SWAZILAND GOVERNMENT

Ministry of Education and Training

GUIDANCE AND COUNSELLING LIFE SKILLS EDUCATION

TEACHER'S HANDBOOK
LEVEL 4

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UNESCO United Nations Educational, Scientific and Cultural Organization
UNFPA
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GUIDANCE AND COUNSELLING LIFE SKILLS EDUCATION TEACHER'S HANDBOOK

FOR SECONDARY SCHOOLS

LEVEL 4

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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
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Ministry of Education and Training departments

- Educational Testing Guidance & Psychological Services
- National Curriculum Centre
- 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 may be graded in numerical terms.

Organization of the teacher's handbook

The Guidance and Counselling Life Skills Education Teacher's Handbook is organized 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 five topics taught in sessions each with its own background information and session plan.

Transition to senior secondary learning

- Self –concept
- Decision making
- Critical thinking
- Goal setting

2. HIV and AIDS

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

- Anti-Retroviral Treatment (ART)
- Delaying sexual debut
- Multiple Concurrent Partners (MCP)
- Responsible sexual behaviour

3. Health promotion

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

- Opportunistic infection
- Exploring issues of sexual orientation
- Consequences of sexual abuse

Background information

The background information outlines the content and skills needed to achieve the objectives of each session. It is organized 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)*
- 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 utilize or adapt according to the needs of the learners).*

GUIDANCE AND COUNSELLING

TRANSITION TO SENIOR SECONDARY LEARNING

Background Information

In this session learners will be introduced to the rules and regulations of a new school. They will also learn that every school has its expectations, rules and regulations. It is important to note that the Senior Secondary school level is different from the Junior Secondary level in many ways. Apart from the differences in facilities, the learners' conduct and disciplinary measures are different, particularly because at this level they are expected to be mature and responsible for their own actions. In particular it is essential for them to be self-driven in relation to their studies, as well as adhering to rules and regulations.

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

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

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

Making friends in a new school is difficult, everything seems strange and navigating around the school may be challenging. New learners find it challenging to make friends because those who have been at the school have established friendships and have formed cliques. Learners should learn to integrate into new environment by:

- Being flexible and accommodative
- Finding activities of interest
- Joining extra-curricular clubs
- Being confident, by being yourself
- Keeping one self clean
- Remembering people's names
- Avoiding gossip, not allowing people's negative opinions influence you
- Avoiding bad company and showing off
- Keeping your family and friends for support at this time and talking to the Guidance and Counselling teacher for assistance

SESSION PLAN

Instructional Objectives:

By the end of this session, learners should be able to:

- discuss the importance of knowing the rules and regulations in a new school
- discuss ways of choosing friends in a new school.

Duration: 1 period

- Read background information on the topic on pages 1- 3
- Guidance and Counselling Syllabus
- School rules and regulations hand out

Suggested Teaching Strategies:

- Discussion
- Game

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 1- 3
- Make copies of the school rules and regulations
- Remind or find out the game "ungubani wena"

Key Messages

- Every school has its expectations, rules and regulations.
- Senior secondary school level is different from Junior Secondary School in many ways.
- Establishing a social network and community involvement is an important aspect of our lives. Do not judge others. Allow others to express their views freely and openly
- Negative attitudes towards others may lead to isolation, tension, conflict, and hatred.

Step 1: Discuss the importance of knowing the rules and regulations in a new school

Teacher's Activities	Learners' Activities
• Ask learners to brainstorm on the similarities and differences between the rules and regulations of the current and their previous schools. • List some of the rules and regulations of the new school.(*make use of the copies of the school rules and regulations)* • Allow the learners to discuss the importance of knowing the rules and regulations of a new school in groups. • Give each group time to present the conclusion of their findings. Allow the class to interrogate these findings.	Learners will be expected to: • brainstorm on the similarities and differences between the current and previous schools • discuss on the importance of knowing the rules and regulations of a new school. • Present the conclusion of their findings.

Step 2: Discuss ways of choosing friends in a new school

Teacher's Activities	Learners' Activities
• Ask learners to play the game "ungubani wena." • Discuss challenges they had as they played the game and qualities they should consider when choosing a friend.	**Learners will be expected to:** • play *"ungubani wena"* to gain confidence in introducing themselves. • list challenges of choosing a friend and the qualities they should consider when choosing a friend.

Exercise

Some suggested questions:

a) Why is it important to know the rules and regulations of the new school?
b) Explain how choosing a good friend is important in a new school.

Self Evaluation

Have I been able to assist learners to:

- discuss the importance of knowing the rules in a new school
- discuss ways of choosing friends in a new school.

SELF CONCEPT

Background Information

In this session learners will be introduced to self-concept in relation to self awareness. Self concept is the idea or mental image one has of him or herself. It focuses on one's strengths, weaknesses, status and self image. Self concept is understanding and knowing your existence and how you see yourself in relation to others and your surroundings. Self-concept refers to the act of evaluation (that is socially, physically, intellectually abilities and family) which the individual makes and routinely maintains with regard to himself/herself (Mwamwenda, 1996). It expresses a feeling of approval or disapproval and indicates the extent to which the individual believes him/herself to be either capable or incapable, significant or insignificant, successful or unsuccessful or worthy or unworthy (Mabuza,2004).

To acquire a healthy and positive self image, learners need to be true to themselves and know who they are. This is beyond having a high self esteem. Self esteem is very important however, it may be misunderstood because it is mainly based on your feelings of self worth and believing you are valuable and capable. When emphasis is on the emotions, self-esteem can be wavering and vulnerable to threats. Therefore positive self-concept should come from within. As young people grow, they encounter a variety of situations in their lives which shape the way they evaluate themselves and others. Consistent negative evaluation of an individual by parents, teachers, peers and other significant people in the individual's life can result in negative self-concept. As the individual grows older, the concept of oneself becomes much more organized and crystallized and a part of the individual's personality. An individual who believes that he or she is a failure is most likely to relate negatively with other people. Again, an individual who possesses a healthy self concept of is most likely to relate positively to others. A positive self-concept is an attribute that can be acquired through constant focussing on your own strengths. It can be through appreciating oneself and behaving responsibly towards others.

Components of self-concept

- Body image or self-image refers to how an individual sees himself or herself.
- Self-esteem refers to the value that an individual attaches to oneself.
- Ideal self refers to how one wishes to be.

Characteristics of a Positive Self-Concept

Characteristics of a person with a positive self-concept include:

- Self-confidence
- Ability to accept criticism and not become defensive
- Setting obtainable goals
- Willingness to take risks and try new adventures

Factors affecting self-concept

- Life experiences
- Heredity and culture
- Stress and coping
- Health status
- Developmental stages.
- Comments made by significant people

Ways of maintaining a positive self-concept

- Be appreciative of all the good things you have done in your life
- Challenge your inner critic: the feelings of worthlessness
- Know who you are and what you want, develop attainable goals
- Do the best you can at all times
- Enjoy positive relationships and eliminate negative relationships.

SESSION PLAN

Instructional Objectives:

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

- define positive self concept
- explain the importance of a positive self-concept
- discuss ways of maintaining a positive self-concept.

Duration: 1 period

Teacher's Resources:

- Read background information on the topic on pages 6-7
- Guidance and Counselling Syllabus

Suggested Teaching Strategies:

- Brainstorming
- Case study
- Discussion

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 6-7
- Copy Simanga's case study for group discussion
- Read through the questions in the case study, which will guide learners to reflect on their self-concept

Key Messages

- Self-concept is the variety of beliefs and concepts about oneself. It is a by-product of influences derived from significant others in the life of the individual.
- Negative evaluative reactions and/or talks from parents, teachers, peers and significant others could make or ruin children's self-concept.
- When a person is aware of their personal attributes, they are better able to use other life skills effectively.
- Self-concept enables people to make choices consistent with the opportunities available to them and the society in which they live.
- A positive self-concept can help people to accept their strengths and weaknesses.
- It is important to develop and maintain a positive self-concept
- Life experiences, heredity and culture, stress and coping, health status and developmental stages affect self-concept.

Step 1: Define positive self-concept

Teacher's Activities	Learners' Activities
• Ask learners to define positive self-concept through brainstorming. • Ensure that they define it as a positive and realistic attitude towards oneself.	Learners will be expected to: • brainstorm on the definition of self-concept

Step 2: Explain the importance of a positive self-concept

Teacher's Activities	Learners' Activities
• Ask learners to Read in groups Simanga's Case study and answer the questions related to the case study. • Present the group discussions • Summarise learners presentations and ensure that the key areas (on self-concept) highlighted in the background information are covered.	Learners will be expected to: • read in groups Simanga's case study, discuss and answer the related questions. • present the group discussion.

Step 3: Discuss ways of maintaining a positive self-concept

Teacher's Activity	Learners' Activities
• Ask learners to identify a person who has a positive self-concept and explain how the person has been able to maintain it. • End the session by guiding learners through the list of ways they can practice to maintain a positive self-concept	Learners are expected to: • identify a person who has a positive self-concept and explain how the person has been able to maintain it.

Exercise

Some suggested questions:

a) What is a positive self-concept?
b) Why do we all need to have a positive self-concept of ourselves?
c) How can you maintain a positive self-concept?

Self Evaluation

Have I been able to assist learners to;

- define positive self-concept
- explain the importance of positive self-concept
- discuss ways of maintaining positive self-concept.

Simanga's Case Study

Simanga was a great sportsperson. In his first year in junior secondary school he was in the school table tennis team. However, because he was still in his first year, not many people noticed him.This annoyed him because he was not getting the recognition he thought deserved.

By his third year junior secondary school, however he was the most popular boy with girls. He was the best dancer in the school and a member of the school football team. He really enjoyed himself and made the most of his popularity. It became almost a principle of his life to be seen with a different girl every two weeks. His friends nicknamed him 'Simanga the Great'.

a) What can you say about Simanga's self-concept?
b) Why do you think he behaved in this way?
c) Do you agree with this method of maintaining his self-concept?
d) What do you think the consequences of this behavior?
e) Give examples of similar kinds of behavior.
f) How would you advise him?

Background Information

In this session learners will be assisted to identify the different strategies of decision-making, the benefits of decision-making, and the areas in which they can participate in decision making. Decision-making is a skill that utilizes critical thinking, assertiveness, goal setting, negotiation, communication, leadership and self-awareness. Strategies that influence decision-making include; minimizing the decision-making process by following laid down conditions, moral obligations, untangling a crisis, scan and sort according to importance of the situation, denying the existence of negative circumstances, optimizing opportunities. As young people grow up and complete school they will be involved in various decision-making processes in many settings. They may participate in family, groups, organisations, schools and community agencies where they will be part of decision-making processes. Participating in decision-making processes ensures that people's voices are heard and can help shape the course of development of an organisation, a group or a larger cause. Such participation is likely to benefit both the individual and the community at large.

Many factors influence our decisions. For example, deciding on which career to pursue, one should consider ability, interests, values, beliefs and circumstances that influence decisions. Others are influenced by their religious beliefs when they decide what to do. At times our decisions are influenced by what people say. As you grow up you become more involved in various decision-making situations that include and involve others. For example, being a member of the community development committee, youth consortium, youth activities in the church and voluntary community service. Participation in various local, regional, national and international levels is crucial.

Participating in decision-making processes ensures that your voice is heard or helps shape the course of development at that level. There are some people who rarely participate in any activities in the society they are a part of. These people leave everything to others to decide on their behalf and they then tend to sit on the side-lines and complain. Being part of decision-making, the skills presented above become more evident in the process of decision-making. You need to note that you do not make decisions without gathering information about what you need to solve or address.

SESSION PLAN

Instructional Objectives:

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

- describe the different strategies of decision-making
- list areas of decision-making (governance) bodies at local and national level
- discuss the benefits for participating in decision-making
- justify the importance of participation in the decision-making process.

Duration: 2 periods

Teacher's Resources:

- Read background information on the topic on page 11
- Guidance and Counselling Syllabus
- Article 12 on Children's rights : Promoting Children's Participation In Democratic Decision-Making

Suggested Teaching Strategies:

- Brainstorming
- Role-play
- Debate
- Discussion

Teacher's Preparation:

- Read the following suggested activities
- Read background information on the topic on page 11
- Read Article 12 on Children's rights : Promoting Children's Participation In Democratic Decision-Making

Key messages

- Decision-making skills can assist a person in making informed choices.
- Decision-making is not just a one-time event, but a process that involves gathering information, thinking through the process, patience, and taking action.
- Good decision-making improves self-esteem, confidence, and critical thinking.
- It is important to evaluate the consequences for each action/option before making a decision.
- Taking part in decision-making in your community allows you to contribute in developments that take place and improve the society.
- When you participate in decision-making you get a sense of ownership of the decisions made.
- Decisions may be influenced by values, beliefs, gender, culture, and circumstances.

Step 1: Describe the different strategies of decision-making

Teacher's Activities	Learners' Activities
• Ask learners to describe the various decision-making strategies in groups • Allow the learners to present the decision making strategies they identified in groups. • Discuss with the groups the benefits of participating in decision-making.	Learners will be expected to: • describe the various decision-making strategies in groups • discuss the benefits of participating in decision making.

Step 2: List areas of decision-making (governance) bodies at local and national level

Teacher's Activity	Learners' Activity
• Ask learners to list instances in the community and in the family where decision-making is important. • Brainstorm on areas that need individuals to take part in decision-making. Place emphasis on local areas (Tinkhundla and Community) national level (Parliament and Sibaya)	Learner will be expected to: • list instances in the community and the family where decision-making is important. • brainstorm on areas that require individuals to take part in decision-making.

Step 3: Discuss the benefits for participating in decision-making

Teachers Activity	Learners Activity
• Ask the learners to discuss the benefits of participating in the decision making process in groups. • Give learner time to present the conclusions of their discussion. • Conclude by stating the importance and the benefits of taking part in decision-making	Learners will be expected to: • discuss the benefits of participating in the decision making process in groups. • present the conclusions of their discussion.

Step 4: Justify the importance of participation in the decision-making process

Teacher's Activities	Learners' Activities
• Ask learners to Read a newspaper article that addresses a decision made at national level • Summarise the learners' presentations by stating the importance of participating in decision-making process	Learners will be expected to: • read and analyse the newspaper article that addresses a decision made at a national level. • discuss the implications that the decision has on the community and views of the people.

Exercise

Some suggested questions:

a) Why should one take part in decision-making?
b) Is there a specific occasion when one should participate in decision-making?
c) List areas where one should participate in decision-making

Self Evaluation

Have I been able to assist learners to;

- describe the different strategies of decision-making
- list areas of decision-making (governance) bodies at local and national level
- discuss the benefits for participating in decision-making
- justify the importance of participation in the decision-making process.

Background Information

This session is aimed at helping the learner to understand and appreciate the importance of critical thinking. Critical thinking is the mental process of analyzing or evaluating information. The session will help in developing learners' skill and ability to analyse, reflect, and make objective judgments on information, beliefs, and experiences that affect their daily lives. Critical thinking is an important skill for learning, career development, and life in general. It plays a significant role in decision making. Critical thinking is making decisions based fully on logic; this means thinking beyond instincts and considering all the information and the consequences.

A critical thinker gathers information or finds out facts before making sound judgments or concludes on anything. He/she asks critical questions, gathers information, assesses situations and finds alternative explanations. Critical thinking requires open-mindedness and reflection, and minimizes influence of emotions when drawing conclusions. For the most part, critical thinking does not come naturally and requires the learner to work on improving it. Tips for improving critical thinking include:

- Solving crossword puzzles
- Reading – it improves focus imagination and vocabulary which results in heightened thinking skills
- Engaging in healthy debates in class or with friends
- Arguing both sides of an argument
- Looking at a problem from as many view points as possible

There are situations that require the learner to think critically. Examples of these could include:

- Subject selection and making career choices
- Spending your pocket money
- Choosing friends
- Making decisions about school work (assignments as well as studying for tests)
- Dealing with peer pressure
- Engaging in sexual behaviour

There are various factors that may influence critical thinking. These could be: religion, knowledge, family experience, peers, interest culture, society, abilities, social conflicts and attitudes.

Attitudes – are tied to beliefs and experiences. If you have a negative attitude towards someone, you may decide not to take their advice even if it is worthwhile. You may need to work on your attitude before you successfully engage into critical thinking.

Beliefs – religion may influence the way we think and feel, but critical thinking can reduce religious beliefs. It may inhibit our natural intuition to believe in supernatural agents that influence the world. Through critical thinking, our beliefs can change drastically from situation to situation without us knowing exactly why. Indeed when we think critically beliefs tend not to be cherished if shown to be unfounded.

Values – Good critical thinking is not value-neutral, nor is it merely instrumental; it is intimately connected with values. Critical thinking assumes values at the heart of its activity. In critical thinking, values play a major role as a basis for judgment and assessment of any problem. One important component of critical thinking, then, is some understanding of one's starting points-who one is, what one believes, and why. Critical thinking is thus both reflective and evaluative-and raises the possibility that both the critical thinker and his/her environment will be challenged, unsettled, and perhaps changed.

Social Norms – have a way of affecting critical thinking. The way that we naturally think, behave, see the world is due to [cultural] beliefs that we have probably held since we were children. The media, our parents, peers, teachers and law enforcers teach us right from wrong, what is acceptable and what is not. For example, how do we know it's wrong to commit murder? We are not born with that knowledge, it's taught to us, we learn things like that from our environment and it becomes in-built. If we find out that someone's killed someone else, we (normally) react negatively without a second thought.

SESSION PLAN

Instructional Objectives

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

- define critical thinking
- list situations that require the ability to think critically
- analyze attitudes, values, social norms and beliefs and factors affecting critical thinking.

Duration: 2 periods

Teacher's Resources:

- Read background information on the topic on pages 15-16
- Guidance and Counselling Syllabus
- Values Voting Hand-out

Suggested Teaching Strategies:

- Group discussion
- Brainstorm
- Game (Values Voting)

Prior Preparation:

- Read the following suggested activities
- Read Background information on the topic on pages 15-16

Key Messages

- Critical thinking plays a significant role in decision-making.
- Critical thinking is an important skill for learning, for career development, and for life in general
- Critical thinking requires open-mindedness and reflection, and minimizes influence of emotions when drawing conclusions.
- Attitudes, beliefs, values and social norms influence critical thinking.

Step 1: Define critical thinking

Teacher's Activities	Learners' Activities
• Ask learners to brainstorm on what critical thinking is and what it requires • Consolidate the brainstorm session by: - defining critical thinking as the mental pro cess of analyzing or evaluating information - explaining what critical thinking requires	Learners will be expected to: • brainstorm on what critical thinking is and what it requires.

Step 2: List situations that require the ability to think critically

Teacher's Activity	Learner's Activity
• Discuss with learners using the following question: - What situations in your current lives require you to think critically? *(Responses might include: managing school work, future career goals and plans, relationships, choosing friends, engaging in sexual behaviours, engaging in risky behaviours, peer influences/pressure, discerning media and social messages, etc.)* • Summarize discussion by emphasizing that we use critical thinking to analyse situations and make informed decisions that can have far reaching effects in our lives.	Learners will be expected to: • give examples of situations that require critical thinking in their lives.

Step 3: Analyse attitudes, values, social norms and beliefs and factors affecting these influences

Teacher's Activities	Learners' Activities
• Ask learners in groups to discuss how attitudes, beliefs, values and social norms influence critical thinking and give examples • Consolidate the discussion by giving more examples of how critical thinking can be influenced by attitudes, beliefs, values and social norms	Learners will be expected to: • discuss in groups how attitudes, beliefs, values and social norms influence critical thinking and cite examples.

Exercise

Some suggested questions:

a) define critical thinking and what it requires
b) explain the significance of critical thinking in your life
c) describe how attitudes, beliefs, values and social norm influence critical thinking.

Self Evaluation

Have I been able to help learners to:

- define critical thinking
- list situations that require the ability to think critically
- analyze attitudes, values, social norms and beliefs and factors affecting critical thinking.

Background Information

The purpose of this session is to provide learners with the skills to set and periodically assess realistic life goals. A goal is something a person works to accomplish, as it gives direction in life. Goals can act as a life compass, keeping us on the right path and leading us to where we want to go. Goal setting in life begins with knowing what you want, planning and taking the necessary steps to get there. Although goals change as we grow older, they are important at every stage of our lives and should clearly be defined, realistic, and measurable.

Career goals help young people to map out their career path. They show them all the avenues of getting to available career options in that path. Young people should visualise their path so that they can identify all the things they require to reach the desired vision. For example, if the learner wants to be a medical doctor he/she needs to have a clear idea of what it takes to become one; what subjects he/she needs to do, the initial preparations necessary, information about the profession and so on. Learners should match their subject choices with career goals, aptitude, interests, values and beliefs.

The learners' circumstances may be that they cannot afford to pay tuition to pursue a particular career and, therefore, have to explore other options or different paths to reach the goal.

SESSION PLAN

Instructional Objectives

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

- set specific and realistic life goals for themselves.

Duration: 1 period

Teacher's Resources:

- Read background information on the topic on page 20
- Guidance and Counselling Syllabus
- Guidelines for Goal Setting Hand-out
- Change and Goal Commitment Form

Suggested Teaching Strategies:

- Brainstorm
- Personal reflection
- Learning games

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on page 20
- Have students collect and bring in newspapers, magazines, etc. for the lesson

Key Messages

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

Step 1: Set life goals that are realistic and assess life goals

Teacher's Activities	Learners' Activities
• Ask learners to Brainstorm why it is important to set life goals based on their strengths and interests and why it is important to plan in order to manage obstacles effectively and realize our goals. • Think about their personal strengths and their interests, and then consider their long-term goals and read the goal setting guidelines and fill in the commitment and goal setting. • Ensure the session is well facilitated and assist learners as they discuss the guidelines and fill in the form. Tell the learners that they should refer to the form regularly to remind themselves about their commitment.	Learners will be expected to: • brainstorm on why it is important to set life goals, • read and discuss the goal setting guidelines in hand out in preparation to fill in the commitment and goal setting form.

Exercise

Some suggested question:

a) List the goals you have set
b) Assess if they are realistic and achievable
c) Make a plan on how you intend achieving them
d) What steps will you take to ensure you keep to the plan

Self-evaluation

Have I been able assist learners to:

- Set specific and realistic life goals for themselves.

HANDOUT: GUIDELINES FOR SETTING GOALS

- Think positively: enthusiasm and commitment can help you achieve your goals
- Visualize your goals and be clear how each can be achieved.
- Set goals that are specific and manageable, yet challenging.
- General vague goals are not very helpful – one doesn't know when they've been reached.
- Analyse where you are now.
- Write down your goals.
- List the expected benefits of your goals.
- Identify obstacles you may encounter
- Identify knowledge or resources you will need to achieve your goals
- Make a plan of action.
- Develop *a time line.*
- Monitor your progress by reassessing goals occasionally.
- Don't give up!
- Reassess goals occasionally.

Name:_____

Change and goals go hand in hand. Think of something you would like to change about yourself either physically or socially. For instance saving more money, losing weight, becoming more active, improving grades. All of these changes would result in setting goals.

Physical *(More active, less active, appearance, state of health, improved sports/exercise….)*
What physical change would you like to see in yourself?

_____
_____
_____

Why?

_____
_____

How Could You Make This Change?

_____
_____
_____

Now, State the Goal: *(Be specific, make it measurable, attainable and time sensitive.)*

_____
_____
_____

Social *(More respectful, be a better friend, get along with others, show empathy, cooperate….)*
What social change would you like to see in yourself?

_____
_____

Why?

_____
_____

How Could You Make This Change?

_____
_____
_____

Now, State the Goal: *(Be specific, make it measurable, attainable and time sensitive.)*

_____
_____

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HIV AND AIDS

ANTIRETROVIRAL TREATMENT (ART)

Background Information

In this session learners will learn about Anti-Retroviral Therapy (ART) which improves the lives of people living with HIV & AIDS, these drugs are NOT a cure for HIV & AIDS. ART can, in some cases, extend the life of somebody living with HIV for as much as eight to twelve years, and even more. But there is still no cure for HIV; remember that HIV is easily preventable.

Standard Anti-Retroviral Therapy (ART) consists of the combination of at least three Antiretroviral (ARV) drugs to suppress the HIV virus and stop the progression of HIV. Therapy can include taking ARVs and taking steps toward improving health, such as proper nutrition, counselling and management of symptoms and side- effects.

Taking ARV treatment is a lifelong commitment and not taking them properly every day for the rest of one's life increases the risk that the drugs will lose their effectiveness and that the virus will become drug resistant.

Taking the ARV treatment may lead to a number of side effects that learners need to be aware of in order to know what steps they must take should they or a family member go through. If some of these side effects are not noted soon enough they may lead to death. These side effects differ from person to person and the duration of the side effects may be short lived or others last longer and worsen with time. These are those effects that damage the nervous system. Short term side effects may be; nausea, diarrhoea, dizziness and headaches. Long term side effects may include; fat redistribution, numbness or pain in hands feet or legs, muscle pain and loss of memory.

SESSION PLAN

Instructional Objectives

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

- explain ART
- list the benefits of ART
- describe the side effects associated with ART
- discuss the importance of treatment adherence
- discuss nutrition and ART
- identify HIV treatment sites.

Duration: 5 periods

Teacher's Resources:

- Read background information on the topic on page 26
- Guidance and Counselling Syllabus
- Teacher Resources for 'Vote with Your Feet' for value clarification
- Use activities from Level IV HIV and Nutrition, in addition to ideas on the following

Suggested Teaching Strategies:

- Brainstorm
- Debate
- Discussion

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on page 26
- Consult with local HIV Testing and Counselling Centre to find out which ARVs are provided in your community
- Consult with school nurse or other resources about nutrition and ART or other topics covered in this series of sessions

Note: This is a sensitive topic handle these sessions with care. No one should be forced to disclose his HIV status. Learners who are HIV-positive or who live with people who are HIV-positive and for whom they may provide care would find these sessions helpful.

Key Messages

- Antiretroviral therapy (ART) is a drug regimen administered to people living with HIV to help their bodies suppress the replication of the HIV virus. ART works by decreasing the amount of virus in the body, allowing the immune system to regain strength so that it can fight off opportunistic infections.
- ART is NOT a cure for HIV or AIDS.
- Persons on ART can still transmit the HIV virus to another person.
- Adherence means taking ART exactly as prescribed, all the time, at the right time, without stopping. Improper adherence is dangerous as it can lead to drug resistance.
- Because untreated STIs increase a person's risk of acquiring and transmitting HIV by up to 10 times, prompt treatment for STIs is thus important to reduce the risk of HIV infection.

Step 1: Explain anti-retro viral treatment (ART) explain who qualifies for ART and list the benefits of ART

Teacher's Activities	Learners' Activities
• Ask learners to share what they know about ART (Antiretroviral therapy). • Ensure that learners know what ART stands for, involving the use of medicines (ARVs), correct nutrition and support	Learners will be expected to: • share any information that they know about ART.

Step 2: Describe the side effects associated with ART

Teacher's Activities	Learners' Activities
• Ask learners to discuss side-effects from ARVs that they are aware or heard of	Learners will be expected to: • discuss side-effects of taking ARVs

Step 3: Discuss the importance of treatment adherence

Teacher's Activities	Learners' Activities
• Ask learners to Discuss reasons for a person to adhere to taking treatment • Discuss negative consequences of failure to adhere to treatment process.	Learners' will be expected to: • discuss reasons for a person to adhere to taking treatment. • discuss negative consequences of failure to adhere to treatment process

Step 4: Discuss the relationship between good nutrition and ART

Teacher's Activities	Learners' Activities
• Divide participants into three groups. • Ask each group to draw one picture of a foodstuff available in their community that would fit into one of the different food groups; energy-giving foods (carbohydrates), body-building foods (proteins) and protective foods (vitamins and minerals). • Put together different foodstuffs that would combine to make a balanced diet. • Summarize the discussion by making the point that good nutrition is important to everyone, but especially important if a person has a weak immune system. • Ask learners to say why they think good nutrition is important to people who are on ART or who have weakened immune systems. • Prompt them to consider what they know about how HIV attacks the immune system. • Good nutritional status helps the body to fight off infections. • Some foods help ART work, and some keep the medications from working. Patients should consult with caregivers. • Taking ART on an empty stomach can cause severe stomach pain. This in turn can cause the patient to stop taking ARTs. If he begins again, the drugs may not be as effective as before, and the drugs may become less effective for everyone.	Learners will be expected to: • draw pictures of healthy food that they can find locally. • put all the food pictures into a pile. • write their food pictures (carbohydrates, proteins, fats, vitamins, minerals) on a flip chart. • write the role of different food types on the flip chart. • present on their work

Step 5: Identify HIV treatment sites

Teacher's Activities	Learners' Activities
• Ask learners to List local sites where HIV treatment is provided. • Include sites that the learners have excluded	Learners will be expected to: • list the areas where HIV is treated in the local areas and regionally.

Exercise

Some suggested questions

a) Explain Anti-retroviral treatment.
b) Identify side effects associated with ART
c) What is the relationship between ART and nutrition?
d) List the HIV sites that you know

Self Evaluation

Have I been able to assist learners to:

- explain anti-retro viral treatment (ART)
- list the benefits of ART
- describe the side effects associated with ART
- discuss the importance of treatment adherence
- discuss nutrition and ART
- identify HIV treatment sites

DELAYING SEXUAL DEBUT

Background Information

In this session learners will learn about the advantages of delaying sexual debut. Early sexual debut places adolescents at an increased risk of contracting HIV, other sexually transmitted infections (STIs) and pregnancy. Young people who begin sexual activity early are most likely to have sex with high-risk partners or multiple partners and less likely to use condoms. Abstinence is not to having sexual intimacy and intercourse until marriage. It is the only guarantee a person has for prevention of STIs/HIV and pregnancy. It may also decrease chances of psychological / emotional distress, dating violence and abuse, future unstable marriages and suicide. Young people should be equipped with information and skills that will encourage them to abstain from sex. Sexual thoughts, feelings, and desires are a natural part of adolescent development. Young people should be made aware that they can have sexual thoughts, feelings, and desires, yet choose not to engage in sexual intercourse. Young people can show love, care, and attraction towards one another without engaging in any sexual intercourse. Examples of this include holding hands, calling one another or chatting, hugging, and hanging out together.

There are various structures that can assist young people to delay sexual debut such as, most faith based clubs/organizations, youth health clubs in schools, families and communities.

The benefits of being involved in school based health clubs are:

- Rapid dissemination of HIV/AIDs information at school and community levels
- Provides behaviour change among young people
- learn life skills
- Increased awareness about HIV/AIDs
- Increased dialogue on how to avoid intergenerational relationships
- Assertiveness skills are acquired by young people

SESSION PLAN

Instructional Objectives

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

- discuss the benefits of not having sexual intercourse
- discuss ways of showing love and affection without engaging in sexual intercourse
- list structures and people that support delaying sexual debut
- discuss the benefits of joining school based clubs that aim to promote delaying early sexual debut.

Duration: 3 periods

Teachers Resources:

- Read background information on the topic on page 31
- Guidance and Counselling Syllabus
- Case study at the end of session

Suggested Teaching Strategies:

- Brainstorm
- Case study
- Discussions

Teacher Preparation:

- Read the suggested activities
- Read the background information on the topic on page 31

Note: This series of lessons works well with the series on Health Seeking Behaviours, so it would be helpful to familiarize yourself with those sessions and/or to use the results of learners' discussions in this session.

Key Messages:

- Early sexual debut means young men and women engaging in sexual intercourse at an early age (below 15).
- Abstinence is the ability to refrain from sexual intercourse that can lead to pregnancy, sexual transmitted infections and AIDs and other STI.
- There are structures that promote delaying early sexual debut, such as, churches, schools, families and health based clubs and communities.
- Participating in school based health clubs is beneficial because learners are informed and develop life skills.

Step 1: Discuss the benefits of not having sexual intercourse

Teacher's Activities	Learners' Activities
• Ask learners to find out what learners understand by abstinence or delaying sexual debut. Also, find out from them if they are aware of any positive consequences or benefits of abstinence. • In groups, establish their own reasons and approaches for encouraging others to abstain, particularly those who have a negative attitude towards abstinence. • Consolidate learners points	Learners will be expected to: • contribute their understanding of abstinence • State the benefits of abstinence • Suggest approaches for encouraging others to abstain • Present their findings

Step 2: Discuss ways of showing love and affection without engaging in sexual intercourse

Teacher's Activities	Learners' Activities
• Ask learners to share with each other the case study 'Everybody is doing it' or story of a young person their age whose sexual engagement yielded negative consequences. Let them add other possible consequences in groups. • Bring the discussion of the consequences back to the learners by asking them to think about actions that they could take when faced with a similar situation	Learners will be expected to: • read a case study of a young person whose sexual engagement resulted in negative consequences and add other possible consequences • brainstorm ways of avoiding early sexual debut • presented for further discussion as a class

Step 3: List structures and people that support delaying sexual debut

Teacher's Activities	Learners' Activities
Ask learners to: • List the services provided by the structures that support delaying early sexual debut.	Learners will be expected to: • discuss and agree on a list of the services provided by structures that support delaying

Step 4: Discuss the benefits of joining school based clubs that aim to promote delaying early sexual debut

Teachers Activities	Learners Activities
• Ask learners to discuss the benefits of joining school based health clubs.	Learners will be expected to: • Discuss in groups the benefits of joining health clubs

Exercise

Some suggested questions:

a) What is abstinence?
b) Give reasons why you should choose to abstain from sex
c) What are the benefits of abstinence?
d) How can love and affection be displayed without engaging in sexual intimacy and intercourse
e) Name institutions that support delaying sexual debut
f) What are the benefits of participating in school based health clubs?
g) How would you help a friend abstain from sex?
h) Are negative consequences of early sexual debut a deterrent for you or not? Explain your answer
i) Some young people choose to fall in love but not engage in sex. How possible is this?

Self Evaluation

Have I been able to assist learners to:

- discuss the benefits of not having sexual intercourse
- discuss ways of showing love and affection without engaging in sexual intercourse
- list structures and people that support delaying sexual debut
- discuss the benefits of joining school based clubs that aim to promote delaying early sexual debut

CASE STUDY

Everybody is doing it

Musa's friends wanted to know from him whether he and Thandi had gone beyond having an ordinary friendship or not. His friends told him that the only way he could show that he is now a man is to have sex with Thandi. Musa disagreed and told them that they did not need to have sex. His friends laughed at him and said "does not be a coward!" then, they advised him to drink alcohol to get courage. On that weekend the boys went on a drinking spree and had one too many. Musa had sex with a girl who was a senior at his school. He contracted herpes and later discovered that the girl that he had sex with had fallen pregnant.

MULTIPLE CONCURRENT PARTNERS (MCP)

Background Information

In this session learners will be introduced to how social norms and values discourage Multiple Concurrent Partners (MPCs). Social norms are patterns of behaviour in a particular group, community or culture accepted as normal and to which and individual is expected to conform. Norms help in motivating members of society to exhibit acceptable conduct, regardless of age and gender. These norms can be detected through observable behaviour, religious practices, cultural practices and lately health education. We can also determine norms by analyzing the direct or indirect meaning attached to the action of having multiple concurrent partners.

Norms associated with girls/women include:

- Young women are to remain virgins up till marriage
- A girl who has more than one sexual partner is perceived to be a prostitute
- Women who bear children before marriage are considered to be of less value
- Women are responsible for controlling and managing men's sexual behaviour (for example, avoid wearing revealing clothing)
- Dating is forbidden among school girls

Norms associated with boys/men

- Boys who date older women are given belittling terms such as 'little chickens' *(lintjwele)*
- Boys who propose to many girls are given disparaging terms such as 'billy goats' *(tiwewe)*
- Boys who are promiscuous are given disparaging terms such active roosters
- Dating is forbidden among school boys

SESSION PLAN

Instructional Objectives

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

- identify social norms that discourage multiple and concurrent sexual partners
- define social norms in the context of Swaziland
- explain how social norms could be used to discourage multiple and concurrent partnership.

Duration: 1 period

Teacher's Resources:

- Read background information on the topic on page 34
- Guidance and Counselling Syllabus
- HIV and AIDS Toolkit
- Resource person – Ministry of Health

Suggested Teaching Strategies:

- Debate
- Brainstorm
- Discussion
- Case studies

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on page 34
- HIV and AIDS toolkit

Key messages

- Multiple sexual partners refers to sexual relationships with more than one person
- Multiple and concurrent partnership is one of the major drivers of HIV.
- Social norms are patterns of behaviour in a particular group, community or culture accepted as normal and to which and individual is expected to conform.
- Social norms can be used to modify the behaviour of both girls and boys as regards to multiple and concurrent partners.

Step 1: Explain the meaning of Multiple and Concurrent Partnership

Teacher's Activities	Learner's activities
• Ask learners to brainstorm about learners multiple and concurrent sexual partners • discuss how multiple and concurrent partners lead to the spread of HIV/AIDS • Consolidate the discussion by pinpointing the effects of multiple and concurrent partnership on the spread of HIV	Learners will be expected to: • share what they know about multiple and concurrent partners • explain the link between multiple and concurrent partnership with the spread of HIV/AIDS

Step 2: Define social norms in the context of Swaziland

Teacher's Activities	Learner's Activities
• Ask learners to explain what they know about social norms • Give examples of social norms in the various aspects of Swazi culture • Conclude this discussion by categorizing social norms into; o Observable behaviour o Religious practices o Cultural practices o Health education	Learners will be expected to; • provide an explanation of social norms • give examples of social norms by observing people's behaviour and their associated judgments, direct or indirect meaning of certain words used to describe human conduct and general attitudes. • relate the examples of social norms with the categories given by the teacher

Step 3: Explain how social norms could be used to discourage multiple and concurrent partnership

Teacher's Activities	Learners' Activities
• Ask learners to explain how the social norms could be used to discourage the youth from engaging in Multiple and Concurrent Partnership • Conclude that Multiple and Concurrent Partnership is one of the major drivers of HIV	Learners will be expected to: • explain how social norms help discourage the youth from engaging in Multiple and Concurrent Partnership

Step 4: Pledge not to engage in Multiple and Concurrent Sexual Partners

Teacher's Activities	Learner's Activities
• Ask learner's to discuss what a pledge is. • Encourage the learners to pledge against engaging in Multiple and Concurrent Partnership.	Learners will be expected to; • define a pledge • voluntarily pledge not to engage in sex

Exercise

Some suggested questions:

a) What is meant by multiple and concurrent partnership?
b) How does multiple and concurrent partnership cause the spread of HIV and AIDS?
c) What is meant by social norms?
d) How could social norms be used to discourage people from engaging in multiple and concurrent partnership?

Self Evaluation

Have I been able to assist learners to:

- identify social norms that discourage multiple and concurrent partners
- define social norms in the context of Swaziland
- explain how social norms could be used to discourage multiple and concurrent partnership.

RESPONSIBLE SEXUAL BEHAVIOUR

Background Information

This session will enable learners to know and appreciate responsible sexual behaviour. Responsible sexual behaviour puts emphasises on short and long term benefits of abstinence, fidelity and strong families. The impact of sexual behaviour affects young people's goals and their self-esteem. Responsible sexual behaviour enables young people to develop a responsible mind-set and principle-centred decision making in response to; peer pressure, media, societal and negative family influences that encourage high risk behaviour.

When growing up young people must consciously choose what they want with their lives and bodies, physically and psychologically by thinking and acting responsibly. This is directly related to the ability for young people to make good decisions about their sexuality. This means young people should avoid negative sexual thoughts and attitudes that are influenced by peers, media advertisements, bad jokes and pornographic materials.

The consequences of irresponsible behaviour are:

- STIs including HIV and AIDS
- Unintended pregnancy
- Unsafe abortions
- Sexual addiction
- Regret, guilt and shame
- Loss of self respect
- Stress anxiety and depression
- Suicidal behaviour
- Low self esteem
- Sexual memory of past hurts that can affect marriage relationships
- Violence and abusive dating

Responsible sexual behaviour can be achieved by:

- Courage to get adequate sexual knowledge
- Connecting family values to socially accepted sexual behaviour
- Protecting one another from abuse and exploitation
- Develop your abilities to control your own sexual decision making
- Create respectful and mutually satisfying relationships

SESSION PLAN

Instructional Objectives

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

- discuss responsible sexual behaviour
- explain the benefits of responsible sexual behaviour
- discuss consequences of engaging in irresponsible sexual behaviour.

Duration: 2 periods

Teachers' Resources:

- Read background information on the topic on page 40
- Guidance and Counselling syllabus
- Funnel diagram

Suggested Teaching Strategies:

- Brainstorm
- Discussions
- Debate

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on page 40
- Look through the funnel diagram at the end of the session in preparation for drawing on the chalkboard during the second session

Key messages:

- Responsible sexual behaviour requires discipline and commitment
- The benefits of responsible behaviour are a stable and fulfilled life
- Sexual behaviour is influenced by family, peers, society, religion and media
- Irresponsible sexual behaviour affects self-esteem, emotional, physical and psychological attributes of young people

Step 1: Discuss responsible sexual behaviour

Teacher's Activity	Learners Activity
• Ask learners to state what responsible and irresponsible sexual behaviour is • Lead the discussion and make sure the learners are fully engaged.	Learners will be expected to: • state what responsible and irresponsible sexual behaviour is

Step 2: Explain the benefits of responsible sexual behaviour

Teacher's Activity	Learner's Activity
• Draw the funnel on the chalk board • Ask learner's to debate the funnel diagram on the chalk board • Make sure the session is concluded by placing emphasis on the benefits of responsible sexual behaviour.	The learners will be expected to: • debate the funnel diagram giving their views on boys and girls stand in terms of responsible sexual behaviour

Step 3: Discuss consequences of engaging in irresponsible sexual behaviour

Teachers Activity	Learner's Activity
• Ask learners to brainstorm on the consequences of engaging in irresponsible sexual behaviour • Ensure the consequences of irresponsible sexual behaviour are well covered as articulated in the background information.	Learners will be expected to: • brainstorm on the consequences of irresponsible sexual behaviour

Exercise

Some suggested questions:

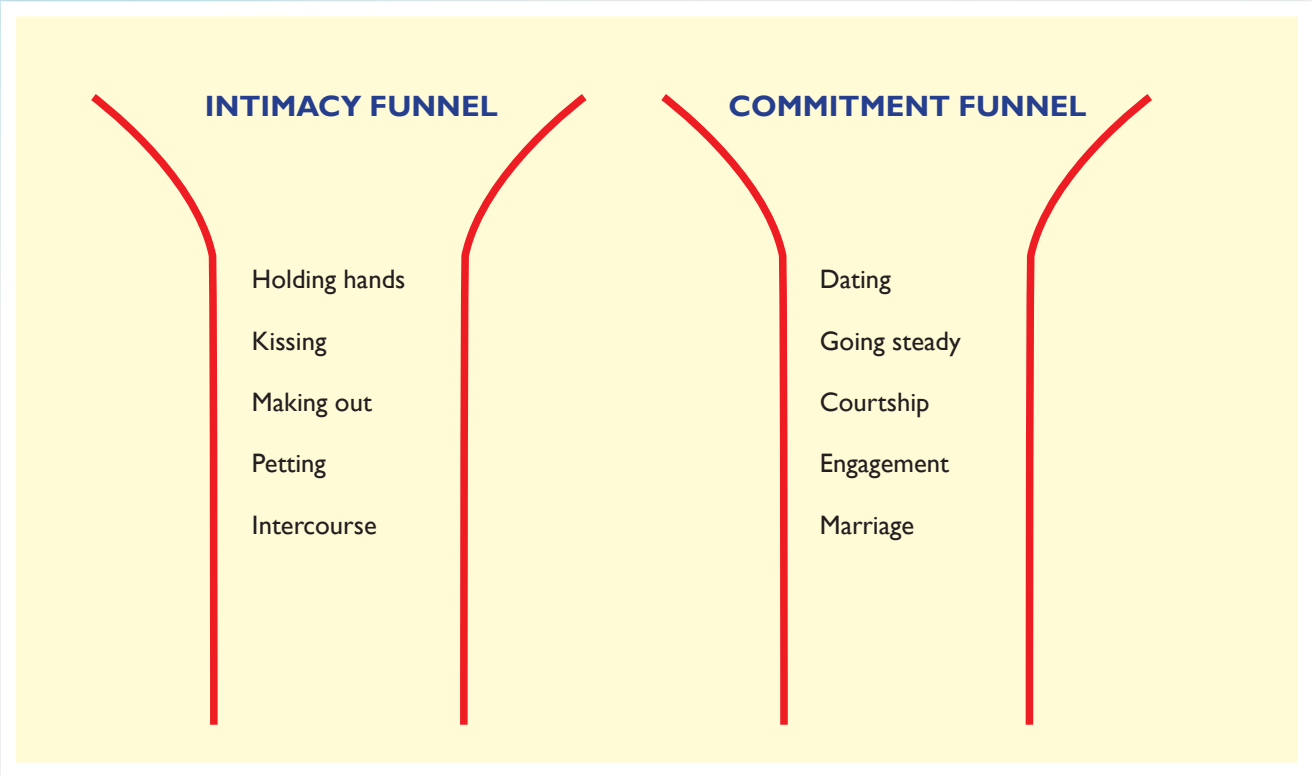
1. What is responsible sexual behaviour?
2. Why is it important for young people to ensure that they uphold principles of responsible sexual behaviour?
3. What are the consequences of irresponsible sexual behaviour?

Self Evaluation

Have I been able to assist learners to:

- discuss responsible sexual behaviour
- explain the benefits of responsible sexual behaviour
- discuss consequences of engaging in irresponsible sexual behaviour

Funnel diagram



This diagram demonstrates the channels that girls and boys tend to follow in life as they view relationships. Girls tend to follow the commitment funnel and the boys control how fast they go down this funnel, while boys tend to follow the intimacy funnel and girls control how fast you go down this funnel. The lower or deeper you fall into the funnel the harder it is to pull out. Boys would use that commitment funnel to get what they want from the intimacy funnel and girls would use the intimacy funnel to get to the commitment funnel.

Terms:

- ***Making out –*** *heavy kissing and close physical contact*
- ***Petting-*** *exploring each other's bodies up to but not including intercourse*
- ***Intercourse-*** *the penetration of the penis into the vagina*
- ***Dating-*** *casually dating a person, the relationship may be very casual. Those involved in this type of relationship are most likely dating other people*
- ***Going steady-*** *a progression of a relationship to the point that the couple is dating each other exclusively*
- ***Engagement-*** *dating one person only with the agreement that you will marry- this agreement is usually accompanied by some token such as a ring*

HEALTH PROMOTION

OPPORTUNISTIC INFECTIONS

Background Information

In this session learners will be informed about opportunistic infections. People with HIV infection are vulnerable to infections and AIDS-related cancers called 'opportunistic infections'. This is because they take advantage of the opportunities offered by a weakened immune system. Opportunistic infections are the most common complication of HIV and AIDS. Sometimes adults with HIV or AIDS can get an infection from germs that do not normally cause illness in a healthy person and people living with AIDS (especially children) can get severe episodes of more common infections.

People whose immune systems are weak can easily be infected and become very ill. Infections such as tuberculosis, colds and flu get the opportunity to strongly attack the immune system of those who are HIV positive. These infections can lead to chronic illnesses and death, if proper care and treatment are not administered

The most common opportunistic infections are tuberculosis, chronic diarrhoea, herpes zoster, pneumocystis, bacterial pneumonia, cancerous tumour, skin cancer oral pharyngeal thrush, generalized dermatitis and cervical cancer. People with normal immune systems can also get the same diseases, but with HIV they occur at a much higher rate. It also takes longer for a person with HIV to recover than it takes for someone with a healthy immune system. Different conditions typically occur at different stages of HIV infection. In later stages of HIV, some infections can spread to a number of different organs and can be fatal.

SESSION PLAN

Instructional Objectives

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

- define opportunistic infections
- list common opportunistic infections.

Duration: 1 period

Teacher's Resources:

- Read the background information on the topic page 46
- Guidance and Counselling syllabus
- Posters showing some of the opportunistic infections

Suggested Teaching Strategies:

- Lecture method
- Discussion

Teacher Preparation:

- Read the suggested activities
- Read the background information on the topic on page 46
- Organize posters and information that show some of the opportunistic diseases

Key Messages

- Opportunistic infections are diseases which take advantage of a weak immune system.
- It takes a longer time for people with HIV to recover from opportunistic infections than it takes for someone with a healthy immune system.
- Some malignancies (cancers) are associated with HIV, such as Human Herpes Virus 8 (HHV8) which is a cancerous tumour and skin cancer, as well as other diseases such Tuberculosis, diarrhoea, meningitis and herpes zoster.

Step 1: Define opportunistic infections

Teacher's Activities	Learners' Activities
• Ask learner's to define opportunistic infections • Make a presentation on opportunistic infections giving examples.	Learners will are expected to: • define opportunistic infections • capture the key areas of the presentation and ask questions

Step 2: List common opportunistic infections

Teacher's Activities	Learners' Activities
• Ask learners to investigate about opportunistic using the posters and the information provided infections and list them	Learners will are expected to: • find out about opportunistic infections and list them

Exercise

Some suggested questions:

a) What are opportunistic infections?
b) What can people living with HIV and AIDS do to reduce being prone to opportunistic infections?
c) List the different types of opportunistic diseases

Self Evaluation

Have I been able to assist learners to:

- define opportunistic infections
- list common opportunistic infections.

Background Information

In this session learners will be introduced to the concept of human sexuality. Human sexuality is the capacity to have feelings of sexual or romantic attraction to a person of the opposite sex or gender. Components of human sexuality include orientation, health and legal conditions. Sexuality refers to the characteristics of gender (male or female), sexual activity, preparedness of organs for sexual contact and expressing yourself as a sexual being.

Sexual orientation refers to the biological, psychological and sexual structure of the human being affected by history, social norms and cultural alignment. Learners will learn to understand sexual health which covers the physical, emotional, mental and social well-being of human nature. Sexual health requires a responsible approach to sexuality and sexual relationships. Sexuality is influenced by biological, psychological, economic, political, cultural, legal, historical, religious and spiritual factors. Knowing or being well informed about sexuality a learner is able to make decisions that helps improve or have responsible sexuality.

Our sexuality changes as we grow and experience life. This is because sexuality is not just about sexual behaviour, sexual act or age. It is an essential part of a person's identity, ideas, feelings, beliefs, expectations, likes and dislikes. It is for this reason that we cannot infringe on another persons' sexuality.

Gender: differences in the social roles that societies and families expect from males and females. Gender is not the same as biological differences by sex. People often experience differences in power in their families and societies by virtue of their gender.

Instructional Objectives

Human rights: the basic protections and entitlements due to every human being. These rights are inalienable. That is, they cannot be taken away from anyone. A partial list includes the rights to food and shelter; education; health care; civic participation and expression; equal treatment before the law; and treatment with respect and dignity. People's ability to fully exercise their human rights affects virtually every aspect of their lives. Governments have responsibilities to respect, protect, and fulfil these rights. Most governments have endorsed international agreements to that effect. People, in turn, have the right to demand that governments uphold these obligations and responsibilities. People also have the right to make sure that governments fulfil these obligations.

Basic concepts about individuals and communities, values, and rights

Identity: the way people think of themselves, or describe themselves to others. The way that others perceive someone's appearance or behaviour does not necessarily match that person's own sense of his or her identity. People typically have more than one aspect to their identity. For example, a person can identify as a boy, a Hindu, and also as a student. Identity can come from belonging to a community. The way people identify themselves may change over time. ("Identity" may also refer to formal recognition of a person by the state, such as having a name, birth registration, and nationality.)

Social norms: expectations for how people in a community should act or think. Growing up, people come to think of the prevailing norms as "natural" or "normal." In fact, norms vary from place to place and over time. Prevailing norms often pressure people to meet social expectations. They influence people's attitudes and behavior. People who act or think in ways that are different from the norm may be viewed as inferior rather than independent.
Stereotypes: generalizations and assumptions about individuals and communities based on their identity or behaviour. For example, the idea that girls are weak at math is a stereotype. Such generalizations are often highly inaccurate, or may be completely invented. Stereotypes can lead to stigma, discrimination, and other harmful outcomes.

Stigma: severe social disapproval based on an individual's personal characteristics. It may also arise when a person's beliefs or actions do not comply with social norms. For example, in some places people face stigma because of their weight, sexual behaviour, religion, or health status.

Values: the set of beliefs that govern what people view as right and wrong. Values vary across individuals, families, and cultures. Some values, however, are accepted virtually universally as characteristic of ethical human behaviour

SESSION PLAN

Instructional Objectives:

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

- explain human sexuality
- identify reasons why human sexuality is important.

Duration: 1 period

Teachers Resources:

- Read the background information on the topic on page 49-50
- Guidance and Counselling Syllabus

Suggested Teaching Strategies:

- Discussion
- Brainstorm

Teacher preparation:

- Read the following suggested activities
- Read the background information on the topic on page 49-50
- Cut out VIP (visual information placards) from colorful chart papers

Key Messages

- Human sexuality is the capacity to have feelings of sexual or romantic attraction to a person of
  the opposite sex or gender
- Sexuality refers to the characteristics of gender (male or female) and sexual activity
- Being well informed about sexuality learners are able to make decisions that help improve responsible sexuality

Step 1: Explain human sexuality

Teachers Activity	Learners Activity
• Ask learners to; o brainstorm on Human sexuality o list the factors that influence human sexuality • Consolidate learners' ideas and guide learners to define human sexuality and the factors that influence it	Learners will be expected to • brainstorm on human sexuality. • list factors that influence human sexuality

Step 2: Identify reasons why human sexuality is important

Teachers Activity	Learners Activity
• Ask learners to sit in groups and make a list of reasons why human sexuality is important using VIP cards • Summarize the session by highlighting the importance of human sexuality using background information	Learners will be expected to • list reasons why human sexuality is important on VIP cards • place the VIP cards in the wall in order of importance • present to the class

Exercise

Some suggested questions:

a) What is human sexuality?
b) Why is human sexuality important?

Self-Evaluation

Have I been able assist learners to:

- explain human sexuality
- identify reasons why human sexuality is important.

CONSEQUENCIES OF SEXUAL ABUSE

Background information

This session is aimed at helping learners develop understanding of the consequences of sexual abuse. Sexual abusers often target people who feel unloved or unpopular, have family problems, who tend to have a sense of loneliness and unsupervised children, lack confidence and self-esteem, isolated from peers. The consequences of sexual abuse are usually physical, behavioural, psychological, spiritual and emotional.

Physical and Emotional Consequences of Sexual Abuse

Sexual abuse can have serious physical and emotional consequences. Awareness of these consequences can help teachers to provide support to victims, as well as to detect children who may have been abused.

Physical

Physical consequences of sexual abuse may result in the following; scratches, bruises, itching, rashes (especially in the genital area), STIs (including HIV), pregnancy, genital bleeding and/or discharge. Other factors that result from sexual abuse are;

- Difficulty in walking or sitting
- Nightmares and/ or bedwetting
- Sudden change in appetite
- Bizarre or unusual sexual knowledge or behaviour

Emotional

Emotional consequences of sexual abuse may include depression, anxiety, mood swings, and low self-concept and confidence.

Other emotional effects include:

- Mistrust
- Anger
- Shock
- Detachment
- Loss of control
- Disorientation
- Helplessness
- Sense of vulnerability
- Fear
- Self-blame/guilt for "allowing" the crime to happen
- Feeling that these reactions are a sign of weakness

Services provided to the sexually abused

There is a variety of services that are offered to young people who have been sexually abused. These include;

- Testing, diagnosis and treatment of sexually transmitted infections
- HIV testing and post-exposure prophylaxis
- Pregnancy testing and management
- Follow-up care
- Counselling and social support
- Counselling services should be provided in a coordinated fashion, and considered in conjunction with similar services provided by schools and other community groups.

SESSION PLAN

Instructional Objectives

By the end of the session, learners will be able to:
- identify the physical, and emotional consequences of sexual abuse
- list services provided to the sexually abused

Duration: 1 period

Teacher's Resources:
- Read background information on topic on pages 53-54
- Guidance and Counselling Syllabus
- My Body, God's House story book

Suggested Teaching Strategies:
- Discussion
- Story telling

Teacher preparation:
- Read the following suggested activities
- Read the background Information on the topic on pages 53-54

Key Messages

- Awareness of these consequences of sexual abuse can help teachers to provide support to victims, as well as to detect children who may have been abused
- Sexual abusers often target people who feel unloved and unpopular, have family problems, who tend to have a sense of loneliness and unsupervised children, lack confidence and self-esteem are isolated from peers
- Physical consequences of sexual abuse may result in the following; scratches, bruises, itching, rashes (especially in the genital area), STIs (including HIV), pregnancy, genital bleeding and/or discharge. Other factors that result from sexual abuse are
- Emotional consequences of sexual abuse may include depression, anxiety, mood swings, and low self-concept and confidence

Step 1: Identify the physical, and emotional consequences of sexual abuse

Teacher's Activities	Learners' Activities
• Read a story to the learners from "My Body, God's House". Find out if there are learners who know a similar story as the main character in the story. • Find out what the learners know about consequences of sexual abuse. If need be provide the learners with examples. • Ask the learners to identify and discuss physical and emotional consequences of sexual abuse, in groups with the aid of the story or stories shared above. • Let learners present and discuss the conclusions of their groups to the class.	Learners will be expected to: • Contribute what they know and understand about the consequences of sexual abuse. • Identify and discuss physical and emot ional consequences of sexual abuse in groups.

Step 2: List services provided to the sexually abused

Teacher's Activities	Learners' Activities
• Find if the learners are aware of the services available to people who have been sexually abused. • Discuss the details of the services available for the sexually abused with the learners using the information provided in the background section.	Learners will be expected to: • List the services that are availab le for people who have been sexually abused.

Exercise

Some suggested questions:

a) What are the consequences of sexual abuse (physical and emotional)?
b) What services are available for the sexually abused?
c) Why should an individual who has been sexually abused undergo testing?

Self Evaluation

Have I been able to assist learners to:

- Identify the physical, and emotional consequences of sexual abuse
- List services provided to the sexually abused

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