

FAMILY LIFE AND EMERGING HEALTH ISSUES CURRICULUM



TRAINING GUIDE
FOR COLLEGES OF EDUCATION IN NIGERIA

Family Life and Emerging Health Issues Curriculum

Training Guide for Colleges of Education in Nigeria

The Family Life and Emerging Health Issues Curriculum Training Guide was developed by the National Commission for Colleges of Education in collaboration with Action Health Incorporated with support from The Ford Foundation, West Africa Office.

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forward...

I am pleased to present this Training Guide developed by the National Commission for Colleges of Education (NCCE) in collaboration with Action Health Incorporated (AHI) aimed at helping lecturers of the Colleges of Education in the implementation of the Family Life and Emerging Health Issues (FLEHI) Curriculum introduced by the National Commission for Colleges of Education (NCCE) in response to the national call of preparing the teacher educator, teacher training institutions, education policy makers and practitioners to fight the HIV and AIDS pandemic. The guide responds to the challenge of preparing teachers who are better equipped with the knowledge and skills to teach the FLHE curriculum at the basic education level more effectively. The main objectives of the Guide are:

- to align the themes and contents of the NCE FLEHI curriculum with the Family Life and HIV/AIDS Education curriculum for basic education;
- develop a comprehensive training guide that will assist lecturers of Colleges of Education in the successful implementation of the FLEHI course; and
- provide teacher educators with the necessary quality assurance tools for monitoring and evaluating the FLEHI course at the NCE level.

The focus on teacher educators is premised on the belief that teachers are the greatest resource that we have in the preparation of young people for productive and healthy living in the society. Teachers are among the most prominent influence that affect not only the students' academic performance, but also their social behavior. In this regard, it is hoped that the information contained in this Guide will, in addition to equipping the teacher educators with the essential skills to effectively deliver the FLEHI curriculum, also impact tremendously and positively on the sexual behaviour of their pre-service students with its potential multiplier effects on the entire basic education sector.

I wish to thank and commend Action Health Incorporated for their collaborative support in this regard and for adding value to both the NCCE's and the country's fight against the HIV and AIDS pandemic. I encourage our teacher training institutions to adopt this resource to draw upon for their own strategic purposes as well as lecturers to use it as a source for their continued learning and teaching for optimal impact on their pre-service teachers.

Prof. M. I. Junaid.
Executive Secretary, NCCE.

12th February, 2009

acknowledgement...

This Training Guide for the effective implementation of the Family Life and Emerging Health Issues (FLEHI) Curriculum for the Colleges of Education in Nigeria has been produced through the collaboration between the National Commission for Colleges of Education (NCCE) and Action Health Incorporated (AHI). The collaboration was led by Prof. Mohammed Junaid, the Executive Secretary of NCCE, with the active collaboration and support of the National Coordinator HIV/AIDS Unit, Federal Ministry of Education (FME), Mrs Z.U. Momodu. We are indeed very grateful to both of them for their commitment to this initiative.

This Training Guide is a further demonstration of the commitment of several key stakeholders in the education sector to reducing new HIV infections and mitigating the impact of AIDS amongst young people at the basic education level. Thus, the development of the Guide benefited from the expert contributions of the following persons Dr. Alex Abdullahi Maiyanga and Mrs Modupe Olokun of NCCE, Mr. Julius Ameh of Federal Ministry of Education, Mr. Sola Adara of Nigerian Educational Research and Development Council (NERDC), Mr. J.B. Fadokun of National Institute for Educational Planning and Administration, Dr. Charles Ugwuegbulam of Alvan Ikoku College of Education, Dr. Muhammad Shaaba of Federal College of Education, Kontagora; Dr. B. A. Adeniji of Federal College of Education, Abeokuta and Mallam Idris Saba of Federal College of Education, Yola, Dr. Uwem Esiet, Ms. Damilola Abokede, Dr. Dorothy Ofoha, Mrs. Ayo Gbemileke and Mrs. Josephine Muyiwa-Afolabi of Action Health Incorporated, Professor Konstance McCaffree of the Human Sexuality Program, Widener University USA, and Mrs. Olanrewaju Buhari, Mrs. Evelyn Okene, Mr. Adekunle Adegboye, Mr. Olakunle Olaniran of the Lagos State Ministry of Education.

We are also very grateful to the Ford Foundation, West Africa Office for providing the funding for the development of this Training Guide in Nigeria. Finally, I urge all our Teacher Educators to make very good use of this Training Guide and to share their feedback with us at NCCE and AHI.

Nike O. Esiet (Mrs.)
Executive Director,
Action Health Incorporated, Lagos

family life and emerging health issues curriculum...

GENERAL STUDIES EDUCATION (GSE 124): FAMILY LIFE AND EMERGING HEALTH ISSUES (FLEHI)

PHILOSOPHY

The National Policy on HIV/AIDS in the Education Sector (2005) provides the framework for responding to the existence of HIV and AIDS in the sector through strategies on prevention, treatment, care and support for the infected and affected as well as impact mitigation in the sector. The thematic approaches deriving there of are (1) Planning and Management (2) Prevention (3) Orphans and Vulnerable Children. The prevention thematic strategy adopts the curricular and co-curricular approaches with the recognition that the teacher is central to achieving the goals of both approaches. The curricular approach focuses on mainstreaming FLHE into the school curriculum with the aim of providing knowledge, developing attitude and skills to reduce the spread of HIV and mitigate its impact on national development. The co-curricular approach reinforces and promotes internalization of the concepts for ensuring qualitative living.

Family Life and Emerging Health Issues (FLEHI) is a GSE 124 course designed to promote the acquisition of factual information, formation of positive attitudes and values as well as develop skills to cope with biological, psychological, socio-cultural and spiritual development as human beings. It is intended to build the confidence of the student teachers in imparting knowledge of Family Life and HIV/AIDS Education (FLHE) concepts at the basic school levels. FLEHI will allow the student teachers to have foundational and content competencies as well as skills and leadership in equipping learners towards attaining a healthy future.

family life and emerging health issues curriculum

OBJECTIVES

At the end of the course, the students should be able to:

- i. Demonstrate knowledge and understanding of the biological, psychological and socio-cultural functions that influence healthy development including sexuality and HIV.
- ii. Explore, develop, and cultivate positive values, attitudes and skills on sexuality issues.
- iii. Acquire information and skills for taking care of their sexual issues.
- iv. Develop knowledge and skills that will help them to maintain caring, supportive and non-coercive relationships.
- v. Appreciate sexuality, society, culture in relation to family life and emerging health issues.
- vi. Deal with compassion and provide support to persons infected or affected by any emerging health issue e.g. HIV
- vii. Understand and demonstrate participatory and experiential learning theories, methodologies and strategies.

GENERAL PRINCIPLES: Health and factors affecting health. Orthodox and traditional healthcare systems. Health Education. Theories and methodologies of experiential learning. Overview of FLEHI

THEME 1: HUMAN DEVELOPMENT: Reproductive Anatomy and Physiology. Puberty. Reproduction. Pregnancy. Body Image. Sexual Identity and Relationship

THEME 2: RELATIONSHIPS: Family Life. Family. Friendship. Love, Dating and Courtship. Marriage. Parenting.

THEME 3: PERSONAL SKILLS: Values. Self Esteem. Goal Setting. Decision Making. Communication. Negotiation. Assertiveness. Finding Help. Counseling

THEME 4: SEXUAL HEALTH/HIV INFECTION: Contraception. Abortion. STIs/HIV. Sexual Abuse. Drug Abuse. Health Promoting Behaviours.

THEME 5: SEXUALITY, SOCIETY AND CULTURE: Sexuality and Society. Gender and Gender Roles. Diversity. Sexuality and Law. Sexuality and Religion. Sexuality and Arts. Sexuality and Media

acronyms...

AHI	Action Health Incorporated
AIDS	Acquired Immune Deficiency Syndrome
FLEHI	Family Life and Emerging Health Issues
FLHE	Family Life and HIV Education
HIV	Human Immuno-Deficiency Virus
MDGs	Millenium Development Goals
NCCE	National Commission for Colleges of Education
PLWHA	People Living with HIV and AIDS
STIs	Sexually Transmitted Infections
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNICEF	United Nations Children Fund

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INTRODUCTION...

1

In Nigeria, since the first case of AIDS was diagnosed in 1986, HIV prevalence rates has increased steadily from 1.8% in 1991, to 5.8% in 2001 and registering a continuing decline to 5.0% in 2003, 4.4% in 2005, with about 3 million people living with HIV in Nigeria. According to the 2005 national HIV/AIDS Sentinel Survey Report, young people in the 15-25 years age account for twenty new infections that occur daily in Nigeria, thus making up about sixty percent of new infections.

Over the last two decades, the health and development sectors in Nigeria have witnessed considerable response change to the HIV and AIDS challenges; Nigeria has adopted the multi-sectoral response with the National Agency for the Control of AIDS responsible for guiding the HIV and AIDS response in the country. The "Three-One Principles" of one coordinating body, one strategic framework, and one Monitoring and Evaluation mechanism, has been put in place across all sectors, sub-sectors, and levels of implementation.

Consequently, the HIV& AIDS unit of the Federal Ministry of Education was established in 2002 to coordinate the education sector response to HIV and AIDS. The unit is mandated to provide direction, build capacity, forge partnerships and perform other oversight functions with regards to the sector response at all levels. The critical mass of HIV and AIDS focal points in various departments, agencies and parastatals of the Ministry was constituted, of which the National Commission for Colleges of Education (NCCE) is a member. The Education sector response has four thematic areas deriving HIV and AIDS Emergency Action Plan (HEAP) with focus on:

- Policy Framework
- Planning and Management
- HIV and AIDS Prevention
- Support for orphans and vulnerable children (OVC)

The HIV and AIDS prevention thematic focus operates through the adoption of a two-pronged approach: Curricular and Co-Curricular, with emphasis in learners.

The key strategy of the curricular is to mainstream the Family Life HIV Education (FLHE) curriculum into the school curriculum at basic, secondary and tertiary levels.

introduction

The FLHE curriculum helps to provide factual knowledge, shape attitude and behavior as well as acquisition of life skills at all levels.

The National Council on Education (NCE) in 2005 approved the "National Policy on HIV and AIDS for the Education sector in Nigeria" to facilitate the sector's response to HIV and AIDS sector. If fully operationalized, the policy will provide a framework to guide formulation of appropriate effective interventions, including:

- Preventing transmission of HIV and other sexually transmitted infections (STIs)
- Protecting and supporting vulnerable groups; and
- Mitigating the social and economic impact of HIV and AIDS in the sector.

NCCE Response to HIV/AIDS

The HIV/AIDS desk of the National Commission for Colleges of Education (NCCE) was established in 2001 to carry out the mainstreaming of HIV/AIDS issues into the minimum standards and to co-ordinate the response of Colleges of Education (COE) to HIV and AIDS. The National Commission for Colleges of Education is to ensure mainstreaming of quality assurance in the delivery of FLHE and implementation of HIV and AIDS programs in all COE. In 2004, HIV/AIDS desk officers were nominated in all Colleges of Education- Federal, State and Private to coordinate activities in the colleges and provide feedback to NCCE.

The efforts at mainstreaming HIV and AIDS concepts into the NCE Minimum Standards commenced in 2002. In 2006, the NCE Minimum Standards were reviewed and FLHE was mainstreamed into core courses such as Physics, Biology, Chemistry, Integrated Science, Vocational and Technical, Physical and Health Education, Social studies, Theatre Arts, Music, Islamic studies, Christian Religious studies, Languages, etc. all had components of FLHE thematic areas mainstreamed into them.

A General Studies course titled Family Life and Emerging Health Issues (FLEHI) GSE 124 was adopted from the FLHE Basic and Secondary education curriculum. The course is compulsory for all first year NCE students.

The NCCE has continued to work in collaboration with various organizations including UNICEF, UNESCO, World Bank, MacArthur Foundation, Ford Foundation, Action Health Incorporated and MDG Office to organize various capacity building workshops to train master trainers and HIV/AIDS desk officers. Many HIV and AIDS awareness campaigns have been carried out in Colleges by various campus based Anti-AIDS clubs, Community Based Organisations, Non Governmental Organisations and Faith Based Organizations.

rationale...

2

The teacher is the most important person responsible for the successful delivery of the intended outcomes of any learning effort. The effective implementation of the Family Life and HIV Education (FLHE) curriculum i.e. the classroom level at the basic and secondary education levels largely depend on how well the teacher is grounded in the concepts, knowledge and facilitation of the subject. The Colleges of Education are mandated to produce teachers for the basic education level which is the base on which rests all educational efforts.

This guide is meant to aid learning process and facilitate effective FLEHI curriculum implementation through:

- (i) helping ensure that all Colleges of Education subscribe to the basic concept and content of the curriculum
- (ii) Expose student teachers to the theories, methodologies, and strategies for experiential learning.
- (iii) Relate the concepts and contexts to the socio-cultural and prevailing realities of young people
- (iv) Provide the requisite leadership abilities for self and improve management of others
- (v) Encourage democratization of education delivery and teacher-student accountability
- (vi) Promote pro-active responses from teachers especially in a rapidly changing environment.

This guide is therefore also a tool for quality assurance in all our Colleges of Education. The NCCE is therefore committed to ensuring that the quality of teachers education in Nigeria remain very high and responsive to national aspirations and goals.

theories and research supporting participatory methods of teaching ...

3

Participatory methods of teaching help to engage the learners in the teaching. It is built on the knowledge and experiences of the learners. It is learner centered and makes the learning process more interesting. It gives immediate feedback to the teacher.

There are theories and researches that provide rationale for the benefits and uses of different participatory methods or techniques of facilitating family life and emerging health issues in schools.

This section discusses some of these theories and highlights their significance for the participatory methods.

1. Child and Adolescent Development Theories (e.g Piagetian Theory)

Most theories of human development deal with understanding of the complex biological, social and cognitive changes, gender awareness, and moral development that occurs from childhood through adolescence. The ability to understand causal relationships develops in early adolescence, and problem-solving becomes more sophisticated. The adolescent is able to think abstractly and create rules for problem-solving. The social interactions of people increase and they spend more time with peers, and they may spend less time at home and with family members. They develop morally and begin to rationalize the different opinions and messages they receive from various sources. They also develop values and rules for balancing interest of self and others.

According to Piaget, another way individuals learn is by building upon their understanding of basic concepts acquired while experiencing their world as young children.

Implications for teaching /Facilitating

- . Assess learners' current understanding and then provide learning experiences that are likely to lead to conceptual growth
- . Activities need to be developmentally appropriate.

2. Multiple Intelligences

Gardner (1930) postulated this theory that there exist eight human intelligences that take into account the wide variety of human capacities. These are linguistics, logical/mathematical, musical, spatial, bodily/kinaesthetic, naturalist, interpersonal, and intrapersonal intelligences. The theory argues that these intelligences are developed in different degree in different person and that each person uses their intelligences in different ways.

Implications for teaching/Facilitating

- . Use of variety of instructional methods to engage different learning styles and strengths.
- . Ability to manage emotions and understanding of ones feeling and feelings of others.

3. Social Learning Theory or Social Cognitive Theory

This theory states that children learn to behave both through formal instructions and observations (Bandura, 1977).

How parents, teachers and other authorities and role models tell children to behave is known as formal instructions, while observation includes how young people see adults and peer behaving. Children imitate adults and those in their environments.

Social cognitive theory postulate that maintaining healthy behaviours for example avoiding unprotected sex is affected by an understanding of what must be done to avoid sex or to use protection (knowledge) or ones belief in the anticipated benefit of delaying sex or using protection (motivation) or belief in that particular skills or methods of protection will be effective (outcome expectancy) and belief that the person can effectively use these skill or methods of protection (self-efficacy)

Implications for teaching/facilitating

- . Use natural processes by which children learn behaviours eg. Modeling, observation, and social interaction
- . Positive reinforcement is applied for the correct demonstration of behaviours and skills and corrective reinforcement is applied for behaviours or skills that need to adjust to build more positive actions
- . Teachers and adults serve as role models, standards setters and influence the learners.

4. Social Influence Theory and Social inoculation Theory

These two theories are closely related to each other. Social influence theory lay emphasis on the role of social norms in influencing individual behaviour. It states that if an individual perceives that certain behaviours are acceptable within his or her

peer group, he/she is more willing to engage in them. If social norms can be changed, presumably so can individual behaviours.

Social Inoculation theory states that individual can be immunized to resist future peer pressure to engage in risky behaviours by practicing ahead of time what to do in such situations (behaviour rehearsal)

Implications for teaching/ Facilitating

Peer and social pressure to engage in unhealthy behaviours can be reduced by addressing them before the child or adolescent is exposed to the pressures, so there is need to initiate early prevention rather than later intervention.

Early awareness of pressures ahead give youths a chance to recognize in advance the kinds of situations in which they may find themselves

When children are taught resistance skills, the problem behaviours can be effectively reduced than when they are provided with the information or provoking fear of the results of the behaviour.

5. Problem Behaviour Theory

Adolescent behaviour (including risk behaviour) is the product of complex interactions between people and their environment (Jessor and Jessor, 1977). This theory looks at three categories of psychosocial variables

- (1) Personality system which involves values, expectations, beliefs, and attitudes toward self and society.
- (2) The Perceived environmental system which comprises of perceptions of friends and parents attitudes toward behaviours and physical agents in the environment, such as substances and weapons
- (3) The behavioural system comprises socially acceptable and unacceptable behaviours.
- (4) A person may have more than one problem behaviour, eg a combination of alcohol and tobacco or other drug use and sexually transmitted disease

Implications for teaching/ Facilitating

- . Skills in critical thinking, effective communication, and negotiation are important aspects of participatory method.
- . Many health and social behaviours and their underlying factors, are linked. Interventions on one issue can be linked to and benefit another.
- . Person, environmental and behavioural system are addressed together with the use of interventions.

6. Resilience Theory

This theory states that there are internal and external factors that interact among themselves and allow people to overcome adversity. It explains the reasons through which some people are more likely to engage in health promoting rather than health-compromising behaviours. It also examines the interaction among factors in a young person's life that protect and nurture, including conditions in the family, school, and community, by this allowing a positive adaptation in young people who are at risk. This theory emphasizes the need to modify and promote mechanisms to protect children's healthy development of internal protective factors including self esteem and self-confidence, internal locus of control, and a sense of life purpose while external factors include primarily the social supports from family and community, for example a caring family that sets clear, non punitive limits and standards, absence of alcohol abuse and violence in the home, strong bonds with and attachment to the school community, academics success and relationships with peers who practice positive behaviours. (Kirby, 2001; Infante, 2001 and Luthar, 2000).

Bernard (1991) opined that the characteristics that set salient young people apart are social competence, problem-solving skills, autonomy and a sense of purpose.

Implications for teaching/ Facilitating

- . This can serve as mediators for behaviours
- . Internal and external factors help young people and learners respond to adversity and are the traits that characterize resilient young people
- . Teacher, learners and parents learn same helpful skills and provide nurturing family and school environments, modeling what they hope young people will be able to do.
- . This theory focuses on the child, the family and the community, whilst allowing the teacher or caregiver to be the facilitator of the resilient process

7. Theory of Reasoned Action and the Health Belief Model

The theory of reasoned action is described as an individual's intention to perform behaviour as a combination of his attitude toward performing the behaviour and subjective normative beliefs about what others think he should do.

Belief model developed by Sheehan and Abraham (1996) recognizes that perceptions rather than actual facts are important to weighing up benefits and barriers affecting health behaviour, along with perceived susceptibility and perceived severity of health threat or consequences

Implications for teaching/ Facilitating

- . If a person perceives that the outcome from performing a behaviour is positive, He/She will have a positive attitude towards performing that behaviour. If the behaviour is thought to be negative, this may be opposite
- . If other people that are relevant (such as parents, teachers, peers) see performing a particular behaviour as positive, the individual is motivated to meet the expectations of these relevant others, as against doing what he/she considers positive

8. Stages of Change Theory or Transtheoretical Model

This theory describes stages of change that may be useful in understanding how to create change as follows:

- precontemplation (no desire to change behaviour),
- contemplation (intent to change behaviour),
- maintenance (maintaining behaviour change after 6 months for up to several years), and
- termination (permanently adopted a desirable behaviour). (Prochaska and Diclemente, 1982)

Implications for teaching/ Facilitating

- . Identification and understanding of the stages when students are in terms of their knowledge, attitudes, motivation, and experiences in the world is important to match activities and expectations
- . Intervention should be relevant to students in order to be successful, those that are not relevant to the students, For example, a tobacco-cessation programme for people who mostly do not smoke or who smoke but have no desire to change is not likely to eradicate smoking

techniques...

4

Experiential learning directly acknowledges, welcomes, values, and uses the basic knowledge and competence of learners. It is appropriate where the discussion centres on people's attitudes and beliefs. Experiential learning is a powerful tool and it is satisfying to the teacher and learners. The student has the opportunity to develop his/her own view points. The use of two or more methods at each session makes teaching and learning more interesting and interactive.

Why Experience-Based Learning?



Edgar Dale, Audio-Visual Methods in Teaching (3rd Edition). Holt, Rinehart, and Winston (1969)

Consider that we remember:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear

- 70% of what we see, hear, and discuss
- 90% of what we see, hear, discuss, and practice

Advantages-

1. Multiple teaching/learning methods can be integrated
2. Very learner-centred
3. Process of discovery builds self-esteem
4. Learning is more fun for students, teaching more fun for trainers/teachers
5. Other life skills can be learned, instead of only science content

Disadvantages-

1. Requires patience and guidance by teacher; decentralized approach can seem less orderly; may be less comfortable to an authoritarian-style teacher
2. There is often no single, "right" answer

The Teacher's Role in Experiential Learning

For some teachers, this is a new way of working. Now, instead of being in front of the class giving instructions, the teacher is moving through the class helping individual students as they do their given assignments. While it may seem that the teacher is losing power or control, in fact, the power is being shared with students leading them to take more responsibility. The different role for the teacher will take some practice but is very rewarding in the long run.

The teacher's role changes from:

- Subject-centred to person centred
- Only expert to facilitator/guider
- Discipline/Authority to trust/encouragement
- Focus on output to Focus on process + output
- Frontal Methods to Participatory Methods

An ideal experiential lesson includes the following:

- Warm up exercise which may include Knowledge of the basic issues
- Interaction with other students, for positively changing attitudes, knowledge sharing and skills building
- Activity, making or doing, issue-based, for positively changing attitudes and skill-building
- Discussion, for reflection and positively changing attitudes.

Some experiential learning methods include:

1. Role Plays

In a role play, two or more individuals are made to act parts in a scenario. It provides opportunity to practice skills and behaviors as well as to explore attitudes and feelings. For example in a lesson on decision making about sexual behavior, there are several important interactions to role play:

- a. Discussing with one's parents (or another adult) the decision to have sex
- b. Refusing to participate in any sexual behavior, saying "no" while maintaining the relationship

Advantages

- stimulating and full of fun
- Engages the group's attention
- Simulates the real world

Things to Note:

- A role play is sometimes spontaneous (no script to follow)
- For success of a role play, intending actors must have a good understanding of their roles.
- Roles play should be related to possible experiences or situations of learners.
- There is need to introduce and discuss the process and content of the role play activity. Connect it to previous learning and key concepts.
- Warm up learners' ability to pretend
- Encourage learners selected for the role play to discuss the case and the characters before role playing, looking at values, options and behaviors.
- Gently redirect a student who drops out of character during a role play
- If several small group role plays are taking place concurrently circulate among the groups, observing, coaching, answering
- Follow role play with discussion: let players discuss how they felt in their roles, what they would do or say differently. Ask observers to give feedback and discuss their observations. Discuss how the role play relates to real life.
- Give students a chance to verbalize any insights and express feelings: help them generalize to other aspects of their lives.

2. Group work

Group work is a method involving the use of small group activities and discussions to elicit and give information; learners are able to share their experiences and ideas in the process of problem solving.

Small working groups can be used for sharing feelings, ideas, values, attitudes, experiences or beliefs in a FLEHI session. This sharing process can be preceded by a variety of preparatory activities, such as group completion of stem- sentences, using pictures to analyze media messages, etc.

Uses:

- a. Enhances analytical capability
- b. Helps participants learn from each other
- c. Gives participants a greater sense of responsibility in the learning process
- d. Promotes team work
- e. Clarifies personal values

3. Simulation

A simulation is, in effect, an extended role play. It is an enactment of real-life situation, i.e. imitating someone or something. Simulation provides vicarious experiences in which learners practice intrapersonal and/or interpersonal skills and observe and analyze their own and others' feelings and behaviors.

Participants in simulations practice and experiment with a variety of skills, including listening, negotiating, decision making, abstract thinking, observing, confronting, problem-solving and expressing feeling.

Advantages

- a. Practical
- b. Learners are able to discover and react on their own
- c. It aids immediate feedback
- d. It allows learners to experience decision-making in "real" situations without worrying about the consequences of their decisions.
- e. It's a way of applying knowledge, develop skills and examine attitudes in the context of an every day situation.

Things to Note:

- It is time consuming
- The facilitator must be well-prepared, especially with logistics

Examples of Simulation:

- a. Moulding of human reproductive organs/systems
- b. HIV Transmission Game

4. Games

These are learning activities, which could involve entertainment, competitions, contests or rivalry by which participants learn one concept or the other that reinforces the learning process in training session. They are used as warm-up activities, to increase comfort with a FLEHI topic, to open discussion of opinions and values, to teach empathy and understanding, to review information to practice skills, and to evaluate.

Advantages

- a. Usually stimulating and enjoyable
- b. Helps to relax participants and increase comfort level of the group
- c. Help participants to retain knowledge and skills learnt

Things to Note

- specific time frame should be set so that participants are not carried away by the game
- There is need to enforce the concepts in the game and do post game sessions to reinforce learning.
- Games cannot be used alone; they are only used to support learning
- Rules of games need to be explained and understood.

5. Brainstorming

This is a process for spontaneously generating ideas or information about a topic. In brainstorming, every student's response that is applicable to the topic is acceptable.

Uses

- a. As a warm-up to focus individuals and the group on the topic or concept of the lesson.
- b. To explore sensitive and controversial issues.
- c. To encourage students who are hesitant to participate in discussion
- d. For gathering lots of ideas in a quick manner
- e. To generate solution to problems
- f. To generate verbal and nonverbal behavior for practice and application
- g. To assess learner needs, interests, knowledge and misinformation
- h.

Advantages

- Ensures full participation of trainees
- Useful for large groups
- Easy to focus learners' attention
- Gather data/facts from many participants

Things to Note:

- a. Briefly state the rules of brainstorming:
 - All input is valid
 - Participants should not censor, edit, or criticize their own or others' comments they should "suspend critical judgmental".
 - Suggest that if participants don't know the word, they can try for the idea and you or other members of the group can help with the wording
 - Reserve the right to translate' slang "correct" language

- b. Introduce the topic or question for brainstorming.
- c. Suspend your own critical judgment of participants' responses.
- d. Listen for intent as well as content of participant input; paraphrase responses to be sure you have correctly heard learner contributions.
- e. As input slows, stimulate input by suggesting unexplored viewpoint
- f. Do not let a brainstorm drag on too long in an attempt to get all possible responses posted; this results in redundancy and loss of learners attention as well as group momentum.
- g. Late in the brainstorm, add comments of your own, especially key elements

6. Case Studies/ Stories

A case study is a fictional story that allows students to make decisions about the own person should act or respond and what the consequences of their action might be. During a story, listeners and readers often undergo a shift of consciousness, letting the story live in their imaginations. Case studies allow students to discuss someone else's behavior and, therefore avoid revealing personal experiences that might be embarrassing to them. The goal of case study activity is to enable learners critically analyze and discuss contextual issues from the society with respect to the HIV epidemic.

Uses:

- To discuss common problems in a typical situation
- Provides an opportunity to develop problem solving skills
- To promote group discussion

Advantages

- Enables learners relate to the situation
- Involves an element of mystery.
- Its hypothetical nature does not involve personal risks

Things to Note:

- After narrating the story/case, ask learners to describe the facts of the case, report their feelings or opinions
- Encourage learners to brainstorm list of key issues, discuss the feelings of the characters in the case.

7. Presentations:

A presentation is an activity conducted by a facilitator, teacher, instructor, or specialist to convey information, knowledge or principles. Forms of presentations can range from straight lecture to some involvement of the learner through questions and discussions. Presentations depend more on the trainer for content than does any other training techniques; it is the mainstay method for imparting information.

Uses:

To introduce participants to a new subject
 To provide an overview or a synthesis
 To convey facts, ideas and statistics
 To address a large group

Advantages:

- Covers a lot of material in a short time
- Useful for large groups
- Can precede more practical training techniques
- The teacher has more control than in other situations

Things to Note:

- a. Trainer needs to be well prepared, clear, concise, accurate, relevant and honest about the concepts
- b. Assess and adapt the physical environment
- c. Assess the needs of individuals and the group, both to give yourself needed information, and to help students focus on the topic, and get involved
- d. Focus on learners
- e. Build your presentation around a few key concepts and stick to them
- f. Focus on the positive
- g. The learner's role is passive
- h. Learner retention is not as great as in other techniques unless it is followed up with a more practical technique
- i. A presentation is common in more formal situations
- j. Consider (aloud) the broad range of values and beliefs on any issues (particularly controversial topics) and acknowledge them
- k. Show respect for diverse family and religious perspectives and teach a respect for diversity and pluralism

8. Recall Technique

This technique helps the facilitator to evaluate a taught lesson or make learners give responses by drawing from past experiences. Examples of this technique includes questions and answers, quiz, question box, myths and facts clarifications through the use of games.

Advantages

- Stimulating and acts as a motivator
- Easy to use
- Helps facilitator in determining depth of learners knowledge
- Good for evaluation
- It is learner centered

Things to note:

- a. Questions must be prepared ahead
- b. Questions must be relevant to the content
- c. Individual domination should be discouraged

9. Other Methods:

Video playbacks, dramas, songs, poems, worksheets and drawings are also methods of participatory learning, which encourages learners to express themselves. Usually, the root cause of problems and issues are addressed using any of these methods.

Uses:

1. Allows learners to express their views in a convenient way
2. Helps to change people's attitudes
3. Enables people to see the consequences of their actions on others
4. Provides an opportunity for learners to see issues physically
5. Provides a safe environment in which participants can explore problems they may feel uncomfortable about discussing in real life

Advantages:

1. It is culturally sensitive, and affordable
2. It promotes interaction and feedback
3. It is participatory
4. It can be used as a tool to break silence on key issues like sexuality, gender, and violence

Things to Note:

1. It can not substitute real life situations
2. Its quality is dependent on the environment and materials available
3. Introduce video playbacks by discussing or presenting the following:
 - Its title
 - Its intended purpose
 - Key concepts or facts to look for

techniques

- How it relates to previous learning
- Suggestions on how to view it
- Issues in the video the group will need to explore later
- Unique or interesting acts about the videos
- 4. Be sensitive to learners' comfort levels and warn them about video sequences that they may find distressing, such as child birth scenes. Discuss these feelings before and after showing the video
- 5. Allow time to debrief the video

suggested techniques for different topics

Suggested Techniques for Different Topics

THEME	TOPIC	TECHNIQUES
Human Development	Reproductive Anatomy and Physiology	<ul style="list-style-type: none"> - Questions and answers - use of relevant charts - recall technique - Discussion - Diagrams - Models - Simulation, video play back
	Puberty	<ul style="list-style-type: none"> - Use of Pictures - Brainstorming - Drawing - Charts - small group sharing of knowledge - Story telling -Presentation
	Reproduction	<ul style="list-style-type: none"> - Brainstorming - Discussion - Drawing - Story telling -Video viewing
	Pregnancy	<ul style="list-style-type: none"> - Discussion - Brainstorming - Drawing - Story telling -Video viewing
	Body Image	<ul style="list-style-type: none"> - Discussion - Brainstorming - Group work - Story telling
	Sexual Identity and Relationship	<ul style="list-style-type: none"> - Brainstorming - Discussion - Group work - Story telling

suggested techniques for different topics

THEME	TOPIC	TECHNIQUES
Sexual Health/ HIV Infection	Contraception	- Demonstration - Group work - Brainstorming - Games -models -charts -video play back
	Abortion	- Discussion - Brainstorming - Stories and case study - Role play
	STIs/STDs	-Video play back - Brainstorming - Discussion - Roleplay - Group work /continuum charts
	HIV	-Guest Speaker - Role Play -Case Studies -Songs Video play back Games -Group work/continuum charts
	Body Abuse	- Role Play - Brainstorming - Stories and case study
Personal Skills	Values	- Demonstration - Brainstorming/presentation - Simulation - Group work - Songs
	Self esteem	- Demonstration - Brainstorming/presentation - Simulation

suggested techniques for different topics

THEME	TOPIC	TECHNIQUES
	Goal Setting	- Group work - Brainstorming - Individual sharing - Worksheets
	Decision making	- Demonstration - Brainstorming - Simulation - Group work - Role play - Work sheets
	Communication	- Demonstration - Brainstorming - Simulation - Group work - Role play
	Negotiation	- Demonstration - Brainstorming/ presentation - Simulation
	Assertiveness	- Group work - Role Play - Demonstration - Brainstorming - Simulation - Group work - Role Play
	Finding Help	- Role Play - Demonstration - Brainstorming - Simulation - Group work - Stories/case studies
	Counseling	- Demonstration - Guest Speaker - Brainstorming - Simulation - Group work - Role Play

suggested techniques for different topics

THEME	TOPIC	TECHNIQUES
Relationship	Family type	- Discussion - Brainstorming - Pictures - Simulation - Role Play - Demonstration
	Family	- Discussion - Brainstorming - Role Play - Demonstration
	Friendship	- Discussion - Brainstorming - Simulation - Songs - Role Play - Demonstration
	Love	- Songs - Demonstration - Discussion - Simulation - Brain storming - Role Play
	Marriage	- Demonstration - Discussion - Brainstorming - Simulation - Role Play
	Parenting	- Discussion - Demonstration - Brainstorming - Simulation - Role Play

suggested techniques for different topics

THEME	TOPIC	TECHNIQUES
Sexuality Society and Culture	Sexuality and society	- Brainstorming - Group work - Discussion - Stories - Games - Role play - Simulation
	Gender roles	- Brainstorming - Group work - Discussion - Games - Stories - Role play - Simulation
	Diversity	- Brainstorming - Group work - Discussion - Role Play - Games - Stories - Simulation -Field trips
	Sexuality and religion	- Guest Speaker - Brainstorming - Group work - Discussion - Stories - Games - Role play - Simulation -Video play back

suggested techniques for different topics

THEME	TOPIC	TECHNIQUES
	Sexuality and law	- Guest Speake - Brainstorming - Group work - Discussion - Stories - Games - Role play - Simulation
	Sexuality and arts	- Brainstorming - Group work Stories Games Role play Simulation
	Sexuality and media	Brainstorming Group work Games Role play Simulation

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THEME ONE: HUMAN DEVELOPMENT

At the end of this learning outcome, learners should be able to:

- i. Appreciate one's body
- ii. Seek further information about reproduction as needed
- iii. Affirm that human development includes sexual development, that may or may not include reproduction or genital sexual experience
- iv. Interact with both sexes in respectful and responsible ways
- v. Affirm one's sexual orientation and respect the sexual orientation of others

A) Reproductive Anatomy and Physiology

Objectives:

By the end of this lesson, learners should be able to:

- i. Identify and name the external organs of the male and the female reproductive system
- ii. Identify and name the internal organs of the male and female reproductive system
- iii. Explain the function of the male and female reproductive organs
- iv. Describe human sexual response

Evaluation:

1. Label the external organs of the male and female reproductive system on the diagram provided.
2. From the diagram of the male and female reproductive systems, identify and name the internal organs of the system.
3. Explain the functions of the male and the female reproductive system.
4. Define human sexual response.
5. Mention at least three parts of the body that are involved in stimulating sexual arousal.

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B) Puberty

Objectives:

By the end of this lesson, learners should be able to:

- i. Define puberty.
- ii. Describe physical changes that occur in both males and females.
- iii. Explain some of the ways body changes during the puberty can affect feelings.
- iv. Describe how boys and girls may go through puberty differently.
- v. Identify accurate information about changes during puberty.
- vi. Describe how to cope with physical, social and emotional pubertal challenges.

Evaluation:

1. What are the physical changes that occur in both males and females at puberty?
2. Mention five common challenges adolescents face during puberty.
3. State three major changes that occur in both males and females during puberty.
4. Explain how adolescents can cope with physical, social and emotional pubertal challenges.

C) Reproduction

Objectives:

By the end of this lesson, learners should be able to:

- i. Define reproduction
- ii. Describe what menstruation, ovulation, ejaculation, fertilization and conception are.
- iii. State the significance of these concepts to human development

Evaluation:

- a. What is reproduction?
- b. Explain the terms "Menstruation", "Ovulation", "Ejaculation", "Fertilization", and "Conception"
- c. How is a baby produced?

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D) Pregnancy

Objectives:

By the end of this lesson, learners should be able to:

- i. List symptoms and signs of pregnancy.
- ii. Describe the normal development of pregnancy.
- iii. Describe the process of normal delivery.
- iv. Enumerate the benefits of breast feeding.
- v. Explain the consequences of teenage /adolescent pregnancy.

Evaluation:

1. Mention and explain the signs of pregnancy.
2. List the benefits of breast feeding.
3. Mention some challenges adolescent parents may face.

E) Body Image

Objectives:

By the end of this lesson, learners should be able to:

- i. Explain what body image means and give social factors that determine body image.
- ii. Discuss individual uniqueness in relation to size, weight, height and colour.
- iii. Explain how feelings about our bodies can affect the way we act or may feel around others.

Evaluation:

1. Define body image and outline some factors that determine body image.
2. Describe what makes you unique and special.

F) Personal Health and Hygiene

Objectives:

By the end of this lesson, learners should be able to:

- i. Explain hygiene as it affects health.
- ii. Explain healthy living behaviors.
- iii. Identify health risks associated with poor sanitation and hygienic habits.

Evaluation:

- i. List 3 hygienic behaviours
- ii. Identify practices that enhance healthy living
- iii. List 3 consequences of poor sanitation and hygienic

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G) Sexual Identity and Relationships

Objectives:

By the end of this lesson, learners should be able to:

- i. Describe the difference between sexual identity and sexual orientation.
- ii. Define homosexual, heterosexual, bisexual, transgender and any other emerging behaviours.
- iii. Discuss different theories about sexual orientation.
- iv. Explain the societal norms of homosexuality.
- v. Discuss freely issues of sexual identity and orientation.

Evaluation:

1. Discuss sexual identity and sexual orientation.
2. Define homosexual, heterosexual, bisexual, and transgender.
3. Mention the factors that determine sexual orientation.
4. State the reasons for the social disapproval of homosexuality.
5. Explain the societal norms on heterosexuality, homosexuality and bisexuality.

THEME TWO: PERSONAL SKILLS

At the end of this learning outcome, learners should be able to:

- i. Recognise relationship as basis for human interaction.
- ii. Express love and intimacy in responsible ways.
- iii. Develop and maintain meaningful relationships.
- iv. Avoid exploitative or manipulative relationships.
- v. Make informed choices about family options and lifestyles.
- vi. Exhibit skills that enhance personal relationships.

A) Values

Objectives:

By the end of this lesson, learners should be able to:

- i. Define values and explain the importance of values in our lives.
- ii. Identify some basic human values.
- iii. Describe several sources of values and how we develop values.
- iv. Identify our personal values on family life and emerging Health issues.
- v. Identify and discuss respectfully some values that are different from those we may hold.

Evaluation:

1. What are values?
2. Of what importance are values to our lives?
3. What are the sources of values?
4. How are values developed?

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B) Self-Esteem

Objectives:

By the end of this lesson, learners should be able to:

- i. Define self esteem and explain some of the factors that influence whether someone has high or low self esteem.
- ii. Describe the effects of self-esteem on our lives, our values and our actions.
- iii. Explain how body image and self esteem may be related.
- iv. Explain how the media and others can affect our self-esteem.

Evaluation:

1. What do you understand by "self-esteem"?
2. Name types of self-esteem.
3. What factors influence low-esteem on our lives, values and actions?

C) Goal Setting

Objectives:

By the end of this lesson, learners should be able to:

- i. Define Goal Setting
- ii. Identify elements of a good goal.
- iii. Identify at least two personal goals that one holds for the future.
- iv. Describe the importance of goal setting and what might be some challenges in achieving goals.
- v. Identify several ways to overcome the challenges to achieving our goals.

Evaluation:

1. Mention the goals you would you want to achieve in life?
2. How do you intend to achieve such goals?
3. What are the challenges to achieving set goals?
4. How could one overcome specific challenges impinging on set goals?

D) Decision making

Objectives:

By the end of this lesson, learners should be able to:

- i. Define decision making.
- ii. Describe the process of decision making.
- iii. Explain factors that influence the decisions we make.
- iv. Describe how our values influence the decisions we make.
- v. Describe factors that influence decisions we make on some of the following topics: who to date, what to do on a date, how to behave with a romantic partner, engaging in sexual behaviours, marriage.
- vi. Identify knowledge that is needed in order to make responsible decisions about sexual behaviors.

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Evaluation:

1. Cite a decision you had taken before.
2. What factors influenced your decision?
3. How would you behave with a partner and why?
4. Why do people engage in sexual intercourse before marriage

) **Communication**

Objectives:

By the end of this lesson, learners should be able to:

- i. Define communication
- ii. Explain what effective communication is. (re-order numbering ii and iii)
- iii. List types and means of communication.
- iv. Describe the factors that influence and the barriers to effective communication about family life, sexuality topics.
- v. List and practice the communication skills that are needed to enhance communication on family life topics.
- vi. Discuss the importance of effective communication.

Evaluation:

1. Define communication.
2. List types of communication.
3. What factors influence effective communication of family life and emerging health issues among learners.
4. What strategies would you adopt to improve communication of FLEHI?
5. What is the importance of effective communication in FLEHI?

F) **Assertiveness**

Objectives:

By the end of this lesson, learners should be able to:

- i. Define assertiveness.
- ii. Differentiate between assertive, aggressive, passive and manipulative actions or responses.
- iii. Describe at least five situations that require assertiveness.
- iv. Explain possible negative outcomes of assertiveness (for both boys and girls).
- v. Describe the difference in the ways boys and girls can be assertive depending on the values of the Nigerian culture.
- vi. Apply assertiveness techniques and skills to various scenarios.

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Evaluation:

1. What is assertiveness?
2. What are the differences between being assertive, aggressive, passive, and manipulative?
3. Name a situation in life that requires assertiveness and describe how it can be communicated.

G) **Negotiation**

Objectives:

By the end of this lesson, learners should be able to:

- i. Define negotiation.
- ii. Explain the process of negotiation.
- iii. Identify situations when negotiation is necessary.
- iv. Describe factors that enhance negotiation.
- v. Identify some of the barriers to successful negotiation.
- vi. Apply negotiation skills and techniques to various scenarios.

Evaluation:

1. What do you understand by the word "negotiation"?
2. What factors could enhance or impede negotiation?
3. List two life situations where you will use negotiation as a skill and demonstrate how you will do it.

H) **Finding Help**

Objectives:

By the end of this lesson, learners should be able to:

- i. Explain what finding help is.
- ii. Identify problems/situations that may require help.
- iii. Explain the importance in finding help.
- iv. Identify factors that hinder people from finding help.
- v. Identify resources that can provide help to learners on FLEHI.

Evaluation:

- a. What do you understand by the term "Finding Help".
- b. Enumerate three problems/situations that may require help.
- c. List three factors that hinder people from finding help.
- d. Mention two resources that can provide help to learners on FLEHI

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) Counseling

Objectives:

By the end of this lesson, participants should be able to;

- i. Explain what counseling means.
- ii. List qualities of a good counselor.
- iii. Identify those who may need to be counseled.
- iv. Use the counseling steps of GATHER:
 - . Greet Counselee to establish rapport
 - . Ask counselee questions to gather information
 - . Tell or provide information
 - . Help in the decision making or problem solving
 - . Explain to the counselee with requisite communication materials
 - . Referral/Return for follow up

Evaluation:

- i. What do you understand by the word "counseling"
- ii. Mention five qualities of a good counselor.
- iii. Explain GATHER as a counseling step

THEME THREE: RELATIONSHIPS

At the end of this learning outcome, learners should be able to:

- i. Identify and live according to one's values.
- ii. Take responsibility for one's behavior.
- iii. Practise effective decision-making.
- iv. Communicate with family, peers and partners effectively.

A) Family and types of family, members, roles

Objectives:

By the end of this lesson, learners should be able to:

- i. Explain what a family is and describe family types.
- ii. Describe the differences between and uniqueness of each family member.
- iii. Discuss the responsibilities of members of the family.
- iv. Describe family changes that may occur when children become adolescents.
- v. Discuss factors that can enhance good family relationships.
- vi. Identify several different values and attitudes about families in Nigeria.

Evaluation:

1. What is a family and describe the types?
2. What are the responsibilities of each family member?

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3. Explain the consequences of changes that may occur in a family unit.
4. Mention and discuss factors that can enhance good family relationships.

B) Friendship

Objectives:

By the end of this lesson, learners should be able to:

- i. Explain the meaning of friendship and where people make friends.
- ii. Explain the importance of friendship and the qualities/behaviours that enhance friendships.
- iii. Identify ways of improving friendships as well as factors that can destroy friendships.
- iv. Identify own personal values about friendships.

Evaluation:

1. What is friendship?
2. What are some of the factors that form the bases of friendship?
3. How and where can friendship develop?
4. Identify and discuss behaviors that can improve friendship.
5. What are the factors that can destroy friendship?

C) Love, Dating and Courtship

Objectives:

By the end of this lesson, learners should be able to:

- i. Identify different types of love and distinguish between love and infatuation.
- ii. Distinguish between myths and facts about love.
- iii. Explain various behaviours that enhance loving relationships.
- iv. Discuss the different views about dating in the Nigerian culture.
- v. Describe different norms created by families, communities and religions on what is appropriate in dating and courtship.
- vi. Identify possible risks involved in dating and situation/behaviours that can aggravate such risks.
- vii. Identify the differences between values in Nigeria about dating/courtship.

Evaluation:

1. Give a definition of "love" and explain the importance.
2. Identify and explain the different kinds of love.
3. List and explain the various behaviours that enhance loving relationships.
4. What is "dating" and give reasons why people date
5. Identify specific places where people date.
6. Identify and discuss appropriate behaviors during a date.
7. Explain the risks involved in dating and how to avoid such risks.
8. Explain "date-rape" and reasons for "date-rape".
9. State some of the benefits of dating.

D) Marriage and life commitment Objectives:

By the end of this lesson, learners should be able to:

- i. Define marriage.
- ii. Describe the various ways marriage partners are chosen and the different types of marriages in Nigeria.
- iii. Identify several challenges couples face in marriage.
- iv. Discuss the effects of these challenges on children.
- v. Describe the different values that people in Nigeria have about marriage and identify the values that you, the student holds on what a 'good' marriage would be.

Evaluation:

1. Define marriage and describe the types of marriages that exist in Nigeria.
2. List four reasons commonly given to new couples.
3. Describe any two problems that may occur in marriage.
4. List six questions a person might ask oneself to determine readiness for marriage.
5. Discuss four effects of marital problems on children.
6. What issues may result from teenage marriage?

E) Parenting

Objectives:

By the end of this lesson, learners should be able to:

- i. Describe parenting.
- ii. Describe cultural variations of parenting.
- iii. Identify types of parents and parenting styles.
- iv. Discuss responsibilities of parents.
- v. Discuss the skills for good parenting.
- vi. Describe the challenges associated with parenting, especially teenage parenting.
- vii. Enumerate family and community support systems for young parents.

Evaluation:

1. Explain parenting and distinguish between types of parents.
2. List and discuss the responsibilities of parents.
3. What are the qualities of a good parent?
4. What are the challenges of parents today?
5. Discuss two cultural variations in parenting in Nigeria today.
6. Discuss the challenges of adolescent parents.

THEME FOUR: SEXUAL HEALTH / HIV INFECTION

At the end of this learning outcome, learners should be able to:

- i. Use contraception effectively to avoid unwanted pregnancy
- ii. Prevent sexual abuse
- iii. Seek early pre-natal care
- iv. Take precaution against contracting or transmitting a sexually transmitted disease, including HIV.
- v. Show love and compassion to people living with HIV and affected by HIV and AIDS including supporting their human rights
- vi. Practise health promoting behaviours such as a regular check-ups, breast and testicular self-examination, and early identification of potential problems.

A) Contraception

Objectives:

By the end of this lesson, learners should be able to:

- i. Define contraception
- ii. Describe different methods of contraception
- iii. Explain the advantages and disadvantages in the various methods
- iv. Distinguish between contraceptive that prevent only pregnancy and those that prevent pregnancy STIs and HIV.
- v. Discuss some religious and cultural views on contraception
- vi. Identify contraceptive that require medical assistance and prescription

Evaluation:

1. Define contraception.
2. Describe different methods of contraception.
3. Explain the advantages and disadvantages in the various methods.
4. Distinguish between contraceptive that prevent only pregnancy and those that prevent pregnancy STIs and HIV.
5. Discuss some religious and cultural views on contraception.
6. Identify contraceptives that require medical assistance and prescription.

B) Abortion

Objectives:

By the end of this lesson, learners should be able to:

- i. Define abortion and describe the types of abortion.
- ii. Discuss the reasons for and against abortion.
- iii. Identify misconceptions about abortion.
- iv. Discuss the consequences of unsafe abortions.
- v. Highlight the importance of post abortion care.
- vi. State the abortion laws in Nigeria.

Evaluation

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1. Define abortion and state the types of abortion
2. Discuss the reasons for and against abortion
3. Identify misconceptions about abortion
4. Discuss the consequences of unsafe abortions
5. Highlight the importance of post abortion care.
6. State the abortion laws in Nigeria

C) STIs / HIV

Objectives:

By the end of this lesson, learners should be able to:

- i. Define STI.
- ii. Identify and describe general symptoms of STIs.
- iii. Explain why women are more susceptible to getting STIs.
- iv. Identify several behaviours that put people at risk of contracting an STI.
- v. Discuss how to prevent different types of STIs.
- vi. Explain the difference between HIV and AIDS.
- vii. Discuss the mode of HIV transmission.
- viii. Discuss how to prevent HIV infection.
- ix. Identify and describe general symptoms of AIDS.
- x. Identify several behaviours that put people at risk of contracting HIV and several behaviours that do NOT put people at risk.
- xi. Explain the need for community care and support for people living HIV/AIDS.
- xii. Explain the concept of stigmatization and discrimination.
- xiii. Describe how PLWHA are stigmatized and discriminated against.
- xiv. Explain how stigma and discrimination can be minimized/ eliminated.

Evaluation:

1. What are STIs and name five types.
2. List five behaviors that place an individual at risk of contracting STIs, including HIV.
3. Name five general symptoms of STIs.
4. List ways in which STIs/HIV can be prevented.
5. Explain the differences between HIV and AIDS.
6. Describe how people living with HIV/AIDS are stigmatized and discriminated against.

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D) Sexual abuse

Objectives:

By the end of this lesson, learners should be able to:

- i. Describe what the word 'sexual abuse' means.
- ii. Describe several types of sexual abuse
- iii. Explain the nature of rape and identify common myths about rape.
- iv. Explain how to avoid rape.
- v. Define sexual harassment and give several examples.
- vi. Explain teenagers' vulnerability to sexual exploitation.
- vii. Enumerate what to do in the event of sexual abuse.
- viii. Enumerate sources of help for victims of sexual abuse.

Evaluation:

1. Describe what the word 'sexual abuse' means.
2. Describe several types of sexual abuse .
3. Explain the nature of rape and identify common myths about rape.
4. Explain how to avoid rape.
5. Define sexual harassment and give several examples.
6. Explain teenagers' vulnerability to sexual exploitation.
7. Enumerate what to do in the event of sexual abuse.
8. Enumerate sources of help for victims of sexual abuse.

E) Health Promoting Behaviours

By the end of this lesson, participants should be able to:

- i. Identify health promoting behaviours
- ii. Explain the terms breast self examination and testicular self-examination
- iii. State reasons for conducting self breasts/ testicular examination
- iv. Describe how to do a self breast/testicular examination
- v. State reasons for having regular medical check-ups

Evaluation:

1. List the benefits of self breast/testicular examination
2. Explain how to conduct self breast/testicular examination
3. List 3 advantages of regular medical check-ups

THEME FIVE: SEXUALITY, SOCIETY AND CULTURE

At the end of this learning outcome, learners should be able to:

- i. Demonstrate tolerance for people with different sexual values and lifestyles.
- ii. Exercise the democratic responsibility to influence legislation dealing with sexual issues.
- iii. Assess the impact of family, cultural, religious, media, and societal messages on one's thoughts, feelings, values, and behaviours related to sexuality.
- iv. Promote the rights of all people to accurate sexuality information.
- v. Avoid behaviours that exhibit prejudice and bigotry.
- vi. Reject stereotypes about the sexuality of diverse populations.
- vii. Educate others about sexuality.

A) Sexuality and society

Objectives:

By the end of this lesson, learners should be able to:

- i. Explain cultural norms on sexuality.
- ii. Identify acceptable and unacceptable norms about sexuality.
- iii. Identify and discuss responsible and irresponsible behaviors about sexuality.
- iv. Discuss cultural views about sexuality in Nigeria.
- v. Identify and discuss myths and facts about sexuality.
- vi. Identify and discuss responsible and irresponsible sexual behaviours

Evaluation:

1. Define "norms" and "taboos"
2. Identify three taboos about sexuality and explain why they are taboos.
3. Identify five irresponsible sexual behaviors and explain why they are irresponsible behaviors?
4. Discuss the various customs of four ethnic group on sexuality and explain why each one is acceptable and unacceptable.
5. Identify six myths about sexuality in your society.
6. Propose five guidelines for acceptable behavior in your own society.

B) Gender

Objectives:

By the end of this lesson, learners should be able to:

- i. Define and explain the terms 'gender' and gender role'.
- ii. Discuss similarities and differences between 'female' and 'male'.
- iii. List and discuss gender roles for males and females.
- iv. Discuss the consequences of gender stereotypes.
- v. Explain what gender equality means.
- vi. List benefits of genders.

- vii. Discuss myths and facts about gender roles.
- viii. Discuss gender roles in relation to FLEHI.
- ix. Discuss gender issues.

Evaluation:

1. Define gender and gender roles
2. Discuss two examples of stereotypical gender role for each gender.
3. Describe the similarities and differences in gender.
4. List five stereotypes that culture promotes about each gender.
5. Discuss the limiting effects of accepting gender role stereotypes.
6. Describe why men and women should have gender equality.

C) Diversity

Objectives:

By the end of this lesson, learners should be able to:

- i. Explain the concept "diversity"
- ii. Identify ways by which people are different
- iii. List and discuss the consequences of discrimination.
- iv. Identify sources of help for those discriminated against.
- v. Discuss the possible impact of diversity on FLEHI.
- vi. Discuss individual differences as a natural phenomenon.

Evaluation:

1. Identify ways by which people are different.
2. What is discrimination?
3. How does diversity create a basis for discrimination?
4. How would eliminating discrimination or accepting individual differences be helpful to the society?

D) Sexuality and Law

Objectives:

By the end of this lesson, learners should be able to:

- i. Define law.
- ii. Identify differences between law and family/community rules.
- iii. State several laws that protect the rights of the Nigerian child.
- iv. Discuss the laws that protect the right of children in Nigeria especially in relation to FLEHI.

Evaluation:

1. Identify a common family and societal sanctions for bad behavior.
2. Explain laws that protect children and adults from being forced into sexual relationships.
3. Discuss what is meant by "age of consent".
4. Discuss three ways a person's rights may be violated.
5. Explain why rape is serious crime?

themes, learning outcomes,
objectives and evaluation
questions ...

E) Sexuality and Religion

Objectives:

By the end of this lesson, learners should be able to:

- i. Define religion.
- ii. Discuss multi-religious nature of Nigeria.
- iii. Discuss religious values in relation to sex outside marriage, contraception, masturbation, and homosexuality.
- iv. Discuss the influence of religion on FLEHI.

Evaluation:

1. Describe two major religions and identify two teachings on sexuality within the religion.
2. Describe the role of religious values in sexual decision making.

F) Sexuality and Arts

Objectives:

By the end of this lesson, learners should be able to:

- i. Define art.
- ii. Identify different sexual expression as portrayed by art.
- iii. Discuss arts and sexuality.
- iv. Identify and discuss sexuality images in art.

Evaluation:

1. Define Arts
2. Identify two different sexual expressions through arts.
3. List 2 uses of arts in sexuality.
4. Identify and discuss sexuality images in arts.

G) Sexuality and Media

Objectives:

By the end of this lesson, learners should be able to:

- i. Define mass media.
- ii. Identify different types of mass media.
- iii. Discuss ways sexuality information are given in the mass media.
- iv. Discuss the positive and negative portrayal of sexuality.
- v. Identify and discuss ways of dealing with negative media influence on sexuality.

Evaluation:

1. Define "mass media" and name different types of mass media.
2. Discuss three unrealistic messages or images that are found in the media.
3. Describe five different messages about sexuality that would be positive and should be promoted in the media.
4. Explain how the media may influence our values on sexuality.

learning activities ...

6

THEME	LEARNING OUTCOMES	ACTIVITIES	LEARNING MATERIALS
HUMAN DEVELOPMENT	Affirm that human development includes sexual development, that may or may not include reproduction or genital sexual experience Appreciate one's sexual identity, orientation.	<ol style="list-style-type: none"> 1. Class discussions on reproductive anatomy and physiology, puberty, reproduction, pregnancy, body image, personal health, sexual identity and relationships 2. Use of diagrams, simulations, and models to describe male and female reproductive organs. 3. Brainstorm on the meaning of each term. 4. Group discussions on homosexuality, lesbianism, and bisexuality. 5. Read out myths and facts on human development 	<ul style="list-style-type: none"> ? Diagrams ? Models ? Charts ? Pictures ? Continuum cardboard cards ? Myths and Facts work sheets
RELATIONSHIPS	Recognize relationship as basis for human interaction, and be able to express love and intimacy in responsible ways, and make informed choices about family options and lifestyles	<ol style="list-style-type: none"> 1. Classroom discussion in small groups on the responsibilities of father, mother, and children in the family. 2. Guided discussion on the various challenges of marriage and teenage parenting 3. Discussion about what to do and what not to do in friendships, love, dating, and courtship 4. Role play on tricks, intrigues and deceit in relationships 5. Read out myths and facts on relationship 	<ul style="list-style-type: none"> • Diagrams of different types of families • Magazine cut-outs depicting dating, courtship, love, and friendship • Costumes for role plays • Video playbacks on interactive FLHE (e- FLHE) • Myths and facts worksheet
PERSONAL SKILLS	Identify and live according to one's values, as well as practice effective communication, decision-making, assertiveness, and negotiation skills even while seeking help. Able to build one's self esteem	<ul style="list-style-type: none"> ? Facilitate discussions on personal skills ? Role play negotiation and assertiveness skills ? Group work on goal-setting ? Read out case studies/scenarios or stories and allow students to mention values of characters in the story or case study. 	<ul style="list-style-type: none"> ? Cardboards ? Audio-visual materials on practicing personal skills on relationships ? Myths and facts Worksheets ? Role play situations

learning activities

THEME	LEARNING OUTCOMES	ACTIVITIES	LEARNING MATERIALS
SEXUAL HEALTH/ HIV INFECTION	Have knowledge on contraception, preventing sexual abuse/drug abuse, take precaution against contracting or transmitting STIs like HIV, practice health promoting behaviours including abstinence, self-examination, safe and legal abortion	<ul style="list-style-type: none"> ? Brainstorm examples of STIs ? Classroom discussions on signs, symptoms, and consequences of STIs, like HIV ? Brainstorm on the meaning of contraception and usage, highlighting advantages and disadvantages of different methods ? Generate discussions on consequences of unsafe abortion ? Brainstorm on the reasons for drug abuse and consequences ? Myths and facts on sexual health/HIV infection ? Carry out the HIV transmission game ? Do a risk continuum exercise to help students pick out situations with low, high, or no risk at all of contracting HIV ? Brainstorm on the different types of sexual abuse ? Present a scenario on sexual abuse to generate discussions ? Facilitate discussion on advantages of abstinence 	<ul style="list-style-type: none"> ? Condom samples ? Contraceptives samples (pills, diaphragm, injection, etc.) ? Posters on STI/HIV transmission and prevention ? Myths and facts worksheet ? Guest speaker
SEXUALITY, SOCIETY, AND CULTURE	Demonstrate tolerance for people living with different sexual values; be able to appreciate the impact of family, culture, religion, law, media and societal messages on sexuality talks and behaviours. These include avoiding prejudice, bigotry and stereotypes about sexuality.	<ul style="list-style-type: none"> ? Generate discussions on ways of relating with people in the society. ? Facilitate discussions on myths and facts. ? Post pictures of different cultures ? Brainstorm on ways in which ethnic groups in Nigeria differ ? Though the law provides for equal rights, discuss reasons why discrimination is still being practiced. ? Guide discussion on constitutional provision on human rights as it relates to sexuality e.g. <ul style="list-style-type: none"> - Nigerian Constitution (chapter 4) - Universal declaration of human rights (chapter 2) - Convention on the right of the child, prohibiting discrimination on the basis of gender - Convention on the elimination of all forms of discrimination against women (CEDAW, 1981) - The United Nations Convention on the rights of the child, adopted in 1989. - The OAU Charter on the Rights of the Child - The Child Right Act ? Brainstorm the various religions in Nigeria ? Brainstorm the many art forms that might contain sexual expression ? Do a group work on the many ways in which sexuality is portrayed in the media 	<ul style="list-style-type: none"> ? Pictures of different cultures ? Magazine cut-outs ? Posters of actors, actresses, models, entertainers that portray sexuality ? Audio-visuals/musicals ? Pictures of artwork that show sexuality images.

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