

**DEPARTMENT OF EDUCATION**  
**CURRICULUM AND INSTRUCTION DIVISION**  
**JUNKANOO INTEGRATION TEMPLATE**

**SUBJECT: HEALTH AND FAMILY LIFE**

**GRADE: 7**

<b>Pacing Guide Week #</b>	<b>Topic (As displayed on the Pacing Guide)</b>	<b>Objectives (As outlined in the Curriculum)</b>	<b>Integration Strategy (Activities)</b>	<b>Resources</b>
Week _____ January 6-9, <b>2025</b>	Hygiene – <b>PERSONAL</b>	<ol style="list-style-type: none"> <li>1) Define ‘personal hygiene’</li> <li>2) List FOUR personal hygiene practices.</li> <li>3) Demonstrate THREE benefits of good hygienic practices.</li> </ol>	<b>Hygiene Demonstration through Junkanoo Dance:</b> Students incorporate hygiene actions (e.g., brushing teeth, washing hands) into Junkanoo-style dance moves and perform them in class.	Music player, Junkanoo drums, costumes, and visuals depicting hygiene practices.
Week _____ January 13-17, <b>2025</b>	Hygiene – <b>DENTAL</b>	<ol style="list-style-type: none"> <li>1) Identify FOUR steps for proper oral hygiene.</li> <li>2) Explain THREE benefits of maintaining good oral hygiene</li> <li>3) Suggest TWO ways to prevent cavities and gum disease</li> </ol>	<b>Junkanoo Mask Design for Healthy Teeth:</b> Students design Junkanoo masks incorporating bright, healthy teeth, and discuss the role of brushing and flossing in maintaining oral health, comparing it to maintaining the integrity of a Junkanoo mask.	Art supplies (mask templates, paints, brushes), and visuals on dental hygiene.

Week _____ January 20-24, <b>2025</b>	The Family Structure - <b>TYPES OF FAMILIES</b>	<ol style="list-style-type: none"> <li>1) Define the term ‘family’</li> <li>2) Identify FOUR traditional family types</li> <li>3) Discuss how family types are similar to Junkanoo groups and categories.</li> </ol>	<b>Family Dynamics in Junkanoo Groups:</b> Research and present how Junkanoo groups support and resemble family structures in terms of roles, support, and cooperation.	Research materials on Junkanoo group organization, presentation tools (charts, slides).
Week _____ January 27-31, <b>2025</b>	The Family Structure - <b>ECONOMIC ADVANTAGE AND DISADVANTAGE OF FAMILIES</b>	<ol style="list-style-type: none"> <li>1) Relate economic advantages and disadvantages to family structure</li> <li>2) Assess the participation of children in junkanoo and its impact on family finances.</li> <li>3) Discuss the role of Junkanoo in supporting family time.</li> </ol>	<b>Junkanoo Family Budgeting:</b> Students are tasked with planning the budget for a Junkanoo group, evaluating how different family structures (e.g., single-parent, two-parent) might influence their financial contributions to the child’s preparation and involvement	Budget templates, calculators, and scenario cards for family structures.

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**GRADE: 8**

<b>Pacing Guide Week #</b>	<b>Topic (As displayed on the Pacing Guide)</b>	<b>Objectives (As outlined in the Curriculum)</b>	<b>Integration Strategy (Activities)</b>	<b>Resources</b>
Week _____ January 6-9, <b>2025</b>	Dangers of cliques - <b>EXCLUSION</b> - <b>LOSS OF IDENTITY</b>	<ol style="list-style-type: none"> <li>1) Define the terms: Clique and exclusion</li> <li>2) Identify THREE samples of a cliques in a junkanoo group</li> <li>3) Evaluate how cliques can create exclusion and loss of identity for individuals.</li> </ol>	<b>Junkanoo Group Role Play:</b> Role-play different scenarios where cliques form in Junkanoo groups (e.g., costume makers, dancers). Discuss the negative impact of exclusion.	Role-play scripts, Junkanoo group roles, discussion prompts.
Week _____ January 13-17, <b>2025</b>	Dangers of cliques - <b>GANG AFFILIATION</b>	<ol style="list-style-type: none"> <li>1) Relate cliques to negative peer pressure</li> <li>2) Discuss the impact of cliques to the wider population (school or work)</li> <li>3) Demonstrate the relationship between</li> </ol>	<b>Junkanoo Role Models:</b> Students research how peer influence impacts Junkanoo involvement and create short skits highlighting positive peer support. <b>Junkanoo as a Positive Influence:</b> Students discuss	Research materials on peer pressure, discussion templates, and Junkanoo visuals.

		junkanoo groups and positive peer influence	how Junkanoo serves as a cultural "family" where support and teamwork replace the negative influence of gangs.	
Week _____ January 20-24, <b>2025</b>	The Bahamian Family - <b>HERITAGE</b> - <b>COMMON NAMES</b>	<ol style="list-style-type: none"> <li>1) State the origins of common Bahamian family names</li> <li>2) Identify THREE traditions that are unique to Bahamas</li> <li>3) Discuss the role of Junkanoo in Bahamian identity</li> </ol>	<b>Junkanoo Heritage Showcase:</b> Students present aspects of Junkanoo that reflect Bahamian heritage (e.g., costumes, music) and explain how these traditions have shaped family identity.	Research materials on Bahamian heritage, Junkanoo costumes, and music.
Week _____ January 27-31, <b>2025</b>	The Bahamian Family - <b>SUB-CULTURES</b> - <b>NATURALIZATION</b>	<ol style="list-style-type: none"> <li>1) Define key terms: sub-culture and naturalization</li> <li>2) Suggest TWO ways one can identify a Bahamian</li> <li>3) Discuss the term “melting pot” and how Junkanoo embraces this meaning.</li> </ol>	<p><b>Junkanoo Subcultures:</b> Students research different subcultures within Junkanoo groups (e.g., different groups, music styles/sections, or costume designs) and present how these subcultures contribute to the overall culture of Junkanoo.</p> <p><b>Junkanoo as a Path to Belonging:</b> Students discuss how Junkanoo acts as a gateway to cultural belonging for both native Bahamians and immigrants, then create a visual representation of cultural inclusion.</p>	Research tools, visuals of Junkanoo subcultures, and presentation materials.

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**GRADE: 9**

<b>Pacing Guide Week #</b>	<b>Topic (As displayed on the Pacing Guide)</b>	<b>Objectives (As outlined in the Curriculum)</b>	<b>Integration Strategy (Activities)</b>	<b>Resources</b>
Week ____ January 6-9, <b>2025</b>	Naturopathic Medicine and Bush Remedies	<ol style="list-style-type: none"> <li>1) List FIVE types of bushes and its medicinal use in The Bahamas</li> <li>2) Identify THREE conditions that naturopathic and medicinal marijuana may used</li> <li>3) Analyze how traditional remedies preserve cultural expression.</li> </ol>	<b>Junkanoo Herbology Showcase:</b> Students link traditional bushes to Junkanoo designs and discuss their cultural significance. Also identify the use of song reference to the use of herbal medicine for Junkanoo performances	Pictures of bush/Herbs, reference books on naturopathy, and Junkanoo design and song lyric materials.
Week ____ January 13-17, <b>2025</b>	Drug Use and Abuse - <b>VAPING/TOBACCO/ EDIBLES</b> - <b>RESPIRATORY AND BRAIN HEALTH</b>	<ol style="list-style-type: none"> <li>1) Understand the dangers of drug use with particular focus on vaping, edibles and tobacco use.</li> </ol>	<b>Junkanoo Awareness Parade:</b> Students create banners and chants advocating against vaping and tobacco during a Junkanoo-themed march.	Art supplies for banners, research on the effects of vaping, and Junkanoo music.

		<ul style="list-style-type: none"> <li>2) Analyze the effects of drug use on the respiratory system and brain</li> <li>3) Discuss the risk of exposure to drug use for youth involvement in adult junkanoo groups</li> </ul>		
<p>Week _____ January 20-24, <b>2025</b></p>	<p>Drug Use and Abuse - <b>ALCOHOL</b></p>	<ul style="list-style-type: none"> <li>1) Assess societal norms of alcohol use during celebrations.</li> <li>2) Evaluate the dangers of teen alcohol consumption</li> <li>3) Suggest FIVE ways to promote alcohol free activities for family engagement.</li> </ul>	<p><b>Sobriety in Junkanoo:</b> Students create posters promoting substance-free Junkanoo celebrations and reflect on the role of self-control in cultural preservation.</p>	<p>Art supplies (poster boards, markers, paints), substance abuse fact sheets, examples of positive slogans.</p>
<p>Week _____ January 27-31, <b>2025</b></p>	<p>Drug Free Lifestyle</p>	<ul style="list-style-type: none"> <li>1) Identify FOUR national help centers available for adults struggling with substance abuse</li> <li>2) Understand the role of family involvement in the process of treatment and recovery for substance abuse</li> <li>3) Explore THREE ways to support teens with signs of substance abuse issues.</li> </ul>	<p><b>Junkanoo Drug-Free Pledge:</b> Students create a pledge for a drug-free lifestyle and incorporate it into a Junkanoo-themed performance, committing to healthy choices.</p>	<p>Art supplies for pledge creation, music for Junkanoo performance, printed health facts on drug-free living.</p>

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**GRADE: 10**

<b>Pacing Guide Week #</b>	<b>Topic (As displayed on the Pacing Guide)</b>	<b>Objectives (As outlined in the Curriculum)</b>	<b>Integration Strategy (Activities)</b>	<b>Resources</b>
Week ____ January 6-9, <b>2025</b>	Healthy Lifestyles and Lifestyle Diseases	<ol style="list-style-type: none"> <li>1) Explain the importance of regular physical activity in preventing lifestyle diseases.</li> <li>2) Differentiate between communicable and non-communicable diseases</li> <li>3) Outline THREE controllable and THREE uncontrollable risk factors for lifestyle diseases.</li> </ol>	<b>Junkanoo Fitness Challenge:</b> Students participate in a Junkanoo-style fitness competition (drumming, dancing) while learning how physical activity prevents lifestyle diseases like heart disease, diabetes, and obesity.	Fitness trackers, Junkanoo music, and educational pamphlets on lifestyle diseases.

Week _____ January 13-17, <b>2025</b>	Healthy Lifestyles and Lifestyle Diseases	<ol style="list-style-type: none"> <li>1) Identify THREE common communicable and non-communicable diseases for Bahamians.</li> <li>2) Describe how sedentary lifestyle and dietary habits affect overall health.</li> <li>3) Develop an action plan to reduce health risks.</li> </ol>	<b>Junkanoo Lifestyle Poster:</b> Students design posters combining Junkanoo imagery and healthy lifestyle practices (exercise, healthy eating) to encourage good habits that prevent lifestyle diseases.	Art supplies, research on lifestyle diseases, and Junkanoo imagery.
Week _____ January 20-24, <b>2025</b>	Eating Disorders	<ol style="list-style-type: none"> <li>1) Define eating disorders and identify THREE types.</li> <li>2) Analyze societal pressures that contribute to body dysmorphia.</li> <li>3) Suggest THREE support strategies for persons struggling with positive self-image.</li> </ol>	<b>Junkanoo and Body Image:</b> Students explore how Junkanoo can promote healthy body image (e.g. dancers, walking) and discuss how societal pressures can lead to eating disorders. They create a skit or visual campaign promoting body positivity.	Materials for skits, visual aids, and research on eating disorders.
Week _____ January 27-31, <b>2025</b>	The Importance of Family	<ol style="list-style-type: none"> <li>1) Describe how family involvement in Junkanoo strengthens community bonds.</li> <li>2) Discuss the role of traditions in maintaining family unity.</li> <li>3) Analyze the importance of family bonding through shared interest and activities.</li> </ol>	<b>Junkanoo as Family Unity:</b> Students discuss how family involvement in Junkanoo strengthens community bonds and cultural identity, then create a visual representation of family unity in the parade.	Art supplies, Junkanoo costume samples, and interviews with Junkanoo participants.



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**GRADE: 11**

<b>Pacing Guide Week #</b>	<b>Topic (As displayed on the Pacing Guide)</b>	<b>Objectives (As outlined in the Curriculum)</b>	<b>Integration Strategy (Activities)</b>	<b>Resources</b>
Week ____ January 6-9, <b>2025</b>	Alcohol - <b>ALCOHOL ABUSE</b> - <b>AFFECTS OF ALCHOL ON THE BODY</b>	<ol style="list-style-type: none"> <li>1) Define the term alcohol abuse</li> <li>2) Explain the effects of alcohol on the development of the body (brain, liver and heart)</li> <li>3) Assess the organizations that support persons who suffer from alcoholism.</li> </ol>	<b>Junkanoo and Body Health:</b> Students create a Junkanoo parade float where each section of the float represents a body organ affected by alcohol, such as the brain, liver, and heart.	Art supplies, educational materials on alcohol abuse, and Junkanoo music.

<p>Week _____ January 13-17, <b>2025</b></p>	<p>Alcohol - <b>ALCOHOL AND THE FAMILY</b></p>	<ol style="list-style-type: none"> <li>1) Identify three ways alcohol consumption can negatively affect family dynamics.</li> <li>2) Explain the emotional, financial, and social impact of alcohol abuse on family members.</li> <li>3) Propose strategies families can use to support loved ones struggling with alcohol use, through group discussions and presentations.</li> </ol>	<p><b>Junkanoo Alcohol Awareness:</b> Students create a Junkanoo-inspired float or poster highlighting the dangers of alcohol abuse and its effects on family structures and relationships.</p>	<p>Art supplies, research materials on alcohol abuse, anti-alcohol slogans.</p>
<p>Week _____ January 20-24, <b>2025</b></p>	<p>Family Problems - <b>DOMESTIC VIOLENCE</b></p>	<ol style="list-style-type: none"> <li>1) Define the term ‘domestic violence’</li> <li>2) Identify FIVE different forms of domestic violence (physical, emotional, psychological, financial, and sexual).</li> <li>3) Evaluate the importance of support systems such as junkanoo families and resources available for victims of domestic violence.</li> </ol>	<p><b>Junkanoo Expression Campaign:</b> Students create colorful junkanoo themed visual displays to promote information on ways to seek help for domestic abuse. <b>Rushing on Bay:</b> Students discuss how Junkanoo provides a support network and an escape from abusive environments and perform skits to raise awareness of domestic violence and ways to seek help.</p>	<p>Junkanoo accessories and paper supplies, Skit scripts, visual art supplies, and resources on domestic violence.</p>
<p>Week _____ January 27-31,</p>	<p>Forming Healthy relationships</p>	<ol style="list-style-type: none"> <li>1) Define the term relationship</li> </ol>	<p><b>Junkanoo Role-Playing:</b> Students act out scenarios</p>	<p>Role-play scripts, Junkanoo-themed</p>

2025		2) Differentiate between the types of relationships. (family, friends and associates) 3) Suggest five components for a healthy relationship	showcasing healthy relationships, incorporating cultural Junkanoo values like respect and teamwork.	props, and discussion materials.
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**GRADE: 12**

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Week _____ January 6-9, <b>2025</b>	The application process	<ol style="list-style-type: none"> <li>1) Identify THREE supporting documents requested for completion of an application form</li> <li>2) Analyze THREE uses of a completed form</li> <li>3) Complete an application form correctly using an employment, visa or scholarship form.</li> </ol>	<b>Junkanoo Resume Writing:</b> Students prepare resumes with a creative Junkanoo-themed design to showcase their skills and cultural pride.	Resume templates, sample documents, and creative design materials.
Week _____ January 13-17, <b>2025</b>	Managing Responsibilities	<ol style="list-style-type: none"> <li>1) Define the phrase “work-life balance” and identify its importance for mental and physical health.</li> <li>2) Explain THREE strategies for balancing work responsibilities with personal life commitments.</li> <li>3) Develop a personal work-life balance plan that includes time for work, self-care, and personal relationships.</li> </ol>	<b>Junkanoo Work-Life Balance:</b> Students design a weekly schedule incorporating Junkanoo activities (e.g. junkanoo practice, band practice, dance choreography etc.) and personal responsibilities to practice balance.	Scheduling templates, discussion guides, and role-play scenarios.
Week _____ January 20-24, <b>2025</b>	Representing Self and Country	<ol style="list-style-type: none"> <li>1) Define national pride and assess how it can be reflected in the workplace</li> <li>2) Discuss THREE activities that promote Bahamian pride</li> <li>3) Differentiate between desirable and undesirable behaviors</li> </ol>	<b>Junkanoo National Pride Posters:</b> Students design posters showcasing how Junkanoo culture promotes Bahamian pride in professional settings. b. Students will list FIVE major Bahamian businesses that have junkanoo themed	Art supplies, examples of workplace scenarios, and Junkanoo imagery.

			portraits on display in the organizations.	
Week _____ January 27-31, <b>2025</b>	Workplace Culture	<ol style="list-style-type: none"> <li>1) Define key terms: morals and values and explain the role of morals and values in shaping professional behavior</li> <li>2) Identify THREE cultural norms that differ from workplace ethics.</li> <li>3) Differentiate between constructive and destructive workplace attitudes by categorizing behaviors from provided workplace ethics sheet.</li> </ol>	<b>Junkanoo Morals Showcase:</b> Students work in groups to create trifold displays connecting Junkanoo cultural values with workplace ethics and values.	Research materials on Junkanoo culture, workplace ethics guides, and display boards. Junkanoo art paper and supplies.