Acknowledgements

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Introduction

In our continuing efforts to improve the health and wellness of children in Belize, the Ministries of Health and Education, with the assistance of the World Bank and the Government of Japan through the Japanese Social Development Fund, embarked on a humanitarian initiative to address the high rate of chronic malnutrition in certain communities in Belize. As one part of this complex intervention, the Ministries of Health and Education seek to help every child achieve their full potential in life by implementing several diverse but holistic activities in the home, at school and at health centres around the country. This manual has been developed by technical experts in the Ministries of Health and Education, working with communities, families and individuals all of whom share one common objective – to provide the best possible start in life for our Belizean children.

The “School Health Day Activity Manual” offers several innovative ways of delivering practical health and wellness interventions into the classroom in a fun and enjoyable fashion. These interventions are designed to allow for both the students and educators to participate in an active learning process promoting health and wellness and encouraging healthy behavior choices.

This manual has been approved to be used within the primary education system and is intended to assist educators with the implementation of monthly, age appropriate health day activities, throughout the academic school year.

We at the Ministry of Health consider this manual an important tool in equipping our teachers with the resources needed to enable our students to make healthy life choices, achieve their full potential, and participate to the fullest in the development of our beautiful Belize! I thank everyone involved in its development and encourage its daily use – always on behalf of our country’s most precious resource, our children.

Hon. Pablo Marin
Ministry of Health

Foreword

Great learning does not just take place in the mind. Great learning takes place when students take part in well-designed activities designed to engage them in creating and challenging ideas. Great learning takes place when these ideas are made directly meaningful and relevant to students by well-prepared teachers. And great learning is most likely to occur when students feel that their own actions can immediately make the world a better place.

This book, which was designed with these principles in mind, therefore has the potential to transform health, hygiene and environmental education for young children in Belize. It can do this because most children love to be active and they all love to learn. Although teachers know this, they sometimes find it difficult to plan creative, active lessons. This book solves that problem by providing a wide range of stimulating ideas for learning activities that have been carefully designed to be safe, fun and appropriate.

Each of the activities in this book is presented clearly and logically. Links to Belize’s preschool curriculum are stated, meaningful and relevant objectives are given and descriptions of required resources are provided. Each activity also has detailed and logical instructions for teachers to follow as they plan, implement and assess their students’ learning and development.

As we work together to prepare today’s young children to be tomorrow’s leaders, I commend this book to the primary school teachers of Belize and encourage them to use it as they carry out their very important work.

Hon. Patrick Faber
Minister of Education, Youth and Sports
TOPIC 1
NUTRITION AND FITNESS (DIET, DISEASES, AND FITNESS)

TOPIC 2
MANAGING A HEALTHY AND SAFE ENVIRONMENT
(SCHOOL SAFETY, ROAD SAFETY)

TOPIC 3
HYGIENE (PERSONAL, SCHOOL AND COMMUNITY)

TOPIC 4
SELF AND INTERPERSONAL RELATIONSHIP
(EMOTIONAL HEALTH, RELATIONSHIPS AND FAMILY)
NUTRITION & FITNESS

DIET, DISEASES & FITNESS
Fruits Costume Day
Link to the Curriculum: Preschool Curriculum: Level 2, Unit 11: Myself
Parents will help to design costumes and students will come dressed as a local fruit.

Behavioral Objective/s:
Students will eat fruits at least three (3) times per week.

Students will choose fruits over other snacks available.

Learning Objective/s:
a. Tell two benefits of eating fruits.
b. Name at least three new fruits from the Belizean food basket.
c. Express why they like fruits and why it is important to eat a variety of fruits.

Materials and Equipment:
Fruits, costumes, pictures, charts, foamy sheet, crepe paper, Belizean food basket, glue.

Previous Knowledge:
Students know the benefits of eating fruits.

Procedures:
In preparation for the activity:
1. Invite parents to school for a meeting to inform them about the activity.
2. Deliver a short presentation on the benefits of the Belize food basket and parents’ role in supporting healthy eating, with emphasis on fruits.
3. Plan activity with parents for designing fruit costumes and provide parents with some ideas on how this can be done.
4. Have parents make costumes.

Activities:
• Organize a costume parade for students.
• Host a fruit eating class party where students bring a variety of fruits from the food basket to share.
• Discuss with students the importance of fruits and the benefits of eating fruits.
• Discuss with the class the name of each fruit, what fruits they like best/least, why etc.
• Have students taste fruits and describe the taste of various fruits.

Extension Activities:
1. Parents will provide fruit snacks for students.
2. Students will parade around the community in fruit costumes.
3. Extend costume making activity to other classes.
4. Include costumes in “dress up corner”.
5. During circle time students will tell the benefits of eating fruits and their experience of enjoying the fruits.

Assessment Strategies:
• Ask students to name at least three local fruits from the Belizean food basket.
• Draw, color, and name fruits eaten during the week.

Suggestions to Maintain Behavior:
• Parenting workshops on the benefits and consumption of fruits in the local diet.
• Maintain school policy of healthy snacks available.

Motor Coordination Day
Link to the Curriculum: Preschool Curriculum: Level 2, Unit 11: Myself
A day for students to play a game that engages use of locomotor skills as a physical activity.

Behavioral Objective/s:
Students will have control of the leg and foot muscles, which is essential for movement and mobility of the body.

Learning Objective/s:
Students will be able to:
a. Engage locomotor skill of hopping.
b. Identify four colored fruits/vegetables (green, yellow, orange, red).
c. Match fruits/vegetables to colored buckets.

Materials and Equipment:
4 buckets each colored red, yellow, green and orange; fruits and vegetables of the 4 colors (fruits may be real or artificial); checklist of locomotor skills to be mastered (walking, running, hopping, galloping, skipping, jumping, sliding and leaping), comfortable clothing for students; outdoor or indoor space.

Previous Knowledge:
Students can identify the four colours. ( red, yellow, green and orange)

Procedure
In preparation for this activity:
1. Teacher places four colored buckets or boxes covered with coloured paper ( red, yellow, green, orange) at specific locations in an outdoor area.

Activities:
• Teacher hides fruits and vegetables at different locations of the school compound (similar to an egg hunt activity).
• Have children form a large circle in an outdoor or indoor space.
• Demonstrate the locomomotor skill of hopping and have students take turns practicing the skills.
• Have students find the fruits and vegetables previously hidden using locomotor skill (hopping).
• Students locate one fruit or vegetable at a time using locomotor skill (hopping).
• Once students find the fruit or vegetable instruct them to place them in the container with the same colour.
• The student who finds the most fruits and vegetables and correctly matches it to the container wins a small fruit and vegetable basket to take home.

Extension Activities:
• Have students play other games using locomotor skill of hopping.
• This activity can be used as a sports day activity and can be extended to the whole school and to parents.
• The same activity can be repeated allowing students to use any of the other locomotor skills taught to find the hidden fruits and vegetables.

Assessment Strategies:
• Observe students’ movements and use of appropriate locomotor skill using checklist.
• Observe students matching color of fruits and vegetables to the corresponding container.
• During the lesson taught in preparation for this activity observe students’ ability to identify the correct colour of fruits and vegetables.

* Appropriate adaptations should be made for students with physical disabilities. All students must participate in this activity.
This activity is geared toward encouraging students to choose more green vegetables as a part of their diet

Behavioral Objective/s:
Students will eat 1/4 cup green vegetables at least three (3) days per week.

Learning Objective/s:
Students will be able to:
  a. List different green vegetables.
  b. Select green vegetables from among other vegetables from a mock market stall in the classroom.
  c. Name two benefits of eating green vegetables.
  d. Identify at least one green vegetable based on its taste.

Materials and Equipment:
Food basket with an assortment of local vegetables (pictures or artificial vegetables may be used), poster of the Belize food basket, picture worksheet, paper plates coloured various colors including green (students can prepare this as part of preparatory activity)

Previous Knowledge:
Students have seen and tasted green vegetables before.
Students know the name of at least one green vegetable.

Procedure:
In preparation for this activity:
1. Teacher and parents will set up a mock vegetable stall.
2. Teacher and parent workshop on the benefits of green vegetables and ways to prepare green vegetables for preschoolers.
3. Have students wear something green to class on the day of the activity.

During the Activity:
1. Teacher guides discussion on 2 benefits of eating green vegetables.
2. Have students select and name green vegetables from mock market stall.
3. Blindfold students and give them a piece of vegetable to taste. Ask them to name the vegetable they just tasted.
4. Have students draw and colour green vegetables.

Extension Activities:
1. Parents and teachers will help students to prepare and eat a green vegetable snack e.g. cucumber, calaloo tacos.
2. A different color vegetable or fruit will be the monthly focus according to the learning objective.
3. Serve green vegetables as a snack.
4. Take students on a field trip to the market to observe and identify fruits and vegetables. Have students draw and colour all the fruits and vegetables they see at the market.

Assessment Strategies:
• The teacher will observe whether students were able to identify vegetables from the mock stall.
• The teacher will engage students in a circle time discussion on the market day experience and the positive experience of eating vegetables.

Suggestions to Maintain Behavior:
• Hold parenting workshops on the benefits and consumption of fruits and vegetables.
• Invite parents to support students in identifying the various colors of fruits and vegetables consumed in their meals.
• Maintain school policy of healthy snacks, including fresh fruits and vegetables.
• Parents will engage their students in activities, including play that involves control of the leg and feet muscles.
• The locomotor skill of hopping will be integrated into other lessons.
• Use this activity as part of family fun day at school.

Evaluation:
Cultural Food Day
Link to the Curriculum: Preschool Curriculum Level 1 Unit 10: Holidays

A day to focus on cultural dishes of Belize

Behavioral Objective/s:
Students will appreciate their own cultural dishes and three other cultural dishes.

Learning Objective/s:
Students will be able to:
a. Identify dishes from different cultures in Belize.
b. Taste various cultural dishes.

Materials and Equipment:
Spoons, plates, napkins, bibs, pictures of various cultural foods, samples of cultural dishes, Belize food basket poster, poster of Belize’s ethnic groups

Previous Knowledge:
Students know the 4 main cultural groups. (e.g. Garinagu, Maya, Creole, Mestizo)

Procedure:
In preparation for the activity:
1. Ask parents to prepare a cultural dish from one of the groups (Maya, Creole, Mestizo, Garinagu).

Activities:
1. Have students listen to and/or recite cultural songs about food.
2. Guide students in a discussion on dishes relating to the four cultural groups.
3. Students view display of cultural dishes.
4. Teachers and parents encourage students to taste each dish.
5. Have students describe the different dishes tasted; what it tastes like, what ingredients they can identify, what they like/don’t like about it.

Extension Activities:
1. During circle time students discuss cultural foods eaten.
2. Craft paper plate collages of the different cultural dishes.
3. Invite a resource person to discuss cultural foods with parents and identify how some of the foods can be enriched to ensure that they are providing children with the proper nutrition.

Assessment Strategies:
1. Students will color pictures of food from different cultures and paste in paper plates.
2. Students will complete a worksheet by matching pictures of cultural dishes to corresponding ethnic groups.
3. Extend activity to whole school.

Suggestions to Maintain Behavior:
• Invite older women in the community to teach parents to prepare nutritious cultural foods.
• Engage students in other activities that celebrate cultural diversify and self-identification.

Evaluation:
Garbage to Treasure Day
Link to the Curriculum: Preschool Curriculum, Level 2, Unit 11 Personal Hygiene

A day to focus on reusing common items that would otherwise be thrown away as trash

Behavioral Objective/s:
Students will make use of reusable items.

Learning Objective/s:
Students will be able to:
- Identify reusable items (buttons, bottles, boxes or disposable cups).
- Use reusable items to create articles (craft, musical instrument, toy, costume, etc).
- Use the crafted articles in classroom activities.

Materials and Equipment:
Boxes, bottles, magazines, pictures, cups, buttons, plastics, straws, paper, scissors, glue, tape, needle, thread, etc.

Previous Knowledge:
Teacher would have provided parents with a list of reusable items.

Procedures:
In preparation for the activity:
1. Provide parents with a list of reusable items.
2. Ask students to bring at least two items from the list provided to parents.

Activities:
1. Assess the reusable items collected and choose creative art activities based on reusable items collected.
2. Some suggestions include dolls, baskets for storage, hats, toys, etc.
3. Engage students in making different things from reusable items.

Extension Activities:
1. Students will present puppet show or role play to parents using reusable items.
2. Students will learn/sing a song based on reusable items.
3. Teachers will place reusable items on display for use in the appropriate centers.
4. Reusable items activity can be used as a fund raising venture.

Assessment Strategies:
• Students will inform on the function of their crafted item.
• Students will discuss experience of crafting treasure from reusable items.

Suggestions to Maintain Behavior:
• Teacher will place two bins to have students categorize reusable items (paper and plastic).
• Parents attend a workshop on making educational items for students from reusable materials.

Evaluation:

Traveling Safely Day
Link to curriculum: Preschool curriculum: Level 2, Unit 19: Transportation

A day to highlight the importance of following traffic rules to remain safe

Behavioral Objective/s:
Students will follow traffic rules.

Learning Objective/s:
Students will be able to:
- Identify at least three ways people in their community travel.
- Name four safety rules when traveling in their community.
- Practice four safety rules while traveling to school.

Note: Rules must be appropriate to students getting to and from school. (e.g. school bus, bicycles, walking etc.)

Materials and Equipment:
Checklist of rules to be followed, drawing or picture of a traffic officer, whistle, paint, boards, sand box model of community road system, traffic signs, traffic safety games, tricycle, toy vehicles, ropes.

Previous Knowledge:
Teacher will create the appropriate traffic safety signs, prepare sand box, and have other traffic safety games.

Procedures:
- Discuss with students how they travel to and from school.
- Discuss with them ways to keep safe while travelling to school on foot, bike, on car etc.
- Have students learn a song about traffic safety (songs found in the Level 1 resource manual for teachers).
- Discuss with students some traffic safety rules using the signs that you have developed.
- Discuss with students the importance of following traffic rules.
- If possible, have a traffic officer present on traffic safety.
- Have students practice the four safety rules (e.g. safe walking, road crossing procedures, entering and exiting the bus) using various creative activities.
- If your school is in town, take children to the street and help them to identify some of the common signs to look for.

Extension Activities:
1. Have students craft traffic signs to take home and discuss with their parents.
2. Students role play dressing up as traffic officers and demonstrating traffic safety rules.
3. Students watch a video on following traffic safety rules.

Assessment Strategies:
• Students color traffic sign pictures.
• Teacher dresses up as a traffic officer to visit the class.

Note: Rules must be appropriate to students getting to and from school (e.g. school bus, bicycles, walking etc.).
A day to visit a food-bearing garden

Behavioral Objective/s:
Students will appreciate that some foods come from plants.

Learning objectives:
Students will be able to:
 a. Associate fruits and vegetables with plants.
 b. Identify three fruits or vegetables grown in a garden.
 c. Name a garden-grown fruit or vegetable in their meal.

Materials and Equipment:
Fruit or vegetable-producing plants in garden, pictures of plants, prepared fruit or vegetable from the garden, at least one potted plant growing in the classroom

Previous Knowledge:
Students know what fruits and vegetables are. Students know what a garden is.

Procedures:
In preparation for the activity:
1. Identify a garden in the community you can visit.
2. Obtain parents’ permission and invite some parents to accompany students to the garden.

Activities:
1. Take the students to the garden.
2. Have the gardener give the students a tour of the garden and explain the simple process of growing fruits or vegetables.
3. A fruit or vegetable identified in the garden is prepared for students’ consumption during the visit.

Evaluation:

HYGIENE

PERSONAL, SCHOOL & COMMUNITY
**ACTIVITY 1**

**Hand Washing Day**  
**Link to the curriculum: Preschool curriculum, Level 2, Unit 11: Myself, Personal Hygiene**

Students will understand the importance of keeping hands clean. Please note that UNICEF and the Ministry of Education promote Global Hand washing Day every year on October 15th. This activity is ideal for that day.

**Behavioral Objective/s:**  
Practice good hand washing techniques.

**Learning Objective/s:**  
Students will be able to:
- Explain the importance of keeping hands clean.
- Name the items needed for washing hands (soap, safe water, paper towels, garbage bin, wash-hand basin).
- Wash hands regularly as required (e.g., before eating and after using the bathroom).

**Materials and Equipment:**  
Checklist of hand washing procedure, soap, wash-hand basins, safe water, camera, disposable towels, posters, projector, video of hand washing.

**Previous Knowledge:**  
Students know the song “This is the way I Wash my Hands” or similar song that instructs on the procedure and the required time (no less than 15 seconds) to wash hands. Students should have previous knowledge on the importance of hand washing. Teacher will have available items for hand washing.

**Procedures:**  
In preparation for the activity:
1. Make sure that all hand washing materials are available.

**Activities:**  
1. Have students sing the song “This is the way I wash my hands”.
2. Discuss what the song is saying with students.
3. Use the hand washing poster to demonstrate step-by-step hand washing procedure while singing the song. “This is the way I wash my hands”.
4. Have students practice the step-by-step procedure while singing the song.
5. Explain when it is important to wash your hands.
6. Have students name the things needed to wash their hands.
7. Create a specific hand washing corner and label boldly all the things needed to wash hands.

**Assessment Strategies:**  
1. Teachers observe students washing their hands and complete checklists.
2. Teachers observe students’ hand washing habits (after toilet use and before eating).
3. Teachers observe students reminding other students to wash their hands.

**Suggestions to Maintain Behavior:**  
- Teachers monitor and observe proper hand washing techniques.
- Posters on hand washing are placed at strategic locations to remind students to wash their hands following proper procedure.
- Teacher issues notes and flyers to parents encouraging them to support proper hand washing at home.

**Evaluation:**  
- Students will have available items for hand washing.

**ACTIVITY 2**

**“Give Teeth a Treat” Day**  
**Link to the curriculum: Level 2, Unit 11: Myself, Personal Hygiene**

A day for students to celebrate good dental health through eating the right foods.

**Behavioral Objective/s:**  
Students will choose foods that are healthy for teeth and avoid foods that are harmful to teeth.

**Learning Objective/s:**  
Students will be able to:
- Recall 2 reasons for having teeth.
- Identify 3 foods that are good for teeth.
- Name unhealthy foods that harm teeth.
- Name 3 foods that are unhealthy for teeth.

**Materials and Equipment:**  
Belize Food-Based Dietary Guidelines poster, samples of healthy foods (e.g., Carrot sticks, celery sticks, cucumbers, sweet peppers, milk), samples of unhealthy foods (e.g., chips, ideals, biscuits, candy), picture of a decayed tooth, pictures of students with healthy teeth, pictures of students with dental caries, pictures of students with healthy teeth, pictures of students with dental caries.

**Previous Knowledge:**  
Students know why we need our teeth. i.e. eating, chewing, talking, smiling

**Procedures:**  
1. Ask students to make a big, wide grin. Ask them to look at the student sitting beside them and tell what they see most when the other student grins.
2. Brainstorm with students what would happen if they had no teeth. What would they be able to do/not do?
3. Use pictures to compare healthy teeth with unhealthy teeth.
4. Explain how unhealthy foods cause dental decay using a picture of a decayed tooth.
5. Demonstrate examples of healthy and unhealthy foods and discuss why teeth get decayed.
6. Share “teeth treats” (healthy snack e.g. carrot sticks)

**Extension Activities:**  
1. Develop a poster of students smiling as a reminder to keep their teeth healthy.
2. Develop a poster of “Mr. Sweet tooth” to remind students of foods to avoid to keep their teeth healthy.
3. Invite a dentist to give students a presentation on the importance of eating healthy foods.
4. Invite a dentist, oral hygienist or health educator to facilitate a workshop for parents/caregivers on good oral hygiene.
5. Show a video to the entire school population on the development of dental caries and the importance of eating healthy foods.
6. Have students submit entries on the theme during Dental Health Week.

**Assessment Strategies:**  
- Students circle healthy food pictures from an assortment of healthy and unhealthy food pictures.
- Students color a picture of a healthy tooth and tell why the tooth is healthy.
- Students categorize healthy and unhealthy foods by placing the pictures (and/or empty food packages) in 2 labeled baskets.

**Suggestions to Maintain Behavior:**  
- Teacher will issue letters to parents encouraging support for their child’s teeth through eating healthy foods and good oral hygiene.
- The school will maintain a rule of students eating only health snacks.
Mini Clean Up Campaign

Link to the curriculum: Preschool curriculum, Level 1: Unit 5: Our world

A day to teach students the importance of keeping the environment clean

**Behavioral Objective/s:**
Students will keep their environment clean by disposing garbage properly.

**Learning Objective/s:**
- Students will be able to:
  a. State 2 reasons why the environment should be kept clean.
  b. Identify proper places to dispose of garbage in the home, community or at school.
  c. Dispose of garbage in garbage bins at school.

**Materials and Equipment:**
Disposable gloves, garbage bags, garbage bins, rake, brooms, drinking water

**Previous Knowledge:**
Students know the importance of keeping the environment clean.
Students have participated in cleaning classroom and school compound. Inform parents of activity and obtain their assistance.
Students know the designated area for clean-up campaign. Prior to activity, the area should be visited to ensure safety. e.g. remove hazardous waste

**Procedures:**
In preparation for the activity:
1. Inform parents of the activity and make sure that they give consent for their child’s participation in the activity.
2. Select an area for cleaning. Make sure to visit the area before to ensure that it is safe. (broken bottles or hazardous waste are removed.)

**Activities:**
1. Engage students in a conversation on why the environment should be kept clean.
2. Teach students the proper way to pick up and dispose of garbage.
3. Take students to the location that will be cleaned.
4. Using gloves, have students pick up garbage and place it in garbage containers.
5. Students wash their hands after the activity.

**Extension Activities:**
1. Playground clean up.
2. Have students participate with their parents on a community clean-up campaign.

**Assessment Strategies:**
- Checklist on the procedure for removing garbage.
- Students draw and color a picture of a dirty environment and a clean environment.
- Students discuss their experience of cleaning the area.

**Suggestions to Maintain Behavior:**
- Checklist on procedure for removing garbage.
- Students draw and color a picture of a dirty environment and a clean environment.
- Students discuss experience of cleaning the area

**Evaluation:**
SELF & INTERPERSONAL RELATIONSHIPS

EMOTIONAL HEALTH, RELATIONSHIPS & FAMILY
ACTIVITY 1

Secrets Day

Link to curriculum: preschool curriculum: Level 1, Unit 2: All about me and myself

A day to highlight an atmosphere of confidence

Behavioral Objective/s:
Students will report bad secrets to a trusted adult and show appreciation for good secrets.

Learning Objective/s:
Students will be able to:
1. Tell the difference between good secrets and bad secrets.
2. Associate secrets with parts of the body that are private.
3. Use the skill of starting a conversation during a school outing.
4. Practice the skill of starting a conversation with 3 classmates.
5. Explain why they should report bad secrets to a trustworthy adult.

Materials and Equipment:
Story on good secrets and bad secrets, emotions chart, large crafted ear with channel for messages, picture of body with section labeled “private”, various creative games on the topic.

Previous Knowledge:
Students should know the names of their private body parts. Have basic knowledge of what is a good touch and bad touch. Be able to use words to express basic emotions (5) – happy, sad, angry, scared, sick, confused.

Procedures:
In preparation for the activity:
1. Inform parents that you will be dealing with a sensitive issue and that students may come home to ask questions or express concerns about some things they experience.
2. Make sure that you know what is expected of you if students share any bad secrets.

Activities:
1. Read a story to students about good and bad secrets.
2. Engage students in a discussion of what is a secret, what is a good secret and what is a bad secret.
3. Use emotions chart to help students identify feelings that are associated with good and bad secrets.
4. Discuss with students who are adults they can trust to tell bad secrets to.
5. Create simple scenarios that students can understand and have them role play how they would share a bad secret with a trusted adult.

Extension Activities:
1. the entire school population participates in creative games of secrets
2. Associate secrets with parts of the body that are private.
3. Invite a police officer or social worker to speak with the school population, teachers and parents about child abuse.

Assessment Strategies:
• Students match secrets to emotions.
• Students categorize messages as good or bad.
• Students demonstrate disclosing bad secrets.

Suggestions to Maintain Behavior:
• Integrate abuse issues into other learning activities.
• Remind students that the teacher is a trustworthy person.
• Use stories of other child abuse issues and engage students in discussions.

Evaluation:

ACTIVITY 2

Meet and Greet Day

Link to curriculum: Preschool curriculum, Level 1, Unit 2: All about me and myself

A day to practice starting a conversation during a school outing (park, church, game).

Behavioral Objective/s:
Students will be able to engage confidently in social conversations with other children as well as adults.

Learning Objective/s:
Students will be able to:
1. Approach someone and say “Hello, my name is ____ (his/her name). What is your name?”
2. Practice the skill of starting a conversation with 3 classmates.
3. Use the skill of starting a conversation during a social outing activity.

Materials and Equipment:
Social skills monitoring chart (list of social skills to be mastered by each child); checklist of meeting and greeting steps/procedure, emotions chart including – happy, sad, angry, scared, confused, sick; hand-washing materials, hand sanitizer, paper towels, marker on the classroom floor for practicing skill, drinking water

Previous Knowledge:
Students are able to express feelings using at least 5 feeling words. Students know how to identify “safe persons”.

Procedures:
In preparation for the activity:
1. Parents and caregivers should be informed and invited to accompany students on the day of the outing.
2. Prepare a kit for the day of outing in the community.

Activities:
1. Share a simple story with the students about a boy who was shy to make friends on the first day of class.
2. Engage the students in a discussion about who their friend is and how they met that friend.
3. Discuss with the students what are some of the things you say when you first meet someone.
4. Model meeting and greeting using following steps:
   a) Find someone in the classroom.
   b) Approach that person with a smile.
   c) While smiling, say “Hello, my name is ____ (his name). What is your name?”
   d) Shake the person’s hand.
5. Have the students practice with classmates.
6. Explain to the students that while it is important to meet new people, it is important to be careful not to be friendly with strangers. It is best to meet new people while with parents or other trusted adults.
7. Take students on an outing in the community and have them practice meeting safe adults in the community. (other students, teachers, store owners etc.)
8. Be sure to explain to community members what you are trying to achieve during the outing.
9. Have students practice this skill during the outing activity.

Extension Activities:
1. Students visit students of another preschool or Infant one students of the same school and start conversations using the skill.
2. The entire school population learns the skill and students use it to commence conversations with unfamiliar students.
3. Other interpersonal skills are introduced, practiced and reinforced.

Assessment Strategies:
ACTIVITY 2

(Continued)
• make a checklist of steps to be followed.
• Record the number of persons with whom
  the student commenced conversations.
• Have students discuss positive and negative
  experiences of meeting new people.
• Have students discuss the feelings associated
  with meeting new people.

Suggestions to Maintain Behavior:
• The teacher models desired behavior in the
  presence of the students.
• The teacher introduces the students to other
  persons.
• Students are encouraged to meet new people
  using skills learnt.
• The skill is integrated into role plays, sports
  days and other activities.

Evaluation:
TOPIC 1
NUTRITION AND FITNESS (DIET, DISEASES, AND FITNESS)

TOPIC 2
MANAGING A HEALTHY AND SAFE ENVIRONMENT (SCHOOL SAFETY, ROAD SAFETY)

TOPIC 3
HYGIENE (PERSONAL, SCHOOL AND COMMUNITY)

TOPIC 4
SELF AND INTERPERSONAL RELATIONSHIP (EMOTIONAL HEALTH, RELATIONSHIPS AND FAMILY)
Mini Sport Day
Link to curriculum: HFLE Curriculum: Eating and Fitness, Topic 4: Fitness
A day planned to engage students in physical activity.

Behavioral Objective/s: Students will develop the habit of engaging in at least 20 -30 minutes of physical activity per day.

Learning Objective: Students will be able to:
1. Learn the important benefits of physical activities to health.
2. Engage in a variety of physical activities, eg. Lime and spoon, sack race, skipping rope, running race.

Materials and Equipment:
Sporting equipment: - skipping rope, bat and ball, hula hoop, football and prize ribbons, volleyball, lime and spoon, sacks

Previous Knowledge: Students know how to jump rope and hula hoop, and know the basic skills for playing football and softball. This activity will require pre-planning to include: resources, adult support, and competing teams/groups, prizes.

Procedures:
In preparation for the activity:
1. Identify resources, adult support, teams, and prizes. Consider carefully the games appropriate for the different age groups.

Activities:
1. Use pictures, puppets and simple stories/scenarios to discuss with the students the benefits of physical activity.
2. Organize students into teams.
3. Engage students in warm-up activities prior to the games/competition.
4. Explain the rules of games/activities.
5. Carry out the activities.
6. Award ribbons/prizes.

Extension Activity:
1. During the mini sports day have a family lime and spoon competition or family sack race competition where families compete against each other.
2. Encourage children and families to plan similar activities at home.
3. Have students bring Pictures or draw pictures of their family doing activities.
4. Ask parents to set aside one morning per week where they walk with the rest of the family as exercise.
5. Ask students to provide progress reports on the morning walks and other physical activities of the family. Family activities include: activity type, time of day and duration. Use a poster board and stick it up in the class. Show who is winning in the family.
6. During PTA meetings, ask families to share with other families how they have been keeping healthy through engaging in physical activities.

Assessment Strategies:
• Use a checklist to monitor the students’ involvement. Track students’ participation and type of activity from their progress report on family activities.

Suggestion to Maintain Behavior:
• Create a chart in the classroom where students can chart their physical activity. Have pictures of the various physical activities and chart with a simple statement: Today I played _______. Students will place a picture of the physical activity they engaged in during the day on the chart.
• Repeat mini sports day once per term.

Evaluation:

Weight and Height Day
Link to curriculum: HFLE Curriculum: Eating and Fitness: Topic 1: Food and Nutrition
A day when students will measure their weight and height to identify where they place on the growth chart

Behavioral Objective/s: Students will use growth chart to map their height as a regular activity in their lives.

Learning Objective: Students will be able to:
1. Accurately measure their body weight and height.
2. Know how to identify and map their height on a growth chart.
3. Discuss some ways to improve their health.

Materials and Equipment:
Growth chart (one per child), scale, measuring tapes/rods

Previous Knowledge:
Students can identify numbers from 1 to 100. Children understand the concept of weight and height.

Assessment Strategies:
• Check list to assesses accuracy in steps to measuring height and weight.
• Once per term, monitor height and weight.

Suggestions to Maintain Behavior:
• Encourage healthy diets and daily physical activities.
• Make posters (classroom) to encourage (healthy lifestyles) healthy eating and physical activities (poster competition).
• As a class design messages to be shared with families and the rest of the school on a healthy lifestyle.

Evaluation:

ACTIVITY 2
Healthy Snack Day
Link to curriculum: HFLE Curriculum, Eating and Fitness: Topic 1: Food and Nutrition

A day when students will prepare a healthy snack.

Behavioral Objective/s:
Students will eat at least one healthy snack per day.

Learning Objective:
Students will be able to:
  a. List one benefit of eating healthy snacks every day.
  b. Chose healthy food from among foods for making a healthy snack.
  c. Prepare a healthy snack, (e.g.: Fruit cup, beans dip, peanut with crackers, wheat bread, tortilla, local jam, vegetable sticks).

Materials and Equipment:
Assorted cookie cutters, fruits, healthy and unhealthy food items (snacks), sanitary cups and plates, napkins, shop paper, vegetables, jam (try using locally grown food items)

Previous Knowledge:
Students know the benefits of eating healthy. Students can differentiate between a healthy and unhealthy snack.

Procedures:
In preparation for the activity:
1. Collect a variety of items to prepare a healthy snack. Students can be asked to bring these items to class.

Activities:
1. Display food items and discuss each item with students and why that food item is healthy.
2. Have students prepare healthy snacks.
3. Have students distinguish healthy food items and their benefit(s). E.g. ‘Carrots good for eyes’
4. Have students draw or paste pictures of healthy food for snack preparation
5. Ask students to work in groups to present to class how to prepare a healthy snack

Extension Activity:
1. Hold a parent session to provide the right food for students to eat and plan menus for healthy snacks
2. Students monitor snack eating over a period of time.

Assessment Strategies:
• Use check list for procedure to select healthy items and prepare a snack from their presentation.
• Use questions to identify if students know how to make snack and state its benefits
• Assess their list of healthy vs. unhealthy snacks.

Suggestion to Maintain Behavior:
• Encourage eating fruits every day. (School have available)
• Connect the day to HFLE nutrition classes.
• Have students use snack tracking data in Math class.

Evaluation:
**Safe Playground Day**

**Links to curriculum: HFLE Curriculum: Managing the Environment: Safety in the playground** **(Infant 2)**

This activity brings awareness and the need to play safely at school.

**Behavioral Objective/s:**
Students will practice safe playing.

**Learning Objective/s:**
Students will be able to:
1. List the dangers and accidents that can occur when playing.
2. Identify rules and behaviors to minimize dangers and accidents when playing.
3. Practice rules and behaviors for playing safe.

**Materials and Equipment:**
Charts, Bristol boards, tape, playing equipment and materials, first aid kits (if kits are not available then try to secure some of the basic items: band aids, alcohol, bandages etc.)

**Previous Knowledge:**
Students know what an accident is. Students are familiar with some playground safety rules.

**Procedures:**
1. Brainstorm with students the concept of accident to reinforce their understanding of what an accident is.
2. Have students share on accidents they have seen, heard of, or been involved in while playing. (Be prepared with a few examples of your own)
3. Discuss what could have been done to avoid the accident.
4. Use a poster to share some basic playground safety rules. (For some schools the playground will be the football field or some area in the school yard)
5. Take students to the playground/play area at the school and have them play a game.
6. Discuss some of the accidents that could happen while playing the game.
7. Ask students to share what they would do to play the game safely.
8. Repeat for other games and do the same.
9. In groups, draw safety practices/rules when playing, and post around the classroom.

**Assessment Strategies:**
- Assess rules developed.
- Assess cause/effect for unsafe practices when playing.
- Use rubric to assess safety practices.

**Suggestion to Maintain Behavior:**
- Encourage students to continue monitoring others at play and identify unsafe practices.
- Review the rules periodically with students before playground time.
- Maintain posted rules throughout the year.
- Have students monitor play areas to identify unsafe practices. (Collect data for class discussion and to determine solutions)

**Evaluation:**

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**Movie Day - Clean and Unclean Environment**

**Link to curriculum: HFLE Curriculum: Managing the environment, Creating a safe and healthy environment**

A day to use a movie/video to promote proper garbage disposal.

**Behavioral Objective/s:**
Students will dispose of garbage properly at all times.

**Learning Objective/s:**
Students will be able to:
1. Identify types of garbage.
2. Put garbage type in its proper place.
3. Clean their personal environment at school.

**Materials and Equipment:**
DVD, DVD player, TV, brooms, garbage bins, garbage bags, disposable gloves

**Previous Knowledge:**
Students know what garbage is.
Students are able to identify some items that are reusable.

**Procedures:**
1. Have students discuss the following concepts: garbage, reusable items and recyclable items.
2. Have students watch a movie (cartoon) episode of characters interacting in clean and unclean environments, focusing on putting garbage where they belong.
3. Role play some favorite scenes in the movie of garbage disposal.
4. Create a checklist of maintaining a clean environment and have students practice using the checklist to clean their personal environment at school.

**Assessment Strategies:**
- Students are monitored for proper garbage disposal.

**Suggestion to Maintain Behavior:**
- Always have bins available around the school and homes.
- Students monitor others for proper disposal.
- Develop this practice in the school. (Zero tolerance).
- Label garbage bins.

**Evaluation:**
Safety Showroom Day
Link to curriculum: HFLE Curriculum, Managing the Environment: Safe practices and rules
A day to focus on safety as an ongoing life process by creating a showroom to display safety equipment, procedures and safety signs

Behavioral Objective/s:
Students will practice following safety rules.

Learning objective/s:
Students will be able to:
   a. Identify types of safety signs, procedures and equipment.
   b. Identify and design a show corner in groups (road safety, sport safety, etc)
   c. Collect/make show corner displays.
   d. Explain why, how, when, where safety signs and equipment are used.

Materials and Equipment:
Poster boards, markers, Bristol boards, helmets, gloves, life vests, safety signs, life Savers, safety goggles, Reflecting vests, reflectors, neon colors (glitters, paint, cloth), safety belts, elbow and knee pads, mats and sponges, hats and umbrella, safety cones, suntan lotion. Pictures can be used if actual items can not be located.

Previous Knowledge:
Students have basic knowledge of road safety rules and have applied some of the rules before.

Procedures:
1. In preparation for this activity make sure that materials and supplies are set up before hand.
2. Have students recall safety signs, equipment and procedures seen in the environment.
3. Have students identify a specific safety concern to showcase and identify/make equipment and signs to be used.
4. Supervise students while they setup a show corner and present safety materials.
5. Invite other classes and parents to view their display.

Extension activities:
1. Have students write/draw about the showcase.
2. Have students create additional safety signs.
3. Have students post signs within the school, community to address appropriate safety concerns.

Assessment Strategies:
• Students are assessed for proper safety measures identified.
• Use role play for safety procedures with equipment/signs.

Suggestion to Maintain Behavior:
• Always have safety signs available around the school and homes.
• Have students monitor others for adhering to signs.
• Develop this safety practice in the school.

Evaluation:

Safety Showroom Day
Link to curriculum: HFLE Curriculum, Managing the Environment: Safe practices and rules
• Have students monitor key areas to identify poor practices. (collect data for class discussion and to determine solutions).

 Evaluation:

ACTIVITY 1

Squeaky Clean Day
Link to curriculum: HFLE Curriculum: Sex and sexuality: Importance of Good personal hygiene

This activity engages students in practicing good hygiene and at the same time learning how to store and care for the equipment/materials used for proper oral hygiene.

Behavioral Objective/s:
help students to practice proper oral hygiene daily and take care of the oral hygiene equipment/materials used.

Learning Objective/s:
Students will be able to:
 a. Demonstrate the proper way to brush their teeth and wash their hands.
b. Demonstrate ways to take care of hygiene equipment/materials.
c. Create rules and/or posters that will ensure proper storage and care for oral equipment.

Materials and Equipment:
Charts, Bristol boards, tape, hygiene equipment and materials, cups.

Previous Knowledge:
Students have practiced oral hygiene before. Students are aware of materials used for oral hygiene.

Procedures:
In preparation for the activity:
1. Create a poster or model of a healthy and an unhealthy tooth.

 Activities:
1. Discuss with the students why they think one tooth is healthy and the other looks unhealthy.
2. Discuss some things that are done to keep the teeth healthy.
3. Demonstrate procedures for proper oral hygiene and have students practice proper oral hygiene procedures.
4. Have students identify the equipment/materials used for good oral hygiene. (e.g. hand washing: wash basin or bowl, toothbrush, tooth paste, water, towel, soap.)
5. After demonstrating good oral hygiene (hand washing and brushing teeth properly), show how each equipment/material used are to be cared for. (wash basin: not to lean or sit on, rinse basin after use (keep next user in mind), basin needs regular deep cleaning, carefully shut off water supply) etc.
6. Practice proper care and storage of all oral equipment/materials used for hygiene.
7. Repeat for several oral hygiene practices.
8. In groups, draw posters/rules, for strategic posting on walls, to show proper use and care of oral equipment.

 Extension Activities:
1. Invite a health officer to do a presentation on good hygiene, proper handling of items and the need for proper storage.
2. Create drawings of items being used in school currently, at home and in the office, etc. and how they are stored and cared for. Have drawings showing both correct and incorrect care and handling of equipment/materials and use these for class discussions.

 Assessment Strategies:
• Checklist of correct procedure: 1. And 2. Care and storage.
• Assess cause/effect for good and poor practices.

 Suggestion to Maintain Behavior:
• Repeat these activities throughout the year and review rules and practices.
• Post rules near equipment/materials in school and at home.
Show and Tell Day
(Hygiene utensils and materials)

Link to the curriculum: HFLE Curriculum: Sex and sexuality: Importance of good personal hygiene

A day when students will show and tell on a hygiene utensil and or material.

Behavioral Objective/s:
Students will become more proactive in practicing good hygiene.

Learning Objective/s:
Students will be able to:
   a. Identify and list hygiene utensils and materials.
   b. Explain the importance and use of hygiene utensils and or material.
   c. Practice hygiene procedures.

Materials and Equipment:
Soap (bath, hand), Clorox, towels, wash rags, hand sanitizers, soap powder, nail clipper/cleaners, comb, brush, tooth brush, tooth paste, paper towel, deodorants, talc powder, lice cream, body lotion, toilet paper, napkins, shampoo, personal water cups and bottles, supply of water

Previous Knowledge:
Students have practiced some good hygiene practices including washing hands, washing hair, brushing teeth, taking a bath etc.

Procedures:
In preparation for the activity:
1. Have available a wide variety of hygiene products.

Activities:
1. Ask students to brainstorm and come up with a list of everything they do to get ready for school in the morning. The teacher makes a list of these on the chalkboard.
2. Explain to the children that good hygiene is a daily part of our lives. From the list of things mentioned by the students, discuss with the class which ones are good hygiene practices that they are already doing. (brushing teeth, bathing etc.)
3. Use pictures/posters to review with the class some good hygiene practices.
4. Discuss with the class the ones that were not mentioned during the brainstorming session.
5. Ask the students why those were not mentioned in their morning practices. (e.g. no one might have mentioned washing hair or cleaning nails)
6. Discuss the importance of good personal hygiene.
7. Have the class identify and discuss hygiene materials and equipment.
8. Have the students pair up and randomly select a hygiene practice.
9. Have them gather the required materials, then show and tell the importance for practicing good hygiene and demonstrate the correct practice.
10. Have volunteers repeat the practice and have others ask questions and make comments to further clarify their understanding.

Extension Activities:
1. Create and place hygiene posters around the school; students use creative arts to promote this behavior.
2. Send hygiene information to parents for the practices to be continued at home.
3. Have students track and record their hygiene practices over time.

Assessment Strategies:
• Assess presentations made by students and the response from others.
• Use scoring rubric to assess the steps and method to demonstrate correct practice.

Suggestion to Maintain Behavior:
• Monitor good hygiene practices at school.
• Engage students in periodic reporting, having self-monitored good hygiene practices.

Evaluation:
Take a Picture Day (Engaging in Good Hygiene Practice)

Link to the curriculum: HFLE Curriculum: Sex and sexuality, Importance of practicing good personal hygiene

A day when a picture will be taken of students engaging in a good hygiene practice.

Behavioral Objective/s:
Students will continue practicing good hygiene.

Learning Objective/s:
Students will be able to:
1. Demonstrate a good hygiene practice.
2. Label pictures with essential steps and procedures for practicing good hygiene.
3. Have a volunteer parent take pictures of students demonstrating the good hygiene practice.
4. Have students glue pictures on a poster board and annotate and decorate them.
5. The teacher and students create a collage of pictures together and hang it on the wall.

Extension Activities:
1. Have students use the collage to help reinforce good hygiene practices. (ongoing)
2. Shift pictures around as students have demonstrated full compliance of good behavior.
3. Use pictures for students to create a song using a known tune or for descriptive writing or narration.

Materials and Equipment:
Digital Camera, color printer, poster boards, markers, crayons, glitters, glue, hygiene products (see Activity 2), wall pins, tape

Previous Knowledge:
Students know how to practice good hygiene.

Procedures:
In preparation for the activity:
1. Make sure that parents are informed to prepare and provide students with hygiene regalia and materials.
2. Be sure to secure camera beforehand.

Activities:
1. Review practicing good hygiene. (a few days before picture day).
2. Have students randomly select which hygiene they will display.
3. Have a volunteer parent take pictures of students demonstrating the good hygiene practice.
4. Have students glue pictures on a poster board and annotate and decorate them.
5. The teacher and students create a collage of pictures together and hang it on the wall.

Assessment Strategies:
• Use a checklist to monitor students demonstrating the hygiene.
• Assess understanding from students’ writing/drawing.

Suggestion to Maintain Behavior:
• Invite parents to view collage and commit to help reinforce practices at home.
• Engage students in weekend self-monitoring activities of hygiene practices. (use chart with hygiene practices and have students tick off repetitions)

Evaluation:

Take a Picture Day
(Engaging in Good Hygiene Practice)
Finding Good Role Models
Link to the curriculum: HFLE Curriculum, Self and interpersonal relationships

This activity teaches the process of how to define and find good role models.

Behavioral Objective/s:
Students will be able to identify good role models and emulate their qualities.

Learning Objective/s:
Students will be able to:
   a. Identify qualities of being a good role model.
   b. Identify role models within their community.
   c. Role play characteristics/qualities displayed by a role model.

Materials and Equipment:
Card board, markers, pencils, strings, crayons, and pictures.

Previous knowledge:
Students know the definition of a good role model.
Students know qualities of a good role model.

Procedures:
1. Tell a simple story entitled “my hero” about someone in the community who is always helping others and doing good.
2. Based on the story, brainstorm with the students what are some of the good things they notice about the person.
3. Ask students to brainstorm for the names of persons they admire in the community or on television etc. Ask students to say why they admire that person.
4. Identify and describe a typical role model.
5. Talk about qualities they like about their role model as it relates to the issue/scenario.
6. Invite a role model from the community to the school to do a presentation.
7. Have students identify qualities of the role model.
8. Practice the process for identifying good role models using differing scenarios.
9. Draw/Name and make mobiles (removable labels) showing good qualities of a role model, and contrast it with negative qualities.

Extension Activities:
1. Draw/Name and make mobiles showing good qualities of a role model.
2. Invite a role model to school to do a presentation.
3. Ask parents to complete a short data collection about persons selected as good role models.
4. Complete a pictograph with information collected to show the selection of choices preferred by parents and students from community.
5. Have the class honor a positive role model in the community.

Assessment Strategies:
• Make a Checklist of processes completed by students.
• Assess the understanding of the characteristics of a good role model through questioning.

Suggestion to Maintain Behavior:
• Always apply this process when dealing with a new scenario or when meeting a new person.
• Practice expectations of a good role model by students. Examples: proper grooming, respect, positive attitudes etc.

Evaluation:

Thank You Day/Class
Link to the curriculum: HFLE Curriculum, Self and interpersonal relationships

A day to draw attention to thanking others.

Behavioral Objective/s:
Students will make it a habit to thank people for helping them, complementing them, taking time to help them, or giving them something.

Learning Objective/s:
Students will be able to:
   a. Identify the value in saying thanks.
   b. Create a thank you card.
   c. Say thank you after receiving help or something from someone else. (good deed)

Materials and Equipment:
Bristol board, scissors, markers, crayons, CD player, CD with thank you stories/songs

Previous Knowledge:
Students know different ways to show thank you and appreciation.

Procedures:
1. Share a story/scenario with the students of a good deed that someone else did.
2. Ask the students to brainstorm for how they could show appreciation.
3. Discuss with the students the importance of saying thank you.
4. Have them list the different occasions when they have said thank you to someone. What did they say thank you for? When should you say thank you?
5. Have students practice saying thank you through role play.
6. Have students identify one person they want to thank and use Arts and Crafts materials to create a thank you card.
7. Have students discuss the contents of their cards.

Extension Activities:
1. Invite the persons to whom the cards are addressed to come in so students can present their thank you cards.
2. Have students make up and sing their own thank you songs.

Assessment Strategies:
• Monitor to see if students are saying thank you when appropriate. (this can be done when the teacher interacts with the children)
• Use a role model of saying thank you for assessment.

Suggestion to Maintain Behavior:
• Create a wall chart to track students’ saying thank you. (put or remove stickers)
• Have students monitor each other saying thank you.
• The teacher will model saying thank you so that students can follow.

Evaluation:
ACTIVITY 3

Friendship Day
Link to curriculum: HFLE Curriculum, Self and Interpersonal relationships, making new friends

A day to help students recognize friendship behaviors and learn the skills of being a friend.

Behavioral Objective/s:
Students will be a good friend to others (classmates).

Learning Objective/s:
Students will be able to:
1. Name friendship behaviors and skills.
2. Strengthen their relationships with their friends.
3. Apply friendship behaviors and skills.

Materials and Equipment:
Bristol board, scissors, markers, crayons, charts with behavior and skills, tape, stapler, glue, stickers.

Previous Knowledge:
Students know what a friend is. Students are able to identify the qualities of a good friend.

Procedures:
In preparation for the activity:
1. Ask students to think of who their best friend is.
2. If their best friend is in the same school, make arrangements for the best friends to be in class for this activity.

Activities:
1. Have students think of their best friend. Each student will then draw a picture of their best friend.
2. Have students present the picture and say why that person is their best friend.
3. Have a discussion with the students on friendship behaviors. (Being nice, show kindness; make time, show concern, etc.)
4. Solicit and write on a chart, good friendship skills. (talking, listening, sharing, affection, etc.)
5. Have students pair up with their best friend (in the case of those with friends not present, pair up with a classmate) and role play one thing they do as friends. Make sure to remind students that they must show the qualities of being a good friend. Have students think about a friendship skill they need to practice more and demonstrate ways to do so.
6. Reflect and practice being a better friend.

Extension Activities:
1. Have students work in groups to make friendship statements to form a ring, then connect each ring to form a chain.
2. Have students write a poem about being a good friend.
3. Show and discuss a video where friendship is emphasized.

Assessment Strategies:
- Matching behavior and friendship skills.
- Use a checklist to assess role play/poem.
- Report on the evaluation of classroom behavior for a day.

Suggestion to Maintain Behavior:
- Post friendship behaviors/skills on the wall and have students reflect on them regularly.
- Have students over the year read a poem to start the day.

Evaluation:

ACTIVITY 4

Talent Day
Link to curriculum: HFLE Curriculum: Self and interpersonal relationships: My special talents

A day to focus on talents and increase students’ awareness of their unique skills (things they do well).

Behavioral Objective/s:
Students will be open and helpful with their talents and skills.

Learning Objective/s:
Students will be able to:
1. Define the terms, skill and talent.
2. Identify some of his or her skills and talents and those of others.
3. Be forthcoming with their skills and talents for others.

Materials and Equipment:
P.A system, microphones, CD player (if available), Bristol board, markers, crayons, water paint, paint brush.

Previous Knowledge:
Students know their individual talents. Students have a list of tasks or activities that they enjoy or can do well.

Procedures:
1. Invite a talented person from the community to perform. (dance, music, drama, poetry, etc.)
2. Have the person perform for the class and also share with the class how they developed their talent.
3. Have students brainstorm for talents they have and share them with the community member.
4. Ask the community member to advise the students on what they can do to further develop their skills.
5. Allow students who are willing, to show their skills and/or talents.
6. Have students create a large poster called “Hail of fame” depicting their skills and talents.

Extension Activities:
1. Have students write a story or poem about how they can use their skills/talents.
2. Arrange a talent show for the school. Invite talented parents to perform along with the students.
3. Have students create an artistic display showcasing and telling something about their talents and skills.

Assessment Strategies:
- Form a rubric to identify students’ skills/talents.
- Form a rubric to assess students’ posters.

Suggestion to Maintain Behavior:
- Repeat opportunities throughout the year for students to sharpen their skills/talents.
- Encourage students to use their skills/talents to help others.
- Have students participate in the festival of arts to showcase talent and skills.

Evaluation:
Listening Day
Link to curriculum: HFLE Curriculum, Self and interpersonal relationships, Listening to Others

A day to focus on the importance of listening as a gift to others.

Behavioral Objective/s:
Students will apply listening skills to show others that they are interested in them and what they have to say.

Learning Objective/s:
Students will be able to:
a. Define active listening.
b. Identify the effects of active listening.
c. Demonstrate good active listening skills.
d. Know the importance of practicing active listening behaviors as a gift to others.

Materials and Equipment:
Poster boards and markers.

Previous Knowledge:
Students know the techniques for active listening.

Procedures:
1. Ask students to share with you about something they like to eat. As students talk, pretend not to be listening. (look at your watch/phone, shuffle papers, pace around the room)
2. Ask students if they feel like you were listening as they spoke. How did it make them feel? How does a person feel when they are not listened to?
3. The teacher discusses with the class and lists benefits of active listening.
4. The teacher presents a scenario to the class where they will be asked to identify good listening skills and give more examples of it.
5. Through role play, teachers will have students model good listening skills.
6. The class will discuss how good listening can be considered a gift to others.

Extension Activities:
1. Have students prepare a 1 minute speech to talk and have others listen.
2. Have students develop a skit depicting good listening skills.

Assessment Strategies:
• Use a checklist to record listening skills being applied in class.

Suggestion to Maintain Behavior:
• Have a group create a sign that says “listening is a gift to others” and post it on the wall.
• Use a suggestion box in class meetings to provide speaking and listening opportunities.

Evaluation:
TOPIC 1
NUTRITION AND FITNESS (DIET, DISEASES, AND FITNESS)

TOPIC 2
MANAGING A HEALTHY AND SAFE ENVIRONMENT (SCHOOL SAFETY, ROAD SAFETY)

TOPIC 3
HYGIENE (PERSONAL, SCHOOL AND COMMUNITY)

TOPIC 4
SELF AND INTERPERSONAL RELATIONSHIP (EMOTIONAL HEALTH, RELATIONSHIPS AND FAMILY)
**ACTIVITY 1**

**Fitness Day**

**Link to curriculum:** HFLE Curriculum, Eating and Fitness: Fitness

A day where students are engaged in physical activities that will promote healthy living

**Behavioral Objective/s:**
Students will engage in physical activities daily.

**Learning Objective/s:**
1. Tell the importance and benefits of physical activities after viewing the video.
2. Perform regular physical activities during classroom routines.

**Materials and Equipment:**
- Skipping rope, ball, hula hoop, Frisbee, cones, exercise video.

**Previous Knowledge:**
1. Students are knowledgeable about the importance and benefits of physical play and exercises.
2. Develop a schedule of physical activities for the day for students to perform.

**Procedures:**
In preparation for the activity:
1. Develop a schedule of physical activities for students to perform during the day.

**Activities:**
1. Explain the reasons for using physical activities during classroom routines to students.
2. Review the schedule that has been prepared with the students.
3. Have the students view a video on other school aged students being involved in physical activities.

4. Conduct a discussion with students in relation to the video.
5. Carry out scheduled physical activities with the students during the day.

**Extension Activities:**
- Have students write a journal about the physical activities done at school and at home.

**Assessment Strategies:**
- Observe students performing various activities.
- Assess students’ abilities to identify benefits of physical activities.

**Suggestions to Maintain Behavior:**
- Practice performing physical activities at home.
- Encourage and engage other students to do likewise.

**Evaluation:**

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**ACTIVITY 2**

**Non-Communicable Disease (NCD) Prevention Day**

**Link to curriculum:** HFLE Curriculum, Eating and Fitness: Nutrition related diseases

Give students an opportunity to practice healthy living through awareness on preventing (Diabetes, Cancer, Hypertension).

**Behavioral Objective/s:**
Students will maintain a healthy lifestyle through proper diet and regular physical activities.

**Learning Objective/s:**
1. Tell the importance and benefits of physical activities after viewing the video.
2. Perform regular physical activities during classroom routines.

**Materials and Equipment:**
- Skipping rope, ball, hula hoop, Frisbee, cones, computer, projector.

**Previous Knowledge:**
1. Students are knowledgeable about the importance and benefits of physical play and exercises.
2. Develop a schedule of physical activities for the day for students to perform.

**Procedures:**
In preparation for the activity:
1. Invite guest speakers such as nurses, health workers, doctors and people living with non-communicable diseases.

**Activities:**
1. Practice with the students how to take proper notes.
2. Have the students listen to the presentations by invited guest speakers.
3. Have the students take notes during the presentations.
4. Conduct a question and answer session between the students and guest speakers.

**Extension Activities:**
- Design posters, brochures and pamphlets on various non-communicable diseases including healthy lifestyle practices to prevent diseases.
- Create drama, music, poems and art.

**Assessment Strategies:**
- Complete an evaluation form.
- Create a booklet on non-communicable diseases.

**Suggestions to Maintain Behavior:**
- Encourage/Educate students and their families to practice healthy living by eating nutritious food and exercising regularly.

**Evaluation:**

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Harvesting Day
Link to curriculum: HFLE Curriculum, Eating and Fitness: Healthy Foods

A day to encourage students to eat more local produce by harvesting their own cultivated fruits or vegetables

Behavioral Objective/s:
Student will grow, harvest and eat more fruits and vegetables.

Learning objectives:
Students will be able to:
a. List the names of at least 5 fruits and vegetables obtained from their local environment/garden.
b. Identify at least 3 fruits and vegetables that are in season.
c. Harvest at least a fruit or vegetable for the day from within their community or school garden.

Materials and Equipment:
Fruits and vegetables that are in season. Cutter, knife, containers, water, molds, sticks, tags, decorations.

Previous Knowledge:
• Students know the names of a variety of local fruits and vegetables.
• Students know some of the benefits of eating fruits and vegetables.
• Students can identify fruits and vegetables that are ready for harvest. (School garden should have been developed.)

Procedures:
In preparation for the activity:
1. Identify a community garden, fruit tree in the neighborhood or the school garden with fruits or vegetables ready to be harvested. (for example mango trees during mango season, orange trees in the community, or any other local fruits growing at the time of the activity).
2. Discuss with students the concept of harvesting. Discuss fruits and vegetables in the community or school that are ready for harvesting. Have students bring fruits or vegetables.

Activities:
1. Prepare a place (table) to display the fruits.
2. Brainstorm with the students names of fruits and vegetables that are in season.
3. Have students display the fruits brought to school.
4. Discuss how easy/difficult it was to find fruits and vegetables in the community.
5. Have Students share their experience of harvesting the fruit or vegetable and what they learned from the experience.
6. Make a fruit or vegetable salad, cut it creatively and distribute it for sampling.

Extension Activities:
1. Parents will be asked to explain to the students when and how to harvest fruits and vegetables.
2. Parents /teachers will take students to the market. (market day).
3. The teacher will integrate the activity of the day into other subject areas. (eg Math estimation on measurements.)

Assessment Strategies:
• Knowledge of the types and number of fruits and vegetables brought to class.
• Show and tell (fruits/vegetables).

Suggestions to Maintain Behavior:
• Encourage students to create their own backyard garden.
• Encourage students/parents to participate in a garden project at school.

Evaluation:
• Have competitions on a creative food display.
• Encourage students to prepare foods at home.
MANAGING A HEALTHY & SAFE ENVIRONMENT

SCHOOL SAFETY, ROAD SAFETY
**ACTIVITY 1**

**Clean Up Campaign Day**
*(Beach, park and village river/creek side)*

**Link to curriculum: HFLE Curriculum, Managing the Environment: Creating a safe and healthy environment**

Students will practice keeping their surroundings clean.

**Behavioral Objective/s:**
Students will keep their immediate and extended environment litter free and clean.

**Learning Objective/s:**
Students will be able to:
- Contrast between what is a clean and unclean environment.
- Observe how the environment is kept while walking along paths.
- Identify environmental problems observed.
- Develop strategies to address the problems observed.
- Engage in activities to address issues that can be done as a class. (e.g. clean up activity).

**Materials and Equipment:**
Bus, paint, board, consent forms, paper, pencils, notepad, envelopes, gloves, garbage bags, shovel, rakes, machete, gallons of water, soap, paper towels.

**Previous Knowledge:**
Students can identify clean and dirty environment.
Students have information of diseases caused by unclean environment.

**Procedures:**
1. Students will visit their extended environment (beach, road, park, village, or river/creek side).
2. Have students record the types of litter observed within the environment.
3. Engage students in a class discussion on problems identified.
4. Conduct a brainstorming session to address the problems observed. (e.g. write a formal letter as a class to community leaders expressing concerns and make suggestions about maintaining a safe and healthy environment).
5. Do a clean up of the area visited.

**Extension Activities:**
1. Make signs boards and place them in different areas within the environment.
2. Lead in organizing community cleanup campaign.
3. Write a formal letter to community leaders.

**Assessment Strategies:**
- Assess students’ use of instruments (grading criteria BJAT) for letter writing.
- Make an observation checklist to determine if problem solving steps are being followed.

**Suggestions to Maintain Behavior:**
- Maintain garbage bins in the area.
- Establish a system to dispose of school garbage.
- Have students write essays, poems and stories about healthy environment practices.
- Discuss with community members on maintaining a clean/safe environment.
- Put posters or flyers around the school compound to remind students to keep their environment clean.

**Evaluation:**

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**ACTIVITY 2**

**Classroom Safety Day**
*(Link to curriculum: HFLE Curriculum, Managing the Environment: Safe Practices and Rules)*

**Is a day when following classroom/school rules become the focus through playing games and other activities.**

**Behavioral Objective/s:**
Students will follow procedures to develop good school/classroom safety practices.

**Learning Objective/s:**
Students will be able to:
- Follow safety practices for the classroom and school.
- Create an observation checklist to monitor other students at play.
- Adhere to game rules while engaging in cooperative play.

**Materials and Equipment:**
Game boards, charts with classroom safety rules, school safety policy, balloon, fruits, etc.

**Previous Knowledge:**
Students should be familiar with classroom rules and with some rules they follow at home.

**Procedures:**
1. Select games that have set rules. (e.g. chess, checkers, etc.).
2. Engage students in creative play where playing games (where following the rules is important) to promote safety practices. Example: follow the rules of the game; cooperate with one another, etc.
3. Engage students in a reflection activity to recognize why rules are important.

**Extension Activities:**
1. List four (4) safety rules in their homes.
2. Model one (1) game where rules are used for safety.
3. Students will make a game with rules to play with others.

**Assessment Strategies:**
- Make an observation checklist to assess the students’ following of the rules.

**Suggestions to Maintain Behavior:**
- Have students encourage their classmates and other students to practice school/classroom rules.
- Review rules regularly with the class.
- Recognize students who constantly follow classroom/school rules (e.g. verbal assertion, etc).

**Evaluation:**

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**Clean Up Campaign Day**
*(Beach, park and village river/creek side)*

**Link to curriculum: HFLE Curriculum, Managing the Environment: Creating a safe and healthy environment**

Students will practice keeping their surroundings clean.

**Behavioral Objective/s:**
Students will keep their immediate and extended environment litter free and clean.

**Learning Objective/s:**
Students will be able to:
- Contrast between what is a clean and unclean environment.
- Observe how the environment is kept while walking along paths.
- Identify environmental problems observed.
- Develop strategies to address the problems observed.
- Engage in activities to address issues that can be done as a class. (e.g. clean up activity).

**Materials and Equipment:**
Bus, paint, board, consent forms, paper, pencils, notepad, envelopes, gloves, garbage bags, shovel, rakes, machete, gallons of water, soap, paper towels.

**Previous Knowledge:**
Students can identify clean and dirty environment.
Students have information of diseases caused by unclean environment.

**Procedures:**
1. Students will visit their extended environment (beach, road, park, village, or river/creek side).
2. Have students record the types of litter observed within the environment.
3. Engage students in a class discussion on problems identified.
4. Conduct a brainstorming session to address the problems observed. (e.g. write a formal letter as a class to community leaders expressing concerns and make suggestions about maintaining a safe and healthy environment).
5. Do a clean up of the area visited.

**Extension Activities:**
1. Make signs boards and place them in different areas within the environment.
2. Lead in organizing community cleanup campaign.
3. Write a formal letter to community leaders.

**Assessment Strategies:**
- Assess students’ use of instruments (grading criteria BJAT) for letter writing.
- Make an observation checklist to determine if problem solving steps are being followed.

**Suggestions to Maintain Behavior:**
- Maintain garbage bins in the area.
- Establish a system to dispose of school garbage.
- Have students write essays, poems and stories about healthy environment practices.
- Discuss with community members on maintaining a clean/safe environment.
- Put posters or flyers around the school compound to remind students to keep their environment clean.

**Evaluation:**

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Environmental Art Day

Link to curriculum: HFLE Curriculum, Managing the Environment: Creating a safe and healthy environment

A day set aside to display environmental art through the use of reusable materials.

Behavioral Objective/s:
Students will reuse non-degradable materials (garbage) to create art.

Learning Objective/s:
Students will be able to:
1. Tell how waste (garbage) can be reused to create art.
2. Creatively use reusable items in a variety of creative ways.
3. Explain procedures used to create art.

Materials and Equipment:
Stoppers, sticks, bottles, glue, hammer, nails, paint, paint brush, camera, notebooks (reusable materials)

Previous Knowledge:
Students know Belizean artist that use reusable items for art.
Students know how to create art using reusable items.

Procedures:
In preparation for the activity:
1. Have students collect reusable items from home and the community.
2. Invite parents to visit the classroom.

Activities:
1. Place students into working groups.
2. Provide each group with reusable materials.
3. Have students create their art piece.
4. Display the art work at designated areas.
5. Have students escort invited guests to view the displays and explain the importance of reusing materials.
6. Have students explain the method used to create the art work.

Extension Activities:
1. Students will create art at home with their families.
2. Students will encourage families to reuse materials in the home.
3. Students will share a list of things that are reused in the home

Assessment Strategies:
• Use a checklist to rate the art work produced by the students.
• Conduct short interviews with the students so they can explain the procedures in creating their art piece.

Suggestions to Maintain Behavior:
• Students can educate and encourage other students and their families to use reusable garbage to create environmentally friendly art.
• Students can continue to practice maintaining a healthy environment by using reusable materials to create art that can be useful within their environment.

Evaluation:
**Good Hygiene Poster Competition Day**

**Link to curriculum:** HFLE Curriculum, Sex and Sexuality: Taking Care of my Body

A day to focus on educating students on personal hygiene and reinforcing good hygiene practices.

**Behavioral Objective/s:**
Students will practice good personal hygiene. (e.g., at school, at home, etc.).

**Learning Objective/s:**
Students will be able to:
- a. Categorize healthy vs. unhealthy hygiene and practice with the use of a graphic organizer. (T-Chart)
- b. Model good hygiene practices.
- c. Display personal hygiene posters for a competition.

**Materials and Equipment:**
Pictures, Bristol board, paint brushes, water, card board, foam board, construction paper, rubric questionnaire, posters.

**Previous Knowledge:**
Collect posters from the Ministry of Health. (if available)
Students should know good hygiene practices.

**Procedure:**
In preparation for the activity:
1. Collect posters on different areas of good hygiene practices or make a few posters.

**Activities:**
1. Review good and poor hygiene practices with students.
2. View and discuss posters prepared/secured beforehand. What good practices are being displayed? Why is it important to practice good hygiene?
3. Organize students into groups and have them create posters on any area of personal hygiene they choose.
4. Conduct a presentation on healthy/unhealthy hygiene practices with the posters created.

**Extended Activities:**
1. The students will display the posters in different areas of the school and community. Parents will be invited to view the posters.
2. Posters can also be displayed at the health center or health post (for rural schools) and hospital (for urban schools).

**Assessment Strategies:**
- Use a checklist to assess posters.
- Present posters to the class for the elimination purpose of the competition.

**Suggestions to Maintain Behavior:**
- Encourage good personal hygiene practices.
- Ensure that posters are exhibited at strategic points in the school and community.
- Copy and issue group posters from the competition to parents to put up at home.

**Evaluation:**

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**Hygiene Corner**

**Link to curriculum:** HFLE Curriculum, Sex and Sexuality: Taking Care of my Body

A section in the classroom that informs/educates about health and safe hygiene practices.

**Behavioral Objective/s:**
Students establish, use and update a health corner in classrooms/school.

**Learning Objective/s:**
Students will be able to:
- a. Use different materials to create posters that depict a healthy lifestyle.
- b. Demonstrate good hygiene practices.
- c. Create a health corner in the classroom/school using posters of different hygiene practices.

**Materials and Equipment:**
Game models, liquid soap, puzzle, paper towels, markers, activity sheet, water, basin, tooth paste, posters, Bristol boards.

**Previous Knowledge:**
Collect posters from the Ministry of Health. (if available)
Students should know good hygiene practices.

**Procedure:**
In preparation for the activity:
1. Collect posters on different areas of good hygiene practices or make a few posters.

**Activities:**
1. Review good and poor hygiene practices with students.
2. View and discuss posters prepared/secured beforehand. What good practices are being displayed? Why is it important to practice good hygiene?
3. Organize students into groups and have them create posters on any area of personal hygiene they choose.
4. Conduct a presentation on healthy/unhealthy hygiene practices with the posters created.

**Extended Activities:**
1. Poster, games, puzzles etc.
2. Tape record presentations.
3. Invite other classes to view the health corner.
4. Complete a work sheet.

**Assessment Strategies:**
- Questionnaire.
- Have group presentations of the healthy corner.

**Suggestions to Maintain Behavior:**
- Practice using health corners.

**Evaluation:**
ACTIVITY 3

Dental Health Day
Link to curriculum: HFLE Curriculum, Sex and Sexuality: taking care of my body

This activity will focus on tips for proper oral health. Students will also practice proper care of their teeth and gums. This activity can be done during Dental Health Week.

Behavioral Objective/s: Students will engage in proper dental care daily.

Learning Objective: Students will be able to:
1. Explain the benefits of proper dental care.
2. Demonstrate proper brushing of teeth, flossing and storing of toothbrush.

Materials and Equipment: Bristol boards, markers, teeth model, toothbrush, containers to store toothbrush, handouts, poster and picture charts, toothpaste and Dental floss

Previous Knowledge: Students know the importance of taking care of their teeth.

Procedures: In preparation for the activity:
1. Invite a dentist to deliver a presentation on oral health to the class.

Activities:
1. An invited guest (Dentist) will present on Oral Health to students.
2. Place students in groups to prepare visual aids on proper oral health.
3. Invite the students to go to other classrooms to share and explain using the visual aids produced, the benefits of proper oral health.

Extension Activity:
1. Students will do a presentation on oral health to their family.
2. Students will do a short write up on how oral health is practiced in their family.

Assessment Strategies:
• A questionnaire (five questions) will be given to students.

Suggestions to Maintain Behavior:
• Encourage tooth brushing at home and at school.
• Conduct interviews with people about the benefits of tooth brushing.

Evaluation:

SELF & INTERPERSONAL RELATIONSHIPS

EMOTIONAL HEALTH, RELATIONSHIPS & FAMILY
ACTIVITY 1

Good Manners Day
Link to curriculum: HFLE Curriculum: Self and Interpersonal relationships: Relationships

Students will adopt a habit of responding positively to each other.

Behavioral Objective/s:
Students will practice positive behavior using good manners daily.

Learning Objective/s:
Students will be able to:
- Develop positive self-esteem.
- Practice using positive words at school/home (e.g. excuse me, good morning, I am sorry, etc.
- Create good manners chart (e.g. thank you, excuse me, etc.)

Materials and Equipment:
Video, character development poster, rewards/incentives, Bristol boards, markers, crayon

Previous Knowledge:
Students have practiced using good manners before.
Classroom rules and good manners chart are in place.

Procedures:
In preparation for the activity:
1. Create a good manners chart and classroom rules.

Activities:
1. Discuss with students about positive behavior (school, home, community).
2. Create rules governing positive behavior at school/classroom/community (by groups).
3. Have students brainstorm for some positive and negative behaviours that they have observed in the school, home and community.
4. Create classroom good behavior chart with positive words.
5. Practice positive words that lead to good manners during a lesson. (role playing, scenarios). E.g (May I write a sentence. Thank You for giving me a sentence.)
6. Have students interact with other students and teachers during breaks and practice using positive words.

Extension Activities:
1. Have students do community service assisting other students to practice good manners such as “Good Morning, Excuse, Please, Thank you, etc.”
2. Have a daily classroom checklist.

Assessment Strategies:
- Have an observation checklist.
- Encourage students to consistently practice good manners everywhere.

Suggestions to Maintain Behavior:
- Give Recognition to students who practice good manners. (awards, commentators, etc.).

Evaluation:

ACTIVITY 2

Express Yourself Day
Link to Curriculum: HFLE Curriculum: Self and Interpersonal relationships: Self-concept and self esteem

Students will showcase their talent in various ways.

Behavioral Objective/s:
Students will practice self-expression.

Learning Objective/s:
Students will be able to:
- Express themselves. (e.g. through music, poems, posters, dance and drama).

Materials and Equipment:
CD player, props, markers, Bristol boards, PA system, soap, water, wash basins.

Previous Knowledge:
Students know what a talent is. Students have practiced using their talent before.

Procedures:
In preparation for the activity:
1. Invite a talented person from the community to perform for the class.

Activities:
1. Have a guest perform for the class.
2. Have the guest discuss with the class how she/he discovered his/her talent.
3. Discuss with the class the importance of expressing one’s self through art, music, poetry etc.
4. Have students form groups based on interests and develop a presentation to express themselves.
5. List a variety of ways they can express themselves.
6. Presentations will be done either individually or in groups. (e.g. in a variety show or assembly).

Extension Activities:
1. Mini variety show inviting community members and parents.
2. Compile an expressive art booklet or CDs on presentations.

Assessment Strategies:
- Students will complete a questionnaire/oral comments.

Suggestions to Maintain Behavior:
- Practice regular self-expression activities.

Evaluation:
Family Day
Link to curriculum: HFLE Curriculum, Self and Interpersonal relationships: Communicating in Families

Family time to boost students’ self esteem, enhance social development and create social bond

Behavioral Objective/s:
Student will participate in healthy family relationship.

Learning Objective/s:
Students will be able to:
a. Communicate positively with members of their family.
b. Show appreciation to their family members.

Materials and Equipment:
Pictures, positive message, pamphlets, PA system, video recorder, TV, work sheets, interview templates and projector

Previous Knowledge:
Students know the different types of families that exist in a community.

Procedures:
In preparation for the activity:
1. Send invitations to parents to participate in family day activities.
2. Complete a questionnaire based on family interest.
3. Ask families to prepare food.
4. Make tokens of appreciation.

Activities:
1. Develop a program of activities scheduled for the day.
2. Issue a family interest questionnaire to the students.
3. Create family interaction with questionnaires on family interest during the morning session. (e.g. favorite charts, etc.).
4. Have family sporting activities for the afternoon session.
5. Distribute small tokens of appreciation to take home to parents after the family day activities.

Extension Activities:
1. Collect pictures of different types of families.
2. Have students create picture frames of their families.
3. Develop booklets.
4. Recognition of families that showed up to the family day.

Assessment Strategies:
• Make an observation checklist.
• Keep an attendance record.
• Make an evaluation and reflection sheet.
• Take pictures with the family and post them in the classroom.
• Students will express how they feel about having their parents attend the family day activities and share their experiences.

Suggestions to Maintain Behavior:
• Have a Family Appreciation Day at school.
• Teacher will encourage parents to continue to participate in school activities.
• Create a family calendar of activities.

Evaluation:
SCHOOL HEALTH ACTIVITIES FOR UPPER DIVISION

TOPIC 1
NUTRITION AND FITNESS (DIET, DISEASES, AND FITNESS)

TOPIC 2
MANAGING A HEALTHY AND SAFE ENVIRONMENT (SCHOOL SAFETY, ROAD SAFETY)

TOPIC 3
HYGIENE (PERSONAL, SCHOOL AND COMMUNITY)

TOPIC 4
SELF AND INTERPERSONAL RELATIONSHIP (EMOTIONAL HEALTH, RELATIONSHIPS AND FAMILY)
NUTRITION & FITNESS

DIET, DISEASES & FITNESS
Healthy Fats Day
Link to curriculum: HFLE Curriculum, eating and fitness: Dietary diseases

A day to encourage students to choose foods with healthy fats and avoid foods with unhealthy fats.

Behavioral Objective/s:
Students will choose to eat more food with healthy fats and less food with unhealthy fats.

Learning Objective:
Students will be able to:
- Identify food with healthy fats and unhealthy fats.
- Discuss the difference between healthy and unhealthy fats.
- Analyze the benefits of consuming food with healthy fats.
- Check Nutrition Facts Label for fat content before purchasing or consuming food.
- Choose foods with healthy fats in their daily diet.

Materials and Equipment:
Healthy and unhealthy Food Labels, paper bags or plastic container with names of foods with healthy and unhealthy fats, pictures of healthy and unhealthy fats. Samples of Nutrition Facts Labels.

Previous Knowledge:
Students are able to identify healthy and unhealthy fats and the foods that contain them. Teacher and students should have researched and produced a list of healthy and unhealthy fats and foods which contain these.

Procedures:
1. Have a game to categorize fatty foods under healthy and unhealthy fats (Teacher will have 10 labels, 5 of healthy fats and 5 unhealthy fats). Call individual students to select one label and let the class classify it either under healthy or unhealthy fats.
2. Have a class discussion on the difference between healthy and unhealthy fats. (Ensure that the benefits of consuming healthy fats are discussed.)
3. Place students in groups of 3 or 4 and distribute nutrition facts labels.
4. Discuss the fat content listed on the labels and comment on it.
5. Through a scenario, have students select healthy foods and let them explain why they chose that food.

Extension Activity:
1. In a Journal, students will note all meals eaten and indicate the types of fats within the meals.
2. Students can make a booklet of foods that contain healthy fats.
3. Students and parents can view products in the kitchen with labels and assess the kinds of fats in those products.

Assessment Strategies:
- Based on the journal produced, students will provide feedback on healthy foods consumed daily.

Suggestions to Maintain Behavior:
- Encourage students to check food labels before purchasing and consuming food.

Evaluation:

Health Fair Day
(8 Food-Based Dietary Guideline for Belize)

Link to Curriculum: HFLE Curriculum, Eating and Fitness: developing a plan to combat diseases related to poor diet

To promote healthy lifestyles by making the right food choices.

Behavioral Objective/s:
Students will practice healthy eating by using the 8 food based Dietary guideline of Belize.

Learning Objective:
Students will be able to:
- List the 8 Food Based Dietary guidelines of Belize.
- Explain the importance of each guideline to a healthy lifestyle.
- Demonstrate tips for practicing the 8 Food Based Dietary Guidelines.
- Develop strategies/skills for practicing Healthy lifestyles.

Materials and Equipment:
Food basket, posters, brochures, local food items, health related posters, videos, Bristol board markers, cooking utensils etc.

Previous Knowledge:
Students are familiar with the food based dietary guidelines.

Procedures:
1. Set up the health day fair.
2. Invite the community to view the display and listen to presentations done by the students.

Extension Activity:
1. Have students compile/create a picture collage on activities done at the fair.
2. Visit homes within the community to educate them on the guidelines.

Assessment Strategies:
- Have students conduct a focus group interview with school mates, family or community.

Suggestions to Maintain Behavior:
- Encourage students to practice eating according to the guidelines of Belize. (state at least 2 guidelines per day).

Evaluation:
Local Recipe Day
Link to curriculum: HFLE Curriculum, Eating and Fitness: Diet and Disease

A day to encourage students to prepare their healthy food using local produce.

Behavioral Objective/s:
Students will prepare healthy meals using local produce.

Learning Objective/s:
Students will be able to:
1. Identify available local produce in Belize.
2. Differentiate between local healthy and unhealthy food.
3. Develop healthy menus using local produce.

Materials and Equipment:
Samples of local produce, pictures of healthy and unhealthy foods, posters, camera, samples of recipes and menus

Previous Knowledge:
Students are able to identify local products in the community.

Procedures:
1. Gather actual foods or pictures of local and imported foods.
2. Have students differentiate what are local products.
3. Discuss healthy and unhealthy foods.
4. Place students in groups and distribute sample recipes and menus. Have them identify local healthy products used in these.
5. Have students create recipes or menus using local produce.
6. Have them share with the rest of the class and let them comment.

Walk Day
Link to curriculum: HFLE Curriculum, Eating and Fitness: Aerobic activity and sports

A day to highlight walking as a part of daily physical activity

Behavioral Objective/s:
Students will engage in daily walking as a form of physical activity.

Learning Objective/s:
Students will be able to:
1. Explain the benefits of physical activity.
2. Discuss the benefits of walking as a form of daily exercise.

Materials and Equipment:
Brochures or handouts on walking or physical activity, comfortable shoes, water

Previous Knowledge:
Students understand the benefits of walking. Teachers would have checked the trail for the class to walk, check logistics, time, hazards etc.

Procedure
In preparation for the activity:
1. Select and check trail for class to walk.

Activities:
1. Have students do a trail with their family members.

Assessment Strategies:
1. Students can prepare meals at home with their family using the recipes created.
2. Students can be invited to a family home to demonstrate how to prepare a meal following a recipe in the booklet.

Assessment Strategies:
- Students share their experience preparing and sampling foods from the local produce recipe book.

Suggestions to Maintain Behavior:
- Preparing other foods using recipes from the local produce recipe book.

Evaluation:
- Have students share their walking experiences with the class.
- Preparing other foods using recipes from the local produce recipe book.

Suggestions to Maintain Behavior:
- Preparing other foods using recipes from the local produce recipe book.

Evaluation:
- Have students share their walking experiences with the class.
- Preparing other foods using recipes from the local produce recipe book.

Local Recipe Day
Link to curriculum: HFLE Curriculum, Eating and Fitness: Diet and Disease

A day to encourage students to prepare their healthy food using local produce.

Behavioral Objective/s:
Students will prepare healthy meals using local produce.

Learning Objective/s:
Students will be able to:
1. Identify available local produce in Belize.
2. Differentiate between local healthy and unhealthy food.
3. Develop healthy menus using local produce.

Materials and Equipment:
Samples of local produce, pictures of healthy and unhealthy foods, posters, camera, samples of recipes and menus

Previous Knowledge:
Students are able to identify local products in the community.

Procedures:
1. Gather actual foods or pictures of local and imported foods.
2. Have students differentiate what are local products.
3. Discuss healthy and unhealthy foods.
4. Place students in groups and distribute sample recipes and menus. Have them identify local healthy products used in these.
5. Have students create recipes or menus using local produce.
6. Have them share with the rest of the class and let them comment.

Walk Day
Link to curriculum: HFLE Curriculum, Eating and Fitness: Aerobic activity and sports

A day to highlight walking as a part of daily physical activity

Behavioral Objective/s:
Students will engage in daily walking as a form of physical activity.

Learning Objective/s:
Students will be able to:
1. Explain the benefits of physical activity.
2. Discuss the benefits of walking as a form of daily exercise.

Materials and Equipment:
Brochures or handouts on walking or physical activity, comfortable shoes, water

Previous Knowledge:
Students understand the benefits of walking. Teachers would have checked the trail for the class to walk, check logistics, time, hazards etc.

Procedure
In preparation for the activity:
1. Select and check trail for class to walk.

Activities:
1. Have students do a trail with their family members.

Assessment Strategies:
1. Students can prepare meals at home with their family using the recipes created.
2. Students can be invited to a family home to demonstrate how to prepare a meal following a recipe in the booklet.

Assessment Strategies:
- Students share their experience preparing and sampling foods from the local produce recipe book.

Suggestions to Maintain Behavior:
- Preparing other foods using recipes from the local produce recipe book.

Evaluation:
- Have students share their walking experiences with the class.
- Preparing other foods using recipes from the local produce recipe book.

Suggestions to Maintain Behavior:
- Preparing other foods using recipes from the local produce recipe book.

Evaluation:
- Have students share their walking experiences with the class.
- Preparing other foods using recipes from the local produce recipe book.
MANAGING A HEALTHY & SAFE ENVIRONMENT

SCHOOL SAFETY, ROAD SAFETY
ACTIVITY 1

Clean Up Day
Link to curriculum: HFLE Curriculum, Managing the Environment: Creating a safe and healthy environment

A clean up day at school demonstrates the support for a healthy/caring environment.

Behavioral Objective/s:
Students will promote and practice a culture of keeping a healthy environment every day.

Learning Objectives:
Students will be able to:
  a. Educate their peers and community on at least 5 positive effects of maintaining a clean environment.
  b. Participate in a clean-up campaign.

Materials and Equipment:
Speakers, microphone, hygiene equipment (gloves, soap, paper towels, water) , posters, clean-up tools( rake, garbage bags, bins, broom, shovel)

Previous Knowledge:
Students know the benefits of keeping the environment clean.
Teacher and students would have planned their clean-up day in collaboration with relevant government, non-government and community organizations to request materials and support. Materials and equipment will have been secured.

Procedures:
In preparation for the activity:
1. Conduct a health hazard situation analysis of the location for clean up.
2. Plan cleanup day in collaboration with relevant government, non-government and community organizations (Earth Day April 22 is a good day for this activity)
3. Secure all materials and equipment.

Activities:
1. Have a discussion with the class on the effects of maintaining a clean environment.
2. Present cleaning equipment and rules for the clean up day.
3. Conduct the clean up campaign.
4. Hold a class discussion for students to present feedback.

Extension Activities:
1. Keep school campus cleaned at all times.
2. Nominate prefects to monitor that the campus is kept cleaned at all times.

Assessment Strategies:
- Have students reflect on the effects of the clean-up campaign and make suggestions for improvement.

Suggestions to Maintain Behavior:
- Do a cleanup campaign as a whole school activity.

Evaluation:

ACTIVITY 2

Disaster Preparedness Day
Link to Curriculum: HFLE Curriculum, Managing the Environment: Disaster preparedness and responding to emergencies

How to be prepared in the event a hurricane strikes the country

Behavioral Objective/s:
Students will demonstrate preparedness in the event of a hurricane striking the country.

Learning Objectives:
Students will be able to:
  a. List items needed for a disaster preparedness kit in the event of a hurricane striking the country.
  b. Identify emergency contacts for disasters.
  c. Produce a pamphlet on hurricane preparedness.

Materials and Equipment:
Paper, Bristol boards, pens, markers, projectors, disaster handouts, videos, documentaries.

Previous Knowledge:
Students know what a hurricane is and the effects that it can have on the community and the country.

Procedures:
1. Invite a resource person from the Belize Red Cross or NEMO to do a presentation on disaster preparedness in the event of a hurricane.
2. Based on the presentation, students can create their own disaster preparedness kits.
3. Students can make a contact list of persons that they would need to contact during an emergency.

4. Students will be placed in groups. Have them produce a pamphlet on disaster preparedness.
5. Students will have group presentations on their pamphlet and the teacher can make modifications.

Extension Activities:
1. Students will make and take home their disaster pamphlet and discuss it with their parents.
2. Create family disaster preparedness kits and plans.

Assessment Strategies:
- Do a disaster simulation with students to evaluate what they have learnt.

Suggestions to Maintain Behavior:
- Have a personal preparedness plan.
- Practice routine drills at school and at home.

Evaluation:

Disaster Preparedness Day
Link to curriculum: HFLE Curriculum, Managing the Environment: Creating a safe and healthy environment

A clean up day at school demonstrates the support for a healthy/caring environment.

Behavioral Objective/s:
Students will promote and practice a culture of keeping a healthy environment every day.

Learning Objectives:
Students will be able to:
  a. Educate their peers and community on at least 5 positive effects of maintaining a clean environment.
  b. Participate in a clean-up campaign.

Materials and Equipment:
Speakers, microphone, hygiene equipment (gloves, soap, paper towels, water) , posters, clean-up tools( rake, garbage bags, bins, broom, shovel)

Previous Knowledge:
Students know the benefits of keeping the environment clean.
Teacher and students would have planned their clean-up day in collaboration with relevant government, non-government and community organizations to request materials and support. Materials and equipment will have been secured.

Procedures:
In preparation for the activity:
1. Conduct a health hazard situation analysis of the location for clean up.
2. Plan cleanup day in collaboration with relevant government, non-government and community organizations (Earth Day April 22 is a good day for this activity)
3. Secure all materials and equipment.

Activities:
1. Have a discussion with the class on the effects of maintaining a clean environment.
2. Present cleaning equipment and rules for the clean up day.
3. Conduct the clean up campaign.
4. Hold a class discussion for students to present feedback.

Extension Activities:
1. Keep school campus cleaned at all times.
2. Nominate prefects to monitor that the campus is kept cleaned at all times.

Assessment Strategies:
- Have students reflect on the effects of the clean-up campaign and make suggestions for improvement.

Suggestions to Maintain Behavior:
- Do a cleanup campaign as a whole school activity.

Evaluation:
**Landscaping Day**

**Link to Curriculum, HFLE Curriculum, Managing the environment: Creating a safe and healthy environment**

A day where students will plant trees and flowers as part of environment beautification (landscaping)

**Behavioral Objective/s:**
Students will engage in environment beautification by planting flowers and trees.

**Learning Objectives:**
Students will be able to:

a. Identify different ways to make the environment beautiful.

b. List plants or flowers that can be used to create a beautiful environment.

c. Explain the procedures followed for planting trees and flowers.

**Materials and Equipment:**
Paper, Bristol boards, pens, markers, plants, flowers, planting equipment

**Previous Knowledge:**
Students know how to plant small trees and flowers.

**Procedures:**
1. Discuss with students the different ways to beautify the environment.
2. List available flowers and trees that can be used for environmental beautification.
3. Discuss procedures followed for planting trees and flowers.
4. Locate an area that needs environmental beautification.
5. Conduct a landscaping or beautification activity by planting trees or flowers.
6. Take pictures of the area before and after landscaping.

7. Have students share their experiences on planting and landscaping.

**Extension Activity:**
1. Students can look for areas at home or in the community that may need landscaping.
2. Have students include family members to plant other trees or flowers at the home or in the community.

**Assessment Strategies:**
- Have a reflection with before and after pictures of the landscaped area. Note the improvements or modifications needed.

**Suggestions to Maintain Behavior:**
- As a class, adopt a public place to landscape and maintain throughout the year.

**Evaluation:**
**ACTIVITY 1**

**Hygiene Day**

**Link to Curriculum:** HFLE Curriculum, Sex and Sexuality: Basic Body Care

A day to improve health by using three components of hygiene.

**Behavioral Objective/s:**
Students will practice three different components of hygiene (Hand washing, oral hygiene and personal care - bathing) to help improve personal health.

**Learning Objective/s:**
Students will be able to:
- List three components of hygiene.
- Explain the procedure involved in each of the three components of hygiene.
- Model the three proper personal hygiene practices.

**Materials and Equipment:**
Projector, laptop, extension cord, wash basin, soap, water, videos on cleaning and caring for the body, posters, toothbrushes, tooth paste, dental floss, paper towels.

**Previous Knowledge:**
Students have engaged in various personal hygiene practices before.

**Make arrangements with health personnel to do presentations on health and hygiene.

**Procedures:**
In preparation for the activity:
1. Make sure that all necessary materials are secured.
2. Make arrangements for 3 health personnel to do presentations on health and hygiene.

**Activities:**
1. Organize the classroom into 3 stations.

2. There will be a presenter in each of the stations.
3. The teacher introduces presenters.
4. Divide the class into three groups. One group for each station.
5. The presenter does a presentation through demonstrations. Have students model the presentation.
6. Have groups rotate after 15 minutes.

**Extended Activity:**
1. Have students do research and do presentations on other components of health and hygiene practices.

**Assessment Strategies:**
- Have students give feedback on the various presentations.

**Suggestions to Maintain Behavior:**
- Have students demonstrate (model) to other groups, the correct procedures of three proper personal hygiene practices.

**Evaluation:**

**ACTIVITY 2**

**Healthy Hair Day**

**Link to Curriculum:** HFLE Curriculum, Sex and Sexuality: Basic Body Care

A day when students will be educated on proper hair care to eliminate and prevent head lice.

**Behavioral Objective/s:**
Students will model proper hair care.

**Learning Objective/s:**
Students will be able to:
- Explain procedures for proper hair care.
- List the effects of poor hair care.
- Model proper hair care.

**Materials and Equipment:**
Head lice shampoo, sweet soap, clean water, gloves, shower caps.

**Previous Knowledge:**
Students know what head lice are and how they affect their health.

**Arrange with community health worker (health personnel) to do presentation on proper hair care.

**Procedures:**
In preparation for the activity:
1. Arrange with a Community Health Worker to do a presentation on proper hair care.
2. Ensure that all materials are secured.

**Activities:**
1. Prepare the class for the health personnel to do the presentation.
2. Introduce the health personnel to the class.
3. Do a demonstration during the presentation.
4. Have students write notes during the presentation.
5. Have individual students explain the correct procedures for proper hair care.

6. Allow students to give feedback on the effects of poor hair care.
7. Discuss proper treatment for head lice.
8. Invite individual students to model proper hair care.
9. Provide a private space for a Community Health Worker to discuss treatment of lice with individual students if necessary.

**Extension Activities:**
1. Demonstrating proper hair care at home. (A student may be used with parental consent)
2. Send information on proper hair care home with students.
3. Provide treatment and proper instructions for parents if necessary.

**Assessment Strategies:**
- Invite health personnel to inspect students modeling proper hair care.

**Suggestions to Maintain Behavior:**
- Consistency in proper hair care inspection.

**Evaluation:**

**Hygiene Day**

**Link to Curriculum:** HFLE Curriculum, Sex and Sexuality: Basic Body Care

A day to improve health by using three components of hygiene.

**Behavioral Objective/s:**
Students will practice three different components of hygiene (Hand washing, oral hygiene and personal care - bathing) to help improve personal health.

**Learning Objective/s:**
Students will be able to:
- List three components of hygiene.
- Explain the procedure involved in each of the three components of hygiene.
- Model the three proper personal hygiene practices.

**Materials and Equipment:**
Projector, laptop, extension cord, wash basin, soap, water, videos on cleaning and caring for the body, posters, toothbrushes, tooth paste, dental floss, paper towels.

**Previous Knowledge:**
Students have engaged in various personal hygiene practices before.

**Make arrangements with health personnel to do presentations on health and hygiene.

**Procedures:**
In preparation for the activity:
1. Make sure that all necessary materials are secured.
2. Make arrangements for 3 health personnel to do presentations on health and hygiene.

**Activities:**
1. Organize the classroom into 3 stations.

2. There will be a presenter in each of the stations.
3. The teacher introduces presenters.
4. Divide the class into three groups. One group for each station.
5. The presenter does a presentation through demonstrations. Have students model the presentation.
6. Have groups rotate after 15 minutes.

**Extended Activity:**
1. Have students do research and do presentations on other components of health and hygiene practices.

**Assessment Strategies:**
- Have students give feedback on the various presentations.

**Suggestions to Maintain Behavior:**
- Have students demonstrate (model) to other groups, the correct procedures of three proper personal hygiene practices.

**Evaluation:**

**Healthy Hair Day**

**Link to Curriculum:** HFLE Curriculum, Sex and Sexuality: Basic Body Care

A day when students will be educated on proper hair care to eliminate and prevent head lice.

**Behavioral Objective/s:**
Students will model proper hair care.

**Learning Objective/s:**
Students will be able to:
- Explain procedures for proper hair care.
- List the effects of poor hair care.
- Model proper hair care.

**Materials and Equipment:**
Head lice shampoo, sweet soap, clean water, gloves, shower caps.

**Previous Knowledge:**
Students know what head lice are and how they affect their health.

**Arrange with community health worker (health personnel) to do presentation on proper hair care.

**Procedures:**
In preparation for the activity:
1. Arrange with a Community Health Worker to do a presentation on proper hair care.
2. Ensure that all materials are secured.

**Activities:**
1. Prepare the class for the health personnel to do the presentation.
2. Introduce the health personnel to the class.
3. Do a demonstration during the presentation.
4. Have students write notes during the presentation.
5. Have individual students explain the correct procedures for proper hair care.

6. Allow students to give feedback on the effects of poor hair care.
7. Discuss proper treatment for head lice.
8. Invite individual students to model proper hair care.
9. Provide a private space for a Community Health Worker to discuss treatment of lice with individual students if necessary.

**Extension Activities:**
1. Demonstrating proper hair care at home. (A student may be used with parental consent)
2. Send information on proper hair care home with students.
3. Provide treatment and proper instructions for parents if necessary.

**Assessment Strategies:**
- Invite health personnel to inspect students modeling proper hair care.

**Suggestions to Maintain Behavior:**
- Consistency in proper hair care inspection.

**Evaluation:**

**Hygiene Day**

**Link to Curriculum:** HFLE Curriculum, Sex and Sexuality: Basic Body Care

A day to improve health by using three components of hygiene.

**Behavioral Objective/s:**
Students will practice three different components of hygiene (Hand washing, oral hygiene and personal care - bathing) to help improve personal health.

**Learning Objective/s:**
Students will be able to:
- List three components of hygiene.
- Explain the procedure involved in each of the three components of hygiene.
- Model the three proper personal hygiene practices.

**Materials and Equipment:**
Projector, laptop, extension cord, wash basin, soap, water, videos on cleaning and caring for the body, posters, toothbrushes, tooth paste, dental floss, paper towels.

**Previous Knowledge:**
Students have engaged in various personal hygiene practices before.

**Make arrangements with health personnel to do presentations on health and hygiene.

**Procedures:**
In preparation for the activity:
1. Make sure that all necessary materials are secured.
2. Make arrangements for 3 health personnel to do presentations on health and hygiene.

**Activities:**
1. Organize the classroom into 3 stations.

2. There will be a presenter in each of the stations.
3. The teacher introduces presenters.
4. Divide the class into three groups. One group for each station.
5. The presenter does a presentation through demonstrations. Have students model the presentation.
6. Have groups rotate after 15 minutes.

**Extended Activity:**
1. Have students do research and do presentations on other components of health and hygiene practices.

**Assessment Strategies:**
- Have students give feedback on the various presentations.

**Suggestions to Maintain Behavior:**
- Have students demonstrate (model) to other groups, the correct procedures of three proper personal hygiene practices.

**Evaluation:**

**Healthy Hair Day**

**Link to Curriculum:** HFLE Curriculum, Sex and Sexuality: Basic Body Care

A day when students will be educated on proper hair care to eliminate and prevent head lice.

**Behavioral Objective/s:**
Students will model proper hair care.

**Learning Objective/s:**
Students will be able to:
- Explain procedures for proper hair care.
- List the effects of poor hair care.
- Model proper hair care.

**Materials and Equipment:**
Head lice shampoo, sweet soap, clean water, gloves, shower caps.

**Previous Knowledge:**
Students know what head lice are and how they affect their health.

**Arrange with community health worker (health personnel) to do presentation on proper hair care.

**Procedures:**
In preparation for the activity:
1. Arrange with a Community Health Worker to do a presentation on proper hair care.
2. Ensure that all materials are secured.

**Activities:**
1. Prepare the class for the health personnel to do the presentation.
2. Introduce the health personnel to the class.
3. Do a demonstration during the presentation.
4. Have students write notes during the presentation.
5. Have individual students explain the correct procedures for proper hair care.

6. Allow students to give feedback on the effects of poor hair care.
7. Discuss proper treatment for head lice.
8. Invite individual students to model proper hair care.
9. Provide a private space for a Community Health Worker to discuss treatment of lice with individual students if necessary.

**Extension Activities:**
1. Demonstrating proper hair care at home. (A student may be used with parental consent)
2. Send information on proper hair care home with students.
3. Provide treatment and proper instructions for parents if necessary.

**Assessment Strategies:**
- Invite health personnel to inspect students modeling proper hair care.

**Suggestions to Maintain Behavior:**
- Consistency in proper hair care inspection.

**Evaluation:**
Nail Grooming Day
Link to Curriculum: HFLE Curriculum, Sex and Sexuality: Basic Body Care

A day geared to encourage students to practice proper nail care.

Behavioral Objective/s:
Students will model proper nail care.

Learning Objective/s:
Students will be able to:
- List the benefits of proper nail care.
- Describe the procedures for proper nail care.
- Model proper nail care.

Materials and Equipment:
Basins to wash feet and hands, nail clippers and toe nail clippers, pummel stone, nail brush, soap, water

Previous Knowledge:
Students understand the importance of clean nails for good health and hygiene.
Teacher needs to secure materials before lesson.
Teacher will invite nail professional to do a presentation on proper nail care.

Procedures:
In preparation for the activity:
1. Ensure that all materials are available beforehand.
2. Invite a nail professional to do a presentation.

Activities:
1. Introduce the presenter to the class.
2. The nail professional will do a presentation through demonstrations using individual students.
3. Have students write notes on the benefits of proper nail care.
4. Have students describe the process of proper nail care.
5. Invite students to practice proper nail care on each other.
6. Have students share experiences of practicing proper nail care.

Extension Activities:
1. Select some students and have them go to other classes and demonstrate proper nail care.
2. Students can model proper nail care at home and practice with siblings and family members.

Assessment Strategies:
- Students can show (in the form of before and after pictures) and explain the benefits of maintaining proper nail care.

Suggestions to Maintain Behavior:
- Teacher can conduct routine checks to ensure proper nail care.

Evaluation:

Nail Grooming Day
Link to Curriculum: HFLE Curriculum, Sex and Sexuality: Basic Body Care

EMOTIONAL HEALTH, RELATIONSHIPS & FAMILY

SELF & INTERPERSONAL RELATIONSHIPS
**Drug Awareness Day**

**Link to Curriculum:** HFLE Curriculum: Self and Interpersonal Relationships: Resisting Drugs

A day geared to educate students on the dangers of consuming alcohol and tobacco.

**Behavioral Objective/s:**
Students will avoid consuming alcohol and tobacco.

**Learning Objectives:**
Students will be able to:
- List the different forms of alcohol.
- Explain the dangers of smoking and consuming alcohol.
- List other forms of drug free recreational activities.
- Demonstrate refusal skills as it relates to drugs and peer pressure.

**Materials and Equipment:**
Videos, posters, brochures, guest speakers, community members, pictures of alcoholic drinks and cigarettes

**Previous Knowledge:**
Students are able to identify alcohol and tobacco as drugs. Students know the effects of alcohol and tobacco.

**Procedures:**
In preparation for the activity:
1. Invite a guest from the National Drug Abuse Control Council to do a presentation on the negative effects of alcohol and drugs.

**Activities:**
1. Introduce the presenter to the class.
2. The NDACC personnel will do presentation to the class on alcohol and cigarettes.
3. Have students write notes on the negative effects of alcohol and cigarettes.
4. Have students describe the negative effects of alcohol and cigarettes.
5. Provide scenarios and have students practice ways to say no if they are being pressured to use or sell drugs.

**Extension Activities:**
1. Use expressive arts to create awareness of other drugs and their harmful effects.

**Assessment Strategies:**
- Have students create posters about the negative effects of consuming alcohol and cigarette smoking.

**Suggestions to Maintain Behavior:**
- Regular review/reminders in the form of posters on campus.
- Peer Education Program.

**Evaluation:**

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**No Violence Day**

**Link to Curriculum:** HFLE Curriculum, Self and Interpersonal Relationships: Positive Alternatives to Crime and Violence

A day geared to educate students to avoid violence and negative behavior.

**Behavioral Objective/s:**
Students will refrain from violent/negative behavior.

**Learning Objectives:**
Students will be able to:
- Define violence.
- List the different forms of violence.
- Explain the effects of violence/negative behaviors on society.
- List ways to refrain from violent activities or negative behavior.

**Materials and Equipment:**
Resource person, videos, posters, brochures, music, Bristol board, markers.

**Previous Knowledge:**
Students know what violence is.
Students know different forms of violence.

**Procedures:**
In preparation for the activity:
1. Invite a Police Officer to do a presentation on crime and violence and its impact on society.

**Activities:**
1. Prepare the class for the resource personnel’s presentation.
2. Instruct the students that they need to write down key points.
3. Discuss on the different forms of violence and how it affects Belize and the world.

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**ACTIVITY 1**

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**ACTIVITY 2**
ACTIVITY 3

‘I am Special’ Day
Link to Curriculum: HFLE Curriculum: Self and Interpersonal Relationships: Good self esteem and self concept

An activity to encourage students to explore what makes them special

Behavioral Objective/s:
Students will love and appreciate self.

Learning Objectives:
Students will be able to:
a. Describe what makes them special.
b. Create a collage identifying strengths and accomplishments.
c. Display skills of high positive self-esteem.
d. Express acceptance for personal abilities and disabilities.

Materials and Equipment:
Paper, markers, inspirational music, motivational videos

Previous Knowledge:
Students know what self esteem is and how to build good self esteem.

Procedures:
In preparation for the activity:
1. Have students bring a picture of themselves or make a poster of a recent accomplishment at school, home or in the community.

Activities:
1. In pairs, students will describe what makes them special.
2. Discuss the topic of being special as an entire class.
3. Use pictures to create a collage of strengths and accomplishments.

4. The class will organize a talent show demonstrating special talents.

Extension Activities:
1. Parents will be invited to view the talent show.
2. Research on the family in terms of their talents/accomplishments.
3. Teach lessons in acceptance of and to persons with various disabilities.

Evaluation:
• Write in journal on why they are special.

Suggestions to Maintain Behavior:
• Create school clubs. (The Arts - poetry, dance, music, visual arts, writing, drama)
• Establish a youth group.

'I am Special' Day
Link to Curriculum: HFLE Curriculum: Self and Interpersonal Relationships: Good self esteem and self concept
SCHOOL HEALTH ACTIVITIES FOR WHOLE SCHOOL
Happy Feet Day
Link to Curriculum; HFLE Curriculum, Sex and sexuality: Practicing Good Personal Hygiene (all levels)
A school day to bring focus on the importance of wearing shoes/footwear at all times and to develop it as a good habit.

Behavioral Objective/s:
Students will consistently wear footwear.

Learning Objective/s:
Students will be able to:
  a. Understand the importance of footwear to worm prevention.
  b. Develop the habit of wearing footwear.

Materials and Equipment:
Footwear, ribbons, music, PA system, talc powder

Previous Knowledge:
Students understand the importance of proper care of the feet.

Procedures:
In preparation for the activity:
1. inform Community Health Workers (CHW) and nurses of happy feet Day.
2. Ask community groups and businesses to participate in donating footwear to students who do not have proper footwear.
3. Be sure to take a good inventory of the number of shoes that are necessary to ensure that students are all covered.

Activities:
1. Teach the importance of wearing shoes/footwear.
2. Discuss why some students do not wear shoes/footwear.
3. For students not wearing footwear, issue shoes/footwear to them. Ask students to write how they feel about wearing shoes and their plans to take care of their feet and shoes.

Extension Activities:
1. On Happy Feet Day, offer pedicures for female parents to be done by upper division students. “Treat your feet activity”
2. Invite the community to participate in Happy Feet Day.

Assessment Strategies:
• Use a checklist to monitor students’ wearing of footwear. (Maintain vigilance but in a humanistic way).
• Assess understanding from students’ writing/drawing.

Suggestion to Maintain Behavior:
• Engage students in weekend activities to self-monitor the wearing of shoes.

Evaluation:

Worm Prevention Day
Link to curriculum: HFLE Curriculum, Sex and Sexuality: Practicing Good Personal Hygiene (all levels)
A day to focus and highlight the prevention of worm infestation.

Behavioral Objective/s:
Students will practice worm prevention measures and will engage in taking de-worming tablets during the campaign. (May and November)

Learning Objective/s:
Students will be able to:
  a. Identify prevention and correction methods for avoiding worm infestation.
  b. Explain two dangers of worm infestation.
  c. Explain the importance of drinking de-worming tablets.

Materials and Equipment:
De-worming tablets, water, jingle, PA system, video on worms, worms, poster, footwear.

Previous Knowledge:
Students know how worm infestation occurs.

Procedures:
1. Create (in groups) posters demonstrating prevention methods. (students’ information will be provided by the teacher.)
2. Use creative arts (song, skit, and poem) to present methods to the school.
3. Discuss with students the methods for correcting poor practices.
4. Connect the de-worming campaign to efforts being made.
5. Ensure that tablets are on hand. (check expiration date).

Extension Activities:
1. Place posters around school; students can use creative arts to promote the behavior desired.
2. Send a letter to parents informing or reminding them of the de-worming day.
3. Inform students of the de-worming day procedures.
4. Play music as student’s line up to take de-worming tablet.
5. Record students who take the tablet.
6. Have the Rural Health Nurse and Community Health Worker know which students did not take tablet.

Assessment Strategies:
• Assess posters made by students.
• Use scoring rubric to assess creative arts activities. (include jingles, plays, poems)
• Question the understanding and cause/effect thinking on the prevention methods.
• Have a register of students who took the tablets.

Suggestion to Maintain Behavior:
• Monitor good hygiene practices at school.
• Engage students in a community activity to monitor good prevention practices.

Evaluation:

ACTIVITY 1

ACTIVITY 2
**ACTIVITY 3**

**Water Drinking Day**  
(Whole School)  
**Link to curriculum: HFLE Curriculum, Eating and Fitness: Food and Nutrition (all levels)**

A day when students will monitor the amount of water they drink for the day.

**Behavioral Objective/s:**  
Students will drink at least eight glasses of water throughout the day. (8 cups).

**Learning Objective:**  
Students will be able to:  
1. Explain two benefits of drinking water  
2. Explain one benefit of drinking water instead of an ideal or a sugar flavored drink (crystal, chillers, cool delight, etc.).
3. Explain the effects of not drinking sufficient water daily.  
4. Analyze the amount of water drank on a daily basis.

**Materials and Equipment:**  
TV or Projector, Video health clips, water container, water dispenser, water bottles, sanitary cups, water pouches, song.

**Previous Knowledge:**  
Students know sources of clean drinking water.

**Procedures:**  
1. Watch a video health clip on the benefits of drinking sufficient water and the consequences of not doing so.  
2. Sing a song outlining the benefits of drinking water.  
3. Provide students with access to drinking water over the day (>8 cups) and a tracking chart.  
4. Have students record the amount of water drank per day.

5. At the end of the day have students present and discuss their results.

**Extension Activity:**  
1. Have a “Health talk” on the importance of drinking water.  
2. Record on a chart how many cups of water is drank daily over a period of time.

**Assessment Strategies:**  
1. Assess the students’ analysis of the amount of water drank.  
2. Role play the benefits of drinking water. (use a rubric for evaluation)
3. Assess the response to questions on the benefits for drinking sufficient water daily.

**Suggestions to Maintain Behavior:**  
1. Use a personal water container (with a measured number of cups) in class or at home. This maintains focus and provides for monitoring the amount being consumed.  
2. Make posters (classroom) to encourage water drinking. (poster competition)  
3. Set personal goals and monitor water intake vs. other liquids.  
4. Design a water drinking campaign for the school/home.

**Evaluation:**

**ACTIVITY 4**

**Folic Acid and Iron Day**  
**Link to Curriculum: HFLE Curriculum, Eating and Fitness: Diet and Diseases (All Levels)**

A day to help prevent unhealthy blood levels and neural tubal defects.

**Behavioral Objective/s:**  
Students will maintain a habit of taking one (1) Iron and Folic acid tablet daily.

**Learning Objective/s:**  
Students will be able to:  
1. State the importance of Iron and Folic acid to the body.  
2. Identify foods containing Iron and Folic Acid.  
3. Establish a time of the day when they will take Iron and Folic acid tablet.

**Materials and Equipment:**  
Iron and Folic acid tablets, posters of students drinking Iron tablets and water, Folic acid monitoring chart, Food Guidelines, Poster or picture of Food Basket

**Previous Knowledge:**  
Students have received iron and folic acid tablets before and know the importance.

**Procedures:**  
1. Make sure that iron and folic acid tablets are obtained from the Ministry of Health and set a schedule for administrating the tablets.  
2. Make sure that parents have signed a written consent form.

**Activities:**  
1. Community Health Workers and nurses will explain the importance of Folic Acid and Iron in the body.

2. Select foods from the food basket that contains Iron and Folic acid.  
3. Create a Personal Reminder or Monitoring Cards for students.  
4. Administer the tablets.

**Extension Activities:**  
1. Have a PTA meeting to explain the importance of Iron and Folic acid.  
2. Issue posters to parents and invite the community Health Workers.  
3. Invite the Community Health Workers to present on the topic to students and parents.  
4. Award ribbons to students who obtained a completed monitoring card of Iron and Folic acid consumed.

**Assessment Strategies:**  
1. Annual HB (Hemoglobin) test by Ministry of Health.

**Suggestions to Maintain Behavior:**  
1. Have a “Health talk” on the importance of drinking water.  
2. Record on a table how many cups of water is drank daily over a period of time.

**Evaluation:**

**Folic Acid and Iron Drinking Day**  
(Whole School)  
**Link to curriculum: HFLE Curriculum, Eating and Fitness: Food and Nutrition (all levels)**

A day when students will monitor the amount of water they drink for the day.

**Behavioral Objective/s:**  
Students will drink at least eight glasses of water throughout the day. (8 cups).

**Learning Objective:**  
Students will be able to:  
1. Explain two benefits of drinking water  
2. Explain one benefit of drinking water instead of an ideal or a sugar flavored drink (crystal, chillers, cool delight, etc.).
3. Explain the effects of not drinking sufficient water daily.  
4. Analyze the amount of water drank on a daily basis.

**Materials and Equipment:**  
TV or Projector, Video health clips, water container, water dispenser, water bottles, sanitary cups, water pouches, song.

**Previous Knowledge:**  
Students know sources of clean drinking water.

**Procedures:**  
1. Watch a video health clip on the benefits of drinking sufficient water and the consequences of not doing so.  
2. Sing a song outlining the benefits of drinking water.  
3. Provide students with access to drinking water over the day (>8 cups) and a tracking chart.  
4. Have students record the amount of water drank per day.

5. At the end of the day have students present and discuss their results.

**Extension Activity:**  
1. Have a “Health talk” on the importance of drinking water.  
2. Record on a chart how many cups of water is drank daily over a period of time.

**Assessment Strategies:**  
1. Assess the students’ analysis of the amount of water drank.  
2. Role play the benefits of drinking water. (use a rubric for evaluation)
3. Assess the response to questions on the benefits for drinking sufficient water daily.

**Suggestions to Maintain Behavior:**  
1. Use a personal water container (with a measured number of cups) in class or at home. This maintains focus and provides for monitoring the amount being consumed.  
2. Make posters (classroom) to encourage water drinking. (poster competition)  
3. Set personal goals and monitor water intake vs. other liquids.  
4. Design a water drinking campaign for the school/home.

**Evaluation:**
De-worming Day
Link to Curriculum: HFLE Curriculum, Managing the Environment: Promoting Healthy Living (All Levels)

A routine de-worming day can help to improve nutrition, school attendance or school performance.

Behavioral Objective/s:
Students will take worming tablets twice per year. (May and November)

Learning Objective/s:
Students will be able to:
a. Explain two benefits of de-worming.
b. Comply with drinking de-worming tablets upon distribution.

Materials and Equipment:
De-worming tablets, water, jingle, PA system, video on worms

Previous Knowledge:
Students know the dangers of worm infestation to their health.
Teachers would have been trained on how to de-worm students and schedule a date to de-worm.

Procedures:
In preparation for the activity:
1. Make sure that iron and folic acid tablets are obtained from the Ministry of Health and set a schedule for administrating the tablets.
2. Make sure that parents have signed a written consent form.

Activities:
1. Ensure that tablets are on hand. (check expiration date).
2. Explain the benefits of de-worming through a video presentation.
3. Play music as students line up to take the de-worming tablet.
4. Conduct the de-worming with the assistance of nurses, Community Health Workers (CHW), parents, etc.

Extension Activities:
1. Have a PTA meeting to explain the reason for the de-worming tablet drinking day.
2. Have parents sign a consent form for the de-worming day.
3. Have class presentations based on research about the effects of students who have not been de-wormed.

Assessment Strategies:
• Have a register of all the students who take tablets.

Suggestions to Maintain Behavior:
• Teachers and parents continue to talk to their students about taking de-worming tablets and the reason for doing so.

Evaluation:

Fire Drill Day
Link to Curriculum: HFLE Curriculum, Managing the Environment: Disaster Preparedness and responding to emergencies (all levels)

Create awareness on how to be prepared in the event of a fire.

Behavioral Objective/s:
Students will respond appropriately to safety measures in the event of a fire.

Learning objectives:
Students will be able to:
a. List safety measures to be followed in the event of a fire.
b. Explain the importance of following safety measures in the event of a fire.
c. Respond appropriately to safety measures during a fire drill.

Materials and Equipment:
School Safety Plan including fire emergency, camera, megaphone, extinguisher, first aid kit, artificial smoke producer

Previous Knowledge:
Teachers and students are trained on how to respond in the event of a fire.
Map of a route to the designated stage area.
Revision of school safety plan. (to indicate the types of buzzers or bell signals)

Procedures:
1. Review the school safety plan by listing and discussing the safety measures to be followed in the event of a fire.
2. Have students explain the importance of following safety measures in the event of a fire.
3. Conduct a fire drill.
4. The buzzer/bell will sound to signal an emergency.
5. Have the students proceed with fire evacuation procedures.
6. Discuss with students the strengths and weaknesses of the drill.

Extension Activities:
1. Students will discuss the fire drill with their parents.

Assessment Strategies:
• Students and teachers can analyze the strengths and weaknesses of the drill.
• Students can write an essay on their experience of the fire drill.

Suggestions to Maintain Behavior:
• Have continuous simulation exercises to prepare in the event of a fire.

Evaluation: