SWAZILAND GOVERNMENT

Ministry of Education and Training

GUIDANCE AND COUNSELLING LIFE SKILLS EDUCATION

TEACHER'S HANDBOOK
LEVEL 3

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UNESCO United Nations Educational, Scientific and Cultural Organization
UNFPA
MiET AFRICA "Improving the lives of children"

GUIDANCE AND COUNSELLING LIFE SKILLS EDUCATION TEACHER'S HANDBOOK

FOR SECONDARY SCHOOLS

LEVEL 3

Ministry of Education and Training , Mbabane, Swaziland 2014
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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

DR. S.M. MTSHALI-DLAMINI
DIRECTOR OF EDUCATION & TRAINING

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Ministry of Education and Training departments

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- In-Service Teachers Education and Training

Ministry of Health

- Schools Health
- Swaziland National Health Programme (SNAP)

Development Partners

- Bantwana Initiative (World Education)
- 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.

- Transition learning
- Career life
- Job seeking skills
- Entrepreneurship skills
- The work place
- Self-awareness
- Time management
- Study skills
- Career awareness
- Dealing with emotions

2. HIV and AIDS

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

- Alcohol and substance abuse as a driver of HIV
- Multiple and Concurrrent Parners (MCP)
- Intergenerational sex

3. Health Promotion

This theme has two sessions which are related to health promotion.

- Health seeking behaviour
- Nutrition and HIV

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

TRANSITION LEARNING

Background Information

This session will help learners to acquire skills to adapt to a new environment. It is common for learners to change schools in Swaziland. The change may be as a result of factors such as financial challenges, loss of parents, relocation of parents, or curriculum preference of learner/ parent. The impact of the change could affect the learners positively or negatively. The effects could be psychosocial (mental, emotional, social, physical and spiritual). It is therefore important for guidance teachers to assist learners to find an ideal school when there is need to change especially with curriculum preferences.

Transitions provide both challenges and opportunities. When learners move from one school to another, they may face challenges that may in turn affect their learning. It is important that learners are supported to adapt to the new environment. The challenges that learners may encounter may be:

- adapting and adjusting to a different environment
- migrating from a rural school to an urban or peri-urban school, such as change in lifestyles
- financial implications such as bus fare
- transport challenges from place of residence and school
- learners are expected to be in charge of their own learning and self-motivation
- making new friends and getting used to new friends

Learners should be helped to understand the characteristics of an ideal school. An ideal school should be based on the following:

- Embraces the idea that all learners can learn.
- Builds safe learning spaces for learners.
- Attracts teachers who are knowledgeable, care about learner learning and adapt their instruction to meet the needs of the learners.
- Makes the curriculum relevant to the lives of learners.'
- Develops authentic measures for assessing learning.
- Recognizes that learners' success is a complex idea and measuring it must be accomplished with many tools.
- Lead by people who value others, their voice and need for choice (Ryshke, 2013).

SESSION PLAN

Instructional Objectives

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

- list possible reasons for changing schools
- state characteristics of an ideal school
- make an application to a new school
- discuss the challenge some faces when changing schools.

Duration: 1 period

Teacher's Resources:

- Read background information on the topic on page1
- Guidance and Counselling Syllabus
- Application letter format (consult English language teachers)/ Application form

Suggested Teaching Strategies:

- Brainstorm
- Discussion
- Investigation

Teacher Preparation:

- Read the following suggested activities
- Read the background information on this topic on page 1.
- Organize the letter format before going to class

Key Messages:

- Every school is different.
- Change involves adaptation, opportunities and challenges.
- It is important to identify qualities of an ideal school.

Step 1: List possible reasons for changing schools

Teacher's Activities	Learners' Activities
• Ask learners to discuss possible reasons for changing schools. • Consolidate the learners list and include those they have excluded from the list.	Learners will be expected to: • brainstorm on possible reasons for changing schools and list them

Step 2: Identify an ideal school.

Teacher's Activities	Learners' Activities
• Divide learners into smaller groups. Ask them to list characteristics of what they consider an ideal school. • Summarise learner's responses and provide guidance	Learners will be expected to: • break into groups and discuss characteristics of an ideal school • groups present these to the whole class

Step 3: Making an application to an ideal school.

Teacher's Activities	Learners' Activities
• Assist learners to write an application letter to a new school • Distribute application forms and take learners through the forms. • Provide information on deadlines for applications	Learners will be expected to: • write an application letter to a new school • read and complete the form appropriately

Step 4: Discuss the challenges of changing schools.

Teacher's Activities	Learners' Activities
• Discuss the challenges of changing schools. • Ask learners to come up with ways to deal with the challenges (refer to background information).	Learners will be expected to: • discuss what they think are challenges of changing schools • brainstorm on strategies for meeting the challenges related to changing schools

Exercise

Some suggested questions:

a) What are the possible reasons that would make you change schools?

b) What should you consider when choosing an ideal school?

c) When applying to a new school what are the key components that should be included in the application?

d) What challenges should one look out for when changing schools?

Self Evaluation

Have I been able to assist learners to:

- list reasons why one could change schools
- describe an ideal school
- discuss challenges that arise because of changing schools
- write an application letter to an ideal school

Background Information

This session is aimed at helping learners identify institutions that accept junior certificate qualification and the programmes offered in these institutions. Not all learners make it to senior secondary due to various circumstances such as; pregnancy, poverty, abilities and aptitude. It is therefore important that learners should be aware of other existing opportunities for further training.

In the past it was possible to enrol at Skills Development Centres such as;VOCTIM, MITC, NASTIC, SITC, CODEC and Bosco Skills Centre. However, this has since changed due to the demand for spaces and the stiff competition created by senior secondary school graduates. Ngwane Park Youth Training Centre is still among the few institutions that offer training programmes for Junior Secondary school leavers. It is hoped that this will change when the Technical and Vocational Education and Training (TVET) Bill becomes an Act of parliament, in support of the existing TVET policy. This is because the purpose of TVET is to enable people to upgrade the skills they have and be able to progress to higher levels of learning. The grading will be done through regulations that will be set by a National Qualifications Authority (NQA), which is yet to be established in line with the National Qualifications Framework (Education Sector Policy, 2011, Technical and Vocational and Education Training Policy, 2010).

The programmes that are offered by the listed institutions above include:
agriculture, building, art, craft, sewing, carpentry, electrical, metalwork, motor mechanic, plumbing, panel beating, spray painting, upholstery, printing, pottery, sculpturing, and painting.

SESSION PLAN

Instructional Objectives

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

- identify institutions that accept Junior Certificate qualification in Swaziland
- discuss the programmes offered in the training institutions

Duration: 1 period

Teacher's Resources:

- Read background information on the topic on page 5
- Guidance and Counselling Syllabus
- TVET section in the MOET, Swaziland Education and Training Sector Policy (2011) and the Technical and Vocational Education and Training Policy (2010)
- Prospectus of the various institutions listed in the Background Information.

Suggested Teaching Strategies:

- Discussion
- Brainstorm
- Research

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on page 5
- Download the TVET Policy from UNESCO with UNEVOC International Centre for Technical and Vocational Education and the MOET Swaziland Education and Training Sector Policy.
- Refer to training institutions' charts/ prospectus/calendar/website.
- Invite a guest presenter, (optional)

Key Messages:

- There are opportunities available for learners that do not make it to senior secondary school.
- It is important to note that government does not fund trainees for courses in these institutions.
- As much as the documented entry requirement into these institutions is Junior Secondary Certificate but due to competition, Swaziland General Certificate of Secondary Education (SGCSE) is given first preference.
- There are policies that are in place to address progression from one level to another.

Step 1: Identify institutions that accept Junior Certificate holder sin Swaziland

Teacher's Activities	Learners' Activities
• Take learners through institutional information packs.	Learners will be expected to: • read or listen and ask questions for clarification

Step 2: Discuss programmes offered in the training institutions.

Teacher's Activities	Learners' Activities
• Group the learners and ask them to brainstorm and compile a list of training institutions that accept learners who hold a Junior Secondary Certificate and present the list of institutions they have identified. • Summarise by filling the gaps.	Learners will be expected to: • brainstorm and list institutions that admit Junior Certificate holders • present their findings

Exercise

Some suggested questions:

a) List institutions that offer training for Junior Certificate holders.

b) Research on the programmes that are offered by these institutions and write a report on the programmes that you found interesting. Explain why you found them interesting.

Self Evaluation

Have I been able to assist learners to:

- identify institutions that accept junior certificate holders
- discuss programmes offered in these institutions

JOB-SEEKING SKILLS

Background Information

This session will inform learners that regardless of the level of educationthey can still find jobs that are relevant and suitable for their level. It is thus the role of the school to prepare learners with appropriate skills for job seeking that include drawing a curriculum vitae, and preparing for an interview following acquisition of the skills from training institutions. Finding a job can be a challenge in today's economic climate and requires the ability to know one's aptitude, skills and talents, and to be able to communicate those orally and in writing. Learners should be encouraged to look beyond the traditional professions that may be less available today, and to think about jobs and careers that take advantage of their aptitudes (talents), skills, and academic experience. The jobs include: driver, mechanic, plumber, carpenter, gardener, farmer, receptionist, and brick layer, and switch board operator, cashier and seam stress.

Successful Job Search Skills

Apart from considering the relevance of your level of education in the job market, you may think about the aptitude and skills required by most potential employers. Some of the things required to be successful in job search are:

- to prepare a Curriculum Vitae (CV) or résumé
- send CVs and application letters
- acquisition of interview skills
- be assertive and courteous
- seek career counselling
- networking
- establishing contacts with different organisations and individuals
- checking websites for different organisations
- check advertisement section of newspapers
- gathering career information
- going for further training to upgrade your qualifications
- volunteering/ Internship
- visiting organisations

It is important that your CV or résuméis accompanied by a well-written covering letter. Among the things you may consider when writing an application letter are:

- Use business format
- Neatness
- Sending it before the deadline
- Be brief and include only relevant information
- Ensure there are no mistakes
- Indicate the source of information about the vacancy

- Express interest in the job
- Indicate position applied for and your qualification

Preparing a Curriculum Vitae

A well-prepared CV is necessary when you apply for a job. Steps to follow when preparing a CV or résumé:

- Include name, address and contact details
- Details of all schools attended plus dates completed
- Indicate where you are working, name of employer, job title, period worked for current employer and positions held with dates, if applicable.
- Present qualifications and awards
- Sports, leisure, achievements
- Three referees that may be contacted – indicate their contact details.

Pay attention to the following:

- Prepare for the interview by considering possible questions that might be asked
- Find out about the organisation
- Put together original and copiesof relevant documents to take along (copies of covering letter, CV, certificates, letters of reference)
- During the interview speak clearly and maintain eye contact
- Be assertive, introduce yourself with confidence
- Show interest
- Arrive at least 10 minutes before time of interview
- Dress in a way appropriate for the job
- Avoid fidgeting, chewing gum or match stick
- Expand your response
- Sit down only when offered a seat
- Talk positively about the organisation

SESSION PLAN

Instructional Objectives

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

- identify available job opportunities
- identify jobs relevant to their level of education, aptitude and skills
- describe ways of preparing for interview.

Duration: 1 period

Teacher's Resources:

- Read background information on the topic on 8-9
- Guidance and Counselling Syllabus
- Career Interest
- Interview Guide Magazines and Newspapers.

Suggested Teaching Strategies:

- Discussion
- Role play
- Brainstorm
- Research

Teacher Preparation:

- Read the following suggested activities
- Read the background information on pages 8-9
- Invite guest speaker

Key Messages:

- It is vital to prepare for an interview when applying for a job as this increases chances of being offered a job
- There are a number of job opportunities available in the market.
- Level of education, attitude and skills are key in choosing a job.

Step 1: Identify available job opportunities.

Teacher's Activities	Learners' Activities
• Ask learners to list jobs of their choices. • Provide learners with magazines, newspapers i.e. Times of Swaziland or/ Observer and ask them to write down available jobs for their level. • Summarise by highlighting key points and close gaps	Learners will be expected to: • list jobs of their interest • scan through the classified section of the newspapers, identify and list advertised job opportunities

Step 2: Identify jobs relevant to their level of education, aptitude and skills.

Teacher's Activities	Learners' Activities
• Divide learners into groups. Allow groups to discuss and present on jobs relevant to their education level. Ensure learners discuss the level of education, aptitude and skills requirements. • Consolidate the learners' presentations and include the key points which they have excluded in their presentation.	Learners will be expected to: • discuss and present their group findings

Step 3: Describe ways of preparing for interview.

Teacher's Activities	Learners' Activities
• Find out from learners how you could prepare for an interview • Discuss with the learners the interview guide • Ask for volunteers to role play interview sessions • Reflect on the exercise with learners	Learners will be expected to: • Discuss how to prepare for an interview • ask questions on the interview guide • role play a job interview • share their experience and observations from the role play interviews

Exercise

Some suggested questions:

a) What are the key things that you should consider when preparing for an interview?

b) What job opportunities are available for learners who leave school at this level?

c) How do you prepare for an interview?

Self Evaluation

Have I been able to assist learners to:

- identify available job opportunities
- identify jobs relevant to their level of education, aptitude and skill
- describe ways of preparing for an interview

ENTREPRENEURSHIP SKILLS

Background Information

This session will introduce learners to entrepreneurship skills. Schools are being called on to produce job-creators instead of just job-seekers, which isto encourage the entrepreneurial spirit in learners, and to develop the skills necessary to create jobs by establishing enterprises. The key to most world economies today is the development of small and medium sized enterprises, driving economic development and creating employment. This lesson is an opportunity for learners to explore whether they have the characteristics of an entrepreneur and to consider what they might need to do to begin their own enterprise.

An entrepreneur is an individual who is innovative, creative, passionate, dedicated, and willing to take a risk to create something new, different, or unique. an entrepreneur sees an opportunity when there is a demand for some product and is willing to venture into providing the product even though he/she is not sure when eventually he/she would get returns.

Bhusumane (2004: 113) states that:

> *Entrepreneurship involves creating something out of nothing, seeing opportunities where others cannot, and making value out of things that many people might have ignored or thought are valueless. Entrepreneurship calls for inspiration, a vision about life beyond the horizon. Some people fail in starting and succeeding in doing something useful because they do not believe in themselves. Some are always afraid that they might fail.*

An entrepreneur should have the following skills:

- Risk taker
- Innovation
- Decision making
- Functional competence
- Communication
- Negotiation
- Problem solving
- Time management
- Assertiveness
- Leadership
- Interpersonal skills
- Creative

The characteristics of a successful entrepreneur are:

- Determination to achieve
- Courage
- Prioritisation
- Positive attitude
- Adaptability
- Enthusiastic
- Passionate
- Commitment
- Persistence
- Self-confident
- Innovative
- Flexible
- visionary

SESSION PLAN

Instructional Objectives

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

- define an entrepreneur
- identify entrepreneurship skills
- discuss the characteristics of being an entrepreneur.

Duration: 1 period

Teacher's Resources:

- Read background information on the topic on pages 12-13
- Guidance and Counselling Syllabus

Suggested Teaching Strategies:

- Discussion
- Brainstorm

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 12-13
- Gather information (or have learners gather information) on entrepreneurs in their community (use this information to inform the examples you use in discussion)
- If resources allow, make copies of entrepreneurship self-assessment that follow this activity plan.

Key Messages:

- Entrepreneurship is the ability to look at a situation and be innovative to see an opportunity to create jobs.
- It often requires generating ideas, taking financial risks, and chances of success.
- Entrepreneurship provides opportunity for finding new ventures in environments where others have not yet identified.

Step 1: Definean 'entrepreneur'.

Teacher's Activities	Learners' Activities
Ask the learners to • Identify people who have successfully started their own businesses or enterprise in their communities. • define an entrepreneur	Learners will be expected to: • give examples of people they know who have started their own enterprises, and are successful at making a living or career of them • define an entrepreneur

Step 2: Identify entrepreneurship skills.

Teacher's Activities	Learners' Activities
Ask the learners to • Brainstorm a list of skills needed by an entrepreneur. Consolidate the learners list and add the skills that have been excluded from the learners list.	Learners will be expected to: • Brainstorm list skills needed to be an entrepreneur.

Step 3: Discuss characteristics of being an entrepreneur.

Teacher's Activities	Learners' Activities
Ask the learners to • identify and list common characteristics of entrepreneurs • share their lists with the class Conclude the lesson by highlighting the similarities from the lists and add any characteristics they may have omitted	Learners will be expected to: • identify and list common characteristics of entrepreneurs • share the lists with the rest of the class

Exercise

Some suggested questions:

a) What is an entrepreneur?

b) What are the skills of a successful entrepreneur?

c) What are the characteristics of a good entrepreneur?

Self Evaluation

Have I been able to assist learners to:

- define an entrepreneur
- identify entrepreneurship skills
- discuss characteristics of an entrepreneur

THE WORK PLACE

Background information

This session is aimed at helping the learners conduct a comparative analysis between school and the world of work. A school is an institution designed to facilitate teaching and learning in different disciplines, usually, in preparation for the world of work. A world of work or work place is a location or setting where employers and employees assume their duties. The setting could be an office, manufacturing factory, stores, farms, out-of-doors, and in any location where work is performed. The school prepares learners for the world of work in terms of time management, work ethics, dress code, physical appearance, responsibility relations, rules and regulations, discipline and the reward system.

Transition from School to Place of Work

School and the place of work have different rules, particularly about time, responsibility, restrictions, nature of activities, and expectations. Every employee is expected to come on time and to complete his or her work. One might not have several breaks in the place of work. He/she may have a break for lunch and may have to apply for leave if they need to take a break from work. There are rules about working hours and overtime. For example, there is stipulated number of work hours in a week. On average, one works for 8 hours daily in a 5-day working week, with 30 minutes break given after each 5-hour stretch of working. For 5-days of the week, one works for 9 hours with a 1-hour break. Everyone must be given a resting day that includes a Sunday. Overtime may not exceed 14 hours in a week.

While at school one may have several friends to hang out with. At the work place however, one works with colleagues and customers. There might be no time for hanging out with friends during working hours. Unlike in a school where the teachers supervise the learner, in the place of work one is generally expected to be self-motivated and responsible. Unlike in the school, employers expect employees to have relevant experience, know how to deal with people, have good communication skills, have the ability to make good judgment and use decision-making skills, and have an appropriate attitude towards work.

CRITERIA	SCHOOL	WORK PLACE
Time	Eight hours of learning	Eight hour of work
Responsibility	Forced to be responsible	Expected to be responsible
Rules	You are subject to the rules of the school administration as prescribed by MOET	You are subject to the rules of the organisation as prescribed by national labour laws and the Constitution
Nature of work	• Managed and prioritized by teachers • prepares an individual for the place of work • more theoretical	• Self-starter, • Highly specialised • More practical
Promotion	Based on academic performance	Based on academic performance
Learning	Formal Teaches skills Examinations	Formal and informal Applies skills No examinations
Team work	More individualistic	Both individualistic and team work
Discipline	• Positive discipline • Dependent on external discipline	• dependent on self-discipline and laid down procedures
Supervision (habits)	Strict	Less strict
Dress code	• Uniform, neat and clean	• Determined by occupational environment
Benefits	• Learners benefit knowledge and skills • Learners receive rewards in the form of high academic scores and prizes	• Workers benefit remuneration in the form of salaries, wages and fringe benefits

SESSION PLAN

Instructional Objectives

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

- identify similarities between school and place of work
- discuss the differences between school and place of work.

Duration: 1 period

Teacher's Resources:

- Read background information on the topic on page 15-16
- Guidance and Counselling Syllabus
- School Leavers Guide

Suggested Teaching Strategies:

- Discussion
- Brainstorm
- Research

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 15-16
- Refer to Career Interest
- Refer to *School Leavers Guide*

Key Messages:

- A school is an institution designed to facilitate teaching and learning.
- A world of work or work place is a location or setting where employers and employees assume their duties.
- The school prepares learners for the world of work in terms of time management, work ethics, dress code, physical appearance, organisational structure, rules and regulations, discipline and the reward and exit system.

Step 1: Identify similarities between school and place of work.

Teacher's Activities	Learners' Activities
• Group the learners and allow them to discuss their daily routine. • Allow the groups to present their discussions • Summarise the learners' routines in terms of time management, dress code, physical appearance, organisational, structure, rules and regulation, discipline and the reward system • Ask the learners to identify an employed person and analyse his/her daily routine. • Summarise the similarities and differences between school and place of work by highlighting the salient points	Learners will be expected to: • discuss and agree on a common routine • present their conclusions • learners will brainstorm the daily routine of an employed person identified by the class • let them identify the similarities that exist between their school and the world of work

Step 2: Discuss the differences between school and place of work

Teacher's Activities	Learners' Activities
• Group the learners to identify the differences between the school and the world of work. • Allow the learners to present and summarise the main points	Learners will be expected to: • identify the differences between the school and the world of work • present their findings to the class

Exercise

Some suggested questions:

a) What is a school?

b) Compare and contrast the school and the work place.

Self Evaluation

Have I been able to assist learners to:

- identify similarities between school and the workplace
- identify differences between school and place of work.

Background Information

This session is aimed at helping the learners explore the importance of knowing oneself in relation to their academic interests and potential careers. They will also identify and demonstrate strategies for connecting their interests and academic strengths to their choice of occupation. Self-awareness means knowing oneself (i.e., physically, emotionally, psychologically, and morally). People need to know themselves in order to cope with problems, to maintain good relations, to set goals for themselves, and to succeed in life. They also need to understand their own potential, including talents, interests, skills, strengths and weaknesses. When a person is aware of these personal attributes, they are better able to use other life skills effectively. Self-awareness also enables a person to make life and career choices consistent with the opportunities available to them and the society in which they live.

Zunker (1998:94) describes career choice as a, "process in which one not only chooses but also eliminates and consequently stifles some interests and talents." Many people never have time to think about their choice of career. If they do, it is always 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 identification of the right subjects, collection of information about where to get training, how long it takes 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

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 later 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 that require them. Sometimes learners choose subjects without having knowledge of which careers or training would require the subjects they have chosen. Such choices have 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 subjects.

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 you have chosen. He/she 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 in order to follow that career path. This may affect one's choice in the sense that despite meeting all other requirements, one 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 he/she 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. Aptitude is an innate ability or capacity to perform or succeed in an occupation or a training programme and 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 or her to becoming responsible for some customers. They need to be prepared to meet the demands of the job. Learners 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.

Work place, as a new setting, brings with it new experiences and challenges. Employers expect that the graduate is ready for the job, have the ability to apply what they learned 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 to have certain skills to prepare good and attractive CVs and application letters. Knowing how to network with other professionals is very important too.

Exposing learners to some of the knowledge and skills would help them progress smoothly 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. We cannot deny the importance of aptitude and occupational skills in relation to the work place. Knowledge of various occupational areas helps identify chances of success in those occupations. *(See Effective Study Skills: Learning Styles for information on multiple intelligences.)*

Aptitude and Career Selection

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(Niles 2004).

Influences of Aptitude on Career Choice

Aptitude does have some degree of influence in 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.

Importance of Academic and Occupational Skills in Relation to World of Work

There is a relationship between academic and occupational skills in relation to the world of work. Lack of academic skills may affect a person's career development. Occupations now consider people with higher academic skills hence the move towards hiring those with tertiary education than school leavers. Opportunities for advancement also depend upon the level of academic achievement. Although experience may be a factor in selecting people for positions, academic qualifications determine what positions you can hold in many occupations. People enrol in part-time courses to advance their qualifications and to meet new requirements. Both academic and occupational skills determine one's employability because the world of work today requires people with computation skills, literacy skills, management skills, and other technical skills.

Career Awareness

Career awareness is important because it provides us with knowledge about occupations, our preferences, values in relation to various occupations and facilitates our self-concept with regards to career choice. As a learner you need to gain knowledge about your abilities, personality traits, interests, goals, and how such information may help make informed career choice. Additional information that one should know about occupations include work conditions, schedule, experience, educational level and skills required, job security and advancement, remuneration and benefits, and types of people employed. Career awareness involves clarifying personal values, gathering of career information, identification of potential employers, and acquisition of job hunting skills such as preparation of CV, covering letter and interviews. Information on further education and training opportunities is an essential part of career awareness.

Aptitude and interests in relation to making career choice

An aptitude is a component of competency to do a certain kind of work at a certain level, which can also be considered "talent". Aptitudes may be physical or mental. Aptitude is not developed knowledge, understanding, learned or acquired abilities (skills) or attitude. The innate nature of aptitude is in contrast to achievement, which represents knowledge or ability that is gained through learning. Aptitude is expressed in interest and is reflected in current performance which is expected to improve over time with education and training.

The best career choice should be based on an area where the individual has the strongest aptitude. An aptitude can be summarized as follows:

- the quality of being appropriate
- quickness to learn
- a natural tendency
- a natural ability

Most people choose careers based on their interests. Career interest refers to the state of wanting to know about a certain professional field. It is based on academic results, subject choice, and aptitude as well as inspiration by people you consider as role models. Interests can be influenced by outside factors such as labour market trends, remuneration and job security.

SESSION PLAN

Instructional Objectives

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

- describe individual strengths and weaknesses in school subjects
- discuss how their aptitude and interests can influence their choice of occupation
- state the importance of academic and occupational skills in the world of work.

Duration: 2 periods

Teacher's Resources:

- Read the background information on topic on pages 19-23
- Guidance and Counselling Syllabus
- Career chart

Suggested Teaching Strategies:

- Brainstorm
- Learning game
- Discussion

Teacher Preparation:

- Read the following suggested activities
- Read the background information on this topic on pages 19-23

Key Messages:

- Self-awareness means knowing oneself.
- People need to know themselves in order to cope with their problems, to maintain good relations, to set goals for themselves and to succeed in life.
- When a person is aware of his/her personal attributes, he/she is better able to use other life skills effectively and plan for his/her future.
- Self-awareness enables people to make choices consistent with their aptitudes, the opportunities available to them and the society in which they live.

Step 1: Describe individual strengths and weaknesses in school subjects.

Teacher's Activities	Learners' Activities
• Ask the learners to think about the following questions and to write their answers down on a piece of paper. – Which academic subjects do you enjoy? – In which academic subjects did you receive the highest marks during your last examinations? – What subjects do you least enjoy? – What academic subjects, if any, you did not perform well on during your last exams?	Learners will be expected to: • write answers to the questions
• Ask the learners to note if there is any relationship between the subjects they performed well in, the subjects they enjoy and any subjects they perform well on and those they least enjoy. • Ask the learners to rank subjects according to their performance.	• note if there is any relationship between the subjects you performed well in and the subjects you enjoy and any subjects you performed poorly in and those you least enjoy.

Step 2: Describe how their aptitude and interests can influence their choice of occupation.

Teacher's Activities	Learners' Activities
• Ask learners to define aptitude and interest. Ensure that the learners define aptitude as: a component of a competency to do a certain kind of work at a certain level, which can also be considered talent and interest as the state of wanting to know or learn about something or someone • Read Zinhle's case to the class and ask learners to explore the questions that follow: • Conclude session by mentioning the importance of aptitude in influencing ones choice of occupation using background information.	Learners will be expected to: • define aptitude and interest in relation to choice of occupation • listen to Zinhle's story and answer the questions that follow • explore in groups how aptitude can influence Zinhle's choice of occupation • present to the whole class on their discussion

Step 3: State the importance of academic and occupational skills in the world of work

Teacher's Activities	Learners' Activities
• In their groups, ask the learners to brainstorm on the characteristics of academic and occupational skills required in the world of work. • Using the career chart ask the learners to list the occupations and the relevant academic requirements. • In groups let the learners discuss the importance of academic and occupational skills in relation to the world of work or occupations.	Learners will be expected to: • work in groups to come up with the characteristics of academic and occupational skills required in the world of work • list occupations and the relevant academic requirement • discuss the importance of academic and occupational skills in the world of work

Exercise

Some suggested questions:

a) What is the difference between aptitude and interests?
b) How do individual aptitude and interest influence career choice?
c) Identify your choice of occupation. To what extent does it influence your choice of subjects at school level?

Self Evaluation

Have I been able to assist learners to:

- describe individual strengths and weaknesses in school subjects
- discuss how aptitude influences choice of occupation
- state the importance of academic and occupational skills in the world of work

Zinhle was obsessed with pursuing a career in music. She never missed any music practice. During her leisure time she played the piano and always attended the school choir practices. She was also very good at playing the guitar. Her parents were concerned that she would end up performing poorly at school because of her involvement in music. She released her first gospel music album at the age of 14 and it won a national award. Her Career Guidance teacher encouraged her to consider music as a career however, her parents and relatives felt that she should focus on her studies and consider a career that would guarantee her a job. Others tried to convince her that the market for music was not good because the country had a small population compared to other countries. All this different advice left Zinhle confused and not sure what to consider as an occupation.

Questions:

a) What advice would you give to Zinhle?

b) If you were Zinhle, how would you convince your parents that you intend pursuing music as a career?

c) What would you say to them concerning your aptitude and the choice you are making?

d) Which subjects are related to Zinhle's choice?

DEALING WITH EMOTIONS

Background Information

This session will enable the learner to develop an ability to deal with emotions. Human beings are not only creatures of logic but also creatures of emotions. Love, hate, jealousy, anger, fear, anxiety, negativity, frustration are some of the emotions that every human being possesses. Emotions involve situations or experiences, interpretations, perceptions, and responses or feelings related to the experiences of a particular situation (Kusus, 2002). Some people express emotions in destructive and unacceptable ways. Others express them in healthy, constructive and acceptable ways. Other people when they are emotional tend to seek sympathy unnecessarily. Young people often find themselves having to deal with various emotions that are stimulated by various situations in their own lives. Therefore, it is important to equip them with the necessary skill to deal with emotions in healthy and constructive ways and to understand that human beings are capable of dealing with their emotions, but not to be controlled by them. Dealing with emotions means awareness of our emotions, facing, accepting, understanding and working through them.

Types of Emotional Expressions

1. **Primary Emotions -**
   - **Anger** – it is a feeling of extreme displeasure usually brought about by interference with our needs or desires. Forms of anger include hate, annoyance, rage, hostility and resentment.
   - **Sadness** – it is emotional pain associated with feelings of disadvantage, loss, despair helpless and sorrow.
   - **Anxiety** – it is an unpleasant threatening feeling that something bad is about to happen.
   - **Pleasure** – it is the broad mental state or feeling of being pleased, happiness, enjoyment or satisfaction.
   - **Fear** – it is an unpleasant feeling caused by the belief that someone or something is dangerous or likely to cause pain or a threat
   - **Grief** – it is a natural reaction to loss
   - **Guilt** – it is the realization of sorrow over having done something morally, socially or ethically wrong
2. **Mixed Emotions**
   - **Love** – is a combination of joy and acceptance. It is an intense feeling of deep affection characterised by tenderness, intimacy, fondness, warmth, attachment and endearment.
   - **Aggressiveness** - is a combination of anger and anticipation. It means behaving in a rude, angry way that shows you want to fight, attack or ague with someone.

How Emotions Influence Behaviour

Emotions can influence behaviour either positively or negatively. Emotions, such as anger and aggressiveness, can affect behaviour negatively. When a certain emotion is stirred and becomes intense,

our judgement is also affected. This subsequently affects the way we behave in certain situations and towards people. However, positive emotions can also affect our behaviour negatively. This can make us vulnerable to be abused by the people that we love including in indulging in unhealthy activities. It should be noted that not all emotions influence our behaviour negatively. Emotions should help us cope with life. For example, when we feel fear, we need to flee to protect ourselves.

Coping with Emotions

In most cases, emotions cannot be changed or controlled but can be managed. Managing emotions includes living with them or releasing them in a healthy and acceptable way. The following are a few ways of dealing with emotions;

- Managing Stress by exercising or relaxing
- Being aware of your emotions
- Forgive those who offended you
- Accepting the responsibility of emotions
- Listen to what the body is telling you helps one understand their emotions better
- Telling the truth
- Avoid blowing things out of proportion but try to be reasonable
- Make a diary to help you understand why you are feeling the way you are. Addressing questions such as;
    - What am I feeling?
    - When did it start?
    - What does it make me want to do?
    - What were the triggers for this emotion?
    - At what other times have I felt it?
    - What can I do to deal positively with this emotion?

Coping functions of emotions

Emotion	Stimulus situation	Behaviour	Function of emotion
Fear	Threat	Running away, flying away, withdrawal	Protection
Anger	Obstacle	Biting, hitting, fighting, shouting, yelling	Destruction
Joy	Potential mate	Courting, mating, dating	Reproduction
Sadness	Loss of valued person	Crying for help	Reunion
Acceptance	Group member	Grooming, sharing	Affiliation
Disgust	Gruesome object	Vomiting, pursing away	Rejection
Anticipation	New territory	Examining, mapping	Exploration
Surprise	Sudden new object	Stopping, alerting	Orientation

Based on Reeve 2009, table of Functional view of emotional behaviour

SESSION PLAN

Instructional Objectives

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

- define emotions
- describe different emotional expressions
- discuss how emotions influence behaviour
- discuss appropriate ways to respond to emotions.

Duration: 1 period

Teacher's Resources:

- Read background information on the topic on pages 27-28
- Guidance and Counselling Syllabus

Suggested Teaching Strategies:

- Brainstorm
- Role play
- Discussion

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 27-28

[NOTE: Take special care when dealing with this session. Learners may be emotionally touched while you facilitate the session. You may refer he affected learner (s) to the relevant service provider or personally attend to the learner should they feel comfortable with you.]

Key Messages:

- Emotions refers to the wide range of observable behaviours, expressed feelings, and changes in the body state
- It is natural for young people to feel a range of emotions such as happiness, sadness, joy, anger or mood swing.
- Emotions influence the way we think, behave and act.
- Understanding how to deal with emotions is a very important life skill to develop.
- Emotions deliver a message to let us know how we are feeling but emotions don't always represent the truth of a situation.
- Emotions are fleeting – they are temporary states and not permanent traits.

Step 1: Define emotions

Teacher's Activities	Learners' Activities
• Find out what learners know and understand about emotions. Make sure that they define emotions as *a wide range of observable behaviours, expressed feelings, and changes in the body state such as:* o Anger o Sadness o Anxiety o Pleasure o Fear o Grief o Guilt	Learners will be expected to: • brainstorm the definition of emotions and relevant examples.

Step 2: Describe different emotional expressions

Teacher's Activities	Learners' Activities
• Ask six learners to volunteer. Each volunteer should feel comfortable expressing and discussing emotions in the group. Ask each volunteer to mime the following emotions and ask the other learners to guess the emotions: o Fear o Anger o Stress o Sadness o Frustration o Mood swing • Once the learners guess the right emotion, explain that emotions are part of our life.	Learners will be expected to: • take turns in miming the following emotions: fear, anger, stress, sadness, frustration and mood swing and the others will describe it.

Step 3: Discuss how emotions influence behaviour

Teacher's Activities	Learners' Activities
• Draw table with two columns on the available media. On one side, have a list of emotions and on the other side a list of related behaviour but jumbled up. • In groups, ask the learners to copy table and match the list of emotions with related behaviour. • Consolidate responses and validate against information on the background.	Learners will be expected to: • copy table and match emotions with related behaviour.

Step 4: Discuss appropriate ways to respond to emotions

Teacher's Activities	Learners' Activities
• Ask learners to Brainstorm coping strategies • Discuss with the group the two situations the volunteers described and the emotions they felt. • Ask learners to brainstorm and give examples of other strategies they could use to deal with emotions. Examples might include: o Managing Stress by exercising or relaxing. o Being aware your emotions and being able to let go. o Accepting the responsibility of emotions. o Listen to what the body is telling you helps one understand their emotions better.	Learners will be expected to: • brainstorm on ways to effectively respond to emotions that were expressed in the two scenarios • give examples of others strategies they could use to deal with negative emotions.

Exercise

Some suggested questions:

a) What are emotions?

b) How do emotions influence behaviour?

c) Why is it important to deal with emotions?

Self Evaluation

Have I been able to assist learners to:

- define emotions
- recognise different emotional expressions
- discuss how emotions influence behaviour
- describe appropriate ways to respond to emotions.

TIME MANAGEMENT

Background information

This session is aimed at helping learners use their time appropriately in preparing for formative and summative examinations. Time management skill is fundamental when preparing for and during examinations. Success during examinations is dependent on the skill to manage times for studying. A majority of learners fail to do well in examinations because of poor management of time.
Some of the techniques commonly used for managing time include the following:

Preparing a Time Schedule

Preparing a time schedule requires practice and dedication. After identifying all the activities that one is expected or required to participate in, draw a timetable specifying the times each activities would be performed. The timetable may allocate more time for certain activities such as difficult or practical subjects. Also include breaks to refresh or to chat with friends or interact with family members. The breaks maybe short particularly during examination period.

After drawing the timetable, it is advisable to share it with those who are likely to interact with you so that they may avoid disrupting you during times allocated for schoolwork. Allow interactions only during breaks or times allocated specifically for family and friends. It is also very important to allocate time for rest, or most importantly, time to be alone. A timetable may be designed according to ones needs or circumstances.

Use of good study habits is the key to success during examinations. Many people have suggested a number of habits that can lead to success at school. The table below presents some of the common suggestions that one may consider:

Techniques for Preparing for Examinations

Teacher's Activities	Learners' Activities
Find an ideal place for studying	• Selecting an environment conducive for studying is important. This must be a place with minimal distractions such as people passing by, friends interrupting, TV or other media or activities that might be tempting. • Make sure there is comfortable furniture, enough lighting, and good ventilation. The library or secluded places are good examples of appropriate places to study.
Be organised	• Being organised is important because it ensures that all the materials and resources needed for studies are available. • Do not carry devices such as cell phones and other gadgets with Internet access because it is easy to get tempted to play games, send and receive messages from friends.
Preparing summaries	• There is not enough time to go through large chunks of material for different subjects during reading week. • Summarising notes may be helpful, although time-consuming, it reduces the amount of material one has to read during examination period. Be up-to-date with the readings for each subject. Adopt various techniques of studying.
Identify learning styles	• It is necessary to consider one's learning style when studying. Remember that an individual's style of learning influences the way they process information. • A visual learner may choose to prepare review materials which reflect this learning style. A person with a cognitive learning style will be more effective when engaged in abstract reasoning. An auditory learner may consider group work to provide an opportunity to hear the facts.
Use of mnemonic devices or games	• Using things that might help one remember information can be helpful. For example, mind-maps or other visual devices that present images engage the brain and enhance memory.
Use of study mates	• Working with study mates provides opportunity to share ideas, practice previous examination papers or tests. • Make sure that the study group is small and that it is composed of individuals committed to similar goals.

Techniques for Preparing for Examinations

Teacher's Activities	Learners' Activities
Sticking to schedule	• Making a time schedule and sticking to it is essential. • Use a timetable to allocate time for schoolwork and avoid putting aside studying until reading week or shortly before examinations. Waiting until examination period before studying may result in anxiety, pressure and difficulty coping with amount of work to cover. Make sure every subject is included on the timetable.
Include breaks in your study schedule	• Avoid studying continuously without a break. Short breaks are essential. A 10 minutes break after 50 minutes of studying is better than a break after 3 hours of studying. • Taking breaks when studying is good for the brain.
Varying activities or study materials	• Divide study materials into sections that need to be covered during a study period before a break is taken or before switching to another subject.
Adopting a healthy lifestyle	• This involves a balance of activities, healthy eating habits, regular exercise and rest. • Use of dietary supplements and other mental ability enhancement activities would be helpful. • Make sure that enough time is allowed for sleep because the body needs to rest in order to function effectively.
Attend all classes	• Do not skip any classes. In case of absence, make up missed notes and assignments by consulting with the teacher and classmates. • Attending all classes ensures that important information is not missed. Pay attention to what the teacher emphasises and what they expect of the learners

How to Prepare a Study Schedule for Examinations

When preparing a study schedule for examinations consider the following:

- Plan a schedule for revision and draw a timetable
- Allocate enough time for preparation for examinations
- Make sure that more time is allocated for difficult subjects
- Avoid pushing everything to last minute
- Have enough time to relax before an examination
- Include time for rest, relaxation and leisure
- Ensure that there is time for breaks.

How to Manage Time During Examinations

Some learners fail to finish writing an examination because of poor management of time. Suggestions on how to manage time during examinations include paying attention to instructions. It is important to read the instructions carefully to make sure you know what is expected of you before writing. Sometimes it helps to take 5 minutes to read through the examination paper. You may also decide on how much time you may need for certain questions particularly those that may be difficult. Sometimes learners panic when they see others writing while they are still trying to skim through the paper to have a feel of what each question is about or what they are expected to do. Others spend time on one question and fail to do the rest because they have lost their time on just one question. Make sure you allocate time efficiently. As you read through the questions make sure you underline the key words or what the question requires of you. For example, if the question has two parts, make sure both parts are answered.

Pay attention to time. If there is no clock placed at the front part of the classroom you may place a watch in front of you if you have one. Have enough time at the end to review your work. Double check your answers and also make sure you answered all questions and attempted all parts of the questions.

For essay-type of questions you may consider listing main points or outline and organise your thoughts before you start writing. With an outline you can spend time focusing on how to present the points rather than thinking about it and how to put it. Stay focused and do not panic when you see others leave the examination room while you are still writing. Make sure you utilise the time you were given for the examination efficiently.

Handling Pressure During Examinations

Examinations sometimes generate a lot of pressure on learners. Some learners have difficulty handling this pressure. Part of this pressure might be due to the fact that the learner feels unprepared or had waited until the last minute before studying for the examination. It is important to go and talk to your class teacher or guidance teacher to help you deal with the stress created by the forthcoming examinations. Sometimes pressure can make it difficult to sleep or even concentrate. When you feel the pressure is too much seek help.

The use of stress management and relaxation techniques is sometimes recommended. For example, breathing exercises can be calming. Thinking positively also helps.

Expectations During Examinations

During examinations you are expected to follow instructions given by the invigilators. You are expected to stick to the time allocated. You are also expected not to start writing until you are instructed to do so. Make sure you know the rules and regulations during examinations.
The Mind Map on the following page illustrates the importance of time management.

Best times for preparation for examinations

1. The earlier you start the more time you have to prepare for examinations. You do not have to wait until the exam approaches.
2. Best times for studying depend on individual study styles. Some study effectively in the early morning hours. Others study better at night.
3. Draw up a realistic and achievable study timetable. Block in all leisure activities or other responsibilities you may have.
4. Estimate how many hours you think you need for each subject. Try and allocate them according to the time scheduled for studying. Decide which subject need more to study and revision.
5. Give yourself 2-4 hours at a time. Then give yourself 5-10 minutes break every 40-50 minutes.
6. Start at examinations periods or due dates for assignments and work backwards, blocking in more study time in the relevant subject closer to the exam/due date. Make sure that you prepare for each exam over several days and don't fill up the last few days too heavily. Also put in any events which may affect your study times, such as birthdays, social events and work functions.
7. Write down which topic need researching or reviewing to ensure that you have all the information you need to do well in the examinations.
8. An hour and a half before the exam, start running through all the themes and sub-topics in your head. Fifteen minutes before the exam, stop studying.
9. In the last few minutes you should not be thinking about the exam at all.

SESSION PLAN

Instructional Objectives

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

- identify appropriate times for preparing for examinations
- make a study timetable in preparation for examinations.

Duration: 1 period

Teacher's Resources:

- Background information on pages 32-36
- 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 32-36

Key Messages:

- The earlier you start the more time you have to prepare for examinations. You do not have to wait until the exam approaches
- Best times for studying depend on individual study styles. Some study effectively in the early morning hours. Others study better at night. Use of good study habits is the key to success during examinations.
- Preparation for examinations includes designing a study schedule.
- Poor time management during examinations can result in failure to finish writing an examination paper.
- Effective time management and use of stress management and relaxation techniques may reduce pressure during examinations.

Step 1: Identify appropriate times for preparing for examinations.

Teacher's Activities	Learners' Activities
• Ask the learners to share the best times they use to prepare for examinations • Let the class interrogate the pros and cons of the study times given by learners	Learners will be expected to: • share with the class the best times they use to prepare for examinations

Step 2: Make a study timetable in preparation for examinations

Teacher's Activities	Learners' Activities
• Share with the learners how to plan a study timetable • Let the learners draw a study table following the guide for preparing for examination in the background information	Learners will be expected to: • Create a study time table

Exercise

Some suggested questions:

a) What is the best time for you to study? Explain why?
b) What do you have to bear in mind when planning for examinations?
c) Why is it important to draw a study time table for examinations?

Self Evaluation

Have I been able to assist learners to:

- identify appropriate times for preparing for examinations
- create a study time table in preparation for examinations

STUDY SKILLS

Background Information

This session aims to assist learners to acquire study skills that relate to individual learning styles. It is important to learn better ways of reading, preparing summaries, answering questions, information gathering techniques, the use of the library and other resources. Many learners face challenges with tests and examinations mainly because they use inappropriate and ineffective study habits and techniques. A student needs to have good study habits and use effective strategies for studying. There is need to consider learning styles if the learner is to improve the way he/she studies.

Every individual has his/her own learning style. It is important to identify one's learning style. Each individual's style influences how one studies. It is important to choose a study technique that suits one's learning style. Failure at school may indicate that the learning style or pattern of the learner has not been considered during teaching.

Learning Styles

The different ways in which people learn may influence how they choose to study or take notes. Individuals tend to have a preferred learning style or way in which they like to work with information and ideas. For example, some learners like information to be presented in a visual fashion while others prefer to hear it. Some may find it effective to draw maps of what they are learning. Others may devise cues that are actually poems to help them remember the topic that they are studying. Encouraging learners to pursue their learning styles can help them improve their knowledge. By recognizing and understanding your own learning styles, you can use techniques better suited to you. This improves the speed and quality of your learning.

The Seven Learning Styles

- **Visual**: You prefer using pictures, images, and spatial understanding.
- **Aural:** You prefer using sound and music.
- **Verbal:** You prefer using words, both in speech and writing.
- **Physical:** You prefer using your body, hands and sense of touch.
- **Logical:** You prefer using logic, reasoning and systems.
- **Social:** prefer to learn in groups or with other people.
- **Solitary:** You prefer to work alone and use self-study.

Before trying to alter or improve the way you study and learn, it is useful to understand how you go about your learning. Research has shown that students can perform better on tests if they change study habits to fit their own personal learning styles. For example, visual-learning students will sometimes struggle during essay exams, because they can't recall test material that was "heard" in a lecture. However, if the visual learner uses a visual aid when studying, like a colorful outline of test materials, he or she may retain more information. For this type of learner, visual tools improve the ability to recall information more completely. It is important for a learner to assess his/her learning style, approach to studying and expectations around studying.

SESSION PLAN

Instructional Objectives

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

- identify individual learning styles
- relate study skills to individual learning styles.

Duration: 1 period

Teacher's Resources:

- Background information 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
- Read the Quiz at the end of the session

Key Messages:

- Everyone has different learning styles and studies in different ways.
- It is important for learners to recognize their study habits.
- It is also important to develop strong study habits, as it indicates self-discipline and knowledge of one's goals.
- By recognising and understanding individual learning styles, learners can use techniques better suited to them.

Step 1: Identify individual learning styles.

Teacher's Activities	Learners' Activities
• Ask each learner to share with the person next to him how they study. • Have learners discuss what they do when the teacher is presenting material in class. • Let learners brainstorm on their preferences in terms of presentation of material by the teacher, e.g., lecture, use of visual aids, hands-on.	Learners will be expected to: • Share on how they study. • Brainstorm on their preference

Step 2: Relate study skills to individual learning styles.

Teacher's Activities	Learners' Activities
• Describe different learning styles. • Ask learners to describe their study techniques and show how this technique is related to their learning style. • Administer quiz in the hand- out at the end of this activity plan. **Note** The quiz has been answered by choosing option 2 in each of the 9 items and the results are attached to assist you make an example to the learners. • Consolidate by explaining how individual learning styles relate to study skills	Learners will be expected to: • identify learning styles they use. • describe their study techniques and show how their learning styles fit their study technique. • answer questions in the quiz.

Exercises:

Some suggested questions

(a) List and describe the different learning styles

(b) What is the importance of relating your learning style to your study skills?

Self Evaluation

Have I have been able to help learners to:

- identify individual learning styles
- relate study skills to individual learning styles.

QUIZ

Question: 1. When I study I like to

- ○ Explain the information to someone else
- ○ Use a highlighter to emphasize points
- ○ Use a chanting rhythm to memorize

Question: 2. I like to study

- ○ With one other person using role playing games
- ○ Alone in a quiet place
- ○ In a group so I can listen to others

Question:3. I remember things best if I

- ○ Make lists and write them over and over
- ○ Write things down and read them back
- ○ Record the information and listen

Question: 4. I like to learn using

- ○ Labs and demonstrations
- ○ Photographs and diagrams
- ○ Rhymes and chants that I make up

Question: 5. Sometimes when nobody is around I will

- ○ Create songs with my homework information
- ○ Draw a picture showing a process I need to understand
- ○ Act out information

Question: 6. I remember things most when I

- ○ Read them
- ○ Hear them
- ○ Say them

Question: 7. I have trouble remembering information if I

○ Can't take notes

○ Can't discuss it in class

Read it and don't talk about it in class

Question: 8. I remember

○ Names and faces if I can shake hands

○ Faces

Names

Question: 9. When I study for a test I like to

○ Make an outline

○ Read out loud

○ Trace pictures, diagrams, and charts with my finger

Results for option two (2) responses only

You are a very visual learner

You will probably use visual references a lot and say things like "I see now" or "I get the picture." You like to see demonstrations, diagrams, slides, charts, and other visual aids in the classroom. You take great notes and you probably use colour coded highlighting. You could benefit by drawing outlines of your notes and creating pictures of processes or events that you study. Always write down explanations and instructions. Use flash cards when available.

Background information

This session is aimed at helping learners gain better knowledge and understanding of how a person's aptitude plays an important role in choosing a career. Career awareness is important because it provides knowledge about occupations, preferences, values in relation to various occupations and facilitates self-concept with regard to career choice. Learners need to gain knowledge about their abilities, personality traits, interests, goals, and how such information may help them make informed career choices. Other information they need to know includes work conditions, schedule, experience, educational level and skills required, job security and advancement, remuneration and benefits, and types of people employed.

Advancement in occupations

In planning for the future, it is important for learners to be aware of advancement opportunities that come in different forms such as;

Characteristics

- advancement within an occupation such as promotion
- advancement into other occupations such as from teacher to guidance officer or from teacher to lawyer
- advancement to self-employment
- certification often informs the employer of one's passion towards the job

Characteristic of occupations

Characteristics of an occupation refer to the information about careers, such as;

- knowledge
- skills
- physical demand
- mental demand
- work conditions
- duties and responsibilities
- remuneration
- work environments

The characteristics of an occupation can either increase or reduce the interest of an occupation. Therefore, learners need to identify the characteristics of available occupations in order to align them with their preferences, aptitude and interests. Remuneration in some occupation varies by experience, responsibility, performance, tenure and geographic area.

Scientific occupations

Scientific occupations have to do with discovering, collecting, and analysing information about the natural world and applying scientific research findings.

Characteristics

- knowledge and processes of the sciences
- researching and developing new knowledge about the natural world
- work with scientific equipment and procedures
- testing in laboratories

Artistic occupation

These are jobs that have to do with creative expression of feelings or ideas.

Characteristics

- passion for literature
- find writing or editing appealing
- direct or perform in drama, music, or dance
- become a critic in painting, or create or decorate products
- model clothes or develop acts for entertainment

Plants and animals occupations

This occupation is usually an outdoor activity involving working with plants and animals.

Characteristics

- working in farming, forestry, fishing, and related fields
- doing physical work outdoors, such as working on a farm
- enjoy animals and trained or take care of animals
- have management ability and could own, operate, or manage farms or related businesses or services

Protective occupations

These are occupations interested in using authority to protect people and property.

Characteristics

- mentally challenging
- investigation of crimes or fires
- respond to either emergencies
- more routine work, such as guarding or patrolling
- management ability and could seek a leadership
- position in law enforcement and the protective services

Mechanical occupations

These are occupations characterized by an interest in applying mechanical principles to practical situations using macrons, hand tools and techniques.

Characteristics

- routine to complex professional positions
- working with ideas about objects
- deal directly with objects
- prefer routine or physical work in settings other than factories, such as in mining or construction

Industrial occupation

Industrial occupation has to do with an interest in repetitive, concrete, organized activities in a factory setting.

Characteristics

- manual work or using hand tools
- set up, operate, maintain machines
- supervise and inspect other workers
- sort, count, or weigh products

Selling occupations

These are occupations that are interested in bringing others to a point of view by personal persuasion, using sales and promotional techniques.

Characteristics

- sales and marketing
- selling products or services
- requiring background knowledge of the product sold
- legal business negotiations
- advertising

Humanitarian occupations

This occupation has to do with helping individuals with their mental, spiritual, social, physical, or vocational concerns.

Characteristics

- caring for the welfare of others
- spiritual or mental well-being of others is a concern
- religious guidance or counselling
- help others with physical problems and work in the nursing, therapy, or rehabilitation fields
- working as an aide or orderly

Main Subject Groups and Choices

CORE SUBJECTS	General Subjects/ Humanities	Practical Subjects	Science Subjects	Commercial Stream
English Language Siswati/ French Mathematics Any Science	Geography History Religious Education English Literature	Design & Technology Food & Nutrition Agriculture Fashion& Fabric	Physical Science Physics Chemistry Science	Business Studies Accounts Economics

SESSION PLAN

Instructional Objectives

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

- describe characteristics of occupations
- describe possible job advancements opportunities within an occupation.

Duration: 1 period

Teacher's Resources:

- Background information on pages 44-47
- Guidance and counselling syllabus

Suggested Teaching Strategies:

- Brainstorm
- Discussion,
- Group work

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 44-47

Key Messages:

- Aptitude plays an important role in choosing a career.
- It is good to identify one's aptitudes in various subjects related to the occupations you're interested in.
- Career awareness involves knowledge about occupations, preferences and values.
- Career awareness facilitates our self-concept in regards to career choice.

Step 1: Describe characteristics of occupations.

Teacher's Activities	Learners' Activities
• Ask learners to define occupation and give examples • Let learners state the characteristics of occupations	Learners will be expected to: • define occupation • give examples of occupations in pairs • state the characteristics of occupations

Step 2: Describe job advancement opportunities within an occupation

Teacher's Activities	Learners' Activities
• Find out what the learners understand by the phrase 'job advancement opportunity'. • Brainstorm and list some of the job advancement opportunities of occupations they know of. • Conclude this activity by supplementing learners 'contribution with the information from the background section of this session	Learners will be expected to: • contribute what they understand by job advancement opportunity • brainstorm a list of job advancement opportunities in occupations of their choice

Exercises:

Some suggested questions

(a) What is job advancement?

b) Choose an occupation of your choice and answer the following:

i. What are the characteristics of your choice of occupation?

ii. Describe the possible job advancement opportunities for this occupation.

Self Evaluation

Have I have been able to help learners to:

- describe characteristics of occupations
- describe possible job advancement opportunities within an occupation.

HIV AND AIDS

Background Information

This session will assist learners to understand the effects of alcohol and substance abuse in relation to HIV and AIDS. Alcohol and substance abuse refers to the use of alcohol and other intoxicating substances or drugs, to the extent that it damages the body. Further, disables the general functioning of the person and results in harmful behaviour to self or others. It is also referred to as a behavioural disorder caused by the use of a drug or substance. Alcohol and drug use can lead to impaired judgment and false confidence. Some commonly abused substances include spirits, nicotine in cigarettes, stimulants, depressants, hallucinogens, sedatives, and inhalants.

Category	Examples of the Substances and Drugs Abused
Stimulants	Nicotine, cocaine, glue, caffeine, amphetamines, marijuana
Depressants	Marijuana, mandrax, alcohol
Hallucinogens	Marijuana, LSD (lysergic acid diethylamide)
Sedatives	Barbiturates, benzodiazepines
Inhalants	Glue, petrol, tip-ex, thinners, fabric protector spray, butane

Alcohol and substances abuse may contribute to risky behaviour such as engaging in unprotected sex thereby contracting sexually transmitted infections including HIV. This can also lead to addiction and/or serious dependence that have health implications such as; brain damage, lung diseases, cancer and heart attacks. Alcohol damages the liver due to excessive consumption. Drugs and substance abuse have serious impact on family and society. Families or relationships have been broken due to abuse of drugs and substances. Furthermore, it may result in family conflicts (separation of parents), depletion and mismanagement of resources as they are used to buy drugs. In some cases a young person might steal money from parents, or steal and sell property to get money to buy drugs. There are those who end up being involved in crime, homicides, and robberies to meet their drug needs. Dropping out or expulsion from school due to drug and substance abuse has robbed young people from achieving their goals in education. Most of these young people never get a chance of going back to school. Parents usually find themselves having to spend lot of money paying for their rehabilitation. Drugs and substance abuse can affect academic performance thereby reducing chances of admission in institutions of higher learning and in finding employment.

Handling Peer Pressure to Indulge in Alcohol and Substance Abuse

Peer pressure is what young people feel when friends try to make them do things they would not normally do. These tend to be against what they believe is safe, healthy, right, or important to them. When peers negatively pressure each other, they may end up indulging in alcohol or drugs, which may lead to unplanned and unprotected sex. Others sometimes find themselves involved in gangs, smoking and taking illicit drugs and substances, drinking alcohol, and participating in behaviours that lead them to be in conflict with parents and other authorities in their lives.

Tips for Handling Peer Pressure:

- Keep away from any friends who encourage you to knowingly participate in risky activities
- Model the behaviour you seek
- Resolve family and personal issues
- Get educated about substance and alcohol abuse
- Find alternative activity options
- Look outside the family for mentorship
- Have knowledge of the law and the consequences of breaking the law
- Know what is going on

SESSION PLAN

Instructional Objectives

- discuss ways of avoiding peer pressure influence to consume alcohol and other substances
- discuss the relationship between alcohol and substance abuse, and HIV infections.

Duration: 2 periods

Teacher's Resources:

- Background information on pages 451-52
- Guidance and Counselling syllabus
- Pamphlets on drug abuse or posters if possible
- True or False quiz on effects of alcohol and drugs

Suggested Teaching Strategies:

- Brainstorm
- Moving Debate
- Group discussions

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 51-52
- Read through the True and False quiz

Key Messages:

- Alcohol and substance use can reduce inhibitions and diminish risk perceptions, leading to impaired judgment and false confidence.
- Peer pressure to use alcohol and substances can lead young people to engage in risky behaviour.
- Alcohol and substance abuse is most likely to lead young people to risky behaviour increasing chances of them being infected with HIV and STIs.

Step 1: Discuss ways of avoiding peer pressure influence to consume alcohol and other substances

Teacher's Activities	Learners' Activities
• Ask learners to discuss in groups on how their peers can influence them to consume alcohol and substances. • Ask learners present their group submissions. • Capture the points from the presentations and advance the discussion of the key points to place emphasis.	Learners will be expected to: • Learners are expected to: • discuss in groups on how their peers can influence them to consume alcohol and substances • present their group discussions to the entire class

Step 2: Discuss the relationship between alcohol and substance abuse and HIV infection.

Teacher's Activities	Learners' Activities
• Ask learners to participate in a moving debate using, True and False statements related to alcohol and substance abuse and HIV, by reading the statements to them. • Ask them to explain their choices and discuss as a class. • Conclude the lesson by placing emphasis on the key points.	Learners will be expected to: • participate in a moving debate in response to true and false statements that the teacher will read out to them

Exercise

Some suggested questions:

a) What is alcohol and substance abuse?
b) List the type of substances that you know are being abused by young people.
c) What are the consequences of consuming alcohol and these substances?
d) Advise a friend who is being pressurized by peers to consume alcohol and substances on what they should do to avoid engaging in such risky behavior.
e) Explain how alcohol and substance abuse can result in being infected with HIV and AID.

Self Evaluation

Have I been able to assist learners to:

- discuss ways of avoiding peer pressure influence to consume alcohol and other substances
- discuss the relationship between alcohol and substance abuse, and HIV infections.

QUIZ

True/False statements on alcohol and substance abuse in relation to HIV and AIDS Infection

1. Alcohol affects every system in the body.
2. Teenagers who consume alcohol and abuse substances are less likely to be victims of violent crime.
3. Alcohol and other substance abuse may lead to unprotected sex.
4. Involvement in violence, teen pregnancy, rape, sexual abuse and incest may be consequences of alcohol and substance abuse.
5. It may be difficult to say no to sex after consuming alcohol and abusing other substances.
   Teenagers who consume alcohol or abuse drugs are less likely to contract HIV.

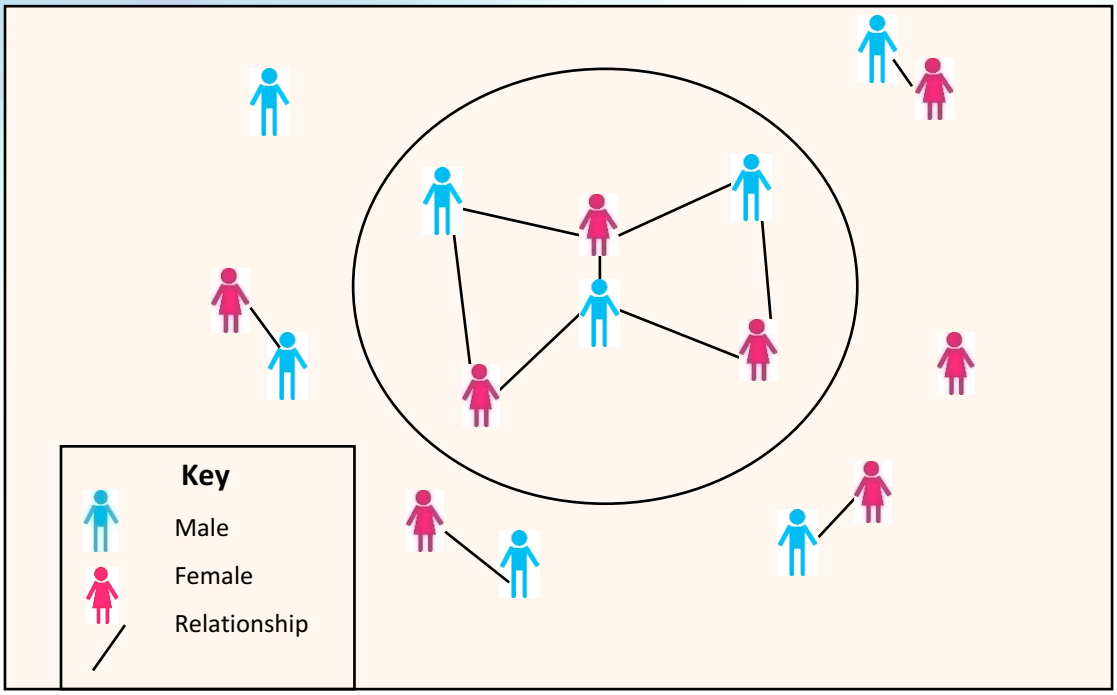
Background Information

This session will inform learners about one of the drivers of HIV and AIDS, which is Multiple Concurrent Partners (MCP). Multiple partnerships refer to the practice of having successive or serial sexual partners, where one relationship ends before another begins. Concurrent partnerships refer to the practice of having overlapping sexual partnerships where sexual intercourse with one partner occurs between two acts of intercourse with another partner. The term Multiple and Concurrent Partnerships are often grouped together and become Multiple Concurrent Partners (MCPs), meaning having more than one sexual partner at a time. The above practice leads to increased risk of HIV transmission.

Young girls between the ages of 15 -24 are more likely to have multiple sexual partners (Kingdom of Swaziland and UNAIDS report, March 2012). If one person in the sexual network is HIV positive, all members of the network are at risk of contracting HIV if they do not practice safe sex. Additional contributing factors to MCP relationships are; migration and mobility, income, gender inequality and norms, transactional sex and intergenerational sex. The effects of engaging in MCPs can be emotionally draining, socially unacceptable and mentally disturbing (lacking peace of mind)

The drawing on the next page shows how a person's risk factors to HIV, STIs, cervical cancer and Human Papilloma Virus (HPV) increases with multiple and concurrent partnerships. The people inside the circle represent a sexual network where each individual has more than one sexual partner. These people are all linked to one another through their sexual relationships meaning that if one person in the group is HIV+, then all of the people within this network are at risk of becoming infected, even if they do not directly have sexual intercourse with everyone in the group.

A Linking Game



The Couples outside of the circle are monogamous, meaning they only have one sexual partner and are faithful to that partner. Their risk of HIV infection is by far lower than those inside the circle. Those who are not linked to a partner represent those people who are not in relationships or have decided to abstain from sex. They have reduced risk of becoming infected with HIV.

Cultural practices, myths and misconceptions can support the belief that boys and men, in particular, will have multiple concurrent partners. The result is the increased risk of HIV infection and its spread. The following are some of the myths and misconceptions that are associated with the transmission of HIV in Swaziland, and information to counteract some of the effects of those practices.

Myths and Misconceptions	Accurate Information
Inganwa – In some social groups boys being inganwa is associated with male prowess. Inganwa is a male who has more than one girlfriend or female sexual partner.	The truth is, being an inganwa does not signify male prowess, instead it increases a person's risk to HIV and other STIs. Boys do not need to have many girlfriends. Most children in Swaziland under 15 years are abstaining from sex.
'This is cool! I am a traditional Swazi man. Vuyi is for great sex, Thando is for keeps and Sandzi is my bling.'	Adulthood does not mean having many partners, but rather taking responsibility for one's own life and protecting oneself and others. It is important for young couples to wait until they are both matured and ready to have sex safely.
As a woman, I can also have many boy-friends. I can work and provide for my family.	Everyone both men and women – are at a high risk of HIV transmission if they are sexually active and have unprotected sex. Risk is higher with multiple and/or concurrent partners. Biologically, women are more likely to contract HIV upon exposure as compared to men.
A real man takes pride in the number of virgins he has had sex with.	Having multiple partnerships increases a person's risk to HIV transmission as a person that is a virgin can also be HIV+. Having sex with a virgin does not cure HIV or AIDS.
A girl can only become a real woman when she loses her virginity.	A girl does not have to lose her virginity to become a woman. Womanhood is about being in charge of one's own life and body – which means losing one's virginity when they feel it is right.
I need other boyfriends for money and other things that my real boyfriend does not give me.	Having sex in exchange for gifts or money (known as 'transac-tional sex') is a risky sexual behaviour because it decreases a person's ability to negotiate safe sex (for instance, sex with a condom).
Girls and women are subordinate to men and can't say "no" to sex, especially if the man has given a gift or is in a position of power.	Girls in Swaziland have the right and power to say NO to sex or to unsafe sex.

SESSION PLAN

Instructional Objectives

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

- explain multiple concurrent partners
- identify risks factors and perceptions of being involved in multiple concurrent partners
- discuss the effect of engaging in multiple concurrent partners.

Duration: 2 periods

Teacher's Resources:

- Background information onpages 55-57
- Guidance and Counselling Syllabus

Suggested Teaching Strategies:

- Role play the linking Game
- Discussion

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 55-57
- Review the diagram 'Social Network of Multiple and Concurrent Partners' (in the background information) to prepare for the Linking Game. Learners will either be in the circle, signifying that they are in a partnership with someone who is in multiple partnerships, or they will be outside the network, in a monogamous relationship or abstaining from sexual contact. (Ensure you de-role the role play)

Key Messages:

- The best way to avoid being infected with HIV is to abstain
- Your sexual network includes all your sexual partners and their partners
- If one person in your sexual network has HIV, everyone else in the network is at risk of getting HIV

Step 1: Explain multiple concurrent partners

Teacher's Activities	Learners' Activities
• Request volunteers to role play the link game the linking game. • The volunteers will follow the steps below: 1. A boy and a girl as partners link their arms. 2. create a second link whereby another boy and girl join the first 3. the teacher joins the link. The teacher plays a role of being HIV positive. 4. get same sex partners to join the link 5. get an individual who refuses to join any of the links. • Ask the following question: 1. Can HIV be spread if people remained with the same partners? 2. Who is at risk of HIV in this network? • Ask learners to disconnect from one another and join another partner. This is called 'serial' partners. • Find out if they had unprotected sex, would they still be at risk of being exposed to HIV? • Include learners who are not part of the multiple and concurrent partnerships by asking if there is anyone in this game who is not at risk of HIV? • Discuss learners' thoughts and feelings about participating in this activity. Ask learners the following questions:: a) How did playing this game make you feel? b) What did you learn about being involved in more than one sexual partnership at the same time? c) What are the key messages from this game • Conclude this by informing learners that: A sexual network includes all your sexual partners and their partners If one person in your sexual network has HIV, everyone else in the network is at risk of getting HIV.	Learners are expected to: • volunteer (eight learners) • participate in group activity led by the teacher. • contribute their views on the subject matter. • respond to the questions

Step 2: Identify risks factors and perceptions of being involved in multiple concurrent partners

Teacher's Activities	Learners' Activities
• Refer to the link game that the learners played. Ask them to list the risk factors and perceptions based on the game. • Consolidate the learners' responses and ensure the following are included: o Higher risk of HIV and STIs o Women may lose status: men may gain status o You may lose friends due to death and illness	Learners are expected to: • identify and list the risk factors and perceptions based on the link game

Step 3: Discuss the effects of engaging in multiple concurrent partners

Teacher's Activities	Learners' Activities
• Ask learners to brainstorm on the effects of having more than one sexual partner. • Consolidate the learners summations emphasizing on: -emotional, physical, social, spiritual effects	Learners are expected to: • brainstorm on the effects of having more than one sexual partner.

Exercise

Some suggested questions:

a) What is meant by multiple partnerships and concurrent partnerships?
b) What is meant by monogamous relationships?
c) List the risk factors and perceptions associated with multiple concurrent partners
d) What are the effects of engaging in multiple concurrent partners?

Self Evaluation

Have I been able to assist learners to:

- explain what Multiple Concurrent Partners
- identify myths and misconceptions on multiple concurrent partners multiple concurrent partners
- explain the effects of engaging in multiple concurrent partners.

INTERGENERATIONAL SEX

Background Information

This session will inform learners about myths and misconceptions with regards to intergenerational sex, and how they can be dispelled. It will further empower learners about avoiding intergenerational sex. Myths are widely held false beliefs and ideas. Misconceptions are views or opinions that are incorrect because they are based on false ideas or understanding. While positive perceptions and attitudes towards intergenerational relationships have been reported, young women are often aware of the risk of engaging in such relationships. These may include dependency and engaging in unsafe sex that would result in; pregnancy, cancer, STIs, and HIV (Wight, D, Parkes, A. Strange, V, Allen, E. Bonell, C. Henderson, M. (2008). Young women may receive a range of benefits from intergenerational partnerships. The benefits may include opportunities for:

- Finding love
- Finding companionship
- Finding a husband
- Sexual fulfilment
- Impressing peers
- Boosting self esteem
- Finding employment
- Acquiring social status
- Simply having fun in ways that suggest a modern life style (Machel, 2001; Leclerc- Madlala, 2003).

The perceptions of men involved in intergenerational sex include the belief that, such relationships; meet their desire for entertainment, relieves them from domestic and work stress and meet their desire for clean sexual partners. The older men also use their socio- economic power to entice young girls for unprotected sex for their moneys' worth; this is because they are of the notion that young women seduce them for their money.

The following are examples of myths and misconceptions related to intergenerational sex:

- Older men who choose to have relationships with young women believe that they are portraying their virility
- An older man in a relationship with a younger woman believes his youth will be rejuvenated
- Some older women believe that having a young partner means they are still young and attractive
- Men perceive that young partners are likely to be free from STIs and HIV
- Young girls view older men as less risky, more stable and hence safer partners
- Older women believe that if they are in a relationship with younger men they will be in control of the relationship

Dispelling these myths and misconceptions is supposed to encourage young people to; have life goals, love themselves, achieve through their own efforts without expecting either men or women to provide for their economic needs and sustenance.

SESSION PLAN

Instructional Objectives

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

- state the myths and misconceptions related to intergenerational sex
- dispel the myths and misconceptions related to intergenerational sex
- demonstrate self-efficacy in not engaging in intergenerational sex.

Duration: 2 periods

Teacher's Resources:

- Read the background information on pages 61-62
- Guidance and Counselling Syllabus
- HIV Prevention Tool Kit Module 1 (UNICEF)

Suggested Teaching Strategies:

- Read the following suggested activities
- Read the background information on the topic on pages 61-62
- Use fact or Fiction for the statements found at the end of this session plan

Key Messages:

- Most people involved in intergenerational sex relationships are deceived by myths and misconceptions related to this practice.
- Young girls and boys can avoid having intergenerational sex relationships with older men and women by practicing life skills.

Step 1: State the myths and misconception on intergenerational sex

Teacher's Activities	Learners' Activities
• Ask learners to state what they understand about 'myths' and 'misconceptions', in pairs and assist in defining them • Ask learners to list the myths and misconceptions in relation to intergenerational sex • Teacher selects myths and misconceptions linked to intergenerational sex	Learners will be expected to: • define the terms 'myths' and 'misconception', in pairs • list myths and perceptions they know

Step 2: Dispel the myths and misconceptions on intergenerational sex

Teacher's Activities	Learners' Activities
• Teacher leads a moving debate on myths and misconceptions using the true or false statements.	Learners will be expected to: • Participate in a moving debate.

Step 3: Demonstrate self-efficacy in avoiding intergenerational sex

Teacher's Activities	Learners' Activities
• Ask learners in small groups to prepare a role play that demonstrates skills of avoiding intergenerational relationships • Consolidate the learners key points from the learners' role plays and add those that they have excluded	Learners will be expected to: • prepare and present a role play demonstrating skills of avoiding intergenerational relationships

Exercise

Some suggested questions:

a) What are myths and misconceptions?
b) What are the myths and misconceptions related to intergenerational sex?
c) How can intergenerational sex be avoided?

Self Evaluation

Have I been able to assist learners to:

- state the myths and misconceptions associated with intergenerational sex
- dispel these myths and misconceptions
- demonstrate self- efficacy in engaging in intergenerational sex.

HEALTH PROMOTION

HEALTH-SEEKING BEHAVIOURS

Background Information

This session will provide information to learners about HIV Testing and Counselling (HTC). HTC is the crucial bridge to HIV treatment, care and support. HTC helps people to know about their HIV status, access treatment, know how to prevent transmission and gain the support needed.

HTC is important because it is the only way to accurately know one's HIV status. Once a person knows one's HIV status one can take the necessary steps to protect oneself and one's sexual partner. This can enable oneself to; practice safer sex, decide to disclose one's status to sexual partners, prevent reinfection and take treatment. For this reason, it is particularly important for young people to understand the importance of testing.

SESSION PLAN

Instructional Objectives

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

- define HIV Testing and Counselling
- explain the importance of HIV Testing and Counselling

Duration: 1 period

Teacher's Resources:

- Read the background information on page 65
- Guidance and Counselling Syllabus
- Flip charts
- A bag or basket with small pieces of coloured paper of two different colours with a few pieces of a third colour

Suggested Teaching Strategies:

- Brainstorm
- Discussion
- Scenarios
- Guided visual imagery

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on page 65
- Other materials on HTC
- Make sure you understand the concept of "window period" in HIV testing

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.
- Young people can visit a clinic, hospital or any health facility to be tested for HIV.
- Children under the age 12 need parental consent to go for testing in Swaziland.
- HTC is an entry point to prevention, treatment and care services.

Step 1: Define HIV Testing and Counselling.

Teacher's Activities	Learners' Activities
• Ask learners if they have heard of HTC and if they know what it means. • Respond and reinforce correct knowledge making use of the background information	Learners will be expected to: • brainstorm and discuss what HTC means and what it involves

Step 2: Explain the importance of HIV Testing and Counselling.

Teacher's Activities	Learners' Activities
• Divide the class into smaller groups of three to four learners. Ask each group to answer the following questions: o Why is testing for HIV important? o What can one learn from HIV counselling? • Encourage learners to go for HIV testing.	Learners will be expected to: • discuss and present in groups the importance for HIV testing and counselling • list the benefits of HTC

Exercise

Some suggested questions:

a) What is HTC?

b) What are the benefits of taking an HIV test and counselling?

Self Evaluation

Have I been able to assist learners to:

- define HIV Testing and Counselling
- explain the importance of HIV testing and counselling

NUTRITION AND HIV

Background information

In this session learners will be informed on the importance of a balanced diet, especially in the midst of HIV. A balanced and nutritious diet provides a mix of building blocks for growth and development, along with energy for daily activities. This includes adequate amounts of carbohydrates, protein, vitamins, fats and minerals. Malnutrition is the condition that results from eating a diet which lacks nutrients and may cause health problems. Malnutrition may often be caused by poverty and lack of access to good quality food. Some signs of malnutrition include the following; being tired, underweight, poor eyesight, irritability, stunted growth, brittle hair, skin and nails.

Malnutrition reduces the body's ability to fight opportunistic infections and can lead to death. But for an HIV positive individual, good nutrition can:

- help in the management of symptoms of the disease
- improve response to drug therapy
- slow disease progression
- improve the quality of life
- reduce morbidity (illness) and mortality (death) rates

All young people need frequent nutritious meals but HIV positive adolescents need it even more. A poor or imbalanced diet may contain mostly sugar or fat that neither promotes good health nor sustains energy and alertness throughout the day. This is particularly important for HIV positive adolescents who require special nutritional needs for higher energy and protein to fight the infection and build muscles. The increase of fluids prevents dehydration that may be caused by diarrhoea, vomiting, and fever. Nutrition and immune function are very closely linked and therefore poor nutrition compromises the immune system.

Physical Activity and nutrition and HIV

Along with good nutrition people living with HIV need to participate in physical activity just like any person to assist the body in fighting infections. Taking 20 minutes of aerobic exercise three times a week is beneficial in building strength and improving immune.

Benefits of exercise include:

- Improves arterial compliances reducing cardiovascular disease
- Improves metabolism that lowers cholesterol levels in the blood increasing insulin resistance
- Strengthens skeletal muscles and function that may be weakened by HIV
- Improves flexibility of joints and muscles
- Improves self-esteem through fitness feel good mood
- Reduces fatigue enhancing body image

SESSION PLAN

Instructional Objectives

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

- define malnutrition
- discuss the relationship between malnutrition and HIV

Duration: 1 period

Teacher's Resources:

- Background information on page 67-68
- Guidance and Counselling Syllabus
- Edith's Story at the end of the plan
- Posters on nutrition
- HIV and AIDS Tool Kit
- Resource person - Consumer Science teacher

Suggested Teaching Strategies:

- Brainstorm
- Discussion
- Case study

Teacher Preparation:

- Read the following suggested activities
- Read the background information on topic on page 67-68
- Photocopies of Edith's story end of session
- Prepare flip chart paper/ poster with Food Groups displaying a healthy plate
- Prepare resource person

Key Messages:

- Young people should eat a balanced diet with different nutrients.
- Good nutrition supports a healthy immune system, allowing for growth and development.
- Malnutrition is the condition that results from eating a diet which lacks nutrients and may cause health problems.
- People living with HIV require nutritious diet.

Step 1: Define malnutrition

Teacher's Activities	Learners' Activities
• Ask learners to brainstorm on malnutrition and record their responses. Then, provide the definition: *Malnutrition is the condition that results from eating a diet which lacks nutrients and may cause health problems.*	Learners will be expected to: • brainstorm the definition of malnutrition • discuss the effects of malnutrition

Step 2: Discuss the relationship between malnutrition and HIV

Teacher's Activities	Learners' Activities
• Ask learners to read Edith's story and ask them to identify any signs of malnutrition and write them down • Allow the learners to discuss the effects of malnutrition in relation to HIV	Learners will be expected to: • Identify and write down the signs of malnutrition highlighted in Edith's story • discuss the effects of malnutrition in relation to HIV

Exercise

Some suggested questions:

a) State what a nutritious meal consists of?
b) List three signs of malnutrition.
c) How does malnutrition relate to HIV?

Self Evaluation

Have I been able to assist learners to:

- define both nutrition and malnutrition
- discuss the relationship between malnutrition and HIV.

EDITH'S STORY

Edith is the youngest of three sisters. Their mother passed away due to an HIV related sickness. They were taken in by their aunt who has three children. Edith misses school regularly, and of late she has missed ten days of school in the last six weeks. The school health nurse has told Edith's teacher that she is not growing properly, is underweight and has a poor eye sight. He asked Edith if she had enough food at home, but she felt shy and did not answer clearly. Sometimes when food is insufficient Edith and her sisters have to ask the neighbours for food which does not have much variety but they seldom go without a meal. They eat fish soup (which she hates), bread and sometimes mealies. When she comes to school, she is sometimes irritable and aggressive with the other children and looks tired. She does not concentrate in class either, or follow the lessons. Her teacher is worried because her grades are dropping. Since Edith is often sick, the nurse recommended taking her for a test to see if she is HIV positive or not.

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