




REPUBLIC OF TRINIDAD AND TOBAGO

MINISTRY OF EDUCATION

Secondary School Curriculum

**HEALTH AND FAMILY LIFE
EDUCATION**

Curriculum Development Division



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Minister's Foreword



The Ministry of Education envisages that education is the key to preparing our country to have a knowledge-driven economy that can be competitive in the region and across the world. It is fundamental to the development of Trinidad and Tobago. We are committed to making human development the central focus of education through the creation of mechanisms for skills-building, life-long learning and institutional strengthening. The core curriculum comprise English Language Arts, Mathematics, Science, Technology Education, Visual and Performing Arts (VAPA), Physical Education and Spanish with modifications to Health and Family Life Education (HFLE) and the addition of Social Sciences (History, Geography, Social Studies, Religious Education) and Information and Communication Technology (ICT). In order to develop the student holistically, emphasis is also placed on ICT integration in all subject areas, Sexuality and Sexual Health Education, Eating and Fitness and Literacy and Numeracy.

Within my tenure as Minister of Education, sixteen priority areas have been identified for significant change in the educational landscape of our nation. The priority areas targeted for secondary curriculum are Curriculum Reform, Literacy and Numeracy, Laptop Initiative, Improving Academic Performance and the Expansion of CVQ at the secondary level. All these initiatives work together to bring our secondary schools to a standard that will support the requirements for a world-class education for each of our children.

Within this context, the secondary curriculum has been revised in order to prepare our children for successful living in the 21st century. The principles underlying the revision of the secondary curriculum were:

- The belief that curriculum reform must address the needs of 21st century development and the labour market needs of the society, as well as build the foundation for responsible citizenship and ensure the optimisation of multiple talents, including the arts and sports.

- The creation of a learning system that accommodates all types of learners, not limited to the academically gifted.
- The strengthening and enhancement of the cognitive, social and psycho-motor skills learnt at the primary level for a seamless transition to the secondary level.

Education Sector Strategic Plan 2011-2015

In addition to these principles, the revised secondary curriculum has been carefully designed and developed to meet the needs of our country's development through the achievement of the full potential of each child.

A Message from the Director

The Curriculum Guides and Teachers' Guides have been developed by educators and teachers. They are intended to facilitate the preparation of students to meet the rapidly changing demands of life in the 21st century, while ensuring that they acquire the core of general knowledge and experience essential for higher education. The revised curriculum represented is designed to guide the adoption of a more student-centred approach to instruction, and the provision of learning opportunities that are relevant and inclusive of varied learning needs and interests.

We have seen profound changes in the use of technology in education, the need for a greater focus on morals and values education and increased acquisition of life skills. There is no doubt that further shifts will take place in the coming years. The challenge for us as educators is to find ways to make our approach to teaching flexible, progressive, and responsive, so that we embrace change where it benefits learners. This entails becoming lifelong learners ourselves and creating environments that provide necessary community and stakeholder support and foster professional development.

The design of the revised curriculum documents was based on sound, contemporary educational theory, best practice, and system data. These documents will serve as foundational guides for the development of instructional programmes to be implemented at the Forms 1-3 levels.

The Curriculum Planning and Development Division is confident that the revised National Curriculum Guides and the Teachers Guides for Forms 1–3 will contribute significantly to enhanced teaching and learning experiences in our secondary schools. Accordingly, the curriculum is the main channel to educate and develop children towards being academically balanced, healthy and growing normally, well-adjusted socially and culturally, emotionally mature and happy and enabling them to achieve their full potential

John Roopchan

Director of Curriculum Planning and Development

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PART 1

The National Curriculum for

Forms 1 - 3

National Curriculum Framework

Introduction

This curriculum framework is intended to outline the nature and purpose of the curriculum as well as the parameters for consistent curriculum implementation throughout secondary education in Trinidad and Tobago. The document sets out the principles that govern and guide teaching and learning. The term ‘curriculum’ is used in this document to describe the sum total of the planned experiences which occur within that environment and was designed to foster children's learning and development. These include activities and events, with either direct or indirect impact upon the child.

A clear understanding of the nature, role and function of the national curriculum for Trinidad and Tobago is a critical part of the whole positive transformation of education to provide a seamless pathway for all students through the system of teaching and learning. For Trinidad and Tobago, the National Curriculum Framework becomes the basis for all education and curriculum decision-making, including the design, development and implementation strategies for a new system of teaching and learning covering those foundation years of education. The statement of outcomes for students are a key part of this education framework and forms the basis for all subsequent decisions about teaching and learning, content, pedagogy and assessment. These must work towards fulfilling the vision for successful students and future citizens of our nation.

In order to establish common ground and ensure that the curriculum can be implemented as designed, a set of foundational principles needs to be established. This National Curriculum Framework establishes a consistent foundation for learning that is undergirded by the Ministry of Education vision, mission and the five value outcomes for all children.

The National Curriculum must ensure that all curriculum activity, including implementation at the classroom level, functions within the guiding principles of education established by the Ministry of Education. The guiding principles of the Ministry of Education (*Education Sector Strategic*

Plan 2011-2015 p.g. XI) were developed after extensive stakeholder dialogue and sound analysis of the current societal and national requirements.

For an effective and relevant twenty-first century process of teaching and learning, these guiding principles are an indicator that the Ministry of Education seeks to place education in Trinidad and Tobago alongside, if not ahead of international best practices. The Ministry of Education has established an *Education Sector Strategic Plan 2011-2015* to achieve the goals of quality, innovative, challenging, flexible education for all, and has begun an investment in human and material resources to achieve this outcome in a purposeful and timely fashion.

Foundation of the National Curriculum

Curriculum development is informed by the vision and mission of the Ministry of Education. The design of revised curriculum documents for implementation at the classroom level is therefore guided by the principles and policies of the Ministry of Education.

- A forward-looking perspective on what all schools should be facilitating in terms of student achievement is guided by the national curriculum. There is equal clarity regarding a twenty-first century education system functioning to provide the highest standard of education. The regulatory and guiding principles for education provide the overarching national framework for education.
- The Ministry of Education, *Education Sector Strategic Plan: 2011-2015*, and other policy documents, establish the design framework for all components of the new curriculum. Principal among these are the vision, mission and the five (5) value outcomes established at the national level for all students, which further guides the formulation of the desired and intended learning experiences for the classroom in the curriculum guide.

Vision of Ministry Of Education

The Ministry is leading a quality education system that responds to the diverse needs and requirements of 21st century learners, promotes inclusivity, seamlessness, equity and equality and contributes to human capital and sustainable development.

GORTT, Ministry of Education, Education Sector Strategic Plan: 2011-2015

The Mission statement is derived from the Vision of the Ministry Of Education. The Mission statement will guide the revision of the curriculum to meet the needs of the learners.

Mission of Ministry Of Education

To educate and develop children who are able to fulfil their full potential; healthy and growing normally; academically balanced; well-adjusted socially and culturally; and emotionally mature and happy.

GORTT, Ministry of Education, Education Sector Strategic Plan: 2011-2015

Value Outcomes

An internal analysis of the education system, together with research conducted in international forums, has shown that the curriculum is core to the development of innovative people. This curriculum is aimed at attaining the five value outcomes of the Ministry of Education that help to define standards of attainment for all secondary school students.

The Ministry of Education's overarching goal is to educate and develop children who are:

- Able to fulfil their full potential
- Academically balanced
- Healthy and growing normally
- Well-adjusted socially and culturally
- Emotionally mature and happy

Every core curriculum subject must facilitate the achievement of these value outcomes by all students. The core curriculum subjects, their content and the suggested teaching, learning, and assessment strategies are the means to fulfil the holistic development of the student.

It is expected that by the end of secondary school education, students will achieve all five value outcomes in order to make informed choices and contribute to the needs of society.

The five value outcomes are described more fully below.

A. Children who will achieve their full potential.

1. Function with a purpose based on love, value, family life, service and aesthetic expression.
2. Understand and participate constructively in their career and vocational pathway.
3. Able to cope with daily challenges, set healthy boundaries and make wise social choices.
4. Productive achievers, role models with good work ethics.
5. Will function at their best with a strong sense of commitment to their interests and activities.
6. Optimize their God-given talents to advantage.
7. Enterprising and responsible in risk taking.
8. Recover quickly from setbacks and disappointments.

9. Achieve economic well-being and make a positive contribution to society.

B. Children who are adequately prepared educationally to fulfil their potential.

1. Prepared to participate in society as appropriate to their age.
2. Academically balanced to be productive (combination of appropriate skills and competencies).
3. Skilled in critical and creative thinking, problem-solving, visioning, thinking outside the box and receptive to new ideas.
4. Skilled in the use of current technology and the Internet (cyber wellness).
5. Proficient in a second language.

C. Children who are adequately developed socially and culturally.

1. Productive and have good self-image.
2. Enquiring, confident and strong among their peers, and emotionally secure, open, honest and emphatic in relationships.
3. Competent to interact and communicate with others, within different social settings and environments.
4. Patriotic and courageous in civic affairs and proud to be identified as members of the national and Caribbean Community.
5. Historically aware, including knowledge of our people.
6. Capable of informed participation in the democratic and political process.
7. Capable of functioning with good character and values in their culture.
8. Respectful of the law, authority, the rights of others, creative imagination in its different forms and of the right to divergent views.
9. Developed with interpersonal and language skills.
10. Environmentally aware, protective of the physical environment and demonstrates an understanding of sustainable development.
11. Able to lead, have good governance skills, are competent to respond to the challenges of new roles in multiple contexts and are able to manage conflict.
12. Humanely aware of the less fortunate and the disadvantaged and committed to contributing to the welfare of our community and country.
13. Functioning with an honest sense of family and community.
14. Proficient in dealing with daily conditions.

15. Skilled in finding a safe place to think and grow.
16. Confident in themselves, self-motivated, enterprising and pursue self-education and lifelong self-development and able to work independently and with others.
17. Capable of finding assistance if they are abused or neglected.
18. Spiritually aware with the emotional and intellectual resources to pursue their spiritual growth.
19. Appreciative of the contribution of the arts to daily life, cultural identity and diversity, locally, regionally and internationally.
20. Able to express themselves through the arts.

D. Children who are healthy and growing normally.

1. Secure and safe in their home, school, and community.
2. Physically fit, mentally alert, well nourished, and psychologically sound.
3. Active in exercise, sports, games and recreation.
4. Capable of wholesome interaction with peers.
5. Morally prepared for a productive life.
6. Adequately developed neurologically to overcome learning, speaking, hearing, focusing, and memory or mobility challenges.

E. Children who are emotionally developed, mature and happy.

1. Able to enjoy daily life, have fun and express happiness and positive emotions.
2. Participants in entertainment and celebration.
3. Established in their peer group, satisfied with their life and able to achieve meaning in their lives.
4. Mature and able to become full-fledged, productive and enterprising citizens.

Further readings -GORTT, Ministry of Education, Education Sector Strategic Plan: 2011-2015

Education Policies That Impact on the Curriculum

Several policies from the Ministry of Education were taken into account for the revision of the Lower Secondary School Curriculum. These include the Education Sector Strategic Plan 2011-2015, the ICT policy and National Schools Code of Conduct. Three policies that have direct impact on the development and implementation of the curriculum are discussed.

Education Sector Strategic Plan 2011-2015

The Education Sector Strategic Plan purports a vision for education premised on guiding principles which informed the curriculum design and development process. They will provide reference points to ensure that the desired attributes of education are achieved. The guiding principles, listed below, are important components in the revised curriculum.

<i>Principle</i>	<i>Elaboration</i>
Student Centred	The student is at the centre of everything we do.
Engaged Communities	We engage parents and families as the heart of students' lives and we support and acknowledge them as the primary guides and decision-makers for students. We engage members of local, regional and global communities as active contributors to student learning
Inclusive	We expect all students will learn in a welcoming environment regardless of place, culture, or learning needs.
Proactive	We plan for a desired future, preventing problems instead of reacting to them.
Shared Responsibility	We acknowledge that education is everybody's business and therefore expect teachers, the school and education leaders to collaborate with other government and community organizations to foster student learning
Innovative	We explore new learning opportunities through research, innovation and professional development to ensure continuous improvement of student learning.
Flexible	We enable meaningful and relevant learning through a range of opportunities appropriate to each student's development stage.
Equitable	We ensure that every student will have the benefit of high-quality learning opportunities.

Accountable	We explain to the citizens of Trinidad and Tobago the outcomes of our students and our use of funding.
Transformative Leadership	We believe that people with vision and passion can achieve great things. We therefore empower and inspire our staff and stakeholders to create positive and lasting changes in the education system.
Quality	We are committed to meeting our won quality standards that are driven by the requirements of our customers. Each of us takes charge to ensure that these standards are implemented in our individual areas of authority.
Teacher Empowerment	We create the environment for excellence in teaching practice that improves the learning of all students, deepens educators content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

ICT in the Curriculum

The ICT Policy goals and objectives of the Ministry of Education are to:

- i. Ensure all stakeholders possess the critical requisite skills and competencies to use ICT in the education system as a tool to enhance learning and teaching, communication and research, and to generate innovative processes;
- ii. Encourage innovative models of ICT use such as:
 - teacher education;
 - teaching;
 - learning; and
 - curriculum materials development
- iii. Harmonize activities, approaches and standards in the use of ICT within the Education System
- iv. Encourage critical and creative thinking, lifelong learning and social responsibility;

ICT in education in Trinidad and Tobago would create an educational system in which students leave schools as confident, creative and productive users of new technologies, including information and communication technologies, and understand the impact of those technologies on society.

The Ministry of Education's ICT in Education Policy (pp. 28–29) refers to Curriculum Content and Learning Resources as;

- Curriculum and content must increasingly maximize the use of ICT.

- ICT must be integrated into the development and delivery of the curriculum.
- The ICT curriculum needs to be reviewed frequently in order to maintain its relevance.
- ICT integration and ICT competency measures across the curriculum shall be driven through the development and delivery of an ICT-infused curriculum.

ICT in education would create an environment that encourages creativity, innovation, critical thinking and decision making.

Inclusive Education Policy

The Ministry of Education is committed to “support the delivery of inclusive education in all schools by providing support and services to all learners, and by taking appropriate steps to make education available, accessible, acceptable and adaptable to all learners.” An inclusive curriculum is acknowledged to be the most important factor in achieving inclusive education. In planning and teaching the school curriculum, teachers are therefore required to give due regard to the following principles:

- i. The National Curriculum Guides set out what most students should be taught at lower secondary school but teachers should teach the required knowledge and skills in ways that suit students’ interests and abilities. This means exercising flexibility and drawing from curricula for earlier or later class levels to provide learning opportunities that allow students to make progress and experience success. The degrees of differentiation exercised will depend on the levels of student attainment.
- ii. Varied approaches to teaching, learning, and assessment should be planned to allow all students to participate fully and effectively. Account should be taken of diverse cultures, beliefs, strengths, and interests that exist in any classroom and that influence the way students learn.

Copies of these documents may be obtained from the Ministry offices or the website at <http://moe.edu.tt/>

The Curriculum Development Process

The term 'curriculum' has several meanings, depending on the context and the perspective of curriculum theory that is applied to the definition. Most theories concur that there are four fundamental components within definitions of curriculum:

- Curriculum as the transmission of a body of knowledge.
- Curriculum as product - defined by the ends or achievements expected.
- Curriculum as process.
- Curriculum as praxis

This revised curriculum subscribes to an eclectic approach which is an amalgamation of the above definitions.

The foundation of the National Curriculum is also informed by a wealth of available curriculum theories and processes. The major forces that influence and shape the organization and content of the curriculum include:

1. Educational philosophy and understandings about the nature of knowledge
2. Society and culture
3. The learner and learning process
4. Learning theories
5. The nature and structure of subject matter to be learned

Thus, these areas represent the foundation on which the national curriculum is revised. These areas will inform educational goals with the aim of developing a coherent, culturally focused, and dynamically evolving curriculum.

This revised curriculum displays a learner-centred design with philosophical assumptions that are mainly constructivist. It seeks to educate and develop children who are able to fulfil their full potential; healthy and growing normally; academically balanced; well-adjusted socially and culturally; and emotionally mature and happy.

The curriculum process was developed through four stages:

Stage 1 of the curriculum development process consisted of consultations with stakeholders from a cross-section of the national community.

The Ministry of Education conducted one national consultation on the secondary education curriculum, along with 3 joint-district consultations and one in Tobago. Consultations were held with representatives from the various divisions of the Ministry of Education, Students, denominational and local school boards; members from the primary and secondary principals association, members of the business community, Unions, representatives from tertiary institutions, representatives from Non-Governmental Organizations (NGOs), parents, and special interest groups. These key stakeholders provided valuable information which helped to inform curriculum change to better prepare students to meet the needs of society.

Stage 2 of the process involved the analysis of findings from opinions, experts, relevant documents and best practices which informed the design of the revised curriculum to enable a set of desirable outcomes and essential competencies to be possessed by all students.

Data from different sources together with other policy documents were examined and a unanimous decision was taken for the following to be core:

English Language Arts, Mathematics, Science, Visual and Performing Arts (VAPA), Physical Education, Spanish and Health and Family Life Education (HFLE), Technology Education, Information and Communication Technology (ICT) and Social Sciences which comprise History, Geography, Social Studies, Religious Education.

In order to develop the student holistically, emphasis was also placed on ICT integration, Sexuality and Sexual Health Education, Eating and Fitness, Literacy and Numeracy.

At **Stage 3**, subject experts produced the revised curriculum documents. For each subject, a Curriculum Guide and Teachers' Guide was developed. Teachers with specific subject or curriculum development skills from schools were also included in the creation of these curriculum documents. The outputs of this phase included learning outcomes specific to each subject that contribute to the fulfilment of the national outcomes; subject content; teaching,

learning and assessment strategies to support the outcomes. As part of the development process, the curriculum was validated by feedback solicited from Universities and other key stakeholders. Continued consultations with key stakeholders will provide feedback to inform curriculum evaluation and further validation.

These curriculum documents will provide learning opportunities, teaching and learning strategies, assessment strategies and instructional plans which will contribute to the full potential of the students.

Stage 4 involved the implementation of the revised curriculum. Implementation of the curriculum is a dynamic process, requiring collaboration of the curriculum coordinators / officers and teachers. In implementing, teachers are expected to use the formal curriculum, as described in the curriculum guides, to plan work and teach in a manner that accomplishes the outcomes described. Teachers are expected to translate those outcomes into units of study, determining the appropriate sequence and time allocation according to the learning needs of their students. Although the curriculum documents provide sample teaching and assessment strategies, it is also the role of the teacher to select and use sound teaching practices, continually assessing student learning and systematically providing feedback to curriculum teams for use in revising and improving the guides.

The revised curriculum documents will be implemented initially for Forms 1 then at the Form 2 level and finally at the Form 3 level. Curriculum officers responsible for specific subject areas will monitor and support teachers in the implementation of this curriculum through school visits.

A curriculum development system provides support for the tasks of curriculum implementation. The system advocated by the Ministry of Education involves stakeholders, specialist curriculum officers, principals, heads of departments, and teachers, each with specific roles and responsibilities. Some of these are outlined in the table below.

System Component	Members	Role
Strategic Executive Team (SET) of the Ministry of Education	Consultants, Advisors	<ul style="list-style-type: none"> • Advise on curriculum policy, goals, and standards.
Curriculum Planning and Development Division (Head Office and District-based)	Curriculum Officers	<ul style="list-style-type: none"> • Plan and develop curriculum. • Provide leadership in identifying curriculum goals and determining the process for development of curriculum materials. • Lead writing teams (which include teachers). • Monitor implementation. • Provide teacher support. • Facilitate teacher professional development for curriculum implementation. • Advise on processes and materials for effective implementation and student assessment. • Evaluate curriculum.
School Curriculum Management Team	Principal/Vice Principal and Heads of Departments	<ul style="list-style-type: none"> • Make major decisions concerning the school curriculum, such as assigning resources. • Provide guidelines for Instructional Planning Teams.

Instructional Planning Teams/School Instructional Committees	Teachers	<ul style="list-style-type: none"> • Cooperate on tasks necessary for effective implementation, such as: yearly work plans, units of study, development of materials to individualize the curriculum, identification and development of learning materials, student assessment and evaluation.
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At the school level, the curriculum refers to all the learning and other experiences that the school plans for its students. It includes the formal or written curriculum, as well as the informal curriculum, which is comprised of other developmental opportunities provided by the school, such as those offered by student clubs, societies and committees, and sporting organizations (e.g. cricket team, debating society, Guides, Cadets).

The School Curriculum Management team develops a School Curriculum that must be in alignment with the National Curriculum. The School Curriculum Management team usually consists of the Principal and/or Vice Principal and Heads of Department. The duties of the School Curriculum Management team include the development of school culture, goals, vision, and curriculum in alignment with the national curriculum and culture. It also provides support for curriculum work and performs evaluation functions.

In providing support for curriculum work, the Management team may, for instance:

- encourage teachers to identify challenges and try new ideas;
- develop timetables to allow for development of curriculum materials, for example, year plans, units, instructional materials;
- ensure availability of learning materials;
- provide instructional leadership;

- ensure that appropriate strategies are formulated to promote student success.
- monitors the curriculum (using, for example, observation, test scores, student books, formal and informal discussions with different stakeholders);
- assesses the hidden curriculum (including discipline policies, fund allocation, physical environment);
- evaluates the school programme of studies.

The roles of instructional teams are described below:

- Develop/Revise/Evaluate work programmes
- Determine resource needs
- Identify/Develop instructional materials
- Conduct classroom action research
- Integrate and align curriculum
- Identify and develop appropriate assessment practices
- Develop reporting instruments and procedures (student and teacher performance)
- Keep records

The roles of teachers are described below:

- Develop/Revise instructional programme
- Individualize curriculum to suit students' needs and interests
- Develop/Evaluate/Revise unit plans
- Develop/Select appropriate learning materials
- Select appropriate teaching strategies to facilitate student success
- Integrate the curriculum as far as possible, and where appropriate
- Select appropriate assessment strategies
- Monitor/Assess student learning and keep records
- Evaluate student performance
- Evaluate classroom programmes
- Conduct action research
- Collaborate with colleagues

The revised lower secondary curriculum for Trinidad and Tobago provides every opportunity for the child to learn master new important skills and develop attributes and values that are critical to their role as emerging productive, caring and responsible citizens.

The Core Curriculum Subjects

The core curriculum subjects are those for which every student is required to demonstrate achievement of the stated outcomes in Forms 1–3.

A minimum time allocation is recommended for each core subject. The principal, as instructional leader of the school, will make the final decision as to time allocation, according to the needs of the students and the resources available at any given time.

The subjects and the recommended time allocations are as follows:

The number of periods per subject is based on:

- A 5 day cycle
- 7 periods per day
- Approximately 40 minutes per period

SUBJECT	NUMBER OF PERIODS PER WEEK
English Language Arts (ELA)	7
Mathematics	7
Spanish	2
Science – Physics, Chemistry and Biology	4
Sports	2
Technology Education	3
Visual and Performing Arts (VAPA)	4
Information and Communication Technology (ICT)	2
Social Sciences– Social Studies, History, Geography, Religious Education/Health and Family Life Education (HFLE)	4

FRAMEWORK FOR AREAS OF STUDY IN SOCIAL SCIENCES

- Social Sciences comprise of the following subjects: Social Studies, History, Geography and Religious Education/HFLE
- Four periods are dedicated to Social Sciences.
- One period will be dedicated for Social Studies from Forms 1-3 all terms.
- Two periods each will be dedicated to History, Geography
- One period per week is dedicated to Religious Education or HFLE

Form	Term 1		Term 2		Term 3	
	Subject	# of periods per week	Subject	# of periods per week	Subject	# of periods per week
Form 1	Social Studies	1	Social Studies	1	Social Studies	1
	Geography	1	History	2	Geography	2
	History	1	RE/HFLE	1	RE/HFLE	1
	RE/HFLE	1				
Form 2	Social Studies	1	Social Studies	1	Social Studies	1
	Geography	2	Geography	1	History	2
	RE/HFLE	1	History	1	RE/HFLE	1
			RE/HFLE	1		
Form 3	Social Studies	1	Social Studies	1	Social Studies	1
	Geography	2	History	2	Geography	1
	RE/HFLE	1	RE/HFLE	1	History	1
					RE/HFLE	1

At the end of Form 3, students will be assessed for the National Certificate of Secondary Education (NCSE), Level I.

Information and Communication Technology (ICT) Infusion into the Curriculum

Information and Communication Technology (ICT) infused in the curriculum is intended to ultimately transform teaching and learning to meet the needs of twenty-first century learners and better prepare them to be global citizens. The use of ICT integration initiatives should support the development of critical skills such as knowledge construction, problem-solving, critical thinking, collaboration, communication, innovation, inquiry, digital literacy and entrepreneurship.

ICT covers all the technologies used for the handling and communication of information. These technologies include:

- Computers/laptops
- Storage devices (e.g. flash drives, CDs)
- Mobile devices/handheld devices
- Satellite communication
- Audio & Audio visual systems
- Cloud computing
- Email/messaging

In addition to the above named technologies, there is a generation of Web 2.0 tools that facilitate a more engaging and interactive learning experience in the classroom. The following is a small sample that may be useful to teachers and students:

- Social networking sites (including educational social networking platforms like Edmodo)
- Blogs, wikis, forums
- Photo and Video sharing tools (e.g. Flickr, Instagram, YouTube)
- Cloud storage (e.g. Skydrive, Dropbox, Deego)
- Digital Story telling tools (e.g. Story Maker)
- Social bookmarking and annotation tools (e.g. Diigo)
- Inspirational tools and lessons (e.g. TED Talks/Ed)

- Screen casting/screen capture tools (e.g. Jing)
- Word cloud generators (e.g. Wordle)

The process of integrating ICT into the curriculum requires that administrators and teachers find ways to incorporate ICTs into teaching and learning to maximize educational outcomes, making learning relevant and meaningful. This integration can only be successful if it is carefully planned, managed, monitored, evaluated. Additionally, appropriate measures should be devised to provide support wherever needed according to the context of the school environment.

It is hoped that educators continue to be creative and resourceful, making full use of the resources that are available to them as they plan instruction.

Literacy across the Curriculum

Literacy is about more than reading and writing – it is about how we communicate in society. It is about social practices and relationships, about knowledge, language and culture. Literacy ... finds its place in our lives alongside other ways of communicating. Indeed, literacy itself takes many forms: on paper, on the computer screen, on TV, on posters and signs. Those who use literacy take it for granted – but those who cannot use it are excluded from much communication in today's world. Indeed, it is the excluded who can best appreciate the notion of "literacy as freedom". (UNESCO, Statement for the United Nations Literacy Decade, 2003–2012)

The revised lower secondary curriculum addresses the literacy needs of all learners as they interact with a variety of texts across the different subject disciplines. Research indicates that students who struggle have significant difficulty navigating mathematics, science and social sciences texts in which the language is expository, dense and full of difficult vocabulary (Allen 2000). This underscores the need for all teachers to support students' literacy development since literacy skills are needed if students are to access the entire curriculum.

Teachers of English address students' literacy by teaching the skills of listening, speaking, reading and writing in an explicit and systematic manner. The goal of literacy instruction is to improve learning by building students' comprehension and communication skills. Teachers of other content areas have the responsibility of extending students' literacy instruction by teaching the subject-specific literacy of their respective subject areas. Literacy is embedded in every subject so teachers must create literacy-rich activities for students that will strengthen and support subject-specific learning.

The table below illustrates generic literacy activities that content area teachers and students can engage in to build the core skills of listening, speaking, reading, writing and representing as the curriculum is enacted in all subjects.

Table 1: BUILDING LITERACY SKILLS ACROSS ALL SUBJECT AREAS

LITERACY SKILLS	STUDENT ACTIVITY IN ALL SUBJECTS	TEACHER SUPPORT
Listening and Speaking	Engage in collaborative discussions	Set ground rules for discussions
Aesthetic Listening	Make oral presentations that include use of ICTs	Listen attentively
Efferent Listening		

Critical Listening	<p>Express ideas, perceptions and feelings about what is being learnt</p> <p>Listen to videos, film clips, audio tapes, DVDs, CDs</p> <p>Engage in discussions related to their learning and to their multicultural environment</p> <p>Engage in critical listening to process information and solve problems</p> <p>Engage in critical reflection on ethical issues related to subject</p>	<p>Facilitate discussions and explanations</p> <p>Source audio texts of related content for discussion</p> <p>Help students interpret and analyse what they listen to</p> <p>Develop students' presentation skills</p>
<p>Reading</p> <ul style="list-style-type: none"> • Textbooks • E-books • Reports • Interviews • Surveys • Newspapers • Magazines • Multi-media texts 	<p>Engage in individual, peer and group reading</p> <p>Extract details relevant to learning</p> <p>Make inter-textual references</p> <p>Access and read e-books and online information</p> <p>Critically reflect on and interpret ideas presented in multi-media texts</p> <p>Identify problems and discuss solutions</p> <p>Read for information and enjoyment</p>	<p>Model reading of subject content to students</p> <p>Model the Think Aloud strategy</p> <p>Engage students in reading as a process</p> <p>Explain technical terminology and subject-specific vocabulary</p> <p>Indicate features of text and internal organization in subject-specific materials</p> <p>Provide graphic organisers/ concept map templates for student use</p> <p>Help students interpret, analyse and evaluate subject-specific content</p> <p>Help students connect subject content to the world beyond the classroom</p>
<p>Writing</p> <p>Expository</p>	<p>Use graphic organisers to plan and record ideas</p>	<p>Infuse technology when modelling writing of subject content</p>

Persuasive Technical Reflective	Engage in individual and shared writing Create descriptions, songs, raps, narrations, explanations Create comics and story boards Engage in reflective thinking when writing Use ICTs to produce and publish pieces	Explore subject-specific vocabulary and language use Explain internal organization of subject-specific texts Provide graphic organizers/ concept map templates Create blogs for collaboration Encourage emailing of student responses Help students interpret, analyse and evaluate what they write
Representing	Present work learnt through role play, movement, monologues, tables, graphs, maps, songs, posters, diagrams, letters, brochures, written paragraphs, essays, reports, cartoons, comics, models, digital presentations	Encourage a range of presentation types/modes Infuse ICTs when teaching subject content Encourage use of ICTs in students' presentations

Failure to acquire literacy skills for learning across subject disciplines is a major risk which the revised curriculum seeks to address. Literacy lies at the heart of student understanding and achievement. For the curriculum to be enacted in a meaningful manner that benefits all students, effective subject-specific literacy teaching is critical. Each content area requires skills for effective reading and studying of text materials. To support literacy development, content area teachers must know how to teach the skills so that students can bridge existing gaps. Literacy skills are essential for good communication, critical thinking and problem-solving at school and for success in life beyond school.

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PART 2

Health and Family Life Curriculum

A Life Skills Curriculum

Introduction

Health and Family Life Education (HFLE) is a life-skills programme which focuses on the development of the whole person. Promotion of Health and Wellness underpins the entire HFLE curriculum which reinforces the connection between health and education using a holistic approach within a planned coordinated framework. HFLE aims to improve human development and quality of life for all. It addresses the factors which contribute to health related and social ills rather than the symptoms which are manifested in behaviours.

The most striking feature of Health and Family Life Education (HFLE) is that it is designed to promote psychosocial competence. This is a person's ability to maintain a state of mental well-being and to demonstrate this ability in adaptive and positive behaviours when interacting with one's environment. Emphasis is placed on the acquisition of skills and the fostering of values and attitudes which encourage young persons to strive towards accepted ideals of a democratic pluralistic society. The content which is the medium for acquiring the skills, values and attitudes is organized around four thematic areas as determined by the Regional Curriculum Framework for HFLE:

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

The HFLE curriculum is to be implemented through participative teaching methods which allow for students to become actively involved in the learning process as they bring their own experiences into the classroom. It is anticipated that this will be done by teachers in partnership with parents, professionals and community members through culturally relevant, gender sensitive life based experiences.

Philosophy of Health and Family Life Education

A good Health and Family Life Education program should influence attitudes and behaviours which ultimately lead to an enhanced quality of life for students. Basic knowledge and skills, as well as a positive self-concept, are necessary if an individual is to feel complete and function efficiently. Involvement of home, school and community is critical to the maintenance of a balanced emotional, physical, mental, spiritual and social state of being. For these reasons, Health and Family Life Education plays an integral role in a comprehensive educational program.

Health and Family Life Education is designed to provide optimal modern, educational, research-based opportunities to students, enabling them to develop life-skills to fit seamlessly into the social fabric as contributing adults to the nation's development. It will encourage them to become citizens with a positive work ethic, willing to accept new challenges and capable of devising creative ideas.

It is envisaged that the programme in schools will be implemented by teachers, in partnership with parents, health professionals and community members through culturally relevant, gender

sensitive, life based experiences. This programme is proposed to create a supportive environment and empower young people to take charge of their health and make life sustaining choices.

Rationale for Teaching and Learning Health and Family Life Education

In the past the main threats to young people were infectious diseases. Today, accelerating social changes have resulted in emotional and behavioural disabilities which rank high among the health conditions. Youths are being adversely affected by a number of social, psychological and physical problems. Issues of particular concern are the following:

- Lifestyle diseases including non-communicable diseases (NCDs) and sexually transmitted infections (STIs)
- Teenage pregnancy and early parenthood
- Physical and sexual abuse
- Drug abuse
- Crime and Poverty
- Violence

Health and Family Life Education (HFLE) is a curriculum initiative in the form of a life-skills programme that not only reinforces the connection between health and education, but also uses a holistic approach within a planned and coordinated framework. This is now one of the subjects of the core curriculum in secondary schools.

Health and Family Life Education is a continuous process aimed at ensuring that individuals, through guided learning experiences, acquire attitudes, knowledge, skills and values which would empower them to develop healthy lifestyles and make choices and decisions that would impact positively upon themselves, their homes and their communities.

The most striking feature of Health and Family Life Education is that it is designed to promote psychosocial competence. This is a person's ability to maintain a state of mental well-being and to demonstrate this ability in adaptive and positive behaviours, while interacting with one's culture, one's environment and with others. Life-skills which are taught through HFLE are identified as:

- i. social and interpersonal skills (including communication, refusal skills, assertiveness, and empathy);
- ii. cognitive skills (including decision making, critical thinking and self-evaluation);
- iii. emotional coping skills (including stress management and increasing an internal locus of control)

Another justification for the life skills approach is that it is a natural vehicle for the acquisition of the educational, democratic and ethical values reflected in National and Regional policy documents. In the delivery of HFLE, the fostering of laudable attitudes and values is set alongside the knowledge and skill components. Some of the commonly held values are respect for self and others; empathy and tolerance; honesty; kindness; responsibility; integrity; and social justice. The

teaching of values in HFLE is to encourage young people to strive towards accepted ideals of a democratic, pluralistic society such as self-reliance, capacity for hard work, cooperation, respect for legitimately constituted authority, and ecologically sustainable development. This is done in the context of existing family, spiritual, cultural and societal values, and through critical analysis and values clarification, in order to foster intrinsic development in young people.

Goals of the Health and Family Life Education (HFLE) Programme

The main thrust of HFLE is to improve human development and the quality of life for all. In order to prevent, reduce, and control the various health-related and social ills of society, the common underlying and contributory factors must be addressed. It is recognized that manifested behaviours are symptoms of the causes. The approach to the HFLE curriculum is based on the premise that health is a product of the choices made at the levels of the individual, family, community and nation, and that health is not an end in itself but a resource for living and development.

HFLE is a comprehensive, life- skills based programme which focuses on the development of the whole person and is designed to:

- enhance the potential of young persons to become socially productive and contributing adults
- promote an understanding of the principles which underlie personal and social well-being
- foster the development of knowledge, skills and attitudes that make for healthy social and family life
- provide opportunities to demonstrate sound health-related knowledge, attitudes and practices
- increase ability to make informed choices and practice responsible decision-making about personal behaviour
- increase the awareness of children and youth of the fact that the choices they make in everyday life profoundly influence their health and personal development into adulthood.

Curriculum

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. A 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

Form 1				
Term 1	1.1 Self and Interpersonal Relationships 1.1.1 Self-Image	1.2 Sexuality and Sexual Health 1.2.1. Changes associated with puberty	1.3 Eating and Fitness 1.3.1 Physical Health - Personal Hygiene - Our Nutritional needs	1.4 Managing the Environment 1.4.1 Your environment and your health
Term 2	1.1 Self and Interpersonal Relationships 1.1.1. Relationships	1.4 Managing the Environment 1.4.2 Road safety	1.3.Eating and Fitness 1.3.2. Physical Activity	1.2 Sexuality and Sexual Health 1.2.2 Understanding sexuality
Term 3	1.3 Eating and Fitness 1.3.3 Personal wellness I: Rest and Relaxation	1.1 Self and Interpersonal Relationships 1.1.3 Financial Management I: -Income -Budgeting	1.4 Managing the Environment 1.4.3 Threats to the environment	1.2 Sexuality and Sexual Health 1.2.3 Sexual reproductive health

Form 2				
Term 1	2.1 Self and Interpersonal Relationships 2.1.1 Values and value system	2.2. Sexuality and Sexual Health 2.2.1 Social dynamics of friendship and relationships	2.3.Eating and Fitness 2.3.1 Understanding our eating habits	2.4 Managing the Environment 2.4.1. Keeping our air clean
Term 2	2.1. Self and Interpersonal Relationships 2.1.2. Building positive relationships: the mediation process	2.2. Sexuality and Sexual Health 2.2.2. Managing sexual relationships	2.3.Eating and Fitness 2.3.2 Personal Wellness II: stress management	2.4 Managing the Environment 2.4.2 Managing our water resources
Term 3	2.1 Self and Interpersonal Relationships 2.1.3 Financial management II: - spending - saving	2.2 Sexuality and Sexual Health 2.2.3 Personal responsibilities for sexual health	2.3 Eating and Fitness 2.3.3 Health Providers	2.4. Managing the Environment 2.4.3 Road safety

Form 3				
Term 1	3.1 Self and Interpersonal Relationships 3.1.1 Career planning I	3.3 Eating and Fitness 3.3.1 Risks to health and wellness	3.2 Sexuality and Sexual Health 3.2.1 Individual protection and safety	3.4 Managing the Environment 3.4.1 Sustainable use of natural resources
Term 2	3.1 Self and Interpersonal Relationships 3.1.2 Dealing with peer pressure	3.2 Sexuality and Sexual Health 3.1.1 Managing sexual feelings 3.2.1 The law and sexual health	3.3 Eating and Fitness 3.3.1 Nutrients and Health	3.4 Managing the Environment 3.4.1 Disaster management
Term 3	3.1. Self and Interpersonal Relationships 3.1.3 Career planning II	3.4. Managing the Environment 3.4.3 Financial management III -credit -investment	3.3 Eating and Fitness 3.3.3 Creating a wellness plan	3.2 Sexuality and Sexual Health 3.2.4 Looking at the future

Ethical Guidelines for the Delivery of HFLE

Responsibility to students

Teachers and other resource persons involved in the delivery of HFLE should:

- Have primary responsibility to the student, who is to be treated with respect, dignity and with concern for confidentiality
- Make appropriate referrals to service providers based on the needs of the student, and monitor progress
- Maintain the confidentiality of student records and exchange personal information only according to prescribed responsibility.
- Provide only accurate, objective and observable information regarding student behaviours
- Familiarise themselves with policies relevant to issues and concerns related to disclosure. Responses to such issues should be guided by national and school policies, codes of professional organizations/unions, and the existing laws.

Responsibility to families

- Respect the inherent rights of parents/guardians for their children and endeavour to establish co-operative relationships
- Treat information received from families in a confidential and ethical manner.
- Share information about a student only with persons authorized to receive such information.
- Offer on-going support and collaboration with families for support of the child.

Responsibility to colleagues

- Establish and maintain a co-operative relationship with others members of staff and the administration.
- Promote awareness and adherence to appropriate guidelines regarding confidentiality and the distinction between private and public information.
- Encourage awareness of and appropriate use of related professions and organizations to which the student may be referred.

Responsibilities to self

- Monitor one's own physical, mental and emotional health as well as professional effectiveness
- Refrain from any destructive activity leading to harm to self or to the student.
- Take personal initiative to maintain professional competence.
- Understand and act upon a commitment to HFLE.

The objective of any teaching/learning approach in the HFLE classroom is the creation of an environment conducive to active, participatory or experiential learning. The learner is the active agent in the construction and reconstruction of his/her system of knowledge, skills and values. In this way 'meaning' is attached to his/her real life experiences.

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, life skills 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.

Regional Standards for Health and Family Life Education

Extracted from Regional Curriculum Framework

Theme 1. Self and Interpersonal Relationships

- Examine the nature of self, family, school, and community in order to build strong healthy relationships
- Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs, and violence
- Respect the rich differences that exist among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values

Theme 2. Sexuality and Sexual Health

- Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life-cycle.
- Analyse the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices.
- Build individual capacity to recognise the basic criteria and conditions for optimal reproductive health.
- Develop action competence to reduce vulnerability to priority problems, including HIV/AIDS, cervical cancer, and STIs.
- Develop knowledge and skills to access age-appropriate sources of health information, products, and services related to sexuality and sexual health.

Theme 3. Eating and Fitness

- Build individual capacity to make healthy eating choices throughout the life-cycle and reduce the risk factors associated with the development of lifestyle diseases.
- Demonstrate an understanding of fitness and its relationship to good health and quality of living.
- Analyse the influence of socio-cultural and economic factors as well as personal beliefs and choices related to appropriate eating and fitness.
- Develop knowledge and skills to access age-appropriate sources of information, products and services related to eating and fitness

Theme 4. Managing the Environment

- Demonstrate an understanding of the inter-relationships of a sustainable natural environment.
- Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools, and communities.
- Analyse the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, and communities.
- Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environments and the reduction of environmental health threats in the home, school, community, and region.
- Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.

Outcomes for Form 1

Theme 1: Self and Interpersonal Relationship

Core Outcome

Students will gain the knowledge necessary to understand and accept themselves as unique individuals within the social environment, become aware of the changes and challenges faced as they go through life, and acquire life skills necessary for being good citizens.

Knowledge, skills, attitudes, values outcomes

Students will be able to:

- Demonstrate understanding of uniqueness of self.
- Exhibit an attitude that reflects an appreciation for self and others.
- Demonstrate understanding of factors that influence development of self.
- Accept responsibility for personal growth and development.
- Develop positive relationships.
- Apply non-violent solutions to conflict situations.
- Demonstrate coping ability to deal with challenging relationships.
- Develop socially acceptable personal values.
- Demonstrate an understanding of the value of family members.
- Appreciate the contribution of the family, school and society to their personal development.
- Understand elements involved in managing personal finances.
- Develop a variety of financial life skills.
- Make informed financial decisions.
- Recognise that all choices have consequences – both intended and unintended.
- Understand the importance of planning for personal development in all aspects of life.
- Demonstrate good practices in self-management.
- Develop skills to access information related to personal development.

Theme 2: Sexuality and Sexual Health

Core Outcome

Students will gain the knowledge necessary to clarify societal beliefs and so become comfortable with their own sexuality. They will understand and accept themselves as unique sexual beings with specific needs and become aware of changes and challenges as they go through life. They shall acquire the positive life skills necessary for maintaining reproductive health.

Knowledge, skills, attitudes, values outcomes

Students will be able to:

- Demonstrate skills in dealing with the changes associated with puberty.

- Demonstrate an understanding of the factors underlying one's sexuality.
- Apply life-skills to promote healthy, responsible sexual behaviours.
- Identify sources of appropriate information and assistance.
- Identify and explore sources for obtaining accurate information of a sexual nature.
- Analyse factors that influence sexual expression.
- Explore the role of the media in influencing sexual expression and behaviours.
- Evaluate the role of technology in changing sexual attitudes and behaviours.
- Identify sources of appropriate information and assistance.
- Manage expression of sexuality in a responsible manner.
- Demonstrate care and compassion for persons affected with STIs.

Theme 3: Eating and Fitness

Core Outcome

Students will gain the knowledge necessary to manage their lifestyles with regard to nutrition, personal hygiene and physical activity in order to reduce the risk of lifestyle diseases. They will understand and accept themselves as unique individuals with specific requirements regarding diet and physical activity. They will acquire the life skills necessary for developing and maintaining a healthy lifestyle.

Knowledge, skills, attitudes, values outcomes

Students will be able to:

- Understand the importance of personal hygiene in maintaining good health.
- Demonstrate proper attitudes and habits with respect to personal hygiene.
- Make appropriate food choices to avoid risk factors associated with lifestyle diseases.
- Analyse the level of risk to health posed by one's lifestyle.
- Create balanced meals using Caribbean food group classification.
- Establish a positive relationship between diet and personal health and wellness.
- Analyse the impact of physical activity on physical fitness.
- Understand the benefits of being physically fit.
- Make a firm decision on being physically fit.
- Appreciate the importance of rest and relaxation for personal well-being.

Theme 4: Managing the Environment

Core Outcome

Students will gain the knowledge necessary to understand society's attitude to the environment. They will understand the impact of man's activities on the environment and take action for its sustainability. They will acquire the life skills necessary for developing and maintaining a healthy environment.

Knowledge, skills, attitudes, values outcomes

Students will be able to:

- Become environmentally aware through practice of use of senses;
- Examine critically the relationship between the physical environment and physical health.
- Analyse the impact of man's activities on environmental health.
- Evaluate emergent environmental threats to health and life.
- Understand the relationship between environmental health and disease vectors.
- Examine the relationship between the social environment and personal health.
- Appreciate the need to protect the environment.
- Demonstrate proactive attitude for maintenance of a healthy environment.
- Collaborate with local and international bodies to advocate for a safe road environment.
- Value the importance of safety practices on the road.
- Understand and practice safety rules as a pedestrian, cyclist and vehicle passenger.
- Devise strategies to educate others about a road safe environment.
- Demonstrate skills to select appropriate responses for reducing threats to the environment.

Curriculum Content

FORM 1 TERM 1				
Introduction to Health and Family Life Education				
Topic: Portfolio Creation				
Life 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.	<i>Welcome to Health and Family Life Education.</i> Introduction of the portfolio as the assessment tool to be used throughout the programme of work.	Lecture / Demonstration Class discussion.	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: 1.1SELF AND INTERPERSONAL RELATIONSHIP				
Topic: 1.1.1 Self Image				
Life 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
1.1.1.1. Explain the term self-concept.	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? Definition of “body image”.	Self-assessment chart.	Create a character sketch of the present and future person.	Portray behaviour that will build self-confidence in persons with low self-esteem.
1.1.1.2. Understand the factors that influence self-image.		Create a self-improvement wish list.	Use rubric to assess.	Discuss with family and friends the role of the media in influencing how an individual views his / her body.
1.1.1.3. Make choices to build positive self-image.		Critique advertisements aimed at teenagers’ to influence their images of themselves.	Write affirmations to build self-esteem.	
1.1.1.4. Define the term self-esteem.		Use silhouettes of body images for discussion.	Reflective journal entry. Develop a collage or large poster with pictures or words which show all the	
1.1.1.5. List qualities they admire and not admire about themselves.				

FORM 1 TERM 1				
Theme: 1.1SELF AND INTERPERSONAL RELATIONSHIP				
Topic: 1.1.1 Self Image				
Life Skills: Decision Making, Assertiveness, Critical Thinking, Self-Awareness				
1.1.1.6. Accept responsibility for personal growth and development	<p>Determinants of body structure –</p> <ol style="list-style-type: none"> Heredity. Health habits. Environment Social attitudes Education levels Media influence. <p>Body Image- Definition of body image.</p> <p>Determinants of body image; heredity, health habits, environment, family attitude, peers' attitude, education, media.</p>	Write down things you like about your body.	influences on their desire for the “perfect” body.	Work with peers to advocate for positive imaging of young persons especially girls in the media
1.1.1.7. Define ‘body image’.			Create an auto-biographic letter affirming appreciation of one’s body	
1.1.1.8. Identify factors which determine one’s body structure.				
1.1.1.9. Explain the characteristics which determine individual body uniqueness.		Discuss the propaganda and resultant misconceptions about beauty presented in the media.	Plan developed according to criteria given.	
1.1.1.10. Demonstrate an increased awareness of the physical self.				
1.1.1.11. Establish the connection between body image and self-esteem.				

FORM 1 TERM 1				
Theme: 1.1SELF AND INTERPERSONAL RELATIONSHIP				
Topic: 1.1.1 Self Image				
Life Skills: Decision Making, Assertiveness, Critical Thinking, Self-Awareness				
1.1.1.12. Appreciate one's "body image"	Steps in the planning process-Establishing healthy eating habits, foster positive relationships, managing internet and social media time.			
1.1.1.13. Develop a plan to maintain/build a healthy body image				

FORM 1 TERM 1				
Theme: 1.2 SEXUALITY AND SEXUAL HEALTH				
Topic: 1.2.1 CHANGES ASSOCIATED WITH PUBERTY				
Life 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
1.2.1.1. Recognise changes associated with puberty -	Changes associated with puberty: <ul style="list-style-type: none">- Hormonal- Emotional	Pre-test on what is known about puberty.	Multiple choice test Observation checklist of inter-personal behaviour.	Discuss with friends and family what they have learnt about puberty.
1.2.1.2. Apply strategies to cope with physical and emotional changes associated with puberty.	Hormonal – brain releases GnRH to pituitary gland. which releases LH for boys and FSH for girls Body odour Acne Change of body shape etc. Change of voice	Activity sheets with story and discussion points which explores feelings. Activity sheets with diagrams of male and female reproductive parts.	Place students into groups of four (4) to present a short skit dramatizing one or two physical and emotional adjustments that occurs during puberty.	Organize “movie time” with members or youth club. Use guided questions on messages of movies.
1.2.1.3. Demonstrate positive attitudes toward self and persons of the opposite gender.	Emotional-Confused, sensitive, embarrassed, anxious, irritability, frustration, impatience, attraction to opposite sex.	Post-test on puberty. Present scenarios for discussion.		

FORM 1 TERM 1				
Theme: 1.2 SEXUALITY AND SEXUAL HEALTH				
Topic: 1.2.1 CHANGES ASSOCIATED WITH PUBERTY				
Life 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
1.2.1.4. Respect each other's privacy. 1.2.1.5. Speak respectfully about body changes.	Self-management and Patience. Seeing things in perspective.	Presentation by representatives from Ministry of Health, SSSD. Case study that deals with positive attitudes and respect for other people and their choices.	Checklist on attitude towards others.	

FORM 1 TERM 1				
Theme: 1.3 EATING AND FITNESS				
Topic: 1.3.1 PHYSICAL HEALTH				
Sub Topic: PERSONAL HYGIENE				
Life 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
1.3.1.1. Describe the importance of personal hygiene during puberty. 1.3.1.2. Practise habits of personal hygiene. 1.3.1.3. Source products necessary for good hygienic practices.	Personal hygiene Grooming Cleanliness (general and personal) Oral hygiene Healthy Self-confidence. Acceptance by others.	Brainstorm why personal hygiene is important. Activity sheets on personal care. Gather newspaper and magazine articles, advertisements, on products for hygiene.	Accurate responses on activity sheets. Teacher generated Observation Checklist. Portfolio entry on good hygienic practices.	Discuss with others the impact of personal hygiene on interpersonal relationships.

FORM 1 TERM 1				
Theme: 1.3 EATING AND FITNESS				
Topic:1.3.1 PHYSICAL HEALTH				
Sub Topic: OUR NUTRITIONAL NEEDS				
Life 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
1.3.1.4. Identify examples of the various food groups according to the Caribbean food group classification.	Food groups.	View online six food groups for use in the Caribbean (can get diagram if internet not available)	Create appropriate menus for breakfast and lunch.	Model responsible eating habits.
1.3.1.5. Explain the importance of healthy eating during puberty.	Nutrition for the adolescent.	Provide variety of foods for choice by students.	List foods appropriate for each of the following individuals: athlete, sedentary person, handicapped or person struggling with a debilitating disease.	Persuade parents / family members to prepare and consume appropriate foods.
1.3.1.6. Analyse nutritional value of personal diet.	Healthy foods vs less healthy foods.	Discussion – Which foods are healthiest?		
1.3.1.7. Make healthy nutritional choices.	Consequences of unhealthy lifestyle (unhealthy diet) -non-communicable diseases e.g. obesity, diabetes, hypertension, cancer	Show statistics on obesity in Trinidad and Tobago.		
1.3.1.8. Explain consequences of unhealthy eating.		Provide Information on diabetes in	Work with others to calculate BMI.	

FORM 1 TERM 1				
Theme: 1.3 EATING AND FITNESS				
Topic:1.3.1 PHYSICAL HEALTH				
Sub Topic: OUR NUTRITIONAL NEEDS				
Life 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
1.3.1.9. Design a food plate for a teenager based on the Caribbean food groups.		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:1.4 MANAGING THE ENVIRONMENT				
Topic: 1.4.1YOUR ENVIRONMENT AND YOUR HEALTH				
Life 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
1.4.1.1. 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.	Form a school environmental club to maintain a healthy school milieu.
1.4.1.2. Use their senses to perceive the environment.	Senses: hear, smell, sight, feel	Students reflect about their journey to school considering the following:	Oral reports. Reflective journal entry.	Organize a neighbourhood clean-up drive
1.4.1.3. Recognise the impact of the quality of the environment on an individual.	Clean vs unclean environments – Clean – healthier Unclean – health and safety threats	- Sounds - Smells - Sight - Touch		Implement a continuous schedule to maintain clean classrooms.
1.4.1.4. Analyse the impact of their activities on the environment.	Impact of human activities on the environment-keeping clean, beautify, pollution.	Students reflect on emotional response to someone smiling,	Checklist of impact of personal activities on the environment.	

FORM 1 TERM 1				
Theme:1.4 MANAGING THE ENVIRONMENT				
Topic: 1.4.1YOUR ENVIRONMENT AND YOUR HEALTH				
Life 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
1.4.1.5. Take steps to improve classroom conditions.	Effect of the physical and emotional environment on Health. Chart for recording daily activities. Creation of a measurement scale.	yelling, happily hugging them. Use photos of clean and untidy environments as stimulus material for discussion.	Create a pledge (6 lines) making a personal commitment towards keeping the classroom clean.	
1.4.1.6. Make a personal commitment towards keeping the surroundings clean.	List acceptable and unacceptable classroom conditions. Schedule for classroom maintenance.	Work in groups to create criteria for chart. Record daily for one week, activities that impact on the environment.	Creation of schedule for classroom maintenance.	

FORM 1 TERM 1				
Theme:1.4 MANAGING THE ENVIRONMENT				
Topic: 1.4.1YOUR ENVIRONMENT AND YOUR HEALTH				
Life 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
		Cleanliness and safety. Evaluation of classroom conditions through observation and recording.		

FORM 1 TERM 2

Theme: 1.1 SELF AND INTER PERSONAL RELATIONSHIP

Topic: 1.1.2 RELATIONSHIPS

Life 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
1.1.2.1. Determine the nature of a positive relationship.	Mutual Respect Examples of relationship with peers-shared interest shared goals Emotional support Empathy for others Compromise	Brainstorming – words related to relationship. Recording responses and cluster into positive and negative. Vocabulary building.	Create a one act play illustrating behaviours impacting either negatively or positively on relationships.	Discuss (with sensitivity) likes and dislikes with peers and significant others.
1.1.2.2. Identify and discuss the factors which enhance a relationship.	Communication Negotiation Honesty Trustworthiness Conflict resolution in the relationship Forgiveness Good listener Empathy	Group work- Create a collage of what a positive relationship should be.	Rubric to assess collage	Display collage in school to spread message.

FORM 1 TERM 2

Theme: 1.1 SELF AND INTER PERSONAL RELATIONSHIP

Topic: 1.1.2 RELATIONSHIPS

Life 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
1.1.2.3. Identify and discuss the factors which can destroy a relationship.	Disloyalty Poor communication Dishonesty Mistrust Disrespect Lack of empathy	Discussion using newspaper/magazine articles on people who were in 'bad' relationships and how they overcame the situation.	Oral questioning.	
1.1.2.4. Identify changes / challenges which would affect the nature of a relationship.	Challenges-Acts of disloyalty or distrust Disrespect, Self-esteem Change-Puberty, Age, Status	Discussion – sharing of personal experiences. Story on family and parental support. Discussion - the role of the family in offering protection and support to other members in distressful relationships.	Create a hotline poster, according to given criteria, of two agencies showing their services and how they can be contacted. Checklist with responses.	Class support for disadvantaged persons. Work with others to establish a class / school student council to address student concerns.

FORM 1 TERM 2

Theme: 1.1 SELF AND INTER PERSONAL RELATIONSHIP

Topic: 1.1.2 RELATIONSHIPS

Life 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
1.1.2.5. Appreciate the role of family and parental support in maintaining good relationships.	<p>Families/parents help to provide emotional support for children's achievements and failures/challenges.</p> <p>Assisting in the development of skills such as respect and responsibility and other life skills.</p> <p>Closing the generation gap between parents and children by resolving conflicts</p>	<p>Use of a Case study</p> <p>Role play a conflict situation which could be solved by negotiation.</p>	Multiple choice items to select the appropriate response.	Use negotiation strategy to solve conflict situations.

FORM 1 TERM 2

Theme: 1.1 SELF AND INTER PERSONAL RELATIONSHIP

Topic: 1.1.2 RELATIONSHIPS

Life 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
1.1.2.6. Analyse causes of conflicts.	Counselling-mediation, negotiation and other conflict resolution strategies. Negotiation Differences in ideas/beliefs Competition	Students work in groups of five (5) to do research on various conflict resolution agencies in Trinidad and Tobago		
1.1.2.7. Examine consequences of conflicts.	Violence Anger Anxiety Withdrawal			
1.1.2.8. Suggest solutions for conflict situations.	Systems at schools- Peer Counsellors, Student Councils Deans Guidance Counsellors			

FORM 1 TERM 2

Theme: 1.1 SELF AND INTER PERSONAL RELATIONSHIP

Topic: 1.1.2 RELATIONSHIPS

Life 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
1.1.2.11. Identify Support agencies for conflict situations.	Family Court of Trinidad and Tobago Mediation Board Community Mediation Centre-Ministry of Community Development			

FORM 1 TERM 2				
Theme: 1.3 EATING AND FITNESS				
Topic: 1.3.2PHYSICAL ACTIVITY				
Life Skills: Critical Thinking, Decision Making, Self-Management, Understanding Consequences, Empathy				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
1.3.2.1. Differentiate between exercise, sport and physical activity.	Definition of terms: physical activity, sport and exercise.	Show poster on physical activity (See resource presentation from UWI).	Design a poster depicting importance of physical activity.	Participate in school / community based physical activity.
1.3.2.2. Explore the relationship between physical activity and maintaining good health.	Advantages of physical activity: -Builds and maintains health muscles and bones; -Improves attentiveness in students.	Discussion - Statistics on obesity in Trinidad and Tobago. 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.	Create awareness among others about the importance of physical activity by discussing poster. Encourage physical activities among members of family and community.
1.3.2.3. Identify physical activities appropriate for different individuals based on gender, age, health and challenges.	Individuals with specific needs e. g. asthma and physical disability.			Participate in physical activity and encourage others to follow their example.

FORM 1 TERM 2				
Theme: 1.3 EATING AND FITNESS				
Topic: 1.3.2PHYSICAL ACTIVITY				
Life Skills: Critical Thinking, Decision Making, Self-Management, Understanding Consequences, Empathy				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
1.3.2.4. Demonstrate awareness that persons with ailments or disabilities need special plans.	Consequences of an unhealthy lifestyle -chronic lifestyle diseases e.g. obesity	Use case study of safe and unsafe practices during physical activities.	Compose a poem or jingle on safe practices during physical activity.	Work with others to obtain and set up protective equipment.
1.3.2.5. Show care and compassion for persons with disabilities and specific ailments.				
1.3.2.6. Explain consequences of physical inactivity				
1.3.2.7. Examine risk management strategies for physical activities.				

FORM 1 TERM 2				
Theme: 1.3 EATING AND FITNESS				
Topic: 1.3.2PHYSICAL ACTIVITY				
Life Skills: Critical Thinking, Decision Making, Self-Management, Understanding Consequences, Empathy				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment Strategies	Social Action
1.3.2.8. Understand the need for safe practices during physical activity.	Safety practices during any four physical activities. Elements of a fitness plan. -Theme -Objectives -Outcomes -Inclusion of diet, exercise, drinking water.	Development of a class chart to monitor physical activities of individuals.	Reflective journal entry on physical activities.	Share message within the school community of the importance of physical activity.
1.3.2.9. Communicate message through song or poem.		Self-assessment exercise	Completion of personal plan.	
1.3.2.10. Assess personal lifestyle.		Sharing ideas for personal fitness plan for physical activity.		
1.3.2.11. Determine whether personal lifestyle contributes to healthy/unhealthy situations.				
1.3.2.12. Design and implement an appropriate personal plan for physical activity.				

FORM 1 TERM 2				
Theme: 1.2.SEXUALITY AND SEXUAL HEALTH				
Topic: 1.2.2 UNDERSTANDING SEXUALITY				
Life 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
1.2.2.1. Understand themselves as sexual beings.	What is sexuality?	Show photos of expressions of sexuality – man / woman fully dressed and in a swim suit.	Use newspaper photos to differentiate between human sex and sexuality.	Open lines of communication between themselves and their family, friends and peers.
1.2.2.2. Analyse factors that influence expression of human sexuality.	Differentiate between sex and sexuality. Factors that influence expression of human sexuality: -moral and spiritual values -personality -gender -identity -culture -media	Discuss aspects of sexuality in photos. Brainstorm – record responses on graphic organizer. Group work – each group discuss a factor that influences sexuality.	Either as a group or individually, write a short paragraph or create a song, poem on how you feel about your sexuality.	Discuss with others about sexuality and sexual orientation. Encourage self and others to avoid trying to impose their ideas of human sex and sexuality upon others.
1.2.2.3. Critically analyse media messages on sexuality.	Role of media in influencing sexuality.			

FORM 1 TERM 2

Theme: 1.2.SEXUALITY AND SEXUAL HEALTH

Topic: 1.2.2 UNDERSTANDING SEXUALITY

Life 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
1.2.2.4. Examine personal feelings, behaviour and attitude towards one's sexuality.	Psychosexual development – human beings are sexual from birth.	Use examples of advertisements in newspaper, magazines, television etc	Checklist of behavioural responses.	
1.2.2.5. Appreciate their sexuality.	Sexuality and gender: -being male and female.	Worksheet – Who am I? How do I express my sexuality?		
1.2.2.6. Differentiate between sex and gender.	List the different ways individuals express their sexuality.	Who taught you about being boy or girl?		
1.2.2.7. Explain reasons given for sexual orientation.		Interview older person about gender roles when he/she was young.		
1.2.2.7. Recognise the differences between men and women.		Debate the topic “Men and women have specialized roles in society”.		
1.2.2.8. Appreciate the special				

FORM 1 TERM 2				
Theme: 1.2.SEXUALITY AND SEXUAL HEALTH				
Topic: 1.2.2 UNDERSTANDING SEXUALITY				
Life 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
characteristics of men and women. 1.2.2.9. Manage expression of sexuality in a responsible manner.	Behaviour in challenging situations.	Scenarios of situations which highlight sexuality.		

FORM 1 TERM 2

Theme: 1.4 MANAGING THE ENVIRONMENT

Topic: 1.4.2ROAD 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
1.4.2.1. Value the importance of road safety for self, family and friends.	Effect of safe practices on self and family -save lives -cost (financially and emotionally) to family if injured by accident	YouTube accident videos available online Present statistics on RTAs.	Reflective journal – express feelings if loved one is injured or killed by road accident	Share information with relatives and friends
1.4.2.2. Explain pedestrian road safety rules	-increased insurance rates	Use photos of vehicle accidents.		
1.4.2.3. Become aware that road safety is a personal responsibility.	Pedestrian road safety tips	Generate discussions from these stimulus materials. Ask “What next?”		
1.4.2.4. Explain road safety rules for cyclists.	Road safety tips for cyclists	Pedestrians account for 38% of road fatalities (Arrive Alive statistics)	Explain necessity for each pedestrian safety rule.	Practise responsible behaviour with respect to road safety.
1.4.2.5. Explain safety rules for passengers in vehicles.	(include relevant laws). Road safety tips for passengers in vehicles (include relevant laws)	Using information from poster created by Arrive Alive, Use think pair and share strategy.	Assignment for next session – Research road safety rules.	Create a road safety zone on the school compound.

FORM 1 TERM 2

Theme: 1.4 MANAGING THE ENVIRONMENT

Topic: 1.4.2ROAD 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
1.4.2.6. Understand the responsibilities of drivers.	Critically analyse the consequences of failure to adhere to safe practices.	Each pair gets one safety tip explains and justifies the road safety tip.	Presentation of information on charts.	Become an advocate for road safety e.g. Creates banners that can be posted outside the school fence or wall.
1.4.2.7. 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 - identify resources - implement plan	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.	Quiz Worksheets Skit Presentations Completed action plan	
1.4.2.8. Access local and international bodies which advocate for improvement of road safety.	Local and international bodies for road safety -Arrive Alive -UN Decade for Action	Role play safe and unsafe passenger safety rules. Pay attention to consequences of the practices.		

FORM 1 TERM 2				
Theme: 1.4 MANAGING THE ENVIRONMENT				
Topic: 1.4.2ROAD 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>Class discussion and action.</p> <p>Global symbol for improvement of road safety.</p>		

FORM 1 TERM 3

Theme 1.3 Eating and Fitness

Topic 1.3.3 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
1.3.3.1. Identify activities that encourage rest and relaxation.	Rest and relaxation activities: sleep, deep breathing, listening to music, yoga etc.	View video on attached website 12 healthy ways to relax or similar video http://fit.webmd.com/teen/recharge/slideshow/slide-show-teen-relax	Create a plan of action to maximize personal relaxation. Self-assessment chart.	Encourage others to put aside time for relaxing activities. Share with peers success or failure of using the time-table.
1.1.3.1. Appreciate the importance of rest and relaxation for personal wellbeing.	Importance of rest and relaxation activities for personal wellbeing.	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?		
1.1.3.2. Assess their daily activities to determine its benefits.	Teenaged lifestyles.			
1.1.3.3. Plan a schedule to allow for enough time for rest and relaxation.		Assignment – Research the sleep needs of adolescents. Use the headings:		

FORM 1 TERM 3

Theme 1.3 Eating and Fitness

Topic 1.3.3 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
		<ul style="list-style-type: none"> -Amount of sleep needed. - Reason for number of hours sleep. - Effects of lack of sleep - Dealing with lack of sleep. <p>Presentations on sleep needs of teenagers.</p> <p>Use chart provided to take a personal inventory of daily activities.</p> <p>Students discuss their daily routine before or after school.</p> <p>Create a time-table of including personal rest and recreation time.</p>		

FORM 1 TERM 3				
Theme 1.1 SELF AND INTERPERSONAL RELATIONSHIP				
Topic 1.1.3 FINANCIAL MANAGEMENT				
Sub Topic Income				
Life 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
1.1.3.1. List various sources an individual can legitimately acquire income.	Key Terms/Concepts: Income, Sources of income, Allowance from parents, earnings, wages, salaries, odd jobs/chores, interest on savings and return on investments pensions, Unearned Income (benefits, grants, allowances, inheritances, gifts).	Discussion: Introduce students to the topic with questions such as: “Have you ever earned money for work you did? How much were you paid?”	Identify income from list of sources. List personal factors that support or limit ability to earn income in a given scenario. 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	Share information on income with family members and friends. Plan career path for positive contribution to society. Encourage others to develop positive attitude towards earning a living.
1.1.3.2. Explain the value of income in personal and household life.	Income as a “means of living”. Meeting personal and household needs and wants.			

FORM 1 TERM 3				
Theme 1.1 SELF AND INTERPERSONAL RELATIONSHIP				
Topic 1.1.3 FINANCIAL MANAGEMENT				
Sub Topic Income				
Life 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
1.1.3.3. Identify other important uses of income.		Have students collect and interpret a range of household bills and statements. Stimulate discussion: What if there is no income to meet these needs? Ask students to identify their own needs.	point presentation, make journal entry.	
1.1.3.4. Recognise that income is based on a person's ability to earn money in exchange for work.	Exchange for goods and services Attaining desired life aspirations. Becoming financially responsible.	How will you pay the bills? Students will take home self-analysis chart in preparation for next day's session.	Group presentations on jobs, skills required and incomes.	
1.1.3.5. Examine a variety of possible jobs.	Save Invest Trade Borrow Give to assist others	Discussion: Ask students: "What do you want to be?" Lead them in discussions on	Oral presentations on results from discussions.	
1.1.3.6. Compare incomes from different job types.	Earning power			

FORM 1 TERM 3				
Theme 1.1 SELF AND INTERPERSONAL RELATIONSHIP				
Topic 1.1.3 FINANCIAL MANAGEMENT				
Sub Topic Income				
Life 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
1.1.3.7. Determine factors that influence choice of career.	Minimum wage, low income, middle income, high income	their skills, talents and abilities; relate discussions to income	Justify a career choice from given options	
1.1.3.8. Explore ways individuals increase their earning ability.	Choices about education, career, job skills, talents, abilities, and creativity.	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).		
1.1.3.9. Apply decision making skills in determining source of income.	Life goals and ambition Positive attitude/outlook Job satisfaction -			
1.1.3.10. Identify other personal factors that affect income.	Increase amount of time you work. Achieve more results on the job. Provide high quality goods and services.	Group work: Have students research and compare the education requirements for different jobs and occupations that interest them.		

FORM 1 TERM 3				
Theme 1.1 SELF AND INTERPERSONAL RELATIONSHIP				
Topic 1.1.3 FINANCIAL MANAGEMENT				
Sub Topic Income				
Life 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
1.1.3.11. Empathise with persons in situations different from yours.	Gain new knowledge, experience and skills	Brainstorm. Record information.		
1.1.3.12. Maintain attitude for positive results in any given situation.	Family and social relationships (e.g. single parent, divorce, number of children, friendships) Work habits, behaviours (e.g. team spirit, communication, time keeping) Attitudes, e.g. motivation to work, Values: (likes, dislikes) Health/disability.	Use of given scenarios.		

FORM 1 TERM 3				
Theme 1.1 SELF AND INTERPERSONAL SKILLS				
Topic 1.1.3FINANCIAL MANAGEMENT				
Sub Topic: Budgeting				
Life 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
1.1.3.13. Define relevant terms and concepts.	Budget as a plan for spending. Income/expenses. Budget as a record of how money was spent.	Use examples of everyday items and relevant examples, worksheets, budget samples (personal and household).	Allocate a given sum of allowance to expenses. Reflect needs and a sum to save.	Justify to family members and others the need for budgeting.
1.1.3.14. Differentiate between needs and wants.	Needs and wants.	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 their needs?” Worksheets.	Identify income, expenses, regular/irregular expenses from a given budget.	
1.1.3.15. Identify the elements of a simple budget	Income Expenses Regular expenses Non-regular expenses Budget outcomes (zero, surplus, deficit)		Budget presentations with justification.	
1.1.3.16. Explain the purpose of budgeting.	Money as a scarce resource –	Create a budget for family of four using		

FORM 1 TERM 3				
Theme 1.1 SELF AND INTERPERSONAL SKILLS				
Topic 1.1.3 FINANCIAL MANAGEMENT				
Sub Topic: Budgeting				
Life 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
1.1.3.17. Examine relationship between income and budgeting	Living within your means: Prioritizing essential needs. Balancing needs and wants. Planning and organizing income. Budgeting to save.	given template and stated income.		
1.1.3.18. Discuss how lack of budgeting affects an individual's life.	Inability to track expenses. Inability to identify bad spending habits.			
1.1.3.19. Explain the concept of "delayed gratification" in relation to budgeting.	No/low savings. Unprepared for the unexpected Loss of control/ confidence. Emotional stress. Indebtedness.			

FORM 1 TERM 3				
Theme 1.1 SELF AND INTERPERSONAL SKILLS				
Topic 1.1.3FINANCIAL MANAGEMENT				
Sub Topic: Budgeting				
Life 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
1.1.3.20. Appreciate the benefits of budgeting.				
1.1.3.21. 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 income/amount in hand; - Prioritize needs to be met;			
1.1.3.22. Justify budget allocations.	- Allocate sums to identified needs;			
1.1.3.23. Practice self-management in personal finances.	- Keep a record of expenses made; - Compare expenses made with budget.			

FORM 1 TERM 3

Theme 1.4 MANAGING THE ENVIRONMENT

Topic 1.4.3 Caring for Our Environment

Life 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
1.4.3.1. Identify some of the main threats to health and safety in their school, community and environment.	Health and safety threats e.g. unkempt surroundings, improper garbage disposal, air pollution, use of pesticides and insecticides. Diseases e.g. dengue, malaria, chikungunya, gastroenteritis. Steps to create an action plan for school campaign which promotes safe and healthy environments.	Guest lecturer.	Letter must contain proper salutations etc., states case and recommendations. Student products (poster etc.) must contain accurate	Organize a campaign to promote a clean school environment.
1.4.3.2. Evaluate emerging threats to health and life.		Use newspaper articles for discussion.		
1.4.3.3. Appreciate the need to maintain a clean and safe environment.		Students collect evidence of threats to environment – photos, news clippings		
1.4.3.4. Take the steps necessary to protect themselves from environment-based threats.		Write a letter to relevant authorities complaining about a resident who is not taking care of their surroundings. Create posters, leaflets, bookmarks which educate on health and		

FORM 1 TERM 3				
Theme 1.4 MANAGING THE ENVIRONMENT				
Topic 1.4.3 Caring for Our Environment				
Life 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
1.4.3.5. Demonstrate environmental advocacy skills.		safety threats to the environment.	information with attractive design.	

FORM 1 TERM 3

Theme 1.2 SEXUALITY AND SEXUAL HEALTH EDUCATION

Topic 1.2.3 REPRODUCTIVE HEALTH

Life 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
1.2.3.1. Define reproductive health.	Definition of reproductive health.	Guest lecturer.	Use rubric to assess An oral or written report on an STIs with headings: Type; Method of transmission; Possible effects on health of individuals; Cost of dealing with ailments – to family, community and nation; Preventative action.	Share information with family and friends.
1.2.3.2. Access information related to sexually related diseases.	STIs: Types Causes Symptoms Prevention Possible consequences Possible treatments	Research on STIs. Sharing of information.		
1.2.3.3. Identify STIs - types, how are they transmitted?		Students work in groups of three (3) to investigate one STI especially those that were newly discovered e.g. HPV		
1.2.3.4. Examine ways of prevention of STIs.				
1.2.3.4. Demonstrate care and compassion for persons affected with STIs.	Strategies for coping with persons affected by an STI.	Case study on someone with STI. Role play situation in which someone has an STI.		

FORM 2 TERM 1				
Theme 2.1 SELF AND INTERPERSONAL RELATIONSHIP				
Topic 2.1.1VALUE AND VALUE SYSTEM				
Life Skills: Self-Management, Critical Thinking, Empathy, Inter-personal relationships, Communication, Coping with emotions				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
2.1.1.1. Understand and explain the term, 'values'.	Definition and importance of values.	Given a scenario, identify value system of an individual to determine why the individual may have acted in that manner.	Create a personal checklist of desired behaviours related to one's value system to be pursued over a one-week period e.g. avoiding the chewing of gum, listening to others, being polite to others.	Communicate openly and honestly with others. Practise the 'social graces' – good morning, thank you etc... Work with others to clarify developmentally appropriate value systems. Forge durable links with others who can make a positive contribution to their personal development.
2.1.1.2. Demonstrate how decisions are related to personal values.	List some universal values.			
2.1.1.3. Explain how individuals develop and maintain their value system.	Introduction to values: Major sources of values - family, community, peer groups, school environment, places of worship mass and social media, etc.			
2.1.1.4. Assess the outcomes of conflicts between value systems.	Parental values/expectations obedience, family reputation,			

FORM 2 TERM 1				
Theme 2.1 SELF AND INTERPERSONAL RELATIONSHIP				
Topic 2.1.1VALUE AND VALUE SYSTEM				
Life Skills: Self-Management, Critical Thinking, Empathy, Inter-personal relationships, Communication, Coping with emotions				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
<p>2.1.1.5. Assess the manner in which the mass and social media seeks to influence an individual's value system.</p> <p>2.1.1.6. Assess and rank personal values.</p> <p>2.1.1.7. Acknowledge and appreciate differences in morals in relation to family, religion, culture, economy, education, etc.</p>	<p>achievement, respect, honesty, hard work.</p> <p>-Key points in the relationship between values and behaviour.</p> <p>What's important to me? (values and qualities)</p>	<p>Identify techniques used to influence audience behaviour and thinking from a media clip e.g. pictures, sounds, use of celebrities, headlines</p>	<p>Given various forms of media, choose from a list appropriate responses that each would initiate –both</p>	<p>Respond appropriately to social media messages.</p> <p>Use social media to encourage positive values.</p>

FORM 2 TERM 1				
Theme 2.1 SELF AND INTERPERSONAL RELATIONSHIP				
Topic 2.1.1VALUE AND VALUE SYSTEM				
Life Skills: Self-Management, Critical Thinking, Empathy, Inter-personal relationships, Communication, Coping with emotions				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
<p>2.1.1.8. Determine behaviours that will allow expression of a value system.</p> <p>2.1.1.9. Develop a personal code of conduct appropriate to one's personal value system.</p> <p>2.1.1.10. Reflect on their own values and the way in which they treat their friends and family.</p>	<p>-Self assessment - values, behaviour,</p> <p>-Self assessment - qualities</p>	<p>Make a checklist with statements mostly agree, agree, mostly disagree, disagree e.g.- I like being with others, I listen to others without interrupting.</p>	<p>positive and negative.</p> <p>State areas in self-evaluation checklist that can be improved and why.</p>	

FORM 2 TERM 1				
Theme 2.2 SEXUALITY AND SEXUAL HEALTH				
Topic 2.2.1 SOCIAL DYNAMICS OF FRIENDSHIP AND RELATIONSHIPS				
Life Skills: Critical Thinking, Decision Making, Managing Emotions, Managing Stress, Self-Management, Interpersonal relationships, Self-awareness				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
2.2.1.1. Discuss the social dynamics associated with friendship and relationships.	Basis of friendship. Characteristics of a good friend.	Role play scenarios related to friendships and relationships. Analyse relationships in movies. Situation analysis.	Essay writing – “What I would like to have in a relationship.” “What should I do and say to maintain a healthy relationship”.	Reach out to others to establish and maintain positive relationships. Participate in group activities making positive contributions to its goal fulfilment.
2.2.1.2. Appreciate the moral and spiritual values that guides and underpins relationships.	Morals in relation to family, religion, culture, economy, education, etc.	Debates on topic related to relationships e.g. “To err is human: to forgive is divine”	Positive behaviour checklist.	
2.2.1.3. Reflect on their own values and the way in which they manage relationships.	Setting boundaries. Peer pressure. Media messages.			

FORM 2 TERM 1				
Theme 2.2 SEXUALITY AND SEXUAL HEALTH				
Topic 2.2.1 SOCIAL DYNAMICS OF FRIENDSHIP AND RELATIONSHIPS				
Life Skills: Critical Thinking, Decision Making, Managing Emotions, Managing Stress, Self-Management, Interpersonal relationships, Self-awareness				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
2.2.1.4. Determine ways of building sound relationships.	Seeing past the physical body to the person inside. Exercising patience when it comes to relationships with the opposite sex. Choices about relationships.			
2.2.1.5. Access guidance on relationship from reliable sources.	Phases in a love relationship -physical attraction, falling in love, conjugal relations. Postponing romance and sexual relationships.	Research sources of guidance. Resource person.		

FORM 2 TERM 1				
Theme 2.3EATING AND FITNESS				
Topic 2.3.1 UNDERSTANDING OUR EATING HABITS				
Life Skills: Critical Thinking, Self-Management, Decision Making				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
2.3.1.1 Analyse reasons for personal eating habits.	Factors that influence our eating habits: Social, cultural, economic, religious, media, peer pressure, age, sex, physical activity, self-image. Eating habits -types of food -when foods are eaten -source of food (home prepared, purchase etc)	Divide class into groups – each selects a factor which influences eating habits and presents their data and conclusions to the assembled class.	Rubric for Presentations.	Work with others to develop and maintain a healthy eating habit.
2.3.1.2 Assess personal diet to determine its level of health.		Identify calorie content of one fast food.	Chart to display energy balance.	Encourage parents to provide healthy meals.
2.3.1.3 Monitor personal eating habits.		Keep a one-week diary – Sunday to Saturday.	Self-assessment chart.	Encourage the school's cafeteria to provide healthy snacks.
2.3.1.4 Make improvements to have a healthy diet.		Calculate calorie intake of one day and amount of exercise needed to maintain a healthy weight balance.		

FORM 2 TERM 1

Theme 2.4 MANAGING THE ENVIRONMENT

Topic 2.4.1 Keeping our air clean

Life Skills: Self Awareness, Critical Thinking, Problem Solving, Empathy, Advocacy, Creative Thinking

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
2.4.1.1. Explain the importance of air to humans.	Importance of air-oxygen for body functioning.	Use fact sheet. Think, pair and share information.	Worksheet with accurate responses.	Take action against air pollution. Target one source of air pollution use strategies for its reduction.
2.4.1.2. Identify sources of air pollutants.	Air pollutants – motor vehicles, paint, smoke, agricultural chemicals.			
2.4.1.3. Recognise the effect of air pollution on personal health, family and the economy.	Effects of air pollution -Ill health -Unsafe environment -Cost of treating ailments(medical)	Case studies of persons whose health is affected by air pollutants.	Report either orally or written with headings: Source Possible effects on health of individuals Cost of dealing with ailments – to family, nation. Recommended action	
2.4.1.4. Empathise with persons affected with ailments caused by air pollutants.	-stress to family members	Students investigate one source of air pollution e.g. factory, motor vehicles, gas station.		
2.4.1.5. Become an advocate for reduction of air pollution.				

FORM 2 TERM 2				
Theme 2.1SELF AND INTERPERSONAL RELATIONSHIPS				
Topic 2.1.2 BUILDING POSITIVE RELATIONSHIPS – THE MEDIATION PROCESS				
Life Skills: Communication (active thinking), Decision Making, Critical Thinking, Problem Solving, Empathy, Assertiveness				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
2.1.2.1. Identify different types and levels of conflict.	Define ‘conflict’? Positive and negative aspects of conflict.	Brainstorm to create a mind map for conflict. Provide fact sheet on mediation process, role of mediator, rules for disputants.	Rubric for assessing.	Volunteer to be a peer mediator for school and community youth groups.
2.1.2.2. Identify different ways of dealing with conflict and the possible outcomes.	Types and levels of conflict. Common causes of conflict. Effects of conflict. Elements of conflict within our control.		Self-evaluation checklist – how should I deal with conflicts?	Organize peer mediation groups in community.
2.1.2.3. Understand the role of the mediator.		Given scenarios students will role play mediation sessions by taking turns to perform role as mediator and disputant.	Accurate response to quiz on mediation process.	
2.1.2.4. Understand the rules of mediation for the disputants.	Responding to conflict. Strategies to deal with conflict – peer mediation	Other students observe and critique mediation process.		
2.1.2.5. Recognise the value of the mediation process.	The mediation process. Role of mediator, Rules for disputants.			

FORM 2 TERM 2				
Theme 2.1SELF AND INTERPERSONAL RELATIONSHIPS				
Topic 2.1.2 BUILDING POSITIVE RELATIONSHIPS – THE MEDIATION PROCESS				
Life Skills: Communication (active thinking), Decision Making, Critical Thinking, Problem Solving, Empathy, Assertiveness				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
2.1.2.6. Demonstrate problem solving and decision-making skills related to conflict situations.				

FORM 2 TERM 2

Theme 2.2 SEXUALITY AND SEXUAL HEALTH

Topic 2.2.2 MANAGING SEXUAL RELATIONSHIPS

Life Skills: Critical Thinking, Decision Making, Managing Emotions, Managing Stress, Self-Awareness

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
2.2.2.1. Identify myths associated with risky sexual behaviour.	Myths associated with risky sexual behaviour	Role play scenarios related to inappropriate sexual behaviours Student's response: - what will you do? -why will you do it?	Essay writing supported by a behaviour observation checklist.	Establish platonic relationships with members of the opposite sex.
2.2.2.2. Explore impact of inappropriate sexual behaviour on school life.	Inappropriate sexual behaviour. Impact on school life	Situation analysis.		
2.2.2.3. Explore avenues for postponing physical sexual activities	Games. Sports. Clubs.	Resource personnel.		
2.2.2.4. Explain the benefits associated with postponing sexual activity whilst being a student.	Benefits associated with postponing.	Research.		
2.2.2.5. Develop alternative activities to release emotional stresses.				

FORM 2 TERM 2				
Theme 2.2 SEXUALITY AND SEXUAL HEALTH				
Topic 2.2.2 MANAGING SEXUAL RELATIONSHIPS				
Life Skills: Critical Thinking, Decision Making, Managing Emotions, Managing Stress, Self-Awareness				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
2.2.2.6. Access reliable sources of information to guide decisions related to sexual behaviour.	Rest and relaxation techniques. Use reliable sources of information.			

FORM 2 TERM 2

Theme 2.3 EATING AND FITNESS:

Topic 2.3.2 HEALTH AND WELLNESS II: Stress Management

Life Skills: Critical Thinking, Decision Making, Managing Stress, Self-Management, Coping with emotions, Coping with stressors

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
2.3.2.1. Describe body reactions to stress.	Effects of stress on hormonal system and physical reactions.	Fact sheet on stress response.	Oral and written quiz on causes of stress and activities to avoid stress.	Work with others to develop stress relief opportunities.
2.3.2.2. Identify positive ways to cope with stress.	Positive ways to cope with stress -Walk -Sleep -Health diet	Self-assessment stress quiz. Discussion – areas you wish to improve.	Daily journal entries.	Tactfully intervene when someone is being stressed by a circumstance which can be overcome with assistance.
2.3.2.3. Recognise the importance of managing and reducing the amount of stress in their lives to improve their wellbeing.	-Develop a hobby -Social support – family, friends, youth groups -practice relaxation -have fun -take mini vacations -be assertive	Contrasting activity for stress and relaxation. Activity sheet - what to do to avoid activities that cause stress.	Self-contract	
2.3.2.4. Learn about the stress triggers and positive stress responses.	Things to avoid -being a couch potato	Journal to monitor stress activities. Students identify and rank the top ten (10) stressors in their life.	Reflective entry in journal.	

FORM 2 TERM 2

Theme 2.3 EATING AND FITNESS:

Topic 2.3.2 HEALTH AND WELLNESS II: Stress Management

Life Skills: Critical Thinking, Decision Making, Managing Stress, Self-Management, Coping with emotions, Coping with stressors

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
2.3.2.5. Recognise and control stress triggers.	-yelling at others -sleeping too much or too little -withdrawing from others	Activity – state irritating situations and calming activities to deal with it. Discussion on how it felt.		
2.3.2.6. Develop stress relief strategies to counteract their stress response triggers.	-substance abuse -letting time manage you Effects of stress on body (physical), feelings(emotions) and behaviour (actions)	Discussion – activities to maintain balance in life. Self-contract to balance life.		
2.3.2.7. Feel the calming effects of stress reduction activities.	e.g. -body – headaches, chest pains -thoughts and feelings: anxiety, restlessness, crying	Conduct stress management activity e.g. relaxation exercise.		
2.3.2.8. Create a self-contract to keep balance in life.	Behaviour: over eating, under eating, relationship conflicts			

FORM 2 TERM 2				
Theme 2.4 MANAGING THE ENVIRONMENT				
Topic 2.4.2 MANAGING OUR WATER RESOURCES				
Life Skills: Self Awareness, Critical Thinking, Decision Making, Understanding Consequences				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
2.4.2.1. Name the sources of our water.	Sources of water -Surface water- Hollis, Nariva, Navet, Hillsborough -Ground water -salt water	Research. Fact sheet – international data on water availability.	Create a pie chart of personal / domestic water usage.	Personal actions to conserve water. Encourage others to follow lead in water conservation.
2.4.2.2. Examine personal and family use of water.	Use of water e.g. Drinking, bathing, toilet etc.	Discussion. Use pie chart showing domestic use of water.		
2.4.2.3. Explain why water must be used in a conservative manner.	Cost of water purification, distillation and chemical treatment	Panel discussion.		
2.4.2.4. Appreciate the availability of potable water.	Agriculture, industry			
2.4.2.5. Identify large scale users of water				

FORM 2 TERM 2

Theme 2.4 MANAGING THE ENVIRONMENT

Topic 2.4.2 MANAGING OUR WATER RESOURCES

Life Skills: Self Awareness, Critical Thinking, Decision Making, Understanding Consequences

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
<p>2.4.2.6. Understand the role of the individual in the maintenance of a reliable water supply.</p> <p>2.4.2.7. Demonstrate responsible use of water.</p>	<p>Water conservation practices.</p> <ul style="list-style-type: none"> -conservative practices -Stop deforestation -Advocate against quarrying on hillsides -Recycling waste water. 	Mind map		

FORM 2 TERM 3

Theme 2.1 SELF AND INTERPERSONAL RELATIONSHIPS

Topic 2.1.3 FINANCIAL MANAGEMENT –Spending and Saving

Life Skills: Self-management, decision making, critical thinking,

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
2.1.3.1. Discuss various choices people make about spending money.	Spending on items that are not really needed/items that will not be used.	Design a personal budget	Identify negative or positive spending behaviours in a given story or case study.	Organize and execute a school campaign educating others about wise spending habits.
2.1.3.2. Identify unwise spending practices.	-Lack of a spending plan (budgeting) -Inability to stick to the plan Not spending-income/allowance (not living within your means) Not being aware of how much is being spent Inability to save	Role play scenarios related to spending practices Case studies	Allocate spending to a given weekly allowance (should include savings); Write an essay on how savings contributes to the wellbeing of an individual.	Practice economic prudence in managing personal finances. Advise others on good spending habits. Practice wise attitude towards savings.
2.1.3.3. Assess outcomes of wise and unwise spending.	No/low savings. Poverty.		Formulate a short term savings goal; students should	Educate friends, relatives about good saving habits.

FORM 2 TERM 3

Theme 2.1 SELF AND INTERPERSONAL RELATIONSHIPS

Topic 2.1.3 FINANCIAL MANAGEMENT –Spending and Saving

Life Skills: Self-management, decision making, critical thinking,

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
2.1.3.4. Identify wise spending practices.	Vulnerable in times of emergency, sickness, old age Need versus wants	Design a table showing needs and wants.	describe steps and dates for achieving the goal applying the SMART goal setting guideline	
2.1.3.5. Demonstrate self- management skills in relation to spending.	Planning and budgeting for what will be bought. Self-discipline and determination to stick to the budget plan. Self-control to spend according to income. Responsibility to keep track of spending to spend less and save. Emotions Friends and peers Customs, traditions, habits	Examining samples of responsible and irresponsible budgets Case studies	Journal entry on reflecting on shortcomings with regards to spending and saving habits.	Encourage others to practice proper planning to achieve goals.

FORM 2 TERM 3

Theme 2.1 SELF AND INTERPERSONAL RELATIONSHIPS

Topic 2.1.3 FINANCIAL MANAGEMENT –Spending and Saving

Life Skills: Self-management, decision making, critical thinking,

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
2.1.3.6. Examine personal factors that influence spending.	Styles and fads Advertising Values- what you like, want	Presentation from representatives of financial institutions OR Financial Literacy Ombudsman	Making a plan to save to attain the goal SMART goals Decisions and choices (e.g. to spend all or save some? To buy now or save and buy later? Earn enough in order to save?)	
2.1.3.7. Identify what constitutes savings; differentiate between saving and spending.	Key Terms/Concepts: Savings as a portion of unspent money.	Inviting representatives from credit unions to open accounts for students OR School Open Day involving different financial institutions	Self-discipline (to leave a portion of income untouched) Awareness of needs and wants Setting a goal to save for a purpose Focus and determination to	
2.1.3.8. Explain reasons for saving.	Savings as sums set aside for future use/a purpose Sums set aside for yourself (rewarding yourself first)			

FORM 2 TERM 3

Theme 2.1SELF AND INTERPERSONAL RELATIONSHIPS

Topic 2.1.3 FINANCIAL MANAGEMENT –Spending and Saving

Life Skills: Self-management, decision making, critical thinking,

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
2.1.3.9. Identify appropriate places to save.	Credit unions, banks, unit trust, piggy bank, “sou sou”	Research on indigenous saving strategies	attain the saving goal.	
2.1.3.10. Understand the role of financial institutions for savings.	Meet currently unaffordable needs. Cope with unexpected circumstances-rainy day/emergencies.			
2.1.3.11. Identify different types of saving accounts offered by financial institutions	Current and future needs. Types of savings accounts (regular, fixed deposit, money market).			
2.1.3.16. Apply the decision making process to make wise financial decisions	Savings accounts for children and youth. Savings passbook.			

FORM 2 TERM 3				
Theme 2.1SELF AND INTERPERSONAL RELATIONSHIPS				
Topic 2.1.3 FINANCIAL MANAGEMENT –Spending and Saving				
Life Skills: Self-management, decision making, critical thinking,				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
	Self-control to buy what is affordable.			

FORM 2 TERM 3				
Theme 2.2SEXUALITY AND SEXUAL HEALTH				
Topic 2.2.3 PERSONAL RESPONSIBILITY FOR SEXUAL HEALTH				
Life Skills: Active listening, self-management,				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
2.2.3.1. Demonstrate an understanding of the basic criteria and conditions for	Hygiene of reproductive organs. Appropriate self- examination	Resource personnel	Quiz on reproductive health.	Accept personal responsibility for sexual reproductive health.

FORM 2 TERM 3

Theme 2.2SEXUALITY AND SEXUAL HEALTH

Topic 2.2.3 PERSONAL RESPONSIBILITY FOR SEXUAL HEALTH

Life Skills: Active listening, self-management,

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
<p>optimal reproductive health.</p> <p>2.2.3.2. Demonstrate appreciation for the importance of attaining and maintaining optimal reproductive health.</p> <p>2.2.3.3. Be proactive in taking care of their health.</p> <p>2.2.3.4. Use appropriate skills to attain and maintain optimal reproductive health.</p> <p>2.2.3.5. Access reliable sources of information with</p>	<p>Use of contraceptives.</p> <p>Abstinence Healthy practices impact on present and future personal reproductive health.</p> <p>Reproductive health risks -HIV/AIDS -Unplanned teenage pregnancy - effect on life of individual (economic cost, emotional cost, social cost) -Impact of Abortions (physically, emotionally, economically)</p>	<p>Examine national statistics on teenage pregnancies and STIs</p> <p>Role play</p> <p>Case studies</p>	<p>Write a letter to a friend explaining the importance of maintaining optimal reproductive health.</p> <p>Write reflective journal.</p>	<p>Become an advocate for responsible sexual behaviour.</p>

FORM 2 TERM 3				
Theme 2.2SEXUALITY AND SEXUAL HEALTH				
Topic 2.2.3 PERSONAL RESPONSIBILITY FOR SEXUAL HEALTH				
Life Skills: Active listening, self-management,				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
respect to sexual reproductive health.				

FORM 2 TERM 3

Theme 2.3 EATING AND FITNESS

Topic 2.3.3 HEALTH PROVIDERS AND YOU

Life Skills: Communication, decision making,

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
2.3.3.1. Name the various health providers for different health needs.	Different levels of health care: Self-care Pharmacist General practitioner (doctor)	Use fact sheet. Resource personnel. Research on health providers. Role play scenarios showing responses to different health needs.	Rubric for assessment of scenarios - accuracy is important.	Share information with others.
2.3.3.2. Explain reasons for accessing different levels of health care.	Call 800 A&E			
2.3.3.3. Make wise choices for health providers.	Reasons for different levels: Prevent overload of health system – leave emergency services for life threatening cases Save personal time.	Invited personnel. Debate on importance of learning first aid.	Interactive quiz.	Become a volunteer for group which teaches first aid.
2.3.3.4. Explain the importance of training in first aid.				
2.3.3.5. Relate conversation if emergency call is to be made.	Importance of first aid. Phrasing of conversation for an emergency call.	Conversation for emergency call.		Assist persons when need arises.

FORM 2 TERM 3				
Theme 2.4 MANAGING THE ENVIRONMENT				
Topic 2.4.3 ROAD SAFETY				
Life Skills: Critical Thinking, Decision Making, Understanding Consequences, Self-Management				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
Read and interpret road signs.	Road signage.	Poster on road signs for discussion e.g. Do you obey the signs? Are signs necessary?	Signage chart to be filled out.	Share information with relatives and friends.
2.4.3.1. Explain the importance of road signage.	Road signage in local area.	Presentation on signage on local area – positives and negatives.	Assignment – Critically observe road signage.	Send letter to MP and Transport Commissioner for action.
2.4.3.2. Value the importance of proper road signage in keeping persons safe.	Road Traffic Act (RTA) statistics over the last five (5) years.	Panel discussion – Group presentations on their points of view on topic before audience (class). Audience questions and comments on presentations.	Write letter to MP and Transport Commissioner commending road signage in area or recommending ways of improving signage.	Practise responsible behaviour with respect to road safety.
2.4.3.3. Critically analyse road signage in local area.	Reasons – culture, habits, ignorance of law, irresponsible behaviour, road rage. Ways of reducing accidents:		Students do reflective piece on session - writing, poster, poem, song	Encourage others to obey the road signs.

FORM 2 TERM 3

Theme 2.4 MANAGING THE ENVIRONMENT

Topic 2.4.3 ROAD SAFETY

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

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
2.4.3.4. Explain effects of effective and ineffective road signage.	-Engineering – making our roads safer -Education of the road -enforcement	What do you do? – present situations of risky situations -get students responses.		Approach the school's administration requesting appropriate action on road safety issues impacting the student body.
2.4.3.5. Identify authorities responsible for road safety.	Motor Vehicle and Road Traffic Act		Responses to situations one paragraph either orally or written	
2.4.3.6. Suggest ways of improving signage on transport networks.	-Driving under the influence -driving without drivers' permit -seat belt offence -hand held mobile device	Class discussion on road traffic acts Guest lecturer Present scenarios – get student responses	Display of messages in the form of a story, poster, etc which must contain at least two pieces of accurate information.	Post messages on school compound and community etcetera.
2.4.3.7. Examine reasons for high incidences of road accidents.	How to create effective positive messages?	Group work – Students generate ideas for message.		Persuade others to accept their ideas.
2.4.3.8. Explore ways of reducing road traffic accidents.				

FORM 2 TERM 3				
Theme 2.4 MANAGING THE ENVIRONMENT				
Topic 2.4.3 ROAD SAFETY				
Life Skills: Critical Thinking, Decision Making, Understanding Consequences, Self-Management				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
2.4.3.9. Think critically about personal attitudes. 2.4.3.10. Appreciate the importance Motor Vehicle and Road Traffic Act. 2.4.3.11. Design a poster, bookmark, pamphlet with message to reduce road traffic accidents. 2.4.3.12. Design a method to facilitate the smooth movement of students into and out of the school compound / classroom during times of peak activity.			Create a flow chart illustrating ideas for movement.	

FORM 3 TERM 1				
Theme 3.1 SELF AND INTERPERSONAL SKILLS				
Topic 3.1.1 Career Planning I				
Life Skills: Self Awareness, 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
3.1.1.1. Define short-term and long-term goals related to career.	Identification of types of goals: Short-term goals Long-term goals	Self-evaluation checklist.	Reflective journal entry.	Share information with others.
3.1.1.2. Identify realistic and unrealistic goals, find choices and make decisions.	Steps necessary for achieving goals: 1. Identify the goals	Clip three (3) advertisements for employment (jobs) from newspaper or computer	Analysis of advertisement.	
3.1.1.3. Explore the concept of goal setting as a source of inspiration and motivation in life and work.	2. Set time limit-to achieve the goal 3. Set achievable goals/ realistic goals	Discussion – Why is it of interest? What are the characteristics, qualities and benefits of the job?	Education plan done according to prescribed guidelines.	
3.1.1.4. Identify personal interests, abilities and skills.	4. Always try to achieve set-goals. Goal setting:	What kind of aptitudes and skills are needed to do the job? Locate and compare apprenticeship training,		

FORM 3 TERM 1				
Theme 3.1 SELF AND INTERPERSONAL SKILLS				
Topic 3.1.1 Career Planning I				
Life Skills: Self Awareness, 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
3.1.1.5. Develop confidence and responsibility and make the most of their abilities.	Career goal Students must develop a strategy for reaching career goal.	college and university programs, technical schools, private schools training program and other work site training programs.		
3.1.1.6. Investigate how and why personal skills and interests should be matched within various occupations.	Career Exploration Skills How to locate and effectively use life/work information.	Select and reviewing formation resources that provide career information.		
3.1.1.7. Recognize the purpose and use of self-assessment for career education.	The relationship between work and personal self-worth, society/economy. Learning and Planning Skills	Explore the products and services of local employers and related occupations Invite providers of training for presentation		

FORM 3 TERM 1				
Theme 3.1 SELF AND INTERPERSONAL SKILLS				
Topic 3.1.1 Career Planning I				
Life Skills: Self Awareness, 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
3.1.1.8. Determine the value of work for self.	-Lifelong learning supportive of life/work goals. -Life/work enhancing decisions. Working conditions of different occupations (inside/outside, high risk, work hours, five days per week, etc.) Subject clusters for different job types.	Field trip - Visit career fairs		
3.1.1.9. Describe the working conditions of different occupations.		Development of an education plan for graduation		
3.1.1.10. Locate various sources of work information.				
3.1.1.11. Explore potential opportunities in the areas of entrepreneurship and self-employment.				

FORM 3 TERM 1				
Theme 3.1 SELF AND INTERPERSONAL SKILLS				
Topic 3.1.1 Career Planning I				
Life Skills: Self Awareness, 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
3.1.1.12. Initiate or update a career development portfolio.				
3.1.1.13. Develop an education plan for school graduation.				

FORM 3 TERM 1

Theme 3.3 EATING AND FITNESS

Topic 3.3.1 Risks to health and wellness

Life Skills: Problem Solving, Critical Thinking, Self-Awareness

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
3.3.1.1. Explain the effects of substance abuse.	Substance abuse: -Use of alcohol, tobacco, illegal drugs.	Design a concept map to explore risks of substance abuse to health and wellness – causes, effects, treatment.	Completion of blank concept map.	Advise others on dangers of substance abuse.
3.3.1.2. Describe the causes, consequences and effects of use and abuse of various substances.	Effects on health and well-being of self, family and community (social, economic, emotional).	Group work – assign one substance per group. Research for 5 minute oral presentation.	Design a poster on one substance. Poster must show causes, effect and treatment.	Model healthy lifestyle with no substance abuse.
3.3.1.3. Discriminate between responsible and irresponsible choices that affect self, others, the community, or the environment.	Dealing with prevention and consequences.	Students role play scenarios of temptations to use illegal drugs.		
3.3.1.4. Analyse the short – term and long – term consequences of safe, risky, and harmful behaviours.				

FORM 3 TERM 1				
Theme 3.3 EATING AND FITNESS				
Topic 3.3.1 Risks to health and wellness				
Life Skills: Problem Solving, Critical Thinking, Self-Awareness				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
3.3.1.5. Make personal pledge to maintain lifestyle free of substance abuse.		Create personal pledge.		

FORM 3 TERM 1

Theme 3.2 SEXUALITY AND SEXUAL HEALTH

Topic 3.2.1 Individual protection and safety

Life Skills: Communication, Interpersonal Skills, Critical Thinking, Self-Awareness

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
3.2.1.1. Identify what constitutes sexual harassment.	Sexual harassment – unwelcome behaviour of a sexual nature. -verbal -written -physical Coping skills -understand your own values and beliefs -have self-confidence (don't be afraid to say 'no') -talk to a trusted adult -write about it	Brainstorm to create graphic organizer for "sexual harassment"	Write a letter to the editor expressing personal statement on sexual harassment.	Stand up against sexual harassment to others.
3.2.1.2. Demonstrate a sense of empowerment in resisting sexual harassment.		Students research nature of sexual harassment		Organize sensitisation campaign against sexual harassment.
3.2.1.3. Use problem-solving skills to deal with sexual harassment.		analyse lyrics of a song which portrays sexual harassment		Advocate for legislation to address sexual harassment.
3.2.1.4. Demonstrate responsibility for personal safety.		Scenarios of sexual harassment – students judge.		
3.2.1.5. Use creative-thinking skills in situations related to personal safety.				

FORM 3 TERM 1				
Theme 3.2 SEXUALITY AND SEXUAL HEALTH				
Topic 3.2.1 Individual protection and safety				
Life Skills: Communication, Interpersonal Skills, Critical Thinking, Self-Awareness				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
3.2.1.6. Identify sources of appropriate information and assistance.				

FORM 3 TERM 1

Theme 3.4 MANAGING THE ENVIRONMENT

Topic 3.4.1 Sustainable use of resources

Skills: Critical Thinking, Problem Solving, Empathy

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
3.4.1.1. Identify natural resources of Trinidad and Tobago.	Definitions: natural resource, renewable, non-renewable, sustainability.	Discussion - fact sheet based on content	Presentations scored according to rubric	Form a group to identify an area for sustainable. Adopt the area and develop a plan for its sustainability
3.4.1.2. Understand the need to protect the environment.	Types of natural resources – flora, fauna, beaches, reefs, minerals, air.	Group work - Choose one natural resource. Research what can be done for sustainable use. Apply pillars of sustainability	Create a poster campaign to encourage others to practice sustainable use of the environment	
3.4.1.3. Formulate a strategy for positively affecting the environment.	Pillars of sustainability -social -economic -environmental	Role play – members of group assigned different roles – minister, environmentalist, resident, businessman	Create models of sustainable ecosystems.	
3.4.1.4. Take action to ensure sustainability by utilizing the three R's - Reuse, reduce, recycle	Environmental policies in Trinidad and Tobago.			

FORM 3 TERM 1				
Theme 3.4 MANAGING THE ENVIRONMENT				
Topic 3.4.1 Sustainable use of resources				
Skills: Critical Thinking, Problem Solving, Empathy				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
3.4.1.5. Identify threats to sustainability of resources.				
3.4.1.6. Explore environmental policies, conventions and legislation.				
3.4.1.7. Assess the role of the media as a source of environmental information.				
3.4.1.8. Create strategies for environmental sustainability.				
3.4.1.9. Predict outcomes of strategies for enabling				

FORM 3 TERM 1				
Theme 3.4 MANAGING THE ENVIRONMENT				
Topic 3.4.1 Sustainable use of resources				
Skills: Critical Thinking, Problem Solving, Empathy				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
environmental sustainability. 3.4.1.10. Display environmental sustainability advocacy skills.				

FORM 3 TERM 2				
Theme 3.1 SELF AND INTERPERSONAL RELATIONSHIPS				
Topic 3.1.2 Dealing with Peer pressure				
Life Skills: Communication Skills, Critical Thinking, Decision Making, Coping Skills, Assertiveness				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
3.1.2.1. Explain what is peer pressure.	What is peer pressure?	Discussion focusing on peer pressure and its impact on individuals.	Writing of a skit that depicts positive coping strategies to deal with being pressured to either use illicit drugs and alcohol or become involved in unwelcome sexual practices.	Practice behaviours that promote self-esteem and build character.
3.1.2.2. Recognise different forms of peer pressure.	Forms of peer pressure (spoken, unspoken)	Use of scenarios depicting positive and negative peer pressure.		Encourage friends to join group which teaches good values.
3.1.2.3. Analyse the influences of peers on personal choice/decision-making.	Peer influences -school -community -social media - movies Effect of peer pressure – positive and negative.	Use of video clips depicting youth involvement with illicit drugs, male teenage father.		Share PPT with students of lower forms.
3.1.2.4. Understand how one's attitude and behaviour can impact others.	Areas peer pressure might influence personal decision-making	Case studies of teenage pregnancy and parenthood.	Creation of a PPT showing the coping with being pressured into either illicit drug and alcohol use or unwelcome sexual practices	Place “saying no” poster on school’s notice board.
3.1.2.5. Develop positive coping skills to address issues of peer pressure.	-fashion choices -alcohol and drug use -relationships (friends, sexual activities etc)	Students write about two examples of peer pressure noticed over period of time.		

FORM 3 TERM 2				
Theme 3.1 SELF AND INTERPERSONAL RELATIONSHIPS				
Topic 3.1.2 Dealing with Peer pressure				
Life Skills: Communication Skills, Critical Thinking, Decision Making, Coping Skills, Assertiveness				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
	<p>-Academic performance.</p> <p>Impact of personal behaviour on others.</p> <p>Coping skills</p> <ul style="list-style-type: none"> -understand your own values and beliefs -have self-confidence (don't be afraid to say 'no') -choose friends wisely -talk to a trusted adult 	Analyse movies which depict peer pressure	<p>Create a brochure on peer pressure for teens.</p> <p>Create a "Saying no" poster.</p>	

FORM 3 TERM 2

Theme 3.2 Sexuality and Sexual Health

Topic 3.2.2 Managing Emotions

Life Skills: Self Awareness, Decision Making, Self-Management

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
3.2.2.1. Understand that sexual feelings are a result of physical and hormonal changes.	What are sexual feelings?	Same sex sessions: Resource personnel Class discussions Debates.	Reflective journal entry	Practice responsible behaviour
3.2.2.2. Recognise factors which cause sexual feelings.	Causes of sexual feelings e.g. songs, movies, TV shows.			
3.2.2.3. Explore possible avenues for postponing physical sexual activities.	Healthy choices: -Involvement in activities such as sports, music -understand your own values and beliefs -talk to a trusted adult			
3.2.2.4. Make safe and healthy choices about sexual feelings.				

FORM 3 TERM 2				
Theme 3.2 Sexuality and Sexual Health				
Topic 3.2.2 Managing Emotions				
Life Skills: Self Awareness, Decision Making, Self-Management				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
3.2.2.5. Accept the right of others to make decisions about their bodies.				

FORM 3 TERM 2

Theme 3.2 Sexuality and Sexual Health

Topic 3.2.3 The Law and Sexual Health

Life Skills: Critical thinking,

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
3.2.3.1. Explain the sexual and reproductive rights protected by the laws of the land.	Laws of Trinidad and Tobago – relevant areas of -Children’s Act -Sexual Offences Act Domestic violence Act	Resource personnel Conduct survey to find out extent of knowledge of classmates	Compile brochure on legal aspects of Sexual and Reproductive Health.	Share information with others.
3.2.3.2. Research information on all aspects of the law relating to the Protocols of Assistance.	Policies on HIV/AIDS			
3.2.3.3. Identify sources of appropriate information and assistance.				

FORM 3 TERM 2

Theme 3.3 EATING AND FITNESS

Topic 3.3.2 Nutrients and Health

Life Skills: 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	Social Action
3.3.2.1. Explain need for food nutrients to maintain health.	Foods are both a source of raw materials for the body and the energy resources to maintain the body's activities (growth, repair, movement) Proportions of proteins, carbohydrates, protein, fats and fibre compared with that of vitamins and minerals. Nutrients of packaged foods. Effect of high levels of sugar intake on health.	Students given balanced meal sheet.	Meal sheet accurately filled out.	Consume nutrients that contribute to maintenance of good health.
3.3.2.2. Describe the roles and sources of the 7 key nutrients found in food.		Brainstorm key nutrients.	Quiz on food nutrients. Personal Diet plan with justifications.	Share health information with others.
3.3.2.3. Compare proportions of different food groups.		Images for students to identify key nutrients in each food group Students fill out balanced meal sheet.		
3.3.2.4. Analyse nutrients of packaged food.		Analyse the content label of packaged food.		
3.3.2.5. Determine best the meal best for		Students presented with three meal.		

FORM 3 TERM 2				
Theme 3.3 EATING AND FITNESS				
Topic 3.3.2 Nutrients and Health				
Life Skills: 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	Social Action
different types of persons. 3.3.2.6. Plan a personal healthy diet for one week.		Classify meal for different categories of persons.		

FORM 3 TERM 2				
Theme 3.4 MANAGING THE ENVIRONMENT				
Topic 3.4.2 Disaster Management				
Life Skills: Creative thinking, Critical thinking, Problem solving, Communication				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
3.4.2.1. Design a survey instrument to collect the information.	Information necessary for survey.	Class survey.	Completed report and disaster implementation plan. Creativity in ideas.	Implement disaster implementation plan.
3.4.2.2. Conduct a class survey to gather information on how prepared we are for disasters.	Conduct of survey.	Discussion on analysis of findings and report writing.		
3.4.2.3. Present report on findings – oral or written.	Analysis of findings Identify gaps and make recommendations.	Discussion on creation of a plan.		
3.4.2.4. Create a disaster implementation plan for the school.	Steps in creating disaster management plan.			
3.4.2.5. Investigate disaster management plans in the country.	Organisations associated with disaster management in Trinidad and Tobago and Caribbean.			
3.4.2.6. Make suggestions for improvements in country's disaster management plan				

FORM 3 TERM 3				
Theme 3.1 Self and Interpersonal Relationships				
Topic 3.1.3 Career Planning II				
Life Skills: Communication, Interpersonal Skills, 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
3.1.3.1. Choose subject cluster for career path.	Subject clusters according to school.	Write letter to parent and teacher explaining reason for career choice.		Make informed choices and share information with others.
3.1.3.2. Justify career choice.	Reason for career choice – (personal interest, ability, financial rewards, self-image).	Write resume. Complete application form. Prepare for interview. Go through interview process.	Elements of job search meets required standards.	
3.1.3.3. Understand the processes involved in job search.			Successful interview.	

FORM 3 TERM 3

Theme 3.4 MANAGING THE ENVIRONMENT

Topic 3.4.3 Financial Management

Sub Topic: Credit

Life Skills: Self-Management, Decision Making, Critical Thinking, Problem Solving, Empathy, Negotiation

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
3.4.3.1. Define credit.	Definition of credit.	Discussion: Have students compare costs of various large purchase items e.g. home, car, Flat Screen TV, to illustrate uses of credit.	Use Case Studies to illustrate concepts; ask students- “is it a good or bad debt move?”	Share information with family, friends and community members.
3.4.3.2. Name the parties involved in credit.	Parties involved in credit (Giver/Lender/Creditor , Borrower/Debtor/Receiver).			
3.4.3.3. Discuss factors that influence decision to use credit	Credit as a means of acquiring things you need.	Provide worksheet with information on hire purchase.	Apply principles taught to assess whether or not to take a loan in a given scenario.	Make personal commitment to make informed financial decisions.
3.4.3.4. Identify sources of credit for individuals.	Friends and family, Financial institutions, Credit purchases, Money Lenders	Discussion Ask students: Have you ever borrowed money from someone? What kind of agreement did you make with them about paying the money		
3.4.3.5. Identify and examine credit instruments.	Cash loans, Credit card, Hire purchase			

FORM 3 TERM 3

Theme 3.4 MANAGING THE ENVIRONMENT

Topic 3.4.3 Financial Management

Sub Topic: Credit

Life Skills: Self-Management, Decision Making, Critical Thinking, Problem Solving, Empathy, Negotiation

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
3.4.3.6. Critically analyse the advantages and disadvantages of accessing various credit sources.	Mortgages Need or want? Save and buy? Ability to repay Effects on other needs Discipline to meet terms Source of credit	back? Did you keep your promise? Role play a scenario of non-payment of money borrowed.		
3.4.3.7. Identify appropriate uses of credit.	Acquire a valuable asset, meet high cost essential needs accomplish important goals finance a business entrepreneurship deal with an emergency.	Examine a credit card statement, interest rate if minimum monthly payment made over a year. Provide various scenarios for credit – interest rates for short term payment, long term payment.		

FORM 3 TERM 3

Theme 3.4 MANAGING THE ENVIRONMENT

Topic 3.4.3 Financial Management

Sub Topic: Credit

Life Skills: Self-Management, Decision Making, Critical Thinking, Problem Solving, Empathy, Negotiation

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
3.4.3.8. Identify inappropriate uses of credit.	Inability of borrower to repay.			
3.4.3.9. Discuss negative outcomes that can arise from the mis-use of credit.	Use of credit for luxury, to repay finances overspent, items with short lifespan, cost of credit too high.			
3.4.3.10. Empathise with a situation of misuse of credit.	Negative outcomes: Loss of friendships, ruined relationships. Loss of trust. Damage to reputation Penalties for not paying back or not meeting terms,			

FORM 3 TERM 3				
Theme 3.4 MANAGING THE ENVIRONMENT				
Topic 3.4.3 Financial Management				
Sub Topic: Credit				
Life Skills: Self-Management, Decision Making, Critical Thinking, Problem Solving, Empathy, Negotiation				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
3.4.3.11. Recognise the individual's role as a borrower in credit.	Emotional stress. Loss of confidence Effect on family Vulnerable to temptation to do illegal acts.			
1.1.1.1.Appreciate the importance of self-discipline, honesty, and responsibility in credit arrangements	Agreement/ commitment/ responsibility to pay back. Understand the terms and conditions of credit before acquiring. Self-discipline and honesty to pay back on time and according to agreed terms,			

FORM 3 TERM 3				
Theme 3.4 MANAGING THE ENVIRONMENT				
Topic 3.4.3 Financial Management				
Sub Topic: Credit				
Life Skills: Self-Management, Decision Making, Critical Thinking, Problem Solving, Empathy, Negotiation				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
	Responsibility to reveal information about the credit. Honesty about credit terms and conditions			

FORM 3 TERM 3

Theme 3.4 MANAGING THE ENVIRONMENT

Topic 3.4.3 Financial Management

Sub Topic: Investing

Life Skills: Self-Management, Decision Making, Goal Setting,

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
3.4.3.12. Define investing; differentiate between saving and investing.	Investments/investing e.g. own home, comfortable retirement	Introduce students to the topic with questions such as: “What would you like to do in future?	Define terms and concepts.	Share information with family, friends and community members.
3.4.3.13. Explain reasons for investing.	Reasons for investing -income earning opportunity -achieving long term goals	What would you like to own? What’s the difference between having a “short- term” goal and a “long- term” goal? Name one short-term and one-long term goal that you have.	Analyse a given scenario to determine: “Is this a wise investment or not”?	Make personal commitment to make informed financial decision.
3.4.3.14. Describe features of common types of investment.	-ownership of stock -wealth acquisition/ building assets		Use SMART methodology to set a long term goal.	
3.4.3.15. Describe elements of a good investment.	Increase/growth in income -Help to afford in the future, needs and wants that cannot be acquired today	Generate discussions with questions such as, “Let’s say your grandparents bought a house in a neighbourhood fifty years ago. If they sold	Reflection journal.	
3.4.3.16. Understand the concept of risk in investing.	-Build or add to assets			

FORM 3 TERM 3

Theme 3.4 MANAGING THE ENVIRONMENT

Topic 3.4.3 Financial Management

Sub Topic: Investing

Life Skills: Self-Management, Decision Making, Goal Setting,

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
3.4.3.17. Recognize personal attributes that support investing.	-Increase wealth -Increase financial security -Improve well-being	the house today, do you think they would be able to sell it for less or more than the y originally paid?		
3.4.3.18. Conduct self-evaluation to reflect on personal qualities.	-Risk of losses -Personal risks -Threats to goals			
3.4.3.19. Examine factors that may influence personal attitude towards investing.	Knowledge of what you want in life, - your motivations -Positive mindset -Self-belief, -goal-oriented --	Research local investment instruments for children and youth. Research price of different types of properties.		
3.4.3.20. Explore wise investing practices.	Knowledge of your personality -(patient, persevering, prudent, determined or	Generate debate on risk by asking "If I asked you to lend me some money		

FORM 3 TERM 3				
Theme 3.4 MANAGING THE ENVIRONMENT				
Topic 3.4.3 Financial Management				
Sub Topic: Investing				
Life Skills: Self-Management, Decision Making, Goal Setting,				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
3.4.3.21. Develop skills to make informed investment decisions.	wise career, job, choices -Good work ethic- hard work, -consistency of income Long term goal setting -Investing early to gain good returns -Shopping around for information about the investment -Self-control and discipline to wait for good returns -Consistency in setting sums aside	so that I could start a business, would your money be at risk? Why might you be willing to take that risk? Why might you not want to take that risk?"		
3.4.3.22. Set long term goals using SMART approach.		Self –evaluation chart		
3.4.3.23. Explain the role and function of the state in providing oversight of the financial institutions.				

FORM 3 TERM 3				
Theme 3.4 MANAGING THE ENVIRONMENT				
Topic 3.4.3 Financial Management				
Sub Topic: Investing				
Life Skills: Self-Management, Decision Making, Goal Setting,				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
	<ul style="list-style-type: none"> -Awareness of negative factors that could affect your life and assets -Diversifying to reduce risks -Knowledge of how gains can be made from chosen investments. -Avoiding get-rich-quick schemes. -Avoiding schemes that are too good to be true. 			

FORM 3 TERM 3				
Theme 3.3 EATING AND FITNESS				
Topic 3.3.3 Creating a Wellness Plan				
Life Skills: Interpersonal Skills, Communication, Empathy, Problem Solving, Decision Making,				
Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
3.3.3.1. Demonstrate awareness of physical and dietary needs of special persons.	Causes of condition Effect of condition Wellness plan for someone with a non-communicable disease -physical activity -diet	Case study – a day in the life of someone with a lifestyle disease e.g. type 2 diabetes. Make recommendations for physical activity and diet.	Presentation of case study according to guidelines provided.	Provide information and assistance to others.
3.3.3.2. Design a wellness plan for a person with a non-communicable disease.				
3.3.3.3. Gather data from first hand sources.				
3.3.3.4. Make personal pledge for healthy lifestyle.				

FORM 3 TERM 3

Theme 3.2 Sexuality and Sexual Health

Topic 3.2.4 Looking at the future

Life Skills: Self Awareness, Self-Management, Communication, Critical Thinking, Advocacy

Specific Learning Outcomes (Knowledge, Skills, Attitudes) Students will be able to:	Content	Suggested Teaching and Learning Strategies	Suggested Assessment	Social Action
3.2.4.1. Analyse factors which influence personal choice of a life partner.	Qualities you want in a lifetime partner.	Self-assessment chart on expectations of lifetime partner.	Write a newspaper advertisement for lifetime partner.	Become an advocate of planned parenthood.
3.2.4.2. Use steps of goal setting.	Steps in achieving goals.	Class discussion.	Write reflective entry in journal.	
3.2.4.3. Understand the responsibilities of life as a parent.	Responsibilities of commitment.	Calculate economic cost of raising a child.	Project report – cost of raising a child (social, emotional, economic)	
3.2.4.4. Become aware of personal ability to function as a parent.	Responsibilities of parenthood.	Research on the needs of a child.		
3.2.4.5. Make informed decisions in relation to becoming a parent.	Benefits of planned parenthood.	Debate topic: “Being a parent is the most challenging job”.		