

SUBJECT:HFLE STRAND:1 SELF & INTERPERSONAL RELATIONSHIPS EDUCATION STAGE:1 DATE: 20/02/06					
ATTAINMENT TARGET: Demonstrate an understanding of the various aspects of self and how they influence behavior, practice tolerance towards persons of different ethnic backgrounds and respect for gender quality and rights and responsibilities of all people.					
We will know that the learner has achieved this attainment target when she/he can	GRADE: K		GRADE: 1		
	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS	
	LO 1: SELF				
	Identify and appreciate their personality, their own bodies and how they work.	<ul style="list-style-type: none"> Tell ways in which I am special Identify body parts through observation and touch Name body parts through song, rhymes Discuss uses of different body parts Demonstrate the functions of body parts through action songs and rhymes Explain with reasons why they like their bodies through circle time activities 	Demonstrate an understanding of how humans can use their sense organs to protect their bodies	<ul style="list-style-type: none"> Label sense organs Discuss the uses of the sense organs to protect their bodies Care for sense organs Use their sense organs in the environment and talk about their sensory experiences 	
	LO 2: FAMILY BONDING				
Demonstrate an understanding of and show appreciation for the importance of family.	<ul style="list-style-type: none"> Talk about their family Identify different members of their family Discuss positive things family members do for them Share with each other what they do for their family members Find ways to show appreciation 	Demonstrate an understanding that everyone belongs to a family.	<ul style="list-style-type: none"> Explore the concepts of a family tree Draw their own family tree Discuss different family types Demonstrate the different roles of family members Share reasons why they like different family members 		
LO 3: RELATIONSHIPS WITH OTHERS					
Demonstrate the ability to adapt and cope with the new school community	<ul style="list-style-type: none"> Raise hands to ask questions, seek information, leave the room etc Listen when others speak Use respect of language and behavior to all Discuss and display good manners such as please, thank you etc in work and play Identify activities to do with friends that are healthful and safe 	Display appropriate social courtesy at school	<ul style="list-style-type: none"> Take turns to speak in group activities Use appropriate language to share/borrow and lend things from each other Treat other people's property, space, opinions etc. with respect and care Show friendship to others when working and playing. 		

GRADE 2

GRADE 2		
	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS
We will know that the learner has achieved this attainment target when she/he can	LO 1: SELF	
	Demonstrate an understanding of their uniqueness	<ul style="list-style-type: none">• Talk about themselves at the stages when they were babies and toddlers• Identify differences and similarities among peers in terms of height, weight, name, appearances etc• Use a variety of activities to show uniqueness of self
	LO 2: FAMILY	
	Identify the roles of different family members and what makes families unique	<ul style="list-style-type: none">• Discuss changes that can take place in the family• Give reasons for these changes• Discuss how these changes make them feel• Suggest ways to cope with feelings of sadness and anger• Share one positive thing about each member of their family with a friend
	LO 3: SELF & OTHERS	
	Demonstrate an understanding of how people's behavior, impact on each other	<ul style="list-style-type: none">• Recognise & talk about scenarios of unacceptable behavior and suggest reasons for this behavior and ways to control that behavior e.g. show responsibility by having personal items ready for class• Talk about right and wrong behavior show ways to correct them• Use life skills to say "No"• Demonstrate respect for themselves and other others• Discuss how church, media, family, friends can be a good or bad influence on them.

SUBJECT: HFLE STRAND: 1 SELF & INTERPERSONAL RELATIONSHIP EDUCATION STAGE: 2 DATE:26/01/06

ATTAINMENT TARGET: Use life skills to demonstrate respect and value for self, the rights and responsibilities of others irrespective of gender, ethnicity and faith

	GRADE: 3		GRADE: 4	
	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS
We will know that the learner has achieved this attainment target when she/he can	LO 1:			
	Demonstrate an awareness of how they grow and develop	<ul style="list-style-type: none"> Record their height and weight as a class activity. Compare height and weight with classmates Discuss changes in their behaviour and attitude as they grow and develop. Communicate understanding of feelings such as being sad, happy, energetic, excited etc Demonstrate understanding of what being unique means 	Understand the changes that take place in their bodies at different stages	<ul style="list-style-type: none"> State the changes that occur Discuss how they cope with these changes (emotional etc) Appreciate the need for proper personal hygiene by practicing cleanliness. Identify the structure and state the function of some major body organs Discuss benefits of sharing feelings such as anger, fear
	LO 2: FAMILY BONDING			
	Demonstrate an understanding of how family types differ	<ul style="list-style-type: none"> Draw pictures depicting their family Describe different family structures Discuss how they can show acceptance for persons of different family types Show appreciation for the fact that they all have needs even if they are from different family 	Demonstrate an understanding of the factors that contribute to changes in family structures	<ul style="list-style-type: none"> Discuss factors that contribute to different family types/structures Describe various family functions Discuss the change in roles in different family structures Show appreciation for the roles performed by different family members
LO 3: OTHERS				
Practice good behaviours which promote healthy/good relationships	<ul style="list-style-type: none"> Develop their own interest groups Develop friendships with pupils of the same age group to neighbouring schools Show appreciation for classmates by <ul style="list-style-type: none"> -peer tutoring -refraining from “name calling” -doing kind deeds 	Explore the benefits of maintaining friendship	<ul style="list-style-type: none"> Dramatize class play on friendship List qualities of a good friend and give reasons Write a paragraph about the benefits of friendship Story telling on lasting friendships Appreciate that friends can help to cope with challenges in life by <ul style="list-style-type: none"> -sharing experiences -distributing gift boxes -participating in Friendship Appreciation Day 	

SUBJECT: HFLE STRAND: 1 SELF & INTERPERSONAL RELATIONSHIP EDUCATION STAGE: 2 DATE:26/01/06					
ATTAINMENT TARGET: The student can use life skills to demonstrate respect and value for self, the rights and responsibilities of others irrespective of gender, ethnicity and faith					
		GRADE: 5		GRADE: 6	
		LEARNING OUTCOMES	ACHIEVEMENT INDICATORS	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS
We will know that the learner has achieved this attainment target when she/he can	LO 1: SELF				
	Discuss the importance of positive self esteem	<ul style="list-style-type: none"> • Give an account of their understanding of the importance of positive self-esteem. • Practice being role models and mentors for others • Appreciate the importance of having a positive self esteem through self expression, role play and song. • Recognise the importance of dealing with positive and negative feelings e.g. friendly, sexual, anger • Identify mentors/role models who can assist in developing positive self image 	Analyse the various aspects of (the) self spiritual, emotional, Physical etc. and how they impact on their development	<ul style="list-style-type: none"> • Identify their individual Learning Styles • Discuss Learning Styles that are different from their own • Explore and explain how best they learn (learning style) • Conduct a self study to get valuable information about their spiritual, emotional, physical and social well-being. • Identify ways to cope with different feelings as they deal with conflicts • Evaluate information gained from self study. • In groups make a presentation of one aspect of self and say how it contributes to their overall development • Practice communicating personal needs to significant others (emotional, physical,etc) 	
	LO 2: FAMILY BONDING				
Explore different ways in which families bond	<ul style="list-style-type: none"> • Identify ways to strengthen family relationships • Interview classmates about occupations of other family members (their parents/guardians) • Design posters depicting days their family bond • Participate in a family day/e.g. bring in members of the family to share, family 	Demonstrate an awareness of how the family and society impact each other	<ul style="list-style-type: none"> • Discuss ways family can help support/meet basic needs-love, security, food • Debate the stereotyping of roles of family members • Make family grouping presentations to show culture, norms, values, religion and biases may influence relationships at home and in the wider society • Identify ways to promote healthy relationships 		

		album		with family members <ul style="list-style-type: none">• Write an essay about the impact of healthy relationships with family members• Identify ways to promote the family on society• Demonstrate an understanding of the importance of the family in society by showing respect
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SUBJECT: HFLE STRAND: 2 MAINTAINING A HOLISTIC, HEALTHY LIFE STYLE EDUCATION STAGE: 2 26/01/06

ATTAINMENT TARGET: Learners can appreciate the relationship between positive life choices and maintaining a holistic healthy life style

	GRADE: 3		GRADE: 4	
	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS
We will know that the learner has achieved this attainment target when she/he can	LO 1: FOOD & NUTRITION			
	Understand the importance of practicing good eating habits	<ul style="list-style-type: none"> • Design a food chart showing a variety of health foods • Classify foods according to their nutritive value by examining food labels. • Exhibit healthy eating habits by: <ul style="list-style-type: none"> -washing hands before eating -replacing junk food with fruits -not eating things taken of the floor. 	Plan a balanced diet for a specific age group	<ul style="list-style-type: none"> • Select the balanced meal from several options presented • Plan and prepare a balanced meal for a specific age group • Prepare a healthy snack for a pre-school child in the area
	LO 2: REST & EXERCISE			
	Examine and discuss the need for rest and exercise.	<ul style="list-style-type: none"> • Explain the importance of rest and exercise • Choose suitable exercise activities for their age group • Express their appreciation for exercise. • Understand the dynamics of reading as a form of mental exercise. 	Critically analyse the need for rest and exercise.	<ul style="list-style-type: none"> • Discuss the effects of lack of exercise and rest • Differentiate between rest, relaxation and sleep • Distinguish between the forms of exercise
	LO 3: OTHERS			
Examine ways to cope with changes that occur in relationships with others	<ul style="list-style-type: none"> • Report on incidents of changes in their lives and how they felt. • Discuss how they cope with changes • Examine the benefits/value of good friendships • Explore how persons responded in a given situation through video story, drama, song • Exhibit a positive attitude in coping with changes in their lives and the lives of 	Demonstrate an awareness that conflict is a part of everyday life and develop skills to resolve it peacefully	<ul style="list-style-type: none"> • Design visuals depicting various aspects of conflict resolution • Discuss various ways of conflict resolution through video presentation and role play. • Exhibit the ability to resolve conflict in school • Discuss ways of coping with family conflicts • Suggest actions to remedy situations • Learn to share • Learn to apologise • Engage in conflict activities to show what 	

		<p>others around them e.g.</p> <ul style="list-style-type: none">- Parent going out to work- Death- Divorce- Addition of baby or other family member		<p>they'll do in given situations</p>
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SUBJECT: HFLE STRAND: 2 MAINTAINING A HOLISTIC, HEALTHY LIFE STYLE EDUCATION STAGE: 2 DATE:26/01/06

ATTAINMENT TARGET: Learners can appreciate the relationship between positive life choices and maintaining a holistic life style

	GRADE: 5		GRADE: 6	
	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS
We will know that the learner has achieved this attainment target when she/he can	LO 1: FOOD & NUTRITION			
	Demonstrate food preparation and preservation practices	<ul style="list-style-type: none"> • Prepare an item using food preservation method • Conduct an experiment to show the importance of food preservation • Show ways of sorting preserved food • Select and use a recipe that includes food preservation methods. 	Explore the diversity of local foods	<ul style="list-style-type: none"> • Prepare a local dish • Participate in a “Bring and Buy” sale using local foods • Appreciate the national dish through poetry and song
	LO 2: REST & EXERCISE			
	Compare and contrast the effects of lack of exercise and rest.	<ul style="list-style-type: none"> • Demonstrate an understanding of good social health by cooperating in plan. 	Discuss the relationship between holistic health and proper exercise and rest.	<ul style="list-style-type: none"> • Demonstrate how exercise and adequate rest can improve one’s physical health • Debate the impact that lack of exercise has on an individual’s mental health. • Demonstrate the ability to win and lose gracefully.

SUBJECT: HFLE STRAND: 3 SEXUALITY & SEXUAL HEALTH EDUCATION STAGE: 2 DATE:26/01/06				
ATTAINMENT TARGET: The student can demonstrate an understanding of the concept of human sexuality as an integral part of the total person and how to use that knowledge to maintain their sexual health throughout the life cycle				
GRADE: 3			GRADE: 4	
LEARNING OUTCOMES	ACHIEVEMENT INDICATORS		LEARNING OUTCOMES	ACHIEVEMENT INDICATORS
We will know that the learner has achieved this attainment target when she/he can	LO 1: GENDER ISSUES			
	Differentiating between male and female	<ul style="list-style-type: none"> Identify male and female sex organs Name the different parts of the sex organs Discuss the importance of proper care of the genitals of the male and female 	Discuss society's Different values for boys and girls	<ul style="list-style-type: none"> Distinguish between factors that make one male/female Recognise that male and female go through different/similar sexual changes
	LO 2: PERSONAL DEVELOPMENT/SELF-CONCEPT & SELF ESTEEM			
	Developing positive self image	<ul style="list-style-type: none"> Express how they feel about themselves Demonstrate an understanding of positive self esteem through drama/role play Describe or explain how they feel about what people say about them 	Identify factors that influence self image	<ul style="list-style-type: none"> Show how diseases e.g. HIV/AIDS affect a person's self image Generate a discussion on ways of developing a good self image Demonstrate an appreciation for the changes that occur in their bodies and their effects on their self image

SUBJECT: HFLE STRAND: 3 SEXUALITY & SEXUAL HEALTH EDUCATION STAGE: 1 DATE:23/01/06

ATTAINMENT TARGET: The student can demonstrate an understanding of their sexuality and use that knowledge to maintain their sexual health

	GRADE: K		GRADE: 1	
	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS
We will know that the learner has achieved this attainment target when she/he can	LO 1: GENDER ISSUES			
	Demonstrate an understanding of the differences between maleness and femaleness	<ul style="list-style-type: none"> Identify male and female sex organs and other features Differentiate between male and female through uniforms worn in school Practice using the correct name of their sex organs 	Utilize and demonstrate the ability to practice health enhancing behaviours	<ul style="list-style-type: none"> List the differences/similarities between male and female Identify appropriate and inappropriate touches Practice using of the correct name for their sex organs
	LO 2: HEALTH PROMOTION & DISEASE PREVENTION			
	Make some informed decisions regarding disease prevention and practice health enhancing behaviours as they relate to HIV/AIDS.	<ul style="list-style-type: none"> Practice avoiding touching bodily fluids Discuss some basic signs/symptoms of HIV/AIDS Identify appropriate/inappropriate touches Discuss how people are affected by HIV/AIDS Discuss their feelings towards people infected/affected by AIDS 	Make some informed decisions regarding disease prevention and health enhancing behaviours as they relate to HIV/AIDS	<ul style="list-style-type: none"> Practice avoiding the touching bodily fluids Discuss some basic signs/symptoms of HIV/AIDS Discuss behaviours which do not transmit HIV/AIDS (shaking hands, sharing seat etc.) Discuss how people are affected by HIV/AIDS
	LO 3: EMOTIONS AND FEELINGS			
	Demonstrate an awareness of the types of feelings	<ul style="list-style-type: none"> Discuss the concepts of feelings and emotions Identify different types of feelings and emotions Examine situations where these feelings are expressed Use appropriate words to express their feelings and emotions 	Share some feelings and emotions which they experience	<ul style="list-style-type: none"> Examine situations where different feelings and emotions are expressed Use appropriate words to express their feelings and emotions Describe personal experiences and the emotions involved

GRADE 2

LEARNING OUTCOMES		ACHIEVEMENT INDICATORS
We will know that the learner has achieved this attainment target when she/he can	LO 1: GENDER ISSUES	
	Utilize and demonstrate the ability to practice health enhancing behaviours	<ul style="list-style-type: none">• Identify differences and similarities between the sexes• Be able to talk about body parts(male and female) without sense of embarrassment• Discuss stereotyped and non stereotyped gender roles and practice them• Discuss proper care of sex organs• Distinguish and report on appropriate touch fro both male and female
	LO 2: HEALTH PROMOTION AND DISEASE PREVENTION	
	Practice health enhancing behaviours and make informed decisions regarding disease prevention (HIV/AIDS)	<ul style="list-style-type: none">• Discuss the fact that their bodies belong to themselves and practice saying “No” to unwanted and inappropriate touch• Practice avoid contact with other people’s body fluids such as blood• List some symptoms of AIDS• Practice using like skills (e.g. empathy) when dealing with persons infected and affected by HIV/AIDS• Read stories with positive messages about children who are infected/affected
	LO 3: EMOTIONS AND FEELINGS	
Show an understanding of appropriate ways to express feelings and emotions	<ul style="list-style-type: none">• Use appropriate words to express their feelings and emotions• Use like skills to respond to persons showing their emotions in different situations• Demonstrate their ability to manage conflict• Understand that everyone experience different emotions at different times	

SUBJECT: HFLE STRAND: 4 MANAGING THE ENVIRONMENT EDUCATION STAGE: 2		DATE:26/01/06	
ATTAINMENT TARGET: The student can show an appreciation for the physical and social environment, while being able to respond appropriately to any environmental risk to self and community			
GRADE: 3		GRADE:4	
LEARNING OUTCOMES	ACHIEVEMENT INDICATORS	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS
LO 1: HEALTH PROMOTION			
Demonstrate an awareness of a healthy surrounding	<ul style="list-style-type: none"> • Discuss reasons/benefits of clean surroundings • State ways to keep surroundings clean • Practice sorting garbage re: rot vs unable to rot • Report to on visits to beaches, dump sites, rivers • Develop class plan for improving said environment 	Demonstrate an understanding of the relationship between keeping the environment and personal health	<ul style="list-style-type: none"> • Discuss importance of proper garbage disposal • Create advertisement to promote a healthy environment • Practice proper storage of food and lunch kits • Discuss the importance of fresh air, sunlight, effects of air pollution (vehicle fumes) • Help sort their own garbage into categories: rot/do not rot • Practice keeping classroom clean e.g. <ul style="list-style-type: none"> -cleaning up after eating -not littering -not writing on wall
LO 2: THE SOCIAL ENVIRONMENT-VIOLENCE PREVENTION/PEACE PROMOTION			
Utilize skills which promote school peace	<ul style="list-style-type: none"> • Discuss behaviours that offend each other • Practice using " I" statements • Discuss their understanding of the terms 'honesty, kindness, trust worthiness, caring, sharing' • Explain the effects that name-calling has on other children • Discuss peace pledge 	Demonstrate the ability to practice behaviours which will promote healthy relationships among peers	<ul style="list-style-type: none"> • Explain their understanding of the term 'violence' • Create peaceful endings to negative scenarios • Use life skills to prevent violence • Discuss the creation of a peace garden • Discuss consequences of violence • Discuss the peace pledge
We will know that the learner has achieved this attainment target when she/he can			

SUBJECT: HFLE STRAND: 3 SEXUALITY & SEXUAL HEALTH EDUCATION STAGE: 2 DATE:26/01/06

ATTAINMENT TARGET: The student can demonstrate an understanding of the concept of human sexuality as an integral part of total person and how to use that knowledge to maintain their sexual health throughout the life cycle

	GRADE: 5		GRADE: 6	
	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS
We will know that the learner has achieved this attainment target when she/he can	LO 1: GENDER ISSUES			
	Define Human Sexuality	<ul style="list-style-type: none"> • Explain masculinity/femininity • List factors that affect individual sexuality • Demonstrate ways to respond appropriately to the main factors influencing sexual choices and experiences 	Identify the structure and function of both male/female reproductive systems	<ul style="list-style-type: none"> • Examine major endocrine glands and their functions • Recognise that hormones bring about/are responsible for effective changes in both male and female • Demonstrate knowledge of factors that influence reproductive health
	LO 2: PERSONAL DEVELOPMENT/SELF-CONCEPT & SELF ESTEEM			
	Examine pubertal changes in the human body	<ul style="list-style-type: none"> • Identify ways of coping with these changes • Show how puberty affect changes in dress, behavior etc. • Demonstrate an appreciation for the changes that occur in the human body which brings about changes 	Define the types of STIs and how they are prevented	<ul style="list-style-type: none"> • Describe the relationship between STDs and promiscuity behaviour • List some positive/negative sexual behaviours • Recognise how peer pressure can impact on STDs

SUBJECT: HFLE STRAND: ENVIRONMENTAL HEALTH EDUCATION STAGE: 1 DATE:25/01/06

ATTAINMENT TARGET: The student can show an appreciation for environmental health while being able to respond appropriately to any environmental health risk to self and community

	GRADE: K		GRADE: 1	
	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS
We will know that the learner has achieved this attainment target when she/he can	LO 1: CARING FOR THE ENVIRONMENT			
	Demonstrate an awareness of practices that will keep them healthy	<ul style="list-style-type: none"> • Discuss their understanding of the word garbage • List proper ways of getting rid of garbage • Practice placing (school/home) garbage in bins • Practice washing hands after handling garbage • Count popsicle bags (garbage on floor before and after break • Create class drawing to post in the school 	Demonstrate the ability to take care of their environment	<ul style="list-style-type: none"> • Discuss ways to stop rats and cockroaches from coming into the homes and school • List different plants, flowers, trees which can grow in a class garden • Begin a class garden (plants) • List things they can do to make the environment beautiful • Create post cards
	LO 2: DISASTER PREPARDNESS			
	Demonstrate awareness of how disaster can affect their lives	<ul style="list-style-type: none"> • Discuss if disaster means something good/bad • Discuss safe use of things like matches (by adults only) • List ways in which rivers rain, wind are useful when they can be harmful • Report on things their families do when a hurricane is coming 	Demonstrate an awareness of the dangers of disasters and practice responses which can keep them safe	<ul style="list-style-type: none"> • Discuss their understanding of what a disaster is (those caused by man) those not caused by man • Discuss safely rules for crossing rivers and sheltering when it's raining heavily • List ways to stay safe during and after a hurricane/storm • Discuss their feelings when there is a disaster

GRADE 2

LEARNING OUTCOMES		ACHIEVEMENT INDICATORS
We will know that the learner has achieved this attainment target when she/he can	LO 1: CARING FOR THE ENVIRONMENT	
	Demonstrate understanding of how clean surroundings can help them stay healthy	<ul style="list-style-type: none">• Discuss best ways to take care of garbage at home and at school• List ways to stop cock roaches, rats etc from coming into their homes and schools• Discuss what can happen to their health if the surroundings is not clean• Discuss cleanliness of school surroundings before and after break• Paint mural (of good health practices) on classroom wall
	LO 2: DISASTER PREPAREDNESS	
	Demonstrate the ability to respond to different disasters	<ul style="list-style-type: none">• Discuss safety rules during floods, fire• Put disaster into groups (caused by man/not caused by man)• List things/ways to prevent man-made disasters• Show ways families prepare for disasters• Create simple family disaster plan
LO 3: SAFETY & FIRST AID		
Demonstrate the ability to utilize skills to protect themselves from accidents and unsafe situations	<ul style="list-style-type: none">• Define accidents and their causes• Discuss the importance of bike safety• Identify poisons in and around the home• Discuss safety measures for travelling to and from school• Demonstrate first aid procedures for common injuries etc.-burn, nose bleed, bee sting• Identify persons in the community who can safely be approached for help	

SUBJECT: HFLE STRAND: 4 MANAGING THE ENVIRONMENT EDUCATION STAGE: 2		DATE:26/01/06	
ATTAINMENT TARGET: The student can show an appreciation for the physical and social environment, while being able to respond appropriately to any environmental risk to self and community			
GRADE: 5		GRADE:6	
LEARNING OUTCOMES	ACHIEVEMENT INDICATORS	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS
LO 1: HEALTH PROMOTION			
Demonstrate the ability to make informed decisions regarding personal and environmental health	<ul style="list-style-type: none"> • Define the term environment • Explain the effects that a clean/dirty environment has on their health • Practice planting trees and flowers • Investigate at least 1 environmental health problem and plan strategies to address the problem • Share project with school 	Demonstrate an understanding of how they can promote and maintain good environmental practices	<ul style="list-style-type: none"> • List ways of enhancing the natural environment • Discuss terms such as garbage disposal, recycling, reusing, composting • Use problem solving skills to address an environmental issue; share solutions with whole school through song, posters, poetry, art, drama • Discuss terms such as insects, vectors, vector control • Discuss ways to control vectors • Create a compost in the school garden
LO 2: THE SOCIAL ENVIRONMENT-VIOLENCE PREVENTION/PEACE PROMOTION			
Demonstrate an understanding of how violence affects the well being and learning of students	<ul style="list-style-type: none"> • State their understanding of the term violence • List/discuss the causes and consequences of violence • Use clear communication skills to prevent violent acts • Create class plan to intervene in or prevent acts of violence • Discuss the creation of a peace pageant • Practice using life skills such as empathy and using " I" messages to prevent violence • Discuss the following terms: apologise, share, compromise, forgives, taking turns • Discuss peace pledge 	Utilize acquired life skills to promote a culture of peace	<ul style="list-style-type: none"> • Discuss the peace pledge • Discuss their understanding of terms: peace and the benefits of promoting peace • Discuss the terms: mediator, peer power, peace promotion, conflict resolution, effective communication, forgiveness • Explain the benefits of participating in a peace march with posters depicting messages of peace • Plan a peace march

We will know that the learner has achieved this attainment target when she/he can

GRADE 2

GRADE 2		
	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS
We will know that the learner has achieved this attainment target when she/he can	LO 1: FOOD & NUTRITION	
	Demonstrate the ability to select food of good nutritive value	<ul style="list-style-type: none"> • Identify and list the six(6) Caribbean food groups • Select from a variety of foods the best quality foods • Identify and choose healthy foods in preference to “junk food”e.g. corn curls • Discuss the benefits of a healthy breakfast • Discuss healthy food preparation methods • Bring a fruit at least once per week • Recognise the nutritive value in foods • Discuss what can happen to their bodies if they do not eat the right kinds of food (deficiency diseases)
	LO 2: PHYSICAL ACTIVITIES & FITNESS (FITNESS/WELLNESS)	
	Participate in activities which demonstrate the understanding of the relationship between what they eat and rest and exercise	<ul style="list-style-type: none"> • List some benefits of a regular exercise • Discuss how eating and no exercise may impact the body • Explain why we need rest and exercise • Participate in at least 3 different types of exercise for good physical fitness
LO 3: TOBACCO, ALCOHOL & OTHER SUBSTANCE USE PREVENTION		
Use acquired life skills to respond appropriately and effectively to the use/misuse of drugs	<ul style="list-style-type: none"> • Discuss the effects of drug abuse on the body • Ask appropriate questions to foster discussion on drug abuse • State the differences between harmful and useful drugs and illegal and legal drugs • Practice like skills such as refusal decision making assertiveness etc 	

	LO 4: DISEASES & DISORDERS (PREVENTION)	
	Make some informed decision regarding diseases prevention as related to HIV/AIDS	<ul style="list-style-type: none">• List the characteristics of good health• Define the term germs• State ways to reduce transmission of germs• Say how vaccine prevent disease• Say how germs are spread

SUBJECT: HFLE STRAND: 2 MAINTAINING A HOLISTIC, HEALTHY LIFE STYLE EDUCATION STAGE: 1 20/02/06

ATTAINMENT TARGET: Learners can appreciate the relationship between life choices and maintaining a holistic healthy life style

	GRADE: K		GRADE: 1	
	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS
We will know that the learner has achieved this attainment target when she/he can	LO 1: FOOD & NUTRITION			
	Identify the foods they eat and discuss why they eat	<ul style="list-style-type: none"> • Define the term food • List reasons why they eat food • Identify Go-Grow-Glow foods • Classify foods into Grow-Glow foods • Identify healthy choices of foods • Discuss healthy food preparation practices • Bring a fruit at least once per week 	Show the relationship between life choices and maintaining a holistic healthy lifestyle	<ul style="list-style-type: none"> • Group foods e.g. legumes, staples etc • Identify and list nutrients found in food • Identify foods that make them grow/glow • Recognise the importance of selecting healthy foods and make healthy choices • Discuss healthy food preparation practices • Bring a fruit at least once per week
	LO 2: PHYSICAL ACTIVITY & FITNESS			
	Participate in activities which demonstrate an understanding of exercise and rest.	<ul style="list-style-type: none"> • State why we need exercise and rest • Tell what the term warm up means • Participate in PE, games and rest periods • Explore different forms of rest relaxation • Tell why sleep is healthful 	Discuss the impact of exercise and rest	<ul style="list-style-type: none"> • Emphasize the effects of exercise/lack of exercise on the body • Explain the appropriate times when we should exercise e.g. not on a full stomach • Demonstrate at least one exercise for good physical fitness • Show an appreciation for exercise and rest by participating in P.E, games and rest periods
	LO 3: TOBACCO, ALCOHOL & OTHER SUBSTANCE USE PREVENTION			
Use acquired life skills to respond appropriately and effectively to use and misuse of drugs	<ul style="list-style-type: none"> • Practice life skills such as refusal decision making, assertiveness etc • Discuss what drugs are and where they come from (definition) • Specify orally who needs and uses drugs (ie) using medicine safely • Distinguish between legal/illegal and harmful/useful drugs 	Use acquired life skills to respond appropriately and effectively to the use and misuse of drugs	<ul style="list-style-type: none"> • Survey what drugs are used at home for different ailments (with the help of parents) • Name legal and illegal/harmful or useful drugs and discuss their effects on the body • Differentiate between responsible use of drugs and drug abuse • Practice life skills such as refusal decision making assertiveness etc. 	

LO 4 : DISEASES & DISORDER (PREVENTION)

Make some informed decisions regarding disease/disorder prevention

- Describe how a person feels when healthy or sick
- Understand disease prevention
- Understand signs and symptoms of a cold
- Identify treatment care and prevent common diseases
- Describe how a person who has a disability can function at a high level of health

- Describe what to do when healthy
- Tell how some common causes of common illness are caused e.g. sore throat
- Identify signs and symptoms of a sore throat and earache
- Define the term vaccine