

**NATIONAL FAMILY LIFE AND HIV EDUCATION CURRICULUM  
FOR**

---

**JUNIOR SECONDARY SCHOOL  
IN NIGERIA**

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**NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL**

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NERDC in collaboration with the Universal Basic Education, Federal Ministry of Education, and  
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**NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)**

**FAMILY LIFE AND HIV EDUCATION CURRICULUM  
FOR JUNIOR SECONDARY SCHOOLS**

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**March, 2003.**

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# NATIONAL FAMILY LIFE AND HIV EDUCATION CURRICULUM

## Preface

The structure of the Nigerian population in the early 1980s brought about the emergence of the Population/Family Life Education (Pop/FLE) programme, which the Nigerian Educational Research and Development Council (NERDC) has successfully implemented in Nigeria to date. However, the resolutions and Programme of Action of the 1994 International Conference on Population and Development (ICPD) made it imperative that emphasis should now be on Reproductive Health including Family Planning and Sexual Health amongst other issues of human population.

Furthermore, the global concern and the recent scourge of HIV/AIDS in Nigeria brought to the fore the urgent need to deal with adolescent reproductive health issues without further delay. In 1998 for instance, 60% of all reported cases of HIV/AIDS came from the age group 15 – 24 years, who constitute more than 50% of the national population. In order to vigorously mainstream HIV/AIDS prevention in schools, the sexuality education curriculum had to be reviewed and redesignated as Family Life and HIV Education (FLHE) Curriculum for primary, secondary and tertiary levels of education in Nigeria. In essence, the directive of the 49<sup>th</sup> session of the National Council on Education (NCE) in September, 2002 which authorised total inclusiveness of state concerns about culturally acceptable humanity terms gave rise to FLHE.

The main goal of FLHE is the promotion of awareness and prevention against HIV/AIDS through the following objectives:

- To assist individuals in having a clear and factual view of humanity
- To provide individuals with information and skills necessary for rational decision making about their sexual health,
- To change and affect behaviour on humanity
- To prevent the occurrence and spread of HIV/AIDS.

The curriculum is structured in such a way that it provides a framework for the acquisition of knowledge of self and family living from childhood to adulthood. It also reflects a comprehensive approach to HIV prevention education from primary to tertiary levels of education. Hence the curriculum is organised around six themes. These are:

- Human Development
- Personal Skills
- Sexual Health
- Relationships
- Sexual Behaviour
- Society and Culture

Each theme covers knowledge, attitudes and the necessary skills that are age-appropriate.

The following describes the special attributes of the FLHE curriculum:

- It is learner-oriented as the many activities are geared towards making learning practical and pupil-centred,
- The content to be learnt are spirally arranged so that there is continuity and rising depth of content as the student moves from one level to the other.
- The content has been selected and organised using the thematic approach because of its robustness and ability to accommodate more content without necessarily overloading the school curriculum,
- The curriculum as structured will lead to the comprehensive coverage of the topics listed, leading to the achievement of Intended Learning Outcomes (ILOs).

The FLHE curriculum has been developed as a result of series of meetings and workshops. The NERDC expresses sincere gratitude to all those who have contributed to the development of this curriculum. The following organizations deserve mention: Action Health Incorporated (AHI), Federal Ministry of Education (FME) National Action Committee on AIDS (NACA), International Women’s Health Coalition (IWHC), The David and Lucile Packard Foundation, United Nations Population Fund (UNFPA), and the World Bank. In particular, the unique content review by all the country’s state review panels in January/February 2003 deserve special commendation.

# INTRODUCTION

## What is Family Life and HIV Education? (FLHE)

FLHE is a planned process of education that fosters the acquisition of factual information, formation of positive attitudes, beliefs and values as well as development of skills to cope with the biological, psychological, socio-cultural and spiritual aspects of human living.

The main goal of FLHE is the promotion of preventive education by providing learners with opportunities:

- To develop a positive and factual view of self
- To acquire the information and skills they need to take care of their health including preventing HIV/AIDS
- To respect and value themselves and others, and
- To acquire the skills needed to make healthy decisions about their sexual health and behaviour.

## Why FLHE For Nigerian Youth?

Adolescence is a time when young people are learning a great deal about themselves and adjusting to rapidly changing bodies. During early adolescence, many experience a new uncertainty about their bodies and how they function. They need information and assurance about what is happening to them. Even as they mature, some feel confused about what they are supposed to do in a variety of situations – making sense of evolving relationships with family and peers, experiencing new body feelings, and trying to assess conflicting messages about who they are and what is expected of them.

Parents, educators, and communities all face the challenge of creating environments that support and nurture health. Young people need FLHE programmes that model and teach positive self-worth. Unfortunately, many people still believe that teaching about humanity would encourage “sexual experimentation” even though, several studies have been conducted to determine whether FLHE programmes actually increase young people’s body abuse.

Fortunately the landmark study commissioned by the World Health Organisation (WHO) in 1993 conclusively showed that contrary to such beliefs, “...no significant relationship exists between receiving formal sexuality (FLHE) education and initiating sexual activity. Rather, (FLHE) results in postponement or reduction in the frequency of sexual activity and more effective use of contraception and adoption of safe behaviour”.

We need to help young people develop a positive sense of their own self by creating opportunities for them to consider all aspects of humanity to ask important questions, and to understand that there are adults who support them as they learn about this part of themselves. Understanding the facets of one’s humanity is a lifelong process. It involves acquiring information and forming attitudes and values about identity, relationships, and intimacy. It is broad-based and addresses all aspects of HIV/AIDS and general sexual health.

### **Approach and Structure of the National Family Life and HIV Education Curriculum.**

This curriculum represents a starting point for developing a comprehensive approach to ‘Humanity’ Education and it will guide the national school curriculum integration efforts at the primary, junior secondary, senior secondary and tertiary levels of education. It was developed through an inclusive, representative and participatory process. It drew on the perspectives of reviewers and resource persons from the six geopolitical zones of Nigeria to ensure national coverage and socio-cultural applicability to the diverse communities in the country. Also the varying levels of input received at the Technical and Plenary Sessions of the Joint Consultative Council on Education (JCCE), as well as unique content review by all the Federation states’ review panels in January/February 2003 have contributed to shaping the curriculum into a nationally applicable document.

# JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM

## THEME: 1 HUMAN DEVELOPMENT

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Puberty	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Define puberty and adolescence.</li> <li>2. Describe the differences and similarities at puberty between males and females.</li> </ol>	<ol style="list-style-type: none"> <li>1. Puberty is a period of time when body matures and achieves reproductive capacity, usually between 10 – 16 years, but sometimes earlier or later in some individuals. Adolescence is the term given to the time between onset of puberty and early adulthood, (10 – 19 years). It is a period for defining self-identity, sex roles, and relationships.</li> <li>2.             <ol style="list-style-type: none"> <li>a. Differences at puberty: Boys have ejaculation, Girls menstruate.</li> <li>b. Similarities at Puberty – Bodies change, grow, develop larger bones, muscles, more hair, acne, sweat more, interest in the opposite sex. etc.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher asks student to give their definition of puberty and adolescence first and if any additional information is needed, teacher provides accurate definition – Puberty is the period of time when body matures and achieves reproductive capacity, usually between 10 – 16 years, but sometimes earlier or later in some individuals. Adolescence is the period between onset of puberty and early adulthood (10 – 19 years). It is a period for defining self-identity, sex roles, and relationships.</li> <li>2.a. Under the headings BOYS and GIRLS, on the black board, students will place the appropriate pubertal changes, each written on a separate card. (Examples: Both – hair grows under arms, skin gets oily,) Boy – produces sperm, has wet dreams, Girl – menstruates, produces egg, develops breast, etc). Add more to list. Correct any misinformation student have.</li> </ol>	<ol style="list-style-type: none"> <li>1. Labels: boys, girls, both cards with one change at puberty on each card.</li> <li>2. Poster with bodies, showing development from child to adult</li> <li>3. Posters with the many different feelings on them.</li> <li>4. Charts with places to go for help.</li> <li>5. Hygiene products for boys and girls (including menstrual) sample letters on puberty written by Nigerian Youth</li> <li>6. List of common myths/facts about puberty in the community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Define puberty.</li> <li>2. List 5 changes each for boys and girls at puberty.</li> <li>3. List at least six personal concerns each for boys and girls about changes that occur at puberty.</li> <li>4. Write an essay on ways of coping with problems of adolescence.</li> <li>5. Write two personal concerns a person may have about changes that occur at puberty (one for boy: one for girl).</li> </ol>

## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM THEME: 1 HUMAN DEVELOPMENT

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Puberty	<p>3. Explain common feelings and behaviours during adolescence.</p> <p>4. identify means of coping with the problems of early or late puberty.</p>	<p>3. Common feelings and behaviour during adolescence</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inferiority complex due to rapid physical development</li> <li><input type="checkbox"/> Low self esteem</li> <li><input type="checkbox"/> Egocentric tendencies</li> <li><input type="checkbox"/> Crushes (having romantic or special feelings towards someone).</li> <li><input type="checkbox"/> Changes in moods</li> <li><input type="checkbox"/> Anger and disillusionment</li> <li><input type="checkbox"/> Fears of rejection and isolation.</li> <li><input type="checkbox"/> Feeling different</li> <li><input type="checkbox"/> Inquisitiveness.</li> <li><input type="checkbox"/> Secrecy</li> <li><input type="checkbox"/> Fantasizing</li> <li><input type="checkbox"/> Rebellion</li> <li><input type="checkbox"/> Quest for independence</li> </ul> <p>4. Coping with the problems of the early or late puberty.</p> <ol style="list-style-type: none"> <li>a) Getting appropriate information</li> <li>b) Counselling</li> <li>c) Talking to others who are going through this at the same time</li> </ol>	<p>b. Teacher reads a story that illustrate abilities and characteristics of the main character. Have students determine the sex based on the characteristics presented. Vote who is a boy or a girl and explain why.</p> <p>3. The teacher asks students to make a list of all the common feelings and behaviours that occur during adolescence and discuss.</p> <p>4. Teacher describes for students what help is available for them if the concerns are worrisome. Encourage them to ask questions of trusted adults.</p>		<p>6. Give true/false quiz on 4 – 5 myths/facts.</p>

## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM THEME: 1 HUMAN DEVELOPMENT

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Puberty	<p>5. Discuss personal concerns about the changes that occur at puberty.</p> <p>6. Identify myths and facts about puberty.</p>	<p>5. Personal concerns during puberty</p> <ul style="list-style-type: none"> <li>- if differences in appearance are normal</li> <li>- complexion problems</li> <li>- some have wet dreams</li> <li>- how to take care of menstruation</li> <li>- are my small breasts capable of breast feeding a baby?</li> </ul> <p>6. Cultural myths about puberty.</p> <ul style="list-style-type: none"> <li>- girls see menstruation at same age mother did</li> <li>- a missed period means the girl is pregnant (even with no intercourse)</li> </ul>	<p>5. Students to read sample letters taken from magazines and newspapers from Nigerian boys and girls, which are questions about changes at puberty. Have the group share their reactions to the letters. Let students write questions about puberty without writing their names to be answered by the class. Collect, reshuffle papers and redistribute. Show hygiene products when questions refer to menstruation, or sweating in order to improve hygiene.</p> <p>6. Gather information on puberty by engaging in a game of myths and facts where two teams (or more) compete on their knowledge of relevant facts. Example – disabled teenagers do not menstruate or have wet dreams; girls begin menstruating at same age as mothers;</p>		

# JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM

## THEME: 1 HUMAN DEVELOPMENT

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Body Image	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Define body image and identify factors which determine our body image.</li> <li>2. Discuss the misconceptions about beauty as presented in the media.</li> <li>3. Explain characteristics that determine individual uniqueness.</li> </ol>	<ol style="list-style-type: none"> <li>1a. Definition of body image.</li> <li>b. determinants of body image; heredity, health habits, environment, family attitude, peers attitude, education, media.</li> <li>2. Unrealistic portrayal in advertisement of people in the media as people being powerful, beautiful and perfect.</li> <li>3. Characteristics that determine individual uniqueness – sizes, weight, height, shapes, complexion intelligence, heredity etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher defines body image – the way we feel about our body and how those feelings influence the way we present ourselves (also sometimes thought of as self-worth or self-esteem but more focused on our feelings about our body). Students to develop a collage or large poster with pictures or words that show all the influences on their image especially focused on their body. Help them find pictures or words that reflect environment, heredity, health, family attitudes, media, peer attitudes. Post collage in classroom to refer to.</li> <li>2. Teacher and the class cut several pictures from magazines of beautiful people advertising beauty or health products, sports men, movie stars. Post in front of class. Ask students to identify what is not realistic about the people, their bodies, and the portrayal. This may also be done in small groups.</li> </ol>	<ol style="list-style-type: none"> <li>1. Magazines</li> <li>2. Pictures (Cuttings from magazines)</li> <li>3. Pictures of various body types.</li> </ol>	<ol style="list-style-type: none"> <li>1. Define Body image and give 2 factors that influence our body image.</li> <li>2. Describe three ways people are portrayed in the media.</li> <li>3. Explain what features make you unique</li> </ol>

**JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM  
THEME: 1 HUMAN DEVELOPMENT**

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Body Image			<p>3. Each student draws a picture of self or writes a story where each student displays uniqueness in body shape, colour, height. It must be presented in a proud manner. In small groups, students will share their picture/story with others in group.</p>		

## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM THEME: 2 PERSONAL SKILLS

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Values	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain what values are and how they are important</li> <li>2. List the major sources of values</li> <li>3. identify areas where values may differ</li> <li>4. Discuss parental values/expectations</li> </ol>	<ol style="list-style-type: none"> <li>1. Definition and importance of values</li> <li>2. Major sources of values are family, community, peer groups, school environment, places of worship etc.</li> <li>3. Value differences in relation to: <ul style="list-style-type: none"> <li>- Moral</li> <li>- Family</li> <li>- Religion</li> <li>- Culture</li> <li>- Economy</li> <li>- education, etc.</li> </ul> </li> <li>4. Parental values/expectations <ul style="list-style-type: none"> <li>- Obedience</li> <li>- Family reputation</li> <li>- Achievement</li> <li>- Respect</li> <li>- Honesty</li> <li>- hardwork</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher introduces the idea that value are what we believe in. Students explain how values are important to them. Each student writes privately something he/she values that is an object and something he/she values that is a belief.</li> <li>2. Brainstorm as a group how we get our values. What are some of the sources of our values?</li> <li>3. In small groups, have students share with each other and record a list of the different values in the group on the following topics: Family, religion, level of education, how to spend money, morals, friendships.</li> <li>4. Put up the word "AGREE" on one side of the room and the word DISAGREE on the other side. Read a statement that the students must decide how they feel and go to the sign that best describes their value.</li> </ol>	<ol style="list-style-type: none"> <li>1. Charts showing major sources of values.</li> <li>2. Scenarios of value differences, and value evaluation.</li> <li>3. Agree/disagree signs.</li> </ol>	<ol style="list-style-type: none"> <li>1. State the meaning of values</li> <li>2. Mention the major sources of values</li> <li>3. List areas where values may differ</li> <li>4. Write one short essay on how children's values can be different from their family's and how parents may feel about this.</li> <li>5. What types of influences may keep children from having exactly the same beliefs their parents do and how can this cause conflict?</li> </ol>

## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM THEME: 2 PERSONAL SKILLS

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Values			<p>Below are some examples:            Your values help you in making decisions; Parents should expect that their children will have the same values as they have; Best friends can have different values; my family believes that having many children is better; my parents believe that boys should have more education than girls;</p>		

# JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM

## THEME: 2 PERSONAL SKILLS

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Self Esteem	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Define self esteem</li> <li>2. identify types of self-esteem</li> <li>3. Discuss the factors that influence self-esteem.</li> </ol>	<ol style="list-style-type: none"> <li>1. Definition of self esteem: Belief and pride in oneself.</li> <li>2. Types of self-esteem               <ol style="list-style-type: none"> <li>a. High Self Esteem</li> <li>b. Low self esteem.</li> </ol> </li> <li>3. Factors that influence self-esteem               <ul style="list-style-type: none"> <li>- tradition, socio-economic and cultural background of an individual</li> <li>- family</li> <li>- mass media, peers</li> <li>- individual behaviours like recognizing achievement, accepting or rejecting changes in responsibilities etc.</li> <li>- Others.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Students define self-esteem. Teacher encourages them to give examples of what self-esteem might mean in terms of behaviour.</li> <li>2. Teacher explains major types of self-esteem.</li> <li>3. Read a story to the group. The story could be about a young girl who starts off the day looking forward to going to school and having a good day. Several things happen to influence her day. When she wakes up, there is nothing to eat and the father tells her that she has to pound some yam that day and that she is not going to school. Her brother will go to school, because it is important for him to learn things but she should stay at home. She goes out to pound yam and after a few minutes she is yelled at by one of the older girls, that she is not doing it right. She is told that she is worthless and not much help. They tell her to go and take care of the smaller children, that maybe she can do that.</li> </ol>	<ol style="list-style-type: none"> <li>1. Scenarios/stories.</li> <li>2. Posters portraying effects of High and Low Self Esteem.</li> </ol>	<ol style="list-style-type: none"> <li>1. Name the two types of self-esteem.</li> <li>2. List at least four factors that may influence a child's self-esteem.</li> <li>3. Discuss at least three ways in which having high or low self esteem can influence a child's behaviour.</li> </ol>

## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM THEME: 2 PERSONAL SKILLS

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Self Esteem	4. Explain the effects of high and low self esteem.	<p>4. Effects of high and low self esteem.</p> <p>a) High self esteem</p> <ul style="list-style-type: none"> <li>- influences the way others feel about us.</li> <li>- Confidence in oneself</li> <li>- Self satisfaction</li> <li>- Belief in one self</li> <li>- Ability to cope with challenges</li> <li>- Willingness to take on new challenges etc.</li> </ul> <p>b) Low Self Esteem</p> <ul style="list-style-type: none"> <li>- makes decision-making difficult and leads to low morale:</li> <li>- Lack of self confidence</li> <li>- Unhappiness</li> <li>- Lack of self satisfaction</li> <li>- Feelings of being disliked and unwanted</li> <li>- Being withdrawn.</li> </ul>	<p>When she is with the small children, one of them falls and hurts a leg. The mother comes and yells at her because she allowed the child to get hurt.</p> <p>b. The group identifies what types of things might make the girl have low self-esteem, or feel badly about herself. (As a girl, she isn't good enough to go to school, she doesn't pound yam right and she is yelled at for that and because a small child got hurt).</p> <p>c. The group brainstorms other factors that can also influence our self-esteem. What can cause children to have low self-esteem? What will help improve self-esteem?</p> <p>4. Students, helped by the teacher, write some of the effects of having high/low self-esteem.</p>		

## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM THEME: 2 PERSONAL SKILLS

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
	<p>5. Describe how low self-esteem may influence our decisions.</p> <p>6. describe how high self-esteem may influence our decisions.</p>	<ul style="list-style-type: none"> <li>- Distorted views of self</li> <li>- Inability to tackle new challenges and avoiding new experiences</li> </ul> <p>5.How low self-esteem can influence decisions:</p> <ul style="list-style-type: none"> <li>- Being more influenced by peer pressure</li> <li>- Always wanting to please other people</li> <li>- Lacking confidence in one's own values.</li> <li>- Blaming others for ones's failures</li> <li>- Finding excuses for refusing positive change</li> <li>- Continually wishing to be someone else etc.</li> </ul> <p>6. How high self esteem influences decisions:</p> <ul style="list-style-type: none"> <li>- Choosing friends whose values we approve</li> <li>- Willing to listen to admired adults</li> <li>- Deciding to behave well.</li> </ul>	<p>5. The class discusses ways in which having low self-esteem can affect our decisions.</p> <p>6. the class discusses ways in which having high self esteem can affect our decisions.</p>		

## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM THEME: 2 PERSONAL SKILLS

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Goal setting	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Define goal setting</li> <li>2. identify types of goals</li> <li>3. Describe the steps necessary for achieving the goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Definition of goal setting (Revision)</li> <li>2. Identification of types of goals               <ul style="list-style-type: none"> <li>- Short-term goals</li> <li>- Long-term goals (Revision)</li> </ul> </li> <li>3. Steps necessary for achieving goals:               <ul style="list-style-type: none"> <li>- Identify the goals</li> <li>- Set time limit-to achieve the goal</li> <li>- Set achievable goals/ realistic goals</li> <li>- Always try to achieve, set-goals.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Students refresh their memories on what goal setting is. Encourage answers that show that students can set goals for themselves.</li> <li>2.               <ol style="list-style-type: none"> <li>a. Have students make a private list of goals that they want to achieve in the next few weeks. Label these short-term goals.</li> <li>b. Students make another private list of goals they want to achieve in a few years. Label these long-term goals.</li> <li>c. Teacher makes a list on the Board of examples of long-term goals that students this age often want to accomplish. (Have a career, graduate from school, get married, have children, get their own house, make money, buy nice clothes, move to the city, etc)</li> <li>d) Encourage students to add those from their own list if it isn't on the list.</li> </ol> </li> <li>3. Take the group on a field trip to visit various places where they can learn about careers that they have not had an opportunity to talk about.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pictures of males and females in different professions</li> <li>2. Posters with steps for achieving goals.</li> <li>3. Guest Speaker.</li> </ol>	<ol style="list-style-type: none"> <li>1. Define goal setting</li> <li>2. Describe at least 4 steps in goal setting.</li> <li>3. Why is goal setting important? Give at least four reasons.</li> <li>4. List 3 obstacles in achieving our goals.</li> </ol>

## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM THEME: 2 PERSONAL SKILLS

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
	<p>4. Discuss the importance of goal setting.</p> <p>5. Identify obstacles, which may need to be overcome in order to achieve their goals.</p>	<ul style="list-style-type: none"> <li>- Be courageous / positive</li> <li>- Do not give up trying to achieve goals.</li> </ul> <p>4. Importance of goal setting</p> <ul style="list-style-type: none"> <li>- Serves as a guide or framework for decision making</li> <li>- Provides meaning and direction for activities</li> <li>- Serves as a motivation</li> <li>- Serves as an action plan,</li> <li>- Helps in understanding self better</li> <li>- Achievement of goals increases self esteem etc.</li> </ul> <p>5. Obstacles to achieving goals</p> <ul style="list-style-type: none"> <li>- Changes in one's life circumstances (change)</li> <li>- Changes in one's values and how one feels</li> <li>- Discouragement</li> </ul>	<p>Or bring in several guests who can talk about their careers with students and what is needed to achieve those careers.</p> <p>4. Divide the class into two groups. One group will work together to create all the arguments for why it is important to set goals. They will then have to convince the other half of the class of the importance of goal setting. The other group will make a list of all the obstacles that can get in the way of achieving goals and will argue that there are too many obstacles to be able to achieve goals.</p>		

## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM THEME: 2 PERSONAL SKILLS

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Decision-Making	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Define decision making</li> <li>2. Describe the advantages of rational decision making.</li> <li>3. State the procedure for rational decision making.</li> <li>4. Enumerate factors that may influence decisions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Definition of decision making – the act of making up one’s mind (Revision)</li> <li>2. Advantages of rational decision-making (Revision)               <ul style="list-style-type: none"> <li>- can reach our goals</li> <li>- helps us avoid trouble</li> <li>- Makes us feel good</li> <li>- People advise us.</li> </ul> </li> <li>3. Procedure for rational decision making.               <ol style="list-style-type: none"> <li>a. Define the problem</li> <li>b. Consider all alternatives</li> <li>c. Consider all the possible consequences of each alternative</li> <li>d. Choose the action that you believe will have the best outcome.</li> <li>e. Consider family and personal values</li> <li>f. Think about how a decision will affect other people.</li> <li>g. Implement the decision.</li> </ol> </li> <li>4. Factors that influence decision making: Religion, Family, Society, Culture, Government policy, Environment, Science and technology, Climate, Foreign influence, the Media,</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher introduces the idea that we make decisions daily. Students define decision-making.</li> <li>2. Brainstorm some advantages of making rational decisions.</li> <li>3.               <ol style="list-style-type: none"> <li>a. Divide students into groups.</li> <li>b. Give each group a sample problem. (Examples of problems: a friend asks you to smoke a cigarette, you don’t know if you should, or your family needs you to work but you want to join a sports club).</li> <li>c. Each group lists the steps to be followed in decision making</li> <li>d. Have the entire group solve the problem going through each of the steps together.</li> </ol> </li> <li>4. Have the groups make a list of factors that influence decisions. The group with the longest correct list will be the winner (give an appropriate reward).</li> </ol>	<ol style="list-style-type: none"> <li>1. Posters/charts of decision-making steps.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a small essay on the advantages of making rational decisions.</li> <li>2. State the procedure for rational decision making.</li> <li>3. List at least four factors that can influence our decisions.</li> <li>4. What are some of the important decisions we must make as we grow up?</li> <li>5. Enumerate at least three situations that require decision making.</li> </ol>

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	<p>5. Identify situations when decision making is required.</p> <p>6. Mention those people that may be influenced by our decisions.</p> <p>7. Describe various ways of improving decision making skills.</p>	<p>Peers/friends, values, resources</p> <p>5. Situations requiring decision-making:</p> <ul style="list-style-type: none"> <li>- When choosing a career</li> <li>- When choosing a partner</li> <li>- In choosing family size</li> <li>- When choosing a hobby</li> <li>- In terminating undesirable behaviour (stealing, telling lies, loitering, truancy etc.</li> </ul> <p>6. Those that our decisions may influence: partners, family members, neighbours, friends, individual making the decision, the society.</p> <p>7. How to improve decision-making skills.</p> <p>a) Check your feelings, values and goals.  b) Ask adults and trusted, experienced people for advice  c) Gather lots of information  d) Reevaluate the procedure  e) Make decision for self  f) Practice making decisions.</p>	<p>5. a. Help the students to enumerate the decisions they made that day and how they arrived at those decisions</p> <p style="padding-left: 20px;">b. As decisions are verbalized write them on the Board. Tell them that all the decisions they are making whether small or big, follow the same procedure.</p> <p>6. a. Groups continue working together and each is responsible for role-play/dramatization of a situation where one's decision influences other people. Each group presents their drama for the class.</p> <p style="padding-left: 20px;">b. Summarize at the end, all the people who get influenced by our decisions.</p> <p>7. Teacher summarizes the various ways we can improve our ability to make decisions.</p>		<p>6. Make a list of at least 5 people who can be influenced by our decisions.</p> <p>7. In what ways can your decision making skills be improved.</p>

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Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Communication	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Define Communication</li> <li>2. Identify the different ways people communicate.</li> <li>3. Enumerate communication barriers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Definition of communication (revision)</li> <li>2. Ways people communicate: Verbal &amp; Non-verbal): Talking, using slang; Body language, art, music, eye contact, etc (Revision)</li> <li>3. Communication barriers:               <ol style="list-style-type: none"> <li>a. sender barrier (e.g. manner of speech, speed in speech, complexity of message).</li> <li>b. Listener/receiver barrier (e.g. poor listening skills, impatience, in attentiveness, interruption of speech, inappropriate expression, changing the topic, manner of speech, restlessness</li> <li>c. Other barriers                   <ul style="list-style-type: none"> <li>- Socio-economic and cultural background</li> <li>- Attitude towards the audience</li> <li>- Knowledge/facts about Issues being discussed</li> <li>- Feedback (poor feedback, lack of feedback).</li> </ul> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher reminds students that communication is the way we interact with other people, including friends and family.</li> <li>2. Students demonstrate the different ways people communicate. Verbally – using words and non-verbally – using body language, eye contact, music, art etc. Encourage them to be creative and act out while other class members guess what they are trying to communicate.</li> <li>3. Brainstorm as a group all the different barriers to communication.</li> </ol>	<ol style="list-style-type: none"> <li>1. Films on communication</li> <li>2. Pictures on communication – showing non verbal language.</li> <li>3. Scenarios illustrating different types of communication.</li> </ol>	<ol style="list-style-type: none"> <li>1. State at least four barriers to communication</li> <li>2. Write three effects of poor communication</li> <li>3. Describe three ways to improve communication</li> <li>4. List at least four reasons people find it difficult to communicate about sexuality.</li> </ol>

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Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Communication	<p>4. Describe effects of poor and/or inappropriate communication.</p> <p>5. Give examples of how to improve communication.</p> <p>6. State why it is difficult to communicate about sexuality.</p>	<ul style="list-style-type: none"> <li>- physical disability (deafness, blindness, speech defects)</li> <li>- language etc.</li> </ul> <p>4. Effects of poor and/or inappropriate communication: disagreement / misunderstanding, strife, divorce, separation, criticism, lack of appreciation</p> <p>5. How to improve communication:</p> <p>listening without interruption.</p> <ul style="list-style-type: none"> <li>- using correct or appropriate language</li> <li>-maintaining eye contact</li> <li>-matching non-verbal language to verbal language etc.</li> </ul> <p>6. Why is it difficult to communicate about sexuality.</p> <ul style="list-style-type: none"> <li>- Embarrassment</li> <li>- Lack of appropriate words.</li> <li>- Societal values</li> <li>- Ignorance</li> <li>- Parental attitude</li> <li>- Low self esteem</li> <li>- Shyness etc.</li> </ul>	<p>4. a. Have students role play the effects of poor communication.</p> <p>5. The students role play how to improve communication</p> <p>a. The students discuss skills that make for positive or good communication.</p> <p>6. Introduce the idea that as a culture we don't discuss sex or sexuality topics openly. There are reasons why communication is difficult for us on these topics. Have the group brainstorm some of the reasons. Use this lesson to begin discussions about family life topic with the students.</p>		

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Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Assertiveness	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain what Assertiveness is</li> <li>2. Explain what assertiveness is not.</li> <li>3. identify assertiveness skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Explanation of assertiveness: expressing our thoughts and feelings without violating the rights of others.</li> <li>2. What Assertiveness is not: <ul style="list-style-type: none"> <li>- Being violent</li> <li>- Being aggressive</li> <li>- Being rude</li> <li>- Being abusive</li> <li>- Being disrespectful</li> <li>- Being a bully, etc.</li> </ul> </li> <li>3. Assertiveness skills: <ul style="list-style-type: none"> <li>- taking a position</li> <li>- repeating one's position, offering a compromise</li> <li>- standing up for oneself without showing disrespect for others</li> <li>- ability to say no without resorting to violence, rudeness, etc</li> <li>- self conviction etc.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher reminds the students that being assertive means standing up for what we want or believe in but we are often discouraged from being assertive in our culture. (Often we are expected to be passive and not express anything. Then when we feel angry with that we get aggressive and react too strongly making the other person feel attacked).</li> <li>2. Describe a situation and have students describe the passive way to resolve it. The aggressive way and finally the assertive way. (Example: while you are eating one of your friends grabs some of your food even though you have not had anything to eat all day and are very hungry).</li> <li>3. Students demonstrate how to communicate feeling and needs, while respecting the rights of others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Charts/films on assertiveness skills</li> <li>2. Posters depicting assertiveness.</li> </ol>	<ol style="list-style-type: none"> <li>1. What is assertiveness?</li> <li>2. List at least four behaviours that do not depict assertiveness.</li> <li>3. List at least three assertiveness skills.</li> </ol>

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Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Assertiveness	<p>4. Explain the importance of assertiveness</p> <p>5. Apply assertiveness skills using appropriate scenarios</p> <p>6. Describe some possible negative outcomes of being assertive.</p>	<p>4. Importance of assertiveness:</p> <ul style="list-style-type: none"> <li>- getting what he/she wants</li> <li>- makes one avoid exploitation</li> <li>- makes one feel better when someone knows how one feels</li> <li>- make people respect you</li> </ul> <p>5. Application of assertiveness skills.</p> <p>6. Possible negative outcomes of being assertive:</p> <ul style="list-style-type: none"> <li>a) Getting into trouble</li> <li>b) Causing a fight</li> <li>c) Punishment by authority figures (e.g. Parents/teachers)</li> <li>d) Culture may sanction beliefs</li> <li>e) Contradicting religious beliefs</li> </ul>	<p>4. Students brainstorm why it is important for us all to be assertive, even children. (Note that children are not always allowed to be assertive and this may be new to them.)</p> <p>5. Prepare one group to demonstrate an example of assertiveness skills that children need to practise, especially with someone who may try to exploit them. They should demonstrate for the class. Then have students in pairs, practise being assertive when someone wants them to do something they know they shouldn't or don't want to do. Have each group demonstrate their role-play to the whole class,</p> <p>6. Brainstorm some of the possible negative outcomes of being assertive. Make sure students realize that assertiveness is not always valued and that there may be some negative outcomes when we are assertive.</p>		<p>4. Write a short note on the importance of assertiveness.</p> <p>5. List at least five negative outcomes of assertiveness.</p>

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Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Negotiation	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Define negotiation</li> <li>2. Give examples of situations that may need negotiation</li> <li>3. Enumerate factors that influence negotiation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Definition and examples of negotiation (Revision)</li> <li>2. Situations that may need negotiation:               <ul style="list-style-type: none"> <li>- the club to join,</li> <li>- the parties to attend,</li> <li>- peers to move with etc</li> </ul> </li> <li>3. Factors that influence negotiation               <ul style="list-style-type: none"> <li>- upholding one's values</li> <li>- maintaining one's self esteem</li> <li>- discussion</li> <li>- communication</li> <li>- tolerance</li> <li>- education</li> <li>- individual rights</li> <li>- appropriate information and skills</li> <li>- the rights of others</li> <li>- empathy</li> <li>- creative compromise (balance refusal with worthwhile suggestions)</li> <li>- Power</li> <li>- Skills etc.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Students identify specific situations requiring negotiation in their present school or present stage of life.</li> <li>2. Class discussion factors that influence negotiation.</li> <li>3. (a) Brainstorm the application of negotiation and refusal skills:               <ol style="list-style-type: none"> <li>i. State your position clearly</li> <li>ii. give clear reasons for your own choice.</li> <li>iii. provide alternative suggestions that both might agree to but that does not compromise your own values</li> <li>iv. discuss your own feelings and continue to talk it out, listening to the other person.</li> </ol> </li> <li>(b) Students select one of the examples of situations that need negotiation provided in activity 1.</li> <li>(c) A small group of students practise acting it out, using the skills of negotiation. Members of the class can help them by</li> </ol>	<ol style="list-style-type: none"> <li>1. Stories / films on different situations requiring negotiation</li> <li>2. Posters/charts with skills on negotiation.</li> </ol>	<ol style="list-style-type: none"> <li>1. List at least three situations that may require negotiation.</li> <li>2. List at least four factors that may influence negotiation</li> <li>3. State at least four skills one can apply when negotiating</li> <li>4. What is negotiation? Write three of its advantages.</li> </ol>

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Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Negotiation	<p>4. Apply negotiation skills and refusal skills.</p> <p>5. Discuss the advantages of negotiation.</p>	<p>4. Application of negotiation and refusal skills.</p> <p>5. Advantages of negotiation:            a) Enhances personal development and social harmony.            b) Promotes positive interaction, cooperation during team games, sharing, group work/class activities etc.            c) Promotes understanding            d) Enables one to listen to concerns of others, their opinions and feelings.            e) Promotes tolerance            f) Enhances ability for sharing            g) A means of dealing with conflict or disagreement.            h) Promotes acceptance of responsibilities and its practice etc.            i) promotes abstinence            j) protects against HIV/AIDS            k) delay marriage</p>	<p>Making suggestions when they get stuck.</p> <p>4. (a) Students work in groups, each group developing a story that describes a situation where people have a conflict. In the story have them attempt to solve the problem through negotiation. At the end of the story have them explain why it is important that we all learn to negotiate.            (b) Students share their stories with the whole class.</p> <p>5. Brainstorm in the larger class, after reading the stories written above, the advantages of negotiation.</p>		

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Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Finding Help	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the word help</li> <li>2. identify children and family problems that may require help.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explanation of the word help.</li> <li>2. Identification of human problems:               <ol style="list-style-type: none"> <li>a.Children's problems. Relationships, emotional problems school problems, health problems, educational problems, lack of food, shelter etc.</li> <li>b. Family problems: (divorce &amp; separation, alcohol, drugs, financial, relationship, loss of home, violence, bereavement).</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Students describe various situations in which they need help and the nature of the help. Divide students into small groups. Give each group a scenario that describes a child of their age in any kind of trouble.. The group should discuss the various places that the person in this situation might go for help, and what kind of help they might need. Examples may be:               <ol style="list-style-type: none"> <li>(a)Tanko can't live with his family any more because they no longer have a house. It was burned down and now the family just lives on the street;</li> <li>(b) Ada has an uncle who has been sexually molesting her. She thinks she may be pregnant.</li> <li>(c) Dayo lives at home with 9 brothers and sisters. There is no place for her to study for school and many days there is no food to eat;</li> </ol>               (teachers should create others that may help students in their classes find help)             </li> </ol>	<ol style="list-style-type: none"> <li>1. Posters/Stories</li> <li>2. Posters of people who can help.</li> <li>3. Posters on skills necessary for helping each other.</li> <li>4. Worksheets.</li> </ol>	<ol style="list-style-type: none"> <li>1. List at least six problems that may require help.</li> <li>2. identify at least four people who can offer help.</li> <li>3. Write an essay on how to get help for a problem that is bothering you.</li> </ol>

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Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
	<p>3. Identify people who can help</p> <p>4. Discuss the skills necessary when seeking help</p> <p>5. discuss the skills necessary for helping others.</p> <p>6. Explain the steps involved in asking for help and apply to sample scenarios</p>	<p>3. People who can help: parents/guardians, health professionals, adults, friends, religious leaders, law enforcement agents, social workers, counsellors, adolescent focused NGOs etc.</p> <p>4. Skills necessary when seeking help: - Good communication skills (verbal and non-verbal skills - Politeness etc.</p> <p>5. Skills necessary for helping others: - Ensuring conducive atmosphere (friendliness, sense of security etc) - Good listening ability - Empathy - Non-judgmental attitude - Advice/counselling - Follow-up</p> <p>6. Steps to be taken in asking for help: - identification of problem - definition of problem - identification of people or places that can provide help - selection of and consultation with person(s) who can help - evaluation of the help given.</p>	<p>As each group presents their scenario to the class discuss as a group how that person would then go about getting help. They can identify the person or the agency and then what they need to do to get help, and in what form they might expect the help to be. Teacher should give information or bring in people from agencies who can answer the questions</p> <p>3. Students role-play in front of the class a friend who is approached by one of her/his friends for help. Encourage students to be good listeners, show empathy, not to judge, and try to help them with the problem. (They do not have to take them into their house but can offer other suggestions that might help them out as well).</p> <p>4. Students list and critique the steps to be taken when looking for help.</p> <p>5. Teacher reads or tells a story where students identify the skills used by a person in the story who was helpful in solving a problem or in offering help.</p> <p>6. Teacher again reads a story and students identify the appropriate steps taken in asking for help or solving the problem.</p>		

# JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM

## THEME 3: HIV INFECTION

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Sexually Transmitted Infection (STIs)	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. define STIs and HIV/AIDS</li> <li>2. name different types of STIs</li> <li>3. List the Signs &amp; Symptoms of AIDS</li> <li>4. describe modes of transmission of STIs, HIV</li> <li>5. list ways in which HIV is not transmitted.</li> </ol>	<ol style="list-style-type: none"> <li>1. a. Definition of STIs, HIV/AIDS</li> <li>2. Types of STIs include:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Chlamydia</li> <li><input type="checkbox"/> Gonorrhoea</li> <li><input type="checkbox"/> Herpes</li> <li><input type="checkbox"/> Syphilis</li> <li><input type="checkbox"/> Chancroids</li> <li><input type="checkbox"/> Genital warts</li> <li><input type="checkbox"/> HIV/AIDS</li> <li><input type="checkbox"/> Candidiasis</li> <li><input type="checkbox"/> Trichomoniasis</li> </ul> </li> <li>3. Signs and symptoms of AIDS               <ul style="list-style-type: none"> <li><input type="checkbox"/> Prolonged cough</li> <li><input type="checkbox"/> Prolonged diarrhoea,</li> <li><input type="checkbox"/> Unexplained weight loss</li> <li><input type="checkbox"/> Loss of appetite</li> <li><input type="checkbox"/> Prolonged malaria</li> <li><input type="checkbox"/> Rashes etc.</li> </ul> </li> <li>4. Modes of transmitting STI/HIV:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Through unprotected sexual intercourse (STI/HIV)</li> <li><input type="checkbox"/> From infected mother to her baby (STI/HIV)</li> <li><input type="checkbox"/> Transfusion of infected (unscreened blood) (STI/HIV)</li> <li><input type="checkbox"/> Use of contaminated sharp/cutting objects like razor blades, syringes, (HIV) barbers clippers etc.</li> </ul> </li> <li>5. Ways in which HIV not transmitted               <ul style="list-style-type: none"> <li><input type="checkbox"/> Handshake</li> <li><input type="checkbox"/> Eating</li> <li><input type="checkbox"/> Sharing clothes</li> <li><input type="checkbox"/> Sleeping with them</li> <li><input type="checkbox"/> Swimming.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher to explain that STI stands for sexually transmitted infections while HIV stands for Human immuno-deficiency virus and AIDS stands for Acquired immune Deficiency Syndrome.</li> <li>2. Class conducts research on diseases that are sexually transmitted and discussed findings.</li> <li>3. Teacher explains signs and symptoms               <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher shows pictures of infected people,</li> <li><input type="checkbox"/> Where available teachers shows a film on PLWA i.e. people living with AIDS</li> </ul> </li> <li>4. Guest lecture by a medical provider on modes of transmitting STIs and HIV.</li> <li>5. Teacher explains through posters ways HIV/AIDS is not transmitted.</li> </ol>	<ol style="list-style-type: none"> <li>1. Posters, Pictures, Films that introduce STDs and HIV/AIDS</li> <li>2. Poster-listing modes of transmission.</li> <li>3. Three cards labelled, High Risk, No Risk also cards with various behaviours written one per card. H = High Risk L = Low Risk N = No Risk Charts containing the following behaviours               <ul style="list-style-type: none"> <li><input type="checkbox"/> Posters</li> <li><input type="checkbox"/> Pictures infected people</li> <li><input type="checkbox"/> Film on PLWA.</li> </ul> </li> <li>4. Coloured / painted pebbles in red, blue, green, yellow</li> </ol>	<ol style="list-style-type: none"> <li>1. Write short definition of STI</li> <li>2. Name 3 types of STIs</li> <li>3. List three ways STIs may be transmitted.</li> <li>4. List three ways HIV can be transmitted.</li> <li>5. Write a short essay on the effects of HIV and AIDS. List four ways people cannot contact HIV/AIDS.</li> <li>6. Name 5 symptoms of AIDS.</li> </ol>

## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM

### THEME 3: HIV INFECTION

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Sexually Transmitted Infection (STIs) and HIV/AIDS	<p>6. identify the effects of HIV/AIDS</p> <p>7. enumerate the effects of STIs</p>	<p>6. Symptoms/effects of HIV:</p> <ul style="list-style-type: none"> <li>❑ Damages the body's immune system</li> <li>❑ Makes the body incapable of fighting off infection and cancers.</li> <li>❑ Chronic diarrhoea, tumors, emaciation and/or nervous system damage</li> <li>❑ Likely death as a result of secondary infection</li> </ul> <p>7. Symptoms and effects of STIs:</p> <ul style="list-style-type: none"> <li>❑ Burning sensation when urinating</li> <li>❑ Irritating discharge</li> <li>❑ Blisters and sores on genitals that may recur</li> <li>❑ Infection of reproductive organs.</li> </ul>	<p>6. Teacher to put up signs of High risk (H) Low Risk (L) No Risk (N) in front of the class. Organise students into small groups of 5 – 8 and give them several behaviour cards. For example:-</p> <p>(H) – Unprotected sexual intercourse            (N) – Kissing on the cheek            (H) – having unprotected intercourse with many people            (H) – sharing a needle to pierce body            (L) – Using someone's towel            (N) – Holding hands            (L) – Deep kissing</p> <p>Teacher ask them to place the behaviour under the appropriate risk sign and discuss them.</p> <p>7. STI/HIV Transmission Game Teacher gives each student a handful of different coloured pebbles. One student will be given mostly red ones, others will have yellow, green or blue. Students area to go to each other and trade</p>	<p>6. Films on effects of HIV/AIDS</p> <p>7. Posters on effects. Films.</p>	<p>6. How does a person with AIDS look like.</p> <p>7. List four effects of STIs.</p>

## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM

### THEME 3: HIV INFECTION

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Sexually Transmitted Infection (STIs) and HIV/AIDS	<p>8. Describe the behaviours that put people at risks of getting STIs, HIV/AIDS.</p> <p>9. List modes of prevention of STI/HIV</p> <p>10. describe ways of helping people that are infected and affected with HIV/AIDS</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Infertility</li> <li><input type="checkbox"/> Pelvic pain</li> <li><input type="checkbox"/> Permanent damage to organs like the heart and brain</li> <li><input type="checkbox"/> Cancer</li> </ul> <p>8. Risk behaviours</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Unprotected sexual intercourse</li> <li><input type="checkbox"/> Sharing needles/other sharp objects</li> <li><input type="checkbox"/> Juvenile sex</li> <li><input type="checkbox"/> Sharing toothbrush</li> <li><input type="checkbox"/> Unscreened blood transfusion</li> </ul> <p>9. Modes of preventing STI/HIV</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Abstinence</li> <li><input type="checkbox"/> Avoid sharing sharp objects (e.g. needles, razor, clippers)</li> <li><input type="checkbox"/> Insisting on screened blood</li> </ul> <p>10. Ways of Helping PLWAS and People Affected by AIDS (PABA)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Care</li> <li><input type="checkbox"/> Love</li> <li><input type="checkbox"/> Attention</li> <li><input type="checkbox"/> Empathy</li> <li><input type="checkbox"/> Affection</li> <li><input type="checkbox"/> assisting</li> </ul>	<p>Pebbles, after a few minutes stop the game. Ask students to pretend that each person they exchange pebbles with, they had sexual intercourse with. Have each person who now has a red pebble stand. They are to realize that if they had intercourse, the red pebble was a disease. All those with red pebbles are now infected. Now, if they have more yellow pebbles than any other colour, they may have used a condom and prevented getting the diseases. If they have more blue colour, they may have abstained from intercourse and didn't even really get a red pebble. Have student talk about how they easily got these diseases and spread them around.</p> <p>8. Teacher explains risky behaviours to students</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> students give examples of risky behaviours</li> <li><input type="checkbox"/> Teacher shows students the charts on risky behaviour.</li> </ul> <p>Brainstorming session on ways of helping the infected and affected.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A talk by someone living with HIV/AIDS (network)</li> </ul>	<p>8. Charts on risky behaviours</p> <p>9. Charts on modes of prevention</p> <p>9. Guest speaker</p>	<p>8. Enumerate five risky behaviours.</p> <p>List at least three modes of prevention of STI/HIV/AIDS</p> <p>Mention four ways of helping the infected and affected PWAs.</p>

## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM THEME 3: HIV INFECTION

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Abstinence	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Define abstinence in their own words</li> <li>2. List the facts and myths about abstinence</li> <li>3. Enumerate reasons for abstinence</li> </ol>	<ol style="list-style-type: none"> <li>1. Definition of abstinence – not engaging in sexual intercourse</li> <li>2. Facts and myths about abstinence</li> <li>3. Reasons for Abstinence: <ul style="list-style-type: none"> <li>- not ready to be a parent</li> <li>- finish education</li> <li>- lack of resources</li> <li>- ill health</li> <li>- not emotionally ready</li> <li>- cultural attitude</li> <li>- fear of STI/HIV</li> <li>- religious beliefs, etc.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. (a) Students explain what abstinence means, (b) Teacher summarizes that abstinence is not engaging in sexual intercourse.</li> <li>2. Teacher lists some of the myths about abstinence: <ol style="list-style-type: none"> <li>a. leads to smaller testicles and other medical disorders (myth) (it is healthy and we don't get pregnant)</li> <li>b. causes people to go crazy (myth) (there are many ways to relieve sexual tension)</li> <li>c. leads to small breasts (myth) (breast size is inherited)</li> <li>d. Add any other myths.</li> </ol> </li> <li>3. a. Students brainstorm why young people may choose to have sex (curiosity, to prove maturity, it feels good, raped, to be loved, to get out of home, they think everyone else is doing it, drunk, bored, to prove love, peer pressure) <ol style="list-style-type: none"> <li>b. Brainstorm why some young people choose not to have sex (Not ready, not ready to be a parent, fear of STD/HIV, emotional, religious)</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Posters on why people abstain from sex</li> <li>2. Worksheets on facts and myths</li> </ol>	<ol style="list-style-type: none"> <li>1. List two reasons for an adolescent to choose abstinence.</li> <li>2. Quiz</li> </ol>



## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM

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Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
	<p>3. identify persons who are likely to commit body abuse</p> <p>4. discuss the effects of body abuse.</p> <p>5. enumerate what to do in the event of body abuse</p>	<p>- indecent exposure</p> <p>3. persons likely to commit body abuse:- Neighbours, strangers, friends, relations, classmates, colleagues, teacher, parents, etc.</p> <p>4. Effects of body abuse:</p> <ul style="list-style-type: none"> <li>▪ Depression</li> <li>▪ Social stigma</li> <li>▪ Fear</li> <li>▪ Sexual problem</li> <li>▪ Loss of trust</li> <li>▪ Physical trauma</li> <li>▪ Unwanted pregnancy</li> <li>▪ Sexuality Transmitted Diseases</li> </ul> <p>5. What to do in the event of body abuse:</p> <ul style="list-style-type: none"> <li>▪ Leave the scene immediately to a safe place</li> <li>▪ Report to a trusted adult immediately</li> <li>▪ Do not remove your clothes or clean your body before doctor's examination.</li> <li>▪ Go and get examined for evidence to press legal charges</li> <li>▪ Remember it is never the fault of the child. The adult knows he/she is violating the child's rights.</li> </ul>	<p>- a husband cannot rape his wife (false – anyone can rape and force someone)</p> <p>-if a brother and sister have sexual intercourse it is rape/incest (true)</p> <p>-an acquaintance cannot rape (false)</p> <p>-add other myths common in your community</p> <p>-it is never your fault if someone abuses you (true)</p> <p>-you may get pregnant or contract a disease from a rape, (true)</p> <p>-sexual abuse can cause you to loose trust self-confidence and self-esteem (true). Students to state whether each statement is true or false.</p> <p>5. Read a scenario and ask students to determine if each one is abused or not. Some examples may be -</p> <ul style="list-style-type: none"> <li>- a close family friend visits your house and keeps trying to kiss you (Yes)</li> <li>- at the market or shop, a friend's father touches your breast (Yes)</li> <li>-Your cousin or other relative visits for the weekend and climbs into your bed trying to force you to have sexual intercourse (yes)</li> <li>-on a date you are kissed (no, unless it is forced on you.</li> </ul>		

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Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
	<p>6. enumerate sources of help for abused children</p> <p>7. Discuss stigmatisation/discrimination against PLWHA.</p>	<p>6. Sources of help for those who are abused</p> <ul style="list-style-type: none"> <li>- Parents</li> <li>- A trusted adult,</li> <li>- Medical personnel</li> <li>- Police</li> <li>- Youth-friendly NGOs</li> <li>- Human rights NGOs</li> </ul> <p>7. Effects of stigmatisation of discrimination on</p> <ul style="list-style-type: none"> <li>a. PLWHA</li> <li>b. Society</li> </ul>	<p>6. After discussion explain what the child should do, after abuse.</p> <p>7. (a) Students should identify the Human Rights NGOs around them and other people to talk to if there has been an incident of body abuse. (b) Take a field trip to a Human Rights NGOs and learn what to do in the event of abuse and who to tell. Explain that deciding whether to tell is a difficult decision. We are afraid that we won't be believed or that we will get into trouble. Have students weigh the Pros and Cons of each option. Tell parents or other family members, tell an adult you trust outside the family, tell the police, tell a friend, tell no one. Give advantages and disadvantages of each course of action.</p>		

## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM THEME 4: RELATIONSHIPS

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Families	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. define the term family and explain the types</li> <li>2. discuss the responsibilities of members of the family and the rights of the child.</li> <li>3. identify changes that may affect the family and the feelings these changes may cause.</li> </ol>	<ol style="list-style-type: none"> <li>1.(a) Definition of family (Revision) (b) Family members – father, mother, children, uncle, aunt, grandparents etc.</li> <li>2.(a) Responsibilities of the members of the family (revision). Raising a child is one of the most important responsibilities of a family <ul style="list-style-type: none"> <li>▪ Families help members to acquire positive values and to distinguish between positive and negative values.</li> <li>▪ Members of a family love one another, they sometimes disagree but continue to love one another.</li> <li>▪ Families provide emotional, psychological, moral and other support to members.</li> <li>▪ Families play an important role in personality development.</li> <li>▪ Providing food, clothing, shelter is a major role, too</li> <li>▪ Help carry on family traditions</li> </ul> </li> <li>(b) Rights of the child, education, medical care, shelter etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Class discussion on what they consider family to be, its members, and the many types of families.</li> <li>2. a. Students are to list the responsibilities of family members and the rights of the child b. Class to discuss the responsibilities of family members and the rights of the child c. Students to study and internalise the rights of the child. d. Teacher assigns students to ask family to help them prepare a family tradition to share in class. The students discuss something special the family does or did. Students may also bring in an activity that represents the family like a family dance, song, or food.</li> <li>3. Teacher has students brainstorm as a group, finishing each of the following statements with as many ideas as they have.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pictures of various types of families</li> <li>2. Posters of family members doing work of various kinds.</li> <li>3. Family tradition symbols</li> </ol>	<ol style="list-style-type: none"> <li>1. Define family and explain the various types.</li> <li>2. (a) Quiz (b) Name three different responsibilities of the family (c) List the rights of the child.</li> <li>3. List and explain any five changes that can affect the family.</li> </ol>

## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM THEME 4: RELATIONSHIPS

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
	4. discuss the factors that enhance good family relationship.	<p>3. changes that may affect the family include: birth, adoption, divorce, separation, death, movement, illness, loss of job, etc</p> <p>(b) Change in a family creates many different feelings in its members e.g.</p> <p>- sadness, happiness, anger, excitement.</p> <p>4. Factors that enhance good family relationship</p> <ul style="list-style-type: none"> <li>▪ Effective communication</li> <li>▪ Encouragement of positive values</li> <li>▪ Respect for individual rights respecting the rights of the child</li> <li>▪ Good conflict resolution strategies</li> <li>▪ Involvement of the child in decision making</li> <li>▪ Love and care for each other</li> <li>▪ Honesty</li> <li>▪ Commitment and hard work.</li> </ul>	<p>Helps students focus on how change affects various family members, how it changes responsibilities.</p> <ul style="list-style-type: none"> <li>▪ The best thing about a family is...</li> <li>▪ Children need families because...</li> <li>▪ Changes in families occur when...</li> <li>▪ Change in a family can make people feel...</li> </ul> <p>4.(a) Teacher begins telling this story: As a young child I remember sitting around the fire with my grandparents. They used to tell me that the most important thing in life are: (share some of the content of 4 with the class) Honestly, respect, fairness etc.</p> <p>(b) Teacher to have the group brainstorm some of the most important things that their families believe in and want to pass on. Encourage the group to list values, traditions, commitments that are most important in their own family.</p> <p>(c) Teacher to summarize by stating that good family relationships are enhanced when there is communication, encouragement, respect of the rights of adults AND children etc in which all family members are involved.</p>	4. Poster of disabled person (adult) with a family.	4. Write an essay on factors that enhance good family relationships.

## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM THEME 4: RELATIONSHIPS

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Friendship	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. describe what determines choice of friends and types of friendship</li> <li>2. discuss the importance of friendship</li> <li>3. describe and state how to apply the various friendship skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. What determines choice of friend               <ul style="list-style-type: none"> <li>- Similarity of values and interests, background, age, gender etc.</li> </ul>               Types of friendship               <ul style="list-style-type: none"> <li>-friendship between people of opposite sex, among the same sex.</li> </ul> </li> <li>2. importance of friendship – promotes self-esteem, self-confidence, feeling of being normal, enjoyment, fun sharing and caring, companionship etc.</li> <li>3. Friendship skills               <ul style="list-style-type: none"> <li>(a) Initiation skills – Appearance, manner of approach, communication</li> <li>(b) Sustenance skills e.g. patience, interest, warmth, understanding, trust, tolerance (nurturing) friendship.</li> <li>(c) Friendship termination skills – Negotiation and clarification</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. (a) Teacher to discuss choice of friends (b) Students to write poem/essay on “my friend” expressing what they like about their friends. Have students draw a picture of one of their friend. Show in the picture what draws them to this friend (playing football together, meeting in the school yard to talk). Each student will then show their picture and describe how it shows the type of friendship they have with this person.</li> <li>2. Teacher to discuss with students the importance of friendships. (self-esteem, having fun, feeling normal, having someone who understands)</li> <li>3. Have a group brainstorm on what we need to do to make and keep friends. Write on the Board: skills for Friendship. Then have students describe some of the things they have discovered that help them make friends and keep friends. Write them on Board under the heading skills for friendship.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pictures and Poster of friendship</li> </ol>	<ol style="list-style-type: none"> <li>1. State 2 types of friendship.</li> <li>2. List 3 importance of friendship.</li> <li>3. Write one page essay on the ways to terminate friendship.</li> <li>4. Give 2 reasons why friendship may need to end.</li> <li>5. Write 2 sentences on how to resist negative peer pressure.</li> </ol>

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Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
	<p>4. enumerate reasons for terminating friendships</p> <p>5. handle negative peer pressure</p>	<p>4. a. Reasons for terminating a friendship e.g. (incompatibility, backbiting, breaking of confidence, bullying, trying to make you do something you don't want to do e.g. smoking, suddenly ignores you, ganging up against you etc.</p> <p>5. Dealing with negative peer pressure using assertiveness skills, communication skills, negotiation skills.</p>	<p>4. (a) In small groups or pairs, have the students work together to come up with several reasons why a friendship could be terminated (b) Discussion of the above activity.</p> <p>5. Working in pairs or groups) generate several ways that someone can handle negative peer pressure. Each group reports its findings to the class. Teacher summarizes the most important ideas the groups stated.</p>		

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Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Love	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. define love and identify loving behaviours.</li> <li>2. enumerate ways of expressing loving behaviours.</li> <li>3. explain various modes of enhancing loving relationships.</li> </ol>	<ol style="list-style-type: none"> <li>1. (a) Love means having deep and warm feeling about oneself and others. It includes: Commitment, care and concern for others, truthfulness, sincerity, tolerance, respect, etc.</li> <li>2. ways of expressing love – caring, sharing, and rendering assistance, gifts, showing respect etc.</li> <li>3. Modes of enhancing loving relationships               <ul style="list-style-type: none"> <li>▪ Mutual respect</li> <li>▪ Good communication</li> <li>▪ Care, responsibility</li> <li>▪ Thoughtfulness, tolerance, honesty.</li> <li>▪ Tenderness, companionship, togetherness etc.</li> <li>▪ Remembrance of important dates such as birthdays, anniversaries etc.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. (a) Discussion on loving behaviour               <ol style="list-style-type: none"> <li>(b) Have each student draw a large heart ♥ on a piece of paper. Inside the heart ♥ write LOVE in large letters. Underneath the heart on the outside of that heart they are to list all the loving behaviours that must be there e.g. (respect, trust, passion, etc.)</li> </ol> </li> <li>2.(a) Teacher to discuss the various ways of expressing loving behaviours.               <ol style="list-style-type: none"> <li>(b) inside the drawing of the heart ♥ have them write all the different ways love can be expressed.</li> </ol> </li> <li>3. Discuss various modes of enhancing loving relationship.</li> </ol>	<ol style="list-style-type: none"> <li>1. Picture depicting love</li> <li>2. Poster of qualities of love or ways of expressing love.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a poem/essay on loving behaviours.</li> <li>2. Describe 3 ways loving behaviours can be expressed.</li> <li>3. List 5 ways a loving relationship can be enhanced.</li> </ol>

## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM THEME 4: RELATIONSHIPS

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Relationships within the larger society	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>discuss the relationship between them and the people they come across in the society / community</li> <li>explain ways of relating with people in the society.</li> </ol>	<ol style="list-style-type: none"> <li>People in the larger society: <ul style="list-style-type: none"> <li>Teachers</li> <li>Church / mosque members</li> <li>Family friends</li> <li>Peers</li> <li>Service providers</li> <li>Gardener etc.</li> </ul> </li> <li>Ways of relating with people <ul style="list-style-type: none"> <li>Being polite, courteous</li> <li>Being helpful</li> <li>Being assertive</li> <li>Being able to assess situations &amp; take adequate decisions</li> <li>Possession of effective communication skills</li> <li>Respect for other people's rights</li> <li>Tolerance etc.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Teacher to explain to students that we have many types of relationships with people. Relationships are defined as our connection to people. Some people are closer to us than others.  Ask students to list the various people that we come across in the larger society other than our family members. (teachers, church/mosque members, family friends, peers, service providers, traders etc) Stress that we may have a different relationship with each of these people than we have with our own family members.</li> <li>Teacher to discuss ways of relating with people in the society.</li> </ol>	<ol style="list-style-type: none"> <li>Posters depicting various persons in the society.</li> <li>Show films to students showing people performing their daily activities.</li> </ol>	<ol style="list-style-type: none"> <li>List five categories of people in the society.</li> <li>Role play an encounter with a member of the society.</li> </ol>

## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM THEME 5: SOCIETY AND CULTURE

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Humanity and society	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>define the term cultural norms and taboos</li> <li>identify cultural norms and taboos</li> </ol>	<ol style="list-style-type: none"> <li>Definition of cultural norms and taboos: An authoritative standard; a principle of right action binding up the members of a group and serving to guide, control or regulate proper and acceptable behaviour. A prohibition against saying, touching or doing something for fear of immediate harm by a super human force.</li> <li>Taboos about sexuality: <ul style="list-style-type: none"> <li>- In many cultures sexual relationships with your brother/sister is forbidden</li> <li>-sexual intercourse with your parents is forbidden</li> <li>-sexual intercourse during menstruation is forbidden</li> <li>-obscenities or vulgar references in discussions.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Class to discuss various examples of Nigerian norms and taboos on sexuality as listed under content.</li> </ol>	<ol style="list-style-type: none"> <li>Pictures on sexuality as portrayed by culture</li> <li>Posters / charts depicting Nigerian taboos / norms about sexuality.</li> </ol>	<ol style="list-style-type: none"> <li>Define the term norms and taboos</li> <li>Describe three taboos about sexuality</li> <li>Describe four acceptable societal /cultural norms about sexuality.</li> </ol>

## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM THEME 5: SOCIETY AND CULTURE

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Humanity and society	3. identify acceptable societal norms	3. Acceptable societal norms about sexuality: <ul style="list-style-type: none"> <li>- Wearing appropriate dresses</li> <li>- Chastity for girls and boys</li> <li>- Ensuring privacy of parents' sexual relationship</li> <li>-Parental consent/family approval before starting a long term relationship</li> <li>- Displaying affection for a loved one by holding hands in public ,spending time together in the company of other people.</li> </ul>			

## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM THEME 5: SOCIETY AND CULTURE

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Gender Roles	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. define the term gender and gender roles</li> <li>2. enumerate gender similarities and differences</li> <li>3. list factors that influence gender roles</li> <li>4. state examples of gender stereotypes</li> </ol>	<ol style="list-style-type: none"> <li>1. Definition of 'gender'               <ol style="list-style-type: none"> <li>a. Gender – a person's social and/or legal status as a male or female or as both.</li> <li>Definition of gender role</li> <li>b. Gender roles – roles/behaviour considered appropriate for males or females in a culture or society.</li> </ol> </li> <li>2.               <ol style="list-style-type: none"> <li>a. Gender similarities – intelligence, personality, interests, achievements, some body parts and their functions, human rights occupation etc.</li> <li>b. Gender differences:-                   <ul style="list-style-type: none"> <li>- body differences</li> <li>- ways of dressing (adornments)</li> <li>- domestic chores</li> <li>- hairdo</li> </ul> </li> </ol> </li> <li>3. Factors which influence gender roles:               <ul style="list-style-type: none"> <li>- families</li> <li>- schools</li> <li>- friends</li> <li>- media</li> <li>- society</li> <li>- culture</li> <li>- religion</li> <li>- books</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Class to role play the expected ways of behaviour for male and female in their culture.</li> <li>2. Class debate on the topic "boys and girls are the same."</li> <li>3. Discuss the following statements and take a stand i.e. either agree or disagree on the following factors:               <ul style="list-style-type: none"> <li>- Women are inferior to men in most ways (disagree)</li> <li>- it is acceptable to beat your wife if she doesn't behave (disagree)</li> <li>- women should be circumcised because men are (disagree)</li> <li>- a father's main responsibility to his children is to provide financial support (disagree)</li> <li>- women should be responsible for all</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Pictures on gender roles in different ethnic groups in Nigeria</li> <li>2. Films on gender roles in different societies</li> <li>3. Costumes for role playing.</li> <li>4. A Poster depicting mostly stereotype statements that call for disagreement as a response</li> <li>5. A chart depicting factors that influence gender roles</li> <li>6. Posters of people engaged in stereotype roles</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain gender and gender roles</li> <li>2. Give two examples of gender roles</li> <li>3. Give three similarities and differences between males and female</li> <li>4. Describe four examples of discrimination against males and against female</li> <li>5. List four reasons why boys or girls are equally important.</li> </ol>

## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM THEME 5: SOCIETY AND CULTURE

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Gender Roles	5. explain the meaning of gender bias and discrimination and give some examples	<p>4. Gender Stereotypes:-</p> <ul style="list-style-type: none"> <li>- Men/Boys do not cry</li> <li>- Females can not be motor mechanics, engineers, vulcanizers, plumbers)</li> <li>- Men do not cook, sweep or baby sit.</li> </ul> <p>5. (a) Gender bias: (prejudice) e.g. men are bread winners, women are homemakers: Gender discrimination: (b) unequal treatment based on sex e.g. socialisation process, custody of children, property right, nutritional taboos, female genital cutting, Female circumcision, unequal access to education, resources and opportunities, widowhood rites.</p>	<p>Household chores (disagree)</p> <p>-women are responsible for preventing against pregnancy (disagree)</p> <p>4. Teacher to remind students that in Nigeria, the law provides for equal rights, and discuss reasons discrimination is still practiced</p> <p>a. Students identify examples of gender stereotypes</p> <p>5. Students brainstorm the effects that gender stereotyping can have on males and females.</p>		

## JUNIOR SECONDARY FAMILY LIFE/HIV EDUCATION CURRICULUM THEME 5: SOCIETY AND CULTURE

Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Humanity and the Law	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. define the word 'law.</li> <li>2. explain the law that protect children from being abused.</li> </ol>	<ol style="list-style-type: none"> <li>1. Definition of law – rules of conduct established by the government</li> <li>2. Laws that protect children from rape, incest, child prostitution and sexual harassment               <ul style="list-style-type: none"> <li>- convention on the rights of the child (1990)</li> <li>- ICPD 1994 – focuses on reproductive rights</li> <li>- Fourth world conference on women (1995) focuses on sexual rights.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher explain to students that there are laws that protect all of us. The word "law" means rules of conduct established by an authority such as the government.</li> <li>2. a. Have students brainstorm some of the "laws" with which they are familiar. (These may be laws against murder, robbery, etc)               <ol style="list-style-type: none"> <li>b. Explain that there are laws against the exploitation of children as well, and that children should not be exposed to:                   <ul style="list-style-type: none"> <li>- rape and incest,</li> <li>- child prostitution,</li> <li>-sexual harassment,</li> </ul> </li> </ol> </li> </ol> <p>Briefly explain that rape is the word given when any person forces the child to have sex.</p> <ul style="list-style-type: none"> <li>- incest is where the person forcing the child into sexual intercourse is a family member.</li> </ul>	<ol style="list-style-type: none"> <li>1. Films on the Human Rights of the child</li> <li>2. Posters on the Human Rights of the child</li> <li>3. A chart depicting school rules concerning sexual activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the rights of the child that are protected by law.</li> <li>2. Write brief explanations of rape, incest, prostitution and sexual harassment.</li> <li>3. List four rules in your school concerning sexual activity.</li> </ol>

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Humanity and the Law	3. State some school rules and regulations about human relationships.	<p>3. School rules and regulations about human relationships</p> <ul style="list-style-type: none"> <li>- Schools forbid sexual relationships among students</li> <li>- schools punish those who are caught in sexual activities. The punishments include: caning, deboarding, suspension, expulsion, etc.</li> </ul>	<p>- prostitution is when the child is being paid money to engage in sexual intercourse with someone e.g. as in phonography; and sexual harassment is when children are exposed to sexual comments, touches or gestures against their will</p> <p>show Human Rights films to the class.</p> <p>3. Teacher reminds students that the government is not the only group that has rules and regulations about sexual relationships for children. See if they know any of the sexual activities that are not allowed in school. Remind them of the rules of your particular school. Class to discuss the following school rules concerning sexual activity: (No sexual harassment, kissing, hugging and sexual contact within the school, pregnant girls, rape or forced sex).</p>		

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Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Humanity and Religion	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. define religion</li> <li>2. mention major religions in Nigeria.</li> <li>3. discuss religious injunctions on social interactions</li> <li>4. discuss areas where religion influences humanity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Definition of religion – a specific system of belief or worship.</li> <li>2. Major religions in Nigeria               <ul style="list-style-type: none"> <li>- Christianity</li> <li>- Islam</li> <li>- Traditional religion</li> </ul> </li> <li>3. All of the major religions above do not approve of premarital sexual intercourse.</li> <li>4. Areas where religion influences humanity.               <ul style="list-style-type: none"> <li>- Limits of sexual relationship</li> <li>- Choice of sexual relationship</li> <li>- Dressing</li> <li>- Manner of speech.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. (a) Teacher gives general definition of religion (b) Brainstorm the various religions in Nigeria including Christianity, Islamic, and Traditional religions.</li> <li>2. With the teaching materials, students are to identify the major religious buildings with their symbols.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pictures of religious buildings / symbols</li> </ol>	<ol style="list-style-type: none"> <li>1. Define religion</li> <li>2. List the major religions in Nigeria</li> <li>3. In what two ways do religious beliefs affect sexual relationship.</li> <li>4. State various religious positions on pre marital sexual intercourse.</li> </ol>

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Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Humanity and Diversity	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. give examples of the diversities observable in Nigeria</li> <li>2. define discrimination</li> <li>3. discuss basis for discrimination.</li> </ol>	<ol style="list-style-type: none"> <li>1. Diversity in Nigeria               <ul style="list-style-type: none"> <li>- languages</li> <li>- religion</li> <li>- dressing</li> <li>- occupation</li> <li>- politics</li> <li>- distribution of resources,</li> <li>- marriages</li> <li>- burials</li> <li>- music and dance etc.</li> </ul> </li> <li>2. Definition of discrimination – treating a person or group of persons differently from others</li> <li>3. Basis for discrimination               <ul style="list-style-type: none"> <li>- Gender</li> <li>- Appearance</li> <li>- Sexual orientation</li> <li>- Family structure</li> <li>- Living arrangement</li> <li>- Financial status</li> <li>- Academic status</li> <li>- Religious affiliations</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. (a) Brainstorm the many ways Nigerian's are diverse. (b) Lead class to identify ways in which the diverse nature of Nigeria can promote development.</li> </ol> <p>2/3 Ask the students to share a time they felt they were discriminated against. Tell them discrimination means "treating a person or group different than others". Ask, when have they been treated differently and on what basis? Make a list of all the basis for discrimination.</p>	<ol style="list-style-type: none"> <li>1. Pictures of different Nigerian costumes (dresses) that show diversity in Nigerian culture.</li> <li>2. Costumes and different cultural attires</li> </ol>	<ol style="list-style-type: none"> <li>1. List 5 ways people are different from one another in Nigeria.</li> <li>2. Describe 3 examples of discrimination in the culture and write a paragraph on how discrimination hurts us.</li> <li>3. Give two consequences of discrimination.</li> </ol>

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Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Humanity and Religion	<p>4. identify forms of discrimination</p> <p>5. discuss consequences of discrimination.</p>	<ul style="list-style-type: none"> <li>- Race</li> <li>- Disability,</li> <li>- Language/ethnicity Origin, etc.</li> </ul> <p>6. Forms of discrimination</p> <ul style="list-style-type: none"> <li>- Males/females cannot get some jobs</li> <li>- Different conditions of service</li> <li>- One child is favoured in a family as a result of academic status</li> <li>- Different criteria for promotion</li> <li>- Disability of a child</li> <li>- Someone disabled may be an outcast.</li> </ul> <p>5. Consequences of discrimination</p> <ul style="list-style-type: none"> <li>- lower self-esteem</li> <li>- unequal opportunities</li> <li>- physical and emotional problems</li> <li>- limitation of a society's ability to use the full potential of its members</li> </ul>	<p>Cultural show</p> <p>4/5 Assign the class to divide into small groups and to create a role play / drama that shows some form of discrimination that is seen in their community. Have each group present their drama, explaining who they are and how the discrimination made them feel.</p> <p>At the end of all role-plays, have the group discuss all of the consequences of discrimination. How can discrimination hurt people, the community, females, males, etc.</p>		

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Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Humanity and the Arts	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. define art</li> <li>2. identify different human expressions through art</li> </ol>	<ol style="list-style-type: none"> <li>1. Definition of art – creation of things that have form or beauty.</li> <li>2. Sexual expressions through art. E.g. images, paintings, murals, pictures, drama, music, literature etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher, explains that in this lesson we will look at how sexuality is expressed through art. Art is the creation of things that have form or beauty and may be carvings, paintings, jewelry, plays, stories, etc.</li> <li>2. Teacher leads Groups to brainstorm the many art forms that might contain sexual expressions e.g. Carvings show mother and child showing affection, paintings show the life of the family in the village, music expresses the feelings of a person in love or in pain, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pictures of art work</li> <li>2. Posters on art work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Define art</li> <li>2. In what four ways is art expressed in religion</li> </ol>

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Topic	PERFORMANCE OBJECTIVES	CONTENTS (CORE)	ACTIVITIES	TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
Humanity and the Media	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Define media</li> <li>2. identify several ways humanity is portrayed in the media</li> <li>3. identify some of the false messages the media portrays about humanity</li> <li>4. explain influences of mass media on values and attitudes</li> </ol>	<ol style="list-style-type: none"> <li>1. Definition of media: means of communication with the general public e.g. radio, TV, movies, gong, drum, town crier, telephone, telegram, fax, etc.</li> <li>2. Humanity is sometimes negatively portrayed in the media.               <ul style="list-style-type: none"> <li>- Everyone engages in sexual activity when not married.</li> <li>- Beauty is considered as a mark of success</li> <li>- Beauty is considered as the ultimate.</li> </ul> </li> <li>3. Unrealistic mass media images of humanity               <ul style="list-style-type: none"> <li>- Love – Love doesn't have to involve commitment</li> <li>- Marriage: Marriage of convenience is in vogue</li> <li>- Parenting: Parenting is easy so long as one can provide basic needs of life</li> <li>- Women are always beautiful</li> <li>- Men are athletic and strong</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Define media for the group, as communication that reaches the general public, like radio, TV and movies.</li> <li>2. As a group brainstorm the many ways in which humanity is portrayed in the media that students have seen. (e.g. The way men/women are portrayed, how realistic is it? The amount of sexual activity that is portrayed, is that what our culture approves? Everyone is beautiful. It is true?)</li> <li>3. Assign students to find pictures in magazines or to see images on movies/TV that show expressions of humanity and determine if they believe the images are positive or negative. They are to bring the pictures or discussion of the images to class to present to the group. Show TV/movie clips of humanity expression if they are available.</li> </ol>	<ol style="list-style-type: none"> <li>1. Media gadgets</li> <li>2. Pictures of: Models, sports stars, musicians.</li> <li>3. Posters of media people, such as Actors, Actresses, Movie advertisements that portray glamorous life.</li> <li>4. Audio visuals Movie/TV Clips depicting influences of the media on values and attitudes</li> </ol>	<ol style="list-style-type: none"> <li>1. Define media</li> <li>2. identify three influences (positive or negative) that the media may have on a person's values/beliefs.</li> <li>3. Enumerate five different types of humanity expressions portrayed by the media.</li> </ol>

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Humanity and the Media		<p>4. Influences of mass media on values and attitudes – these things may be believed: see love as all –conquering.</p> <ul style="list-style-type: none"> <li>- changing marriage partners frequently is acceptable</li> <li>- Parents don't spend time with children;</li> <li>- Beauty is the most important quality.</li> </ul>	<p>4. Debate: Assign one group to develop arguments for this side: "The media has a negative effect on the values and beliefs of our culture". Assign the other group to develop arguments for this: "The media has no effect or a positive effect on the value of our culture.</p> <p>5. After the debate teacher guides a discussion on the influences of media on values and attitudes.</p>		

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## NATIONAL FAMILY LIFE AND HIV EDUCATION CURRICULUM

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