations
1.2.10 Examine consequences of conflicts	Suicide, reclusiveness, depression			
1.2.11 Suggest solutions for conflict situations				

FORM 1 TERM 2

Theme: 3. EATING AND FITNESS

Topic: 3.2 PHYSICAL ACTIVITY

Skills: Critical Thinking, Decision Making, Self-Management, Understanding Consequences

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
3.2.1 Differentiate between exercise, sport and physical activity 3.2.2 Explore the relationship between physical activity and maintaining good health 3.2.3 Identify physical activities appropriate for different individuals 3.2.4 Aware that persons with ailments or disabilities need special plans	Definition of physical activity, sport and exercise Advantages of physical activity -Builds and maintains health muscles and bones -Improves attentiveness in students Individuals with specific needs e. g. asthma, physical disability	Show poster on physical activity (See resource presentation from UWI) Discussion - Statistics on obesity in Trinidad and Tobago	design a poster depicting importance of physical activity	Participate in school / community based physical activity. Create awareness among others about the importance of physical activity by discussing poster Encourage physical activities among members of family and community

FORM 1 TERM 2

Theme: 3. EATING AND FITNESS

Topic: 3.2 PHYSICAL ACTIVITY

Skills: Critical Thinking, Decision Making, Self-Management, Understanding Consequences

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
3.2.5 Show care and compassion for persons with disabilities and specific ailments				
3.2.6 Explain consequences of physical inactivity	Consequences of unhealthy lifestyle -chronic lifestyle diseases e.g. obesity	Show a movie / film strip / newsreel about individuals who do not exercise.	In a group setting create a comic strip illustrating the benefits of exercise or the problems caused by the lack thereof.	Participate in physical activity and encourage others to follow their example.
3.2.7 Examine risk management strategies for physical activities 3.2.7 Understand the need for safe practices during physical activity Communicate message through song or poem	Safety practices during any four physical activities	Use case study of safe and unsafe practices during physical activities Discussion – why was it done? Would you do the same?	Compose a poem or jingle on safe practices during physical activity	Work with others to obtain and set up protective equipment

FORM 1 TERM 2

Theme: 3. EATING AND FITNESS

Topic: 3.2 PHYSICAL ACTIVITY

Skills: Critical Thinking, Decision Making, Self-Management, Understanding Consequences

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
3.2.8 Assess personal lifestyle 3.2.9 Determine whether personal lifestyle contributes to healthy/unhealthy situations 3.2.10 Design and implement an appropriate personal plan for physical activity	Self assessment exercise Making a fitness plan	Chart which monitors physical activities of individuals Discussion on charts Sharing ideas for personal plan for physical activity	Reflective journal entry on physical activities Completion of personal plan	Share message of purpose of physical activity with school community

FORM 1 TERM 2

Theme: 2.SEXUALITY AND SEXUAL HEALTH

Topic: 2.2 UNDERSTANDING SEXUALITY

Skills: Critical Thinking, Self-Management, Managing Stress, Managing Emotions, Assertiveness, Self Confidence

<p>Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:</p>	<p>Content</p>	<p>Suggested Teaching and Learning Strategies</p>	<p>Suggested Assessment Strategies</p>	<p>Social Action</p>
<p>2.2.1 Understand themselves as sexual beings</p> <p>2.2.2 Analyse factors that influence expression of human sexuality</p> <p>2.2.3 Critically analyse media messages on sexuality</p>	<p>What is sexuality?</p> <p>Differentiation between sex and sexuality</p> <p>Factors that influence expression of human sexuality</p> <ul style="list-style-type: none"> -moral and spiritual values -personality -gender -identity -culture -media <p>Role of media in influencing sexuality</p>	<p>Show photos of expressions of sexuality – man / woman fully dressed and in a swim suit.</p> <p>Discuss aspects of sexuality in photos</p> <p>Brainstorm – record responses on graphic organizer</p> <p>Group work – each</p> <p>Use examples of advertisements in newspaper, magazines, television etc</p>	<p>Use newspaper photos to differentiate between human sex and sexuality.</p>	<p>Open lines of communication between themselves and their family, friends and peers.</p>

FORM 1 TERM 2

Theme: 2.SEXUALITY AND SEXUAL HEALTH

Topic: 2.2 UNDERSTANDING SEXUALITY

Skills: Critical Thinking, Self-Management, Managing Stress, Managing Emotions, Assertiveness, Self Confidence

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
2.2.4 Examine personal feelings, behaviour and attitude towards one's sexuality 2.2.5 Appreciate their sexuality 2.2.6 Differentiate between sex and gender 2.2.7 Recognise the differences between men and women 2.2.8 Appreciate the special characteristics of men and women	psychosexual development – human beings are sexual from birth Explain reasons given for sexual orientation. Sexuality and gender - -being male and female. List the different ways individuals express their sexuality	Worksheet – Who am I? How do I express my sexuality? Who taught you about being boy or girl? – Interview older person about gender roles when he/she was young. Debate the topic “men and women have specialized roles in society”	Either as a group or individually, write a short paragraph or create a song, poem on how you feel about your sexuality Interview instrument with responses Use of rubric to assess debate	Discuss with others about sexuality and sexual orientation.

FORM 1 TERM 2

Theme: 2.SEXUALITY AND SEXUAL HEALTH

Topic: 2.2 UNDERSTANDING SEXUALITY

Skills: Critical Thinking, Self-Management, Managing Stress, Managing Emotions, Assertiveness, Self Confidence

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
2.2.9Manage expression of sexuality in a responsible manner	Behaviour in challenging situations	Scenarios of situations which highlights sexuality	Checklist of behaviouralresponses	Encourage self and others to avoid trying to impose their ideas of human sexand sexuality upon others.

FORM 1 TERM 2**Theme: 4.MANAGING THE ENVIRONMENT****Topic: 4.2ROAD SAFETY****Skills: Critical Thinking, Decision Making, Understanding Consequences, Self-Management, Empathy**

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
<p>4.2.1 Value the importance of road safety for self, family and friends</p> <p>4.2.2 Explain pedestrian road safety rules</p> <p>4.2.3 Become aware that road safety is a personal responsibility</p>	<p>Effect of safe practices on self and family</p> <ul style="list-style-type: none"> -save lives -cost (financially and emotionally) to family if injured by accident -increased insurance rates <p>Pedestrian Road Safety tips</p>	<p>YouTube accident videos available online</p> <p>Present statistics on RTAs.</p> <p>Use photos of vehicle accidents</p> <p>Generate discussions from these stimulus materials.</p> <p>Ask “What next?”</p> <p>Pedestrians account for 38% of road fatalities (arrive alive statistics)</p> <p>Using information from poster created by arrive alive, Use think pair and share strategy</p> <p>Each pair gets one safety tip explains and justifies the road safety tip</p>	<p>Reflective journal – express feelings if loved one is injured or killed by road accident</p> <p>Explain necessity for each pedestrian safety rule</p> <p>ASSIGNMENT FOR NEXT SESSION – RESEARCH SAFETY RULES FOR CYCLISTS</p>	<p>Share information with relatives and friends</p> <p>Practise responsible behaviour with respect to road safety</p>

FORM 1 TERM 2**Theme: 4.MANAGING THE ENVIRONMENT****Topic: 4.2ROAD SAFETY****Skills: Critical Thinking, Decision Making, Understanding Consequences, Self-Management, Empathy**

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
4.2.4 Explain road safety rules for cyclists	Road safety tips for cyclists (include relevant laws)	Display students' charts on safety tips for cyclists Compilation of safety tips Students express thoughts on attitude towards safety for cyclists and reason for their thinking	Presentation of information on charts Quiz	Practise responsible behaviour with respect to road safety
4.2.5 Explain safety rules for passengers in vehicles 4.2.6 Understand the responsibilities of drivers	Road safety tips for passengers in vehicles (include relevant laws) Critically analyse the consequences of failure to adhere to safe practices.	Role play safe and unsafe passenger safety rules. Pay attention to consequences of the practices	Worksheets Skit Presentations	Create a road safety zone on the school compound.
4.2.7 Devise a plan to educate others about road safety	Steps in planning -write goals -break into smaller tasks -create action steps -assign tasks – team lead and members - set time line	Class discussion and action	Completed action plan	Become an advocate for road safety e.g. create banners that can be posted outside the school fence or wall

FORM 1 TERM 2				
Theme: 4.MANAGING THE ENVIRONMENT				
Topic: 4.2ROAD SAFETY				
Skills: Critical Thinking, Decision Making, Understanding Consequences, Self-Management, Empathy				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
4.2.8Access local and international bodies which advocate for improvement of road safety	<ul style="list-style-type: none"> - identify resources - implement plan Local and international bodies for road safety <ul style="list-style-type: none"> -Arrive alive -UN Decade for action 	Global symbol for improvement of road safety		

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FORM 1 TERM 3

Theme3. Eating and Fitness

Topic 3.3 Personal wellness I: rest and relaxation

Skills: Managing Stress, Managing Emotions

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
<p>3.3.1 Identify activities that encourage rest and relaxation</p> <p>3.3.2 Appreciate the importance of rest and relaxation for personal wellbeing</p>	<p>Rest and relaxation activities:</p> <p>Importance of rest and relaxation activities for personal wellbeing</p>	<p>View video on attached website 12 healthy ways to relax or similar video http://fit.webmd.com/teen/recharge/slideshow/slideshow-teen-relax</p> <p>Discussion – what have you learnt from the video? Do you include these in your personal activities? Would you say your family practices relaxing ways in their lives? How do you feel when you practice these activities?</p> <p>ASSIGNMENT – RESEARCH THE SLEEP NEEDS OF ADOLESCENTS UNDER HEADINGS: Amount of Sleep needed Reason for number of hours sleep Effects of lack of sleep</p>	<p>Create a plan of action to maximize personal relaxation.</p>	<p>Encourage others to put aside time for relaxing activities.</p>

		Dealing with lack of sleep		
	Teenaged lifestyles.	Presentations on sleep needs of teenagers		
3.3.3	Assess their daily activities to determine its benefits	Use chart provided to take a personal inventory of daily activities. Students discuss their daily routine before or after school		
3.3.4	Plan a schedule to allow for enough time for rest and relaxation	Create a time-table of personal including rest and recreation time.	Self assessment chart	Share with peers success or failure of using the time-table.

FORM 1 TERM 3

Theme 1 SELF AND INTERPERSONAL RELATIONSHIP

Topic 1.3 FINANCIAL MANAGEMENT

Sub Topic Income

Skills: Self Management, Critical Thinking, Decision Making,

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
1.3.1 List various sources an individual can legitimately acquire income	Key Terms/Concepts : What is income Sources of income Allowance from parents /earnings wages, salaries	Discussion: Introduce students to the topic with questions such as: "have you ever earned money for work you did?"	Identify income from list of sources.	Share information on income with family members, friends

<p>1.3.2 Explain the value of income in personal and household life</p> <p>1.3.3 Identify other important uses of income</p>	<p>odd jobs/chores interest on savings and return on investments pensions Unearned Income (benefits, grants, allowances, inheritances, gifts)</p> <p>Income as a “means of living” Meeting personal and household needs and wants Exchange for goods and services Attaining desired life aspirations Becoming financially responsible</p> <p>Save Invest Trade Borrow Give to assist others</p>	<p>How much were you paid?</p> <p>Have students collect and interpret a range of household bills and statements; ask- “what if there is no income to meet these needs”? What about also asking students to identify their own needs</p> <p>How will you pay the bills? Students to take home self analysis chart in preparation for next day’s session</p>	<p>List personal factors that support or limit ability to earn income in a given scenario</p>	
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1.3.4	Recognise that income is based on a person's ability to earn money in exchange for work	Earning power Minimum wage, low income, middle income, high income	Discussion: Ask students- "what do you want to be?" Lead them in discussions on about their skills, talents and abilities; relate discussions to income	Write an essay on the type of work you would like to do. List the skills and experience required to do the job. Alternatives to essay – prepare a poster, power point presentation, make journal entry	Plan career path for positive contribution to society
1.3.5	Examine variety of jobs possible		Worksheet on self analysis – skills, talents, abilities and related income (to be given after first lesson on income to be brought in for this second lesson)		Encourage others to develop positive attitude towards earning a living
1.3.6	Compare incomes from different job types				
1.3.7	Determine factors that influence choice of career	Choices about education, career, job Skills, talents, abilities, creativity Life Goals, ambition Positive attitude/outlook Job satisfaction -	Group work Have students research and compare the education requirements for different jobs and occupations that interest them	Group presentations on jobs, skills required and incomes	
1.3.8	Explore ways individuals increase their earning ability			Oral presentations on results from discussions	
1.3.9	Apply decision making skills in determining source of income	Increase amount of time you work Achieve more results on the job Provide high quality goods and services	Brainstorm Record information	Justify a career choice from given options	
1.3.10	Identify other personal factors that affect income	Gain new knowledge, experience and skills			

<p>1.3.11 Empathise with persons in situations different from yours</p> <p>1.3.12 Maintain attitude for positive results in any given situation</p>	<p>Family and social relationships (e.g. sole parent, divorce, number of children, friendships)</p> <p>Work habits, behaviours (e.g. team spirit, communication, time keeping)</p> <p>Attitudes, e.g. motivation to work, Values- (likes, dislikes)</p> <p>Health/disability</p>	<p>Use of given Scenarios.</p>		
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DRAFT

FORM 1 TERM 3

Theme 1 SELF AND INTERPERSONAL SKILLS

Topic 1.3 FINANCIAL MANAGEMENT

Sub Topic: Budgeting

Skills: Self Management, Critical Thinking, Decision Making

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
<p>1.3.1 Define relevant terms and concepts</p> <p>1.3.2 Differentiate between needs and wants</p> <p>1.3.3 Identify the elements of a simple budget</p> <p>1.3.4 Explain the purpose of budgeting</p>	<p>Budget as a Plan for spending Income/expenses Budget as a Record of how money was spent Needs and wants</p> <p>Income Expenses Regular expenses Non-regular expenses Budget outcomes (zero, surplus, deficit)</p>	<p>Use examples of everyday items and relevant examples, worksheets, budget samples (personal and household)</p> <p>Categorize items into needs and wants. Lead students in identifying their own needs and wants. Ask- “are all their needs always met by their allowances? How do they meet the needs?” Worksheets?</p>	<p>Allocate a given sum of allowance to expenses reflect needs and a sum to save.</p> <p>Identify income, expenses, regular/irregular expenses from a given budget</p>	

1.3.5	Examine relationship between income and budgeting	Money as a scarce resource – Living within your means Prioritizing essential Needs Balancing needs and wants			
1.3.6	Discuss how lack of budgeting affects an individual's life	Planning and organizing income Budgeting to save			
1.3.7	Explain the concept of “delayed gratification” in relation to budgeting	Inability to track expenses Inability to identify bad spending habits			
1.3.8	Appreciate the benefits of budgeting	No/low savings Unprepared for the unexpected Loss of control/confidence Emotional stress Indebtedness			
1.3.9	Construct a simple budget based on income or allowances and monitor the outcomes	Steps in constructing a simple budget: Decide the time of the budget Identify	Create a budget for family of 4 using given template and stated income.	Budget presentations with justification	Justify to family members and others the need for budgeting
1.3.10	Justify budget allocations	Income/amount in hand			

1.3.11 Practice management personal finances	self in Prioritize needs to be met Allocate sums to identified needs Keep a record of expenses made Compare expenses made with budget			
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INTERIM

FORM 1 TERM 3

Theme 4 MANAGING THE ENVIRONMENT

Topic 4.3 Caring for Our Environment

Skills: Listening, Decision Making, Writing, Critical Thinking, Problem Solving

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
4.3.1 Identify some of the main threats to health and safety in their school and community environment 4.3.2 Evaluate emerging threats to health and life. 4.3.3 Appreciate the need to maintain a clean and safe environment. 4.3.4 Take the steps necessary to protect themselves from	Health and safety threats e.g. unkempt surroundings, improper garbage disposal, air pollution, use of pesticides, insecticides Diseases e.g. dengue, chi..., malaria Steps to create an action plan for school	Guest lecturer Use newspaper articles for discussion Students collect evidence of threats to environment – photos, news clippings Write letter to relevant authorities complaining about a resident who is not taking care of his surroundings Create posters, leaflets, bookmarks which	Letter contains proper salutations etc, states case and recommendations Student products (poster etc) contain accurate information	Organize campaign to promote clean school environment

<p>environment based threats.</p> <p>4.3.5 Demonstrate environmental advocacy skills.</p>	<p>campaign which promotes safe and healthy environments</p>	<p>educate on health and safety threats to the environment</p>	<p>with attractive design – rubric to score</p>	
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INTERIM

FORM 1 TERM 3

Theme2 SEXUALITY AND SEXUAL HEALTH EDUCATION

Topic 2.3 REPRODUCTIVE HEALTH

Skills: Critical Thinking, Self Assessment, Empathy, Creative Thinking, Decision Making

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
2.3.1 Define reproductive health 2.3.2 Access information related to sexually related diseases 2.3.3 Identify STIs – types, how are they transmitted 2.3.4 Demonstrate care and compassion for persons affected with STIs	Definition of reproductive health STIs: Causes Symptoms Possible consequences Possible treatments Strategies for coping with STI persons	Guest lecturer Research on STIs Sharing of information Students work in groups of three (3) to investigate one STI especially those that are newly discovered e.g. HPV Case study on someone with STI Role play situation in which someone has an STI	Use rubric to assess presentation and drama	Share information with loved ones