



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION



# GUIDANCE AND COUNSELLING

Strengthening Life Skills, Sexuality, HIV and AIDS Education

TEACHER'S MANUAL

SECONDARY EDUCATION





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## ACRONYMS

ACRWC	African Charter on the Rights and Welfare of the Child
AIDS	Acquired Immune Deficiency Syndrome
BSPZ	Better Schools Programme in Zimbabwe
HIV	Human Immunodeficiency Virus
ILEPS	Infant, Learner Welfare and Schools Psychological Services and Special Needs Education
MoHCC	Ministry of Health and Child Care
MoPSE	Ministry of Primary and Secondary Education
NAPH	National Association of Primary School Heads
NASH	National Association of Secondary School Heads
PTUZ	Progressive Teachers Union of Zimbabwe
STI	Sexually Transmitted Infections
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNCRC	United Nations Conventions of the Rights of the Child
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
ZDHS	Zimbabwe Demographic and Health Survey
ZIM ASSET	Zimbabwe Agenda for Sustainable Socio-Economic Transformation
ZIMTA	Zimbabwe Teachers Association



## DEFINITION OF TERMS

- Adolescence** – a transitional phase of growth and development between childhood and adulthood. WHO defines an adolescent as any person between the ages 10 and 19 years.
- Career** – the series of jobs that a person has a particular area of work, usually involving more responsibility as time passes.
- Career Guidance** – helping pupils to acquire knowledge about the world of work in relation to job availability, vocational implications of subject choices, pupils' interest, abilities and aptitude. It strives to develop realism in pupils' job expectations and helps to explore opportunities for self reliance.
- Citizenship** – the legal right to belong to a particular country.
- Counselling** – an intensive process which is used in crisis situation or for improving the emotional well being of the pupils. It is ideally carried out on a one on one basis or in small groups with shared need problem
- Courtship** – the act of seeking the love or companionship of someone.
- Culture** – the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts.
- Entrepreneurship** – the process of starting or running businesses.
- Guidance** – presenting knowledge, information and advice to individual pupils or groups of pupils in a structured way to facilitate making choices and decisions that enable them to achieve their personal, social, educational and vocational goals
- Gender** – socially and culturally constructed and ascribed male and female roles and responsibilities
- Infant Education** – it is part of the early years of primary education cycle from ECD, ECD A, ECD B, Grade 1 and Grade 2

- Junior Education** – this is primary education that runs from Grades 3 to 7
- Life Skills** – techniques for coping in a changing world and positively handling daily challenges
- Reproductive Health Education** – enhancement of all matters relating to the reproductive system and its processes and functions but not merely the absence of disease or infirmity
- Secondary Education** – this is an educational cycle that runs from Form 1 to 6
- Sexuality Education** – age-appropriate and culturally relevant approach to teaching about sex and relationships by providing scientifically accurate, realistic and non judgmental information
- Special Needs Education** – it is an alternative to the mainstream education and allows for segregated provisions for those who are differently abled
- Teachers' Manual** – a book giving all the important information about a subject (a teacher's guide). It can be in the form of a CD, DVD or online.
- Values** – beliefs about what is right and wrong and what is important in life.

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- Ministry of Youth Indigenisation and Economic Empowerment and Economic Development
- Ministry of Women Affairs, Gender and Community Development
- Ministry of Higher and Tertiary Education, Science and Technology Development
- National Association of Primary School Heads (NAPH)
- National Association of Secondary School Heads (NASH)
- Progressive Teachers Union of Zimbabwe (PTUZ)
- Zimbabwe Teachers Association (ZIMTA)
- Young People's Network on Sexual Reproductive Health, HIV and AIDS
- Junior Parliamentarians

We would like to acknowledge with gratitude the technical and financial support received from National AIDS Council (NAC), United Nations Children's Fund (UNICEF), United Nations Educational Scientific and Cultural Organisation (UNESCO) and United Nations Population Fund (UNFPA), for supporting the development of the two Teachers Manuals on Guidance and Counselling; Life Skills, Sexuality, HIV and AIDS Education (one for the Infant and Junior Education Levels and the other for Secondary Schools).

picture of healthy photo

## FOREWORD

The Government of Zimbabwe through my Ministry of Primary and Secondary Education endeavors to provide an inclusive quality education for all learners. Quality inclusive education aims at the development of the whole individual physically, mentally, spiritually and socially. The rich diversity of spiritual, cultural and moral values needs to be shared with learners so that they develop *Unhu/Ubuntu* in the fullest and noblest sense. The *Unhu/Ubuntu* concept denotes an individual whose characteristics include responsibility, self-discipline, diligence, tolerance, moral uprightness, as well as devotion to one's family and community as a way of upholding and promoting such virtues.



In its report, Presidential Commission of Inquiry Into Education and Training (CIET, 1999) recommended that schools should provide appropriate Guidance and Counselling to all learners as a strategy of producing individuals who can boldly face the rapid changes in the socio-economic environment without losing their identity and integrity. Teachers should therefore promote ethical education, character formation and be good role models of *Unhu/Ubuntu*. One of humanity's greatest challenges is the preparation of children and young persons for the transition to adulthood.

The MoPSE has developed a curriculum framework which provides a comprehensive plan for a rapid and sustainable transformation of our education system through to 2022. This is in line with the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIM-ASSET) which calls for the development of a curriculum which is relevant to the national needs while equipping learners with life skills such as team work, collaboration, negotiation and enterprise skills for work and leisure. The MoPSE sets out fundamental changes that require learners to make their hands dirty and lay strong foundations for vocational skills to empower them to develop enterprises and contribute to the social-economic transformation.

It is therefore essential that the teachers are well-trained so that they are equipped with sufficient knowledge and other requisite skills to impart to learners. Teachers are therefore urged to use the manual effectively and to take Guidance and Counselling seriously for the benefit of all learners.

Hon. Dr L. D. K. Dokora, MP  
**Minister of Primary and Secondary Education**  
 Harare

## PREFACE

The Ministry of Primary and Secondary Education is highly committed to an outcome-based curriculum that focuses on Life Skills and other essential empowerment skills for all learners. According to the Presidential Commission of Inquiry into Education and Training (1999), it was noted that Guidance and Counselling should be offered at all levels of the education system in response to the many needs and pressures to which learners in our schools are exposed. The major goal of the Ministry is to prepare learners for life and work by ensuring that they are equipped with requisite knowledge, skills and attitudes. Zimbabwe has a generalized HIV epidemic, with an exceptionally high level of HIV prevalence in the past and significantly lower levels at present. It is estimated that over the past 12 years from 1997 to 2013, adult HIV prevalence has almost halved from 26.5% to 14.3% and new infections declined by 50%. The HIV prevalence among children aged 0-14 years is 2.9%, whilst 6% of young people aged 15-24 are HIV positive (ZDHS 2010/2011). The 2012 -2015 Strategic Plan on Life Skills, Sexuality, HIV and AIDS Education is a clear testimony of the Ministry's commitment to the multi-sectoral response to the HIV and AIDS pandemic. Our learners need to be informed and equipped with the knowledge, attitudes and skills to make responsible choices about sexuality, relationships, HIV and AIDS, career paths as well as other life empowerment competencies.



The Presidential Commission of Inquiry into Education and Training (CIET1999) viewed health education as a prerequisite to learning and development. Every learner has a right to adequate information to ensure a healthy lifestyle. Therefore, education on responsible behavior, wholesome attitudes, hard work, integrity and good morals which have a bearing on one's physical and emotional health status is central to the programme. The basic requirements such as balanced diet, immunization, prevention, treatment and care of learners with HIV and AIDS, the family and the community from communicable and non-communicable diseases are essential components in the programme. Health Education at all levels, should prepare learners to be responsible for their own health.

This Teachers' Manual focuses on critical issues of Sexuality, HIV and AIDS Education which is encompassed in the Guidance and Counselling Programme in schools. If we are to reduce school dropouts due to teenage pregnancy and child marriages as well as achieve zero new HIV infections, zero discrimination and zero AIDS-related deaths, our education system must fully promote a change of attitude and behaviour in matters of sexuality which is crucial to the whole nation and its economic sustenance. Care and support for learners who are affected by HIV and AIDS as well as those who are living with HIV should be one of our top priorities as educators. It is in a nation free of HIV and AIDS that our learners will develop and realise their full potential.

This Teachers' Manual provides information which is most valuable to the Guidance and Counselling Learning Area.

Dr S. J. Utete-Masango  
**Permanent Secretary: Ministry of Primary and Secondary Education**

## EXECUTIVE SUMMARY

The Guidance and Counselling learning area is founded on basic tenets that include human rights and dignity, life skills, learner empowerment, *Unhu/Ubuntu*, healthy living and lifestyles, human growth, development and personal responsibilities. The programme also focuses on Social Services and other referral systems for management and mitigation, family relationships and dynamics. Some issues addressed in the manual are highlighted in the Zimbabwe Constitution, U.N. Convention on the Rights of the Child (UNCRC) of 1990 and the African Charter on the Rights and Welfare of the Child (ACRWC). The activities highlighted in this manual serve as a benchmark for learner empowerment in the acquisition of fundamental life skills for personal growth.

Following the adoption of the recommendations of the 1999 Presidential Commission of Inquiry into Education and Training, it was observed that Guidance and Counseling should be provided in schools under a system where any problem, be it learning, social or moral could be dealt with in confidence. Hence, the Ministry resolved to strengthen and institutionalize Guidance and Counselling from Early Childhood Development up to high school. The Director's Circular 23 of 2005 provides background information and policy implementation guidelines towards the institutionalization of Guidance and Counselling from early childhood education up to high school, thereby making the programme an integral part of any school's core business.

The Ministry of Primary and Secondary Education was given a mandate to introduce Life Skills, HIV and AIDS Education in 1992. Thereafter, the Chief Education Officer's Circular Number 16 of 1993 and subsequent circulars were formulated and this made the teaching of Life Skills, HIV and AIDS Education mandatory. It was also emphasized in the CIET, that HIV and AIDS should be a strong component of health education as a tool for survival. In the new Curriculum Framework, Sexuality, HIV and AIDS Education is a cross-cutting issue, meaning to say it is best taught within a context. It must be noted that Guidance and Counselling is a study area incorporating diverse concepts from various study areas.

Teachers have cited lack of standardized reference material as a factor hindering effective teaching of Guidance and Counselling topics. Meanwhile, the impact of inadequate exposure to life skills education has caused many learners to exit the school system after completion of their Secondary Education without the requisite life and livelihood skills and this is evidenced by the poor sexual and reproductive health status of young people in Zimbabwe, hence the production of this manual. This information was obtained from the Monitoring and Evaluation exercise that was carried out in the provinces.

- Relationships
- Health
- Human, Growth and Development
- Values, Beliefs and Citizenship
- Child Protection
- Career Guidance

The last section of the manual contains appendices. The appendices reflect statistics from the Zimbabwe Demographic Health Survey [ZDHS] in relation to:

- Demographic Characteristics of Youths of the age range 10 to 24 years
- HIV Prevalence among Youths of age range 10 to 24 years
- Factors contributing to Young people's Risk to HIV and AIDS
- Age at first sex – Percentage
- Pregnancy, Childbearing and Contraception
- Percentage of 10 to 14 year olds not in school and not living with either parent.



## AIMS

- To increase the level of implementation of the Guidance and Counselling programme from Early Childhood Development to Advanced level in all schools.
- To equip teachers with competencies that will enable learners to develop life skills for personal adjustment to the environment.
- To equip teachers with skills to help learners become responsible citizens.
- To enable teachers to inculcate positive behaviors, values and attitudes that prevent the spread of HIV, STIs and other health concerns among learners.
- To instill in teachers a caring and supportive attitude towards learners affected and living with HIV and AIDS.

## OBJECTIVES

- To strengthen the effectiveness of the Guidance and Counselling in all schools and non-formal institutions.
- To standardize approaches to the teaching of specific topics in the primary school Social Studies and Secondary school Guidance and Counselling.
- To encourage teachers to continuously research for up to date information on Life Skills, Sexuality, HIV and AIDS and other health issues.
- Achieve optimal inclusivity in the participation of learners with special needs in the Guidance and Counselling programme.
- Reduce and eventually eliminate stigma and discrimination in the organizational and interpersonal culture of all schools.

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## FORMS 1 - 2

## 1. RELATIONSHIPS

OBJECTIVES	<ul style="list-style-type: none"> <li>● Describe different types of families.</li> <li>● Identify potential abusers and abusive tendencies in the family, school and community.</li> <li>● Differentiate between different kinds of relationships.</li> <li>● Demonstrate skills in resisting peer pressure.</li> </ul>	
CONTENT	METHODOLOGY	MAIN ACTIVITIES
<b>Types of family</b> <ul style="list-style-type: none"> <li>• nuclear</li> <li>• child-headed</li> <li>• extended</li> <li>• one parent headed</li> <li>• mixed</li> </ul>	Discussion Role play and drama Question and answer Story telling	Playing roles of different family members Discussing problems Questioning and answering Story telling
<b>Communication Skills</b> <ul style="list-style-type: none"> <li>• types of communication</li> <li>• barriers to communication</li> <li>• parent-child communication</li> </ul>	Lecture Discussion Role play and drama Facilitated films Question and answer	Role playing and dramatising Questioning and answering Discussing Facilitated film screening
<b>Abuse within the</b> <ul style="list-style-type: none"> <li>- family</li> <li>- school</li> <li>- community</li> <li>• forms of abuse i.e. sexual, emotional, physical, neglect</li> <li>• potential abusers and abusive tendencies</li> <li>• children's rights and responsibilities</li> <li>• child/human trafficking</li> </ul>	Discussion Role play and drama Resource person/s Question and answer Debate Case study Testimonials	Debating Discussing Questioning and answering Storytelling and dramatizing Undertaking a case study
<b>Different kinds of relationships</b> <ul style="list-style-type: none"> <li>• friendships</li> <li>• dating and courtship</li> <li>• marriage (refer to constitution)</li> <li>• abusive relationships, for example; incest, paedophilia, inter-generational</li> <li>• cyber dating (computer-based relationships)</li> </ul>	Discussion Role play and drama Brainstorm Question and answer Debate	Discussing Role play and dramatizing Brainstorming Questioning and answering Debating

CONTENT	METHODOLOGY	MAIN ACTIVITIES
<b>Peer relationships</b> <ul style="list-style-type: none"> <li>• definition</li> <li>• peer pressure</li> <li>• effects of peer pressure</li> <li>• effects of internet and social media in relationships</li> <li>• skills of resisting peer pressure</li> </ul>	Role play and drama Discussion Story telling Peer teaching Question and answer Debate Resource person/s Testimonial	Discussing Role playing and dramatizing Debating Questioning and answering Story telling
<b>Conflict and conflict resolution</b> <ul style="list-style-type: none"> <li>• causes of conflicts               <ul style="list-style-type: none"> <li>- home</li> <li>- school</li> <li>- community</li> </ul> </li> <li>• consequences of conflict</li> <li>• conflict resolution</li> </ul>	Discussion Role play and drama Debating Brainstorm Question and Answer	Discussing Role playing and dramatizing Debating Brainstorming Questioning and answering
<b>Life skills and attributes of personal identity</b> <ul style="list-style-type: none"> <li>• self esteem</li> <li>• assertiveness</li> <li>• critical thinking</li> <li>• negotiation skills</li> <li>• communication skills</li> </ul>	Role play and drama Discussion Poetry Question and answer Debate Quiz Public speeches Facilitated film screening	Role playing and dramatising Discussing Questioning and answering Debating Participating in quiz competitions Public speaking Facilitating film screening

## 2. HEALTH

OBJECTIVES	<ul style="list-style-type: none"> <li>● Apply personal and environmental hygiene practices.</li> <li>● Explain the importance of grooming and etiquette.</li> <li>● Describe common STIs.</li> <li>● Discuss stigma and discrimination in relation to HIV and AIDS.</li> <li>● Outline the importance of early treatment and prevention.</li> <li>● Discuss consequences of early sexual debut.</li> <li>● Discuss importance of participating in physical activities.</li> </ul>	
CONTENT	METHODOLOGY	MAIN ACTIVITIES
<b>Health, safety and personal hygiene</b> <ul style="list-style-type: none"> <li>• bathing</li> <li>• oral care</li> <li>• laundry</li> <li>• managing menstruation</li> <li>• elements of fitness</li> <li>• endurance</li> <li>• strength</li> <li>• speed</li> </ul>	Discussion Story telling Role play and drama Brainstorming Demonstration Question and answer Educational tours Videos	Demonstrating Discussing Brainstorming Role play and dramatising Questioning and answering Participating in physical education activities
<b>Grooming and etiquette</b> <ul style="list-style-type: none"> <li>• dress code</li> <li>• table manners</li> <li>• style of walking</li> <li>• style of communication</li> <li>• body posture</li> </ul>	Modeling Role play and drama Discussion Videos Demonstration	Modeling Role playing and dramatising Discussing Demonstrating Facilitated film screening
<b>Environment Hygiene</b> <ul style="list-style-type: none"> <li>• home</li> <li>• schools</li> <li>• community</li> <li>• littering</li> <li>• pollution</li> <li>• conservation</li> <li>• veld fires</li> </ul>	Brainstorming Discussion Videos Demonstration Educational tours Field work Resource person/s	Discussing Demonstrating Brainstorming Facilitating film screening Participating in field work Inviting resource person/s
<b>Sexually Transmitted Infections</b> <ul style="list-style-type: none"> <li>• types</li> <li>• signs</li> <li>• prevention and treatment</li> </ul>	Brainstorming Resource person/s Question and answer Role play and drama Discussion	Discussing Inviting guest speaker Facilitating film screening

CONTENT	METHODOLOGY	MAIN ACTIVITIES
<b>HIV and AIDS</b> <ul style="list-style-type: none"> <li>• definition</li> <li>• modes of transmission</li> <li>• prevention</li> <li>• myths and misconceptions</li> <li>• stigma and discrimination</li> <li>• positive living</li> <li>• nutrition</li> </ul>	Discussions Lecture by resource person/s Role play and drama Peer teaching Brainstorm Question and answer Song and dance Research Facilitated films Quiz Case study Group projects	Discussing Debating Role playing and dramatising Brainstorming Facilitating film screening Singing and dancing Questioning and answering Poetry Undertaking a case study
<b>Communicable and non-communicable diseases</b> <ul style="list-style-type: none"> <li>• communicable diseases</li> <li>• non communicable diseases</li> <li>• prevention and management</li> <li>• public health concerns (cholera, bilharzia, measles, malaria, rabies, Ebola, scabies, intestinal worms etc.)</li> </ul>	Discussion Games Role play and drama Song and dance Simulation Story telling Facilitated films	Discussing communicable and non-communicable diseases Role playing and dramatising Singing and dancing Games Preparing a wall freeze Facilitating film screening
<b>Drug and substance abuse</b> <ul style="list-style-type: none"> <li>• names and types of drugs and substance abuse</li> <li>• effects of drug and substance abuse</li> </ul>	Discussions Story telling Role play and drama Resource person/s Videos and films Picture code	Role playing and dramatising Discussing Questioning and answering Singing and dancing Participating in talk shows Participating in quiz competitions Picture coding
<b>Mental health</b> <ul style="list-style-type: none"> <li>• definition</li> <li>• causes and effects of mental ill health</li> <li>• causes and effects of stress</li> <li>• stress management</li> </ul>	Discussions Story telling Role play and drama Resource persons Videos and films	Role playing and dramatising Discussing Questioning and answering Singing and dancing Participating in talk shows Participating in quiz competitions

### 3. HUMAN GROWTH AND DEVELOPMENT

OBJECTIVES	<ul style="list-style-type: none"> <li>● Differentiate between puberty and adolescence.</li> <li>● Explain the challenges experienced at adolescence stage.</li> <li>● Describe the male and female reproductive system.</li> <li>● Discuss about sex and pregnancy.</li> <li>● Analyse the risks of early sexual activities.</li> <li>● Analyse sexual behaviours in relation to HIV and AIDS.</li> </ul>	
CONTENT	METHODOLOGY	MAIN ACTIVITIES
<b>Puberty and Adolescence</b> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• physical changes</li> <li>• emotional changes</li> <li>• psychological changes</li> <li>• Identity crisis</li> </ul>	Debate Role play and drama Discussion Models Question and answer Video Brainstorming Resource person/s	Debating Brainstorming Role playing and dramatising Discussing Use models Facilitating film screening
<b>Anatomy and Physiology</b> <ul style="list-style-type: none"> <li>• Myths and misconceptions about human reproduction</li> </ul>	Discussion Question and answer Resource person/s Models Brainstorming	Discussing Questioning and answering Facilitating film screen Brainstorming
<b>Sex and sexuality</b> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Sex and gender roles</li> <li>• sexual identity</li> <li>• sexual health</li> <li>• Sexual behaviours               <ul style="list-style-type: none"> <li>- abstinence</li> <li>- delaying sexual debut</li> <li>- concurrent sexual partnerships</li> <li>- inter-generational partners</li> </ul> </li> <li>• consequences of early sexual debut</li> <li>• myths and misconceptions about sex and pregnancy</li> <li>• preventing pregnancy</li> <li>• Ministry's policy on pregnancy</li> <li>• Laws and rights               <ul style="list-style-type: none"> <li>- age of consent</li> <li>- age of marriage</li> </ul> </li> </ul>	Brainstorming Discussion Question and answer Case study Debate	Discussing Brainstorming Questioning and answering Debating Undertaking case studies



## 4. VALUES, BELIEFS AND CITIZENSHIP

OBJECTIVES	<ul style="list-style-type: none"> <li>● Identify values and their importance.</li> <li>● Describe forms of good behavior at school, home and in the community.</li> <li>● Discuss the challenges which vulnerable members of society face.</li> <li>● Discuss inclusive approaches to involve the vulnerable.</li> <li>● Demonstrate Unhu/Ubuntu/Value.</li> <li>● Discuss what one should do to demonstrate love for one's country.</li> </ul>	
CONTENT	METHODOLOGY	MAIN ACTIVITIES
<p><b>Values at</b></p> <ul style="list-style-type: none"> <li>• Home</li> <li>• School</li> <li>• Community</li> </ul> <p><b>Respect and tolerance</b></p> <ul style="list-style-type: none"> <li>• self-respect</li> <li>• respect for others and adults</li> <li>• positive attitudes towards vulnerable members of society</li> <li>• good and bad behaviour</li> </ul>	<p>Discussion</p> <p>Role play and drama</p> <p>Demonstration</p> <p>Story telling</p> <p>Song and dance</p> <p>Miming</p>	<p>Discussing forms of good behaviour</p> <p>Dramatising respectful behaviors</p> <p>Role playing on good behavior</p> <p>Singing and dancing</p> <p>Demonstrating</p> <p>Story telling</p> <p>Miming</p>
<p><b>Religion</b></p> <ul style="list-style-type: none"> <li>• religious values</li> <li>• respect for different religions</li> <li>• positive and negative aspects of religion with respect to sexual and reproductive health and HIV</li> </ul>	<p>Discussion</p> <p>Role play and drama</p> <p>Song and dance</p> <p>Question and answer</p> <p>Brainstorm</p> <p>Debate</p> <p>Resource person/s</p>	<p>Discussing some positive practices of different religions</p> <p>Role playing and dramatising</p> <p>Singing and dancing</p> <p>Questioning and answering</p> <p>Brainstorming</p>
<p><b>Citizenship (refer to Constitution of Zimbabwe, Chapter 3 Section 35 – 43)</b></p> <ul style="list-style-type: none"> <li>• Define citizenship</li> <li>• Qualities of a good citizen</li> <li>• Roles and responsibilities of duty bearers and rights holders</li> <li>• Patriotism</li> <li>• The role of Junior Parliamentarians and Councilors</li> </ul>	<p>Discussion</p> <p>Role play and drama</p> <p>Song and dance</p> <p>Resource person/s</p> <p>Poems</p> <p>Brainstorm</p> <p>Question and answer</p>	<p>Discussing elements of patriotism</p> <p>Role playing and dramatising</p> <p>Singing and dancing</p> <p>Reciting poems</p> <p>Facilitating films screening</p> <p>Brainstorming</p> <p>Questioning and answering</p>

## 5. CHILD PROTECTION

OBJECTIVES	<ul style="list-style-type: none"> <li>● Outline learner welfare incidences</li> <li>● State children's rights and responsibilities.</li> <li>● Describe ways of reporting abuse.</li> <li>● Identify commonly abused drugs and substances</li> <li>● Suggest ways of managing learner welfare incidences</li> </ul>	
CONTENT	METHODOLOGY	MAIN ACTIVITIES
<p><b>Learner welfare incidents</b></p> <ul style="list-style-type: none"> <li>• bullying</li> <li>• suicide</li> <li>• satanism</li> <li>• sex parties</li> <li>• unwanted pregnancy</li> <li>• stress</li> <li>• pornography</li> <li>• management of incidents</li> </ul> <p><b>Child rights and responsibilities</b></p> <p><b>Child Abuse</b></p> <ul style="list-style-type: none"> <li>• forms of child abuse</li> <li>• effects of child abuse</li> <li>• how to report child abuse</li> <li>• coping with abuse</li> </ul> <p><b>Child / Human trafficking</b></p> <p><b>Drug and Substance abuse</b></p> <ul style="list-style-type: none"> <li>• definition</li> <li>• types</li> <li>• sources</li> <li>• effects</li> </ul>	<p>Resource person/s</p> <p>Discussion</p> <p>Story telling</p> <p>Role Play and drama</p> <p>Song and dance</p> <p>Puppetry and animations</p> <p>Facilitated film</p> <p>Educational tours</p> <p>Referral</p>	<p>Discussing</p> <p>Story telling</p> <p>Role playing and dramatizing</p> <p>Singing and dancing</p> <p>Using puppets and animations</p> <p>Facilitating film screening</p> <p>Conducting educational tour</p> <p>Referrals</p>

## 6. CAREER GUIDANCE

OBJECTIVES	<ul style="list-style-type: none"> <li>● Make relevant subject choices</li> <li>● Describe good study skills</li> <li>● Identify career opportunities</li> <li>● Discuss entrepreneurship</li> <li>● Prepare for an interview</li> </ul>	
CONTENT	METHODOLOGY	MAIN ACTIVITIES
<b>Interviews</b> <ul style="list-style-type: none"> <li>• grooming</li> <li>• dress code</li> <li>• deportment</li> </ul>	Role play and drama Discussion Debate Question and answer Brainstorm Resource person/s Demonstration	Role playing and dramatising Questioning and answering Discussing Demonstrating Brainstorming Debating
<b>Entrepreneurship</b> <ul style="list-style-type: none"> <li>• entrepreneurial skills</li> <li>• income generating projects.</li> <li>• capital and human resources</li> <li>• project proposal</li> <li>• market</li> </ul>	Resource person/s Discussions Brainstorm Debate Question and answer Role play and drama Educational tours Facilitated films Demonstrations	Discussing Brainstorming Debating Questioning and answering Role playing and dramatising Demonstrating Facilitating film screening

## FORMS 3 - 4

## 1. RELATIONSHIPS

OBJECTIVES	<ul style="list-style-type: none"> <li>● Discuss skills needed for managing relationships.</li> <li>● Differentiate between different kinds of relationships.</li> <li>● Describe roles of different family members.</li> <li>● Discuss aspects of peer pressure in relationships.</li> </ul>	
CONTENT	METHODOLOGY	MAIN ACTIVITIES
<b>Families</b> <ul style="list-style-type: none"> <li>• types</li> <li>• roles of family members</li> </ul>	Discussion Role play and drama Question and answer Brainstorm Debate Case study Facilitated films	Discussing Role play and dramatising Questioning and answering Brainstorming Debating Undertaking a case study Facilitating film screening
<b>Communication in relationships</b> <ul style="list-style-type: none"> <li>• parent to parent</li> <li>• parent to child</li> <li>• sibling to sibling</li> <li>• peer to peer</li> <li>• teacher to pupil</li> <li>• child to adult</li> </ul>	Discussion Role play and drama Debate Question and answer Facilitated film screening Brainstorming	Discussing Questioning and answering Role playing and dramatising Debating Facilitating film screening
<b>Types of relationships</b> <ul style="list-style-type: none"> <li>• Family</li> <li>• Friendship</li> <li>• Dating</li> <li>• Courtship</li> <li>• intergenerational</li> </ul> <b>Managing relationships</b>  <b>Conflict management and resolution</b>	Discussion Role play and drama Debate Question and answer Facilitated films Brainstorm Research	Discussing Questioning and answering Role playing and dramatising Debating Facilitating film screening Conducting research
<b>Peer influence</b> <ul style="list-style-type: none"> <li>• Positive</li> <li>• Negative</li> <li>• Effect of internet and social media</li> <li>• managing peer pressure</li> </ul>	Discussion Brainstorming Role play and drama Question and answer Case study Debate Facilitated film screening	Discussing Role play and dramatising Questioning and answering Brainstorming Researching Undertaking a cases study Debating Facilitated film screening

## 2. HEALTH

OBJECTIVES	<ul style="list-style-type: none"> <li>● Explain strategies for preventing HIV.</li> <li>● Explain the importance of grooming and etiquette.</li> <li>● Establish the link between STIs and HIV infection.</li> <li>● Describe various types of STIs and their symptoms.</li> <li>● Discuss good hygiene practices.</li> <li>● Discuss stigma and discrimination in relation to HIV and AIDS.</li> <li>● Discuss issues of treatment, care and support</li> </ul>	
CONTENT	METHODOLOGY	MAIN ACTIVITIES
<b>Personal hygiene, exercise and fitness</b> <ul style="list-style-type: none"> <li>• bathing</li> <li>• oral care</li> <li>• laundry</li> <li>• managing menstruation</li> <li>• health related fitness</li> <li>• skill related fitness</li> </ul>	Debate Discussion Question and answer Brainstorm Demonstration Peer teaching Role play and drama Videos	Debating Questioning and answering Peer teaching Role playing and dramatising Demonstrating Brainstorming Participating in physical education activities
<b>Grooming and etiquette</b> <ul style="list-style-type: none"> <li>• dress code</li> <li>• walking style</li> <li>• style of communication</li> <li>• body posture</li> <li>• table manners</li> </ul>	Modeling Discussion Role play and drama Facilitated film screening Demonstration Resource person	Discussing Modeling Role playing and dramatising Facilitating film screening
<b>Sexually Transmitted Infections</b> <ul style="list-style-type: none"> <li>• types and symptoms</li> <li>• prevention and treatment</li> <li>• link between STIs and HIV</li> </ul>	Discussion Role play and drama Resource person Facilitated film screening Demonstration Question and answer Pictures	Discussing Questioning and answering Facilitating film screening Debating Demonstrating Role playing and dramatising Using pictures
<b>HIV and AIDS</b> <ul style="list-style-type: none"> <li>• definitions</li> <li>• modes of transmission</li> <li>• myths and misconceptions</li> <li>• Prevention strategies</li> <li>• care, treatment and support</li> </ul>	Discussion Role play and drama Resource person/s Facilitated films Demonstration Question and answer	Discussing Questioning and answering Facilitating film screening Debating Demonstrating Role playing and dramatising
<b>Stigma and discrimination</b> <ul style="list-style-type: none"> <li>• definitions</li> <li>• causes and effects</li> <li>• coping with stigma and discrimination</li> <li>• adolescence living with HIV</li> </ul>	Discussion Brainstorming Debate Role play and drama Resource person/s Facilitated film screening Question and answer	Brainstorming Discussing Debating Role playing and dramatising Facilitating film screening Questioning and answering

### 3. HUMAN GROWTH AND DEVELOPMENT

OBJECTIVES	<ul style="list-style-type: none"> <li>● Differentiate between puberty and adolescence</li> <li>● Explore the challenges experienced at adolescence</li> <li>● Discuss the risks of early sexual activities.</li> <li>● Describe the male and female reproductive system</li> <li>● Describe the signs and symptoms of pregnancy and the stages of foetal development and child birth.</li> <li>● Discuss sexuality</li> </ul>	
CONTENT	METHODOLOGY	MAIN ACTIVITIES
<b>Puberty and Adolescence</b> <ul style="list-style-type: none"> <li>• definition</li> <li>• physical changes</li> <li>• emotional changes</li> <li>• psychological changes</li> <li>• identity crisis</li> </ul>	Debate Role play and drama Discussion Question and answer Facilitated films Brainstorming Resource person/s	Debating Role playing and dramatising Dramatisation Discussing Questioning and answering Facilitating film screening Brainstorming
<b>Human Reproduction</b> <ul style="list-style-type: none"> <li>• anatomy and physiology</li> <li>• facts, myths and misconceptions about human reproduction</li> <li>• pregnancy and prevention</li> <li>• foetal development and child bearing</li> <li>• early sexual activity and associated risks e.g. cervical cancer, obstetric fistula</li> <li>• components of sexual and reproductive health and rights</li> <li>• Sexual and reproductive health services</li> <li>• Ministry's policy on pregnancy</li> <li>• Laws and rights               <ul style="list-style-type: none"> <li>- Age of consent</li> <li>- Age of marriage</li> </ul> </li> </ul>	Discussions Models Question and answer Brainstorming Facilitated films Research projects	Discussing Questioning and answering Brainstorming Facilitating film screening Conducting research projects
<b>Sexuality</b> <ul style="list-style-type: none"> <li>• definitions</li> <li>• components of human sexuality               <ul style="list-style-type: none"> <li>- sensuality</li> <li>- sexual intimacy</li> <li>- sexual identity</li> <li>- sexual and reproductive health</li> <li>- sexualisation</li> </ul> </li> </ul>	Brainstorming Discussion Resource person/s Case study Question and answer Poetry Role play and drama Debate	Discussing Brainstorming Questioning and answering Role playing and dramatising Undertaking a case study Reciting poems

## 4. VALUES, BELIEFS AND CITIZENSHIP

OBJECTIVES	<ul style="list-style-type: none"> <li>● Discuss sources of values.</li> <li>● Describe forms of good behavior at school, home and in the community.</li> <li>● Demonstrate <i>Unhu/Ubuntu/Values</i></li> <li>● Evaluate impact of various religions on personal values and beliefs</li> <li>● Assess the relationship between freedom, accountability and responsibility in the light of HIV/AIDS</li> <li>● Discuss the challenges which vulnerable members of society face.</li> <li>● Discuss citizenship.</li> </ul>	
CONTENT	METHODOLOGY	MAIN ACTIVITIES
<p><b>Sources of values at</b></p> <ul style="list-style-type: none"> <li>• home</li> <li>• school</li> <li>• wider community</li> </ul> <p><b>Respect and tolerance</b></p> <ul style="list-style-type: none"> <li>• Self-awareness and respect</li> <li>• respect for others and adults</li> <li>• respect for differing opinions, values and beliefs</li> <li>• conflict resolution</li> <li>• positive attitudes towards vulnerable members of society</li> <li>• virtues of being a good role model</li> </ul>	Discussion Demonstration Brainstorm Resource person/s Facilitated films Case study Educational tours Debate Question and answer	Discussing Demonstrating Brainstorming Facilitating film screening Undertaking a case study Debating Questioning and answering
<p><b>Freedom, responsibility and accountability</b></p> <ul style="list-style-type: none"> <li>• freedom</li> <li>• accountability</li> <li>• responsibility</li> </ul>	Discussion Demonstration Brainstorm Facilitated films Case study Debate Question and answer	Discussing Demonstrating Brainstorming Facilitating film screening Debating Questioning and answering
<p><b>Religion</b></p> <ul style="list-style-type: none"> <li>• respect for different religious groups</li> <li>• positive and negative aspects of religion with respect to sexual and reproductive health and HIV</li> <li>• contribution of various religions to the development of personal values and beliefs</li> </ul>	Discussion Role play and drama Question and answer Brainstorming Debate	Discussing practices of different religions Role playing and dramatising Singing and dancing Questioning and answering Brainstorming

CONTENT	METHODOLOGY	MAIN ACTIVITIES
<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• definition</li> <li>• traditional practices</li> <li>• modern practices</li> <li>• evaluate gender and cultural values and beliefs in relation to sexuality, HIV and AIDS</li> </ul>	<p>Discussion            Demonstration            Brainstorming            Resource person/s            Facilitated films            Case Study            Educational tours            Debate            Question and answer</p>	<p>Discussing            Demonstrating            Brainstorming            Facilitating film screening            Undertaking a case study            Debating            Questioning and answering</p>
<p><b>Citizenship (refer to Constitution of Zimbabwe, Chapter 3 Section 35 – 43)</b></p> <ul style="list-style-type: none"> <li>• Define citizenship</li> <li>• qualities of a good citizen</li> <li>• patriotism</li> <li>• the role of Junior Parliamentarians and Councilors</li> </ul>	<p>Discussion            Role play and drama            Resource person/s            Poetry            Brainstorm            Question and answer            Facilitated films            Educational tours</p>	<p>Discussing elements of patriotism            Role playing and dramatising            Reciting poems            Facilitating films screening            Brainstorming            Questioning and answering            Undertaking educational tours</p>



## 5. CHILD PROTECTION

OBJECTIVES	<ul style="list-style-type: none"> <li>● Discuss learner welfare incidences</li> <li>● Discuss human rights</li> <li>● Discuss commonly abused drugs and substances</li> </ul>	
CONTENT	METHODOLOGY	MAIN ACTIVITIES
<p><b>Learner welfare incidences</b></p> <ul style="list-style-type: none"> <li>• bullying</li> <li>• suicide</li> <li>• satanism</li> <li>• sex parties</li> <li>• unwanted pregnancy</li> <li>• examination stress</li> <li>• pornography</li> <li>• prevention and management of incidences</li> </ul> <p><b>Human Rights</b></p> <ul style="list-style-type: none"> <li>• Sexual Offences Act (2001)</li> <li>• HIV and AIDS Policy (2000)</li> <li>• Child Protection and Adoption Act (2002)</li> <li>• Legal Age of Majority Act (1982)</li> <li>• UN Universal Declaration of Human Rights (1948)</li> </ul> <p><b>Child Abuse</b></p> <ul style="list-style-type: none"> <li>• forms of child abuse</li> <li>• effects of child abuse</li> <li>• child rights and responsibilities</li> <li>• how to report child abuse</li> <li>• coping with abuse</li> <li>• child/human trafficking</li> </ul> <p><b>Drug and Substance abuse</b></p> <ul style="list-style-type: none"> <li>• definition</li> <li>• types</li> <li>• sources</li> <li>• effects</li> </ul>	<p>Resource person/s</p> <p>Discussion</p> <p>Story telling</p> <p>Role Play and drama</p> <p>Song and dance</p> <p>Puppetry and animations</p> <p>Facilitated film</p> <p>Educational tours</p>	<p>Discussing</p> <p>Story telling</p> <p>Role playing and dramatizing</p> <p>Singing and dancing</p> <p>Puppets and animations</p> <p>Facilitating film screening</p> <p>Undertaking educational tours</p>

## 6. CAREER GUIDANCE

OBJECTIVES	<ul style="list-style-type: none"> <li>● Identify career opportunities.</li> <li>● State subject combinations for different career opportunities.</li> <li>● Identify prevailing training opportunities.</li> <li>● Develop entrepreneurship skills.</li> <li>● Write job application letters and Curriculum Vitae.</li> <li>● Prepare for an interview.</li> <li>● Identify income generating projects.</li> </ul>	
CONTENT	METHODOLOGY	MAIN ACTIVITIES
<b>Career opportunities</b> <ul style="list-style-type: none"> <li>• subject options and combinations</li> <li>• subject career links</li> <li>• various career opportunities</li> </ul>	Internship/attachment Discussion Resource person/s Debate Brainstorm Exhibitions Educational tours	Discussing Exhibiting Discussing Debating Brainstorming Attending career days
<b>Job Applications</b> <ul style="list-style-type: none"> <li>• job seeking skills</li> <li>• application letters</li> <li>• curriculum vitae / resume</li> <li>• advertisement in different media (press and internet)</li> </ul>	Discussions Resource person/s Debate Brainstorm Question and answer Facilitated films Internet surfing	Discussion Debating Brainstorming Questioning and answering Facilitating film screening Internet surfing
<b>Interviews</b> <ul style="list-style-type: none"> <li>• grooming</li> <li>• dress code</li> <li>• deportment</li> </ul>	Role play and drama Discussion Debate Question and answer Brainstorm Resource person/s Demonstration	Role playing and dramatising Questioning and answering Discussing Demonstrating Brainstorming Debating
<b>Business Skills</b> <ul style="list-style-type: none"> <li>• entrepreneurial skills</li> <li>• income generating projects</li> <li>• capital and human resources</li> <li>• project proposal</li> <li>• market</li> </ul>	Resource person/s Discussions Brainstorm Debate Question and answer Role play and drama Educational tours Facilitated films Demonstrations	Discussing Brainstorming Debating Questioning and answering Role playing and dramatising Demonstrating Facilitating film screening

## FORMS 5 - 6

## 1. RELATIONSHIPS

OBJECTIVES	<ul style="list-style-type: none"> <li>● Communicate freely with members of the family.</li> <li>● Describe challenges to the family institution.</li> <li>● Differentiate between types of relationships.</li> <li>● Analyse power dynamics in different relationships.</li> <li>● Outline factors that influence choice of a partner.</li> <li>● Discuss aspects of peer pressure in relationships.</li> </ul>	
CONTENT	METHODOLOGY	MAIN ACTIVITIES
<b>Communication in relationships</b> <ul style="list-style-type: none"> <li>• parent to parent</li> <li>• parent to child</li> <li>• sibling to sibling</li> <li>• peer to peer</li> <li>• teacher to pupil</li> <li>• child to adult</li> </ul>	Discussion Role play and drama Debate Question and answer Facilitated films Brainstorm	Discussing Questioning and answering Role playing and dramatising Debating Facilitating film screening Brainstorming
<b>Types of relationships</b> <ul style="list-style-type: none"> <li>• family</li> <li>• friendship</li> <li>• dating</li> <li>• courtship</li> <li>• intergenerational</li> </ul> <b>Managing relationships</b> <ul style="list-style-type: none"> <li>• understanding power dynamics</li> </ul> <b>Conflict management and resolution</b>	Discussion Role play and drama Debate Question and answer Facilitated films Brainstorm	Discussing Questioning and answering Role playing and dramatising Debating Facilitating film screening Brainstorming
<b>Peer Influence</b> <ul style="list-style-type: none"> <li>• peer pressure</li> <li>• positive influence</li> <li>• negative influence</li> <li>• independent thinking</li> <li>• conflict resolution</li> </ul>	Discussion Role play and drama Debate Question and answer Facilitated films Brainstorm Seminar/s Tutorials Resource person/s	Discussing Questioning and answering Role playing and dramatising Debating Facilitating film screening

## 2. HEALTH

OBJECTIVES	<ul style="list-style-type: none"> <li>● Appreciate the importance of hygiene.</li> <li>● Explain the importance of grooming and etiquette.</li> <li>● Describe various types of STIs and their symptoms.</li> <li>● Discuss prevention and treatment methods of STIs.</li> <li>● Establish the link between STIs and HIV infection.</li> <li>● Explain strategies for preventing HIV.</li> <li>● Discuss stigma and discrimination in relation to HIV and AIDS.</li> <li>● Discuss issues of treatment, care and support</li> </ul>	
CONTENT	METHODOLOGY	MAIN ACTIVITIES
<b>Hygiene, Sport and Recreation</b> <ul style="list-style-type: none"> <li>• personal hygiene</li> </ul> <b>Environmental hygiene</b> <ul style="list-style-type: none"> <li>• home</li> <li>• school</li> <li>• community</li> <li>• littering</li> <li>• pollution</li> <li>• conservation</li> <li>• veld fires</li> <li>• sport psychology</li> <li>• sport sociology</li> <li>• adventure games</li> </ul>	Debate Discussion Modeling Case study Question and answer Facilitated films Resource person/s Demonstration Videos	Debating Discussing Modeling Undertaking a case study Questioning and answering Facilitating film screening Participating in physical education activities
<b>Grooming and etiquette</b> <ul style="list-style-type: none"> <li>• dress code</li> <li>• deportment</li> <li>• body posture</li> <li>• communication style</li> <li>• self confidence</li> <li>• verbal and non-verbal cues</li> </ul>	Debate Discussion Modeling Case study Question and answer Facilitated films Resource person/s	Debating Discussing Modeling Undertaking a case study Questioning and answering Facilitating film screening
<b>Sexually Transmitted Infections</b> <ul style="list-style-type: none"> <li>• types and symptoms</li> <li>• prevention strategies</li> <li>• treatment</li> <li>• link between STIs and HIV</li> </ul>	Debate Discussion Case study Question and answer Facilitated films Resource person/s	Debating Discussing Modeling Undertaking a case study Questioning and answering Facilitating film screening
<b>Stigma and discrimination</b> <ul style="list-style-type: none"> <li>• definition</li> <li>• causes of stigma and discrimination</li> <li>• adolescence living with HIV</li> <li>• working towards elimination of stigma and discrimination</li> </ul>	Discussion Brainstorming Resource person/s Situational analysis Role play and drama Facilitated films Debate	Analysing situations Discussing the Ministry's Strategic Plan on Life Skills, and HIV and AIDS Education Debating Discussing Role playing and drama Facilitating film screening Questioning and answering

### 3. HUMAN GROWTH AND DEVELOPMENT

OBJECTIVES	<ul style="list-style-type: none"> <li>● Discuss sexual and reproductive health and rights.</li> <li>● Analyse the impact of early marriages and pregnancies among young people.</li> <li>● Discuss sexuality.</li> </ul>	
CONTENT	METHODOLOGY	MAIN ACTIVITIES
<p><b>Sexual and reproductive health</b></p> <ul style="list-style-type: none"> <li>• overview adolescent sexual and reproductive health               <ul style="list-style-type: none"> <li>- national</li> <li>- regional</li> <li>- global</li> </ul> </li> <li>• components of sexual and reproductive health and rights</li> <li>• sexual and reproductive health services</li> </ul>	Role play and drama Discussion Use of films Resource person/s Facilitated film screening Debate Question and answer Quiz	Role playing and dramatising Discussing Facilitating film screening Debating Questioning and answering
<p><b>Pregnancy and prevention</b></p> <ul style="list-style-type: none"> <li>• risks of early sexual activity</li> <li>• effects of early pregnancies and marriage</li> <li>• methods of preventing pregnancy</li> <li>• Ministry's policy on pregnancy</li> <li>• Laws and rights               <ul style="list-style-type: none"> <li>- age of consent</li> <li>- age of marriage</li> </ul> </li> </ul>	Role play and drama Discussion Resource person/s Facilitated films Debate Question and answer Quiz Research projects	Role playing and dramatising Discussing Facilitating film screening Debating Questioning and answering Holding quiz Carrying out projects
<p><b>Sexuality</b></p> <ul style="list-style-type: none"> <li>• definitions</li> <li>• components of sexuality               <ul style="list-style-type: none"> <li>- sensuality</li> <li>- sexual intimacy</li> <li>- sexual identity</li> <li>- sexual reproduction</li> <li>- sexualisation</li> </ul> </li> <li>• Advantages of delaying sexual debut</li> <li>• definition of sexual expression</li> <li>• forms of sexual expression</li> <li>• gender dynamics of sexuality</li> </ul>	Role play and drama Discussion Resource person/s Facilitated films Debate Question and answer Quiz Research project Peer teaching	Role playing and dramatising Discussing Facilitating film screening Debating Questioning and answering Holding quiz Carrying out projects Peer group discussing

## 4. VALUES, BELIEFS AND CITIZENSHIP

OBJECTIVES	<ul style="list-style-type: none"> <li>● Discuss sources of values.</li> <li>● Describe forms of good behavior at school, home and in the community.</li> <li>● Demonstrate Unhu/Ubuntu/Values</li> <li>● Evaluate impact of various religions on personal values and beliefs</li> <li>● Assess the relationship between freedom, accountability and responsibility in the light of HIV/AIDS</li> <li>● Discuss the challenges which vulnerable members of society face.</li> <li>● Discuss citizenship.</li> </ul>	
CONTENT	METHODOLOGY	MAIN ACTIVITIES
<p><b>Sources of values at</b></p> <ul style="list-style-type: none"> <li>• home</li> <li>• school</li> <li>• community</li> </ul> <p><b>Respect and tolerance</b></p> <ul style="list-style-type: none"> <li>• self-awareness and respect</li> <li>• respect for others and adults</li> <li>• respect for differing opinions, values and beliefs</li> <li>• conflict resolution</li> <li>• positive attitudes towards vulnerable members of society</li> <li>• virtues of being a good role model</li> </ul>	Discussion Demonstration Brainstorm Resource person/s Facilitated films Case study Educational tours Debate Question and answer	Discussing Demonstrating Brainstorming Facilitating film screening Undertaking a case study Debating Questioning and answering
<p><b>Freedom, responsibility and accountability</b></p> <ul style="list-style-type: none"> <li>• freedom</li> <li>• accountability</li> <li>• responsibility</li> </ul>	Discussion Demonstration Brainstorm Facilitated films Case study Debate Question and answer	Discussing Demonstrating Brainstorming Facilitating film screening Undertaking a case study Debating Questioning and answering
<p><b>Religion</b></p> <ul style="list-style-type: none"> <li>• respect for different religious groups</li> <li>• positive and negative aspects of religion with respect to sexual and reproductive health and HIV</li> <li>• contribution of various religions to the development of personal values and beliefs</li> </ul>	Discussion Role play and drama Question and answer Brainstorm Debate	Discussing practices of different religions Role playing and dramatising Singing and dancing Questioning and answering Brainstorming

CONTENT	METHODOLOGY	MAIN ACTIVITIES
<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• definition</li> <li>• traditional practices</li> <li>• modern practices</li> <li>• evaluate gender and cultural values and beliefs in relation to sexuality, HIV and AIDS</li> </ul>	<p>Discussion            Demonstration            Brainstorm            Resource person/s            Facilitated films            Case study            Educational tours            Debate            Question and answer</p>	<p>Discussing            Demonstrating            Brainstorming            Facilitating film screening            Undertaking a case study            Debating            Questioning and answering</p>
<p><b>Citizenship (refer to Constitution of Zimbabwe, Chapter 3 Section 35 – 43)</b></p> <ul style="list-style-type: none"> <li>• define citizenship</li> <li>• dual citizenship</li> <li>• qualities of a good citizen</li> <li>• patriotism</li> <li>• the role of Junior Parliamentarians and Councilors</li> </ul>	<p>Discussion            Role play and drama            Resource person/s            Poetry            Brainstorm            Question and answer            Facilitated films</p>	<p>Discussing elements of patriotism            Role playing and dramatising            Reciting poems            Facilitating films screening            Brainstorming            Questioning and answering            Undertaking educational tours</p>

## 5. CHILD PROTECTION

OBJECTIVES	<ul style="list-style-type: none"> <li>● Discuss learner welfare incidences.</li> <li>● Discuss human rights.</li> <li>● Discuss commonly abused drugs and substances.</li> </ul>	
CONTENT	METHODOLOGY	MAIN ACTIVITIES
<p><b>Learner welfare incidences</b></p> <ul style="list-style-type: none"> <li>• bullying</li> <li>• suicide</li> <li>• satanism</li> <li>• sex parties</li> <li>• unwanted pregnancy</li> <li>• examination stress</li> <li>• pornography</li> <li>• prevention and management of incidences</li> </ul> <p><b>Child Abuse</b></p> <ul style="list-style-type: none"> <li>• forms of child abuse</li> <li>• effects of child abuse</li> <li>• how to report child abuse</li> </ul> <p><b>Child/human trafficking</b></p> <p><b>Human Rights</b></p> <ul style="list-style-type: none"> <li>• Sexual Offences Act (2001)</li> <li>• HIV and AIDS Policy (2000)</li> <li>• Child Protection and Adoption Act (2002)</li> <li>• Legal Age of Majority Act (1982)</li> <li>• UN Universal Declaration of Human Rights (1948)</li> </ul> <p><b>Drug and Substance abuse</b></p> <ul style="list-style-type: none"> <li>• definition</li> <li>• types</li> <li>• sources</li> <li>• effects</li> <li>• services for addicts</li> </ul>	<p>Resource person/s</p> <p>Discussion</p> <p>Story telling</p> <p>Role Play and drama</p> <p>Song and dance</p> <p>Puppetry and animations</p> <p>Facilitated film</p> <p>Educational tours</p> <p>Brainstorm</p> <p>Question and Answer</p>	<p>Discussing</p> <p>Story telling</p> <p>Role playing and dramatizing</p> <p>Singing and dancing</p> <p>Making puppets and animations</p> <p>Facilitating film screening</p> <p>Undertaking educational tours</p>



## 6. CAREER GUIDANCE

OBJECTIVES	<ul style="list-style-type: none"> <li>● Critique subjects combinations</li> <li>● Relate to subject combinations to higher and tertiary education career path.</li> <li>● Identify various career opportunities.</li> <li>● Identify income generating projects.</li> <li>● Develop entrepreneurial skills.</li> </ul>	
CONTENT	METHODOLOGY	MAIN ACTIVITIES
<b>Career opportunities</b> <ul style="list-style-type: none"> <li>• subject options and combinations</li> <li>• various work opportunities</li> <li>• entrepreneurship</li> </ul>	Role play and drama Discussion Resource person/s Facilitated films Debate Question and answer Quiz Research projects Educational tours Internship/attachment Brainstorm Career exhibitions/fairs	Role playing and dramatising Discussing Facilitating film screening Debating Questioning and answering Holding quiz Carrying out projects Exhibiting Proposal writing Brainstorming
<b>Training opportunities</b> <ul style="list-style-type: none"> <li>• apprenticeship and internship</li> <li>• current economic opportunities</li> <li>• job creation</li> </ul>	Role play and drama Discussion Resource person/s Facilitated films Debate Question and answer Quiz Carry out a project Educational tours Internship / attachment Brainstorm Career exhibitions/fairs	Role playing and dramatising Discussing Facilitating film screening Debating Questioning and answering Holding quiz Carrying out projects Exhibiting Analysing economic opportunities
<b>Job Applications</b> <ul style="list-style-type: none"> <li>• recognising genuine job offers</li> <li>• advertisement in different media and on internet</li> <li>• curriculum vitae / resume</li> <li>• responding to job advert</li> <li>• preparing for different types of interviews</li> </ul>	Role play and drama Discussion Resource person/s Facilitated films Debate Question and answer Quiz Carry out a project Educational tours Internship / attachment Brainstorm Career exhibitions/fairs	Role playing and dramatising Discussing Facilitating film screening Debating Questioning and answering Holding quiz Carrying out projects Exhibiting Brainstorming

CONTENT	METHODOLOGY	MAIN ACTIVITIES
<p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• grooming</li> <li>• dress code</li> <li>• deportment</li> <li>• non-verbal cues</li> <li>• punctuality</li> </ul>	<p>Role play and drama Discussion Debate Question and answer Brainstorm Resource person/s Demonstration</p>	<p>Role playing and dramatising Questioning and answering Discussing Demonstrating Brainstorming Debating</p>
<p><b>Enterprise Skills (Entrepreneurship)</b></p> <ul style="list-style-type: none"> <li>• project feasibility</li> <li>• project proposal</li> <li>• business management</li> <li>• financial management</li> <li>• banking skills</li> </ul>	<p>Proposal writing Projects</p>	<p>Proposal writing Writing proposal</p>

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This bibliography of teaching materials was developed to accompany the Teachers' Manual on *Strengthening Life Skills, Sexuality, HIV and AIDS Education*. It is composed of current, high quality reference materials on the topics covered in the manual globally, regionally and nationally.

The bibliography is intended to serve as a practical reference for teachers delivering Guidance and Counselling in schools.

**Note:** The inclusion of resources in this bibliography does not represent an endorsement by Ministry of Primary and Secondary Education, the UN agencies and other development partners involved in the development of the Teachers' Manual. The teacher is expected to use his/her discretion in using any information from the bibliography and to lookout for more information to enhance the delivery of Guidance and Counselling.

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