

!"#\$%&"'()\*#+%\$,!\*-) ),  
/01\*- ) 21,30%4%&"5) &,1&\$,  
6) &"0) .,6#005\*#.#2,

/015&5&7,)8,/015&%0+,91&#1...

The student-focused trachoma control and prevention curriculum aims to actively engage grade 1-4 students in personal hygiene and environmental sanitation activities, as a mechanism to decrease the spread and prevalence of trachoma in the Amhara National Regional State. This curriculum builds school children's knowledge of trachoma and promote health in their families, and in their communities through dramas, games, and stories. In particular, it assumes

..... 4

1.1 The Role of Students and Teachers in Trachoma Control and Prevention ..... 4



## **Students'**

This student-focused school trachoma prevention and control curriculum is based largely on a *one-to-one* health education approach. This approach asserts that school children have immense potential to disseminate health ideas and practices to other children, their families,

It encourages students to use their imagination and creativity tackle new experiences, learn from them, and develop important skills through exploring and investigating.

It gives students confidence in what they are doing through succeeding in their activities, having the satisfaction of an accomplished task, bouncing back from setbacks, and dealing with risk.

It makes students responsible citizens through activities that encourage them to see the world from different perspectives, learning to share their experiences, learning to respect themselves and others, and making decisions.

It makes students effective contributors through interacting together in leading or supporting roles, addressing problems, expanding communication skills, taking part in sustained talking and thinking, and respecting the opinions of others.

It increases content knowledge, capabilities such as critical and creative thinking, problem solving, adaptability, communication and interpersonal skills, and develops positive attitudes towards learning. Hence, it makes learning life in its own, but not a preparation for future life.

It increases enthusiasm for learning in both students and teachers.

Kv"ko rtqngu"uvwfgpvuø"rgtegrvkkpu"cpf"cvkvw fgu"vq yctfu"kphqt o cvkqp"nkvggtce {0"

Appendix 1 (page 17) shows







organizers.

- Ä Throughout the training, continue to ask participants if their expectations are being met.

large? How do we prevent and control trachoma? Go through each of these questions one by one.

Ä Use the flip chart to write the answers to the questions as described by the participants.

Ä

: At the end of this session:

1. Participants will understand the importance of using participatory and student centered techniques to teach trachoma-based lessons for students.
2. Participants will be able to use a variety of interactive strategies in the teaching of trachoma-based lesson in schools.

90 minutes

The following materials will be required for this session:

1. Flip chart.
2. Marker pens.
3. Copies of "Active learning techniques handout" found in the appendix of this manual (page 19). Ensure

2. Participants will be able to plan trachoma-based lessons so as to make the classroom

ctiwogpvu."kv"ku"rtghgtcdng"vjcv"eqoogpvu"dg"rtghcegf"ykvj"vjg"uvcvgo gpv<"ōK"yqwnf"  
sugiguv" {qw"eqpukfgt"fqkpi" í öAs the facilitator, ensure that feedback is given in a  
respectful manner

This session is aimed at providing a summary of the entire training, emphasize the following points:

Trachoma is present in many regions in Ethiopia, including Amhara, and it has economic,

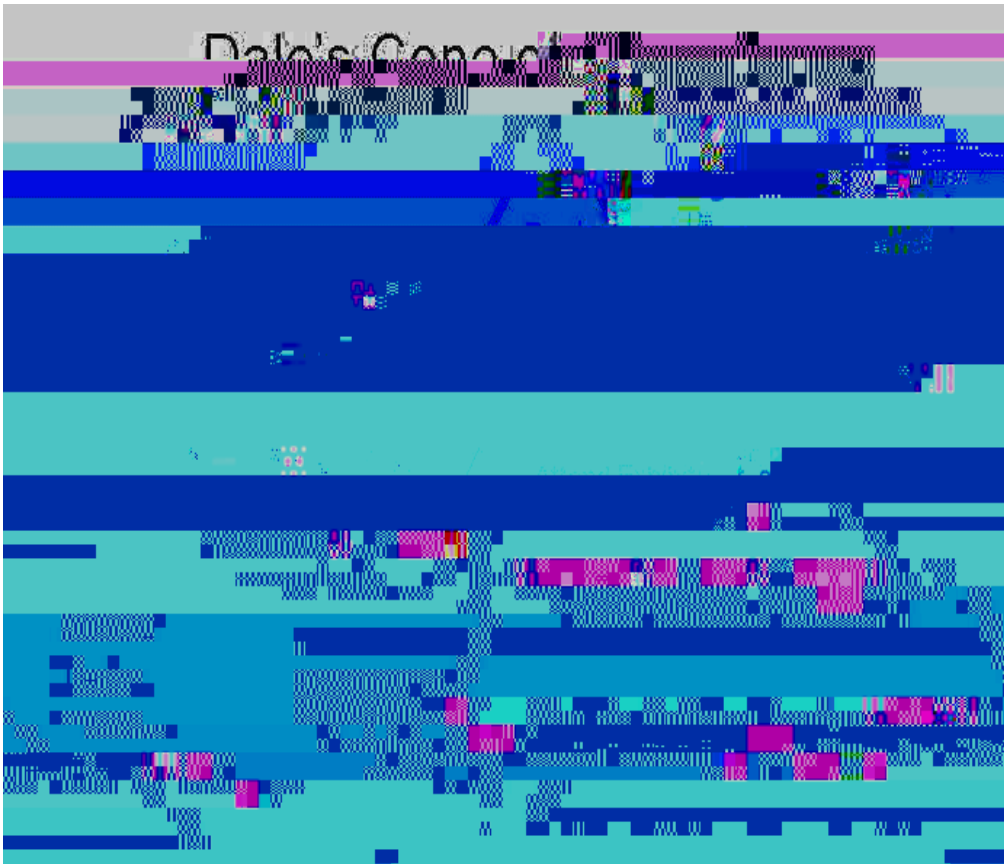
	should be recorded as soon as the health education session is complete.	1-4 teachers
Number of students who received HE by HEW or other health professionals (any health topic)	Total number of students who received trachoma-related health education about hygiene, sanitation, and trachoma from a Health Extension Worker (HEW). This information should be recorded as soon as the health education session is complete.	Trachoma club patron
School compound or classroom environmental cleaning campaigns done (Y/N) Dramas/role plays performed (Y/N)	Mark yes if there were any school compound or classroom environmental cleaning campaigns conducted in this reporting period. Mark yes if there were any trachoma-related plays performed in this reporting period. This should be completed as soon as the activity is completed.	Trachoma club patron and grade 1-4 teachers





## and Dale's Cone of Experience

Active learning engages students in the learning process by involving them in participatory activities and encouraging them to think about what they are doing and learning in the classroom.



Strategies for active teaching include:

help students to absorb what they hear.

in which students react to lecture material.

in which students apply course material to "real life" situations and/or to new problems.

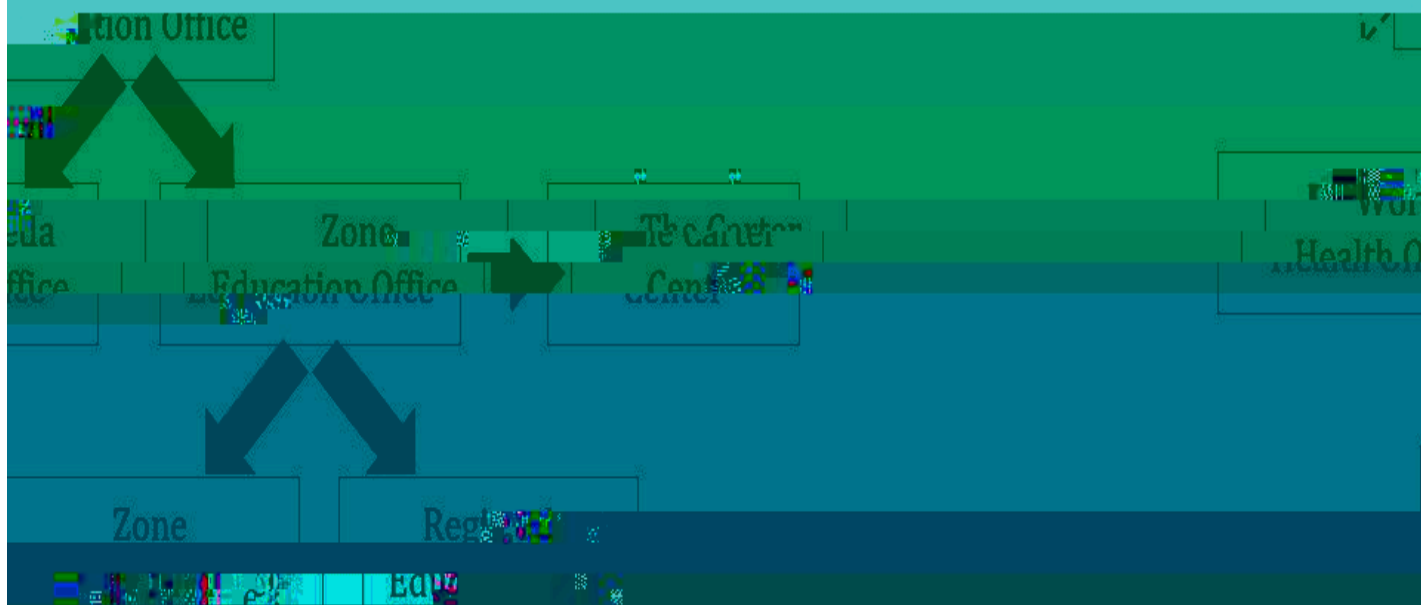
for students to consolidate their notes.

Interspersing in class.

Encouraging within the larger class.

into the lessons, taking field trips, and using debates, games, and role play.

# Amhara Region School Trachoma Program Flowchart



**Education Bureau, The Education Commission and the Education Department**

Form E - School Performance Report (SPR) for the 2012-13 school year

Part 1: School Information

School Name	St. Paul's Co-educational School
School Address	100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, 294, 296, 298, 300, 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 398, 400, 402, 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, 432, 434, 436, 438, 440, 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 464, 466, 468, 470, 472, 474, 476, 478, 480, 482, 484, 486, 488, 490, 492, 494, 496, 498, 500, 502, 504, 506, 508, 510, 512, 514, 516, 518, 520, 522, 524, 526, 528, 530, 532, 534, 536, 538, 540, 542, 544, 546, 548, 550, 552, 554, 556, 558, 560, 562, 564, 566, 568, 570, 572, 574, 576, 578, 580, 582, 584, 586, 588, 590, 592, 594, 596, 598, 600, 602, 604, 606, 608, 610, 612, 614, 616, 618, 620, 622, 624, 626, 628, 630, 632, 634, 636, 638, 640, 642, 644, 646, 648, 650, 652, 654, 656, 658, 660, 662, 664, 666, 668, 670, 672, 674, 676, 678, 680, 682, 684, 686, 688, 690, 692, 694, 696, 698, 700, 702, 704, 706, 708, 710, 712, 714, 716, 718, 720, 722, 724, 726, 728, 730, 732, 734, 736, 738, 740, 742, 744, 746, 748, 750, 752, 754, 756, 758, 760, 762, 764, 766, 768, 770, 772, 774, 776, 778, 780, 782, 784, 786, 788, 790, 792, 794, 796, 798, 800, 802, 804, 806, 808, 810, 812, 814, 816, 818, 820, 822, 824, 826, 828, 830, 832, 834, 836, 838, 840, 842, 844, 846, 848, 850, 852, 854, 856, 858, 860, 862, 864, 866, 868, 870, 872, 874, 876, 878, 880, 882, 884, 886, 888, 890, 892, 894, 896, 898, 900, 902, 904, 906, 908, 910, 912, 914, 916, 918, 920, 922, 924, 926, 928, 930, 932, 934, 936, 938, 940, 942, 944, 946, 948, 950, 952, 954, 956, 958, 960, 962, 964, 966, 968, 970, 972, 974, 976, 978, 980, 982, 984, 986, 988, 990, 992, 994, 996, 998, 1000
Principal	Mr. [Name]
Deputy Principal	Ms. [Name]
Number of students	1000
Number of classes	20
Number of staff	50
Number of non-teaching staff	10
Number of part-time staff	5
Number of casual staff	2
Number of students with special needs	50
Number of students with learning difficulties	20
Number of students with physical disabilities	10
Number of students with mental health issues	5
Number of students with other special needs	15

Part 2: School Performance Report (SPR) for the 2012-13 school year

Subject	Number of students	Number of classes	Number of staff	Number of non-teaching staff	Number of part-time staff	Number of casual staff	Number of students with special needs	Number of students with learning difficulties	Number of students with physical disabilities	Number of students with mental health issues	Number of students with other special needs
Chinese	1000	20	50	10	5	2	50	20	10	5	15
English	1000	20	50	10	5	2	50	20	10	5	15
Mathematics	1000	20	50	10	5	2	50	20	10	5	15
Science	1000	20	50	10	5	2	50	20	10	5	15
History	1000	20	50	10	5	2	50	20	10	5	15
Geography	1000	20	50	10	5	2	50	20	10	5	15
Physical Education	1000	20	50	10	5	2	50	20	10	5	15
Art	1000	20	50	10	5	2	50	20	10	5	15
Music	1000	20	50	10	5	2	50	20	10	5	15
Information Technology	1000	20	50	10	5	2	50	20	10	5	15
Design and Applied Arts	1000	20	50	10	5	2	50	20	10	5	15
Home Economics	1000	20	50	10	5	2	50	20	10	5	15
French	1000	20	50	10	5	2	50	20	10	5	15
Spanish	1000	20	50	10	5	2	50	20	10	5	15
Other Languages	1000	20	50	10	5	2	50	20	10	5	15
Life and Physical Sciences Education	1000	20	50	10	5	2	50	20	10	5	15
Health and Life Education	1000	20	50	10	5	2	50	20	10	5	15
Character and Education for the 21st Century	1000	20	50	10	5	2	50	20	10	5	15
Other Subjects	1000	20	50	10	5	2	50	20	10	5	15

Part 3: School Performance Report (SPR) for the 2012-13 school year

Part 4: School Performance Report (SPR) for the 2012-13 school year