SWAZILAND GOVERNMENT

Ministry of Education and Training

GUIDANCE AND COUNSELLING LIFE SKILLS EDUCATION

TEACHER'S HANDBOOK
LEVEL I

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GUIDANCE AND COUNSELLING LIFE SKILLS EDUCATION TEACHER'S HANDBOOK LEVEL 1

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GUIDANCE AND COUNSELLING LIFE SKILLS EDUCATION TEACHER'S HANDBOOK

FOR SECONDARY SCHOOLS

LEVEL 1

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FOREWORD

Today's young people are living in an exciting time, with an increasingly diverse and mobile society, new technologies, and expanding opportunities. To help ensure that they are prepared to become the next generation of parents, workers, leaders, and citizens; every student needs support, guidance, and opportunities during adolescence, a time of rapid growth and change. They face unique and diverse challenges, both personally and developmentally, that impact on academic achievement.

Secondary school is one transition into adulthood and the world of work as students begin to be somehow independent from parents. Students discover who they are, what they do well, and what they will do when they graduate. It is a time when they evaluate their strengths, skills and abilities. Peer pressure plays a major role in decision making for the learners in relation to belonging, acceptance and receiving feedback. They need guidance in making concrete and compounded, as well as, meaningful healthy decisions.

The Ministry of Education and Training has strengthened the Guidance and Counselling Life Skills Education Programme in schools to assist students to make informed decisions and develop the necessary life skills they need to be better citizens. This has been done through the reviewing and finalisation of the Guidance and Counselling Syllabus which has already been approved by the ministry's Curriculum Coordinating Committee (CCC). To support the syllabus aims and objectives, Guidance and Counselling Life Skills Education Teacher's Handbook for each level has been produced.

It is envisaged, therefore, that through this programme all stakeholders, working with and working for the common goal of assisting students become better citizens and in the long term contribute to the development of the country, will be guided as to how they can make valuable inputs in executing the three strands (Guidance and Counselling, HIV and AIDS and Health Promotion) covered in the programme.

SIGNED

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DIRECTOR OF EDUCATION & TRAINING

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Ministry of Education and Training departments

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- In-Service Teachers Education and Training

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- Schools Health
- Swaziland National Health Programme (SNAP)

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- United Nations Children's Fund (UNICEF)
- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- United Nations Population Fund (UNFPA)
- Media and Education Trust (MIET)

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INTRODUCTION

Guidance and counselling is the process of helping learners discover and develop their educational, vocational and psychological potentials, and thereby to achieve an optimal level of personal happiness and social usefulness.

Rationale and philosophy

Guidance and Counselling Life Skills Education is important to the learners. It develops personal skills needed in everyday life that supports responsible social behaviour. It helps learners understand themselves and build meaningful relationships with others. It also gives them opportunities to make sound personal decisions.

The programme enables learners to gain comprehensive knowledge, information and life skills to curb the HIV and AIDS pandemic. It also seeks to help learners acquire skills and values on behaviour change for HIV prevention, treatment, care and support.

In addition, they acquire knowledge and skills to deal with issues of puberty, reproductive health, human sexuality, health and hygiene, nutrition, environmental cleanliness, sexual and substance abuse, gender, and common infections. Learners are also provided at all levels with knowledge and skills of healthy growth (physical, mental, spiritual, social, and vocational) and development, to promote their positive mental health and to assist them in acquiring and using life skills.

Approach

The approach seeks to balance the content in each level by directly linking it in a thematic and spiralling manner. These are some of the basic principles that have been used when developing this material:

Articulation – there is a relationship between the topics. School learning relates to current life outside the school.

Balance – there is a reasonable balance in curriculum content in terms of order and; scope and sequence. There is also a balance between the breadth and depth of content for this level. The sequence in each of the content elements taught, reflect a reasonable balance between individual needs, interest and mental maturity of the learners.

Integration – it integrates issues of Guidance and Counselling, Life Skills, HIV & AIDS and Health promotion.

Assessment

Assessment is an integral part of classroom practice. It is an important part of teaching and learning. Guidance and counselling, however, is a non-examinable syllabus in the meantime. Assessment will be both formal and informal. Informal assessment is direct observation in the teaching and learning environment without quantifying the learner's performance. Formal assessment will take the form

of written assignments, quizzes, and presentations. The learner's performance can be graded in numerical terms.

Organisation of the teacher's handbook

The Guidance and Counselling Life Skills Education Teacher's Handbook is organised around three themes, namely Guidance and Counselling, HIV and AIDS and Health promotion. Each theme consists of a number of topics. Each topic is divided into two sections; background information on the topic and a session plan.

Themes

This material is divided into three themes, namely;

1. Guidance and Counselling.

This theme consists of ten topics taught in sessions each with their own background information and session plan.

- The importance of guidance and counselling
- Getting used to your new school
- Career awareness
- Developing self-awareness
- Peer pressure
- Goal setting
- Decision making
- Time management
- Study skills
- Societal norms and values

2. Health promotion

This theme consists of four sessions which are related to health promotion.

- Physical body changes associated with puberty
- Social and emotional changes at puberty
- Sexual abuse
- Reporting sexual abuse

3. HIV and AIDS

This theme has five sessions. It deals with HIV and AIDS related topics.

- HIV and AIDS
- Drivers of HIV in Swaziland
- Prevention of HIV infections
- Health seeking behaviours
- Positive living

Background information

The background information outlines the content and skills needed to achieve the objectives of each session. It is organised into sub-topics to help the teacher identify the topics that directly address the objectives of the session. The teacher is expected to read the background information and the session plan prior to delivery.

Session Plan

A session is a semi-permanent interactive information interchange, also known as a dialogue, a conversation or a meeting. It is a typical lesson plan which provides the teacher with a guide on how to conduct each session. Each session plan begins with;

- Instructional objectives *(the objectives that the teacher must work towards achieving in each session)*
- Duration *(the amount of time estimated to finish the session. each period in guidance is 40 minutes. However, it is worth noting that schools vary in their arrangements)*
- Teacher's resources *(a suggested list of support materials)*
- Teacher Preparation *(what the teacher needs to do in preparation for each session)*
- Suggested teaching strategies *(suggested teaching methods and strategies that can be used to achieve the objectives of the session)*
- Key messages *(the messages that each learner must keep in mind during and after the session)*
- Steps *(the sequence of suggested steps stated for the teacher in order to achieve the objectives of the session)*
- Exercise *(suggested questions to which learners respond to either orally or in writing)*
- Self-evaluation *(a section of the session where the teacher evaluates the extent to which his or her teaching has been effective in the attainment of the stated instructional objectives of the session)*
- Hand outs *(At the end of some sessions there are hand outs which the teacher may utilise or adapt according to the needs of the learners).*

GUIDANCE AND COUNSELLING

THE IMPORTANCE OF GUIDANCE & COUNSELLING

Background Information

This session will help learners gain understanding on the Guidance and Counselling programme, which helps individuals to develop to their full potential in all aspects of life. It will also explain how Guidance and Counselling provides support for the learners' overall development. Guidance and Counselling is a school programme that helps learners understand themselves and optimize their potential so that they can be the people they were meant to be (self-actualisation). It equips individuals with skills to deal with emerging issues. As young people mature, it is important to have a trusted guide (or guides) that can help them through obstacles and challenges that they may face.

Guidance and Counselling teachers are tasked with the responsibility to help pupils in school when they have problems that interfere with any aspect of their welfare. While Guidance teachers may not be adequately trained Counsellors, they should be able to understand the need for counselling and to identify some issues in life that require counselling services.

What is Guidance?

The terms Guidance and Counselling are often used interchangeably, yet they are distinct in nature and complementary in process. Guidance can be conceptualized in two different ways, as a concept and as a process (Agrawal 2007). As a concept, guidance has to do with the development of an individual. As a process, an individual is assisted to understand, accept and use his or her abilities aptitude and interests and attitudinal patterns in relation to his or her aspirations (UNESCO 2000).

Importance of guidance

According to Agrawal (2007) guidance enables individuals to:

- develop self-understanding and self-direction which include understanding one's strength, limitations and other resources
- develop an ability to make informed decisions
- equip the individual with problem solving skills and other life related skills
- grow and develop academically
- mature vocationally
- equip individuals with social personal adjustment
- better their family lives, and
- develop good citizenship.

What is Counselling?

Counselling is a process by which one person helps another through purposeful conversation. It is a method of identifying practical solutions to an identified problem. It is a professional practice with specific guiding principles and procedures and involves communication between two persons. One

(the client) is seeking help for an incongruent or unstable state of mind, the other, the Counsellor, is congruent (the counsellor is authentic and genuine), representing a stable, rational, objective perspective on the problem. As with all communications, when the client and Counsellor are communicating with each other, it is important that the Counsellor pays attention to both verbal and non-verbal messages "sent" by the client. Communication involves sending and receiving messages by both client and Counsellor.

The Need for Counselling

Human existence in general has multiple facets (physical, mental, social, and spiritual) and all of them need to be developed in a balanced and harmonious way. The excessive growth of one or two aspects without a corresponding development of the others may produce limited individuals, who find great difficulty enjoying life (Melgosa 2007).

Many people today are going through challenging and traumatizing situations that account for the imbalances in some of these aspects. As a result of some people's experiences, they have lost hope and see no value for life. Others find themselves at cross-roads where there is tension among different ideas that "pull" them in different directions. There are people who have been disappointed by the ones they love and trust. Some children have been forced into situations and responsibilities they would otherwise never experience under normal circumstances, for example, children who take care of themselves, their sick parents and their siblings after their parents have died.

The issue of children's vulnerability after losing their parents undoubtedly presents a strong demand for counselling services. Sometimes children and adults bear a stigma and suffer discrimination when their parents or relatives fall sick and die of AIDS-related illnesses hence counselling services are called for in such situations. Children who experience abuse are another example of people who would benefit from counselling services.

How the Guidance and Counselling Programme Helps Learners

The chart below details how the Guidance and Counselling Programme helps learners.

Purpose	How the Programme Helps Learners
Develop self-understanding and appreciation	Helps learners to: • gain knowledge and accept their abilities, limitations, interests, values, and personalities • adjust to their educational, social, and career environments • utilise their strengths, and change their attitudes in line with their aspirations.
Establish career awareness and decision-making skills	• engage in practical learning experiences about the world of work and people therein, and to explore career options that facilitate good decisions around career choices • meaningfully relate education to the world of work, both nationally and globally.
Adjust to new school environments	• appreciate the immediate physical and social environment, as well as to understand the influence of environmental factors and uniqueness of their circumstances.
Set realistic goals	• set goals that are congruent with their abilities and circumstances and to take necessary actions to achieve them.
Plan their own educational programme	• plan a programme and make subject selections that are in line with their desired career path.
Establish networks	• establish links between school subjects, co-curricular activities, and the world of work.
Enhance acquisition of life-skills	• improve social relations, decision-making, coping skills, self- discipline, and ability to relate with others. • develop health-seeking behaviours, such as seeking psychosocial support, counselling, and medical intervention.
Achieve higher learning outcomes	• supplement and complement class activities that promote learners' education programme and learning.
Develop personally	• create an atmosphere conducive for personal, social, intellectual, and general development. • take and accept responsibility for one's actions and decisions, and appreciate and be sensitive to gender differences, cultural and religious diversity, ethnicity, race, sexual orientation and social status.

SESSION PLAN

Instructional Objectives

By the end of the session learners will be able to:

- define Guidance and Counselling
- discuss the importance of Guidance and Counselling
- state the role of Guidance and Counselling.

Duration: 1 period

Teacher's Resources:

- Background information on topic on pages 1-3
- Guidance and Counselling Syllabus

Suggested Teaching Strategies:

- Brainstorming
- Discussion
- Blind Trust Walk Game

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 1-3
- Prepare brainstorming cards for small groups

Key Messages:

- Guidance and Counselling is a school programme that helps students understand themselves and optimise their potential so that they can be the people they were meant to be (self-actualisation).
- Guidance and Counselling equips learners with skills to deal with emerging issues.
- As young people mature, it is important to have a trusted guide (or guides) that can help them through obstacles and challenges that they may face.

Step 1: Define Guidance and Counselling

Teacher's Activities	Learners' Activities
• Find out what learners know or understand about the Guidance and Counselling Programme. Give learners pieces of paper and ask them to work in pairs. Brainstorm on what they think about the following two words: -Guidance -Counselling. o Make sure they define Guidance as giving help or advice/ information to an individual and Counselling as a helping process where an individual is assisted to deal with problems and make informed decisions.	Learners will be expected to: • respond to the question possibly by listing the activities of the Guidance and Counselling Programme which may include clubs, discussions, debate, career counselling, story-telling and environmental campaigns. • define guidance and counselling

Step 2: Discuss the importance of Guidance and Counselling

Teacher's Activities	Learners' Activities
• Find out what the learners know about the importance of Guidance and Counselling. • Consolidate this discussion by supplementing their contribution with the information given on the background information.	Learners will be expected to: • share what they know, as a class, about the importance of Guidance and Counselling.

Step 3: State the role of Guidance and Counselling

Teacher's Activities	Learners' Activities
• Divide the class into manageable groups. Ask the learners to discuss the following questions in groups: o What are the most common challenges (education, economic, psychological) faced by learners inside and outside of school? o What would you do when faced with those challenges? • Make sure all the learners participate in the discussion. • Pick the key points from the presentations and write them on the available teaching media. • Use the discussion points to present the importance of Guidance and Counselling. Be sure to address the role of Guidance and Counselling in providing support for the learner as she or he develops intellectually, emotionally, socially, etc. • Make sure learners know what resources are available to them for Guidance and Counselling purposes (including the notion of confidentiality if they decide they want to talk with you privately).	Learners will be expected to: • discuss and list the common challenges they face inside and outside school. • come up with possible solutions to the common challenges.

Exercise

Some suggested questions:

a) What are some of the challenges you faced due to lack of Guidance and Counselling in your life?

b) How is Guidance and Counselling helpful?

c) Would you recommend to your friends to participate in the Guidance and Counselling programme? If yes/no, support your view.

Self Evaluation

Have I been able to assist learners to:

- define Guidance and Counselling
- discuss the importance of Guidance and Counselling
- state the role of Guidance and Counselling.

GETTING USED TO YOUR NEW SCHOOL

Background Information

This session will help learners explore different ways of coping and adapting to a new school environment. When learners move from one school to another, they may face challenges that may in turn affect their learning. It is therefore important that they be taken through necessary sessions, which will help them adapt to the new environment. This includes getting acquainted with the new school environment which includes the physical, curriculum design, the school management and staff, both academic and auxiliary, and the school schedule system. Transition learning is meant to respond to this need.

Transition from Primary to Secondary School

Learning about the new school is very important because it helps the learners to settle in more easily and gain knowledge that will help them to function effectively as a member of their new community. To succeed, the learner must know what is expected of them and the desirable behaviours and actions that are sanctioned by the school. Learners must know where to find important facilities such as the library and resources, and whom to see when they need help. Apart from seeking guidance from other learners, the learner may participate in an orientation for new learners organised and delivered by the Guidance and Counselling team and class teachers.

Orientation involves taking new learners around the school to acquaint them with the facilities and those people in the school that may be of assistance to them. The school management may be asked to welcome the new learners (Freshmen) and brief them on school rules, regulations, and expectations. For boarding schools, newcomers may have a chance to meet the Boarding Department, Student Representatives, visit the catering facilities, and Health Centre. The act of learning about roles and responsibilities of the different personnel in the school helps the new students understand who to consult for their different needs.

Differences between Primary School Environment and New School

- Expectations about responsibility of learners.
- Subjects taken by learners.
- Time tabling.
- Sporting activities and other recreational activities such as traditional dance, choral music, etc.
- Teachers responsible for several subjects at primary while at secondary they might offer one subject or two.
- Facilities can include laboratories, library, etc. at secondary school level.

Roles and Channels of Communication in the New School

From the Head of School to individual learners, each member of the school has a role to play to ensure that the school functions effectively and that the learners are able to learn. It is important for each member of the school to know the channels of communication in the school for a variety of matters and for learners to know the role of the class teacher, Head teacher and Deputy Head teacher, Student Representatives, Heads of Departments, and learners and when it is appropriate to each. It may also be important to know the proper channels of communication in the new school, including how learners may ask key persons in the school to talk to about their roles and how they can be consulted when the need arises.

Rules, Regulations and Expectations in New School

Rules and regulations define how each member of the school is expected to behave and act. Violations of these rules and regulations sometimes lead to severe consequences. It is always important for the learner to know and understand these rules and regulations so that they are able to function effectively as part of the new school. For an example, expectations at the Secondary School level might be that the learner is mature enough to participate in learning without having to be constantly followed up by subject teachers. The learner should check the prospectus and other school publications, as well as discuss it with staff and other learners.

Subjects and Activities in the School

Knowledge of subjects and activities offered in the new school helps the learner participate effectively. Generally, schools offer different subjects and extra-curricular activities such as sports, recreation, and cultural programmes. New learners should be able to find out about each subject, what it involves, and how it would contribute to career paths.

Social networking in a new school

Establishing a social network and community involvement is an important aspect of our lives. A social network provides social support and information. It is sometimes through social networks that people get to know what is going on around them, or opportunities that are available in the community. Becoming part of a social network calls for skills on how to connect with others, including good communication and interpersonal skills.

Respect, courtesy, sensitivity to other people's feelings, appreciating other people's opinion and viewpoints, acceptance and tolerance, all contribute to how well people get along with others at school (Bhusumane, 2005). Teachers have a role to play in helping learners respect diversity in the student body, to help learners develop respectful attitudes, and value the differences that can be found among people. While people may come from a different part of the country or practice a different religion, they too have something to contribute to the student body and to society.

Possible challenges in a new school

- Making new friends
- Adapting to new rules
- Dealing with bullies
- Adapting to new learning challenges.

Ways of coping with challenges in a new school

There are various strategies for coping with changes in a new school. These include to:

- familiarize yourself with the school environment prior to your first day
- find someone who goes to that school already, and make friends
- be yourself and find some people that seem to be "your type" in the new school.
- become friends with new people and start to settle in
- report bullies to the relevant authorities in the new school
- do not let people take advantage of you and be assertive even in the face of bullies.

SESSION PLAN

Instructional Objectives

By the end of the session learners will be able to:

- identify facilities available in the new school
- discuss the challenges that learners face in a new school
- state ways of coping with the challenges.

Duration: 1 period

Teacher's Resources:

- Background information on topic on pages 7-9
- Guidance and Counselling Syllabus
- School rules and regulations
- School prospectus

Suggested Teaching Strategies:

- Tour of school
- Discussion

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 7-9
- Speak with the relevant administrators and other teachers to brief them about the purpose and scheduling for the Guidance and Counselling orientation of the new learners in the school

Key Messages:

- It is helpful for learners to know their new school environment so that they know where all the facilities are, and with whom they can speak to if they have a problem that needs addressing (or they just want to talk to an adult they trust).
- Primary and Secondary School levels have different rules, regulations and expectations.
- Learners should find out where to go and with who to speak to when they face problems.

Step 1: Identify facilities available in the school

Teacher's Activities	Learners' Activities
• Prepare for the guided tour of the school • Identify the key areas to visit such as administration block, library, canteen/tuck-shop, laboratory, counselling room, and feeding kitchen. • Orient resource persons of key areas to be toured. • Inform the learners what the guided tour will entail. You may state the objective(s) of the tour, inform learners of the areas to observe, expected code of conduct and duration of the tour. • Conduct the guided tour. • Have persons in charge of the facilities brief the learners and give them a tour of the facility as they are used or accessed.	Learners will be expected to: • tour the school. • ask questions as they tour the school. • participate in the debriefing of the tour (stating what they have seen, how they have felt and what they have heard).

Step 2: Discuss the challenges that learners face in a new school

Teacher's Activities	Learners' Activities
• Ask learners to list some of the challenges they may face at a new school. • Consolidate the discussion by sharing with them the challenges in the background that they might have omitted.	Learners will be expected to: • list the challenges that they may face at a new school.

Step 3: State ways of coping with the challenges

Teacher's Activities	Learners' Activities
• Lead the discussion on how to cope with some of the challenges at a new school. • Ask students how they plan to overcome some of those challenges and give them ideas that they might not think of.	Learners will be expected to: • discuss how to cope with some of the challenges they may face at a new school.

Exercise

Some suggested questions:

(a) What are the similarities and differences of the facilities of your old school and your new school?

(b) What are some of the challenges that learners usually face at a new school?

(c) What are the effects of the challenges on the learner?

(d) Who are some of the people within a school to whom you can report some of the challenges?

Self Evaluation

Have I been able to assist learners to:

- identify facilities available in the new school
- discuss the challenges that they might face in a new school
- state ways of coping with the challenges.

CAREER AWARENESS

Background Information

This session will enable learners to develop a skill of identifying possible career opportunities around them and the ability to effectively prepare for the world of work. Career awareness is the "expansion of knowledge and awareness of the world of work" (Gibson and Mitchel 2008). Career Awareness enables learners to develop an understanding of the relationship between their personality as individuals, competencies and various careers. Interest and personality inventories are utilized to help learners understand their personalities and career interests. Some of the activities that can be instrumental in developing learners' career awareness include field trips, career fairs, job shadowing, motivational talks, and career days.

Making a career choice is a "process in which one not only chooses but also eliminates and consequently stifles some interests and talents" (Zunker 1998). Many people do not give themselves time to think about their choice of career. If they do, it has always been after getting examination results. Generally, a majority of people do not realise that choosing a career is a process that should begin when someone is still at school. This process should include selection of subjects that are related to one's career path.

Choosing a career does not just involve getting a job and then working in that job until you retire. It involves thinking about what is suitable for you and how you want to progress in that area. For example, to be a medical doctor you need to plan for it. Planning would include the identification of the right subjects, collection of information about where to get training, how long it will take to do the training and some of the requirements needed before one is admitted into the programme.

Choosing a career requires assessing skills, interests, abilities, personality and seeing if these fit the career selected. It is important to inquire about the subjects that are required for the career of interest. Talk to a counsellor or your guidance teacher about the career of your choice. One may also talk to those already working in that kind of career. Looking at brochures, career manuals, and the websites of organisations that offer jobs related to your choice would provide useful information.

The Importance of Career Choice

Making a career choice helps you set priorities, plan your future and research on careers that are suitable. Although at this level career choice would be tentative, it is important not to wait until late to begin the process. Making a career choice may act as a motivation towards achieving a goal, particularly after determining the requirements of the selected career.

Choosing Subjects Related to Career Path

As one decides on the subjects to take he or she has to find out what possible career options are associated with the subject choice. For example, if one chooses Science subjects, one should think of the careers related to the field. Sometimes learners choose subjects without knowledge of the requirements of the careers or training. Such action has far-reaching consequences because at the time of being considered for further training or career placement they may not qualify because

they do not have the right subject combination.
Grades are necessary when making a career choice. Higher grades might be required for certain career paths. One may have to work hard to attain grades or educational level that is set for the career alternatives one has chosen. One may have to find out about the cut-off point for admission. Most institutions indicate requirements for each programme, including minimum grade for each subject. Knowledge of the grades required for your career path may help you decide to work harder and get the necessary grades or choose a different field.

Apart from academic requirements some careers may consider physical abilities to qualify to follow that career path. This may affect one's choice in the sense that despite meeting all other requirements you may need to go through medical examinations and physical ability assessment as part of the selection procedure. It is always necessary to find out all the requirements when deciding on a career. You may meet all other requirements but not qualify because you were not successful at the physical abilities examination or assessment.

Factors that Influence Career Development

There are various factors that influence career development. Personal values may influence success in a particular career. This means that you need to clarify your values so as to establish which ones are most important. For example, if one values money one is likely to consider a career where there would be financial gain. Prioritising your values is likely to determine your satisfaction in the career path you are in.

Aptitudes and abilities are among the most important factors that influence choosing a career field. Aptitudes, an innate ability or capacity to perform or succeed in an occupation or a training programme, is likely to influence one's development in that career. Assessment of one's potential to succeed in a particular career field may influence one's decision to pursue it. However, there are other factors that may influence the choice one makes. For example, family influence, educational programmes through stereotyping, lack of role models, gender roles and socialisation, lack of motivation to pursue that career, exclusion or discrimination, and environmental influence all contribute to development in a particular career field.

Pre-requisites Considered in Preparation for the World of Work

As part of preparation for the world of work, a learner should be equipped for the transition from school and adjustment to work. It is not easy to adjust from being a learner, expecting most of the things to be done for him/her, to becoming responsible. They need to be prepared to meet the demands of the job. Students should learn how to keep the job and be familiar with expectations at the work place. They should realise that workplace rules and expectations are different.

The work place, as a new setting, brings with it new experiences and challenges. Employers expect that the graduate is ready for the job, has the ability to apply what he/she has learnt at school and is aware of the competencies and job descriptions. As part of preparation for the world of work, learners need to explore various occupations to acquire knowledge on what is done in different jobs. Career planning is an important prerequisite for the world of work. Learners must learn job

search techniques and expectations during interviews. They need skills on preparation of CVs and application letters. Knowing how to network with other professionals is very important too.

Various practical experiences for learners would help expose them to some of the knowledge and skills they need as they move from educational setting to a work environment. Participating in career guidance lessons, attachment and apprenticeship activities, job shadowing, attending career fairs and seminars, temporary and volunteer work, and career exploration programmes provide opportunities to prepare learners for the world of work.

Aptitude and Choosing a Career

A person's aptitude plays an important role in choosing a career. There is therefore, a need to assess one's aptitude before choosing a career. Aptitude, which refers to a natural talent or inborn ability to perform something, has to be fully developed in order for an individual to use it successfully. It is advisable to relate your career choice to your aptitude. Your aptitude creates a potential for your success. For example, you may have the aptitude to do very well in the various subjects you are required to take. However, unless you work hard to develop the gift or talent you have you may end up not performing well in those subjects. Knowledge of various occupational areas helps identify chances of success in those occupations.

Considering that aptitude plays a crucial role during career choice, there is a need for individual learners to identify their potential in the various subjects that are related to the occupational fields they are interested in. It is believed that an individual's potential to succeed in attaining high grades associated with an occupation or to perform in a particular occupation should influence his/her selection of the career. However, academic success does not necessarily imply high performance in the occupational choice associated with that subject.

Aptitude does have some degree of influence on our career choice. Knowledge of one's potential may influence achievement in a particular career hence most people select careers based on their perceived abilities. A majority of graduates look at their academic achievement, and rarely assess their aptitude in performing in a selected career field. Aptitude predicts our potential to perform well in a particular career.

SESSION PLAN

Instructional Objectives:

By the end of the session learners will be able to:

- identify factors which influence career development
- discuss the importance of career choice
- identify some prerequisites to be considered in preparation for the world of work
- describe the importance of education in the world of work
- describe how aptitude and abilities relate to broad occupational groups

Duration: 1 period

Teacher Resources:

- Background information on topic on pages 12-15
- Guidance and Counselling Syllabus
- Career Quest (Career Interests)

Suggested Teaching Strategies:

- Group discussion with leading questions
- Resource person (Motivational speaker)
- Newspaper articles

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 12-15
- Read other materials on career awareness
- Read career file
- Read career quest
- Gather articles from newspapers or internet with job advertisements and bring to class

Key Messages:

- Career awareness is the expansion of knowledge and awareness of the world of work.
- Career development process is facilitated by an understanding of the factors that influence career choice.
- Every individual has career choices that are dictated by their personalities.
- Education is the most important tool for achieving a career choice.

Step 1: Identify factors which influence career development.

Teacher's Activities	Learners' Activities
• Find out what learners understand by career and career development. • Discuss one factor that influences career development with learners. • Let them go into groups to discuss other factors that influence career development. • Allow groups to present their findings and conclude on the most prevalent factors.	Learners will be expected to: • brainstorm on what they understand about career and career development. • identify other factors that influence career development in groups.

Step 2: Discuss the importance of career choice.

Teacher's Activities	Learners' Activities
• Let the learners list their choices of careers. Ask the learners what they think is the importance of career choice. • Conclude the activity by consolidating points learners have highlighted and what they might have left out on the importance of career choices.	Learners will be expected to: • brainstorm and list their career choices. • state the importance of career choice.

Step 3: Identify some prerequisites to be considered in preparation for the world of work.

Teacher's Activities	Learners' Activities
• Provide learners with internet printouts or newspapers (Times of Swaziland or Swazi Observer). Direct them to the job classification section. Ask them to identify an advertised career and the requirements. • Consolidate the learners' contributions by highlighting the most important prerequisites for the world of work. Alert learners about bogus advertisements.	Learners will be expected to: • identify some careers and their requirements from given newspapers or internet printouts.

Step 4: Describe the importance of education in the world of work

Teacher's Activities	Learners' Activities
• Find out what learners think about the importance of education in relation to the world of work.	Learners will be expected to: • brainstorm on the importance of education in relation to the world of work.

Step 5: Describe how aptitude and abilities relate to broad occupational groups.

Teacher's Activities	Learners' Activities
• Explore with learners what they understand by aptitude and abilities. • Paste different broad occupational groups on the wall. Ask learners to choose the broad occupational groups of their interest and form groups next to each occupational group of their choice. • Summarize with learners how aptitude and abilities including physical attributes affect the broad occupational choices.	Learners will be expected to: • brainstorm on what they understand by aptitude and abilities. • group themselves under broad occupational groups of interest. • justify their choices on the bases of aptitude and abilities.

Exercise

Some suggested questions:

(a) What is your career choice?

(b) Why would you pursue this career?

(c) What do you need to achieve this career?

Self Evaluation

Have I been able to assist learners to:

- identify factors which influence career development
- discuss the importance of career choice
- identify some prerequisites to be considered in preparation for the world of work
- describe the importance of education in the world of work
- describe how aptitude and abilities relate to broad occupational groups.

DEVELOPING SELF-AWARENESS

Background Information

In this session, learners will explore the importance of knowing oneself, and will identify and demonstrate strategies for building their personal strengths. Self-awareness means knowing oneself holistically *(physically, emotionally, psychologically and morally).* People need to know themselves in order to cope with their problems, to maintain good relations and to succeed in life. Self-awareness can lead to self-esteem as a person recognises and becomes aware of their capabilities and worth. Self-esteem describes a person's overall sense of self-worth or personal value.

Building self-esteem is the process of developing the ability to think and feel positively about oneself. Self-esteem is the way one thinks and feels about himself. It can be low or high and may be influenced by thoughts and feelings which may be positive or negative. Personal aspects such as appearance, abilities and behaviour may contribute to the level of self-esteem. Children need to feel good about themselves to be able to achieve more. They also need to know that they are persons of worth. This will help them to develop a high self-esteem which will lead to feelings of self-confidence. As children become aware of their own capabilities and position in their communities, the awareness of the good in themselves is enhanced.

People need to know and understand themselves before they can understand others. They also need to understand their own potential, physique, emotions, social status (position in life and in society), and strengths and weaknesses. They need to have a clear sense of their own identity, where they come from, and the culture into which they have been born, all of which has shaped their lives (Ministry of Education 2003). When a person is aware of these personal attributes, they are able to use other life skills effectively. Self-awareness also enables people to make choices consistent with the opportunities available to them and the society in which they live.

What to Know about Self?

The following elements are important in self-awareness or those things that a person sets out to achieve:

Element of Self-Awareness	Brief Description
Goals	All those things that help direct life towards a particular point. Those things that one has set for oneself to achieve. For example, one person's goal could be to complete their studies and find a job and another person's goal could be to set up a business.
Achievements	All the things a person succeeds in doing, creating or performing. For example, winning a prize during a music competition is an achievement. Going to school every day is another achievement.
Interests	The things that a person likes can be classified as interests. For example, different people might like working with people, objects, or machines.
Abilities	These include strengths or things one is able to do at home, school, or life in general. For example, if a person has artistic ability, she might do well in art or any activity that requires creativity.
Beliefs	All convictions in life. It includes the views one holds about life, other people, and the future. These could be religious views or not.
Needs	People all have physiological, psychological, emotional, social, and spiritual needs. Some needs are basic, e.g., food, shelter, water, and clothing. People want to be loved.
Skills	Skills include all special abilities that a person possesses and can perform well. For example, some people might have skills in using a computer; others might know how to play a piano.
Aptitudes	These include all the things one has the potential to do. Among these are physical and mental skills. For example, one might have the aptitude to learn languages or to speak well. Another person might have the potential to perform activities that require manual dexterity or spatial perception.
Personality	Different characteristics or temperament. For example, one might be short-tempered, friendly, quiet, or patient.
Values	All those things important to one's life. For example, people might value family, friends, or money.

Importance of self-awareness:

- It builds empathetic understanding of other.
- Understanding one's own emotions.
- Helps an individual to understand his or her own thinking patterns
- It gives an individual a better understanding of their strengths and weaknesses.
- An individual gains understanding of the things that one wants in life.
- Provides understanding of how an individual affect other people in their lives.

Johari window *(Self-understanding tool)*

Johari window model is a self-assessment tool. It is is a model for self-awareness, personal development, group development and understanding relationship. Learners can use this model to assess and define themselves. It is also a tool that can help learners identify their strengths and weaknesses.

The four categories of the Johari Window:

	Known by self	Unknown by self
Known by others	Open arena	Blind spot
Unknown by others	Façade/Hidden	Unknown

Open Arena: The arena is the information that you know about yourself and that others also know. It is the obvious things, e.g. race, name, height, weight, etc. It is those things that you told others when you introduced yourself to the class. It is all of that information that you wanted other people to know. This is an area that is very open for all to see.

Façade: The façade or hidden area contains all that information that we don't want others to know about us. It's that closet of feelings, insecurities, and not-so-great experiences. It's the private information. *(Note: "Façade" is a French word for "exterior".)*

Blind Spot: The blind spot is the information that others know about you, but you don't know about yourself.

Unknown: The unknown area contains information that you don't know and others don't know. It could be abilities and potentials that you have not discovered about yourself yet. An example could be that you might be a great teacher or lawyer, but for now you don't know whether you have that ability or not.

SESSION PLAN

Instructional Objectives

By the end of the session learners will be able to:

- define self-awareness
- discuss the importance of self-awareness
- identify personal strengths and weaknesses
- find ways to minimise personal weaknesses and maximise strengths.

Duration: 2 periods

Teacher's Resources:

- Background information on topic on pages 19-21
- Guidance and Counselling Syllabus
- Johari's Window (page 21)

Suggested Teaching Strategies:

- Individual reflection
- Group discussion

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 19-21

Key Messages:

- Having good (accurate) self-awareness is an important foundation for everyone.
- Self-awareness allows us to reflect on those characteristics that are positive and to think about those things that may need to be improved or changed.

Step 1: Define self-awareness.

Teacher's Activities	Learners' Activities
• Find out what the learners understand about self-awareness	Learners will be expected to: • brainstorm on what they understand about self-awareness.

Step 2: Discuss the importance of self-awareness

Teacher's Activities	Learners' Activities
• Ask the learners to talk about the importance of self-awareness.	Learners will be expected to: • contribute their understanding of the importance of self-awareness. • state why it is important to have good self-awareness • explain how they can use the information from the Johari exercise at school, home and in the community

Step 3: Identify personal strengths and weaknesses.

Teacher's Activities	Learners' Activities
• Introduce the Johari's window model as an exercise to better understand yourself and who you are. The exercise allows you to understand how other people view you. In this way, you are forced to think about your behaviour, about yourself, and about who you are. • The teacher leads a discussion on the Johari Window exercise with the following points: o Discuss how, as we get new information from others, our "blind spot" starts to shrink and the "arena" becomes larger. o Discussing what happens to the façade and unknown areas as we open up and receive feedback from our peers. They are shrinking also. As we begin to trust and get along with our peers, our arena grows. • The teacher will ask learners the following questions: What does all this mean to you? Why is this important? (It is important to have an accurate assessment or awareness of oneself, so that we can strengthen those things that need to be strengthened and make even better use of those traits that are already good.) How can you use this information? At school? At home? In the community? • Discuss with learners how this information may help them better understand themselves and think about themselves in a different way.	Learners will be expected to: • discuss the Johari Window • respond to questions from the teacher

Step 4: Find ways of minimising personal weaknesses and maximise strengths.

Teacher's Activities	Learners' Activities
• Ask learners to consider what they have learned from the Johari Window exercise. Allow them some time to write their own personal plan on how they can improve on the positive aspects of themselves, and minimise the weaknesses that they, and others, have identified. They could draw a chart that looks like this: Strengths | Weaknesses How to maximise | How to minimise	Learners will be expected to: • come up with a plan on improving their strengths and minimising their weaknesses making use of a chart which has been given as an example.

Exercise

Some suggested questions:

a) What is self-awareness?

b) What are the benefits of knowing and understanding self?

c) Explain how you would handle a situation whereby someone emphasizes any of your weaknesses.

d) In a few words, explain how this session has been of benefit to you.

Self Evaluation

Have I been able to assist learners to;

- define self-awareness
- discuss the importance of self-awareness
- identify personal strengths and weaknesses
- find ways to value one's personal strengths
- find ways of dealing with personal weaknesses.

PEER PRESSURE

Background Information

This session will enable the learners to develop skills and show an ability to deal with peer pressure. Peers are people of the same social group. When an individual is being influenced by a peer/group to make decisions on what to do or what not to do, then this is called peer pressure. Peer pressure is often used in reference to young people particularly adolescents. One of the characteristics of adolescence is the desire to belong and to feel loved. If a young person is particularly vulnerable (maybe does not have a very high self-esteem or self-confidence) he can be persuaded to take part in activities that can be harmful or even dangerous. Learners can develop good decision-making and assertiveness skills that will help them avoid negative peer pressure. Having good friends in our lives is important to our happiness. It is pretty common to want to feel a sense of belonging to a group. Having good friendship in our lives is really important to our happiness.

Peer Pressure

Peer pressure is a term used to describe the way that people of the same social group (peers) influence one another, often in negative ways. Although it is frequently referred to in negative connotations, peer pressure can be both positive and negative. Teenagers 'pressure' their friends to study harder (positive), try drugs(negative), join a football club (positive),engage in early sex (negative). No matter how a teenager feels about himself /herself or how popular they are, they are pressured at some point in their life.

Peer pressure can show itself in a number of ways including:

- Dressing in a certain way
- Getting involved in particular activities
- Listening to a particular music
- Taking decisions about using drugs and alcohol
- Taking decisions about who we date
- Choice about who we are friends with
- Academic performance.

Understanding the Impact of Peer Pressure

Many young people experience pressure from their peers to engage in certain activities. Peer pressure can be both positive and negative. At times, a young person feels like she has to choose between losing her friends and participating in what her friends are involved in. For some, this pressure can force them to engage in things much against their values, beliefs, and principles. During adolescence, this pressure can lead some young people into trouble with parents, school management and worse still, with the law. Misinformation and pressure by peers needs to be regulated through adult involvement and support.

Negative peer pressure involves:

- Peers who encourage others to participate in inappropriate behaviours and antisocial or illegal activities, such as those associated with gangs, crimes, or terrorizing communities.
- Peers who encourage others to engage in early sexual behaviour.
- Peers who threaten to isolate others when they do not agree with certain issues.
- Positive peer pressure can influence a young person's values, attitudes towards important issues in life, and the choices he/she makes and how they present themselves.

How to deal with peer pressure

There are various ways to deal with peer pressure:

1. Develop high self esteem
2. Be assertive
3. Assess the consequences of succumbing to peer pressure
4. Choose good friends
5. Uphold good values and beliefs

SESSION PLAN

Instructional Objectives

By the end of the session learners will be able to:

- define peer pressure
- discuss and explain reasons why peer pressure is strong
- demonstrate ways of dealing with peer pressure
- show self-efficacy when dealing with peer pressure.

Duration: 2 periods

Teacher's Resources:

- Background information on topic on pages 25-26
- Guidance and Counselling Syllabus

Suggested Teaching Strategies:

- Role-plays
- Discussion
- Debate

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 25-26
- In dealing with peer pressure, it is often best to ask the learners what it is they encounter in their lives that creates pressure for them to behave in ways that they know are dangerous or risky
- Hand out "Skills Practice: Be Assertive."

Key Messages:

- The desire to be part of a group is common but can also create pressure on a person to act in a certain way.
- Peer pressure is a term used to describe the way that people of the same social group influence one another, often in a negative way.
- People often respond to pressure differently because they want to be accepted by someone or some group.
- Peer pressure can be both negative and positive.
- Young people can address peer pressure by understanding themselves and what they want in life, being happy and confident in oneself.

Step 1: Define peer pressure.

Teacher's Activities	Learners' Activities

• Find out what learners know about peer pressure. Ensure that learners define peer pressure as: being influenced by a peer/ group to make decisions on what to do or what not to do
• Ask learners to select one or more of the following role plays depending on time and the students' interests:
o *Role Play 1:* You are four boys. You steal money from home. One boy refuses to steal and says it is bad. You decide to send him out of your group.
  o *Role Play 2:* You are four girls. You all do not like reading. A male teacher says that if you come to his home, he will give you free marks on your tests. Two girls are lazy and think it is a good idea. Two girls refuse and say it is wrong to get close to a male teacher in order to get free marks.
  o *Role Play 3:* You are four girls. You decide to be good friends until you finish Form Five. You plan to read every day. You have agreed to abstain from sex until you are adults.
  o *Role Play 4:* You are two girls and two boys. You have decided to remain good friends until you finish Form FiveP7. You plan to visit classmates who are orphans every Saturday to share your time and eat with them.
• Organise the students to perform the role play by carrying out the following steps:
1. Ask for 4 volunteers and give the group the selected story.
2. Let the group discuss and rehearse the role play.
3. Let the group present the role play to the class.
4. Lead students to identify if the group was 'good' or 'bad' and why.
5. Summarise what makes a 'good' group.
	Learners will be expected to:
	• define peer pressure.
	• participate in the role plays.
	• discuss ways of avoiding peer pressure.

Step 2: Discuss and explain reasons why peer pressure is strong.

Teacher's Activities	Learners' Activities
• Find out why learners think peer pressure is strong • Consolidate the discussion making emphasis on the information in the Background on why peer pressure is strong	Learners will be expected to: • brainstorm on why peer pressure is strong.

Step 3: Demonstrate ways of dealing with peer pressure using role play.

Teacher's Activities	Learners' Activities
• Follow the same steps as in step 1, using the following scenario. - *Role play*: The three girls are naughty. They love older men because they get all the good things teenage girls love, such as cell phones, pocket money and trendy clothes (the three 'C's' – cell phones, cash, clothes). They also indulge in sexual activity. They like this kind of lifestyle because they enjoy being trendy and outclassing the other girls at school. Phumla is their friend but is a good girl and does not do all the things they do. The other girls feel bad that she is not like them and they want her to join in. • Discuss the role play: - How does Phumla resist the temptation for the 'three C's'? - Are the girls really 'outclassing' the other girls in the school? Why/why not? (They may not be outclassing, them, and they may be "cheapening" themselves herself by their behaviour. Long term, the consequences to their health and social status may be very serious). - What does it take for a person to resist peer pressure, especially when it would be nice to be 'trendy' and liked by the other girls? (Important to have strong goals, a good support system, a trusted adult with whom you can speak. • Emphasise that not all peer pressure is bad, as in the case of the two 'good' groups in the scenarios above. Peers can be very helpful in achieving one's goals.	Learners will be expected to: • participate in the role play. • discuss ways of dealing with peer pressure.

Exercise

Some suggested questions:

a) What is peer pressure?

b) What are the negative effects of peer pressure?

c) What skill would you use to get out of a bad social group?

d) How would you resist the temptation of the 3 C's?

Self Evaluation

Have I been able to assist learners to:

- define peer pressure
- discuss and explain reasons why peer pressure is strong
- demonstrate ways of dealing with peer pressure
- show self-efficacy to deal with peer pressure.

GOAL SETTING

Background Information

This session will enable learners with the skill to set and follow through realistic academic goals. In addition, it will help learners understand the importance of setting goals and making appropriate decisions. Goal setting is an important part of life.A goal is something a person works to accomplish. It helps young learners to look into the future and decide what they want to do and where they want to be. Goals can be big or small, and they may change as people grow older, but they are very important at every stage of life. In order to be successful, goals should be clearly defined, realistic, and measurable. Goals should be S.M.A.R.T:

S – Specific (or Significant) - State exactly what you want to achieve

M – Measurable (or Meaningful) – establish clear definitions to help you measure if you are reaching your goal

A – Attainable (or Action-Oriented) - describe your goals using action verbs and outline the exact steps you will take to attain your goal

R – Relevant (or Rewarding) – give yourself the opportunity to succeed by setting goals you will actually be able to accomplish. Be sure to consider obstacles you may need to overcome.

T – Time-bound (or Trackable) – how much time do you have to complete the task? Decide exactly when you will start and finish your goal.

The Importance of Setting Goals

Setting goals gives you long-term vision and short-term motivation. It focuses your acquisition of knowledge, and helps you to organize your time and your resources so that you can make the very most of your life. By setting clearly defined goals, you can measure and take pride in the achievement of those goals. You will also raise your self-confidence, as you recognize your own ability and competence in achieving the goals that you've set.

Setting Personal Goals

- First you create your "big picture" of what you want to do.
- Identify the big goals that you want to achieve.
- Break these down into the smaller goals and smaller targets that you must reach.
- Create a daily To-Do List of things that you should do each day to work towards your educational goals.

The following guidelines will help you to set effective, achievable goals:

- State each goal as a positive statement – Express your goals positively – "Execute this technique well" is a much better goal than "Don't make this stupid mistake."

- Be precise: Set precise goals, putting in dates, times and amounts so that you can measure achievement. If you do this, you'll know exactly when you have achieved the goal, and can take complete satisfaction from having achieved it.
- Set priorities – When you have several goals, give each a priority. This helps you to avoid feeling overwhelmed by having too many goals, and helps to direct your attention to the most important ones.
- Write goals down – This crystallizes them and gives them more force.
- Keep the low-level goals that you're working towards small and achievable - Keeping goals small and incremental gives more opportunities for reward.

Educational Goals

Working with learners to help them visualise how they see themselves as they grow older may help them to set academic goals. Taking into consideration their talents, interests and skills will also help. For example, if a learner is very good at maths, he/she may choose to pursue a career as a researcher or engineer; someone who is good at music may decide he wants to pursue a career in singing, or writing songs, or producing music for others. These goals will help them decide which subjects they should be selecting as part of their academic career, and which role models they may choose as mentors.

Possible Influences on Personal Goals in Life

Other significant people, such as parents, teachers, and religious leaders, in a learner's life may have significant influence on their goals. Sometimes they may try to influence learners to pursue other choices. This may create tensions in the family or the community. The more self-aware and self-confident a learner is, the more capable he/she will be to analyse why he/she is making those particular choices and to discuss goals with family and others. The Guidance and Counselling teacher may be able to help the learner to think through his goals and why he chooses them; this can help with discussions when others pressure him to change directions.

SESSION PLAN

Instructional Objectives

By the end of the session learners will be able to:

- state the importance of setting goals
- set realistic goals.

Duration: 1 period

Teacher Resources:

- Background information on pages 40-41
- Guidance and Counselling Syllabus

Suggested Teaching Strategies:

- Brainstorm
- Personal reflection
- Learning games

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 40-41
- Consider the ways in which you set goals for yourself, and why it is important to do so.

Key Messages:

- Setting goals in life is crucial. It guides and gives a person direction in life.
- Each young person should develop her or his own set of goals and plan for the future.
- Goals should be related to one's values and self-awareness (knowing one's strengths and weaknesses, makes it easier to set realistic goals).
- Goal setting begins with knowing what you want and planning how to get what you want.
- There may be obstacles in achieving one's goals and therefore enthusiasm, commitment, and planning are important guidelines for success.

Step 1: State the importance of setting goals

Teacher's Activities	Learners' Activities
• Ask learners to brainstorm on the meaning of 'goals'. (They may use a dictionary). Ensure that learners define the Goal as something that one works towards accomplishing. • Ask learners why it is important to set goals and give them a chance to provide a few responses. • Explain that based on our strengths, interests, and what we hope to accomplish in life, we set goals for ourselves. We also have to plan in order to manage obstacles effectively and realize our goals. • Ask learners to identify two or three short-term school or academic-related goals that they hope to accomplish within the duration of the term. The goals should be specific, measurable, and manageable. • Ask a few learners to share some of their goals with the rest for the class.	Learners will be expected to: • brainstorm meaning of goals. • brainstorm two or three short-term school or academic-related goals.

Step 2: Set academic goals that are realistic.

Teacher's Activities	Learners' Activities
• Ask learners to set short-term academic goals • Explain to learners that they will select two of their goals (three if they have time) and create a brief plan to achieve them. a) Ask learners to: outline the steps they think are required to achieve each of their goals, b) Consider potential problems and solutions in obtaining their goal, c) Set a deadline. • Discuss with learners the plans they outlined to achieve their goals and the steps they used. Offer any guidance or clarification to make sure the steps learners have chosen are specific, measurable and realistic. Explain to leaners that you will be checking in with them on the progress of their goals and that they will be expected to report back on their results at the end of the term.	Learners will be expected to: • write a brief plan for achieving each goal, including the steps they think are required to achieve each of the goals, potential problems and solutions in obtaining the goal, and set a deadline. • outline the required steps. • maintain progress with their goals and report back on their progress at the end of the term.

Exercise

Some suggested questions:

a) What efforts do you need to make in order to achieve your goals?

b) What are some of the factors that make it difficult for you to achieve your goals?

c) Why is goal setting important to you?

Self Evaluation

Have I been able to assist learners to;

- state the importance of setting goals
- set realistic goals.

DECISION MAKING

Background Information

This session will enable the learner to understand how and why they make decisions and practice decision making skills. Every day we make decisions on a variety of issues. We decide what to eat, what types of clothes to wear, when to study, and so on. While some decisions might be simple and straightforward, most decisions are complex and therefore require careful thinking. Decision-making is not just an event but a process. It is a process that involves gathering information, thinking through the process, patience, and skills. It requires numerous steps, informed choices, flexibility, assessment of alternatives, and constant review of the process.

Note that it is not an easy thing to make good decisions at all times. Some decisions are more important than others. However, it is important for learners to understand that their decisions may not always be perfect, but that they can make good decisions if they stay true to themselves; are aware of their strengths and weaknesses and have enough self-esteem to be able to maintain their own sense of what is right and wrong. Knowing where to go for help is particularly important. As a teacher, building trust and keeping students' problems confidential is important because, you may be the only person the students decide to talk to about their decisions.

The process of decision-making involves:

- Defining the problem clearly
- Information gathering
- Coming up with alternatives
- Assessment of selected alternatives
- Choosing most preferred alternative
- Implementation process
- Progress monitoring
- Reviewing and back to definition of problem.

What Influences Decisions?

Many factors influence our decisions. For example, deciding on which career to pursue, one should consider ability, interests, values, beliefs and circumstances that influence decisions. Others are influenced by their religious beliefs when they decide what to do. At times our decisions are influenced by what people say. Other people's opinion or views do influence the decisions we make. It is rare to ignore what society says when making decisions. Generally, people consider whether or not what they decide to do is acceptable in society. Sometimes it is difficult to go against societal values because that may alienate you from that society.

Decision-making Processes at Local and National Level

As you grow up and complete school you will be involved in various decision-making processes in a number of settings. You may participate in groups, organisations and community agencies where you will be part of the decision-making processes. For example, you may be a member of the community development committee. Participation in various local and national levels is crucial. Your participation ensures your contribution to development projects and programmes.

Benefits of Participating in Decision-making Processes

Participating in decision-making processes ensures that your voice is heard or you help shape the course of development of that organisation. There are some people who rarely participate in any activities in the organisation they are a part of. Such people leave everything to other people to make decisions for them and their role is to sit on the side-lines and complain. As you get involved you should know that decision-making is a process that requires the skills presented above. You need to note that you do not make decisions without gathering information about what you need to solve or address.

SESSION PLAN

Instructional Objectives

By the end of the session learners will be able to:

- explain decision making
- identify the process of decision making
- practice decision-making skills.

Duration: 1 period

Teacher's Resources:

- Background information on topic on pages 30-31
- Guidance and Counselling Syllabus

Suggested Teaching Strategies:

- Brainstorm
- Games

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 30-31

Key Messages:

- Decision-making is an important life skill that can assist people in making informed choices.
- Decision-making is not just a one-time event but a process that involves gathering information, thinking through the process, patience and skills.
- Good decision-making improves self-esteem, confidence, and critical thinking.
- Societal factors such as peer-pressure often influence our decisions.
- It is important to evaluate the consequences for each action/option before making a decision.
- Poor decisions can have short term or long-term negative effects.
- There are many factors that may influence decisions namely, values, beliefs, gender, culture, and circumstances.

Step 1: Explain decision making

Teacher's Activities	Learners' Activities
• Let learners brainstorm on what decision making is. Let them use relevant examples • Consolidate learners' contributions to zero down to the definition that decision making is a process that involves gathering information, thinking through the process, patience, and skills.	Learners will be expected to: • brainstorm on what they understand about decision making.

Step 2: Identify the process of decision-making

Teacher's Activities	Learners' Activities
• Discuss the process that is involved in decision-making. The steps should involve the following: a) Define the Problem/Issue: Find out what causes the problem and why it occurs. b) Consider the Alternatives: Find more than one way to solve the problem. c) Consider the Consequences of each d) Alternative: For each alternative found, think about how it can affect you, your family, your friends or other people. e) Choose the best Alternative: that will have more positive impact with lesser negative consequences in your life, family, friends or other people. f) Implement the Decision: Put the decision you chose into action.	Learners will be expected to: • identify and talk about the steps in making decisions.

Step 3: Practice decision-making skills

Teacher's Activities	Learners' Activities
• Facilitate the following individual Decision-making Game Write the following list on the available teaching media: a) New cell phone b) Big birthday party c) Loving parents d) New bike e) Successful career f) Being beautiful or handsome g) Passing all your classes with the highest marks h) Lots of money i) Caring friends j) house • Explain to learners that they should write down the list and should give points to each as per their individual priority. They have a maximum of one hundred points to assign. They have 15 min. to do this. • Once completed, ask a few volunteers the following questions: a) Which items did you give the highest points and why? b) How did you arrive at the decision? c) Can you list the steps you took to arrive at the decision?	Learners will be expected to: • write down the list and assign points to each as per their individual priority. They have a maximum of one hundred points to assign. • discuss with the class which items they gave the highest points and why. • discuss how they arrived at the decision and what steps they took. • work in groups and repeat the activity to reach a consensus about how to rank each item.

Exercise

Some suggested questions:

a) Ask process? learners to explain what decision making is.

b) What are the key steps in the decision making.

Self Evaluation

Have I been able to assist learners to;

- explain what decision making is
- identify the process of decision making
- practice decision-making skills.

TIME MANAGEMENT

Background Information

This session will enable the learner to develop the ability to create and effectively manage time. Time is one of the most valuable resources that determine a student's success at school. Once you lose it you never get it back. Time management is the ability to plan and control how you spend the hours in your day to effectively accomplish your goals. Time management includes allocating time for each of the various activities you are involved in. There is also need to prioritize the activities so that those that are most crucial have more time. For example, there is need to have time to prepare for class, study, rest, participate in sports and recreational activities. Failure to manage time may lead to numerous problems such as anxiety towards examinations, lack of rest, inability to meet deadlines, and failing examinations.

Importance of Time Management

1. Helps lead to success and achievement of goals at school and in life
2. Reduces pressure during examinations
3. Ensures inclusion of all important activities one is supposed to participate in
4. Ensures that priorities are set
5. Helps evaluate progress and account for what you do.

Time Wasters

1. Procrastination
2. Web surfing for leisure
3. Spending too much time on leisure time
4. Social network
5. Disorganized work space
6. Over reliance on emails
7. Reacting to interruptions
8. Ineffective multitasking
9. Cigarette or coffee break.

Designing a Daily Schedule

A daily schedule helps organize your activities and facilitates efficient allocation of time to all activities. This would minimise inadequate catering for certain activities or leaving out important activities. A time schedule lists all activities and specifies required time for each. Consider the following when designing a time schedule:

- Accounting for every minute and day
- Including leisure, time for rest, and socialising
- Prioritising activities
- Allowing for flexibility for unscheduled time
- Including breaks between activities
- Preparation for class must be timetabled

SESSION PLAN

Instructional Objectives

By the end of the session, learners will be able to:

- explain Time Management
- list benefits of proper time management
- draw a suitable personal daily schedule.

Duration: 1 period

Teacher's Resources:

- Background information on topic on pages 39-40
- Guidance and Counselling Syllabus

Suggested Teaching Strategies:

- Brainstorm
- Discussion

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 39-40

Key Messages:

- Time management is an important life skill. We only have so much time, and it is helpful to 'budget for it' so that we can get key tasks completed (and can achieve more of our goals).
- Preparing a study timetable is a useful skill for managing study time.

Step 1: Explain Time Management

Teacher's Activities	Learners' Activities
• Ask learners to brainstorm on what is meant by time management: ensure that the learners will define Time Management as: The ability to plan and control how you spend the hours in your day to effectively accomplish your goals.	Learners will be expected to: • brainstorm on what time management is.

Step 2: List benefits of proper time management

Teacher's Activities	Learners' Activities
• Place learners into small groups. Ask them to brainstorm and list the benefits of managing their time properly. • Consolidate learners responses and ensure the list of benefits include: o Helps lead to success and achievement of goals at school and in life o Reduces pressure during examinations	Learners will be expected to: • work in groups (depending on the number of learners in the class) to design daily schedules for listed activities. • give feedback to each other.

Step 3: Draw a suitable a daily study schedule

Teacher's Activities	Learners' Activities
• Place learners into small groups. Ask them to list all the school activities from the time they arrive at school until the time they leave school for home or hostels: Study time, sports, and lessons must be listed and times specified. • Assist learners in the allocation of time for the activities listed • Ask learners to further prepare a personal daily schedule that will include study, work and play time. This will help them see they can budget time for work and for play, so that they are not missing out on recreation.	Learners will be expected to: • work in groups (depending on the number of learners in the class) to design daily schedules for listed activities. • give feedback to each other.

Exercise

Some suggested questions:

a) What is time management?

b) How do you think managing your time would be of benefit to you?

Self Evaluation

Have I been able to assist learners to;

- explain Time Management
- list the benefits of proper time management
- draw a suitable personal daily schedule.

STUDY SKILLS

Background Information

This session will enable the learner to develop an ability to identify and use effective study skills. Developing effective ways of studying is the gateway to success in examinations and learning. A student needs to have good study habits and use effective strategies for studying. It is important to learn better ways of reading, preparing summaries, answering questions, information gathering techniques and use of the library and other resources.

Effective Study Skills

1. **The SQ3R Method** - **S** is for survey, **Q** is for questions and the **3R's** are for reading, recalling and reviewing.
2. **Note-Taking and Note-Making** - Skills in note-taking and note-making are useful throughout one's life. At school one needs them to prepare and pass examinations and at work it is a valuable skill
3. **Mind-mapping-** Mind-maps present main ideas or points using shapes, colours, words, and symbols

Good Study Habits and Effective Study Techniques

Good study habits lead to successful studying. Learners at this level of their education need to learn how to develop good study habits. Every learner must take responsibility for their future and not rely solely on the teacher and parents. The learner must avoid becoming a passenger in their travel to their future. Bhusumane (2002) identifies the following as good study habits:

- Determining what is important so as to make decisions about the future
- Avoid waiting till graduation before deciding what you do
- Avoid postponing assignments and studying until last minute
- Prioritising what you want to do
- Being self-disciplined and using time effectively.
- Being enthusiastic about learning
- Making use of study schedule and a conducive place for study
- Studying smartly
- Being organised.

SESSION PLAN

Instructional Objectives:

By the end of the session learners will be able to:

- identify good study skills
- discuss effective study habits and skills
- state effective study skills.

Duration: 1 period

Teacher's Resources:

- Background information on topic on page 42
- Guidance and Counselling Syllabus

Suggested Teaching Strategies:

- Discussion

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on page 42

Key Messages:

- Study skills are an important life skill.
- Good study habits and skills are helpful in learning and passing examinations, these in turn indicate self-discipline

Step 1: Identify Study skills.

Teacher's Activities	Learners' Activities
• Ask what learners understand by studying, study habits and study skills. Ensure that learners define study skills as: strategies and techniques that enable one to make the most • effective use of ones' time, resources, and academic potential • Ask the learners to list some common study skills or techniques. • Consolidate to come up with the following study skills: -SQ3R -Note taking and Note making -Mind mapping	Learners will be expected to: • share with the class what they understand by studying, study habits and study skills. This will include comparing and contrasting these three and giving relevant examples • list study skills they know/are familiar with or use in their studies.

Step 2: Discuss effective study habits and skills.

Teacher's Activities	Learners' Activities
• In groups, ask learners to brainstorm on effective study habits. • Consolidate learners responses to include the following: a) Determining what is important so as to make decisions about the future b) Avoid waiting till graduation before deciding what you do c) Avoid postponing assignments and studying until the last minute d) Prioritising what you want to do by being self-disciplined and using time effectively.	Learners will be expected to: • brainstorm on effective study habits. • ask questions for clarification.

Exercise

Some suggested questions:

a) Differentiate between study skills and strategies?

b) How should you organise your study?

c) Why should learners develop good study skills?

Self Evaluation

Have I been able to assist learners to;

- identify good study skills
- discuss effective study habits and skills.

SOCIETAL NORMS AND VALUES

Background Information

In this session learners will explore some of the social norms that influence the way we behave in society as well as the values set by society. Norms are the established standards of behaviour maintained by a society. For a norm to become significant, it must be widely shared and understood. These spell out what is acceptable and not acceptable in society. Values are collective conceptions of what is considered good, desirable, and proper—or bad, undesirable, and improper—in a culture. They indicate what people in a given culture prefer as well as what they find important and morally right (or wrong). Norms and values are influenced by a society's culture and depict the moral expectations of that particular society. Norms are the things that are viewed as normal or typical, values are the guiding principles that we set to achieve goals and dreams. A person's behaviour can be influenced by incorrect perceptions and interpretation of social norms. For example, if peers hold the belief that all young people have sexual relationships, they are more likely to engage in sex. It is important to communicate correct and accurate social norms for health growth and interpersonal relationships.

Types of Societal Norms

The social norms indicate the established and approved ways of doing things, of dress, of speech and of appearance. These vary and evolve not only through time but also vary from one age group to another and between social classes and social group. Social norms are divided into two types which are formal and informal. Formal norms are those that society decides to write down or in technical language, codified into formal laws. They are passed by the state. Any breach of such laws carries a specific punishment. For example, murder of another human being is prohibited in society and carries a heavy punishment.

Examples of Norms and Behaviour

1. classroom; raise your hand to talk, don't eat during a lesson and pay attention to the instructor/ instruction
2. public places: remove your hat (if you are male) when entering an office or to address people, greeting other people and
3. adults: don't raise your voice towards an adult, give a seat to the elderly in buses, use two hands when receiving anything from others
4. dining: sit down to eat and to drink water, don't talk with food in your mouth and wash your hands before you eat
5. cell phone: switch off your phone when in meetings

Informal norms are those that are not written down. They are learned through social interaction and in that way they are passed from one generation to another. They don't usually carry any specific punishment but are frowned upon. Some can be broken without any serious consequences. For example, if a man, happens to address his superiors while wearing a hat, he may only be rebuked verbally or ignored, or lose some social status.

Uses of Social Norms

- norms work to promote a great deal of social control
- Social norms can be used to deal with deviant behaviour such as drug abuse, sexual abuse, and violence.

Are you a bystander?

"Pluralistic ignorance" is an effect of false consensus where people support a norm in public even when they believe it is wrong. A "false consensus" is a type of bias whereby a person or a group thinks that everyone thinks and believes in the same attitudes, beliefs and opinions they share. These two effects of norms ("false consensus" and "pluralistic ignorance") mean that we often base our actions on misinformation, or misperceptions of our environment. You often adopt a bystander role in which you passively accept (mis)perceptions of the status quo rather than actively intervene to change it because you want to be seen as popular rather than unpopular. The bystander role is self-perpetuating because it discourages an individual from expressing one's opinions – and think their opinions are different from everyone else's, when others secretly share their opinions.

Appropriate information when carefully targeted, can help shift people from a bystander or confined position to one where they feel they can take a stand, or intervene. Our non-action makes us a part of the problem rather than a part of the solution.

SESSION PLAN

Instructional Objectives

By the end of the session, learners will be able to:

- explain the term societal norms and values
- distinguish between norms and values
- identify appropriate norms in given situations
- state how families and societies influence values.

Duration: 1 period

Teacher's Resources

- Background information on topic on pages 45-46
- Guidance and Counselling Syllabus

Suggested Teaching Strategies:

- Brainstorm
- Discussion

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 45-46
- Look for (or have learners look for) magazine or newspaper illustrations that demonstrate cultural values (in particular, what it means to be a Swazi). Cut them out, and have them ready for the suggested activity in this session, read Background Information
- Prepare a list of statements with norms and values relevant to their environment
- If you decide to invite a chief or other cultural leader to speak about cultural values and the importance of respect to culture and use of manners, make sure he or she is aware of the objectives of the session.

Key Messages:

- Social norms are the fiber of a society.
- Values are often linked to social norms.
- Norms can either be formal or informal.
- Learners should develop appropriate societal norms and values for the specific society.

Step 1: Explain societal norms

Teacher's Activities	Learners' Activities
• Ask learners to brainstorm on what social norms and values are and list their responses. • Then share the definition of social norms as: an accepted standard or a way of behaving or doing things that most people agree with. Values as: collective conceptions of what is considered good, desirable, and proper—or bad, undesirable, and improper—in a society.	Learners will be expected to: • brainstorm on the meaning of social norms and values then give their responses in a plenary.

Step 2: Distinguish between norms and values

Teacher's Activities	Learners' Activities
• Divide learners into small groups which should come up with a list of norms and values they know • Involve learners in a moving debate. Have a list of statements with norms and values. Place stickers with the words norms and 'values' on two sides of the wall. • Read out the statements and tell learners to move to the sides they agree with • Ask learners to state why they chose the norm side or value side by showing the difference between the two.	Learners will be expected to: • participate in the moving debate. • show the difference between norm and values as the pick the norm side and value side in the debate.

Step 3: Identify appropriate norms in given situations

Teacher's Activities	Learners' Activities
• Use different scenarios depicting different norms. Let learners identify the appropriate norms in the different scenarios given. • Consolidate/ conclude activity by making an emphasis on appropriate norms versus the inappropriate	Learners will be expected to: • identify the appropriate norm from the given situations.

Exercise

Some suggested questions:

a) List the norms and values you have at your homes?

b) List the norms and values of your school?

c) What are societal norms?

d) Compare the norms and values of your school with those of your home?

Self Evaluation

Some suggested questions:

- explain the term "societal norms"
- distinguish between norms and values
- identify appropriate norms in given situations
- state how families and societies influence values.

DEALING WITH LOSS

Background Information

This session will enable the learner to develop an ability to deal with loss. Loss is being deprived of someone or something that is important in one's life. People can lose their loved ones through death. However, there are other significant losses that can be experienced in life, for example, loss of property, loss of dreams and hopes for the future, loss of body limbs and loss of virginity. People deal with loss in different ways. While some people may be able to put the loss behind them and move on with their lives, others may remain traumatised. Un resolved effects of loss have a tendency to resurface later in life.

Loss has varying degrees. Loss of someone close to you can be either permanent through death, or separation. Others lose property through fire, theft, or some natural disaster. Although they may replace the property they still experience loss because the property will not necessarily evoke the same feelings they had with their previous property.

Categories of Loss

The four major categories of loss are:

- The loss of a significant person
- The loss of a part of the self
- The loss of external objects
- Developmental loss.

While these losses are listed in the various categories, there is considerable overlap and one loss often impinges on another; as a result the distinctions between categories tend to blur.

Different Kinds of Loss

1. Loss of a significant person

- The death of a loved one, desertion, separation and divorce.

2. Loss of part of the self

- Physical – structural and functional. Structural loss: loss of a limb, loss of an organ, disfigurement, loss of hair, loss of teeth, any outward change, loss of body image (through surgery, burns, accident). Functional loss: loss through stroke, paralysis, deafness, blindness, arthritis, infertility.
- Psychological – loss of memory, judgement, pride, control, status, usefulness, independence, esteem, values, ideas.
- Social — loss of roles, employment, friends; geographic moves, travel.
- Community and cultural — loss through immigration, urban renewal, refugee experience.

3. Loss of external objects

- Loss of possessions such as money, jewels, property, and 'symbols of identity', photographs and artefacts through burglary, robbery and natural disasters, such as floods and fire.

4. Developmental loss

- Birth trauma, weaning, growing up, school, exam failures, school-to-work transition, leaving home, new relationships, marriage, old age, multiple cumulative losses, etc.

Ways of Dealing with Loss

- Talking about the event either individually or in a group.
- Story telling or writing about the event.
- Drawing the event or the person they have lost.
- Collecting memories of the person they have lost or learners write down their own memories.
- Write a letter to the person they have lost. They can tell the person how they feel or share a story about their latest achievement.
- Conduct group counselling.
- Create a memory box or memory book that the child can add to as they learn to cope with their grief. This can include photos of the person they have lost, poems, keep sakes they have, their own thoughts and stories about the event or person. A child should be encouraged to keep this in a safe place so that when they are older they can go back to it and see what they were thinking at the time.

Stages of Loss

Denial: At this stage you cannot believe it has happened. It is usually a temporary defence, which is self-protective.

Anger: At this stage you may ask "Why now?" ,"Why me?" The person can also direct anger to others like family members, friends and health professionals.

Bargaining: This stage involves the hope that you can "bring the person back" or delay the death if you make a deal with a higher power. This is an irrational thought process.

Depression: When denial, anger and bargaining fail to comfort you, it is possible for you to become depressed. At this stage you understand the finality of death and that you are hurting. You may ask, "Why bother?", "There is no point" or, "Why go on?"

Acceptance: At this stage you come to terms with the loss and begin to plan for the future.

People go through a number of stages when they lose a loved one. However, the sequence of stages they go through differs from one person to the other.

People or Organisations that May Help During a Loss

- Guidance and Counselling officers
- Guidance teacher
- Psychiatric centre
- Social worker
- Council of Swaziland Churches
- Psychologists
- Hospitals
- Pastors
- A trusted friend
- Moya Centre
- Lihlombe Lekukhalela
- Banakekeli
- Nhlangano HIV/Aids Testing, Information and Counselling Centre (NATIC)

SESSION PLAN

Instructional Objectives

By the end of the session, learners will be able to:

- define loss
- discuss different kinds of loss
- discuss the stages one goes through when they lose a loved one
- identify healthy ways of dealing with loss
- identify people and or organisations that can help during a loss.

Duration: 1 period

Teacher Resources:

- Read the background information on the topic on 49-51
- Guidance and Counselling Syllabus

Suggested Teaching Strategies:

- Brainstorm
- Personal reflection
- Group work
- Scenarios

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 49-51

Key Messages:

- Loss means being deprived of someone or something that is important in your life.
- Each individual experiences loss differently and there are different ways for individuals to cope with their loss.
- The stages of loss include: denial, anger bargaining, depression and acceptance.
- There are several healthy ways to deal with loss that can help one move on with their life.

Step 1: Define Loss

Teacher's Activities	Learners' Activities
• Discuss with learners the meaning of loss • Explain that loss is a state or feeling of grief that is associated with the loss of someone or something that is important in one's life	Learners will be expected to: • discuss in the class the meaning of loss

Step 2: Discuss different kinds of Loss

Teacher's Activities	Learners' Activities
• Explain that loss can be grouped into four major categories. Discuss these categories with the learners. • Arrange chairs into a tight circle making sure every person sits within the circle Announce that each person in the circle will be asked to complete the following sentences relating to loss. Ask learners to respond in a thoughtful yet spontaneous fashion. If they prefer to pass on any sentence they may do so by simply saying o "pass". o Read the first statement and ask each learner in turn to complete the sentence, when everyone in the circle has responded read the second statement. Repeat for each statement (or as many as you can get through in the time allotted). 1. When I think of loss, I think of … 2. The one thing or person I have lost and miss the most is… 3. My first reaction to loss was… 4. The greatest fear I have of loss is... 5. When I think of loss, I think of … 6. The one thing or person I have lost and miss the most is… 7. My first reaction to loss was… 8. The greatest fear I have of loss is... • Once the activity is completed, keep chairs in a circle and discuss with learners the following: i. What are you thinking and feeling right now? ii. What are the advantages and disadvantages of discussing and preparing for loss?	Learners will be expected to: • discuss the four categories and kinds of loss as a class • complete the sentences

Step 3: Discuss the stages one goes through when they lose loved ones

Teacher's Activities	Learners' Activities
• In a large group, explain to the learners that people go through a number of stages when they lose a loved one. However, the sequence of stages they go through differs from one person to the other. The five major stages of loss include: - Denial - Anger - Bargaining - Depression - Acceptance • Discuss with learners each of the stages and what each of them means (using the *Teacher's Handbook*). Answer any questions they may have about each stage. • Divide the learners into four groups and give each group one of the following scenarios: - The death of a friend - The loss of a house/homestead - The loss of schooling - The loss of a special personal item • Have each group take a piece of paper and divide it into three columns. They should list the following in each column: 1. How might this loss make you feel or behave? 2. What positive ways could you deal with this loss? 3. Who could help you deal with this loss? • Reconvene the groups and discuss each of the scenarios and the positive strategies the learners came up with to cope with the loss.	Learners will be expected to: • discuss with the class the five stages of grief and ask any questions they may have.

Step 4: Identify ways of dealing with loss

Teacher's Activities	Learners' Activities
• Find out how learners have dealt with loss before. Discuss the pros and cones of the ways they dealt with loss • Work with the learners to identify different ways of dealing with loss • Consolidate the activity by discussing the ways of dealing with loss mentioned in the background information of this session.	Learners will be expected to: • discuss ways they have used to deal with loss before.

Step 5: Identify people or organisations that can help during a loss

Teacher's Activities	Learners' Activities
• Find out from the learners the organizations they know that help deal with loss in their community/in Swaziland. Allow them to come up with the list in groups and present them at the plenary session. • Consolidate the list of organisations compiled by the learners and compare it with the list in the background information.	Learners will be expected to: • compile a list of organisations that help people deal with loss in their communities in Swaziland. • present their list at the plenary session.

Exercise

Some suggested questions:

a) What is loss?

b) What are the effects of a loss to a person?

c) Outline the stages one goes through after losing a loved one?

d) What are the healthy ways of dealing with loss?

Self Evaluation

Have I been able to assist learners to;

- define loss
- discuss different kinds of loss
- discuss the stages one goes through when they lose a loved one
- identify healthy ways of dealing with loss
- identify people and /or organisations that can help during a loss.

HEALTH PROMOTION

Background Information

This session will enable learners to identify the body changes that are associated with puberty stage. Puberty is the transition from childhood to young adult. It is a time when young people learn a lot of new information, form values and attitudes about who they are (self-identity), how they feel about themselves (self-esteem) and have a strong need to belong to a group (peer group). This stage can be exciting, fascinating, scary and confusing because there are a lot of physical body changes.

Puberty is the transition into adulthood that is when the sex organs grow and develop, and the body becomes capable to reproduce. While puberty happens for different people at different times, girls typically hit puberty between ages 8 and 13 and boys between ages 9 and 15. During puberty, the body undergoes many physical, emotional and social changes caused by hormones in the body. These changes can make a person feel proud and happy, but sometimes can make a person feel confused or embarrassed. One important message for children and adolescents is that puberty is a normal part of life.

Physical Body Changes for Adolescents

The table below lists the major changes that occur in boys and girls during puberty.

Changes for Girls ♀	Changes for Boys ♂
Body growth	
Growth of pubic and underarm hair	
Acne and increased body sweat	
Develop hips and breasts	Grow facial hair and their muscles torn
Breasts grow bigger	Penises and testicles grow larger
Begin menstruating	Wet dreams (ejaculation during sleep)
	Voices change and become deeper

Biological Changes for Adolescents

The physical changes that occur during puberty are the result of biological changes. The hypothalamus signals the pituitary gland to release hormones called gonadotropins into the bloodstream. These hormones stimulate oestrogen production (6 times greater than previous levels) and androgen production (20 times greater than previous levels) by the ovaries in the girl and the testes in the

boy. Both males and females have both hormones, but during puberty, boys get 20 to 60 percent more androgen and girls get 20 to 30 percent more oestrogen.

Reproductive Changes for Girls at Puberty

During puberty, the female ovaries develop and release one female egg (ovum) every month in a process called 'ovulation.' The egg travels from the ovaries (two oval-shaped organs that lie to the upper right and left of the uterus, or womb), down the fallopian tubes (the two tubes that lead from the ovaries to the uterus), and into the uterus. If the egg is fertilized by sperm, it will travel down the fallopian tube and then attach to the thick, blood-rich lining of the uterus. If the egg is not fertilized, it begins to fall apart and the uterine lining breaks down and is shed — this bleeding is what's known as menstruation or a period. The length of the menstruation period varies - some people get it for three days, whilst others experience it for more days.

There is no set time when a girl needs to start wearing a bra and some girls go through life never wearing one. While it is not necessary to wear a bra to keep breasts healthy, girls who wear a bra usually do so because it helps them to feel more comfortable. Bras are made with different size cups for different breast sizes.

The interval between periods is usually about 28 days (around one month). However, when a girl first starts having periods they may not be "regular", she might skip a month or have two periods very close together. If the period does not start when expected and the girl has had unprotected sex, she may be pregnant. In this case, she should talk to an adult or see a doctor as soon as possible. If she did not have sexual intercourse, there is probably no need to worry. There are many things that can cause changes to your periods, for example being unwell, changes to diet, and doing excessive amounts of exercise or feeling stressed. If a girl does not get her period for several months, she may want to speak to a doctor to identify what is causing the problem.

During puberty, a girl's chest will appear less flat as her breasts begin to grow. The first sign that a girl's breasts are developing is when small bumps (sometimes called "breast buds") become noticeable on her chest. Some girls find that their breasts or nipples start to tingle or itch whilst they grow. These feelings stop when the breasts stop growing. Breasts grow into a variety of shapes and sizes, and many girls' breasts remain small throughout their adult lives. It is also normal for one breast to grow faster than the other. Usually breasts become more even as they reach full development. However, most girls' breasts will always be slightly uneven in shape and size.

Girls' bodies at this age also begin to secrete small amounts of non-smelling, clear or whitish fluid from the vagina. This is called 'vaginal secretion,' which is a natural process in which the vagina cleans itself. When a girl has her period she can use sanitary towels (also known as sanitary pads, panty liners, sanitary napkins) or tampons to soak up the blood. In areas where these types of

sanitary protection are not commonly used, or if they are too expensive to afford, many women will use clean rags or old strips of clean cloth or towelling to soak up the blood. Used products (e.g., sanitary towels and tampons) should be disposed of in an appropriate manner.

A sanitary towel should be changed every few hours during the day, even if the flow of blood is not very heavy. Tampons should also be changed regularly (and disposed of appropriately) and it is generally advised that a tampon should not be left unchanged for more than 8 hours to avoid Toxic Shock Syndrome - a rare life threatening complication of certain types of bacterial infection. Some girls feel uncomfortable or have cramp-like pains when they have periods. If a girl is finding it difficult to deal with period pains, she should talk to an adult, as there are a number of things that can be done to help. Taking a warm bath or holding a hot water bottle to her stomach can be comforting. Painkillers can also be used if the cramps are bad. Many girls find that light exercise, such as going for a brisk walk or a swim, helps to ease the pain. If the pains are very bad, it might be necessary to speak to a doctor.

Reproductive Changes for Boys at Puberty

During puberty, boys' sex organs become bigger and start to produce sperm. The boy's sex organs outside his body are his penis and testicles (testes). The main parts of a penis are: the shaft - the main, long part of the penis; the glans - the tip or head of the penis; and the foreskin - skin which covers the glans. All boys are born with a foreskin, but some have it removed when they are babies, or later in life. The removal of the foreskin is called 'circumcision.'

Underneath the penis is the scrotum – a loose, wrinkly pouch of skin that hangs down behind a boy's penis. It contains his testicles. As a boy goes through puberty his testicles move lower down his scrotum and one usually hangs lower than the other. The testicles are the glands that produce sperm. Once produced, sperm travel to the epididymis where they mature. Once mature, sperm travel into the body through a tube called the 'vas deferens.'

Dealing with Changes Associated with Puberty

Young people will need information about how to comfortably and realistically manage the physical changes in their body during puberty:

- Acne or oily skin: The face should be clean to reduce facial oil and prevent or reduce pimples and acne.
- Body odour in both boys and girls: Wash everyday with warm water and soap to keep the body clean and smelling good. Youth can use deodorant and make sure to wash clothes regularly.
- Blood flow during menstruation for girls: Girls can use products like sanitary napkins and tampons, described above. Girls may want to carry such items in their bag so they are prepared for when their period starts, no matter where and when it happens.

SESSION PLAN

Instructional Objectives

By the end of the session learners will be able to:

- define puberty
- identify the physical body changes associated with puberty
- discuss reasons for changes associated with puberty
- identify health practices that are associated with body changes at puberty

Duration: 1 period

Teacher's Resources:

- Background information on topic on pages 57-60
- Guidance and Counselling Syllabus

Suggested Teaching Strategies:

- Group strategies
- Brainstorming
- Case study
- Presentations

Teacher Preparation:

- Read the following suggested activities
- Read the Background Information on the topic on pages 57-60
- Prepare a flipchart with the Changes in Puberty list

Key Messages:

Puberty is the time when a person is maturing into adulthood. It is a normal stage in the development of all humans.

- Puberty causes changes in the body.
- Changes happen at different times and rates in different people – there is no set time for puberty.
- Having practical skills with correct information would help cope with these changes.

Step 1: Define what puberty is

Teacher's Activities	Learners' Activities
• Let learners discuss puberty; ensure that they are able to define Puberty as: the process in which the body goes through physical change from childhood to maturing adult who is capable of sexual reproduction. • Use the following questions to lead discussion on defining puberty:	Learners will be expected to: • brainstorm on puberty and state their views on this stage of life (use that questions to assist with the brainstorming session).
1. What do we mean when we use the term puberty? o Changing from a child to an adult is called "puberty. A teenager is sometimes called an "adolescent". o Puberty happens to everyone. o You will begin to notice body, thoughts and relationship changes as you go through puberty.	Learners will be expected to: • brainstorm on puberty and state their views on this stage of life (use that questions to assist with the brainstorming session).
2. Do boys and girls go through puberty at the same age? o The changes that you experience in puberty can happen to different people at different times, and can begin as early as 8 and continue until 18. o Girls usually experience puberty earlier than boys. o Each person has a body clock that is right for them. You can't decide when to go through puberty	

Step 2: Identify the physical body changes associated with puberty

Teacher's Activities	Learners' Activities
• Divide the class according to their sexes and let them discuss the physical changes that they are experiencing, use pictures that illustrate body part changes before puberty and during puberty as a means for stimulating discussion on the changes that happen during puberty. • Ask them to decide if the changes apply to only boys, girls, or both. • Post three titles on the wall, respectively "Boys," "Girls", "Both". • Once the learners have finished brainstorming the changes that happen as they go through puberty, ask them to write those changes on the flipcharts to which they think they belong. Discuss the results of the brainstorming activity. Ask the following questions: a) Were there any surprises during your discussion? b) Did you think you were the only one going through these changes? c) What questions do you have about why these changes happen? • Respond to learners' questions if you don't have all the information you need, you may want to consult with a science (biology) teacher or a health worker for accurate answers. Make sure to let the learners know the correct answers to questions they raise.	Learners will be expected to: • sit according to same sex groups (boys and girls) and discuss the body changes that they experience. • brainstorm whether changes affect both sexes and write their responses on a flipchart or board/manila sheet. • contribute to the main charts put by the teacher and if needed what other groups may have missed. • ask questions they may have concerning puberty and the physical changes they are going through.

Step 3: Identify sexual characteristics related to body changes

Teacher's Activities	Learners' Activities
• Divide the learners into two groups, boys and girls. Let each group identify the sexual characteristics that occur during puberty. For example girls menstruate, breasts development, growth of pubic hair, secretion of mucus in their private parts and for boys it includes growth of pubic hair, wet dreams, growth of the sexual organs. • Consolidate the learners responses by validating and updating the characteristics as per discussion and background information	Learners will be expected to: • identify the sexual characteristics in groups. • present their findings to the class.

Step 4: Discuss health practices associated with body changes at puberty

Teacher's Activities	Learners' Activities
• Divide the class according to their sexes and let them discuss the health practices associated with body changes at puberty. • Consolidate the learners' responses by validating against information on the background.	Learners will be expected to: • sit according to same sex groups (boys and girls) and brainstorm on the health practices.

Exercise

Some suggested questions:

a) What is puberty?

b) What are the physical changes that happen during puberty?

c) What are the reasons for the physical change?

d) List healthy habits that help you deal with the physical changes during puberty

Self Evaluation

Have I been able to assist learners to;

- define puberty
- identify the changes associated with puberty
- discuss reasons for changes associated with puberty
- identify health practices that are associated with body changes at puberty.

SOCIAL AND EMOTIONAL CHANGES AT PUBERTY

Background Information

This session will enable the learner to identify the social and emotional changes that are associated with puberty stage. Social change refers to any significant alteration over time in behaviour patterns, cultural values and norms. They occur at different situations and times. There are those that are associated with people's developmental stages, especially puberty. Social changes often spark certain emotions to pubescent. During puberty the body starts to produce reproductive hormones which can result in a variety of emotional responses.

Social changes

Some common social changes at puberty are:

1. **Experimentation and curiosity**
   This is a stage where young people begin to experiment on sexual intercourse, drugs and substances.
2. **Friends matter more than they used to**
   Most young people at this stage begin to seek council of friends. They also try to align what they wear, what they speak with their peers.
3. **Concern about body image**
   At this stage young people exhibit concern about the way they look. They strive to look attractive bodily and some attempt to look sexually attractive.
4. **Social disorder**
   This is the growth of the desire to break or alter social norms and values. There is evidence of disrespect for authority and parents associated with pubescent. Also, young people at this stage tend to be more argumentative and want to align themselves with political ideologies and extremists.

Emotional changes at puberty

Emotional changes are sudden changes in emotions and mood swings synonymous with puberty:

1. **Feeling overly sensitive**
   During puberty, since their bodies undergo many changes, it is common for young people to feel uncomfortable about them and become sensitive about their physical body changes. They are easily irritated, lose their temper and feel depressed. It is very important for them to be aware of these changes so they can deal with them effectively.
2. **Issues of Identity**
   Young people at this age have the tendency to depend more on their peers than family members. This is one of the causes that make them struggle to resolve the conflict, being independent versus dependence. This is also a time when they begin to develop their own value system. This is a time when they are in transition to adulthood hence they struggle to find balance between being young and being an adult.

3. **Uncertainty**

   Puberty can be a period of uncertainty. The young person begins to think about unfamiliar and stressful aspects of life such as career, livelihood, adulthood and marriage. Young people need assurance that they will outgrow all these feelings of uncertainty as they begin to embrace new responsibilities in life.

4. **Peer pressure**

   Most young people are pressured by things they see and are happening around them. These include the way of dress, language, behaviour patterns and associations. All these influence their decision making. Right and wrong is often patterned around their peers as opposed to their parents.

5. **Conflicting thoughts**

   Pubescent often experience conflicting thoughts. It is common for them to wrestle between their interests and those of their social group. They have feelings that contribute to behaviour but do not control it.

6. **Mood swings**

   It is common at this stage for young people to, at one moment, feel confident and happy and the next moment feel irritated and depressed. These are mood swings. They are caused by conflicting thoughts and feelings as a result of the shifting levels of hormones in their bodies.

7. **Sexual feelings**

   At this stage, a pubescent begins to have sexual feelings as a result of the maturing sexual organs and hormones. They are concerned about going out and being popular. They begin to have a lot of questions and interest about sexual activities. That is why they are excited by romantic movies, novels, discussions and relationships.

These changes can often be just as confusing. Talking to a friend or other trusted individual can help to relieve feelings. Most of these changes are only temporary, and will settle down with time.

SESSION PLAN

Instructional Objectives:

By the end of the session, learners will be able to:

- identify emotional changes associated with puberty
- identify social changes associated with puberty.

Duration: 2 periods

Teacher's Resources:

- Background Information on topic on pages 64-65
- Guidance and Counselling Syllabus

Suggested Teaching Strategies:

- Brainstorm
- Discussion

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 64-65

Key Messages:

- Emotions refers to the wide range of observable behaviours, expressed feelings, and changes in the body state
- Some people express emotions in destructive and unacceptable ways. Others express them in healthy, constructive and acceptable ways. Emotions influence the way we think, behave and act
- During puberty the body starts to produce reproductive hormones which can result in a variety of emotional responses
- Social change refers to any significant alteration over time in behaviour patterns, cultural values and norms

Step 1: Identify emotional changes associated with puberty

Teacher's Activities	Learners' Activities
• Divide the class according to their sexes and let them discuss the emotional changes that they experience as a result of puberty. • Ask them to decide if the changes apply to only boys, girls, or both. • Post three titles on the wall, respectively "Boys," "Girls", "Both". • Consolidate learners' responses and validate against the information in the background.	Learners will be expected to: • sit according to same sex groups (boys and girls) and discuss the emotional changes that they experience • brainstorm whether changes affect both sexes

Step 2: Identify social changes associated with puberty

Teacher's Activities	Learners' Activities
• Divide the class according to manageable groups and let them discuss the social changes that they experience due to puberty. • Allow group presentations in plenary. • Lead the discussion on the presentations. • Consolidate groups' conclusions and validate against the information in the background.	Learners will be expected to: • sit according to groups and discuss the social changes that they experience. • select a presenter to present the conclusion of their discussion to the whole class.

Exercise

Some suggested questions:

(a) What is the difference between social and emotional changes?

(b) What are the social and emotional changes associated with puberty?

(c) Why are pubescent most likely to cause public disorder?

Self Evaluation

Have I been able to assist learners to;

- identify emotional changes associated with puberty
- identify social changes associated with puberty

SEXUAL ABUSE

Background Information

This session will assist learners identify cases of sexual violence, in the community, school and at home. Abuse is any behaviour or action that is used to scare, harm, threaten through bribing and manipulating, controlling or intimidating another person. It can come in different forms; physically, emotionally, verbally, sexually, financially, or spiritually.

Abuse is rife in our society and sexual abuse is on the increase, especially towards young women and girls. According to a 2007 study among girls aged 13 to 24 years, approximately 1 in 3 had experienced sexual violence as a child. Men and boys may also be victims of sexual abuse. It is therefore important for learners to recognize abusive situations where someone may take advantage of them.

Sexual abuse involves forcing another person to engage in a sexual act, such as, touching, fondling, forcing the victim to touch sexual organs, exposing a person to pornography (print and videos). It also includes being made to undress even when there is no physical contact. Having sexual relationships with a person below the age of 16 is also sexual abuse and a criminal offense, it is statutory rape and it applies even if the minor has consented to have sex. The consequences of sexual abuse are; physical, emotional and behavioural including increased risk of HIV infection. Anyone can be an abuser, regardless of status, gender, educational level, race, or religious affiliation. In most cases the perpetrator would use the following:

- power which could be physical, financial and authority
- pressures you to have sex
- pressures you to play games, make you perform sexual acts and makes you feel uncomfortable
- ridicules your beliefs
- blames you for causing abuse
- constantly angry and jealous
- repeatedly harasses you about past events

Cultural norms may be abused to encourage sexual abuse, such as;

- respect which can be used to coerce young people to submit to sexual abuse
- kulamuta
- inhlanti
- tibitendlu
- kuteka

Forms of sexual abuse

- forced sexual intercourse, or rape, is when someone physically forces another person to have sexual intercourse, defined as penetration (even slightly) of the genitals or other orifice (i.e. the mouth) with a sex organ or other object
- coerced sexual intercourse, also often defined as rape, is when someone threatens, tricks, bribes, or persuades or uses other forms of influence to pressure another person to have

sexual intercourse

- attempted unwanted sexual intercourse is when someone tries to make another person have sexual intercourse, but does not succeed
- sexual harassment is any unwanted verbal, non-verbal, or physical sexual advance, including calling a person sexual names or making sexual noises targeted at that person; looking at someone in a sexual way; touching, fondling, kissing, or grabbing another person in a sexual way

How Do You Help Someone Who Is Sexually Abused?

As teachers, it is important to have information that will help adults, adolescents and children who have been sexually abused. Below are some guidelines, although every situation can raise unique aspects. If you are unsure how to help, contact one of the resources listed.

- ensure that she/he is safe from further abuse. In the case of a child or adolescent, this may involve removing the person from her home, or school setting, if the abuse is happening there
- help the victim/survivor address urgent medical needs, even if a decision is ultimately made not to report the abuse. This includes risks of STIs (including HIV), pregnancy; and any damage to soft tissues and/or internal organs
- provide critical information and assistance to document the abuse using proper medical and legal standards
- to the extent possible, let an adult or adolescent victim/survivor of sexual abuse take charge of her/his own decision-making
- for an adult, provide support and information but allow the individual to make her/his own decisions about reporting and care
- for an adolescent, maturity and context will dictate the adult's versus adolescent's role. In all cases, respect the right of the adolescent and gain assent/agreement for any steps you take
- for a child, an adult needs to take charge and report the abuse to authorities that can help, however, gaining the child's assent for this is important. Follow-up is critical to be sure the child gets help and is not put in more danger than before the report
- provide information and resources for further safety planning, legal support, counselling, and other needs
- encourage the person to seek counselling, however, know s/he might not be ready immediately
- if desired, accompany the person to report the case

VICTIM OR SURVIVOR

A person is a "victim" of sexual abuse, however, s/he is also a "survivor," a word that acknowledges the strength of someone who lives through sexual assault and when used begins to empower the individual. Some will use "victim" in the immediate aftermath of sexual assault, and survivor to signify the recovery and healing phase. Here, in reference to the period immediately after an assault the word "victim" is retained as a way of not minimizing the violence and trauma that occurs with sexual assault.

SESSION PLAN

Instructional Objectives

By the end of the session, the learners will be able to:

- define abuse
- define sexual abuse
- explain characteristics of an abusive behaviour
- identify the cultural norms that may be abused to encourage sexual abuse

Duration: 2 periods

Teacher's Resources:

- Background information on topic on pages 68-70
- Guidance and Counselling Syllabus
- Resource Person SWAGAA
- Hand out on preventing Sexual Abuse
- Newspaper articles on sexual offences
- UNICEF publication *Ten Things Everyone Should Know about Violence against Children and Young Women in Swaziland* (2008).

Suggested Teaching Strategies:

- Current events (newspaper articles),
- Discussions
- Brainstorm

Teacher Preparation:

- Read the following Suggested Activities
- Read the background information on the topic on pages 68-70
- Before the lesson, collect newspaper stories (or have students collect newspaper or magazine articles) about incidents that could be classified as sexual abuse or other sexual offences. Review them to make sure you know how you would define the offences.
- Review the Hand-out: *Preventing Sexual Abuse* (following these Suggested Activities). If resources allow, each student should have one. If not, then one copy per small group should be sufficient.
- Be prepared to address the needs of students who exhibit signs that they might be in an abusive situation. You, or another counsellor, need to be ready to provide individual, confidential counselling and referral to appropriate resources.
- Be sure not to ask anyone to share any confidential information.
- For Step 5: Consider carrying out this activity in same-sex group to help foster comfort levels. If possible, invite someone from SWAGAA, the police, and the child-friendly courts to join the discussion.

Key Messages:

- Abuse is any behaviour or action that is used to scare, harm, threaten through bribing and manipulating, control or intimidate another person.
- Sexual abuse can mean any inappropriate, coerced or forced sexual activity, touching, exploitation misconduct or sexual assault. The victim often knows the abuser.
- Sexual harassment includes remarks or physical gestures made in a way that causes physical or emotional pain or discomfort.
- Some social practices can be abused, and lead to sexual abuse.
- All of these forms of abuse are violations of human rights, including the rights of children, and are unethical. They are also often illegal.

Step 1: Define abuse and sexual abuse.

Teacher's Activities	Learners' Activities
• Ask learner's to brainstorm on abuse and give examples of behaviours related to abuse. Let it be a plenary session • Ask learners to sit in pairs and discuss what sexual abuse is and how, where and when it happens • Allow learners' to present their discussion, ensure learners cover the key points on the topic, and dispel myths and misconceptions • Assign learners to investigate cultural norms that may or have been abused to encourage sexual abuse	Learners will be expected to: • brainstorm on abuse, listing examples of behaviours associated with abuse • discuss in pairs what sexual abuse is and how, where and when it happens • present the points from the discussion

Step 2: Explain characteristics of abusive behaviour

Teacher's Activities	Learners' Activities
• Divide learners into smaller groups and brainstorm on characteristics of abusive behaviour • Lead the discussion in a plenary session and ensure that all key characteristics are mentioned	Learners will be expected to: • brainstorm on characteristics of abusive behaviour • present their lists and discuss these with the class

Step 3: Identify the cultural norms that may be abused to encourage sexual abuse

Teacher's Activities	Learners' Activities
• Ask learners to present their investigate information and discuss the cultural norms	Learners will be expected to: • present their findings on the cultural norms they have investigated to the class • discuss and ask questions

Exercise

Some suggested questions:

a) From a newspaper clip identify the nature of the abuse that occurred

b) What behavioural character did the abuser display?

c) What cultural norms do you think have been abused in this situation?

Self Evaluation

Have I been able to assist learners to;

- define abuse
- define sexual abuse
- explain characteristics of an abusive behaviour
- identify the cultural norms that may be abused to encourage sexual abuse

REPORTING SEXUAL ABUSE

Background information

This session is aimed at helping learners realize the importance of reporting sexual abuse. Sexual abuse particularly child sexual abuse, is prevalent in our society and seems to be steadily rising (need evidence). Early identification and reporting are very important in ensuring safety for young people and children. There are laws in place designed to protect young people against sexual abuse. Usually people given the responsibility to handle reported sexual abuse include teachers, nurses, the police and doctors. Victims, parents and individuals who witness or suspect that a child is being sexually abused are allowed to raise the alarm with service providers listed on page 61.

Every community has its own set of laws governing how, and to whom suspicion of child sexual abuse should be reported. Most communities also have a mandatory reporting structure for professionals working with children and in many jurisdictions a failure to report child sexual abuse constitutes a crime. The reporting law leaves the final determination, of abuse to the investigators not the reporters.

How Do You Help Someone Who Is Sexually Abused?

As teachers, it is important to have information on how to help adults, adolescents and children who have been sexually abused. Below are some guidelines that teachers may use to help, contact one of the resources listed on the table entitled service providers where sexual abuse may be reported below.

- Ensure that she/he is safe from further abuse. In the case of a child or adolescent, this may involve removing the person from her home, or school setting, if the abuse is happening there.
- Help the victim/survivor address urgent medical needs such as; risks of STIs (including HIV), pregnancy; and any damage to genital tissues and/or internal organs.
- Provide critical information and assistance to document the abuse using proper medical and legal standards.
- It is the responsibility of every citizen to report sexual abuse
- For a child, an adult needs to take charge and report the abuse to authorities that can help.
- Follow-up is critical to be sure the child gets help and is not put in more danger
- Provide information and resources for further safety planning, legal support, counselling, and other needs.
- Encourage the person to seek counselling even though know s/he might not be ready
- If desired, accompany the person to report the case.

Reporting Sexual Abuse

Most child sexual abuse cases go unreported in the society. This occurs for many reasons, a child, or parent, is sometimes bribed (for example given gifts, money or treats) or threatened with death not to tell anyone, the child may fear reporting particularly if the perpetrator is known to her/him. Many children do not know that the abuse is wrong. Children need to know that sexual abuse should always be reported to a trusted adult.

What must be reported?

Report any suspicious cases of child sexual abuse based on physical or behavioural indicators that a child may exhibit.

When should a sexual abuse report be undertaken?

A report must be made as soon as there is some evidence that a young person is being sexually abused or has been abused.

How should a sexual abuse report be made?

A report can be made verbally; to a teacher, a guidance officer, or phone the police department of Domestic Violence and Child Protection Services or service providers such as Swaziland Action Group Against Abuse (SWAGAA) or Nhlangano AIDS Training Information and Counselling Centre (NATICC). A verbal report is usually followed by a written report.

Kind of information required for the report

Reporting of Child Sexual Abuse includes:

- The reporter's name and contact details where confidentiality is not required
- The name of the child, or if this is not known, a description of the child
- The grounds on which the reporter's belief of child sexual abuse has been formed.
- The child's current whereabouts
- The telephone number of the child's current address or contact person's address
- The child's school, day care centre or Pre-school
- Whether the child or family needs an interpreter
- The child's family arrangements, such as siblings and carers
- The name of the person alleged to have committed the offense or perpetrator, including
- Whether they have threatened to further harm the child
- Whether the child and the child's family/carers are aware of the report.

Service providers where sexual abuse may be reported

SERVICE PROVIDER	SERVICE	CONTACT
Royal Swaziland Police Department of Domestic Violence and Child Protection Services	• Report abuse and other crimes	999/9999
Ministry of Education and Training (MOET)	• Report all forms of abuse in schools	MOET toll free line 9664
Nhlangano AIDS Training Information and Counselling Centre (NATICC)	• Abuse reporting • Offer counselling	8009001
Swaziland Action Group Against Abuse (SWAGAA)	• Offer counselling • Offer psychosocial support • Abuse reporting	95/951
Save the Children	• Child Protection and Welfare • Counselling • Offer psychology support	2404 2573/ 5181/ 7731/ 3255
Red Cross	• Health care (PEP, PMTCT) • Counselling • Psychosocial support	

SESSION PLAN

Instructional Objectives

By the end of the session, learners will be able to:

- discuss how one may report sexual abuse
- identify service providers where sexual abuse may be reported
- describe how you would help someone who has been sexually abused

Duration: 2 periods

Teacher's Resources

- Background information on topic on pages 73-75
- Guidance and Counselling Syllabus

Teaching Strategies:

- Discussion
- Questions and answer

Teacher preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 73-75

Key Messages:

- The best interests of the child or young person must be the paramount consideration.
- Every child and young person has a right to be protected from sexual abuse.
- Keeping children safe from abuse is the responsibility of individuals, families, communities and the society as a whole. This is best achieved through a collaborative approach.
- Children have the right to be heard and to be believed. If anyone has a concern regarding the safety of a child, it is their responsibility to make a report.
- Child sexual abuse affects everyone. Early detection is critical to reducing child sexual abuse in our community.
- Child sexual abuse is not condoned by any culture or religion. Cultural practices or traditions cannot be used as an excuse for sexual abuse or sexual exploitation.

Step 1: Discuss how one may report sexual abuse

Teacher's Activities	Learners' Activities
• Ask the learners to state how one can report sexual abuse. • Discuss the points presented by the learners.	Learners will be expected to: • state how one can report sexual abuse

Step 2: Identify service providers where sexual abuse may be reported

Teacher's Activities	Learners' Activities
• Ask the learners to list the service providers where sexual abuse cases can be reported.	Learners will be expected to: • list the service providers where sexual abuse cases can be reported

Step 3: Describe how you would help someone who has been sexually abused

Teacher's Activities	Learners' Activities
• Ask learners to describe ways to help someone who has been sexually abused.	Learners will be expected to: • describe ways to help someone who has been sexually abused

Exercise

Some suggested questions:

a) How can one report sexual abuse?

b) Where can one report sexual abuse?

c) How can one help someone who has been sexually abused?

Self Evaluation

Have I been able to assist learners to;

- discuss how one may report sexual abuse
- identify service providers where sexual abuse may be reported
- describe how you would help someone who has been sexually abused.

HIV AND AIDS

HIV AND AIDS

Background Information

This session aims to provide a general overview on HIV and AIDS, including its basic facts and modes of transmission. **HIV** stands for human immunodeficiency virus. Viruses are microorganisms that cause all sorts of diseases such as the common cold and herpes. HIV gradually attacks the immune system. When HIV enters the body, it attacks the white blood cells which in most cases could result in the body being unable to protect itself against diseases. Infections that develop due to HIV weakening the immune system are called **opportunistic infections** because they take advantage of the weakened immune system. These include: respiratory infections (e.g. tuberculosis, pneumonia); mouth and vaginal thrush, gastro-intestinal infections (e.g. diarrhoea); and brain infections (e.g. meningitis). The final stage of HIV infection is AIDS and not everyone who has HIV will advance to AIDS stage. People at this stage of AIDS have severely damaged immune systems.

AIDS stands for Acquired Immune Deficiency Syndrome:

Acquired: Not inborn; passed from person to person, including from mother to baby

Immune: Relating to the body's resistance to infections

Deficiency: Lack of response to infections by the immune system

Syndrome: A number of signs and symptoms indicating a particular infection or condition.

Difference between HIV and AIDS

HIV	AIDS
• HIV is a Virus	• AIDS is a condition caused by the HIV
• HIV harms/destroy the body's immune system by attacking certain helper-T cells known as CD4 cells	• Occurs when the immune system has been weakened by the virus
• HIV has no symptoms	• An infected person exhibits symptoms such as TB, meningitis, fever and some cancers
• HIV status can either be positive or negative	• The status is HIV positive
• HIV positive person may feel and look perfectly healthy	• A person with AIDS may feel weak and appear unwell/sick
• HIV positive person who doesn't have AIDS may have an active and effective immune system	• The immune system of the person with AIDS gradually deteriorates

Modes of HIV Transmission

HIV is found in the body fluids of HIV-infected people. The fluids that mostly transmit it are semen, vaginal fluids, and blood. HIV may also be present in breast milk. HIV can be spread through:

- Sexual intercourse
- Contact of infected body fluids with open cuts or sores
- Sharing needles and other sharp objects with an infected person
- Transfusion of infected blood
- Mother to child during pregnancy, childbirth, or breast-feeding
- High risk behaviours (Unprotected sex, multiple sexual partners, multiple concurrent partners, transactional sex)

Basic Fact sheet

1. HIV stands for Acquired Immunity Deficiency Syndrome. **True/ False**
2. HIV stands for Human Immunity Deficiency Syndrome. **True/ False**
3. HIV is Human Immunity Deficiency Virus. **True/ False**
4. HIV is caused by a bacteria which weakens the immunity system. **True/ False**
5. HIV is a virus and it is called the Human Immune Deficiency Virus. **True/ False**
6. AIDS stands for Acquired Immunity Deficiency Syndrome. **True/ False**
7. AIDS is a condition that is caused by HIV. **True/ False**
8. Not all people with HIV end up having AIDS. **True/ False**
8. Not all people with HIV end up having AIDS. **True/ False**
9. AIDS is HIV **True/ False**
10. HIV advances to AIDS after being in the body for some time. **True/ False**
11. HIV destroys the red blood cells in the body and then advances to AIDS. **True/ False**
12. HIV destroys the White blood cells called T cells and reduces the CD4 count in the body which later advances to AIDS. **True/ False**
13. AIDS can be cured **True/ False**
14. AIDS can be treated **True/ False**

SESSION PLAN

Instructional Objectives

By the end of the session learners will be able to:

- define HIV and AIDS
- distinguish between HIV and AIDS
- explain modes of HIV transmission.

Duration: 1 period

Teachers Resources:

- Background information on topic on pages 79-80
- Guidance and Counselling Syllabus
- Basic Facts: True/False Questions Hand-out

Suggested Teaching Strategies:

- Discussion

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 79-80
- Preview the Basic Facts: True/False Questions Hand-out at the end of this session
- Make copies for learners, if you have the resources
- If you cannot, try to have enough for each group, or write the questions on available media.

Key Messages:

- HIV stands for Human Immunodeficiency Virus.
- AIDS stands for Acquired Immune Deficiency Syndrome.
- HIV is carried in body fluids mostly semen, vaginal fluids, blood, and in breast milk.
- HIV cannot be transmitted through casual contact (by shaking an infected person's hand, hugging him or her, using the same toilet seat, etc.).
- Not everyone who is HIV positive will eventually have AIDS.

Step 1: Define HIV and AIDS

Teacher's Activities	Learners' Activities
• Find out what learners know and understand about HIV and AIDS. Ensure that they define HIV as Human Immunodeficiency Virus and AIDS as Acquired Immune Deficiency Syndrome	Learners will be expected to: • brainstorm on what they understand by HIV and AIDS

Step 2: Distinguish between HIV and AIDS

Teacher's Activities	Learners' Activities
• Give to learners the following true or false statements • Conclude the activity by summarising the differences between HIV and AIDS	Learners will be expected to: • work in pairs to respond to True or False statements

Step 3: Explain modes of HIV transmission

Teacher's Activities	Learners' Activities
• Ask learners to brainstorm on modes of HIV transmission and present their responses • Use the Basic Facts True/False Answer Sheet as you correct and clarify the learners' responses.	Learners will be expected to: • brainstorm on the modes of HIV transmission • present their responses

Exercise

Some suggested questions:

a) Explain the difference between HIV and AIDS.

b) How is HIV transmitted?

c) How are HIV and AIDS related?

Self Evaluation

Have I been able to assist learners to;

- define HIV and AIDS
- distinguish between HIV and AIDS
- explain modes of HIV transmission

DRIVERS OF HIV IN SWAZILAND

Background Information

This session aims at providing the learners with information about the drivers of HIV in Swaziland. 'Drivers' refer to specific, high-risk behaviours that put people at risk to exposure of HIV. The drivers include: unprotected sex, early sexual debut, multiple and concurrent sexual partnerships (MCP), intergenerational sex (having sex with people who are more than 5 years older) and transactional sex (exchanging sex for money or other goods).

Driver	Behaviour Definition	Why is it a High Risk Behaviour?
Early sexual debut	Early sexual debut means young men and women have their first sexual encounter at an early age (below 15 years).	For many reasons, early sexual debut is associated with higher risk for HIV among women in Swaziland. Youth who begin sexual activity early may also be more likely to have sex with high-risk partners or multiple partners and less likely to use condoms.
Unprotected sex	Unprotected sex means not using a condom, incorrect and inconsistent use of condoms during each sexual encounter.	Inconsistent or non-use can lead to HIV/STI transmission. Transmission can occur with a single sex act with an infected partner. Incorrect use diminishes the protective effect of condoms.
Multiple and Concurrent Partnerships (MCP)	Multiple Partnerships refer to different sexual relationships. Concurrent partnerships occur when one has more than one sexual partnerships coexisting.	The risk of contracting HIV is assumed to increase with the number of lifetime partners that an individual has *(multiple partners)*. As individuals are involved in more than one sexual partnership at the same time, a network linking individuals to one another is created through which HIV can quickly spread if introduced to the network *(concurrency)*.
Inter-generational and trans-actional sex	Intergenerational sexual relationships refer to sexual relationships of an age gap of 10 years or more. Transactional sex refers to the practice of exchanging sex for financial or any other forms reward.	In these relationships, it is less likely that the younger person will be able to effectively negotiate safe sex. This may be confounded by other factors, such as gender inequality

SESSION PLAN

Instructional Objectives

By the end of the session, learners will be able to:

- explain what is meant by drivers of HIV and AIDS
- discuss the drivers and their inherent risk behaviours that may lead learners to contract HIV.

Duration: 2 periods

Teacher's Resources

- Background information on pages 83
- Guidance and Counselling Syllabus
- HIV AIDS Toolkit Modules on the drivers

Suggested Teaching Strategies:

- Scenarios to stimulate discussion,
- Practising counselling skills.
- Options: Risk Field Game, discussions

Teacher Preparation:

- Read the following suggested activity
- Read the background information on the topic on pages 83
- Set up the Risk Fields activity on the playing field or school yard for step 2 of activities
- If you are going to tell a personal story about how HIV has affected your life, write it down and practice delivering it before the outdoor session.

Key Messages:

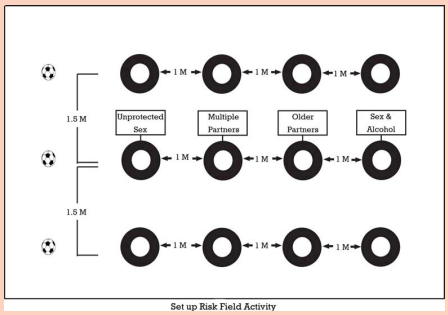
The drivers of HIV and AIDS in Swaziland refer to common specific and high risk behavioural trends that fuel HIV transmission include:

- Early sexual debut
- unprotected sex
- transactional sex
- Intergenerational sex
- Multiple concurrent partners

Step 1: Explain what is meant by drivers of HIV and AIDS

Teacher's Activities	Learners' Activities
• Explain the term 'drivers' of HIV and AIDS by reading and discussing the following scenario: *A 13 year old girl has a sugar daddy that bought her a cell phone and gives her money. He usually has sex with her and insists that they cannot use a condom. She also has a boyfriend who is almost her age that she has sex with occasionally. They do not always use a condom.* 1. Does this scenario look realistic? 2. Have you ever heard of this happening before?" 3. What is your opinion on this? 4. What dangers are associated with this kind of behaviour? Ensure at this point you discuss the drivers such as: Early sexual debut, intergenerational sex, transactional sex, MCP and unprotected sex 5. What is 'driving' the transmission of HIV in this scenario? *(Having sex with a person who is more than ten years older than you, exchanging sex for money or gifts, not using a condom correctly or consistently and having more than one sexual partner at a time.)* 6. Who is at risk of being exposed to HIV? *(All of the partners are at risk. Anyone else with whom the girl, the older man and the boyfriend have sex is at risk too.)* • Emphasise the effect that having a 'network' of sexual partners has on a community, a family and eventually on society. Ask the learners what advice they would give to the girl in the discussed scenario.	Learners will be expected to: • respond to questions on the given scenario and discuss the drivers of HIV and AIDS • list advice they would give the girl in the discussed scenario

Step 1: Explain what is meant by drivers of HIV and AIDS

Teacher's Activities	Learners' Activities
• **Risk Field Game** *If you have access to a playing field or a schoolyard and four balls (football or basketball), consider using this as an option for illustrating drivers of HIV.* ***Note:*** *You may want to enlist the help of the physical education teacher!*  Set up Risk Field Activity • Organize learners into equal, gender-balanced teams. Instruct each team to select a team name and chair. • Explain and demonstrate the rules of the game: • This game is a race between the teams. • Each student must dribble the ball between all four cones and make a good pass to the next student on his or her team. • Each cone represents an HIV risk. • Be careful to avoid touching the cones! If you touch a cone, you must stop and do an exercise before continuing to play. Learners should decide on an exercise that everyone feels comfortable doing, such as push-ups, squats. • After you have passed the ball to your teammate, run to the end of the line and sit. • The first team with all members sitting is the winning team.	Learners will be expected to: • listen carefully to the teacher's instructions. • play the game – cheer on your classmates! • continue participating in the game and answering questions as the teacher asks them.
Discussion: • What was the consequence of touching a cone in this round? • What are some of the consequences to yourself if you get HIV? o you get sick you may die. o Stigma and discrimination. o you will have to take medicine for the rest of your life. • What would you do to protect yourself from these risks?	• present a piece (either a song, a poem or a story) on ways to protect themselves against these risks.

Exercise

Some suggested questions:

a) What is meant by drivers of HIV?

b) List the drivers of HIV in Swaziland?

Self Evaluation

Have I been able to assist learners to;

- explain what is meant by drivers of HIV and AIDS
- discuss risky behaviours that may lead learners to contract or get HIV.

PREVENTION OF HIV INFECTIONS

Background Information

HIV prevention refers to the range of practices used to prevent the spread of HIV and AIDS. It can be used by individuals to protect themselves as well as an initiative by government or non-governmental organisations as a way of implementing health policies. HIV prevention targets people who are for example; not infected, individuals living with HIV and their partners, drug users who use injections and communities that are at risk.

HIV prevention uses a number of methods to reduce or eliminate the risk of HIV being passed from one person to another (transmission). HIV can be transmitted in three main ways which are sexual, through blood and through mother to child. Thus, HIV prevention methods try to address three main modes of transmission that have been listed through social, behavioural and medical strategies, and these include:

- Abstinence is decision to refrain from engaging in sex and any behaviour that may put you at risk of being infected with HIV for example: alcohol and substance abuse, sharing needles
- Faithfulness to one partner: being faithful to your partner.
- Condom and lubricant use: male and female condom use.
- Circumcision: male circumcision has been scientifically proven to reduce chances of contracting HIV via heterosexual intercourse.
- Post exposure prophylaxis: this is prompt treatment for people who have been exposed to HIV infection such as; health workers and rape victims.
- Pre-exposure prophylaxis: this is an experimental HIV prevention strategy that uses ARV's treatment to protect HIV negative people from HIV infection.
- HIV treatment as prevention: treatment of mother to prevent HIV infection to child during pregnancy and at childbirth
- Treating STI's reduces the risk of contracting HIV: treating STIs such as herpes, hepatitis, genital warts, gonorrhoea, syphilis and chlamydia is also a way of reducing the risk to HIV infection.

  Microbicides: substances that may prevent people from infection by microbes such as viruses or bacteria either directly killing or disabling the microbes or physically preventing them from entering the human cells (aidsmap 2014).

SESSION PLAN

Instructional Objectives

By the end of the session, learners will be able to:

- discuss ways of preventing transmission of HIV
- explain what should be done in the event of exposure to HIV and STIs.

Duration: 1 period

Teacher's Resources

- Background information on the topic on pages 87-88
- Guidance and Counselling Syllabus

Suggested Teaching Strategies:

- Learning games
- Testimonials
- Resource persons
- Discussion
- Presentations
- Debate

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 87-88
- Prepare the Transmission Picture Card Game

Key Messages:

- HIV prevention refers to the range of practices used to prevent the spread of HIV and AIDS.
- HIV is preventable.
- Key prevention methods are:

  Abstain from Sex.
  Be Mutually Faithful.
  Consistent and Correct Use of Condoms.
  Do Not Share Sharp or Piercing Instruments.
  Delay Sex Until You are Mature Enough to Have a Responsible Sexual Life.

Step 1: Discuss ways of preventing transmission of HIV

Teacher's Activities	Learners' Activities
• Take four pieces of large paper and stick them on the wall with ample distance between each one. Write the following questions on each paper: • Why do young people engage in sexual relationships? • Unborn babies are at risk of exposure to HIV and STIs if their mother is infected. How can babies be protected from infection? • What are key ways young people can use in the event they are exposed to HIV and STI infection? • What are the consequences of engaging in sexual relationships? • Divide the class into four groups and have each group choose one of the question sheets. Tell them to write down as many answers as they can on each sheet. • When ten minutes is up, Reconvene the group and lead a discussion. Clarify any questions and dispel any misconceptions. If you think any important ideas are missing, include them on the lists and in the discussion. • Emphasise the strategies that are most effective for preventing HIV and STI infection.	Learners will be expected to: • respond to the question you have chosen and write them down on the sheet of paper • discuss with the group each of the lists on HIV and STI transmission and prevention, including those strategies would be most effective for preventing HIV and STI infection.

Exercise

Some suggested questions:

a) Explain how HIV can be transmitted?

b) State HIV and STI transmission?

c) Describe the strategies a young person can use to prevent HIV and STI transmission?

Self Evaluation

Have I been able to assist learners to;

- discuss ways of preventing transmission of HIV
- explain what should be done in the event of exposure to HIV and STIs.

HEALTH SEEKING BEHAVIOURS

Background Information

This session will focus on providing learners with basic knowledge and understanding of health seeking behaviours in relation to HIV and AIDS. Health seeking behaviours refer to actively seeking ways to improve, protect and maintain better health. The following are examples of health seeking behaviours in relation to HIV and AIDS:

- **Voluntary HIV Testing and Counselling (HTC):** HIV testing involves visiting a testing site/centre to be tested for HIV or to find out how to test for HIV.

- **Effective and Proper Condom Use:** While abstinence is the only method that is 100% effective for preventing the sexual transmission of HIV and other STIs, **using condoms correctly and consistently** is another effective way of preventing transmission for sexually active individuals.

- **Diagnosis and Treatment of HIV and Other STIs:** The presence of HIV in the body is determined through an HIV test which detects if there are HIV antibodies in the blood. If HIV antibodies are detected then that person is HIV positive if not they are HIV negative. A person can test HIV negative while the antibodies are undetected by the test yet they exist in the body. This phase is known as the window period. STI infections increase the chances of transmission of HIV. STIs cannot be diagnosed until symptoms develop. While the symptoms vary, it is important to report to your doctor or health worker as soon as you see any STI symptoms. Many STIs have very mild or no symptoms at all, However when symptoms do develop they often are mistaken for something else such as urinary tract infection or yeast infection. This is why screening for STI is very important. Treatment for STI depends on the type of STI. Some STIs call for taking medicine while others such as herpes cannot be cured but medication can only relieve the symptoms. Similarly, there is also no cure for HIV but there are various ways of treating the symptoms; these include the use of antiretroviral treatment or therapy. These supress the virus but don't completely remove the virus from the body.

- **Post Exposure Prophylaxis (PEP):** Persons who have been exposed to HIV can be given drugs to reduce the risk of primary infection. This is called **post-exposure prophylaxis (PEP).** PEP can reduce the chance of HIV infection, but it **cannot cure HIV or AIDS.** PEP is 75-80% effective in preventing HIV infection among exposed individuals. For PEP to be effective, services should be accessed within 72 hours of exposure. Not all health facilities offer PEP, so it is important that an exposed individual gets to a facility that offers PEP quickly. Only doctors and nurses can administer PEP treatment, following HIV testing and counselling.

- **Prevention of Mother to Child Transmission of HIV:** Services are available to help reduce HIV infection from mothers to babies. This reduces the chance to as low as 2% that the baby will get HIV. Antiretroviral drugs (ARVs) are given to a mother during pregnancy and birth, and to the baby from birth to 12 months while breastfeeding, to reduce the chances of infection.
- **Medical Male Circumcision:** There is strong evidence showing the protective factors of circumcision for men in preventing HIV. Circumcised men are less likely to acquire HIV through sex with an HIV-positive woman, as compared to uncircumcised men.

Many young people may avoid seeking sexual health services due to fear of being stigmatised (a powerful and discrediting label that radically changes the way individuals view themselves and are viewed by others), as a result they lack knowledge about the benefits of health seeking behaviours. HIV and sexual reproductive health (SRH) services are available for the youth to prepare them with the skills they need to seek appropriate health services. Yet, for people to be able to live a healthy and productive life, they must know their status if they have any reason to believe that they have been exposed to HIV. For this reason, it is particularly important for them to understand the importance of testing. It is also important that young people seek diagnosis and treatment for STIs.

SESSION PLAN

Instructional Objectives:

By the end of the session, learners will be able to:

- explain health seeking behaviour
- list existing services aimed at addressing HIV & AIDS.

Duration: 1 period

Teacher's Resources:

- Background Information on pages 90-91
- Guidance and Counselling Syllabus

Suggested Teaching Strategies:

- Guided reflection
- Case studies/scenarios
- Brainstorm
- Discussion.

Teacher Preparation:

- Read the following suggested activity
- Read the Background Information on the topic on pages 90-91
- Read other materials on post exposure prophylaxis (PEP), appropriate condom use, adherence to Antiretroviral Therapy (ART), male circumcision, HTC and adolescent sexual reproductive health.

Key Messages:

- HIV testing is the only way to accurately know one's HIV status.
- HIV testing is accompanied by counselling and is voluntary and private.
- Children under the age of 12 need parental consent to go for HIV testing in Swaziland according to the Child Protection act.
- HTC is an entry point to prevention, treatment and care services.
- Young people who have been accidently exposed to HIV can be given drugs to reduce the risk of primary infection.
- Getting early treatment for STIs can help prevent being infected with HIV.

Step 1: Explain health seeking behaviour

Teacher's Activities	Learners' Activities
• Find out what learners know about health seeking behaviours. Let them support their responses by giving relevant examples. If necessary break the phrase down to allow learners to unpack the meaning • Once the learners have shared their responses, explain what health seeking behaviours is: Health seeking behaviours refer to actively seeking ways to improve, protect and maintain better health	Learners will be expected to: • share their knowledge and understanding about health seeking behaviours as a class.
• Elaborate on Health seeking behaviour Medical interventions associated with prevention of HIV infection, which are: Voluntary HIV Testing and Counselling (HTC) Effective and proper condom use Diagnosis and treatment of HIV and other STIs Post-Exposure Prophylaxis (PEP) Prevention of mother to child transmission of HIV Medical male circumcision	• ask questions and take notes on the information shared by the teacher

Step 2: List existing services aimed at addressing HIV & AIDS

Teacher's Activities	Learners' Activities
• Divide learners into pairs. Give each pair one of the following scenarios and have them read through and answer the questions. 1. Your friend has a burning sensation when he urinates. What services do you think he should seek and where could he get them? 2. Your friend confides she has been raped and is afraid she has been exposed to HIV. What services should she seek and where could she get them? 3. A relative who is HIV positive discloses to you that she is pregnant and worried she may transmit the HIV to her baby. What services should she seek and where could she get them? 4. Your friend has had unprotected sex and wants to test for HIV. What services can he seek and where could he get them?	Learners will be expected to: • read through the assigned scenarios, discuss and write down their responses to questions in pairs. • in a group, discuss each scenario and explore the various responses and options that were presented by your peers

Step 2: List existing services aimed at addressing HIV & AIDS (continued)

Teacher's Activities	Learners' Activities
5. A friend wants to be circumcised what services can he seek and where could he get them? • Reconvene the group and ask for volunteers to read aloud the scenario and their answers. Have a group discussion about each scenario and explore the various responses and options that were presented by the students. • Explain that in Swaziland, children under the age 12 need parental consent to go for HIV testing. • Clarify any misconceptions or misinformation and emphasize that students should always seek guidance from a trusted adult (teacher, parent, caregiver)	

Exercise

Some suggested questions:

a) When should someone seek HTC and where could he/she go to get these services?

b) If someone has been accidentally exposed to HIV, what can he/she do?

c) If someone has a symptom of an STI, what should he/she do?

d) When and why should a person seek the following:

i. Voluntary HIV Testing and Counselling (HTC)

ii. Effective and proper condom use

iii. Diagnosis and treatment of HIV and other STIs

iv. Safe male circumcision

v. Post-Exposure Prophylaxis (PEP)

vi. Prevention of mother to child transmission of HIV.

Self Evaluation

Have I been able to assist learners to;

- explain health seeking behaviour
- list existing services aimed at addressing HIV & AIDS.

POSITIVE LIVING

Background Information

This session aims to provide learners with basic information and skills on living positively with HIV and caring for someone living with HIV. 'Positive Living' is a term that is used to describe taking good care of one's health, body, and mind when one is HIV positive. It is important to understand the basic principles of positive living so that one can make the best of one's health status, as well as offer help and support to others in need. People with HIV can live normal, healthy lives for a long time without getting sick if they adapt to positive living. Caretakers of People Living With HIV (PLWH), including members of the family, relatives, friends, or neighbours, may also need advice and support on how to care for a person with HIV.

What are the Components of Positive Living?

The following components are all part of positive living:

- **Medical Care**
  Most opportunistic infections that affect people with HIV are treatable. Prompt treatment reduces the severity of the illness.
- **Resting**
  Resting and sleeping helps to reduce fatigue and strain on the body. Generally a person needs to have at least 8 hours of sleep daily.
- **Light Physical Exercise**
  Keeps the body strong and enables the body systems to work well.
  Enables proper circulation of blood and oxygen to different parts of the body.
  Regulates temperature and getting rid of unnecessary waste products.
  Helps avoid retraction and stiffening of muscles.
- **Avoid Taking Alcohol and Smoking**
  - Taking alcohol and smoking weakens the body, exposing it to various infections like respiratory and liver complications
  - Alcohol and drugs claim a substantial amount of one's income and lead to poor decision making.
  - Alcohol and drugs affects an individual's appetite for food, which denies the person certain nutrients that are important.
- **Always have protected sex to avoid**
  - Infecting other people who may not be infected with HIV.
  - Re-infection with a different strain of HIV
  - Pregnancy which weakens the health of the HIV positive mother and can infect the unborn child with HIV.
  - STIs that tend to be more aggressive in HIV positive persons.
- **Psychological Care**
  Provide a forum for support to discuss psychosocial challenges and problems.

- **Spiritual Care and support**
  This provides guidance and advice on spiritual challenges and problems faced by the person living with HIV.

Ways of minimising HIV transmission for people who care for others

1. Universal precautions; refers to the safe and good clinical practices applied in caring for all patients regardless of the diagnosis in order to minimize HIV transmission from caregiver to patient and vice versa. Examples include:
   - wearing protective items
   - washing hands
   - promptly cleaning blood and body fluid spills
   - sterilizing of equipment and devices
   - safe disposal of needles and sharp objects
2. Providing appropriate disinfectants as well as equipment and materials.
3. Ongoing education of health care workers in all areas of infection: making them aware of established infection control policies, ongoing training on safe handling of equipment and materials and monitoring and evaluating of practices to remedy deficiencies.

Stigmatization

Stigma can be defined as the shame or disgrace attached to something regarded as socially unacceptable.

Many people have fears and negative attitudes about HIV as a result people infected with HIV are usually stigmatised. Stigma can result in such people being insulted, rejected, gossiped about and excluded from social activities. It can also result in people with HIV believing in things other people say about them and HIV. For example, they may be seen as immoral or irresponsible and that HIV is a death sentence.

How to deal with stigmatisation

- Talking openly about HIV and stigmatisation in our communities.
- Express experiences on fears and concerns about getting HIV or transmitting HIV with friends or a counsellor.
- Take responsibility for your prevention of HIV.
- Talk about attitudes, beliefs and behaviours that contribute to HIV stigma. Don't be a silent witness to it when it happens around you.
- Avoid using language that clearly stigmatises others.
- Treat all people with respect, empathy, and compassion.

SESSION PLAN

Instructional Objectives

By the end of the session, learners will be able to:

- explain what positive living is
- list ways of promoting positive living for people with HIV and AIDS
- describe ways of minimising HIV transmission for people who care for others
- describe issues of stigmatisation.

Duration: 1 period

Teacher's Resources:

- Background information on pages 95-97
- Guidance and Counselling Syllabus
- Positive Living Hand-out,

Suggested Teaching Strategies:

- Brainstorm
- case study/scenarios
- discussion

Teacher Preparation:

- Read the following suggested activity
- Read the Background Information on the topic on pages 95-97

Key Messages:

- PLWH can live long, healthy lives by following positive living principles.
- People who are living with HIV should abstain, or always practice protected sex, to avoid re-infection and infecting others.

Step 1: Explain what positive living is

Teacher's Activities	Learners' Activities
• Ask learners to brainstorm what they understand by the phrase 'positive living.' • Record answers on a an available teaching media and then present the definition: • Positive Living is taking care of your health and body when you have HIV. Emotional well-being is also an important part of positive living because a person needs to believe that they can live a normal, productive and healthy life with HIV in order to be able to successfully follow positive living practices.	Learners will be expected to: • brainstorm the definition of positive living.

Step 2: List ways of promoting care and support for people living with HIV

Teacher's Activities	Learners' Activities
• Divide learners into groups. Give each group one of the following scenarios and have them read it through and answer the questions. • Duncan is 13 and has been living with HIV since birth. He recently started smoking and drinking and he now often forgets to take his (ARV) medication. What advice can you give Duncan? What help should he get and where can he get it? • Lovely is your close friend. She tells you that she has been feeling very sad a lot lately. She has lost her appetite and hardly ever feels hungry anymore. She confides in you that she has been living with HIV her whole life. She isn't sure what is causing her to feel so down and she doesn't know what to do. What advice can you give Lovely? What help can she get and where can she get it? • Augustine is 14 and was recently diagnosed with HIV. He is not sure how he was infected but he believes that it was from one of his multiple sexual partners. Aside from testing, he hasn't yet gone for a check-up; he is not taking any medication, and has not told any of his partners that he has the virus. He is scared. What advice can you give Augustine? What help should he get and where can he get it? • Once the groups have finished, have each group present their case study and their advice to the larger group and facilitate a discussion around the lists they came up with. Validate the list against the background information.	Learners will be expected to: • read the case study and answer the case study questions. • present the case study and the conclusion of the group to the class.

Step 3: Describe ways if minimising HIV transmission in people who care for others

Teacher's Activities	Learners' Activities
• Divide learners into groups. Give each group one of the following scenarios and have them read it through and answer the questions • Patience is 13 and lives with her uncle who has HIV. She is his primary care giver. Her uncle used to take medication for HIV but has stopped for a few months. He has started coughing and feeling sick and doesn't leave the house. Patience doesn't know how to care for her Uncle and is afraid she might get HIV too. What advice can you give Patience? What help should she get and where can she get it? • Precious is 13 and her mother was recently diagnosed with HIV. Since her mother was diagnosed, Precious often misses class. She says she wants to study but has to stay home to take care of her mother. What advice can you give Precious? What help should she get and where can she get it? • Once the groups have finished, validate against background information.	Learners will be expected to: • read the case study and answer the case study questions. • present the case study and discuss the advice and strategies of minimising HIV transmission in people who care for others

Step 4: Describe issues of stigmatisation

Teacher's Activities	Learners' Activities
• Lead a brainstorm session to define stigma. Ensure learners define stigma as the shame or disgrace attached to something regarded as socially unacceptable. • Afterwards, continue the brainstorm session to find out how learners have dealt with issues of stigma. • Consolidate discussion by validating information against the background.	Learners will be expected to: • brainstorm on stigma definition. • brainstorm on ways of dealing with stigma.

Exercise

Some suggested questions:

a) What is positive living?

b) State coping strategies for living with HIV?

c) How to support people living with HIV?

d) Define stigma?

e) How to deal with stigmatisation?

Self Evaluation

Have I been able to assist learners to;

- explain what positive living is
- list ways of promoting positive support for people living with HIV and AIDS
- identify coping strategies for living with HIV and AIDS
- describe way of minimising HIV transmission in people who care for others
- describe issues of stigmatisation.

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