

TOOL 5 Learning objectives, essential thematic areas, time allocation, with an example of cross-curricular approach

Introduction

Tool 5 addresses the three following aspects:

- objectives and expected learning outcomes of HIV and AIDS education
- essential thematic areas that should be covered
- minimum corresponding time allocation

The worksheet provides an opportunity for the users of this manual to implement the recommendations made in the first part of the Tool, using the cross curricular approach, which appears to be the most commonly used approach.

Objectives and expected learning outcomes

The ultimate goal of HIV and AIDS education is to enable learners to adopt protective behaviours for their health and wellbeing, show respect to and concern for others.

To achieve these outcomes, HIV & AIDS education should consist of objectives in the following areas:

- **In the area of basic knowledge**

A learner should be able to acquire and make use of core knowledge related to HIV & AIDS and SRH in order to protect his/her health and wellbeing and to know where to seek counseling and support services if needed.

- **In the area of relations with oneself and others**

A learner should be able to know and respect oneself and to recognize, express and manage his/her own emotions, desires and limitations. He/She should learn to have respectful and responsible relations with others, understand and accept his/her own vulnerability and learn to overcome pressure from others.

- **In the area of gender equity**

A learner has to acquire knowledge and understanding on the differences between man and woman, what is gender equity and what are the negative impacts of inequities between men and women on communities. A learner should also understand why achieving gender equity is crucial in the response to HIV and AIDS and how to behave in a manner which demonstrates an understanding of the importance of equity.

- **In the area of overcoming stigma, discrimination and respecting human rights**

A learner should understand human rights, and learn to respect his/her and others' rights. Also in the context of HIV and AIDS, a learner should know how to overcome stigma and discrimination, show empathy and respect, support families and communities affected by HIV & AIDS and contribute to their wellbeing.

The overall learning goals are reflected in the outline of HIV & AIDS and SRH-related teaching and learning outcomes formulated in Tool 5.

An approach focusing on learning outcomes

The teaching and learning contents have been described in terms of learning outcomes, expressed in terms of change regarding learners' attitudes and values or in terms of competencies. The emphasis is put on the outcomes rather than on the means.

This perspective best matches the life skills based approach, which strengthens HIV and AIDS education. For this reason, a decision was taken to define the teaching-learning contents in terms of broad outcomes. This will allow the manual's users to adapt the definition of skills and means of implementation to the local context.

In formulating the recommended teaching-learning outcomes for HIV and AIDS education, a conscious effort was made to formulate them in such a way as to establish links between these outcomes and learners' daily lives.

Efforts have been made to deliberately limit the number of outcomes and present only those considered essential for learners to adopt safer and protective behaviours regarding HIV and AIDS. The 'list' is therefore not exhaustive, and will be updated and revised on the basis of feedback and experience of users.

An **outcomes-based** curriculum may take a variety of forms but in general it will specify outcomes that learners are expected to achieve in specific subjects or areas by the end of a specific stage of schooling.

Outcomes may include the mastery of content, abilities or skills including problem solving and decision making.

Outcomes based curricula focus on the end rather than the means and therefore emphasize the importance of learners being able to demonstrate their mastery of the specified outcomes.

The focus is more on the development of skills or understandings than covering the required content. Learners should be presented with a variety of situations in which to demonstrate their learning.

This encourages relevance and facilitates the transfer of learning to other contexts.

Source: UNESCO. 2005. Leading and facilitating curriculum change; A resource pack for capacity building.

Essential Thematic Areas

Tool 5 is structured around 4 key essential themes. The 4 themes are valid for all learners, irrespective of their age. The expected learning outcomes should however be adapted to suit the age and development stage of learners.

Theme 1 provides learners with basic knowledge on Sexual and Reproductive Health, drug use, HIV and AIDS, their body and necessary skills for the concrete use of this important information.

The proposed modules also address the theme of care and treatment, an aspect which has until recently, not been comprehensively dealt with, but which in recent times has become increasingly important, thanks to an improved access to treatment and care. This new reality calls for changes in the perspective of HIV and AIDS education and prevention.

In this section, "health" does not only refer to sexual and reproductive health, but also to mental, social, physical and spiritual changes that take place in puberty and adolescence.

Lastly, the modules also explore the means to dispel harmful myths, rumours and misconceptions on ways to prevent HIV infection.

Theme 2 examines the realities of living in a world with HIV and AIDS. It principally explores the relational and affective aspects of HIV and AIDS: relations with oneself and towards others. It begins with the importance of a healthy self image and explores how to make good choices for oneself (establishing a positive relationship with oneself). It emphasizes the importance of self-respect and accountability.

The importance of being aware of one's own vulnerability is also addressed. The Action Aid study *"The sound of silence; difficulties in communicating on HIV/AIDS in schools"* effectively shows that a major difficulty in prevention and education is related to attitudes that lead to thoughts such as "HIV affects others but not us". This kind of perception does not lead learners to see HIV as a "personal and real risk", for themselves (Boler, 2003). This module aims at increasing learners' awareness on the fact that HIV and AIDS should concern everyone and that it presents a risk to everybody.

Peer pressure, difficulties in accepting illness and death, feelings one experiences when one loses loved ones, are also addressed, with the understanding that it is essential to be able to negotiate positive relationships in order to protect oneself effectively and to show support for people affected and/or infected by HIV and AIDS.

Theme 3 deals with gender issues and differences in equity between men and women. Increasingly, the epidemic is feminising. Gender inequity and general power discrepancies in relationships increases the vulnerability, the risk of infection and the negative impact of HIV on girls and women. Biological factors, discrimination, socio-economic inequity, gender based violence and certain cultural norms increase the risk of HIV infection for women and girls and makes the impact of HIV and AIDS worse on their life (UNICEF. 2002. *HIV/AIDS Education: A Gender Perspective*). All these aspects must be addressed through HIV and AIDS education.

The teaching-learning objectives of this module revolve around relationships between men and women, the different roles and tasks attributed to men and women, and the impact of these relations on the capacity to protect oneself from HIV and to live with HIV or AIDS. The modules underline in particular the elements exposing girls and women to higher risk of contracting HIV (with regards to the infection, and also the stigma and discrimination associated with the infection). The main expected learning outcomes of these modules include developing a critical understanding of society, power in relationships, the rights of men and women and the ability to challenge the inequities between genders and to build respectful relations between men and women at an early age.

Equal participation of boys and girls is an essential element of this module as it takes both males and females to bring about change in relationships.

Theme 4 deals with stigma and discrimination which contributes to the silence and fear associated with HIV and AIDS, as well as the suffering of people living with HIV and AIDS, which is barely talked about in some contexts. As the Action Aid's study, *"The sound of silence; difficulties in communicating on HIV/AIDS in schools"* convincingly argues, the silence or the difficulties associated with communicating about HIV and AIDS, often comes from the fear that people living with HIV will be discriminated against or stigmatized (Boler, 2003).

The proposed modules are intended to raise learners' awareness of their own rights as children and human beings – irrespective of their HIV status – and to respect the rights of all people living with HIV. One module focuses on the right to physical integrity and explores what one can do in case of sexual harassment or abuse.

Module structure

The four themes are divided into modules. These modules and the expected learning outcomes for each module have been ordered so as to build upon one another. The themes are composed of the following units:

<p>Theme 1: Basic knowledge for protecting and promoting health</p> <p>Module 1: Me and my health Module 2: HIV and AIDS Module 3: Treatment and care Module 4: Myths and Misconceptions</p>	<p>Theme 3: Gender issues and promotion of equity</p> <p>Module 1: Gender and economic, cultural and social roles Module 2: Vulnerability Module 3: Local culture and norms</p>
<p>Theme 2: Me, my emotions and my relations with others</p> <p>Module 1: Respecting myself and others Module 2: Coping with difficult and risky situations Module 3: Coping with loss</p>	<p>Theme 4: Promoting Human rights, and overcoming stigma & discrimination</p> <p>Module 1: Rights to physical integrity Module 2: Impact of HIV & AIDS and care for people living with HIV (PLHIV) Module 3: Overcoming silence</p>

The four proposed themes can be ordered in a different way in the curriculum, as long as the subject, the learning objectives and the minimum corresponding time allocated are respected.

Recommended time per module per year for each key theme

An important shortcoming of current HIV and AIDS education is that in general, no specific time or inadequate time is allocated to the teaching of the subject (See IBE-UNESCO. 2005. *The Quality Imperative; Assessment of curricular response in 35 countries for the EFA monitoring report 2005*).

If we really want to achieve our desired learning outcomes, enough time has to be dedicated to HIV & AIDS and SRH education.

Therefore, the minimum time required to teach the various themes is provided in the Tool. The time specified per theme and module should not be considered as additional hours to a school time table, but as an integral part of it. The proposed modules have to be scheduled and integrated in the official curriculum and timetable already defined.

Also, it has been stated that a “classic” lesson of 45-50 minutes is often too short and that classroom time can be used much more efficiently when 2 lessons are combined, especially when it is essential to practice life skills and to employ interactive teaching methods.

The good news is that the life skills approach, indispensable to effective HIV & AIDS and SRH education, is also a major component of the actual curriculum reform. The time dedicated to HIV & AIDS and SRH education will therefore also contribute and ease the teaching and learning for other topics and vice versa.

Estimating the time needed to complete the 4 modules per cycle of two years - which was thought to be feasible within a rough estimate of an average school year of 32 weeks - was done using several inputs such as:

- a. calculating the total **minimum** time required to complete selected model lessons and
- b. looking into the time currently spent on HIV & AIDS and SRH education in some countries (both in developing and developed countries).

The overall total time represents **32 periods** (of 45 to 60 minutes) **per year**, or approximately 1 period per week. It is worth noting that many countries, even when HIV and AIDS education is considered a priority, do not allocate adequate amount of time for this education.

Table (5.1) concerns children and young adolescents between 10 and 12 years. It indicates ways to organise the 4 essential themes in the area of learning outcomes and time allocation.

Two other tables are being developed for children between 6 to 9 years and adolescents between 13 to 16 years.

A worksheet will help you to develop your thoughts on implementing and adapting the recommendations included in the matrix to your own context, using the cross curricular approach.

The 4 proposed themes can of course be ordered in a different way, as long as the subject, the learning objectives and the minimum allocated time are respected.

Table 5.1: Recommended learning objectives & time allocation per unit & module [ages 10-12 (for 2 year cycle)]

THEME	1. Basic knowledge for protecting and promoting health	2. Me, my emotions and my relationship with others	3. Gender issues and promotion of equity	4. Promoting human rights and overcoming stigma & discrimination
Preparation	<i>Learner needs assessment</i>	<i>Learner needs assessment</i>	<i>Learner needs assessment</i>	<i>Learner needs assessment</i>
Modules & Time allocation	4 modules – 16 periods per 2-year cycle	3 modules – 16 periods per 2-year cycle	3 modules – 16 periods per 2-year cycle	3 modules – 16 periods per 2-year cycle
Expected learning outcomes Learners should be able:	<p>Module 1: Me and my health Time allocation: 4 hours/year</p> <p>To explain physical, emotional, spiritual & social changes in boys & girls during puberty & adolescence, and some implications of these changes</p> <p>To describe the reproductive process and some consequences for personal life (school, work, relationships).</p> <p>To explain what are the different drugs, their effects and consequences on the physical and psychic health.</p> <p>Key terms: conception, contraception, pregnancy, birth.</p>	<p>Module 1: Respect for oneself and relationships with others Time allocation: 4 hours/year</p> <p>To discuss the importance of knowing oneself & recognising ones emotions and feelings in order to communicate effectively and to take care of oneself, maintaining a healthy level of self-confidence and self-esteem.</p> <p>To explain and discuss 'emotions' and 'stress'.</p> <p>To recognize ones and others emotions, feelings and stress and give examples of ways to manage them.</p> <p>To practice effective communication strategies that take into account emotions and feelings (positive and negative).</p>	<p>Module 1: Economic and social roles relating to gender Time allocation: 6 hours/year</p> <p>To identify & analyse with learners from real life situations, the different roles traditionally assigned to males and females in family & society from an early age.</p> <p>To demonstrate why such situations could be (potentially) inequitable.</p> <p>To explain that men and women have similar rights in society & family, and should have equal opportunities & responsibilities</p> <p>To identify ways in which each individual at his/her own level, can overcome situations of inequality & injustice, and favour equity between men and women in society.</p>	<p>Module 1: Rights & Physical Integrity Time allocation: 6 hours/year</p> <p>To explain what Human Rights & Children's Rights are and what their importance is for children and young people, including learner</p> <p>To explain key human & children's rights issues that are especially relevant to children & young people (ex: right to physical integrity).</p> <p>To identify with the learners real life situations in which Human Rights & Children's Rights are concerned.</p> <p>To identify with the learners, violations of these rights, including coercion and/or sexual harassment and explain why these violations are not the fault of the victim.</p> <p>To identify & define steps learner can take in case of non respect of their rights (how and where seeking help, reporting, etc.)</p>

Table 5.1: Recommended learning objectives & time allocation per unit & module [ages 10-12 (for 2 year cycle)]

THEME	1. Basic knowledge for protecting and promoting health	2. Me, my emotions and my relationship with others	3. Gender issues and promotion of equity	4. Promoting human rights and overcoming stigma & discrimination
Preparation	<i>Learner needs assessment</i>	<i>Learner needs assessment</i>	<i>Learner needs assessment</i>	<i>Learner needs assessment</i>
Expected learning outcomes Learners should be able:	<p>Module 2: HIV and AIDS</p> <p>Time allocation: 6 hours/year</p> <p>To explain in basic terms what STIs, HIV & AIDS are.</p> <p>To identify ways to protect oneself from STI and HIV (older learners should learn about safer sex, how to obtain and use condoms, etc)</p> <p>To define serologic status and describe the meaning of being 'HIV positive' & some of the main consequences for a person; impacts on health, relationships, work.</p> <p>STI = Sexually Transmitted Infections</p>	<p>Module 2: Coping with difficult and risky situations</p> <p>Time allocation: 8 hours/year</p> <p>To think about learners plans and wishes for the future – in terms of family, friends, work life.</p> <p>To identify risks/difficulties in their daily life & determine how these risks may affect one's plans for the future.</p> <p>To recognize situations where there is pressure & to propose ways to resist peer pressure and refrain from pressuring others.</p> <p>To understand that alcohol and drugs increase vulnerability, notably by affecting judgement and ability to make decisions.</p> <p>To search for & practice creative ways to avoid or resolve problems using communication & problem solving skills, such as: Active listening, observation, negotiation, different ways of refusing or saying "no", assertiveness skills, etc</p>	<p>Module 2: Gender and vulnerability</p> <p>Time allocation: 6 hours/year</p> <p>To identify with learners factors (biological, social, economic & cultural) likely to increase or decrease vulnerability to STI & HIV infections & early pregnancy, and discuss them.</p> <p>To identify situations when power imbalances between men & women can lead to women being more vulnerable to HIV & AIDS</p> <p>To identify situations of discrimination against girls & discuss why such situations can put them at higher risk.</p> <p>To explore different behaviours which; prevent girls from being at risk & respect their right to equity.</p> <p>Gender Equity: situation in which differences in roles do not create any advantages or disadvantages for either males or females.</p>	<p>Module 2: Impact of HIV & AIDS and care for people living with HIV</p> <p>Time allocation: 6 hours/year</p> <p>To identify some impacts of HIV & AIDS on a child, a family & community</p> <p>To identify real life examples of stigma & discrimination</p> <p>To explain that HIV & AIDS can affect everyone, irrespective of gender, ethnicity, sexual orientation, etc., and that every individual should be respected & supported</p> <p>To explore ones own way to show support & not discriminate and stigmatize.</p> <p>To explore which behaviours and actions are required in order to respond to discrimination as well as showing compassion.</p> <p>To work individually or as a group to organise activities in support of people living with HIV (PLHIV).</p>

Table 5.1: Recommended learning objectives & time allocation per unit & module [ages 10-12 (for 2 year cycle)]

THEME	1. Basic knowledge for protecting and promoting health	2. Me, my emotions and my relationship with others	3. Gender issues and promotion of equity	4. Promoting human rights and overcoming stigma & discrimination
Preparation	<i>Learner needs assessment</i>	<i>Learner needs assessment</i>	<i>Learner needs assessment</i>	<i>Learner needs assessment</i>
<p>Expected learning outcomes</p> <p>Learners should be able:</p>	<p>Module 3: Treatment and Care Time allocation: 3 hours/year</p> <p>To explain Voluntary Counselling and Testing (VCT) & state where to undergo VCT & receive treatment & support.</p> <p>To describe Antiretroviral Therapy (ARTs), its availability, side effects & impact on daily living.</p> <p>To describe the Care & Support needs of people living with HIV (PLHIV) and discuss ways to contribute positively to caring for and supporting them.</p> <p>Module 4: Myths & Misconceptions Time allocation: 3 hours/year</p> <p>To list misconceptions & myths around STIs, HIV & AIDS.</p> <p>To explain why misconceptions & myths can negatively affect the spread of HIV & wellbeing of people.</p> <p>To explain why certain harmful myths and misconceptions are inaccurate.</p>	<p>Module 3: Coping with loss Time allocation: 4 hours/year</p> <p>To describe and discuss some of the practical and emotional impacts of losing someone you care for.</p> <p>To describe what happens during the mourning process (phases) and explore ways to overcome it.</p> <p>To share own or others experience on the loss of a family or community member.</p> <p>To explore ways of showing empathy towards someone who has suffered loss.</p> <p>Caution: In some countries many learners may be directly affected by the loss of loved ones. Teachers should be tactful when covering this topic</p>	<p>Module 3: Local Culture, Family life and Gender Time allocation: 4 hours/year</p> <p>To identify religious and cultural issues relating to sexuality, reproduction, HIV & AIDS and SRH (including their influence on the way people are treated).</p> <p>To explore and discuss local traditional, religious and cultural norms regarding family, marriage, and sexuality.</p> <p>To explore why certain traditional, religious & cultural practices can contribute to the effective prevention of HIV and provide support for PLHIV.</p> <p>To discuss ways to challenge or change traditional, religious and cultural practices that may contribute to increasing the risk of infection, stigma and discrimination.</p>	<p>Module 3: Overcoming silence Time allocation: 4 hours/year</p> <p>To identify why it is difficult to speak about HIV & AIDS, covering fears & prejudices surrounding HIV, AIDS & PLHIV.</p> <p>To identify reasons why it is important for communities to break the silence surrounding HIV and AIDS.</p> <p>To develop & lead concrete activities in school & in the community to break the silence & speak about HIV & AIDS, fears & prejudices, and by so doing, overcome ignorance, stigma & discrimination.</p>

Worksheet 5.1: Organizing core “contents” using the cross curricular approach

The following worksheet is provided to guide the process of integrating HIV and AIDS education into a limited number of existing subjects in accordance with the cross-curricula approach.

This approach appears to be the most commonly used as it presents significant advantages in many different contexts. The choice of this approach (as an example) does not imply any biases in its favour. (See Tool 4)

The format presented to guide the integration using the cross-curricular approach can be used to guide the integration of HIV and AIDS education using other approaches. Furthermore, should HIV & AIDS and SRH education be integrated into the curriculum as a stand-alone or extra-curricula subject, this format could also be used, but one would need to complete the sections on ‘carrier subject’ or ‘career theme’.

As previously mentioned, the learning objectives are organised in four key themes divided into 3 or 4 thematic modules. A decision was taken to use the thematic and modular approach as it facilitates management and integration of the teaching-learning objectives within the curriculum.

Should one for example, wish to integrate these themes and modules within a cross-curricular approach, the kinds of issues dealt with in the various modules should make it apparent what may be a relevant carrier subject.

However such a modular approach poses some challenges. This is because the themes are inter-linked and complement each other. The proposed modules are also inter-connected. It is necessary to pay attention to the logical sequence of organisation when structuring the curriculum carefully deciding on how, where and when to teach the units and modules.

The four themes could be ordered in a different way in the curriculum, and the modules redefined, as long as the subject, the learning objectives and the minimum corresponding time allocated are respected.

This decision would be influenced by the structure of an existing curriculum in a particular context. The following worksheet provides a systematic framework on how to make decisions and choices in order to ensure a good logical and structured organisation of education.

Depending on the curricular structure in a particular context, one might have to redefine certain titles in various columns. For example, in place of carrier subject or discipline (eg. Biology, Civics, etc) one could put carrier blocks (eg. Social sciences, Natural sciences, etc).

Although we recommend that teaching-learning objectives and/or outcomes are defined in terms of competencies, this may not be compatible with your context, e.g. you may need to define these in terms of knowledge, skills and attitudes.

Worksheet 5.1: Distributing and structuring core “contents” in a cross curricula approach (Theme 1, Module 1)

Theme 1: Basic knowledge for protecting and promoting health	A Teaching-learning objectives/outcomes (defined in terms of competence)	B Carrier subject/ discipline	C Carrier theme/ Point of insertion	D Lesson(s)/ Session(s)	E Time allocation	F Teaching- learning techniques	G Assessment methods
(16 hours / year)	Tool 5	<i>Refer to Tool 4</i>		Tool 5	Tool 5	<i>To complete later with Tool 6</i>	<i>To complete later with Tool 7</i>
	<i>Please provide list</i>	<i>Please provide list</i>	<i>To be defined depending on existing curriculum structure</i>	<i>To be defined depending on the objectives (A) and the existing curriculum (B)</i>	<i>Specifically assign time to elements defined under B, C and D</i>	<i>List specific techniques in accordance with A and E</i>	<i>Diversified assessments methods including group and individual assessments</i>
Module 1: Sexual and Reproductive Health (4 hours/year)	a. _____ b. _____ c. _____ etc.	a. _____ b. _____ c. _____ d. _____ etc.					

Worksheet 5.1: Distributing and structuring core “contents” in a cross curricula approach (Theme 1, Module 2)

Theme 1:	A Teaching-learning objectives/outcomes (defined in terms of competence)	B Carrier subject/ discipline	C Carrier theme/ Point of insertion	D Lesson(s)/ Session(s)	E Time allocation	F Teaching-learning techniques	G Assessment methods
Basic knowledge for protecting and promoting health (16 hours/year)	Tool 5	<i>Refer to Tool 4</i>		Tool 5	Tool 5	<i>To complete later with Tool 6</i>	<i>To complete later with Tool 7</i>
	<i>Please provide list</i>	<i>Please provide list</i>	<i>To be defined depending on existing curriculum structure</i>	<i>To be defined depending on the objectives (A) and the existing curriculum (B)</i>	<i>Specifically assign time to elements defined under B, C and D</i>	<i>List specific techniques in accordance with A and E</i>	<i>Diversified assessments methods including group and individual assessments</i>
Module 2: HIV and AIDS (6 hours/year)							

Worksheet 5.1: Distributing and structuring core “contents” in a cross curricula approach (Theme 1, Module 3)

Theme 1:	A Teaching-learning objectives/outcomes (defined in terms of competence)	B Carrier subject/ discipline	C Carrier theme/ Point of insertion	D Lesson(s)/ Session(s)	E Time allocation	F Teaching-learning techniques	G Assessment methods
Basic knowledge for protecting and promoting health (16 hours/year)	Tool 5	Refer to Tool 4		Tool 5	Tool 5	To complete later with Tool 6	To complete later with Tool 7
	<i>Please provide list</i>	<i>Please provide list</i>	<i>To be defined depending on existing curriculum structure</i>	<i>To be defined depending on the objectives (A) and the existing curriculum (B)</i>	<i>Specifically assign time to elements defined under B, C and D</i>	<i>List specific techniques in accordance with A and E</i>	<i>Diversified assessments methods including group and individual assessments</i>
Module 3: Treatment and care (3 hours/year)							

Worksheet 5.1: Distributing and structuring core “contents” in a cross curricula approach (Theme 1, Module 4)

Theme 1:	A Teaching-learning objectives/outcomes (defined in terms of competence)	B Carrier subject/ discipline	C Carrier theme/ Point of insertion	D Lesson(s)/ Session(s)	E Time allocation	F Teaching-learning techniques	G Assessment methods
Basic knowledge for protecting and promoting health (16 hours/year)	Tool 5	<i>Refer to Tool 4</i>		Tool 5	Tool 5	<i>To complete later with Tool 6</i>	<i>To complete later with Tool 7</i>
	<i>Please provide list</i>	<i>Please provide list</i>	<i>To be defined depending on existing curriculum structure</i>	<i>To be defined depending on the objectives (A) and the existing curriculum (B)</i>	<i>Specifically assign time to elements defined under B, C and D</i>	<i>List specific techniques in accordance with A and E</i>	<i>Diversified assessments methods including group and individual assessments</i>
Module 4: Myths and Misconceptions (3 hours/year)							

Worksheet 5.1: Distributing and structuring core “contents” in a cross curricula approach (Theme 2)

Theme 2: Me, my emotions and my relationship with others	A Teaching-learning objectives/outcomes (defined in terms of competence)	B Carrier subject/ discipline	C Carrier theme/ Point of insertion	D Lesson(s)/ Session(s)	E Time allocation	F Teaching- learning techniques	G Assessment methods
(16 hours/year)	Tool 5	<i>Refer to Tool 4</i>		Tool 5	Tool 5	<i>To complete later with Tool 6</i>	<i>To complete later with Tool 7</i>
	<i>Please provide list</i>	<i>Please provide list</i>	<i>To be defined depending on existing curriculum structure</i>	<i>To be defined depending on the objectives (A) and the existing curriculum (B)</i>	<i>Specifically assign time to elements defined under B, C and D</i>	<i>List specific techniques in accordance with A and E</i>	<i>Diversified assessments methods including group and individual assessments</i>
Module 1: Respecting myself and others (4 hours / year)							
Module 2: Coping with difficult and risky situations (8 hours / year)							
Module 3: Coping with loss (4 hours / year)							

Worksheet 5.1: Distributing and structuring core “contents” in a cross curricula approach (Theme 3)

Theme 3: Gender issues and promotion of equity	A Teaching-learning objectives/outcomes (defined in terms of competence)	B Carrier subject/ discipline	C Carrier theme/ Point of insertion	D Lesson(s)/ Session(s)	E Time allocation	F Teaching- learning techniques	G Assessment methods
(16 hours / year)	Tool 5	<i>Refer to Tool 4</i>		Tool 5	Tool 5	<i>To complete later with Tool 6</i>	<i>To complete later with Tool 7</i>
	<i>Please provide list</i>	<i>Please provide list</i>	<i>To be defined depending on existing curriculum structure</i>	<i>To be defined depending on the objectives (A) and the existing curriculum (B)</i>	<i>Specifically assign time to elements defined under B, C and D</i>	<i>List specific techniques in accordance with A and E</i>	<i>Diversified assessments methods including group and individual assessments</i>
Module 1: Gender, economic, cultural and social roles (6 hours / year)							
Module 2: Gender and vulnerability (6 hours / year)							
Module 3: Local culture, family life and gender (4 hours / year)							

Worksheet 5.1: Distributing and structuring core “contents” in a cross curricula approach (Theme 4)

Theme 4:	A Teaching-learning objectives/outcomes (defined in terms of competence)	B Carrier subject/ discipline	C Carrier theme/ Point of insertion	D Lesson(s)/ Session(s)	E Time allocation	F Teaching-learning techniques	G Assessment methods
Promoting Human rights and overcoming stigma and discrimination (16 hours / year)	Tool 5	<i>Refer to Tool 4</i>		Tool 5	Tool 5	<i>To complete later with Tool 6</i>	<i>To complete later with Tool 7</i>
	<i>Please provide list</i>	<i>Please provide list</i>	<i>To be defined depending on existing curriculum structure</i>	<i>To be defined depending on the objectives (A) and the existing curriculum (B)</i>	<i>Specifically assign time to elements defined under B, C and D</i>	<i>List specific techniques in accordance with A and E</i>	<i>Diversified assessments methods including group and individual assessments</i>
Module 1: Rights to physical integrity (6 hours / year)							
Module 2: Impact of HIV & AIDS and care for people living with HIV (6 hours / year)							
Module 3: Overcoming silence (4 hours / year)							

RESOURCES TO GO FURTHER

1. **“Impact of sex and HIV education programs on sexual behaviour of youth in developing and developed countries”**, 2005, Doug Kirby
 - Document available in: [English](#)
 - Website: <http://www.fhi.org/NR/rdonlyres/ergbb5vka5vlp7caw2yev3q6bev1be56gpuzwkbtnsi3dgiolf2722nq6rag7kgdkkdzrsihccwsvf/sexedworkingpaperfinal2.pdf>
2. **FRESH toolkit: “Characteristics of Successful Health Education Programmes to Prevent HIV/AIDS”**, 2005, UNESCO
 - Document available in: [English](#)
 - Website: http://portal.unesco.org/education/en/ev.php-URL_ID=35500&URL_DO=DO_TOPIC&URL_SECTION=201.html
3. **FRESH toolkit: “HIV/AIDS/STI skills-based health education tools; Basic knowledge about HIV/AIDS/STI”** 2005, UNESCO
 - Document available in: [English](#)
 - Website: http://portal.unesco.org/education/en/ev.php-URL_ID=35500&URL_DO=DO_TOPIC&URL_SECTION=201.html
4. **FRESH toolkit: “HIV/AIDS/STI skills-based health education tools; Responsible behaviour, delaying sex”** 2005, UNESCO
 - Document available in: [English](#)
 - Website: http://portal.unesco.org/education/en/ev.php-URL_ID=35500&URL_DO=DO_TOPIC&URL_SECTION=201.html
5. **FRESH toolkit: “HIV/AIDS/STI skills-based health education tools; Responsible behaviour, protected sex”** 2005, UNESCO
 - Document available in: [English](#)
 - Website: http://portal.unesco.org/education/en/ev.php-URL_ID=35500&URL_DO=DO_TOPIC&URL_SECTION=201.html
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