

EFFECTIVE INSTRUCTIONAL STRATEGIES FOR FAMILY LIFE/HIV AIDS EDUCATION

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Abstract

The acquisition of appropriate skills, abilities and competences needed to equip the young Nigerian live a quality life and make healthy decisions about their sexual life and behaviour demands a greater role of the teacher of the Family Life and HIV/AIDS Education (FLHE). There is also the desirable demand for quality and effective instructional strategies for the delivery of the planned process of education in the prevention of HIV/AIDS and developing positive attitudes toward better family living generally. This paper discusses the rationale, goals, objectives and contents of the Family Life and HIV/AIDS Education curriculum. It also looks at instructional techniques and methods as strategies for effective delivery of Family Life HIV/AIDS Education (FLHE). All these are to ease the work of the teacher in achieving the Intended Learning Outcomes (ILO).

The Nigerian government in her response to the global emergence of the HIV/AIDS scourge relied heavily on her national aims and objectives of education as entrenched in the National Policy on Education (2004). The National Policy on Education states the general objectives of education in Nigeria to include: “inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian Society; the inculcation of national consciousness and national unity; the training of the mind in the understanding of the world around; and the acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of his society” (NPE, 2004). The task of developing Family Life/HIV-AIDS Education as a “planned process of education” took cognizance of the pivotal provision of the policy. The National Policy on Education (2004) states that “the quality of instruction at all levels has to be oriented towards inculcating values” desirable for the attainment of Nigeria’s national objectives and self-realization.

“The work of the teacher in the society is so important that it cannot be safely brushed aside if society is to make good progress and correct all the ills that are gradually growing into its fabrics” (Majasan, 1995). The role of the teacher in the learning, teaching and education for the life and survival as typified in the Family Life and HIV/AIDS Education transcends knowing the subject-matter to teach. The well-equipped teacher must know why he has to teach it, to whom he has to teach it, when he has to teach it and how he has to teach it. A

proper understanding of these will generate maximum comprehension on the part of his students.

National curricular efforts to contain the issues discussed above started with the 1999 Sexuality Education curriculum which eventually gave way to the more culturally acceptable Family Life/HIV AIDS Education (FLHE) curriculum (2003). Instructional strategies therefore needed to be evolved for the effective teaching of Family Life/HIV-AIDS education at all levels of the nation's education system. (Meaning, goals and objectives of Family Life/HIV AIDS Education is discussed below). A quality instructional strategy in the delivery of the Family Life/HIV AIDS Education (FLHE) themes and topics will help achieve the inculcation of the values demanded by the policy. These values are:

- a. respect for the worth and dignity of the individuals;
- b. faith in man's ability to make rational decisions;
- c. moral and spiritual values in inter-personal and human relations
- d. shared responsibility for the common good of society;
- e. respect for the dignity of labour and
- f. promotion of the emotional, physical and psychological health of all children. (NPE, 2004)

Rationale for the Introduction of Family Life/HIV AIDS Education

Nigeria was contending with the implementation of its National Population/Family Life Education Programme before the advent of the HIV/AIDS scourge. The programme which was designed to stem the nation's rapid population growth and enhance the quality of life in the citizenry later embraced some topics on HIV/AIDS. However, the 1994 International Conference on Population and Development (ICPD) made declaration that shifted emphasis to Reproductive Health which include Family Planning and Sexual Health. The ICPD programme of Action identified HIV/AIDS scourge as a global concern that required the urgency to be addressed through a preventive education.

Findings revealed that in 1998, over 50% of the Nigerian population was constituted by those of the age group of 15-24 years which also constitute 60% of all HIV/AIDS cases (NERDC, 2003). This age group is made up of the adolescents and the youths of the population who need to learn a lot about themselves and adjusting to rapid body changes. There was need therefore to provide a whole range of education and information on human physiology, particularly at the adolescent stage including changes and feelings to remove confusion about what adolescent are supposed to do in a variety of situations in relationship with family and peers as well as trying to assess conflicting messages about who they are and what is expected of them.

As earlier indicated above, National curricula efforts to contain the issues discussed above started with the 1999 Sexuality Education curriculum which eventually gave way to the more culturally acceptable Family Life/HIV-AIDS

Education (FLHE) curriculum (2003). Government's directive in this regard came at the end of the 49th session of the National Council on Education (NCE) in September 2002 to the Nigerian Educational Research and Development Council (NERDC) which has the mandate to ensure its implementation in schools. Family Life/HIV-AIDS Education (FLHE) involves acquiring information and forming attitudes and values about identity, relationship and intimacy, all aspects of HIV/AIDS and general sexual health (NERDC, 2003).

Goals and Objectives of Family Life/HIV AIDS Education

What is FLHE?

Since the new FLHE curriculum has to shed its garment of sexuality education, NERDC therefore attempted to typify the definition of FLHE. NERDC (2003) defined Family Life and HIV-AIDS education as “a planned process of education that fosters the acquisition of factual information, formation of positive attitudes, beliefs and values as well as development of skills to cope with the biological, psychological, socio-cultural and spiritual aspects of human living”. This definition has been found to be too broad and loose as to the specificity and simplicity of family life and HIV/AIDS. Even a broader look at sexual health or sexual living does not in any way, suggest “human living” in its entirety. The teacher of FLHE needs to restrict the factual knowledge on “human living” to sexual awareness, sexuality, health needs, human development, personal skills, relationship, communication, culture, society, HIV-AIDS prevention, mitigation, care and support, and life-skills needed to avoid risky-behaviour (Oyinloye, 2004).

a. Goals of FLHE

The focal goal of FLHE in Nigeria is the prevention of HIV/AIDS through awareness and education. The goal will provide learners with opportunities to:

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

b. Objectives of FLHE

The Family Life/HIV-AIDS education is a preventive education strategy. Its objectives include to:

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

Contents of FLHE

FLHE curriculum contents are developed around five major themes and each of these cover knowledge, attitudes and skills. These themes are made up of topics identified with specific performance objectives, which are measurable at the end of each lesson.

The contents are spirally arranged for continuity and rising depth as pupils/students move from one level to the other. The curriculum is learner-oriented in that many activities are tailored towards making learning practical and pupil-centered.

Classification of Contents by Themes

Themes	Topics	Level	
Theme 1:	Human Development	Parts of the human body and Body Image, plus puberty	Lower primary Upper Primary JSS
Theme 2:	Personal Skills:	Values, self-esteem Decision-making Communication, Assertiveness, Finding Help Plus Goal setting and Negotiations	Lower primary Upper primary JSS
Theme 3:	HIV Infection:	HIV-what is it? Body abuse & Body care Plus HIV Transmission Plus Sexually Transmitted Infections and HIV-AIDS	Lower primary Upper primary JSS
Theme 4:	Relationships:	Families, Friendship And Relationship within the Larger society. Plus Relationship with visitors To the home Plus Love	Lower primary Upper primary JSS
Theme 5:	Society and Culture	Humanity and Religion Humanity and the Media Plus	Lower primary

Humanity and Society	
Humanity and Diversity	
Humanity and The Arts	Upper primary
Plus Gender Role	
Humanity and the Law	JSS

The total topics for the lower primary FLHE curriculum contents are sixteen (16) while there are twenty-two (22) topics for Upper primary and Twenty-Four (24) for the JSS.

The effective delivery of the FLHE contents through instructional strategies appropriate for each level and topics well equip the Nigerian learners with adequate knowledge, facts and information capable of influencing positively, their attitudes and behaviour. Kelly (2004) submitted that learners will incorporate the useful knowledge, reasoning, ability, skills and values that will contribute to their protection against HIV/AIDS and development of life long coping skills.

Instructional Strategies for Effective Delivery of FLHE

There is the need for effective instructional strategies to ensure adequate acquisition of knowledge of self, family living and HIV prevention education from childhood to adulthood as well as from primary to tertiary levels of education. These strategies could further be classified as instructional techniques and instructional methods.

NERDC, (2003) described the special attributes of the FLHE curriculum as being “learner centred”, its contents also “spirally arranged” using the “thematics approach” in a structure that will lead to the “comprehensive coverage” of the topics identified or listed for each theme. This curricula arrangement requires pedagogical approaches that will ensure that:

- (a) the many activities are geared towards making learning practical and pupil-oriented.
- (b) there is continuity and rising depth of content as the student moves from one level to the next,
- (c) the school curriculum is not necessarily overloaded with a new subjects and
- (d) the intended learning outcomes are achieved.

The main focus of the instructional strategies according to Majasan (2005) “is how a good teacher could handle his subject efficiently inside and outside the classroom”. He added that teaching involves “the teacher, the pupils, the subject being taught and the environment in which it takes place”. Consequently for the teaching of FLHE to be effective, the four factors stated above do have inputs to make in the process. These inputs are that

- i. the teacher should see himself as the group leader,

- ii. the pupils must be ready to learn and to follow the group leader,
- iii. the subject matter (FLHE) must be relevant and attractive, and
- iv. the environment must be conducive for learning.

Instructional Techniques

“Technique” overlaps meaning with “method” but has to do with activities of a more general nature, the entirety of procedures involved in a process. Some of the techniques identified in pedagogy and are found relevant to FLHE include:

- i. Child-centred
- ii. Individualized/Independent Learning
- iii. Group/Team process and
- iv. Use of multimedia

1. **Child-Centred Technique:** The FLHE curriculum has itself the special attribute of being learner friendly or learner-centred. The curriculum is targeted more at the children and adolescents who are young people and are learning a great deal about themselves and adjusting to rapid body changes. They therefore need to be able to develop a positive and factual view of self through activities in learning using strong motivational forces arising from their interest and activities.

The learner is able to discover new knowledge about HIV/AIDS and family life through self effort under the teacher’s guidance. The advantages of this technique include the fact that the knowledge gained through it sticks much faster and is much more useful than what is given out by teachers or memorized from books. The learners are also encouraged to think critically and to express their feelings or discoveries in their own words. The atmosphere for the use of this technique should be relaxed and friendly which makes pupils/learners feel that what they have contributed is important, meaningful and worthwhile in their development (Majasan, 2005).

2. **Individualized/Independent Learning Technique:** The FLHE learner is treated as an individual working at his or her own pace. In most recent times, individuals have been introduced to programmed learning through teaching on television and internet programmes. Therefore, the learner has to develop critical thinking and problem-solving skills, to be able to learn independently. He often needs information on what is expected of him whether by precept or by example and learning to have initiatives and how to process information correctly. He must develop an inquiry and critical mind too with a lot of self appraisal (Nwagbara, 2003).
3. **Group/Team Technique:** Expectedly, this is the opposite of individual/independent learning. The learners are expected to work together

in groups or teams for a common purpose beneficial to themselves and the learner's class. NERDC (1988) defined it as "a thinking together process which fosters cooperation in learning. It operates on the principle that the knowledge and idea of several people pooled together, have greater merit than those of a single persons". This process enables the FLHE learner to develop self- confidence, critical thinking, sense of tolerance and spirit of cooperation within a team.

4. **Multimedia Technique:** This involves communication through such media as the print and electronic. The audio-visual materials like the television, radio, computer, telephone and cameras reinforce instruction in family life and HIV-AIDS education to enrich learning experiences effectively. That is why, for instance, the FLHE curriculum suggests to the teacher to use "relevant songs, poems or films" to reinforce "who a friend is" or "qualities that promote friendship" at the lower primary level. The teacher could use a pre-recorded song, poem or scene to play back to the class. A tape recorder will be necessary. The multimedia technique will require the radio, television, newspaper, magazines, videotapes, VCD, Computer, the internet etc. It may not be easily affordable or accessible in some rural settings but its effectiveness necessitates its provision.

Instructional Methods

Method is said to be a procedure for doing something. It is more specific in approach. Some believe that there are probably as many teaching methods as there are teachers and that a particular method used at one level might look quite different at another level. One may not therefore be able to make a complete listing of methods (Adams and Garrett, 2009). Some of these instructional methods range from the old traditional lecture, recitation, deductive, inductive methods, to more scientific ones like inquiry or discovery, project, activity, laboratory, demonstration and observation methods. New methods employed in the teaching of culturally sensitive issues like sex education, population education, family life and HIV-AIDS education include seminar, values clarification, problem-solving, role play, dramatization, discussion, eclectic, songs and enter-educate methods. A look at some of these methods will further reveal their relevance to the teaching of FLHE.

1. **Inquiry/Problem Solving Method** – The method demands minimum guidance from the teacher. The learner tries to solve a problem through specific steps such as
 - a. defining a problem
 - b. formulating hypothesis
 - c. gathering data
 - d. reporting data/findings
 - e. testing the hypothesis
 - f. making a conclusion
 - g. application of conclusion

These procedures are to make FLHE learner develop the ability for reflective and critical thinking. It makes use of the facts to develop the conceptual.

2. **Role Play** – It is an instructional method relevant to FLHE, in which players/learners put themselves in place of others so as to act out their roles through imitation. The actors only assume roles but express themselves in their own words. No script is involved for them to memorize and there are no rehearsals. However, the teacher must plan ahead, identify a problem and help pupils to select roles they wish to play. Learners need to be allowed to discuss their roles well enough to achieve confident performance. The method prepares learners to develop their imaginative skills, express their feelings towards various issues and have positive attitude to family life and HIV/AIDS.
3. **Dramatization Method** – This is employed to bring out the reality of situations as they concern FLHE and Nigeria. Memorization, imaginative thinking and acting skills are developed in the learners through the use of this method. They are exposed to opportunities for independent work, analysis, interpretation of facts and logical thinking. It also gives room for creativity and logical thinking.

The steps involved in dramatization include

- a. identifying an issue or situation to be clarified/emphasized
- b. scripting, with emphasis on specific aspects
- c. freedom of choice of parts/roles that learners wish to play
- d. briefs on parts to be played,
- e. enough time for memorization and rehearsals
- f. enough time for dramatization
- g. guide questions for follow-up discussions
- h. evaluation of learners' performance on stage
- i. ensuring that the intended learning objectives are achieved.

Conclusion

Family Life and HIV-AIDS education is a recently adopted education sectoral response in applying the “education vaccine” to arrest the HIV/AIDS scourge. A skillful teacher would require adequate knowledge of effective instructional strategies for the delivery of the FLHE curriculum which is “comprehensive and factual”, “Learner-centred” and “thematic” in approach. Efforts have been made therefore in this paper to look at the aims/goals and content of FLHE and relevant instructional strategies that would ease the work of the teacher in achieving the intended learning outcomes (ILO), i.e. the child’s

adequate knowledge and positive behavioural and attitudinal responses to HIV/AIDS.

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