

République du Cameroun
Paix-Travail-Patrie

Republic of Cameroon
Peace-Work-Fatherland

Ministry of Basic Education

PEDAGOGIC GUIDE ON

FAMILY LIFE

POPULATION ISSUES

HIV/AIDS EDUCATION (FL/PI/HIV/AIDS)

Primary Education



Ministry of Public Health



United Nations
Educational, Scientific and
Cultural Organization

Ministry of Basic Education
Inspectorate General of Education

PEDAGOGIC GUIDE ON
FAMILY LIFE
POPULATION ISSUES AND
HIV/AIDS EDUCATION (FL/PI/HIV/AIDS)



PRIMARY EDUCATION

2011 Edition

REPUBLIQUE DU CAMEROUN

Paix - Travail - Patrie

MINISTERE DE L'EDUCATION DE BASE

MINISTERE DES ENSEIGNEMENTS SECONDAIRES

REPUBLIC OF CAMEROON

Peace - Work - Fatherland

MINISTRY OF BASIC EDUCATION

MINISTRY OF SECONDARY EDUCATION

JOINT INTERMINISTERIAL ORDER N° 281/07 /MINEDUB/MINESEC
of 18 January 2007 bearing on the introduction of the FL/PI/ HIV/AIDS Education into
the school curriculum in Cameroon.

**The Minister of Basic Education,
The Minister of Secondary Education,**


Mindful of the Constitution ;
Mindful of Law N°098/004 of 18 April 1998 to lay down guidelines on Education in
Cameroon ;
Mindful of Decree No 2004/320 of 8 December 2004 to organise the Government ;
Mindful of Decree No 2004/321 of 8 December 2004 to appoint the Prime Minister,
Head of Government ;
Mindful of Decree No 2004/322 of 8 December 2004 to appoint the Government ;
Mindful of Decree No 2005/138 of 25 April 2005 to organise the Ministry of Basic
Education ;
Mindful of Decree No 2005/139 of 25 April 2005 to organise the Ministry of Secondary
Education.


HEREBY ORDER AS FOLLOWS:

Article 1 : This Order introduces Family Life, Population Issues and HIV/AIDS Education
into the school curriculum in Cameroon.

Article 2 : The objectives and course content of the various levels are spelt out in
detail in the different syllabuses.

Article 3 : These syllabuses shall be tested in both school-based assessments and
official examinations.


Le Ministre des Enseignements
Secondaires


Le Ministre de l'Education de Base



Mme. HAMAN ADAMA
née HALIMATOU MAHONDÉ

Table of Contents

ACCRONYMS	4
FOREWORD	5
PREFACE	6
PRESENTATION OF THE MANUAL	7
A MESSAGE FOR THE TEACHER	8
INTRODUCTION	9
OBJECTIVES OF PEDAGOGIC GUIDE ON FAMILY LIFE, POPULATION ISSUES AND HIV/AIDS EDUCATION	10
I- General objectives.....	10
II- Specific objectives.....	10
INSERTION MODES OF THE FLE/EPI/HIV/AIDS IN HOST SUBJECT AREAS	11
I- Host subjects.....	11
II- Insertion of FLE/EPI/HIV/AIDS.....	12
METHODOLOGY	13
I- Generalities.....	13
II- Communicative Methods.....	13
III-Subject approach.....	13
INSERTING THE CONTENT OF FL/PI/HIV/AIDS INTO THE PRIMARY SCHOOL SYLLABUS	15
I- Level 1 (Classes 1 and 2).....	15
II- Level 2 (Classes 3 and 4).....	21
III- Level 3 (Classes 5 and 6)	30
INSERTING THE CONTENT OF FL/PI/HIV/AIDS IN THE PHYSICAL EDUCATION SYLLABUS	40
MODEL LESSON PLANS	42
1. Example of total insertion.....	42
2. Example of total insertion.....	45
3. Example of total insertion.....	47
4. Example of total insertion.....	49
5. Example of total insertion.....	51
6. Example of partial integration.....	52
7. Guide for preparing practical activities.....	54
CONTRIBUTION OF CO CURRICULAR ACTIVITIES	56
COORDINATION OF FLE/EPI/HIV/AIDS IN SCHOOL	57
COMMUNICATIVE PEDAGOGIC TECHNIQUES AND APPROACHES	58
TABLE OF THE TEN MAJOR LIFE SKILLS	61
KNOWLEDGE AND BEHAVIOUR/ATTITUDES TO BE ADOPTED TOWARDS HIV/AIDS	64
INDICATORS OF THE IMPACT OF THE TEACHING OF FLE/EPI/HIV/AIDS...	65
GLOSSARY	67
BIBLIOGRAPHY	72
SYLLABUS DEVELOPMENT COMMITTEE	75

ACRONYMS

FGO	:	Female Genital Organ
ADB	:	African Development Bank
CBA	:	Communication for Behaviour Change
NCFA	:	National Commission for the Fight against Aids
LS	:	Life Skills
ACT	:	Accredited Centre for Treatment
NGESP	:	National Growth and Employment Strategy Paper
MCE	:	Moral and Citizenship
HDS	:	Health and Demographic Survey- 3rd survey
PE	:	Physical Education
GTTC	:	Government Teacher Training College
GTTC	:	Government Technical Teacher Training College
HE	:	Home Economics
FLE	:	Family Life Education
EPI	:	Education on Population Issues
CTT	:	Central Technical Team
RTT	:	Regional Technical Team
GTZ	:	German Technical Cooperation
OI	:	Opportunistic Infection
NPI	:	National Pedagogic Inspector
STIs	:	Sexually Transmissible Diseases
MINESEC:		Ministry of Secondary Education
MINEDUB:		Ministry of Basic Education
MINSANTE:		Ministry of Public Health
MINEPAT:		Ministry of the Plan and Regional Development
OCEAC	:	Central African Coordinating Organisation for the Fight Against Endemic Diseases
WHO	:	World Health Organisation
IO	:	Intermediary Objectives
LO	:	Lesson Objective
VP	:	Vaccination Course
NPA	:	National Course for the Fight Against AIDS
NSPA	:	National Strategy Plan for the Fight Against AIDS
UNDP	:	United Nation Development Programme
PLA	:	Persons Living with AIDS
AIDS	:	Acquired Immune Deficiency Syndrome
LES	:	Life and Earth Science
UNAIDS	:	United Nations Programme for the Fight against HIV/AIDS
UNESCO:		United Nations Educational Scientific and Cultural Organisation
UNICEF:		United Nations Children's Fund
UNFPA	:	United Nations Fund for Population Activities
TU	:	Treatment Unit
HIV	:	Human Immuno-Deficiency Virus

FOREWORD

Following the instructions of the Head of State, the Cameroon government is embarking resolutely and on voluntary basis in the fight against HIV/AIDS and has also included the problem in its strategic development plan. Cameroon has reacted promptly in the face of the progress of this pandemic by putting in place a prevention programme since 1986. The commitment of the Powers that be is demonstrated in the Five-year National Strategic Plan with the first one officially launched in March 2004 by the Ministry of National Education. In this regard, measures have been undertaken with partners in view to reduce the prevalence of HIV/AIDS in the school milieu. These include :

- organization of STI and HIV/AIDS information days ;
- introduction of Family life Education in school programmes ;
- care for the STI infected cases ;
- building of capacities of actors in this domain ;
- implementation of the Participation and Development of Adolescence (PDA) Programme in 56 schools and 22 out of school sites of six provinces with support from UNICEF ;
- organization of “No AIDS” caravan ;
- organization of “Campus Without AIDS” information campaign ;
- creation of health clubs, etc.

As a matter of fact, the government intends to reduce the number of new infected cases in the general population, move towards universal access to treatment and care for people already living with HIV including children and to reduce the overall impact of HIV/AIDS on orphans and vulnerable people.

Furthermore, it is important to add here that the development of the present teacher’s manual include Family Life Education (FL) and Education on Population Issues (PI). This didactic tool groups a series of interesting examples drawn from the content, learning objectives and host disciplines of the integrated modules.

This collaborative work seeks to arouse the interest of the pupil towards issues of individual and collective wellbeing. It also strives to enhance the deeper understanding of social and demographic realities.

In this multisectorial endeavour, the ultimate ambition is to be able to organize youths and their teachers to form natural barriers against deviant behaviour and social ills by strengthening Family Life and Population Issues Education.

PREFACE

The present school programme is the joint wish of the Cameroon government and some development partners to contribute through preventive Education in the building of national capacities and the qualitative improvement of the lives of the citizens.

In the face of the increasing degradation of the quality of life, the Education community strives to mobilize as a matter of urgency all aspects that concern the youth on which they have been trained and informed.

The aim of Family Life Education and Population Issues is to enable the learner to know him/her self in order to be responsible. The teacher is required to motivate the learner to think and to act in order to make him acquire the competences which will enable him/her to better play the role of a parent, citizen and actor of development in future. If young Cameroonians ignore the risk in which they are exposed to in sexual activity, and if they do not consider that they are in the other's shoes, as well as remind themselves that the survival of the diverse ecosystems depends on their behaviour, then their ignorance in the long run risks being a handicap for the country's development.

Family Life Education, Population Issues and HIV/AIDS is therefore placed under the banner of operationalisation. It requires a constant recourse to debates, quantifiable data, concrete situations, which are likely to make the pupil reproach his/her social relationships and to question him/herself on the daily relationship with the environment. But before learners become conscious of their responsibilities as citizens and future parents, it will require that the teacher be a model of excellence for them.

The skills and competences that a teacher needs to develop in learners are principally of four types :

- institute harmony in the relationship with oneself (self image, personal identity) and relations with others ;
- take responsibility, make positive choices and take decisions like a citizen and agent of development ;
- identify people's problems, foresee their consequences and propose solutions ;
- take care of one's body and promote responsible management of natural and environmental resources.

Behaviour change and change of mentality requires an appropriate mastery of techniques of communication, recourse to specific pedagogic notions and a perfect understanding of target population to whom the knowledge and message are intended. We are convinced therefore, that by respecting the prescribed method, the Cameroonian teacher could respond positively to the emergency call which is launched.

PRESENTATION OF THE MANUAL

With respect to the commitment taken by the Cameroon government in matters of FL/PI/HIV/AIDS Education, which application has witnessed the introduction into school programmes of these new concerns and considering the multiplicity of such programmes developed by diverse NGOs, a technical committee made up of pedagogic experts from MINEDUB and MINESEC was put in place to harmonise them. In this regard, a training curricula on Family Life, Population Issues and HIV/AIDS Education was put in place following the recommendations of a sub regional workshop which held in Yaoundé in February 2006; which workshop also proposed a certain number of themes in collaboration with International Education Bureau and the Regional Education Development Bureau for Africa.

The specificity of this document lies in the fact that it is inspired by so many programmes. It took into consideration data from UNAIDS, UNESCO strategic plan for the fight against HIV, the National Strategic Plan for the Fight against HIV/AIDS, the Universal Declaration of Human Rights, the African Charter for the Rights and Welfare of the Child and Convention 182 of the International Labour Organisation (ILO).

All these considerations have enabled the technical committee to draw up a programme which is presented by levels with topics whose learning objectives are adapted to the age and level of pupils. The contents are drawn from themes retained in consensual manner following the use of many programmes.

As concerns the logical framework, two important aspects are noted here-the insertion of the content and the problem of workload. Given the fact that so many subject areas exist at the level of secondary Education, the committee decided to insert the contents in existing programmes. The insertion mode is presented in detail thereafter. It is in this basis that it is necessary to provide enough time in the host disciplines to insert this cross curricular programme content.

With regard to the information which is likely to facilitate the use of this document, the Inspectorates General of Education for MINEDUB and MINESEC respectively call on teachers to make maximum use of the document as well as master it without losing sight of their role as actors and trainers.

MESSAGE TO THE TEACHER

Certain documentary sources consider teachers as one of the socio-professional classes that is hard hit by the AIDS pandemic, although prevention in school milieu remains one of the most effective arms for the fight against this scourge.

A school milieu which is polluted by HIV/AIDS is like a temple haunted by a devil and makes us think of the story of a serpent which used to eat up its tail. It should be noted however that the teacher's social status makes him to be very mobile and hence enables him to have sexual relationships thereby exposing him/her to environmental and socio professional risks. The teaching corps presents characteristics of a vulnerable group, but it should be noted also that whatever befalls him should not be the contrary of what is supposed to be.

In addition to Aids which constitutes a health burden to sub-Saharan countries in general and Cameroon in particular, there are equally environmental and demographic problems which occur every day: ignorance which continue to bar the way for responsible parenthood, our forest and ecosystem which is degrading at an fast pace etc. The experienced gathered all over the world shows that each time there is a crisis; the Education system ends up being the greatest victim, whereas solutions ought to come from it.

In the light of the above, teachers should understand that Family Life, Population Issues and HIV/AIDS Education which they are going to be teaching in their classes, must be perceived as a challenge which they as members of the Education chain must live up to. Great pedagogue that you are, know that you are the saviour of health and environment of your country. Do not lose sight of the fact that the responsibility, Education and information of the future citizen is in your hands; in order that they are apt with the necessary skills that will enable them preserve their health and environment. Your role therefore is not only to teach but also and especially to educate and let them act accordingly.

From the lesson, you should have off head the mastery of current problems such as HIV/AIDS and STIs, irresponsible parenthood, the breakdown of the nucleus of the family, the degradation of the ecosystems etc. let tomorrow be better than today; so it requires your strong collaboration in order to make this dream a reality.

Remember that you are an agent of change, a moral model and transmitter of knowledge at the same time. Your activities are essentially of communicative, experimental and are based on the building of skills and positive competences. Consequently, your Family Life Education, Population Issues and HIV/AIDS lessons should be conceived as small projects to be realized. Before every lesson, ask yourself the following three questions:

- What is the positive impact of what I want to undertake with pupils now?
- What is the procedure and the duration?
- What are the requirements and the people that are involved?

“Teacher” your commitment can only be productive if you perceive the magnitude, the stakes and the emergency of the task that lies ahead of you and for which you will be judged; alongside your colleagues.

“Master” before I end my speech, I would like you to understand that Aids is bad, but the death which it causes is as a result of ignorance. It is left for you the one who transmit knowledge and inculcate skills to children, to carry out the intellectual and ethical reform on what this ignorance will finally be eliminated. By so doing, you would have demonstrated your professional know-how as well as shown that the mind is the only arm which can be used to combat social ills which affect the body.

“Knight of the chalk” be up to the task ahead of you! Do not allow your country perish! Take advantage of this golden opportunity which is given you and use your profession of communicator to effect the necessary behavior change.

INTRODUCTION

Since the advent of the HIV pandemic and its impact of the socio economic development, Cameroon has taken measures to treat the pandemic as a veritable public health problem which faces all the components of society, without exception. The Education sector is not left out in this terrible image brought about by HIV/AIDS in Africa. At least 500 teachers die every year from Aids related illness.

Furthermore, early pregnancy in school milieu has reached alarming proportions. Female gender mutilation, although it is being combated, continue to worsen the situation. Sexual abuse on children and more especially young girls are reported on newspapers every day. These above acts cause clandestine abortions and increase at the same time the number of deaths registered within the Education community.

Also, cigarette smokers and drug abusers keep increasing today in school milieu among young children. Owing to this behaviour, violence has increased in school setting. In response to this state of affairs, positive initiative has been taken. This include information manuals, training kits, action plans etc.

In spite of the multitude of documents and training manuals for the fight against this scourge which affects the Education sector, it becomes necessary and urgent to proceed to their identification and their harmonization, with the aim of their effective use.

It is within this framework that is found the development and use of FL/PI/HIV/AIDS in the official syllabuses in Cameroon. Thanks to this pedagogic tool, Cameroon intends to respond to the national fight against the HIV pandemic, especially as regards the Education sector.

In order to enable the teacher play his/her role of educator, communicator and animator, the present guide entitled "Teacher guide" was developed. Since prevention or social vaccine remains the only effective arm for the fight against this pandemic of the century, in the absence of a vaccine and curative treatment, the teacher will mobilize in the view to:

- Obtain and communicate the right information about HIV/AIDS, Family Life and Population Issues;
- Make learners acquire knowledge and skills which facilitate behaviour change;
- Fight against the discrimination of people living with HIV/AIDS;
- Fight against prejudices.

It requires the teacher to:

- Adapt the content to the level of the class;
- Use a participatory method in which most learners will participate;
- Make the lessons lively by using appropriate material which is less costly and presenting them in a play way method.

However, the teacher should bear in mind that the present guide presents notions which are new but necessary for the fight against the pandemic. To this end, the teacher must be current with discoveries relating to HIV/AIDS, especially treatment, prevalence rate, test, side effects etc.

Furthermore, the teachers should not forget the importance of FL/PI/HIV/AIDS. Notions such as leadership, life skills, self confidence, decision making, techniques of negotiation are important to make learners acquire competences which are adapted to make them avoid HIV. Teachers as well as learners will through this, become real actors in the fight against HIV/AIDS in Cameroon.

OBJECTIVES OF PEDAGOGIC GUIDE ON FAMILY LIFE, POPULATION ISSUES and HIV/AIDS

I- General objectives

Apart from its main role which is to accompany the teacher in the harmonious integration of Family Life, Population Issues and HIV/AIDS Education, this guide seeks to :

- involve teachers and pupils in the fight against HIV/AIDS ;
- contribute in the deficit and insufficiency in information of the teaching of Family Life, Population Issues and HIV/AIDS Education ;
- update teacher's knowledge and pedagogic competences on communication on Family Life, Population Issues and HIV/AIDS Education in order to enhance behaviour change ;
- transform teachers as actors, leaders and efficient trainers with the aim of making them not only as models but also to preserve their own lives as those of their learners and their environment ;
- create an environment where youths can acquire knowledge, skills and attitudes related to the module of Family Life, Population issues and HIV/AIDS Education;
- integrate Family Life Education, Education on Population issues and HIV/AIDS in co curricular activities ;
- put in place a coordination unit in each school.

II- Specific objectives

This guide has as specific objectives the following :

- increase and improve the level of knowledge of the teacher on Family Life, Population issues and HIV/AIDS Education ;
- raise awareness of teachers in their double capacity of actors and trainers on the importance of the interrelation of population issues and development which enables him/her to integrate responsible behaviour necessary to teach the curriculum content in the light of sustainable development ;
- propose ways of inclusion and preparing of the insertion process of the new notions in host subject areas ;
- propose methodologies inspired from the use techniques which aim at Information, Education and Communication/Communication for Behaviour Change/advocacy ;
- propose tools and follow up evaluation mechanisms ;
- propose workload for the new content to be inserted;
- in place a coordination unit for each school.

INSERTING FL/PI/HIV/AIDS IN HOST SUBJECT AREAS

The introduction of FL/PI/HIV/AIDS in school syllabuses requires a definition of the new framework in which this component has to be taught.

In other words, it is necessary to specify the status of this component in the Cameroon Education system.

The following questions may be asked :

- is it a subject area on its own?
- is it a subject within a subject area?
- or is a subject content in the syllabus?
- is it a content that cuts across other subjects?

After an in depth comparative study of different approaches, Cameroon has chosen a co curricular approach because of its advantages namely :

- it is easy to integrate since it is not accompanied by changes in the curriculum, the training of teachers and the work load;
- it ensures the complete syllabus coverage;
- it calls for a multidisciplinary approach which involves more teachers thereby enabling a more clear vision about the issues;
- it allows for protection of the teachers.

FL/PI/HIV/AIDS Education is not a subject on its own but a subject that cuts across all subjects. Its content should be taught across a certain number of targeted subjects called host subjects.

I- Host subjects

In conformity with the choice made by Cameroon, a certain number of subjects have been identified to host the content of FL/PI/HIV/AIDS. They are:

- English Language,
- Citizenship,
- National culture,
- Science (Health Education, Environmental Education)
- History,
- Geography,
- Physical Education,
- National culture (Music, Drawing, Drama, Arts & Craft)
- French language,
- General Knowledge.

These subject areas were chosen because of their affinity with FL/PI/HIV/AIDS. It has also been largely influenced by their role in the training and development of the personality of the learner and his/her social integration. Furthermore, the majority of these subjects are characterized by practical activities.

II- Insertion of FL/PI/HIV/AIDS

Although these disciplines have been chosen, the teacher must bear in mind that their lessons or content do not correspond always with those of FL/PI/HIV/AIDS. They will have to deal with the following cases which should be managed with creativity and tact.

- Systematic or total insertion; This happens when the content of FL/PI/HIV/AIDS and the host subjects are identical;
- Partial insertion: This is when the content of FL/PI/HIV/AIDS be inserted totally in the host subject areas. When this happens the content is divided among other host subject areas.
- Insertion by adjunction: This is when the content of FL/PI/HIV/AIDS does not correspond with those of the host subject areas. In this case the content is integrated in lessons which have identical objectives.

METHODOLOGY

I- Generalities

A method is a set of pedagogic concepts linked to Educational goals. A method is a means as well as a goal. To attend the same goal one can take many ways. Teaching requires explaining or formulating learning objectives. Teaching depends on one's personality, one's representations, one's audience, one's cognitive diversity, one's socio affective nature; one's teaching skills, one's material constraints and the resources at one's disposal.

The teacher is called upon to organize his content, in a way as to adapt it to the realities of his class. It is advisable for the teacher to be flexible and open since he needs some planning, some improvisation, some routine and some creativity. Above all, it should be noted that before a pupil learns, it is necessary for the teacher to put in place a favourable learning environment.

II- Communicative Methods

Teaching FL/PI/HIV/AIDS is done using interactive and participatory approaches. As a result the teacher has to adapt the content to the interest of the pupils by:

- Stimulating and enkindling pupils intellectual curiosity ;
- Making pupils to listen, inteprete, judge and criticize;
- Arousing pupils' interest ;
- Encouraging pupils to try to understand ;
- Motivating pupils in relation to the topic that is taught.

With the interactive and participatory approach, the pupil is not considered as a passive recipient of knowledge but rather he/she interacts with the teacher and their peers. Pupils propose, agree or reject their own ideas. The learner participates in the building of his/her own knowledge. He/she learns by reapplying the knowledge and skills acquired out of the particular field in which they were built.

III- Subject approach

The pupil learns naturally by trial and experimentation; and the school milieu stimulates learning. In his/her own way and pace, he/she affirms on the subject of his/her choice and by the means chosen. Changes which occur in and out of school enable the teacher to make adjustments which help the group.

Teaching enables the content to be questioned in order to know :

- how the teaching content is organized ;
- how to breakdown or arrange the content.

The ultimate aim of FL/PI/HIV/AIDS is not to select subject content or stockpile knowledge but rather it is the interaction between learning objectives and socialization objectives and objectives of behaviour change. Subject areas relate; and any lesson on any kind of topic offers an opportunity for a link to be established between the notion studied and the wider and more direct experiences of everyday life. The teaching of FL/PI/HIV/AIDS should aim at making a link between the school and the society.

By integrating FL/PI/HIV/AIDS Education in each subject area, the teacher should bear in mind the following main elements :

- 1- The mental level of pupils ;
- 2- The aims of the host subject ;
- 3- The amount of time allocated for the subject ;
- 4- The formulation of specific objectives ;
- 5- The selection of the content of the subject ;
- 6- The choice of teaching learning activities ;
- 7- The selection of didactic material ;
- 8- The explanation of assessment criteria.

INTEGRATING THE CONTENT OF FL/PI/HIV/AIDS INTO THE PRIMARY SCHOOL SYLLABUS

Level 1 / Classes 1 and 2

THEME 1 Social Life Education

Objective : The pupil will acquire knowledge on community life and interact harmoniously with members of his/her community.

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> • Say the role of each member of a family • Say/give the importance of dialogue in a family • Identify family relations • Play his/her role in the family fully 	<p>Family : Nuclear and Extended</p>	<ul style="list-style-type: none"> - English Language - General knowledge 	<ul style="list-style-type: none"> - The Family - Home and Family Life 	<p>Discussion</p>	<p>Pictures/Charts</p>	<p>15mins</p>	<ul style="list-style-type: none"> - Mention family relations
<ul style="list-style-type: none"> • Give the similarities and differences between : <ul style="list-style-type: none"> - Man and woman - Members of a family • Avoid offending others • Respect each and everyone • Fight against stereotypes and prejudices • Observe the rules of equality and equity between sexes, race, religions and ethnic groups 	<p>Virtues : obedience, love, truthfulness, peace, honesty, hard work</p>	<ul style="list-style-type: none"> - Citizenship - Physical Education 	<ul style="list-style-type: none"> - Peace and tolerance - Virtues and good manners 	<ul style="list-style-type: none"> - Role play - Simulation 	<p>Charts</p>	<p>15 mins</p>	
<ul style="list-style-type: none"> • Identify the characteristics of his/her culture • Put into practice elements of his/her cultural environment 	<p>Observing rules at : home, classroom, school and the community</p>	<ul style="list-style-type: none"> Citizenship English Language 	<p>The child in his/her environment</p>	<p>Excursions and simulation</p>	<p>The Environment</p>	<p>15mins</p>	
<ul style="list-style-type: none"> • Identify the different members of the school community • Give the duties of each member of the school community • Practise the rules of hygiene and sanitation in his/her school • Respect the internal rules and regulations of his/her school 	<p>The pupil in his/her school environment</p>	<ul style="list-style-type: none"> Citizenship 	<p>The school</p>	<ul style="list-style-type: none"> - Discussions - Concrete examples 	<p>Charts</p>	<p>15mins</p>	

<ul style="list-style-type: none"> • Avoid being a nuisance • Respect human life • Stop destroying animals or plants unnecessarily 	Respect life	- Citizenship - Health Education	- Virtues and good manners	- Educative talks - Simulation	- Pictures or the environment - Audiovisual material	15mins	- Revision - Exercises
<ul style="list-style-type: none"> • Contribute to the solidarity of the : family, school, community, nation and world (mutual help, assistance, rescue, hospitality, etc.) • Work in a team or group • Practise positive societal values (fraternity, tolerance etc.) 	The culture of peace, tolerance and democracy	Practical activities	Manual labour	- Outdoor walk - Discussions	Newspaper pictures or the environment	15mins	Exercises Role play
<ul style="list-style-type: none"> • Give the importance and significance of marriage • Explain family planning • Say no to different forms of violence in the family 	Marriage	Citizenship	Important events in the family	Role play and discussions	Sharing experiences	15mins	Open discussions on marriage.

THEME 2

Reproductive Health and basic knowledge on STIs and AIDS

Objective : The pupil will be able to acquire knowledge on sexuality and reproduction in view of developing responsible sexual behaviour.

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> Identify the different parts of the human body and how they function Apply rules of personal hygiene in order to be clean, neat and in good health Respect self and let others respect your body (the right to corporal integrity of a child) Fight against harmful practices (traditional practices and other societal ills) 	Care of the human body	Science	<ul style="list-style-type: none"> A healthy child Keeping the body clean 	<ul style="list-style-type: none"> Dialogue Discussions Role play 	<ul style="list-style-type: none"> Pupils Pictures 	15mins	Role play
<ul style="list-style-type: none"> Identify the different forms of harmful practices (Female Genital mutilation, breast ironing etc.) Give the effects of such practices Say no to Female Genital Mutilation and other forms of harmful practices 	Harmful practices to health	<ul style="list-style-type: none"> English Language Science 	Child health	<ul style="list-style-type: none"> Role play discussions 	<ul style="list-style-type: none"> Knife Razor blades Charts 	15mins	Oral questions
<ul style="list-style-type: none"> Explain circumcision Give necessary hygienic measures 	Circumcision	Science	<ul style="list-style-type: none"> Important Events in the Family 	<ul style="list-style-type: none"> Sharing experiences Discussions 	Pictures	15mins	Dialogue
<ul style="list-style-type: none"> Define STI, HIV/AIDS Explain why AIDS is a killer disease (cannot be cured) 	STIs, HIV/AIDS	<ul style="list-style-type: none"> English Language Science 	Any health topic	<ul style="list-style-type: none"> Discussions Visiting health structures 	<ul style="list-style-type: none"> Sharing experiences structures to be visited 	15mins	<ul style="list-style-type: none"> Revision Giving accounts/reports
<ul style="list-style-type: none"> Identify the various forms of transmission and non transmission Reject myths and false beliefs Adopt basic preventive measures against HIV 	Forms of transmission of HIV and preventive measures	<ul style="list-style-type: none"> Science English Language General Knowledge 	<ul style="list-style-type: none"> Keeping feet and nails clean 	<ul style="list-style-type: none"> Educative talks Simulation 	<ul style="list-style-type: none"> Pictures Visits to health units 	15mins	<ul style="list-style-type: none"> Revision Exercises Reports
<ul style="list-style-type: none"> Live with orphans Talk about fears Speak of the illness Develop a spirit of solidarity 	AIDS and I	<ul style="list-style-type: none"> Practical activities English Language 	Relations with others	<ul style="list-style-type: none"> Outdoor work Discussions excursions 	<ul style="list-style-type: none"> Newspaper pictures /charts Experience sharing 	15mins	Revision exercises

THEME 3 Skills and attitudes that enhance positive behaviour

Objective : The pupil will be able to develop protective skills and attitudes and avoid risky behaviour.

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> Identify factors of vulnerability Avoid risky behaviour Evaluate their own behaviour 	Factors of vulnerability and risky behaviour	English Language	Risky behaviour	<ul style="list-style-type: none"> Discussion Visiting structures 	<ul style="list-style-type: none"> Pictures Audio-visual aids 	15 mins	Exercises
<ul style="list-style-type: none"> Act in order to minimize risky behaviour (avoid exchanging or using objects that can lead to the transmission of HIV, take responsibilities, have self esteem and self confidence...) Identify and reject different risky behaviour Practice positive behaviour in daily life (be able to say "no", negotiate, respect another person's opinion, identify risky situations) Denounce sexual abuse, and avoid it Adopt protective attitudes and behaviour and put them into practice 	Positive behaviour	<ul style="list-style-type: none"> English Language Citizenship 	<ul style="list-style-type: none"> Advertisement Good morals and habits 	<ul style="list-style-type: none"> Exercises Simulation Educative talk Group work 	<ul style="list-style-type: none"> Pictures Audio-visual aids 	15mins	<ul style="list-style-type: none"> Exercises Role play

THEME 4 Education on Treatment

Objective: The pupil will be able to develop the habit of seeking for medical care.

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> Identify structures in charge of treatment Say the importance of treating HIV/AIDS 	Treatment Education	English Language	Child health	<ul style="list-style-type: none"> Visiting structures Brainstorming Discussions 	<ul style="list-style-type: none"> Structures to be visited Sharing experiences 	15 mins	Questions and answers

THEME 5 Treatment and the fight against discrimination and stigmatization (solidarity)

Objective : The pupil will be able to identify mechanisms and social treatment centres, develop and entertain the spirit of tolerance.

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> List the advantages of school insurance Report all accidents to school authorities and parents 	Health security	English Language	The Child and his/her environment	<ul style="list-style-type: none"> Visiting structures Sharing experiences 	Structures to be visited	15 mins	Revision
<ul style="list-style-type: none"> Adopt positive behaviour towards infected and affected persons and put them into practice: (accept and respect infected and affected persons) Provide moral and material support to infected and affected persons (cultivate values of mutual aid and tolerance) 	The fight against discrimination and stigmatization (tolerance)	Science	Infected and affected persons	<ul style="list-style-type: none"> Educative talk Testimonies Discussions Role play 	Pictures	15mins	<ul style="list-style-type: none"> Role play Questions and answers

THEME 6 Leadership (Self esteem)

Objective: The pupil will be able to .develop life skills that will enhance self esteem and personality

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> •Develop self esteem •Take appropriate decisions 	Self mastery	English Language	<ul style="list-style-type: none"> - Games - Relationships 	<ul style="list-style-type: none"> - Simulations - Discussions - Group work 	<ul style="list-style-type: none"> - Pictures - Audio-visual aid 	15 mins	Role play

THEME 7 Participation in the fight against HIV/AIDS

Objective: The pupil will be able to say the effects of HIV/AIDS and to be involved in the fight against this pandemic

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> •Enumerate the impact / effects of HIV/AIDS on an individual and his/her family •Be involved in the fight against HIV/AIDS •Carry out actions in favour of persons living with HIV/AIDS (visits...) •Explain the importance of the fight against HIV/AIDS and what a pupil can do to contribute to it. 	The fight against HIV/AIDS	Science	<ul style="list-style-type: none"> - Child health - The child and his/her environment 	<ul style="list-style-type: none"> - Simulations - Discussions - Group work - Picture reading 	<ul style="list-style-type: none"> - Pictures - Audio-visual aid 	15 mins	<ul style="list-style-type: none"> - Role play - Questions and answers

THEME 8 Human Rights and Child Abuse

Objective : The pupil will be able to develop attitudes and skills in human rights, reject and denounce different forms of child abuse and violence.

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> • Explain the importance of human rights and the rights of the child • Imbibe key human rights and the rights of the child • Integrate the right to privacy • Identify actions to be taken in case of sexual harassment or abuse (seek help, denounce...) 	Human Rights	Citizenship	<ul style="list-style-type: none"> - Good morals and habits - Peace Education 	<ul style="list-style-type: none"> - Role play - Reading - Sharing experiences - Group work 	<ul style="list-style-type: none"> - Pictures - Audio-visual aid 	15 mins	<ul style="list-style-type: none"> - Revision - Simulation
<ul style="list-style-type: none"> • Identify the various forms of child exploitation (child labour and trafficking...) • Give the consequences of child exploitation • Give ways of fighting against child exploitation 	Child Exploitation	English Language	Child exploitation and abuse	<ul style="list-style-type: none"> - Brainstorming - Discussion 	<ul style="list-style-type: none"> - Charts - Audio-visual aid 	15 mins	Role play
<ul style="list-style-type: none"> • Identify the various forms of child abuse (rape, maltreatment, etc) • Denounce all forms of violence • State the consequence of maltreatment on children • State various ways of fighting child abuse 	Violence on children	National culture	Different forms of violence on children	<ul style="list-style-type: none"> - Sharing experience - Real life examples 	<ul style="list-style-type: none"> - Audio-visual aids - Teacher - Pupils 	15 mins	Role play

THEME 9 Education on Environmental Protection

Objective : The pupil should be able to establish a link between production, the environment and social well being in order to preserve ecological balance for the survival of natural systems

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
Identify forms of pollution (chemical, physical...)	Pollution					15mins	
Keep their environment clean (classroom, school, house, latrine, immediate surroundings)	Cleaning of surroundings	- Health Education	<ul style="list-style-type: none"> - Cleanliness: Classroom, house 			15mins	
Dispose of solid and liquid waste	Waste disposal		<ul style="list-style-type: none"> - Human-produced waste 		<ul style="list-style-type: none"> - Pictures - Charts - The environment 	15mins	<ul style="list-style-type: none"> - Reporting about walk
Protect and take care of water sources	Care of water sources	- Science (Environmental Education)	<ul style="list-style-type: none"> - Environmental care: Planting of trees and Flowers 			15mins	
Keep their environment beautiful	Beautifying the environment			<ul style="list-style-type: none"> - Nature walk 		15mins	

Level 2 / Classes 3 and 4

THEME 1 Social Life Education

Objective : The pupil will be able to acquire knowledge in community life that will enable him/her to live harmoniously with members of his/her community.

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> Identify family members Say the role of each member of a family Give the importance of dialogue in a family State the role to be played by each member of the family in order to lead to family welfare State the conditions that lead to family welfare (food, house, Education, health, comfort, leisure etc) Play fully his/her role in the family Reproduce his/her family genealogical tree Explain the concepts of: a clan, lineage, tribe and ethnic group Situate him/herself in his/her family, lineage, clan, tribe and ethnic group. 	<p>The family: Nuclear and extended</p> <p>Family tree (genealogy)</p>	<ul style="list-style-type: none"> English Language History Citizenship 	<ul style="list-style-type: none"> Family Life History of the locality The Family 	<ul style="list-style-type: none"> Educative talks Role play Observation Picture reading 	<ul style="list-style-type: none"> Historical texts Family photos Pictures 	30mins	<ul style="list-style-type: none"> Define a family List family members Reproduce a family tree
<ul style="list-style-type: none"> Give the similarities and differences between: <ul style="list-style-type: none"> Man and woman Members of a family Individuals in a society Avoid offending others Respect others Fight against stereotypes and prejudices Observe the rules of equality and equity between sexes, races, religions and ethnic groups and tribes Identify the characteristics of his/her culture Practise his/her culture Give the importance of culture to development list the different types of media Give the uses of the media 	<p>Accepting differences/others</p> <p>The child and his/her socio-cultural environment</p> <p>Living in school: relationships between school and community, school rules</p>	<p>Citizenship</p> <p>National Culture</p> <p>English Language</p>	<p>“Similarities and differences between a man and women”</p> <ul style="list-style-type: none"> Self respect Respect for others Equality and equity Religious freedom Customs and traditions Communication channels and media 	<ul style="list-style-type: none"> Group work Discussions Surveys Live examples - sharing pupils' experiences Reading Debate and discussions 	<ul style="list-style-type: none"> Pupils' environment Pupils' experiences Testimonies Written texts 	30 mins	<ul style="list-style-type: none"> Revision resolutions to be taken Assorted exercises Writing Role play

<ul style="list-style-type: none"> Identify the different members of the school community List the functions of each of them Practice rules of hygiene and sanitation in his/her school Give the importance of school internal rules and regulations Respect internal rules and regulations 	The child and the school environment	Citizenship	<ul style="list-style-type: none"> Duties of a pupil Internal rules and regulations 	<ul style="list-style-type: none"> Real life examples Class debates and discussions 	Texts and pictures	30mins	<ul style="list-style-type: none"> Exercises Questionnaires
<ul style="list-style-type: none"> Entertain a relationship of mutual respect with boys and girls 	Values: fair treatment, respect, truthfulness, tolerance, self control	<ul style="list-style-type: none"> English Language Citizenship 	<ul style="list-style-type: none"> Respect for the law Respect towards comrades Accept the opinion of others 	<ul style="list-style-type: none"> Dialogue Educative talks Real life examples 	<ul style="list-style-type: none"> Texts Testimonies 	30 mins	<ul style="list-style-type: none"> Exposes Dramatization Writing
<ul style="list-style-type: none"> Contribute to solidarity at the levels of : family, school, community, national and international (mutual help, assistance, rescue, hospitality, etc.) Work in a team or group Practise positive societal values (fraternity, tolerance etc.) 	Culture of peace, tolerance and democracy	<ul style="list-style-type: none"> English Language Citizenship 	<ul style="list-style-type: none"> Democracy Peace Tolerance 	<ul style="list-style-type: none"> Reading Educative talks Testimonies 	<ul style="list-style-type: none"> Texts Newspapers Testimonies 	30 mins	<ul style="list-style-type: none"> Resolutions Exercises
<ul style="list-style-type: none"> Give the importance and significance of marriage Name types of marriages Explain birth control Say "no" to different forms of violence in the family 	Marriage and family life	English Language	<ul style="list-style-type: none"> Types of marriages Family life and Birth control 	<ul style="list-style-type: none"> Group work Survey 	<ul style="list-style-type: none"> Texts Newspapers Testimonies 	30 mins	<ul style="list-style-type: none"> Writing Revision

THEME 2

Reproductive Health and basic knowledge on STIs, HIV/AIDS

Objective: The pupil will be able to acquire knowledge on sexuality and reproduction in view of developing and manifesting responsible sexual behaviour.

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> Identify the different forms of harmful practices (genital mutilation, breast ironing) List the effects of these practices Say no to genital mutilation and other forms of harmful practices 	Harmful practices	<ul style="list-style-type: none"> English Language National culture 	<ul style="list-style-type: none"> Traditions and beliefs 	<ul style="list-style-type: none"> Reading Debates and discussions Real life examples writing 	<ul style="list-style-type: none"> Text Testimonies 	30 mins	<ul style="list-style-type: none"> Writing Revision Resolutions
<ul style="list-style-type: none"> Keep his/her body clean Respect the rules of hygiene (underwear etc) and privacy 	<ul style="list-style-type: none"> Health and sanitation Personal hygiene 	Science (Health Education)	<ul style="list-style-type: none"> Body hygiene 	<ul style="list-style-type: none"> Dialogue Real life examples Reading 	<ul style="list-style-type: none"> Text Newspapers Testimonies 	30 mins	<ul style="list-style-type: none"> resolutions exercises
<ul style="list-style-type: none"> Explain circumcision Give hygienic conditions necessary for circumcision 	Circumcision	<ul style="list-style-type: none"> English Language National culture Citizenship 	<ul style="list-style-type: none"> Reading Customs and traditions 	<ul style="list-style-type: none"> Reading Testimonies Debates and discussions 	<ul style="list-style-type: none"> Text Newspapers pictures Testimonies 	30 mins	<ul style="list-style-type: none"> Writing Resolutions
<ul style="list-style-type: none"> Explain the characteristics of a human being (physical, mental and moral) Identify values that determine respect for human dignity (justice, honesty, integrity, respect, honour, responsibility, dialogue etc) Put these values into practice 	Respect for life	<ul style="list-style-type: none"> Citizenship Physical Education 	<ul style="list-style-type: none"> Self respect respect for others human rights and dignity 	<ul style="list-style-type: none"> Reading Testimonies Debates and discussions 	<ul style="list-style-type: none"> Text Newspapers Pictures Testimonies 	30 mins	<ul style="list-style-type: none"> Writing Degree of acceptance or rejection of these affirmations
<ul style="list-style-type: none"> Define STIs, HIV/AIDS, immuno-deficiency, opportunistic illness, sero-positivity, sero-prevalence Explain why AIDS is a killer disease (cannot be cured, treatment exists but not every where) 	Sex education, disease and prevention	<ul style="list-style-type: none"> English Language Science (Health Education) 	<ul style="list-style-type: none"> STIs and AIDS 	<ul style="list-style-type: none"> Reading Testimonies Debates and discussions 	<ul style="list-style-type: none"> Text Newspapers Pictures Testimonies 	30 mins	<ul style="list-style-type: none"> Writing Degree of acceptance or rejection of these affirmations Questions
<ul style="list-style-type: none"> List the different ways of transmission and non-transmission Reject myths and fake ideas Adopt basic rules of preventing of HIV 	Mode of transmitting HIV and ways of prevention	<ul style="list-style-type: none"> Science (Health Education) 	<ul style="list-style-type: none"> HIV transmission 	<ul style="list-style-type: none"> Reading Testimonies Debates and discussions 	<ul style="list-style-type: none"> Text Newspapers Pictures Testimonies 	30 mins	<ul style="list-style-type: none"> Writing degree of acceptance or rejection of these affirmations questions
<ul style="list-style-type: none"> Demystify death Talk about their fears Talk about death and illness Develop a problem solving mind and solidarity when faced with problems 	<ul style="list-style-type: none"> Human Immunodeficiency Virus (HIV) The acquired Immunodeficiency Syndrom (AIDS) 	<ul style="list-style-type: none"> English Language Science (Health Education) Citizenship 	<ul style="list-style-type: none"> Illnesses and death 	<ul style="list-style-type: none"> Reading Debates and discussions 	<ul style="list-style-type: none"> Texts Newspapers Pictures Testimonies 	30 mins	<ul style="list-style-type: none"> Opinions Decision making

THEME 3

Skills and attitudes that enhance Positive behaviour (and avoid risky behaviour)

Objective: The pupil will be able to develop protective skills and attitudes in order to avoid risky behaviour.

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> Identify budding abnormal behaviour Explain the dangers of risky behaviour and how to avoid them Adopt preventive attitudes in the face of risky behaviour 	<ul style="list-style-type: none"> Abnormal and risky behaviour 	<ul style="list-style-type: none"> National culture Physical Education 	<ul style="list-style-type: none"> Singing Virtues and vices Gymnastics 	<ul style="list-style-type: none"> Mini lectures Group work Debates Sports 	<ul style="list-style-type: none"> Texts Live examples 	30 mins	<ul style="list-style-type: none"> question and answer debate personal resolutions
<ul style="list-style-type: none"> Identify factors leading to vulnerability Discuss all possible contexts/situations that can lead to vulnerability (including cultural practices): poverty, discrimination against the woman, childbearing, other social pressures Understand gender issues Evaluate his/her own behaviour List and avoid risky behaviour Adopt responsible and positive behaviour (avoid the exchange and use of objects that can transmit HIV, develop self-esteem and confidence) 	<ul style="list-style-type: none"> Health: <ul style="list-style-type: none"> AIDS and STIs Drug abuse Alcoholism Endemics and epidemics (prevention and first aid) Women's rights: <ul style="list-style-type: none"> Social, economic and political 	<ul style="list-style-type: none"> English Language Citizenship Science (Health Education) 	<ul style="list-style-type: none"> Tolerance Respect Tradition and custom Disease prevention Self esteem and willpower 	<ul style="list-style-type: none"> Survey Debates and discussions 	<ul style="list-style-type: none"> Texts Sharing experiences Sharing life examples 	30mins	<ul style="list-style-type: none"> Questions/answers Debates and discussions Personal resolutions Revision
<ul style="list-style-type: none"> Practise Positive behaviour in daily life (be able to say no, negotiate, respect others' opinions, recognize situations of sexual abuse and avoid them) Adopt and practise protective attitudes and behaviour 	<ul style="list-style-type: none"> Positive behaviour 	<ul style="list-style-type: none"> Citizenship 	<ul style="list-style-type: none"> General body hygiene 	<ul style="list-style-type: none"> Surveys Debates discussions 	<ul style="list-style-type: none"> Texts Sharing experiences Sharing life examples 	30mins	<ul style="list-style-type: none"> Questions/answers Debates and discussions Personal resolutions Revision

THEME 4

Education on treatment

Objective: The pupil will be able to develop the habit of seeking medical care.

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> Give the advantages of owning a consultation card List the importance of a health centre (school infirmary/dispensary, hospital etc) Avoid auto-medication 	<ul style="list-style-type: none"> Access to health care 	<ul style="list-style-type: none"> Science (Health Education) 	<ul style="list-style-type: none"> Health services 	<ul style="list-style-type: none"> Debates Discussions Survey 	<ul style="list-style-type: none"> Hospital cards First aid box Charts 	30 mins	<ul style="list-style-type: none"> Questions/answers Debates and discussions Personal resolutions Role play
<ul style="list-style-type: none"> Identify treatment centres Give the importance of treating HIV/AIDS and side effects Highlight difficulties encountered so far by patients to access treatment centres 	<ul style="list-style-type: none"> Treatment 	<ul style="list-style-type: none"> Science (Health Education) 	<ul style="list-style-type: none"> AIDS Treatment, difficulties and side effects 	<ul style="list-style-type: none"> Survey Debates and discussions 	<ul style="list-style-type: none"> Texts Sharing personal experiences Sharing life experiences 	30 mins	<ul style="list-style-type: none"> Questions/answers Debates and discussions Personal resolutions

THEME 5 Treatment and the fight against discrimination and stigmatization

Objective: The pupil will be able to identify mechanisms and social treatment centres, develop and entertain a spirit of tolerance.

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> Identify the different categories of needy persons Assist needy persons 	The needy	Citizenship	<ul style="list-style-type: none"> Integrity Needy person 	<ul style="list-style-type: none"> Mini lectures Discussions 		30 mins	<ul style="list-style-type: none"> Questions/answers Debate/discussions Personal resolutions
<ul style="list-style-type: none"> Give the advantages of school insurance and parents Report all accidents to school authorities Identify different types of social security Explain the importance of the National Social Insurance Fund 	Social security	<ul style="list-style-type: none"> Citizenship Physical Education 	<ul style="list-style-type: none"> School insurance Social security Athletics 	Debate/discussions	<ul style="list-style-type: none"> Texts Newspapers Audio-visual material Charts 	30 mins	<ul style="list-style-type: none"> Questions/answers Debate/discussions Personal resolutions Revision
<ul style="list-style-type: none"> Understand gender –related problems Adopt positive behaviour towards infected and affected persons (Accept and respect affected and infected persons) Provide moral and material support to infected and affected persons (cultivate values of mutual support and solidarity) 	The fight against discrimination and stigmatisation (Solidarity)	<ul style="list-style-type: none"> Citizenship Physical Education 	<ul style="list-style-type: none"> Infected and affected persons Respect Cooperation Tolerance Games 	<ul style="list-style-type: none"> Walks Sharing real life examples Sharing experiences Sports 		30 mins	<ul style="list-style-type: none"> Questions/answers Debate/discussions Personal resolutions Revision

THEME 6 Leadership

Objective : The pupil will be able to develop life skills that will enhance self esteem and personality

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
Situate self within family and school	Knowledge of the community, country and continent	-Citizenship -English Language	Names, meaning and symbols	- Reading - Sharing life experiences - Debates/discussions - Walk	- Texts with names - Newspapers - Audio-visual material - Pictures/charts	30 mins	- Questions/answers - Debates/discussions - Personal resolutions - Revision - Sampling opinions
<ul style="list-style-type: none"> • Look for the symbolism linked to his/her name, his/her family name and the school • Identify self with community, country, and environment 	Symbols linked to his/her community, country, continent					30 mins	
<ul style="list-style-type: none"> • Develop negotiation skills • Cultivate listening habits • Propose clear-cut solutions • Develop convincing arguments (be able to defend his/her opinion) 	Negotiation skills	- Citizenship - English Language - Physical Education	- How to negotiate - Negotiation skills			30 mins	
<ul style="list-style-type: none"> • Identify risk factors • Evaluate and analyse risky situations • Project consequences of risky behaviour • Make a list of possible solutions • Take appropriate decisions (apply solutions) 	Problem-solving and decision-making	National culture	Risky situations and possible solutions	- Simulation - Drama/staging	- Audio-visual material - Texts	30mins	Exercises related to decision making
Initiate innovative actions in school, within the family and the community	Mini project management	Sciences (Environmental and Health Education)	Community and family projects	Carrying out a project	- Felt-in pens - Flip charts	30 mins	Auto-evaluation

THEME 7 Participation in the fight against HIV/AIDS

Objective : The pupil will be able to instantly seek for medical assistance.

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> • Enumerate the impact /effects of HIV/AIDS on the community • Be involved in the fight against HIV/AIDS • Carry out actions in favour of persons living with HIV/AIDS • Explain the importance of the fight against HIV/AIDS and what a pupil can do to contribute to it. 	The fight against HIV/AIDS	- English Language - Science	- The Child - Descriptive and narrative reports - Cooperation - HIV/AIDS	- Role play - Reading aloud - Silent reading - Reporting - Group work - Debates/discussions - Sharing experience	- Pictures - Audio-visual aid	30 mins	- Reports - Summaries - Decision making exercises

THEME 8

Human Rights and Child Abuse

Objective : The pupil will be able to develop attitudes and skills in human rights, avoid and denounce different forms of violence and child abuse.

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> Explain the importance of human rights and the rights of the child Imbibe main human rights and the rights of the child Integrate the right to privacy Identify actions to be taken in case of sexual harassment or abuse 	<p>Outline of universal declaration on Human Rights : social, economic and political</p>	Citizenship	Rights and obligations of a child	<ul style="list-style-type: none"> Educative talks Commentaries 	<ul style="list-style-type: none"> Texts Charts/pictures Audio-visual material 	30 mins	<ul style="list-style-type: none"> Discussions Comprehension questions
<ul style="list-style-type: none"> Identify various forms of violence on children (abuse, rape, maltreatment) Give the consequences of maltreatment on children Cite various ways of fighting against child exploitation Denounce all forms of child abuse 	<ul style="list-style-type: none"> Pupils' protection against: <ul style="list-style-type: none"> Sexual/drug abuse Armed conflicts Exploitation Abduction/trafficking 	Citizenship	Violence on children	<ul style="list-style-type: none"> Pedagogic talks Concrete Examples Commentaries 	<ul style="list-style-type: none"> Charts/pictures Audio-visual aid Newspapers 	30 mins	<ul style="list-style-type: none"> Exercises Discussion
<ul style="list-style-type: none"> Identify the various forms of child abuse (rape, maltreatment, etc) State the consequence of maltreatment on children Give the various ways of fighting against violence on children and women Denounce all forms of violence on the child Avoid all forms of violence and exploitation of the child 	Violence on children	English Language	Child abuse and maltreatment	<ul style="list-style-type: none"> Reading Sharing experience Debate/discussions 	<ul style="list-style-type: none"> Chart/pictures Audio-visual material Newspapers 	30 mins	<ul style="list-style-type: none"> Exercises Role play

THEME 9 Education on Environmental Protection

Objective : The pupil should be able to establish a link between production, the environment and social well being in order to preserve ecological balance for the survival of natural systems

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
Identify forms of pollution (chemical, physical...)	Pollution	<ul style="list-style-type: none"> - Science (Environmental Education) - National culture - Geography 	<ul style="list-style-type: none"> - Pollution - Human beings and their environment - Soil - Air - Water 	<ul style="list-style-type: none"> - Mini lecture - Observation - Concrete examples - Excursion - Role play 	<ul style="list-style-type: none"> - Charts/pictures - Audio-visual material - Passages 	30mins	<ul style="list-style-type: none"> - Questions/answers - Picture reading - Drama - Singing
Keep their environment clean (classroom, school, house, latrine, immediate surroundings etc)	Care of the classroom and surroundings						
Dispose of solid and liquid waste	Waste disposal						
Protect and take care of water sources	Care of water sources						
Keep their environment beautiful	Beautifying the environment						
<ul style="list-style-type: none"> • Identify endangered species • Protect endangered animal species and vegetation (various protected species in Cameroon and forestry legislation) 	Protection of environmental resources	Geography	<ul style="list-style-type: none"> - Deforestation - soil conservation - Human activities - Animal species 	<ul style="list-style-type: none"> - Exercises - Conceiving slogans 	<ul style="list-style-type: none"> - The environment - Texts 	30 mins	<ul style="list-style-type: none"> - Auto-evaluation - Commentaries
<ul style="list-style-type: none"> • Participate in the fight against harmful environmental practices (deforestation, bush burning, over grazing) 	Fight against harmful environmental practices						
<ul style="list-style-type: none"> • Restore his/her environment by participating in re-forestation and other anti erosion measures (stone bunds, hedges, dikes and bunds) • Use resources of his/her environment rationally (water, flora, fauna, soils etc) 	<ul style="list-style-type: none"> - Aforestation - Reafforestation - Fight against erosion 	<ul style="list-style-type: none"> - Science (Environmental education) - Geography 	<ul style="list-style-type: none"> - Erosion - Aforestation and Reafforestation 	<ul style="list-style-type: none"> - Exercises - Conceiving slogans 	Maps	30 mins	
Use other available substitution methods (renewed and renewable energy, solar energy, wind turbine, hydraulic etc)	<ul style="list-style-type: none"> • Natural resources • Substitution methods 	Science (Environmental education)	<ul style="list-style-type: none"> - Energy - Soil depletion - Methods of conservation 	<ul style="list-style-type: none"> - Brainstorming - Interpretation - Concrete examples - Investigation 	<ul style="list-style-type: none"> - Soils - Passages - Audio visual material 	30 mins	<ul style="list-style-type: none"> - Exercises - Personal resolutions - Exposes - Definition of key words

THEME 10

Population growth and the impact of HIV on human development

Objective : The pupil will be able to identify demographic problems and measure the impact of HIV/AIDS on development

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> Identify new forms of migration (brain drain, western mirage, clandestine immigration etc) Denounce clandestine immigration 	Types of migration	- Geography - History	Migration	- Silent/reading aloud - Map reading	- Passages - Charts/pictures - Audio visual material - Maps	30 mins	- MCQs - Exposes
List the effects of HIV/AIDS on the family, the community	Impact of HIV on human development	- English Language - Science (Health Education)	The impacts of HIV/AIDS	- Discussions - Educative talks	- Passages - Charts/pictures - Audio visual material	30 mins	- Exposes - Exercises

THEME 11

Human Rights and Child Abuse

Objective : The pupil will be able to conceive and carry out a feasible and realistic project using resources from his/her environment

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
Carry out a precise project	Carrying out programmed activities	Science (Environmental Education)	How to carry out a project	- Identifying a project - Planning	- Felt-in pens - Flip charts - Cardboards - Post its	30 mins	Commentaries
Follow-up planned project activities	Following-up project activities	Science (Environmental Education)		- Executing the project - Peer evaluation	Project outline		30 mins
<ul style="list-style-type: none"> Evaluate his/her project (appraisal by the pupil) Invite others to evaluate his/her project (external evaluation) Integrate observations from evaluators 	Internal evaluation of project External evaluation of project						

THEME 1 Social Life Education

Objective : The pupil will be able to acquire knowledge in community life that will enable him/her to live harmoniously with members of his/her community.

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> Identify family members Give the role of each member of a family Give the importance of dialogue in a family State the role to be played by each member of the family in order for a peaceful and harmonious relationship to exist in the family State the conditions that lead to family welfare (food, house, Education, health, comfort, leisure etc) Play his/her role in the family fully Trace his/her family genealogical tree Explain the concepts of: a clan, lineage, tribe and ethnic group Situate his/herself in his/her family lineage, clan, tribe and ethnic group. 	<p>The family: Nuclear and extended</p> <p>Family tree (Genealogy)</p>	<ul style="list-style-type: none"> English Language Citizenship 	<ul style="list-style-type: none"> Family Life Democracy 	<ul style="list-style-type: none"> Observation Descriptions Reading 	<ul style="list-style-type: none"> Family photos Charts Passages 	30mins	<ul style="list-style-type: none"> Drawing family members Identifying family members and their roles on pictures Essay writing
<ul style="list-style-type: none"> Give the similarities and differences between: <ul style="list-style-type: none"> Man and woman Members of a family Individuals in a society Avoid offending others Respect others Fight against stereotypes and prejudices Observe the rules of equality and equity between sexes, races, religions and ethnic groups and tribes 	<p>Virtues :</p> <ul style="list-style-type: none"> Obedience Love Truthfulness Peace Honesty fairness 	<ul style="list-style-type: none"> English Language Citizenship Physical Education 	<ul style="list-style-type: none"> Peaceful co-existence among individuals, tribes and peoples Respect of opinion, religion, origin, culture and tradition 	<ul style="list-style-type: none"> Historical reports Discussions Reading Concrete examples Team sports 	<ul style="list-style-type: none"> Passage Fairy tales Short stories Ball 	30 mins	<ul style="list-style-type: none"> Resolutions to be taken Essay writing
<ul style="list-style-type: none"> Identify the characteristics of his/her culture Practise his/her cultural Give the importance of culture to development List the different types of media Give the uses of the media 	<p>The child and his/her socio-cultural environment</p>	<p>Citizenship</p>	<ul style="list-style-type: none"> Culture and tradition Types of media 	<ul style="list-style-type: none"> Reading Sharing experiences Commentaries Discussions 	<ul style="list-style-type: none"> Passages Audio-visual material Pictures/charts 	30 mins	<ul style="list-style-type: none"> Summarizing passages Taking personal re-solutions Questions/answers
<ul style="list-style-type: none"> Identify the different members of the school community List the functions of each of them Practise rules of hygiene and sanitation in his/her school Give the importance of internal rules and regulations of the school Respect internal rules and regulations 	<p>The pupil at school</p>	<p>Citizenship</p>	<ul style="list-style-type: none"> School life Internal rules and regulations of a school 	<ul style="list-style-type: none"> Exposes Reading commentaries 	<ul style="list-style-type: none"> Passages Audio-visual materials Environment 	30mins	<ul style="list-style-type: none"> Questions/answers Commentaries

<ul style="list-style-type: none"> Contribute to solidarity at the levels of: family, school, community, national and international (mutual help, assistance, rescue, hospitality, etc.) Work in a team or group Practise positive societal values (fraternity, tolerance etc.) Live in harmony with others 	Culture of Peace, Tolerance and Democracy	Citizenship	My responsibility	<ul style="list-style-type: none"> Exposes Reading Commentaries 	<ul style="list-style-type: none"> Passages Audio-visual materials Environment 	30 mins	<ul style="list-style-type: none"> Questions/answers Commentaries
<ul style="list-style-type: none"> Entertain a relationship of mutual respect with both boys and girls Say the importance of a boy/girl relationship 	Values : <ul style="list-style-type: none"> Fair treatment Tolerance Self control 	Citizenship	Relationships	<ul style="list-style-type: none"> Exposes Reading Commentaries 		30 mins	<ul style="list-style-type: none"> Drawing Essay writing

THEME 2 Family Life Education

Objective : The pupil will be able to acquire useful information on marriage and family life in order to develop skills and attitudes necessary for a harmonious family life.

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> Define marriage Avoid early marriage Cite the various types of marriages Discuss the rights and obligations of couples Say what they understand by dowry/bride price List the different forms of dowry/bride price Discuss the advantages and disadvantages dowry/bride price 	Marriage and family life	<ul style="list-style-type: none"> National Culture Citizenship Languages 	<ul style="list-style-type: none"> Customs and Traditions Marriage 	<ul style="list-style-type: none"> Educative talks Art work 	<ul style="list-style-type: none"> Passages Charts Audio-visual aids 	30 mins	Questions/answers
<ul style="list-style-type: none"> Identify criteria for choosing a partner (pre-marital and pre-conception tests) 	Choice of a partner	Citizenship	Choosing a marriage partner			30 mins	
<ul style="list-style-type: none"> Define divorce Give the causes of divorce List the effects of divorce on a child 	The family : marriage and divorce	Citizenship	Divorce : causes and effects			30 mins	

THEME 3 Reproductive Health

objective : The pupil will be able to acquire knowledge on sexuality and reproduction in order to develop healthy sexual behaviour

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> Identify the different parts of the body and their functions Apply rules of hygiene to keep the body clean and healthy Respect and get others respect his/her privacy (the child's rights to bodily integrity) Describe the stages of development from infancy to adulthood Explain the difficulties and major needs at each stage of development 	The Human Body and Hygiene	<ul style="list-style-type: none"> Science English Language Home Economics 	<ul style="list-style-type: none"> The human body Care of the body 	<ul style="list-style-type: none"> Simulation (building slogans) Discussions 	<ul style="list-style-type: none"> Exercises Passages Audio-Visual aids 	30 mins	<ul style="list-style-type: none"> Illustrations Drama/scenarios Questions/answers
<ul style="list-style-type: none"> Develop the skills to fight against harmful practices(traditional practices and other societal ills) Identify the different forms of harmful practices (genital mutilation and breast ironing) Give the effects of these practices Avoid genital mutilation and other forms of harmful practices 	Harmful practices	<ul style="list-style-type: none"> English Language History National culture 	<ul style="list-style-type: none"> Traditions and beliefs Customs and traditions 	<ul style="list-style-type: none"> Discussions Debates Reading Group work Drawing Sharing ideas 	<ul style="list-style-type: none"> Real life experiences Charts/pictures Drama Passages Films/ short stories on his/her environment 	30 mins	<ul style="list-style-type: none"> Exercises, oral/written Open questions Self evaluation
<ul style="list-style-type: none"> Keep his/her body clean Respect rules of hygiene (body, underwear etc) and decency 	Personal hygiene	<ul style="list-style-type: none"> Science (Health Education) Home Economics 	Body Hygiene	<ul style="list-style-type: none"> Educative talk Simulations 	<ul style="list-style-type: none"> Bathing kit Charts 	30 mins	<ul style="list-style-type: none"> Auto/peer evaluation Picture reading Personal resolutions
<ul style="list-style-type: none"> Explain circumcision Discuss precautionary measures to be taken before and after circumcision 	Circumcision	<ul style="list-style-type: none"> National culture Science (Health Education) 	Customs and traditions	<ul style="list-style-type: none"> Sharing experiences Discussions 	Picture	30 mins	<ul style="list-style-type: none"> Picture reading Exercises writing
<ul style="list-style-type: none"> List the different signs of puberty in boys and girls List the dangers of premature engagements in sexual activities Avoid early pregnancies 	The reproductive organs	<ul style="list-style-type: none"> Science (Health Education) Home Economics 	<ul style="list-style-type: none"> Puberty Pregnancy observation 	Reading	<ul style="list-style-type: none"> Passages Audio-visual aid Newspapers Pictures/cartoons 	30 mins	<ul style="list-style-type: none"> MCQs Role play Writing
<ul style="list-style-type: none"> Explain the physical, mental and moral traits of a human being Identify dignifying values (justice, honesty, integrity, respect, honour, responsibility, dialogue) Practise these values 	Human values	<ul style="list-style-type: none"> Citizenship Physical Education 	Human rights and dignity	<ul style="list-style-type: none"> Reading Discussions Debates 	<ul style="list-style-type: none"> Charts /pictures Audio-visual aid 	30 mins	Role play
<ul style="list-style-type: none"> Explain the notion of family planning Give its advantages Define contraception and give its effects Explain the effects of irresponsible parenthood 	Family planning	<ul style="list-style-type: none"> Science (Health Education) 	Family planning and contraception	<ul style="list-style-type: none"> Reading Debates brainstorming 	<ul style="list-style-type: none"> Charts /pictures Audio-visual aid 	30 mins	Role play

<ul style="list-style-type: none"> • Say how to care for a nursing mother • Explain the advantages of caring 	Maternal care	Home Economics	Care of the nursing mother	<ul style="list-style-type: none"> - Reading - Postures - Drawing 	<ul style="list-style-type: none"> - Pictures/charts - Audio-visual aids - Passages 	30 mins	<ul style="list-style-type: none"> - Practical exercises - Role play
<ul style="list-style-type: none"> • List hereditary and congenital diseases • Say how to prevent/treat them 	Hereditary and congenital diseases	Science (Health Education)	Hereditary and congenital diseases	<ul style="list-style-type: none"> - Reading - Postures - Drawing 	<ul style="list-style-type: none"> - Pictures/charts - Audio-visual aids - Passages 	30 mins	MCQs
<ul style="list-style-type: none"> • Define STIs, HIV/AIDS, immunodeficiency, opportunistic diseases, sero-positivity, sero-prevalence • Explain why HIV/AIDS is a killer disease (has no cure, treatment not available everywhere) 	Sex education, diseases and prevention	<ul style="list-style-type: none"> - English Language - Science 	<ul style="list-style-type: none"> - Sexually transmissible infections - Acquired immune deficiency syndrome (AIDS) 	<ul style="list-style-type: none"> - Commentaries - Exposes - Educational talks 	<ul style="list-style-type: none"> - Poems - Pictures - Charts - Testimonies 	30 mins	<ul style="list-style-type: none"> - MCQs - Picture reading/com-position
<ul style="list-style-type: none"> • Identify different ways of transmitting STIs, HIV/AIDS • Avoid myths and fake beliefs • Adopt basic rules for the prevention of HIV 	HIV: transmission and prevention	<ul style="list-style-type: none"> - Science - Citizenship 	The prevention of transmissible diseases	<ul style="list-style-type: none"> - Sharing experience - Reading - Visiting structures 	<ul style="list-style-type: none"> - Charts - Photos - Testimonies 	30 mins	<ul style="list-style-type: none"> - Formative/summative - MCQs - Picture reading/com-position
<ul style="list-style-type: none"> • Demystify death • Talk about his/her fears • Talk about illness and death • Think positively in spite of his/her difficulties • Develop a problem solving mind and solidarity when faced with difficulties 	AIDS: infected and affected persons	Citizenship	<ul style="list-style-type: none"> - Diseases - Illnesses and Death - Facing Death - Fears and Worries 	<ul style="list-style-type: none"> - Discussions - Experience sharing - Concrete examples 	<ul style="list-style-type: none"> - Passages - Charts/pictures - Audiovisual material 	30 mins	<ul style="list-style-type: none"> - Formative/summative - MCQ - Comprehension - writing

THEME 4

Skills and attitudes that enhance positive behaviour (and avoid risky behaviour)

Objective : The pupil will be able to develop protective skills and attitudes and avoid risky behaviour.

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> Identify budding abnormal behaviour Explain the dangers to which the child is exposed Adopt preventive attitudes in the face of risky behaviour 	Abnormal behaviour	<ul style="list-style-type: none"> Sciences Physical Education Citizenship 				30 mins	- MCQ
<ul style="list-style-type: none"> Identify factors leading to vulnerability discuss all possible contexts/situations that can lead to vulnerability (including cultural practices); poverty, discrimination against the woman, childbearing, other social pressures, cultural practices avoid early pregnancy be aware of gender issues assess his/her own behaviour list and avoid risky behaviour adopt responsible and Positive behaviour (avoid the exchange and use of objects that can transmit HIV, develop self-esteem and confidence) 	<ul style="list-style-type: none"> Risky behaviour Early pregnancies HIV/AIDS 	Science (Health Education)	<ul style="list-style-type: none"> Risky behaviour that can lead to early pregnancies HIV/AIDS 	<ul style="list-style-type: none"> Debates Conceiving slogans 	<ul style="list-style-type: none"> Charts Passages Pictures Documentaries Audiovisual material 	30 mins	<ul style="list-style-type: none"> Exercises MCQ
<ul style="list-style-type: none"> Practise Positive behaviour in daily life (be able to say no, negotiate, respect others' opinions, recognize situations of sexual abuse and avoid them) Adopt and practice protective attitudes and behaviour 	Positive behaviour	Citizenship	Life Skills	<ul style="list-style-type: none"> Reading Experience sharing Debates/discussions Commentaries 		30mins	<ul style="list-style-type: none"> Decision taking Exercises Questions/answers

THEME 5 Education on Treatment

Objective : The pupil will be able to develop the habit of spontaneously seeking medical care.

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> Identify treatment centres Identify modes of treatment (social, medical, psychological) Give the importance of treatment centres of affected and infected people 	Treatment centres	Science (Health Education)	<ul style="list-style-type: none"> Health services Forms of treatment for infected and affected persons 	<ul style="list-style-type: none"> Visits to structures Discussions 	<ul style="list-style-type: none"> Photos Charts Audiovisual material 	30 mins	<ul style="list-style-type: none"> Reports Decision making Questions/answers
<ul style="list-style-type: none"> Give the advantages of having a consultation card avoid self-medication seek medical care for adequate treatment 	Health care	<ul style="list-style-type: none"> Science (Health Education) Citizenship 	<ul style="list-style-type: none"> Consultation Card Disadvantages of roadside medication 	<ul style="list-style-type: none"> Visiting structures Discussions Testimonies 	<ul style="list-style-type: none"> Photos Charts Audiovisual material 	30 mins	<ul style="list-style-type: none"> Report Decision taking Questions/answers
<ul style="list-style-type: none"> Give the importance of treating HIV/AIDS and side effects (painful side effects, AIDS remains serious disease) no treatment available as of now. 	HIV/AIDS - Treatment	Health Education	HIV/AIDS treatment	<ul style="list-style-type: none"> Real life examples Visiting medical structures Sharing experience Discussions 	<ul style="list-style-type: none"> Charts Photos Audiovisual material 	30 mins	<ul style="list-style-type: none"> Picture reading Reports Resolutions

THEME 6 Treatment and the fight against discrimination and stigmatization

Objective : The pupil will be able to identify mechanisms and social treatment centres, in order to develop and entertain a spirit of tolerance.

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> Identify the different categories of needy persons Assist needy persons 	Needy persons	<ul style="list-style-type: none"> Science (Health Education) Citizenship 	<ul style="list-style-type: none"> Cooperation Solidarity STIs, HIV/AIDS 	<ul style="list-style-type: none"> Brainstorming Sharing experiences 	<ul style="list-style-type: none"> Pictures Charts photos Audio-visual material Charts 	30 mins	<ul style="list-style-type: none"> Questions/answers Debate/discussions Personal resolutions Illustrations
<ul style="list-style-type: none"> Give the advantages of school insurance Report all accidents to school authorities and parents Explain the importance and organisation of the National Social Insurance Fund Identify other forms of social security Give the importance, organization and role of each structure Say how one can benefit from the services of these structures 	Health and Social security	<ul style="list-style-type: none"> Citizenship Science (Health Education) 	<ul style="list-style-type: none"> Health and social security services 	<ul style="list-style-type: none"> Experience sharing Exposes Real life examples 	<ul style="list-style-type: none"> Experience sharing Charts Photos Audiovisual material 	30 mins	<ul style="list-style-type: none"> Picture reading Definitions Explanations Questions/answers Personal resolutions Writing

THEME 7 Leadership (Self esteem)

Objective : The pupil will be able to .develop life skills that will enhance self esteem and personality

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
Situate self within family and school	- Knowledge of the Community, country and continent - Symbols of the community, the country and the continent	- Geography - History - Citizenship - National culture	- Regions - Population density - Customs and traditions	- Exposes - Discussions - Debates - Experience sharing - Concrete examples	- Passages - Charts - Photographs - Audiovisual material	30 mins	- Picture reading - Questions and answers - Written exercises
• Identify his/her self • Identify his/her family • Identify symbols related to his/her name, family and school	The notion of identity Symbols linked to name, family and school	- National culture - History	- Customs and traditions - Names and symbolism	- Experience sharing - Educative talks - Debates	Passages	30 mins	- Experience sharing - Writing
Take appropriate decisions	Self control and decision making	- Citizenship - Physical Education	Self esteem and control	- Experience sharing - Educative talks - Debates - Individual and collective sports	- Passages - Materials for individual/collective sports	30 mins	- Experience sharing - Self evaluation - Writing
• Develop the ability to negotiate • Listen to others • Suggest clear cut solutions • Sustain a debate (defend his/her point of view)	Negotiation skills/techniques	Citizenship	- Taking initiative - Negotiation skills	- Experience sharing - Educative talks - Debates	- Passages - Newspapers	30 mins	- Exercises - Experience sharing - Debates - Auto evaluation
Initiate innovative actions to promote the image of the school, the family and the community	Mini project management	Citizenship	Project management	Planning a project	- Felt- in pens - Flip charts - Photographs - Time lines	30 mins	- Auto/peer evaluation - Resolutions

THEME 8 Participation in the fight against HIV/AIDS

Objective : The pupil will be able to be involved in the fight against HIV/AIDS

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
• Be involved in the fight against HIV/AIDS • Carry out actions in favour of persons living with HIV/AIDS (Education and visit) • Explain the importance of the fight against HIV/AIDS and what a pupil can do to participate in the fight	The fight against HIV/AIDS	- Citizenship - Science (Health Education)	Fight against social ills	- Exposes - Real life examples - Visits to structures	- Passages - visits	30 mins	- Questions/answers - Definitions - Reports - resolution

THEME 9

Human Rights and Child Abuse

Objective: The pupil will be able to develop attitudes and skills in human rights, avoid and denounce different forms of violence and child abuse.

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
<ul style="list-style-type: none"> • Explain the importance of human rights and the rights of the child • Imbibe fundamental human rights and the rights of the child • Integrate the right to privacy • Identify actions to be taken in case of sexual harassment or abuse (seek help, denounce...) 	Human Rights: Rights and obligations	Citizenship	Human rights and dignity	<ul style="list-style-type: none"> - Exposes - Discussions - Role play - Reading - writing 	<ul style="list-style-type: none"> - Texts - Charts/pictures - Audio-visual material 	30 mins	<ul style="list-style-type: none"> - Discussions - Role play - Exercises - Reading - writing
<ul style="list-style-type: none"> • Identify forms of child exploitation (child labour, slavery,) • Give the results of child exploitation • Denounce all maltreatment on the child • List ways of fighting against child exploitation • Adopt a repellent attitude towards all forms of child exploitation • Fight against child maltreatment 	Child abuse	Citizenship	Child exploitation and abuse	<ul style="list-style-type: none"> - Exposes - Real life examples - Visit to structures - Picture reading 	<ul style="list-style-type: none"> - Passages - Charts/drawings - Illustrations - Short stories - pictures 	30 mins	<ul style="list-style-type: none"> - Question and answers - Definitions - Reports - Resolutions - writing
<ul style="list-style-type: none"> • Identify various forms of violence on children (abuse, rape, maltreatment) • Give the consequences of maltreatment on children • Denounce all forms of child abuse Cite various ways of fighting against child exploitation • Adopt repellent attitude viz a viz maltreatment on children 	Violence on children	- Citizenship - History	<ul style="list-style-type: none"> - Fight against social ills - Violence on children 	<ul style="list-style-type: none"> - Pedagogic talks - Concrete Examples - Commentaries 	<ul style="list-style-type: none"> - Charts/pictures - Audio-visual aid - Newspapers 	30 mins	<ul style="list-style-type: none"> - Exercises - Discussions - writing

THEME 10 Education on Environmental Protection

Objective: The pupil should be able to establish a link between production, the environment and social well being in order to preserve ecological balance for the survival of natural systems

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
Identify forms of pollution (chemical, physical...)	Pollution: types of pollution	- Science	- Care of water sources - Pollution (water, air, land)	- Experience sharing - Exposes - Reading - Drawing - Drama - Excursion	- Passages - Charts - Drawings	30mins	- MCQs - Picture reading - Reading comprehension
Keep his/her environment clean (classroom, school, house, latrine, immediate surroundings etc)	Cleaning of surroundings	- Geography	- Care of immediate surroundings (house, class, compound, toilets)				
Dispose of solid and liquid waste	Disposal/ transformation of waste	- Home Economics	- Types of waste				
Protect and take care of water sources	Care of water sources						
Beautify his/her surroundings	Beautify surroundings						
Protect the resources of his/her environment and participate in the fight against harmful practices (deforestation, bush fires, over grazing)	Fight against practices that are harmful to the environment	- Geography - Science	Deforestation	- Reading - Drawing - Exposes - Group work	- Passages - Personal experiences - Tree planting	30 mins	- Report - Decision making - Reading - writing
Restore his/her environment by participating in planting and replanting trees, constructing stone bunds, hedges and dikes	- Forestation - Reforestation - Fight against erosion	Science	- Fight against soil degradation - Care and protection of plants	- Class walk - Reading - Exposes - Group work	- Passages - Agricultural materials - pictures	30 mins	- Reports - Real life examples - Decision making - writing
• Make rational use of resources in his/her environment (water, flora, fauna, soils) • Use other available substitution methods (renewed and renewable energy, solar energy, wind turbine, hydraulic etc)	- Rational use of natural resources - Substitution methods	Science	- Soil improvement techniques - Air - Sources of energy	- Real life examples - Brainstorming	Materials related to the environment	30 mins	Practical exercises

THEME 11 Population and the impact of HIV on human development

Objective: The pupil will be able to identify demographic problems and measure the impact of HIV/AIDS on development

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
• Identify new forms of migration and their consequences (brain drain, western mirage, clandestine immigration etc) • Denounce clandestine immigration	- Migration and urbanisation - Types, causes, effects	- Geography - History - English language	- Demography - Population density - Migration	- Reading - Talks	- Passages - Charts/pictures - Audio visual material	30 mins	- Decision making - Reading - writing
List the impact of HIV/AIDS on the family, the community, economic and social development of Cameroon	Impact of HIV/AIDS on human development	- English Language - Science - History - Geography	- STIs and AIDS - Impact of HIV/AIDS on human development	- Discussions - Educative talks - Debates - Reading - writing	- Passages - Charts/pictures - Audio visual material - Drawings	30 mins	- Picture reading - Questions/answers - Reading - writing

THEME 12

Socio-economic integration

Objective: The pupil will be able to conceive and carry out a feasible and realistic project using resources from his/her environment

Objectives	Content	Subject area	Lesson	Activities	Didactic material	Duration	Evaluation
Conceive a feasible project	Definition of projects, activities and resources	- National Culture (Arts and Craft) - Home Economics - Environmental Education	- Drawing - Moulding - Mending - Neating - Cutting and folding - Agriculture - Conservation of energy - Cookery - etc	Planning stage	Material related to project conception, planning and execution	30 mins	Project enactment
Plan project activities	Planning of activities	30 mins					
Seek necessary resources	Mobilisation of resources			30 mins			
Execute the project	Execution of planned activities	- National Culture (Arts and Craft) - Home Economics - Environmental Education		Execution and follow-up		30 mins	
Follow up planned activities	Follow-up of activities					30 mins	
Evaluate his/her own project	Internal evaluation	- National Culture (Arts and Craft) - Home Economics		Follow-up and evaluation		30 mins	
• Get others evaluate his/her project (external evaluation) • Take into consideration remarks from evaluators	External evaluation					30 mins	
• Plan and execute the different stages of a project • Sustain the said activity	Insertion into active life	- National Culture (Arts and Craft) - Home Economics		Follow-up and evaluation		30 mins	

Integrating FL/PI/HIV/AIDS content in the Physical Education syllabus

Level 1 / Classes 1 and 2

N°	Topic	Objectives	Content	Activities	Duration	Evaluation
1	Social life Education	Respect one another	Tolerance	Team sports	5 mins	
2	Protective behaviour	Act in order to avoid risky behaviour	Positive behaviour	- Gymnastics - Martial arts	5 mins	
3	Leadership	Make appropriate decisions	Self control and decision making	- Team sports - Games	5 mins	

Level 2 / Classes 3 and 4

N°	Topic	Objectives	Content	Activities	Duration	Evaluation
1	Social life Education	Situate self in the family lineage, group and the society	Tolerance	- Team sports - Martial arts - Gymnastics	5 mins	
2	Leadership	- Make a list of possible solutions in difficult situations - Take appropriate decisions	Problem solving and decision making	- Team sports - Games	5 mins	
3	Environmental Education	Participate in the fight against harmful environmental practices	Harmful environmental practises	- Team sports - Games	5 mins	
4	Socio-economic integration	Evaluate his/her performance	Internal evaluation	Sports	5 mins	

Level 3 / Classes 5 and 6

N°	Topic	Objectives	Content	Activities	Duration	Evaluation
1	Social Life Education	Respect others	Tolerance	Team sports (football, basket ball, handball, volley ball etc)	5 mins	
2	Positive behaviour	Adopt and practise good behaviour	Good behaviour	- Team sports (football, basket ball, handball, volley ball etc) - Martial arts (wrestling, judo, etc)	5 mins	
3	Leadership	Propose clear-cut solutions	Negotiation skills	- Team sports - Games	5 mins	
4	Environmental Education	Keep his/her surroundings clean	Care of the environment	Sports	5 mins	
5	Socio-economic integration	- Evaluate his/her performance - Take others' remarks into consideration	- Internal evaluation - External evaluation	Sports	5 mins	

MODEL LESSON PLANS

THEME 1 Example of total insertion

Subject : Science (Environmental Education)

Topic : Solid waste

Lesson title : Household waste

Level : 2

Class : 4

Number on roll : 72

Average age : 8

Time : 8.30 – 9.00

Duration : 30 minutes

Didactic material :

- Heaps of waste,
- A stick,
- Text book in use
- Primary School Syllabus

Lesson Objective : After observing various heaps of waste, surveying and discussing with the teacher, at the end the lesson the pupil should be able to:

- list the risks involved in inappropriate waste disposal
- explain precautions to be taken while handling waste (burying, burning)
- take concrete decisions on waste disposal

Stages	Stage Objective	Teacher's activities	Pupil's activities	Evaluation	Duration
REVISION	List man's actions that are harmful to the environment	Asks questions What are the consequences of these actions?	Answer teacher's questions • Abusive cutting down of trees • Intensive fishing • Inappropriate waste disposal • Deforestation • Extinction/disappearance of fish • Pollution	List some actions by human beings that are harmful to the environment and give the consequences of these actions.	3 mins
OBSERVATION	Say the importance of sensitization/awareness creation	Presents the heaps of wastes Asks questions • what is this? • what do you find in these heaps of waste? • Where do they come from?	Observes keenly Answers questions • Houses, rubbish • Rubbers, earth etc • Homes, kitchen, garages etc	Explain what we have just seen	3 mins
MAIN QUESTION/STATEMENT OF HYPOTHESES: Problem	Main questions	What questions comes to your mind when you see this?	<ul style="list-style-type: none"> • What are the consequences of emptying dustbins carelessly? • Do all wastes harmful to man? • What should we do to wastes when there are no dustbins? • How can we handle these wastes? 		7 mins
	Statement of hypotheses	We will first deal with the question "what should we do to wastes when there are no dustbins?" We will reformulate it as follows: "How should we dispose of our household waste?" our task of today would be to take this question home and come back with the answer tomorrow.	Listens attentively and copy the title of the lesson. States hypotheses: • We can burn them • We can bury them • We can throw them in a gutter • We can throw them in an Hysacam Dustbin		
RESEARCH : Verification of hypotheses	Build new knowledge	Gives instructions: - Present your findings of the question we gave yesterday - Put yourselves in groups of six and verify your hypotheses Moves from row to row encouraging pupils, explains when need arises and calls up groups to present their results	Listens and carries out instructions - Brings out his/her findings: sorting of waste, biodegradables (peelings, leftovers in plastic bags can be used in making compost manure; plastics, glass and broken bottles in another bag for recycling; papers can be burnt etc)		10 mins
CONFRONTATION	Present group findings	Sends group heads to the blackboard to present their answers Asks each group head to come to the front of the class and explain their findings the whole class discusses and amends findings	Carries out teachers' instructions Executes tasks		

NB : The second session will consist of studying how to make compost manure and how to recycle broken glasses, bottles and plastics.

SYNTHESIS	Make rules	<p>Asks questions that summarise the lesson: - What was the major problem raised in this lesson? - What solutions do we propose? - Writes correct answers on the board.</p> <p>Asks pupils to copy the different ways of disposing waste.</p>	<p>Pupils answer in turns (recall the title of the lesson)</p> <p>Follow lesson attentively Before disposing of waste in a dustbin, we must sort them into: Organic waste (pilings, leftovers of food, which are biodegradable) can be used to make compost manure; non-biodegradable waste (plastics, broken bottles, glasses) which can be recycled; papers which can be burned.</p> <p>Copy the answers in their exercise books.</p>	<ul style="list-style-type: none"> - What should we do before putting our waste into a dustbin? - List the various types of biodegradable wastes - List the various types of non-biodegradable waste - Why are biodegradable wastes useful to man? 	7 mins
EVALUATION : decision making	Write out a personal decision	<p>Gives instructions: regroup yourselves and write out a resolution on waste disposal. Moderate a debate on the topic in which the best resolution will be adopted.</p>	<p>Carry out instructions "Before disposing of waste, we will first sort them, then handle them according to their nature".</p>	<p>What should we do with household waste before disposal?</p>	5 mins

THEME 2 Example of total insertion

Subject : Human Rights (Moral Education)

Topic : Disease prevention

Level : 2

Number on roll : 98

Average age : 11

Duration : 40minutes

Lesson Title : Practise personal hygiene for health

Lesson objectives: After observing charts with pictures of people suffering from different diseases, at the end of the lesson, pupils should be able to:

- Identify various diseases
- Say their causes
- Say how we can prevent them

Objective of the course on FL, PI, HIV/AIDS : Engage in the fight against HIV/AIDS

Method of insertion : Total insertion

Didactic material and references :

- National syllabus for English speaking schools page 57
- Course content for Moral Education
- Textbook in use

Stages	Objectives	Teacher's activities	Pupil's activities	Duration
REVISION		Asks questions - Name some contagious diseases: - Which are the diseases that you know?	Answer teacher's questions - Tuberculosis, measles etc - Malaria, diarrhea etc	3 mins
OBSERVATION	Answer questions in class	Presents the passage and the charts and asks questions - What do you see in the pictures - What name do you give to such a disease? - What other diseases do you know? - What can be the cause of such diseases?	Observe the charts, read the passage and answer the teacher's questions - A person vomiting and passing out stool: - Diarrhea, cholera - Malaria, typhoid, amoebiosis - Drinking dirty water, not washing hands before meals especially after using the toilet, not sleeping under mosquito nets	5 mins
MAIN QUESTIONS	Formulate problems that would lead to hypotheses	Reformulate the problem - What should we do to avoid these diseases? Asks the pupils to answer the question.	Follow lesson attentively and answers the questions - Wash our hands after using the toilet - Drink only potable water - Sleep under mosquito nets etc	5 mins
	Research and verification of hypotheses	Organize group work and give directives: - list other diseases they know - enumerate the effects of these diseases on individuals and the society - What can be done to fight against these diseases? - Conceive posters in favour of the fight cholera	Join their respective groups and work	7 mins

CONFRONTATION	Validate hypotheses	Asks group leaders to present their work whilst justifying their positions Asks the rest of the class to amend	The various groups present and justify their positions -Some diseases are diarrhea, cholera, malaria, chickenpox, cholera and diarrhea are caused by dirt ▪ Cholera leads to death ▪ Malaria has negative consequences both for the sick person (absence from school) and family ▪ When cholera is widespread (pandemic) it wipes out a whole community -CHOLERA WON'T SPREAD THROUGH ME! Answers the questions - It's a disorder in the body or system caused by the presence of a foreign body (germ, bacteria) - Cholera, diarrhea, conjunctivitis, chickenpox etc - To fight against diseases I should personally: ▪ Avoid practices that can lead to it, for example eating without washing my hands, drinking water that is not potable etc ▪ As concerns measles and conjunctivitis, I must avoid contact with people suffering from it. ▪ Avoid sharing objects with people suffering from them	7 mins
SYNTHESIS	Elaborate on what has been retained	Asks summary questions - What do you understand by diseases? - List some diseases - What are some of the effects of diseases on individuals and the society?	Answers the questions 1. Cholera, diarrhea, measles, conjunctivitis etc 2. Cholera causes death and fear in the population, malaria, leads to absence from school, measles, chickenpox and conjunctivitis lead to absence from school, create fear in communities and cause stigmatization to those suffering from it 3. To fight against diseases, I should: - Wash my hands before eating, - Drink only potable water - Sleep under mosquito nets - Keep away from people suffering from measles, chickenpox, cholera - As concerns conjunctivitis, I must not share objects with people suffering from it.	7 mins
EVALUATION	Name at list three societal ills and give their effects and say how to fight against them	Asks questions 1. Name 3 diseases 2. What are the effects of these diseases on individuals and the community? 3. What actions can each and every one take to fight against diseases?	Answers the questions 1. Cholera, diarrhea, measles, conjunctivitis etc 2. Cholera causes death and fear in the population, malaria, leads to absence from school, measles, chickenpox and conjunctivitis lead to absence from school, create fear in communities and cause stigmatization to those suffering from it 3. To fight against diseases, I should: - Wash my hands before eating, - Drink only potable water - Sleep under mosquito nets - Keep away from people suffering from measles, chickenpox, cholera - As concerns conjunctivitis, I must not share objects with people suffering from it.	5 mins

THEME 3 Example of total insertion

Subject : English Language (Speaking) **Level :** 2
Theme : The child and his/her environment **Class :** 4
Lesson title : Family relationships **Number on roll :** 126
Average age : 8 **Duration :** 30minutes

How to integrate themes from Family Life Education into a Speaking lesson

Theme	Host subject	Official syllabus content	FL/PI/HIV/AIDS course content	Official syllabus objectives	FL/PI/HIV/AIDS course content's objectives	Day's lesson	Integration method
Family Life Education	English language	Family relationships	Family life and parenting types	Identify and state family relationships	Name the members of a family	Family relationships	Total integration

Didactic material and references :

- 2 charts of a family
- Official syllabus
- Course content for FL/PI/HIV/AIDS
- Textbook prescribed by official booklet

Lesson's objectives : After looking at the pictures showing various members of the family, at the end of the lesson the pupil will be able to:

- Name the various members of the family
- Say the role of each of them

Stages	Objectives	Teacher's activities	Pupil's activities	Duration
REVISION	Answer questions based on previous knowledge: self introduction	Asks questions to some pupils What is your name?	Answer teacher's questions Say their names	2 mins
OBSERVATION	Observe the charts and say what they see.	Show a chart illustrating members of the family to the pupils -Asks pupils to observe attentively -Asks questions to find out pupils' opinions -What do you see on this chart?	Follow attentively and answer spontaneously: I can see a man, people, persons etc	5 mins

<p>MAIN QUESTIONS /STATEMENT OF HYPOTHESES</p>	<p>Identify the different members of the family and say their roles</p>	<p>Gives instructions 1- Observe this chart attentively and identify the people you see - What can you call all the people you see on this chart? - What makes you think it's a family? - Where do these people live? Organizes the class into small groups 2- Each group will have to answer to the following 3 questions. - What should a mother do at home? - What should a father do at home? - What should children do at home? ▪ Supervises group work ▪ Maintains discipline ▪ Rescues difficulties</p>	<p>Give answers - A family - I think it is a family because I can see a father, a mother and children. - These people live in a house - Pupils work in small groups</p> <p>5 mins</p>
<p>CONFRONTATION</p>	<p>Present , justify and validate the results</p>	<p>Invite each group leader to present their work and justifications</p>	<p>Each group leader presents their work and justifications</p> <p>5 mins</p>
<p>SYNTHESIS</p>	<p>Summarise using the correct structures</p>	<p>Asks questions to verify understanding while assuring appropriate structure usage. - What title can we give to our lesson? - What is a family? - Name the various members of a family? - What is the role of each family member? NB: Take into consideration gender balance in the answering of the questions: do all members of the family have the same responsibilities/roles or do they change from time to time?</p>	<p>- Family relationship, Family, Family life - The family is a group of persons living in the same house. - Members of the family include: the father, the mother and the children - The father is the head of the family, he provides money to the family and takes care of the mother and children - The mother ensures there is food, takes care of house chores and makes sure the house is in order - The children help their parents in domestic chores/work (dry clean the floor, wash the dishes, sweep the yard/compound, etc Answers and give reasons/justifications</p>
<p>CONSOLIDATION</p>	<p>Identify members of the family and their roles</p>	<p>Present another chart and asks the pupils to identify the members of a family and say the role of each one of them.</p>	<p>Do the task in turns</p> <p>4 mins</p>
<p>EVALUATION</p>	<p>Perform a drama scene</p>	<p>Present a problem-situation: Belinga is a wicked child, his father and mother do not always come to terms with each family member's responsibility at home. Task: Each and every one of you will choose a personality from this family and play the role of this person showing what this character is supposed to play in order for the family to live in harmony.</p>	<p>Play their roles in the sketch</p> <p>4 mins</p>

THEME 4 Example of total insertion

Subject : Health Education

Theme : Health and society

Lesson title : Keeping our water sources clean

Average age : 10

Period : How to integrate a theme from Education on Environmental Protection into a lesson in Health Education

Level : 3

Class : 5

Number on roll : 64

Duration : 60minutes

Theme	Host subject	Official syllabus content	FL/PI/HIV/AIDS course content	Official syllabus' objectives	FL/PI/HIV/AIDS course content's objectives	Day's lesson	Integration method
Education on Environmental Protection	Health Education	Health and society	Family life and parenting types	State health hazards and how they should be prevented	Protect and maintain water sources	keeping our water sources clean	Total insertion

Didactic material and references:

- 2 passages and a chart of a water source in a village
- Official syllabus
- Course content for FL/PI/HIV/AIDS
- Text book prescribed by official textbook list

Lessons objectives:

After reading a passage on water sources in a village, at the end of the lesson the pupil will be able to:

- Explain what a water source is
- Describe how to clean and maintain water sources

Stages	Objectives	Teacher's activities	Pupil's activities	Duration
REVISION	Answer questions based on previous knowledge	Asks questions What are the qualities of drinking?	Answer teacher's questions Limpid, colourless, odourless etc	2 mins
DISCOVERY	Observe and read the passage silently Answer the comprehension questions on the passage	- Presents the passage : In our various villages and in our different neighbourhoods in towns, we get water from various water sources (springs, wells, taps) for drinking, laundry, cooking etc. but people in our villages and neighbourhoods are regularly ill. A visit to water sources by health experts reveal that wells are open and therefore receive running water during rain. Springs are invaded by dirt and animal waste; the regular pipe breakages lead to dirty water getting into the pipes and rendering water dirty. -Asks pupils to observe the passage and then read silently. -Asks questions to verify comprehension -What causes pollution related illnesses? -What should be done to water sources in order to avoid such illnesses	Answers: - Observes and reads silently - Answers the questions -Lack of care and maintenance around water sources We should take care and maintain our water sources.	10 mins

MAIN QUESTIONS /STATEMENT OF HYPOTHESES		<p>Asks questions:</p> <ul style="list-style-type: none"> - How do we take care of water sources? - How do we maintain them? - What should the people do to maintain water sources? <p>Organizes the class into small groups</p> <p>Gives instructions</p> <p>Each group is going to say how to:</p> <ol style="list-style-type: none"> 1. Take care of water sources. 2. Maintain water sources <p>Maintains discipline</p> <p>Assists groups in difficulty</p>	<p>Give answers</p> <ul style="list-style-type: none"> - Clean around, disinfect, etc - Provide appropriate covers to wells, repair broken pipes immediately, keep away from water sources etc. - Encourage regular community participation in caring and maintaining water sources <p>Pupils work in small groups</p>	10 mins
CONFRONTATION		<p>Calls up group leader to present their work and justify their answers</p> <p>Presents lists of answers whilst provoking pupils reactions to others' group work.</p>	<p>Each group leader presents their work and justifies</p>	15 mins
SYNTHESIS		<p>Asks questions to summarise</p> <ul style="list-style-type: none"> - What title can we give to the lesson? - What should we do to take care of our water sources? - Name the various members of a family? - What is the role of each family member? 	<ul style="list-style-type: none"> - We should keep our water sources clean - We should maintain our water sources: cover wells to avoid dirt and other objects, create drainages to channel away stagnant and dirty water, keep stray animals away by building fences around water sources; provide gutters around taps to drain stagnant water, clear and clean around, replace broken pipes etc. By doing all these you avoid illnesses such as diarrhea, cholera, dysentery, typhoid etc 	
SYNTHESIS / CONSOLIDATION		<p>Presents a new situation and gives instructions:</p> <ul style="list-style-type: none"> - Observe this chart that contains some water sources: - List some of the actions that you can take to keep them clean 	<p>Do the tasks</p>	5 mins
EVALUATION	Solve problem situation	<p>Present a problem-situation:</p> <p>During the holidays, the quarter-head calls for a clean-up campaign due to the dirty nature of the neighbourhood. You are part of the team that has to keep the water source of your neighbourhood clean. Propose actions that can be taken by your team.</p>	<p>Execute the task</p>	5 mins
INTEGRATION /REINVESTMENT	React to real life situations	<p>Instructions :</p> <p>In your exercise books propose an awareness slogan to your school mates on actions that can be taken to keep the water source of your school clean.</p>	<p>Copies the assignment and does it</p>	6mins

THEME 5 Example of total insertion

Subject : Health Education

Theme : Sexually Transmissible Diseases and AIDS

Lesson title: Newspaper articles: Everything about AIDS

Average age : 11

Didactic material and references:

- Official syllabus
- Course content for FL/PI/HIV/AIDS
- Textbook in use

Level : 3

Class : 6

Number on roll : 98

Duration : 30minutes

Lesson objective : After reading a passage extracted from a newspaper on HIV/AIDS, at the end of the lesson the pupil will be able to: Identify transmissible diseases and state ways of preventing them

Stages	Objectives	Teacher's activities	Pupil's activities	Duration
REVISION	Answer questions based on previous knowledge	Asks pupils to list types of diseases	Lists types of diseases	3 mins
OBSERVATION Present and observe various write-ups	Make meaning out of a text	-Indicates the page the text book to be observed by the pupils -Ask pupils to observe and read silently -Asks pupils questions on the content of the passage	-Carries out teacher's instructions -Observes and reads the passage silently -Answers teachers questions	7 Mins
MAIN QUESTION/ STATEMENT OF HYPOTHESIS	State and verify hypotheses	- Asks guided questions - Selects correct answers and writes them on the blackboard. - Selects new concepts - Asks pupils to explain them	-Answers questions -Confirms or rejects hypotheses(auto-correction) -Attempts explanation of new concepts	15 mins
CONFRONTATION/ SYNTHESIS	Use new concepts and verify understanding	- Asks pupils to give a summary of the passage - Makes them use the new concepts - Corrects when necessary	- Summarises using new concepts - Corrects his/her self	5 mins
EVALUATION	Observe a poster/chart and say how to prevent STIs and HIV/AIDS	Presents a new situation and gives instructions: - Observes this chart that contains various sexually transmissible diseases - List some transmissible diseases - State how HIV/AIDS can be transmitted	Does the tasks	5 mins

THEME 6 Example of partial insertion

Subject : English Language

Level : 2

Theme : Reading of Posters

Class : 4

Lesson title : Picture reading

Number on roll : 90

Average age : 08

Duration : 3 periods of 30 minutes each

Time : 9h30-10h00

Didactic material and references :

- Official syllabus
- Pupil's textbook
- Posters on National Day of vaccination against polio in Cameroon
- Information kits on FL/PI/HIV/AIDS
- Course content for FL/PI/HIV/AIDS

Lessons objectives: After presenting a poster to the pupils, at the end of three periods of the lesson the pupil will be able to: Read posters and pictures

Stages	Objectives	Teacher's activities	Pupil's activities
1 st Period 30 mins	Putting in place a picture reading situation Reading (contextual passages: posters on vaccination)	- During the celebration of the National Day of Vaccination against polio, a quiz was organized in your school - What would you do to inform and sensitize your classmates and the entire education community, to make them be part of it. Places the poster-passage on the blackboard and asks pupils to observe and read silently - Allows spontaneous talk from pupils, then guides them by asking questions e.g. who is this passage addressed to; describe the passage - Writes pupils' responses on the board	Gives proposals: - send a mail - write announcements - prepare posters Decides to prepare posters - Observes and reads silently - Shares ideas - Defends his/her opinion each time - Say to whom this poster- passage is addressed to, the purpose it serves - Gives its characteristics: large size and colours of characters, few words, picture or drawing, dates and place of vaccination, logo etc
2 nd period 30 mins	A project on writing or drawing (analyse the context and plan the writing task)	Remind them of their writing project - "We are going to produce posters to inform and sensitize our friends and parents on the prevention of polio - We will take out our papers and write out the ways of prevention that we know..." - We are going to draw, linking all what we have written	- Pupil listens - Pupil writes - Pupils draw posters

3rd period 30 mins	Confronting the first draft project	Asks the pupils to ameliorate their work taking into consideration various commentaries.	Pupil gives their opinions about the posters and says where there are errors or omissions
	Revising the passage (rereading and rewriting)	Moves round the class and help where necessary	Pupil corrects their work following remarks/commentaries. They use the guiding instrument below for rereading
	Final draft	Asks each group to recopy their work neatly.	Execute task
	Evaluation	Posts all pupils' work on the blackboard	Each group does auto-evaluation following the guide below (a group can evaluate another group's work)

Evaluation guide

- 1- I used different character types (big, very big, bold, legible etc)
 - 2- I occupied all the space
 - 3- I wrote a brief and precise message
 - 4- My drawing was big enough
 - 5- I indicated prevention methods
 - 6- I used appropriate and attractive colours
- Etc

THEME 7 Plan/Guide for preparing practical activities

Subject : Practical activities

Lesson title : Making an envelope

Class : 4

Level : 2

Number on roll : 90

Duration : 1 hour

Didactic material : Paper, razor blades, gum, a pair of scissors, ruler, pencil

Official syllabus' objectives : After manipulating the material brought by the pupils themselves, i.e. paper, razor blades, gum, a pair of scissors, ruler, pencil, by the end of the lesson, each pupil will be able to:

- Use the material appropriately to make envelopes
- Learn to work in small groups
- Name the different ways of transmitting HIV
- Say the necessary precautions to be taken while using sharp objects

Course content on FL/PI/HIV/AIDS' objectives :

- Name the different methods of transmitting HIV
- Adopt Positive behaviour toward HIV

Method of integration : Partial

References :

- Official syllabus
- Course content on FL/PI/HIV/AIDS
- Course textbook

Stages	Objectives	Teacher's activities	Pupil's activities
REVISION	List the stages and procedures of molding and forming geometric shapes as studied recently	Asks the following questions: <ul style="list-style-type: none"> - What did we learn during the last lesson? - What were the various stages used in forming the shapes? 	Responds : <ul style="list-style-type: none"> - We learned to fold and form geometric shapes namely : rectangle, square, triangle. - Gives the stages.
DISCOVERY	Identify the teaching/learning materials brought	<ul style="list-style-type: none"> - Asks pupils to present their teaching/learning material - Draw pupils' attention to the quality of the material - Describe Amingwate's razor blade - And Beri's - Advises against using blades like Beri's 	<ul style="list-style-type: none"> - Learners present their teaching/learning material namely: paper, razorblades, pair of scissors, gum) - The blade is new - Beri's blade has already been used and it is even rusted

<p>Problem-situation</p>	<p>Write out the procedure to be followed in the fabrication of an envelope and the consequences that can accrue from mishandling the material.</p>	<ul style="list-style-type: none"> - Asks pupils to make envelopes with the material in front of them using their knowledge of geometric forms - What precautions should be taken when using these materials especially the blade and the pair of scissors? - What can happen if we use used or rusted blades? - What kind of illness can be transmitted through the use of rusted or used blades? - What is AIDS? - Name the various methods of transmitting AIDS? - Do you know other sharp objects? - What should I do to avoid illnesses like tetanus and AIDS? 	<ul style="list-style-type: none"> - Reflects, thinks of personal experiences and knowledge and manipulate the material in order to come up with effective results - Avoid wounding myself - If we wound ourselves we stand the risk of infecting ourselves - Tetanus, AIDS - Acquired Immuned Deficiency Syndrome. - Blood, knife, razor blade, pair of scissors etc - syringes, needles, toothbrush - I must avoid all contact with another person's blood; I signal my parents or my teacher in case of any cuts/accident. - I must also practice abstinence.
<p>MAIN QUESTION/ STATEMENT OF HYPOTHESIS</p>	<p>Make envelopes in small groups</p>	<ul style="list-style-type: none"> - What procedure do we follow to make an envelope? - Put learners into small groups of 6 – 8 with a group leader and asks them to do their task (without giving any instructions as to how the task will be realised) - Visit the groups and encourage them 	<ul style="list-style-type: none"> - Brainstorm with peers - Each pupil settles down to work - Groups work autonomously - Produce envelopes by drawing appropriate geometric shapes on the papers, cutting them out, arranging them and putting gum on the extremes and sticking.
<p>CONFRONTATION/S YNTHESIS</p>	<p>Compare the envelopes and explain the procedure for the best made envelope</p>	<ul style="list-style-type: none"> - Asks each group leader to present their work to the rest of the class - Asks the group with the most successful product to explain its procedure to the class. 	<ul style="list-style-type: none"> - Group leaders present their envelopes - The class observes and appreciates - The best group explain procedure: <ul style="list-style-type: none"> ■ We used a paper and drew out a rectangular form of 30 by 20cm ■ We drew another rectangle adding a space of 7 – 8 cm ■ We put together the ends of each paper by forming a triangle ■ We cut out the shapes while leaving 1cm for the hinges ■ Folded up the lines, put gum to stick the ends
<p>EVALUATION</p>	<p>Consolidate knowledge</p>	<p>The school year has come to an end and you want to send post cards/wishes to your family members. You do not an envelope. - What do you do? - What are the materials you would use? - What precautions must you take?</p>	<ul style="list-style-type: none"> - I will make an envelope - I will use a razor blade, a pair of scissors, paper and gum - I must be very careful with sharp and pointed objects and avoid rusted and used ones.

CONTRIBUTION OF CO CURRICULAR ACTIVITIES

Within the framework of the implementation of FL/PI/HIV/AIDS module, it is important to make use of accompanying co curricular activities of the school and to lay particular emphasis on the follow up of the module.

The former Director General of UNESCO, Frederico MAYOR defined co-curricular activities as: a school after school. In other words it means all activities which go on in school and which contribute in the formation of the personality of an individual. They are activities which are not subjected to rigid pedagogic rules, but those carried out freely by learners.

They include among other things:

- School clubs which train children in association life, respect for others, respect for differences, solidarity, tolerance, justice, national integration, etc.
- Children's government/council which prepares them for good governance in future by acquainting them with indispensable notions of democracy, transparency, election, change, self control, discipline etc.
- School cooperatives:
Their importance is similar to that of children's government which pursues the same objectives. For these three school bodies to be efficient, it is recommended that teachers who train children should preach by examples:
 - 1- by organizing themselves or taking part in associations such as the PTA, syndicate, Teachers recreation meetings etc;
 - 2- by receiving information or training which enable them to implement and follow up learners;
 - 3- by taking part in the organization of special events relating to teachers or pupils such as: The International teachers Day, Women, African Child, Human Rights and Freedoms, Youth Day, The international Day for the Fight Against Tobacco, child Labour, HIV/AIDS, etc.

COORDINATION OF FL/PI/HIV/AIDS IN SCHOOL

For reasons of efficiency and efficacy, the implementation of the envisaged FL/PI/HIV/AIDS programme, requires the putting in place a unit for the coordination of this Education and all the practices in all schools. For the co curricular and multidisciplinary nature of the programme should not give room for superficial treatment, amateurism or worse still improvisation. It should rather allow for a kind of teaching which aims at arriving at a consensus; with observable efforts and with quantifiable results.

Such a situation calls for an appointment of a contact point, a pedagogic animator of the FL/PI/HIV/AIDS in all schools. These contact points are chosen among teachers who are serious and are ready to implement the FL/PI/HIV/AIDS programme. They will be responsible for follow up, harmonization, assessment of teachers as well as serve as liaison between their schools other schools or other services of the same nature such as Regional or National Contact Points.

1- Pedagogic follow up

The insertion of FL/PI/HIV/AIDS in host disciplines is done according to the three insertion modes (total or systematic, partial and adjunction). Different meetings of the school council chaired by the contact point will permit him/her to ensure that teaching is effectively done as concerns the content learning outcomes and lesson coverage by class and by level.

2- The harmonization of strategies

The interdisciplinary approach strongly recommended here as one of the best pedagogic practices presupposes that the teachers work be coordinated. It must be effective, efficient and equitably harmonized. It is left for the contact point now to ensure the implementation of the mechanism for the harmonization of the strategy in order to ensure that the teaching of this subject matter is coherent. The organization of seminars, practice sessions or field trips is the responsibility of the contact point.

3- Evaluation

The contact point will report regularly on the results obtained from the management of the Education programme, the rate of coverage and the impact on the pupils as well as teachers competences. These results are a reflection of what teachers performances in host subject areas in other classes and the morale of the school such as that which is recognized by the school council in terms of the prescribed objectives of FL/PI/HIV/AIDS Education.

4- Envisaged relations

The contact point is considered as a pivot in the pedagogic chain as concerns FL/PI/HIV/AIDS Education. It is equally necessary to designate contact points from among regional inspectors of Pedagogy. This form of frank vertical and horizontal collaboration will seemingly ensure that the programme is effective; in terms of control, evaluation and experience and competences sharing between the base on the one hand and the summit on the other hand.

COMMUNICATIVE PEDAGOGIC TECHNIQUES AND APPROACHES

Recommended communicative pedagogic approaches for life skill Education

	METHODS	DESCRIPTION	ADVANTAGES	PROCEDURE
1	Classroom discussions	<p>The class examines a problem related to the topic with the objective to:</p> <ul style="list-style-type: none"> • Better understand a problem or skills • Look for a better solution • Develop new ideas and guidelines 	<p>The learners can:</p> <ul style="list-style-type: none"> • Learn from others and have other solutions to a problem • Widen their understanding and acquaint themselves with the topic • Develop listening skills, self esteem and empathy 	<ol style="list-style-type: none"> 1. Decide on the manner in which the classroom should be arranged so as to enable the learners to face one another . 2. Define the rules to guide the discussions (or in agreement with the learners define it at the beginning of each discussion session). 3. Clearly identify and communicate the objective of the discussion 4. Pose pertinent and open questions. 5. Ensure the active participation of all. 6. Follow up the progress of the discussion (for example, appoint one or two rapporteurs) <p>N.B.: Large and difficult to control groups</p>
2	Discussions in small parallel groups “Buzz groups”	<p>Divide a large class into small groups of at least six or less and create an interval of time to carry out tasks, actions or discussions on a specific topic, a problem or a question</p>	<p>Added value to classroom discussion:</p> <ul style="list-style-type: none"> • Good method when faced with a large class size with limited time • Ensures effective participation of all • Provides an opportunity for the learners to better understand themselves • Favours attention and grassroots supervision 	<ol style="list-style-type: none"> 1. State the goal and duration of discussion 2. Constitutes small groups (if the exercise is to be repeated, the composition of groups should be varied). 3. The sitting positions of the learners should be made in such a way that they face and listen to each other 4. Ensure that each member of the group plays an active role (rapporteur, facilitator, “the devil’s advocate” etc. 5. At the end, each rapporteur presents a summary of their discussion.
3	Debates	<p>A controversial topic is presented in class by a group or the teacher.</p>	<p>The learners take sides. A debate is organized on the topic with the entire class or in groups. Debates enable learners to:</p> <ul style="list-style-type: none"> • Exercise their different skills (communicate; respect others’ point of view, etc). • Carry out creative and in depth treatment of a specific topic. • Take sides on a topic of importance to them. • To discuss the “pros” and “cons” <p>Health issues are good topics for debate.</p>	<ol style="list-style-type: none"> 1. Choose a controversial topic. 2. Ask learners to take sides. If the majority of learners adopt the same position, ask for volunteers to adopt a contrary view. 3. Give a few minutes for the groups to prepare their arguments (individually or in groups). 4. Give the rules of the debate (or establish them with the learners at the beginning of each exercise). 5. Make sure that a group doesn’t dominate the others during the debate. 6. Make sure that the learners respect the opinions of their opponents. 7. Keep the class in control and make sure that the debate is focused on the topic.

4	Brainstorming	<p>The learners actively and spontaneously produce a variety of ideas on a topic or question without evaluating or discussing them. The ideas later become the main objective of discussions and evaluation.</p>	<p>An effective way to explore a topic and enable the learners to:</p> <ul style="list-style-type: none"> • Spontaneously come out with ideas. • Be creative and to propose their own ideas. • Use their imagination to come out with model solutions. <p>A follow-up activity can be an evaluation of the “pros” and “cons” of each idea or to arrange them according to certain criteria so as to enable them acquire analytic and critical thinking skills.</p>	<ol style="list-style-type: none"> 1. Appoint a leader and one or more secretaries to substitute each other 2. Pose the problem or topic and asks for proposals 3. Announce the objective and rules of the exercise: come out with ideas even the wildest, without any judgments, all ideas are welcomed 4. Ask one or many learners to jot them or write them on the black-board (and later on posters) for later discussions 5. Make sure that the ideas are not discussed but simply proposed 6. Ensure the active participation of each learner 7. After the brainstorming session, review all the ideas/proposals, add and/or suppress others and classify them <p>N.B.: There is a risk that the classroom might become noisy and uncontrollable</p>
5	Role play	<p>Role play is a short informal presentation in which the learner mimes or plays a precise role. The presentation is then discussed in groups and might be replayed by the same actors or others.</p>	<p>Role play enables learners to explore real life problems, personalize them, identify and try possible solutions without taking risks (since the situation is not real). Role play is an excellent strategy to explore real life sentiments and situations that are difficult to control (anger, sorrow, powerlessness, timidity, peer group pressures) and to:</p> <ul style="list-style-type: none"> • Acquire various of skills • Learn and appreciate others and their points of view • Understand oneself by personalizing and exploring problems • Explore new ways to act 	<ol style="list-style-type: none"> 1. Describe the situation and make sure that it is related with the experiences of the learners. 2. Choose the actors 3. Give instructions to the actors and give them a few minutes to prepare 4. Prepare the audience (sitting position) 5. Start the role play 6. Discuss the acts (feelings, easy points, difficult points and relations with real life situations) 7. Give opportunity for other learners to propose other ways to act or react; to come and act the scene in a different way 8. Carry out an evaluation of the exercise- eventually discuss it in a later exercise
6	Games	<p>Games are activities that can be used to teach or revise knowledge; it reinforces learning outcomes, enables learners acquire critical thinking skills, solve problems and take decisions</p>	<p>Games enables learners to:</p> <ul style="list-style-type: none"> • Test hypotheses, knowledge, skills and solutions without taking risks (unless those that enable players to lose points) • Explore personal problems • Learn through play • Manage large groups and favours the participation of all • Enrich discussions while participating to gain points and win 	<ol style="list-style-type: none"> 1. Games can be organized by the learners, the teacher or by NGOs that are involved in prevention 2. Prepare a series of questions and answers in relation to what has been learned in class 3. Organize the game, create teams if necessary 4. Put in place a system to record scores, inspired by games that are played in the community or on TV (thinking time, trivial pursuit) 5. Enable the learners enjoy the game irrespective of the winner 6. Give a precise duration of the game 7. Preview a period for discussions on the conduct of the game and its result <p>N.B.: There is a risk of the game going out of hand</p>

7	Folk tales, short stories	The teacher or learners recite a short story (folk tale) to the group. The tale can be enriched with imageries, photos, music and dance	Short stories enable learners to explore problems or dilemmas. Analogies and comparisons can help learners to come out with responses. Short can enable learners to : <ul style="list-style-type: none"> • Reflect on local problems • Be educated or informed through discussions on problems and solutions • Develop a critical mind • Personalize and identify themselves in situations • Develop their imagination and writing skills by inventing their own short stories 	<ol style="list-style-type: none"> 1. Choose and reads easy short stories which contain situations of happiness, sadness, excitement, courage, decisions to be made and problems to be solved 2. A group of learners can also prepare and present stories 3. Make a remark or two 4. Ensure that the story (and pictures, if there are any) have a link with the lives of the learners 5. Make the story interesting 6. After reading the story, the teacher encourages learners to reflect and discuss the issues of importance that have been raised 7. After the reading, the story can be adapted to local context and dramatized
8	Situation analyses, case study and investigations	Activities of situation analyses provide an opportunity for learners to analyse and discuss issues that concern them or that they might face. Case studies are real life situations that give a detailed description of what happened to a community, a family, a school or an individual. Situational analyses and investigations requires one to have a contact with the community in order to collect data and testimonies. This is the first step to develop and carry out projects of prevention in a community.	<p>These activities are powerful catalysts for reflection and discussions. They provide an opportunity to:</p> <ul style="list-style-type: none"> • Mobilize a wide variety of knowledge and skills (reading, writing, analytic, communication, research etc) • Work in group, share ideas • Better master one's surroundings and community • Discover that others can have different opinion • Examine the conditions necessary for one to carry out individual or collective actions and evaluate their consequences • Be able to live situations that others have lived, identify the risks and reflect on the consequences • Create awareness and mobilization to take personal action 	<ol style="list-style-type: none"> 1. Preview work in stages and many sessions 2. Discuss and defines topics with learners 3. Establish a link with other learning situations (within the same discipline or other disciplines) 4. Preview individual and group work, while ensuring that each learner plays an active role 5. Preview experience sharing sessions and discussions on results between the learners 6. Plays the role of a facilitator, guides the learners through questions or suggestions in order to stimulate reflection and direct the work 7. Create occasions for sharing of results with the whole school and the community (expositions, debates, animations etc)
8	Drama	Produce sketches, present and carry out discussions. It aims at awareness raising and change of attitudes and individual and collective behaviour	<p>Wisely used, drama when adapted economically and culturally to the African context becomes a powerful tool for awareness raising and information and:</p> <ul style="list-style-type: none"> • Can enable dialogue and identification thanks to its ability to present situations linked with problems and issues of a group and community • Enable learners to easily take on taboo topics through presentations and humour through funny scenes 	<ol style="list-style-type: none"> 1. Organize work on a certain duration, many stages and sessions 2. Discuss the themes of the play, define it with the learners and ensure that it has a link with the day to day experiences of the learners. 3. Choose the characters and distribute their roles 4. Enable the learners to work in small groups 5. Create time to follow-up the work of the learners: the teacher plays the role of a facilitator, he guides the learners through questions or suggestions and directs them when necessary 6. Create occasions for exchange with the school and the community After the presentation 7. Carry out a debate and/or discussions on the performance (feelings, difficulties and links with real life situations) 8. Give the other learners and (spectators) an opportunity to suggest other means to act or react and to replay the scene in a different way 9. Evaluate the exercise- and discuss lessons gathered later.

THE TEN MAJOR LIFE SKILLS

Life skills	Objectives	Content
HEALTH- NUTRITION- HYGIENE		
1	<p>Good feeding and hygiene</p> <p>Healthy feeding habits and balanced diet</p> <p>Apply rules of personal hygiene</p>	<ol style="list-style-type: none"> 1. Inventory of food items 2. Classification of food items 3. Identification of nutritional needs 4. Food hygiene (cleanliness and protection) 5. Food poisoning 6. Balanced diet 7. Food rationing 8. Unbalanced diet 9. Cooking methods (loss of nutritive value) 10. Household storage of food items 11. Shopping (criteria) 12. Consumption of potable water: obtention, storage <ol style="list-style-type: none"> 1. Body hygiene <ul style="list-style-type: none"> -Cleanliness -Regular baths (hands, mouth, ears, nails, eyes, hair etc) -Hygiene of genital organs 2. Dress hygiene <ul style="list-style-type: none"> -Care of dresses: laundry, stains, bleaching, ironing, folding -Wearing of appropriate and adapted dresses 3. Life hygiene <ul style="list-style-type: none"> -Sleep, siesta, physical hygiene, leisure 4. Relationship between hygiene and health
2	<p>Act to preserve one's health, those of his/her family and the community</p> <p>1. Fight against unhealthy practices</p> <p>2. Prevent illnesses through vaccination</p> <p>3. Fight against STIs, HIV/AIDS</p>	<ol style="list-style-type: none"> 1. Traditional practices: genital mutilations, scars, tattoos, gavages 2. Other practices: smoking, alcoholism, drugs, body bleaching etc <ol style="list-style-type: none"> 1. Vaccination: importance, calendar, follow-up 2. 8 illnesses of the Enlarged Vaccination Programme: tuberculosis, yellow fever, hepatitis B, diphtheria, tetanus, whooping cough, poliomyelitis, measles. <ol style="list-style-type: none"> 1. Early sexuality (pregnancy, motherhood and consequences on health) 2. Risky behaviour: unprotected sex, multiple partners, rape 3. AIDS: <ul style="list-style-type: none"> -Modes of transmission -Prevention of STIs and HIV/AIDS - Treatment of infected and/or affected persons

ENVIRONMENT	
	<ol style="list-style-type: none"> 1. Keep surroundings clean: classroom, school, house, yard 2. Protection and care of water sources 3. Decoration of surroundings
3	<p>Manage his/her environment</p> <ol style="list-style-type: none"> 1. Improve on the quality of his/her surrounding 2. Protect the resources of his/her environment 3. Restore his/her environment 4. Use environmental resources rationally
GENDER AND PROTECTION OF THE CHILD	
4	<p>IV. Gender</p> <ol style="list-style-type: none"> 1. Accept differences 2. Fight against stereotypes and prejudices
5	<p>Protection of the child</p> <ol style="list-style-type: none"> 1. Fight against all forms of protection 2. Fight against all forms of violence
CULTURE OF PEACE, HUMAN RIGHTS AND DEMOCRACY	
6	<ol style="list-style-type: none"> 1. Live in harmony with others 2. Enjoy his/her Rights 3. Apply rules of Democracy in the Society

LEADERSHIP		
7	Self identity	<p>1. Identify his/herself in relation to his/her family and school</p> <p>2. Identify his/herself in relation to his/her community, Country and Continent</p> <p>1. Develop skills of negotiation</p> <p>2. Evaluate risks and take appropriate decisions</p> <p>3. Undertake actions in favour of his/her School, Family and the Community</p>
8	Initiate and promote actions	<p>1. The notion of identity</p> <p>2. Importance of identity</p> <p>3. Symbols linked with his/her name, the family and school</p> <p>1. Characteristics of his/her Community, Country and Continent</p> <p>2. Symbols linked with his/her Community, Country and Continent</p> <p>1. Techniques of negotiation: - Listening skills - Intelligent proposals - Argumentation (defense of point of view) - Consensus</p> <p>1. Problem solving stages - Problem analyses (risk factor, consequences) - Inventory of possible solutions - Decision taking (apply solutions)</p> <p>Carry out micro-projects in favour of his/her School, Family and Community</p>
SOCIO-ECONOMIC INTEGRATION		
9	Manage a project	<p>1. Define the project: inventory, resources and needs analyses</p> <p>2. Plan its activities</p> <p>3. Look for resources</p> <p>1. Execute the activities of the project</p> <p>2. Follow-up</p> <p>1. Internal (by the pupil)</p> <p>2. External (an external person)</p>
10	Insertion in active life	<p>1. Plan and execute an economic activity</p> <p>2. Get into long lasting economic activity</p>

KNOWLEDGE AND BEHAVIOUR/ATTITUDES TO BE ADOPTED TOWARDS HIV/AIDS

A. KNOWLEDGE	CONTENT
1. Knowledge on HIV/AIDS - Define: HIV and AIDS, immunodeficiency, opportunistic infections, sero-positivity, sero-prevalence	- Definitions: HIV and AIDS - Definition of immunodeficiency - Definition of Opportunistic infections - Definition of Sero-positivity - Definition of Sero-prevalence
2. Knowledge on HIV transmission - Identify the different means of transmitting HIV - Establish the relationship between HIV and AIDS - Identify risk factors - Identify factors that can lead to vulnerability	Different means of transmitting HIV: - Blood contact - Mother to child - Sexual contact HIV cannot be transmitted via: - Handshake - Playing together - Eating from the same pan/dish/plate - Relatives who have HIV/AIDS - Biological, economical and cultural risk factors
3. Knowledge on protection and prevention measures - Identify measures for prevention - Identify means of protection - Explain the advantages of regular screening for HIV	- Measures for prevention - Means of protection - Advantages of regular screening
4. Knowledge on the magnitude of the pandemic - Interpret the prevalence rate at world, African and national levels - Determine the economic, social and cultural impact of the pandemic	- Knowledge on the pandemic - Knowledge on its prevalence - Prevalence rate at world, African and national levels - The socio-economic and cultural impacts of HIV/AIDS
5. Knowledge on the various support structures - Explain the different types of support - Identify support structures	- The different types of support structures: support for persons living with HIV/AIDS (social, medical and psychological) - Support structures (Awareness centres, medical centres, Associations PLA (Persons living with AIDS))
B. ATTITUDES AND BEHAVIOUR	CONTENT
1. Behave in a way as to avoid risks - Avoid exchanging objects capable of transmitting AIDS - Act/behave responsibly - Have self esteem and confidence	- Refusal to share sharp objects (razorblades, nail cutters, needles, syringes, pins etc) - Avoid playing with sharp and pointed objects - Safe/protected sex (use of condoms) - Negotiation (say no to unprotected sex)
2. Participate in the mobilisation against AIDS - Promote activities on Information, Education and Communication (IEC)/Communication for Behavioural Change (CBA)	- Diffuse information received from the production of verbal messages at the level of peers, family and so on - More open communication on sexuality - Creation and animation of anti-AIDS clubs
3. Support persons living with AIDS and affected persons - Cultivate mutual support values and solidarity and respect for others	- Rejection of discrimination and stigmatization - Culture of tolerance and solidarity in the school and community (actions in favour of persons living with AIDS and affected persons)
4. Promote actions in favour of persons living with HIV and AIDS	- Advocacy actions for the needs of persons living with HIV/AIDS - Visits to infected/affected persons - Play with children affected by HIV
C. ATTITUDES	CONTENT
1. Be responsible for one's actions	- Refusal to share sharp objects - Avoid playing with sharp and pointed objects - Respect information
2. Be engaged in the fight against HIV/AIDS	- Constitute groups for communication and advocacy
3. Console those who are infected and or affected by AIDS	- Moral and material support for persons affected by HIV/AIDS

INDICATORS OF THE IMPACT OF THE TEACHING OF FL/PI/HIV/AIDS

THEMES	INDICATORS (HOW TO BE)
1. SOCIAL LIFE EDUCATION	Number of schools teaching FL/PI/HIV/AIDS
	Number of pupils per school receiving FL/PI/HIV/AIDS
	Investigations into the knowledge attitudes and practices (KAP)
2. FAMILY LIFE EDUCATION	Number of schools teaching FL/PI/HIV/AIDS
	Number of pupils per school receiving FL/PI/HIV/AIDS
	Investigations into the knowledge attitudes and practices (KAP)
3. REPRODUCTIVE HEALTH AND KNOWLEDGE ON STIs, HIV/AIDS	Prevalence rate of contraceptives (rate of pupils using various methods and techniques of contraception)
	Percentage of pupils who use condoms systematically
	Number of pupils who are victims of unwanted or underage pregnancies
	Number of peer counselors or peer educators
	Percentage of pupils who know the HIV/AIDS preventive measures
	Percentage of pupils who reject the prejudices against HIV/AIDS
	Percentage of pupils who have never had sex
4. VULNERABILITY FACTORS	Proportion of young girls who refuse to practise harmful traditions and customs
5. COMPETENCES TO AVOID RISKY BEHAVIOUR	Number of young “leaders” girls per school
	Reduction in the number of pregnancies in schools
	Reduction in the number of pupils with STIs
	Reduction in the number of abortions
6. COMPETENCIES TO PROMOTE POSITIVE BEHAVIOUR	Number of teachers who have done voluntary screening
	Increase in the number of pupils registered in school clubs
	Number of pupils trained in counseling
	Number of pupils who reject harmful traditions and customs
	Number of pupils who do voluntary screening
	Percentage of teachers who have only one sex partner or convinced about the virtue of faithfulness
	Percentage of pupils convinced about the virtues of faithfulness
	Percentage of teachers who reject false ideas on HIV transmission
	Percentage of pupils who reject false ideas on HIV transmission
7. EDUCATION ON TREATMENT	Percentage of pupils received in treatment centres (school medical centres)
	Number of pupils who resort to
	Percentage of pupils who benefit from appropriate diagnosis
	Percentage of pupils who benefit from adequate treatment
	Percentage of pupils who benefit from STIs/HIV/AIDS counseling
	Number of pupils who do voluntary screening

THEMES	INDICATORS (HOW TO BE)
8. SOCIAL CARE	Percentage of orphans and vulnerable children (OVC) who receive any support from outside their families
9. LEADERSHIP	Number of children leaders
	Number of teachers who supervise clubs
10. PARTICIPATION IN THE FIGHT AGAINST HIV/AIDS	Number of children leaders
	Number of teachers who supervise clubs
11. HUMAN RIGHTS AND MALTREATMENT OF WOMEN AND CHILDREN	Reduction rate in all forms of violence in the school
	Reduction rate in all forms of conflict among pupils
12. EDUCATION ON ENVIRONMENTAL PROTECTION	Number of clean schools
	Number of schools having Environmental clubs
	Number of pupils registered in Environmental clubs
13. POPULATION, HIV, AIDS AND DEVELOPMENT	Reduction in the number of pupils with HIV
	Reduction in the number of pupils who die as a result of AIDS
14. PRODUCTION SYSTEMS	Number of pupils registered in school clubs
	Reduction rate in all forms of conflict among pupils
	Number of pupils practising sexual abstinence
15. LIFE SKILLS	Percentage of teachers who reject false beliefs on the transmission of HIV
	Number of teachers trained in counseling
	Number of pupils trained in counseling
	Percentage of pupils who refuse pre-mature/forced marriages
	Number of pupils who help orphans as if they were their friends
	Number of pupils who assist persons living with AIDS
	Percentage of pupils who reject false beliefs on the transmission of HIV
	Reduction in the number of pregnancies
	Reduction in the number of pupils who contract STIs
	Reduction in the number of abortions

GLOSSARY

Transplant: The act of grafting, joining, extending DNA: Deoxyribonucleic Acid, present in the nucleus of living cells. It constitutes the bases of hereditary traits. It constitutes the foundation of the genetic disposition.

Antibodies: These are molecules produced by certain immune systems/protective cells, after a strange organism has penetrated the body (bacteria, virus, and parasites). They can recognize certain elements (or anti-geneses) of a virus and relate to them specifically. Scientists are capable of creating antibodies that eventually link up with (cell receptors, cytokines...). Neutralizing antibodies prevent viruses from settling on their targets. The anti-bodies neutralize the virus, thereby preventing it from attacking specific targeted cells.

Anti-retroviral: Drugs that act on retroviruses. It seeks to stop the replication of HIV in the organism. Presently, the main anti-viruses available on the market are the inhibitors of transcribe inverse enzymes of anti-protease.

Anti-viral: These are substances or drugs that fight against a virus.

RNA (Ribonucleic acid): The basis of genetic information in certain viruses which are retro-viruses. This RNA changes into DNA when the virus multiplies.

Bacteria : A microscopic unicellular organism. Certain bacteria can provoke diseases.

Brainstorming: A technique that consists of provoking a free and open discussion of each learner or participant on a given topic, concept or theme before a presentation or debate. This collection of main ideas is done without any correction on the part of the teacher, leader, guide or moderator.

CD4: Protein situated on the surface of certain T lymphocytes, called T4 or CD4. HIV uses this protein to penetrate cells.

Viral Load: This corresponds to the number of RNA molecules of HIV contained in a blood sample. It is measured using different techniques during blood collection.

Cirrhoses: This serious affection of the liver, leading to a sever disfunctioning of the essential organ.

Co-infections: These are infections that are related to other diseases; for example, the link between HIV + hepatitis B or C.

Skill: The ability to successfully mobilize cognitive, psychomotor and affective resources to solve an important daily life problem. The ability to act maturely or accordingly when faced with a situation because one has the necessary knowledge and ability to judiciously use it at the right moment, to identify the problem at stake and to solve it.

Cunnilingus: Excitement of the female genital organ using the mouth/ oral sex.

Development: A combination of mental and social changes of a population that enables it to both increase and sustain its gross national product (Francois Perroux).

Sustainable development: Development that meets the needs of the present generation without compromising those of future generations. It is 'a policy and strategy that aims at ensuring long-term economic and social development, in respect of the environment and without compromising natural resources that are indispensable to human activity' (Committee of European Communities, 1992). Human development comprises four dimensions that translate its multi-dimensional character= ecological, economic, social and political.

Reproductive law: These are laws mastered by everybody, putting in place all factors of reproductive health. This equally includes the right to decide to control birth while being free from discriminations, violence and coercion; the rights to Education; to a legal status in a family; to be free from domestic violence; to be free from early and forceful marriages.

Side effects (of a treatment): all nocive and undetermined reactions that occur in a person undergoing treatment.

Elisa (test): This is the most commonly used test to screen/detect anti-bodies produced by the body in reaction to the HIV infection.

EPM/EPI: A new Educational procedure that uses formal and informal Educational resources to develop in learners, awareness on population issues and enhance their understanding of nature, of factors of demographic changes and their effects on individuals or groups. The skills and attitudes necessary for individual decision- taking that will affect the lives of individuals and families. EPI can be formal (taught to pupils and students) or informal (targeting non schooling youths through literacy programs, professional training, agricultural assistance and manual labour for example. Epidemic: unusual rapid increase in the number of cases of transmissible diseases in a region or in a given population.

Epidemiology: A study of correlations between an illness (or another biological phenomenon) and different factors (social, cultural, individual traits) capable of influencing its frequency, its spread and evolution.

Evaluation: A process that consists of verifying the extent to which a pedagogic objective has been attained in order to take a decision. Formative evaluation: it is carried out during the learning/training process to enable the pupil/learner/trainee to correct his/her errors or fill existing gaps. Summative evaluation: it is carried out at the end of teaching/learning in order to determine the degree to which objectives have been attained, either by comparing learners (normative interpretation) or by comparing the performances of each learner to the expected results (criterion interpretation); its is geared toward classification, probation, certification, qualification, or the attestation of each pupil's progress.

Fellation: The sucking of a male sex organ.

FLE: Family Life Education aims at helping young learners prepare for adult life, marriage, responsible parenthood and participate in community life by inculcating personal values.

Goals: Set principles through which a society (or social group) identifies and channels its values. It provides guidelines in an Educational system and states its policies. Genomic: a set of hereditary traits in a human body. It can have the DNA or the RNA as its base. As far as HIV is concerned, the base is the RNA.

Homosexual: A person who is sexually attracted to people of the same sex.

Hormone: A substance that has a particular activating or regulatory action. It is produced by a gland and discharged into the blood from where it is transported to the targeted organ or tissue where it operates.

HSV: Herpes Virus

Infections: It is when a foreign body invades an organism (bacteria, virus, parasite); the state of an organism that has been invaded by an agent. If it is pathogenic, it results to an infectious disease. An infection can be latent (no clinical signs) or manifests through a given illness.

Opportunistic Infection: An infection that only leads to illness when the immuno-defence system is weak.

Information/ Education/ Communication (IEC): In IEC, we talk of information when we pass on an idea that was hitherto unknown by a person, an audience or a public, solutions that they never thought of or were not aware of, with the intention that they will use it to improve on his life. In IEC, Education consists of transmitting in a systematic manner, knowledge, skills and beneficial attitudes, to an individual or group, with the aim of improving their lives. Communication as a process during which information/ messages are exchanged between a sender and a receiver and vice-versa, to communicate means to share. In fact, communication entails participation, exchange, sharing, mutual respect and openness. It consists of specific techniques: conversation, group animation or communication, counseling and negotiation. In EIC, communication consists of convincing one's listener or a group of people through dialogue, enticing them to act in his/her favour, taking into consideration his/her needs, interest, point of view, values, culture, knowledge and experience. Communication content is built by two partners during an exchange.

STIs: Sexually Transmissible Infections (hitherto known as STIs, Sexually Transmissible Diseases).

VA: Voluntary Abortion

Lesion: Disintegration of body tissues. The entire skin and its mucous is an element of immunity. Every lesion constitutes an opening for bacteria and viruses.

Seminal Fluid: Liquid secreted by the gall-bladder before ejaculation or when a boy is sexually aroused. It represents sixty percent of sperm count and feeds the spermatozoid.

Lymphocyte T CD4: These white blood cells coordinate different immuned systems reactions. It constitutes the main target of HIV and its place of multiplication.

Motivation: the act of stimulating pupils by linking their learning content to topics of their immediate interest.

Multi-therapies: The act of associating several anti-retroviral drugs to reduce the viral load, restore or maintain the immuned systems function with the aim of improving the clinical state and avoid the apparition of opportunistic infections.

Mucous: These are very tiny body tissues which cover natural cavities of organs: mouth, throat, stomach, intestine, vagina, clitoris, lower lips, the gland and eyes. Unlike the skin, mucous are permeable and serve as some sought of sieve for to viruses to pass through and enter the system, even in the absence of a wound.

Implantation: This is the attachment of a fertilized egg to a point in the womb.

General Objective: Statement of intention describing the end result. Stage/intermediary Objective: it is expressed using a verb in the infinitive, is obtained by breaking down the lesson objective into as many stage objectives as possible. Lesson Objective: it defines what the pupil/learner should be able to do, after having successfully followed a lesson to the end.

Pandemic: This is when an epidemic spreads to an entire population, country, continent or even the entire world.

Observance: Literally, it means according to rules: by extension to prescriptions and recommendations made during treatment. When an observance is not made during treatment, there may be a resistance (to the treatment).

Pathogenic: A virus is said to be pathogenic when it upsets (provokes an irregularity in) the system/ body and causes illness, sometimes lethal.

Advocacy: An advocacy is a process (or a set of actions) generally carried out by a group of individuals or organizations in order to obtain support or adhesion to an idea, a cause, a program or an institution that handles a particular problem. **Condom:** a thin, soft, cylindrical shaped recipient, made of latex or polyurethane, placed in the vagina before sexual intercourse to avoid pregnancy and/or Sexually Transmissible Diseases. When used appropriately, condoms are the ONLY and most efficient way of protecting oneself against the HIV virus and other STIs.

Healthy Carrier: It stands for an infected individual who is not yet suffering from the damages caused by the infection. Such a person can contaminate others.

Protease: A viral enzyme contained found in the HIV and that creates new viruses. **Replication:** when a virus multiplies itself in an infected cell.

Anal Sex: A situation where the penis is introduced into the anus (sodomy).

Reception of text: An activity that consists of reading and understanding texts. **Resistance:** it is when a bacterium becomes resistant to a treatment or a treatment is no longer efficient in curing an illness or infection.

Retrovirus: A group of viruses whose genome is RNA. These viruses contain an enzyme called inverse transcriptase, which are capable of changing this RNA into provirus DNA, making it possible for the virus to the cell genome. HIV is a retrovirus. Certain retroviruses are responsible for pathologies such as cancers or nerves degenerating illnesses.

Resistant Virus: A virus becomes resistant to a treatment when the changing forms resistant to treatment become dominating.

Reproductive Health: This means the physical, mental and social well being of a human being as far as the genital organ, its function and functioning is concerned and not necessarily the absence of illnesses or infirmities. **Sexual Secretions:** these are substances such as the sperm, vaginal secretions or seminal fluids. In a contaminated person, these can contain viruses.

Vaginal Secretion: A liquid secreted by glands situated at every side of the vagina when a woman is in a state of sexual excitement.

Seroconversion: The seroconversion deadline is the period between contamination and the appearance of HIV anti-bodies in the blood= passage from negativity to the detection of positivity of the test.

Seropositive: The status of a person who has anti-bodies that fights against infectious diseases; for example, seropositive for measles or HIV. In everyday language 'seropositive' stands for a person who has been infected by AIDs.

AIDS: The Acquired Immunodeficiency Syndrome is a symptomatic phase of the HIV infection which is characterized by the appearance of opportunistic infections or certain cancers. AIDS is the international term for AIDs syndrome.

Spermicide: This is a pharmaceutical preparation that destroys spermatozoids.

Coil: It is a female contraceptive device to be introduced into the uterus to ensure a permanent but irreversible sterility.

Secondary Infection: It is an infection by a similar or different germ in an already infected person.

Symptom: It is a particular disorder linked to an illness and felt by a sick person, unlike a clinical sign that is analyzed by a medical doctor.

Immune System: It is a set of defense mechanisms that intervene when pathogenic diseases (bacteria, parasites, viruses, fungi) penetrate/ enter the body.

The immune system recognizes the invading agent and organizes an appropriate defense.

Detection Test: It is a biological test carried out on a person in order to detect a latent infection. If the result is positive, the person receives medical follow up as soon as possible in order to prevent certain infectious diseases, as well as stop the virus action.

Post Exposition Treatment: It is an urgent treatment that helps reduce the risk of contamination once one has been exposed to the virus. It should be taken at most 48hours after exposure. It is a heavy treatment that should be taken for 4 weeks.

Inverse Transcriber: It is a retroviral enzyme which transcribes the viral RNA to DNA, an essential stage in the replication cycle of the virus.

Tri-therapy: It is an association of three retroviral drugs. Most often, there are two inhibitors of inverse transcribers and one inhibitor of protease.

Vaccine: It is a preparation made from microbes (viruses or pathogenic parasites) which when injected/administered, renders the individual immune to the corresponding germ. In the case of HIV, research makes use of two categories of vaccines: preventive and therapeutic.

HCV: Hepatitis C Virus

HIV: Human Immunodeficiency Virus. It is responsible for the HIV and AIDs infection. There is HIV 1 (the most spread in the world) and HIV 2 (especially) present in West Africa.

Virus: It is an infectious disease characterized by the inability to reproduce out of the host cell.

BIBLIOGRAPHY

1. Anne Bakilana Donald Bundy, Jonathan Brown et Birger Frederickson, Accélérer la Réponse Du Volet Education Au VIH/Sida En Afrique, Une revue de l'aide de la Banque Mondiale, Le programme global VIH/SIDA-Banque Mondiale, 35 pages août 2005.
2. Aoudou Charles M. 20012, l'impact socioculturel des comportements démographiques sur la politique et les programmes de population au Cameroun, PAA/UNESCO Yaounde, 2001.
3. Arrêté no 23/9/20/MINEDUC/IGP/ESG, portant définition des programmes de langues françaises et de littérature au second cycle des lycées et collèges d'enseignement général et technique.
4. Bernard Thery (ss la dir.), Guide BELIN de l'enseignement du français, 1990
5. BUCREP, MINPAT, Enquête démographique et de santé 1998
6. Cadre pour la protection, les soins et le soutien aux orphelins et enfants vulnérable vivant dans le monde avec le VIH/SIDA, juillet 2004.
7. Cameroon national syllabuses for English speaking Primary schools, St. John, Yaounde, 2000
8. Cameroun: mise en œuvre de la déclaration d'engagement sur le VIH/SIDA
9. Chandra Moli V., Tous contre le SIDA, Projet éducation santé dans la région de la copperbelt en Zambie, 54 pages, stratégie pour l'espoir : no 7 juillet 1993
10. Christian Robert, Pierre Vincent, Biologie et physiologie humaine, Vuibert, Paris, 1995
11. CONFEMEN, Guide pour initiation des enseignants du secondaire à l'éducation a la vie familiale, Dakar (Sénégal), 1994
12. Education à l'environnement Aix en Provence, MINEDUC (2000, 2001, 2002).
13. Education à la vie pratique (life skills), MINEDUC/UNICEF, 2000
14. Enfant de la rue, drogue, VIH/SIDA, les réponses de l'éducation préventive, UNESCO, 2003.
15. Evelyne Chevalier, Comment combattre le Sida, 2003.
16. Formation des formateurs sur la prevention de VIH/SIDA/MST en milieu scolaire, rapport de l'atelier 29 aout-9 septembre 1994, MINEDUC/UNICEF, Buea 1994
17. Guide pédagogique d'éducation à la vie familiale et éducation en matière de population (EVF/EMP) enseignement secondaire 1er et 2nd cycle
18. Guide pédagogique d'éducation à la vie familiale et éducation en matière de population (EVF/EMP) enseignement secondaire 1er et 2nd cycle, programme expérimental MINEDUC/UNESCO/UNFPA-Cameroun, Novembre 2004
19. Guide pour un conseiller en milieu scolaire, MINEDUC/Cameroun en collaboration avec l'UNICEF
20. Intensification de la prévention du VIH, ONUSIDA, document d'orientation politique
21. Jeunes-santé et « life skills » au Cameroun, MINEDUC en collaboration avec UNICEF, Janvier 1994
22. Le club santé en milieu scolaire au Cameroun, MINEDUC en collaboration avec l'UNICEF, Janvier 1995
23. Le SIDA ? réponses aux questions que les élèves Camerounais se posent MINEDUC/UNICEF
24. Les droits de l'enfant, cela vous concerne aussi, Guide sur les droits de l'enfant avec le soutien française de Belgique, 2001
25. Life skills by WHO

26. Life skills Education with a focus on HIV/AIDS, UNICEF, Eastern and Southern Africa Region, 2002
27. Lilian Tendo Wambua, HIV/AIDS, Training guide for Teachers, Sommerset Educational, simulated HIV/AIDS kit, Compassion, 2001
28. Living Earth Foundation (1998) Au delà du discours. Guide de l'enseignant sur l'éducation environnementale
29. Living Earth Foundation (1998) Guide pédagogique destiné aux enseignants du secondaire
30. Manuel de prévention du VIH/SIDA/IST au Secondaire, Manuel de l'élève, MINEDUC/Tchad, édition 2003.
31. Manuel de prévention du VIH/SIDA/IST a l'école primaire, manuel de l'élève MINEDUC/Tchad, édition 2003
32. Microsoft R2006. C 1993-2005, Microsoft corporation.
33. MINEDUB, Living Earth Foundation, Document des thèmes de Références aux projets d'appui à l'éducation environnementale
34. MINEDUC et UNICEF, le SIDA parlons-en à nos enfants, Guide du maître, enseignement fondamental 1, République Centrafricaine, Mai 2003
35. ONUSIDA (2002-2003), Cadre conceptuel et base d'action : stigmatisation et discrimination associé au VIH/SIDA.
36. Outil du manuel « curriculum, VIH et Sida >> du BIE-UNESCO, Genève, 2006
37. Pendia Sabine, Guide méthodologique de pédagogie appliquée, inédit, janvier 2004
38. Perilleux Eric, Biologie humaine, Nathan, Paris, 1999
39. Plan Stratégique National de Lutte contre le SIDA 2006-2010, CNLS/Cameroun
40. Pour une éducation scolaire du SIDA au Tchad, conçu et réalisé par le syndicat des enseignants du Tchad avec le concours du FOSAP et du PNL, février 1998
41. Programme d'enseignement officiel au Normal : Didactique des sciences, Didactique de l'éducation à la sante et la vie familiale, Didactique de l'éducation civique et moral, Psychologie de l'enfant appliquée à l'éducation, l'éthique et morale professionnelle, Anglais et Français
42. Programme d'enseignement officiel au secondaire : Anglais, Français, Education à la citoyenneté, Histoire, Géographie, Sciences de la vie et de la terre, Education sociale et familiale, Education physique et sportive...
43. Programmes officiels de l'enseignement primaire niveau I, II, III
44. Rapport de progrès, UNGASS, CNLS/Cameroun.
45. Regis Demounem, Sciences de la vie et de la terre 1ere S. Nathan, Paris, 1993
46. SIDA et infection par le VIH, Information à l'image des fonctionnaires des Nations Unies et de leur famille, ONUSIDA, juin 1999.
47. Sommet mondial pour le développement durable (2002), Johannesburg une vue d'ensemble, actes du colloque (1997)
48. Sondzia J. et Yunga Teghen J., School and College inspection in Basic Education, a handbook for Teachers and Inspectors of Nursery, Primary and Post Primary and Teacher Education, Editions CLE, Yaounde, 2006
49. Tambo Leke Ivo, Teaching methods, ANUCAM, Limbe, 2003
50. Un groupe d'enseignants (2006), les nouveaux champions en français
51. UNESCO (1984), l'éducation en matière de population et la formation des enseignants : Guide pratique, MINEDUC, UNESCO, UNFPA, 2004
52. UNESCO, l'éducation en matière de population et la formation des enseignants : Guide pratique, 1984

53. UNESCO, livre de référence sur l'éducation en matière de population en Afrique vol 1, Dakar, 1986
54. UNESCO, Rapport sur l'épidémie du SIDA dans le monde, 2006
55. UNFPA/BIT/Cameroun, Education des populations à la parenté responsable T1, Yaounde, Ed. Papyrus, 1990
56. UNICEF/Banque Mondiale, l'éducation et le SIDA, garantir l'accès à l'éducation des orphelins et enfants vulnérables, Manuel du planificateur, Edition 2006.
57. Vers l'accès universel au traitement et soin en faveur des adultes et enfants vivant avec le VIH/SIDA au Cameroun, rapport de progrès no 3, CNLS/Cameroun, février 2006.
58. Young people, schools, health, MINEDUC/UNICEF, Yaounde, 1993, report of the workshop 15-17 september 1993

DRAFTING COMMITTEE

1- NATIONAL COORDINATORS

s/n	Names	Function
1	NDJODOM Armand	Secretary General MINEDUB
2	IVO LEKE TAMBO	Secretary General MINESEC
3	ITOE Mispa FULE	Inspector General of Education MINEDUB
4	MPOUDI NGOLLE Evelyne	Inspector General of Education MINESEC

2- CONCEPTION TEAM

A- Ministry of Basic Education

s/n	Names	Function
1	ABONGWHO David	National Pedagogic Inspector
2	AKEMNDA Eric ACHANKENG	Director of Planning, Projects and Cooperation
3	AROGA Désiré	Contact Point HIV-AIDS
4	BAHIDA Jacqueline	Staff, Divisional Delegation of Basic Education, Mfoundi
5	ENDELE Patricia	National Pedagogic Inspector
6	ENONGENE Patrick	Translator
7	MORH Florence BESSEM	Staff, Inspectorate of Pedagogy for NPTE
8	NDOUMOU ESSOMBA Joseph	National Pedagogic Inspector
9	NKECK BIDIAS Rénée	National Pedagogic Inspector
10	OWONA Clément	National Pedagogic Inspector
11	SIAKEU Joseph	Staff, SDAPPS
12	SONDZIA Joseph	National Pedagogic Inspector
13	TAMO Michel	Staff, SDAPPS
14	ZAME OBAM Hans Dieudonné	National Pedagogic Inspector

B- Ministry of Secondary Education

s/n	Names	Function
1	AGBORBESSONG Helen	National Pedagogic Inspector/Biology
2	EYENGA Joseph Marie	Unit Head for Pedagogic action and Support
3	FOUDA Marcel	National Pedagogic Inspector/Bilingualism
4	LESSOMO EDENE	National Pedagogic Inspector-French
5	MANDENG Samuel	Staff SDAPPS
6	MBASSI TSALA Bertin B.	National Pedagogic Inspector/Geography
7	NGAMENI Rosalie	Teacher Lycée Technique Yaoundé
8	ONANA Paul Bienvenu	National Pedagogic Inspector/Philosophy
9	PENDIA Sabine	Teacher ENIET SOA
10	TCHAMKO Marie	National Pedagogic Inspector/Home Economics
11	TENLEP Elisabeth	Contact Point HIV/AIDS
12	YEBGA HONBA	National Pedagogic Inspector Life and Earth Sciences

C- Ministry of Public Health

s/n	Names	Function
1	ESSONO Jean Marie	National Coordinator of the Support programme of the National Programme for Reproductive Health
2	DR NDONG A BESSONG	Representative of the National Committee for the fight against HIV/AIDS

D- Translation (adaptation) team

s/n	Names	Function
1	MIH Julius NUH	IP/BIL
2	MUNDI Hortensia	NPI/BIL
3	WIRSIY Hedwig MUFER	Staff. IP/BIL
4	Bernard TAME	Staff. IP/INFO

3- STRATEGIC PARTNERS

A- MINEPAT

Names	Function
NFOR Frederik BUDI	Representing the National Programme for Population in MINEPAT

B- UNFPA

Names	Function
Dr YELE BEAUNET Flavien	UNFPA Representative

D- UNESCO coordinating team

s/n	Name	Function
1	RAKONDRAZAKA Raymondine	Coordinating the IEC/CCC/SRA Zone of the PASR
2	NGUE William	Expert in Pedagogic Innovation
3	BONNET Sandrine	International Bureau for Education/GENEVA
4	OUM MBOUI Jean Louis Bertrand	Financial and Administrative Assistant
5	Léocadie Flora ATOUDA NGOMO	Assistant Coordinator

Realised with free software by PEGBA SICK Augustin Marcel

