

TEACHING GUIDE FOR PERSONAL DEVELOPMENT

July 2019

FOREWORD

After nearly two decades of application of the school programs in force since 2000, it was time to initiate a reform of the curricula of the nursery and primary cycles, which were based on pedagogy by methodological *objectives*. Similarly, it was necessary to adhere to the Education Orientation Law No. 98/004 of April 14, 1998 which, in its article (4) stipulates the need to "root (the learner) *in his culture* while making him a citizen " *open to the outside world*"; but also to the *Strategy Document for Growth and Employment* which makes training and development of human resources the key conditions for the economic emergence of Cameroon.

The new discipline called " *personal development* " in the current primary cycle curriculum articulates one of the six key skills set out in the *national skills base*, a reference document validated in February 2014 by the Ministry of Basic Education.

It is now a question of making the learner *autonomous, productive, creative and enterprising*. This presupposes providing systematic resources in the school program (subjects) which develop these skills in the learner in the family environment (domestic activities), in the environment of economic production (agro-pastoral and fish-farming activities) and in the world of production. aesthetics (crafts and artistic constructions), hence the three (3) components of the " *personal development* " discipline.

In a context where the Ministry of Basic Education has opted for the moment not to impose a textbook for this discipline, the teaching guide proposes to serve as a technical guidance document for teachers in the application didactic and methodological approaches prescribed in the primary cycle curriculum, the version of which was validated in August 2018.

Thus, this teaching guide is intended primarily for teachers in charge of classes and actors in the educational supervision chain. It aims to offer practical advice for efficient conduct and facilitation of the " *personal development* " class. It does not claim to be exhaustive. However, it does offer some ideas for using the curriculum wisely in terms of the choice of learning activities, subject matter, work tools, teaching methods, techniques and procedures, evaluation strategies in relation to the skills targeted in a context of cultural, anthropological and geographical diversity such as Cameroon, rightly described as "Africa in miniature". It is in this spirit that a general outline of the lesson is developed and proposed to be contextualized.

It should be noted that *personal development* is not limited to the "practical activities" of the old program. Beyond manual skill, this discipline aims to mobilize the cultural, cognitive, psychomotor and socio-affective potential of the learner to solve concrete problems of everyday life. The activities will be linked to his environment and must have an impact on his personal development, on the improvement of living conditions in his environment. These activities should obviously have an economic impact on the daily life of the learner.

Personal development is the discipline par excellence that *opens the school* to life and society as natural places for the implementation of school knowledge. The new school that we are setting up opens its doors to external human resources, in particular

to the skills of the educational community. Its participation in the direct pedagogical action of the learners will lead to the development of “ *competent know-how* ” that we want to see our students accomplish. Discipline therefore offers this opportunity. This bodes well for a new type of more dynamic school-society relationship, in order to make school knowledge more operational for life.

I therefore call on each actor in the educational process to play their part (head of school - teacher - student - the educational community - external human resources) who will be able to offer their *voluntary* service to the school in due time so that a new generation of development actors in our society.

The Minister of Basic Education

Prof. Laurent Serges ETOUNDI NGOA

PREFACE

Personal development is one of the *new disciplines* appearing in the primary cycle curricula. Teachers should encourage students at all three levels to acquire the targeted skill: **Demonstrate the spirit of initiative, creativity, entrepreneurship and autonomy.** In practical terms, the conduct of this discipline will be based on three complementary components or sub-disciplines (*crafts and artistic constructions, agro-pastoral and fish-farming activities, domestic and family activities*). We allow teachers the latitude to start with any sub-discipline depending on the context and environment.

The new primary education curricula in Cameroon, the version of which was validated in August 2018 by the Ministry of Basic Education, is based on the *skills-based approach*, in particular cooperative learning, the project method, the problem-solving method, flipped classroom, differentiated pedagogy, class-workshop, walking class, to name but a few methods and techniques. These are some non-exhaustive suggestions in methodology to develop *the competent action* of the learner called henceforth to be *enterprising, creative, productive and autonomous* in a constantly competitive environment.

The new discipline called "Personal Development" is justified in the primary cycle curriculum by the context of Cameroon's commitment to achieving emergence in 2035. In the absence of a textbook specially devoted to this new discipline, this guide is an educational aid to accompany the teacher. The aim is to make it easier for him to understand, conduct and lead the teaching of this discipline in primary school. This tool, which must be concrete, practical, open and adapted to the immediate environment of the Cameroonian learner, is a guide whose socio-cultural diversity offers rich artistic, agro-pastoral and entrepreneurial possibilities.

The teacher is called upon to assert his creative imagination and that of his pupils in the choice of activities rooted in their socio-cultural environment. In fact, many children show early "gifts" in the form of natural abilities. This type of child quite simply presents a strong motivation in carrying out the manual, practical, aesthetic and utilitarian activities that must be taken into account.

It is therefore useful to give students the opportunity to express these gifts and abilities through constructions and casts among other things. This implies a new general organization of the class towards more flexibility. The design of didactic material from the means that the community as well as those made available by the persons in charge of educational establishments becomes a pedagogical imperative.

These are the motivations that have justified the inclusion of a discipline in the new curricula, the aim of which is to "*develop the spirit of initiative and entrepreneurship*". It is more a question of sowing from the basic school environment, the seeds which will germinate and give the future actors of the development of the Nation. This transverse discipline by essence, is indeed the crucible where will be forged the technological, scientific and artistic skills to invest in other fields of educational interest.

In this document, the teacher will find a reminder of the aims of education and the key orientations of the new curriculum for the primary cycle as they should be operationalized within the framework of personal development. Then an output profile of

the learner is proposed, a mode of exploitation of the centers of interest is suggested as well as a corresponding methodology.

This guide highlights the areas of the curriculum linked to the discipline together with the activities and skills likely to be developed in each case. A general lesson outline is proposed to the teacher with the aim of observing the key stages of the teaching process for *personal development*. In the part devoted to the methodology, some methods, techniques and processes of teaching based on the APC are exposed for didactic choices which will take into account the environment of the learner.

At each level, a pedagogical sheet is proposed by sub-discipline, not as a model that will govern pedagogical practices, but as a practical case to be adapted to a situational problem to be solved.

The teacher will also find some advice to orient himself in the choice of work material and work tools; which are not minor didactic challenges in the implementation of this discipline.

On the last page, the teacher will find some illustrations of domestic, artistic objects or agro-pastoral productions referring to the cultural areas representative of the major geographical units of Cameroon.

The Inspector General of Education

Prof. HEARTBREAK Justina says ROCK

SUMMARY

FOREWORD	2
PREFACE	4
ABBREVIATIONS LIST	6
INTRODUCTION GENERALE	7
How is this guide structured and how to use it ?	7
The stages of a general outline	7
Data sheets pedagogical.....	8
Some teaching methods, techniques and procedures	8
The material of work and work tools	8
L’Evaluation.....	8
CHAPTER I.....	9
9 How to understand and exploit the structure of school programs in “personal development” ?	9
Section A.....	9
EXIT PROFILE OF THE LEARNER IN “PERSONAL DEVELOPMENT”	9
HOW TO MANAGE THE CENTERS OF INTEREST?.....	9
HOW TO USE THE DOMAINS OF THE CURRICULUM?.....	10
CHAPTER II	11
SUGGESTION OF ACTIVITIES AND SKILLS.....	11
TO BE DEVELOPED BY COMPONENT.....	11
METHODOLOGICAL SUGGESTIONS BY AREA OF INTEREST IN “PERSONAL DEVELOPMENT”.....	13
Section C.....	14
PROPOSAL FOR A GENERAL OUTLINE OF A LESSON PREPARATION SHEET “PERSONAL DEVELOPMENT” 14	14
Section D.....	15
THE TOOLS AND THE MATERIAL OF WORK	15
CHAPTER III.....	16
OF THE EVALUATION.....	16
CHAPTER IV.....	17
PEDAGOGICAL PLANNING	17
CHAPTER V	18
EXAMPLES OF PREPARATION SHEET	18
LEVEL 01	18
ARTISTIC CONSTRUCTIONS AND CRAFTS	21
Level II	23
DOMESTIC AND FAMILY ACTIVITIES	29
SOME ILLUSTRATIVE OBJECTS FROM THE LARGE AREAS	32
CULTURAL SITES IN CAMEROON ..	32

ABBREVIATIONS LIST

APC: Skills-Based Approaches
CEP: Primary School Certificate
CP: Preparatory course
FSLC: First School Living Certificate
OPO: Operational Pedagogical Objective
OPR: Reference Pedagogical Tools
SIL: Language Initiation Section

INTRODUCTION GENERALE

The new curriculum for the primary cycle, the implementation of which begins at the start of the 2020/2021 school year, requires, among other things, the continuous training of teachers in office, called upon to better understand them, to grasp their logic and to master the practice. . Admittedly, several preparatory activities are required for this purpose, in particular a redefinition of the organization of the classroom space in the spirit of the *skills-based approach*, the mobilization of material and human resources and the systematization of continuing education for the teaching staff and educational supervisors.

Once this equation has been resolved, also, within the framework of the new disciplines of the said curricula, will remain a challenge that the teacher in charge of the class will face on a daily basis. The availability of accompanying documents that clarify the procedures for implementing these disciplines. This pedagogical guide proposes to be a response in this direction for the discipline “ *personal development* ”. It is intended to be precise, practical but flexible in view of the diversity offered by the cultural environment of a country like Cameroon.

How is this guide structured and how to use it?

The preface, the foreword and the general introduction of this "guide" recall: the vision of " *personal development* " in the curriculum of the primary cycle, the challenge, the projected exit profile of the learner, the activities possibilities and the corresponding methodological indications, teaching tools and materials, evaluation strategies, examples of preparation sheets, some useful reference documents and the context of its production.

This educational guide does not repeat what is already clearly set out in the curriculum with regard to " *personal development* ". Wanting it to be practical, the teacher will find advice on how to better manage his class. This is why this guide has focused on the proposal of a general framework for conducting a “ *personal development* ” lesson. But the suggested canvas encourages adaptation according to the geographical and sociological environment of the learners in whom the teacher will encourage creativity, a spirit of initiative and entrepreneurship, originality and productivity.

Indeed the child likes to see his works or achievements valued. It is in this concern that it will be advisable to base the evaluation methods on production activities (artistic, mechanical, electrical, etc.), repairs, recovery, alternative processes mixing modernity and old processes.

Thus, the assessment criteria will integrate in addition to what the curriculum provides: originality, creativity, usefulness, flexibility, finish.

The stages of a general framework

The steps proposed in the general outline of the “ *personal development* ” lesson (which is not limited to “practical activities”) are indicative. The teacher has a duty to adapt and enrich them according to the realities of the environment in which he finds himself and the creative potential of the learners.

As for the resources (content, tools, work materials, etc.) listed in the official curriculum, they are not exhaustive. It would be greatly appreciated. In the “ *domestic activities* ” component, the teacher can integrate the basics of *financial and entrepreneurial education* to introduce toddlers to the ability to save money, to “manage money”, however modest it may be, to non-profit purposes (to make a profit) but it is a question of carrying out within the School, a production which denotes their sense of initiative and their spirit of entrepreneurship

even if this will be reduced to social entrepreneurship to the effect of solving a real problem in the school environment.

For each sub-discipline, the contents are variable or flexible from one region to another, from one school year to another. The important thing is to develop the skills provided for in the official curriculum through the proposed resources likely to be enriched or adapted by the teacher or suggested by the teacher.

Pedagogical sheets The

nine (9) "*personal development*" pedagogical sheets proposed refer to one for each of the three (3) components of the discipline. This will make three sheets for each of the three (3) levels of the primary cycle. - artistic and aesthetic

constructions; - agropastoral and fish farming

activities; - domestic and family activities.

Each sheet is to be used as a possible lesson and not a model lesson. Teachers will be invited to produce more. The main thing being to take into account the specificities of the geographical and human environment, the professions of the city and those of interest for the city, the potential of the learners, their creative imagination, the PROBLEM TO BE SOLVED and the requirements for carrying out the target skill.

Some teaching methods, techniques and processes

Clarifications will be made to the understanding of the technical methods and teaching processes likely to be used in "*personal development*". Non-directive approaches will be favored to allow learners to let their genius and creative imagination blossom. In the same way, it would always be a question of privileging in the chosen approach, the resolution of a problem.

Work materials and work tools

On reading what is prescribed in the curriculum, the choice of work material as well as the work tools will depend on the object of study, the problem or problem situation, the center of interest, the disciplinary component (art/crafts, agro-pastoral and fish-farming activities, domestic and family activities) but above all the ENVIRONMENT and the reference socio-culture.

L'Evaluation

This guide suggests that teachers reflect deeply on the methods of assessment in "personal development"; to avoid stereotypes and classic patterns.

What is targeted in the evaluation of achievements in "*personal development*" is a greater appreciation of the learner, of his work so that he is more motivated to contribute to living his culture, loving it, awakening the desire to learn. That he learns to link knowledge to know-how and life skills, to devote himself to technology, arts and crafts, develops his sense of beauty and participates in the development of arts and culture, economic productivity through activities that generate added value or simply improve their material living conditions.

As criteria, in addition to what the curriculum provides, the teacher should **appreciate** originality, usefulness, flexibility, finesse ... among others.

CHAPTER I

How to understand and exploit the structure of school programs in “personal development”?

Section A

LEARNER EXIT PROFILE IN “PERSONAL DEVELOPMENT”

The insertion of “ *personal development* ” in the curriculum aims to train a learner capable of adapting to his environment and transforming it in the sense of finding solutions to the daily problems of his living environment. This discipline is oriented towards the **integral development of the learner** who will be able, at the end of the primary cycle, to mobilize intellectual (cognitive), psychomotor, socio-affective, cultural and geographical resources at his disposal to solve problems. individual or even collective.

At the end of the primary cycle, the learner must “Be *autonomous, have the spirit of initiative, creativity and entrepreneurship* ”. Operationally in “personal development”, he must:

- produce handicrafts with local materials, salvaged materials or those taken from the local physical environment • build, make or transform practical objects using criteria
mathematics, mechanics, techniques, physics or chemicals • Modeling, molding, melting...objects • preserving the environment (maintenance, sustainable development, etc.) • mastering artistic, agro-pastoral and economic production techniques domestic.
- As **related skills**, “personal development” aims to: • Make works of art and practical objects using scientific criteria and techniques
- Cultivate and maintain plants, create gardens, create a plantation • Maintain, maintain one's living environment, one's equipment • Protect, preserve and respect the environment • Raise and maintain animals.

Section B

HOW TO MANAGE THE CENTERS OF INTEREST?

The center of interest is a *thematic field of life* around which the learning to be built is organized, better to be co-built with the pupils over a given pedagogical period. It is the conductor that allows to channel the interest, the attention, the needs and the problems to be solved that are the basis of the didactic activity.

The center of interest is fundamentally transversal and challenges interdisciplinarity through the 05 (five) domains which are fields of application of skills. It makes learning meaningful, dynamic and motivating for the learner when the educational activities are rooted in their socio-cultural and geographical context. The center of interest gives life and meaning to the educational activity and therefore guarantees the effectiveness of learning.

It is desirable that the teacher follow the order of pedagogical progression of the centers of interest provided, which are arranged in a **concentric and non-linear order**, including:

- The House
- The village, the city
- school
- Trades
- Travel
- Health
- Games -
- Communications.

Each center of interest must be the subject of an in-depth systematic study. Indeed it meets the basic needs in the development of the personality of the child. Each of them is therefore important and not optional. The teaching must address all the planned areas of interest that are predisposed to the learning involved in the theme of life.

But from one school year to another, the teacher should resolutely vary his activities, keeping to the targeted skill, the center of interest and the field.

Section C

HOW TO USE THE AREAS OF THE CURRICULUM?

A *domain* is made up of fields of experience and knowledge that allow learners to better understand the world and to act in the direction of its qualitative transformation.

The primary cycle curriculum provides for five (5) areas of learning of unequal densities that correspond to the national aims of education in Cameroon. These five areas are :

Domain 1: Fundamental knowledge: 60% of the total hourly volume;

Area 2: Community life and national integration: 5% of the total hourly volume;

Domain 3: Everyday life: 20% of the total hourly volume;

Domain 4: Cultural identity: 5% of the total hourly volume;

Domain 5: Digital culture: 10% of the total hourly volume.

We suggest that the teacher take into account the **transversal** nature of the " *Personal development* " discipline which allows the learner to exercise his intelligence, his creative imagination, to deploy the manual and practical skills ... which will be exercised in all five curriculum areas. So *flexibility*, *originality* and *adaptability* will constitute the behaviors expected of the student and the teacher in particular.

All areas will be exploited. Indeed, if the " *domestic and family activities* " component has as its preferred field " **Everyday life** ", the " *artistic constructions and crafts* " component primarily integrates the fields of " **Cultural identity** " but also " **community life and national integration** ". Finally, the " *agro-pastoral and fish-farming activities* " component will have as its favorite field "everyday life" of course, but also " **community life...** " in *Personal Development*.

CHAPTER II

METHODOLOGY:

TARGET SKILLS, CANVAS, METHODS, TECHNIQUES, TOOLS, ASSESSMENT AND EDUCATIONAL SHEETS

Section A

SUGGESTED ACTIVITIES AND SKILLS

TO BE DEVELOPED BY COMPONENT

The overall competency targeted in *personal development* is: Being autonomous, having the spirit of initiative, creativity and entrepreneurship.

As **related skills**, *personal development* aims to: - Make works of art and practical objects using scientific and technical criteria
fuck

- Cultivate and maintain plants, create gardens, create a plantation -
- Maintain, maintain one's living environment, one's
- equipment - Protect, preserve and respect the
- environment - Raise and maintain animals.

Personal development	Possible specific activities	SKILLS
Crafts and artistic constructions	-Drawings, painting, colouring, pottery, sculpture, weaving, basketwork, culinary art, embroidery, sewing... -Hairdressing, modelling, moulding, etc. -Manufacturing/mechanical or electrical constructions, troubleshooting, etc. -Bronze -Music, songs and dances -Dramatic arts (theater, poetry, recitals, sketches, etc) -Traditional and modern architecture -decorative art (e.g. pearls, cowrie shells, etc.) -contemporary art -African ancient art -visual arts	-expression of artistic and aesthetic sensibility -expression of creative imagination/creativity -reproduction of nature -restoration of artistic/cultural heritage - manual dexterity; - sense of beauty; - the harmony of forms; -appreciating a work of art -the use of local materials; -manual skill in science and technology; - sensitive intelligence; - techniques of: modelling, molding, foundry, weaving... - The preparation of an exhibition; - varnishing techniques - the love and practice of one's culture and the development of one's heritage (dance, music, poetry, etc.) - sense
Agro-pastoral and fish farming activities	- introduction to agriculture; - introduction to fish farming; - introduction to small breeding; -the production of milk and its pasteurization; -soil fertilization; -the preservation of foodstuffs.	of initiative; - entrepreneurial spirit; - cultivation techniques according to agro-ecological zones; - the enthusiasm for agro-pastoral and fish farming; -techniques of breeding and maintenance of animals -Sense of sustainable development in the management of the environment; - irrigation techniques; - animal traction - education for sustainable development

Domestic and family activities	The domestic environment - sanitation, cleanliness, hygiene; - personal hygiene - embellishment/decoration; -hand washing with soap and water; - production of palm kernel, neem, sesame, groundnut oil, etc. - water sanitation/ drainage; - water management and treatment; -sustainable energy management; - family farms (pastries, market gardens, domestic livestock) - the creation of a domestic garden - sustainable management of the environment; - management of noise pollution...	- acquire the techniques and processes of : <i>recovery, maintenance, storage,</i> <i>sanitation, personal hygiene, healthiness,</i> <i>embellishment of one's living environment</i> acquire techniques in: - domestic economy, production, transformation, conservation and exploitation -sustainable management of the domestic environment, water treatment, - sanitation, etc. -acquiring techniques and processes for: food processing/conservation -culinary arts and techniques by cultural area -preventive health and hygiene -operating and sustainable management of solar, wind and electric energy.
Domestic and family activities (suite)	Food, nutritional hygiene - drinking water - balanced diet - packaging and processing foodstuffs - food preservation; - cooking and cooking techniques - cooking donuts, pancakes, croquettes or cakes - Culinary arts by cultural or geographical area - family farms - production of palm oil, palm wine, etc. - fruit consumption Plants, fruits and their virtues -aloe will see -ginseng -Moringa -lemongrass -soursop -papaya seeds -quinqueliba (quinine) -cod liver oil, nem oil - the foléré - the sweet banana... - the production of fruit juices and their packaging. Home economics - storage/filing; -recovery ; - maintenance of household appliances; - sewing, embroidery; -water management -soap making -treatment of clothes (laundry, ironing, dyeing, etc.); Modeling/moulding; - the management of domestic animals; - domestic games ...	

Section B

METHODOLOGICAL SUGGESTIONS BY CENTER OF INTEREST IN " PERSONAL DEVELOPMENT "

Hobbies	Teaching methods, techniques and procedures -
Home	Differentiated teaching - The class-workshop - The project method - Cooperative learning - Experimentation; - The problem-solving method - "Learning by doing"...
The village, the city	- The class- workshop - The project method - Cooperative learning - The pedagogy of integration - The participatory and community approach - The flipped class...
school	- The problem-solving method - The project method - The flipped classroom - Differentiated teaching - Programmed teaching - Tutoring; - Monitoring - "Learning by doing" ...
Trades	- The discovery method - Participatory observation - Experimentation - "Learning by doing" - Project pedagogy...
The trips	- The walking class - Study visits - Methods of discovery - Inquiry/exploration - Observation/description...
Health	- The diagnostic method - The clinical method - The awareness campaign - Communication for behavior change...
Games	- The class- workshop - The workshop for the manufacture of objects for games - ICT - Techniques of modelling, molding, etc. - Group work - Individual and collective games...
The communications	- Computer-assisted instruction (CAE); - Distance education; - Trial / error in the activities of manufacturing objects representing the means of transportation or communication; - The walking class/visits to observe the operation of the means of communication (agencies, passenger station, airport, bus stations, road traffic, radio broadcasting, TV production center etc.) - Teaching by teleconference...

NB: The methods suggested below are not exhaustive. The teacher is free to choose a methodological approach that seems appropriate to him according to the skills to be developed.

In addition, the choice of working tools, work materials, experimental model, didactic demonstrations, methods and techniques, etc. are to be made by the teacher and his learners, according to the context and the desired goal.

Section C

PROPOSAL FOR A GENERAL OUTLINE FOR A PREPARATION SHEET “PERSONAL DEVELOPMENT” LESSON

A “personal development” activity requires meticulous preparation where the teacher must have all the material necessary to carry out concrete productions.

STAGES	GOALS	STEP DESCRIPTION
1) Awakening/ Revision 2) Presentation of the didactic situation or problem situation.	Put the students in condition and review the pre-requisites Identify the problem	Awakening of automatisms, functional review. The teacher must present a situation, of an identified daily life need, requiring practical skills related to agro-pastoral and fish farming activities, artistic constructions and crafts, domestic and family activities.
3) Emission of hypotheses and collection by the teacher.	Motivate students by asking them problem-solving questions and recording them on the board	The student must make assumptions and the teacher must communicate the OPO with the evaluation criteria
4) Search for solutions: -individual -collective then	Analyze the didactic situation to come up with hypotheses.	It is the exploration (presentation), the explanation, the justification of the constituent elements of the object or the situation by the pupils.
5) Presentation of the results and validation of the consensual hypothesis.	Compare the different hypotheses and validate the best one.	Each group presents the results of their research and after explanations and justifications by the students, a consensual hypothesis is validated. (Logical reasoning)
6) Realization (60% of lesson time at least) - Preparation, precautions and instructions, - mobilization and placement of the work material - Coaching, - Realization itself	- Take precautions respecting the environment by choosing the work material (materials) and the work tools - Make the object; - Reproduce the action	This is the explanation of the precautions and safety measures to be observed when handling the tools. The
		learner must carry out tests which can be repetitive and progressive depending on the supports observed when the hypotheses are issued.
		It is the implementation or fabrication of the situation or the object
7) Assessment, see criteria in the curriculum page 126.	Check the level of acquisition of theoretical and practical skills.	The learner must use the resources and the material available to solve a problem based on the evaluation criteria set out in the OPO

NEGOTIATED IMPLEMENTATION SHEET OF THE PROJECT WITH THE STUDENTS IN PRIMARY

N°	stages	Objectives of the stage	Contents
1	Triggering situation Present students with a situation that will prompt them to act		
2	Emissions of hypotheses The students react to the situation presented		
3	Choice of project by students	Determine the project to be carried out during the learning unit	

4	Choice of equipment - who brings what? - human resources	Answering the question: what do we need to achieve what is stopped. -the pupils -the teachers -the parents -the APEE...	
5	Completion time	Specify the time frame and the main activities	
6	Distribution of tasks	-Operational organization. -Formation of groups -What	
7	Project implementation	are the pupils doing? -What does the teacher do?	
8	Assessment and assessment	Objective assessment of student achievement(s)	
9	Reinvestment	Give other possible destinations for what has been achieved	
10	Different disciplines involved in the realization of the project	Anticipates and includes interdisciplinarity throughout the realization of the project	

Section D

TOOLS AND MATERIALS

Work material

We suggest that teachers use their imagination to mobilize the material on which learners will exercise their creative skills. The geographical and physical environment in Cameroon offers innumerable resources that can be used as work material for the production of works of art, agro-pastoral production or the improvement of daily life in the domestic economy.

Local and recycled materials are healthy ways to access **the** work material: bamboo, palm and its derivatives, clay, rocks, earth, wood in short, ecology, geology, fauna, household appliances that are broken down or in good condition... are, to name a few, a few elements that can be used and are accessible for this purpose.

The educational concern is to cover during the school year, the maximum of centers of interest as well as the domains of the official curriculum. For this at least 80% of educational activities should refer to everyday life, cultural identity and **community life** in the learner's local environment. 20% of the hourly volume may **be** devoted to artistic, domestic and agro-pastoral activities in other geographical and cultural areas of Cameroon and Africa which, moreover, very often have similarities. Indeed, *we train future citizens to be operational first in their living environment and not constantly deport them to an elsewhere that is not theirs.*

Admittedly, mobilizing the work material and working tools presupposes that the school, the APEE and the community each participate, according to their responsibility, **in** supporting the educational action. Personal development is therefore a disciplinary innovation that offers the opportunity for this *community involvement* in the promotion of education.

Didactic material

Better than in other disciplines, *personal development* can hardly achieve its objectives without a consequent mobilization of didactic material and work material. As a result, the responsibility of each stakeholder is questioned as well as the commitment of the teacher for the production, mobilization and acquisition of didactic material in *personal development*.

This new discipline requires better School/Society collaboration to make the training of our learners effective in the tasks that are useful to them on a daily basis. We advise teachers to seek services outside the school to support this discipline. You can call on the skills and working materials of a carpenter, a hairdresser, a baker, a craftsman, a farmer.... to share with the little ones, his professional experience, his techniques and work tools. Beyond that, it's about sharing a certain vision of life, a common desire for progress.

CHAPTER III

EVALUATION

Appreciation and valorization of school works and achievements in " Personal Development"

1. Criteria and assessment scale in "personal development

1.1 Criteria

The first challenge in assessing the achievements of learners in “ personal development ” is to enhance the work, motivate the apprentice craftsman, farmer or technician. In addition to the criteria provided for in the curriculum, we suggest related sub-elements, in particular: - Originality - Usefulness

- Finishing -
- Flexibility -
- Quality of the material used (is it a material that contributes to the destruction of the environment
purr? Is it biodegradable? Is it dangerous...
- The time taken for the realization -
- The oral presentation of the realization (explanation given by the author)
- The know-how

The second challenge relates to social psychology in pedagogy. Indeed we must stop underestimating the abilities of children and look at them as people with incredible potential. In fact, children have a more fertile imagination than adults. Indeed to create, one must spiritually rejuvenate. Therefore, the evaluation operation in personal development must be done under conditions of:

- Conviviality -
- Sincere confidence in the capacity of the learner -
- Availability of work material and the tool -
- Valorization and capitalization of the initiatives of the assessed learner.

1.2 Scale / 20 points -

- oral presentation 5 points -
- practice: originality : 7 points, usefulness : 3 points, finish : 3 points -
- interpersonal skills : 2 points.

2. The frameworks for evaluating, capitalizing on and promoting school achievements

The organization of competitions, school exhibition fairs, competitions for works of art (competition for the most beautiful drawing, the best artistic, mechanical or technical construction , the most beautiful school, the best **student-craftsman**, the **best** recital, the best school dance group, the best school song, the best school garden, the best technical repairer, etc.), the creation of mini school museums, of the best book of selected pieces at the CEP/FSLC... are all opportunities, among other things, to *express, capitalize on and promote* school achievements.

We invite teachers, learners, school principals, educational communities, decentralized local authorities, to become more involved in the organization of such initiatives.

CHAPTER IV

PEDAGOGICAL PLANNING in “Personal Development”

The teacher will take care at the beginning of the school year, to identify all the activities of the environment of the learner in art, culture, agriculture, breeding, fish farming, crafts and domestic economy. Depending on the centers of interest, he will select, with a view to planning them, those which will be the subject of systematic lessons during the school year, activities which he will display among the compulsory tables. This table can be constructed using the model below:

Period	agropastoral and fish farming activities	domestic and family activities	artistic constructions and crafts
Quarter 01	Planting and caring for decorative plants	Clean his room	Decorate your bedroom, living room, classroom...
Quarter 02
Quarter 03
Observations			

Note: Note that in the first trimester, for example, the areas of interest requested are: home, school, etc. for the themes mentioned above.

Table 01: Annual planning of "personal development" activities

CHAPTER V

SUGGESTED EDUCATIONAL SHEETS IN

" PERSONAL DEVELOPMENT "

FOLLOW UP

SAMPLES OF ART OBJECTS AND TECHNICAL ACHIEVEMENTS BY AREAS

CULTURAL

EXAMPLES OF PREPARATION SHEET

LEVEL 01

Chip No. 01:

Discipline : Personal Development

Sub-discipline: Domestic and family activities

Duration: 30 minutes

Course: CP

Center of interest: The house

Theme: Clothes

Purpose: Put away clothes

Skills to be acquired: Skills: Putting away clothes

Skills: Be orderly, be meticulous

Documentation: Cameroonian Francophone Primary Education Curriculum, page 130

Didactic material: engravings, and concrete material (hangers, suitcases, cupboards, wardrobes, ropes, baskets, hangers, shoe spaces)

OPO: From the situational problem presented to the student, at the end of the lesson, each student must know why, how and where to put away his clothes.

DEVELOPMENT

STAGES	OPI	ACTIVITIES OF THE TEACHER	ACTIVITIES OF STUDENTS
1) Awakening/Revision 1 to 2 min.	Sing/ revise	-Name the clothes that a girl or a boy wears to go to school.	Respond Boy: panties, pants, boubou, shirt, knitwear, jersey, shoes, socks Girls: dress, skirt, pants, loincloth, bodice, shoes

2) Presentation of the situational problem 2 to 3 min.	Identify the problem	Orally present the Didactic situation or problem situation: Patou comes home from school in the evening. She takes off her school uniform and throws it on the bed, the sweater too. Shoes and socks stay on the floor in the middle of the room. Mom walks into the room and growls.	Listen silently
3) Emission of hypotheses and collection by the teacher 5 min.	Understand the situational problem and formulate hypotheses	Questions: 1- Why does mom scold? What is the problem ? 2- Where should Patou put (store) the clothes she was wearing? 3- Where should the following clothes be stored: school clothes (for girls, for boys), socks, shoes?	-Answer comprehension questions and issue Hypotheses: because Patou threw his clothes on the bed and on the ground. -In the closet -suitcase, basket, wall, wardrobe, hanger -rope
4) Search for solutions: -individual -collective ensuite 2 min.	To research solutions individual and collectives	The teacher gives the instructions and organizes the work. -Moderator -Rapporteur -Members	work first individually and then in small groups
4) Presentation of results and validation of the consensual hypothesis 3 min.	Present the work of the groups and validate the best hypothesis	Invite group leaders to present their results Organize discussions and then ask	The group leaders present the results and retain the best hypotheses.
6) Realization 10 min.	Prepare the material; Go to demo; Handle and realize (storage)	-Teacher designates students to demonstrate how and where to store clothes and appreciates.	In turn, the students carry out the instructions: How: fold, bend, hang Where: the basket, the wall, the suitcase, the rope, the wardrobe
7) Evaluation 5min.	Check the correctness of the theoretical skills and the application in class	Assessed according to the following criteria: 1) How to fold 2) Storage in a suitable place 3) Ask everyone to practice at home	Each student passes to perform the demonstration.

Chip No. 02:**Discipline :** Personal Development**Sub-discipline :** Agropastoral and fish farming activities**Duration :** 30 minutes**Course :** SIL**Center of interest :** Trades**Theme :** The farmer's tools **Subject :****Use the** farmer's tools with caution: the machete and the hoe **Skills to be acquired :** Know-**how:** Know how to use the farmer's tools with caution Soft skills: Be enterprising, careful, have the spirit of initiative**Documentation :** Curriculum of Cameroonian Francophone Primary**Education, page 129 Didactic material :** engravings, and concrete material (hoe, machete, green space)**OPO :** From the problem situation presented to the student, at the end of the lesson, each student must know how and why to use the hoe and the machete with caution.**DEVELOPMENT**

STAGES	OPI	ACTIVITIES OF THE TEACHER	ACTIVITIES OF STUDENTS
1) Awakening/ Revision 2 min.	Recite / revise	-Name the tools with which we work in the field. What do you call someone who works in the field?	Answer: hoe, machete, hook, rake, shovel, wheelbarrow, pickaxe, axe. shoes
2) Presentation of the situational problem 2 min.	Identify the problem	Orally presents the Didactic situation or problem situation: While going to help his grandmother in the field, the hoe escaped from ONOBIONO's hands and nearly injured him. Frightened, the little boy trembles.	Listen silently
3) Emission of hypotheses and collection by the teacher 3 min.	Understand the situational problem and formulate hypotheses	Questions: 1- Where does the scene take place? What happened to ONOBIONO? 2- Why is Onobiono shaking? 3-What should we do so that the hoe or the machete does not hurt us when we work?	-Answer comprehension questions and issue Hypotheses : -At the field -He almost hurt himself - He is afraid of his grandmother -He doesn't know how to use the hoe -One must be careful -awake -learn to use the hoe or the machete well by being careful
4) Search for solutions: -individual -collective then 3 min.	Look for individual and collective solutions	The teacher gives the instructions and organizes the work. -Moderator -Rapporteur -Members	Work first individually and then in small groups

5) Presentation of the results and validation of the consensual hypothesis 2 min.	Present the work of the groups and validate the best hypothesis	Invite group leaders to present their results Organize discussions and then ask	The group leaders present the results and retain the best hypotheses.
6) Realization 15 min.	Prepare the material; Go to demo; Handle and carry (learn to use machete or hoe with caution)	-The teacher takes the students to a green space, a field, or a garden. The teacher appoints students to demonstrate how and why it is necessary to use the hoe or the machete.....	In turn, the students carry out the instructions: How: hold on tight and pay attention to your body (feet, hands, arms, etc.), then pay attention and avoid obstacles (stones, branches, snake stumps.....) -Be careful of the people next to you Why: avoid injuries, accidents
7) Evaluation 3 min.	Verify the accuracy of theoretical skills and their application in class	Assessed according to the following criteria: 1) describe how to hold the hoe or machete with care 2) explain why and demonstrate on an age-appropriate hoe or machete	Each student passes to perform the demonstration.

ARTISTIC CONSTRUCTIONS AND CRAFTS

Chip No. 03:

Discipline : Personal Development

Sub-discipline : artistic constructions and craftsmanship

Duration : 30 minutes

Course : SIL

Center of interest : Trades

Theme : Molding

Object : Make letters (lowercase and uppercase) by modeling with available materials (clay, mud, modeling clay, plaster)

Skills to be acquired : Know-how: Make impressions using the surrounding material

Soft skills: Being creative, being inventive

Documentation : Cameroonian Francophone Primary Education Curriculum, page 128

Didactic material : letter patterns, and concrete material (uncooked potatoes, paper format A4, knife, blades, ink, flat surface, water, tissues/towels)

OPO : From the situation-problem presented to the student, at the end of the lesson, each student must be able to produce all the letters of his name in lowercase and uppercase, using the material appropriately at his disposal.

DEVELOPMENT

STAGES	OPI	ACTIVITIES OF THE TEACHER	ACTIVITIES STUDENTS
1) Awakening/Revision 1 to 2 min.	Execute movements of fine motor skills of hands and fingers/ review	- Request to recite and write all the letters of the alphabet (script and cursive) and place them in order at the reading corner.	Execute: recite and write. A, a, and in cursive
2) Presentation of the problem situation 2 to 3 min.	Identify the problem Orally	present the Didactic situation or problem situation : At school, the pupils want to learn to read and write their names well. Amadou has brought a solid capital letter A which he holds in his hand. All students are curious and surprised. They admire him.	Listen silently
3) Emission of hypotheses and collection by the teacher 5 min.	Understand the situational problem and formulate hypotheses	Questions: 1- Who is it? What did he bring to school? 2- How could he make it? 3-With what material?	-Answer comprehension questions and issue Hypotheses : -Amadou -A solid letter A - With the earth -with clay -With cement - plaster - wood - with paper
4) Search for solutions: -individual -collective then 2 min.	Look for individual and collective solutions	The teacher gives the instructions and organizes the work. -Moderator -Rapporteur -Members	Work first individually and then in small groups
5) Presentation of results and validation consensus hypothesis 3 min.	Present the work of the groups and validate the best hypotheses	Invite group leaders to present their results Organize the discussions then validate.	The group leaders present the results and retain the best hypotheses.
6) Realization (60% of lesson time)	Prepare equipment and material; Go to demo; Manipulate and realize (learn to mold the letters)	-The teacher arranges the pupils in an arc around the table for the demonstration. Steps (can be illustrated) Step 1 : Formation of the clay slip + water = soft ball of clay +water Step 2 : modeling the letters ÿ Take the name of a student and draw it on a flat surface ÿ Place the slip on each letter ÿ Embellish the letters (colors, polishing etc.) ÿ Leave to dry ÿ Then remove	Students observe: The students take turns carry out the work in accordance with the instructions
7) Evaluation 5min.	Check the correctness of the theoretical skills and the application in class	Assessed according to the following criteria: 4) Composition of the slip 5) Modeling of letters respecting standards.	Each student gets involved.

Example of a preparation sheet:

LEVEL II

Center of interest :

Health

Duration : 30 min **Discipline :**
personal

development **Level :** 2 **Targeted skill :** being independent having a spirit of initiative, creativity and

entrepreneurship **Level :** 1 **Sub-discipline :** Agro-

pastoral activities **Number of students:** 40 students **Skill to**

be developed : maintaining the

school garden **Title :** maintenance of the school garden **OPR :** Curriculum of French-speaking Cameroonian primary education Level 2 page 164

OPO : From a school garden, the student will be able to: - Remove weeds which can prevent plants from growing for a better harvest

<u>stages</u>	<u>Goals</u>	<u>Stage description</u>
Revision	Answer the questions	- Give the names of the plants we grew last time. - Are they growing well? For what ?
Problematization	Identify the problem	We are in front of our Folon and bean garden. is it well maintained? If not, what should we do to have a good harvest?
Discovery	- Observe and observe - Communicate the OPO	Observe and note : * Some grasses are different from Folon and beans and grow more because they invade them. * some plants are stunted other leaves have an orange green color Communique l'O.P.O. We will learn plant care. At the end everyone will be able to maintain a vegetable garden, a plantation in order to have a better production 1) Who can
Analyse	Analyze the didactic situation	give us the usefulness of the plants? 2) Name the elements necessary for a plant to grow.
Precautions and instructions	Take precautions	Precautions and safety measures - Weed without cutting the roots or tearing the green leaves - Do not cut the stems
Coaching	remove weeds	The learner pulls weeds carefully
Realization itself	Get to work	School garden weeding
Evaluation	Solve a didactic situation	You spent the Easter holidays in the village, you notice that your grandmother's okra field is poorly maintained. Give him advice on how to better maintain his field in order to have a good harvest.

Sheet No.

Discipline : Personal Development

Sub-Discipline : Domestic Activities

Duration : 30 mins

Course : CE2

Theme : Laundry Care

Skill to be acquired : knowing how to determine the tasks requiring stain removers

know-how : be meticulous

Documentation : Curriculum of French-speaking primary education in Cameroon. Level 2 P.165

Didactic material : stained pieces of fabric (oil, rust, ink, blood, colored chalk, charcoal, stain removers: alcohol, bleach, rust remover, bicarbonate, etc.).

OPO : From the problem situation presented to the student, at the end of the lesson, each student must be able to determine which tasks require stain removers.

<u>stages</u>	<u>Goals</u>	<u>Stage description</u>
Revision	Answer the questions	Gives some names of detergents used for laundry Can these detergents remove stains of all kinds from clothes?
Problematization	Identify the issue	The housewife while sorting clothes for the laundry noticed that dad's yellow shirt has oil stains. she uses bleach. but the stains do not leave and the shirt has changed color. Why does the oil stain not leave? What should be done for the oil stain to leave?
Discovery	Observe and to certify Communicate the OPO	Observe the stained pieces of fabric (oil, rust, ink, blood, colored chalk), and stain removers (alcohol, bleach, rust remover, bicarbonate). The tasks are not of the same nature. each task must correspond to a specific stain remover. Communicates the OPO We will find among the stains on the pieces of fabric, those which require stain removers and those which do not require stain removers Who can tell us
Analyse	Analyze the didactic situation	again in his own words the problem of the housewife? Why is it necessary to know the nature of the task?
Achievement 1) Preparation	Gather the material	- Form groups of pupils and ask each group to choose a stained piece of fabric - After determining the nature of the stain, take the corresponding stain remover
2) Precautions and instructions	Take some precautions	Explain that stain removers are harmful, dangerous and ask students to protect their eyes and even their clothes

Sheet No. 2**Discipline :** Personal Development**Sub-Discipline :** Domestic and Family Activities**Duration :** 30 mins**Course :** CE2**Theme :** Laundry Care**Skill to be acquired :** knowing how to determine the tasks requiring stain removers**know-how :** be meticulous**Documentation :** Curriculum of French-speaking primary education in Cameroon. Level 2 P.165**Didactic material :** stained pieces of fabric (oil, rust, ink, blood, colored chalk, charcoal, stain removers: alcohol, bleach, rust remover, bicarbonate, etc.).**OPO :** From the problem situation presented to the student, at the end of the lesson, each student must be able to determine which tasks require stain removers.

<u>stages</u>	<u>Goals</u>	<u>Stage description</u>
Revision	Answer the questions	Give some names of the detergents used for laundry. Can these detergents remove stains of any kind from clothes?
Problematization	Identify the issue	The housewife while sorting clothes for the laundry noticed that dad's yellow shirt has oil stains. she uses bleach. but the stains do not leave and the shirt has changed color. Why does the oil stain not leave? What should be done for the oil stain to leave?
Discovery	Observe and to certify Communicate the OPO	Observe the stained pieces of fabric (oil, rust, ink, blood, colored chalk, and stain removers (alcohol, bleach, rust remover, bicarbonate). The tasks are not of the same nature. each task must correspond to a specific stain remover. Communicates the OPO We will find among the stains on the pieces of fabric, those which require stain removers and those which do not require stain removers Who can tell us
Analyse	didactic situation Why is it necessary to know the	again in his own words the problem of Analyzing the housewife? nature of the task?
Achievement 1) Preparation	Gather the material	- Form groups of pupils and ask each group to choose a stained piece of fabric - After determining the nature of the stain, take the corresponding stain remover
2) Precautions and instructions	Take some precautions	Explain that stain removers are harmful, dangerous and ask students to protect their eyes and even their clothes

Level II

Form No.3

Area: everyday life

Center of interest : the village, the city

Discipline: personal development

Sub-discipline: artistic constructions and crafts

Title: POTTERY

Duration: 30 mins

Level II : Tier I

Effective :

OPR: C.EPFC level II page; Majors in Practical Activities, CEI, page 38 **OPO :**

From a questionnaire relating to his environment, at the end of the lesson, the student must be able to:

- Explain the process of making clay slip - Make slip which will be used to paint the walls of a school in mud bricks to make it prettier.

STAGES	OP±	AM	BUT
PREMIERE SEANCE			
Revision	List natural products	Asks to name the natural products from one's environment that can be used to obtain the color red, green Leads	<i>Respond</i> -Red: beets -Green: the Ndolé
Problematization	Identify the problem	the pupils to bring out a situation where the walls of a school made of mud bricks in the village have to be	Formulate the situation
discovery	-Observer - Say what clay is used for	presented Presents a basin filled with a paw of clay. -Ask to observe -Ask a few questions: - What do you see in the basin? - What is it made of? -What is it for ? -Announces the OPO	- Observe the contents of the basin -Answers questions: -I see a paw of clay -Water, clay -It is used to make or paint objects
Analyse	-Cite materials -Explain the manufacturing process of slip	Ask questions: - What are the tools needed to obtain this clay and what are they used for? - What is this clay paw called? -How is clay slip made? -Name other materials in your environment with which slip can be obtained	<i>Answers the questions:</i> -The basin in which we work the clay -A strong wooden rod for stir - the clay which is used to obtain the paw - the water to make the clay into a paw - A sieve - This paw is called the slip - Explain the process: - Sieve the powdered clay in a basin - Pour in water - Stir with the rod to obtain a homogeneous paw. - Name the materials: flour, cement, earth.

SECOND SESSION			
Realization • Precautions and work instructions • Entrainement • Realization itself		-Request to note the precautions to be taken for the manufacture of the slip	<i>Note the precautions</i> -Sift the clay well -Do not spread it everywhere -Use a muffler -Measure the quantities well so as not to make the paw too hard or very soft
	Make the slip with a material of your choice	<i>Request to:</i> - join your working group - use one of the materials to make the slip (earth, flour, cement)	-Join his group -Make the slip either with earth, cement, flour, respecting the instructions
	Reproduce the slip in clay	-Request to reproduce the slip presented in the teacher's basin	-Make the clay slip always in a group
THIRD SESSION			
Evaluation	- Explain the manufacturing process -Making the clay slip	<i>Request:</i> - List the materials used for the slip - Explain the manufacturing process - Individually make the clay slip by adding the color of your choice	-Name the materials: clay, earth, cement, and water -Explain -Make the slip by adding color (red, green, blue) according to your choice.

NB : Each material or tool must be prepared several days before the start of the lesson.

AGRO-PASTORAL ACTIVITIES

LEVEL 3

Skills to be developed : practicing agro-pastoral activities

GUIDE FOR PREPARING A LESSON ON THE MANUFACTURING OF THE COMPOST

OPO: At the end of the lesson, the student will be able to prepare the compost.

INSTALLATION : Mobile

SEANCE 1

I- PROBLEMATISATION

Develop a situational problem highlighting the need for soil fertilization. At this level, it is necessary to insist on the important points of the story so that the learner can detect the problem and foresee a possible solution.

Example: Pose the following problem: For

some time, the garden of the house no longer produces large tomatoes, the vegetables also no longer produce abundantly, because the soil has become impoverished. How to restore the richness of the soil?

Take into account the answers of the pupils and guide the debate on the realization of the compost...

II- DISCOVERY •Present

the compost already made to the student •Have it named •State its usefulness

- Give its composition
- Announce the OPO (at the end of this lesson, everyone should be able to make the compost)
- Communicate the previously defined evaluation criteria.

SEANCE 2

3- ANALYSIS

Present the material to the learner, ask him questions so that he names it and gives 1) the usefulness

of each • A little compost

• Watering can to moisten the compost •

Gloves to protect hands from bacteria • Machete to

cut green plants, crush bones • Wheelbarrow or bucket for

transporting waste • Fork or a stick to turn and

aerate the compost • Tarp, banana leaves or black plastic to

protect the compost from bad weather and

maintain heat and humidity.

• Garden thermometer to take the temperature of the compost (optional, as all you have to do is approach and touch the compost to assess its heat). • Waste

- Green waste or fresh materials (green grass, lawn mowing waste, fruit and vegetable peelings, macabo, potato, plantain, yam peelings, egg shells, rotten fruit, bread, etc.).
- Brown waste (straw, dead leaves from the garden, shredded newspapers, shredded cardboard, old towels, paper towels, sawdust or fine wood shavings (no treated wood or plywood, as they may contain toxins), etc.

NB : Explain to the students that good compost requires two types of waste: green waste and brown waste. Green waste (rich in nitrogen) is generally wet and brown waste (rich in carbon) is dry. The two materials interact to create healthy compost. Too much green results in compost that is too wet and smelly and too much brown matter slows down the decomposition of organic matter.

SEANCE 3

1) Divide the class into groups of 4 or 5 students depending on the size of the class 2) Explain the safety measures to adopt when handling tools.

3) Ask each group to build the composter • Describe the

characteristics of a good composter, its dimensions (depth, length, width).

Indeed, it must have solid walls, an open base, a wide opening to facilitate filling, a volume of approximately 1 m³ (1mX 1mX 1m), a removable side to access the compost.

NB To avoid expenses, you can simply choose a flat space, in a somewhat remote area of the garden. Provide about a surface of 2 m² depending on the size of the garden. Thus, the surface can be 2m long X 1.5m wide X 10cm deep for large areas.

SEANCE 4

1) Making the compost a)

Mark off the prepared surface of banana tree trunks or planks b) Water

the marked surface c) Arrange

straw or dead leaves at a height of about 30 cm d) Water well and place a

layer of fresh materials about 15 cm high,

then water well

e) Lay a stick vertically in the middle of the heap to allow aeration of the compost .5 m in height if the necessary elements are available

in large quantities.

- g) Once all the layers have been laid out, add the compost and cover the pile of waste with banana leaves or a tarpaulin, or black plastic papers to retain humidity and heat.

SEANCE 5

EVALUATION

•Ask the students to give an example of green waste and an example of brown waste. •Ask the groups to look at their pile of trash, describe and discuss if the green and brown materials are stacked in the correct order. Review responses with the class and mark.

SEANCE 6

Every 10 days, turn the waste in the order of the layers, so that the highest layers are found at the bottom and vice versa. Then water.

NOTE: The evaluation made at the 5th session is justified by the fact that to have a good compost, it is sometimes necessary to wait about 6 months before the complete decomposition of the brown matter.

Another evaluation must be made after the time required to obtain the compost.

DOMESTIC AND FAMILY ACTIVITIES

Skills to be developed : practicing domestic activities

GUIDE TO PREPARING AN EMBROIDERY LESSON

OPO: be able to embroider according to the model in stitch (stem, chain, stitch, satin, etc.)

INSTALLATION: Arc of circle

SEANCE 1

I- PROBLEMATISATION

Starting from an overall situation or the daily experience of the learner, especially from a need for decoration (in the house, for clothing, etc.) to lead the learner to pose a problem whose solution requires embroidery .

II- DISCOVERY a)

Present an embroidered tablecloth, the image of a person embroidering the stitch to be studied. b)

Ask questions allowing the learner to identify the point observed. c) Announce the OPO with the evaluation criteria.

SEANCE 2

III- ANALYSIS 1)

Present the material to the learner, ask him questions so that he names it and gives the usefulness of each

one. •Embroidery

fabric •Spools of embroidery thread in several colors

•Needles •Pair of

scissors

•Graduated ruler

•Tape measure

•Thimble •Magnet or sponge.

2) Ask the learner to describe the process of making the embroidery stitch to be executed.

3) Ask questions to lead the learner to say the usefulness of the embroidery stitch to be executed.

SESSION 3

1) Draw the learner's attention to the dangers of using certain materials; Explain the precautions to be taken when using them. Draw their attention to the cleanliness of the room.

2) Preparation of the fabric to be

embroidered. •Present a blank piece prepared in advance •Give the dimensions of the piece to be used for the embroidery stitch •Have the pieces cut individually, ensuring that the dimensions are respected •Ensure that each student cuts his piece respecting security measures

SEANCE 4

IV- REALISATION

1) Ask the student to prepare his embroidery material (needle, spool of colored thread, a die, and the graduated ruler).

2) Using examples, explain the realization of the point to be executed while respecting the different stages.

Example for the front stitch:

•Ask to prepare the embroidery thread, indicating the length and the precautions to be taken so that it does not don't get involved. •Ask to tie a knot on the end of the thread

•Explain to the learner that the front stitch is embroidered from right to left for right-handers and from left to right for left-handers. •

Specify the distance to be respected between the points to obtain a nice rendering through a presented diagram to the blackboard

•Pitch the needle on the wrong side at the end of the line to be embroidered to have the knot on the underside (it is very often advisable to pull a thread to guide the learner and allow him to follow the straight line).

•Pull the needle out at point A

•Prick at point B and come out at point C

•Respect the same movement and the same distance for all the stitches performed.

SEANCE 5

V- EVALUATION

•Ask the learner to explain the process of making the embroidery stitch being studied. •Note the parts taking into account the respect of the distances between the points and the cleanliness of the piece.

ARTISTIC CONSTRUCTIONS AND CRAFTS LEVEL 3

Skills to be developed : produce handicrafts with recycled materials or taken from the local physical environment.

GUIDE TO PREPARING AN OPO MOLDING LESSON: being able to make the clay bricks **Duration:** 30 min

Installation: mobile

SEANCE 1

PROBLEMIZATION

Starting from an overall situation or the daily experience of the learner, especially from a need for construction (house, niche, classroom, etc.) To lead the learner to pose a problem whose solution requires the molding of earthen bricks.

Example: Present the photo of a house in ruins, with people in distress, in urgent need of shelter.

DISCOVERY

a) Carry out a walking class with the children in a brickyard or on a construction site b) Ask questions allowing the learner to formulate hypotheses. c) Announce the OPO with the evaluation criteria.

SEANCE 2

ANALYSE

1. **Present the material to the learner, ask him questions so that he names it and gives everyone's usefulness.**

- Eau
- Terre
- Wooden mold
- Eponge
- Pelle
- Oil change •Pickaxe
- Seau
- Machette

2. **Ask the learner to describe the process of molding a mud brick as observed at the factory**

3. **Ask questions to get the learner to say the usefulness of the mud bricks.**

SEANCE 3

- 1) Divide the class into groups of 4 or 5 students, taking into account the size of the class.
- 2) Draw the learner's attention to the dangers of using certain materials.
- 3) Present a molded and dried brick in advance Explain the procedure to follow for molding a mud brick.

SEANCE 4

REALISATION

Ask each group to prepare the materials and follow the procedure for molding the mud bricks.

- Dig up the earth using a pickaxe - Gather the dug earth using a shovel - Add water to the earth - Knead the earth until it becomes quite firm and homogeneous (the soil must not be very soft).
- Brush the walls of the mold with water or used oil to allow the brick to easily come out of the mould.
- Put the earth in the mold by pressing to avoid that there are voids in the brick (avoid the void so that the brick once dried does not break).
- Cover the bricks with a tarpaulin (in case it is in the rainy season).
- Wait 2 to 3 days for the brick to dry - Lift the brick, clean it with a machete and put it away.

EVALUATION

- Ask the learner to explain the process of molding a mud brick.
- Note the bricks produced taking into account its physical characteristics (smooth, straight and well cleaned).

SOME ILLUSTRATIVE OBJECTS FROM THE LARGE AREAS CULTURAL IN CAMEROON

Instructions: Show, present, illustrate some samples of works of art or technical objects, works or practical/manual creations from the major cultural areas of Cameroon

<p>AIRE CULTURELLE EKANG (Beti, Bulu, Fang,...) GROUP: BANTOU REGIONS: CENTRE, SOUTH, EAST</p> <p>N°1: Illustrate the sculpted object of the MVET</p> <p>N°2: Illustrate a living room carved out of wood or worked rattan</p>	<p>SAWA CULTURAL AREA GROUP: SAWA REGIONS: LITTORAL AND SOUTH WEST</p> <p>N°1: Illustrate the canoeists in a well-sculpted canoe</p> <p>N°2: Illustrate a traditional SAWA outfit</p>
<p>CULTURAL AREA OF THE GRASSFIELD GROUP: SEMI BANTU (Bamileké, Bamoun, Tikar, Mboo, Mbam and Kim...) REGIONS: NORTH-WEST AND WEST</p> <p>N°1: Illustrate here the photos of the rice-growing plains of NDOP</p> <p>N°2: Photos of a couple dressed in traditional costume typical of the North West</p> <p>N°3: Photos of the Bamoun sultan's palace and a bronze Bamoun mask</p> <p>N°4: Photo of a bamileke sculpted object</p>	<p>SAHELIAN AND SUDANO-SAHELIAN CULTURAL AREA GROUP: PEULH, KIRDI, FALI, TOUPOURI, GIZIGA, MATAKAM, BOUM, DOUROU.</p> <p>REGIONS: ADAMAOUA, NORTH AND EXTREME NORTH</p> <p>N°1: Illustrate squares of conical shapes in the north and far north</p> <p>N°2: Illustrate a craft object from the north or from Adamaoua</p>

LIST OF PARTICIPANTS President:

Pr Laurent Serge ETOUNDI NGOA, Minister of Basic Education **Technical supervision:**

Pr. ATEMAJONG née NJIKA Justina (IGE-MINEDUB)

Coordinators:

Claudette Elisabeth SEGUNDA THEY LOVE the phrase OATH
ZAME OBAME Hans Dieudonné
MIH Julius NUH
Dr. NKWENTI Michael NDONGFACK
DAIFERLE Madeleine épse MAMAT

IP -LNFBEPL
IP -EP
IP Car
IP - THE
PI-MS

Members:

VENEMBOUO YEYAP Jean Mesac
THIS IS Michel

THIS **leader**
IPN

BIABE Rosine épse KOFANE
NGAH Marie Thérèse epse ZOA

IPN
IPN

NGUINA MAMERT Catherine's wife ONANA IPN
OLANGANA NGUELE Fabien

IPN

CHILDREN René

IPN

YAMDJEU Leonie

ICE

ABENA Rosette

THIS

KENMOE Georgette

THIS

AGOUME marries ASSIENE

THIS