

# I. Social, Emotional And Spiritual Well-Being

Grade 2

## Broad Objectives

*The Social, Emotional And Spiritual Well-Being core area will enable students to:*

1. demonstrate an awareness of self, others and a supreme being.
2. establish and maintain good relationships.

CONTENT <i>Knowledge/ Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 2, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"><li>▪ <b>Self awareness</b><ul style="list-style-type: none"><li>- hereditary traits</li><li>- personality traits</li></ul></li></ul>	<ol style="list-style-type: none"><li>1. identify ways in which individuals are special and different (inherited physical features, voice, talents, inherited mannerisms; walk, talk, laugh like parents and grand parents) personality traits, e.g., shy, loving, aggressive, friendly, lazy, pleasant.</li></ol>	<ol style="list-style-type: none"><li>1. Engage students in preparing a <i>Book About Me</i> booklet.</li><li>2. Students enter inherited traits from parents or other.</li><li>3. Draw a happy face by those traits they like and a sad by those traits they would like to change. (Inherited physical and personality traits.)</li><li>4. Read or dramatize familiar stories to establish the inner traits of one or two main characters.</li><li>5. Students engage in role playing or acting how they look and act like their father, mother or grandparents.</li><li>6. Students engage in completing sentences about self by using words or traits, such as loving, shy, aggressive, lazy, friendly.</li><li>7. Develop the concept of physical and personality trait.</li><li>8. Students keep a daily emotional chart for a period of two or three weeks to assist them in identifying the positive traits and the ones they would like to change.</li></ol>

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<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 2, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
<ul style="list-style-type: none"> <li>▪ <b>Care and respect for and sensitivity towards self, family members, friends, peers.</b></li> </ul>	<ol style="list-style-type: none"> <li>9. practice appropriate behaviours at school/home (knocking at doors before entering, greeting adults appropriately, queuing up; using appropriate language – please, thank you, may I please, I beg your pardon, answering telephone appropriately).</li> <li>10. practise proper etiquette, e.g., courtesy, sitting properly; dress appropriately for particular occasions; proper table manners; behave appropriately on the streets; in the library and in class, etc.</li> <li>11. make positive statements about others.</li> <li>12. complement others appropriately, e.g. achievements.</li> <li>13. empathize with other by expressing feelings of joy, sorrow, lost, etc.</li> <li>14. express their own feelings in various situations, e.g., joy, sorrow.</li> </ol>	<ol style="list-style-type: none"> <li>16. Engage children in role playing proper etiquette in given situations through the use of instruction cards.</li> <li>17. Students engage practising proper etiquette in real situations, e.g., sitting at table to eat a meal.</li> <li>18. Engage students in developing the concept of a ‘compliment’.</li> <li>19. Have each child trace his/her hand print on coloured paper.</li> <li>20. Students circulate around the class paying compliments to each other.</li> <li>21. Compliments can be written on one of the fingers of the receiving child’s cut out hand.</li> <li>22. Children wear their cut out hands for the remainder of the day or enter the cut out hand in their <i>Book About Me</i>.</li> <li>23. Role play activities highlighting, giving/receiving compliments.</li> <li>24. Students to be complimented for doing and performing good deeds.</li> <li>25. Students engage in making cards or presenting flowers for various occasions, e.g., birthdays, illness of a child in class.</li> </ol>



<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 2, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
	<p>15. identify qualities that promote good relationship in the neighbourhood.</p> <p>16. list ways of showing respect for self and others.</p> <p>17. show respect for personal and public property (personal – care of school books, bags, lunch kits etc.) (public property – school building, furniture, telephone booths etc.)</p> <p>18. state the value of some public property to the health of the community.</p>	<p>26. Students also engage in visiting children who are bereaved or initiate general acts towards students who are in distress.</p> <p>27. Students participate in ‘Cherry Pals’ activities.</p> <p>28. Children engage in research for problems in the neighbourhood.</p> <p>29. Children present research through role play.</p> <p>30. Children engage in group work to demonstrate solutions to problems in the neighbourhood through role play.</p> <p>31. Students read stories with themes of self respect and respect for others, e.g., classics such as Snow White, Cinderella, etc.</p> <p>32. Students draw instances of self respect among the characters in the story.</p> <p>33. Students engage in developing the concept of self respect.</p> <p>34. Students write in their <i>Book About Me</i> instances when they demonstrated self respect.</p> <p>35. Students role play situations showing lack of self respect and vice versa.</p> <p>36. Students engage in watching public awareness video depicting telephone vandalism to generate class discussion highlighting respect for public property.</p> <p>37. Students engage in developing the concept of public property.</p>

<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 2, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
	19. state the consequences of destroying public property.	38. Students engage in group work to develop advertisements highlighting the value of public property. 39. Students role play emergency situations depicting the value/use of public property.

## II. Health, Welfare And Lifestyle

## Grade 2

### Broad Objectives

*The Health, Welfare And Lifestyle core area will enable students to:*

1. evaluate the complexity of forces which influence personal health, principles and practices.
2. take responsibility for making decisions for attainment of health lifestyle and a high level of wellness.

CONTENT <i>Knowledge/ Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 2, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"><li>▪ <b>Disease prevention and lifestyle practices</b><ul style="list-style-type: none"><li>- Factors that promote good health</li></ul></li></ul>	<ol style="list-style-type: none"><li>1. identify physical factors that make us healthy, e.g., exercise, rest, diet, personal hygiene, grooming, etc.</li><li>2. list emotional factors that keep us healthy, e.g., loving ourselves, feeling good about ourselves, behaving in inappropriate ways, caring about others, taking care of ourselves, loving other people, etc.</li><li>3. identify how advertisements influence personal health, e.g., the food we eat, how we feel about ourselves, the toys we play with, etc.</li></ol>	<ol style="list-style-type: none"><li>1. Role play behaviours that keep us healthy.</li><li>2. Express feelings about people who love them and vice versa.</li><li>3. Role play the expressions of love towards and from a loved one.</li><li>4. Draw and collect pictures of individuals expressing love to others.</li><li>5. Collect pictures of advertisements.</li><li>6. Draw pictures of commercials on television.</li><li>7. Role play their favourite commercials.</li><li>8. Engage students in critical thinking to judge the claims made about products on the market.</li><li>9. Engage students in producing counter advertisements on those products.</li></ol>



<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 2, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
<ul style="list-style-type: none"> <li>▪ <b>Harmful behaviours</b></li> </ul>	<ol style="list-style-type: none"> <li>4. list some personal behaviours/ actions which are harmful to health and well-being, e.g., using drugs, drinking alcohol, smoking, violence to include use of weapons, belonging to gangs that encourage bad behaviours, etc., too little sleep, improper diet, etc.</li> <li>5. identify over-the-counter drugs that are in use, e.g. pain relievers.</li> <li>6. explain the need to use these drugs with doctor's or parent's permission.</li> </ol>	<ol style="list-style-type: none"> <li>10. Role play the behaviour of persons engaged in harmful health practices.</li> <li>11. Draw some street characters believed to be engaged in harmful health behaviours.</li> <li>12. Students dictate or write stories about these characters focusing on how they obtain food, where they sleep, how they smell; their own feelings about their behaviour, etc.</li> <li>13. Collect and draw pictures of socially acceptable drugs, e.g., tea, coffee, cigarettes, rum, etc.</li> <li>14. Generate discussions about the harmful effects of these drugs.</li> <li>15. Brainstorm reasons for these behaviours.</li> <li>16. Role play the harmful effects of weapons, e.g., guns, knives, as seen on television.</li> <li>17. Role play conflict management/ resolution using scenarios with students.</li> <li>18. Generate discussions on the effects of the use of weapons to hurt other people.</li> <li>19. Draw faces expressing how they feel about being hurt by other people.</li> <li>20. Role play behaviours depicting refusal to use weapons.</li> <li>21. Research school rules on the use of weapons.</li> <li>22. Engage students in concept development of a drug.</li> <li>23. Collect labels, empty packages, etc. of over-the-counter drugs.</li> </ol>

<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 2, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
	<ul style="list-style-type: none"> <li>7. identify some illegal or harmful drugs, e.g., marijuana, crack cocaine, etc.</li> <li>8. list some ways that drug misuse and abuse can be avoided.</li> <li>9. list some of the ways you can be drug free.</li> <li>10. list factors that enhance a healthy lifestyle, e.g., staying away from drugs, alcohol, exercise, eat right, rest, have enough sleep.</li> <li>11. list the benefits of prescriptive drugs.</li> <li>12. name persons who administer prescriptive drugs to children, e.g., parents, nurses, doctors, etc.</li> <li>13. develop a personal plan for health promotion and disease prevention, e.g., diet, exercise, avoiding violence, care of emotional health.</li> </ul>	<ul style="list-style-type: none"> <li>24. Use story telling to outline the improper use of over the counter drugs.</li> <li>25. Role play appropriate use of over the counter drugs.</li> <li>26. Engage students in practising refusal skills for illegal drugs through the use of role play.</li> <li>27. Students engage in concept development of socially acceptable drugs.</li> <li>28. Engage students in acting a visit to the Doctor.</li> <li>29. Role play role of persons who administer drugs.</li> <li>30. Write stories about how they will maintain or keep healthy.</li> </ul>



### III. Appropriate Eating And Fitness

### Grade 2

#### Broad Objectives

*The Appropriate Eating And Fitness core area will enable students to:*

1. understand the importance of food and fitness to good health.
2. practice fitness skills that promote good health.
3. adopt positive attitudes towards eating and fitness.

CONTENT <i>Knowledge/ Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 2, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"><li>▪ <b>Food and nutrition</b><ul style="list-style-type: none"><li>- Food nutrients</li></ul></li></ul>	<ol style="list-style-type: none"><li>1. state the importance of the different food groups to the body.</li><li>2. explain why it is important to eat foods from all the different food groups.</li><li>3. give reasons why it is important to limit foods high in fat, salt and sugar.</li><li>4. explain why it is important to have breakfast.</li><li>5. predict the consequences of over eating.</li></ol>	<ol style="list-style-type: none"><li>1. Group food or pictures of food into the four food groups.</li><li>2. Group food items brought by students into the four food groups using SEMANTIC FEATURE ANALYSIS (SFA). Put favourite foods into food groups.</li><li>3. Group a variety of foods samples into a food group. Make and sample a fruit salad.</li><li>4. Plan, prepare and sample a balance breakfast.</li><li>5. Prepare various simple meals making use of as many local foods as possible.</li><li>6. Collect pictures of obese children. <b>NB:</b> Teacher must demonstrate sensitivity to obese children in class.</li></ol>

<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 2, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
<ul style="list-style-type: none"> <li>▪ <b>Physical fitness</b></li> </ul>	<ul style="list-style-type: none"> <li>6. show preference for local healthy foods (juices, snacks, etc.).</li> <li>7. explain the importance of sleep and rest.</li> <li>8. state the difference between adults and children's heart beats.</li> <li>9. explain the effect of physical activity on the heart beat.</li> <li>10. state the connection between the heart beat and pulse rate.</li> <li>11. explain the importance of play to well being.</li> <li>12. use leisure time to play enjoyable games.</li> </ul>	<ul style="list-style-type: none"> <li>7. Use a stethoscope to listen and note difference between an adult's and a child's heart beat.</li> <li>8. Feel each others pulse and heart rate noting the rhythm in each.</li> <li>9. Represent periods of leisure and work for a day/a week through the use of simple graph.</li> <li>10. Draw how leisure time is spent.</li> </ul>

IV. Sexuality And Sexual Health

Grade 2

Broad Objectives

The Sexuality And Sexual Health core area will enable students to:

- 1. adopt lifestyle which promote sexual health and sexual well being.
- 2. develop individual responsibility for their sexual health.
- 3. understand the importance of privacy.

CONTENT <i>Knowledge/ Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 2, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"><li>▪ <b>Parts of the body</b><ul style="list-style-type: none"><li>- Main internal organs</li></ul></li><li>▪ <b>Function of main internal parts of the body</b></li><li>▪ <b>Sexual safety</b><ul style="list-style-type: none"><li>- Assertiveness skills</li></ul></li></ul>	<ul style="list-style-type: none"><li>1. name some main internal parts of the body, e.g., heart, lung, kidney, etc.</li><li>2. identify the location of the main internal parts of the body.</li><li>3. list the basic functions of the main internal parts of the body, e.g., heart for circulation of blood etc.</li><li>4. identify unsafe interactions/ situations, e.g., someone touching/ fondling their private parts or other parts of the body and suggestions to do same to someone else; walking deserted roads; going to peoples’ homes alone; accepting rides/money/ food/drinks/sweets from strangers/some family members and from people without permission.</li><li>5. predict the likely consequences of some situations and interactions.</li><li>6. respond forcefully and assertively to threatening situations.</li></ul>	<ul style="list-style-type: none"><li>1. Use a model to identify internal parts of the body.</li><li>2. Visit the butcher to view the main internal parts.</li><li>3. Role play appropriate responses to threatening interactions and situations, e.g., scream, shout, bite, etc.</li><li>4. Use story telling to outline threatening situations.</li><li>5. Engage students in decision making to solve situations.</li></ul>



<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 2, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
<ul style="list-style-type: none"> <li>▪ <b>Growth and development</b> <ul style="list-style-type: none"> <li>- Classes of living things                             <ul style="list-style-type: none"> <li>Animals</li> <li>Plants</li> </ul> </li> <li>- Reproduction in plants (basic)</li> <li>- Reproduction in animals (basic)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>7. identify sources of help when safety is threatened, e.g., police, teachers, counsellors, social workers, etc</li> <li>8. report unsafe situations to someone they can trust, e.g., old sibling, counsellor, teacher, etc.</li> <li>9. establish safe touch boundaries.</li> <li>10. identify signs of growth.</li> <li>11. categorize living things including humans as plants and animals.</li> <li>12. explain the importance of reproduction.</li> <li>13. identify the different ways in which living things reproduce, e.g., plants reproduce by seeds, cuttings, etc.; animals lay eggs, carry young, give birth, etc.</li> <li>14. Describe the lifecycle, e.g., breathe, feed, grow, die.</li> </ul>	<ul style="list-style-type: none"> <li>6. Use role play, puppetry to practise reporting.</li> <li>7. Use anatomic dolls to establish boundaries.</li> <li>8. Measure height, weight, etc.</li> <li>9. Keep a portfolio, chart of tasks that students have mastered.</li> <li>10. Conduct simple experiments of the different types of reproduction in plants, record observations.</li> <li>11. Sort out pictures of animals into those with the same methods of reproduction.</li> </ul>

## V. Managing The Environment

## Grade 2

### Broad Objectives

*The Managing The Environment core area will enable students to:*

1. Relate to the environment in ways which will promote protection from and protection of the environment.
2. Understand that a healthy environment is an individual and community concern and responsibility.

CONTENT <i>Knowledge/ Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 2, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"><li>▪ <b>Environmental awareness</b><ul style="list-style-type: none"><li>- Environmental safety</li></ul></li></ul>	<ol style="list-style-type: none"><li>1. state the importance of water and air to our health.</li><li>2. list ways in which people pollute air and water, e.g., exhaust fumes, odours in the air, chemicals and garbage, chemicals/garbage/faeces in water, noise in the air.</li><li>3. describe how their personal behaviour affects the environment, e.g., littering graffiti on walls/buildings/toilets.</li></ol>	<ol style="list-style-type: none"><li>1. Students use drawing depicting the various uses of water.</li><li>2. Sing songs focusing on the many uses of water, e.g., “We use the water to wash our face Wash our face Wash our face We use the water to wash our face So early in the morning”.</li><li>3. Students go on field trip to observe and report practices that pollute water and air.</li><li>4. Focus also on noise pollution by listening to different types of sounds, e.g., sharp, shriek, scream, whisper, screech of brakes, raw or rustling of the wind, splashing of waves, loud music, etc.</li><li>5. Students engage in listening to soothing sounds to include soft, slow instrumental music.</li><li>6. Students engage in activity to reduce environmental pollution, e.g. cleaning graffiti on classroom walls, toilets, school walls, cleaning class, etc.</li></ol>

<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 2, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
	<ol style="list-style-type: none"> <li>4. suggest strategies for collectively improving the environment of the school/home/community.</li> <li>5. identify existing hazards within the school, home or community.</li> <li>6. identify consequences of hazards in the environment to health, e.g., toys left on the floor, wet floors, fruit peels, broken bottles, etc.</li> <li>7. identify ways of preventing water and air-borne diseases, e.g., boil and filter water, proper disposal of garbage, etc.</li> <li>8. identify some common health hazards that can occur as a result of purchasing food in unhealthy environments, e.g., food poisoning, food contamination.</li> <li>9. describe the ideal environment in which food vending and eating should take place, e.g., garbage properly disposed, persons selling should be clean and free of diseases, should be dressed neatly and appropriately, etc.</li> <li>10. compare vending practices in various environments.</li> </ol>	<ol style="list-style-type: none"> <li>7. Sing songs about cleaning the environment, e.g.,  “Bits of paper  Bits of paper  Lying on the floor  Lying on the floor  Makes the place untidy  Makes the place untidy  Pick them up  Pick them up”.</li> <li>8. Students engage in relating personal experiences or mishaps with hazards in their immediate environment, e.g., slipping on fruit peels, tripping over toys, cuts from glass bottles, etc.</li> <li>9. Students generate rules and take action to address hazards in the environment.</li> <li>10. Student observe food vending practices around their school, e.g., in the tuck shop, vendors around school, observations should include: dress code of vendors, food handling, availability of water, water storage facility, vendors’ hands and nails, containers in which food is kept, general condition of the area where vending is done, signs of pests.</li> <li>11. Visit and observe food vending practices at hotels, restaurants, hot-dog stalls, food vans, etc.</li> </ol>



<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 2, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
	<ul style="list-style-type: none"> <li>11. list conditions in which vectors breed.</li> <li>12. give some examples of common methods used to eradicate pests and insect vectors, e.g., poisons, insecticides, fogging, etc.</li> <li>13. explain why children should not use or tamper with chemicals used for the eradication of pests.</li> <li>14. identify ways of protecting themselves against diseases carried by pest and insect vectors.</li> </ul>	<ul style="list-style-type: none"> <li>12. Draw various places in which vectors are found.</li> <li>13. Students request precautionary measures on aerosol cans to be read to them.</li> </ul>

# Curriculum Guide for Health and Family Life Education

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## Introduction

Health and Family Life Education (HFLE) is an intervention aimed at preparing children and young people for the challenges of adolescence and adulthood. It is a means of providing increasing awareness among children and young people of the relationship between their health and development and the choices they make in every day life.

Recent global trends and realities underscore the need to help children and young people modify behaviours which put their health at risk and block their total development. These trends have led to new health threats, such as alcohol and substance abuse, early parenting, violence and accidents, HIV/AIDS, sexually transmitted diseases and poor nutrition, to name a few. Additionally, recent research which sought to explore the problems, concerns and values of young people in St. Lucia revealed a range of psycho-social problems. These include lack of decision making opportunities, poor parenting, emotional guilt, lack of information and skills in managing stress and lack of religious support.

The Health and Well-Being of the nation is critical to the development of a productive society. Recognition of the impact of these risks on children and youth in St. Lucia, underscore the need for Education to strengthen the role of the school in reshaping health practices and values.

## Nature and Purpose of the Health And Family Life Education Curriculum

The purpose of the Health and Family Life Education Curriculum is to equip children and young people with the knowledge, skills, attitudes and values that would enable learners to meet the health challenges which confront them. This would enable students to develop their capacities to live and work in dignity, participate in development, improve the quality of their lives and continue learning. The main thrust of this philosophy is to help children and young people develop, maintain and accomplish goals towards positive lifestyles, and to demonstrate behaviours and practices that promote and protect their own health, that of their families and their communities.

This philosophy is guided by two underlying principles:

The first is the notion of health, both as the prevention and the absence of disease. It is a resource which would help to maximize the full potential and development of the individual. It also accepts that the decisions, choices and lifestyles made by individuals and communities determine the level of health attained by both.

The second principle focuses on the complexity of the human being as social, physical, intellectual, spiritual and emotional. Each of these dimensions impacts on the other. Good health promotion practices acknowledge and nurture the interrelatedness of these dimensions in order to facilitate appropriate health promotion practices.

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

The goals of the HFLE Curriculum are to:

- display a secure sense of personal identity guided by a worthwhile code of ethics.
- demonstrate the capacity to introspect and understand that every human being is valuable.
- make appropriate adjustments in their behaviours.
- demonstrate a willingness/commitment to the creation of supportive environments for social interaction.
- appreciate the importance of the development of interpersonal relationships.
- value the importance of mental well-being in human interaction.
- demonstrate the ability to combine appropriate eating and fitness that will contribute to wellness.
- demonstrate an understanding of the interdependence among all living things and the non living environment.
- display a commitment to the conservation and preservation of the environment.



- appreciate the positive impacts that the individual, family and community can have on environmental health
- understand the personal responsibilities that are attached to sexual expression.
- understand and appreciate their physiology as it relates to reproduction.
- understand and practise the maintenance of sexual health.
- develop an understanding of the values, mores, norms which influence human sexuality.
- value and respect health.
- make lifestyle choices that are in harmony with the environment.
- practise behaviours which promote and maintain intellectual, physical, spiritual, emotional and social well-being.
- appreciate that health is an individual and community responsibility.
- understand that most health problems are preventable.
- practise behaviours of disease prevention and healthful living.

### **Structure of the Health And Family Life Education Curriculum**

The Curriculum is organized into five strands or core areas believed to encompass all the health issues that impact on children and youth. These include: Health, Welfare and Lifestyle; Social, Emotional and Spiritual Well-Being; Appropriate Eating and Fitness; Sexuality and Sexual Health; Managing The Environment. These core areas run across the grade levels using a spiral approach. In order to facilitate programme planning, each strand or core area is divided into three headings which are as follows:

The Content area comprises the knowledge, skills, attitudes and values that learners should acquire. The second heading focuses on specific learner outcomes and what learners should be able to do at the end of the programme. The third column deals with some suggested activities that can be used to help achieve the various outcomes. These activities are not prescriptive. Teachers have the option to use other activities which will help students achieve the required outcomes.

## **Methodology**

The implementation of the Curriculum must be informed by the characteristics of learners. It must cater to their cognitive and social development and reflect individual differences to include the varying background and values of learners, gender sensitivity, learning style, the gifted and those who are mentally challenged.

In order to help learners construct meaning to their learning experiences and the building of health concepts, they should be engaged in a continual process of reflective enquiry. Teachers are encouraged to use an integrated approach in their delivery both within the health curriculum and across subject areas. To empower students to direct their own learning and to make decisions about health issues which impact on their lives, deliberate attempts must be made to engage learners in the following life skills:

- critical and creative thinking
- decision making, problem solving
- communication skills
- value reasoning.

Students can be helped to transform information, concepts and experiences into personal action through the use of the following strategies.

- Games: these are very effective in combining the cognitive, affective and psychomotor aspects of learning.
- Learners may also engage in surveys, creative and performing arts to include role play, story telling, music, dance, art, drama, poetry and puppetry.

These activities and experiences will empower learners to critically examine their own experiences and to internalize responses to problem situations in their personal lives.

## **Assessment and Reporting**

As in other subject areas, assessment is a critical component of the HFLE programme. Assessment is important for the following reasons:

- It will help teachers to evaluate the effectiveness of the HFLE Programme.
- It will also guide teachers to make on-going changes that would allow learners to achieve the expected outcomes.

However, teachers are reminded that the HFLE Programme aims at developing competencies and skills in students and the impact of HFLE on the individual or group. As such, traditional forms of assessment cannot adequately measure the kinds of competencies that are being developed.

Therefore, in addition to traditional forms of assessments, teachers are encouraged to use these additional strategies.

The class teacher is encouraged to produce a profile for each student and to use observation to complete the profile on each child.

Teachers may also use performance-based tasks, records, checklists, interview guides, surveys, conferences, self assessments and portfolios.

Efforts must be made to evaluate all the outcomes on a student by student basis.

Teachers are encouraged to share what students have achieved with the students, parents or guardians and any other person involved in the child's learning. In reporting, the teacher must indicate what follow-up measures will be taken to improve the student's performance, as well as how effective the programme has been. It is recommended that teachers use both written reports and discussions in reporting.