ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

GUIDANCE AND COUNSELLING SYLLABUS

FORMS 1 - 4

2015 - 2022

Curriculum Development and Technical Services
P. O. Box MP 133
Mount Pleasant
Harare

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CONTENTS

1.0 PREAMBLE

1.1 Introduction

The Guidance and Counselling learning area is a Form 1 to 4 secondary school syllabus comprising six topics namely: Unhu/Ubuntu/Vumunhu (Norms and Values), Relationships, Health including Sexuality, HIV and AIDS, Human Growth and Development, Child Protection and Career Guidance. It prepares learners for an independent productive adulthood and life-long learning. This syllabus is designed to equip learners with age-appropriate, culturally relevant, scientifically accurate knowledge and skills which will produce responsible citizens who will positively contribute towards nation building.

1.2 Rationale

Guidance and Counselling is a learning area that seeks to empower learners with essential life skills that enable them to survive in a changing socio-economic environment comprising the family, local, national and global communities. The learning area is very significant in the development of Unhu/Ubuntu/Vumunhu attributes as it gives a sense of positive self-image and high self-esteem, cherishes diversity and celebrates differences among learners. It prepares learners to cope with developmental changes and a variety of risky factors such as HIV and AIDS, early marriages, teenage pregnancies, drug and substance abuse.

The Guidance and Counselling syllabus enables learners to develop skills in:

- Self-management
- Managing diversity
- Critical thinking
- Decision making
- Problem solving
- Communication
- Learning and Innovation
- Leadership
- Enterprise
- Assertiveness
- Technology

1.3 Summary of Content

This syllabus covers the following essential themes in Guidance and Counselling: relationships, health, human growth and development, Unhu/Ubuntu/Vumunhu (norms and values, beliefs, citizenship), child protection and career guidance. The thrust of this syllabus is to produce a competent, versatile and empowered learner who is able to cope with dynamic life trends.

1.4 Assumptions

It is assumed that learners:

- belong to a family
- are aware of basic relationships
- have some communication skills
- are conscious of general personal hygiene and common diseases
- are able to identify physical changes at adolescence stage
- are aware of the diversity of religions and culture
- are conscious of types and effects of child abuse
- have different interests in career choices

1.5   Coss Cutting Themes

- Gender roles
- Children's rights and responsibilities
- Crisis management
- Financial Literacy
- Sexuality, HIV and AIDS
- Child Protection
- Heritage Studies (Constitution)
- Human Rights
- Collaboration
- Education for Sustainable Development

2.0   PRESENTATION OF THE SYLLABUS

The Guidance and Counselling Syllabus is presented as a single document which covers Forms 1 – 4. All forms have the same topics which are developmental and spiral

3.0   AIMS

The syllabus enables learners to:

3.1   experience personal development anchored on Unhu/Ubuntu/Vumunhu in all facets of life

3.2   develop the need for relationships and a sense of belonging to the family, community and society through management and celebration of diversity

3.3   develop into total and mature individuals, aware of rights and responsibilities, with ability to respond to real life challenges and social dynamics

3.4   manage adolescence and live healthy productive lives

3.5   acquire career planning and development skills that contribute to wealth creation and achievement of national development goals

3.6   interact and engage various educational and other support systems related to Guidance and Counselling

4.0   SYLLABUS OBJECTIVES

By the end of Form 4 learners should be able to:

4.1   describe the significance of Unhu/Ubuntu/Vumunhu (norms and values) to the individual, family and community

4.2   demonstrate the ability to manage intra- personal and inter- personal relationships

4.3   demonstrate an awareness of children's rights and responsibilities

4.4   embrace diversity and overcome stigma and discrimination

4.5   describe the processes in human development (personal, social, emotional and physical)

4.6   apply relevant information related to life skills, sexuality, HIV and AIDS Education

4.7   employ self-assessment tools that guide career profiling necessary for identification of career pathways

4.8   familiarize with the world of work through work related learning leading to selection of a career that matches one's inclination

5.0   METHODOLOGY AND TIME ALLOCATION

This syllabus is based upon a learner-centred, hands on, multi-cultural, interactive and real life approach. It promotes innovation, assertiveness, self-motivation, critical thinking and pragmatic application of concepts to everyday life.

5.1   Methodology

- Games and Quizzes
- Imitation or Simulation
- Video and film shows
- Educational tours
- Drama, song and poetry
- Case study
- Group discussions
- Discovery
- Research
- Debate
- Work related learning

The above suggested methods are enhanced through the application of multi-sensory approaches to teaching and principles of individualization, unification, concreteness, tactility (touch), stimulation and self-activity.

5.2   T ime Allocation

For adequate coverage of the syllabus a time allocation of four periods of 40 minutes per week should be allocated. It is recommended that learners should go on educational tours at least twice a year.

6.0   TOPICS

- Unhu/Ubuntu/Vumunhu (norms and values), beliefs and citizenship
- Relationships
- Health
- Human growth and development
- Child protection
- Career guidance

7.0 SCOPE AND SEQUENCE

7.1 TOPIC 1: UNHU/UBUNTU/VUMUNHU (NORMS AND VALUES), BELIEFS AND CITIZENSHIP

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Unhu /Ubuntu/Vumunhu	• Unhu/Ubuntu/Vumunhu • Unhu /Ubuntu/Vumunhu at home, school and community • Norms values and beliefs in Zimbabwe • Unhu/Ubuntu/Vumunhu in various roles and contexts • Grooming and etiquette • Self-image and self-esteem	• Grooming and etiquette • Self-image and self-esteem • Religious and Indigenous beliefs • Various religions in Zimbabwe	• Grooming and etiquette • Self-image and self-esteem • Concept of respect • Respect and tolerance	• Grooming and etiquette • Self-image and self-esteem • Citizenship • Patriotism

7.2 TOPIC 2: RELATIONSHIPS

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Family	• Types of families • Types of relationships • Communication skills	• Roles of family members • Abusive relationships • Personal identity and life skills	• Conflicts and Conflict Management • Communication in relationships	• Challenges to family cohesion • Managing relationships • Conflict management • Peer pressure

7.3   TOPIC 3: HEALTH

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Health management	• Personal and environmental hygiene • Immunization • Sexual and reproductive health • HIV and AIDS • Drug and substance abuse • Healthy living	• Sexual and reproductive health • HIV and AIDS • Communicable and non-communicable diseases • Drug and substance abuse • Healthy living	• Personal and environmental hygiene • Grooming and etiquette • Sexual and reproductive health • HIV and AIDS • Communicable and non communicable diseases • Drug and substance abuse • Healthy living	• Sexual and reproductive health and rights • HIV and AIDS • Stigma and discrimination • Drug and substance abuse • Mental Health • Basic care and support for people with disabilities • Healthy living

7.4   TOPIC 4: HUMAN GROWTH AND DEVELOPMENT

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Sexuality	• Puberty and adolescence • Sex and sexuality • Psycho-social support systems • Disability	• Anatomy and Physiology • Sexuality • Teenage pregnancy • Psycho-social support systems • Disability	• Anatomy and Physiology • Sexuality • Teenage pregnancy • Psycho-social support systems • Disability • Adolescence and stress management	• Anatomy and Physiology • Sex and sexuality • Disability • Psycho-social support • Teenage pregnancy

7.5   TOPIC 5: CHILD PROTECTION

SUB-TOPIC	Form 1	Form 2	Form 3	Form 4
Child Rights and Responsibilities	• Concept of Child Rights and Responsibilities • Child abuse • Policies and legislation on Child Rights in Zimbabwe • Drug and Substance Abuse	• Concept of Child Rights and Responsibilities • Child Abuse • Policies and legislation on Child rights in Southern Africa	• Concept of Child Rights and Responsibilities • Child abuse • Policies and legislation on Child rights in Southern Africa	• Concept of Child Rights and Responsibilities • Child abuse • Policies and legislation on Child rights in the World

7.6   TOPIC 6: CAREER GUIDANCE

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Careers	• Study skills • Career awareness • Enterprise • Interviews • Guidance and Counselling Portfolio • Individual transitional programs	• Career exploration • Study skills • Interviews • Individual transitional programs • Guidance and Counselling Portfolio • Enterprise	• Study skills • Enterprise • Individual transitional programs • Guidance and Counselling Portfolio • Interviews • Career planning	• Study skills • Enterprise • Individual transitional programs • Guidance and Counselling Portfolio • Career planning • Work related learning experience

8.0 COMPETENCY MATRIX

FORM 1

8.1 TOPIC 1: UNHU/UBUNTU/VUMUNHU (NORMS AND VALUES), BELIEFS AND CITIZENSHIP

KEY CONCEPT	OBJECTIVES: Learners should be able to	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Concept of Unhu/Ubuntu/Vumunhu	• define Unhu/Ubuntu/Vumunhu and related concepts • list characteristics of Unhu/Ubuntu/Vumunhu	• Unhu/Ubuntu/Vumunhu concepts • Characteristics of Unhu/Ubuntu/Vumunhu	• Describing Unhu/Ubuntu/Vumunhu • Analysing Unhu/Ubuntu	• Pamphlets • Resource person(s) • Case study • Reading novels • Videos
Unhu /Ubuntu/Vumunhu at home ,school and community	• describe Unhu/Ubuntu/Vumunhu at home, school and community	• Unhu/Ubuntu/Vumunhu at home, school and community	• Dramatising Unhu/Ubuntu/Vumunhu at home, school and community	• Pamphlets • Resource person(s) • Case study • Reading novels • Videos
Norms, values and beliefs in Zimbabwe	• state the norms, values and beliefs in the locality	• Norms, values and beliefs	• Listing norms, values and beliefs • Describing norms, values and beliefs	• Pamphlets • Resource person(s) • Case study • Reading novels • Videos
Unhu/Ubuntu/Vumunhu in various roles and contexts	• outline Unhu/Ubuntu/Vumunhu in various roles and contexts • discuss the factors affecting Unhu/Ubuntu/Vumunhu	• Unhu/Ubuntu/Vumunhu roles in different contexts • Factors affecting Unhu/Ubuntu/Vumunhu	• Demonstrating Unhu/Ubuntu/Vumunhu roles in different contexts • Involving learners in cultural exchange programs	• Pamphlets • Resource person(s) • Case study • Reading novels • Videos

Grooming and Etiquette	• define grooming and etiquette • distinguish acceptable situational behavior from unacceptable behavior	• Definition of -dress code -table manners -Walking style -deportment -situational appropriate communication -body posture -eye contact • Management of behavior: -Unacceptable situational behavior -acceptable behavior	• Demonstrating deportment • Discussing mannerisms including spitting • Demonstrating appropriate situational behaviors • Discussing behaviors portrayed in videos • Dramatising situational behaviors	• ICT tools • Resource person(s) • Pamphlets • Videos • Pictures
Self-image and self-esteem	• define self-image and self-esteem • explain the importance of self-image and self-esteem • assess self-image and self-esteem	• Self-image and self-esteem • Significance of self-image and self-esteem	• Describing self-image and self-esteem • Debating on the importance of self-image and self-esteem • Participating in public speaking	• ICT tools • Braille material • Pamphlets

8.2   TOPIC 2: RELATIONSHIPS

SUB TOPIC: TYPES OF FAMILIES

KEY CONCEPT	OBJECTIVES: Learners should be able to	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES

Family types	• list types of families
	• describe different types of families
		• Different family types such as:
		  Nuclear, extended,
		  Child headed , one
		  parent
			• Identifying different types of families
			• Playing roles of different family members
			• Story telling
				• ICT tools
				• Braille material
				• Videos

Types of Relationships	• identify different types of relationships
	• describe the different types of relationships
		• Different types of relationships such as:
		  -friendships
		  -dating and courtship
		  -marriage(refer to constitution)
			• Listing different types of relationships
			• Brainstorming on different types of relationships
			• Role playing different types of relationships
				• Pamphlets
				• Braille material
				• Resource person(s)
				• Case study
				• Reading novels
				• Videos

Communication skills	• state types of communication • illustrate effective communication	• Types of communication • Barriers to communication • Forms of communication	• Listing the different types of communication • Discussing effective communication	• Electronic and print media • Braille material • Sign language material

8.3   TOPIC 3: HEALTH

SUB TOPIC: HEALTH MANAGEMENT

Key Concept Topic	Objectives Learners should be able to:	Unit Content	Suggested learning activities	Resources
Personal and environmental hygiene	• define personal and environmental hygiene and other related terms • State the importance of hygiene • list waste management laws • describe ways of disposing waste	• Definition of key concepts related to personal and environmental hygiene • Personal hygiene e.g. -bathing -oral care -ear care -eye care -laundry -hand washing • Menstrual hygiene • environmental hygiene -waste disposal e.g. recycling -Water and Sanitation Hygiene (WASH)	• Describing personal and environmental hygiene • Demonstrating hand washing, dental care and proper toilet use • Discussing menstrual hygiene management • Demonstrating waste disposal	• ICT tools • Resource person(s) • Pamphlets

Key Concept Topic	Objectives Learners should be able to:	Unit Content	Suggested learning activities	Resources
Immunization	• define immunization • describe importance of immunization • dispel myths and misconceptions on immunization	• Immunization • Rationale for immunization • Myths and misconceptions • Immunization service providers	• Describing immunization • Composing immunization songs, poems • Dramatising immunization myths and misconceptions/benefits of immunization • Watching videos on immunization	• Resource person(s) • ICT tools • Child health card • Charts • Pamphlets • Picture codes • Video
Sexual and reproductive health and rights (SRHR)	• define SRHR • state reproductive health rights and responsibilities • outline sexual reproductive health challenges and prevention strategies	• Sexual and reproductive health and rights (SRHR) • Reproductive health rights and responsibilities • Sexual health • Sexual reproductive health challenges -teenage pregnancy -STIs -HIV • Prevention strategies -Voluntary Medical Male circumcision (VMMC)	• Describing SRHR • Identifying sexual and reproductive health rights and responsibilities • Discussing importance of sexual health • Identifying SRH challenges and prevention measures • Watching STI and HIV videos	• Age appropriate audio-visual materials e.g. -videos -Picture codes -Pamphlets -Posters -Braille material • Resource person(s) • ICT tools
HIV and AIDS	• define HIV and AIDS • describe modes of transmission • identify ways of prevention • state myths and misconception on HIV and AIDS • deliberate on treatment, care and support	• HIV and AIDS • Modes of transmission • Ways of preventing HIV transmission • HIV Testing • Common myths and misconceptions • Treatment, Care and Support for people living with HIV (PLHIV) • Positive living • Stigma and Discrimination • Gender and HIV	• Explaining HIV and AIDS • Identifying modes of transmission • Discussing ways of preventing HIV transmission • Stating HIV and AIDS myths and misconceptions • Describing HIV treatment, care, support and adherence • Outlining positive living including nutrition for PLHIV • Discussing stigma and discrimination	• Age appropriate audio-visual materials e.g. -videos -Picture codes -Pamphlets -Posters -Braille material • Resource person(s) • ICT tools

	Objectives	Content	Suggested Learning Activities and Notes	Suggested Resources
	• explore stigma and discrimination on HIV and AIDS • Discuss gender dynamics in HIV		• Analysing gender dynamics in HIV	
Drug and substance abuse	• define drug and substance abuse • identify types of drugs and substances • state effects of drug and substance abuse • state ways of preventing drug and substance abuse • distinguish between drug and substance abuse	• Drug and substance abuse • Causes of drug and substance abuse • Types and sources of drugs and substances • Ways of preventing drug and substance abuse • Effects of drug and substance abuse • Management of drug and substance abuse-rehabilitation	• Defining drug and substance abuse • Watching videos and discussing issues depicted in videos • Researching on drugs and substances • Dramatising on drug and substance abuse • Debating on drug and substance abuse	• Resource person(s) • Age appropriate audio-visual materials -videos -Picture codes -Pamphlets -Posters -Braille material • ICT tools
Healthy living	• define healthy living • describe the importance of a balanced diet	• Healthy living e.g. -Nutrition -eating habits -weight control -wellness -Balanced diet -Physical fitness • Mental health	• Explaining components of healthy living, nutrition and balanced diet • Researching on local balanced diet • Participating in physical fitness activities • Discussing common mental health problems	• audio-visual materials e.g. -videos -Picture codes -Pamphlets -Posters -Braille material • Resource person(s) • ICT tools

8.4   TOPIC 4: HUMAN GROWTH AND DEVELOPMENT

SUB TOPIC: SEXUALITY

KEY CONCEPT	OBJECTIVES: Learners should be able to	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Puberty and adolescence	• define puberty and adolescence • identify physical, emotional and psychological changes • manage the physical, emotional and psychological changes	• Puberty and adolescence • Changes associated with puberty and adolescence - Physical changes - Physiological changes - Emotional changes • Ways of managing changes in puberty and adolescence	• Researching on puberty and adolescence • Describing physical, emotional and psychological changes • Discussing ways of managing changes associated with puberty and adolescence	• ICT tools • Resources person(s) • Charts • Text books • Braille material
Sex and Sexuality	• explain the meaning of sex and sexuality • state the consequences of early sexual debut • practice ways of delaying sexual debut	• Meaning of terms associated with sex and sexuality such as - Sex - Sexuality - Sexual debut - Abstinence • Consequences of early sexual debut such as -Teenage pregnancies -Early marriages -STIs • Ways of delaying sex debut -Setting limits on how far they go in expressing romantic affection -Avoiding sexual stimulating situations	• Researching on puberty and adolescence • Describing the physical, emotional and psychological changes • Listing the ways of managing changes associated with puberty and adolescence • Demonstrating ways of managing changes in puberty and adolescence • Researching on sex and sexuality • Explaining the consequences of early sexual debut • Discussing ways of delaying sexual debut	• ICT tools • Pamphlets • Resource person(s) • Braille materials • Sign language materials • Talking book • Videos

Key Concept Topic	Objectives Learners should be able to:	Unit Content	Suggested learning activities	Resources
Psycho-social support systems	• define psycho-social support systems • access services for psycho-social support systems	• Psycho-social support systems • Service providers that offer psycho-social support systems	• Describing psycho-social support systems • Listing service providers that offer psycho-social support systems • Identifying the service providers that offer psycho-social support services • Training in peer education	• ICT Tools • Resource person(s) • Text books • Braille material
Disability	• define disability • identify different types and forms of disability • find ways of assisting people with disabilities • promote inclusion of people with disabilities	• Disability • Different types and forms of disability • Support Systems for people with disability	• Classifying disabilities • Explaining different forms of disability • Selecting ways of assisting people with disability depending on the nature of the disability • Identifying learners with disabilities in communities who are deprived of education • Sensitizing communities on disabilities • Appreciating inclusion of people with disabilities in schools and communities	• ICT Tools • Pamphlets • Resource person(s) • Child-led Protection Committees • Braille material • Sign language dictionary

8.5 TOPIC 5: CHILD PROTECTION

SUB TOPIC: RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	OBJECTIVES: Learners should be able to	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Child rights and responsibilities	• define child rights and responsibilities • state examples of child rights and responsibilities	• Definition • Examples of child rights and responsibilities	• Listing child rights and responsibilities • Describe child rights and responsibilities	• ICT tools • Text books • Zimbabwean Constitution 2013 • Child rights policies
Child abuse	• define child abuse • state types and forms of child abuse • identify common learner incidences • describe prevention and management of child abuse	• Definition • Types and forms of child abuse • Common learner incidences such as sex parties, satanism, pornography, teenage pregnancies, examination stress, suicide • Reporting structures such as Child-led Protection Committees • Referral systems	• Explaining child abuse • Naming types and forms of child abuse • Discussing incidences • Identifying reporting structures • Offering psycho-social s	• Secretary's Circular Minute No 5 of 2000 • Director Circular No 27 of 2008 • ICT tools • Newspapers • Resource person(s) - the victim friendly unit • Videos • Audio tapes • Braille material materials
Policies and Legislation on Child Rights in Zimbabwe	• define policy and legislation • identify policies and legislation	• Policy and legislation • Policies and legislation	• Stating policies and legislation • Explaining policies and legislation	• Zimbabwean Constitution 2013 • Education Act 1996 • Resource person(s)
Drug and substance abuse	• define drug and substance abuse • list types of drugs and substances • identify sources of drugs and substances • state the effects of drug and substances	• drug and substance abuse • types of drugs and substances • sources of drugs and substances • effects of drugs and substances	• Explaining drug and substance abuse • Differentiating between drugs and substances • Analysing the effects of drugs and substances • Identifying commonly abused drugs and substances	• Resource person(s) • Pictures • Pamphlets • Flyers • ICT tools • Audio and visual tapes

8.6   TOPIC 6: CAREER GUIDANCE

SUB TOPIC: CAREERS

KEY CONCEPT	OBJECTIVES; The learner should be able to;	UNIT CONTENT	SUGGESTED ACTIVITIES	LEARNING RESOURCES
Study skills	• explain appropriate study skills • design a study timetable	• appropriate study habits • Study processes • Study timetable	• Discussing the importance of note making and reading notes	• Study pack • ICT tools

Career awareness	• develop career awareness
	• identify a career pathway that matches the learner's orientation
		• Career awareness skills
		• Select career pathway and option:
		  - employment
		  - self-employment
		  - tertiary education
			• Explaining career awareness skills
			• Exploring Learner passions and interests
			• Exploring exit options
			• Attending career days
			• Developing a job search strategy (for employment option)
			• Designing a business and marketing plan (for self-employment option)
			• Formulating a tertiary education plan
				• ICT tools
				• Resource person(s)
				• Reports on labour market trends

Enterprise	• name different income generating projects • draft proposals • identify niche in business	• Income generating projects • Project proposals • Niche in business	• Listing income generating projects • Writing proposals • Determining product or service to be offered • Determining market	• Resource person(s) • Charts • ICT tools
Interviews	• prepare for an interview • describe types of interviews	• Preparing for an interview • Types of interviews	• Role playing and dramatizing • Discussing types of interviews	• ICT tools • Charts • Resource person(s)
Guidance and counselling portfolio	• identify the importance of portfolios in assessment programs	• Importance of portfolios in assessment programs • Relevance of profiling in career choices	• Discussing the importance of portfolios in assessments • Researching on relevance of profiling in career choices	• ICT tools • Resource person(s) • Charts

Topic	Objectives	Content	Methods	Resources
	• describe the relevance of profiling in career choices			
Individual transitional programs	• name vocational centres • describe the importance of vocational centres in career choices	• Vocational centres • Importance of vocational centres	• Identifying vocational centres • Discussing the importance of vocational centres • Case studying	• Pamphlets • Resource person(s) • Case study • Videos

COMPETENCY MATRIX

FORM 2

8.7   TOPIC 1: UNHU/UBUNTU/VUMUNHU (VALUES), BELIEFS AND CITIZENSHIP

SUB TOPIC: UNHU/UBUNTU/VUMUNHU

KEY CONCEPT	OBJECTIVES: Learners should be able to	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Grooming and Etiquette	• describe importance of grooming and etiquette • distinguish acceptable situational behavior from unacceptable behavior	• Acceptable situational behavior • Unacceptable situational behavior • Management of behavior	• Stating ways to carry oneself • Discussing mannerisms • Demonstrating appropriate situational behaviors • Discussing behaviors portrayed in videos • Dramatizing situational behaviors	• ICT tools • Resource person(s) • Pamphlets • Videos • Braille material • Sign language material
Self-image and self-esteem	• explain how one can build positive self-image and self-esteem • outline reasons for negative self-image and self-esteem	• Positive self-image and self-esteem • Reasons for negative self-image and self-esteem	• Researching on ways of building positive self-image and self-esteem • Discussing reasons for negative self-image and self-esteem	• ICT tools • Resource person(s) • Pamphlets • Videos • Braille material • Sign language material
Religious and indigenous beliefs	• define religion and indigenous beliefs • explain religion and indigenous beliefs • compare religious and indigenous beliefs	• Religion and indigenous beliefs • types of religions and indigenous beliefs • myths and misconceptions • Modern versus indigenous practices	• Explaining religion and indigenous beliefs • Comparing religion and indigenous beliefs • Discussing myths and misconceptions • Deliberating on religions and indigenous beliefs • Singing and dancing • Debating on indigenous and modern practices	• Resource Person(s) • Pictures • Charts

8.8   TOPIC 2: RELATIONSHIPS

SUB TOPIC: FAMILY

KEY CONCEPT	OBJECTIVES: Learners should be able to	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Role of family members in relationships	• identify roles of family members in relationships • describe the role of different family members in relationships	• Role of family members in relationships e.g. -building -supporting -maintenance	• Playing roles of different family members • Dramatizing roles of family members in relationships • identifying roles of different family members	• Videos • ICT tools • Study pack • Braille material
Abusive relationships	• state the forms of abuse in relations • describe abusive relationships • identify support services available to survivors of abuse in relationships • explain ways of preventing abuse	• Forms of abuse • Abusive relationships • Ways of preventing abuse in relationships • Support services	• Role playing on abusive relationships • Discussing forms of abuse in relationships • Case studying	• Resource person(s) • Videos
Personal identity and life skills	• demonstrate life skills • illustrate the characteristics of personal identity	• Life skills - self esteem - assertiveness - critical thinking - communication skills - negotiation skills • Attributes of personal identity	• Public speaking • Facilitating film screening • Debating • Participating in quiz competitions	• Study pack • Video screening equipment

8.9 TOPIC 3: HEALTH

SUB TOPIC: HEALTH MANAGEMENT

Key Concept Topic	Objectives Learners should be able to:	Unit Content	Suggested learning activities	Resources
Sexual and reproductive Health and Rights (SRHR)	• outline components of SRH • identify sexual and reproductive health rights and responsibilities • explain sexual reproductive health challenges and prevention strategies	• SRH components • Reproductive health rights and responsibilities • Sexual health • sexual reproductive health challenges -Teenage pregnancy e.g. -STIs -HIV -Voluntary Medical Male Circumcision(VMMC) • Myths and misconceptions about reproductive health	• Describing SRH components • Discussing sexual and reproductive health rights and responsibilities • Discussing the importance of sexual health • Describing SRH challenges and prevention measures • Watching STI and HIV videos	• Age appropriate audio-visual materials -videos -Picture codes -Pamphlets -Posters -Braille material • Resource person(s) • ICT tools
HIV and AIDS	• differentiate HIV from AIDS • explain modes of HIV transmission • describe ways of preventing the spread of HIV and AIDS • state myths and misconceptions on HIV and AIDS • discuss treatment, care and support • explore ways of fighting stigma and discrimination in HIV and AIDS • discuss gender dynamics in HIV	• HIV and AIDS • Modes of transmission • Ways of preventing HIV including preventing mother to child transmission of HIV (PMTCT) • HIV Testing • Myths and misconceptions • Treatment, Care and Support for people living with HIV (PLHIV) • Positive living • Stigma and Discrimination • Gender and HIV	• Distinguishing HIV from AIDS • Describing modes of transmission • Discussing ways of preventing HIV • Clarifying HIV and AIDS myths and misconceptions • Describing HIV treatment, adherence, care and support for the infected and affected • Outlining positive living including nutrition for PLHIV	• Age appropriate audio-visual materials -videos -Picture codes -Pamphlets -Posters -Braille material • Resource person(s) • ICT tools

Topic	Objectives	Content	Methods and activities	Resources
Communicable and non-communicable disease (NCDs)	• define communicable and non-communicable diseases • outline communicable and non-communicable diseases • describe ways of preventing communicable and non-communicable diseases • explain ways of managing communicable and non-communicable diseases • list services available for managing communicable and non-communicable diseases	• Communicable e.g. cholera, dysentery, Ebola, TB, Hepatitis, HIV and non-communicable diseases e.g. diabetes, cancer, hypertension (HBP), epilepsy • Preventing communicable and non-communicable diseases • Complications of communicable and non-communicable diseases • Management of communicable and non-communicable diseases • Services available for managing communicable and non-communicable diseases	• Discussing stigma and discrimination • Analysing gender dynamics in HIV • Classifying communicable and non-communicable diseases • Explaining ways of preventing communicable and non-communicable diseases • Describing complications of communicable and non-communicable diseases • Discussing management of communicable and non-communicable diseases • Identifying available services • Researching on communicable and non-communicable diseases	• Videos • Drama • Poetry • Song • Pamphlets • Posters • Resource person(s) • Resource centers • Educational tours
Drug and substance abuse	• describe types of drugs and substances • state effects of drug and substance abuse • list ways of preventing drug and substance abuse	• Drugs and substances prone to abuse • Effects of drug and substance abuse • Ways of preventing drug and substance abuse	• Outlining types of drugs and substances • Discussing effects of drug and substance abuse	• Resource person(s) • Age appropriate audio-visual materials -videos -Picture codes -Pamphlets -Posters

Topic	Objectives	Content	Suggested Activities	Suggested Resources
	• identify ways of managing drug and substance addiction	• Managing drug and substance abuse e.g. rehabilitation	• Identifying ways of preventing drug and substance abuse • Visiting institutions managing clients recovering from drug and substance abuse • Watching videos on drug and substance abuse • Dramatizing on drug and substance abuse • Researching on drugs and substances	• -Braille material • ICT tools
Healthy living	• describe healthy living • outline importance of wellness • state importance of a balanced diet	• Nutrition • Eating habits • Weight control • Adolescence and nutrition challenges • Diet and physical performance • Balanced diet • Physical fitness • Mental health	• Researching on healthy living standards • Demonstrating physical fitness • Discussing mental health problems	• Audio-visual materials -videos -Picture codes -Pamphlets -Posters -Braille material • Resource person(s) • ICT tools • Film screening equipment

8.10 TOPIC 4: HUMAN GROWTH AND DEVELOPMENT

SUB TOPIC : SEXUALITY

KEY CONCEPT	OBJECTIVES: Learners should be able to	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Anatomy and physiology	• explain human reproduction • describe myths and misconceptions about human reproduction	• Human Reproduction • myths and misconceptions about human reproduction	• Brainstorming • Facilitating video screening • Questioning and answering on myths and misconceptions about human reproduction	• Resource person(s) • Study pack • Videos • Posters • Pamphlets
Sexuality	• state ways of preventing pregnancy • describe laws and rights on age of consent and age of marriage.	• Prevention of Pregnancy • Age of consent and age of marriage according to Zimbabwean Constitution	• Identifying ways of preventing pregnancy • Debating on age of consent and age of marriage.	• Zimbabwe Constitution • ICT tools • Resource person(s)
Teenage Pregnancy	• identify the effects of early pregnancies on human development. • describe strategies of preventing teenage pregnancies.	• Effects of Early Pregnancies • Prevention of Teenage Pregnancies	• Role playing and dramatizing • Researching on methods of preventing teenage pregnancies.	• Resource person(s) • ICT Tools
Psycho-social support Systems	• describe forms of social support systems • assist teenagers that need psycho-social support systems	• Psycho-social support systems for teenagers.	• Role playing • Debating • Questioning and answering • Video Screening	• ICT Tools • Study pack • Film Screening Equipment
Disability	• define disability • discuss the ways of empowering those with disabilities	• Empowerment of people with Disabilities	• Researching on ways of empowering people with disabilities • Participating in community rehabilitation projects.	• Resource person(s) • Posters • ICT tools

8.11   TOPIC 5: CHILD PROTECTION

SUB TOPIC: RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	OBJECTIVES: Learners should be able to	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Concept of child rights and responsibilities	• define child rights and responsibilities • state child rights and responsibilities • distinguish between child rights and responsibilities	• Child rights and responsibilities • Differences between child rights and responsibilities • Rights and privileges	• Naming child rights and responsibilities • Explaining child rights and responsibilities • Discussing the differences between child rights and responsibilities • Debating on child rights and responsibilities	• Resource person(s) • Pamphlets • Child Rights part 3 of the Constitution item 81 page 38.
Child abuse	• define child abuse • list forms of child abuse • explain effects of child abuse • find ways of coping with abuse	• Child abuse • Forms of child abuse • Effects of child abuse • Ways of coping with abuse	• Explaining child abuse • Identifying forms of child abuse • Analysing effects of child abuse • Discussing ways of coping with abuse • Researching on learner incidences	• Resource person(s) • Pamphlets • Constitution • Magazine • Audio visual tapes • Braille material • ICT tools
Policies and legislation on child rights in Southern Africa	• state policies and legislation on child rights in Southern Africa • explain policies and legislation on child rights in Southern Africa	• Policies and legislation on child rights in Southern Africa	• Naming different policies and legislation on child rights in Southern Africa • Discussing policies and legislation on child rights in Southern Africa	• Resource person(s) • Textbooks • Pamphlets • Constitution • Magazine • Audio visual tapes • Braille material • African Charter • Geneva conference on child rights

8.12   TOPIC 6: CAREER GUIDANCE

SUBTOPIC: CAREERS

KEY CONCEPT	OBJECTIVES: Learner should be able to:	UNIT CONTENT	ACTIVITIES	LEARNING RESOURCES
Career Exploration	• explore the world of work • research the labour market • explore careers that fit results of the learner's self-assessment	• Career clusters and pathways • areas of growth and opportunity in the labour market • The link between career choice and the learner's orientation	• Explaining various careers • Discussing work-related learning, volunteering and informational interviews • Finding information on labour markets • Illustrating the link between career choice and the learner's orientation • Comparing self-assessment results with career pathways • Discussing implications of self-assessment results for career planning • Job related learning • Educational touring • Attending career days	• ICT tools • Resource person(s) • Reports on labour market trends
Study skills	• create timetables	• Timetables	• Developing timetables for - day - week - year	• Resource person(s) • Charts • ICT tools • Textbooks

Topic	Objectives	Content	Activities	Resources
Interviews	• design a curriculum vitae • write an application letter • prepare for an interview	• curriculum vitae • Application letter • Interview procedures and requirements • Common errors	• Crafting a curriculum vitae • writing an application letter • participating in mock interviews	• Resource person(s) • ICT tools • Videos • Case studies
Individual transitional programs	• identify practical learning areas available in vocational Centres • explore on various vocational Centres	• Practical learning areas • Types of vocational training Centres	• Naming vocational training Centres • Touring vocational centres • discussing	• Resource person • ICT tools
Guidance and counselling portfolio	• describe importance of portfolios in assessment • discuss the relevance of profiling in career choices • create a portfolio in Guidance and Counselling	• Portfolios in assessment • Profiling in career choices	• Discussing the importance of portfolios in assessment • Questioning and answering • Compiling portfolios	• Resource person(s) • ICT tools
Enterprise	• define enterprise • state types of enterprise	• Enterprise • types	• Clarifying meaning of an enterprise • Identifying types of enterprises	• ICT tools • Videos • Case studies

COMPETENCY MATRIX

FORM 3

8.13 TOPIC 1: UNHU/UBUNTU/VUMUNHU(NORMS AND VALUES), BELIEFS AND CITIZENSHIP

SUB TOPIC: UNHU/UBUNTU/VUMUNHU

KEY CONCEPT	OBJECTIVES: Learners should be able to	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RSOURCES
Grooming and Etiquette	• apply appropriate grooming and etiquette ideals • critique acceptable/ unacceptable situational behavior	• Acceptable situational behavior e.g. Grooming, personal hygiene, dressing, make up, posture etiquette, respect protocol, politeness, verbal and non-verbal cues, mannerisms, • Unacceptable situation al behavior • Management of behavior	• Demonstrating appropriate ways of carrying oneself • Discussing pros and cons of mannerisms • Demonstrating appropriate situational behaviors • Discussing behaviors portrayed in video • Dramatising situational behaviors	• ICT tools • Resource person(s) • Pamphlets • Videos • Drama skits • Video screening equipment
Self-image and self-esteem	• demonstrate attributes associated with positive self-image and high self-esteem • distinguish traits of negative self-image and low self-esteem	• Attributes associated with positive self-image and high self-esteem • Traits of negative self-image and low self-esteem	• Participating in public speaking sessions • Practising positive self-talk • Writing and reciting poems	• ICT tools • Resource person(s) • Pamphlets • Videos • Drama skits • Video screening equipment
Concept of respect	• define the term respect • explain ways of showing respect in society • discuss the importance of respect in society	• Respect • Importance	• Giving meaning to the term respect • Mentioning ways in which respect is shown in society	• Resource Person(s) • Pictures

| Respect and tolerance | • define key concepts related to respect and tolerance
• differentiate between respect and tolerance
• assess the importance of respect and tolerance | • Key concepts related to respect and tolerance
• Respect for self, adults, peers and others
• Respect and tolerance for diversity e.g.
  - People living with disability, albinism, HIV and AIDS and those with health related conditions
• Importance of respect and tolerance | • Discussing key concepts related to respect and tolerance
• Dramatizing respectful behavior
• Role playing good and bad behavior
• Analysing good and bad traits from the role play | • Resource Person(s)
• Pictures |

8. 14 TOPIC 2: RELATIONSHIPS

SUB TOPIC: CONFLICT MANAGEMENT

KEY CONCEPT	OBJECTIVES: Learners should be able to	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Conflict and conflict Management	• list causes of conflicts at home, school and in the community • discuss effects of conflicts • explain ways of resolving conflict	• Causes of conflict • Effects of conflict • Conflict Management	• Role playing • Discussing causes of conflict • Questioning and answering	• Pictures • Charts • ICT tools
Communication in relationships	• describe the nature of communication in different relationship	• Nature of communication in relationships e.g. - parent to parent - parent to child - peer to peer - teacher to pupil	• Facilitating film screening • Debating • Dramatizing	• ICT tools • Film screening equipment • Pictures • Charts

8.15 TOPIC 3: HEALTH

SUB TOPIC: HEALTH MANAGEMENT

Key Concept Topic	Objectives Learners should be able to:	Unit Content	Suggested learning activities	Resources
Personal and environmental hygiene	• state the importance of personal and environmental hygiene • outlining waste management laws • apply appropriate personal and environmental hygiene practices • apply appropriate ways of disposing waste including recycling	• Personal hygiene e.g. -bathing -oral care -laundry -Hand washing • Menstrual Hygiene • Environmental hygiene e.g. -waste disposal -water and sanitation (WASH) • Open defecation	• Demonstrating personal and environmental hygiene • Discussing the importance of personal and environmental hygiene • Discussing menstrual hygiene management • Demonstrating waste disposal • Disposing waste appropriately • Educational touring • Viewing videos	• ICT tools • Resource person(s) • Pamphlets • Videos • Film screening equipment
Grooming and etiquette	• explain grooming and etiquette • identify signs of grooming in an individual	• Grooming • Etiquette	• Discussing grooming and role playing • Role playing	• ICT tools • Resource person(s) • Pamphlets • Videos • Film screening equipment
Sexual and Reproductive Health and Rights (SRHR)	• define sexual and reproductive health • define components of sexual and reproductive health • define sexuality • outline components of sexuality	• Sexual and reproductive health rights • SRH components • Sexuality • Components of sexuality • Anatomy and physiology of sexual and	• Describing sexual and reproductive health • Explaining SRH components • Describing sexuality components • Demonstrating anatomy and physiology of sexual	• Age appropriate audio-visual materials -videos -Picture codes -Pamphlets -Posters -Braille material • Resource person(s)

Topic	Objectives	Content	Activities	Resources
	• define sexual expression • explain consequences of early sexual activities (debut) • explain ways of preventing sexual and reproductive health challenges	• reproductive health system • Consequences of early sexual activities • Preventing sexual and reproductive health challenges • Myths and misconceptions	• and reproductive health system • Identifying ways of preventing sexual and reproductive health challenges • Interrogating sexual and reproductive health myths and misconceptions • Watching STI and HIV videos	• ICT tools • Video screening equipment
HIV and AIDS	• explain modes of HIV transmission • discuss the importance of knowing one's HIV status • deliberate on ways of HIV prevention • discuss treatment, care, support and positive living • address HIV and AIDS stigma and discrimination in the school and community • discuss myths and misconceptions • discuss gender dynamics in HIV	• HIV and AIDS • Modes of transmission • Prevention of HIV transmission e.g. - **Abstain** - **Be** faithful - **Correct and** consistent condom use - **Delay** sexual debut - **Early** treatment of STIs - **Free** and frank discussions - **HIV** testing and counseling - **Voluntary** Medical Male Circumcision (VMMC) • Common myths and misconceptions • Treatment, Care, Support and positive living for children and adults living with HIV	• Distinguishing HIV from AIDS • Describing modes of transmission • Discussing ways of preventing HIV • Clarifying HIV and AIDS myths and misconceptions • Describing HIV treatment, care and support • Outlining positive living including nutrition for PLHIV • Discussing stigma and discrimination • Describing HIV treatment adherence • Analysing gender dynamics in HIV	• Age appropriate audio-visual materials -videos -Picture codes -Pamphlets -Posters -Braille material • Resource person(s) • ICT tools • Educational tours • Film screening equipment

Topic	Objectives	Content	Activities	Suggested Resources/Materials
Communicable and non-communicable disease (NCDs)	• discuss the magnitude of common and prevailing communicable and non-communicable diseases • discuss prevention strategies for communicable and non-communicable diseases • present ways of managing communicable and non-communicable diseases • identify services available for managing non-communicable and communicable diseases	• Stigma and Discrimination • Gender and HIV • Communicable and non-communicable diseases • The role of family and community in prevention and management of communicable and non-communicable diseases • Complications of communicable and non-communicable diseases • Services available for managing non-communicable and communicable diseases	• Analysing the magnitude of common and prevailing communicable and non-communicable diseases • Researching ways of preventing communicable and non-communicable diseases • Discussing management of communicable and non-communicable diseases • Identifying available services • Viewing educational videos	• Videos • Drama • Poetry • Song • Pamphlets • Posters • Resource person(s) • Educational tours

Drug and substance abuse	• describe drug and substance abuse
	• state the sources of drug and substance abuse
	• analyse the long and short term effects of drug and substance abuse
		• drugs and substance abuse
		• Sources
		• Long and short term effects
			• Explaining drug and substance abuse
			• Examining the sources of drug and substance abuse
			• Researching on the long term and short term effects of drug and substance abuse
				• Resource person(s) e.g. from CID and Survivor
				• Age appropriate audio-visual materials
				  -videos
				  -Picture codes
				  -Pamphlets
				  -Posters
				  -Braille material
				• Resource person(s)
				• ICT tools

Healthy living	• discuss importance of healthy living	• Good and bad eating habits	• Researching on healthy living standards	• Age appropriate audio-visual materials e.g. -videos

• participate in some form of exercise and sport • participate in some form of recreational activities • plan a balanced diet	• Weight management • Diet and physical performance • Balanced diet • Physical fitness • Mental health	• Demonstrating physical fitness • Discussing common health problems including mental health • Participating in recreation activities	-Picture codes -Pamphlets -Posters -Braille material • Resource person(s) • ICT tools

8.16   TOPIC 4: HUMAN GROWTH AND DEVELOPMENT

SUB TOPIC: SEXUALITY

KEY CONCEPT	OBJECTIVES: Learners should be able to	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Anatomy and Physiology	• identify myths and misconceptions about reproduction • describe sexual activity and associated risks • discuss the laws and rights on age of consent and marriage.	• Human Reproduction • Risks of sexual activity • The laws and rights on age of consent and marriage.	• Viewing videos • Role playing • Debating • Discussing contents of the Zimbabwe Constitution on age of consent and age of marriage	• ICT Tools • Videos • Video screening equipment
Adolescence and Stress Management	• describe challenges associated with adolescence stage • discuss ways of stress management at adolescence stage	• Challenges at adolescence • Stress management at adolescence	• Discussing challenges faced by an adolescent • Debating • Role playing and dramatizing	• ICT tools • Resource person(s)
Psycho-social support Systems	• state the service providers that offer psycho-social support • describe procedures of seeking psycho-social support	• Service providers of psycho-social support • Accessing psycho-social support services	• Identifying psycho-social support service providers • Discussing ways of getting psycho-social support services	• ICT tools • Charts • Pictures • Resource person(s)

8.17   TOPIC 5: CHILD PROTECTION

KEY CONCEPT	OBJECTIVES: Learners should be able to	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RSOURCES
Child rights and responsibilities	• recall Child Rights and Responsibilities • identify challenges related to Child Rights and Responsibilities • discuss Child Rights and Responsibilities	• Child Rights and Responsibilities • challenges among learners on Child Rights and Responsibilities	• Singing and dancing • Reciting poems • Explaining the challenges that learners have on Child Rights and Responsibilities • Showing documentary on violation on Child Rights	• Resource Person(s) • Pictures • Audio and video tapes • Constitutions
Child abuse	• define exploitation • describe child abuse • explain forms of child abuse • outline reporting structures • analyse the effects of child abuse • describe ways of coping with abuse	• Child abuse • Long term and short term effects • Forms of child abuse • How to report child abuse • Ways of coping with abuse • Role of peer educators and child led protection committees • Definition of exploitation	• Explaining child abuse • Discussing the effects of child abuse • Reciting forms of child abuse. • Describing reporting structures • discussing ways of coping with abuse • deliberating on forms of exploitation	• Resource Person(s) • Pictures • Audio and video tapes • Constitutions
Drug and substance abuse	• describe drug and substance abuse • state the sources of drug and substances abuse • analyse the long and short term effects of drug and substance abuse	• Drug and substance abuse • Sources of drug and substance abuse • Long and short term effects of drug and substance abuse	• Explaining drug and substance abuse • Examining the sources of drug and substance abuse • Researching on the long and short term effects of drug and substance abuse	• Resource Person(s) • Pictures • Audio and video tapes • Constitutions • Charts
Policies and legislation on child rights in Africa	• state policies and legislation on child rights in Africa • explain policies and legislation on child rights in Africa	• Policies and legislation on child rights in Africa	• Discussing policies and legislation on child rights in Africa • Analysing policies and legislation on child rights in Africa	• Resource Person(s) • Pictures • Audio and video tapes • Constitutions • Charts

8.18   TOPIC 6: CAREER GUIDANCE

Key concept	Objectives: Learners should able to	Unit content	Suggested learning activities	Learning resources
Study skills	• set own study goals • develop own study time table • manage own study setting	• Study time table • Conducive study environments	• Setting study goals • Developing own time table • Managing own study setting	• ICT • Resource person(s)
Enterprise	• design a project proposal • Institute an incoming generating project • market the product from the project	• Enterprising	• Designing a project proposal • Presenting the project proposed for discussion	• Resource person • ICT Tools
Individual transitional program	• explain career interests in Vocational Training • exhibit skills in any of the practical areas they are interested in • design models in different learning areas	• Types of vocational training skills • Models of learning areas	• Describing career interests • Illustrating skills • Showcasing of models • Touring of Vocational Centres	• Work related experience • Touring • Resource person(s)
Guidance and counselling portfolios	• explain the relevance of portfolios in assessment • discuss the importance of profiling in career choices • create a Guidance and Counselling portfolio	• Relevance of learners profiling in assessment • Importance of profiling in career choices • Portfolios	• Discussing relevance of learners profiling in assessment • Questioning and answering • Compiling portfolio	• Resource person • ICT tools • Samples of portfolios
Interviews	• design curriculum vitae • write an application letter • prepare for an interview	• Designing a CV • Application letter writing • Preparation for an interview	• Formulating a CV • Writing an application letter • Discussing preparation for an interview	• Model curriculum vitae • Resource person(s) • ICT Tools

Career planning			
• explore career pathways • Develop an understanding of career pathways	• STEM – Science, Technology, Engineering and Mathematics Career Pathway • Visual and Performing Arts Career pathway • Humanities and Languages Career Pathway • Design Technology Career Pathway • Commercials Career Pathway • Career decision making skills	• Explaining career pathway • Job related learning • Attending career days	• ICT tools • Resource person(s) • Reports on labour markets • Newspapers • University prospectus

COMPETENCY MATRIX

FORM 4

8.19   TOPIC 1: UNHU/UBUNTU (VALUES), BELIEFS AND CITIZENSHIP

SUB TOPIC: UNHU/UBUNTU/VUMUNHU

KEY CONCEPT	OBJECTIVES: Learners should be able to	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Grooming and Etiquette	• describe importance of grooming and etiquette • distinguish acceptable situational behavior from unacceptable behavior	• Acceptable situational behavior • Unacceptable situation al behavior • Management of behavior	• Stating ways to carry oneself • Discussing mannerisms • Demonstrating appropriate situational behaviors • Discussing behaviors portrayed in video • Dramatising situational behaviors	• ICT tools • Resource person(s) • Pamphlets • Videos • Video screening equipment
Self-image and self-esteem	• participate in a number of leadership roles • develop talent in different areas • plan for future careers	• Leadership roles • Talent development • Career planning	• Initiating projects • Showcasing leadership skills • Writing poems that depict Zimbabwean pride • Reciting poems that depict Zimbabwean pride • Reading stories about patriotic and successful Zimbabweans	• ICT tools • Resource person(s) • Pamphlets • Videos • Video screening equipment
Citizenship	• define citizenship • identify qualities of a good citizen • state roles and responsibilities of duty bearers and rights holders	• citizenship • qualities of a good citizen • roles and responsibilities of duty bearers and rights holders	• Discussing elements of a good citizen • Assessing qualities of a good citizen • Comparing and contrasting bad and good citizens	• Resource person(s) • Constitution of Zimbabwe • ICT tools • Braille material
Patriotism	• define patriotism • explain patriotism	• Patriotism • Importance of patriotism	• Discussing patriotism • Singing and dancing of patriot	• Resource person(s)

• discuss the importance of patriotism • distinguish between a patriot and a traitor	• Patriots such as junior president, senators, junior parliamentarians and councilors • Patriotism versus treachery	• Reciting poems on patriots • Identifying patriots • Undertaking educational tours to culturally relevant	• Constitution of Zimbabwe • ICT tools • Pictures • Charts • Audio visual • Braille material

8.20 TOPIC 2: RELATIONSHIP

SUB TOPIC: MANAGING RELATIONSHIPS

KEY CONCEPT	OBJECTIVES: Learners should be able to	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Challenges to family cohesion	• state the challenges that affect family unity • discuss the challenges that can affect family cohesion	• Challenges to family cohesion	• Role playing • Researching on family conflicts • Watching videos	• ICT tools • Videos • Pictures • Resource person(s)
Maintaining relationships	• identify ways of maintaining relationships	• Ways of maintaining relationships	• Debating • Conducting quizzes • Questioning and answering • Watching videos	• ICT tools • Resource person(s) • Charts • Pictures
Conflict Management	• identify ways of managing conflicts • explore on conflict resolution	• Conflict management • Conflict resolution	• Discussing conflict resolutions • Role playing • Questioning and answering	• Resource person(s) • ICT tools • Videos
Peer pressure	• categorize forms of peer pressure • discuss effects of peer pressure	• Forms of peer pressure • Effects of peer pressure	• Dramatizing • Researching • Facilitating film screening	• ICT tools • Film screening equipment

8.21   TOPIC 3: HEALTH

SUB TOPIC: HEALTH MANAGEMENT

Key Concept Topic	Objectives Learners should be able to:	Unit Content	Suggested learning activities	Resources
Sexual and reproductive Health and Rights (SRHR)	• articulate sexual, reproductive health, rights and responsibilities • outline components of sexuality • explain the consequences of early sexual activities (debut) • explain ways of preventing sexual and reproductive health challenges	• Sexual and reproductive health rights and responsibilities • Components of sexuality • Different forms of sexual expression • Consequences of early sexual activities • STI, HIV Prevention strategies • Prevention of teenage pregnancies • Myths and misconceptions on sexual and reproductive health rights	• Explaining the link between sexual and reproductive health rights and responsibilities • Describing components of sexuality • Identifying different forms of sexual expression • Discussing ways of preventing sexual and reproductive health challenges • Discussing consequences of early sexual debut • Dramatizing situations that depict the consequences of early sexual debut	• Age appropriate audio-visual materials e.g. -videos -Picture codes -Pamphlets -Posters -Braille material • Resource person(s) • ICT tools • Video screening equipment

TOPIC	OBJECTIVES	CONTENT	METHODS AND ACTIVITIES	RESOURCES
HIV and AIDS	• discuss the magnitude of HIV among learners and young people – nationally, regionally and globally • explain key drivers of HIV among learners and young people • discuss the HIV prevention strategies as they relate to learners and young people • deliberate on treatment, adherence, care, support and positive living • discuss gender dynamics in HIV	• Overview of HIV and AIDS nationally, regionally and globally • Key drivers of HIV • Prevention of HIV transmission -**A**bstain -**B**e faithful -**C**orrect and consistent condom use -**D**elay sexual debut -**E**arly treatment of STIs -**F**ree and frank discussions -**H**IV testing and counselling -**V**oluntary Medical Male Circumcision (VMMC) • Treatment, Adherence, Care, Support and positive	• Correcting sexual and reproductive health rights, myths and misconceptions • Viewing films on SRH, HIV and AIDS • Analyzing trends on HIV and AIDS among young people – nationally, regionally and globally • Discussing key drivers of HIV among young people • Identifying roles and responsibilities of learners and young people in HIV prevention strategies • Clarifying HIV and AIDS myths and misconceptions • Outlining positive living including nutrition, treatment, adherence, care and support for PLHIV	• Age appropriate audio-visual materials -videos -Picture codes -Pamphlets -Posters -Braille material -Sign language material • Resource person(s) • ICT tools • Educational tours • Film screening equipment • Research Reports such as Zimbabwe Demographic Health Survey (ZDHS)

Topic	Objectives	Content	Activities	Resources
Stigma and discrimination	• address HIV and AIDS stigma and discrimination in the home, school, community and beyond	living for children and adults living with HIV • Stigma and Discrimination • Gender and HIV	• Coming up with strategies to address stigma and discrimination • Dramatising stigma and discrimination • Analysing gender dynamics in HIV	• Policies and Strategic documents such as Zimbabwe National AIDS Strategic Plan (ZNASP) 111
Drug and substance abuse	• define prevailing types of drugs and substances • list the effects of drug and substance abuse on mental and physical health • state ways of preventing drug and substance abuse • outline ways of managing drug and substance addiction	• Drugs and substances prone to abuse • Effects of drug and substance abuse • Ways of preventing drug and substance abuse • Managing drug and substance abuse e.g. rehabilitation	• Outlining prevailing types of drug and substance prone to abuse • Debating effects of prevailing drug and substance prone to abuse • Identifying ways of managing the effects of drug and substance abuse • Visiting institutions managing clients recovering from drug and substance abuse • Watching videos	• Resource person(s) such as: - Criminal Investigation Department - Victim Friendly Unit - survivor • Audio-visual materials -videos -Picture codes -Pamphlets -Posters -Braille material • ICT tools

• Dramatising on drug and substance abuse   • Debating on drug and substance abuse   • Researching on prevailing drugs and substances prone to abuse

8.22   TOPIC: 4   HUMAN GROWTH AND DEVELOPMENT

SUB TOPIC: SEXUALITY

KEY CONCEPT	OBJECTIVES: Learners should be able to	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Anatomy and physiology	• identify components of reproductive health and rights • describe prenatal development and child bearing	• Components of sexual and reproductive health rights • Prenatal development and child bearing	• Discussing components of sexual reproductive health • Researching on anatomy and physiology • Facilitating video screening	• ICT tools • Study kits • Film screening equipment
Sex and Sexuality	• define sexuality • describe components of human sexuality • discuss sexuality • describe the dangers of sexual intimacy in young people	• Sexuality • Components of human sexuality e.g. - sexual intimacy - sexual identity - sexual and reproductive health - sexuality	• Discussing human sexuality • Brain storming • Case studying • Reciting poems • Questioning and answering	• Resource person(s) • ICT tools • Charts • Pictures
Disability	• discuss ways of empowering people with disability	• Empowerment of people with disabilities	• Identifying projects that can empower with disabilities • Researching on strategies of empowering people with disabilities	• Resource person(s) • ICT tools • Charts • Pictures

8.23   TOPIC 5: CHILD PROTECTION

SUB TOPIC: RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	OBJECTIVES: Learners should be able to	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RSOURCES
Child rights and responsibilities	• assess child rights and responsibilities • differentiate between rights and privileges • evaluate the significance of child rights and responsibilities	• Child rights and responsibilities • Differences between rights and privileges • Significance of child rights and responsibilities	• Discussing articles on child rights and responsibilities • Analysing child rights and privileges • Researching on the importance of child rights and responsibilities • Reciting poems on child rights and responsibilities	• Resource person(s) • Constitution • ICT tools • Pictures • Charts • Audio visual • Braille material
Child abuse	• describe Child abuse • outline forms of Child abuse • analyse the effects of child abuse • assess management of child abuse cases • state the functions of reporting structures	• Child abuse • Forms of child abuse • Effects of child abuse • Management of child abuse • Functions of reporting structures	• Explaining child abuse • Examining forms of child abuse at home, school and in the community • Assessing effects of child abuse • discussing ways of managing child abuse cases • reciting poems on child abuse	• Resource person(s) • Constitution • ICT tools • Pictures • Charts • Audio visual • Braille material
Policies and legislation on child rights in Africa	• explain policies and legislation on child rights in Africa • discuss policies and legislation on child rights in Africa	• Policies and legislation on child rights in Africa	• Analysing the policies and legislation on child rights globally. • Examining the importance of policies and legislations on child rights globally	• Resource person(s) • Constitution • ICT tools • Pictures • Charts • Audio visual • Braille material

8.24 TOPIC 6: CAREER GUIDANCE

SUB TOPIC: CAREERS

KEY CONCEPT	OBJECTIVES: Learners should be able to	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Study skills	• select a variety of learning methods and styles to improve learning capabilities	• Learning methods	• Using a variety of learning methods	• Study packs • Charts • Timetable samples • Pictures • ICT material
Enterprise	• describe the components of a project proposal • design a project proposal • market products from income generating projects	• Components of a project proposal • Designing a project proposal • Marketing of products	• Identifying components of a project proposal • Presenting of project proposal for discussion • Researching on project proposals	• Resource person(s) • ICT Tools • Sample of a project proposal
Individual transitional programs	• identify Vocational training Centres • explore interests in Vocational Training Centres • design models in different learning areas	• Examples of Vocational training centres • Different models of Vocational Training Centres	• Naming of Vocational Training Centres • Demonstrating Practical skills • Show casing models of vocational skills	• ICT Tools • Resource persons • Charts • Pictures
Guidance and Counselling portfolio	• describe the components of a portfolio of assessment • discuss the importance of profiling	• Components of an assessment portfolio • Importance of learner profiling	• Identifying components of a portfolio • Exploring on importance of profiling	• Resource person(s) • ICT Tools • Sample of an assessment portfolio
Interviews	• design a CV • write an application letter • prepare for an interview	• Designing a CV • Application letter writing • Interview preparation	• Formulating a CV • Discussing application letter writing • Role playing on interviews	• ICT Tool • Braille material • Sign language material • Sample of a curriculum vitae
Career planning	• make a purposeful and informed career choice	• Career decision making skills	• Explaining career decision making skills	• ICT tools • Resource person(s)

Topic	Objectives	Content	Suggested Activities	Suggested Resources

	• develop career decision making skills
	• identify a career pathway that matches the learner's orientation
	• develop a career plan
	• practice the general skills expected from school leavers in a work environment
		• Select career pathway and option:
		  - Employment
		  - Self-employment
		  - Tertiary
		• Career plan
		• Self-management skills
		• Problem solving skills
		• Communication and team work skills
		• Initiative and enterprise skills
		• Technological skills
		• Virtues of productivity and punctuality
		• Commitment, honesty and perseverance
			• Exploring career pathways
			• Exploring exit options
			• Develop a job search strategy (for employment option)
			• Develop a business and marketing plan (for self-employment option)
			• Develop a tertiary education plan (for Tertiary option)
			• Volunteering
			• Practicing work related learning
			• Reflecting on lessons from volunteering and work related learning
				• Reports on labour market trends

Work related learning (School experience on the shop floor programme)	• identify business opportunities in Zimbabwe and beyond • create jobs that provide sustainability	• Business opportunities • Job creation	• Examining business opportunities • Shadowing business related jobs • Paying rates and taxes to the government	• Pamphlets • Resource person(s) • Case study • Reading novels • Videos

ASSESSMENT

9.1   ASSESSMENT OBJECTIVES

Learners will be assessed in the ability to:

1.1   discuss the significance of Unhu/Ubuntu/Vumunhu (norms and values) to the individual, family and community

1.2   demonstrate the ability to manage intra-personal and inter-personal relationships

1.3   demonstrate an awareness of children's rights and responsibilities

1.4   evaluate measures to address stigma and discrimination

1.5   analyse the effects of stigma and discrimination

1.6   demonstrate acceptance of human diversity

1.7   examine human development (personal, social, emotional and physical) processes, challenges and resolutions in relation to behavior

1.8   analyse relevant information related to life skills, sexuality, HIV and AIDS Education

1.9   examine the gender dynamics of Sexuality and HIV

1.10   employ self-assessment tools that guide career profiling necessary for identification of career pathways

1.11   demonstrate competencies acquired in work related learning

1.12   analyse different career pathways to match one's inclination

1.13   evaluate the contribution of physical exercises, diet, sport and recreation for a healthy lifestyle

9.2   SCHEME OF ASSESSMENT

The scheme of assessment is grounded on the principle of inclusivity. Arrangements, accommodations and modifications should be visible in both summative and continuous assessment to enable ALL LEARNERS to access assessment. Guidance and Counselling will be assessed continuously from Form 1 – 4. Learners will be assessed in the following areas:

9.3   CONTINUOUS ASSESSMENT

Continuous assessment will focus on examination of the following practical skills:

9.3.1.1   Problem solving skills

9.3.1.2   Leadership skills

9.3.1.3   Evaluation skills

9.3.1.4   Communication skills

9.3.1.5   Originality and creativity

9.3.1.6   Collaboration skills

9.3.1.7   Management skills

9.3.1.8   Enterprise skills

9.3.1.9   Research skills

9.3.1.10 Deportment, etiquette and grooming

9.3.1.11   Negotiation skills

9.3.1.12 Conflict resolution skills

9.3.1.13   Risk management

9.3.2 Theory

9.3.2.1   Writing assignments

9.3.2.2   Writing exercises and tests

9.3.3 Examinations

Title	Duration	Marks	Weighting (%)
Paper 1: Theory **Multiple choice**	1 hour 15 minutes	40	20%
Paper 2:Structured paper **Section A: Structured questions** **Section B: Semi-structured Essays** **Section C: Case Study based**	2 hours	100	50%
Continuous assessment		30	30%
Total for paper 1 and 2		170	100%

9.3.4 SPECIFICATION GRID

ASSESSMENT AREAS						
Paper	Unhu/Ubuntu/ Vumunhu(Norms and Values),beliefs and citizenship	Relationship	Health	Human Growth and Development	Child Protection	Career Guidance
1	20%	10%	20%	20%	20%	10%
2	20%	10%	20%	20%	20%	10%

Guidance and Counselling will be assessed using continuous and summative assessment.

Form of Assessment	Weighting
Continuous	30%
Summative	70%
Total	100%

9.4 Continuous Assessment

Level	Assessment task	Frequency	Weighting
Form 1	Practical Assignment Theory Test Written Research Project	1 per term 1 per term 1 per year	5
Form 2	Practical Assignment Theory Test Written Research Project	1 per term 1 per term 1 per year	5
Form 3	Practical Assignment Theory Test Written Research Project	1 per term 1 per term 1 per year	10
Form 4	Theory Tests Written Research Project (continued from form 3)		10
Total			30

NOTE: All assessment tasks are marked out of 100. Assessment of soft skills will be done as learners respond to continuous assessment tasks to come out with an exit profile.

Paper Description

Paper 1

This component consists of **40 multiple choice** questions which are chosen from the 6 topics of the syllabus.
Questions should be equally distributed across the 6 topics. Each question carries **1 mark.**

Paper 2

This component has three sections.
* Section A-Structured (30 marks) consists of **six** structured questions. Each question carries **5 marks**. Candidates are expected to answer all questions in this section writing their responses on the question paper.
* Section B-Semi structured (30 marks). This paper consists of **6** semi -structured essay questions. Candidates are expected to choose any 3 questions. Each question in this section carries **10 marks**. Candidates are expected to write their responses on separate paper provided.
* Section C-Case study based (40 marks).This section consists of **4** case study based questions. Candidates are expected to choose any **2** questions. Each question in this section carries **20 marks**

9.5 SPECIFICATION GRID

Skill	Paper 1	Paper 2
Knowledge and understanding	35	10
Comprehension	30	15
Application and analysis	20	20
Synthesis and evaluation	15	25
Practical skills		30
Total	100	100