

République du Cameroun  
*Paix-Travail-Patrie*

Republic of Cameroon  
*Peace-Work-Fatherland*

**Ministry of Secondary Education**  
Inspectorate General of Education

# PEDAGOGIC GUIDE ON

**FAMILY LIFE  
POPULATION ISSUES  
HIV/AIDS EDUCATION (FL/PI/HIV/AIDS)**

**SECONDARY EDUCATION**  
(GENERAL AND TECHNICAL)



Ministry of Public Health



United Nations  
Educational, Scientific and  
Cultural Organization

**Ministry of Secondary Education**  
**Inspectorate General of Education**

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



**SECONDARY EDUCATION**  
**(GENERAL AND TECHNICAL)**

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



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# ACRONYMS

<b>FGA</b>	:	Female Genital Organs
<b>ADB</b>	:	African Development Bank
<b>CBC</b>	:	Communication for Behavioural Change
<b>NACC</b>	:	National AIDS Control Committee
<b>RLS</b>	:	Real Life Skills
<b>ATC</b>	:	Approved Treatment Centres
<b>PRSP</b>	:	Poverty Reduction Strategy Paper
<b>ECM</b>	:	Citizenship
<b>DHS-3</b>	:	3rd Demographic and Health Survey
<b>PE</b>	:	Sports and Physical Education
<b>GTTC</b>	:	Government Teacher Training College
<b>GTTC</b>	:	Government Technical Teacher Training College
<b>HE</b>	:	Home Economics
<b>FL</b>	:	Family Life
<b>PE</b>	:	Population Education
<b>CT U</b>	:	Central Technical Unit
<b>RTU</b>	:	Regional Technical Unit
<b>GTZ</b>	:	Cameroon–Germany cooperation organization
<b>IEC</b>	:	Information, Education and Communication
<b>OI</b>	:	Opportunistic Infection
<b>NPI</b>	:	National Pedagogic Inspector
<b>STI</b>	:	Sexually Transmitted Infection
<b>MINESEC</b>	:	Ministry of Secondary Education
<b>MINEDUB</b>	:	Ministry of Basic Education
<b>MINSANTE</b>	:	Ministry of Public Health
<b>MINEPAT</b>	:	Ministry of the Plan and Regional Development
<b>OCEAC</b>	:	Organization for the Coordination of the fight against endemic diseases in Central Africa.
<b>UN-AIDS</b>	:	United Nations Programme for the fight against HIV/AIDS
<b>WHO</b>	:	World Health Organization
<b>IPO</b>	:	Intermediate Pedagogic Objectives
<b>OPO</b>	:	Operational Pedagogic Objectives
<b>EIP</b>	:	Extended Immunization Programme
<b>NPAIDS</b>	:	National Programme for the fight against HIV/AIDS
<b>NSPAIDS</b>	:	National Strategic Plan for the fight against HIV/AIDS
<b>UNDP</b>	:	United Nations Development Programme
<b>PLA</b>	:	Person living with HIV
<b>AIDS</b>	:	Acquired Immune Deficiency Syndrome
<b>LES</b>	:	Life and Earth Sciences
<b>UNESCO</b>	:	United Nations Educational, Scientific and Cultural Organization.
<b>UNICEF</b>	:	United Nations Children Emergency Fund.
<b>UNFPA</b>	:	United Nations Fund for Population Activities
<b>TU</b>	:	Treatment Unit
<b>HIV</b>	:	Human Immuno-deficiency Virus

## FOREWORD

Under the distinguished impetus of the President of the Republic, the Cameroon government is carrying out a determined and voluntary fight against the HIV and AIDS pandemic which is at the centre of its development goals. With regard to the evolution of this pandemic, Cameroon reacted promptly by putting in place a counter programme as far back as 1986. The commitment of the public authorities is shown through the putting in place of a five year national strategic plan, the first of which was officially launched on the 31st of March 2004 by the Minister of National Education. In this line, activities aimed at reducing the prevalence rate of HIV/AIDS in school have been carried out with the support of partners. These include:

- organising special counselling days centred on STIs and HIV/AIDS;
- introducing modules on family life in the teaching syllabuses;
- treating STI cases ;
- building capacity of all stakeholders ;
- putting in place of the APD (Adolescent Participation and Development) programme in 56 schools, 22 off-campus sites in six regions with the support of UNICEF;
- organising “NO AIDS” caravans ;
- organising «AIDS free Campus» campaigns;
- creating Health clubs...

In any case, government objective in 2006-2010 remains to:

- reduce the number of cases of new infections in the population;
- move towards universal access to treatment and care for people living with HIV included children;
- reduce the impact of HIV and AIDS on orphans and vulnerable children.

Moreover, it is necessary to add that this teachers’ guide integrates the concepts of Family Life (FL) and Population (P) Education. It equally contains a good number of enriching examples in its content, learning objectives and the carrier subjects of the integrated module.

This team work aims at increasing the learners’ interest in matters related to individual and collective welfare and helps ensure a deeper understanding of social and demographic realities.

In this multi sector endeavour, the ultimate aim is to organize youths and their caretakers into natural barriers against deviance and social ills by consolidating education on Family Life and Population issues.

## PREFACE

This programme is the joint effort of the Cameroon Government and development partners to contribute towards national capacity building and the qualitative improvement of the citizenry, through preventive education.

Faced with the increasing drop in the quality of life, education stakeholders must mobilise urgently to restructure the various frameworks within which they have trained and informed youths.

The aim of FL/P/ HIV/AIDS Education is to enable the learner have the knowledge that will help him act correctly and adopt a responsible behaviour. The teacher's role is to stimulate learners to brainstorm and act in order to enable them acquire skills that help them better assume their responsibility as parents, citizens and actors of development. If young Cameroonians fail to know the risks involved in sexual activity, that others are also human beings like them and that the survival of the ecosystem depends on our behaviour, then their ignorance may in the long run be an impediment to our country's development.

FL/P/ HIV/AIDS Education should therefore be practical. It requires constant discussions, the use of quantifiable data and real life situations that can encourage the learner to question his social relationships and rapport with the environment. But, for the learners to be conscious of their responsibilities as citizens and future parents, the teacher must be a role model.

The four main skills that the teacher must help learners develop are :

1. instilling harmony in learners relationship with themselves (self esteem, personal identity ) and with others ;
2. taking responsibility, making positive choices and taking decisions like a citizen and an agent of development ;
3. identifying population problems, foreseeing their consequences and proposing solutions ;
4. taking care of the body and promoting the responsible management of natural and environmental resources.

Changing habits and mentalities necessitates a mastery of appropriate communication techniques, the use of specific pedagogic tricks and a perfect knowledge of the target group for whom knowledge and messages are meant. We are convinced that through the recommended teaching guide, Cameroonian teachers will positively respond to this urgent call.

## INTRODUCING THE PROGRAMME

In conformity with Cameroon's commitment to introduce family life, population issues and HIV/AIDS Education in the school curriculum, a technical committee made up of senior pedagogy staff of MINEDUB and MINESEC charged with harmonising the different drafts of various NGOs was put in place. In this vein, and in line with the recommendations of the sub regional workshop which held in Yaoundé in February 2006 and proposed a number of themes in collaboration with the BIE and BREDA, a training and teaching syllabus for family life, population issues and HIV / AIDS Education was drawn up.

It is peculiar in that, it is a product of the exploitation of several curricula taking into account the following : the database of UN-AIDS, UNESCO's strategy for the fight against HIV, the national strategic plan for the fight against AIDS, the Universal declaration of Human Rights, the African Charter on the Rights and Welfare of Children (CADBE), Convention 182 of the International Labour Organisation (ILO)

All these considerations resulted in the drawing up of a syllabus for each level with topics and objectives suitable for the age group and level. The contents are developed from topics agreed on, on a consensus basis, after exploiting other documents on similar topics.

As for the logical framework, two important aspects must be considered: inserting the concepts and time allocation. Due to the high number of secondary school subjects, the committee opted for the insertion of the content of this programme into those already existing. The manner in which this will be done is explained later in detail. Considering this option, it is necessary to allocate enough time within the carrier subjects in order to include the content of this transversal programme.

Based on all this information aimed at facilitating the use of this document, the Inspectorates General of Education of MINEDUB and MINESEC, invite all teachers to take ownership of this document, in their double role as actors and trainers.



## MESSAGE TO THE TEACHER

Documented information shows that the teaching corp is one of the socio professional groups most affected by the HIV/AIDS pandemic although prevention within the school environment is known to be one of the best weapons to fight against this pandemic.

A school milieu which is polluted by HIV/AIDS is like a temple haunted by the devil. Given the nature of their work, teachers are very mobile and therefore exposed to risky sexual contacts. Thus the teaching corp is vulnerable.

In addition to AIDS which constitutes a sad page in the history of Sub-Sahara African countries in general and Cameroon in particular, other environment and demography related problems crop up daily: ignorance which continues to pave the way to irresponsible parenthood, our forest and ecosystem that are fast depleting etc. Experience from around the world indicates that whenever there is a major crisis, the education system ends up being the most hit whereas that is where the solution is expected to come from.

With this in mind, you can now understand dear colleague that FL/PI/ HIV/AIDS Education that you are going to handle must be considered by you as a challenge you must live up to. You are therefore a "great prof" called upon to achieve the sanitary and environmental salvation of your country. Do not forget that it is your responsibility to shape, train and inform future citizens in order to enable them preserve their health and their environment. Your role is not only to teach but also and above all to educate and make people act.

During your lessons, you must bear in mind, current issues like HIV/AIDS, STIs, responsible parenthood, poor family bonds, depreciating ecosystems etc. Tomorrow must be better than today. You should believe in it and cooperate efficiently in order to transform this wish into reality.

Agent of change, role model at the level of morals, knowledge provider, you are expected to be all of that at the same time. Your activities must be communicative, experimental and directed towards promoting positive skills and aptitudes. That is why your lessons on FL/PI/ HIV/AIDS Education must be conceived and carried out just like small projects. At the start of each lesson, you must ask yourself the following three questions :

- What positive things will learners get from this activity ?
- What are the different steps and how long will they last ?
- What are the tools and actors that shall be involved ?

«Prof», your commitment will be productive if and only if you measure the importance, the stakes and the urgency of the huge task in front of you and on which you and your colleagues will be judged.

«Prof», to conclude, I would like you to get this right: AIDS is a bad thing but the death it causes everywhere is due to ignorance. It is up to you who know how to transmit knowledge and skills to carry out this intellectual and ethical reform that will put an end to ignorance. By standing up to this challenge, you would have demonstrated that the power of the spirit which you incarnate and your skills as a pedagogue are the most efficient weapons to put an end to certain social ills which expose the weakness of the flesh as opposed to the sovereignty of the soul.

« Knight of the chalk », do your work then seriously. Do not put the future of the country in jeopardy! Make use of this historic opportunity to render your profession more credible by being an apostle of behavioural change.

# INTRODUCTION

« **A** teacher can save more lives than a doctor », says Peter Piot, Executive Director of UN-AIDS. This declaration sufficiently shows the importance of education in the fight against problems related to reproductive health and sex education whose fatal consequences are HIV/AIDS.

In reality, in the world in general and in sub Sahara Africa and Cameroon in particular, the HIV pandemic remains a crucial challenge to all education systems because it creates a fatal cycle: the increased mortality rate of teachers reduces the supply of quality education, increases school drop-outs and illiteracy, resulting in a reduction in productive manpower, a fall in revenue and a rise in the level of poverty.

Besides HIV and AIDS, there are also, in the world and in our African societies like Cameroon in particular, population and environmental problems capable of seriously jeopardising human, social and economic development.

Top on these problems are: early pregnancies, clandestine abortions, rape, genital mutilations, poorly spaced pregnancies, high infant and maternal mortality rates, clandestine emigration, wanton deforestation, poor soil and water management, pollution problems etc. Faced with the magnitude and seriousness of these problems, we notice a general mobilisation of the different stakeholders (Associations, NGOs, the state...) which unfortunately is uncoordinated and disorderly.

In order to efficiently capitalize on resources and energy, Cameroon thought it wise to put in place FL/PI/HIV/AIDS Education with the support of her development partners (UNESCO, World Bank, ADB, UNICEF, UNPF, OCEAC...). This programme is aimed mainly at helping learners and teachers acquire daily life skills and responsible sexual behaviour.

To ensure a smooth implementation of this programme, this guide is drawn up for the teacher in his double role as facilitator of behavioural change and trainer. It may also be of interest to education actors preoccupied by family life, population issues and HIV/AIDS Education.

For purposes of efficiency, it is written in clear, simple language and divided up as follows :

- 1- objectives of the FL/PI/ HIV/AIDS Education guide ;
- 2- inserting the programme in carrier subjects ;
- 3- methodology (teaching guidelines and evaluation methods) ;
- 4- main real life skills (RLS) ;
- 5- indicators of the impact of FL/PI/ HIV/AIDS Education ;
- 6- glossary and the ;
- 7- bibliography.

May this pedagogic guide help achieve the expected results in the teaching of family life, population issues and HIV/AIDS Education!

# OBJECTIVE OF THE GUIDE

## I. General Objectives

Besides its main goal which is to help the teacher harmoniously introduce the teaching of family life, population issues, HIV/AIDS Education, this guide aims at :

- 1- Improving the teacher's knowledge in the domain of family life, population issues, HIV/AIDS Education ;
- 2- developing positive attitudes and aptitudes in the teacher as far as the family life, population issues and HIV/AIDS Education is concerned in his double capacity as communicator for change and trainer ;
- 3- developing positive attitudes and aptitudes in the teacher as far as family life, population issues and HIV/AIDS Education is concerned in the teaching/learning process of the carrier or host subjects ;
- 4- applying the methodology and assessment techniques specific to each subject ;
- 5- putting in place, a coordinating structure in each school.

## II. Specific Objectives

The specific objectives of this guide are :

- o To involve teachers and their students in the fight against HIV ;
- o To breach the gap or address the problem of insufficient information in the teaching of the family life, population issues and HIV/AIDS Education in schools ;
- o To help teachers improve their knowledge in the family life, population issues and HIV/AIDS Education and their skills in communicating with learners ;
- o To transform teachers into efficient actors, leaders and trainers ;
- o To create an environment where youths can acquire appropriate knowledge, attitude and aptitude in a quiet and serene atmosphere ;
- o To help teachers and trainers effectively carry out their new mission i.e. that of preserving their own lives, that of young Cameroonians and their environment ;
- o To make teachers the role model in the application of correct behaviour with which learners can identify ;
- o To introduce the family life, population and HIV/AIDS Education in extra curricular activities like excursions and the creation of clubs (drama, health, debate...) etc.

# THE INSERTION MODEL

To introduce the family life, population issues, HIV/AIDS Education in the school curriculum required the framework within which lessons will be delivered and be defined. In other words, there is need to define its status in the Cameroon education system. Is it a subject on its own, a lesson taught within a carrier subject or a module taught within the framework of a number of subjects ?

Cameroon chose the third option, a transversal approach, due to its many advantages. Some of these are :

- easy integration since no significant change is observed in the curriculum, the training of teachers or the workload ;
- the assurance of a complete syllabus coverage ;
- the pluridisciplinary approach involving many teachers thereby ensuring a broader and more exhaustive view of the problem ;
- protection of teachers themselves.

In a nutshell, family life, population issues and HIV/AIDS Education is not a new subject. Teaching will be done by conveying its contents and learning objectives through a certain number of subjects that already exist in the school system.

## I. Carrier (host) Subjects

In conformity with Cameroon's option, that is the transversal approach, certain subjects were identified to convey the contents of family life, population issues and HIV/AIDS Education :

- languages ( French and English official languages are the first to be targeted) ;
- Citizenship ;
- History and Geography ;
- Home Economics (HE) ;
- Sport and physical Education (PE) ;
- Life and Earth Sciences (LES).

The choice of these subjects was motivated by their closeness to and affinity with family life, population issues and HIV/AIDS Education. The choice was largely influenced by their role in the training and building of the learner's personality and his social integration.

## II. Inserting the syllabus content in carrier (host) subjects

Although these subjects have been chosen, the teacher must bear in mind that the content of his lessons may not necessarily agree with that of family life, population issues and HIV/AIDS Education. He will therefore be faced with the following three options :

- **systematic or total insertion**

This is when the contents of family life, population issues and HIV/AIDS Education lessons are identical with those of the carrier (host) subject ;

- **partial insertion**

This is when family life, population issues and HIV/AIDS Education lessons are partially identical in content with those of the accommodating subject. We are now forced to break it up and integrate it in many lessons ;

- **Insertion by addition of content**

This occurs when family life, population issues and HIV/AIDS Education lessons do not agree in content and objectives with those of the carrier subject. This implies that they will be integrated in carrier subjects with near similar objectives, thereby enriching them.

# METHODOLOGY

## 1 General considerations

### A. Teaching methodology and activities

The family life, population issues, HIV/AIDS Education aims above all to give learners the knowledge, know-how, skills and values that can enable them solve sexual, family life and socio economic problems of their immediate environment. Lectures may not be appropriate for this course because it is not just a question of transmitting knowledge to passive learners, but that of getting the learners participate in the acquisition of these skills. The family life, population issues and HIV/AIDS Education encourages the use of the participatory and interactive approach. There is therefore the need to judiciously choose the most appropriate method. This requires that :

- The learner should be the centre of gravity of knowledge acquisition based on his needs, his preoccupations and the problems he faces in his immediate environment ;
- pedagogy must be based on problems which have been identified, analysed and explained from the learner's experience and considering his psychological development ;
- knowledge transmission, concept analysis and expected outcomes requires the participation of the learner who must take a stand and be responsible vis-à-vis problems posed and solutions found ;
- the acquisition of new knowledge suggests pedagogic opportunities for their application and integration in real life situations ;
- learning be organised in the form of attractive activities that should involve learners' participation;
- there should be a link between knowledge acquired in school, socio cultural realities and the needs of everyday life ;
- a set of cognitive, socio affective and psychomotor resources be mobilised to enable the learner solve daily problems related to HIV/ AIDS.

Knowing that it is a question of making learners acquire aptitudes and attitudes that can enable them adapt to societal changes in order to improve on the quality of life and fight against HIV/AIDS, the following methods shall be used at the different levels of the school system :

- observation ;
- making hypotheses ;
- verifying hypotheses ;
- synthesis ;
- evaluation ;
- remediation.

On the whole, teaching methods at the secondary level shall be mostly communicative, experimental and demonstrative.

## 1. Learning activities

Learning activities adapted to this active and interactive approach are many and varied :

- reading ;
- inquiries ;
- the intervention of resource persons on specialised themes ;
- educative talk;
- exposés ;
- giving feed back ;
- group work ;
- role play;
- simulations ;
- educational excursions or visits to structures and specific sites ;
- class debates and discussions ;
- brainstorming ;
- artistic expression ;
- games and stimulating activities ;
- round table conferences ;
- acting ;
- practical exercises (conceiving slogans ads...);
- concrete examples ;
- text study ;
- making comments on documents ;
- discussions ;
- eye witness accounts ;
- dialogues ...

## 2. Teaching aids

Basic teaching aids are many and varied. Based on the school environment and socio cultural realities, one can mention :

- Texts (textbooks, newspapers, and other written materials...);
- images ;
- audiovisual aids;
- Data ;
- eye witness accounts ;
- maps and others...

## B. Implementation strategies.

The strategy for the introduction of family life, population issues and HIV/AIDS Education into the curriculum is not only government's response to the issue of syllabus review; it also ties in with the main objectives of government's Plan to fight HIV/AIDS in the national education sub sector.

Family life, population issues and HIV/AIDS Education depends first of all on the available resources and infrastructure in the field of education and works toward developing in these actors the skills required for its successful implementation. Planned activities are aimed at enriching the current official syllabus content by introducing elements of family life, population issues, HIV/AIDS education and the appropriate didactic material.

The introduction of family life, population issues and HIV/AIDS Education at the various levels (primary, teacher training and secondary) of the teaching syllabus cuts across all subjects. The family life, population and HIV/AIDS Education is situated at the crossroad of many subjects of the school system; hence its transversal nature. Some carrier or host subjects help us attain the pedagogic objectives originally defined in family life, population issues, HIV/AIDS Education. This strategy to insert family life, population issues, HIV/AIDS Education into the syllabuses of existing subjects is very realistic and demonstrates the multi disciplinary nature of the curriculum.

Introducing this study programme will of necessity require the organisation of training sessions for the teachers concerned.

## **Evaluation**

The attainment of expected objectives from the introduction of the family life, population issues and HIV/AIDS Education in the school curriculum will be evaluated at the cognitive and socio affective levels while respecting the evaluation technique of the carrier subject. This evaluation will be based on :

- The student's ability to take independent decisions when faced with a problem ;
- The student's ability to analyse the causes and consequences of a population phenomenon ;
- The student's ability to express himself and organise his ideas on a given topic ;
- The extent of his knowledge on family life, population issues, HIV/AIDS ;
- Discussions during which learners express their opinion, sentiments and talk about their daily experiences ;
- role play based on questions and problems that learners face ;
- observing actors that sometimes play their real role and explain their behaviour in a given situation.

The evaluation of behaviour will be done on the basis of indicators drawn up from information received from school councils (disciplinary council, class council...). A statistical graph showing :

- number of pregnancies ;
- number of fights ;
- number of voluntary screening ;
- number of new members in school clubs and others... will be drawn.

The evaluation will be based on the comparative analysis of this data in order to measure the impact of the integrated module on the education system. In this programme, the teacher must be able to come up with tools capable of measuring more complex processes than just knowledge acquisition.



## 2 Subject Methodology

### A. FRENCH

#### Méthodologie, activités d'apprentissage, supports didactiques et dispositifs d'évaluation

**Préambule :** L'enseignement du français participe à la réalisation des finalités et objectifs généraux de l'éducation au Secondaire: l'acquisition de savoirs et savoir-faire, la constitution d'une culture, la formation de la personnalité et la formation du citoyen. Ses objectifs spécifiques sont la maîtrise de la langue française, la connaissance de la littérature et l'appropriation d'une culture capable de favoriser une insertion harmonieuse dans la vie et dans le monde.

Pour atteindre ces finalités, trois grands pôles de compétences sont visés : **la connaissance et le maniement de la langue, la réception et la production des textes en autonomie**. Les activités d'enseignement/apprentissage seront ainsi fondées sur une pédagogie active de type constructiviste combinant perception, traitement, stockage, compréhension et production. L'objectif pédagogique défini autour de chacun de ces grands pôles a trois composantes dont une dominante spécifique à chaque cours : expression et communication, méthodologie, culture. En faisant de la maîtrise de l'oral, de l'écrit et de l'image le fondement des apprentissages, la méthode préconisée permet d'intégrer les thèmes de l'EVI/EMP/VIH et sida dans la classe de français à partir des différents supports quelle que soit la composante dominante.

#### I. METHODOLOGIE

1. **Le choix du support :** il doit être pertinent, c'est-à-dire guidé par un double souci : la réalisation de l'objectif pédagogique opérationnel du cours et l'acquisition d'une compétence liée à l'EVI/EMP/VIH et sida clairement identifiée. On distinguera : les supports textes, les supports images et les supports audio (chansons, messages oraux).
2. **Les activités d'enseignement/apprentissage :** nombreuses et variées, elles sont en cohérence avec les différentes composantes de la discipline français au Secondaire ; les plus appropriées à l'enseignement de l'EVI/EMP/VIH et sida sont :
  - a. La lecture (expliquée, suivie et dirigée, méthodique) ;
  - b. L'étude de l'œuvre intégrale ;
  - c. L'étude du vocabulaire ;
  - d. La diction et la récitation ;
  - e. Le groupement de textes ;
  - f. Les exercices écrits et oraux (dissertation/composition française ou rédaction, commentaire composé, contraction de texte, exposés, comptes-rendus de lecture, dramatisation).
3. **La démarche didactique :** D'une manière générale, la démarche didactique comprend trois étapes majeures à savoir : l'observation du corpus, sa manipulation et le bilan ou conclusion qui en résulte. Toutefois, elle connaît certains aménagements selon l'aspect dominant de l'objectif pédagogique opérationnel. Aussi l'enseignement de l'EVI/EMP/VIH et sida sera-t-il abordé de manière occasionnelle ou systématique.

- o **L'aspect expression et communication** : L'un des objectifs essentiels que vise l'enseignement/apprentissage du français est la connaissance et la pratique raisonnée de la langue en vue de la réception et de la production des textes. Dans cette perspective, pour intégrer les contenus de l'EVF/EMP/VIH et sida, le professeur devra :

  - choisir pour corpus, un texte relatif à l'EVF/EMP/VIH et sida ;
  - au cours de la phase de manipulation, motiver les apprenants par de courts développements liés au thème de l'EVF/EMP/VIH et sida contenu dans le texte. L'enseignant veillera cependant à gérer judicieusement ces « escapades » qui, s'il ne fait pas attention, risquent de le détourner de l'objectif principal du cours dont l'aspect dominant est l'expression et la communication.
- o **L'aspect méthodologie** : L'enseignement/apprentissage du français vise également la production d'écrits fondés sur certains principes rhétoriques centrés sur l'invention, la disposition et l'élocution (les idées, le plan, l'expression). Il s'agit-là de l'enseignement des exercices écrits tels que la dissertation (composition française, essai), le commentaire composé et la contraction de texte. La démarche didactique préconisée pour enseigner les contenus de l'EVF/EMP/VIH et sida est la même que ci-dessus : choisir un support texte qui a pour centre d'intérêt un thème de l'EVF/EMP/VIH et sida, puis y intéresser les apprenants dans la phase de manipulation à titre de motivation, en évitant les longs développements.
- o **L'aspect culturel** : La constitution d'une culture, la formation personnelle et celle du citoyen prennent forme par la lecture et la mise en relation des textes entre eux. Aussi l'EVF/EMP/VIH et sida peut-il être approfondi dans l'enseignement/apprentissage du français à travers la lecture des textes en général, l'étude des œuvres intégrales et les groupements de textes. La démarche didactique à suivre ici vise non plus les pratiques raisonnées de l'expression et de la communication, ni l'acquisition de savoir-faire d'ordre méthodologique, mais plutôt la construction du sens des textes lus et l'expression de l'opinion motivée de l'apprenant sur ledit sens. Quelle que soit la forme de lecture pratiquée, le professeur devra :

  - choisir comme corpus un texte lié à l'EVF/EMP/VIH et sida ;
  - se garder d'étudier isolément la langue, puis les idées ;
  - éviter d'interminables digressions lexicales ou grammaticales ;
  - laisser aux apprenants le soin d'élaborer le bilan de lecture (intérêt littéraire et portée sociale du texte) et d'envisager de nouvelles perspectives.
  - prolonger le cours, au besoin hors de la classe, par de petits travaux de recherche ou de production.

**Remarque** : Quel que soit le cas, la démarche didactique, pour intégrer efficacement les thèmes de l'EVF/EMP/VIH et sida dans le processus, devra utiliser la « maïeutique », l'art qui consiste à faire découvrir par l'apprenant lui-même, le chemin de la vérité.

## II. La durée des enseignements d'EVF/EMP/VIH et sida

Le volume horaire alloué aux contenus et objectifs d'apprentissage d'EVF/EMP/VIH et sida varie d'un cours à un autre, selon que l'objectif pédagogique opérationnel vise les pratiques raisonnées de l'expression et la communication, l'acquisition des savoir-faire d'ordre méthodologique ou la construction du sens du texte.

A titre indicatif, l'allocation horaire annuelle se présente ainsi qu'il suit dans chaque niveau :

N°	COMPOSANTE DOMINANTE DE L'OPO	MODE D'INSERTION DU CONTENU EVF/EMP/VIH ET SIDA	DUREE	OBSERVATIONS
1	Expression et communication (cours de langue)	Occasionnel (adjonction des contenus)	10 mn	L'allocation horaire annuelle moyenne sera proportionnelle au nombre de contenus EVF/EMP/VIH et sida abordés de manière occasionnelle ou systématique.
2	Méthodologie (cours de langue)	Occasionnel (adjonction des contenus)	10 mn	
3	Culture (cours de littérature)	Systématique	40 mn	

## III. L'évaluation des enseignements d'EVF/EMP/VIH et sida

L'évaluation immédiate et formative de ces enseignements se fera à travers les débats au cours desquels les apprenants exprimeront leurs avis motivés sur les différents sujets abordés à partir de ce qu'ils ressentent en propre. Quant à l'évaluation en différé, elle sera sommative ou certificative à travers les devoirs de rédaction et d'étude de texte pour le premier cycle, et ceux de dissertation, de commentaire composé, de langue, de contraction de texte pour second cycle. L'évaluation des comportements pourra se faire à travers les initiatives personnelles des élèves visant la formation du citoyen responsable.

Qu'elle soit formative, sommative ou certificative, cette évaluation prendra principalement en compte la pertinence des savoirs et des solutions proposées, solutions allant dans le sens d'un changement positif de comportement en matière de vie familiale, de population et d'éducation à la santé.

# FICHES PEDAGOGIQUES MODELES (FRANÇAIS)

Fiche ① Terminales A4

## Indications préliminaires

Cher Collègue, dans le cadre de la réalisation des finalités et objectifs généraux de l'Éducation au Cameroun, vous êtes appelé à exécuter deux programmes officiels : celui de français et celui de l'Éducation à la vie Familiale (EVF), en Matière de Population (EMP), et à l'Éducation préventive au VIH et SIDA (VIH et sida).

Pour articuler harmonieusement ces deux programmes, qui doivent faire l'objet d'une évaluation à la fois interne et certificative, vous devez partir des trois pôles de compétences suivants, relatifs à l'enseignement du français : expression et communication, méthodologie et culture. Tout cours de français, en s'appuyant toujours sur un texte comme corpus, doit intégrer ces trois aspects, mais avec une dominante.

Quant à l'enseignement de l'EVF/EMP/VIH et sida, il est intégré à partir du choix du corpus dont l'exploitation met en exergue un thème quelconque de l'EVF/EMP/VIH et sida. Dans la phase « motivation », le thème développé dans le texte sera envisagé en termes de comportements à risque et de comportements à promouvoir pour le bien-être social. L'obstacle majeur que vous éviterez sera de subordonner l'aspect EVF/EMP/VIH et SIDA à l'aspect expression et communication, ou méthodologique chaque fois que l'objectif du cours n'est pas essentiellement culturel (cas des activités de lecture méthodique ou expliquée, ou d'étude de l'œuvre intégrale).

## I-INTRODUCTION (5mn)

Suivons ensemble les étapes d'un cours de français de deux heures intégrant les contenus relatifs à l'EVF/EMP/VIH et SIDA en classe de Terminale A4. Il s'agit d'un cours de langue française qui s'inscrit dans une séquence didactique dont l'objectif vise l'acquisition des notions et savoir-faire nécessaires au traitement littéraire de l'argumentation.

L'objectif pédagogique opérationnel ici, est d'identifier, dans un texte argumentatif, l'art d'émouvoir. Pour l'atteindre, le mode d'animation proposé est un cours dialogué, complété par un travail individuel et en équipes. L'obstacle à éviter est que l'aspect culturel du texte ne prenne le pas sur l'aspect expression et communication, c'est-à-dire, l'art d'émouvoir.

## II-DÉROULEMENT DU COURS

### A. Vérification des prérequis ou préalables (10 mn): OMS, sida, énonciation, rhétorique.

a) Pour commencer, que connotent pour vous les sigles ci-après:

1. OMS ? (**Réponse** : Organisation mondiale de la santé)

b) SIDA? (**Réponse** : Syndrome d'immunodéficience acquise)

c) La référence à la situation d'énonciation s'exprime dans un énoncé par trois types d'indices.

Nommez-les en donnant quelques exemples. (**Réponses** : les indices de personne : pronoms personnels, adjectifs et pronoms possessifs ; les indices de temps et de lieu : adverbess de temps et de lieu, compléments circonstanciels de temps et de lieu, etc. ; les indices de sentiments et de jugement de valeur : termes affectifs et modalisateurs)

d) Qu'est-ce que c'est que la rhétorique ? Citez quelques procédés que vous connaissez.

*(Réponses : ensemble de procédés stylistiques utilisés pour exprimer quelque chose : l'hyperbole, la métaphore, l'implicite, etc.)*

## **B. 1ère étape : lecture du texte (10mn)**

Voici le texte sur lequel nous allons travailler pour identifier les éléments spécifiques à l'art d'émouvoir. Lisez-le individuellement et en silence pendant 10 (dix) minutes ; soyez particulièrement attentifs au type de texte en question, au système d'énonciation et aux procédés rhétoriques.

### **CORPUS**

#### **Lettre à Monsieur de l'OMS, 2001**

Bonjour Monsieur,

J'ai neuf ans. Il paraît que le 1er décembre, c'est la journée du sida. Ma mère m'a demandé de vous écrire une lettre. Elle ne peut pas la corriger car elle est illettrée. Mon père aussi ne peut pas le faire. Ma mère dit qu'il est mort. Tué par les rebelles. C'est comme ça qu'on appelle les hommes armés chez moi. Je soupçonne que ma mère ne connaît pas l'identité de mon père. Violée. Mais je crois ma mère. Je dois donc vous écrire cette lettre. Car j'ai le sida, ma mère aussi. Il faut que vous la lisiez vite. Au cas où vous aurez envie de me répondre. Car, vous le savez, le temps presse. Je ne sais pas si je serai toujours vivant lorsque votre réponse me parviendra. Au fait, je m'en fous de votre réponse. Adressez-la aux survivants.

Quand ma mère ne tousse pas, elle rigole. Elle dit que c'est drôle de donner une journée au SIDA, alors que cette maladie nous en prend les meilleures. Elle aussi que l'argent que vous allez dépenser pendant cette journée aurait servi à guérir tous les malades du village et même de la région. Ma mère est comme ça : sceptique. Moi, je dis que ce n'est pas possible parce que vous êtes trop intelligent. Elle se remet à tousser.

Voilà, j'aimerais vous parler des médicaments. Je sais qu'ils ne seront pas pour moi. Trop tard. Le soir, j'entends ma mère prier et pleurer. Elle prie pour qu'elle meure avant moi. Elle dit à mon oncle que cela ne se fait pas qu'une mère enterre son fils. Donc les médicaments. Il paraît que tout le monde s'est mis d'accord pour les médicaments génériques. J'en suis très content. Mais personne au village n'a vu de médicaments.

Entre ses accès de fièvre et ses toux, qui la laissent exténuée, ma mère dit qu'un grand président qui nous ressemble refuse de fournir à ses concitoyens des médicaments antirétroviraux. Pas efficaces, dit ce monsieur. Et surtout chers. Ma mère dit que le dernier argument avait force de loi. Il ne faut pas, Monsieur, en vouloir à ma mère. Je vous avais averti qu'elle est sceptique quant à la nature humaine.

Il faut que je me dépêche de finir cette lettre. Il paraît que l'espérance de vie chez nous est moins de 40 ans. Ma mère rigole franchement. Elle n'a que 25 ans. À nous deux, cela fait 34 ans. Nous doutons d'arriver jusqu'à 40 ans. En additionnant nos âges.

*Dimanche, 02 décembre 2001. (Mohamed Berkani, rédacteur d'Afrik.com, site <http://www.afrik.com>.)*

## C. 2ème étape : exploitation du texte (1h 10 mn)

### Première activité (15 mn) :

- 1- Quelle est la nature du texte ci-dessus, son thème et la circonstance de sa composition ?  
Justifiez votre réponse par quelques indices textuels précis.
- 2- La présence de l'émetteur et du récepteur est-elle implicite ou explicite ?  
Relevez les éléments du texte qui soutiennent votre réponse.
- 3- Quel est l'enjeu principal (ou la visée principale) du texte : convaincre le récepteur par la cohérence du raisonnement ou le persuader en faisant appel à sa sensibilité ?

### Conclusion :

#### Réponse :

Vos réponses nous amènent à définir ce texte comme une « lettre ouverte » ou « lettre publique ». Cela se justifie par l'emploi des mots « lettre », « répondre », « écrire » qui reviennent plusieurs fois dans le texte et la formule introductive « Bonjour Monsieur ». Le thème principal est le sida, et la circonstance de composition du texte est la célébration, le 1er décembre 2001, de la journée mondiale du sida.

La présence de l'émetteur et du récepteur est explicite dans l'énoncé à travers l'emploi des pronoms personnels « je » et « vous », auxquels il faut associer les adjectifs et les pronoms possessifs correspondants. L'émetteur est un enfant de neuf ans, atteint du SIDA et dont le village natal s'appelle Afrique. Il s'adresse à un destinataire bien identifié, Monsieur de l'OMS, c'est-à-dire, l'autorité en charge de la santé au niveau mondial.

Le choix du type de texte, une lettre ouverte, montre que l'émetteur ne cherche pas à convaincre le destinataire en faisant appel à sa raison, mais plutôt à le persuader en faisant appel à son cœur pour obtenir son adhésion affective. Il s'agit donc d'un réquisitoire à travers lequel l'émetteur, voix de l'Afrique, interpelle l'OMS et l'opinion publique pour dénoncer les dépenses fastueuses et les promesses faites, mais non tenues, lors de la célébration de la journée mondiale du sida, le 1er décembre de chaque année.

### Deuxième activité (30 mn) : Identification et analyse des instruments utilisés pour émouvoir

Après avoir défini la nature de ce texte et sa visée, vous allez maintenant travailler en groupes pour identifier les différents outils et procédés de langue utilisés par l'émetteur pour émouvoir son destinataire. La tâche consiste à identifier, puis à analyser les éléments suivants :

- 1- Les champs lexicaux de : la famille, la mort, la maladie (1<sup>er</sup> groupe) ;
- 2- L'implicite (2<sup>ème</sup> groupe) ;
- 3- Les figures de style utilisées dans le texte (3<sup>ème</sup> groupe) ;
- 4- Les différentes tonalités relevées (5<sup>ème</sup> groupe).

### Troisième activité (30mn) : Mise en commun

Réponses:

#### 1. Les champs lexicaux :

- a) Le champ lexical de la famille est constitué des termes « neuf ans » (qui renvoie à l'enfant), « ma mère » et « mon père ».
- b) Le champ lexical de la mort est particulièrement fourni dans le texte, comme en témoignent les termes « SIDA », « tué », « violée », « mort », « hommes armés », « survivants », « en prend les meilleures », « Trop tard », « pleurer », « meure », « enterre », « l'espérance de vie ».
- c) Le champ lexical de la maladie, quant à lui, apparaît dans les termes « SIDA », « touse », « maladie », « guérir », « malades », « médicaments », « médicaments génériques », « accès de fièvre et ses toux », « exténuée », « médicaments antirétroviraux », « pas efficaces », « Et surtout chers ».

L'association de ces trois champs lexicaux montre qu'il s'agit d'une situation qui émeut le lecteur en suscitant en lui la pitié et la terreur. Nous sommes en présence d'une famille monoparentale qui est appelée à disparaître de la surface de la terre à cause d'une terrible maladie : le SIDA (il ne se guérit pas pour l'instant mais des traitements efficaces permettent aux personnes infectées de vivre plus longtemps).

## 2. L'implicite

L'implicite est ce que l'émetteur, plus ou moins consciemment, sous-entend, insinue ou laisse le récepteur deviner. Ce dernier est donc appelé à savoir lire « entre les lignes ». Dans notre texte, l'auteur utilise plusieurs ressources de l'implicite dont : l'ironie, les sous-entendus et la fausse naïveté.

**a) L'ironie** : elle se manifeste dès le titre du texte « Lettre à Monsieur de l'OMS ». L'OMS est présentée ici comme une personne que l'on désigne à la troisième personne. Cet emploi de « monsieur » est péjoratif et ironique, il traduit tout sauf le respect. La suite du texte, qui dénonce la création d'une journée mondiale du SIDA avec ses dépenses fastueuses et ses discours creux le justifie à suffisance, notamment le lieu des débats : « le forum ».

**b) Les sous-entendus** : le texte est parsemé de sous-entendus. À titre illustratif, on peut citer les phrases suivantes : « le temps presse », qui sous-entend que la mort est imminente et inévitable ; « elle rigole », qui sous-entend qu'elle trouve absurde que l'on crée une journée mondiale pour le sida, qui décime tant d'individus ; à propos des médicaments, l'auteur dit qu'il est « content », pourtant il reconnaît que ces derniers ne sont pas à la portée des malades parce que confisqués par les décideurs (« un grand président qui nous ressemble refuse... ») et « surtout chers ».

**c) La fausse naïveté** : l'auteur, tout au long du texte, donne l'impression qu'il est naïf vis-à-vis de sa mère, qui lui raconte que son père est mort alors que lui, il « soupçonne » qu'elle avait été « violée » ; il lui est d'une sincérité sans faille au point qu'il semble rapporter naïvement tout ce que cette dernière lui dit : « Mais je crois ma mère », « Ma mère m'a demandé de vous écrire une lettre », « Ma mère dit que », « Elle dit que », etc.

Vis-à-vis de l'OMS, il manifeste aussi cette fausse naïveté : « Moi, je dis que ce n'est pas possible parce que vous êtes trop intelligent », « J'ai oublié de me présenter. Mon village s'appelle Afrique. Mon nom a peu d'importance. Celui de ma mère aussi. Laissez-moi votre réponse sur le forum ».

## 3. Les figures de style :

**a) L'antithèse ou l'opposition** : elle est marquée dans le texte par l'emploi récurrent de « mais », conjonction de coordination, et « alors que », locution conjonctive. Cette opposition est renforcée par l'emploi de nombreuses négations exprimées par « ne...pas ».

Le rôle de l'antithèse ici est de montrer d'une part l'apparente naïveté de l'enfant vis-à-vis de sa mère, et d'autre part, l'absurdité d'une journée mondiale du sida, une maladie qui tue inévitablement et pour laquelle les décideurs n'envisagent pas des actions concrètes. L'antithèse renforce par conséquent le caractère tragique de la situation créée par le sida.

**b) L'hyperbole** : figure par amplification, elle est traduite dans le texte par le superlatif relatif « les meilleures », l'adjectif indéfini « tous les malades du village », l'adverbe « trop intelligent » qui marque la quantité et l'excès, l'association de « grand » et « président » avec une pointe d'ironie, l'expression « nature humaine » qui traduit ce que l'homme a d'essentiel en lui, et le terme « Afrique », considérée comme le village natal de l'auteur.

Comme l'antithèse, l'hyperbole grossit les faits et les choses dans le but de mettre en valeur le pathétique de la situation et susciter par là-même l'intérêt du lecteur sur le sujet « SIDA »

**c) La gradation ascendante** : elle ordonne les termes d'un énoncé selon une progression. Dans le texte, elle apparaît dans les expressions suivantes : « Adressez-la aux vivants, aux survivants », « tous les malades du village et même de la région », « Le soir, j'entends ma mère prier et pleurer », « ...ses accès de fièvre et ses toux qui la laissent exténuée ».

La gradation ascendante que l'auteur utilise dans le texte a pour effet de faire monter l'émotion du lecteur en intensité afin qu'il soit persuadé que le SIDA est une maladie terrible et mortelle que l'on ne prend pas au sérieux malgré les apparences.

### III-CONCLUSION/BILAN (15mn)

- o **Thème développé dans le texte** : accusation de l'OMS au sujet du sida.
  - Une journée mondiale sur le SIDA qui tue : à quoi bon ?
  - Les discours pleins de promesses non tenues : à quoi bon ?
  - Les dépenses énormes pour la journée mondiale du SIDA: à quoi bon ?
  - Les médicaments antirétroviraux : quelle disponibilité ?
- o **L'art d'émouvoir** : pour émouvoir, les stratégies persuasives possibles sont :
  - Les champs lexicaux ;
  - L'implicite ;
  - Les figures de style ;
  - Les marques de sentiments et de jugement de valeur ;
  - Les différentes tonalités ;
  - Le rythme de la phrase ;
  - Les phrases expressives (exclamatives, interrogatives).
- o **L'ouverture** : c'est l'occasion de débattre des contenus thématiques EVF/EMP/VIH et SIDA évoqués par le texte notamment :
  - le viol ; rapport sexuel forcé est une forme de violence sexuelle courante. Il faut y ajouter les positions non désirées et les pratiques sexuelles à risque (fellation, cunnilingus, sodomie, etc.) et le harcèlement sexuel. Il s'agit de pratiques à dénoncer auprès des parents et des autorités scolaires, administratives ou policières. Au sujet de la gestion de sa vie sexuelle, il faut opérer des choix responsables pour la vie et l'avenir.
  - le traitement : il continue à avoir confusion entre traitement et guérison. Si le SIDA peut effectivement, dans bien des cas, conduire au décès, il existe à l'heure actuelle des traitements efficaces contre le VIH, le virus qui l'occasionne. On peut traiter l'infection au VIH, mais pas la guérir grâce aux antirétroviraux prescrit lorsque cela est nécessaire par les professionnels de la santé. Les progrès de la médecine permettent aux personnes vivant avec le VIH de vivre avec la maladie en restant en bonne santé et productif. Pour les jeunes apprenants, le dépistage, le traitement, les médicaments administrés aux séropositifs sont désormais gratuits au Cameroun dans les centres de santé notamment les Unités de Prise en Charge (UPEC) et les Centres de traitement Agréés (CTA).
  - la solidarité à manifester envers les personnes infectées et affectées qui doivent être soutenues moralement et entourées d'amour, de compréhension. Les conseillers psychologiques, les assistants sociaux, les amis, les camarades, les parents, les voisins doivent apporter ce soutien afin que le spectacle décrit dans le texte ne se reproduise pas.

### IV. L'EVALUATION FINALE (hors classe)

Rédigez, à la maison, une lettre à votre ami pour le persuader à aller faire le test de dépistage du VIH. (Utilisez les phrases expressives, les tonalités pathétiques et tragique et les marques de sentiments et de jugement de valeur).

La lecture des devoir permet à l'enseignant d'évaluer les performances des apprenants en français mais aussi leur opinion vis-à-vis de l'intérêt du dépistage.

### IV. REMPLISSAGE DU CAHIER DE TEXTES (5mn)



**Fiche 2****Nature du cours** : Littérature**Classe** : Première C (Type : mixte –Effectif : 30)**Objectif de la séquence didactique** : Lire et dégager le(s) sens du roman *Une Saison blanche et sèche* d'André Brink**Pré-requis** : Champs lexicaux, connecteurs logiques, paratexte, schéma actantiel**Titre** : Lecture méthodique**Durée** : 60 mn (Période : 13h00-14h00)**Objectif pédagogique opérationnel** : Construire le sens du texte à l'aide d'outils linguistiques pré-acquis**Mode de travail** : Cours dialogué associé au travail individuel et en équipe**Obstacle à éviter** : Anticiper sur le sens du texte**CORPUS**

Pendant ces trois dernières années, la jeune fille, Patience, avait travaillé pour de riches Anglais de Lower Houghton. Ils avaient été en général gentils avec elle, mais elle s'était très vite rendu compte que le mari tournait autour d'elle, dès que sa femme était absente. Il trouvait n'importe quel prétexte. Rien de grave : un sourire, quelques remarques suggestives peut-être, rien de plus. Mais il y a deux mois, l'épouse avait dû être hospitalisée. Alors que Patience nettoyait la chambre, son patron était entré et s'était mis à la peloter. Elle avait essayé de résister à ses caresses, mais il l'avait jetée à terre, avait fermé la porte à clef, et l'avait violée. Il avait brusquement été pris de remords et lui avait offert vingt rands pour prix de son silence. Elle avait été dans un tel état qu'elle n'avait pensé à rien d'autre, hormis s'enfuir chez elle. Ce n'est que le lendemain qu'elle avait autorisé Henry à l'emmener au commissariat de police où elle avait exhibé le billet de vingt rands et avait déposé plainte. De là, elle était allée voir le médecin.

Son employeur avait été arrêté et déféré au parquet. Une quinzaine de jours avant le procès, l'homme était venu chez les Maphuna, à Alexandra, et leur avait offert une somme substantielle pour qu'ils retirent leur plainte. Mais Patience avait refusé d'entendre ses supplications. Elle était fiancée, aurait dû se marier, mais son fiancé, après ce qui s'était passé, avait rompu. La seule satisfaction qu'elle pouvait encore espérer était que Justice lui soit rendue.

Cela ne semblait qu'une simple formalité. Mais devant le tribunal, l'employeur avait raconté tout une autre histoire. Il avait dit combien il avait eu, ainsi que sa femme, d'ennuis avec Patience. Et ce, depuis le début. Interminable cohorte de soupirants pendant les heures de travail. Un jour même, raconta-t-il, ils l'avaient surprise avec l'un de ses amants, dans leur chambre. Quand sa femme avait été hospitalisée, la situation n'avait fait qu'empirer. Patience n'avait pas arrêté de le suivre dans la maison, en lui faisant des propositions. Il avait dû en conséquence la licencier et lui payer quinze jours de gages –les vingt rands produits devant le tribunal. Dans une crise d'hystérie, elle s'était mise à déchirer ses vêtements, en jurant qu'elle se vengerait, en l'accusant de viol, etc. Sous la foi du serment, l'épouse corrobora ce qu'avait dit son mari sur l'attitude générale de Patience. Il n'y avait pas d'autres témoins. L'homme avait été déclaré innocent et le magistrat régional avait sévèrement réprimandé Patience.

*André Brink, Une Saison blanche et sèche, Stock, 1979, P. 244.*

## II. DESCRIPTION DU COURS

ETAPES	OBJECTIFS INTERMEDIAIRES	CONTENUS	DUREE	ACTIVITES D'ENSEIGNEMENT/APPRENTISSAGE	EVALUATION / RESULTATS ATTENDUS
1	Rappeler les pre-requis	- Champs lexicaux - Connecteurs logiques - Paratexte - Schéma actantiel	5mn	<b>Brainstorming</b>	Questions orales : définition d'un champ lexical, d'un connecteur logique et du schéma actantiel avec des exemples à l'appui.
2	Formuler des hypothèses provisoires de sens	Hypothèses provisoires de sens	10mn	- <b>Observation et lecture du texte</b> (individuelles et silencieuses) : paratexte, aspect, composition, typographie, etc. - <b>Lecture découverte</b> (professeur) - <b>Questionnement pédagogique sur le sens du texte</b> (jeu de questions-réponses)	Hypothèses provisoires possibles : - la maltraitance des femmes - la discrimination raciale - l'institution judiciaire, etc.
3	Valider les hypothèses de sens formulées	- La maltraitance des femmes - La discrimination raciale - L'institution judiciaire ...	20mn	<b>Repérage, analyse et interprétation (en équipe)</b> <b>1°) les champs lexicaux de</b> • la violence: « résister », « jeté à terre », « déchiré ses vêtements », « violée », etc. • la Justice : « plainte », « arrété », « déferé », « parquet », « témoin », « innocent », etc. Ces deux champs lexicaux entretiennent un rapport d'opposition : d'un côté une femme qui est victime d'une agression sexuelle et de l'autre une parodie de justice qui blâme la victime et innocenté le coupable. <b>2°) Les connecteurs logiques</b> • « Mais » (huit occurrences) • « Alors que (une occurrence) Le connecteur logique dominant est « mais » : il traduit la désillusion de Patience devant la triste réalité : l'opposition diamétrale entre l'espoir de gagner le procès du simple fait d'avoir raison et la sentence rendue. <b>3°) L'étude des personnages :</b> L'étude des personnages fait apparaître deux types de personnages dans le texte : • un personnage individualisé, connu, nom et prénom, Patience, Muphana • Un autre anonyme, désigné par ses rôles multiples, « patron », « employeur », « l'épouse », « le magistrat », etc. Il s'agit là d'un sujet qui a en face de lui des opposants organisés en un système qui, grâce à ses privilèges, met tout en œuvre pour l'écraser, dévoilant ainsi au grand jour sa vulnérabilité.	- Hypothèses validées :  - Violences sexuelles faites aux femmes  - Injustice sociale
4	Conclusion/bilan de lecture	- Nature du texte - Intérêt(s)/portée du texte - Avis motivé des élèves sur les sens du texte	10mn	Maieutique	<b>Nature du texte :</b> Narratif <b>Tonalité :</b> Satirique/pathétique <b>Sens du texte :</b> Dénonciation des violences sexuelles faites aux femmes par les hommes et des injustices sociales. <b>Intérêt didactique :</b> Attitudes et aptitudes permettant de dénoncer et de combattre les violences dont les femmes sont victimes.

### **III- EVALUATION :**

#### **1. Evaluation immédiate (10mn)**

- a) Citez d'autres formes de violences faites aux femmes que vous connaissez.
- b) Cette attitude vis-à-vis de la femme peut-elle être justifiée ?
- c) Dites ce que vous pouvez faire actuellement en tant qu'élèves, et plus tard en tant qu'adultes, pour dénoncer et combattre ces abus (Réponse individuelle après quelques minutes de réflexion par écrit).

#### **2. Evaluation en différé :** Epreuves de dissertation ou de commentaire composé lors des évaluations séquentielle ou au probatoire.

## B. ENGLISH LANGUAGE

### Introduction

Fourteen (14) topics have been identified for the introduction of FL/PI/HIV/AIDS content in the national curriculum. Our country has opted for the transversal approach which implies that content will be conveyed through carrier subjects. Among the five carrier subjects that were chosen, languages were identified as the only ones which could carry all the 14 topics.

Consequently, in addition to its other classical roles, the language class in general and the English language class in particular will become an excellent opportunity to inform, sensitize and arouse the learners' awareness on all the burning issues related to FL/PI/HIV/AIDS. The positive outcome of this endeavour will be manifested in the learners' ability and willingness to :

- fight and prevent diseases ;
- fight deforestation ;
- protect the environment ;
- be prepared for a harmonious and healthy family life ;
- be sensitized on population and environmental issues.

As regards English Language, this section provides information on the following aspects of language pedagogy :

- a) Teaching / learning methods ;
- b) Teaching / learning activities ;
- c) Teaching / learning aids ;
- d) Lesson preparation ;
- e) Evaluation ;
- f) Workload ;
- g) The insertion model.

### A) Teaching / learning methods

The material prepared will enrich your class and make it more lively. You will act as the teacher, the facilitator and the sensitising agent. All your lessons will be small projects to be achieved. All the activities will be communicative. They will be either task based, or skill based. You will provide more interaction if you bring in resources to enrich the syllabus and the course book and sustain interest in both the language and the message you will be conveying.

Before you decide on what to do in class, there are questions you should ask yourself :

- a. Who are my learners ?
- b. What will they get out of this activity ?
- c. How long will the activity last ?
- d. Who are my learners going to communicate with ?
- e. What do I need for my lesson to be a successful one ?
- f. How is this lesson going to help the students later ?

## **B) Teaching/ learning activities**

### **a. Introducing FL/PI/HIV/AIDS,**

First, brainstorm on FL/PI/HIV/AIDS, issues with the learners. They can be shown some shocking pictures and thereafter, be asked to promptly react to them. Then they can be asked to discuss on any information they have received on the topic. Do not provide them with any piece of information before. It is not necessary to assist them. The awareness could be raised through pictures or other resources.

### **b. Vocabulary and grammar**

There are many ways of solving grammatical and lexical problems without restricting yourself to ELT activities. For example, when they brainstorm on issues related to population, they enrich their vocabulary and you will just guide and supply the words they don't know. When asking them to do some matching exercises, let them use dictionaries or any other lexical guide available. Dictionaries are more and more admitted in the language classroom, as the teacher cannot always solve all lexical problems that are likely to arise during the lesson. The same is true for grammar. Students don't always have the same needs and the same concerns. Grammar books can be introduced in a classroom. When a student makes a mistake, the teacher goes to him or her through the functional error and guides him or her on how to solve that problem using his grammar book. The students then learn how to use their grammar books and how to solve their grammar problems by themselves.

### **c. Language skills**

#### **1. Listening**

Listening is a neglected skill. Students tend to neglect English because their listening ability is poor. If students could listen to the news at home, if they could listen to the songs they like, if they could listen to foreign radios and TV channels, they would be more interested in learning the language and may achieve better. The teacher should therefore develop the listening skills of the learner by reinforcing their listening ability in bringing in items for critical listening such as interviews, songs, speeches, radio programmes, etc... Though reading is the major key to all the skills, we are all aware that the receptive skill people need more in language is listening. Just think of all the sensitisation campaigns on the air. Think of the interviews of their favourite stars and famous people. That's why special emphasis should be laid on listening and speaking.

#### **2. Speaking**

Speaking is a popular skill. Everybody wants to speak; those who can't speak think that they don't know. Some who lack confidence in themselves are ashamed or reluctant to speak for fear of making mistakes. Some persons are perfectionists. They underrate those who speak with mistakes and they don't want to be underrated, so they refuse to speak unless they are sure they will make no or few mistakes. The place to build confidence in the learners is therefore the classroom. Let them build confidence by urging them to speak when interpreting pictures, graphs, reading speeches aloud, reacting on a text, describing a famous person, conducting a debate, interpreting charts and timelines, singing songs and chanting slogans. By so doing, play down on mistakes apart from functional ones. The topics integrated in the multiple agenda class will provide a real impetus since they are in close link with students' life and future. With the issues such as HIV/AIDS, Sex, Population theories, family life, social life, English language classes would no longer be dull.

#### **3. Reading**

There are many reading techniques: skimming and scanning for information, reading aloud for pronunciation, reading silently for details, reading to fill gaps, matching, and reading to prepare

a debate or to have ideas for an essay. Reading is the key to literacy, knowledge acquisition and self reliant development.

#### **4. Writing**

Students can write personal notes, graffiti, love poems, letters, articles, descriptions, narrations, biographies, speeches, slogans, e-mails. They can also write to express their opinions and raise awareness. Writing fosters reading input and helps to consolidate the speaking skills.

### **C) Teaching / learning aids (didactic material)**

To help the learner acquire knowledge and raise awareness on FL/PI/HIV/AIDS, related issues, the following resources will be required :

- Posters ;
- Texts (poems, stories, short stories, articles, letters, speeches, biographies etc.) ;
- Songs ;
- Newspapers ;
- Current data ;
- Model interviews ;
- Authentic documents (set of rules, rights etc...) ;
- Slogans.

When and where it is possible, teachers should be encouraged to bring audiovisual materials in their classes

- Tape recorders ( to play songs, listen to news, interviews, testimonies etc)
- Video material to view pictures or films on issues being discussed

They could also invite resource people, doctors, infected and / or affected people etc. to come and talk to the students.

### **D) Preparing your lesson**

#### **a. The motivation, introduction, brainstorming or warming up phase**

All these terminologies refer to the first phase of a lesson. The teacher should use an appetizer, arouse interest and lead the learners into the topic. He should also tell them why and how this topic may be important to them.

#### **b. The information phase**

This is the second phase of the lesson. It is generally considered as the lesson proper. The learners will play an active role. Having something to contribute, they are conversant with things taught to them by their parents, relatives or friends. Therefore, through pair work, matching, pictures interpretation, data analysis, reading and repeating, interpretation, listening and responding and other various methods, the resourceful teacher should surely have the bulk of information will be gradually but fully unveiled to the learners. Sometimes, they may bring out the main message themselves, just as if they had made an important discovery.

#### **c. The application phase**

This is the third phase of the lesson. Here the learners take the leading role. Though they use the language in a meaningful way, the teacher should monitor this phase to make sure that the new information has been saved in the short and long term memory of the learner. The priority is then to guarantee the memorisation of the new information alongside with the language curriculum which must not be neglected.

#### **d. The practice phase**

This is the last phase of the lesson. It is also called further application. The learner now uses both the language and the information to show that he has received the message and that the objective has been achieved. He may now be willing to change his attitude or develop awareness on the matter. The teacher makes sure he has raised awareness. He now focuses on the HIV, AIDS, FLE and EPI. The last two phases are also evaluation phases; gaps are bridged, necessary corrections are made and forgotten items are remembered. The teacher may plan from these two phases what to teach next.

#### **e. Further remarks on lesson preparation.**

Each activity focuses on a given skill though the other will forcefully be taught. A debate, a picture talk, a song or an interview should enable you to focus on speaking even though listening and writing are involved.

A letter, an essay, an e - mail, an article and a matching exercise would enable you to focus on writing even if reading is automatically involved.

A biography, a description, a timeline, a set of data, a model letter etc. should help you develop the reading skills and evaluate the writing abilities of the learners

A song, a listening passage, a speech, a slogan could permit you to focus on pronunciation without neglecting speaking and writing. It is obvious that the skills are interwoven.

### **E) Evaluation**

The evaluation principles should be implemented as prescribed in the official English language syllabuses, both at formative and summative levels. Everything taught must be assessed. If you have taught them how to make a speech it is better to ask them to produce a speech. If you have analysed a letter, they should automatically produce a letter. Use learning by doing or learning by imitating as much as possible. It is when they are doing or imitating that grammar and vocabulary are tested. Do not overstress the learner with grammar rules or the vocabulary they may not need. Use the normal traditional exercises to test vocabulary, grammar, and any other language skill (speaking, listening, reading and writing). Such exercises should include multiple choice tests, matching exercises, reading comprehension, essay writing etc.

### **F) Workload**

There is no additional time for the teaching of FL/PI/HIV/ AIDS content. These are to be taught within the time allocated to different carrier subjects.

The school year has 06 sequences of 05 weeks each with a total of 30 teaching weeks. If we deduct one evaluation week per sequence, we are left with 25 effective teaching weeks.

As regards English, the time table varies from 5 hours a week in the first years (6e class and 1st year of technical school) to 3 hours in the last years (Terminale) as indicated in the table below.

CLASS		General Secondary	Technical Education
General	Technical		
6 <sup>e</sup>	1 <sup>ère</sup> A	5h	5h
5 <sup>e</sup>	2 <sup>e</sup> A	5h	4h
4 <sup>e</sup>	3 <sup>e</sup> A	3h	4h
3 <sup>e</sup>	4 <sup>e</sup> A	3h	4h
2 <sup>nde</sup>	2 <sup>nde</sup> T	4h	4h
1 <sup>ère</sup> A	1 <sup>ère</sup> T	4h	4h
1 <sup>ère</sup> CD		3h	4h
T <sup>le</sup> A		4h	
T <sup>le</sup> CD	T <sup>le</sup> T	3h	3h

The minimal exposure time recommended to FL/PI/HIV/ AIDS related contents is 32 sessions a year. If classes with at least 4 hours of English a week have 1 hour exposure, this will give a total of 25 hours exposure in a year. If classes with 3 hours are given 30 minutes exposure per week, that will make a total of 12 hours 30 minutes exposure in a year. Since there are other carrier subjects, the contribution of English language can be regarded as satisfactory.

Therefore it is recommended that classes with at least 4 hours of English per week should receive one hour exposure a week, whereas those with 3 hours should receive 30 minutes.

## G) The insertion model

The insertion work will be carried out within every English Department in a collaborative way. To do it, teachers will use the FL/PI/HIV/ AIDS syllabus, the English language syllabus and the different course books in use. With these materials, they will see that some of the content is treated in the course materials and some is not. The insertion will be easy where content of available class materials has made provisions for such topics. Where this has not occurred, various departments will assign themselves the task of bringing supplementary materials in the form of texts, authentic documents, audiovisual equipments etc. One insertion model is attached to this guide.

## ABBREVIATIONS

1. HIV: human immune – deficiency virus
2. AIDS: acquired immune – deficiency syndrome
3. FL: family life education
4. PI: education on population issues



## TEACHER'S GUIDE IN FL/PI/HIV/AIDS EDUCATION THROUGH ENGLISH LANGUAGE IN SECONDARY EDUCATION: (INSERTION MODEL)

**Class: 3èmes**

HIV/AIDS, FLE/EPI theme	HIV and AIDS learning objectives	Communicative focus	Insertion unit in course books			Teaching learning technique	Assessment method	Supplementary teaching aid
			Stay tuned	First in English	Go for English			
1-Social life education	describe, identify and factors of socialisation	Family, school, medias, churches				Listening for oral responses	Expressing wishes and using conditional type	Text on peace, solidarity and socialising institutions
2- marital life Education	gather useful information about marriages and families, rights and duties of spouses, procreating	Marriage, rights, duties, offspring, Should and ought to, present and past simple Expressing wishes				Reading and interpreting poems, listening and interpreting, Expressing views	Writing a traditional story or a letter, Expressing wishes	Poems and story about family life and marriages
3-Reproductive health	To know and protect themselves	The human body, our senses, food		Unit 2/1	Unit 4/1	Reading comprehension, labelling a picture	Labelling a poster	A poster of reproductive organs
4-Vulnerability factors and risks	To discuss factors that pave the way to AIDS and develop AIDS awareness	Food, national and foreign dishes, modern technologies		Unit 2/3	Unit 1/1	Reading comprehension, pictures interpretation food and health	Writing and playing a dialogue	A text on food, a chart on food, pictures
5-Basic knowledge on HIV, AIDS, STDs	To acquire basic information on AIDS, to know about transmission and prevention	Current news , pandemics and diseases	Unit 1	Unit 2/2	Unit 3	Reading, commenting, discussing newspaper articles on AIDS	Produce articles or e-mails, pair work, building questions for provided answers	Newspapers cuttings , an informative poster on AIDS, answers for questions to be formulated
6-Risky behaviours vs. safe behaviours	To discuss risky behaviours and adopt good behaviours	Pandemics (AIDS, tuberculosis etc.), human relations	Unit 5	Unit 10/1	Unit 9	Story telling, singing, reacting to stories, reading comprehension, role-play	Story writing, dialogue writing composing songs	Texts, newspaper cuttings, course book, dialogue
7-Education on treatment	Raise awareness on the importance of screening tests and volunteer for treatment if infected	Tests, care, treatment, abstinence, Will, shall				Reorganising a dialogue with a specialist and a group of students	Sensitising friends through a mock interview	Interview with a specialist
8-Care for people living with AIDS	To fight stigma and discrimination	Helping others		Unit 7/2		Reading and interpreting a picture	Writing based on listening, Argument essay	An encyclopaedia text for listening with information about fashion and self image
9-Self respect and assertion of ones personality	assert themselves as citizens and build up critical spirit and personality	Equity, competence, Must, Future and subjunctive				Listening and reading an encyclopaedia, Debating	Writing poems, stories, letters dialogues	Texts, poems, stories

10-Taking part in the fight against HIV/AIDS	To be engaged in the fight against HIV	Human relations, love, marriage, decision making	Unit 7	Unit 10/2	Reading comprehension of poems, short plays, role play, dialogues	Writing poems, stories, letters dialogues	Texts, poems, stories
11-Issues on ill-treatment of children and women	Identify, reject and condemn various forms of abuse and violence and provide remedial solution	Fight against abuses, rights, duties, should and must, Negative sentences			Pictures and charts interpretation	A community debate, An argument essay	Charts and conventions and pictures on children's and women's rights
12-Environmental Education	Establish links between the environment and their social welfare and develop strategies to protect the environment	Management, water, fauna, flora Do and don't conditionals			Reading brochures and answering questions, discussing causes and effects	Role play, writing a dialogue and using comparatives, Letter to timber companies	Brochures and dialogues with information on environment concerns
13-The impact of VIH and AIDS on human development	To develop awareness in their role as citizens, to draw attention to the danger of an unhealthy youth	The society, the nation, the animal world, population, future, Interrogative sentences	Unit 8	Unit 4 / 3 Unit 6/1	Describing, analyzing, commenting a poster, reading data and filling a time line	Producing a poster, asking questions	Posters and adverts on commonwealth, AIDS, texts with facts and figures on AIDS
14- Economic production	Identify income generating activities to later ensure collective and personal welfare and develop generosity and sense of sharing	Collective welfare, sharing, income, saving			Skimming and scanning for oral responses	Pair work for true and false answers	Texts about income generating strategies and activities

# LESSON NOTES

## LESSON NOTES 1

**Focus :** HIV prevention (first cycle)

**Level :** 6ème

**Enrolment :** 72 students

**Time allocated :** 1hour

**Title of the lesson :** My Body (I know my body)

**Teaching Aids :** a poster with reproductive organs, Stay Tuned 6ème, etc.

**Objective:** Students will be able to know and protect reproductive organs

Steps and duration	objectives	Teacher and students interaction	Speaking	Listening	Writing	Reading	Vocabulary	Grammar	Evaluation
Motivation 10 min	Stir interest	Teacher actions	T. asks Students to name the organs they know and write them down		T writes the names on the board		Parts of the body		
		Students actions		Students listen to their Teacher instructions	Students copy these names	Read from the board			
Information 15 min	Learn the words to name rep organs	Teacher	Displays the poster	Listens to Students	Labels the poster		More parts of the body	Verb to be plus this This is/these are	Verb to be in the present simple
		Students	Try to name other words	Listen to each other and Teacher	Copy from the poster	Read from the poster			
Application 20 min	Use the words in a meaningful context	Teacher	Gives some uses of the parts of the body	Listens to SS add uses of parts of the body		Goes round to read SS sentences	More parts of the body	This is, it is for... e.g. this is a breast, it is for giving milk to babies	Labeling and building up sentences.
		Students	Adds more uses	Listen to the model sentence and make their own	Write the model sentence and build up their own	Read their sentences aloud to the class			
Further application 15 min-20 min	Express oneself to show that one can protect oneself	Teacher	holds the poster and asks oral questions	Listens to Ss				Question with what is this? Sentences with this is for	Monitors Q&A
		Students	Answers oral questions and asks one another questions	Listens to one another and T				Questions with what is this Sentences with this is for	Makes questions from the poster.

## LESSON NOTES 2

**Focus :** Family life education (second cycle)

**Level :** 2<sup>nd</sup>e

**Enrolment :** 72 students

**Time allocated :** 1 hr

**Title of the lesson :** teenage life

**Objective :** SS will be able to identify, describe and justify community life exigencies

**Teaching aids :** Stay Tuned 2<sup>nd</sup>e, pictures and sets of opinions on children and social life norms

Steps and duration	objectives	Teacher and students interaction	Speaking	Listening	Writing	Reading	Vocabulary	Grammar	Evaluation
Motivation 10-15 min Brainstorming	Introduction to social life education	Teacher actions  Students actions	Asks SS how they live with parents, friends, other people,  Express themselves to say how they live in society	Listens to students  Listens to teacher and peers	Put down notes on life with: 1- parents 2- friends 3- others  Don't	  Read what teacher Puts on the board	Relations, conflicts, agreeing; disagreeing, likes, dislikes, feelings	Reviewing of the present simple and past simple	
Information 25-30 min	Use of tags, importance of social life	Teacher  Students	Displays pictures and sets of opinions ( in the book) and asks SS's Opinions  Express their opinions	Listens to Ss  Listens to T and peers		Reads some of the opinions and stresses the use of tags  Reads in the book and the posters to express opinions	Agreeing and disagreeing	Tag questions	
Application 25-30 min	Make the SS understand that they can not live in isolation and reinforce tags, introduce conditionals	Teacher  Students	Asks questions on how ss compromise when they don't agree  Say what they do when they don't agree with superior or majority	Same as above  Same as above	Writes sample sentence with conditional and tag in one sentence  Copy the model sentence and write their own	Analyses the sentences after reading it aloud  Read the sentence on the board and react		Tags and conditionals type 1	Evaluate the understanding of social life exigencies and the use of tags
Further application 25-30 min	To enable Ss to describe life in their neighbourhood and express opinions about it	Teacher  Students	Asks SS to make an oral description of life in their neighbourhood and at home, asks them questions with if  Try to describe their own life in quarter and at home, asks one another questions with tags						Try to use tags and if sentences in a meaningful way

# English language test

Level: 3<sup>ème</sup>

## A) Comprehension

*Read the passage below and answer all the questions that follow it, use your own words as far as possible.*

### The Divisional Officer

Mr Ngwe the divisional Officer entered the principal's office without knocking the door. He didn't bother to say "good morning" either. His face was wrinkled with anger, his eyes were red. Lightenings of irritation were flashing from his eyes like the lightening that comes before a torrential rain. On seeing the D.O, Mr Ngoa, the Principal stood up to welcome his administrative boss, but what followed really surprised him. "Where is the office of your discipline master?" "Mais Monsieur le Sous-Préfet, asseyez-vous". I won't sit down, I can't sit down, I want to see your Discipline Master at once, don't waste my time." "I am the head of this school; I must know why you would like to meet my collaborator." I am the head of this subdivision, of this town, I can do whatever I want to do, how can a small School discipline Master like him summon me here? Doesn't he know that I am the head of this town? If I see him, I will slap him very well, and then next time he will not make the same mistake." "If the Discipline master has summoned you, it means that your child has misbehaved, Mr Eboko is a very good collaborator who does his work very well." "If he is a good discipline master, then he must know my daughter, he can't therefore summon me."

The Principal went out and entered Mr Eboko's office, "why did you summon Mr Ngwe the D.O?" he asked the Discipline Master. Mr Eboko answered; Ngo Ngwe was caught in the school garden with a boy. They were lying on a wrapper kissing each other and damaging the flowers. I did not invite the D.O, I invited the father of Ngo Ngwe. I am here to educate all the students, if Ngo Ngwe is not a student what is she doing here?

The Principal returned to his office and explained to Mr Ngwe how his daughter had been caught in the hands of a lover damaging the school flowers and missing the lessons while the other students were in class.

### Questions

- 1) Why did the D.O come to school that day ?.....  
.....  
.....
- 2) How did he behave ?.....  
.....  
.....
- 3) Do you think he is a good father ? .....  
.....  
.....
- 4) Is Ngo Ngwe a well educated girl ? Why ? .....

.....  
.....

5) Is Mr Eboko a good discipline Master ? Why ? .....

.....  
.....

## B) Essay

Write an essay of about 25 lines on any one of the following topics.

- 1) Read the passage again and imagine the reaction of Mr Ngwe when the Principal tells him why he was summoned to school?
- 2) You are the friend of Ngo Ngwe and you know that she, a student of 3ème already goes out with boys and she has sex in the school garden, what would you tell her, imagine a dialogue between you and her.
- 3) Your father is rarely at home, he is often out and he comes back when you are already asleep, as you are going to bed this night, write a letter to your father telling him what you think of his behaviour. Your name is Kamga Laure.

## C) Grammar and vocabulary exercises

### a) Complete the sentences below with a word from the list

**Wordlist :** famous, inhabitants, values, overpopulated, diseases, abortions, barren, harmony, educated, husband.

- 1) A girl who has many ..... when she is still young may become ..... that is unable to give children to her .....
- 2) AIDS, Syphilis and Chlamydia are dangerous sexually transmissible .....
- 3) In a family there should be ..... between the father and the mother, otherwise the children will be poorly .....
- 4) Cameroon has a population of about 16 million....., this country is not yet .....
- 5) If you want to become ..... like Nelson Mandela, you must believe in positive .....

### b) Find the missing word and complete the sentences below

- 1) Epossi doesn't want to have sex until she is married, she has chosen .....as her prevention method.
- 2) Ngo Ngwe has damaged flowers in the garden, she does not respect .....
- 3) It is good for parents to discuss with their children; otherwise their children will not have a good.....
- 4) An overpopulated family has ..... many children.
- 5) Family ..... is essential today. Women cannot give birth anyhow.

### c) Put the verbs in brackets in their appropriate form

- 1) The D.O went to the school because he..... a summons from the Discipline

Master (receive).

- 2) Because Ngo Ngwe had not been in class when there was a lesson, she .....  
from school (expell).
- 3) When he entered the Principal's office, Mr Ngwe..... on the door (not knock).
- 4) Mr Ngoa told Mr Ngwe that if he slapped Mr Eboko the students ..... him (lynch).
- 5) If Abena has sex without using a condom well, he ..... AIDS (catch).

**d) Complete this dialogue between a girl and her mother**

**Sonia :** *Mum, how does a baby enter her mother's womb ?*

**Mummy :** .....

**Sonia :** *when is it possible for a girl to become pregnant ?*

**Mummy :** .....

**Sonia :** *my friend told me she had a boyfriend, is it normal to have a boyfriend in 3ème ?*

**Mummy :** .....

**Sonia :** *what are the dangers for the girls if they do ?*

**Mummy :** .....

## C. GEOGRAPHY

### Methodology of the teaching of FL/PI/ HIV/AIDS Education in Geography

#### Preamble

« Geography is for the student an instrument that helps him understand the world. The teaching of Geography though adapted to the rest of the world, must adjust to local conditions, our personal needs and have international standards»

In this manner, geography clearly meets the goals assigned to education in Cameroon i.e. “train citizens that master their culture but who are open to the world”

It's in this light that the teaching of FL/PI/HIV/AIDS Education agrees with that of geography. In the context of globalisation where the world has become a global village no phenomenon can be considered isolated or neglected because it is local. Whatever the case, problems related to the AIDS pandemic and population cannot leave anyone indifferent.

#### Methodology

##### 1 - Inserting FL/PI/ HIV/AIDS Education

It is important for the teacher to note that the introduction of this content in geography lessons is not systematic. Not all of its content must be taught. The teacher will treat and emphasize only on aspects related to geography.

##### 2 - Activities

The implementation of FL/PI/HIV/AIDS education will be done through the usual pedagogic activities like :

- brainstorming
- observation and location of things in space
- analysis
- debates
- putting in relation with
- critical reading
- inquiries

The learner must therefore understand the stakes and be conscious of the gravity of the facts in order to adopt appropriate behaviour thereof.

The teacher must allow the students to express themselves as much as possible.

##### 3 - Teaching/learning aids

Didactic material necessary for the realisation of the above activities are numerous and varied :

- passages ;
- iconographic documents (images, photos, caricatures etc...);
- statistics ;
- diagrams ;
- audiovisuals aids.

The choice and usage must be pertinent and preceded by a detail preparation that takes into account all the activities necessary for the objectives to be attained.



#### **4 - Time allocation**

Considering the contents and the learning objectives of the various topics of FL/P/HIV/AIDS Education, the teacher will spend 15 to 30 minutes (the insertion guide gives the necessary details), on this aspect in identified geography lessons.

#### **5 - Evaluation**

This point deals mainly with summative evaluation.

- For Forms 1 and 2 classes, the teacher must make an effort to at least integrate :
  - A notion of this programme in what has to be explained ;
  - A question in the rubric « questions on the lesson» ;
  - A question in the rubric « questions requiring intelligence » ;
  - An aspect in « practicals and tutorials».
- For Forms 3 and 4, evaluation will be done following the GCE examination format. Nevertheless, efforts should be made to ensure that each part of the paper contains a question on FL/PI/HIV/AIDS Education.
- Tests for second cycle classes that contain three questions must have one on FL/PI/HIV/AIDS Education.

# GEOGRAPHY LESSON PLANS (FL/PI/HIV/AIDS Education )

## LESSON NOTES 1

**Class :** Upper Sixth Form

**Lesson title :** Problems of demographic explosion

**General objective of the lesson :** At the end of the lesson, the Upper Sixth Form student should be able to :

- define demographic explosion and give its causes ;
- locate this phenomenon in the world ;
- state the consequences on each population age group, on production and at the social level ;
- Suggest measures to check it.

**Prerequisites :**

- population ;
- demographic growth ;
- demographic transition.

Intermediate or operational objective	Specific content	Learning material	Pedagogic activities	Key words	Intermediary evaluation	Duration	Introducing FL/PI/HIV/AIDS Education
At the end of this lesson, the U6 student should be able to define demographic explosion and state its causes	Introduction	Doc 1 table of statistics World population growth since 1800. Doc 2 Text : demographic explosion in the 20th century	<b>Make students :</b> - compare the 1850-1900, 1900-1925, 1980-1985 periods. - give each one's duration - give the demographic growth of each one - say what they have noticed Ask students to read the 1st paragraph and describe the demographic growth. Ask students to read the 2nd paragraph and state the causes of demographic explosion. Summarise	exponential growth	What do we understand by demographic explosion? Give one cause of demographic explosion.	10mn	
At the end of this lesson, the U6 student should be able to state in which part of the world there is demographic explosion and its causes	I - demographic explosion: a 3rd world phenomenon ?	Doc 3 Map : natural growth between 1995 and 2000 Doc 4 Text : demographic explosion.	<b>Invite students to :</b> - look closely at the map - Identify the continents, then countries with high demographic growth. - state the common factor in these continents or countries. - Ask students to read the 1st paragraph and identify the causes of this phenomenon. <b>Discussion ; Make them give the causes :</b> - cultural - economic - religious <b>Summarise</b>	Bomb P intermediate Phase (demographic transition)	Which part of the world is affected by demographic explosion? Give two reasons.	10mn	

At the end of this lesson, the U6 student should be able to state the consequences of demographic explosion	II – demographic explosion : a phenomenon with multiple consequences		Brainstorming: evoking students' previous knowledge by making them talk.		State a consequence of demographic explosion	3mn	
At the end of this lesson, the U6 student should be able to show the consequences of demographic explosion on the age structure of the population of third world countries.	1-A basically young population	Doc 5 age pyramid of developed and developing countries	Invite students to: -look closely at the pyramids -compare them -state the dominant age group for each. Summarise, laying emphasis on the third world		What does the age pyramid of third world populations look like?	6mn	
At the end of this lesson, the U6 student should be able to state the effects of demographic growth on the production of third world countries.	2-A dependent economy with no assets	Doc 5 Age pyramid of third world countries	Ask students to state the active and productive age group in a population. Ask students to identify it on the age pyramid Ask them to give its importance as compared to the dependent population in third world countries. Make the students bring out the implications of a dependent population which is more than productive assets. Summarise	Dependent population	How does demographic explosion negatively affect production?	10mn	
At the end of this lesson, the U6 student should be able to state the negative social implications of demographic explosion in third world countries.	3- Demographic explosion : A factor of underdevelopment and vulnerability of the underprivileged	Doc 4 Text : Demographic explosion of the third world	Ask students to: -read the 3rd paragraph -bring out the problems that demographic explosion imposes in third world countries. -say if they are respected, -make students to deduce the social problems that the population faces : Feed→ hunger or insufficient resources Educate→ illiteracy Employ→ unemployment, poverty Brainstorming : students should bring out the risks or additional problems caused by: Prostitution, drug addiction, delinquency, epidemic, HIV transmission, criminality	Vulnerability	State a social consequence of demographic explosion. How is demographic explosion a factor of vulnerability?	10mn	Vulnerability factors

<p>At the end of this lesson, the U6 student should be able to suggest ways and means of checking demographic explosion and state the behaviour youths should adopt.</p>	<p>III – Is there a solution for demographic explosion?</p>	<p>Text Doc 6</p>	<p>Ask students to read the text and :          - identify the author          - state the solutions he proposes          - give the name of his theory          - ask the students to explain the following :          « reduced.....welfare »          - From this sentence, establish a link with responsible parenthood and family planning.          - bring students to define responsible parenthood and family planning.          - dissipate misunderstandings on the idea of responsible parenthood by defining what it is and what it is not.          - make the students show the importance of responsible parenthood          Debate : The behaviour and role of youths in the fight against demographic explosion ?</p>	<p>Malthusianism          Neo-Malthusianism          Responsible parenthood          Family planning</p>	<p>What can be done to check demographic explosion?          15mn</p>	<p>- responsible parenthood family planning          - behaviour to encourage</p>
<p>At the end of this lesson, the U6 student should be able to state the dangers of demographic explosion.</p>	<p>Conclusion</p>	<p>Text Doc 7</p>	<p>- Invite students to read the text          - ask them to bring out the dangers of demographic explosion.</p>		<p>What are the dangers of demographic explosion at the international level?          5mn</p>	

## Document 1

World population growth since 1800		
Period	Annual average rate (%)	Annual average increase (millions)
1800-1850	0,5	6
1850-1900	0,6	8
1900-1925	0,8	15
1925-1950	0,9	20
1950-1960	1,8	50.
1960-1970	2,0	6.8
1970-1980	1,9	75
1980-1985	1,8	81
1985-1990	1,7	88

Source : D. Nain, Atlas de la population mondiale, Reclus-La Documentation française.

## Document 2

### Demographic explosion

Contemporary growth rate is exponential: world population waited for millions of years to reach one billion inhabitants. One hundred additional years were enough to take us to two billion, some forty years to the third, only 15 years to the fourth, 11 years to the fifth and 09 years to the sixth.

This exponential growth is caused by a faster rate of mortality reduction than birth rate in most parts of the world. Health progress, the fight against epidemics and the high increase of agricultural production account for this increase.

Presently, growth continues at an increased rhythm of about 95 million more inhabitants every year (say an increase of 3 more inhabitants per second: 5 births and 2 deaths).

Consequently, demographic projections predict 10 billion inhabitants by 2050 and by 2100, due to the reduction of the growth rate, the world's population should be at least 12 billion inhabitants.

## Document 3

Natural growth between 1995 and 2000  
(geography map)

## Document 4

### Demographic explosion of the third world

- Most third world countries are in a transitional phase: mortality has seriously regressed in the last decades, while the birth rate has only just recently changed resulting in a high increase quite often above 2% per annum.

But certain African countries and those of the Middle East still have a natural growth rate of about 3% par annum resulting in the population doubling within 25-30 years. This is an example of exponential growth.

Nigeria, with presently 116 millions inhabitants, may have 255 millions inhabitants in 2025. During the same period, Kenya may move from 26 million inhabitants to 125 million!

- Meanwhile, much of the third world is ahead in this demographic transition: Urban development in Latin America and birth control policy in China and India are the root causes of this low birth rate.
- Whatever the case, all third world countries must face the brutal flux of a young population that they have to feed, house, and employ, Very few achieve this objective.

## Document 5

Age pyramids of developing and developed countries.

## Document 6

«This task is easy to understand even to introverts. It simply consists of the fact that he who hasn't the means to satisfy children's needs should not give birth [...] Postponing marriage until such a time when through work and savings, children can conveniently be brought up, is in agreement with each and everyone's interest and can only help foster welfare. And since it is not possible to satisfy one's passion without breaking God's commandment or without taking the risk of hurting oneself or others; ones concern for his interest and welfare calls for the strict necessity to be chaste as long as one remains a bachelor»

T. R. Malthus<sup>1</sup>, Essai sur le principe de population, Londres, 1798,

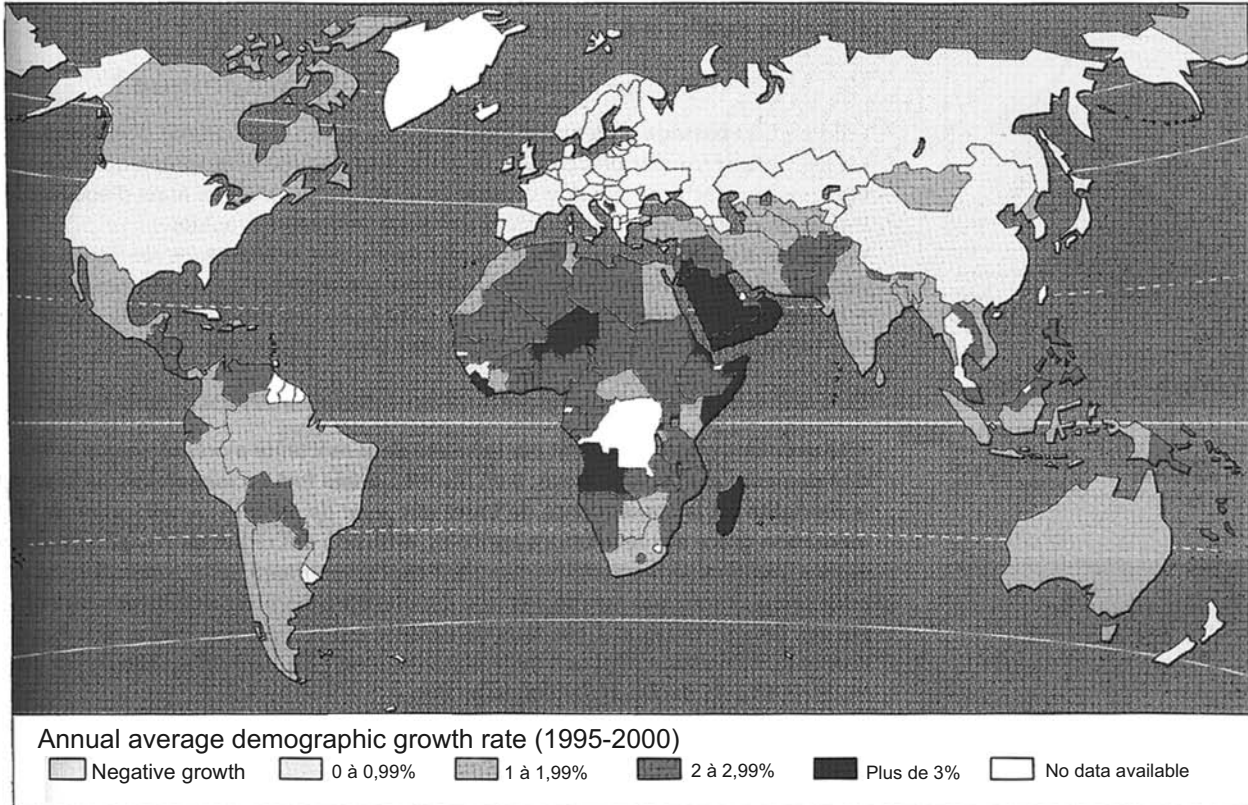
1. T.R. Malthus (1766-1834), pastor of the Anglican Church. «Malthusianism » refers to any doctrine aimed at reducing birth either in order to avoid an increased distribution of resources or provoke (the one does not exclude the other) a negative impact on resources.

## Document 7

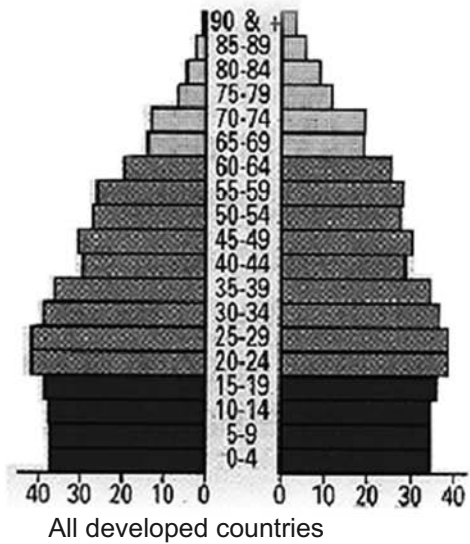
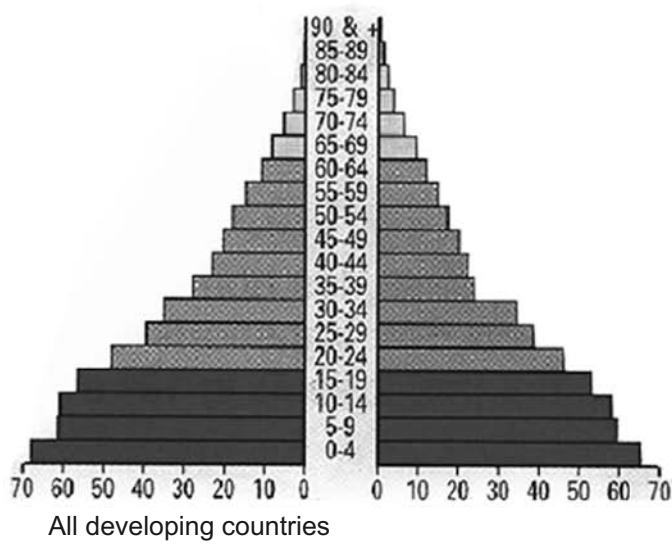
«Modern ecologists are convinced that overpopulation is responsible for all problems. In the next forty years, the population will double. By the year 2030, we are sure to have 10 billion people. 2030, is just by the corner and with 10 billion people, it will be difficult. In a world where one third of the population becomes richer and richer with no decrease, while two thirds of the population is getting poorer and poorer in increasing numbers, such a situation must not last. It creates reciprocal hatred of the poor against the rich which ends up in a blood bath. »

Commandant J.-Y Cousteau, "Demain la Terre", Dossier du Nouvel Observateur, 1992.

## B. In the last decade



3 Natural growth between (1995 and 2000)



6. Age pyramid of developing and developed countries

## LESSON NOTES 2

**SUBJECT :** Geography

**CLASS :** U6 Arts

**Enrolment :** 62

**G :** 32

**B :** 30

**Duration :** 1h

**Teacher :** ETOUNDI ELOMO Julien, PLEG

**School year :** 2009-2010

**Title of the lesson :** The Southern Cameroon plateau : Human studies

**Final pedagogic objective :**

At the end of this lesson, an U6 student should be able to :

- Locate the Southern Cameroon plateau on a map
- analyse the characteristics of the population of the Southern Cameroon plateau
- establish a link between the population and development in this geographic area.

**Prerequisites :**

- factors of demographic growth
- problems of demographic explosion
- Malthusian population theory and its weaknesses

Sequence	intermediate pedagogic objectives	Didactic material	teaching /learning activities	Words/key expressions	Intermediate evaluation	Duration
Revision of the last lesson :	What climate dominates the Southern Cameroon plateau? State the names of two rivers in this plateau.					
Introduction	At the end of the sequence the student must be able to locate the Southern Cameroon plateau on a map.	- Wall map of Cameroon - Photocopy of Cameroon map (Doc 1)	- Students should observe the map of Cameroon on the board - Show the boundaries of the Southern Cameroon plateau by a student with chalk ; other students do same on the maps before them - Ask students to name the administrative regions found in the Southern Cameroon plateau	geographic location	Where is the Southern Cameroon plateau situated?	10 mn
Summary	The Southern Cameroon plateau is situated between 2° et 6° N, and between 10° et 16°E. It covers three administrative regions: the Centre, the East, the South excepting Kribi an its environs. The Southern Cameroon plateau has a diversified, rapidly growing and an unevenly distributed population.					
I- An ethnically diversified population	At the end of the sequence the U6 student must be able to name the main ethnic groups of the Southern Cameroon plateau	Doc 3 : Text : ethnic diversity (the jeune Afrique Atlas, p. 27) Doc 6 : Map of the main ethnic groups of Cameroon.	- Get a student read the text - Get the students to point out the main ethnic groups that occupy the Southern Cameroon plateau - <b>Debate</b> : Is ethnic diversity an advantage or an obstacle to development ? two camps : <b>Camp 1</b> : obstacle : tribalism, civil war, division, exclusion, injustice...) <b>Camp 2</b> : advantages : economic dynamism, cultural riches (costumes, dances) handicraft, rich farming techniques <b>e.g</b> the contribution of diversified people in the USA <b>Teacher's Summary :</b> Ask the students the solutions to be adopted (sensitisation on tolerance, respect , accepting one another, peaceful coexistence) <b>Group work</b> : 4 groups. Making slogans on the fight against tribalism by each group of students.	ethnic diversity	State three ethnic groups of the Southern Cameroon plateau.	15 mn

<p>Summary</p>	<p>The main ethnic groups of the Southern Cameroon plateau are mostly of Bantu origin. We thus find: the fang-Beti-Bulu, the Bafias, Sanaga, Vute, Tikar, Yam-bassa, Bassa, Maka, Baya, etc. There are equally some pygmy groupings in Yoko and Moloundou. In towns, the other ethnic groups are equally represented (Bamilekes, Fulbe, Sawa, etc.). We equally find foreigners (Equato-guineans, Nigerians, Congolese, central africans, etc.). This denotes the contribution of the Southern Cameroon plateau in regional or sub regional integration.</p>	<p>The U6 student must be able to :          -describe the evolution of the population          -state the factors, advantages and problems of this evolution</p> <p><b>Doc 4</b> : evolution graph of the Southern plateau</p> <p><b>Doc 7</b> : Statistics : Birth rate Death rate (Cameroon)</p>	<ul style="list-style-type: none"> <li>- students observe doc 4</li> <li>- Ask students : 0</li> <li>▪ la nature of the document</li> <li>▪ the phenomenon represented</li> <li>- draw the graph</li> <li>- make the students study the death rate and conclude</li> <li>- make the students study the evolution of the birth rate and conclude</li> <li>- make the students calculate and describe the natural growth rate questions and answers</li> </ul> <p><b>Ask students :</b></p> <ul style="list-style-type: none"> <li>▪ the factors of this growth (high birth rate linked to culture religion ,early pregnancies ,early marriages economic and, urbanisation activities, immigration, regressing mortality )</li> <li>▪ problems linked to this growth (deforestation,land conflicts, rural exodus, clandestine emigration, disorderly urbanisation, poverty, insuffisance savings, under scholarship morbidity, unemployment, etc.)</li> <li>▪ the advantages (labour, consumption,)</li> <li>▪ conclusion : sensitisation on responsible parenthood</li> </ul>	<p>Demographic growth</p>	<p>Describe the evolution of the Southern Cameroon population</p> <p>State two factors of demographic growth in the Cameroon Southern plateau.</p>	
<p>Summary</p>	<p>The evolution of the population on the Southern Cameroon plateau is similar to that of the whole country. In 1980, this region hardly had 500 thousand inhabitants. In 1989, the region's population was estimated at a million five hundred (1,5 million). In 2010, there are more than four million inhabitants in the region. This rapid growth is the result of a high birth rate, a regressing death rate, urbanisation and emigration..</p>					
<p>Conclusion</p>	<p>The U6 student must be able to:          establish a link between population and economic development in the southern Cameroon plateau</p>	<p>Doc2 : map : demographic contrasts and economic activities in the southern Cameroon plateau</p>	<ul style="list-style-type: none"> <li>- After observing the map,</li> <li>- Students are asked to compare areas with economic activities and density</li> <li>- debate : Is population a factor or an obstacle to the development of the southern Cameroon plateau ?</li> <li>3 ideas :</li> <li>- factor : abundant labour, consumption markets)</li> <li>- obstacle : uneven distribution hence uneven development, high dependent population, social problems)</li> <li>- conclusion : a young and heavy population has both advantages and disadvantages, hence the need for a welltrained and dynamic population.</li> </ul>	<p>Development</p>	<p>What link can we establish between population and development in the southern Cameroon plateau?</p>	
<p>Summary</p>	<p>The population is a decisive factor in the economic development of the southern Cameroon plateau. This population intervenes in all economic activities. Nevertheless, to achieve a sustainable development in this region, there must be some balance between the population and available resources.</p> <p><b>END OF LESSON</b></p> <p><b>STAND UP CLASS :</b>          Make the students to read collectively the slogan on the blackboard : LETS FIGHT AGAINST TRIBALISM IN ORDER TO ENSURE A SUSTAINABLE DEVELOPMENT OF THE SOUTH CAMEROON PLATEAU.</p>					



## FL/PI/HIV/AIDS TEACHING METHODOLOGY IN CITIZENSHIP

Considering the objectives of Citizenship, namely :

- Making the youth mindful of his social and institutional environment;
- Developing fundamental and universal values such as respect, love, tolerance, accepting differences, culture of peace and solidarity;
- Opening up the youth's mind so as to enable him have positive and objective judgments when faced with international events.

These objectives share some similarities with those of FL/PI/HIV/AIDS. The link, or better still the similarity between most of their lessons is sufficient proof.

Integrating FL/PI/HIV/AIDS in the teaching of Citizenship is therefore easy, since it aims at getting the learner acquire a wholesome, responsible and civic behaviour.

### 1. Inserting FL/PI/HIV/AIDS education

Despite the proximity between FL/PI/HIV/AIDS lessons and Citizenship, the teacher should understand that only some aspects of FL/PI/HIV/AIDS are studied in Citizenship. These will be dealt with in the usual lessons. However, in order to get the learners acquire the targeted behaviour, the teacher should insist on the newly integrated learning objectives.

### 2. Activities

They are the usual activities in Citizenship, i.e. learner-centred communicative activities. Some of these are:

- Reading comprehension
- Practical activities [drawing...]
- Description
- Role play
- Competition (arousing emulation and a change in behaviour)
- Debates
- Opposing behaviours[ the good and the bad ones)
- Analysis
- Investigations
- Etc.

### 3. Teaching/learning aids

- Declarations (Human Rights, Women's Rights, ...)
- Various international conventions
- Cameroon's Constitution
- Criminal Procedure Code
- Regulatory texts
- Iconographic documents (maps, photographs, pictures, illustrations)
- Texts
- Case studies
- Rules
- Etc.

#### 4. Time allocation

Considering the contents and learning objectives of FL/PI/HIV/AIDS topics, the teacher should devote 15 to 30 minutes as the case may be [useful details are found on the table of lessons to be integrated in the subject], to the teaching of some aspects of citizenship through identified carrier lessons.

#### 5. Evaluation

Formative evaluation procedures remain unchanged. However if the assessed objectives are not common to FL/PI/HIV/AIDS and Citizenship, it is advisable for the teacher to consider an appropriate evaluation.

- In Form 1 and Form 2, he should
  - Include an aspect of FL/PI/HIV/AIDS in the vocabulary exercise
  - Include a question based on intelligence
  - Include a question on practicals or tutorials
  - Prepare a subsequent question in the comprehension exercises
- In Form 3 and 4, assessment follows the GCE 'O' level format, with FL/PI/HIV/AIDS education included in each section of the paper
- In high school one out of two proposed questions could be based on FL/PI/HIV/AIDS.

## INTEGRATING FL/PI/HIV/AIDS EDUCATION IN CITIZENSHIP

### FORM 1

Topic	Module	Learning objectives	Carrier chapter	Lesson	Time	Learning technique	Evaluation				
social life Education	Demands of community life	Define community life Justify the demands of community life		Marriage(complementary of spouses)	15min						
		Define the role of a family as a means of socialization Adopt positive aspects and reject negative influences		What is a family ? What are the rights and duties of a child in a family What are parents' responsibilities human dignity	1h 1h 1h 1h						
	Vectors of socialisation	Define the role of a family as a means of socialization Adopt positive aspects and reject negative influences		From bedrise to school	How do you start a school day ? How does a school function ?			1h 1h			
		Wrong functioning and remedy		the family milieu	Family protection			1h	Reading comprehension role play debates		
	Marriage Life Education	marriage		Define the institutional framework of marriage Define the required conditions Promote the values of a happy married life				marriage	1h		
				Reject attitude that favour wrong functioning of a married life				Divorce	1h		
Identify the various types of Cameroonian families and describe them Justify your choice for an identified type Identify the legal matrimonial regime and justify your choice Fully play your role in a family			From bedrise to school	What's a family ? What are the rights and duties of a child in the family	1h						

environmental education	Strategies to protect the environment	Define environment Identify and describe the various strategies of environmental protection Promote environmental education Take part in activities aimed at protecting, regulating and beautifying the environment	From bedrise to school	The school environment	1h		
Caring system	Behaviour to enhance	Put into practice the spirit of solidarity Practice self respect and respect of others		What are parents' responsibilities?	1h		
Child abuse	Prevention and fight against various forms of violence	- Define: human rights, children's, rights, mal-treatment, violence exploitation - Explain the importance of human rights and children's right - Lay hold on basic human rights - Include the right to physical integrity - Identify action to be carried out in case of a constraint, harassment or sexual abuse - Identify the various forms of women and child abuses at the family level	The family milieu	human dignity			
				The notion of human rights			
Support and assistance to infected and affected people	Attitude towards infected and affected persons	-Put into practice the spirit of solidarity -Practice self respect and respect of others	The family milieu	- Human dignity - The notion of human rights	1h		

## FORM 2

Topic	Module	Learning objectives	Carrier chapter	Lesson	Time	Learning technique	Evaluation
Social Life Education	Demands of community life			Traditional social values			
	Behaviour to encourage						
System of Production	Revenue sources.		The village	The village in the economic life of a country			
	Social distribution of work						
Environmental Education	Strategies of environmental protection			The village in a country's economy (harmful activities for the environment)			
Support and assistance to infected and affected persons	Attitudes towards infected and affected persons		The village	Traditional social values			

## FORM 3

Topic	Module	Learning objectives	Carrier chapter	Lesson	Time	Learning technique	Evaluation
Social Life Education	Means of socialisation			Traditional chiefteny			
				The administrative authority			
Production health	Behaviour to avoid			- Juvenile delinquency - Tribalism and other forms of social discrimination - Drug addition - Prostitution ,STD,AIDS - Corruption - Women's social promotion			
	Risky attitudes and behaviours to avoid			Prostitution ,STD,AIDS			
Contribution to the fight against HIV/AIDS	HIV/AIDS and I			Drug addition			
The impact of HIV/AIDS on human development	The consequence of HIV/AIDS on the individual, the family, society and mankind			Prostitution, STD, AIDS			

## FORM 5

Topic	Module	Learning objectives	Carrier chapter	Lesson	Time	Learning technique	Evaluation
Social Life Education	The demands of social life		The citizen: his rights and responsibilities	His rights and responsibilities Peace			
	Means of socialisation		The economy	firms			
System of production	Definition		The economy	- Initiation to economics - Production - Consumption			
	Definition			Notions on the environment			
	Human activities and the environment		Environmental protection	Attacks on the environment			
	Environmental conservation strategies			Environmental protection			
Basic knowledge on STIs	The consequences of the HIV pandemic		The economy	- Production - How firms function			

## LOWER 6

Topic	Module	Learning objectives	Carrier chapter	Lesson	Time	Learning technique	Evaluation
Social Life Education	The demands of social life		Forms of expressing citizens rights	Basic rights			
	Means of socialisation			- Political parties - Trade unions - Other associations			
Support and assistance to infected and affected persons	Risky attitudes and behaviours to avoid		Forms of exercising citizens rights	Basic rights And other associations			

### RECOMMENDED METHODOLOGY FOR THE TEACHING OF LES

The methodological approach in force, for teaching LES is outlined in the experimental approach carried out by all researchers of experimental subjects (Biology, Chemistry, Physics ...).

What are the various stages of this approach ?

What are the teaching aids, class techniques and evaluation tools used ?

#### I- The different steps of the experimental approach :

For purposes of adaptation of this approach within the framework of our subject, we shall describe it in five steps which, though dependent on each other, can be tackled independently depending on the objective of the lesson.

- a. Creation of a problem situation (by the teacher) that should lead the student to identify the scientific problem pertaining to it in relation with the pedagogic objective(s) to attain.
- b. Proposing a temporal solution (hypothesis) to the identified problem by the learners
- c. Conceiving with the learners, if possible, experimental protocols in order to either confirm or infirm the above mentioned hypothesis
- d. Testing, by the learners, the hypothesis stated by turning to the experiment (applying the conceived experimental protocols), or to the results obtained in experiments carried out by more qualified and equipped researchers.
- e. Draw conclusions by confirming or infirming one or the other hypothesis stated. The conclusions drawn which should be noted by students should correspond to the demands of official programmes.

This methodological approach places the learner at the centre of his training, to be the main actor, and helps the LES teacher to essentially play the role of a facilitator and guide. Team work (group work) on its part helps to develop amongst others, attitudes and behaviours for everyday life through interaction among students on the one hand, and between the students and the teacher on the other hand, or between the students and any other resource person called up to perfect their training.

#### II – Didactic medium and animation methods

Mediums and methods linked with Life and Earth Sciences enable the teacher to easily attain the objectives of the programme. Without giving an exhaustive list, we shall cite:

- Samples taken in the natural milieu, photographs, and the student's book, diagrams, slide shows or video films aimed at developing the competencies of observation, analysis, and interpretation in the learner.
- Classical and small laboratory materials for manipulation and experimentation made by the learner in order to develop competencies related to the practice of the experimental approach.
- Brainstorming, exposes, educative talks, testimonies, discussions and debates, role playing, case studies, excursions, guided tours, surveys and data collection, simulation of club and committee activities for the fight against HIV

An adequate use of didactic mediums and the application of appropriate animation methods shall be done during learning sessions in order to develop competencies of every day life in the learner.

Below is a list (form 1) which shall serve as guide to the teacher in the methodology of inserting learning objectives of the FL/PI/HIV/AIDS, in the existing Life and Earth Science syllabus.

# INSERTION OF FL/PI/HIV/AIDS EDUCATION IN LIFE AND EARTH SCIENCES

## FORM 1

Topic of the syllabus. FL/PI/HIV/AIDS Education	Learning objectives of the programme	Contents of the programme	carrier chapter	Proposed lesson title	Allocated time	Proposed Learning activities.
1- Reproductive health and knowledge based on STI, HIV and AIDS	- Name the different reproductive organs. - Adopt a protective and responsible behavior.	Reproductive organs	Biology of vertebrates	1-Primary sexual characteristics	2h	Observation and analysis of diagrams, photographs. Educational talks.
	- Describe and discuss the characteristics of puberty. - Distinguish between primary and secondary sexual characteristics. - Identify and overcome the difficulties of puberty. - Renounce the taboos and reject the prejudices linked to puberty.	2-The notion of puberty		2- Signs of puberty	2h	Observation and analysis of diagrams, photographs. Brainstorming. Educational talks.
	- Define reproduction and fertilization - List preconditions for reproduction and them. - List the dangers and the consequences of early sexual relations; know how to protect the body. - Reject false ideas and dangerous myths related to human reproduction	3- Process of reproduction and fertilization (procreation)		3- Sexual reproduction	2h	Observation and analysis of diagrams, photographs. Brainstorming. Educational talks.
	Respect and apply the rules of hygiene related to human reproduction.	4-Reproduction		4- Hygiene of pregnancy	1h	Guided Visits(maternity or Clinic) Educational talks.

### 111- Proposed evaluation in life and earth sciences.

At the beginning, during and the end of the training, it is necessary to evaluate the level of skills acquired and described in the objectives of the syllabus. In life and earth sciences, evaluation is essentially focused on the objectives pertaining to knowledge and application. The above table matches to each skill, the developed capacities and the types of evaluation exercises recommended by the current structure of life and earth sciences.



General objectives	Abilities	Competence	Suggested exercises
I – Acquisition or mastery of knowledge	A – Recalling knowledge	A1 Recall knowledge acquired on a given topic	- Multiples Choice Questions (MCQ) -Open end Questions (QRO) -Description of how it functions
	B – Choose and / or arrange knowledge	B1 Distinguish knowledge to be applied in a given situation B2 Apply knowledge in a given situation	- M .C . Q - O E Q. -Explaining how it functions -Exploiting documents
II – Applying the experimental approach with a critical spirit	A – Put information and Data in a logical manner	A1 Confront new ideas to existing knowledge A2 Formulate a problem linked to existing information A3 Formulate an explanatory hypothesis linked to the problem posed	- appreciate and take hold of scientific information -Exploitation of documents
	B – Testing a hypothesis	B1 Find verifiable consequences implicated in a hypothesis B2 Conceive an experimental procedure to verify the consequence of a hypothesis	- Exploitation of documents - O E Q.
	C – Show proof of a critical spirit	C1 Criticise the conception of an experience, results obtained from an argument.	appreciate and take hold of scientific information
	D – Summarise	D1 Summarise in relation to a given topic	Exploitation of documents
III – Implementation or mastery techniques	A – use the techniques of observation	A1 Carry out a microscopic preparation A2 Use different optical instruments (hand lense, microscopes, ...) A3 Carry out the dissection to observe the internal organisation of a living organism.	Practicals with classical laboratory material or minilaboratories
	B - Manipulating	B1 Use laboratory material correctly according to a given procedure B2 Carry out an experiment based on a given procedure	Practicals
IV –Scientific Communication	A – present in graph form	A1 present data in graphic or table form A2 present something observed by a diagram A3present a structure by a diagram	- Exploitation of documents - Practicals - Practicals
	B – express oneself in scientific language and correct grammar	B1 Translate an idea, a structure, a diagram, data or graph by a text	- O E Q - Exploitation of documents -Description of how it functions -Explanation of how it functions -etc

#### IV – FL/PI/HIV/AIDS workload for each level and cycle

Level and cycle	Form 1	Form 2	observation Cycle	Form 3	Form 4.	Form 5	orientation Cycle	L 6	U 6	U 6 Form
Workload	20 h	10 h	30 h	18 h	10 h	3 h	31 h	L 6 = 13h	U 6Sc = 16 h = 20 h	Arts = 13 h S C = 16 h

# MODEL LESSON PLAN (LIFE AND EARTH SCIENCES )

## LESSON NOTES ①

**Subject :** LES

**Class :** Forms 3 and 4

**Topic :** Reproductive health and basic knowledge on STI, HIV and AIDS

**Lesson title :** HIV/ AIDS: Transmission and prevention.

**Specific Objective :** Students should be able to consolidate knowledge related to methods of HIV transmission, means of prevention, and adopt responsible sexual behaviour.

**Teaching aids :** Different case studies and related questionnaire.

This same document will carry homework to be done by each learner.

**Previous knowledge :** The basic knowledge on STI (definition, symptoms, transmission and prevention)

Learning objectives	Contents	learners Activities *	Time								
1-State the method of transmission of HIV	1-Methods of transmission of HIV	- Brainstorming(learners are divided into groups of 5) - Question: How is HIV transmitted?	5mn								
2-State ways by which HIV cannot be transmitted	II-Some ways by which they cannot be transmitted.	-Brainstorming -Question : List some ways by which HIV cannot be transmitted.	5mn								
3-State the ways by HIV can be prevented.	III-Methods of prevention	-Brainstorming -Question: Which are the ways by which HIV can be prevented?	5mn								
4- To adopt a protective behaviour. 5-Develop responsible behaviour 6- Say no to irresponsible sexual behaviour and unprotected sex.	IV- Attitude to adopt and develop in order to reduce the risks of transmission and infection.	Case Study instructions 1- Class is divided into groups 2- During the lesson each group treats 2 cases proposed by the teacher 3- Division of tasks is carried out in the following manner for a class made up of 90 learner(18groups) <table border="1" data-bbox="817 1285 1302 1384"> <thead> <tr> <th>Case study</th> <th>1 and 2</th> <th>3 and 4</th> <th>5 and 6</th> </tr> </thead> <tbody> <tr> <td>No. of groups</td> <td>06</td> <td>06</td> <td>06</td> </tr> </tbody> </table>	Case study	1 and 2	3 and 4	5 and 6	No. of groups	06	06	06	30 mn
Case study	1 and 2	3 and 4	5 and 6								
No. of groups	06	06	06								

**N.B:** We have cut off from this lesson plan, the different stages of the lesson, the teachers activities and evaluation for the mere fact that the teachers activities are concretized by learners in the form of learning activities and that the rubric on evaluation cannot enter into such a small space.

# CASE STUDY

## 1<sup>st</sup> Case

Togi is 21 and is heterosexual. His partner is HIV positive and honest. Indeed they took a lot of precautions by using condoms at each sexual intercourse. Togi did the HIV test and was found to be HIV negative. Do you think that Togi and his partner have a responsible behaviour? Justify your answer.

## 2<sup>nd</sup> Case.

Mboli is a mother of three healthy children. Recently she assisted victims who were involved in a road accident on the Douala –Yaounde highway. She had blood all over her hands and clothes, and she did not have the opportunity to wear gloves during the intervention period. After carrying out an HIV test, because she was very worried, she was declared HIV negative.

In order to reduce to the maximum, the risk of contamination, what precautions should Mboli have taken before assisting the accident victims?

## 3<sup>rd</sup> Case.

Bisto is a one month old baby. Her mother Bota has been married to her father for 2 years. Before their marriage, his father lived with two other women. Bota was discovered to be HIV positive, after a test. She fears for her baby, who was still breastfeeding.

- 1- How can Bota's fear be justified ?
- 2- What could you have proposed to this young lady before marriage, so as to avoid this situation ?

## 4<sup>th</sup> case

Afana is a young medical student. He is a haemophiliac, and receives blood transfusion regularly. He is worried by his HIV status.

- 1- Why is Afana worried? Give your point of view.
- 2- Propose and discuss the measures to be taken so that blood transfusion will no longer be a source of worry.

## 5<sup>th</sup> Case

Adamou is an international transporter aged 35 years. He is married and a father of 4. He usually spends many weeks away from his family. Presently, he is out of work due to ill- health. He coughs a lot. After a test for HIV, his doctor told him that he was HIV positive.

- 1- How can you explain the HIV positive state of Adamou?
- 2- What comportment should be carried out by someone in the similar profession so as to avoid being a victim of HIV?

## 6<sup>th</sup> Case

John a young American tourist came to Cameroon two months ago. On his body one sees little boils caused by mosquito bites. He knows that HIV was transmitted by blood and that the prevalence rate of HIV is high in the sub-Saharan Africa. The means of transmission of plasmodium (microbe of malaria) by the mosquito makes him think that the transmission of HIV from a HIV positive person to a HIV negative person will be done by the same means with this insect vector. John, worried by this, carried out a HIV test and is declared HIV negative.

Explain why the serologic status of John with respect to HIV, cannot be influenced by mosquitoes.

# HOME WORK

After analyzing the different cases written below, answer the following questions:

- 1) State the three means of transmission of HIV.
- 2) State two responsible behaviours for the above cases.
- 3) State two methods of transmission of HIV, from mother to child.
- 4) State the precautions to be taken so that sexual relationship between two partners should not be an occasion for the transmission of HIV.

**Discipline** : Life Earth and Sciences

**Class** : Form 1

**N.B\*:** *This lesson plan can be adapted to the level and syllabus of form 3, lower and upper 6 science The vertebrates ;(sub topic reproduction )*

**Lesson title** : Puberty and its signs

**Duration** : 90 minutes

**Specific objective** : Students should be able to acquire knowledge with respect to the notion of puberty, and develop behaviour so as to be able to overcome difficulties linked to this delicate period in his or her development.

**Learning Objectives FL/PI/HIV/AIDS Education** On the topic on reproductive health and knowledge based on STD'S , HIV and AIDS :

- Distinguish between primary sexual characteristics and secondary sexual characteristics.
- Explain the anatomical, physiological, psychological and moral signs of puberty.
- Describe and discuss signs of puberty.
- Overcome the difficulties of puberty.

**Method of insertion** : Total

**Materials** :

- Diagrams illustrating evolution from childhood to adult showing reproductive organs.
- A text describing the difficulties experienced by youths during puberty. All these documents are attached with a questionnaire which will facilitate their exploitation by the students.

The same document will contain assignments to be done at home by each student.

## LESSON PROGRESSION IN A CLASSROOM.

### I- Introduction

1. Teacher-learner contract: It consists of communicating to the students, the three lesson objectives of the day
2. Diagnostic evaluation : It consists of the teacher having an idea of what the students think of puberty
3. Problematic situation :  
Orion and Orinette are fraternal twins that were difficult to differentiate on their day of delivery. They resemble each other a lot. Luckily they presented certain different anatomical features. Today, at 13 years, there is a great\* difference, morphological as well as character wise between the two children. Orinette looks little by little like a future good mother and Orion is developing muscles.

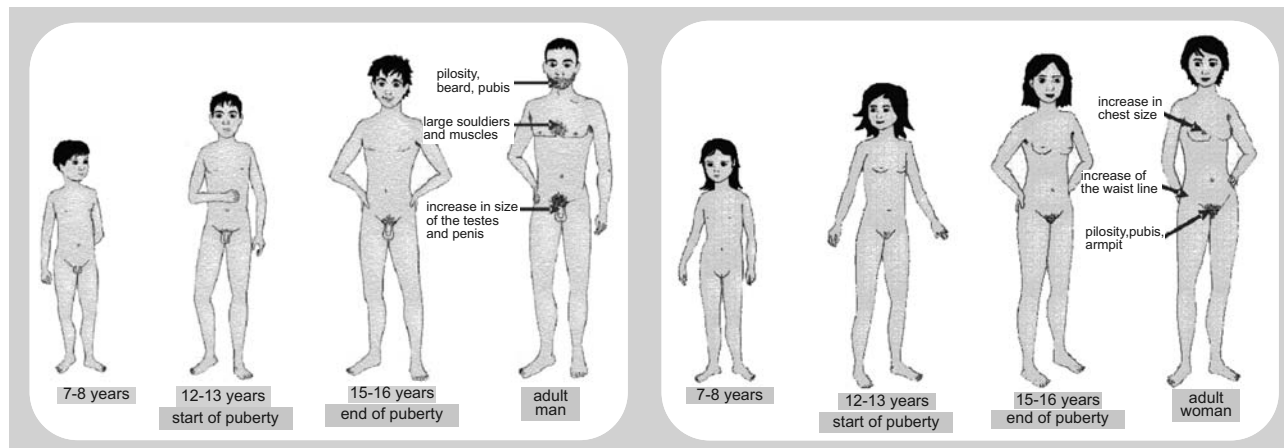
### Questions

- What, at birth, marks the difference between a boy and a girl ?
- What are the transformations that appear respectively in the girl and boy, that will make them adults tomorrow ?\*
- Is this change carried out without problems ?

## II- Lesson Development

### 1- Signs of puberty. (Duration 30mn)

- **Objective** : Describe the signs of puberty.
- **Activities carried out by learners** : Comparative observation of drawings of children, adolescents and adults (see the diagram below). (The class is divided into groups of 5s).



#### Questions to ask the learners :

- 1- Determine the differences between a little girl and an adolescent girl from the proposed documents.
- 2- Determine the differences and similarities between an adolescent and an adult woman.
- 3- Determine the differences between a little boy and an adolescent boy.
- 4- Bring out the differences and similarities between an adolescent boy and an adult man.

#### Important notes to learners :

**Adolescence** : It is the period in life between 10 and 19 years. It is marked by the appearance of new behaviours which may have consequences on sexual and reproductive health of the individual in the long and short run.

**Puberty** : It is the first stage of adolescence during which physical and physiological changes appear, characterized by sexual maturity announcing the change from childhood to adolescence and leading to the possibility of producing an offspring.

This period may be early or late, short or long depending on the individual and the type of society. In certain regions, puberty gives birth to certain socio-cultural considerations ( rites, taboos, prejudice).

#### Puberty signs in the boy and the girl

##### a. In the boy

- appearance of pimples on the face (acne) ;
- muscle development ;
- development of penis and testes ;
- first ejaculations ;
- voice deepening ;
- increase in height and weight.

##### b. In the girl child

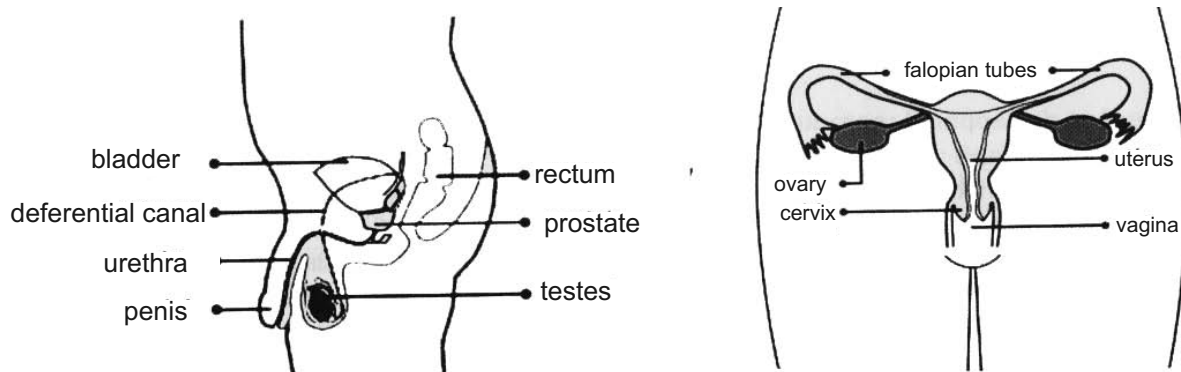
- Breast and chest development ;
- appearance of hair on pubic region ;
- appearance of pimples on face (acne) ;
- hip enlargement ;
- development of vagina and uterus ;
- appearance of first menstrual cycle.

## Formative Evaluation to make sure that the objectives of this section have been met :

During your stay in the village, you realized that your cousins Nyangono and Abdouraman have reached the age of puberty .State the signs of puberty peculiar to each of them.

## 2- Male and female reproductive organs.(duration :20mins)

- **Objective** : Distinguish between primary and secondary sexual characteristics.
- **Activities carried out by learners** : Comparative studies of diagrams of genital organs of the woman and the man. (See document 2 below). (Maintain working groups formed at beginning).



### Document 2

- 1- Identify and name the organs of the female reproductive system.  
**N.B.** In each case give the function of the organ in relation to reproduction.
- 2- Identify and name the organs of the male reproductive system.  
**N.B.** In each case give the function of the organ in relation to reproduction.

### Important notes to learners.

The organs of reproduction in the boy as well as in the girl consist of many parts: the external parts better known than the internal parts, each having its precise functions.\*

**(N.B.** show annotated sketches of the two organs).

### 1. The reproductive organs of a boy and their functions.

#### External parts.

Two main parts: the penis and the scrotum.

- The penis: it is the organ of copulation. Its dimension varies from one man to another.
- The scrotum: It's the sac, under the penis, which holds and protects the testes so that they maintain a normal temperature for the formation of spermatozoids.

Internal parts.( see sketch )

The testes or gonads, the urethra, the vas deferens, the epididymis or seminiferous tubules, the prostate gland, the seminal vesicles, the bladder.

### 2. The reproductive organs of a girl and their functions.

#### External parts :

- **The pubis or Mont venerum** : it is the lower region of the lower abdomen, covered with hair which protects the vulva ;
- **The vulva: it is made up of the** : clitoris, labia majora, labia minora, the meatus and the two orifices (vaginal and urinary) ;

- **The labia majora and the labia minora** : These are the folds of the skin of the vulva which prolongs into the Mont venereum to the former (labia majora), and which one sees on spreading the labia majora for the latter (labia minora).They serve to protect the vaginal and urinary orifices ;
- **The clitoris** : it is a small erectile organ situated at the upper part of the vulva. It is the organ of stimulation or the most sensitive female sexual organ for orgasm ;
- **The urinary meatus** : It's a small orifice situated slightly below the clitoris. It serves in the elimination of urine ;
- **The vaginal orifice** : It is an opening which serves as the portal of entry into the vagina. It is way out for menstrual products, secretions and the baby, during delivery.

The internal parts (see diagram).

The vagina, the uterus, the cervix, the fallopian tubes, the endometrium, the ovaries, the pavi.

### 3. Hygiene of the reproductive organs.

#### What to do :

- Have a personal towel or face towel and personal underwear ;
- Wear clean underwear's, preferably cotton and if possible it should be ironed ;
- Bathe daily with clean water and soap and avoid the use of corrosive products (detergents), in order to detect an eventual infection (urethral breakdown etc) or an eventual abnormality ;
- If one is sexually active, bathe immediately after sexual intercourse ;\*
- **In man** : During his daily bath, special attention should be paid to regions like the armpit, the folds of the groin, the scrotum, which are the dirtiest, the pubic hairs which can keep pubic lice.
- Be circumcised as the skin retains urine and becomes a possible site for infections ;
- **In woman** : During her daily bath, special attention should be paid to regions like the armpit, the folds of the groin, the folds of the skin between the thighs and the external parts of the genital organs( vulva, clitoris, labia minora and the pubis) which are the dirtiest( wash from vulva towards anus, that is from the top to bottom).

#### What you have to avoid :

- Touching your private part or anus if your hands will not be washed with soap after that ;
- Introducing soapy water, antiseptic or other products into the vagina except instructed to do so by a health personnel ;
- Using antibiotics, ovules and all types of medicines without the opinion of health personnel ;
- **Avoid vaginal douches** : washing the vagina by introducing a finger or toilet gloves.

### Formative Evaluation

The document 3-below represents organs of reproduction.

- Identify and name the parts of figures 4A and 4B.
- Annotate the part labelled as indicated by the numbers.
- Recall the precautions that have to be taken for personal hygiene of a boy and girl.

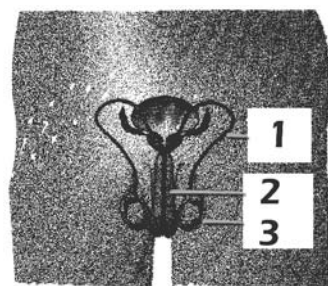


Fig. 4A

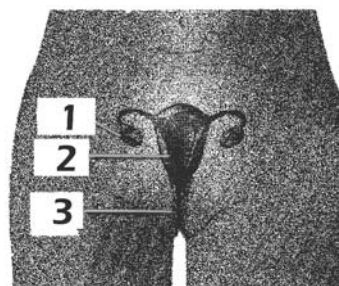


Fig. 4B

#### 4. The difficulties linked to puberty.( duration: 40 mn)

- **3<sup>rd</sup> Objective** : to identify and overcome the difficulties linked to puberty.
- **Learners activities** : Exploitation of a text describing the difficulties linked to puberty.

##### **Puberty, gateway into adolescence.**

In the young girl, puberty begins on the average between the age of 10 or 11. In boys it begins on the average between the age of 12 or 13. For boys or girls, puberty is a very difficult period to pass through. Growth is usually very rapid: they no longer know how to dress or behave themselves. They sometimes feel uncomfortable; this can be expressed as humour changes, risky behaviours, a withdrawn attitude.

The Adolescent is in full building of his identity (markedly sexual). Little by little he acquires self-sufficiency and independence. He looks for his personal limitations, often breaking the rules imposed on him by adults. For some, it is a period when they put themselves in danger (speed on the highway, dangerous sports, unprotected sex, drugging and doping), or transgressing the rules of the society (violence, delinquency, etc.).

Adolescence is therefore a difficult test for many. In order to go through it, it is necessary to have the understanding and support from those around (family, friends, and teachers). It is also necessary to know the risks to which one is exposed through certain comportment (risks linked to toxicomania, STIs, unwanted pregnancy in girls, etc). A good hygienic life (healthy and balanced meals, good sleep, and practice of physical exercise) also helps them to overcome this stage.

From the text, your knowledge and experience, answer the following questions (the class is arranged in 6 groups of students, so each group treats a question and present it in the plenary. The result is a discussion lead by the teacher) :

- 1- Why is puberty a difficult period to go cross? State 3 difficulties that adolescents encounter at puberty.
- 2- List examples of dangerous risks that adolescents take during this period?
- 3- Suggest the behaviour and attitudes to adopt by youths in order to go through this 'test' successfully.

##### **Important notes to students :**

- 1- Puberty is a difficult period for girls and boys to pass through because it is a transitional phase between childhood and adulthood and is accompanied by a lot of mental and physical changes. These rapid changes are not always easy to handle by the youth. Hence they encounter many difficulties. These are expressed in the form of emotional problems, moods, anger, paranoiac reactions, ( pride, touchy, suspicion) withdrawn, daydreaming, introspection, sometimes aggressive reactions (stealing, violence,), suicide, imaginary escapes are possible.
- 2- The text rightly highlights some examples of risks the youths take during puberty: speed on the road, dangerous sports, unprotected sex, STI, HIV, early pregnancy, drug consumption, doping, violence, delinquency, etc.

In order to pass through this stage without problems, the youth needs to master himself, but also needs the understanding and support of those around him (family, friends, teachers,). To this effect, he has to develop responsible behaviours such as: know how to say no to dangerous suggestions, negotiate to make his point of view understood and respected, respect the negative response of others, know how to identify and avoid risky situations, choose abstinence, avoid risky sexual relationships which may lead to early pregnancy, reject abortion, denounce sexual abuse, refuse gifts from strangers, reject social ills which are: smoking, alcoholism, consumption of drugs and harmful products.



**Formative evaluation :**

- a- State 2 difficulties linked to puberty.
- b- Propose methods or means of by-passing them.

**III- Conclusion**

- Summarize the concepts built up all through the lesson.
- Summative evaluation exercises taking into account all the learning objectives of the lesson.

**IV- Fill the Log book (5mn)**

## F. HOME ECONOMICS

### METHODOLOGY FOR THE TEACHING OF FL/PI/HIV/AIDS EDUCATION IN HOME ECONOMICS

The teaching of Home Economics is aimed at developing required skills in the learner, for a harmonious management of individual life, of the family he shall have, and of his commitment in the fight against social ills. It should be noted that this empowerment of the individual induces a more efficient management of family and social life. Here it can be seen that there is a close link between the Home Economics syllabus and the FL/PI/HIV/AIDS EDUCATION programme. It should be noted that though these two programmes show some similarities, Home Economics programmes, through the insertion of FL/P/HIV/AIDS EDUCATION programmes, shall be enriched with new contents whose specific objectives are clearly defined in the said programmes. For a better achievement of these objectives, an adapted methodology is necessary.

#### 1 – Methodology

The most appropriate methodology is that which encourages active participation of learners. In other words, they are interactive and participatory, demonstrative and experimental pedagogic approaches that guarantee the acquisition of competencies and the realisation of the objectives set by the training.

Various teaching activities characterise this method, notably :

- Reading and picture comprehension
- Discussions-debates
- Role plays
- Testimonies
- Educative talks
- Demonstrations
- Case studies
- Exposes ...

#### 2 – Teaching /learning aids

The Home Economics teacher must turn to classical teaching/ learning aids of his environment. However, he shall try as much as possible to update and modernise them to better adapt them to the demands of the training, to better attain the objectives. Without being exhaustive, the list of didactic material include; text and picture mediums, objects in the immediate environment, etc.

#### 3 – Insertion model and modalities

The structure of Home Economics programmes favours the easy integration of most of FL/PI/HIV/AIDS Education themes. However, some themes cannot be inserted this way. As a result, the teacher must proceed by partial insertion. He shall have to choose among the learning objectives and their contents, those that appear to be most pertinent. Concerning modalities of insertion, the teacher shall ensure that he identifies lessons that are similar with the contents of the FL/PI/HIV/AIDS Education curriculum, and in the Home Economics programmes. Some examples of insertion are suggested in this guide.

Moreover, it is important for the teacher, in conducting the lesson, to ensure the realisation of new integrated objectives as well as a logical arrangement of all the objectives. An example of a model lesson plan is attached here in.

#### **4 – Evaluation strategies**

The realisation of objectives should be evaluated on a triple plan: cognitive, socio-affective and observable competencies. For a good evaluation, the teacher for the sake of congruence with the objectives to attain shall use the most appropriate methods amongst which can be cited :

- Exposes ;
- Annotation of diagrams ;
- Realisation of spots and messages ;
- Case studies ;
- Demonstrations of techniques ...

#### **5 – Time allocation**

Time allocation varies according to the type of insertion. Consequently, the teacher shall ensure he creates sufficient periods from his official time for the realisation of FL/PI/HIV/AIDS EDUCATION objectives. The time volume can vary from 10 minutes to one hour per lesson.

## METHODS OF INSERTION OF FL/PI/HIV/AIDS IN HOME ECONOMICS

### A. SECONDARY GENERAL EDUCATION

#### CLASS : Form I

**TOPIC :** Reproductive Health and knowledge based on STI, HIV /AIDS.

**Specific Objective :** Students should be able to acquire knowledge related to Sex and Reproduction, in order to develop and uphold responsible sexual behaviour.

Learning Objectives	Content	Carrier lesson	Learning activities	Evaluation	Time allocated
<ul style="list-style-type: none"> <li>- The students should be able to:</li> <li>- Identify and name the different parts of the reproductive organs..</li> <li>- Accept his gender.</li> <li>- Respect the opposite sex.</li> </ul>	The reproductive Organs	Male and female genitals	<ul style="list-style-type: none"> <li>- Observation and commentary on documents, pictures and diagrams</li> <li>- Educative talks</li> <li>- Study of texts</li> </ul>	<ul style="list-style-type: none"> <li>Questioning; written or oral; definitions</li> <li>Importance of respecting self and others.</li> <li>Annotation of diagrams</li> </ul>	1 hour
<ul style="list-style-type: none"> <li>- Distinguish between primary and secondary sexual characteristics.</li> <li>- Describe and discuss the signs of puberty</li> <li>- Overcome the difficulties related to puberty.</li> <li>- Denounce the taboos and reject the prejudices related to puberty.</li> <li>- Explain the anatomy, physiology , psychological, and moral signs of puberty.</li> </ul>	Notion of puberty		<ul style="list-style-type: none"> <li>Observation and commentary on documents, pictures and diagrams</li> <li>- Educative talks</li> <li>- Study of texts</li> </ul>	<ul style="list-style-type: none"> <li>Questioning; written or oral; definitions</li> <li>Importance of respecting self and others.</li> <li>Annotation of diagrams</li> </ul>	1 hour
<ul style="list-style-type: none"> <li>- Define reproduction and fertilization</li> <li>- Discuss the condition that precedes reproduction and abide by them*</li> <li>- Reject false ideas and dangerous myths linked to human reproduction.</li> <li>- Give suitable hygienic rules linked to pregnancy.</li> <li>- Respect gender equity</li> </ul>	The process of reproduction and fertilization	<ul style="list-style-type: none"> <li>- Conception</li> <li>- Pregnancy</li> <li>- Hygiene of pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>Observation and commentary of documents and pictures.</li> <li>- Educative talks</li> <li>- Role play*</li> <li>- Conferences</li> <li>- Exposes*</li> </ul>	<ul style="list-style-type: none"> <li>Oral and written questioning</li> <li>Revise the process of fertilization</li> <li>Annotate diagrams</li> <li>Importance of respecting self and others.</li> </ul>	1 hour
Total workload					3hours

## ADVANCED LEVEL CLASS SGE

**TOPIC :** Reproductive health and knowledge based on STI's, HIV/AIDS

**Specific Objective :** The students will be able to acquire knowledge related to sex and reproduction in order to develop and up hold responsible sexual behaviour.

Learning Objectives	Content	Carrier lesson	Learning activities	Evaluation	Time allocated
-Identify and understand the means and control techniques of puberty -Adhere to family planning	Methods of controlling fertility	Family Planning	-Exposes -Educative talks -Role play -Conferences	Oral or Written questions* Recalling family planning methods. Case study	1 hour
-Define STI and name the most recent discovery -Describe their symptoms -Describe the mode of transmissions of STI -List and adopt methods of prevention and apply protective measures -Take into consideration the effect of STI on the socio – economic life -Master the techniques of handling preservatives.	STIS		-Role play -Discussions -Debates -Visit health structures -Demonstration of the techniques of using contraceptives by the students -Educative talks -Testimonies	Oral or written questions Definition of concepts Recalling the signs and fight against STI Case study Methods of using contraceptives	1 hour
- Define the terms; HIV/AIDS, sero-positive, sero-negative, test*, opportunistic infections, Persons infected and affected by HIV and AIDS -Explain why HIV AIDS is a deadly disease? - Master the occurrence and the mode of action of opportunistic diseases in persons infected by HIV -Promote voluntary screening test -Discuss false ideas and dangerous myths connected to HIV AIDS(slow poison, bewitchment, make love with a virgin--)	HIV and AIDS	Family Planning	-Role play -Discussions -Debates -Demonstration on the techniques of using condoms by the students -Educative talks -Testimonies	Oral or written questions Recalling the signs of HIV/AIDS and the need for voluntary screening Case study	1 hour
Total workload					3hours

**TOPIC:** Skills needed to avoid risky behaviour

**Specific objectives :** The students will be able to develop current life skills against STIs, HIV/AIDS

Learning Objectives	Content	Carrier lesson	Learning activities	Evaluation	Time allocated
-Develop responsible sexual behaviour - Say no to irresponsible and unprotected relationships -seek health services in case of illness*	Behaviours to encourage. -abstinence(self protection) -respect of life -circumcision -responsible parenthood, family planning -maternal health care	Family planning	-Educative talks -Testimonies -Debates -Role play -Discussions -Demonstration on the techniques of using condoms	- Oral and written questions on attitudes and behaviour to promote - Case study - Demonstration on the techniques of using condoms	1 hour
Total workload					1 hour

**TOPIC :** Attitude and skills to promote protective comporment

**Specific Objective :** Students should be able to identify and develop attitudes and skills to promote protective behaviour.

Learning Objectives	Content	Carrier lesson	Learning activities	Evaluation	Time allocated
-Identify and reject risky sexual behaviour(sexual recklessness, unprotected sex, prostitution, abortion-) -Identify and reject risky customs and traditions(excision,forced marriage)	Risky behaviours: -early sexual intercourse -abortions -excision -prostitution -risky customary practices	Family Planning	-Educative talks -Testimonies -Debates - Role play -Discussions -demonstration on the techniques of using condoms by students	- Oral and written Questions on risky attitudes and behaviour -case study -demonstration on the use of contraceptives	1 hour
Total workload					1 hour

**TOPIC:** Care management system

**Specific Objectives :** Students should be able to identify the mechanisms and social management structures, to develop and keep up the spirit of solidarity.

Learning Objectives	Content	Carrier lesson	Learning activities	Evaluation	Time allocated
Define management	Management				
- Identify the social categories that require management and the solidarity of these persons - Identify the different management mechanisms and participate in their actions	Identification of target groups - Maltreated children - Women - The elderly - Persons infected or affected by HIV/AIDS - Social cases...	Health and social action	- Image commentaries - Role play - Discussions - Debates - Visits of health structures - Educative talks - Testimonies - Surveys	Oral or written questions on attitudes to adopt concerning the affected persons. Define the notion of target group	1 hour
- Identify social management structures (State, NGO, family, aid associations, njangis...) - Cultivate the spirit of solidarity - Develop respect vis-à-vis target groups	Identification of mechanisms of social management		- Role plays - Discussions - Debates - Visits of health structures - Demonstration on the techniques of using condoms by students - Testimonies	Oral or written examinations on attitudes and behaviors to be promoted	1 hour
- Practice the spirit of solidarity - Practice self respect and respect of others	- Behaviors to promote - Spirit of Solidarity - Respect of others	Health and social action			
Total workload					3hours

**TOPIC:** Social Life Education

**Specific objective :** The student should be able to describe community life, identify its requirements and justify them.

Learning Objectives	Content	Carrier lesson	Learning activities	Evaluation	Time allocated
Define community life	Exigencies of community life -Accepting others -Accepting difference -Complementarity between man and woman -Respect of life		Exposé	Definition of concepts	10 min
- Identify exigencies of community life - Justify exigencies of community life - Adopt attitudes of community life				Restitution of the exigencies of community life	1 hour
- Define the role of each of the vectors identified - Adopt the positive roles of the said vectors - Reject the negative roles of each of the vectors	Vectors of socialization - The family - The school - The media - The other vectors (the church, associations, the street, girls-boys relationships)	Social groups	- Expose - Educative talks	Definition of concepts Give the roles of the vectors of socialization	1 hour
- Note and analyze the dysfunctions - Note deviant behaviors - Take active part in the remedying of the dysfunctions identified.	Dysfunctions and remedies - Dysfunctions (psychological diseases and other diseases, deviant behaviours...) - Remedies (conflict resolution...)			Note and analyze dysfunctions and deviant behaviours	1 hour
Total workload					3 h 10 min



**TOPIC : Marriage Life Education.**

**Specific Objective :** Students should be able to give appropriate information on marriage and the Cameroonian family in order to develop attitudes and favourable abilities of a harmonious family life

Learning Objectives	Content	Carrier lesson	Learning activities	Evaluation	Time allocated
Define the institutional framework for marriage.	Marriage: A social institution		- Expose - Debate	Define the framework for marriage.	10 min
Describe the conditions necessary for a marriage celebration.	Marriage conditions. -traditional -civil - religious		- Expose - Lectures discussions on official text.	Note forms conditions of different forms of marriage.	30mins
-Describe marital life. -Take into consideration the rights and duties of couples -Promote the values of a harmonious married life. -Reject attitudes and behaviours which contribute to the failures of the marital life.	The marital life. -the rights of couples -the duties of couples -the offspring -the dysfunctions	The family group	- Expose - Discussions on official text	Recall the rights and duties of couples.	1hour
- Identify the different types of Cameroonian families. - Give the different characteristics of each type identified. - Justify the difference in relation to the type identified and the size of the family. - Identify the legal matrimonial system - Justify its preference - Draw up its genealogical tree. - Play his full role in the family	The Cameroonian family -the couple -the matrimonial systems -the other forms of family -the family size		- Expose - Debate	Identify the different types of families and give the characteristics of each one. Draw a genealogical tree.	1hour
Total workload					2h40mn
<b>Grand Total</b>					<b>12h 50mn</b>

## B. SECONDARY TECHNICAL EDUCATION

### YEAR I HE (CHILD CARE)

**TOPIC :** Reproductive health knowledge based on STI's, HIV/AIDS.

**Specific Objective :** Students will be able to acquire knowledge related to sex and reproduction in view of developing and maintaining responsible sexual behaviour

Learning Objectives	Content	Carrier lesson	Learning activities	Evaluation	Time allocated
<p>The students should be able to:</p> <ul style="list-style-type: none"> <li>- Identify and name the different parts of the reproductive organs.</li> <li>- Accept his gender</li> <li>- Respect the opposite sex.</li> </ul>	The reproductive organs		<p>Observation and commentary on documents, pictures and diagrams</p> <p>Educative talks</p> <p>Exposes</p>	<p>Define concepts.</p> <p>Annotate diagrams</p>	1 hour
<ul style="list-style-type: none"> <li>- Distinguish between the primary and secondary sexual characteristics.</li> <li>- Describe and discuss the characteristics of puberty</li> <li>- Overcome the difficulties of puberty.</li> <li>- Denounce the taboos and reject the prejudices connected to puberty.</li> <li>- Explain the anatomy, physiology, psychological and moral manifestations of puberty.</li> </ul>	The Notion of puberty	Male and female reproductive organs	<p>Educative talks</p> <p>Role play</p> <p>Exposes</p> <p>Testimonies</p>	Recall on notions related to puberty	1 hour
<ul style="list-style-type: none"> <li>- Define reproduction and fertilization</li> <li>- Discuss the condition that precedes reproduction and abide by them</li> <li>- Reject false ideas and dangerous myths linked to human reproduction.</li> <li>- Give suitable hygienic rules linked to pregnancy</li> <li>- Respect gender equity</li> </ul>	The process of reproduction and fertilization	Pregnancy	<p>Observation and commentary on documents, pictures and diagrams</p> <p>Educative talks</p> <p>Role Play</p> <p>Exposes</p> <p>Discussions*</p>	<p>Definition of concepts</p> <p>Restitution of sex mechanisms*</p>	1 hour
<ul style="list-style-type: none"> <li>- Identify and give appropriate methods and techniques of birth control</li> <li>- Adhere to family planning</li> </ul>	The methods of birth control*	Regulate births	<p>Educative talks</p> <p>Role play</p> <p>Testimonies</p>	Recall the methods of birth control	1 hour
<p>Define the terms; HIV/AIDS, sero-negative, sero-positive, screening test, opportunistic infections Persons infected and affected by HIV and AIDS</p>	HIV/AIDS	Hygiene of the Body	<p>Exposes</p> <p>Discussions on official text</p> <p>Debates</p> <p>Testimonies</p>	<p>Definition of concepts</p> <p>Recall of the essential notions on HIV and AIDS</p>	1 hour
<ul style="list-style-type: none"> <li>- Explain why HIV AIDS is a deadly disease?</li> <li>- Master the occurrence and the mode of action of opportunistic diseases in persons infected by HIV</li> <li>- Promote voluntary Screening test</li> <li>- Discuss false ideas and dangerous myths connected to HIV AIDS (slow poison, bewitchment, make love with a virgin--)</li> </ul>	HIV and AIDS				
Total workload					05 hours

## YEAR THREE Technical Education /HE (CHILD CARE)

**TOPIC:** Reproductive health, basic knowledge on STIs, HIV/AIDS.

**Specific Objective :** Students will be able to acquire knowledge related to sex and reproduction in view of developing and maintaining responsible sexual behaviour

Learning Objectives	Content	Carrier lesson	Learning activities	Evaluation	Time allocated
<ul style="list-style-type: none"> <li>-Identify and name the different parts of the reproductive organs</li> <li>-Accept his gender</li> <li>-Accept the opposite sex</li> </ul>	Reproductive organs		<ul style="list-style-type: none"> <li>Observation and commentary on documents, pictures and diagrams</li> <li>Educative talks</li> <li>Exposes</li> </ul>	<ul style="list-style-type: none"> <li>Define the concepts.</li> <li>Annotate diagrams</li> </ul>	1 hour
<ul style="list-style-type: none"> <li>- Distinguish between the primary and secondary sexual characteristics.</li> <li>- Describe and discuss the characteristics of puberty</li> <li>- Overcome the difficulties of puberty.</li> <li>- Denounce the taboos and reject the prejudices connected to puberty.</li> <li>- Explain the anatomy, physiology, psychological, and moral manifestations of puberty.</li> </ul>	The notion of puberty	Male and female reproductive organs	<ul style="list-style-type: none"> <li>Observation and commentary on documents, pictures and diagrams</li> <li>Educative talks</li> <li>Exposes</li> <li>Role play</li> </ul>	<ul style="list-style-type: none"> <li>Restitutions of notions related to puberty</li> </ul>	1 hour
<ul style="list-style-type: none"> <li>- Define reproduction and fertilization</li> <li>- Discuss the condition that precedes reproduction and abide by them</li> <li>- Reject false ideas and dangerous myths linked to human reproduction.</li> <li>- Give suitable hygienic rules linked to pregnancy</li> <li>Respect gender equity</li> </ul>	The process of fertilization and reproduction	Sex Education	<ul style="list-style-type: none"> <li>Observation and commentary on documents, pictures and diagrams</li> <li>Educative talks</li> <li>Exposes</li> <li>Role play</li> </ul>	<ul style="list-style-type: none"> <li>Definition of concepts</li> <li>Restitution of mechanisms of fertilization and human reproduction</li> </ul>	1 hour
<ul style="list-style-type: none"> <li>Identify and give appropriate methods of birth control</li> <li>Adhere to family planning</li> </ul>	The methods of birth control	Regulate births. Contraceptives		<ul style="list-style-type: none"> <li>Recall the methods of birth control</li> </ul>	1 hour
<ul style="list-style-type: none"> <li>- Define STI and name the most recent discovery</li> <li>- Describe their symptoms</li> <li>- Describe the mode of transmissions of STI</li> <li>- List and adopt methods of prevention and apply protective measures</li> <li>- Take into consideration the effect of STI on the socio – economic life</li> <li>- Master the techniques of handling preservatives.</li> </ul>	STI	Infectious and contagious diseases	<ul style="list-style-type: none"> <li>Exposes</li> <li>Discussions</li> <li>Lectures on related documents.</li> <li>Testimonies</li> </ul>	<ul style="list-style-type: none"> <li>Definition of concepts.</li> <li>Explanation of the methods of transmission, symptoms, prevention</li> </ul>	1 hour

<ul style="list-style-type: none"> <li>- Define the terms; HIV, AIDS, seropositive, seronegative screening test, opportunistic infections, Persons infected and affected by HIV and AIDS</li> <li>- Explain why HIV/AIDS is a deadly disease?</li> <li>- Master the occurrence and the mode of action of opportunistic diseases in persons infected by HIV</li> <li>- Promote voluntary test</li> <li>- Discuss false ideas and dangerous myths connected to HIV/AIDS (slow poison, bewitchment, make love with a virgin)</li> </ul>	HIV and AIDS	Infectious and contagious diseases.	<p>Observation and commentary on documents, pictures and diagrams</p> <p>Educative discussion</p> <p>Role play</p> <p>Testimonies</p> <p>Exposes</p>	<p>Definition of concepts.</p> <p>Presentation of the gravity of HIV/AIDS and the importance of voluntary screening test.</p>	1hour
<ul style="list-style-type: none"> <li>- Master the methods of transmission and non-transmission of the pandemic.</li> <li>- Describe the mode of spread of the pandemic in Cameroon, Africa and the world.</li> <li>- Adopting protective behaviour</li> <li>- Engage oneself in the fight against the spread of HIV and AIDS</li> <li>- Act to put an end to the spread of HIV/AIDS.</li> </ul>	HIV and the Spread	Infectious and contagious diseases.	<p>Expose</p> <p>Debates</p> <p>Lectures on related documents.</p>	<p>Description of the mode of transmission of the disease.</p> <p>Debate on the need to oppose its spread.</p>	1hour
Total workload					07 hours

## UPPER SIX: HOME ECONOMICS

**TOPIC:** Education on social life

**Specific objective :** The student should be able to describe community life, identify its demands and justify them

Learning Objectives	Content	Topic	Carrier lesson	Learning activities	Evaluation	Time allocated
- Define community life	Community life	Social life	Works and social institutions	Exposes	Definition of concepts	10mn
- Identify the demands of community life - Justify the demands of community life - Adopt attitudes of community life	The demands of community life : - accepting others - accepting difference - complementarities between man and woman - the respect of life			Exposes Reading and commenting texts Debates Testimonies	Restitution of the demands of community life	30mn
- Define the roles of each of the identified vectors - Copy the positive roles of the said vectors - Reject the negative roles of each of the vectors	Vectors of socialisation: - the family - school - media - other vectors (church, associations, the street, boy-girl relationships ...)			Exposes Reading and commenting texts Debates Testimonies	Definition of concepts Identification of socialisation vectors	30mn
- Note and analyse dysfunctions - Note deviant behaviour - Take an active part in the remedying the dysfunctions noted				Exposes Reading and commenting texts Debates Testimonies	Identifying the vectors of dysfunctions and proposing solutions to remedy	30mn
Total workload						02 hours

**TOPIC:** Care Management System

**Specific objective :** Students should be able to identify the mechanisms and social management structures, to develop and keep up the spirit of solidarity.

Learning Objectives	Content	Topic	Carrier lesson	Learning activities	Evaluation	Time allocated
Define community life	Empowerment			Exposes	Definition of concepts	10mn
- Identify the social categories that require management and the solidarity of these persons - Identify the different management mechanisms and participate in their actions	Identification of target groups - Maltreated children - Women - The elderly - Persons infected or affected by HIV/AIDS - Social cases...	Social life	Works and social institutions	Exposes Reading and commenting texts Debates Testimonies	Identifying target groups	30mn
- Identify social management structures (State, NGO, family, aid associations, njangis...) - Cultivate the spirit of solidarity - Develop respect vis-à-vis target groups	Identification of mechanisms of social management			Exposes Reading and commenting texts Debates Testimonies	Presentation of management structures Restitution of activities of management structures	30mn
- Practice the spirit of solidarity - Practice self respect and respect of others	Behaviour to promote - spirit of solidarity - respect for others				Identifying the behaviours to promote proposing a school integration programme	30mn
Total workload						02 hours

**TOPIC:** Leadership

**Specific objective :** The student should be able to develop competencies of every day life aimed at promoting and affirming his personality

Learning Objectives	Content	Topic	Carrier lesson	Learning activities	Evaluation	Time allocated
Define leadership	Leadership			Exposes	Definition of concepts	10mn
Identify elements of affirming personality	Elements of self affirmation and respect : -Critical spirit -judgement -objectiveness -honesty -equity ...	Social life	Protecting the worker	Exposes Reading and commenting texts Debates Testimonies	Recalling elements of self affirmation and respect for others	1 hour
- Define every day life competencies - Develop attitudes and aptitudes of every day life - Practice them	Behaviour to promote : -social competencies -cognitive competencies -competencies to adapt on the affective domain			Exposes Reading and commenting texts Debates Testimonies	Recalling behaviour to be promoted	1hour
Total workload						02 hours

**TOPIC:** Human rights, women and child abuse

**Specific objective :** The student should be able to develop attitudes and aptitudes enabling him to master human rights, to denounce, to reject and to fight the various forms of abuse and violence

Learning Objectives	Content	Topic	Carrier lesson	Learning activities	Evaluation	Time allocated
Define the notions of maltreatment, abuse, violence and exploitation of human rights	Human rights			Exposes	Definition of concepts	10mn
Identify the various forms of maltreatment of women and children at the family, school, and other levels (kidnapping, traffic and sale of organs...)	Various forms of violence : -family -school -social -others	Social life	Protecting the worker	Exposes Reading and commenting texts Debates Role plays Testimonies	I Denitication and rejection of violence on women and children	45mn
- Denounce maltreatment of women and children and vulnerable people - Identify the various means of prevention of maltreatment - Adopt them - Fight against abuse of any sort - Identify empowerment structures and participate in their actions	Remedies : - Prevention of maltreatment - Fight against abuse			Exposes Reading and commenting texts Debates Testimonies	Presenting ways to remedy Presenting ways of fighting against mal-treatment of women and children	45mn
Total workload						02 hours



**TOPIC:** Education on treatment

**Specific objective :** The student should be able to justify the importance of screening and turning to appropriate structures for adequate treatment

Objectives of Learning	Content	Topic	Carrier Lesson	Learning activities	Evaluation	Time allocated
<ul style="list-style-type: none"> <li>- Carry out screening test to know his serological status</li> <li>- Accept his serological status and prescribe a discipline aimed at preserving or stabilising his state of health</li> <li>- Live infected or affected</li> <li>- Talk about his fears and overcome his worries</li> <li>- Promote voluntary screening</li> </ul>	Knowing his serological status			Exposes Debates Testimonies	Showing the necessity of knowing his serological status and means to accept it	30mn
<ul style="list-style-type: none"> <li>- Identify specialised structures for infected or affected people</li> <li>- Citing the services of specialised structures</li> <li>- Explain how to benefit from services of specialised structures</li> <li>- Justify the importance of turning to specialised structures to know his serological status</li> <li>- Explain the usefulness, the organisation and functioning of specialised structures for infected or affected people</li> <li>- Identify the places of counsel and voluntary screening</li> <li>- Get a treatment administered</li> <li>- Provide a decent care to infected and affected people</li> </ul>	Turning to specialised structures of infected and affected people	Early childhood education	Treatment of epidemic diseases	Exposes Reading and commenting texts Debates Testimonies	Recalling specialised structures and their functioning method	30mn
<ul style="list-style-type: none"> <li>- Identify the various means of empowerment (social, medical, psychological)</li> <li>- Promote an active prevention of HIV and an effective treatment of AIDS in the house, in school and in society</li> <li>- Get convinced of the importance of the treatment of HIV and AIDS, but also the difficulties (painful side effects, lack of treatment for now)</li> <li>- Plead for a vast and equitable access to treatment</li> </ul>	Treatment, its cost and its limitations			Exposes Reading and commenting texts Debates Testimonies	Recalling the various forms of empowerment Presentation of preventive fight against HIV infection	1hour
						02 hours
<b>Total workload</b>						<b>10 hours</b>
<b>Overall workload</b>						<b>54 hours</b>

## Sample lesson Plan (HOME ECONOMICS)

### LESSON NOTES ●

**Teaching order** : CET

**Class** : 1st year Home Economics

**Number** : 70

**Opening theme** : Reproductive health and basic knowledge on STIs, HIV/AIDS.

**Content of learning** : Reproductive organs

**Carrier subject** : childcare

**Carrier lesson** : female genital organs

**Prerequisite** : Male genital organ

**Time** : 1 hour per week

### **Operational pedagogic objectives**

At the end of this lesson, having explanations and non-annotated diagram, the student shall be able to :

- 1) define the female genital organ
- 2) label the diagram of the female genital organ
- 3) give an example of means to respect himself and the opposite sex

**Reference** : Henaux and Grassier, La Puériculture: notions essentielles, Ed. J. Lanore, G. Bergeron, amour sans carré Blanc, planches pédagogiques, images, pictures, non-annotated diagram of the female genital organ.

**Title** : Female genital organs (FGO) / anatomy and hygiene

Time	IPO	Content	Teaching activities	Methods	Didactic material	Learning activity	Evaluation
5mn	The student should be able to answer questions on prerequisites	Prerequisites on -human parts -FGO -Notions of personal hygiene	Exploitation of documents Questions	Form: interrogative Intuitive	Documents: Bases and pedagogic forms	Observation Deduction Answer to questions	Answer to questions
5mn	Define key concepts	Define key concepts	Presentation of images- pictures Sketches Discovery questions Dictation of paragraph	Deductive	Documents: Bases and pedagogic forms	Observation Deduction Answer to questions Taking notes	Defining key concepts mentioned in table AGF
10mn	Name the various parts of the FGO	The various parts of the FGO	Use of pedagogic tools Comparing Explaining Dictation of paragraph	Analytical	Documents Pictures Diagrams Lessons	Analysis and clarifying idea Taking notes	Name the various parts of the FGO
20mn	Describe and give the roles of the parts, security measures to preserve the FGO	Description Role and measure and security for FGO	Use of pedagogic base Explanation dictation of paragraph	Exposure	Pedagogic bases and forms	Audition taking down notes	Describe and give the role of each part and security measures to preserve the FGO
10mn	Recommended to protect the FGO Accept his gender and respect the opposite sex	Hygiene and recommended behaviour Respect of gender	Presentation of documents and carved out journals Debates Questions Explanations Dictation of paragraph	Analytical deductive	Carved out journals Pictures Lessons	Audition Observation Testimonies Proposals of recommended behaviour Discussions	Recall hygiene and recommended behaviour to safeguard reproductive health in women What do you think of yourself and the opposite sex?

## EVALUATION OF ACQUIRED KNOWLEDGE AND CONCLUSION (10)

### Exercise for practice or consolidation :

Describe FGO and label the diagram at your disposal

Give three hygiene measures of the FGO and security measures

What can be done to respect ones' self and respect the opposite sex?

### Assignment :

Summarise the negative effects of premature sexual relationships, early pregnancies, rape and excision, lack of personal and intimate hygiene and give practical advice to fight them

Sensitise your close ones and prepare testimonies for the next class

## EVALUATION EXAMPLES IN HOME ECONOMICS

### First evaluation method: case study

*Class* : Upper six SGE

**Topic to be evaluated** : Reproductive health and basic knowledge on STI and HIV/AIDS

**Learning Content** : Techniques of controlling child-bearing

**Carrier lesson** : Family planning

#### CASE STUDY

Your neighbour Zita is 27 years old and has four children whose ages go from 12 years to 6 months. She complains of this family load and calls you to teach her about her situation.

1- Has Zita applied family planning?

2- In a table show the four most efficient contraceptives by bringing out their advantages, their disadvantages and their rates of efficiency.

3- Justify the place of family planning in family life

4- What advice can you give Zita to help her find solutions to her problem?

5- What do you think of family planning?

**Time allowed** : 1 hour

### SECOND EVALUATION METHOD: QUESTIONNAIRE

**Class** : 1st year Technical Education

**Topic to be evaluated** : reproductive health and basic knowledge on STI and HIV/AIDS

**Learning Content** : the fertilization and reproduction process

**Carrier lesson** : Pregnancy

#### QUESTIONNAIRE

1- What is human reproduction?

2- Give the role of every part of the Female Genital Organs in the human reproduction process

3- Give three conditions that must be met before starting to bear children

**Time allowed** : 30min

## G. SPORTS AND PHYSICAL EDUCATION

### Methodology for the teaching of FL/PI/HIV/AIDS Education in Sports and Physical Education (PE)

Sports and Physical Education is a subject whose indispensable nature in the complete upbringing of a child is increasingly being recognized.

The choice of the year 2005 as « The international year of sport and physical education» by the United Nations with UNESCO's follow-up, is a point that militates in favour of the reinforcement of sports and physical education in our school system. This subject though first of all concerned with the body, has effects which go beyond body care. It has maximum impact on the psycho-social dimension of the learner through promoting his social integration and refining his human nature.

#### 1. Methodology

The presence of PE among the chosen carrier subjects in FL/PI/HIV/AIDS Education in schools helps PE teachers to be conscious of the fact that this subject is a means of conveying other messages or knowledge for the child's complete education.

What is specific about PE is that the teacher can use the different lesson and level based communicative methods mentioned above. As far as its interdisciplinary nature is concerned, the PE lesson must use knowledge from other subject domains like :

- physiology
- Human anatomy
- Psychology
- Sociology
- Biomechanics
- Social sciences
- Languages
- Science of Education to be efficient.

#### 2. Workload

Exchanges with other carrier subjects are therefore not supposed to experience any difficulties.

In Cameroon, the workload for PE lessons is at most 2H per week in most timetables. This means:

- 8h a month
- 24h a term
- 72h a year.

#### 3. The insertion model

Considering the limited amount of time reserved for PE lessons in our school system, inserting FL/PI/HIV/AIDS Education must be done directly during practical lessons that take 90% of the time allocated. Theoretical lessons may also be used.

It is equally advisable that this education be transmitted by the sports associations of various schools during organised activities like inter – class competitions and through participation in competitions organised by the national federation of school sports (FENASCO).

The fact that many students are very close and open up easily to PE teachers is an added advantage that could be exploited for teaching purposes.

#### **4. Evaluation**

The impact of this education on the learner's behaviour can only be measured or evaluated through the use of a certain number of clear indicators.

These are some of the indicators that the PE teacher can use:

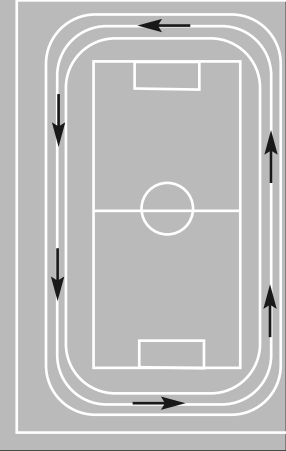
- disciplinary file ;
- frequency of pregnancies ;
- frequency of abortions ;
- level of fair-play ;
- degree of tolerance ;
- level of involvement in group activities ;
- evolution of PE marks ;
- assiduity ;
- level of participation in lessons ;
- etc.

## MODEL LESSON PLAN FOR INSERTING FL/PI/HIV/AIDS EDUCATION IN PE - SECONDARY EDUCATION

Topic	Learning objectives	Carrier subject	Carrier lesson	Learning Activities	Time allocated	Evaluation
Social life education	Adopt community life habits Define the role of identified socialisation vectors	PE	<b>Collective Sports</b>	Cooperation Exercises	10mn	Questionnaire Observation with identified indicators
Skills necessary to avoid risky behaviour	Say No to irresponsible and unprotected sex	PE	<b>Collective or individual Sports</b>	Exercises for the promotion of team spirit and solidarity, etc	10mn	Questionnaire Observation with identified indicators
Leadership	Identify elements that assert the personality.	PE	Collective or individual Sports	Exercises or practices aimed at developing self mastery, emotional control etc Learning the rules and regulations of sport disciplines	10mn	Questionnaire Observation with identified indicators

# Lesson plan for a PE class

**School :** P.E.M./M.E.T.      **Date :** Theme : Resistance      **Cycle :** 1st      **Session :** 2nd  
**Class :** U6      **Enrolment :** 48 students      **Education Objective :** Development of the personality      **where :** football field (athletic track)  
**Level :** III      **Specific Technical Objective :** Mastery of rhythm of the race      **Duration :** 55 min  
**Teacher :**      **Operational Objective :** To be able to maintain the rhythm      **Material :** stop watch, whistle  
**Trainee :**      **Pedagogic Situation :** Resistance race      **key :**  
**Specialty :** Athletics      **Inserted learning Objective :** Note deviant behaviour (social life education)

Parts	Exercises	Training and evolution	pedagogic and technical guidelines	Dosage	Duration
P.E.M./M.E.T.	<ul style="list-style-type: none"> <li>- Grouping and verification of attires</li> <li>- Putting in order exercise</li> <li>- Presentation of the session's theme and of the inserted learning objective of FL/P/HIV/AIDS</li> <li>- Jogging / respiratory exercises and relaxation</li> </ul>	04 student lines (girls and boys) standing and facing the teacher	<ul style="list-style-type: none"> <li>- Discipline and order in the lines</li> <li>- Group running</li> <li>- Running and breathing</li> <li>- Relaxed running</li> <li>- Stretching to limits</li> </ul>	2 rounds 3 rounds	10 min
MAIN PART	<ul style="list-style-type: none"> <li>- Taking the pulse</li> <li>- Constitution of 4 work groups</li> <li>- Work broken down into time fractions                             <ul style="list-style-type: none"> <li>Boys → 60 seconds</li> <li>Girls → 45 seconds</li> <li>Rest → 1 min</li> </ul> </li> <li>- Work broken down into distance                             <ul style="list-style-type: none"> <li>Boys → 600 m</li> <li>Girls → 400 m</li> </ul> </li> <li>- Recuperation walk on 400 m</li> </ul>		<ul style="list-style-type: none"> <li>- Respect of the work in groups</li> <li>- Group management</li> <li>- Maintaining the rhythm of the race</li> <li>- Avoid acceleration and deceleration</li> <li>- 01 round Resistance for girls and 02 rounds for boys</li> <li>- Running and breathing sufficiently</li> <li>- Heart beat 120 pulse / min</li> </ul>	01 round / G 02 rounds / B	30 min
	<ul style="list-style-type: none"> <li>- Walking, stretching</li> <li>- Taking the pulse</li> <li>- Sitting</li> <li>- Recalling the theme of the session and the inserted learning objective of FL/P/HIV/AIDS.</li> </ul> The teacher talks to sitting students on deviant behaviour which impedes the smooth functioning of social life and influences the athlete's performance.	04 student lines (girls and boys) sitting and facing the teacher	<ul style="list-style-type: none"> <li>- Take a deep breath through the mouth.</li> <li>- Listen carefully and express one's opinion in a disciplined manner.</li> <li>- start discussion</li> <li>- List deviant behaviour and their effect on the performance of athletes, on the individual and on social life.</li> <li>- Commit yourself to reject them</li> <li>- Adopt protective behaviour.</li> </ul>		10 min
R.A.C./R.E.M.		04 student lines (girls and boys) Standing and facing the teacher and going back to class in straight lines.	<ul style="list-style-type: none"> <li>- Answer roll call</li> <li>- Dressing up</li> <li>- Walk orderly to the classroom</li> </ul>		5 min



## THE CONTRIBUTION OF CO-CURRICULAR ACTIVITIES

**W**ithin the framework of the implementation of FL/PI/HIV/AIDS education, it is important to make use of extra-curricular activities and lay emphasis on the follow-up of the module.

The former Director General of UNESCO, Frederico MAYOR, defined extra-curricular activities as 'school after school'; referring here to all the activities around the school which help in building up the individual's personality. These activities are not therefore enclosed in the conventional school preoccupations, but are instead carried out freely.

They include activities such as :

- school clubs which prepare children for social life, teach them to show respect for others, practise tolerance, solidarity, justice, national integration, etc.
- children governments/ councils where they learn to be future leaders and acquire democratic ideas such as transparency, elections, change of power self control, discipline, etc.
- school cooperatives

These activities pursue the same goals. For these three school structures to be efficient, it is recommended that teachers who are in charge of training these learners practise what they preach :

- by organizing or being involved in such associations as PTA, trade unions, clubs, etc.
- by being informed or trained in order to be able to ensure implementation and follow-up of learners
- by being involved in the organization of special events related to teachers or students such as, the International Teachers' Day, Day of the African Child, Human's Rights Day, National Youth day celebration, International Days for the Fight against Tobacco, Child Labour, HIV/AIDS, etc

# COORDINATING FL/PI/HIV/AIDS EDUCATION ACTIVITIES IN SCHOOL

In order to ensure efficiency and clarity, the implementation of FL/PI/HIV/AIDS Education requires that a coordinating structure for its teaching and practice be put in place in all schools. The transversal nature of this program as well as the interdisciplinary nature of its contents should not give way to laxity, amateurism and improvisation. Both curriculum and syllabuses should be implemented using a methodology agreed upon by consensus on the basis of the efforts made and quantifiable results.

Such a lay out highly requires the appointment of a liaison officer point, head of department of FL/PI/HIV/AIDS Education in each school. That liaison officer point will be selected among the teachers of subjects identified to carry FL/PI/HIV/AIDS Education

He will be responsible for lesson follow-up, harmonization and assessment, as well as establish links between his own school and other similar structures, and between schools, regional and national liaison officers.

## 1. PEDAGOGIC FOLLOW- UP

The insertion of FL/PI/HIV/AIDS Education in carrier subjects will be done through three main procedures [systematic or total insertion, partial insertion and insertion by addition of content]. Various meetings of school councils called for and presided over by the liaison officer will enable him ensure control over the lessons taught, their content, achievement and coverage rate of syllabuses for each class and level

## 2. HARMONIZING STRATEGIES

Spanning many subjects, this curriculum demands that teachers' activities should be coordinated. It should be done in an effective, efficient and equitable manner. The liaison officer will ensure cohesion in teaching activities according to level. He or she will organize special days, demonstration sessions or field trips.

## 3. EVALUATION

As part of their task, the liaison officer will submit regular reports on the results obtained in the management of teaching, syllabus coverage and their impact on the students and teachers. The results must be consistent with those of teachers of carrier subjects in classrooms with a good moral standing as deemed by the school board in the light of the objectives prescribed by teachers of FL/PI/HIV/AIDS Education programs.

## 4. POSSIBLE RELATIONSHIPS

The liaison officer must be the link of the pedagogic chain of FL/PI/HIV/AIDS Education activities. Besides, it would be better if liaison officers could also be appointed among Regional Pedagogic Inspectors of carrier subjects. This close, vertical and horizontal collaboration will guarantee the effectiveness of the programme and its control. Related activities will be monitored and assessed both by senior management and junior staff who will have the opportunity to share their experiences.

# PARTICIPATIVE PEDAGOGIC TECHNIQUES AND APPROACHES

Methods	Description	Advantages	How to proceed
1 Classroom discussion	The class examines a problem or a theme with the aim of : -better understanding a question or a skill -finding out the best solution, -developing new ideas and orientations for the group	The learners can : - learn from others and have other answers to solve a problem - deepen their understanding and personalize their relationship with the topic - develop listening, self awareness and empathic skills.	<ol style="list-style-type: none"> <li>1. Decide on how to arrange the classroom so that learners could see each other</li> <li>2. Recall the rules for discussion( or set them jointly at the beginning of each discussion)</li> <li>3. Identify the objective of the discussion and clearly state it</li> <li>4. Ask pertinent and open questions</li> <li>5. Ensure that everybody participates actively</li> <li>6. Keep a record of how the discussion is being carried out (eg assign one or two secretary)</li> </ol> <p><b>N.B.</b> Large groups are difficult to handle</p>
2 Discussion in small parallel groups or Buzz Groups	A large class is divided into small groups of 6 or less and is given limited time to carry out a task, an action or discuss a specific theme, a problem or a question	Additional advantages to class discussion: - good method when faced with large classes and limited time - maximizes the participation of all - opportunity given to learners to know each other better - it enables more careful and personalized listening	<ol style="list-style-type: none"> <li>1. Clearly state the goal of the discussion and the time allowed</li> <li>2. Form small groups[vary the components of the group if the exercise is renewed]</li> <li>3. Arrange the learners in such a way that they see and hear each other easily</li> <li>4. Assign an active role to each member of the group [secretaries person, facilitator, the devil's advocate, etc]</li> <li>5. At the end secretary sums up the discussion</li> </ol>
3 Contradictory debate	A controversial question is portrayed in class by a group of learners or by the teacher	Learners takes a stand on the question A debate is organized on the topic either with the whole class or in small groups Debates give the opportunity : - to display various skills[ communicating, respecting others' opinion, etc] - to handle a particular topic deeply and in a creative way - to take a stand on a topic that can be of great importance to them - to discuss the pros and cons Questions on health are good topics for a debate	<ol style="list-style-type: none"> <li>1. Choose a controversial question</li> <li>2. Allow the learners to take a stand. If many learners share the same idea, ask some volunteers to defend the opposite view</li> <li>3. Give a few minutes the learners to prepare their points [alone or in small groups]</li> <li>4. Recall the rules of the discussion[or set them jointly at the beginning of each discussion</li> <li>5. During the debate do not let some learners dominate others.</li> <li>6. Ensure that learners show respect for others opinion.</li> <li>7. Maintain class control and ensure that the debate remains focused on the topic</li> </ol>

4	Brainstorming	<p>Learners give out actively and spontaneously a great variety of ideas without evaluating or discussing them, concerning a topic or a question within a given period [quite often brief]</p> <p>Producing a great number of ideas is the main objective of brainstorming, evaluation comes later on.</p>	<p>This is an efficient way to use time when exploring a topic and it enables the learners</p> <ul style="list-style-type: none"> <li>-to come out fast and spontaneously with a good number of ideas.</li> <li>-to be creative and to propose their own ideas</li> <li>-to make use of their imagination and avoid readymade answers.</li> </ul> <p>A follow-up activity could be examining pros and cons of each of the ideas, or classifying them following some criteria, which therefore enable one to show proof of analytical and critical skills.</p>	<ol style="list-style-type: none"> <li>1. Appoint a leader and one or more secretaries who take turn</li> <li>2. State the question or the problem and request for ideas</li> <li>3. Recall the objectives and the rules of the game; generating ideas even the craziest without any judgment; all ideas that come up are welcome</li> <li>4. Get one or more learners, to write down the ideas on a board in turn [eventually on cards to be pasted out later], so as to enable everybody see and later on discuss them</li> <li>5. Ensure that that these ideas are only expressed and not discussed.</li> <li>6. Make sure that everybody participates</li> <li>7. After the brainstorming session, review all the ideas, add some more, cancel others, classify them</li> </ol> <p><b>NB:</b> risk of causing an uncontrollable noise</p>
5	ROLE PLAY	<p>Role play is a brief informal representation in which some learners mimic or act out a given situation</p> <p>What was acted out is then discussed in groups and can be acted out anew, with a difference, by the same actors or other ones</p>	<p>Role play enables the learners to explore problems and dilemma that can happen in real life, to personalize them and identify and try solutions without taking any risk [since the situation is not a real one]</p> <p>Role play is an excellent strategy to explore feelings or situations that are difficult to handle and that happen in real life [anger, sadness, powerlessness, shyness, pressure from peers]. It also helps :</p> <ul style="list-style-type: none"> <li>-to exercise several types of competences</li> <li>-to create empathy for the others and their point of view</li> <li>-to acquire better knowledge of self by exploring problems and dilemma in a more personalized manner</li> <li>-to explore new ways of reacting</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe the situation and make sure it has something to do with the learners' experience.</li> <li>2. Select actors</li> <li>3. Give instructions to actors, allow them some time to get prepared</li> <li>4. Prepare the spectators (arrangements)</li> <li>5. Start the role play</li> <li>6. Talk of what has taken place [feeling, what was easy, more difficult, connection to real life]</li> <li>7. Then, other learners could suggest different ways of acting or reacting and could act out the scene anew and differently</li> <li>8. Draw lessons from the exercise, keep them in mind so as to be able to eventually discuss them again later.</li> </ol> <p><b>NB :</b> Risks of accidents</p>
6	GAMES	<p>Games are activities among the learners that can be used to teach or review knowledge; they help to reinforce learning, to exercise critical mind, problems solving and decisions making</p>	<p>Games help to</p> <ul style="list-style-type: none"> <li>-test hypothesis, knowledge, skills and solutions without taking real risks [except losing marks in the course of the game]</li> <li>- explore problems and dilemma in a more personalized way</li> <li>- to learn while playing</li> <li>- to manage large numbers and facilitate active participation of all</li> <li>- facilitate rich discussions while participants struggle to score points and win</li> </ul>	<ol style="list-style-type: none"> <li>1. Games can be prepared by the learners, the teachers, or be supplied by NGOs in charge of prevention</li> <li>2. Prepare series of questions and answers in relation with what has already been taught in class</li> <li>3. Organise the game, setting the teams if necessary</li> <li>4. Establish a system of marks recording inspired from existing games, local or seen on TV [question pour un champion, trivial pursuit]</li> <li>5. Remind the learners that the activity is meant to be pleasant not caring about who wins</li> <li>6. Limit the duration of the game</li> <li>7. Allow time for discussion about how the game was carried out, as well as the result</li> </ol> <p><b>NB :</b> risks of going astray</p>

7	STORIES, ANECDOTES	The teacher or learners tell a story to the group. Story telling can be accompanied with pictures, photos, music or dancing	Stories enable the learners to explore problems and dilemma. Similarities and comparisons can help the learners come out with their own answers Stories can enable the learners to : - reflect on local problems - be sensitized by discussing problems and solutions - develop their critical mind - personalize and identify themselves to situations - develop their imagination and writing skills by inventing stories of their own	<ol style="list-style-type: none"> <li>1. Select and read simple and clear stories enclosing situations of happiness, sadness, excitement, courage, decisions making, problems solving</li> <li>2. A group of learners can equally prepare and tell a story</li> <li>3. Make one or two remarks</li> <li>4. Ensure that the story[ and pictures if any] has a link with the learners' life</li> <li>5. Make the story interesting</li> <li>6. After reading the story, encourage the learners to reflect and discuss important questions raised in the story</li> <li>7. After the story is read it can also be adapted to the local context if necessary and dramatized</li> </ol>
8	SITUATION ANALYSIS, CASE STUDIES, INVESTIGATIONS	Activities for situation analysis offer an opportunity to teachers to analyze and discuss situations that are close to them or that they are likely to face Case studies are that describe in details what took place in a community, a family a school or to a person Analyzing a case or a situation and investigating require that a person be in touch with the community in order to gather information and testimonies It is a preliminary stage to the development and realization of prevention projects in the community	These activities are powerful catalysts for thought and discussion. They give the opportunity to : -gather a great variety of knowledge and skills[ reading, writing, analysis, communication, research, etc] - work together, share ideas - have a better knowledge of one's environment and community - discover that people sometimes think differently - examine necessary conditions for the achievement of personal or collective actions and evaluate their consequences - to be confronted with situations experienced by others, to identify the risks and the consequences of their acts - enables awareness and motivation to take action personally	<ol style="list-style-type: none"> <li>1. Plan the task in several stages and working sessions</li> <li>2. Discuss the topics to be studied and clearly define them together with the learners</li> <li>3. Allow links with other learning opportunities[ within the same school subjects or in connection with other subjects]</li> <li>4. Plan individual or group work, however ensuring that everybody has an active role to play</li> <li>5. Plan many occasions to share and discuss the results among the learners</li> <li>6. The teacher plays the role of facilitator, and guides the learners through questions or suggestions in order to stimulate thinking and reframe the work</li> <li>7. Plan occasions of sharing the results with the rest of the school and the learners</li> </ol>
9	DRAMA	stage sketches, act them out and then discuss them. This aims at creating awareness and a change of attitudes and behavior both at individual and collective level	When well used, drama could be a powerful tool for sensitization and information which is economically and culturally adapted to the African context. It helps -introduce dialogue and strong identification thanks to the exposure of situations linked to group or community problems and questions -tackle taboo topics more easily, thanks to the sketch and laughter caused by comical scenes	<ol style="list-style-type: none"> <li>1. Plan within limited time in several stages and sessions</li> <li>2. Discuss themes for the play, clearly define them jointly with the learners and make sure they relate with the learners' life</li> <li>3. Decide on the characters and share the roles[ think of a director]</li> <li>4. Set the learners in small groups</li> <li>5. Plan many occasions to follow-up their work; the teacher plays the role of facilitator, he guides the learners through questions and suggestions and reframes their work when necessary</li> <li>6. Plan occasions to share the results with the rest of the school and the community After the show : 7. Talk about what took place in the framework of a debate or a discussion[ feeling, what was easy, more difficult, link with real life</li> <li>8. Allow the audience to suggest other ways of acting or reacting and the possibility to dramatize the scene in a different way</li> <li>9. Draw lessons from the exercise. Keep a record so as to be able later on to discuss them eventually</li> </ol>

## TABLE OF THE 10 MAIN LIFE SKILLS

Daily life skills	objectives	Learning contents
<b>HEALTH-NUTRITION-HYGIENE</b>		
Promote healthy feeding habits and personal hygiene	1. Take a healthy and balanced diet	1- Inventory of locally available food items 2- Classifying food items 3- Identifying feeding needs 4- Food hygiene (protection and cleanliness) 5- Food poisoning, decayed food items 6- Balanced diet 7- Feeding 8- Poor feeding 9- Cooking methods ( loss of nutritional values) 10- Domestic food conservation 11- Purchasing food items 12- Good drink
	2. Practise personal hygiene	1- Personal hygiene -cleanliness -regular washing (hands, mouth, ears, eyes, hair, etc...) -care of sex organs 2- Hygiene of the clothing - care for dresses: washing, laundry, ironing, studying, - wearing appropriate and adapted clothes. 3- Living a healthy life: -proper sleep, rest 4- Link between hygiene and health
Take action in order to keep oneself, family and community healthy	1. Combatting unhealthy and harmful practices	1- Traditional practices: excision, scarifying, tattooing, overfeeding etc.... 2- Other practices: tobacco addition, alcoholism, drug addiction, body bleaching, etc...
	2. Preventing diseases through vaccination	1- Vaccination: advantages, schedule, follow –up, etc 2- The 8 diseases of the vaccination expanded program : tuberculosis, yellow fever, hepatitis B, whooping cough, poliomyelitis, measles, diphtheria.
	3. Fight against STIs, HIV/AIDS	1- Early sexual activity (pregnancies, maternity, and consequences on health) 2- Risky behavior (attitudes): unprotected sex, multiple partners, rape. 3- AIDS: - Ways of transmission - STD and HIV/AIDS prevention - Caring for HIV/AIDS infected or affected persons
<b>THE ENVIRONMENT</b>		
Managing the environment	1. Improving the quality of one's environment	1-Cleaning the environment :classroom, school, home, toilets, school yard and immediate surroundings, garbage disposal (solid and liquid) 2-Protection and maintenance of water sources 3-Beautifying the environment
	2. Protecting the resources of one's environment	1-Fight against pollution; soil, water, air. 2-Fight against harmful practices to the environment (deforestation, bush fires, excessive grazing etc...) 3-Protection of endangered animal and plant species: forestry conservation law
	3. Restoring one's environment	1-Tree planting 2-Fight against erosion, floods etc... 3-Protected areas
	4. Rational use of environmental resources	1-Resources: water, flora, soil etc.... 2-Use of alternative means: new and renewable energies, solar energy, wind powered and hydraulic energy etc.

<b>GENDER AND CHILD PROTECTION</b>		
Be sensitive to gender related issues	1. Accepting diversity	1- Gender related issues 2- Respecting quality and equality between male and female, race, religions, tribes
	2. Fighting against stereotype and prejudices	1- Identifying types of stereotypes and prejudices in the school, the family and in the society. 2- Fighting means: information, raising awareness, law enforcement. 3- Reaction against stereotype and prejudices
Promoting child protection	1. Fighting against all forms of exploitation	1- Identifying forms of children exploitation worst forms of child labour, child traffic 2- Ways of combating child exploitation: information raising awareness taking legal action. 3- Reactions against all forms of exploitation
	2. Fighting against all forms of violence	1- Identifying forms of violence on children: abuses , rape 2- Ways of combating child abuse : information raising awareness taking legal action. 3- Reaction against all form of violence.
<b>CULTURE OF PEACE, HUMAN RIGHTS AND DEMOCRACY</b>		
Promote the culture of peace, Human's Rights and democratic values.	1. Living in harmony with others	1. Showing solidarity at the family, community and national levels; mutual aid, assistance, help, hospitality... 2. Showing team work spirit 3. Positive social values, fraternity, relationships between spouses and in-laws, cousin-cousin relationship... 4. Tolerance
	2. Enjoying one's rights	1. Childrens' rights; health, welfare, education, protection, participation... 2. Human rights 3. Women rights 4. Civic rights
	3. Applying the rules of a democratic society	1. The notion of democracy 2. Citizenship 3. Transparent election 4. Good governance
<b>LEADERSHIP</b>		
Assert one's identity	1. Identify oneself, in relation to one's family, and school	1. The notion of identity 2. The role of identity 3. Symbols linked to one's community, family and school
	2. Identify oneself, in relation to one's community, nation and continent	1. Features of one's community, country and continent 2. Symbols linked to one's community, country and continent
Initiate and encourage action	1. Developing negotiation skills	Negotiation techniques : - listening skills - enlightening proposals - solid arguments (defending one's point of view) - seeking consensus
	2. Assessing risky situations and taking appropriate decisions	Problem solving procedure - analyse the situation (risk factors, consequences...) - inventory of possible solutions - decision taking(applying the chosen solution)
	3. Taking innovative action in school, in the family and in the community	Carry out small projects for the school, family and the community

SOCIO-ECONOMIC INTEGRATION		
Manage a project	Design a project	1- Definition of the project, inventory of activities, resources and the needs of the area 2- Planning project's activities 3- Mobilising resources
	Execute a project	1- Executing or supervising planned projects 2- Follow-up/monotoring
	Evaluate a project	1- Internal( balance sheet by the child) 2- External(balance sheet by an external examiner)
Develop alternatives for integration into active life	1- Plan and execute the various steps for carrying out an economic activity	
	2-Sustain the economic activity	



# IMPACT INDICATORS OF FL/PI/HIV/AIDS EDUCATION

Topic	Indicators
<b>1. SOCIAL LIFE EDUCATION</b>	Number of schools where course is taught
	Number of students being taught FL/PI/HIV/AIDS Education
	Survey on knowledge, attitudes and practices
<b>2. MARRIAGE LIFE EDUCATION</b>	Number of schools where course is taught
	Number of students being taught FL/PI/HIV/AIDS Education
	Survey on knowledge, attitude and practices
<b>3. REPRODUCTIVE HEALTH AND KNOWLEDGE OF STI's AND HIV/AIDS</b>	Contraception prevalence rate (number of students using contraceptive techniques)
	Percentage of students that use condoms in sexual intercourse with sparing partners during the year
	Numbers of students victim of early or unwanted pregnancies.
	Number of peer advisers or peer educators
	Percentage of students who master STI and VIH/AIDS preventing measures
	Percentage of students who do not have prejudices about HIV/AIDS
	Percentage of students who have never had sex
<b>4. VULNERABILITY FACTORS</b>	Proportion of young girls hostile to dangerous or risky customary practices
<b>5. SKILLS NEEDED TO AVOID RISKY BEHAVIOURS</b>	Number of young girl "leaders" per school
	Reducing the number of pregnancies
	reducing the number of students with STIs
	Number of abortion reduced
<b>6. SKILLS NEEDED TO PROMOTE PROTECTIVE BEHAVIOUR</b>	Number of teachers/students who have undergone voluntary screening
	Increase in the number of students registered in school clubs
	Numbers of students trained in counselling
	Number of teachers trained in counselling
	Number of rejected risky customary practices
	Percentage of teachers having one sex partner or convinced of the virtues of faithfulness
	Percentage of students convinced of the virtues of faithfulness
	Percentage of teachers who reject wrong ideas on HIV transmission

Theme	Indicators
<b>7. TREATMENT EDUCATION (CURE)</b>	Percentage of students received in school health centres and other health centres
	Number of students taking advice from school health inspectorates
	Percentage of students who have had appropriate diagnosis
	Percentage of students who have had adequate treatment
	Percentage of students who have had HIV related counselling
	Number of students that have undergone voluntary screening
<b>8. SOCIAL CARE</b>	Percentage of orphans and vulnerable children who have obtained some support out of the family circle
	Percentage of orphans aged between 10-14 years who have received (or in the course of receiving) any support related to their studies
<b>9. LEADERSHIP</b>	Number of student leaders
	Numbers of teachers supervising school clubs
<b>10. PARTICIPATION IN THE FIGHT AGAINST HIV/AIDS</b>	Number of student leaders
	Number of teachers supervising school clubs
<b>11. HUMAN RIGHT AND WOMEN AND CHILD ABUSE</b>	Reduction rate of all forms of violence in school (see data from discipline masters)
	Reduction rate of conflicts among students (see data from discipline masters)
<b>12. EDUCATION ON ENVIRONMENTAL PROTECTION</b>	Number of clean schools
	Number of schools with an environment club
	Number of students registered in the environment club
<b>13. POPULATION, HIV/AIDS AND DEVELOPMENT</b>	
<b>14. SYSTEM OF PRODUCTION</b>	
<b>15. REAL LIFE SKILLS</b>	Number of students registered in school clubs
	Reduction rate of conflicts among students (see data from discipline masters)
	Number of students who practise sexual abstinence
	Percentage of teachers who reject erroneous ideas on HIV transmission
	Number of teachers trained in counselling
	Number of students trained in counselling
	Percentage of students who have rejected forced wedding
	Number of students that have helped an orphan as a friend
	Number of students that have helped a person living with HIV
	Percentage of students who have rejected erroneous ideas
	Reduction of number of pregnancies
	Reduction of number of STI infected students
	Drop in the number of abortion cases

## GLOSSARY

**Antibodies** are molecules produced by some immune cells after the system has been in contact with a foreign body. They can recognize some parts [or antigens] of a virus and stick to them specifically. Scientists are capable of manufacturing antibodies that can stick to molecules of interest [cell receptors, cytokines...]. Neutralizing antibodies stops the virus from being fixed on their targets.

**Antiretroviral**, drug that acts on retroviruses. It aims at blocking the multiplication of HIV in the system. Presently the main antiretroviral available are inhibitors of the reverse transcriptase enzyme or of the ant proteases.

**Antiviral**, describes any substance or drug meant to fight against a virus

**RNA [ribonucleic acid]**, carrier of the genetic information in some viruses such as retroviruses. This RNA is converted to a DNA when the virus is replicated.

**Bacteria**, microscopic unicellular organism. Some bacteria can cause sickness

**Brainstorming**, technique whereby each participant in a debate or discussion is encouraged to produce freely as many ideas as possible on the topic. This exercise is carried out without any censure

**CD4**, a protein found on the surface of some T4 lymphocytes or CD4. HIV uses this protein to penetrate the cell.

**Viral load**, it corresponds to the number of RNA molecules of HIV contained in a blood sample. There are various techniques to measure it.

**Cirrhosis** is a serious disease of the liver that leads to strong abnormalities in the functioning of this vital organ.

**Co-infections**, infections that occur along with other infections; e.g. HIV and Hepatitis B or C

**Competence** is the ability to mobilize a set of cognitive, psychomotor and affective resources to solve a significant common life situation. Efficient acting capacity in front of a situation one is able to handle because he has both the knowledge and the capacity to mobilize it efficiently and appropriately, in order to identify and solve a problem.

**Development** is the combination of mental and social changes of a population and that result in its ability to cause the simultaneous and lasting growth of its effective global product [Francois Perroux]. Sustainable development is development that meets the present needs without compromising the ability of future generations to meet theirs. It is a policy and a strategy that aim at bearing continuity in time of the economic and social development, respecting the environment and without compromising natural resources essential to human activity[ European Communities Commission, 1992]. Human development has four dimensions that show its multidimensional aspect, which are, ecological, economical, social and political.

**Reproductive rights**, can be seen as those held by everybody and that give them access to all the means of reproductive health. They equally include the right to make decisions concerning one's reproduction and being free of any discrimination, violence or force. The right to education, the right to a legal status within the family, the right to be free from domestic violence and the right not to get married before being psychologically and physically prepared for this.

**Side effects** of a treatment include any harmful or undesirable reaction due to that treatment.

**Elisa test** is the most commonly used test to screen antibodies produced by the human system when infected by HIV

**PE** refers to an innovation in education that makes use of formal and informal resources to develop in the learners awareness and understanding of the nature, causes and complications of processes in a population in the way they affect groups or individuals and vice versa; competences and attitudes good at making decisions that can affect the life quality of individuals and families. PE can be formal [school children and students] or informal [targeting non-schooling youth through alphabetization programs, professional training, agricultural assistance and labor education for instance.

**Epidemic** refers to an unusual and rapid increase in number of victims of a transmittable disease in an area or within a given population.

**Epidemiology** is the study of the links between one disease [or another biological phenomenon] and several factors [social, cultural and individual characteristics] likely to influence its frequency, spreading and evolution

**Evaluation** is an operation in which the achievement rate of a pedagogic objective is checked, in order to take a decision. Formative evaluation takes place in the course of the training process to enable the learner to correct his errors and gaps. Summative evaluation takes place at the end of the learning/ teaching process to establish the degree of achievement of the objectives, either by comparing students with one another [normative interpretation], or by comparing individual performances with expected results [interpretation based on criteria]; its goals are, classification, probation, certification, qualification or attestation of students' progress.

**FL or Family Life** education aims at helping young learners to be prepared for adult life, marriage, responsible parenthood and to take part in common life while developing their own values.

**Fellation** is an excitement caused on the male organ with the mouth

**Genome** is the set of hereditary information of a person. It can be carried by the DNA or the NRA; as far as HIV is concerned, it is carried by the NRA.

**Homosexual** is a person that is sexually attracted, or in love with a person of the same gender

**Hormone** is a substance with a specific activation or regulation action. It is produced by a gland and is directly discharged in the blood in order to be carried towards the target organ.

**HSV**, virus responsible for herpes

**Opportunistic infections** are those that can only cause a disease on a system with weakened immune defences.

**Information/ Education/ Communication [IEC]**; we talk of IEC when an individual, an audience or a public is informed about solutions he did not know before or which he was not aware of hoping that he would make use of them to improve on his well-being. Education in IEC aims at helping an individual or a group to acquire systematically helpful knowledge and attitudes in order to improve on his well-being. Communication being known as a process in which there is an exchange of messages between a sender and a receiver with reversed roles in turn; to communicate means to put in common. In fact communication implies participation, exchange, sharing, mutual respect and open-mind. It uses specific techniques such as entertainments, group animation or communication, counselling and negotiations. In IEC, communication aims at convincing one's interlocutor or a group through a dialogue in order to make him or the group act in his favor taking into account his needs, interests, perception, values, culture, knowledge and experience. The content is built up by two partners during the exchange.

**STD** means sexually transmittable disease

**VA** voluntary abortion

**Seminal liquid** is released by seminal bladder before ejaculation or when the boy is excited. It represents 60 per cent of the volume of the sperm and nourishes the spermatozoids.

**T4- Lymphocyte** is the name given to white cells that coordinate the various immune reactions; they are the principal target of HIV and its specific multiplication area.

**Motivation** consists of stimulating the learners by linking the teachings with their immediate preoccupations

**Multitherapies** refer to the association of several retroviral drugs with the aim to produce a maximum reduction of viral load or to maintain the immune function so as to avoid the occurrence of opportunistic infections.

**Mucous membranes** are very slender tissues of the system that cover the natural holes of organs such as the mouth, the throat, stomach, intestine, vagina, clitoris, glands and eyes. Unlike the skin mucous membranes are permeable and are like sieves to the virus, allowing it to enter the body even in the absence of an injury or a soar.

“**Nidation**” is the fixation of the fertilized egg on one point of the uterus mucous membrane.

**General objective** is a statement that describes an expected result. An intermediary objective is formulated with the infinitive form of the verb and results from the reduction of a general objective into as many useful objectives. A pedagogic operational objective defines what the learner is able to achieve at the end of a lesson attended successfully.

**Pandemic** indicates the spreading of an epidemic to the entire population of a country, a continent and even mankind.

**Observance** means obeying the rule, or by extension following instructions and recommendations provided in medical treatment. When there is no observance during a treatment there is a risk of resistances.

**Pathogenic** virus is the one that provokes abnormal malfunctioning of the system and gives way to a disease sometimes fatal

**Pleading** is a process generally carried out by a group of people or organizations to obtain assistance or support of an idea, a cause, a program or an institution to the coverage of a problem.

**Condoms** are supple and thin cylindrical reservoirs made with latex or polyurethane, they are placed on the penis [male condom], or inside the vagina [female condom] before sexual intercourse to avoid pregnancies or STD. when properly used condoms are for the time being, the ONLY efficient means of protection against HIV and other STD.

**Protease** is the name given to viral enzyme present in the HIV and that contributes in the production of new viruses.

**Replication** is the multiplication mechanism of a virus from cells it has infected

**Sodomy** is anal sexual intercourse.

**Text reception** is a reading comprehension activity.

**Resistance** is mentioned when a treatment is no longer efficient against an infectious agent.

**Retrovirus** refers to a group of viruses with RNA genomes. These viruses contain an enzyme, reverse transcriptase, capable of transcribing this RNA into a provirus DNA enabling thus the integration of the virus in the cell of the genome.

**Resistant virus**, a virus becomes resistant to a treatment when mutant forms, insensitive to treatments prevail.

**Reproductive health** refers to the general well-being, both physical and moral, as well as social, of a human being concerning his genitalia, its function and functioning and not necessarily absence of diseases or infirmities.

**Vaginal secretion** is the liquid released by the glands found on each side of the vagina when a woman is sexually excited.

**HIV conversion**; a HIV- conversion deadline is the period between the infection and the appearance of antibodies anti-HIV in the blood; the movement from negative screening to positive screening.

**HIV negative** describes a person who is free from antibodies against a given infecting agent. For instance a HIV negative person has not been in contact with the HIV or has not yet developed antibodies.

**HIV positive** describes a person that has antibodies against an infecting agent; for example, positive to measles or HIV. Currently speaking HIV positive refers to a person who is infected by HIV.

**AIDS is the Acquired Immune Deficiency Syndrome.** It is the symptomatic phase of the HIV infection with the occurrence of opportunistic infections or some cancers. AIDS is the international name for that syndrome.

**Spermicidal** is a pharmaceutical preparation that destroys spermatozooids.

**Coil** is a female contraceptive design that is introduced in the uterus to ensure permanent but reversible sterility.

**Secondary infection** is an infection added by similar or different germs, occurring in a persons who is already infected

**Symptom** is a particular disturbance linked to a disease, subjectively perceived by the patient, unlike clinical signs analyzed by a doctor.

**Immune system** is a set of defensive mechanisms that act when harmful agents penetrate the system [bacteria, parasites, virus and fungi]. The immune system recognizes the attacker and organizes the appropriate defence.

**Detecting test** is a biological test done on a person to find out any latent disease. In case the result is positive, this helps to carry out immediate medical follow-up and thus to better stop some infections and hinder the action of the virus.

**TPE** is a post exposition treatment. It is an emergency treatment that helps to reduce the risk of being contaminated when having been in contact with the virus. It should be immediately after the risk [or latest 48h after]. It is a heavy treatment to be followed for four weeks.

**Reverse** transcriptase is an enzyme proper to retroviruses and that enables the transcription of the NRA into DNA, which is an important stage in the replication of the virus.

**Combination therapy** is the combination of three antiretroviral drugs, often two reverse transcriptase inhibitors and one protease inhibitor.

**Vaccine** is a preparation made with inactive microbes [viruses or pathogenic parasites] that confers immunity against the corresponding germ to the individual. In the case of HIV research uses two types of vaccines, preventive and therapeutic.

**VHC** is the virus responsible for hepatitis C.

**HIV** is the human immune-deficiency virus. It is the virus which is responsible for the HIV and AIDS transmission. There is HIV1 [the worldly most spread] and HIV2 [mostly] found in western Africa

**VIRUS** is an infectious agent characterized by its impossible reproduction outside the host cell.

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