



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

GUIDANCE AND COUNSELLING AND LIFE SKILLS EDUCATION

SYLLABUS

FORMS 1 – 4

2024-2030

Curriculum Development and Technical Services
P O Box MP 133
Mount Pleasant
Harare
Revised 2011

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GUIDANCE AND COUNSELLING F1-4 2024 - 2030

1.0 PREAMBLE

1.1 Introduction

The Heritage-based Guidance and Counselling and Life Skills Education learning area is a Form 1 to 4 secondary school syllabus comprising nine topics. The learning area prepares learners for independent, productive and life-long education. This syllabus is designed to equip learners with age-appropriate, culturally relevant and scientifically accurate knowledge. It inculcates virtues such as punctuality, commitment, honesty, empathy, resilience and perseverance. The syllabus also provides each learner an opportunity to practise the general and specific skills expected in work and social environment through exposure to work, or specially simulated and outbound activities.

1.2 Rationale

The Guidance and Counselling and Life Skills Education is a learning area that seeks to empower learners with essential life skills that enable them to thrive in a changing socio-economic environment comprising the family, local, national and global communities. The learning area is very significant in the development of Ubuntu/Unhu/Vumunhu attributes and it gives a sense of positive self-image, high self-esteem and cherishes diversity 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 syllabus seeks to bridge the gap between classroom knowledge and practical life. It further lays the foundation of important virtues for life, linking academic achievement, enterprise development, self-reliance and employment. The thrust of this syllabus is to produce a competent, versatile and empowered learner who is able to cope with life trends.

The Guidance and Counselling and Life Skills Education syllabus enables learners to acquire and develop basic skills in:

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

1.3 Summary of content

This syllabus covers the following essential topics in Guidance and Counselling and Life Skills Education; Relationships; Health Education, Sexuality Education; Social Etiquette; Understanding Child rights and responsibilities; Educational and Career Guidance; Citizenship and Volunteerism; Management of Resources and Assets and Traffic and Safety and protection.

1.4 Assumptions

It is assumed that learners:

- are aware of relationships
- have some communication, interpersonal and independent daily living skills
- are conscious of personal hygiene and common diseases
- are undergoing physical and behavioural changes at adolescence
- are aware of child abuse
- have different interests in career choices
- are aware of harmful drugs and substances

1.5 Cross cutting themes

- Gender equality
- Children's rights and responsibilities
- Environmental management
- Disaster Risk Management
- ICT
- Climate change
- Health and well-being
- Business enterprise

2.0 PRESENTATION OF THE SYLLABUS

The Guidance and Counselling and Life Skills Education syllabus is presented as a single document that covers Forms 1-4. The syllabus is developmental and spiral in nature.

3.0 AIMS

The syllabus enables learners to:

- 3.1 experience physical, intellectual, personal and social development anchored on Ubuntu/Unhu/Vumunhu in all aspects of life
- 3.2 manage peer influence and live healthy productive lives
- 3.3 exercise their constitutional rights and responsibilities while respecting the rights of others
- 3.4 make informed and responsible decisions
- 3.5 develop a spirit of national consciousness, identity and patriotism
- 3.6 acquire career planning skills that contribute to wealth creation
- 3.7 engage in various educational and other support systems related to Guidance and Counselling and Life skills education
- 3.8 be exposed to the world of work through outward bound activities for career selection

4.0 SYLLABUS OBJECTIVES

Learners should be able to:

- 4.1 explain changes that take place at adolescence
- 4.2 discuss ways of dealing with peer influence
- 4.3 demonstrate good health habits
- 4.4 apply Ubuntu/Unhu/Vumunhu in day to day activities
- 4.5 demonstrate patriotism, volunteerism and tolerance
- 4.6 illustrate the ability to manage intra and inter- personal relationships
- 4.7 demonstrate knowledge of children's rights and responsibilities
- 4.8 participate in the world of work through work related learning to make informed career choices
- 4.9 explain dangers within the traffic environment and practice safety as pedestrians and road users
- 4.10 participate in voluntary work, maintenance of assets and conservation of resources
- 4.11 describe management of various communicable and non-communicable diseases

5.0 METHODOLOGY AND TIME ALLOCATION

The teaching and learning of Guidance and Counselling and Life Skills Education under the Heritage-based curriculum will be accomplished through the use of the following learner-centred and multisensory approaches:

5.1 Methodology

The following methods are suggested:

- Case study
- Group discussions
- Discovery
- Research
- Debate

- Games and Quizzes
- Imitation or Simulation
- Video and film shows
- Educational tours
- Drama, song and poetry
- Work related learning (at hospitals, junior calls, uniformed services, parliament)
- Information Communication Technology (ICT)

The above methods are enhanced through the application of multi-sensory approaches to teaching and principles of individualisation, unification, concreteness and self-activity.

5.2 Time allocation

Four (4) periods of 35-40 minutes per week should be allocated. It is recommended that learners at all levels go on educational tours at least twice a year. There is a practical programme after Form Four national examinations which runs for two months (end of November to end of January) that seeks to buttress what they would have learnt throughout the four years.

6.0 TOPICS

- 6.1 Relationships
- 6.2 Health Education
- 6.3 Understanding gender and gender based violence
- 6.4 Sexuality Education
- 6.5 Social Etiquette
- 6.6 Understanding Child rights and responsibilities
- 6.7 Educational and Career Guidance
- 6.8 Citizenship and Volunteerism
- 6.9 Management of Resources and Assets
- 6.10 Safety and protection

7.0 SCOPE AND SEQUENCE

TOPIC 1: RELATIONSHIPS

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none">• Roles and responsibilities of family members• Family cohesion• Family dynamics• Peer pressure• Relationships• Community Relationships• Communication in relationships• Abuse in relationships	<ul style="list-style-type: none">• Conflict resolution in families• Effective communication in relationships	<ul style="list-style-type: none">• Relationships at home, school and in the community• Peer pressure• Conflict management in the community• Abusive relationships	<ul style="list-style-type: none">• National and international relationships• Roles and responsibilities of leaders

TOPIC 2: HEALTH AND WELL-BEING

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none">• Personal hygiene• Healthy living• Immunization• Drug and substance abuse• First Aid• Referral support systems	<ul style="list-style-type: none">• Sexual and Reproductive Health• Communicable and non-communicable diseases• Drug and substance abuse	<ul style="list-style-type: none">• Healthy living• Blood donation• Waste management• Drug and substance abuse	<ul style="list-style-type: none">• HIV Testing Services• Stigma and discrimination• Drug and substance abuse

TOPIC 3: UNDERSTANDING GENDER AND GENDER BASED VIOLENCE

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"> Gender, gender norms and stereotypes Gender equality Gender based violence 	<ul style="list-style-type: none"> Gender, gender norms and stereotypes Gender equality Gender based violence 	<ul style="list-style-type: none"> Gender, gender norms and stereotypes Gender equality Gender based violence 	<ul style="list-style-type: none"> Gender, gender norms and stereotypes Gender equality Gender based violence

TOPIC 4: SEXUALITY EDUCATION

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"> Puberty and adolescence Sex and sexuality 	<ul style="list-style-type: none"> Sex and sexuality 	<ul style="list-style-type: none"> Adolescence and stress management Sex and sexuality Sexually transmitted infections Psycho social support systems 	<ul style="list-style-type: none"> Sexual relationships Referral support systems

TOPIC 5: SOCIAL ETIQUETTE

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"> Norms and values in various roles and contexts Grooming and etiquette Self-image and self esteem 	<ul style="list-style-type: none"> Grooming and etiquette Self-image and self esteem Respect and tolerance 	<ul style="list-style-type: none"> Grooming and etiquette Self-image and self esteem Respect and tolerance 	<ul style="list-style-type: none"> Grooming and etiquette Self-image and self esteem Norms and values

TOPIC 6: UNDERSTANDING CHILD RIGHTS AND RESPONSIBILITIES

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none">• Child rights and responsibilities• Child Abuse	<ul style="list-style-type: none">• Child rights and responsibilities• Child abuse• Support systems	<ul style="list-style-type: none">• Indigenous knowledge systems on children's responsibilities• Policies and legislation on children's rights in Zimbabwe	<ul style="list-style-type: none">• Policies and legislation on Children's rights

TOPIC 7: EDUCATIONAL AND CAREER GUIDANCE

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none">• Study skills• Career awareness• Enterprise skills	<ul style="list-style-type: none">• Career exploration• Interviews• Enterprise	<ul style="list-style-type: none">• Career awareness• Entrepreneurship• Job Application and interviews	<ul style="list-style-type: none">• Examination preparation and stress management• Work related learning (School on the Shop floor programme)

TOPIC 8: CITIZENSHIP AND VOLUNTEERISM

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none">• Citizenship	<ul style="list-style-type: none">• Citizenship and Volunteerism	<ul style="list-style-type: none">• Patriotism• Volunteerism	<ul style="list-style-type: none">• Social services• Patriotism

TOPIC 9: MANAGEMENT OF RESOURCES AND ASSETS

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"> • Value of property • Maintenance of property • Conservation of natural resources 	<ul style="list-style-type: none"> • Value of property • Maintenance of property • Conservation of natural resources 	<ul style="list-style-type: none"> • Value and maintenance of property • Conservation of natural resources 	<ul style="list-style-type: none"> • Value and maintenance of property • Conservation of natural resources

TOPIC 10: SAFETY AND PROTECTION

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"> • Disaster risk management • Pedestrian safety • Passenger safety • Riding, leading and herding animals • Road signs, signals and markings • Safe use of ICT 	<ul style="list-style-type: none"> • Disaster risk management • Pedestrian safety • Passenger safety • Riding, leading and herding animals • Road signs, signals and marking • Safe use of ICT 	<ul style="list-style-type: none"> • Disaster risk management • Pedestrian safety • Passenger safety • Road signs, signals and markings • Safe use of ICT 	<ul style="list-style-type: none"> • Disaster risk management • Passenger safety • Provisional driver's license training • Safe use of ICT

8.0 COMPETENCY MATRIX

FORM 1

TOPIC 1: RELATIONSHIPS

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Roles and responsibilities of family members	<ul style="list-style-type: none"> define family identify benefits of different types of family, that is, nuclear, extended families. identify roles of family members describe the role of different family members explain the importance of different roles and responsibilities in families 	<ul style="list-style-type: none"> Family Benefits of different types of families Roles of family members Importance of roles and responsibilities in families 	<ul style="list-style-type: none"> Explaining family Discussing benefits of different types of families Role playing roles of different family members in indigenous family set up such as aunt, uncle Researching on roles and responsibilities of different family members Discussing the importance of roles and responsibilities in families 	<ul style="list-style-type: none"> Audio and video materials ICT tools Resource persons Pictures Models Braille materials Sign language materials
Family cohesion	<ul style="list-style-type: none"> define family cohesion state the challenges that affect family unity discuss ways of managing conflicts in the family 	<ul style="list-style-type: none"> Family cohesion (family unity) Challenges to family cohesion Ways of managing conflict 	<ul style="list-style-type: none"> Dramatizing united families Researching on family conflicts Watching videos about conflicts in the family 	<ul style="list-style-type: none"> ICT tools Audio and video materials Resource persons Pictures

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	<ul style="list-style-type: none"> explain ways of maintaining family cohesion within the extended family 	<ul style="list-style-type: none"> Ways of maintaining family cohesion within the extended family 	<ul style="list-style-type: none"> Discussing ways of bringing family cohesion 	<ul style="list-style-type: none"> Models Braille materials Sign language materials
Family dynamics	<ul style="list-style-type: none"> define family dynamics list types of families discuss effects of family dynamics 	<ul style="list-style-type: none"> Family dynamics Types of families Effects of family dynamics (patterns of relating or interactions between family members) 	<ul style="list-style-type: none"> Explaining family dynamics Identifying different types of families Researching on family dynamics Explaining the effects of family dynamics 	<ul style="list-style-type: none"> ICT tools Braille materials Audio and video materials Resource persons Pamphlets Magazines Sign language materials
Peer Pressure	<ul style="list-style-type: none"> explain peer pressure state the consequences of yielding to peer pressure discuss ways of handling peer pressure 	<ul style="list-style-type: none"> Peer pressure Consequences of peer pressure Ways of handling peer pressure 	<ul style="list-style-type: none"> Discussing peer pressure Outlining the consequences of peer pressure Researching on ways of handling peer pressure 	<ul style="list-style-type: none"> ICT tools Pictures Charts Resource persons Audio-visual material Braille material

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
				<ul style="list-style-type: none"> • Sign languages materials
Relationships	<ul style="list-style-type: none"> • identify different types of relationships • describe the different types of relationships 	<ul style="list-style-type: none"> • Different types of relationships such as: -friendships -dating and courtship -marriage 	<ul style="list-style-type: none"> • Listing different types of relationships • Discussing different types of relationships • Role playing different types of relationships 	<ul style="list-style-type: none"> • Pamphlets • Braille materials • Resource person(s) • Videos • Pictures • Charts • Constitution
Community Relationships	<ul style="list-style-type: none"> • define community relationships • explain the importance of community relationships • discuss factors that affect community relationships • explain ways of resolving conflict in community relationships 	<ul style="list-style-type: none"> • Community relationships • Importance of community relationships • Factors that affect community relationships • Ways of resolving conflicts in community relationships 	<ul style="list-style-type: none"> • Explaining Community relationships • Role playing on community relationships • Researching on factors that affect community relationships • Discussing the importance of community relationships • Dramatising ways of resolving conflicts in community relations 	<ul style="list-style-type: none"> • Pictures • Charts • ICT tools • Resource persons • Audio visual • Braille Material • Sign language materials
Communication in relationships	<ul style="list-style-type: none"> • define communication in relationships • illustrate effective communication in relationships 	<ul style="list-style-type: none"> • Communication in relationships • Effective communication in relationships 	<ul style="list-style-type: none"> • Explaining Communication in relationships 	<ul style="list-style-type: none"> • Electronic and print media

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	<ul style="list-style-type: none"> explain different modes of communication describe barriers to communication 	<ul style="list-style-type: none"> Modes of communication Barriers to communication 	<ul style="list-style-type: none"> Discussing effective communication in relationships Role playing effective communication Explaining barriers to communication Analysing the different types of communication 	<ul style="list-style-type: none"> Braille materials Sign language material Audio-visual materials Pictures
Abuse in relationships	<ul style="list-style-type: none"> define abuse in relationships state the forms of abuse in relationships explain ways of preventing abuse identify support services available to survivors of abuse in relationships 	<ul style="list-style-type: none"> Abuse in relationships Forms of abuse in relationships Ways of preventing abuse in relationships Support services for the abused 	<ul style="list-style-type: none"> Explaining abuse in relationships Role playing on abuse in relationships Discussing forms of abuse in relationships Case studying on abuse in relationships Researching on support services for the abused 	<ul style="list-style-type: none"> Resource person(s) Videos Braille materials Sign language materials Audio Visual materials

TOPIC 2: HEALTH EDUCATION

KEY CONCEPT TOPIC	OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Personal hygiene	<ul style="list-style-type: none"> define personal hygiene discuss the importance of personal hygiene identify indigenous ways of personal hygiene 	<ul style="list-style-type: none"> Personal hygiene such as: <ul style="list-style-type: none"> - bathing - oral care - ear care - eye care - laundry - hand washing Importance of personal hygiene Menstrual hygiene Indigenous hygiene practices 	<ul style="list-style-type: none"> Explaining personal hygiene Discussing personal hygiene Demonstrating hand washing, dental care and proper toilet use Discussing menstrual hygiene Case studying on Indigenous hygiene practices 	<ul style="list-style-type: none"> ICT tools Resource person(s) Pamphlets Audio-visual materials Pictures Braille materials Sign language materials
Healthy living	<ul style="list-style-type: none"> define healthy living discuss aspects of healthy living explain the importance of healthy living 	<ul style="list-style-type: none"> Healthy living Healthy living aspects such as <ul style="list-style-type: none"> -balanced diet -eating habits -weight control -physical fitness -rest and recreation importance of healthy living 	<ul style="list-style-type: none"> Explaining of healthy living Researching on aspects of healthy living Participating in physical fitness activities Discussing the importance of rest and recreation 	<ul style="list-style-type: none"> Audio-visual materials Pamphlets Posters Resource person(s) ICT tools Braille materials Sign language materials
Immunisation	<ul style="list-style-type: none"> define immunization 	<ul style="list-style-type: none"> Immunization 	<ul style="list-style-type: none"> Describing immunization 	<ul style="list-style-type: none"> ICT Tools

KEY CONCEPT TOPIC	OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
	<ul style="list-style-type: none"> describe importance of immunization dispel myths and misconceptions on immunization 	<ul style="list-style-type: none"> Rationale for immunization Myths and misconceptions on immunization 	<ul style="list-style-type: none"> Composing immunization songs and poems Dramatizing immunization myths, misconceptions and benefits of immunization Watching videos of immunization 	<ul style="list-style-type: none"> Resource persons Child health card Charts Pamphlets Picture card Braille material Sign language materials
Drug and substance abuse	<ul style="list-style-type: none"> define drug and substance abuse identify types and sources of drugs and substances explain causes of drug and substance abuse state effects of drug and substance abuse discuss ways of preventing and managing drug and substance abuse 	<ul style="list-style-type: none"> Drug and substance abuse Types and sources of drugs and substances Causes of drug and substance abuse Effects of drug and substance abuse Ways of preventing drug and substance abuse Management of drug and substance abuse 	<ul style="list-style-type: none"> Explaining drug and substance abuse Watching videos of drug and substance abuse Discussing sources of drugs and substances Researching on effects of drugs and substance abuse Discussing ways of preventing and managing drug and substance abuse 	<ul style="list-style-type: none"> Resource person(s) Audio-visual materials Charts Pamphlets Posters ICT tools Braille materials Sign language materials

KEY CONCEPT TOPIC	OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
First Aid	<ul style="list-style-type: none"> state situations where First Aid can be applied apply First Aid skills in various situations 	<ul style="list-style-type: none"> First Aid First Aid skills in various situations 	<ul style="list-style-type: none"> Explaining First Aid Listing situations where first aid can be applied Simulating situations requiring First Aid Demonstrating safe First Aid skills 	<ul style="list-style-type: none"> ICT tools Resource person(s) Charts Braille materials Sign language material Audio-visual materials Pictures Pamphlets
Referral Support systems	<ul style="list-style-type: none"> define referral and support systems describe forms of referral and support systems identify institutions that offer support services 	<ul style="list-style-type: none"> Referral and support systems Forms of referral systems Institutions that offer support services 	<ul style="list-style-type: none"> Explaining forms of referral and support systems Researching on institutions that offer support services 	<ul style="list-style-type: none"> ICT tools Resource person(s) Audio visual materials Pamphlets Pictures Posters Braille materials

KEY CONCEPT TOPIC	OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
				<ul style="list-style-type: none"> Sign language materials

TOPIC 3: UNDERSTANDING GENDER AND GENDER BASED VIOLENCE

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Gender, gender norms and stereotypes	<ul style="list-style-type: none"> define gender, gender norms and stereotypes describe gender norms and values explain how gender stereotypes can cause conflict in families 	<ul style="list-style-type: none"> Gender, gender norms and stereotypes Gender norms and values How gender stereotypes can cause conflict in families 	<ul style="list-style-type: none"> Explaining gender, gender norms and stereotypes Discussing gender norms and values Researching on how gender stereotypes can cause conflict in families 	<ul style="list-style-type: none"> ICT tools Resource person(s) Audio visual materials Pamphlets Pictures Braille materials Sign language materials
Gender equality	<ul style="list-style-type: none"> define gender equality explain the importance of treating all people equally discuss the benefits of gender equality 	<ul style="list-style-type: none"> Gender equality The importance of treating all people equally Benefits of gender equality Ways of promoting gender equality at 	<ul style="list-style-type: none"> Explaining gender equality Discussing the importance of treating all people equally 	<ul style="list-style-type: none"> ICT tools Resource person(s) Audio visual materials Pamphlets Pictures Posters

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	<ul style="list-style-type: none"> demonstrate ways of promoting gender equality at home, school and in the community 	home, school and in the community	<ul style="list-style-type: none"> Researching on the benefits of gender equality Discussing ways of promoting gender equality at home, school and in the community 	<ul style="list-style-type: none"> Braille materials Sign language materials
Gender based violence	<ul style="list-style-type: none"> define gender based violence list examples of gender based violence suggest where learners can report gender based violence 	<ul style="list-style-type: none"> Gender based violence (GBV) Examples of gender based violence: <ul style="list-style-type: none"> bullying sexual harassment rape domestic violence teasing Where learners can report gender based violence <ul style="list-style-type: none"> class monitor prefect teacher school head G and C Committee 	<ul style="list-style-type: none"> Explaining GBV Stating examples of Gender based violence Researching on where learners can report gender based violence 	<ul style="list-style-type: none"> ICT tools Resource person(s) Audio visual materials Pamphlets Pictures Posters Braille materials Sign language materials

TOPIC 4: SEXUALITY EDUCATION

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Puberty and adolescence	<ul style="list-style-type: none"> define puberty and adolescence explain puberty and adolescence identify physical changes associated with puberty discuss ways of coping with physical and behavioural changes at puberty and adolescence 	<ul style="list-style-type: none"> Puberty Adolescence Physical and behavioral changes Coping mechanisms for puberty and adolescence 	<ul style="list-style-type: none"> Researching on puberty and adolescence Describing physical and behavioural changes associated with puberty Discussing ways of managing changes associated with puberty and adolescence Researching on initiation rites associated with puberty in some cultures 	<ul style="list-style-type: none"> ICT tools Resources person(s) Charts Braille materials Audio-visual materials Pictures Pamphlets
Sex and Sexuality	<ul style="list-style-type: none"> define Sex and Sexuality state the short, medium and long term consequences of early sexual debut demonstrate ways of delaying sexual debut 	<ul style="list-style-type: none"> Sex and Sexuality Consequences of early sexual debut such as; <ul style="list-style-type: none"> -Teenage pregnancies -Early marriages -STIs -Poverty -Career disturbances Ways of delaying sexual debut <ul style="list-style-type: none"> - keeping oneself busy 	<ul style="list-style-type: none"> Explaining sex and sexuality Explaining the short, medium and long-term consequences of early sexual debut Discussing ways of delaying sexual debut 	<ul style="list-style-type: none"> ICT tools Pamphlets Resource person(s) Braille materials Sign language materials Talking books Videos

TOPIC 5: SOCIAL ETIQUETTE

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Norms and values in various contexts	<ul style="list-style-type: none"> discuss the norms and values in various indigenous cultural groups explain the importance of norms and values in society 	<ul style="list-style-type: none"> Norms and values in various cultural groups Importance of norms and values in society such as Unhu/Ubuntu/Vumunhu 	<ul style="list-style-type: none"> Explaining the importance of norms and values in society Debating the norms and values of their culture Evaluating the consequences of abandoning norms and values 	<ul style="list-style-type: none"> Pamphlets Braille materials Sign language materials
Grooming and Etiquette	<ul style="list-style-type: none"> define grooming and social etiquette describe cultural etiquette apply appropriate grooming and etiquette ideals discuss acceptable and unacceptable behaviour 	<ul style="list-style-type: none"> grooming and social etiquette cultural etiquette Acceptable situational behaviour for example grooming, personal hygiene, dressing, make-up, Posture, etiquette, Respect, protocol, Politeness Unacceptable situational behaviour Management of behaviour 	<ul style="list-style-type: none"> Explaining grooming etiquette Demonstrating appropriate situational behavior Demonstrating appropriate ways of carrying oneself Discussing mannerisms 	<ul style="list-style-type: none"> ICT Tools Resource person(s) Audio-visual aids Posters ICT Tools Resource person(s) Audio-visual aids Posters Pamphlets Braille materials Sign language materials

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Self-Image and Self esteem	<ul style="list-style-type: none"> demonstrate attributes associated with positive self-image and high self esteem distinguish traits of negative self-image low self esteem 	<ul style="list-style-type: none"> Attributes associated with positive self-image and high self esteem Traits of negative self-image low self esteem 	<ul style="list-style-type: none"> Participating in public speaking sessions Practicing positive self-talk Writing and reciting poems 	<ul style="list-style-type: none"> ICT Tools Resource person(s) Audio-visual aids Posters Pamphlets Braille materials Drama skits Sign language materials

TOPIC 6: UNDERSTANDING CHILD RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Child rights and responsibilities	<ul style="list-style-type: none"> define child rights and responsibilities list child rights and responsibilities describe child rights and responsibilities discuss the importance of being a responsible child 	<ul style="list-style-type: none"> Child rights and responsibilities Differences between child rights and responsibilities Importance of being a responsible child 	<ul style="list-style-type: none"> Explaining child rights and responsibilities Describing children's rights Explaining the importance of child responsibilities 	<ul style="list-style-type: none"> ICT tools Pamphlets Charts Brochures Braille materials Sign language materials Zimbabwean Constitution 2013 Children's Rights Policies
Child Abuse	<ul style="list-style-type: none"> define child abuse state forms of child abuse 	<ul style="list-style-type: none"> Child abuse Forms of child abuse Reporting structures such as Child-led 	<ul style="list-style-type: none"> Explaining child abuse Listing forms of child abuse 	<ul style="list-style-type: none"> Secretary's Circular Minute No 5 of 2000 Director Circular No 27 of 2008

	<ul style="list-style-type: none"> discuss prevention and management of child abuse 	Protection Committees <ul style="list-style-type: none"> Referral systems 	<ul style="list-style-type: none"> Identifying reporting structures Discussing referral support systems Role playing on reporting child abuse cases timeously using proper channels 	<ul style="list-style-type: none"> ICT tools Newspapers Resource person(s) Audio-visual materials Braille materials Sign language materials
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TOPIC 7: EDUCATIONAL AND CAREER GUIDANCE

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES	LEARNING RESOURCES
Study skills	<ul style="list-style-type: none"> define study skills discuss study skills design personal study time tables 	<ul style="list-style-type: none"> Study skills Study timetable 	<ul style="list-style-type: none"> Discussing study skills Designing a study timetable 	<ul style="list-style-type: none"> ICT tools Study pack Resource person(s) Audio visual Braille material Sign language materials
Career awareness	<ul style="list-style-type: none"> define career awareness list different careers make informed career choices 	<ul style="list-style-type: none"> Career awareness Career pathways and choices 	<ul style="list-style-type: none"> Explaining career awareness Naming different careers Exploring learner passions and interests Attending career days 	<ul style="list-style-type: none"> ICT tools Resource person(s) Newspapers Brochures Charts

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES	LEARNING RESOURCES
Enterprise skills	<ul style="list-style-type: none"> define enterprise identify enterprise opportunities around the community establish enterprising projects 	<ul style="list-style-type: none"> Enterprise Enterprise Opportunities Enterprising projects 	<ul style="list-style-type: none"> Explaining enterprise Identifying types of enterprises Starting enterprising projects within the school and community Interviewing successful entrepreneurs in the community 	<ul style="list-style-type: none"> ICT tools Audio and visual Videos Case studies Resource persons Braille materials Sign language materials

TOPIC 8: CITIZENSHIP AND VOLUNTEERISM

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Citizenship	<ul style="list-style-type: none"> define citizenship discuss the qualities of a good citizen state responsibilities of a citizen 	<ul style="list-style-type: none"> Citizenship Qualities of a good citizen Responsibilities of a citizen 	<ul style="list-style-type: none"> Explaining citizenship Researching on the qualities of a good citizen Simulating responsibilities of a good citizen 	<ul style="list-style-type: none"> ICT tools Resources person(s) Charts Braille materials Audio-visual materials

TOPIC 9: MANAGEMENT OF ASSETS AND RESOURCES

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Value of property	<ul style="list-style-type: none"> define value of property at home, school and community demonstrate care of personal and shared property 	<ul style="list-style-type: none"> Value of property Care for personal and shared property 	<ul style="list-style-type: none"> Explaining value of property Identifying personal and shared property Explaining the importance of caring for property 	<ul style="list-style-type: none"> ICT tools Resource person(s) Pamphlets Audio and visual materials Pictures Charts Braille materials
Maintenance of property	<ul style="list-style-type: none"> identify areas that need maintenance in the school illustrate ways of maintaining property in the school discuss the importance of property maintenance 	<ul style="list-style-type: none"> Property maintenance Ways of maintaining property Importance of property maintenance 	<ul style="list-style-type: none"> Discussing areas that need maintenance in the school Carrying out maintenance campaigns within the school Repairing and servicing property in the school 	<ul style="list-style-type: none"> ICT tools Property Resource Persons Maintenance tools Charts Sign language materials
Conservation of natural resources	<ul style="list-style-type: none"> discuss ways of conserving natural resources demonstrate ways of conserving natural resources 	<ul style="list-style-type: none"> Ways of conserving of natural resources Indigenous knowledge systems on conservation of natural resources 	<ul style="list-style-type: none"> Identifying ways of conserving natural resources in the community Case studying on Indigenous 	<ul style="list-style-type: none"> ICT tools Charts Braille material Resource Persons Sign language materials

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	<ul style="list-style-type: none"> describe indigenous knowledge systems on conservation of natural resources 		knowledge systems on conservation of natural resources <ul style="list-style-type: none"> Researching on ways of sustainable management of natural resources Engaging in conservation activities 	

TOPIC 10: SAFETY AND PROTECTION

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Disaster risk management	<ul style="list-style-type: none"> define a disaster classify disasters explain the effects of disasters 	<ul style="list-style-type: none"> Disaster Classification of disasters: <ul style="list-style-type: none"> man-made disasters natural disasters Effects of disasters 	<ul style="list-style-type: none"> Explaining a disaster Discussing man made and natural disasters Researching on the effects of disasters 	<ul style="list-style-type: none"> ICT tools Braille materials Audio-Visual materials Resource persons
Pedestrian safety	<ul style="list-style-type: none"> explain safe ways of walking along the road demonstrate correct ways of crossing the road discuss the Refuse, Run away, Report -RRR principle 	<ul style="list-style-type: none"> Walking along the road Crossing the road Refuse, Run away, Report- RRR principle 	<ul style="list-style-type: none"> Listing safe ways of walking along the road Researching ways of crossing the road Dramatizing correct ways of crossing the road 	<ul style="list-style-type: none"> ICT tools Braille materials Audio-Visual materials Resource persons

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
			<ul style="list-style-type: none"> Debating the RRR principle 	<ul style="list-style-type: none"> Model road
Passenger safety	<ul style="list-style-type: none"> state cycling rules explain cycling risks discuss ways of maintaining cycles 	<ul style="list-style-type: none"> Cycling rules Cycling risks Maintenance of cycles 	<ul style="list-style-type: none"> Listing cycling rules Researching on cycling risks Demonstrating ways of maintaining cycles Educating peers on cycling safety 	<ul style="list-style-type: none"> ICT tools Braille materials Audio-Visual materials Resource persons Model road
Riding, leading and herding animals	<ul style="list-style-type: none"> explain safe ways of riding, leading and herding animals along the road illustrate correct ways of herding animals along the road 	<ul style="list-style-type: none"> Safe ways of riding, leading and herding animals 	<ul style="list-style-type: none"> Discussing safe ways of riding, leading and herding animals Explaining correct ways of herding animals Discussing dangers of incorrect ways of herding animals along the road 	<ul style="list-style-type: none"> ICT tools Braille materials Audio-Visual materials Resource persons Model road Sign language materials
Road signs, signals and markings	<ul style="list-style-type: none"> list different types of road signs name classes of road signs, signals and markings explain different road signs, signals and markings 	<ul style="list-style-type: none"> Types of road signs Classes of road signs, signals and markings 	<ul style="list-style-type: none"> Naming types of road signs Identifying classes of road signs, signals and markings Drawing different road signs, signals and markings 	<ul style="list-style-type: none"> ICT tools Braille materials Audio-Visual materials Resource persons Model road

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
			<ul style="list-style-type: none"> Discussing meanings of different road signs, signals and markings 	
Safe use of ICT	<ul style="list-style-type: none"> identify ICT gadgets describe the uses of ICT gadgets 	<ul style="list-style-type: none"> ICT gadgets and their uses <ul style="list-style-type: none"> Computers (desk top, laptop) Camera Closed Circuit Television (CCTV) Television Automated Teller Machines (ATM) Barcode Readers Radio Public Address System (PA System) Smart phones e.g. Tablets Tollgates machines Alarm Anti-hijack system 	<ul style="list-style-type: none"> Researching on the use of ICT gadgets Discussing the importance of ICT gadgets 	<ul style="list-style-type: none"> ICT tools Braille materials Audio-Visual materials Resource persons Model road

FORM 2

TOPIC 1: RELATIONSHIPS

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Conflict resolution in families	<ul style="list-style-type: none"> define conflict list causes of conflict in the home discuss the effects of conflicts on family relationships explain ways of resolving conflict 	<ul style="list-style-type: none"> Conflict Causes of conflict in the home. Effects of conflict on family relationship Conflict management 	<ul style="list-style-type: none"> Explaining conflict Role playing conflicts Discussing causes of conflicts Researching the effects of conflicts in the family Dramatizing ways of managing conflicts 	<ul style="list-style-type: none"> Pictures Charts Sign-language material Braille materials ICT tools Resource persons Newspaper cuttings Magazines
Effective communication in relationships	<ul style="list-style-type: none"> describe effective communication in different relationships explain effective communication 	<ul style="list-style-type: none"> Communication in relationships such as <ul style="list-style-type: none"> - parent to parent - parent to child - peer to peer - teacher to learner - child to elders 	<ul style="list-style-type: none"> Explaining effective communication in different relationships Demonstrating effective communication in different relationships Dramatizing effective communication in different relationships 	<ul style="list-style-type: none"> ICT tools Pictures Charts Costumes Sign language materials

TOPIC 2: HEALTH AND WELL-BEING

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Sexual and reproductive health	<ul style="list-style-type: none"> define sexual and reproductive health explain sexual reproductive health challenges and prevention strategies identify sexual and reproductive health rights and responsibilities explain myths and misconceptions about sexual reproductive health 	<ul style="list-style-type: none"> Sexual and reproductive health Sexual reproductive health challenges and prevention strategies <ul style="list-style-type: none"> teenage pregnancy STIs HIV Voluntary Medical Male Circumcision (VMMC) Sexual and reproductive health rights and responsibilities Myths and misconceptions about reproductive health 	<ul style="list-style-type: none"> Explaining Sexual and reproductive health Describing Sexual reproductive health challenges and prevention strategies Discussing the importance of sexual and reproductive health Researching on myths and misconceptions about SRH Watching videos on sexual reproductive health 	<ul style="list-style-type: none"> Videos Pictures Pamphlets Posters Braille materials Resource person(s) ICT tools Sign language materials Braille materials
Communicable and non-communicable diseases	<ul style="list-style-type: none"> define communicable and non-communicable diseases describe ways of preventing communicable and non-communicable diseases in modern and indigenous ways discuss ways of managing communicable and non- 	<ul style="list-style-type: none"> Communicable diseases such as cholera, dysentery, Ebola, TB, Hepatitis, HIV and non-communicable diseases such as diabetes, cancer, hypertension epilepsy 	<ul style="list-style-type: none"> Explaining communicable and non-communicable diseases Explaining ways of preventing communicable and non-communicable diseases in modern and indigenous ways. 	<ul style="list-style-type: none"> Videos Drama Poetry Song Pamphlets Posters Resource person(s)

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
	<p>communicable diseases in modern and indigenous ways</p> <ul style="list-style-type: none"> state services available for managing communicable and non- communicable diseases 	<ul style="list-style-type: none"> Non communicable diseases such as Asthma, Cancer, Diabetes, Heart disease, Lung disease, Kidney disease, Cataracts, Fibromyalgia Prevention of 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 	<ul style="list-style-type: none"> Describing complications of communicable and non-communicable diseases Discussing management of communicable and non-communicable diseases Researching on communicable and non-communicable diseases Identifying available services 	<ul style="list-style-type: none"> Resource centers Educational tours
Drug and substance abuse	<ul style="list-style-type: none"> describe types of drugs and substances state the long term effects of drug and substance abuse identify ways of managing drug and substance abuse 	<ul style="list-style-type: none"> Types of drugs and substances prone to abuse Effects of drug and substance abuse Managing drug and substance abuse for instance rehabilitation 	<ul style="list-style-type: none"> Outlining types of drugs and substances Discussing long term effects of drug and substance abuse Visiting institutions for drug and substance abuse patients 	<ul style="list-style-type: none"> Resource person(s) ICT tools Audio-visual materials Pamphlets Posters Sign language materials

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
			<ul style="list-style-type: none"> Watching videos on drug and substance abuse Researching on drugs and substances 	

TOPIC 3: UNDERSTANDING GENDER AND GENDER BASED VIOLENCE

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Gender, gender norms and stereotypes	<ul style="list-style-type: none"> explain gender equity describe consequences of gender inequality discuss the difference between gender equity and gender inequality 	<ul style="list-style-type: none"> Gender equity Consequences of gender inequality Differences between gender equity and gender inequality 	<ul style="list-style-type: none"> Discussing gender equity Explaining the consequences of gender inequality Discussing the differences between gender equity and gender inequality 	<ul style="list-style-type: none"> Resource persons Braille material Sign language materials
Gender equality	<ul style="list-style-type: none"> list the causes of gender inequality explain the consequences of gender inequality discuss ways of addressing gender inequality 	<ul style="list-style-type: none"> Causes of gender inequality Consequences of gender inequality Ways of addressing gender inequality 	<ul style="list-style-type: none"> Explaining causes of gender inequality Researching on Consequences of gender inequality Discussing ways of addressing gender inequality 	<ul style="list-style-type: none"> Resource persons Braille material Sign language materials
Gender based violence	<ul style="list-style-type: none"> state causes of gender based violence 	<ul style="list-style-type: none"> Causes of gender based violence : 	<ul style="list-style-type: none"> Explaining causes of gender based violence 	<ul style="list-style-type: none"> Resource persons Braille material

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	<ul style="list-style-type: none"> discuss the effects of gender based violence in the family 	<ul style="list-style-type: none"> poor communication competition for limited resources Effects of gender based violence: <ul style="list-style-type: none"> poor relations poor communication injuries and death withdrawal by the victims low self esteem 	<ul style="list-style-type: none"> Researching on the effects of gender based violence 	<ul style="list-style-type: none"> First Aid kit Fire extinguisher Sign language materials

TOPIC 4: SEXUALITY EDUCATION

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Sex and sexuality	<ul style="list-style-type: none"> identify effects of early pregnancies describe methods of preventing teenage pregnancies explain the importance of abstinence 	<ul style="list-style-type: none"> Effects of early pregnancies Prevention of teenage pregnancies Importance of abstinence 	<ul style="list-style-type: none"> Role playing effects of early pregnancy Researching on methods of preventing teenage pregnancies Discussing the importance of abstinence 	<ul style="list-style-type: none"> Resource person(s) ICT Tools Braille materials Audio-visual materials Sign language materials

TOPIC 5: SOCIAL ETIQUETTE

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Grooming and Etiquette	<ul style="list-style-type: none"> • apply appropriate grooming and etiquette ideals • discuss acceptable and unacceptable behaviour 	<ul style="list-style-type: none"> • Acceptable situational behaviour for example grooming, personal hygiene, dressing, make-up, posture, etiquette, respect, protocol, politeness • Unacceptable situational behaviour • Management of behaviour 	<ul style="list-style-type: none"> • Demonstrate appropriate ways of carrying oneself • Discussing pros and cons of mannerisms • Demonstrate appropriate situational behaviour 	<ul style="list-style-type: none"> • ICT Tools • Resource person(s) • Audio-visual aids • Posters • Pamphlets • Braille materials
Self-Image and Self esteem	<ul style="list-style-type: none"> • demonstrate attributes associated with positive self-image and high self esteem • distinguish traits of negative self-image and low self esteem 	<ul style="list-style-type: none"> • Attributes associated with positive self-image and high self esteem • Traits of negative self-image and low self esteem 	<ul style="list-style-type: none"> • Participating in public speaking sessions • Attending motivational public speaking sessions • Case studying and reciting poems 	<ul style="list-style-type: none"> • ICT Tools • Resource person(s) • Audio-visual aids • Posters • Pamphlets • Braille materials • Drama skits • Sign language materials
Respect and tolerance	<ul style="list-style-type: none"> • define respect and tolerance • differentiate between respect and tolerance • explain ways of showing respect and tolerance in society 	<ul style="list-style-type: none"> • Respect and tolerance • Respect for self and others • Respect and tolerance for diverse people with disability, albinism, and those with related health conditions 	<ul style="list-style-type: none"> • Discussing respect and tolerance • Dramatising respectful behavior • Role playing good and bad behaviour • Analysing good and bad traits from the role play 	<ul style="list-style-type: none"> • ICT Tools • Resource person(s) • Audio-visual aids • Posters • Pamphlets • Braille materials • Sign language materials

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	<ul style="list-style-type: none"> discuss the importance of respect and tolerance in society 	<ul style="list-style-type: none"> Importance of respect and tolerance 		

TOPIC 6: UNDERSTANDING CHILD RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Child rights and responsibilities	<ul style="list-style-type: none"> state child rights and responsibilities explain the importance of child rights and responsibilities 	<ul style="list-style-type: none"> Child rights and responsibilities Importance of Child rights and responsibilities 	<ul style="list-style-type: none"> Listing child rights and responsibilities Discussing child rights and responsibilities Explaining the importance of child rights and responsibilities Debating on child rights 	<ul style="list-style-type: none"> Resource person(s) Pamphlets Constitution of Zimbabwe
Child abuse	<ul style="list-style-type: none"> explain forms of child abuse discuss reporting structures after abuse explain the effects of child abuse outline ways of coping with abuse 	<ul style="list-style-type: none"> Forms of child abuse Child protection systems Effects of child abuse Ways of coping with abuse 	<ul style="list-style-type: none"> Discussing forms of child abuse Examining the effects of child abuse Describing reporting structures Analysing ways of coping with abuse Discussing role of peer educators and child led protection committees 	<ul style="list-style-type: none"> Resource person(s) Pamphlets Constitution of Zimbabwe Braille materials Sign language materials

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
			<ul style="list-style-type: none"> Visiting child protection organisations in the community 	
Support systems	<ul style="list-style-type: none"> identify different support systems in place explain different support services offered by different stakeholders describe the referral procedure or protocol 	<ul style="list-style-type: none"> Different support systems Support services offered by different stakeholders Referral procedure or protocol 	<ul style="list-style-type: none"> Naming different support systems Discussing different support services offered by different stakeholders Explaining the referral procedure or protocol 	<ul style="list-style-type: none"> Resource person(s) Pamphlets Braille materials Sign language materials Magazines

TOPIC 7: EDUCATIONAL AND CAREER GUIDANCE

KEY CONCEPT	OBJECTIVES: Learner should be able to:	CONTENT (knowledge, skills, values and attitudes)	ACTIVITIES	LEARNING RESOURCES
Career exploration	<ul style="list-style-type: none"> research on different careers discuss requirements for different careers 	<ul style="list-style-type: none"> Career pathways Requirements for different careers 	<ul style="list-style-type: none"> Explaining various careers Researching on requirements for different careers Finding information on different careers Educational touring 	<ul style="list-style-type: none"> ICT tools Resource person(s) Newspapers Brochures Pamphlets Braille materials Sign language materials

KEY CONCEPT	OBJECTIVES: Learner should be able to:	CONTENT (knowledge, skills, values and attitudes)	ACTIVITIES	LEARNING RESOURCES
			<ul style="list-style-type: none"> • Attending career days 	
Interviews	<ul style="list-style-type: none"> • design a curriculum vitae • write an application letter • prepare for an interview 	<ul style="list-style-type: none"> • Curriculum vitae • Application letter • Interview procedures and requirements 	<ul style="list-style-type: none"> • Crafting a curriculum vitae • Writing an application letter • Role playing in mock interviews 	<ul style="list-style-type: none"> • Resource person(s) • ICT tools • Audio-visual media • Case studies • Braille material • CV models • Sign language materials
Enterprise	<ul style="list-style-type: none"> • explain enterprise • identify enterprise opportunities • establish income generating projects 	<ul style="list-style-type: none"> • Enterprise • Enterprise opportunities • Income generating projects 	<ul style="list-style-type: none"> • Defining enterprise • Identifying types of enterprises • Starting income generating projects within the school and community 	<ul style="list-style-type: none"> • ICT tools • Videos • Case studies • Resource persons • Sign language materials

TOPIC 8: CITIZENSHIP AND VOLUNTEERISM

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Citizenship and Volunteerism	<ul style="list-style-type: none"> • discuss citizenship and volunteerism • explain the importance of volunteerism 	<ul style="list-style-type: none"> • Citizenship and volunteerism • Importance of volunteerism 	<ul style="list-style-type: none"> • Role playing responsibilities of a citizenship • Researching on volunteerism • Taking part in voluntary activities 	<ul style="list-style-type: none"> • ICT tools • Resources person(s) • Charts • Braille materials • Audio-visual materials • Sign language materials

TOPIC 9: MANAGEMENT OF RESOURCES AND ASSETS

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Value of property	<ul style="list-style-type: none"> • discuss the importance of valuing property at home, school and community • demonstrate care of home, school and community property 	<ul style="list-style-type: none"> • Value of property • Caring for property 	<ul style="list-style-type: none"> • Explaining the importance of valuing personal and shared property • Discussing the penalties for vandalizing community property • Participating in awareness activities 	<ul style="list-style-type: none"> • ICT tools • Resource person(s) • Pamphlets • Videos • Pictures • Charts
Maintenance of property	<ul style="list-style-type: none"> • identify areas that need maintenance in the home, school and community 	<ul style="list-style-type: none"> • Property maintenance • Maintenance skills 	<ul style="list-style-type: none"> • Discussing areas that need maintenance in the home, school and community 	<ul style="list-style-type: none"> • ICT tools • Property • Resource Persons • Maintenance tools

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	<ul style="list-style-type: none"> demonstrate maintenance skills 		<ul style="list-style-type: none"> Carrying out maintenance campaigns Repairing and servicing property at home, school and community 	<ul style="list-style-type: none"> Charts Sign language materials
Conservation of natural resources	<ul style="list-style-type: none"> discuss ways of conserving natural resources demonstrate ways of conserving natural resources 	<ul style="list-style-type: none"> Conservation of natural resources 	<ul style="list-style-type: none"> Identifying natural resources in the community Researching on ways of sustainable management of natural resources Engaging in conservation activities 	<ul style="list-style-type: none"> ICT tools Charts Braille materials Resource Persons Sign language materials

TOPIC 10: LEARNER SAFETY AND PROTECTION

KEY CONCEPT	OBJECTIVES: Learner should be able to:	CONTENT (knowledge, skills, values and attitudes)	ACTIVITIES	LEARNING RESOURCES
Disaster Risk Management	<ul style="list-style-type: none"> define Disaster Risk Management discuss ways of reducing disasters practice basic First Aid skills in case of a emergency or disaster apply First Aid in various situations demonstrate fire drills 	<ul style="list-style-type: none"> Disaster Risk Management Ways of reducing disasters Basic First Aid skills Fire drills 	<ul style="list-style-type: none"> Explaining Disaster Risk Management Researching on ways of reducing disasters Undertaking First Aid training Demonstrating First Aid skills in different situations. Organising fire drills 	<ul style="list-style-type: none"> Resource persons Braille material First Aid kit Fire extinguisher Sand Sign language materials
Pedestrian safety	<ul style="list-style-type: none"> explain causes of distracted walking discuss effects of distracted walking list ways of curbing jay walking describe safety measures to be taken by the physical and visual impaired people 	<ul style="list-style-type: none"> Causes of distracted walking Effects of distracted walking Ways of curbing jay walking Measures to be taken by the physical and visual impaired people 	<ul style="list-style-type: none"> Discussing causes of distracted walking Listing effects of distracted walking Researching on ways of curbing jay walking Visiting the road to observe distracted and jay walking Explaining measures to be taken by the physical and visual impaired people 	<ul style="list-style-type: none"> ICT tools Resource persons Audio-Visual materials Model road White cane Wheel chair Braille materials Sign language materials

KEY CONCEPT	OBJECTIVES: Learner should be able to:	CONTENT (knowledge, skills, values and attitudes)	ACTIVITIES	LEARNING RESOURCES
Passenger safety	<ul style="list-style-type: none"> explain passenger safety in various vehicles discuss dangers associated with various vehicles state measures that should be taken in case of an accident 	<ul style="list-style-type: none"> Passengers in <ul style="list-style-type: none"> -cars -buses -tractors -pick-up trucks and lorries -animal drawn carts Dangers associated with various vehicles Measures to be taken in case of an accident 	<ul style="list-style-type: none"> Discussing passenger safety in various vehicles Listing the dangers associated with various vehicles Explaining measures to be taken in case of a vehicle accident Dramatizing passenger safety Role playing accident scene 	<ul style="list-style-type: none"> ICT tools Resource persons Audio-Visual materials Model road First aid kit
Riding, leading and herding animals	<ul style="list-style-type: none"> explain safe riding rules list legal requirements for riding, leading and herding animals 	<ul style="list-style-type: none"> Safe riding rules Legal requirements 	<ul style="list-style-type: none"> Discussing safe riding rules Researching on legal requirements for riding, leading and herding animals 	<ul style="list-style-type: none"> ICT tools Resource persons Audio-Visual materials Model road Highway code Pictures Braille material Sign Language materials
Road signs, signals and markings	<ul style="list-style-type: none"> identify road signs, signals and markings explain the purpose of road signs, signals and markings 	<ul style="list-style-type: none"> Road signs signals and markings Interpretation of signs, signals and markings 	<ul style="list-style-type: none"> Discussing road signs , signals and markings Researching the purposes of road 	<ul style="list-style-type: none"> ICT tools Resource persons Audio-Visual materials Model road

KEY CONCEPT	OBJECTIVES: Learner should be able to:	CONTENT (knowledge, skills, values and attitudes)	ACTIVITIES	LEARNING RESOURCES
			signs, signals and markings • Visiting the road to observe road signs, signals and markings	• Highway code • Pictures • Sign language materials
Safe use of ICT	• describe the benefits of internet and social media in education • discuss the disadvantages of the internet and social media	• Benefits of the internet and social media • Disadvantages of the internet and social media	• Discussing the benefits of the internet and social media in education • Researching on the disadvantages of the internet and social media	• ICT tools • Braille materials • Audio-Visual materials • Resource persons • Computers • Television • Radio • Pictures

FORM 3

TOPIC 1: RELATIONSHIPS

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Relationships at home, school and Community	<ul style="list-style-type: none"> state the importance of relationships at home, school and community discuss factors that affect relationships at home, school community explain ways of resolving problems at home, school and community 	<ul style="list-style-type: none"> Importance of relationships at home, school and community Factors that affect relationships at home, school and community Ways of resolving problems at home, school and community 	<ul style="list-style-type: none"> Explaining the importance of relationships at home, school and community Role playing to show the importance of relationships at home, school and community Discussing the importance of relationships at home, school and community Researching on factors that affect relationships at home, school and community Dramatizing ways of resolving problems at home, school and community 	<ul style="list-style-type: none"> Pictures Charts ICT tools Resource persons Audio-Visual materials Braille materials
Peer pressure	<ul style="list-style-type: none"> discuss peer pressure explain the consequences of peer pressure 	<ul style="list-style-type: none"> Peer pressure Consequences of peer pressure 	<ul style="list-style-type: none"> Discussing peer pressure 	<ul style="list-style-type: none"> ICT tools Pictures Charts

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	<ul style="list-style-type: none"> discuss ways of managing peer pressure 	<ul style="list-style-type: none"> Ways of managing peer pressure 	<ul style="list-style-type: none"> Debating on the consequences of peer pressure Researching on ways of managing peer pressure 	<ul style="list-style-type: none"> Resource persons Audio-Visual materials Braille materials
Conflict management in the community	<ul style="list-style-type: none"> identify causes of conflict in the community explain ways of managing conflict in the community 	<ul style="list-style-type: none"> Causes of conflict Ways of managing conflict 	<ul style="list-style-type: none"> Naming causes of conflict in the community Researching on ways of managing of conflict in the community 	<ul style="list-style-type: none"> ICT tools Pictures Charts Resource persons Audio-Visual materials Braille materials Sign language materials
Abusive relationships	<ul style="list-style-type: none"> identify abusive relationships discuss disadvantages of abusive relationships explore ways of ending abusive relationships 	<ul style="list-style-type: none"> Abusive relationships Disadvantages of abusive relationships Ways of ending abusive relationships 	<ul style="list-style-type: none"> Discussing abusive relationships Explaining disadvantages of abusive relationships Suggesting ways of ending abusive relationships 	<ul style="list-style-type: none"> ICT tools Pictures Charts Resource persons Audio-Visual materials Braille materials Sign language materials

TOPIC 2: HEALTH AND WELL-BEING

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Healthy living	<ul style="list-style-type: none"> • explain healthy living • describe characteristics of healthy living • plan a balanced diet • demonstrate a healthy lifestyle 	<ul style="list-style-type: none"> • Healthy living • Characteristics of healthy living • Balanced diet and exercise • Healthy life style 	<ul style="list-style-type: none"> • Researching on healthy living • Discussing components of a balanced diet • Participating in physical fitness activities • Designing a healthy and fitness diary • Discussing common health problems including mental health 	<ul style="list-style-type: none"> • Videos • Pamphlets • Posters • Resource person(s) • ICT tools • Braille materials • Audio visual materials • Model diary
Blood donation	<ul style="list-style-type: none"> • explain blood donation and screening • discuss the importance of blood donation • describe voluntary blood donation 	<ul style="list-style-type: none"> • Blood donation and screening • Importance of blood donation • Voluntary blood donation 	<ul style="list-style-type: none"> • Explaining blood donation and screening • Examining the importance of blood donation • Visiting National Blood Transfusion Service 	<ul style="list-style-type: none"> • Resource person(s) • Pamphlets • Posters • Braille materials • ICT tools
Waste management	<ul style="list-style-type: none"> • explain waste management • outline waste management laws 	<ul style="list-style-type: none"> • Waste management • Laws and policies governing waste management • Waste disposal 	<ul style="list-style-type: none"> • Explaining waste management • Demonstrating appropriate ways of waste management 	<ul style="list-style-type: none"> • ICT tools • Resource person(s) • Pamphlets • Videos

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
	<ul style="list-style-type: none"> demonstrate appropriate ways of disposing waste explain the consequences of inappropriate waste disposal 	<p>principles: Reducing, Reusing Recycling (RRR)</p> <ul style="list-style-type: none"> Consequences of inappropriate waste disposal 	<ul style="list-style-type: none"> Discussing the importance of managing waste Explaining consequences of inappropriate waste disposal Educational touring to dump sites Viewing videos on waste management Participating in clean up campaigns Conducting a research on waste management 	<ul style="list-style-type: none"> Braille materials Sign language materials
Drug and substance abuse	<ul style="list-style-type: none"> identify harmful drugs and substances describe the effects of drug and substance abuse analyse the relationship between drug abuse and HIV explain the conditions associated with substance and drug abuse 	<ul style="list-style-type: none"> Harmful drugs and substances Effects of drug and substance abuse Relationship between drug abuse and HIV and AIDS Conditions associated with substance and drug abuse 	<ul style="list-style-type: none"> Discussing harmful drugs and substances Analysing the effects of drug and substance abuse Researching on the relationship between drug abuse and AIDS Assessing the conditions associated with substance and drug abuse 	<ul style="list-style-type: none"> ICT tools Resource person(s) Pamphlets Videos Braille materials Sign language materials

TOPIC 3: UNDERSTANDING GENDER AND GENDER BASED VIOLENCE

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Gender, gender norms and stereotypes	<ul style="list-style-type: none"> describe how culture can perpetuate gender inequalities explain what communities can do to fight gender inequalities 	<ul style="list-style-type: none"> How culture can perpetuate gender inequalities What communities can do to fight gender inequalities 	<ul style="list-style-type: none"> Explaining how culture can perpetuate gender inequalities Researching on what communities can do to fight gender inequalities 	<ul style="list-style-type: none"> Resource persons Braille material Sign language materials
Gender equality	<ul style="list-style-type: none"> describe how culture can perpetuate gender inequality explain cultural beliefs that can cause gender inequality discuss efforts by communities to fight gender inequality 	<ul style="list-style-type: none"> Culture and its influence on gender inequality Cultural beliefs and how they cause gender inequality Efforts by communities to fight gender inequality 	<ul style="list-style-type: none"> Explaining how culture influences gender inequality Discussing cultural beliefs that cause gender inequality 	<ul style="list-style-type: none"> Resource persons Braille material Sign language materials
Gender -based violence	<ul style="list-style-type: none"> describe the effects of gender based violence in society outline ways in which survivors of gender based violence can be helped 	<ul style="list-style-type: none"> Effects of gender based violence in the society: <ul style="list-style-type: none"> increased pressure on health services death low production Ways in which survivors of gender based violence can be helped 	<ul style="list-style-type: none"> Discussing effects of gender based violence in society Suggesting ways in which survivors of gender based violence can be helped 	<ul style="list-style-type: none"> Resource persons Braille material First Aid kit Fire extinguisher Sign language materials

TOPIC 4: SEXUALITY EDUCATION

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Adolescence and stress management	<ul style="list-style-type: none"> outline challenges associated with adolescence describe ways of stress management at adolescence 	<ul style="list-style-type: none"> Challenges at adolescence Stress management at adolescence 	<ul style="list-style-type: none"> Discussing challenges faced by an adolescent Debating on challenges associated with the adolescence Role playing stressful incidences at adolescence Case studying on stress management 	<ul style="list-style-type: none"> ICT tools Resource person(s) Braille materials Audio-visual media Pictures Sign language materials Print media
Sex and sexuality	<ul style="list-style-type: none"> explain the advantages of abstinence discuss ways of preventing teenage pregnancies and sexually transmitted infections 	<ul style="list-style-type: none"> Advantages of abstinence Ways of preventing teenage pregnancies and sexually transmitted infections 	<ul style="list-style-type: none"> Discussing the advantages of abstinence Explaining ways of preventing teenage pregnancies and sexually transmitted infections Debating on the dangers of teenage pregnancies 	<ul style="list-style-type: none"> ICT tools Resource person(s) Braille materials Audio-visual media Pictures Sign language materials Print media
Sexually transmitted infections	<ul style="list-style-type: none"> identify sexually transmitted infections (STIs) 	<ul style="list-style-type: none"> Sexually transmitted infections Ways of transmitting STIs 	<ul style="list-style-type: none"> Explaining sexually transmitted infections Discussing ways of transmitting STIs 	<ul style="list-style-type: none"> ICT tools Resource person(s) Braille materials Audio-visual media

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	<ul style="list-style-type: none"> describe ways through which STIs are transmitted explain the consequences of STIs discuss ways of preventing STIs 	<ul style="list-style-type: none"> Consequences of STIs Ways of preventing STIs 	<ul style="list-style-type: none"> Debating on the consequences of STIs Suggesting ways of preventing STIs 	<ul style="list-style-type: none"> Pictures Sign language materials Print media
Psycho social support systems	<ul style="list-style-type: none"> identify types of psycho social support systems discuss incidences which require psycho social support describe the administration of psycho social support identify organisations which offer psycho social support 	<ul style="list-style-type: none"> Types of psycho social support (PSS) Incidences which require Pss : <ul style="list-style-type: none"> oral sex rape sodomy Administration of PSS Organisations which offer Pss: <ul style="list-style-type: none"> Police (Victim Friendly Unit) LEPS (Learner Welfare Psychological Services and Special Needs Education) 	<ul style="list-style-type: none"> Explaining types of PSS Conducting research on incidences which require PSS Explaining PSS administration Naming organisations which offer Pss Visiting organisations offering Pss 	<ul style="list-style-type: none"> ICT tools Resource person(s) Braille materials Audio-visual media Pictures Sign language materials Print media

TOPIC 5: SOCIAL ETIQUETTE

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Grooming and Etiquette	<ul style="list-style-type: none"> • apply appropriate grooming and etiquette ideals • examine acceptable and unacceptable behavior • explain the importance of observing 	<ul style="list-style-type: none"> • Grooming and etiquette • Acceptable situational behaviour for example grooming, personal hygiene, dressing, make-up, posture, etiquette, respect protocol, politeness • Unacceptable situational behaviour • Management of behavior 	<ul style="list-style-type: none"> • Demonstrating appropriate ways of carrying oneself • Discussing pros and cons of mannerisms • Demonstrate appropriate situational behaviour 	<ul style="list-style-type: none"> • ICT Tools • Resource person(s) • Audio-visual aids • Posters • Pamphlets • Braille materials • Sign language materials
Self-Image and Self esteem	<ul style="list-style-type: none"> • demonstrate attributes associated with positive self-image and high self esteem • distinguish traits of negative self-image and low self esteem 	<ul style="list-style-type: none"> • Attributes associated with positive self-image and high self esteem • Traits of negative self-image and low self esteem 	<ul style="list-style-type: none"> • Participating in public speaking sessions • Practicing positive self-talk • Writing and reciting poems 	<ul style="list-style-type: none"> • ICT Tools • Resource person(s) • Audio-visual aids • Posters • Pamphlets • Braille materials • Drama skits • Sign language materials
Respect and tolerance	<ul style="list-style-type: none"> • explain respect and tolerance • differentiate between respect and tolerance 	<ul style="list-style-type: none"> • Respect and tolerance • Respect for self, adults, peers and others 	<ul style="list-style-type: none"> • Discussing respect and tolerance 	<ul style="list-style-type: none"> • ICT Tools • Resource person(s) • Audio-visual aids

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	<ul style="list-style-type: none"> explain ways of showing respect in society discuss the importance of respect in society 	<ul style="list-style-type: none"> Respect and tolerance among diverse people living with disability, albinism and those with related health conditions Differences between respect and tolerance Ways of showing respect in society Importance of respect 	<ul style="list-style-type: none"> Mentioning ways in which respect is shown in society Researching on the importance of respect and tolerance Dramatizing respectful behaviour Role playing good and bad behaviour Analysing good and bad traits from the role play 	<ul style="list-style-type: none"> Posters Pamphlets Braille materials Sign language materials

TOPIC 6: UNDERSTANDING CHILD RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Indigenous knowledge systems on children's responsibilities	<ul style="list-style-type: none"> identify indigenous knowledge systems on children's responsibilities explain indigenous knowledge systems on children's responsibilities discuss the importance of indigenous knowledge 	<ul style="list-style-type: none"> Indigenous knowledge systems on children's responsibilities Importance of indigenous knowledge systems on children's responsibilities 	<ul style="list-style-type: none"> Researching on indigenous knowledge systems on children's responsibilities Explaining indigenous 	<ul style="list-style-type: none"> Resource Person(s) Pictures Audio and video tapes

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	systems on children's responsibilities		knowledge systems on children's responsibilities	
Policies and legislation on child rights in Zimbabwe	<ul style="list-style-type: none"> state policies and legislation on child rights explain policies and legislation on child rights discuss the importance of policies and legislation on child rights 	<ul style="list-style-type: none"> Policies and legislation on child rights Importance of policies and legislation on child rights 	<ul style="list-style-type: none"> Naming different policies and legislation on child rights Discussing policies and legislation on child rights Debating on the impact of different policies and legislation on child rights 	<ul style="list-style-type: none"> Resource Person(s) Pamphlets Constitution of Zimbabwe Magazines Audio and visual tapes Braille materials Sign language materials Geneva Conference on children's rights

TOPIC 7: EDUCATIONAL AND CAREER GUIDANCE

KEY CONCEPT	OBJECTIVES: learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Career awareness	<ul style="list-style-type: none"> identify different career pathways plan for an appropriate career 	<ul style="list-style-type: none"> Career pathways Careers 	<ul style="list-style-type: none"> Discussing different career pathways Brainstorming different careers 	<ul style="list-style-type: none"> ICT Resource person(s) Pamphlets

KEY CONCEPT	OBJECTIVES: learners should able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
			<ul style="list-style-type: none"> Educational touring to places of work Attending career days 	<ul style="list-style-type: none"> Sign language materials Braille materials
Entrepreneurship	<ul style="list-style-type: none"> identify viable business opportunities design a project proposal 	<ul style="list-style-type: none"> Viable business opportunities Project proposal 	<ul style="list-style-type: none"> Exploring viable business opportunities Drafting a project proposal Establishing an income generating project Implementing the proposed project Discussing business ethics. Touring local businesses 	<ul style="list-style-type: none"> Resource person(s) ICT Tools Pamphlets Sign language materials Braille materials
Job application and interviews	<ul style="list-style-type: none"> discuss the structure of an application letter design a curriculum vitae (CV) or resume prepare for an interview 	<ul style="list-style-type: none"> Application letter writing Curriculum vitae or resume Interviews 	<ul style="list-style-type: none"> Generating an application letter Formulating a CV or resume Discussing preparations for an interview Attending mock interviews 	<ul style="list-style-type: none"> Model curriculum vitae Resource person(s) ICT Tools Sign language materials Braille material

TOPIC 8: CITIZENSHIP AND VOLUNTEERISM

EY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Patriotism	<ul style="list-style-type: none"> explain patriotism demonstrate respect for other people outline the importance of Patriotism 	<ul style="list-style-type: none"> Patriotism Respect for other people Importance of patriotism 	<ul style="list-style-type: none"> Discussing patriotism Visiting Liberation War Heroes, local leadership and respected citizens Constructing patriotic artifacts Composing patriotic songs and poems Discussing the importance of Patriotism 	<ul style="list-style-type: none"> Resource persons ICT tools Braille materials Audio-visual materials Sign language material
Volunteerism	<ul style="list-style-type: none"> identify acts of volunteerism describe various voluntary activities in the home, school and community design a voluntary work schedule 	<ul style="list-style-type: none"> Acts of volunteerism Voluntary activities Voluntary work schedule 	<ul style="list-style-type: none"> Explaining acts of volunteerism Discussing examples of voluntary work Debating on the impact of volunteerism Presenting a work schedule Researching on the benefits of volunteerism Taking part in voluntary activities 	<ul style="list-style-type: none"> ICT tools Resource person(s) Braille materials Print media Audio-visual materials Sign language materials

TOPIC 9: MANAGEMENT OF RESOURCES AND ASSETS

KEY CONCEPT	OBJECTIVES: Learners should able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Value and maintenance of property	<ul style="list-style-type: none"> demonstrate care and maintenance of property 	Care and maintenance of property	<ul style="list-style-type: none"> Discussing the importance of caring and maintenance of property Describing ways of maintaining personal property Participating in maintenance activities in the school and community 	<ul style="list-style-type: none"> Resource person(s) Pamphlets Posters Braille materials ICT tools Sign language
Conservation of natural resources	<ul style="list-style-type: none"> explain ways of conserving natural resources describe ways of sustainable management of natural resources 	<ul style="list-style-type: none"> Ways of conserving natural resources Ways of sustainable management of natural resources 	<ul style="list-style-type: none"> Discussing ways of conservation Researching on ways of sustainable management of natural resources Engaging in conservation activities 	<ul style="list-style-type: none"> ICT tools Charts Braille materials Resource Persons Pamphlets Posters Sign language materials

TOPIC 10: SAFETY AND PROTECTION

KEY CONCEPT	OBJECTIVES: learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Disaster risk management	<ul style="list-style-type: none"> identify disasters commonly found in their locality discuss ways of dealing with disasters 	<ul style="list-style-type: none"> Disasters commonly found in their locality <ul style="list-style-type: none"> - drowning - floods - fires - landmines - cyclones Ways of dealing with disasters 	<ul style="list-style-type: none"> Discussing disasters commonly found in their locality Researching on ways of dealing with disasters 	<ul style="list-style-type: none"> ICT tools Resource persons Audio-Visual materials Pictures Sign language materials Braille materials
Pedestrian safety	<ul style="list-style-type: none"> explain the importance of putting on reflective materials when on the road discuss safe ways of pushing wheelbarrows and carts 	<ul style="list-style-type: none"> Importance of reflective materials Safe ways of pushing wheelbarrows and carts 	<ul style="list-style-type: none"> Researching on the importance of putting reflective materials when on the road Illustrating safe ways of pushing wheelbarrows and carts Listing dangers associated with reckless pushing of wheelbarrows and carts 	<ul style="list-style-type: none"> ICT tools Resource persons Audio-Visual materials Model road Pictures Wheelbarrows and carts Sign language materials Braille materials
Passenger safety	<ul style="list-style-type: none"> state the uses of animal drawn carts explain safe ways of using animal drawn carts 	<ul style="list-style-type: none"> Uses of animal drawn carts Safe ways of using animal drawn carts 	<ul style="list-style-type: none"> Identifying uses of animal drawn carts Discussing safe and correct ways of using animal drawn carts 	<ul style="list-style-type: none"> ICT tools Resource persons Audio-Visual materials Model road Pictures

KEY CONCEPT	OBJECTIVES: learners should able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	<ul style="list-style-type: none"> discuss ways of avoiding dangers associated with animal drawn carts 	<ul style="list-style-type: none"> Dangers associated with animal drawn carts 	<ul style="list-style-type: none"> Analysing ways of avoiding dangers associated with animal drawn carts 	<ul style="list-style-type: none"> Sign languages materials Braille Materials
Road signs, signals and markings	<ul style="list-style-type: none"> interpret road signs signals and markings discuss questions from the highway code of Zimbabwe explain the functions of the Vehicle Inspection Department (VID) 	<ul style="list-style-type: none"> Highway code Roles of the Vehicle Inspection Department (VID) 	<ul style="list-style-type: none"> Answering questions from the high way code Researching on the functions of the Vehicle Inspection Department Listing functions of the Vehicle Inspection Department 	<ul style="list-style-type: none"> ICT tools Resource person Highway code Model road Pictures Audio Visual Materials
Safe use of ICT	<ul style="list-style-type: none"> explain the safe use of the internet and social media evaluate productive ways of using internet and social media discuss unsafe use of the internet and social media 	<ul style="list-style-type: none"> Safe use of the internet and social media <ul style="list-style-type: none"> using the internet and social media for educational purposes unsafe use of the internet and social media <ul style="list-style-type: none"> visiting prohibited sites on the internet, for example those with pornographic material and sexual activities 	<ul style="list-style-type: none"> Explaining the safe use of the internet and social media Researching on the unsafe use of the internet and social media Discussing the productive ways of using the internet and social media. 	<ul style="list-style-type: none"> ICT tools Braille materials Audio-Visual materials Resource persons Computers Television Radio Pictures

KEY CONCEPT	OBJECTIVES: learners should able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
		<ul style="list-style-type: none">- taking pictures of people involved in accidents or those who would have died in an accident• Productive ways of using internet and social media		

FORM 4

TOPIC 1: RELATIONSHIPS

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
National and international relationships	<ul style="list-style-type: none"> identify national and international relationships discuss the importance of national and international relationships 	<ul style="list-style-type: none"> National and international relationships Importance of national and international relationships 	<ul style="list-style-type: none"> Discussing various national and international relationships Researching on the importance of national and international relationships 	<ul style="list-style-type: none"> Resource person(s) Pamphlets Posters Braille materials ICT tools Sign language materials
Roles and Responsibilities of Leaders	<ul style="list-style-type: none"> identify roles and responsibilities of leader describe the characteristics of a good leaders assess leadership challenges 	<ul style="list-style-type: none"> Roles and responsibilities of leaders Characteristics of good leaders Leadership challenges 	<ul style="list-style-type: none"> Performing leadership roles or tasks Researching on characteristics of good leaders Discussing leadership challenges Managing leadership challenges Demonstrating negotiating skills 	<ul style="list-style-type: none"> ICT tools Resource person(s) Braille materials Audio-visual materials Sign language materials Braille material

TOPIC 2: HEALTH EDUCATION

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
HIV testing Services	<ul style="list-style-type: none"> • discuss HIV testing services • identify HIV testing service providers • explain the process involved in HIV testing and counseling • describe the importance of cancer screening 	<ul style="list-style-type: none"> • HIV testing services • HIV testing service providers • The process involved in HIV testing and counseling • Importance of cancer screening 	<ul style="list-style-type: none"> • Explaining HIV testing services • Describing the processes in HIV testing and counselling • Researching on HIV testing services • Watching films on HIV testing and counselling • Researching on the relationship between cancer and other diseases 	<ul style="list-style-type: none"> • Audio-visual materials • Pictures • Pamphlets • Posters • Resource person(s) • ICT tools • Braille materials
Stigma and discrimination	<ul style="list-style-type: none"> • discuss stigma and discrimination • identify causes of stigma • explain ways of reducing stigma and discrimination 	<ul style="list-style-type: none"> • Stigma and discrimination which is <ul style="list-style-type: none"> - health related - HIV and AIDS • Causes of stigma • Ways of reducing stigma and discrimination 	<ul style="list-style-type: none"> • Explaining stigma and discrimination which is <ul style="list-style-type: none"> - health related - HIV and AIDS • Researching on causes of stigma and discrimination • Discussing ways of reducing stigma and discrimination • Dramatizing stigma and discrimination • Participating in awareness campaigns against stigma and discrimination 	<ul style="list-style-type: none"> • Posters • Pamphlets • Audio-visual materials • Pictures • Resource person(s) • ICT tools • Braille materials

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Drug and substance abuse	<ul style="list-style-type: none"> state types of drugs and substances describe the effects of drug and substance abuse on mental and physical health discuss ways of preventing drug and substance abuse outline ways of managing drug and substance addiction 	<ul style="list-style-type: none"> Types of drugs and substances prone to abuse Effects of drug and substance abuse Ways of preventing drug and substance abuse Ways of managing drug and substance abuse 	<ul style="list-style-type: none"> Listing types of drug and substances prone to abuse Identifying ways of managing the effects of drug and substance abuse Visiting institutions managing drug and substance abusers Watching videos on the effects of drug abuse 	<ul style="list-style-type: none"> Resource person(s) Audio-visual materials Pamphlets Posters ICT tools Braille materials Sign language materials

TOPIC 3: UNDERSTANDING GENDER AND GENDER -BASED VIOLENCE

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Gender, gender norms and stereotypes	<ul style="list-style-type: none"> discuss the effects of gender stereotyping design a community awareness programme on gender inequalities and gender based violence 	<ul style="list-style-type: none"> Effects of gender stereotyping <ul style="list-style-type: none"> - discrimination - bullying - abuse - unfair treatment - gender inequality 	<ul style="list-style-type: none"> Explaining effects of gender stereotyping Creating a community awareness programme on gender inequalities and gender based violence 	<ul style="list-style-type: none"> Resource persons Braille material First Aid kit Fire extinguisher Sand Sign language materials
Gender equality	<ul style="list-style-type: none"> explain how gender inequalities can cause gender based violence describe ways in which gender stereotypes can 	<ul style="list-style-type: none"> How gender inequalities can cause gender based violence 	<ul style="list-style-type: none"> Discussing how gender inequalities can cause gender based violence Explaining ways in which gender 	<ul style="list-style-type: none"> Resource persons Braille material Sign language materials

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	<ul style="list-style-type: none"> cause gender based violence design a community awareness programme on gender based inequalities and gender based violence 	<ul style="list-style-type: none"> Ways in which gender stereotypes can cause gender based violence A community awareness programme on gender based inequalities and gender based violence 	<ul style="list-style-type: none"> stereotypes can cause gender based violence Creating a community awareness programme on gender based inequalities and gender based violence 	
Gender based violence	<ul style="list-style-type: none"> identify ways of dealing with gender based violence explain support services given to survivors of gender based violence 	<ul style="list-style-type: none"> Ways of dealing with gender based violence <ul style="list-style-type: none"> counseling psycho social support provision of basic needs such as shelter, food and clothing awareness campaigns curriculum approaches that prevent and promote gender equality Support services given to survivors of gender based violence: <ul style="list-style-type: none"> reporting GBV to the police community based victim support services seeking medical attention 	<ul style="list-style-type: none"> Explaining ways of dealing with gender based violence Discussing support services given to survivors of gender based violence 	<ul style="list-style-type: none"> Resource persons Braille material First Aid kit Sign language materials

TOPIC 4: SEXUALITY EDUCATION

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Sexual relationships	<ul style="list-style-type: none"> list the components of human sexuality describe the consequences of sexual intimacy in young people explain indigenous ways of maintaining abstinence discuss the advantages of delaying sexual debut 	<ul style="list-style-type: none"> Components of human sexuality Consequences of sexual intimacy in young people Indigenous ways of maintaining abstinence Advantages of delaying sexual debut 	<ul style="list-style-type: none"> Discussing components of human sexuality Outlining the consequences of early sexual debut Researching on the indigenous ways of maintaining abstinence Explaining the advantages of delaying sexual debut 	<ul style="list-style-type: none"> Resource person(s) ICT tools Charts Pictures Pamphlets Posters Audio-visual materials Braille materials Sign language materials
Referral support systems	<ul style="list-style-type: none"> identify forms of referral support systems explain referral support systems 	<ul style="list-style-type: none"> Psycho-social support systems 	<ul style="list-style-type: none"> Listing forms of referral support systems Researching on institutions that offer psycho-social support Case studying on referral support systems 	<ul style="list-style-type: none"> ICT Tools Resource person(s) Audio-visual aids Posters Pamphlets Braille materials Sign language materials

TOPIC 5: SOCIAL ETIQUETTE

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Grooming and etiquette	<ul style="list-style-type: none"> • apply appropriate grooming and etiquette ideals • critic acceptable and unacceptable behaviour 	<ul style="list-style-type: none"> • Acceptable situational behaviour for example grooming, personal hygiene, dressing, posture etiquette, respect, protocol, politeness • Unacceptable situational behaviour • Management of behavior 	<ul style="list-style-type: none"> • Demonstrating appropriate ways of carrying oneself • Discussing pro and cons of mannerisms • Demonstrating appropriate situational behaviour 	<ul style="list-style-type: none"> • ICT Tools • Resource person(s) • Audio-visual aids • Posters • Pamphlets • Braille materials
Self-Image and Self esteem	<ul style="list-style-type: none"> • demonstrate attributes associated with positive self-image and high self esteem • distinguish traits of negative self-image and low self esteem 	<ul style="list-style-type: none"> • Attributes associated with positive self-image and high self esteem • Traits of negative self-image and low self esteem 	<ul style="list-style-type: none"> • Participating in public speaking sessions • Practising positive self-talk • Writing and reciting poems promoting high self-esteem and positive self-image 	<ul style="list-style-type: none"> • ICT Tools • Resource person(s) • Audio-visual aids • Posters • Pamphlets • Braille materials • Drama skits • Sign language materials

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Norms and values	<ul style="list-style-type: none"> explain norms and values in different cultures analyse the role of norms and values in society 	<ul style="list-style-type: none"> Norms and values in their culture Roles of norms and value in society 	<ul style="list-style-type: none"> Discussing norms and values in their culture Examining the roles of norms and values in society Case studying on the consequences of norms and value in society 	<ul style="list-style-type: none"> ICT Tools Resource person(s) Audio-visual aids Posters Pamphlets Braille materials Drama skits Sign language materials

TOPIC 6: UNDERSTANDING CHILD RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Policies and legislation on child rights	<ul style="list-style-type: none"> state policies and legislation on child rights discuss policies and legislation on child rights 	<ul style="list-style-type: none"> Policies and legislation on child rights such as <ul style="list-style-type: none"> -African Youth Charter -Universal Declaration of Human Rights 1948 	<ul style="list-style-type: none"> Analysing the policies and legislation on child rights Examining the importance of policies and legislation on child rights Researching on the impact of policies and legislation on child rights 	<ul style="list-style-type: none"> Resource person(s) Constitution ICT tools Pictures Charts Audio visual materials Braille materials Sign language materials

TOPIC 7: EDUCATIONAL AND CAREER GUIDANCE

KEY CONCEPT	OBJECTIVES: Learners should be able to	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Examination preparation and stress management	<ul style="list-style-type: none"> discuss a variety of studying methods for examination preparation illustrate ways of managing time discuss ways of managing stress 	<ul style="list-style-type: none"> Study methods when preparing for examinations: <ul style="list-style-type: none"> group discussions revising of notes Ways of managing time -time table Ways of managing stress 	<ul style="list-style-type: none"> Researching on a variety of studying methods Discussing ways of managing time Explaining ways of managing stress 	<ul style="list-style-type: none"> Study packs Charts Timetable samples Pictures ICT tools Resource persons Braille materials Sign language materials Past examination papers
Work related learning (School on the Shop floor programme)	<ul style="list-style-type: none"> identify careers of their choice take part in internship programmes 	<ul style="list-style-type: none"> Careers of their choice Internship programmes 	<ul style="list-style-type: none"> Examining different careers Shadowing careers of their choice 	<ul style="list-style-type: none"> Pamphlets Resource person(s) Case study ICT tools Braille materials Sign language materials

TOPIC 8: CITIZENSHIP AND VOLUNTEERISM

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Social services	<ul style="list-style-type: none"> explain the concept of social services identify social services in the community take part in social services in the community design a social services programme 	<ul style="list-style-type: none"> Social services Types of social services Social services programme 	<ul style="list-style-type: none"> Discussing types of social services Researching on the benefits of social services Participating in social services activities Creating social services teams 	<ul style="list-style-type: none"> Resource person(s) Constitution ICT tools Pictures Charts Audio visual Braille materials
Patriotism	<ul style="list-style-type: none"> explain patriotism discuss the importance of patriotism distinguish between a patriot and a traitor participate in patriotic activities 	<ul style="list-style-type: none"> Importance of patriotism Patriots such as junior president, senators, junior parliamentarians and councilors Patriots versus treachery Patriotic activities 	<ul style="list-style-type: none"> Discussing patriotism Singing and dancing to patriotic songs Identifying patriots Reciting poems on patriots Undertaking educational tours to culturally relevant places Writing biography of liberation heroes 	<ul style="list-style-type: none"> Resource person(s) Constitution of Zimbabwe ICT tools Pictures Charts Audio visual Braille materials

TOPIC 9: MANAGEMENT OF RESOURCES AND ASSETS

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Value and maintenance of property	<ul style="list-style-type: none"> identify areas of maintenance in the home, school and community demonstrate necessary maintenance skills explain the importance of valuing property in the community 	<ul style="list-style-type: none"> Areas of maintenance in the home, school and community Maintenance skills Importance of valuing property in the community 	<ul style="list-style-type: none"> Stating areas of maintenance in the home, school and community Repairing identified areas in the home, school and community Participating in maintenance of the home, school and community property Mobilising resources for maintenance 	<ul style="list-style-type: none"> ICT tools Resource person(s) Charts Braille materials Maintenance tools
Conservation of natural resources	<ul style="list-style-type: none"> discuss the natural management of resources in the community describe indigenous ways of managing natural resources explain the importance of conserving natural resources 	<ul style="list-style-type: none"> Management of resources Indigenous ways of managing natural resources Importance of conserving natural resources 	<ul style="list-style-type: none"> Participating in conservation awareness activities Researching on indigenous ways of managing natural resources Engaging in conservation activities 	<ul style="list-style-type: none"> ICT tools Charts Braille materials Resource Persons Pamphlets Posters Sign language materials

TOPIC 10: SAFETY AND PROTECTION

KEY CONCEPT	OBJECTIVES, THE LEARNER SHOULD	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
Disaster Risk Management	<ul style="list-style-type: none"> • identify steps to take in case of disaster • discuss the importance of taking heed of impending disaster messages • design a disaster risk management plan • apply First Aid in case of disaster 	<ul style="list-style-type: none"> • Steps to take in case of disasters • Importance of taking heed of impending disaster messages • Disaster management plan 	<ul style="list-style-type: none"> • Explaining steps to take in case of disasters • Designing disaster risk messages • Analysing different ways of responding to disasters • Case studying on areas affected by disasters 	<ul style="list-style-type: none"> • Charts • Pictures • ICT tools • Resource person • Sign language materials • Braille materials
Passenger safety	<ul style="list-style-type: none"> • discuss the role of the driver in ensuring passenger safety • identify roles of passengers in a vehicle that ensures their safety • discuss toutting • explain the dangers associated with toutting • suggest ways of curbing toutting 	<ul style="list-style-type: none"> • Role of the driver in ensuring passenger safety • Roles of passengers in a vehicle that ensures their safety • Toutting • Ways of curbing toutting 	<ul style="list-style-type: none"> • Conducting a research on the role of the driver in ensuring passenger safety • Discussing the roles of passengers in a vehicle that ensures their safety • Explaining toutting • Researching on the dangers associated with toutting 	<ul style="list-style-type: none"> • ICT tools • Charts • Pamphlets • Braille materials • Audio Visual Materials • Sign language materials

KEY CONCEPT	OBJECTIVES, THE LEARNER SHOULD	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
			<ul style="list-style-type: none"> Outlining ways of curbing touting 	
Provisional driver's license training	<ul style="list-style-type: none"> discuss road rules in the Highway code explain the importance of obtaining a provisional driver's license 	<ul style="list-style-type: none"> Highway code: <ul style="list-style-type: none"> road signs, signals and markings 	<ul style="list-style-type: none"> Explaining road rules in the Highway code Answering questions from the Highway code Obtaining provisional drivers' licenses 	<ul style="list-style-type: none"> ICT tools Charts Pamphlets Braille material Audio Visual Material Highway code Resource persons
Safe use of ICT	<ul style="list-style-type: none"> explain the impact of the internet and social media on norms and values discuss the laws which regulate safe use of the internet and social media 	<ul style="list-style-type: none"> Impact of the internet and social media on norms and values laws which regulate safe use of the internet and social media 	<ul style="list-style-type: none"> Researching on the impact of the internet and social media on norms and values Explaining laws which regulate safe use of the internet and social media Discussing the importance of laws which regulate safe use of the internet and social media 	<ul style="list-style-type: none"> ICT tools Braille materials Audio-Visual materials Resource persons Computers Television Radio Pictures

9.0 ASSESSMENT

The Guidance and Counselling and Life Skills Education syllabus learning area for Form 1-4 shall be assessed through School Based Continuous Assessment (SBCA) and Summative Assessment (SA). These assessments shall be guided by the principles of inclusivity, practicability, authenticity, transparency, flexibility, validity and reliability. The principles are crucial for creating a supportive and effective learning environment that fosters growth and development in learners at secondary school level. Arrangements, accommodations and modifications shall be visible to enable candidates with special needs to access assessments.

This section covers the assessment objectives, the assessment model, the scheme of assessment, and the specification grid.

9.1 ASSESSMENT OBJECTIVES

Learners will be assessed on the ability to:

- 9.1.1 state the significance of norms and values to the individual, family and community
- 9.1.2 exhibit self-confidence, self-management, self-esteem, self-discipline, creativity, decision making and problem solving
- 9.1.3 explain the dangers within the traffic environment and practice safety as pedestrians and road users
- 9.1.4 demonstrate an awareness of child rights and responsibilities
- 9.1.5 illustrate ways of addressing stigma and discrimination
- 9.1.6 analyse the effects of stigma and discrimination
- 9.1.7 demonstrate patriotism, volunteerism and tolerance of human diversity
- 9.1.8 explain human development processes and challenges (personal, social, behavioural and physical)
- 9.1.9 demonstrate awareness of Life Skills, Sexuality, HIV and AIDS
- 9.1.10 participate in voluntary work, maintenance of assets and conservation of resources
- 9.1.11 discuss different career pathways to match one's inclination
- 9.1.12 explain the advantages of a healthy lifestyle
- 9.1.13 describe the management of different health issues
- 9.1.14 apply competencies acquired in work related learning

9.2 Assessment Model

Assessment of learners shall be both Continuous and Summative as illustrated in Figure 1. School Based Continuous Assessment shall include recorded activities from the School Based Projects done by the learners. The mark shall be included on learners' end of term and year reports. Summative assessment at school level shall include terminal examinations which are at the end of the term and year.

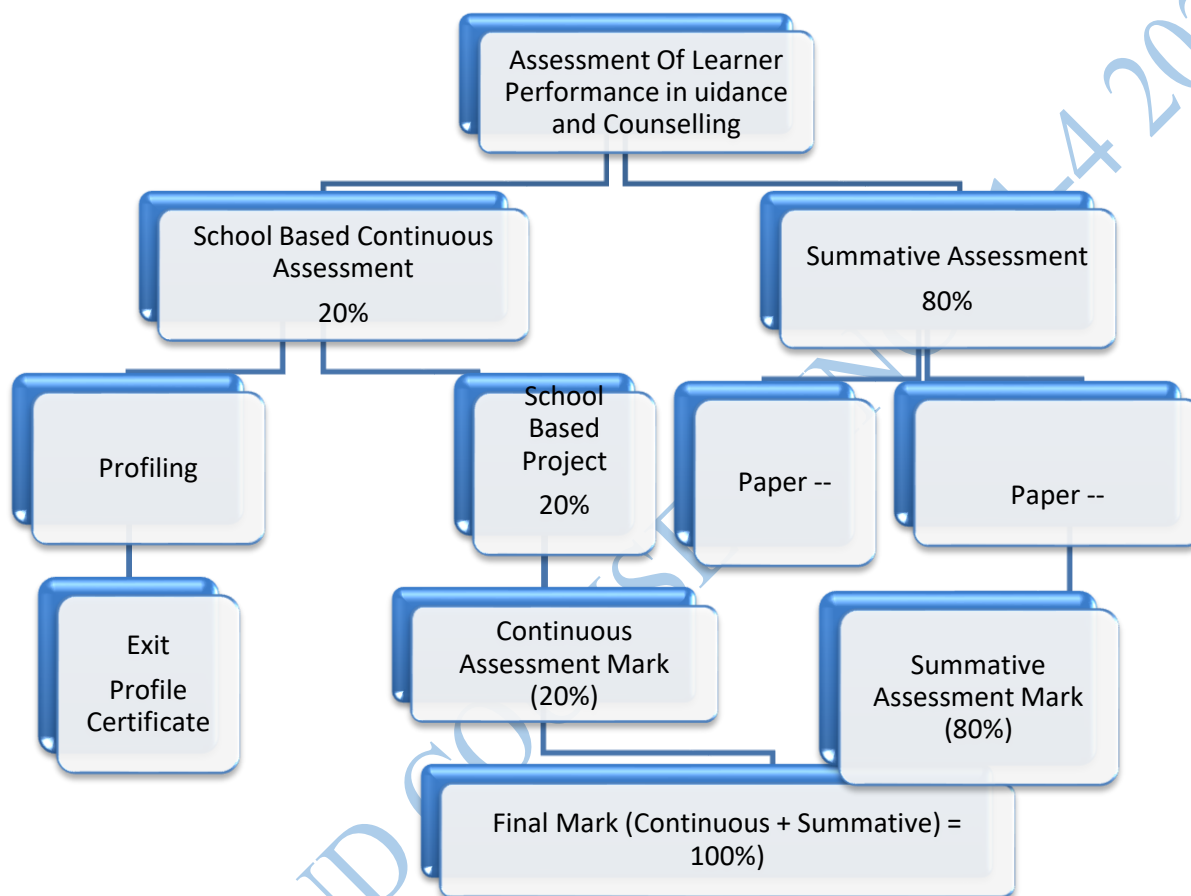


Fig. 1 Assessment Model

In addition, learners shall be profiled and learner profile records established. Learner profile certificates shall be issued for checkpoints assessment in schools as per the dictates of the Teacher's Guide to Learning and Assessment. The aspects to be profiled shall include learner's prior knowledge, values and skills, and subsequently the new competences acquired at any given point.

9.3 Scheme of Assessment

The Assessment Model shows that learners shall be assessed using both School Based Continuous Assessment and Summative Assessment for both School and ZIMSEC assessments.

The table shows the Scheme of Assessment where 20% is allocated to School Based Continuous Assessment and 80% to School or ZIMSEC Summative Assessment.

FORM OF ASSESSMENT	WEIGHTING
School Based Continuous Assessment	20%
Summative Assessment	80%
Total	100%

9.3.1 Description of School Based Continuous Assessment

Learners shall do one school-based project per Form which contributes to 20% of the end of year final mark. The end of year summative assessment shall then contribute 80%. However, for ZIMSEC public examinations, two (2) school-based projects shall be considered as School Based Continuous Assessment at Form 4. The two School Based Projects shall include those done at Form 3 and Form 4. Each one will contribute 10%.

9.3.1.1 School – Based Project: Continuous Assessment Scheme

The Table given below shows the Learning and Assessment Scheme for the School Based Project.

Project Execution Stages	Description	Timelines	Marks
1	Problem Identification	January	5
2	Investigation of related ideas to the problem/innovation	February	10
3	Generation of possible solutions	March	10
4	Selecting the most suitable solution	April-May	5

5	Refinement of selected solution	June	5
6	Presentation of the final solution	July	10
7	Evaluation of the solution and Recommendations	August-September	5
	TOTAL		50

The learning and assessment scheme shows the stages that shall be executed by pupils and the timeline at which each stage shall be carried out. Possible marks, totalling 50, are highlighted to indicate how much can be allocated.

9.3.2 Description of the ZIMSEC Summative Assessment

ZIMSEC Summative Assessment shall be a public examination at Form 6. The examination consists of 2 papers of different weighting.

Paper	Paper type	Marks	Duration	Weighting
1	Multiple choice questions	40	2 hours	40%
2	Structured questions	30	2 hours	20%
	Semi structured	30	2 hours	10%
	Case study based question	40	2 hours	10%
TOTAL				80%

Paper Description

Paper 1

This component consists of **40 multiple choice** questions which are chosen from the **7 topics** of the syllabus. Questions should be equally distributed across the **7 topics**. Each question carries **1 mark**.

Paper 2

This component has three sections.

- Section A-Structured (**30marks**) 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

9.4 Specification Grid

Skill	Paper 1	Paper 2
Knowledge and comprehension	50%	50%
Application and Analysis	40%	40%
Problem solving	10%	10%
TOTAL	100%	100%

9.5 Assessment Instruments/Tools

The following are suggested tools:

FORM OF ASSESSMENT	SUGGESTED INSTRUMENTS
Profiling	Check list Observation schedules Rating Scale
Continuous Assessment	Practical activities School based continuous projects

Summative Assessment	Tests Exercises
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