ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

LIFE SKILLS ORIENTATION PROGRAMME

- **JUNIOR SCHOOL LOP SYLLABUS**
- **SECONDARY SCHOOL ORDINARY LOP SYLLABUS**
- **SECONDARY SCHOOL ADVANCED LOP SYLLABUS**

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1.0 PREAMBLE

1.1 Introduction

The Life-skills Orientation is an out-of-school programme covering the Junior School (Grade 7), Secondary Sschool Ordinary Level (Form 4) and Secondary School Advanced Level (Form 6) education. The syllabus covers activities that enhance life-skills and has thematic links to other learning areas across the curriculum. The skills include:

- relating
- caring
- giving
- thinking
- working
- managing.

This syllabus is facilitating the learner to become a patriotic and a responsible citizen. It promotes Zimbabwean identity, norms and values through the inclusion of Life-skills, volunteerism, exposure to work and outward bound activities. The programme contributes towards the development of Unhu/Ubuntu/Vumunhu through nurturing of important virtues of life such as punctuality, commitment, honesty, empathy, resilience and perseverance.

1.2 Rationale

The Life-skills Orientation Programme creates synergies between schools, communities and enterprise (industry). Learners are given opportunities to relate theory to practice, and practice to theory in a diligence continuum of dialogue on practice thus bridging the gap between classroom knowledge and practical life. It also encompasses relationships between learners and their community. The Life-skills Orientation Programme moulds the character of the learners. It is the foundation of important virtues for life; linking academic achievement, businesses development, self reliance and employment.

The Life-skills Orientation Programme is designed to provide the following practical lifeskills:

- Critical thinking and problem solving
- Collaboration and leading with influence
- Agility and adaptability
- Taking initiative and being enterprising
- Effective oral and written communication skills
- Capability to access and analyse information

1.3 Summary of Content

This syllabus will cover theory, practical and problem solving activities in areas such as:

- Identity and patriotism
- Leadership
- Health
- Environmental issues
- Rights and responsibilities
- Enterprise and volunteerism
- Maintenance skills

1.4 Assumptions

The syllabus assumes that learners have knowledge of:

- businesses opportunities;
- personal identity;
- communication skills;
- interpersonal skills;
- independent daily living skills;
- experienced peer pressure;
- Sciences, Humanities and Technical Learning Areas;
- local environment;

1.5 Cross-cutting themes

- Gender roles
- Children's rights and responsibilities
- Disaster management
- Health issues
- Heritage
- Constitution of Zimbabwe
- Financial literacy
- Environmental issues
- Information technology

2.0 PRESENTATION OF THE SYLLABUS

2.1 The Life-skills Orientation Programme is presented as a single document which covers:

- Junior School (Grade 7)
- Secondary School Ordinary Level (Form 4)
- Secondary School Advanced Level (Form 6)

2..2 All levels have the same topics that are spiral in nature.

3.0 AIMS

The syllabus aims to:

3.1 Guide learners to achieve their full physical, intellectual, personal, emotional and social abilities

3.2 develop a spirit of national consciousness, identity and patriotism through acquiring skills and interacting with the environment

3.3 promote personal development anchored on Unhu/Ubuntu/Vumunhu in all facets of life

3.4 develop learners' skills to respond to challenges and play an active and responsible role in society

3.5 enable learners to exercise their constitutional rights and responsibilities while respecting the rights of others

3.6 guide learners to make informed and responsible decisions about their health, environment, learning area choices, further studies and businesses

4.0 OBJECTIVES

On completion of each level of the Life-skills Orientation Programme learners should have:

4.1 exhibit Unhu/Ubuntu/Vumunhu which will help them to interact meaningfully with others in society

4.2 apply the knowledge, skills and understanding needed to manage their environment

4.3 familiarise themselves with the world of work through work related learning leading to the selection of businesses that match their inclinations

4.4 develop critical thinking, individual initiative, interpersonal, enquiring and problem solving skills

4.5 develop an awareness of children's rights and their responsibilities

4.6 practice health habits that will prepare them for responsible family, community, national, regional and global life

4.7 demonstrate patriotism, volunteerism and celebration of human diversity

5.0 METHODOLOGY AND TIME ALLOCATION

5.1 Methodology

A spiral approach is adopted, beginning with the learner's immediate environment, broadening to an exploration of his/her wider community and finally extending to the wider world. Learners need to develop appropriate Life-skills through active participation in planned activities. Effective development of life skills depends upon the use of participatory methods. These include the following:

(a) Exposure to enterprise environments
(b) Edu-tour targeting historical and heritage sites
(c) Engagement in volunteerism
(d) Outbound programming
(e) Carrying out research
(f) E-learning
(g) Role playing
(h) Dramatization
(i) Group work
(j) Simulation
(k) Question and answer
(l) Participation in the institutions and community activities in areas such as hospitals, red-cross and junior calls, uniformed services and parliament.
(m) Under study

5.2 Time Allocation

This is an out-of-school programme

For adequate coverage of the syllabus, the following allocation is advised.

Junior School (Grade 7): 6 weeks (Mid October to 1st week of December)
Secondarey School Ordinary Level (Form 4): 2 months (End of November to end of January)
Secondary School Advanced Level (Form 6): 2 months (End of November to end of January)

Junior School Level at least one (1) educational tour
Secondary School Ordinary Level at least two (2) educational tours
Seconary School Advanced Level at least two (2) educational tours.
Learners participate in sport festivals in line with the

Schools Annual Sport Science and Arts Festivals (SASSAF) concept. The sport festivals are done at school, cluster, district, provincial and national levels when learners are on holiday.

6.0 SYLLABUS TOPICS

6.1 Identity and patriotism
6.2 Leadership
6.3 Health
6.4 Environmental issues
6.5 Rights and responsibilities
6.6 Enterprise and volunteerism
6.7 Maintenance skills

7.0 SCOPE AND SEQUENCE

TOPIC	JUNIOR SCHOOL GRADE 7	SECONDARY SCHOOL ORDINARY LEVEL FORM 4	SECONDARY SCHOOL ADVANCED LEVEL FORM 6
Identity and Patriotism	• Self-awareness • Family beliefs, norms and values • Patriotism	• Self-esteem • Communal awareness • Community beliefs, norms and values • Patriotism	• Self-actualisation • National, international and global awareness • National beliefs, norms and values • Patriotism
Leadership	• Defining leadership • Leadership qualities • Family leadership roles and responsibilities • Leadership challenges • Conflict management	• Leadership qualities • Communal leadership roles and responsibilities • Leadership challenges • Conflict management	• Leadership qualities • Leadership styles • National, international and global leadership roles and responsibilities • Leadership challenges • Conflict management
Health	• Family healthy living • First aid • Substance abuse • HIV and AIDs • Other common and emerging illnesses	• Communal Healthy living • First Aid • Substance abuse • HIV and AIDS • Other common and emerging illnesses	• International and global Healthy living • First Aid • Substance abuse • HIV and AIDS • Other common and emerging illnesses
Environmental Issues	• Concept of the natural environment • Importance of the natural environment • Indigenous knowledge systems of sustainable utilization of resources	• Concept of the natural environment • Indigenous knowledge systems of sustainable utilization of resources • Disasters	• Concept of the natural environment • Sustainable utilization of resources • Indigenous knowledge systems of sustainable utilization of resources • Disasters
Rights and Responsibilities	• Indigenous systems of human rights • Children's rights and responsibilities	• Indigenous systems of human rights • Human rights and responsibilities	• Indigenous systems of human rights • Constitutional rights and responsibilities

	• Protection of children's rights		
Enterprise and volunteerism	• Value of work • Volunteerism • Enterprise opportunities • Social services	• Value of work • Volunteerism • Enterprise opportunities • Social services	• Value of work • Volunteerism • Enterprise opportunities • Social services
Maintenance skills	• Maintenance in the home	• Maintenance in the Community	• Maintenance in the nation

8.0 COMPTENCY MATRIX

JUNIOR SCHOOL GRADE 7

TOPIC	OBJECTIVES Learners will be able to:	UNIT CONTENT (knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
SELF IDENTITY	• identify individual strength • state the meaning of self - awareness • explain the importance of self-awareness	• Self concept • Self awareness	• Demonstrating individual strength • Describing self-awareness • Debating on the importance of self-awareness	• ICT tools • Resource person/s • Related literature • Braille material
COMMUNITY IDENTITY	• identify themselves by totem, surnames and tribe • state common totems in their community • compare various family beliefs	• Family beliefs • Totems • Languages	• listing totems, surnames and tribes • Relating totems to wildlife conservation • Reciting praise poems of their totems • Singing and dancing to songs related to totems. • Comparing various family beliefs • Practising speaking mother language • demonstrate language diversity • Grouping members of the class according to their totems.	• ICT tools • Resource person/s • Illustrations of family trees • Pictures • Related literature • Braille material

TOPIC	OBJECTIVES Learners will be able to:	UNIT CONTENT (knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
UNHU/UBUNTU/VUMUNHU	• state norms and values	• Norms and Values	• listing norms and values • role playing norms and values • recognising diversity on different norms and values	• ICT tools • Resource person/s • Related literature • Braille material
PATRIOTISM	• state characteristics of a patriotic citizen • identify with places of national importance • interpret signs and symbols of the country	• Patriotism • National signs and symbols	• Listing characteristics of a patriotic citizen • Visiting District, Provincial, and National Heroes Acre • Demonstrating knowledge of signs and symbols of their country • Recognising the value of national heritage	• ICT tools • Resource person/s • Related literature • Braille material
LEADERSHIP	• give the meaning of leadership • identify leadership qualities • demonstrate positive attitude towards leadership	• Leadership qualities • Leader-follower relationship	• Defining leadership • Identifying leadership qualities • Participating in team building activities • Participating in physical activities	• ICT tools • Related literature • Resource person/s • Braille material
	• identify leadership challenges	• Leadership challenges	• listing leadership challenges • finding possible solutions	• ICT tools • Related literature
CONFLICT MANAGEMENT	• give the meaning of conflict • identify conflict • manage conflict	• Conflict management	• defining conflict • participating in team building activities • identifying conflict • role playing conflict management • discussing ways of managing conflict	• ICT tools • Resource person/s • Related literature • Braille material

TOPIC	OBJECTIVES Learners will be able to:	UNIT CONTENT (knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
PERSONAL HEALTH	• state the importance of personal hygiene and physical fitness • analyse the importance of a balanced diet • demonstrate the importance of physical exercises • demonstrate healthy habits • identify implications of bad habits	• Healthy Living • Healthy habits	• Researching on the importance of personal hygiene and physical fitness • Identifying components of a balanced diet • Performing physical exercises • Practising healthy habits • Discussing implications of bad healthy habits	• ICT tools • Resource person/s • Braille material
FIRST AID TECHNIQUES	• state situations where first Aid can be applied • apply first Aid skills	• First Aid	• Listing situations where first Aid can be applied • Simulating situations requiring first aid • Demonstrating first aid skills	• ICT tools • 1st Aid kits
SUBSTANCE ABUSE	• identify commonly abused substances • analyse the health and social effects of substance abuse	• Substance Abuse • Peer pressure	• List causes of substance abuse • Brain storming commonly abused substances • Analysing effects of commonly abused substances • Composing songs and poems on anti-substance abuse • Dramatizing negative effects of substance abuse	• ICT tools • Resource person/s • Posters • Related literature • Brailed material
HIV AND AIDS	• give the meaning of HIV and AIDS	• HIV and AIDS • Transmission • Symptoms	• Discussing the meaning of the terms HIV and AIDS	• ICT tools • Resource person/s • Related literature

TOPIC	OBJECTIVES Learners will be able to:	UNIT CONTENT (knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
COMMON AND EMERGING ILLNESSES	• explain the modes of HIV transmission • list signs and symptoms of AIDS • explain ways of preventing HIV/AIDS • assess the impact of HIV/AIDs	• Prevention • Impact	• Explaining modes of HIV transmission • Discussing signs and symptoms of AIDS • Viewing materials on HIV AND AIDS prevention • Discussing ways of preventing AIDS	• Braille material
	• Identify other common and emerging illnesses • identify causes of common illnesses	• Other common illnesses (Cancer, malaria, bilharzia, diarrhoea, cholera etc;)	• Brainstorming common illnesses • Brainstorming causes of common illnesses • Visiting local health centre	• ICT tools • Resource person/s • Posters • Braille material
ENVIRONMENTAL ISSUES	• state the components of environment • outline the importance of the environment • apply the three R's in environmental management • indigenous knowledge systems of sustainable utilisation of resources	• Environmental management -reduce -reuse -recycle • Importance of the environment	• Listing the components of the environment • Discussing what pollutes their environment • Discussing the importance of the environment • Designing of posters and banners with animals and vegetation • Carrying out projects on conservation • Use waste materials to produce other products	• Resource person/s • Charts • Braille material • ICT tools
DISASTERS	• state types of disasters in your community • identify steps to take in case of a disaster • design a disaster management plan	• Disasters: - Natural - Man made • Disaster management plan	• Listing the types of disasters • Dramatizing the different ways of responding to disasters • Visiting areas affected by Disasters	• ICT tools • Resource person/s • Charts • Videos • Braille material

TOPIC	OBJECTIVES Learners will be able to:	UNIT CONTENT (knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
			• Visiting public places to assess disaster management	
CHILDREN'S RIGHTS AND RESPONSIBILITIES	• define children's rights and responsibilities • identify children's rights and responsibilities in the home • evaluate gender roles • recognise instances of violation of rights	• Children's rights and responsibilities • Protection of Children's rights and responsibilities	• Listing children's rights and responsibilities • Discussing children's rights and responsibilities • visiting the Victim Friendly Unit • Debating on gender roles • Selecting significant others to confide in • Dramatizing abuse and reporting • Composing songs and dances on abuse and reporting procedure • Reciting poems	• Children's Rights and responsibilities Document • Constitutional Rights Document • Resource person/s • Braille material
ENTERPRISE AND VOLUNTEERISM	• identify business opportunities in their homes • describe skills, competencies and attitudes for business choice • demonstrate understanding of business operation	• Business opportunities - Concept of businesses - Types of businesses in the family	• Listing different kinds of business • Discussing requirements for different businesses • Shadowing different businesses • Compiling profile for selected business	• ICT tools • Resource person/s • Pictures • Print media
	• define importance of work	• Value of work	• Discussing benefits of working • Dramatizing work scenarios • Practising the work that is sustainable	• Flash cards • Job cards • Braille material

TOPIC	OBJECTIVES Learners will be able to:	UNIT CONTENT (knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
VOLUNTEERISM	• list acts of volunteerism during Chimurenga/Umvukela • define concept of volunteerism • explain benefits of volunteerism • demonstrate volunteerism in the family	• Volunteerism: - Benefits of volunteerism - Acts of volunteerism in the family	• Explaining the concept of voluntary work • Naming benefits of volunteerism • Performing voluntary work in their community	• ICT tools • Resource person/s • Pictures • Related literature • Braille material
SOCIAL SERVICES	• explain the concept of social services • identify social service organisations in your area • enumerate benefits of social services in their community	• Social services : - Family - Private - Government	• Naming types of social services • Listing social service organisations • Describing social service benefits	• ICT tools • Resource person/s • Print and electronic • Braille material
MAINTENANCE	• define maintenance • state maintenance skills in the home • evaluate areas in need of maintenance in the home	• Maintenance in the home	• Describing maintenance in the home • Identifying maintenance areas and the skills required • Training in identified skills • Practice maintenance in the home	• ICT tools • Resource person/s

SECONDARY SCHOOL ORDINARY LEVEL FORM 4

SECONDARY SCHOOL ORDINARY LEVEL (FORM 4)				
IDENTITY	• define self-image and self-esteem • demonstrate the importance of self-image and self-esteem • assess self-image and self-esteem	• Self-esteem	• describing self-image and self-esteem • debating on the importance of self-image and self-esteem • assessing how prominent people become how there are • demonstrating confidence	• ICT tools • Resource person/s • Related literature • Braille material
BELIEFS	• identify belief practices • evaluate the importance of belief practices in the communities • explore ways of communication	• Community beliefs, norms and values	• research on traditional beliefs • recording the findings of the traditional beliefs • discussing the importance of belief practices in the community	• ICT tools • Resource person/s • Related literature • Braille material
PATRIOTISM	• define patriotism • demonstrate respect for other people's property • practice patriotism	• Patriotism • Respect • Responsibility	• Defining patriotism • Visiting Liberation War Heroes, local leadership and respected citizens • Constructing patriotic art facts • Composing patriotic songs and poems • Demonstrating respect for property • Writing autobiography on the liberation war heroes • Discussing the importance of patriotism • Practising measures to elevate the country	• ICT tools • Resource person/s • Related literature • Braille material

LEADERSHIP	• identify leadership qualities • analyse leadership roles and responsibilities	• Leadership qualities • Roles and responsibilities	• Defining leadership • Participating in team building activities • Applying good leadership qualities • Discussing leadership roles and responsibilities • Performing leadership roles/tasks	• ICT tools • Resource person/s • Related literature • Braille material
CONFLICT MANAGEMENT	• assess leadership challenges • resolve encountered challenges	• Leadership challenges - Source - cause and - Solutions	• Discussing leadership challenges as performed • Performing leadership roles/tasks • Managing leadership challenges • Demonstrating negotiating skills • Predicting leadership challenges	• ICT tools • Resource person/s • Related literature • Braille material
	• distinguish nature sources, causes and solutions of conflicts • describe consequences of conflicts • suggest ways of managing conflicts	• Conflict - Source - cause and • Solutions - Resolution - settlement	• Brainstorming on the causes sources and nature of conflict • Discussing consequences of conflict • Performing plays depicting conflict management	• ICT tools • Resource person/s • Braille material
HEALTH	• discuss the importance of health living • participate in recreational activities • plan a balanced diet	• Healthy living - Balanced diet - Recreational activities - Mental health - Spiritual wellbeing	• Researching on healthy living • Taking part in recreational activities • Demonstrating physical fitness	• ICT tools • Resource person/s • Pictures • Pamphlets • Posters

			• Discussing health problems including mental health • Preparing a balanced diet • Practising healthy living	• Braille material
FIRST AID	• acquire first aid skills • analyse First Aid techniques • apply first aid techniques	• First Aid • Indigenous knowledge systems of First Aid	• Undertaking First Aid training • Researching on First Aid knowledge systems • Demonstrating First Aid techniques in different situations • Visiting health centres	• Resource person/s • Braille material • First Aid kit
HIV/AIDS	• outline the basic facts on HIV and AIDS • care for someone with AIDS • support voluntary counselling and testing (VCT) and provider initiative services • practice abstinence as an effective protection against STIs and HIV and AIDS	• HIV and AIDS	• Discussing basic facts about HIV and AIDS • Role playing caring for someone with AIDS • Dramatizing a visit to a VCT centre • Discussing the advantages of abstinence as an effective protection against STIs and HIV and AIDS • Practising positive living	• ICT tools • Resource person/s • Related literature • Braille material
	• care for someone ill • identify illnesses	• Other illnesses	• Role playing taking care of someone ill • Discussing illnesses	• ICT tools • Resource person/s • Braille material

ENVIRONMENTAL ISSUES	• state the historical, spiritual, scientific and aesthetic aspects of the environment • evaluate the economic importance of environment • assess the relationship between humanity and the environment	• Concept of the natural environment	• Analysing the importance of historical, spiritual, scientific and aesthetic aspects of the environment • Discussing the economic importance of the environment • Researching on the importance of the environment	• ICT tools • Resource person/s • Songs
INDIGENOUS KNOWLEDGE SYSTEMS	• show the knowledge systems of sustainable utilisation of resources • use resources sustainably • explore the indigenous knowledge systems	• Sustainable utilization of resources : • Indigenous knowledge systems	• Researching on indigenous knowledge systems of sustainable utilisation of resources • Constructing items using the environmental resources • Dramatizing on the sustainable utilization of resources	• ICT tools • Resource person/s • Environmental resources
RIGHTS AND RESPONSIBILITIES	• relate to source documents of human rights • discuss how human rights and responsibilities are shared and enjoyed in the indigenous system • judge fairly	• Human Rights • Indigenous system on Rights and Responsibilities	• Discussing protection of Human Rights under indigenous system • Assessing protection of Human Rights • Researching on the two systems of rights • Justifying actions taken on judgements	• Resource person/s • Braille material • Constitution of the Republic of Zimbabwe
ENTERPRISE AND VOLUNTEERISM	• identify business opportunities in Zimbabwe and beyond	• Business opportunities • Business planning • Job creation • Payments rates and taxes	• Examining business opportunities • Carrying out case studies on prominent business people	• ICT tools • Business legislation • Resource person/s • Braille material

	• distinguish the learning areas related to the businesses interest • plan business choices • create jobs that provide sustainability		• Relating learning areas to businesses choices • Shadowing businesses related jobs • Operating a business entity • Paying rates and taxes	
SOCIAL SERVICES	• research on social services needs in the community • provide social services needs in the community • design a social services programme	• Social Services - Advantages and disadvantages	• Discussing types of social services • Debating on impact of social services • Researching on benefits of social services • Taking part in social service activities • Create social service teams	• ICT tools • Resource person/s • Print Media • Braille material
VOLUNTEERISM	• identify acts of volunteerism during Chimurenga/Umvukela research on volunteerism in the community • provide volunteerism in the community • design a voluntary work programme	• Volunteerism - Advantages and disadvantages	• Discussing types of volunteerism • Debating on impact of volunteerism • Researching on benefits of volunteerism • Taking part in volunteerism activities	• ICT tools • Resource person/s • Braille material
	• evaluate intrinsic and extrinsic values of work	• Value of work	• Discussing aspects of work • Researching on the importance of work • Working for production	• ICT tools • Print Media • Braille material

MAINTENANCE SKILLS	• evaluate areas of maintenance in the community • perform necessary maintenance skills • value resources in the community	• resources in the community • valuing resources • skills training	• designing maintenance layout • organising resources for maintenance • applying required skills • showing respect the resources	• Maintenance tools • Resource person/s

SECONDARY SCHOOL ADVANCED LEVEL FORM 6

IDENTITY AND PATRIOTISM	• demonstrate pride in richness of resources • participate in vibrant traditions and culture • practice honesty and hard work	• Self-image - Pride - Creative - Honesty - Hard work	• Show knowledge of self, community and nation • Designing plans which involves you talents • analysing case studies on self-image • working towards making the talent or gift an honesty success story	• ICT tools • Brailed material • Journals • Heritage sites
NATIONAL BELIEFS	• Identify national beliefs, norms and values • evaluate impact the of belief practices in the community	• National beliefs, Norms and Values	• Discussing the national, norms and values beliefs • defending national beliefs, norms and values • Preserving national beliefs, norms and values	• ICT tools • Resource person/s • Braille material • Heritage sites
PATRIOTISM	• demonstrate patriotism • defend their country	• Patriotism	• Discussing the importance of defending their country • Visiting Liberation War Heroes, respected leaders and prominent citizens • Participating in civic activities • Participating in Exchange Programmes	• ICT tools • Resource person/s • Braille material

LEADERSHIP	• discuss leadership styles • describe leadership challenges • analyse causes and sources of conflict • evaluate the impact of conflict in the family and community	• Leadership styles • leadership challenges • conflict management • Conflict - Source - cause and • Solutions - Resolution • settlement	• performing leadership roles and tasks • Contrasting leadership styles • Analysing leadership challenges • Discussing consequences of conflict • Performing plays depicting conflict management • Carrying out research on the impact of conflict on families, communities and nation and give solutions	• ICT tools • Resource person/s
HEALTH	• demonstrate a physically fit attitude	• Physical fitness	• Viewing videos on physical fitness • Practising a physically fit attitude • Formulating exercise programmes • Establishing facilities for exercising • Managing a physical fitness facilities • Applying First Aid skills	• ICT tools • Resource person/s • First Aid kits • Sports equipment

HIV/AIDS	• explain the importance HIV testing • analyse and interpret statistical data on HIV and AIDS • identify risky behaviour • Care for someone ill • discuss illnesses, symptoms, causes and treatment	HIV and AIDS • Other emerging illnesses	• Discussing implications of HIV and AIDS statistics • Discussing risky behaviour Visiting VCT and provider initiative centres a • Taking care of someone ill • Identifying illnesses, symptoms, causes and treatment • Practising safe behaviour	• ICT tools • VCT centres • Resource person/s
SUBSTANCE ABUSE	• research substances that are abused • analyse the effects of drug and substance abuse • evaluate ways of preventing substance abuse • identify laws relating to drug and substance abuse • assess cases of drug trafficking	• Substance Abuse - Drug trafficking - Addiction	• Outlining types of substances prone to abuse • Analyse the effects of drug and substance abuse • Identifying ways of preventing the effects of substance abuse • Researching on medicines that are commonly abused • applying laws on drug and substance abuse • Discussing the dangers of drug trafficking • Caring out awareness campaigns on substance abuse	• ICT tools • Resource person/s • Criminal law and codification • Dangerous Drugs Act • Liquor Act • Mental Health Act
ENVIRONMENTAL ISSUES	evaluate the historical, spiritual and aesthetic aspects of the natural environment	• environment - natural - artificial	• preserving the historical, spiritual and aesthetic aspects of the natural environment such as pools, caves, mountains • designing pools, caves and mountains, recreational park	• ICT tools • Resource person/s

INDIGENOUS KNOWLEDGE SYSTEMS	• analyse the indigenous knowledge systems of sustainable development • demonstrate sustainable use of resources	• Sustainable utilization of resources	• researching on indigenous knowledge systems of sustainable development • applying sustainable utilization of resources	• ICT tools • Resource person/s
RIGHTS AND RESPONSIBILITIES	• identify groups of Constitutional rights • explain how these constitutional rights may be enjoyed • state ways in which Human Rights may be infringed	• Constitutional Rights and Responsibilities	• Discussing groups of Constitutional rights • Researching on ways Constitutional rights are exercised • Giving ways in which rights may be infringed • Attending court sessions	• Resource person/s • Braille material • Constitution
ENTERPRISE AND VOUNTEERISM	• manage business • Identify prospective learning areas related to their interest	• Business • Volunteerism - Benefits of volunteerism	• Investigating businesses opportunities • Selecting businesses in line with their orientation • Studying businesses related areas • Expanding business enterprise • Shadowing business related areas	• ICT tools • Print Media • Resource person/s

SOCIAL SERVICES	• research on social services needs in the community • provide social services needs in the community • design a social services programme • evaluate benefits of social services in Zimbabwe and beyond • appraise relationship between social services and their norms and values	• National Social services	• Discussing types of social services • Debating on impact of social services • Taking part in social service activities • Create social service teams Researching on benefits of social services • Assessing relationship between social services and norms and values	• ICT tools • Resource person/s • Print Media
VOLUNTEERISM	• analyse acts of volunteerism during Chimurenga/ Umvukela describe forms of volunteerism at national regional and international levels • illustrate acts of volunteerism at national level and beyond • evaluate impact of volunteerism portrayed	• Volunteerism at national level	• Researching on voluntary activities at national regional and international levels • Discussing forms of volunteerism at national regional and international levels • Performing acts of volunteerism under various contexts at national regional and international levels • Documenting experiences gained in performing the voluntary activities at national regional and international levels • Visiting areas of national importance (shrines) at national regional and international levels	• ICT tools • Resource person/s • Print media

MAINTENANCE SKILLS	• evaluate areas of maintenance in the community • perform necessary maintenance skills • value resources in the community	• resources in the community • valuing resources • skills training maintenance areas in wider community • skills training	• designing maintenance layout • organising resources for maintenance • training in identified skills applying required skills • showing respect the resources	• ICT tools • Resource person/s • Print Media • Braille material

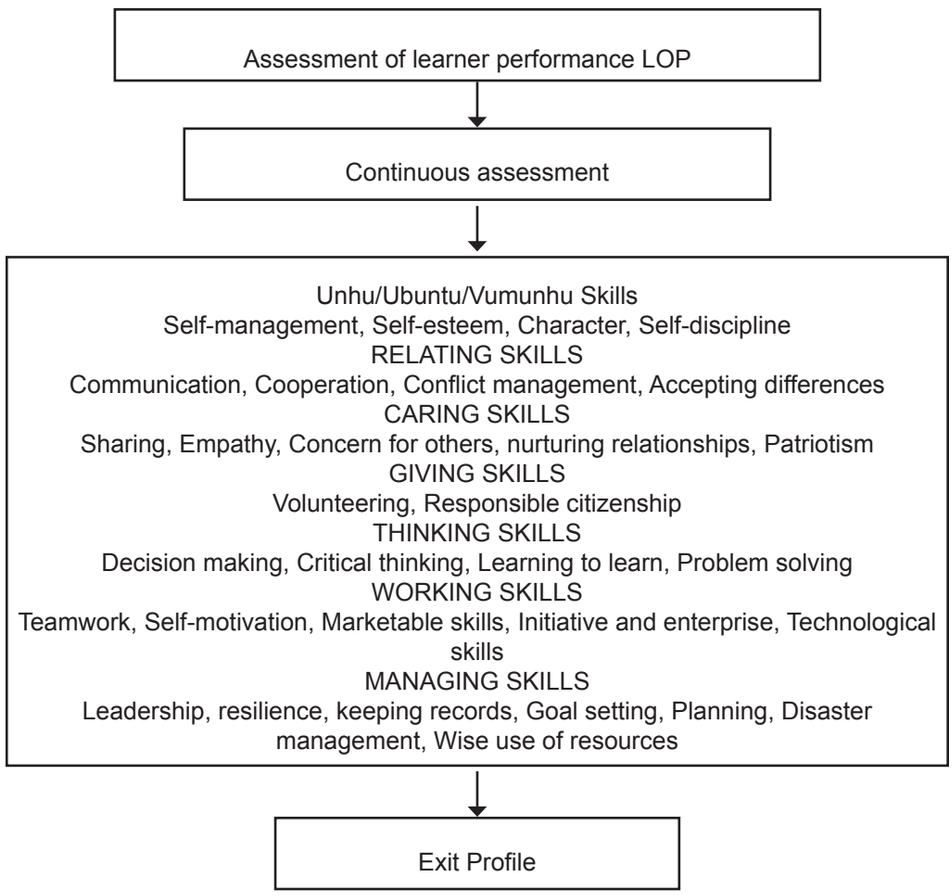
9.0 SCHEME OF ASSESSMENT

The syllabus scheme of assessment is grounded on the principle of inclusivity. Arrangements, accommodations and modifications must be visible in continuous assessment bearing in mind candidates with special needs.

9.1 ASSESSMENT OBJECTIVES

On completion of each Life-skills Orientation Programme learners should be able to:

9.1.1 discuss the significance of Unhu/Ubuntu/Vumunhu in the Life-skills Orientation Programme
9.1.2 participate in all Life-skills related activities without fear of being judged or labelled
9.1.3 demonstrate self-confidence, Self-management, Self-esteem, Character, Self-discipline
9.1.4 listen and respond sensitively to questions, suggestions and criticism
9.1.5 demonstrate skills in creativity, decision-making and problem solving
9.1.6 communicate clearly and effectively
9.1.7 demonstrate competencies acquired in work related learning
9.1.8 show the ability to manage conflict, environment and health
9.1.9 demonstrate patriotism, volunteerism and acceptance of human diversity
9.1.10 demonstrate an awareness of children's rights and responsibilities
9.1.11 evaluate the contribution of physical exercises, diet for a healthy life style

The Life-skills Orientation Programme will be assessed through continuous assessment. This will be in the form of profiling. Learners are expected to record work covered as evidence. A learner is expected to acquire, develop and demonstrate skills in the areas shown in the Assessment model.

9.2 ASSESSMENT MODEL