

Vanuatu National Syllabus

Family Life Education



SENIOR SECONDARY

YEAR 11 – 13

Ministry of Education and Training
Republic of Vanuatu
2013

USP Library Cataloguing-in-Publication Data

National Syllabus Senior Secondary Years 11-13 / Ministry of Education and Training Vanuatu. – [Port Vila: Ministry of Education and Training, 2014].

...p. .30 cm.

ISBN 978-982-9126-29-0

Cover Design: Paul Dick

Layout: Firiām Firi

All rights reserved.

© 2014, Ministry of Education and Training, Republic of Vanuatu

No part of this publication may be reproduced, stored or transmitted in any form or by any means electronic, mechanical, photo-copying, recording or otherwise without the prior written permission of the publisher.

CONTENTS

Acknowledgement	iv
Foreword – Minister of Education	v
Message from the Director General of Education	vi
Acronyms	vii
Curriculum Historical Background	viii
Section 1: Introduction	1
Purpose	1
Rationale.....	2
Teaching Aims	4
Key Learning Outcomes.....	4
Strands.....	4
Prerequisites	5
Overview	6
Time Allocation.....	9
Section 2: Content Learning Outcomes for Year 11 - 13	10
Year 11	
FLE1. Human Growth and Development	10
FLE2. Prevention and Safety	13
FLE3. Relationships	15
FLE4. Health Promotion	17
Year 12	
FLE1. Human Growth and Development	20
FLE2. Prevention and Safety	23
FLE3. Relationships	25
FLE4. Health Promotion	27
Year 13	
FLE1. Human Growth and Development	30
FLE2. Prevention and Safety	33
FLE3. Relationships	35
FLE4. Health Promotion	37
Section 3: Assessment and Reporting.....	40
Assessment	40
Reporting	44
Links to other Subjects	44
Section 4: Bibliography	45
Section 5: Appendices	51

Acknowledgement

Foreword - Minister of Education and Training

Message from the Director General of Education and Training

Acronyms

AHD	Adolescent Health and Development
AIDS	Acquired Immunodeficiency Syndrome
ARH	Adolescent Reproductive Health
AusAID	Australian Agency for International Development
CDU	Curriculum Development Unit
CSO	Civil Society Organization
FBO	Faith Based Organization
FLE	Family Life Education
HIS	Health Information System
HIV	Human Immunodeficiency Virus
HR	Human Reproduction
IEC	Information Education and Communication
JICA	Japan International Cooperation Agency
MOE	Ministry of Education (Vanuatu)
MOH	Ministry of Health (Vanuatu)
MARA	Most at Risk Adolescence
NCD	Non Communicable Disease
NGO	Non-Governmental Organization
NZAid	The New Zealand Aid Programme
PWD	People with Disabilities
RH	Reproductive Health
SPC	Secretariat of the Pacific Community
SRHE	Sexual and Reproductive Health
STI	Sexually Transmissible Infections
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population
UNICEF	The United Nations Children's Fund
VASANOC	Vanuatu Association of Sports and National Olympic Committee
VITE	Vanuatu Institute of Teacher Education
WHO	World Health Organization
WSB	Wan Smol Bag

Curriculum Historical Background

Section 1

INTRODUCTION

Adolescence or the “teenage years”, often described as the most “turbulent years” of the development of adolescents, covers the period between childhood and adulthood from 10 to 19 years of age. This age is marked by profound physical and psychological changes. It is a period of life bounded by puberty and the assumption of adult responsibilities; it is a period of sexual maturation and consolidation of sexual identity through the development of personal and cultural construction about physical, emotional and intellectual changes. These transformations are triggered by changes in hormonal activity, signalled by rapid acceleration of bone and body mass growth.

Many adolescents know very little of sexual reproductive health. They have incorrect information about puberty and fertility or they might have heard rumours or have received misleading information about conception, and have negative attitudes towards the use of contraceptives.

To successfully negotiate the transitional phase of adolescence, young people need information, guidance and skills. The role of formal education is important for the provision of information and guidance to young people in the school setting. A sexual reproductive health education curriculum in schools offers students proper preparation for adulthood. This program has been introduced via the Personal Development Learning Area and is called Family Life Education.

Family Life Education (FLE) is a long-term intervention strategy aimed at delivering age appropriate information and education on sexual reproductive health in schools. In addition the Vanuatu FLE program will also include other health topics to make this subject a comprehensive health and Family Life program. Issues of mental health, relationships and safety are an additional component of the FLE program.

Purpose

The purpose of this FLE syllabus is to allow students to develop knowledge and understanding of their growth and development in the context of their family and society. Providing age appropriate and culturally inclusive life skills Family Life Education to young people will increase their resilience towards vulnerable and high risk situations. The FLE program ensures that the information and knowledge they acquire are translated to safe and protective behaviours.

The proposed structure will encourage students to complete the FLE course from primary to secondary education by fostering the intellectual, social and moral development of students. In particular FLE aims to develop students’:

- Knowledge, skills, understanding and attitudes in the fields of study they choose.
- Capacity to manage their own learning.
- Desire to continue learning in formal and informal settings after school.
- Capacity to work together with others.

Assessment of FLE is based on a formative evaluation of students’ knowledge, skills and values.

Rationale

The Family Life Education program contributes to the achievement of the significant educational outcomes described as ‘paramount outcomes’ in the national curriculum statement. Family Life Education will provide opportunities for children to learn and share their skills and knowledge on sexual and reproductive health as they transit from mid and late adolescence to adulthood. Table 1 below demonstrates the rationale for FLE.

Table 1: Contribution of FLE to the Paramount Outcomes

Paramount Outcomes		Family Life Education contribution
1	Being Independent Being self-reliant, having knowledge of human reproduction (HR) and knowing who we are and what we stand for. Having a “can do” attitude and not being afraid of meeting challenges. Is able to communicate with others. Is active, confident, willing to experiment and be an entrepreneur Takes responsibility and is unselfish. Is self-motivated and productive.	The FLE program is based on a strong life-skills model. Through the content and pedagogical experiences learners will be exposed to the development of life skills, information and attitudes that build independent and confident young adolescents. Being independent means students can communicate effectively, are tolerant, show initiative and are proactive as they develop to become responsible young men and women.
2	Planning and Managing Students identify procedures, responsibilities and roles in tasks, projects and in solving problems. Students ask questions in devising ways to tackle situations and problems and are able to produce outcomes and results in methodical and strategic ways.	The Life Skills that students develop provide them with problem solving and management skills to address issues that affect their life. This includes dealing with their health, food choices, relationships, drug and alcohol use, sexuality and clarifying their values. FLE prepares students to be able to cope and manage their lives in different settings.
3	Caring, Sharing and Participating Students learn to be able to live and work together in harmony within their families, neighborhood, and the community at large. They participate at all levels to contribute positively to developing and nurturing a sense of belonging and responsibility for their communities. Students demonstrate leadership qualities and support Government and non-governmental organization (NGO) initiatives towards youth and community development.	The FLE program is based on prevention, health and safety. The development of values and attitudes are linked to practices that demonstrate care for the sick and troubled, empathy, and full participation in family, school and community activities. As these core values become part of the student’s and school’s ethos, the FLE program is contributing not only at the grassroots level but more to an inclusive Vanuatu society that upholds fairness, equality, access, productivity, harmony and prosperity.
4	Solving Problems Overcoming difficulties to meeting ones needs. Students use planning and management strategies in problem solving. Students demonstrate problem solving skills in everyday life situations and through structured and unstructured methods to resolve issues and or develop pragmatic solutions to matters of personal, social, economic and environmental concerns. It is crucial for students to develop a problem solving approach as it provides them	The holistic nature of the FLE program complements other curriculum areas as the issues cut across all disciplines. These are issues faced by students. Family Life Education develops students to be problem solvers. Life is a puzzle at every stage of their growth. Such skills are not only useful for learning purposes but more so for life. FLE helps students to become resilient and be able to solve problems of choice, decisions and practice not only in schools but in any setting outside of school.

	with necessary tools for life in a local and global context.	
--	--	--

Paramount Outcomes		Family Life Education contribution
5	<p>Using Language and Symbols</p> <p>Students appreciate the diversity in which we communicate in different contexts. Different situations pose different needs for communication and the use of symbols (cultural and customary) enable a deeper understanding of silent communication which is sometimes complex and is needed to convey a rich spectrum of information such as emotions, lived experiences and facts. In addition students with communication disabilities appreciate that there is a recognized medium of symbols and signs through which they can actively reach out and participate within their communities. Students appreciate their mother tongues and dialects and those of others. They also recognize the contribution of languages to cultural sustainability.</p>	<p>A key life skill in FLE is communication. Effective communication is the medium through which the FLE lessons are delivered. With interactive and participatory learning tools, students will be required to reason, rationalize, critique, commentate, explain and clarify their positions on a range of health and social issues. In addition the use of supporting resources not only is designed for mainstream classes and students but considers the vulnerable situations of people living with disabilities so they too can actively participate in learning. The advantage of this approach is that it reduces the risk factors and vulnerability of people with disabilities (PWD). Further the FLE program recognizes the influence of cultural language and symbols to caution direct, advice and provide support in learning.</p>
6	<p>Valuing Culture and Religion</p> <p>Culture and religion play a vital part in the lives of Ni-Vanuatu people. Recognizing the five dimensions of culture sets the boundaries which all learning areas ought to distinguish. The curriculum reflects that very well. Religion is also an important aspect for every learner. There are crossroads where cultures and religions meet and these must be respected and maximized for creating deeper and more meaningful learning experiences for students. The study of both signals yet again that in Vanuatu the education system must do all it can to preserve this heritage.</p>	<p>FLE is a culturally sensitive curriculum. The program encourages learning to respond to the local needs of students in addressing sexual and reproductive health, safety and preventative issues. There are cultural and religious values which the program can draw from to remind learners that kastom and cultural values play a big part in their modern societies. The FLE program recognizes religion as an influential factor that can be a preventive and safety net for young people.</p>

Teaching aims

The aim of the Family Life Education is to provide a life-skills and gender based education program to support the holistic development of students so they can reach their full potential and become responsible adults.

Key learning outcomes

At the end of this course of study, students will describe, analyse and evaluate information related to their growth and development and demonstrate self-management, interpersonal, physical and resilience skills that will create opportunities to make informed decisions and solve problems for a meaningful and healthy life.

Strands

The newly developed Family Life Education program has four comprehensive Strands:

- FLE1. HUMAN GROWTH AND DEVELOPMENT
- FLE2 PREVENTION AND SAFETY
- FLE3. RELATIONSHIPS
- FLE4. HEALTH PROMOTION

FLE Strand Rational

FLE1. Human Growth and Development

This strand is aimed at providing students with information related to the challenges that come with puberty and the transition from childhood to adulthood. At this stage of their development, young people have the potential to reproduce. It is important to address issues of their sexual and reproductive health to inform them to be aware of the risks of contracting sexually transmitted infections (STI) and teenage pregnancies through early and unprotected sexual debuts. The rapid changes and norms seen and felt in our society signals the importance of equipping young people with knowledge and skills to make responsible choices in their lives, given the easy access and exposure to illicit sexual material through the internet and other media.

FLE2. Prevention and Safety

These strands of the FLE program is aimed at providing the learners with opportunities to explore investigate and evaluate the existing prevention and safety mechanisms used in their homes, schools and communities. It is hoped that if students are given this opportunity to openly discuss their ideas and issues relating to health, safety and prevention they will be in a better position to make informed decision about who they associate with, the activities they are engaged in and situations they are in so that they are safe at all times. Further, this strand also addresses the significant efforts to combat teenage pregnancy and STI/HIV explicitly with a strong prevention and safety message. In the final analysis, it is hoped that the learners will develop a safety tool kit which can be used by other young people.

FLE3. Relationships

Building and managing relationships are an important aspect of life in our changing societies. With change come new ideas, values and practices. This strand provides an opportunity for learners to explain the impact of healthy relations among peers, families and communities. Further in this strand, misconceptions and myths about relationships are discussed with the hope that students make informed choices about their involvement and extent of their engagement in

any relationship. This strand contributes to the national efforts of harmony and unity early in the student's life. Life skills and positive attitudes are explored to firmly ground the students in whatever relationship they find themselves in.

FLE4. Health Promotion

The health of people living within a nation is paramount. Good health influences individuals to make informed decisions as well as enhancing their capacity to be able to cope with changes such as the rapid changing society with its lifestyle diseases and climate change to mention but a few. Another component that this strand addresses is mental health because mental health is directly linked to how one perceives oneself in order to understand the world around them. As such it is imperative that learners develop a positive character in order to be able to cope when faced with reality as they leave the school system.

Last but not least, this strand hopes to provide learners with basic information about the links of service delivery available to learners in their neighbourhood and local communities. It is hoped that as learners gather information, they should be able to evaluate the effectiveness of the health services and make recommendations for improvements.

Prerequisites

Students doing this course should have completed the year 10 Health & Physical Education Course, Basic Science courses, year 10 Basic Social Science courses and year 10 Food and Technology courses. The competencies required for the course in year 11-13 is for students to have developed basic life skills and gender sensitive based information and knowledge on

- sexual and reproductive health information and knowledge
- HIV knowledge and
- Respectful relationships
- Coping and reliance towards health risks and vulnerabilities
- Healthy living and safety

The following skills and are critical at the senior level to participate actively and meaningfully in the FLE course

- Writing
- Reading
- Speaking
- Listening
- Research skills
- Social skills to assist collaborative work

Overview

The development of the Family Life Education curriculum is informed by the Vanuatu FLE curriculum scope and sequence, the regional Sexual and Reproductive Health Education (SRHE) standards and the UNESCO International Guidelines on sexuality education. In developing the year 11 to 13 curriculums, the current situation of young adolescents and youths in the Republic of Vanuatu was taken into consideration.



Reference system for outcomes

In the following tables each sub-strand outcome has letters and numbers which denote the strand name, the sub strand name, the year level, whether it is for Vernacular, French or English and the number indicates how many outcomes with these characteristics. For instance, in the Human Growth and Development FLE 11.1.1 means Family Life Education (FLE), Year 11 (11), Strand 1 (1), Sub-strand 1 (1) and Learning Outcome.

Strand	Sub-Strands		
	Year 11	Year 12	Year 13
FLE1. Human Growth and Development	FLE11.1.1 Growth and development <i>Explore and discuss sexuality in relation to the different interpretation of religious groups in Vanuatu</i>	FLE12.1.1 Growth and development <i>Assess and discuss the many sexual feelings and orientation young face in their growth and developmental years</i>	FLE13.1.1 Growth and development <i>Compare the issues of gender identity and roles in modern and traditional Vanuatu settings.</i>
	FLE11.1.2 Sexual health <i>Discuss the importance of early HIV detection and treatment to avoid prolonged suffering and risk to self and others.</i>	FLE12.1.2 Sexual health <i>Discuss how to care for friends or relatives with STI's and HIV and propose appropriate messages of reducing stigma and discrimination.</i>	FLE13.1.2 Sexual health <i>Analyse vulnerable settings which increase the risk of engaging in sexual activity and risks of infection and HIV.</i>
	FLE11.1.3 Reproductive health <i>Describe benefits and risks related to use of different contraceptives for young girls.</i>	FLE12.1.3 Reproductive health <i>Discuss health and well-being of adolescent girls in relation to parenting and child bearing.</i>	FLE13.1.3 Reproductive health <i>Examine policies and laws relating to young people's sexual and reproductive health.</i>
FLE2. Prevention and Safety	FLE11.2.1 Prevention and Safety of individuals <i>Investigate the causes of gender based violence in homes and communities.</i>	FLE12.2.1 Prevention and Safety of individuals <i>Assess and discuss the many sexual feelings and orientat on young face in their growth and developmental years.</i>	FLE13.2.1 Prevention and Safety of individuals <i>Develop standards for youth services in their communities and at the national level that are user friendly.</i>
	FLE11.2.2 Prevention mechanisms and safety nets in the community <i>Explain the need to increase community awareness on drugs and substance abuse.</i>	FLE12.2.2 Prevention mechanisms and safety nets in the community <i>Research national trends and patterns on teenage pregnancy and identify community efforts to address it.</i>	FLE13.2.2 Prevention mechanisms and safety nets in the community <i>Assess the local community's health and safety programs for young people on risk reduction and building resilient communities.</i>

Concept skills on overview table no similar to concept skills on Content learning area outcome

Strand	Sub-Strands		
	Year 11	Year 12	Year 13
FLE3. Relationships	<p>FLE11.3.1 Building healthy relationships <i>Investigate important characteristics that make relationships sustainable, healthy and trustworthy.</i></p> <p>FLE11.3.2 Resilience, coping and management skills in relationships <i>Demonstrate coping and resilience in difficult situations between friends and families in school and in their homes.</i></p>	<p>FLE12.3.1 Building healthy relationships <i>Investigate important characteristics that make traditional and modern types of relationships sustainable, respectful and trustworthy.</i></p> <p>FLE12.3.2 Resilience, coping and management skills in relationships <i>Discuss the impact of assertive communication in building and restoring relationships.</i></p>	<p>FLE13.3.1 Building healthy relationships <i>Evaluate strategies to manage marriage and life time commitments and plan innovative and creative ways to improve it.</i></p> <p>FLE13.3.2 Resilience, coping and management skills in relationships <i>Develop negotiation skills through effective dialogue and mediation in order to enhance relationships.</i></p>
FLE4 Health Promotion	<p>FLE11.4.1 Coping with Mental Health <i>Analyse a range of conflict situations and identify appropriate life skills to cope with emotional trauma</i></p> <p>FLE11.4.2 Nutrition <i>Research the impact of diet patterns of young people and its effect on their health.</i></p> <p>FLE11.4.3 Community Health Promotion and Services <i>Participate in school and community based health promotion activities.</i></p>	<p>FLE12.4.1 Coping with Mental Health <i>Develop positive mental attitudes towards challenges they face in different social settings.</i></p> <p>FLE12.4.2 Nutrition <i>Investigate factors that affect supply of local foods and suggest ways to encourage more production and consumption.</i></p> <p>FLE12.4.3. Community Health Promotion and Services <i>Investigate policies and regulations related to health promotion and identify specific items which address adolescents and young people.</i></p>	<p>FLE13.4.1 Coping with Mental Health <i>Plan strategies to respond to vulnerable and high risk situations.</i></p> <p>FLE13.4.2 Nutrition <i>Develop local nutrition plans for mothers and babies and identify necessary nutrients in the diet to help promote good health for both.</i></p> <p>FLE13.4.3 Community Health Promotion and Services <i>Evaluate community health services and make recommendations on how they can be improved to attract more youths.</i></p>

Time allocation

Per Week

Year 11: 4 Hours

Year 12: 2 Hours

Year 13: 2 Hours

Per Year

Year 11: 136 Hours

Year 12: 62 Hours

Year 13: 40 Hours

For the Year 11 course:

136 indicative hours are required to complete the course.

Strand	No. hours
FLE1. Human Growth and Development	40
FLE2. Prevention and Safety	32
FLE3. Relationships	34
FLE4. Health Promotion	30
Total time	136

For the Year 12 course:

62 indicative hours are required to complete the course.

Strand	No. hours
FLE1. Human Growth and Development	20
FLE2. Prevention and Safety	15
FLE3. Relationships	15
FLE4. Health Promotion	12
Total time	62

For the Year 13 course:

- The year 11/12 course is a prerequisite
- 40 indicative hours are required to complete the course.

Strand	No. hours
FLE1. Human Growth and Development	10
FLE2. Prevention and Safety	12
FLE3. Relationships	8
FLE4. Health Promotion	10
Total time	40

Section 2

CONTENT LEARNING AREA OUTCOME YEARS 11-13

YEAR 11

FLE1. HUMAN GROWTH AND DEVELOPMENT

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE11.1 HUMAN GROWTH AND DEVELOPMENT				
Strand Outcome	Identify, recognize, discuss and evaluate the different stages of growth and development and portray a positive expression of them (sexuality) and minimize risk and vulnerability around them.				
Sub-strand	FLE.11.1.1 Growth and Development				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Explore and discuss sexuality in relation to the different interpretation of religious groups in Vanuatu.</i>	Students will achieve this outcome when they: a. talk about and provide evidences of how sexuality is addressed in their own religions and b. describe the common ideas of sexuality from different religions c. present a report on the religious definitions and understanding of sexuality.	<i>Appreciate that sexuality and spirituality is an integral part of who we are.</i>	Students will achieve this outcome when they: a. identify and discuss how young people express their sexuality b. debate topic: Sexuality in the church, should it be talk about or not?	<ul style="list-style-type: none">▪ Sexuality and religions▪ Spiritual dimension of sexuality▪ Sexuality cycle	Adolescent Reproductive Health (ARH Manual) (SPC/UNFPA/UNICEF).

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE11.1 HUMAN GROWTH AND DEVELOPMENT				
Strand Outcome	Identify, recognize, discuss and evaluate the different stages of growth and development and portray a positive expression of them (sexuality) and minimize risk and vulnerability around them.				
Sub-strand	FLE.11.1.2 Sexual Health				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Discuss the importance of early HIV detection and treatment to avoid prolonged suffering and risk to self and others.</i>	Students will achieve this outcome when they: a. describe the steps needed to take a STI or HIV test b. discuss the importance of having the test c. state places where they can have the test d. talk about what it means to have a positive or negative test result.	<i>Show willingness to take care of their health.</i>	Students will achieve this outcome when they: a. create poster on importance of having a STI/HIV test.	<ul style="list-style-type: none">▪ Why get an STI/HIV test?▪ Where and how to get an STI/HIV test?▪ Counselling and treatment	Adolescent Reproductive Health (ARH Manual) (SPC/UNFPA/UNICEF). Reproductive Health Education, A Manual for Teachers in the South Pacific.

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE11.1 HUMAN GROWTH AND DEVELOPMENT				
Strand Outcome	Identify, recognize, discuss and evaluate the different stages of growth and development and portray a positive expression of them (sexuality) and minimize risk and vulnerability around them.				
Sub-strand	FLE.11.1.3 Reproductive Health				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Describe benefits and risks related to use of different contraceptives for young girls.</i>	Students will achieve this outcome when they: a. talk about the purposes of contraceptives b. name common contraceptives young girls could use c. describe benefits and risks on range of contraceptive methods available in their communities.	<i>Show respect for other people’s choice of contraceptive methods.</i>	Students will achieve this outcome when they: a. dramatize in a variety of ways their understanding of contraceptives.	<ul style="list-style-type: none">▪ Family planning methods▪ Advantages and disadvantages of contraceptive methods▪ Men’s Sexual Health▪ Women’s Sexual Health▪ Reproductive health and values▪ Preventing Pregnancy▪ Teenage Pregnancy▪ Safe relationships▪ Your health your future	Adolescent Reproductive Health (ARH Manual) (SPC/UNFPA/UNICEF) Reproductive Health Education, A Manual for Teachers in the South Pacific. (Family Planning Australia) National Peer Educators Training Manual. (MOH/UNFPA/UNICEF) Sexual Health Education – A Training Manual for the Pacific (Family Planning Australia).

FLE2. PREVENTION AND SAFETY

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE11.2 PREVENTION AND SAFETY				
Strand Outcome	Identify, explore and recognize the Prevention and Safety of Health Policy, Biostatistics, Public Health, Substance Related Disorder, Epidemiology, Diseases and disorders, their risk factors and how to recognize and reduce risk in order to become good decision makers for their future.				
Sub-strand	FLE.11.2.1 Prevention and Safety of Individuals				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Investigate the causes of gender based violence in homes and communities.</i>	Students will achieve this outcome when they: a. discuss the causes of gender violence in homes and communities b. explore the patterns of gender based violence c. describe the effects of gender based violence on individuals and communities in Vanuatu.	<i>Demonstrate alternative methods of resolving gender based conflicts.</i>	Students will achieve this outcome when they: a. compose a song and dance to address GBV.	<ul style="list-style-type: none">▪ What is gender based violence?▪ What are the causes of gender based violence?▪ What are the causes of family violence in the home?▪ Types of violence (verbal/emotional and physical)▪ Life Skills - Anger management, Peer to peer relationship, Communication▪ Laws relating to gender and violence / family protection bill	Adolescent Reproductive Health (ARH Manual) (SPC/UNFPA/UNICEF).

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE11.2 PREVENTION AND SAFETY				
Strand Outcome	Identify, explore and recognize the Prevention and Safety of Health Policy, Biostatistics, Public Health, Substance Related Disorder, Epidemiology, Diseases and disorders, their risk factors and how to recognize and reduce risk in order to become good decision makers for their future.				
Sub-strand	FLE.11.2.2 Prevention Mechanisms and Safety nets in the Community				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Explain the need to increase community awareness on drugs and substance abuse.</i>	Students will achieve this outcome when they: a. identify the types of drugs that are commonly used in the Vanuatu community b. describe the effects of drugs and substance abuse on young people c. map out service providers in the community that offer support and information on dangers of drugs and harmful substances.	<i>Create a supportive, safe and friendly environment for everyone to live harmoniously.</i>	Students will achieve this outcome when they: a. produce an ‘easy to use guide’ on how to be safe in your home, family and community.	<ul style="list-style-type: none">▪ Drug and substance use in Vanuatu (studies and scenario)▪ Effects of Drug or substance abuse on young people▪ Types of drugs that are commonly used in Vanuatu▪ Negative and positive impacts of drugs▪ Mapping out programs that address drugs and substance issues▪ Impact of Drug abuse in the community▪ Community response and initiatives on Drug Abuse	Sexual Health Education – A Training Manual for the Pacific (Family Planning Australia). ARH Flip Chart. Current Research Data on Gender Based Violence.

FLE3. RELATIONSHIPS

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE11.3 RELATIONSHIPS				
Strand Outcome	Identify, discuss, investigate and evaluate the impact of safe relationships and behaviours among peers and communities and develop effective communication for building good relationships.				
Sub-strand	FLE.11.3.1 Building Healthy Relationships				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Assess the effectiveness of adolescent and family relationships to foster harmony and unity in their communities.</i>	Students will achieve this outcome when they: a. identify those attitudes that destroy relationships and those attitudes that build up relationships b. find out strategies for building respectful relationships.	<i>Show harmonious and peaceful relationships.</i>	Students will achieve this outcome when they: a. use phrases that encourage and nurture respectful and peaceful relationships.	<ul style="list-style-type: none">▪ Dynamics of relationships▪ What builds or breaks a relationship?▪ Relationship and values▪ Inter personal skills / communication	National Peer Educators Training Manual. (MOH/UNFPA/UNICEF) ARH Flip Chart. Creating and Effective Communication Project in the Pacific Region.

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE11.3 RELATIONSHIPS				
Strand Outcome	Identify, discuss, investigate and evaluate the impact of safe relationships and behaviours among peers and communities and develop effective communication for building good relationships.				
Sub-strand	FLE.11.3.2 Resilience, Coping and Management Skills in relationships				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Demonstrate coping and resilience in difficult situations between friends and families in school and in their homes.</i>	Students will achieve this outcome when they: a. identify challenging situations that arise in a variety of relationships b. discuss a range of coping skills to manage these situations c. demonstrate their resilience in the face of difficulties.	<i>Practice being calm in the midst of challenging situations.</i>	Students will achieve this outcome when they: a. describe alternative and peaceful solutions to mitigate challenges.	<ul style="list-style-type: none">▪ Life Skills▪ Resilience or coping skills and mechanism▪ Peer to Peer relationships▪ Dealing with various emotions▪ Dealing with Trauma	Reproductive Health Education, A Manual for Teachers in the South Pacific. Creating and Effective Communication Project in the Pacific Region.

FLE4. HEALTH PROMOTION

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE 11.4. HEALTH PROMOTION				
Strand Outcome	Observe, describe, identify, discuss and promote through writing and role playing the types of available health services in the country; then use the available data to track, gauge and evaluate the effectiveness of methods in which Ni-Vans access health information in Vanuatu.				
Sub-strand	FLE11.4.1 Coping with Mental Health				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Analyse a range of conflict situations and identify appropriate life skills to cope with emotional trauma.</i>	Students will achieve this outcome when they: a. explore different types of conflicts situations in their home/school/community b. list the basic life skills of coping and self-management c. demonstrate application of appropriate coping skills to manage traumatic experiences.	<i>Acquire problem solving skills.</i>	Students will achieve this outcome when they: a. provide solutions for a difficult or problematic situation.	<ul style="list-style-type: none">▪ What is a conflict?▪ Causes of conflict▪ Life skills▪ Anger management▪ Resilience▪ Minimizing risk▪ Coping and self-management skills	ARH Flip Creating and Effective Communication Project in the Pacific Region.

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE 11.4. HEALTH PROMOTION				
Strand Outcome	Observe, describe, identify, discuss and promote through writing and role playing the types of available health services in the country; then use the available data to track, gauge and evaluate the effectiveness of methods in which Ni-Vans access health information in Vanuatu.				
Sub-strand	FLE11.4.2 Nutrition				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Research the impact of diet patterns of young people and its effect on their health.</i>	Students will achieve this outcome when they: a. find out the types of food and drinks young people indulge in b. classify these foods as healthy and unhealthy c. tabulate findings and report on implications on their health.	<i>Develop an appreciation of local foods.</i>	Students will achieve this outcome when they: a. produce menu of local foods which to maintain a healthy growing body.	<ul style="list-style-type: none">▪ Nutritious requirements for a growing body▪ What is a healthy diet vs. unhealthy diet?	National Peer Educators Food in Schools (SPC Nutrition Training Project). Health Promotion IEC Materials (MoH).

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE 11.4. HEALTH PROMOTION				
Strand Outcome	Observe, describe, identify, discuss and promote through writing and role playing the types of available health services in the country; then use the available data to track, gauge and evaluate the effectiveness of methods in which Ni-Vans access health information in Vanuatu.				
Sub-strand	FLE11.4.3 Community Health Promotion and Services				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Participate in school and community based health promotion activities.</i>	Students will achieve this outcome when they: a. take part in school organised health and physical education activities and sports b. join community and village based clean up and health promoting activities c. contribute through edutainment to promote community health.	<i>Advocate for a healthy environment, a healthy body and a healthy mind.</i>	Students will achieve this outcome when they: a. make brochures to promote a healthy life.	<ul style="list-style-type: none">What is a community Health ProfileCommunity awarenessCreating a mini community project	Health Promotion IEC Materials (MoH)

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE12.1 HUMAN GROWTH AND DEVELOPMENT				
Strand Outcome	Identify, recognize, discus and evaluate the different stages of growth and development and portray a positive expression of themselves (sexuality) and minimize risk and vulnerability for them and others.				
Sub-strand	FLE12.1.1 Growth and Development				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Assess and discuss the many sexual feelings and orientation young face in their growth and developmental years.</i>	Students will achieve this outcome when they: a. talk about different sexual feelings adolescents have in the life cycle b. describe cultural understandings of different sexual orientations c. demonstrate that growth influences sexual orientation of adolescents.	<i>Show appreciation towards changing sexual feelings as adolescents grow and develop to adults.</i>	Students will achieve this outcome when they: a. respects for self and others b. accept who they are.	<ul style="list-style-type: none">▪ Human Development and Biology▪ The stages of adolescent development▪ Reproductive Health Cycle▪ Physical Development vs. the importance of Decision▪ Values, Principles & Beliefs in relation to growth & development	Reproductive Health Education, A Manual for Teachers in the South Pacific (Family Planning Australia).

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE12.1 HUMAN GROWTH AND DEVELOPMENT				
Strand Outcome	Identify, recognize, discus and evaluate the different stages of growth and development and portray a positive expression of themselves (sexuality) and minimize risk and vulnerability for them and others.				
Sub-strand	FLE12.1.2 Sexual Health				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Discuss how to care for friends or relatives with STI's and HIV and propose appropriate messages to reduce stigma and discrimination.</i>	Students will achieve this outcome when they: a. describe social issues contributing to STI's and HIV b. suggest ways to care for someone with STI or HIV c. demonstrate clear messages and love and care for families and friends.	<i>Demonstrate a willingness to care for others.</i>	Students will achieve this outcome when they: a. share experiences with others.	<ul style="list-style-type: none">▪ Sexuality Cycle▪ Influences upon sexuality▪ Risky Behaviour▪ Safe Relationships▪ Your Health Your future▪ Stigma and discrimination towards STIs/HIV	Reproductive Health Education, A Manual for Teachers in the South Pacific (ARH Flip Creating and Effective Communication Project in the Pacific Region).

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE12.1 HUMAN GROWTH AND DEVELOPMENT				
Strand Outcome	Identify, recognize, discus and evaluate the different stages of growth and development and portray a positive expression of themselves (sexuality) and minimize risk and vulnerability for them and others.				
Sub-strand	FLE12.1.3 Reproductive Health				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Discuss health and well-being of adolescent girls in relation to parenting and child bearing.</i>	Students will achieve this outcome when they: a. discuss among peers the effects of pregnancy and child bearing on adolescent girls b. express their ideas in different styles of writings.	<i>Make responsible and informed choices.</i>	Students will achieve this outcome when they: a. openly talk about risks of engaging in sexual activities.	<ul style="list-style-type: none">▪ Definition of Health in relations to Adolescent Girls▪ The Adolescent Girl/Girl Child opportunities and challenges▪ Child bearing and parenting among adolescent girls▪ Teenage Pregnancies – cause & effect/impact▪ Women’s Health	Reproductive Health Education, A Manual for Teachers in the South Pacific (Family Planning Australia)

FLE2. PREVENTION AND SAFETY

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE12.2 PREVENTION AND SAFETY				
Strand Outcome	Identify, explore and recognize the Prevention and Safety of Health Policy, Biostatistics, Public Health, Substance Related Disorder, Epidemiology, Diseases and disorders, their risk factors and how to recognize and reduce risk in order to become good decision makers for their future.				
Sub-strand	FLE12.2.1 Prevention and Safety of Individuals				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Interpret data on common health issues of young people and recommend preventive measures.</i>	Students will achieve this outcome when they: a. identify a youth health issue to be investigated b. collect available data and information c. assess suitability and usefulness of data d. deduce causes and effects and recommend prevention on the health issue.	<i>Appreciate evidence based interventions on youth health issues.</i>	Students will achieve this outcome when they: a. use data, information and reports when planning for interventions or strategies.	<ul style="list-style-type: none">▪ Issues relating to lifestyle changes (e.g. NCD, drugs, etc.)▪ Assessment of healthy people in the community▪ Social determinant of the health of individuals▪ Identify preventive responses and interventions.	Health Information System (HIS) relating to adolescent issues. Health Promotion IEC Materials (MoH).

Concept Skills highlighted not similar to that on overview table.

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE12.2 PREVENTION AND SAFETY				
Strand Outcome	Identify, explore and recognize the Prevention and Safety of Health Policy, Biostatistics, Public Health, Substance Related Disorder, Epidemiology, Diseases and disorders, their risk factors and how to recognize and reduce risk in order to become good decision makers for their future.				
Sub-strand	FLE12.2.2 Prevention Mechanisms and Safety nets in the Community				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Research national trends and patterns on teenage pregnancy and identify community efforts to address it.</i>	Students will achieve this outcome when they: a. collect data from community based sources such as youth leaders, women’s groups, church etc. b. analyse data and discuss outcome c. produce report to show how the community can addresses the issue of Teenage Pregnancy.	<i>Demonstrate support to reduce teenage pregnancy from the research.</i>	Students will achieve this outcome when they: a. be aware of the issues facing adolescents which put them at risk.	<ul style="list-style-type: none">▪ Researching and data collection▪ Identify programs responding to Teen	Health Promotion IEC Materials (MoH). Local sources of information-MoH, SCA, WSB, NGOs. Statistics Office. Police Stats and reports.

FLE3. RELATIONSHIPS

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE12.3 RELATIONSHIPS				
Strand Outcome	Identify, discuss, investigate and evaluate the impact of a safe relationship and behaviours among peers and communities and develop effective communication for building good relationships.				
Sub-strand	FLE12.3.1 Building Healthy Relationships				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Investigate important characteristics that make relationships sustainable, healthy and trustworthy.</i>	Students will achieve this outcome when they: a. discuss the importance of a healthy relationship b. state reasons why adolescents need to have healthy, sustainable and trustworthy relationships c. identify some important characteristics that make relationships sustainable, healthy and trustworthy d. establish criteria for a healthy relationship.	<i>Express personal views about the importance of a healthy relationship.</i>	Students will achieve this outcome when they: a. talk about the importance of a healthy, sustainable and trustworthy relationship.	<ul style="list-style-type: none">▪ Healthy lifestyle▪ Characteristics of healthy relationships▪ Life skills (UNICEF/MOH modules)▪ Parenthood▪ Planning a family	Reproductive Health Education, A Manual for Teachers in the South Pacific. (Family Planning Australia) ARH Flip Creating and Effective Communication Project in the Pacific Region.

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE12.3 RELATIONSHIPS				
Strand Outcome	Identify, discuss, investigate and evaluate the impact of a safe relationship and behaviours among peers and communities and develop effective communication for building good relationships.				
Sub-strand	FLE12.3.2 Resilience, Coping and Management Skills in Relationships				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Discuss the impact of assertive communication in building relationships and restoring relationships.</i>	Students will achieve this outcome when they: a. describe characteristics of assertive communication b. propose guidelines for adolescents to practice assertive communication.	<i>Demonstrate assertive communication.</i>	Students will achieve this outcome when they: a. talk openly about b. show negotiation through assertive communication.	<ul style="list-style-type: none">▪ What is effective communication?▪ Communication and counselling skills▪ Peer to Peer Relationships	Reproductive Health Education, A Manual for Teachers in the South Pacific (Family Planning Australia).

FLE4. HEALTH PROMOTION

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE12.4 HEALTH PROMOTION				
Strand Outcome	Observe, describe, identify, discuss and promote through writing and role playing the types of health services available in the country; then use the available data to track, gauge and evaluate the effectiveness of the methods in which Ni-Vans access health information in Vanuatu.				
Sub-strand	FLE12.4.1 Coping with Mental Health				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Develop positive mental attitudes towards challenges they face in different social settings.</i>	Students will achieve this outcome when they: a. identify challenging situation such as rape, drug use, unprotected sexual intercourse b. state decision making and critical thinking skills to apply when faced with such challenging situation c. demonstrate assertive communication skills to avoid risky behaviours.	<i>Express strong views against bullying and coercive behaviours.</i>	Students will achieve this outcome when they: a. develop messages against drugs, bullying, rape, discrimination, coercion, violence towards girls and younger children.	<ul style="list-style-type: none">▪ Basic Life Skills▪ Peer to Peer relationships▪ Community Mobilization▪ Effective Communication▪ Voluntary community service	National Peer Educators Training Manual (MOH/UNFPA/UNICEF). Creating and Effective Communication Project in the Pacific Region. Health Promotion IEC Materials (MOH). Healthy Islands IEC Materials – (Community Mobilization).

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE12.4 HEALTH PROMOTION				
Strand Outcome	Observe, describe, identify, discuss and promote through writing and role playing the types of health services available in the country; then use the available data to track, gauge and evaluate the effectiveness of the methods in which Ni-Vans access health information in Vanuatu.				
Sub-strand	FLE12.4.2 Nutrition				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Investigate factors that affect supply of local foods and suggest ways to encourage more production and consumption.</i>	Students will achieve this outcome when they: a. state the local foods produced in Vanuatu b. examine factors that prohibit increased supply of local and the increased demand of processed/imported foods c. propose ways to increase local food production and consumption and reduce importation of processed foods.	<i>Demonstrate appreciation of local foods.</i>	Students will achieve this outcome when they: a. have a local food in their school meal pack.	<ul style="list-style-type: none">▪ Nutrition and health issues of adolescents in the Pacific/Vanuatu<ul style="list-style-type: none">- Food safety- Balance diet and today’s current standard of living	Pacific Region. Health Promotion IEC Materials (MoH).

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE12.4 HEALT PROMOTION				
Strand Outcome	Observe, describe, identify, discuss and promote through writing and role playing the types of health services available in the country; then use the available data to track, gauge and evaluate the effectiveness of the methods in which Ni-Vans access health information in Vanuatu.				
Sub-strand	FLE12.4.3 Community Health Promotion and Services				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Investigate policies and regulations related to health promotion and identify specific items which address adolescents and young people.</i>	Students will achieve this outcome when they: a. identify national policies and regulations on health promotion b. examine extent of inclusion and support towards young people as key target groups.	<i>Advocate use of public health services for young people.</i>	Students will achieve this outcome when they: a. support organised activities or promotions by the local health service facility.	<ul style="list-style-type: none">▪ What is health promotion▪ Status of Health services in Vanuatu▪ What is a Youth Friendly Health Service▪ What to expect of Youth Service Providers▪ Identify Youth Friendly Services that are accessible in their Community	Health Promotion IEC Materials (MoH). Collect and investigate School.

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE13.1 HUMAN GROWTH AND DEVELOPMENT				
Strand Outcome	Identify, recognize, discuss and evaluate the different stages of growth and development and portray a positive expression of them (sexuality) and minimize risk and vulnerability for them and others.				
Sub-strand	FLE13.1.1 Growth and Development				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Compare the issues of gender identity and roles in modern and traditional Vanuatu settings.</i>	Students will achieve this outcome when they: a. define sexual orientation and gender identity b. list some differences between gender identity, gender roles and sexual orientation c. give some example of sexual orientation.	<i>Show respect for individual choices and identity.</i>	Students will achieve this outcome when they: a. discuss issues of sexual orientation openly with others.	<ul style="list-style-type: none">▪ Body image: sexual orientation▪ Gender identity▪ Influences upon sexuality▪ Sexual Diversity▪ Homosexual▪ Heterosexual▪ Human Sexual Response▪ Men’s Sexual Health▪ Women’s Sexual Health	Reproductive Health Education, A Manual for Teachers in the South Pacific (Family Planning Australia).

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE13.1 HUMAN GROWTH AND DEVELOPMENT				
Strand Outcome	Identify, recognize, discuss and evaluate the different stages of growth and development and portray a positive expression of them (sexuality) and minimize risk and vulnerability for them and others.				
Sub-strand	FLE13.3.2 Sexual Health				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Analyse vulnerable settings which increase the risk of engaging in sexual activity and risks of infection and HIV.</i>	Students will achieve this outcome when they: a. list situations that make settings and environments vulnerable b. discuss behaviours that are risky c. talk about risk and vulnerability in relation to sexual activity d. share experiences of discrimination and stigma towards others sexual choices.	<i>Value the importance of delaying sexual debut and promote abstinence.</i>	Students will achieve this outcome when they: a. recognize risky behaviours and choose to move out and turn away.	<ul style="list-style-type: none">▪ Study based on real life scenarios▪ Influences upon sexuality▪ Understanding risky behaviours and vulnerable settings on young people in Vanuatu.▪ Map risk/vulnerable settings in your community▪ What is stigma?▪ Forms of stigma▪ HIV policy and legislation	Reproductive Health Education, A Manual for Teachers in the South Pacific

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE13.1 HUMAN GROWTH AND DEVELOPMENT				
Strand Outcome	Identify, recognize, discuss and evaluate the different stages of growth and development and portray a positive expression of them (sexuality) and minimize risk and vulnerability for them and others.				
Sub-strand	FLE13.3.3 Reproductive Health				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Examine policies and laws relating to young people’s sexual and reproductive health.</i>	Students will achieve this outcome when they: a. describe and differentiate what is meant by policies and laws in relation to reproductive health b. use existing policies and laws and discuss items related to RH c. identify clauses relating to the promotion and protection of rights of women and girls d. identify young people’s rights within the laws and policies.	<i>Acknowledge the values and policies and laws related to reproductive health.</i>	Students will achieve this outcome when they: a. share information about the laws and policies to friends.	<ul style="list-style-type: none">▪ What is a policy?▪ Revision Human rights with focus on sexual Reproductive Health including STI and HIV▪ Which UN Conventions ratified by Vanuatu cover Sexual & Reproductive Health?	National RH policies & Strategy. National Peer Educators Training Manual (MoH/UNFPA/UNICEF) Reproductive Health & Human Rights Conventions.

FLE2. PREVENTION AND SAFETY

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE13.2 PREVENTION AND SAFETY				
Strand Outcome	Identify, explore and recognize the Prevention and Safety of Health Policy, Biostatistics, Public Health, Substance Related Disorder, Epidemiology, Diseases and disorders, their risk factors and how to recognize and reduce risk in order to become good decision makers for their future.				
Sub-strand	FLE13.2.1 Prevention and Safety of Individuals				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Develop standards for youth services in their communities and at the national level that are user friendly</i>	Students will achieve this outcome when they: a. find out youth services that are in their community b. talk about and list the challenges and benefits of the service c. discuss standards in existing youth service organisations d. produce minimum standards guide for the youth service.	<i>Participate in public discussions on formulation of guides /standards for service providers</i>	Students will achieve this outcome when they: a. attend meetings or consultations with service providers b. access reports on minimum youth service standards.	<ul style="list-style-type: none">▪ Harm reduction▪ Harm minimization▪ Negotiation skills▪ What is Resilience?	Reproductive Health Education, A Manual for Teachers in the South Pacific. (Family Planning Australia)

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE13.2 PREVENTION AND SAFETY				
Strand Outcome	Identify, explore and recognize the Prevention and Safety of Health Policy, Biostatistics, Public Health, Substance Related Disorder, Epidemiology, Diseases and disorders, their risk factors and how to recognize and reduce risk in order to become good decision makers for their future.				
Sub-strand	FLE13.2.2 Prevention mechanisms and Safety nets in the Community				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Assess the local community health and safety programs such as risk reduction or building resilient communities.</i>	Students will achieve this outcome when they: a. collect program information from these services or organisations b. discuss the usefulness of the programs during disasters c. state some safety and risk reduction activities d. participate in disaster drills in school/communities.	<i>Show support for efforts towards creation of safe communities.</i>	Students will achieve this outcome when they: a. respond effectively to natural disasters and evacuation procedures.	<ul style="list-style-type: none">▪ Community project▪ Community Profile▪ Identify and map out existing community safety program▪ What to do in times of disasters or before it happen	National Peer Educators Training Manual. (MOH/UNFPA/UNICEF) Creating and Effective communication in the pacific region.

FLE3. RELATIONSHIPS

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE13.3 RELATIONSHIPS				
Strand Outcome	Identify, discuss, investigate and evaluate the impact of safe relationships and behaviours among peers and communities and develop effective communication for building good relationships.				
Sub-strand	FLE13.3.1 Building Healthy Relationships				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Evaluate strategies to manage marriage and life time commitments and plan innovative and creative ways to improve it.</i>	Students will achieve this outcome when they: a. list tips for a good marriage b. state the different attitudes towards these tips c. assess which ones are common to all groups d. propose innovative and creative ways to improve it.	<i>Demonstrate appropriate attitudes towards life.</i>	Students will achieve this outcome when they: a. demonstrate a positive attitude towards others.	<ul style="list-style-type: none">▪ Types of relationships?▪ Good and bad relationships?▪ Impact of a good and healthy relationship▪ Dating and relationships▪ Parenting▪ Married life and what to expect?	Reproductive Health Education, A Manual for Teachers in the South Pacific. (Family Planning Australia)

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE13.3 RELATIONSHIPS				
Strand Outcome	Identify, discuss, investigate and evaluate the impact of safe relationships and behaviours among peers and communities and develop effective communication for building good relationships.				
Sub-strand	FLE13.3.1 Resilience, Coping and Management Skills in Relationships				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Develop negotiation skills through effective dialogue and mediation in order to enhance relationships.</i>	Students will achieve this outcome when they: a. list life skills of interpersonal and communication b. describe characteristics of effective dialogue c. demonstrate a mediation process in a conflict situation.	<i>Appreciate that relationships involve people and are based and influenced by values.</i>	Students will achieve this outcome when they: a. presents ideas and makes arguments confidently.	<ul style="list-style-type: none">▪ What is Resilience?▪ What is coping skills?▪ Negotiation skills▪ Safe relationship▪ Communication skills	National Peer Educators Training Manual. (MOH/UNFPA/UNICEF) Creating and Effective Communication Project in the Pacific Region.

FLE4. HEALTH PROMOTION

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE13.4 HEALTH PROMOTION				
Strand Outcome	Observe, describe, identify, discuss and promote through writing and role playing the types of health services available in the country; then use the available data to track, gauge and evaluate the effectiveness of the methods in which Ni-Vans access health information in Vanuatu.				
Sub-strand	FLE13.4.1 Coping with Mental Health				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Plan strategies to respond to vulnerable and high risk situations.</i>	Students will achieve this outcome when they: a. sketch school community maps and identify vulnerable and high risk spots b. tabulate a list of high risk behaviours in each of the spots c. express ways to reduce vulnerabilities and risks in school/community d. demonstrate actions to counter risky situations.	<i>Value importance of risk free settings.</i>	Students will achieve this outcome when they: a. take action to address vulnerabilities in school or their community.	<ul style="list-style-type: none">▪ What is Social inclusion?▪ Effective Communication▪ Dynamics of Social environment▪ How to create a better social environment▪ Identify Marginalize groups and develop strategies to address it	National Peer Educators Training Manual. (MOH/UNFPA/UNICEF)

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE13.4 HEALTH PROMOTION				
Strand Outcome	Observe, describe, identify, discuss and promote through writing and role playing the types of health services available in the country; then use the available data to track, gauge and evaluate the effectiveness of the methods in which Ni-Vans access health information in Vanuatu.				
Sub-strand	FLE13.4.2 Nutrition				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Develop local nutrition plans for mothers and babies and identify necessary nutrients in the diet to help promote good health for both.</i>	Students will achieve this outcome when they: a. list nutrients and food values of a range of local foods b. draw up nutrition plans with use of local foods for expecting mothers and infants aged 3-6 c. expand the nutrition plans with specific nutrients for mothers and babies.	<i>Appreciate the inclusion of local fresh foods in everyday meals.</i>	Students will achieve this outcome when they: a. bring a local fruit, vegetable or meat as part of their school meal b. plant local foods/crops in school and at home.	<ul style="list-style-type: none">▪ What is a healthy mother’s diet?▪ Analyse meals (base on scenarios)▪ How to prepare balanced meals for mother and baby (for future) in relation to parenthood	Reproductive Health Education, A Manual for Teachers in the South Pacific

Learning Area Outcome	Identify, discuss and recognize the different transitional phases of adolescence from early, middle to later stages and demonstrate and appreciate the physical and psychosocial changes that contribute significantly towards a safe and healthy life journey for students.				
Strand	FLE13.4 HEALTH PROMOTION				
Strand Outcome	Observe, describe, identify, discuss and promote through writing and role playing the types of health services available in the country, then use the available data to track, gauge and evaluate the effectiveness of the methods in which Ni-Vans access health information in Vanuatu.				
Sub-strand	FLE13.4.3 Community Health Promotion and Services				
Content Learning Outcome					
Concept and Skills	Indicators	Attitude	Indicators	Content organizers	Resources/ References
<i>Evaluate community health services and make recommendations on how they can be improved to attract more youths.</i>	Students will achieve this outcome when they: a. identify youth services in their community health facilities b. describe the types of services for young people c. assess the level of youth access to the health services.	<i>Show support for youth health services.</i>	Students will achieve this outcome when they: a. participate with local youths in accessing health services.	<ul style="list-style-type: none">▪ Community Profile▪ Map out health facilities that suit young people▪ Identify Youth Friendly Features of the Public Health Facility▪ Promoting Youth Friendly Health Service through Peer Education	Reproductive Health Education, A Manual for Teachers in the South Pacific. (Family Planning Australia) Health Promotion IEC Materials (MoH).

Section 3

ASSESSMENT AND REPORTING

Assessment

The FLE subject mostly deals with skills, hence its assessment component is designed in such a way that it will cater for assessing student's skills rather than knowledge. This is because the course is mostly dealing with how one manages oneself and to have knowledge about something is quite different from making use of the knowledge to manage oneself. Hence in this course the writers mostly want the students to develop skills to manage themselves when they enter the real world. Therefore a small section of the assessment component will be devoted to testing the student's knowledge so as to coerce the students to learning the course material. However the weighting for the test will be as minimal as possible. The assessment components will mostly be continuous and it will comprise of tests, surveys and interviews culminating in report writing, minute paper, scenarios and mini projects.

The FLE syllabus will mostly be 100% continuous Assessment. Find below the details for each year level.

Year 11 Assessment Task

Assessment task	Weighting (%)
<p style="text-align: center;">2 Tests</p> <p>(1 in week 5 and another in week 10 covering the topics to date)</p> <p>Strand areas that will be tested are as follows:</p> <ul style="list-style-type: none">▪ FLE1. Human growth and development 15%▪ FLE2. Prevention and safety 5%▪ FLE3. Relationships 10%▪ FLE4. Health Promotion 10%	40
<p style="text-align: center;">Minute Paper</p> <p>Strand areas that will be tested are as follows:</p> <ul style="list-style-type: none">▪ FLE1. Human growth and development▪ FLE2. Prevention and safety▪ FLE3. Relationships▪ FLE4. Health Promotion	60

Assessment 1: In class test one in week 5 and another in week 10 covering the subjects to date.

Due: Week 5/10

Weighting: 40% (20% for the first test and another 20% for the second test)

Type: In-class test

Length: Equivalent to 1000 words (500 words for the first test and 500 words for the second test, totalling 1000 words)

Instructions

This first test will test the knowledge of what the students have learnt in weeks one to five and another in week 10.

Assessment 2: Minute Paper

Due: Week 5 and Week 10

Weighting: 60%

Type: Portfolio

Length: 1000 words

Instructions

The minute paper is a student's record, maintained throughout the term, capturing the things that s/he has learnt in lessons. The first paper (worth 30%) will be submitted straight after test one and the second paper (worth another 30%) will be submitted along with test two.

The following criteria will be assessed:

Coverage of Minute Paper

Good	The minute paper is up to date with all the main topics captured for each lesson. Dates are accurate and the minute paper exhibits a good understanding of the topics covered in the lesson. It is detailed, has been done with great care, and is well organized for ease of reading.	20 marks
Satisfactory	The minute paper is not up to date. Some of the main topics have not been detailed. Some dates are missing and the paper does not show a good understanding of what has been covered.	15 marks
Needs improvement	Most of the minute paper is inaccurate and the minute paper does not show a coherent record of the topics covered. It is not detailed and is done in a slip slop manner.	5 marks

Presentation and language

Good	Accurate use of grammar, spelling and punctuation, with very few errors.	10 marks
Satisfactory	Written language is understandable, but there are some errors of grammar, spelling and/or punctuation.	5 marks
Needs improvement	Poor use of language, with many errors of grammar, spelling and punctuation.	1 mark

Year 12 Assessment Task

Assessment task	Weighting
Portfolio: Questions and answers from each strand	100%
▪ FLE1. Human growth and development	
25%	
▪ FLE2. Prevention and safety	
25%	
▪ FLE3. Relationships	
25%	
▪ FLE4. Health Promotion	
25%	

Assessment: Portfolio

Due: Week 10

Weighting: 100%

Type: Portfolio

Length: 2000 words

Instructions

The portfolio comprises specific tasks (to be decided by the teacher) from each strand that students will be expected to answer in full and submitted in week 12. The teacher is expected to develop their own marking criteria as this will vary from teacher to teacher. However, the guiding principle is that each strand is worth 25%.

Year 13 Assessment Task

Assessment task	Weighting (%)
Journal	30
Mini Essay	70

Assessment 1: Journal Writing

Due: Week 5/10

Weighting: 30%

Type: Journal writing

Length: Equivalent to 1000 words (500 words in the first journal entry and 500 words in the second journal entry)

Instructions:

Each student is required to keep a journal of what has been learnt, reflecting on how they will use the information when faced with a real situation out in the real world. Students will be marked according to how much they have written and their reflections on the content of what they have understood. The following components will be marked:

Marking criteria

	Above average	Average	Below average
Record of events	Journal provides a logical, concise, accurate record of every event in the course. <i>5 marks</i>	Journal of events is reasonably accurate and concise. <i>5 marks</i>	Below average: The record of events is inaccurate, with omissions. <i>1 mark</i>
Content	Above average: Journal is well-structured, has clear headings, is neat, and contains accurate details of everything covered in the course. <i>10marks</i>	Average: Journal has a clear structure and is readable. There may be one or two omissions or inaccuracies. <i>5 marks</i>	Below average: Poor structure, few details, and several omissions or errors. <i>1 mark</i>
Reflections and opinions	Excellent: Careful, detailed reflection on all lessons and topics, with opinions expressed clearly; there are several ideas on how the information/skills can be used in different contexts. <i>15 marks</i>	Above average: Some valid opinions are expressed on most lessons and topics, with an indication of their usefulness, and at least one reflection on how the information/skills can be used in different contexts. <i>10 marks</i>	Below average: A few opinions are expressed, but detail is lacking. <i>3 marks</i>

Assessment 2: Mini Essay

Due: Week 10

Weighting: 70%

Type: Research Project

Length: Equivalent 2000 words

Instructions:

In pairs conduct a research project about a prevalent issue within your community. This could range from anything that is currently affecting the health of the community for example, teenage pregnancy, drug abuse, child abuse, youth unemployment etc. Your research project should comprise of the following:

- Literature review 20%
- Methodology 20%
- Discussion of Results 20%
- Recommendation/s 10%

Reporting

Reporting is undertaken on a term or semester basis after assignments are done in schools. Schools are responsible for producing hard copy reports for student to allow parents and other pastoral guidance to check student's performance. Communication of the student's performance must take into account the teachers appraisals and the weighting specified in the syllabus.

Links to other subjects

Family Life Education is linked directly to some subject areas and has some indirect links as well with majority subject areas in the curriculum. Where the links are direct there may appear to be some degree of overlap in the concepts, however the content and delivery modalities may vary. This is important to allow for consolidation of information while providing a rich and diverse perspective on learning.

Strands	Sub-strands	Links to other subjects
FLE1. Human Growth and Development	<ul style="list-style-type: none"> ▪ Growth and Development ▪ Sexual Health ▪ Reproductive Health 	<ul style="list-style-type: none"> ▪ Biology ▪ Home Economics/Technology ▪ Moral Education
FLE2. Prevention and Safety	<ul style="list-style-type: none"> ▪ Prevention and Safety of individuals ▪ Prevention mechanisms and safety nets in the community 	<ul style="list-style-type: none"> ▪ Social Science ▪ Technology/Home Economics ▪ Physical Education ▪ Agriculture ▪ Mathematics ▪ Languages ▪ Moral/Religious Education ▪ Civic Education
FLE3. Relationships	<ul style="list-style-type: none"> ▪ Building Healthy Relationships ▪ Resilience, coping and management skills in relationships 	<ul style="list-style-type: none"> ▪ Social Sciences ▪ History ▪ Geography ▪ Mathematics ▪ Languages ▪ Moral/Religious Education
FLE4. Health Promotion	<ul style="list-style-type: none"> ▪ Coping with Mental Health ▪ Nutrition ▪ Community Health Promotion and Services 	<ul style="list-style-type: none"> ▪ Social Science ▪ Biology ▪ Technology/Home Economics ▪ Agriculture ▪ Moral/Religious Education

Section 4

BIBLIOGRAPHY

Section on HIV and Aids, International Technical Guidance on Sexuality Education volume 1 and 2, December 2009, UNESCO, Paris, France.

Sexuality and Education Council of the United States, Guideline for Comprehensive Sexuality Education, 3rd Edition, 2004, United States .

SPC, Adolescent and Reproductive Health, Noumea Cedex, New Caledonia.

Dr Latu Rufina, WHO office, 2010.

Naupoto Penisoni, Family Life Education, Adolescent Health and Development, SPC, 2010.

UNESCO, 2009. International Guidelines on Sexuality Education.

SPC, 2010, FLE Regional Standards (Draft), Suva.

VITE, Family Life Education Manual for Teacher Trainees, MoE, Port Vila.

MoH, Peer Education Training Manual, Port Vila.

Akhito .N. Watabe, National Policy and strategy for healthy Island 2011-2015, Port-Vila

Recommended resources

Available resources on sexual and reproductive health currently being used are mainly for out of school youths, with very little in-school resources available for youths and adolescents going through the school system. Existing resources would best be suited for lower level or junior secondary and could also be repackaged for senior secondary levels. Essentially the senior secondary program is more explicit and requires more analytical and higher level interaction and learner support.

Lists of available resources for FLE are tabulated below.

	Name of Material	Content	Format (CD, DVD, Manual)	Developed by	Organization using it	Target Group	Language
SEXUAL & REPRODUCTIVE HEALTH RESOURCE MATERIALS							
1	Adolescent Reproductive Health (ARH) Manual	<p>Adolescent Sexual & Reproductive health information. Topics include the following:</p> <ul style="list-style-type: none"> ▪ Growing Up ▪ Sexual Changes & Reproductive Health ▪ Sexuality Self-esteem and values ▪ Sexuality and decision making ▪ Gender roles & responsibilities ▪ Sexual activity & pregnancy ▪ Preventing pregnancy ▪ Sexually transmitted infections ▪ HIV/AIDS ▪ Protecting yourself from STIs and HIV ▪ Safe relationships ▪ Risky Behaviour ▪ Sexual Abuse ▪ Your Health & your future 	Manual	UNFPA/SPC	AHD Project, Dept. of Health, Ministry of Health	Mainly for out of school youths but suitable for Junior Secondary	Available in English only

2	ARH Flip Chart	<ul style="list-style-type: none"> ▪ Adolescent Sexual & Reproductive health information including substance abuse ▪ Teenage Pregnancy ▪ Substance abuse 	Flip Chart	UNFPA/SPC	AHD Project Ministry of Health	All ages and suitable for year 9-13	Available in English
3	Creating an Effective communication project in the Pacific Region	<ul style="list-style-type: none"> ▪ Understanding Behaviour Change Communication ▪ Understanding Vulnerability & Risk in your community ▪ Identifying and assessing audiences ▪ Deciding on your behaviour change communication and objectives ▪ Designing your communication project ▪ Developing work plan and budget 	Manual	SPC/Global Fund/UNFPA		All ages and suitable for year 9-13	Available in English
4	Peer Educators Training Manual	<ul style="list-style-type: none"> ▪ Introductory Module – Health & Human Rights ▪ Peer Education ▪ Sexual & Reproductive Health ▪ Sexually Transmitted Infections (STIs) ▪ HIV and AIDS ▪ Basic Life Skills ▪ Behaviour Change Communication ▪ Basic Counselling Skills ▪ Planning, Reporting & Evaluation 	Manual	Ministry of Health	Ministry of Health & All partners providing Peer Education Programs on Sexual and Reproductive Health information and Services	Mainly for out of school youths but suitable for Junior Secondary	Available in English only

5	Family Life Education Manual for trainee teachers	<p>Topics include the following</p> <ul style="list-style-type: none"> ▪ Sexual Changes & Reproductive Health ▪ Sexuality Self-esteem and values ▪ Sexuality and decision making ▪ Gender roles & responsibilities ▪ Sexual activity & pregnancy ▪ Preventing pregnancy ▪ Sexually transmitted infections ▪ HIV/AIDS ▪ Protecting yourself from STIs and HIV ▪ Safe relationships ▪ Risky Behaviour 	Manual	VITE, Ministry of Education	Vanuatu Teacher Education 's Trainees	<p>Trainee Teachers</p> <p>Primary teachers</p> <p>Secondary teacher</p>	Available in English only
6	Health promotion General health Community mobilization	<ul style="list-style-type: none"> ▪ Healthy Islands ▪ Primary health care ▪ Health promotion ▪ Health community Act ▪ Community Mobilization ▪ General health (all topics) ▪ Reproductive health ▪ NCD: Communication skills 	DVD Lecture	MOH JICA WHO	MOH Peace Corps JICA	Information Provider for health worker, church, teachers, chiefs and school children at all levels	<p>Bislama</p> <p>Possible to translate into French and English</p>

7	Wan Smol Bag IEC Materials	<p>Sexual & Reproductive Health IEC Materials</p> <ul style="list-style-type: none"> ▪ A Piece of Land (DVD) ▪ Eniwan I luk Rose (DVD) ▪ Father's Dream (DVD) ▪ George & Sheila (DVD) ▪ Kasis Road (DVD) ▪ Love Patrol Series 1-4 (DVD) ▪ Mr Right Guy (DVD) ▪ Positive (DVD) ▪ Sorie Suri (DVD) ▪ Drama in Reproductive Health (Book) ▪ Four Plays (Book) ▪ Kleva ino save winim AIDS (Comic Book) ▪ Gel Ambae wetem Boe Tanna (Comic book) 	Multimedia IEC Materials	Wan Smol Bag & Various Donor Agencies	Wan Smol Bag, Govt., NGOs, Faith Based Organizations (FBOs), Civil Society Organization (CSO)	<p>Teacher Trainees</p> <p>Primary teachers</p> <p>Secondary teacher</p> <p>Information Provider for health worker, church, teachers, chiefs and all school children at all levels</p>	<p>Available mostly in English and Bislama</p> <p>Selected materials in French</p>
8	<p>Reproductive Health Education –</p> <p><i>A Manual for Teachers in the South Pacific</i></p>	<ul style="list-style-type: none"> ▪ Pregnancy & Birth ▪ Male & Female: Similarities and Differences ▪ Child growth & development ▪ Puberty & Adolescence ▪ Relationships ▪ Sexual Relationships ▪ Parenting ▪ Family Planning ▪ Sexual Health issues ▪ STIs, HIV and AIDS ▪ Safer sex ▪ Drugs and alcohol ▪ Sexual assault and harassment ▪ Male reproductive vocabulary ▪ Female reproductive vocabulary 	Training Manual	Family Planning Australia	Vanuatu Family Health Association	Manual for teachers in the South Pacific	Available in English only

9	Sexual Health Education – <i>A Training Manual for the Pacific</i>	<ul style="list-style-type: none"> ▪ Basic Strategies for running a group ▪ Starting the group ▪ Sexuality and Sexual Health ▪ Values ▪ Adolescent Sexuality ▪ Teenage Pregnancy ▪ Gender ▪ Men's Sexual Health ▪ Women's Sexual Health ▪ Sexuality and Disability, Ageing and Illness ▪ Concept and Contraception ▪ Sexually Transmissible Infections (STIs) ▪ HIV/AIDS ▪ Safer Sex ▪ Rape & Sexual Abuse ▪ Communication and Counselling Skills ▪ Evaluation ▪ Resources and Agencies 	Training Manual	Family Planning Australia	Vanuatu Family Health Association	Manual for teachers, nurses, Health workers in the South Pacific	Available in English only
10	Food & Nutrition Training Manuals	<ul style="list-style-type: none"> ▪ Family Food Supply ▪ Food, Drinks and Non-Communicable Disease ▪ Food, Drinks and Life ▪ Food, Drinks and Infectious Disease ▪ Developing Community Nutrition Programs ▪ Food in Schools 	Training Manuals	The Secretariat of the Pacific Community	Schools, NGOs, FBOs, CSOs, FBOs in the South Pacific Region	Students, young people, community as a whole	Mainly in English

Section 5

APPENDICES