SWAZILAND GOVERNMENT

Ministry of Education and Training

GUIDANCE AND COUNSELLING LIFE SKILLS EDUCATION

TEACHER'S HANDBOOK
LEVEL 5

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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 5

Ministry of Education and Training , Mbabane, Swaziland 2014
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First printed 2014
Printed for Ministry of Education and Training
P O Box 39 Mbabane
www.swazigov.sz

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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

ACKNOWLEDGEMENTS

The Guidance and Counselling Life Skills Education Teacher's Handbook was developed through a concerted effort by the Ministry of Education and Training and its partners, with the critical input of secondary school teachers and students across Swaziland. The product is the first of its kind to be rolled out in Swaziland's secondary schools.

The Ministry of Education and Training would like to acknowledge the following stakeholders for their important contributions to the development of this handbook:

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 seven topics taught in sessions each with its own background information and session plan.

- Preparing for Transition To Higher Education
- Higher Education And Training Institutions
- Scholarship/Bursary
- Work Ethics
- Money Management Skills
- Labour Laws
- Dealing with loss

2. HIV and AIDS

This theme consists of one session which are related to health promotion.

- HIV Testing and Counselling

3. Health promotion

This theme has two sessions. It deals with social and health related topics.

- Commonly Abused Drugs and Substances Health Seeking behaviour
- Communicable Diseases

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)*
- Handouts *(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

PREPARING FOR TRANSITION TO HIGHER EDUCATION

Background Information

This session is aimed at helping learners gain knowledge and understanding of the differences that exist between schools and institutions of higher learning (tertiary institutions). Institutions of higher learning include universities, colleges and vocational institutions. Senior secondary schools and tertiary institutions have different expectations, requirements and admission procedures. At tertiary level of education there is need to assess the availability of spaces for admission, the financial support available and procedures for accessing that support.

There are differences in expectations between senior secondary and tertiary institutions. Senior secondary school learners are younger and generally without much experience in life, tertiary institutions cater for adult learners. These learners, most of whom are over 18 years of age, have various roles and responsibilities.

Tertiary level of education is characterized by the following as opposed to senior secondary level (Worcester Polytechnic Institute, 2014):

- The student is more independent. You can decide whether or not to go to class. Also you can decide whether to participate in co-curricular activities which fit best with your academic, personal, and other goals. You can balance your own responsibilities and set priorities. Student counsellors, advisors, and other staff are available from which to request support and guidance.
- The student is expected to adjust to new learning and teaching styles, such as lecture, tutorials, laboratories, practical workshops, and field work. Learning is more self-directed which means the students do a significant amount of independent study and researching addition to attending classes.
- No one monitors attendance.
- The student is surrounded by a wide range of people.
- The students do not have to go to assembly.
- Assessment papers (examinations, tests and assignments) are much longer.
- The students can borrow books and other research material from the library.
- There is a graduation ceremony after completing a programme of study.
- The students are compelled to acknowledge sources of information. Plagiarism is strictly prohibited.
- Research projects are usually supervised by lecturers and external examiners.
- Contact hours are usually less compared to high school level. At tertiary institutions academic year is divided into semesters.
- The student may encounter different kinds of assessment such as tests, examinations, assignments, research projects, presentations, teaching practice, internship and portfolios.
- The students are expected to select your own majors and/or minors and are expected to learn the graduation requirements for your programs of study.
- The students are expected to take responsibility for their own path and academic success, as well as the consequences and rewards of their actions.

SESSION PLAN

Instructional Objectives

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

- identify the difference between life in senior secondary and tertiary institutions.

Duration: 1 period

Teacher Resources:

- Read the background informationon the topic on pages1-2
- Guidance and Counselling syllabus
- School leavers Guide
- Institution charts/brochures/calendar

Suggested Teaching Strategies:

- Discussion
- Brainstorm
- Research
- Resource person

Teacher Preparation:

- Read the following suggested activities
- Read the background informationon the topic on pages1-2
- Read other materials on career awareness
- Visit this website www.ceia.org and any other website on career
- Visit a career Guidance and Counselling Regional Office
- Organize institution charts/brochures/calendar
- Invite a resource person.

Key Messages

- Senior secondary and tertiary institutions have different expectations, requirements and admission procedures
- Senior secondary learners are younger and generally without much experience in life and tertiary institutions cater for adult learners

Step 1: Identify the difference between life in senior secondary and tertiary institutions

Teacher's Activities	Learners' Activities
• Group the learners into manageable groups to discuss what they think the difference between senior secondary and tertiary institutions is. • Allow the learners to present their findings. • Summarize the learners' presentations and conclude by providing information from background section.	Learners will be expected to: • brainstorm on the differences between senior secondary and tertiary institutions • present their findings in class

Exercise

Some suggested questions:

a) What are the characteristics of tertiary learners?
b) How is tertiary learning different from senior secondary school learning?
c) Why is it important for a senior secondary school learner to be prepared for tertiary level of learning?

Self Evaluation

Have I been able to assist learners to:

- identify the difference between life in senior secondary school and institutions.

HIGHER EDUCATION AND TRAINING INSTITUTIONS

Background information

This session is aimed at helping learners gain knowledge and understanding of the types of tertiary institutions, the modes of learning and the advantages and disadvantages of each mode of learning used at tertiary institutions. These institutions include the universities, technical colleges, colleges of education, distance learning institutions, and other vocational training institutions. Entry to these institutions is predominantly through a senior secondary school qualification.

Types of tertiary institutions

According to the School Leaver's Guide (2004) Training Institutions found in Swaziland include the following:

- Universities: *(These usually offer Certificates, Diplomas, Bachelor's Degrees, Master's Degrees and Doctoral Degrees)*
  - University of Swaziland
  - Limkokwing University of Creative Technology
  - Swaziland Christian Medical University
  - Southern Africa Nazarene University.
- Colleges: *(These usually offer Diploma qualifications in a variety of fields).*
  - Technical College
    - Swaziland College of Technology
  - Teacher Training Colleges
    - William Pitcher Training College
    - Ngwane Teacher Training College.
  - Nursing Training College: *(These train personnel to serve in Health Institutions).*
    - Good Shepherd
  - Security Forces Training Institutions: (These offer specialized training).
    - Royal Swaziland Police College
    - His Majesty's Correctional Services college
    - Umbutfo Swaziland Defence Force.
  - Theological Colleges: *(These offer Diplomas and Degrees in Theological Studies).*
    - Swaziland College of Theology
    - Nazarene Theological College
    - New Heaven Bible College
    - Swaziland Evangelical Bible Institute (SEBI).
    - Manzini Bible College
    - Joy Mission Bible School
- Vocational institutions;
  - Gwamile Vocational Institute
  - Manzini Industrial Training Centre
  - Siteki Industrial Training Centre
  - Nhlangano Skills Training Centre
  - Ngwane Park Youth Training Centre.
- Some other external institutions;
  - University of South Africa (UNISA)
  - University of Kwa-Zulu –Natal
  - University of Pretoria

- University of Johannesburg
- Midlands State University.
- University of North West

Modes of Learning at Higher Education and Training Institutions

Different modes of higher education and training include;

- **Full-time:** Most of the Colleges and Universities in Swaziland offer full time tuition. Students attend classes daily usually from 8.00 am to 5.00 pm.
- **Part-time:** Part time study offers flexibility to learn while you are employed, or self-employed.
- **Distance learning:** The Institute of Distance Education (IDE) of the University of Swaziland enrols many students pursuing bachelor's degrees, diplomas and certificate programmes
- **Block release:** This is a form of learning where time is reserved for direct contact with lecturers during the course of the year for a stipulated number of hours.
- **Online learning:** Online learning is a great alternative to traditional universities, especially for people who prefer virtual learning.

Advantages and Disadvantages of the Different Modes of Tertiary Learning Full Time Study

Advantages:

- Opportunity for intense study
- Being part of an on-campus community of scholars
- Access to a fuller array of courses
- Direct interaction with lecturers
- Ability to concentrate on one's studies
- More time to study for one's tests and examinations as well as more time to complete one's assignments and projects
- Allows for better interaction among classmates
- The duration of the programmes in usually shorter compared to other modes of learning.

Disadvantages:

- Higher costs of tuition
- Inability to earn money while learning.

Part time

Advantages:

- Learner learns how to plan and manage time better
- It inculcates academic independence
- Learner can combine studies with work or family commitments
- Learner can continue working to help finance their studies
- Learner can enhance his or her existing career through part time studies
- Learner in employment has an opportunity to build up the skills employers require.

Disadvantages:

- Since tuition is usually done on weekends and holidays the learner is forced to give up his or her evenings or weekends
- The stress and anxiety of part time study can lead to health problems to others
- Part-time studies often take longer than full time studies to complete

Distance Learning

Advantages:

- It allows the learner to fit their learning around their work and home life
- It often costs less than a full-time degree
- It gives the learner useful, transferable skills, such as planning and research
- It gives the learner a choice to decide when and where one studies
- It allows the learner to set the pace for learning
- There is no commuting.

Disadvantages:

- Limited direct interaction with lecturers
- Limited interaction with fellow students
- Some programmes may not be offered through distance learning.

Online Learning

Advantages:

- There is no need for the learner to commute or travel for tuition
- It is cheaper compared to the other modes of learning
- It allows people to continue their careers while working towards upgrading themselves
- It allows learners to work at their own pace
- It allows learners to network with other online learners
- It allows learners to choose from a wide variety of institutions and programs not available online.

Disadvantages:

- Some employers do not accept online qualifications.
- It lacks of social interaction
- Learners who are less self-motivated tend to struggle with their studies
- Online learning requires devices such as computers, internet and relevant soft ware which can be a challenge for some learners.
- It requires computing skills which some learners may not comfortable with.

SESSION PLAN

Instructional Objectives

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

- listtraining institutions of their career choice
- identify the different modes of learning in tertiary institutions
- discuss the advantages and disadvantages of the different modes of tertiary learning.

Duration: 1 period

Teacher Resources:

- Read the background information on the topic on pages 5-9
- Guidance and Counselling syllabus
- School leavers Guide
- Institution charts/brochures/calendar

Suggested Teaching Strategies:

- Discussion
- Brainstorm
- Research
- Resource person

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 5-9
- Read the Career Interest
- School Leavers Guide
- Institution charts/brochures/calendar
- Request a resource person to address the learners.

Key Messages

- Senior secondary schools and tertiary institutions have different expectations and, requirements for admission.
- Tertiary institutions include universities, colleges, theological colleges, security training institutions and vocational institutions
- Modes of learning offered by tertiary education and training, among others, include Full-Time, Part-Time, Distance Learning, In-Service Training, Block Release and in some cases, Online Learning.

Step 1: List training institutions of their career choice

Teacher's Activities	Learners' Activities
• Ask learners to brainstorm on different tertiary institutions in Swaziland. • Discuss with them the kind of training offered in each institution.	Learns will be expected to: • brainstorm on different Tertiary Institutions in the Swaziland.

Step 2: Identify the different modes of learning offered at tertiary institutions

Teacher's Activities	Learners' Activities
• Find out what the learners understand by modes of learning. Give them examples of a mode of learning used at tertiary level of education. Allow them to brainstorm other modes of learning used at tertiary level of education they listed in step one above. • Work with the learners to explain each mode of learning.	Learns will be expected to: • brainstorm other modes of learning used at tertiary level of education listed in step one above • explain the modes of learning mentioned above.

Step 3: Discuss the advantages and disadvantages of the different modes of tertiary learning

Teacher's Activities	Learners' Activities
• Divide the learners into manageable groups and ask them to discuss advantages and disadvantages of the different modes of tertiary learning. • Ask the groups to present the conclusions of their discussion to the whole class. • From the findings of the groups, summarise the advantages and disadvantages of the different modes of tertiary learning as listed in the background information.	Learns will be expected to: • discuss advantages and disadvantages of the different modes of tertiary learning.

Exercise

Some suggested questions:

a) Which tertiary institution do you plan to enrol with? Give the reasons why?
b) Which of the modes of learning are used in your preferred tertiary institution?
c) Why does your preferred tertiary institution use the mode noted in (b) above?
d) Will this mode of learning suite you? Explain how and why?

Self Evaluation

Have I been able to assist learners to:

- list training institutions of their career choice
- identify the different modes learning in tertiary institutions
- discuss the advantages and disadvantages of the different modes of tertiary learning.

SCHOLARSHIP / BUSARY

Background Information

This session is aimed at helping learners differentiate between a bursary and scholarship, and identify the sources of funding for higher education and training. They will also learn how to apply for scholarship. There are two types of financial assistance provided to students at different levels of education. These are scholarships and bursary. Both the scholarship and bursary are awarded to help the learner further his/her studies. Sometimes these two terms are used interchangeably yet they differ in meaning. A bursary is a form of financial assistance given to learners on the basis of a financial need. On the other hand, a scholarship is a financial award usually given to students according to their academic achievements.

Organizations have different criteria and requirements to qualify for the financial aid they provide. It is, therefore, important for a student to know the rules and regulations or guidelines for getting financial assistance through a bursary or scholarship. For instance, some organizations may want to determine the financial status of the applicant before awarding a bursary. These may include checking parents' or guardians' income. Although they do not necessarily consider academic performance there are times when previous year's performance may be taken into account before awarding financial assistance. For some scholarships, particularly those offered by the government, the beneficiary is expected to sign a bond before they are granted the financial assistance. It is also important to note that the beneficiary has to consent that he/she will reimburse the financing organization. Yet, in the case of a bursary there is no reimbursement of the money spent on the candidate.

Sources of Funding for Higher Education and Training

Although one may seek financial assistance from various organizations, the Government of Swaziland is the main source of financing higher education and training. There are other sources of financial assistance.

In Swaziland, some public and private institutions offer financial assistance to learners. Private institutions normally provide finance to learners with the hope of engaging them as employees on completion of training and others provide such assistance as a form of social responsibility. Institutions such as the:

- Swaziland Electricity Company (SEC)
- Swaziland Posts and Telecommunication Corporation (SPTC)
- NEDBANK, Standard Bank and Swazi Bank
- MTN Swaziland.

Others are donor bursaries. Donor bursaries are awarded to deserving students in a specific field of study and may not require the beneficiary to repay the bursary in any form.

Procedure of Applying for Scholarship

The procedure is that the learner:

- complete the scholarship application form
- gets a written acceptance letter from a recognized institution
- submits their application to the scholarship secretariat at the Ministry of Education and Training (3rd Floor)
- is expected to sit for an interview by the Scholarship Selection Board before an award of the scholarship

Application forms are made available to potential applicants through the Regional Education Office, schools or the Scholarship Secretariat at the Ministry of Education and Training headquarters in Mbabane.

Application Process

Students are advised to apply before the 31st of December.Application process involves consultations and endorsement of key witnesses including the Chief or Indvunaof the applicant. Students are reminded to sign the logbook when submitting their application forms to the Secretariat at the Ministry of Education. Certified copies of the applicant's birth and academic certificates, ID card or personal identification number, current passport size photo, original acceptance letter, and a graded tax certificate accompany the scholarship application forms.

Scholarship covers tuition, books, accommodation, meals, project, uniform, and personal allowance. Note that priorities for scholarships are reviewed regularly.

SESSION PLAN

Instructional Objectives

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

- differentiate between bursary and scholarship
- list sources of funding for Higher Education and Training
- discuss the procedure for applying for scholarship.

Duration: 1 period

Teacher Resources:

- Read the background information on the topic on 13 -14
- Guidance and Counselling Syllabus
- Swaziland Government Scholarship Forms

Suggested Teaching Strategies:

- Discussion
- Brainstorm
- Resource person

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 13-14.

Key Messages

- A bursary is a type of financial assistance awarded on the basis of a financial need
- A scholarship is type of financial assistance awarded on the basis of academic performance or expertise
- The Government of Swaziland is the main source of financing higher education and training
- Applicants can obtain application forms through the Regional Education Offices, schools and the Scholarship Secretariat in the Ministry of Education and Training
- Financial assistance is also availed by some private companies

Step 1: Differentiate between bursary and scholarship

Teacher's Activity	Learners' Activity
• Find out how much learners know about bursaries and scholarships. • Consolidate the learners' responses and summarise by using the information from the background	Learners will be expected to: • brainstorm on what bursaries and scholarships are • state the differences between bursaries and scholarships

Step 2: List sources of funding for higher education and training

Teacher's Activity	Learners' Activity
• In groups ask learners to list and discuss possible sources of funding for higher education. • Summarize the discussion by stating other possible sources for funding higher education that did not come out from the discussion. Ensure the list includes: Swaziland government, Tibiyo TakaNgwane, Swaziland Water Services Co-operation and Swaziland Electricity Company.	Learners will be expected to: • list and discuss in groups, possible sources for funding higher education.

Step 3: Discuss the procedure for applying for scholarship

Teacher's Activity	Learners' Activity
• Ask learners what they know about applying for a scholarship and the process followed • Hand-out examples of Swaziland Government scholarship forms and ask learners to fill them in • summarise the process to the learners which includes where to get the scholarship form and how to fill it in.	Learners will be expected to: • brainstorm on what they know about applying for a scholarship and the process followed • fill in the relevant sections of the scholarship form

Exercise

Some suggested questions:

a) What is the difference between bursary and scholarship?
b) State sources for funding higher education and training
c) What is the significance of understanding the process of applying for a scholarship?

Self- Evaluation

Have I been able to assist learners to:

- differentiate between bursary and scholarship
- list sources of funding for higher education and training
- discuss the procedure for applying for scholarship.

WORK ETHICS

Background Information

This session is aimed at helping learners understand work ethics and the benefits of upholding work ethics. Work ethics is a value based on hard work and diligence. A work ethic is a set of moral principles an employee uses in his job. It is also a belief in the moral benefit of work and its ability to enhance character.

Certain factors come together to create a good work ethic. These include an employee's attitude toward work exhibited through good interpersonal communication skills, honesty, accountability, respect, integrity, punctuality, dependability, reliability, responsibility, dedication, conscientiousness, ambition, cooperativeness, helpfulness, adaptability, and resourcefulness.

Work Ethics in the Public and Private Sectors

There are similarities and differences between public and private sector work ethics. The public sector work ethics can include the following:

- *Selflessness* – Holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family or their friends.
- *Integrity* – Holders of public office should not place themselves under any financial or other obligation to outside individuals or organizations that might influence them in the performance of their duties.
- *Objectivity* – In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.
- *Accountability* – Holders of public office are accountable for their decisions and actions to the public and must subject themselves to whatever scrutiny appropriate to their office.
- *Openness/transparency* – Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.
- *Honesty* – Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.
- *Leadership* – Holders of public office should promote and support these principles by through good leadership and by example.

Private sector work ethics have a lot to do with business principles. These fundamental corporate ethics determine the business principles which concern:

- the objectives of the company (to engage efficiently, responsibly and profitably in business)
- its responsibilities to shareholders, customers, employees, those with whom the company does business with, and to society
- economic principles (profitability is essential)
- business integrity
- political activities of companies and employees
- health, safety and the environment
- the community

- competition
- communications

Benefits of Upholding Work Ethics

Workers exhibiting a good work ethic in theory would be selected for better positions, more responsibility and ultimately promotion. In addition, they will enjoy the following benefits:

- development of consistency
- high motivation and performance
- confidence and growth
- less likely to be involved in legal battles
- improved trust in working relationships with individuals and groups
- highly competitive

SESSION PLAN

Instructional Objectives

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

- define work ethics
- give examples of work ethics in the public and private sectors
- discuss the benefits of upholding work ethics.

Duration: 1 period

Teacher Resources:

- Read the background information on the topic on 18-19
- Guidance and Counselling Syllabus
- Ethical codes booklet for any profession e.g. teachers, nurses, lawyers, counsellors.

Suggested Teaching Strategies:

- Discussion
- Brainstorm

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 18-19
- Read other materials on work ethics
- Resource person

Key Messages

- A work ethic is a set of moral principles an employee uses in his job.
- Ethics are related to professions and all professionals should adhere to them.
- Good work ethics include an employee's attitude towards work exhibited through good interpersonal communication, honesty, accountability, respect, integrity, punctuality, dependability, reliability, responsibility, dedication, conscientiousness, ambition, co-cooperativeness, helpfulness, adaptability, and resourcefulness.
- Workers exhibiting good work ethics in theory would be selected for better positions, more responsibility and ultimately promotion.

Step 1: Define work ethics

Teacher's Activities	Learners' Activities
• Ask learners to brainstorm on what they understand by work ethics • Summarize the learners' responses and define work ethics as: a set of moral principles an employee uses in his job	Learns will be expected to: • brainstorm on what they understand by work ethics

Step 2: Give examples of work ethics in the public and private sectors

Teacher's Activities	Learners' Activities
• Ask learners to brainstorm on: ◊ the difference between the public and private sectors ◊ at least five work ethics in the public and private sectors • Summarize the learners' presentations by using the information from the background	Learners will be expected to: • brainstorm on the differences between the public and private sectors • give at least five examples of work ethics in the private and public sectors

Step 3: Discuss the benefits of up-holding work ethics

Teacher's Activities	Learners' Activities
• Divide learners into groups and ask them to discuss the benefits of upholding work ethics • Consolidate the discussion by emphasizing the importance of upholding work ethics. You may use information in the background	Learners will be expected to: • discuss, in groups the benefits of upholding work

Exercises

Some suggested questions:

a) What do you understand by work ethics?
b) Discuss the difference between work ethics in the private and public sectors
c) Would you uphold work ethics as an employee? Explain.

Self Evaluation

Have I been able to assist learners to:

- define work ethics
- give examples of work ethics in the public and private sectors
- discuss the benefits of upholding work ethics.

MONEY MANAGEMENT SKILLS

Background Information

This session is aimed at helping learners develop money management skills. Money is a legal tender that is generally accepted in payment for goods or services or in the repayment of debts. Money serves as a store of value, unit of account, and a medium of exchange (Mankiw and Simidian, 2014). Money is a measure of value. Money management is anartor learned technique of knowing where you are spending your money today and having a well-thought-out plan in place of where you want it to go in the future. There are two parts to money management. There is management of money that comes in (income) and management of money that goes out (expenditure). To manage money, an individual needs to develop the skills to generate income (invest), make savings, and controlling expenditure.

Financial management remains an important aspect of our lives. Many problems people encounter may be associated with lack of financial management skills. Such problems may cause difficulties for the family. These difficulties may lead to struggles to cope with various financial obligations such as payment of bills including rent, loans, utilities, children's school fees and purchasing groceries.

Importance of Managing Personal Finances

- Financial management ensures that you know what you are going to spend money on every month. It minimises spending and increases investment of some of the money. Better financial management helps avoid the purchase of very expensive items and unplanned spending. It is important to save some of the money at an early stage of life rather than waiting until retirement.

  One may need to avoid using retirement benefits to pay debts. It is also important to avoid spending money before getting it. Shopping around for some of the items before buying helps save some money. Have money for emergencies set aside. Balancing your accounts is also essential. Avoid as much as possible getting into debt because once one gets into debt it is difficult to get out of it.

Preparing a Personal Budget

When one starts working a large portion of the salary may cover bills such as rent, medical insurance/bills, loans, water, telephone, electricity or gas, groceries, paying back scholarship, school fees for those with families, and many other expenses. This is sometimes a cause for strain for many graduates. Part of one's salary may be committed to creditors.

Preparing a personal budget is central to money management. A budget ensures that one meets financial obligations in time and account for the expenditure. One needs to budget for household bills, loans, rent, and to ensure savings for the future. Savings lead to financial security. One may need to purchase mainly what is considered essentials. It is necessary to establish how you are going to use your money before spending it. Make sure expenditure is less than income. If the expenditure goes beyond income then one has to decide which things to leave out at any given time.

Process of Budgeting:

- List all income including salary and other sources of income.
- Record all the monthly expenditures for the different items to pay for. Include savings for each month.
- Calculate monthly balance.
- Make sure there is a record of all purchases and payments made.
- Identify those that were not part of the budget.
- Calculate the amount used.
- Identify things to leave out to reduce expenditures. Include recreational activities and social activities in the budget.

Sample personal budget

BUDGET WORKSHEET	
INCOME	
Item	**Amount**
Allowance Earnings from job Other… Other… *Total Income*	
EXPENSES	
Item	**Amount**
Food Air time Transportation Recreation (be specific) Other… Other… *Total Expenses*	
Total Income – Total Expenses =	

SESSION PLAN

Instructional Objectives

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

- define money management skill
- explain the importance of managing personal finances
- discuss ways of managing personal finances
- prepare a personal budget.

Duration: 2 periods

Teacher's Resources:

- Read the background information on the topic on 23-25
- Guidance and Counselling Syllabus

Suggested Teaching Strategies:

- Brainstorm
- Group discussions

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 23-25
- Prepare an example of a Budget Worksheet on a flipchart or chalkboard *(see sample on page 25)*.
- Be prepared with an example of a real-life living expense and how much it costs.

Key messages

- Budgeting one's money is a key life skill.
- Learners may not have much income, but what they have can still be managed.
- How we manage our money is an individual matter, but very important part of our lives
- Budgeting sets a good precedent for future practice.

Step 1: Define money management skill

Teacher's activity	Learner activity
• Begin the lesson by finding out where and how learners usually get or make money. Allow them to share how they usually spend their money. Find out how many of them save their money, have bank accounts, investments, credits and debts. Discuss the benefits of savings and investments and the down side of debts and poor use of money. • Ask learners what they understand by the term 'money management skills'. Let them scaffold the definitions as follows: i. Money ii. Money management and iii. Money management skills.	Learners will be expected to: • share how they get and use their money. • brainstorm on what they understand by money management as a class.

Step 2: Explain the importance of managing personal finances

Teacher's activity	Learner activity
• Divide the learners into small groups. Let each group come out with two explanations why it is important to manage their personal finances or money. • Give the groups time to present the conclusions of their discussion. Allow the class to interrogate and discuss each reason advanced by each group.	Learners will be expected to: • explain the importance of managing their personal finances.

Step 3: Prepare a personal budget.

Teacher's activity	Learner activity
• Allow learners to discuss ways to manage their personal finances in groups • Let them present the conclusions of their discussion in class. Allow class discussion and guide them to agree on the most useful ways to manage their finances.	Learners will be expected to: • discuss ways to manage personal finances in groups. • present the conclusion of the discussion in class.

Step 4: Prepare a personal budget

Teacher's activity	Learner activity
• Find what the learners understand by personal budget • Show the sample personal budget and discuss with the learners what should be included in a personal budget. • Guide them to prepare their personal budgets	Learners will be expected to: • talk about what they understand by personal budget. • discuss a sample personal budget with the teacher. • prepare a personal budget with guidance from the teacher.

Exercise

Some suggested questions:

a) What is money management?
b) What are some of the skills for money management?
c) Why is it important to manage personal money?
d) What should be included in a personal budget?

Self Evaluation

Have I been able to assist learners to:

- define money management skill
- explain the importance of managing personal finances
- discuss ways of managing personal finances
- prepare a personal budget

LABOUR LAWS

Background Information

In this session learners will learn about Labour Laws, their importance and where they can access relevant information. Labour laws are standards that are concerned about the rights, duties and responsibilities of employees, employers, Trade Unions and Government. Labour laws have been designed to protect both the employer and employee. They provide guidelines in cases where administrative decisions have to be made on legal matters. The State is the main player in upholding the rights of the employee and the employer. It is the responsibility of all citizens to know their rights and responsibilities in relation to the laws that govern the world of work.

Information on Labour laws can be sourced from the Ministry of Labour and Social Security, at the Conciliation Mediation Arbitration Commission (CMAC) head office in Mbabane and at the Regional offices in the four regions in the country, National Library and Ministry of Justice and Constitutional Affairs Library.

Some of the labour laws that exist are:

- The Industrial Relations Act of 2000 that regulates the collective relations between Trade Unions, Employers' Associations and Government.
- Employment Act (1980) that regulates the rights and duties between an individual employee and employer.
- Wages Act (1964) that regulates the remuneration of workers in the industrial and domestic sectors, except public service employees.
- Occupational Health and Safety Act (1970) that ensures that employees adhere to safe working conditions and healthy working environments.
- Workmen's Compensation Act (1983) that enables workers to claim for compensation should they be injured on duty.

An act is a law that is passed by parliament. It is tabled before parliament in a form of a Bill. A Bill is the proposed law that is in a draft form that is debated upon by parliament. An ordinance is a piece of legislation enacted by a municipal authority.

SESSION PLAN

Instructional Objectives

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

- define labour laws
- state where to find information on labour laws
- explain the importance of labour laws.

Duration: 1 period

Teacher's Resources:

- Read the background information on the topic on 29
- Guidance and Counselling Syllabus
- Industrial Relations Act 2000
- Employment Act 1980
- Wages Act 1964
- Occupational Health and Safety Act 1970
- Workmen's Compensation Act 1983
- Resource Person

Suggested Teaching Strategies:

- Lecture
- Discussion
- Brainstorm
- Research

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on page 29
- Identify and brief the resource person
- Source the labour laws listed in the Teacher's resources

[Note: Most of the labour laws can be sourced from the Ministry of Labour and Social Security offices and at the regional Guidance and Counselling offices]

Key Message

- Every industry or organisation is governed by laws and it is the responsibility of every employee and employer to understand these laws.

Step 1: Define what labour laws are

Teacher's Activities	Learners' Activities
• Ask learners to Brainstorm on labour laws. • Facilitate presentations and provide correct information where there might be misconceptions.	Learners will be expected to: • Brainstorm what labour laws are.

Step 2: Explain the importance of labour laws

Teacher's Activities	Learners' Activities
• Introduce your resource person to the class and inform learners that he/she has come to address them on the importance of Labour Laws. • Have reflection exercise on session.	Learners will be expected to: • Listen to resource person, take notes and ask questions for clarification where necessary. • Give a summary of the learnt concept through question and answer.

Step 3: State where learners can find information on Labour Laws

Teacher's Activities	Learners' Activities
• Present on where learners can access information on labour laws and the different laws that exist.	Learners will be expected to: • Write notes during the presentations and seek clarity.

Exercise

Some suggested questions:

a) Define labour laws.
b) What is the importance of labour laws?
c) Where can yousource information on labour laws?
d) List the different types of labour laws

Self Evaluation

Have I been able to assist learners to:

- define Labour Laws
- state where tofind information on Labour Laws
- explain the importance of Labour Laws.

HIV AND AIDS

HIV TESTING AND COUNSELLING

Background Information

In this session learners will learn about the importance of HIV Testing and Counselling (HTC). Being aware of one's HIV status should enable a person to take care of oneself and others. It also enables one to behave responsibly.

All people have a right to know their HIV status. Both HIV Testing and Counselling are entry points to HIV related care and prevention services. Such services provide opportunities for people to reduce their risks of acquiring or transmitting HIV. Knowing one's HIV status enables the individual to:

- adopt and maintain a behaviour to prevent acquiring or further transmission of HIV
- Gain early access to HIV – specific care, treatment and support
- Access interventions to prevent transmission from mother to child
- Cope better with HIV infection
- Plan for the future.

It also helps communities to:

- Reduce the denial, stigma and discrimination that surround HIV and AIDS
- Mobilize support for appropriate responses

Knowing one's partners HIV status is also important because it gives one the opportunity to:

- Refer one's partner to appropriate institutions for counselling, care and support
- Prevent transmission of HIV among partners
- Manage the relationship
- Support each other
- Enhance the decision to practice safer sex

HIV Testing and Counselling campaigns can reduce the spread of the virus if a majority of the people have the courage to know their status. Some of the dominant factors that motivate people to undergo HIV Testing include:

- Alleviating fear or the stigma associated with being HIV positive
- Providing low cost access to HIV Testing and Counselling (as is the case in Swaziland)
- Perceived health workers' confidentiality not to disclose HIV test results to third parties
- Effective use of HTC promotional campaigns
- Increased availability of ART

HIV Testing among young people can be promoted through:

- Eliminating the silence stigma and shame associated with HIV and AIDS
- Providing knowledge and information using schools and anti AIDs clubs
- Equipping learners with life skills
- Improving access to VCT
- Engaging young people who are living with HIV and AIDS
- Strengthening partnerships and mentoring programmes
- Providing youth friendly health education (emphasis on learner centred approaches)

It is important to periodically test for HIV because:

- One could test negative during the window period yet they could be positive
- One's health status is easily monitored
- This can help one take medication before the CD 4 cell count becomes too low

SESSION PLAN

Instructional Objectives

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

- discuss the importance of knowing one's HIV status
- discuss the importance of knowingone's partner's HIV status
- state the importance of periodically testing for HIV
- discuss strategies of encouraging individuals to go for HIV testing and counselling.

Duration: 4 periods

Teacher's Resources:

- Read the background information on the topic on 34- 35
- Guidance and Counselling Syllabus
- HIV and AIDS toolkit (UNICEF)
- Resource person

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 34-35

Suggested Teaching Strategies:

- Brainstorm
- Discussion

Key Message

- 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. Encouraging young people is one of the best ways to get more of them keen in getting tested and knowing their HIV status. A confidante plays a major role in promoting testing and counselling
- HIV Testing and Counselling is an entry point to prevention, treatment and care services.
- Having a support structure is important in promoting HIV Testing and Counselling
- HIV Testing and Counselling promotes responsible sexual behaviour

Step 1: Discuss the importance of knowing one's HIV status

Teacher's Activity	Learner's Activity
• Ask learners to discuss, as a class, why it is important to know one's HIV status • End session by emphasizing the need to test.	Learners will be expected to: • engage in a class discussion on the importance of knowing one's HIV status.

Step 2: Discuss the importance of knowing one's partner's HIV status

Teacher's Activities	Learners' Activities
• Ask learners to form groups and discuss why it is important and beneficial to know one's partner's HIV status • Present what they have discussed to the class • Allow responses and comments that the learners bring forth and clear misconceptions if there should be any.	Learners will be expected to: • discuss in groups the importance and the benefits of knowing one's partner's HIV status. • present what they have discussed to the class • critique each other's presentation

Step 3: State the importance of periodically testing for HIV

Teacher's Activities	Learners' Activities
• Facilitate the session and ask learners in groups to brainstorm on the importance of periodically testing for HIV,ensuring that the key areas are covered with reference to the window period	Learners will be expected to: • brainstorm in groups on the importance of periodically testing for HIV

Step 4: Discuss strategies of encouraging individuals to go for HIV testing and counselling

Teacher's Activities	Learners' Activities
• Ask learners to brainstorm on strategies that could be used to encourage people to go for HIV Testing and Counselling. • Emphasize on the importance of eliminating barriers that discourages people from undertaking an HIV test.	Learners will be expected to: • brainstorm on strategies that one would use to encourage people to undertake HIV Testing and Counselling.

Exercise

Some suggested questions:

a) Why is it important to undertake HIV Testing and Counselling?
b) What is the importance of knowing:
(i) About one's own HIV status?
(ii) About one's partners HIV status?
c) What strategies would you use to encourage your friend or relative to test for HIV?
d) Why is it important to periodically test for HIV?

Self Evaluation

Have I been able to assist learners to:

- discuss the importance of knowing one's HIV status
- discuss the importance of knowing one's partner's HIV status
- state the importance of periodically testing for HIV
- discuss strategies of encouraging individuals to go for HIV testing and counselling.

COMMONLY ABUSED DRUGS AND SUBSTANCES

Background Information

In this session learners will learn about the dangers of substance and drug abuse. Drug abuse is the habitual use of drugs to alter one's mood, emotions or state of consciousness. The abuse of substances such as drugs and alcohol is a major problem among some young people today and can lead to far-reaching consequences in their lives and those around them. The abuse of drugs and substances can have a negative effect on their future and may lead to addiction and risky behaviour, such as engaging in unprotected sex thereby contracting sexually transmitted infections including HIV. Furthermore,it can lead to serious health, social, and financial problems.

The most commonly used substances and drugs are:

Category	How is it administered	Acute Effects	Health Risk
Nicotine e.g. cigarettes, snuff, tobacco)	Smoked, snorted and chewed	Increased blood pressure and heart rate	Chronic lung disease, cancers of the mouth, pharynx, larynx oesophagus, stomach, pancreas, cervix, leukaemia. Addiction
Alcohol (ethyl alcohol) e.g. liquor, beer and wine	ingested	Drowsiness, slurred speech, nausea, emotional volatility, distorted vision, loss of consciousness	Violence, injuries, depression, foetal damage, addiction
- Marijuana e.g. dope, ganja, grass, weed, pot, Mary Jane, joint, smoke, herb -Hashish (hash, hemp)	Smokedand ingested	slowed reaction time, distorted sensory perception, impaired balance and coordination, increased heart rate and appetite, impaired learning, memory, anxiety, panic attacks,psychosis	Cough, frequent respiratory infections, possible health decline addiction
-Heroin (dope, brown sugar, smack) -Opium (gum, block, hop)	• Injected, smoked, snorted • Ingested,	Drowsiness, impaired coordination, dizziness, confusion, nausea, sedation, feeling of heaviness in the body, slowed or arrested breathing	Constipation, hepatitis, HIV, addiction, fatal overdose

-Cocaine (candy, coke, rock, snow, crack) -Amphetamine (speed) -Methamphetamine (ice, crack, glass, crystal)	• ingested, snorted, smoked, injected	Increased: heart rate blood pressure, metabolism, exhilaration, mental alertness, tremors, and reduced appetite, irritability, anxiety, panic, paranoia, violent behaviour	Weight loss, insomnia, HIV, cardiac or heart complication stroke, seizures addiction
Paracetemol, (Panado) Still pain, Grandpa, Asprin	in tablets or liquid ingested form	Relieves pain and fever	Overdose causing nausea and constipation
Narcotic Drugs Morphine, Pethadine	Injected Intravenous (drip)	Relieves pain and Induces sleep	Highly addictive Overuse leads to mental instability HIV
Anti-inflammatory tablets e.g. (Brufen, Dicloefanaec, Indocid)	tablets and liquid ingested	Relieves pain and inflammation	Addictive, weakens the bones, drug induced ulcers.
Antihistamines Allegex, Phernagen,	Tablets and liquids ingested. Some antihistamines can be injected	Inhibits allergic reactions by stopping the histamine that causes allergic reactions in the body	Drowsiness, dryness of bodily fluids
Steroids; Prednisone Asthma sprays			
Cough Mixtures	Ingested	Cause drowsiness	Addictive, causes drowsiness
Sedatives Sleeping tablets such as valium Amitrithelin	ingested tablets, liquids and injections	Slows down heart rate and allows you to rest.	Causes mental ill health, dependency, death, addictive

Most over the counter drugs are useful drugs but they may be abused to create dependency on them. They can be bought from pharmacies and shops just like other substances such as alcohol and tobacco. Inseland Roth (2004) defines substance and drug abuse as:

- repeated drug use that results in a failure to fulfil major responsibilities at work, school or home
- repeated use of drugs and substances even in dangerous situations, such as before driving
- repeated drug-related problems such as driving under the influence of alcohol or other substances

Illegal drugs include most of the drugs contained in the table above, which are also referred to as psychoactive drugs because they tend to change the person's consciousness or experience after intoxicating the body. In most countries, it is a criminal offence to be found in possession, cultivating, producing, importing, supplying, exporting, administering, or selling illicit drugs and substances. Penalties include imprisonment for a number of years according to the offence or drug found in possession.

Risky Behaviours and Substance and Drug Abuse

When peers negatively pressure one, one may end up indulging in alcohol or drugs, which may lead to unplanned and unprotected sex. Others sometimes find themselves involved in gangsters, smoking, taking illicit drugs, substances, drinking alcohol and participating in behaviours that lead them to be in conflict with parents and other authorities in their lives.

Coping skills to stay away from drug dependency include:

- Keeping away from any friends who encourage you to knowingly participate in risky activities
- Getting support from family and friends who can facilitate successful treatment of drug dependency
- Focusing on yourself, not pleasing others at your expense
- Talking to your guidance teacher or someone whom you believe would advise you wisely
- Learning to say "No" when necessary
- Repeating the refusal and explain why
- Using direct words and assertive body language
- Be assertive and use a clear, confident voice
- Looking the other person directly in the face
- Changing the topic and suggest an alternative

SESSION PLAN

Instructional Objectives

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

- define substance abuse
- list common substances that can be abused
- differentiate between harmful and useful drugs
- state how substance and drug abuse can contribute to risky behaviours
- state the coping skills associated with drug dependence challenges.

Duration: 3 periods

Teacher's Resources:

- Read the background information on the topic on 39- 42
- Guidance and Counselling Syllabus
- Alcohol, Drugs and Sex scenarios following this lesson plan
- If you have access to the internet, look at videos from www.avert.org media library. For photos and videos related to a wide range of HIV and AIDS-related topics go to http://www.avert.org/media-gallery.htm. You may recommend that learners look at them as well.

Suggested Teaching Strategies:

- Brainstorm
- Discussion
- Problem Tree Analysis
- Scenarios

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic on pages 39-42
- Read and photocopy the scenarios at the end of the session in preparation for step 4

Key Messages

- Substance abuse includes the abuse of drugs, such as, alcohol, and nicotine.
- A drug is anything other than food that changes the way the body or the mind works when taken into the body.
- Substance abuse is defined as any use of a substance that causes emotional or physical harm to the user or to others.
- Drug consumption can lead to compulsive, intensive use to drug addiction or dependence on that substance for everyday functioning.
- Alcohol and/or drug consumption can play a role in diminished judgement and lead to irresponsible sexual behaviour.
- Certain skills can be learned and practiced to help learners avoid substance abuse.

Step 1: Define substance abuse

Teacher's Activities	Learner's Activities
• Ask learners to define the word 'substance' and state what they understand by substance abuse. • Write the definition of 'substance abuse' on the chalkboard.	Learner's will be expected to: • define the word substance • state the meaning of substance abuse.

Step 2: List common substances that can be abused

Teacher's Activities	Learners' Activities
• Ask learners to work in pairs and list as many substances that can be abused (including legal substances such as nicotine and alcohol, as well asuseful and harmful substances). • Once they have come up with the list, instruct them to decide if the substances they have named are harmful or not. • Let learners present their work to the class. • Conclude by clarifying and correcting misconceptions of their responses	Learners will be expected to: • work in pairs and list as many substances that can be abused. • present the responses by naming drugs they know. • decide if the substances that they have named are harmful or not. • present their findings to the class.

Step 3: State how substance and drug abuse can contribute to engaging in risky behaviours.

Teacher's Activities	Learners' Activities
• Ask learners to list risky behaviour. • Identify risky behaviour that are associated with substance and drug abuse. • Discuss with the learners how substance abuse and drugs contribute to risky behaviour.	Learners will be expected to: • list risky behaviour • list risky behaviours that are associated with substance and drug abuse. • Discuss how substance abuse and drugs contribute to risky behaviours.

Step 4: State coping skills associated with drug dependence challenges

Teacher's Activities	Learners' Activities
• Ask learners to sit in groups and read through given scenarios below.	Learners will be expected to: • read the given scenarios and make notes on coping skills or advise one may give to the person.

Exercise

Some suggested questions:

a) Define substance abuse and list substances that are commonly abused.
b) Explain the effects of abusing useful and harmful drugs.
c) How do drugs and substances impair responsible behaviour?
d) How can you assist someone who is trying to cope with avoiding substance dependence?

Self Evaluation

Have I been able to assist learners to:

- Define substance abuse
- list common substances that can be abused
- differentiate between harmful and useful drugs
- state how substance and drug abuse can contributeto risky behaviours
- state the coping skills associated with drug dependency challenges.

SCENARIOS

Scenario 1

I remember going to a party one day with my elder sister and her friends. Being the youngest I felt I needed to fit in with them. There was alcohol so I thought I would join in and look "cool!". Not a good idea Hloni thought.

Scenario 2

"When I was in Form 5, my friends encouraged me to smoke marijuana or "weed". I really didn't want to, but I thought life is too short, and gave in to the idea. Suddenly I spaced out and got high and didn't know what to do with the burst of energy I felt. It was uncomfortable yet I kept trying to smoke just to fit in" Simon said to his cousin.

Scenario 3

"At 16, I was not ready to lose my virginity and didn't have a steady boyfriend. All my friends were having sex. They acted as if losing virginity was no big deal. It is! Trust me! I had no idea what I was getting myself into until I realised I had lost my virginity to the WRONG guy! He was a sleaze, cared nothing for me or my feelings and I was just another girl to him," Fikile said to Sibongile.

HEALTH PROMOTION

COMMUNICABLE DISEASES

Background Information

In this session learners will learn about communicable diseases and the different modes of transmission of infectious diseases and how they can be avoided. Communicable diseases are caused by infectious micro-organisms that live, feed and breed in hosts and are spread through humans, livestock, insects, soil, atmosphere and water. They can be transmitted from one person to another or animal to animal and animal to humans. A communicable disease such as a cold is an illness that spreads from person to person. They will also learn how poor personal hygiene and environmental sanitation contribute to the spread of infectious diseases. Outbreaks of disease or epidemics cause hundreds of thousands of deaths each year, particularly affecting poor and developing nations.

Mode of Transmission	Process	Examples of Communicable Diseases	Conducive Environmental Conditions
1. Contact	Through direct contact with an infected person	• Chicken pox • Herpes zoster • Scabies • Lice • Hand and foot fungal infections	• Poor personal cleanliness and hygiene • Unclean bathrooms/ showers • Lack of health awareness
2. Droplet	Through inhaling or contact of droplets expelled from a sick person for examples neezing, coughing, spitting and speaking.	• Pneumonia • Seasonal influenza • Severe acute respiratory syndrome	• Poor ventilated rooms • Not covering your mouth when sneezing and coughing
3. Airborne	The infective agents float in the air for sometime and enter the body through the respiratory tract	• Chicken pox • Measles • Pulmonary tuberculosis	• Poor ventilation • Not covering your mouth when sneezing and coughing
4. Food borne and waterborne	Through intake of contaminated food or water, or contaminated eating utensils	• Cholera • Dysentery • Hepatitis A • Hepatitis E • E. Coli infection (bacteria from human waste)	• Unwashed fruits and vegetables • Using contaminated (unsafe water)

5. Vector borne diseases	Through vectors (a vector is an organism that transmits diseases from one host to another for example mosquito and ticks)	• Malaria • Bilharzia • Dengue fever	• Surroundings that promote the breeding of mosquitoes and ticks, such as still water, grazing velds and where there is a pile of cow dung.
6. Blood or body fluid	Blood transfusion, tattooing or sexual intercourse	• Hepatitis B • HIV • STIs • Ebola	• Unscreened blood transfusion • Use of unsterilized razors and needles
7. Congenital infections	From pregnant mother to foetus	• Congenital syphilis • German measles • Cytomegalovirus (CMV, a member of the herpes simplex virus) • HIV	• Unprotected sex sexual encounter with an infected person.

Non Communicable Diseases

Non Communicable Diseases are diseases that are not passed from one person to another. They include cardiovascular (heart) diseases, Diabetes, Obesity, certain types of Cancers and Chronic Respiratory diseases. Non Communicable diseases claim a large percentage of lives world over and the numbers being higher in low and middle income classes. Regular and inexpensive screenings can reduce the number of deaths significantly, as well as ensuring changes in food consumption, physical activity, smoking and drinking habits. The lifestyle changes include reducing intake of high energy foods such as (fast foods, chips, sausages and any fried foods), sugary drinks (soft drinks, fruit juices, sports drinks and energy drinks), salty foods that increase the chances of developing stomach cancers. Increase fresh fruit and vegetables in daily diet, control amounts of red meat and processed foods as well as whole grains and ensure daily physical activity. People living with NCDs need support. There are organisations and institutions that support people living with NCD these are The Ministry of Health, the Non Communicable disease unit, Breast cancer Network CANSA and the Swaziland Epilepsy Organisation. These organisations have taken population-based strategies in attempt to change social norms by encouraging increase in healthy behaviours and reduce health risk. Individual companies, Government and Health ministries are acknowledging that social and economic factors contribute strongly to disease and therefor have initiated wellness activities that encourage individuals to test their health regularly, participate in physical activities, and promote healthier diets taken at regular intervals. In 2010 the Ministry of Health took on a school based screening programme was initiated to test learners at different schools and regions in the country for NCDs.

SESSION PLAN

Instructional Objectives

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

- define communicable and non-communicable diseases
- list the different types of communicable diseases
- state environmental conditions that perpetuate communicable diseases
- discuss the causes of communicable diseases.

Duration: 3 periods

Teacher's Resources:

- Read the background information on the topic on 48-50
- Guidance and Counselling Syllabus
- Centre's for Disease Control: www.cdc.gov
- National Institutes of Health information index: http://health.nih.gov/category/Infections
- The biology teacher
- The local health care provider

Suggested Teaching Strategies:

- Investigate
- Brainstorm
- Discussion

Teacher Preparation:

- Read the following suggested activities
- Read the background information on the topic onpages 48-50
- Copy the Cover Your Cough hand-out at the end of the session in preparation for step 3

Key Messages:

- Communicable diseases are those diseases that are transmitted (spread) from one person to another or from an animal to a person.
- Communicable diseases can also be called infectious diseases or contagious diseases.
- Communicable diseases can be caused by a wide variety of organisms (also known as microbes or germs). These include viruses, bacteria, fungus and protozoa.
- There are major routes of disease transmission: these maybe direct contact with contaminated food, water, air, bodily fluids and vectors.
- Communicable disease can be reduced by safer sex, improving personal and environmental hygiene.

Step 1: Define communicable and non-communicable diseases

Teacher's Activities	Learners' Activities
• Ask learners to brainstorm what they understand by the term 'communicable and non-communicable diseases. • Explain that communicable diseases can also be called 'infectious diseases' or 'contagious diseases.	Learners will be expected to: • brainstorm what they understand by the term 'communicable and non-communicable diseases. • show their understanding of the definition on 'communicable disease'

Step 2: List the different types of communicable and non-communicable diseases

Teachers Activity	Learners Activity
• Ask learners to list the different types of communicable and non-communicable diseases • Facilitate this session and ensure that the list covers the diseases in the background information	Learners will be expected to: • list different types of communicable and non-communicable diseases.

Step 3: State environmental conditions that perpetuate communicable diseases

Teacher's Activities	Learners' Activities
• Asklearnerstoformgroupsandinvestigate on each of the environmental conditions that perpetuate communicable diseases. • Assist learners with their investigation	Learners will be expected to: • investigate in groups on each of the environmental conditions that perpetuate communicable diseases.

Step 4: Discuss the causes of communicable diseases

Teacher's Activities	Learners' Activities
• Ask learners to present their research then discuss their findings with the entire class on the causes of communicable diseases.	Learners will be expected to: • present their research then discuss their findings with the entire class on the causes of communicable diseases.

Exercise

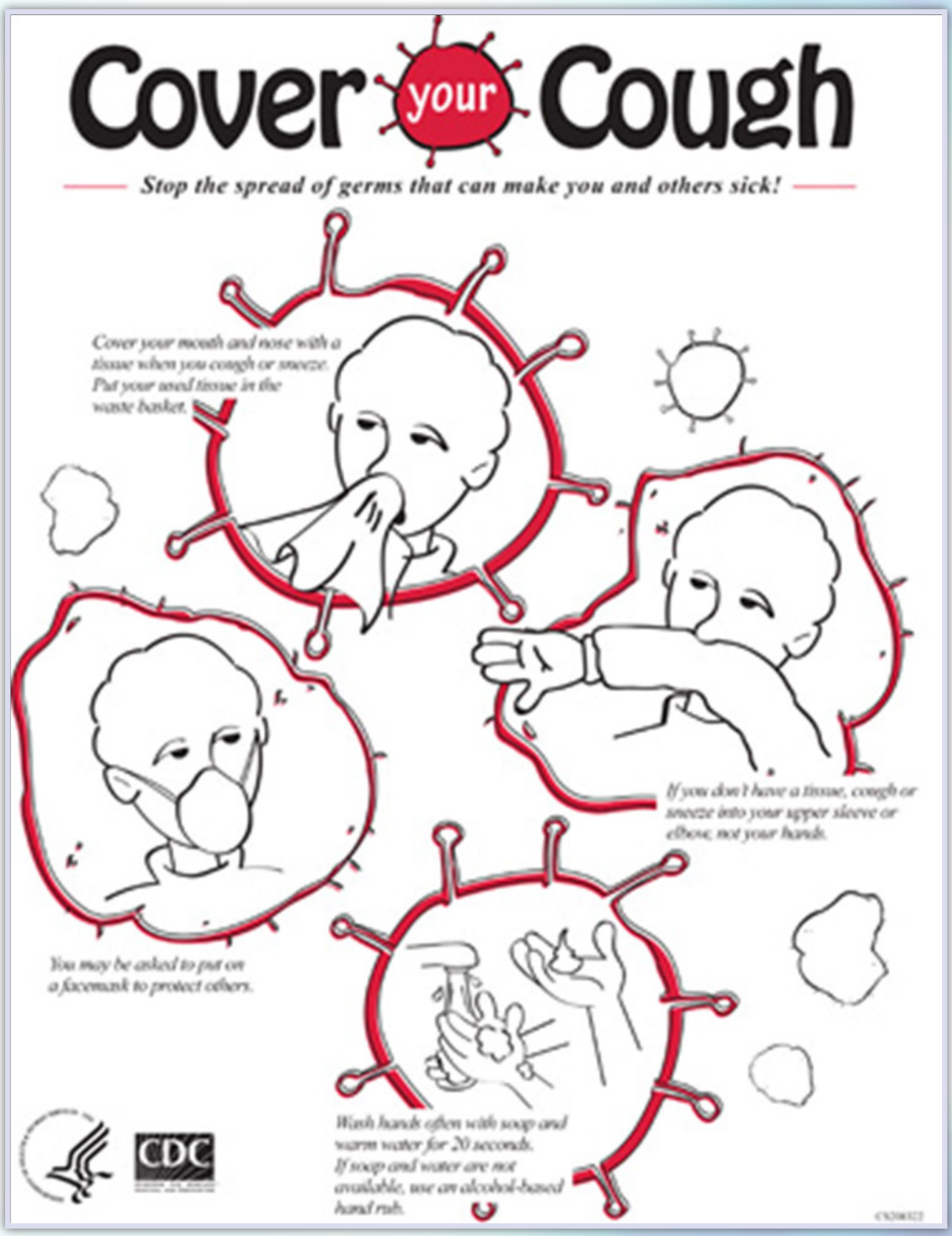
Some suggested questions:

a) What are communicable diseases?
b) What environmental conditions perpetuate the spread of communicable diseases?
c) How do the diseases spread?

Self Evaluation

Have I been able to assist learners to:

- define what communicable diseases are
- list the different types of communicable diseases
- state environmental conditions that perpetuate communicable diseases
- discuss the causes of communicable diseases


Cover your Cough
Stop the spread of germs that can make you and others sick!
Cover your mouth and nose with a tissue when you cough or sneeze. Put your used tissue in the waste basket.
If you don't have a tissue, cough or sneeze into your upper sleeve or elbow, not your hands.
You may be asked to put on a facemask to protect others.
Wash hands often with soap and warm water for 20 seconds. If soap and water are not available, use an alcohol-based hand rub.
CDC

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