



Government of the Republic of Trinidad and Tobago

MINISTRY OF EDUCATION

PATRIOTISM POLICY 2023 - 2027

March 2023



3D model courtesy students of Grant Memorial Presbyterian School

SAN FERNANDO HILL NATURAL LANDMARK

In its original form this hill had a sugar loaf appearance. It is the most outstanding landform in the Naparima plains and was also called Naparima Hill. Naparima is derived from the Amerindian words "Ana" and "Parima", meaning "one hill".



Ministry of Education

Trinidad and Tobago

1. POLICY TITLE:

Patriotism Policy

2. POLICY STATEMENT:

This Patriotism Policy aims to empower citizens to preserve and advance Trinidad and Tobago's society, through the development of a common national identity and the instillation of patriotic principles.

3. RATIONALE

Patriotism is characterised by the principles of reciprocity and reverence among the populace, manifested in a healthy love for what one has been given, and balanced by an inclination to contribute meaningfully to one's society. Therefore, Patriotism can be defined as a love of one's country and a desire to defend it. As such, Patriotism requires engagement; it is showing interest in the development of a country and taking ownership of an aspect of development.

Within recent times, local cultures are evolving due to the challenge brought on by the new values and realities by way of new technologies. Our young seek to embrace these new values, giving rise to some concern about the increasing number of youths disengaging from civic and national institutions (Ministry of Community Development, Culture and the Arts, 2008).

Accordingly, it is recognised that an effective tool to transmit knowledge of fundamental national principles and processes ought to be developed and diffused throughout the population, to enable and encourage young Trinbagonians to participate fully in their society. Consequently, there is a need for strategies anew, which can capitalize on young people's idealism. This has become necessary as individuals do not automatically become responsible citizens but must be educated about citizenship and what it means to be a Trinbagonian.

Developing patriotic behaviour can be addressed at different levels - the individual level, in the home, in the community, at school, at the national and international levels.

Some examples of patriotic behaviour include:

- Choosing to purchase local goods and produce
- Celebrating our achievements in the field of arts, sports, and innovation;
- Appreciation and participation in activities related to national and religious festivals.

In this regard, the Ministry of Education recognises the need to focus on the building of national pride and patriotism among our citizenry, which in turn will contribute to national development. To this end, the Ministry has developed a Patriotism Policy inclusive of an Implementation Strategy geared toward cultivating feelings of nationhood and love of country among the national student population.

The Implementation Strategy is organised to facilitate general activities common to the entire school population at all levels of education: a primary/secondary component through which the various subject groupings will be used to incorporate patriotic activities, and the ECCE aspect whereby the patriotism content will be delivered via curriculum strands.

4. SCOPE

4.1. Inclusions

This Policy shall apply to the following:

- 4.1.1. Officials of the Ministry of Education inclusive of:
- i. The Minister of Education
 - ii. Minister of State in the Ministry of Education
 - iii. Permanent Secretaries
 - iv. Chief Education Officer (CEO)
 - v. Deputy Permanent Secretaries
 - vi. School Supervision and Management Division (SSMD)
 - vii. Curriculum Planning and Development Division (CPDD)
 - viii. Student Support Services Division (SSSD)
 - ix. Examination Section/Division
 - x. Division of Educational Research and Evaluation (DERE)
 - xi. Early Childhood Care and Education Division (ECCE)
 - xii. District Leadership Teams (DLTs)

- xiii. Principals and Teachers
- xiv. Students at ECCE, primary and secondary levels
 - 4.1.2. Ministry of Sport and Community Development
 - 4.1.3. Ministry of Youth Development and National Service
 - 4.1.4. Ministry of Social Development and Family Services
 - 4.1.5. Office of the Prime Minister (Gender and Child Affairs)
 - 4.1.6. National Library Information System Authority
 - 4.1.7. National Trust of Trinidad and Tobago
 - 4.1.8. National Patriotism Society of Trinidad and Tobago
 - 4.1.9. Association of Denominational Boards
 - 4.1.10. Trinidad and Tobago Unified Teachers' Association (TTUTA)
 - 4.1.11. National Parent/Teacher Association (NPTA)
 - 4.1.12. Trinbago Unified Calypsonians Organisation
 - 4.1.13. Association of Principals of Secondary Schools (APSS)
 - 4.1.14. National Primary Schools Principals' Association (NaPSPA)
 - 4.1.15. University of Trinidad and Tobago (UTT)
 - 4.1.16. University of the West Indies (UWI)
 - 4.1.17. Tobago House of Assembly (Division of Education, Research and Technology)
 - 4.1.18. Tobago Cultural Committee for Primary and Secondary schools.
 - 4.1.19. Trinbago Unified Calypsonians Organisation

5 DEFINITIONS

Patriotism

Commonly defined as positive feelings and a sense of pride in one's nation, patriotism is regarded as a form of attachment to one's country that does not necessarily entail out-group hostility.

Nationalism

Conversely, nationalism is generally defined as the sense that one's country is superior to other nations, thus being based on a comparison between one's own nation and others (Ariely, 2019).

6. RELATIONSHIP BETWEEN PATRIOTISM AND VARIOUS SUBJECT AREAS/OPERATING PROCEDURES

6.1. Assembly

Basic school procedures must involve maintaining morning assemblies to promote school spirit and allegiance to Trinidad and Tobago. Daily, students and teachers in all schools must sing the National Anthem and recite the National Pledge, in order to promote a sense of unity, patriotism, national pride, and good citizenship.

6.2. National Songs, Poems and Literature

In order to engender patriotic feelings, students at all levels must be taught national songs/poems, to be sung/recited at appropriate times. A list of songs/poems to be used for this purpose will be provided to schools.

In addition, an approved list of titles of local literature (books, magazines, etc) will be provided to schools for use in libraries, as well as during delivery of the curriculum.

6.3. English Language Arts

The national ELA primary curriculum advocates an integrated and thematic approach. The ELA skills are interconnected and developed simultaneously. Teachers can use topics, themes and/or issues related to patriotism during the enactment of the ELA curriculum, to develop the ELA skills of reading, writing, speaking, listening and representing as well as the literary genres of drama, poetry and prose together with the influence of technology on the development and use of these literacy skills.

This will enhance student awareness of the importance of nurturing values, attitudes and behaviours demonstrative of patriotism. Similarly, for the implementation of the lower secondary English Language Arts curriculum, teachers of English are encouraged to engage students using various ideas and perspectives related to patriotism. Authentic teaching and learning interactions can function to engage students in a holistic, meaningful way to develop incrementally, both their ELA skills and their awareness of the importance and *practice* of patriotism as a citizen of Trinidad and Tobago.

As far as possible, the literature used in the ELA curriculum should include local authors.

6.4. Science

At the primary level, content and learning outcomes focus on the curriculum strands of systems and interactions, and conservation and sustainability, including areas such as indigenous flora, fauna, and foods; weather and climate; environment; people (local

scientists; and natural resources (crude oil, gas, and minerals such as asphalt and limestone). These areas, when delivered by teachers using the curriculum's suggested instructional strategies, will foster dispositions, attitudes, and behaviours that demonstrate patriotism.

At the secondary level, both the national lower secondary and the regional upper secondary curricula focus on content, objectives, and learning outcomes that will allow all students to develop and demonstrate patriotism. Content areas such as the impact of human activities on the environment, sustainable use of natural resources (including oil and gas), the consequences of deforestation, habitat destruction, species depletion, measures to mitigate the environmental impact of pollution, and sustainable development are included. Implementation of the primary or secondary science curricula can therefore assist students with developing patriotic habits, behaviours, and attitudes that can enable positive participation in society.

6.5. Agricultural Science

At the primary level, a myriad of opportunities exists for teachers to utilize the Agricultural Science curriculum to conduct activities surrounding crops and livestock which can contribute to the development of a community that can feed itself and engender feelings of sharing and community togetherness. An exploration of local foods and their origins, as well as preparation of local dishes from crops cultivated by their own hands can foster in students a love for local cuisine and an appreciation of a food-secure nation. These opportunities also exist at the secondary level and are further expanded to include an exploration of challenges in local and regional agriculture and the need to develop and implement sustainable agricultural practices which can benefit the nation and the Caribbean region.

6.6. Physical Education

The term 'patriotism' is not directly referenced in the national primary Physical Education curricula, lower secondary curriculum, CSEC or CAPE Physical Education and curriculum documents. Notwithstanding this, through the study of sport and active engagement in sport skills, there are indirect yet notable linkages to patriotism and its ideals.

Students must be encouraged to celebrate the achievements of our local athletes, and their contribution to country must be highlighted.

At the national primary level, through games and sport, curricula content enables the student to examine their own culture and to recognise, compare and appreciate the existence of varied cultures.

At the CSEC level, through the curricula content History and Development of Physical Education and Sport, and Trends and Social Issues, aspects of patriotism are indirectly highlighted. Students are challenged to examine local sporting organizations, their contributions, and hierarchical relationships among other sporting organizations. Cultural influences - customs and traditions - are also studied, allowing for examination and sensitization of national values/beliefs. As national, regional and international sporting events unfold, opportunities are provided for noting local players and their contributions to the sport. At these levels, the Physical Education and Sport syllabus emphasises holistic development of the individual and their ability to contribute to the health and welfare of the community and country.

6.7. Spanish and Modern Languages

Many topics and activities and the methodology used in the teaching of Spanish, at all levels, can relate to aspects of patriotism. Aspects of Trinidad and Tobago culture are infused in almost every topic of the national primary and lower secondary Spanish curricula. Teachers and students are encouraged to make comparisons in practically all topics, given that the communicative language approach utilizes familiar context to teach language.

6.8. Social Sciences

At the primary level, both the Social Studies and the Values Character and Citizenship Education (VCCE) curricula support the promotion of patriotism through its content and supporting teaching and learning strategies, dispositions, attitudes and values. This is expanded at the lower secondary level, in the teaching of the History and Geography of Trinidad and Tobago as well as Social Studies with its focus on heritage, knowledge of government and how it works including rights and responsibilities.

6.9. Technology Education

The lower secondary school curriculum (Forms 1-3) delineates an interdisciplinary, cross-curricular field of study where students utilise the relevant processes and knowledge to solve real life problems. The issues of encouraging the development of patriotism among students is in itself a real-life problem with many compartments that can form the basis for challenge sheets, learning outcomes, relevant teaching strategies and authentic

assessment. This can be implemented effectively through a thematic approach. It provides a mix of skills to facilitate both cognitive development through problem solving and critical thinking and psychomotor development through TVET skills. Technology education emphasises the use of the problem-solving model to address real life problems in lessons from a local context. Under the theme Iconic Trinidad, this is demonstrated through the development of local products or prototypes utilising TVET skills. These products/prototypes can also be of entrepreneurial value as they may be marketable.

6.10. Mathematics

The term patriotism is not directly referenced in the Mathematics curriculum. However, some activities and teaching methodologies used, and skills developed, in Mathematics, regardless of level, can relate to aspects of patriotism.

Through Mathematics, students develop knowledge and numeracy skills such as communication, problem solving, critical thinking and reasoning. These are developed by engaging students in problem-solving activities, investigating real-life situations, their implications and consequences, and the use of data to make informed decisions and formulate conclusions. The problems and situations used can vary in contexts inclusive of pollution, food choices, healthy practices, use of energy, national heroes, festivals, local mathematicians, indigenous flora and fauna, careers, sports, personal budgeting or financial management and climate. By engaging students in problems and situations related to patriotism, students will utilize their abilities to think logically, creatively, critically and strategically to understand and solve national problems, make wise choices and appropriate decisions. As they are encouraged to reflect on their own development as problem solvers and solution seekers, instead of problem creators, students will develop a habit that can aid in the development of a country and solidify their role as contributing citizens. Further, as students collaborate and share ideas on these situations or problems, they learn to respect each other's views and interact using behaviours conducive to one of nation building.

Nation building can be further enhanced and appreciated through the use of career days that focus on "careers in Mathematics" and projects that engage students in studying nationals involved in "Math careers" and who have contributed to the development of Mathematics. These activities will promote national pride and appreciation for members of the national community.

The knowledge, skills, dispositions, attitudes and values developed through Mathematics are paramount for the development of a citizen who is patriotic and one who will demonstrate appropriate behaviours at school, at home, in the community and in the wider society nationally and internationally.

6.11. ICT

The term ‘patriotism’ is not directly referenced in the lower school ICT curriculum. However, activities and lessons in ICT can help foster a patriotic spirit in students. For example, students can be asked to create PowerPoint presentations on national and religious festivals or places of interest in Trinidad and Tobago. Additionally, ICT promotes the development of problem-solving skills, which is of national benefit. Students are also encouraged to cultivate values, attitudes and behaviours, which allow them to practice good citizenship in a virtual environment.

6.12. Health and Family Life Education (HFLE)

Health and Family Life Education (HFLE) is a comprehensive life-skills-based programme that focuses on the development of the whole resilient person. It is a skill-based subject area whereby focus is placed on the skill, with the content used to develop that skill. The teaching of values is also integral to the subject area. At the primary and secondary levels, the HFLE curricula promote patriotism.

At the primary level, the HFLE curriculum is delivered through integration across the curriculum. Patriotism is endorsed in the primary curriculum through the following content areas: respect, loyalty to self, the neighbourhood, the national community, patriotism, responsibility towards the environment, the talents and contributions of others, loyalty to country, and conservation and preservation. At the secondary level, patriotism is promoted in the following content areas: self-concept, careers, and showing care and concern for the environment.

6.13. Visual and Performing Arts

6.13.1 Music

There is minimal direct reference to the term patriotism in the music curricula of both primary and secondary levels. All music activities regardless of level, involve the development of skills in singing, playing instruments, performing rhythms, analysing and appreciating music of all genres, whether local or foreign, and developing awareness of the artistes who create and perform such. Patriotic music forms an integral part of the repertoire that is used as the basis for these activities in all schools. In addition, a number of schools have access to the steelpan which is used as the instrument of choice for participation in local and national events like the National Schools Panorama and Sanfest competitions. Schools perform the National Anthem as part of school assemblies along with school songs and national songs.

6.13.2 Drama

Patriotism is embedded in the study of Drama both at the primary and secondary levels. Through drama, students explore games and dramatic work elements of national identity and pride in our nation's cultural fabric and its contribution to our region and the world. Students study our festivals (sacred and secular), our folklore and the characters tied to these aspects of our cultural heritage in addition to our traditional ring games which evidence the ancestral threads in our cultural heritage. The exploration of these content areas, through dramatic work, develop and deepen student understanding and build national pride.

6.14. Early Childhood Care and Education

Patriotism is inculcated at the Early Childhood Care and Education level through the Citizenship & Belonging strand of the curriculum. The main objectives of this strand are to develop early concepts of national pride, make learners aware of national heroes and heroines and to help learners make connections between events, festivals, cultural traditions and experiences beyond the early childhood education setting.

7. GOALS

The Patriotism Policy is intended to:

- i. Strengthen patriotic education instruction by ensuring schools establish and implement educational goals, civic competency outcomes, course content, and high-engagement instructional pedagogies;
- ii. Provide the atmosphere for the participation of students/citizens in the decision making and implementation processes;
- iii. Reinforce the need for greater inclusion and participation among Ministries, Departments and Agencies (MDAs) and schools, in relation to age appropriate national initiatives;
- iv. Facilitate active citizenship through the strategic engagement of students in the civic and democratic life of Trinidad and Tobago; and
- v. Foster society-wide support in the provision of experiences which engender positive feelings toward the country of Trinidad and Tobago.

8. RELEVANT LEGISLATION/AUTHORITY

This Policy is guided by the following legislation:

8.1. The Education Act: Section 4 (2a) which states as follows:

“in addition to the several duties imposed on the Minister in this Act, the Minister shall be responsible for (a) devising a system of education calculated as far as possible to ensure that educational and vocational abilities, aptitudes, and interests of the children find adequate expression and opportunity for their development.”

8.2 The Constitution of the Republic of Trinidad and Tobago Chapter 1:01

8.3 National Emblems of Trinidad and Tobago Act: Section 7 which states:

“Any person who mutilates, cuts or tears or in any way defaces the Coat of Arms or the National Flag, whether by writing, printing or stamping thereon or otherwise without lawful authority or excuse, is liable on summary conviction to a fine of seven hundred and fifty dollars or to imprisonment for six months.”

and Section 8 which states:

“The President may make Regulations generally for the proper carrying out of the provisions of this Act, and without limiting the generality of the foregoing

- (a) providing for the proper use of the National Flag on all occasions;*
- (b) providing for the imposition of royalties payable for the use of representations of the Coat of Arms or the National Flag on articles manufactured for sale or advertisement;*
- (c) providing for the growth of the National Flower in national parks and nurseries and for the distribution of information relating to the growth, cultivation and significance of the National Flower;*
- (d) providing for display of the National Flower at official banquets and functions given or held by the Government”*

9. RELATED DOCUMENTS/ POLICIES

This Policy is informed by the following documents:

- i. Education Policy Paper 2017-2022
- ii. National Cultural Policy of Trinidad and Tobago “Celebrating National Identity: Maximising our Diversity” 2020-2025

- iii. National Youth Policy 2020-2025
- iv. Revised Draft Diaspora Policy
- v. Vision 2030 – National Development Strategy 2016-2030
- vi. Early Childhood Care and Education, Primary and Secondary Curricula
- vii. Ministry of Education Circular Memorandum No. 107 dated 18th September, 2000 regarding Use of the National Anthem at the start of the school day;
- viii. Ministry of Education Circular Memorandum No.20 dated February 2nd 1995 regarding School Assembly;

10. ROLES/ RESPONSIBILITIES

10.1. The Ministry of Education

The Ministry of Education shall:

- i. Provide age appropriate education on the history and culture of Trinidad and Tobago;
- ii. Provide education on the requisite values, attitudes and behaviours which engender patriotic feelings;
- iii. Provide for students, experiences which stimulate national pride and love of country;
- iv. Collaborate with the internal and external stakeholders with an active role in the development of a national identity e.g. Office of the President, National Trust;
- v. Establish via Memorandum of Understanding (MOU) relationships with various stakeholders to engender patriotic values and ideas in schools and disseminate to the schools via established channels of communications;
- vi. Provide each school with a flag and flagpole;
- vii. Ensure that all students have the opportunity to interact with the steplpan – national instrument.

10.2. Principal(s)

The Principals shall:

- i. Ensure that the following are executed during the School Assembly:
 - a. National Anthem to be sung by all teachers and students
 - b. The National Pledge should be recited meaningfully
 - c. Singing National Songs should be done with enthusiasm

- d. The Nation's watchwords - Discipline, Production and Tolerance are worth exploring regularly, as they are most relevant to daily living;
- ii. Plan and deliver a programme of learning activities in one or more subjects for students in accordance with the implementation Strategy appended hereto. This includes:
 - a. Implementing appropriate teaching methods, techniques and strategies such as lectures, discussions, demonstrations, selected audio visual aids, field visits, partnerships with NGOs, MDAs FBOs and CBOs and individual work with a view to engendering a spirit of patriotism and civic responsibility;
 - b. monitoring teaching staff in the execution of teaching methods and strategies and giving guidance as necessary;
 - c. Reviewing and approving schemes of work, lesson notes, and record and evaluation to ensure conformity with established curricula and in keeping with the Implementation Strategy attached hereto;
 - d. Conferring with teaching staff to monitor the work progress and other departmental matters and providing feedback accordingly, on the subject matter;
- iii. Arranging and/or conducting seminars and workshops to inculcate the all-round development of students;
- iv. Ensuring that the Implementation Strategy at Appendix I is executed at the appropriate class levels and in the relevant subject areas;
- v. Ensure that the National Flag is raised and lowered at the appropriate times each day, with the involvement of students.

10.3. Educators

The Educators shall:

- i. Infuse patriotic ideas and values at all levels in the existing curriculum;
- ii. Encourage active participation of learners in local and cultural products, as outlined in the Implementation Strategy;
- iii. Strive to instil in students a sense of patriotism and national pride;
- iv. Evoke in students an appreciation of their self-worth and individual citizen's contribution to the general society;
- v. Respect the religious, political and moral beliefs of their students;
- vi. Through the activities identified in the Implementation Strategy, construct appropriate learning experiences for learners;
- vii. Cooperate with educational and related personnel in improving teaching and learning patriotic values;

- viii. Participate in a responsible manner in the development and implementation of patriotic policy in education.

10.4. Parent/Guardian

The Parent/Guardian shall:

- i. Participate in historical, cultural and other activities related to patriotism offered by the school;
- ii. Support their children in the execution of and participation in school historical, cultural and other activities;;
- iii. Provide for their children experiences which foster a love of all things Trinidad and Tobago;
- iv. Respect the religious, political and moral beliefs of others.

10.5. Student(s)

The students shall:

- i. Actively participate in cultural, social activities within the classroom and wider community;
- ii. Cultivate knowledge, values, attitudes and behaviours which allow them to practice good citizenship and demonstrate a love for country;
- iii. Receive an education which will enable them to contribute to the overall development of Trinidad and Tobago, be it socially, culturally, politically, or economically;
- iv. Emulate pro-social attributes of a few exemplary national iconic persons;
- v. Co-operate with the teachers and other staff members to elevate the socially and economically disadvantaged groups;
- vi. Be sensitive towards their environment, and devise ways to protect their environment from pollution, fight energy crises, and more. Some ways of doing this are keeping their localities and school clean and tidy, practising reuse, recycling, and reducing;
- vii. Display respect for the national symbols such as the anthem, the flag, e.g. by standing up when the anthem is played or sung;
- viii. Demonstrate, through their actions, a love for country as they progress to adulthood and through life;
- ix. Respect the religious, political and moral beliefs of peers.

10.6 Stakeholders

The stakeholder(s) shall:

- i. Participate in historical, cultural and other activities related to patriotism offered by the school;
- ii. Provide support at the school, community and national levels for the various aspects of the school curricula which engender patriotism;
- iii. Host parallel extra-curricular activities which facilitate student participation in cultural, sporting, religious or other experiences which nurture a sense of belonging and feeling of patriotism;
- iv. Provide opportunities for schools/students to participate in activities which foster unity and patriotism;
- v. Engage the Ministry of Education on various techniques and or suggestions to energise, revitalize and re-create the method of delivery for some of the taught subjects related to patriotism;
- x. Model the behaviour of a responsible citizen to inspire children to be patriotic.

11. MONITORING AND EVALUATION

School/ECCE Centre Administrators shall ensure that the Implementation Strategy and the relevant curricula are implemented.

School visits, class checks and clinical supervision will be employed by relevant Ministry officials to ensure adherence to curricular objectives and activities to ensure relevant outputs are realised.

12. IMPLEMENTATION TIMETABLE

With immediate effect, in accordance with the approval of Cabinet.

13. EFFECTIVE DATE

In accordance with the relevant Cabinet decision.

14. REVIEW DATE

The policy will be in effect for a period of three years from the effective date.

STRATEGY FOR IMPLEMENTATION OF THE PATRIOTISM POLICY AT ALL SCHOOLS IN TRINIDAD AND TOBAGO

Table 1: Details of Patriotism Theme to be adopted by all schools in Trinidad and Tobago: *ICONIC TRINIDAD AND TOBAGO*:

This Table indicates the means through which the theme can be incorporated across the curricula.

Theme: ICONIC TRINIDAD AND TOBAGO		
People	Places	Practices (Norms, Culture)
<p>Identify our national icons/persons who have made significant contribution to our nation in various fields. Describe the contributions made by these persons</p>	<p>Examine our Natural and Man-made Environment where our development and progress as a nation is demonstrated</p>	<p>Examine National Holidays and Religious Festivals celebrated in Trinidad and Tobago</p> <p>Identify the Symbols of Nationhood and understand their development and significance</p>
<p>-Our People</p> <ul style="list-style-type: none"> • The population of Trinidad and Tobago including the indigenous peoples • Identifying persons in different fields who have made an impact in our nation <ul style="list-style-type: none"> - Politics - Sport - Literatures, Storytelling, Poetry - Music - Art - Dance - Drama - Medicine - Industry/Business - Innovation - Agriculture 	<p>Our Natural Environment</p> <ul style="list-style-type: none"> • Places of interest such as our beaches, rivers, swamps, forests, Pitch Lake • Agricultural areas and their contribution to food production • Significant features in our landscape- mountain ranges, major rivers • Our Natural Resources and their importance to the economy of Trinidad and Tobago • Our Flora and Fauna <p>Our Man-Made Environment</p> <ul style="list-style-type: none"> • Our Architecture and Important Buildings/Structures <ul style="list-style-type: none"> ○ Red House ○ Magnificent Seven ○ Relics from the past such as ○ Forts 	<p>National holidays</p> <ul style="list-style-type: none"> • Their significance <p>Religious holidays</p> <ul style="list-style-type: none"> • Their Significance <p>Symbols of Nationhood</p> <ul style="list-style-type: none"> • Showing Respect for our symbols of Nationhood (Eg National Flag, Coat of Arms, National Birds,)

Theme: ICONIC TRINIDAD AND TOBAGO		
People	Places	Practices (Norms, Culture)
	<ul style="list-style-type: none"> ○ Places of Worship – Temples, Mosques, Churches ○ Industrial Estates and their contribution to our economy ○ Settlements around Trinidad and Tobago and the history behind the names of places 	
<p>General Objectives Students</p> <ul style="list-style-type: none"> ● Appreciate the contributions made by these persons ● Aspire to make a contribution to the development Trinidad and Tobago ● Identify ways they may emulate the attitudes and behaviours of icons at school and community levels 	<p>General Objectives Students</p> <ul style="list-style-type: none"> ● Appreciate and show care and concern for our Environment ● Engage in advocacy to preserve and maintain important sites, structures and spaces we occupy 	<p>General Objectives Students</p> <ul style="list-style-type: none"> ● Appreciate the actions of our forefathers to build a nation and achieve independence and republican state ● Show respect for all races, religions and cultures represented in Trinidad and Tobago by celebrating religious and other festivals ● Celebrate National days with pride ● Know and show respect for our symbols of Nationhood

Table 2: Implementation Strategy for adoption of Theme: Iconic Trinidad and Tobago – Primary and Secondary Levels

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
GENERAL				
To inculcate a sense of patriotism amongst learners.	Assembly	Incorporate in the Daily Assembly: <ol style="list-style-type: none"> a. singing of the National Anthem b. reciting of the (Universal) Prayer c. reciting of the National Pledge 	Daily Assembly inclusive of the sentiments expressed in national anthem, pledge etc. National Anthem, Prayer and National Pledge included in the daily Assembly	No. of daily assemblies conducted at all schools per term with the inclusion of the National Anthem, Prayer and National Pledge. No. of learners who participate in singing Anthem and reciting pledge/prayer.
To provide a forum for discussion of issues of national interest.	Class/Form Teacher Period	Facilitate discussion of issues of national interest. Guide learners in responses/behaviours that indicate a sense of patriotism/love of country. Teaching of national songs - List to be provided	Discussions of national issues carried out with learners. Learners taught to respond in a way that indicates a sense of patriotism/love of country. National songs taught to all learners.	No. of learners participating in discussions. No. of learners demonstrating a sense of patriotism/love for country in their responses/ behaviour. No. of learners singing national songs.
PRIMARY LEVEL				
OUR PEOPLE – PRIMARY LEVEL				
<ul style="list-style-type: none"> • Appreciate our national icons/persons/ancestors who have made 	Social Studies	Appreciate our National Icons/heroes and the contributions made by these persons	Appreciation for our National Heroes at the school level demonstrated through engaging in activities such as creating displays, portfolios, attending	No. of learners honouring National Heroes at the school level.

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
<p>significant contribution to our nation in various fields and describe the contributions made by these persons</p> <ul style="list-style-type: none"> Aspire to make a contribution to the development of Trinidad and Tobago Identify ways they may emulate the attitudes and behaviours of icons at school and community 			school events, honouring the respective individual/s.	
	Social Studies	Examine the history of Trinidad and Tobago, inclusive the origin of the different ethnic groups, reasons for their arrival, where the various groups settled and the contributions made by these groups	Recognition of the different ethnic groups in Trinidad and Tobago and their contributions to our country	No. of learners knowledgeable on the different ethnic groups in Trinidad and Tobago and their contributions to our country
	Values, Character and Citizenship Education (VCCE)	Incorporation of a citizenship education programme in schools	Implementation of the VCCE Curriculum in primary schools	No of Primary schools fully implementing the VCCE curriculum
	Physical Education	Appreciation of local sport icons and the contributions made by these persons to the country, region and world.	Recognition of the achievements of local sport icons by completing portfolios, collages and projects highlighting aspects of their successes	Number of students knowledgeable on local sport icons, their sport and contributions made on the local, regional and world stage.
	Science	Appreciation of local scientists who have contributed to science research and advancement locally and abroad	Recognition and appreciation for the work done by local scientists using appropriate teaching and learning strategies	Number of schools in compliance with curriculum requirements
	Agricultural Science	An exploration of icons who have made significant contributions to the development of the agricultural industry in Trinidad and Tobago and the wider Caribbean	Creation of portfolios and displays on an icon (past or present) and their contributions to local and regional agriculture.	Number of learners knowledgeable of the different icons who have made significant contributions to the development of the agricultural industry in Trinidad and Tobago and the wider Caribbean
	Health and Family Life Education (HFLE)	Appreciation of national icons who have contributed to our nation in various fields.	Recognition and appreciation for the contribution of national icons to our nation.	No. of students recognizing and appreciating our national icons/persons

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
				<p>who have made significant contribution to our nation in various fields.</p> <p>No. of students modeling the positive attitudes and behaviours of icons.</p>
	Mathematics	Appreciation of local icons who have contributed to the field of Mathematics locally and internationally.	Recognition and appreciation for the work done by local mathematicians using appropriate teaching and learning strategies or activities	No. of learners knowledgeable about the different icons who have made significant contributions to Mathematics development.
	English Language Arts (ELA)	Use English Language Arts skills to develop awareness of and show appreciation for our national icons/persons/ancestors	Recognition and appreciation for the various national icons by engaging in one or more relevant ELA activities	No. of students using the various ELA skills to honour the national icons at the school level and so develop and improve their communication skills.
	VISUAL AND PERFORMING ARTS	Appreciation of local icons in the Arts and the contributions made by these persons to the country, region and world	Recognition of the achievements of local icons of the Arts by completing portfolios, collages and projects highlighting aspects of their successes	No. of students knowledgeable on local icons of the Arts, their field and contributions made on the local, regional and world stage.
	Modern Languages	Demonstrate knowledge of persons of Spanish origin who contributed and made an impact on the historical events of Trinidad and Tobago.	Identification of the names of persons of Spanish origin who made a contribution to Trinidad and Tobago	No. of students who can name persons of Spanish origin who contributed to significant historical events in Trinidad and Tobago

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
OUR PLACES - PRIMARY				
<ul style="list-style-type: none"> Appreciate and show care and concern for our Physical and Man-Made Environment Engage in advocacy to preserve and maintain important sites, structures and spaces we occupy 	Social Studies	<p>Knowledge of the Geography of Trinidad and Tobago</p> <p>Demonstrate knowledge of our physical environment in Trinidad and Tobago and the need to protect these areas/sites</p> <p>Demonstrate knowledge of the man –made environment of Trinidad and Tobago and the need to protect these sites/structures</p> <p>Show appreciation for the physical and man-made environment of Trinidad and Tobago.</p>	<p>Identification of the location of Trinidad and Tobago and various sites throughout the islands using maps, charts or any other strategy</p> <p>Knowledge of basic landforms demonstrated through models and other methods</p> <p>Knowledge of elements of our man-made environment in Trinidad and Tobago demonstrated through a photo journal or some other method</p> <p>Engagement in an activity that advocates the protection of an important site</p>	<p>No. of students demonstrating knowledge of the location of Trinidad and Tobago and various sites throughout the islands</p> <p>No. of students who demonstrated knowledge of landforms that exists in Trinidad and Tobago</p> <p>No. of students engaging in an activity that advocated the protection of an important site</p>
<ul style="list-style-type: none"> Appreciate and show care and concern for our Physical and Man-Made Environment 	Social Studies	<p>Become environmentally conscious</p> <p>Work collaboratively to keep the environment clean</p>	<p>Identification of proper methods of garbage disposal in the classroom, school and community</p> <p>Engagement in clean up campaigns at school and in the community</p> <p>Discussion of their role and responsibility in the prevention of pollution-related flooding</p>	<p>No. of students engaging in proper methods of garbage disposal</p> <p>No. of students engaging in clean up campaigns in their school and communities</p> <p>No. of students aware of the connection between littering and flooding</p>

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
	Social Studies	Explore issues affecting our Physical and Man- Made environment	Application of problem solving skills to determine possible solutions to identified issues.	No. of students engaging in problem solving skills to determine solutions to identified problems
	Values, Character and Citizenship Education (VCCE)	Incorporation of a citizenship education programme in schools	Implementation of the VCCE Curriculum in primary schools	No. of schools with full implementation of the VCCE curriculum at Primary Level
	Physical Education	Explore history of stadia and renowned sporting facilities existing in Trinidad and Tobago.	Visits to stadia and renowned sporting facilities for participation in sporting activities	No. of schools/students who can identify national stadia and renowned sporting facilities. No. of students who can summarize the history of sporting facilities. No. of students who have visited at least one (1) stadia or renowned sporting facilities for spectatorship and/or participation in sporting activities
	Science	Examine the effects of Pollution on the environment	Recognition of the adverse effects of pollution on the environment and ways to reduce pollution.	No of schools in compliance with curriculum requirements
	Agricultural Science	Exploration of places in Trinidad and Tobago where food is grown with a focus on major crops and livestock and their origins (past and present) in various locations. An exploration of historical agricultural sites in Trinidad and Tobago where our agricultural heritage is preserved or in need of preservation.	Creation of portfolios, displays, and themed gardens on places in Trinidad and Tobago where food is grown with a focus on major crops and livestock and their origins (past and present) in various locations. Creation of a portfolio and displays on historical agricultural sites in Trinidad and Tobago where our agricultural	No. of learners knowledgeable of places in Trinidad and Tobago where food is grown with a focus on major crops and livestock and their origins (past and present) in various locations Number of learners knowledgeable of historical agricultural sites in Trinidad and Tobago where our agricultural heritage is preserved or in need of preservation.

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
			heritage is preserved or in need of preservation.	
	Health and Family Life Education	<p>Demonstrate knowledge of our physical and man-made environment in Trinidad and Tobago.</p> <p>Explore various ways to protect important sites, structures and spaces we occupy.</p>	<p>Engagement in activities promoting advocacy. For example, creating a banner or campaign poster advocating care and concern for our environment.</p> <p>Establishment of a recycling area within the classroom/school.</p> <p>Engagement in a clean-up campaign in school and the community.</p>	<p>No. of students showing care and concern for our physical and man-made environment.</p> <p>No. of students becoming environmental advocates.</p> <p>No. of students identifying various ways to protect important sites, structures ad spaces we occupy.</p>
	Mathematics	Use numeracy skills to develop awareness of various places in our country and to provide solutions to issues affecting our environment.	<p>Demonstration of appreciation for the physical environment by engaging in various activities such as:</p> <p>Exploration of issues affecting our Physical and Man- Made environment e.g. pollution, by collecting data and creating and interpreting graphical representations and offering solutions to problems.</p> <p>Exploration of favourite places in Trinidad and Tobago and the creation and interpretation of graphical representations.</p> <p>Creation of models of various places.</p>	No. of students using the various numeracy skills to identify favourite places, build models and provide solutions to problems.

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
	English Language Arts (ELA)	Use the English Language Arts skills to develop awareness, show care and appreciation for the physical environment of our country	Demonstration of appreciation for the physical environment by engaging in one or more relevant ELA activities	No. of students using the various ELA skills to explore issues and/or highlight the importance of the country's physical environment.
	Visual and Performing Arts (VAPA)	Explore history of cultural sites and renowned facilities existing in country.	Visits to cultural sites and renowned facilities for participation in cultural activities	No. of schools/students who can identify national cultural sites and facilities. No. of students who can summarize the history of cultural facilities. No. of students who have visited at least one (1) cultural site or facility for spectatorship and/or participation in cultural activities
	Modern Languages	Examine the influence of Amerindian, Spanish, African, French, Dutch, English, Hindi, Arabic cultures on the name of places Appreciate the inputs of the various ethnic groups in the creation of a unique cultural form within our multicultural society and that cultural forms evolve over time	Recognition of Spanish, Amerindian, African, French, Dutch, English, Hindi, Arabic place names and the history behind their origin. Interpretation of Spanish signs seen in our environment	No. of students knowledgeable of the origin of names of places influenced by different groups of people in society No. of students who can interpret Spanish signs in our environment

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
OUR PRACTICES – PRIMARY LEVEL				
<p>(Norms, Culture)</p> <ul style="list-style-type: none"> • Appreciate the actions of our forefathers to build a nation and achieve independence and republican state • Show respect for all races, religions and cultures represented in Trinidad and Tobago by celebrating religious festivals • Celebrate National days with pride • Know and show respect for our symbols of Nationhood 	<p>Social Studies</p>	<p>Articulate the major events in the political evolution of Trinidad and Tobago from Crown Colony to Republicanism.</p> <p>Recognize the importance of national historic holidays (e.g. Independence and Republic Days), our National Awards, our emblems and symbols of nationhood and the symbolism associated with the emblems and symbols of nationhood.</p>	<p>Recognition given to national historic holidays, our symbols of Nationhood and National Awards</p> <p>Demonstration of appropriate behavior when the National Anthem is being played or sung.</p> <p>Demonstration of appropriate behavior when the National Pledge is being recited.</p>	<p>No. of learners knowledgeable about the history of Independence and Republic Days), National Awards and symbolism associated with the symbols of nationhood</p> <p>No. of students demonstrating appropriate behaviour</p>
		<p>Recognize and appreciate religious observances, celebrations and traditions of our ancestors</p>	<p>Identification of the contribution of indigenous peoples to the culture of Trinidad and Tobago</p> <p>Identification of the significance of the various religious festivals celebrated by the different ethnic groups</p> <p>Demonstration of concern for all persons in Trinidad and Tobago</p>	<p>No. of learners showing appreciation and respect for the various religious celebrations and observances occurring in our country</p> <p>No. of learners engaging in acts of kindness/charity and other similar activities such as providing assistance for people affected by natural disasters</p>
		<p>Appreciate the inputs of the various ethnic groups in the creation of a unique cultural</p>	<p>Identification of elements of our culture as a Trinbago people that evolved from different cultures</p>	<p>No. of students who can identify and describe these combined cultural forms</p>

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
		form within our multicultural society and that cultural forms evolve over time		
		Examine the importance of the electoral process and the need to exercise one's franchise.	Knowledge of the benefits of the electoral process adopted in Trinidad and Tobago	No. of students who can describe the benefits of the electoral process used
		Demonstrate knowledge of the form, structure and function of government in Trinidad and Tobago.	Knowledge of the functions of government	No. of students who can articulate the functions of government
	Values, Character and Citizenship Education (VCCE)	Incorporation of a citizenship education programme in schools	Implementation of the VCCE Curriculum in primary schools	No. of schools with full implementation of the VCCE curriculum at Primary Level
	Physical Education	Be aware of sporting events which form a part of our national landscape. Explore the history and significance of these sporting events	Ability to distinguish national sporting events by highlighting variations across sports	No. of learners who can accurately distinguish variations in national sporting events against the other
	Agricultural Science	An exploration of our local food culture in Trinidad and Tobago and growing ingredients for local dishes	Creation of themed gardens or the planting of trees based on local food culture in Trinidad and Tobago to grow ingredients for local dishes in the home, school or community	No. of learners knowledgeable of our local food culture in Trinidad and Tobago and growing ingredients for local dishes
	Health and Family Life Education	Demonstrate appreciation of the actions of our forefathers. Demonstrate knowledge of religious observances and festivals. Examine our symbols of nationhood.	Demonstration of appreciation for religious observances and festivals. Identification of our symbols of nationhood.	No. of students identifying religious observances and festivals and our symbols of nationhood. No. of students demonstrating appropriate behaviour.

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
	Mathematics	Use numeracy skills to develop awareness and appreciation of the various races, religions, festivals, foods, historical events in our country.	<p>Demonstration of appreciation for different races, religions, festivals, foods and historical events by engaging in various activities such as:</p> <p>Exploration of different races, religions, festivals and foods in Trinidad and Tobago by collecting data and creating and interpreting graphical representations.</p> <p>Sequencing of the major historical events.</p>	No. of students using the various numeracy skills to sequence events and interpret graphs based on our culture.
	English Language Arts (ELA)	Use the English Language Arts skills to develop awareness and show love and appreciation for the religions and culture of our country	Demonstration of appreciation for the cultural and religious practices by engaging in one or more relevant ELA activities	No. of students using the various ELA skills to explore cultural and religious celebrations.
	Visual and Performing Arts	Be aware of cultural events that form a part of our national landscape. Explore the history and significance of these events	Ability to distinguish national cultural events by highlighting variations	No. of learners who can accurately distinguish variations in national cultural events against the other
	Modern Languages	Recognize and appreciate that language is one tradition of our ancestors that has shaped our society	<p>Ability to use the various languages to say hello and goodbye to persons.</p> <p>Ability to greet others in Spanish and other languages on various religious and cultural occasions.</p>	No. of students using different language of our ancestors to greet others casually and at special occasions
		Identify aspects of Hispanic culture infused in Trinidad and Tobago	Ability to outline ways in which Hispanic culture is being infused in contemporary Trinidad and Tobago.	No. of students identifying aspects of Hispanic culture infused in Trinidad and Tobago.

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
SECONDARY LEVEL				
OUR PEOPLE – SECONDARY LEVEL				
<ul style="list-style-type: none"> Appreciate our national icons/persons/ancestors who have made significant contribution to our nation in various fields and describe the contributions made by these persons Aspire to make a contribution to the development Trinidad and Tobago Identify ways they may emulate the attitudes and behaviours of icons at school and community 	Science	Appreciation of local scientists who have contributed to science research and advancement locally and abroad	Recognition and appreciation for the work done by local scientists using appropriate teaching and learning strategies	Number of schools in compliance with curriculum requirements
	Agricultural Science	An exploration of icons who have made significant contributions to the development of the agricultural industry in Trinidad and Tobago and the wider Caribbean	Creation of portfolios and displays on an icon (past or present) and their contributions to local and regional agriculture: Students can be given a list of individuals to research, who have contributed to the development of the agricultural industry in Trinidad and Tobago.	Number of learners knowledgeable of the different icons who have made significant contributions to the development of the agricultural industry in Trinidad and Tobago and the wider Caribbean
	Physical Education	<p>Appreciate our local sporting icons (past and present) and olympians.</p> <p>Explore contributions made to country by local sporting icons</p>	Production of portfolios highlighting information on past and present sporting icons	No. of students who can identify sporting icons and verbalize their contributions to the country
	Social Studies	Assess Who Am I as a student and as a citizen of Trinidad and Tobago	Ability to describe an aspect/aspects of oneself (physical, social, ethical, intellectual and emotional) that can one day allow the individual to make a contribution to our society	No. of students envisaging themselves as persons who can make a contribution to the development of our nation

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
		Value the importance of human resources to a country's economic development	<p>Identification of the ways one can become a valuable member of the human resources of Trinidad and Tobago</p> <p>Ability to cite examples of persons who have contributed to the development economy (variety of skills, innovation, - manufacturing and agricultural practices, - creativity, high levels of production)</p> <p>Examination of the ways in which one can make a contribution to the development of Trinidad and Tobago (Importance of citizens using their skills, talents, knowledge and abilities for nation building)</p>	<p>No. of students with the knowledge of factors that influence the development of the human resources</p> <p>No. of students that can identify persons who have contributed to the development of the economy</p>
		Investigate our People and our Heritage	Ability to identify persons who have contributed to the history of Trinidad and Tobago who have made significant contribution to our national heritage	No. of students who can identify persons who have contributed to our national heritage
	History	Demonstrate knowledge of the key persons who have impacted the historical development of Trinidad and Tobago to present including the diaspora.	<p>Presentations on the contributions of key individuals using a multi-media approach</p> <p>Visits to the Eric Williams Collection and similar collections at the Heritage library and other locations</p>	<p>No. of students choosing History as a subject at Forms 4 and Lower Sixth</p> <p>No. of students indicating interest in choosing a career in History and related fields</p>

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
				Percentage increase in the number of schools offering History at Form 4 and Form 6
	Geography	Value careers in Geography	Identification of careers in Geography that can make an impact in our society	No. of students interested in fields of study that can be defended as one that will make an impact to our society
	Health and Family Life Education	<p>Understand self-concept in relation to nation building.</p> <p>Appreciation of national icons who have contributed to our nation in various fields.</p> <p>Value careers relevant fields.</p>	<p>Exploration of aspect/aspects of oneself that can enable an individual to contribute to our society.</p> <p>Demonstration of appreciation for national icons who have contributed to our nation in various fields.</p> <p>Identification of careers that contribute to the development of Trinidad and Tobago.</p>	<p>No. of students identifying aspect/aspects of themselves that will enable them to contribute to society.</p> <p>No. of students portraying positive behaviour.</p> <p>No. of students showing appreciation for the national icons who have contributed to our nation in various fields.</p> <p>No. of students modeling the positive attitudes and behaviours of icons.</p> <p>No. of students identifying careers that can contribute to the development of Trinidad and Tobago.</p>
	Mathematics	Appreciation of local icons who have contributed to the field of Mathematics locally and internationally.	Recognition and appreciation for the work done by local mathematicians using appropriate teaching and learning strategies or activities	No. of learners knowledgeable about the different icons who have made significant contributions to Mathematics development.

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
	(English Language Arts) ELA	Use the English Language Arts skills to develop awareness of and show appreciation for our national icons/persons/ancestors	Demonstration of appreciation for the various national icons by engaging in appropriate ELA activities	No. of students using the various ELA skills to honour the national icons at the school level and so develop and improve their communication skills.
	Visual and Performing Arts	Appreciate our local artistes. Explore contributions made to country by local artistes	Production of portfolios highlighting information on past and present artistes	No. of students who can identify artistes and verbalize their contributions to the country
	Modern Languages	Explore Parang icons who have fostered the development of Spanish language and Parang.	Creation of a portfolio on the Parang icons of Trinidad and Tobago.	No. of students who can speak about the contribution of at least one Parang icon in Trinidad and Tobago.
	Technology Education/ Technical Education and Vocational Education and Training	Utilize skill set in subject area to highlight our local heroes and their contributions	Design and creation of an innovative game that highlights our local heroes, and their contributions. Organization of sessions for students on intellectual property and creativity	Number of students participating in activities and the No. of prototype games developed No. of sessions organised for students on intellectual property and creativity re: cultural heritage and traditions No. of students and teachers participating in activities related to intellectual property and creativity
	Information Technology (IT)	Motivate students to promote all aspects of Trinidad and Tobago using social media	Engagement of students in web quests and other problem-based projects where they explore different scenarios that will culminate in obtaining authentic and reliable online sources on our national icons/persons/ancestors.	No. of students who present accurate information using a variety of ICT tools to communicate the positive contributions made No. of students that use/apply the information to enhance the development of Trinidad and Tobago

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
OUR PLACES – SECONDARY LEVEL				
<ul style="list-style-type: none"> Appreciate and show care and concern for our Physical and Man-Made Environment Engage in advocacy to preserve and maintain important sites, structures and spaces we occupy 	Science	Explore and address the environmental impact of human activities e.g pollution, quarrying, housing development, deforestation in various places around Trinidad and Tobago	<p>Production of an investigative report to be scored</p> <p>Sharing of research report with wider school population via displays in the libraries, notice boards etc.</p> <p>Recognition of the environmental impact of human activities on the local environment and ways to mitigate the effects.</p>	Number of schools in compliance with curriculum requirements
	Agricultural Science	<p>An exploration of places in Trinidad and Tobago where food is grown with a focus on major crops and livestock and their origins (past and present) in various locations.</p> <p>An exploration of historical agricultural sites in Trinidad and Tobago where our agricultural heritage is preserved or in need of preservation.</p>	<p>Creation of portfolios, displays, and themed gardens on places in Trinidad and Tobago where food is grown with a focus on major crops and livestock and their origins (past and present) in various locations.</p> <p>Creation of a portfolio and displays on historical agricultural sites in Trinidad and Tobago where our agricultural heritage is preserved or in need of preservation.</p> <p>Creation of a portfolio and displays on the challenges facing local agriculture</p>	<p>Number of learners knowledgeable of places in Trinidad and Tobago where food is grown with a focus on major crops and livestock and their origins (past and present) in various locations</p> <p>Number of learners knowledgeable of historical agricultural sites in Trinidad and Tobago where our agricultural heritage is preserved or in need of preservation.</p> <p>Number of learners knowledgeable of the challenges facing local agriculture and solutions to mitigate the effects of these challenges</p>

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
		An exploration of the challenges facing local agriculture and solutions to mitigate the effects of these challenges	and solutions to mitigate the effects of these challenges.	
	Physical Education	Identify national sporting arenas constructed for specific and multiple sports	Creation of a spreadsheet highlighting national sporting arenas and the sports played in each	No. of students who are able to accurately complete spreadsheet
	Social Studies	Physical (Natural) Resources and our Environment	Engagement in school based or community activities which demonstrate care for the environment	No. of students demonstrating ways of showing care for the environment
		Investigate our Places and our Environment	<p>Selection of an area and identification of why the chosen environment is significant for people (Characteristic of a place that makes it special or unique: Natural Factors, Cultural Factors for example sacred sites of indigenous peoples)</p> <p>Demonstration of a "sense of place" by naming and locating places of Interest in Trinidad and Tobago</p> <p>Ability to make comparisons between places of interest;</p> <p>Ability to identify events that have taken place or may take place at various locations (eg Natural Disasters)</p>	<p>No. of students advocating the importance of different environments</p> <p>No. of students who can name and locate places of interest in Trinidad and Tobago</p> <p>No. of students engaging in Tours and Field Trips to various places of interest in Trinidad and Tobago</p>

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
			Interaction with the environment to increase knowledge of places by engaging in tours and field trips	
		Value our Man Made, Built and Physical/Natural Heritage Conserve and Preserve Our Heritage	Demonstration of the value/significance of our Built/ Man-Made and our Physical /Natural Heritage sites through methods such as presentations, e-brochures et cetera Engagement in an activity that results in the conservation and preservation of our national heritage	No. of students showing how they value our Built, Man-Made and our Physical /Natural Heritage No. of students engaging in activities that results in the conservation and preservation of our national heritage
	History	Demonstrate knowledge of historical sites and landmarks including statues and monuments Value and respect historical sites and landmarks	Use of the Discover Laventille E-book to explore the community Development of a similar resource on other communities in Trinidad and Tobago highlighting historical sites and landmarks Creation of promotional materials on related historical sites and landmarks Hosting of debates on the retention and/or dismantlement of our colonial past	No. of guided tours to historical sites and landmarks arranged between stakeholders and schools No. of accessing resources produced by relevant stakeholders to support the implementation of activities
	Geography	Knowledge of the location of our country	Ability to describe the location of Trinidad and Tobago using maps charts or any other strategy	No. of students that can describe the location of Trinidad and Tobago

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
		<p>Knowledge of the geography of Trinidad and Tobago (The Physical and Human Environment)</p> <p>Inter-relationship between Physical Landforms or Features and Human Land-use</p>	<p>Ability to name and locate major landforms in Trinidad and Tobago on a map</p> <p>Ability to describe the natural vegetation of Trinidad and Tobago</p> <p>Ability to locate areas where these vegetation types are found</p> <p>Appreciation for the value of the natural vegetation of Trinidad and Tobago as a resource</p> <p>Ability to identify and locate examples of human land-use on a map of Trinidad and Tobago</p> <p>Examination of factors that influenced the location of Port of Spain and other cities/towns in Trinidad and Tobago</p> <p>Advocacy for sustainable use of resources of the physical environment</p>	<p>No. of students demonstrating knowledge of landforms and natural vegetation types and their value as a resource</p> <p>No. of students showing appreciation for the link between human land use and the presence of physical factors</p> <p>No. of students advocating for sustainable use of resources</p>
	Health and Family Life Education	<p>Demonstrate knowledge of our physical and man-made environments in Trinidad and Tobago.</p> <p>Examine various ways to protect important sites, structures and spaces we occupy.</p>	<p>Engagement in activities promoting advocacy.</p>	<p>No. of students demonstrating knowledge of physical and manmade environment.</p>

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
				No. of students identifying ways to protect important sites, structures and spaces we occupy.
	English Language Arts (ELA)	Use English Language Arts skills to develop awareness and show care and appreciation for the physical environment of our country	Demonstration of appreciation for the physical environment by engaging in appropriate ELA activities	No. of students using the various ELA skills to explore issues and/or highlight the importance of the country's physical environment and simultaneously developing their ELA skills.
	Visual and Performing Arts	Identify national cultural facilities and their history	Creation of a portfolio highlighting one cultural facility, its location and types of shows held there	No. of students knowledgeable on cultural facilities
	Modern Languages	Identify place names of Spanish origin in Trinidad and Tobago.	Ability to draw a Map of Trinidad and Tobago and input at least 10 places names of Spanish origin.	Be able to identify 10 place names of Spanish origin.
	Technology Education/ Technical Education and Training	Explore ways of maintaining our natural habitats and ecosystems and promoting a sustainable environment	Production of a device that can be used in the home to help reduce the carbon footprint of one family. Sessions organized for students on intellectual property and creativity	Number of students participating in activities and the number of prototypes developed No. of sessions organized for students on intellectual property and creativity re: cultural heritage and traditions No. of students and teachers participating in activities related to intellectual property and creativity
	Information Technology (IT)	Use computer-related skills for research and evaluate the reliability of information	Engagement of students in web quests and other problem-based projects where they explore different scenarios	No. of students presenting accurate information using a variety of ICT

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
		<p>obtained from online sources in relation to our physical and man-made environment</p> <p>Evaluate information retrieved electronically for authenticity, currency, relevance, and bias.</p> <p>Use social media to disseminate ideas/information based on student research and findings.</p>	<p>that will culminate in obtaining authentic and reliable online sources/and other sourced information on our environment.</p>	<p>tools/social media to communicate the positive contributions made</p> <p>No. of students using/applying the information to enhance and preserve the environment of Trinidad and Tobago.</p> <p>No. of students creating YouTube videos based on data collected (photos/local institutions/resource personnel) to build an awareness of preserving our environment</p> <p>No. of students developing online blogs that sensitize about a community environmental issue (at the school level)</p>
OUR PRACTICES – SECONDARY LEVEL				
<p>(Norms, Culture)</p> <ul style="list-style-type: none"> Appreciate the actions of our forefathers to build a nation and achieve independence and republican state Show respect for all races, religions and cultures represented in 	Agricultural Science	<p>An exploration of our local food culture in Trinidad and Tobago and growing ingredients for local dishes</p>	<p>Creation of themed gardens or the planting of trees based on local food culture in Trinidad and Tobago to grow ingredients for local dishes.</p>	<p>Number of learners knowledgeable of our local food culture in Trinidad and Tobago and growing ingredients for local dishes</p>
	Physical Education	<p>Explore administrative steps undertaken before staging community based and/or national sporting event</p>	<p>Development of a checklist of administrative steps to be undertaken before staging community based and/or national sporting event</p>	<p>No. of students able to complete checklist identifying steps</p>

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
Trinidad and Tobago by celebrating religious festivals <ul style="list-style-type: none"> • Celebrate National days with pride • Know and show respect for our symbols of Nationhood 	Social Studies	Explore our Multi-Cultural Society	Development of an awareness and appreciation for the diverse culture of Trinidad and Tobago by participating in various cultural activities at school and in the community Engagement in an activity that demonstrates how one can conserve and preserve our Cultural Heritage and the importance of doing so	No. of students participating in various cultural activities No. of students engaging in activities to conserve and preserve our Cultural Heritage
	Social Studies	Investigate our ancestry	Development of an awareness of their family history (Family Customs and Traditions) by questioning family members and persons in the community Development of an appreciation for the differences in others by engaging in social events, clubs and other similar organized activities	No. of students showing awareness of their family history No. of students participating in organized events to promote appreciation for each other
		Explore the Civic Responsibilities, Rights and Freedoms of citizens of Trinidad and Tobago	Knowledge of the rights and freedoms of citizens of Trinidad and Tobago Ability to describe the civic responsibilities of citizens of Trinidad and Tobago	No. of students demonstrating knowledge of the rights and freedoms we enjoy and the civic responsibilities of citizens of Trinidad and Tobago
	History	Explore the cultural legacies and retentions of our colonial past in particular intangible heritage(language, food, clothe, place	Compare Trinidad and Tobago Then and Now in terms of cultural practices and traditions	No. of students selecting a topic on cultural traditions and practices for the History SBA

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
		<p>names, music, religion) particularly of the First Peoples</p> <p>Value the contributions of the different ethnicities to Trinidad and Tobago</p>	<p>Hosting of a "History Day" or similar event at schools with a focus on cultural traditions and practices</p> <p>Conducting research about groups such as the First Peoples and Merikins and their legacies</p> <p>Use of our cultural expressions to advocate for the retention and preservation of our cultural traditions and practices</p> <p>Organization of sessions for students on intellectual property and creativity</p>	<p>No. of schools organising a "History Day" on cultural traditions and practices or a similar event</p> <p>No. of schools accessing resource persons or field trips associated with the First Peoples and the Merikins</p> <p>No. of sessions organised for students on intellectual property and creativity re: cultural heritage and traditions</p> <p>No. of students and teachers participating in activities related to intellectual property and creativity</p>
	Geography	Demonstrate knowledge of the Physical Earth as it relates to Trinidad and Tobago and resulting human interactions	<p>Creation of an earthquake action plan at the individual, family and community levels that demonstrates:</p> <ul style="list-style-type: none"> ○ mitigation strategies ○ responsible behaviour to be adopted to minimize effects 	No. of students demonstrating responsible behaviour
	Health and Family Life Education	<p>Demonstrate respect for all races, religions and cultures represented in Trinidad and Tobago by celebrating religious festivals.</p> <p>Explore the celebration of national days.</p>	Creation of a portfolio of religious celebrations and national days.	No. of students engaging in appropriate behaviour

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
		Identify and show respect for our symbols of Nationhood.		
	English Language Arts (ELA)	Use English Language Arts skills to develop awareness and show love and appreciation for the religions and culture of our country	Demonstration of an appreciation for the cultural and religious practices by engaging in appropriate ELA activities	No. of students using the various ELA skills to explore cultural and religious celebrations thereby developing awareness of the importance of independence and patriotism as well as refining their communication skills.
	Visual and Performing Arts	Explore administrative steps undertaken before staging cultural events	Development of a checklist of administrative steps to be undertaken before staging cultural events	No. of students able to complete checklist identifying steps
	Modern Languages	Explore our multicultural heritage and the range of different cuisines associated with our religious and/or national celebrations.	Research Spanish and local cuisine.	Number of students who can describe Spanish influence on the foods we enjoy in Trinidad and Tobago
	Technology Education/ Technical Education and Vocational Education and Training	Explore our multicultural heritage and the range of different cuisines associated with our religious and/or national celebrations.	Development and preparation of a named local dish adapted for export to the Trinidad and Tobago Diaspora around the world Organization of sessions for students on intellectual property and creativity	Number of students participating in activities and the number of prototypes developed No. of sessions organized for students on intellectual property and creativity re: cultural heritage and traditions No. of students and teachers participating in activities related to intellectual property and creativity
	Information Technology (IT)	Use computer-related skills for research and evaluate the reliability of information obtained from online sources in relation to	Engagement of students in web quests and other problem-based projects where they explore different scenarios	No. of students that present accurate information using a variety of ICT

Objectives	Subject Area	Activities General activities aligned to the objectives	Outputs Specific outputs aligned to the general activities	Output Indicators (Must be measurable)
		<p>Evaluation of information retrieved electronically for authenticity, currency, relevance, and bias.</p> <p>Use of social media to disseminate ideas based on student research and findings.</p>	<p>that will culminate in obtaining authentic and reliable online sources / researched information on our national festivals and multicultural identity</p>	<p>tools/social media to communicate the positive contributions made</p> <p>No. of students that use/apply the information to enhance the development of Trinidad and Tobago</p>

Table 3: Early Childhood Care and Education

EARLY CHILDHOOD CARE AND EDUCATION				
Strands	Objectives	Activities	Outputs	Output Indicators
Citizenship & Belonging	To develop early concepts of national pride.	Train learners to develop respect for rules of protocol, National symbols, anthem, pledge, flag and laws of Trinidad and Tobago.	Learners trained to respect rules of protocol, National symbols, anthem, pledge, flag and laws of Trinidad and Tobago.	<p>No. of Centres engaging in discussions, and creative expressions: stories, role play:</p> <ul style="list-style-type: none"> ○ No. of learners engaging in discussions and creative expressions. ○ Frequency of practice. ○ Frequency in which learners are being taught respect. <p>No. of learners displaying signs of respect.</p>
	To become aware of national heroes and heroines.	Engage in open ended activities such as storytelling, song composition, and dramatisation of national heroes.	Open ended activities provided for learners to engage in.	No. of open ended activities provided to learners.
	To make connections between events, festivals, cultural traditions and experiences beyond the early childhood education setting.	Create traditional and nontraditional costumes associated with Carnival and Tobago Heritage Festival.	Traditional and non-traditional costumes, created.	<p>No. of Centres creating traditional and non-traditional costumes created in association with Carnival and Tobago Heritage Festival.</p> <p>No. of learners participating in the traditional and non-traditional costumes in association with Carnival and Tobago Heritage Festival.</p>
		Engage in creative cultural showcases through reenactments of multicultural activities and festivals: Carnival, Tobago	Multicultural activities and festivals, engaged.	No. of Centres providing opportunities for participation in reenactments of multicultural activities and festivals

EARLY CHILDHOOD CARE AND EDUCATION

Strands	Objectives	Activities	Outputs	Output Indicators
		Heritage Festival, Easter, Phagwa, Hosay, Divali etc.		No. of learners participating in events, activities etc.
		Create and manipulate replicas of musical instruments indigenous to Trinidad and Tobago. E.g. Steelpan	Replicas of Musical instruments indigenous to Trinidad and Tobago, created. E.g. Steelpan	No. of students participating in the creation and display of replicas.
		Engage in music and movement/dance activities associated with the art form. E.g. limbo,	Music and movement/dance activities conducted.	No. of Centres participating in music and movement/dance, activities. No. of students participating in music and movement/dance activities.