

WEEKS AND DATES	SUCCESS CRITERIA	PLANNED ACTIVITIES	TEACHING, LEARNING AND ASSESSMENT METHODOLOGIES
<p><b>1</b></p> <p>6th Jan, 2020</p> <p>To</p> <p>10th Jan, 2020</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>• Explain situations that can lead to conflicts</li> <li>• Describe ways of avoiding conflicts</li> </ul>	<p>CORE ELEMENT MORAL DEVELOPMENT UNIT 10: PEACEFUL CONFLICT RESOLUTION</p> <ul style="list-style-type: none"> <li>• Discussing the meaning of peaceful conflict resolution</li> <li>• Discussing situations that can lead to conflicts</li> <li>• Analysing case studies on situations that can lead to conflicts</li> <li>• Discussing ways of avoiding conflicts</li> <li>• Role playing ways of avoiding conflicts</li> <li>• Discussing the role plays</li> </ul>	<p>Group work Pair work Peer assessment Demonstration Illustrations Case studies Role play Discussion</p>
<p><b>2</b></p> <p>13th Jan, 2020</p> <p>To</p> <p>17th Jan, 2020</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>• Describe ways of resolving conflicts peacefully</li> <li>• State the importance of resolving conflicts peacefully</li> </ul>	<p>CORE ELEMENT MORAL DEVELOPMENT UNIT 10: PEACEFUL CONFLICT RESOLUTION</p> <ul style="list-style-type: none"> <li>• Discussing ways of resolving conflicts peacefully</li> <li>• Role playing ways of resolving conflicts peacefully</li> <li>• Discussing the role plays</li> <li>• Discussing the importance of resolving conflicts peacefully</li> <li>• Analysing case studies on peaceful conflict resolution</li> </ul>	<p>Explanation Discussion Group work Brainstorming Pair work Illustrations Case studies Role play</p>
<p><b>3</b></p> <p>20 Jan, 2020</p> <p>To</p> <p>24th Jan, 2020</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>• Identify drugs and substances commonly abused</li> <li>• Explain factors that contribute to drug and substance abuse</li> <li>• Explain effects of drug and substance abuse</li> <li>• Demonstrate how to deal with drug and substance abuse</li> </ul>	<p>CORE ELEMENT HEALTH PROMOTION UNIT 11: DRUG AND SUBSTANCE ABUSE</p> <ul style="list-style-type: none"> <li>• Discussing the meaning of drug and substance abuse</li> <li>• Brainstorming drugs and substances commonly abused in their localities</li> <li>• Discussing drugs and substances commonly abused in their localities</li> <li>• Discussing the factors that contribute to drug and substance abuse</li> <li>• Analysing case studies on drug and substance abuse</li> <li>• Discussing the effects of drug and substance abuse</li> <li>• Role playing effects of drug and substance abuse</li> <li>• Composing and singing songs on drug and substance abuse</li> <li>• Discussing how to deal with drug and substance abuse</li> <li>• Role playing situations dealing with drug and substance abuse</li> <li>• Discussing the role plays</li> </ul>	<p>Discussion Explanation Question and answer Group work Demonstration Peer assessment Case studies</p>

<p>4</p> <p>27th Jan, 2020</p> <p>To</p> <p>31st Jan, 2020</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>• Explain the meaning of guidance and counselling</li> <li>• Explain the role of guidance and counselling in the prevention of STIs including HIV</li> <li>• Identify places where youth can get guidance and counselling services</li> </ul>	<p>CORE ELEMENT PERSONAL DEVELOPMENT UNIT 12: GUIDANCE AND COUNSELLING</p> <ul style="list-style-type: none"> <li>• Discussing the meaning of guidance and counselling</li> <li>• Discussing problems youth experience in life and how they resolve them</li> <li>• Discussing risky behaviours which may require guidance and counselling</li> <li>• Discussing activities that are involved in guidance and counselling</li> <li>• Identifying assistance one can get in order to prevent contracting STIs including HIV and AIDS</li> <li>• Role playing how to give guidance and counselling to someone involved in risky behaviour</li> <li>• Discussing the role plays</li> <li>• Analysing case studies on guidance and counselling</li> <li>• Discussing places where youth can get guidance and counselling services</li> <li>• Composing and singing songs on STIs and HIV prevention</li> </ul>	<p>Brainstorming Discussion Pair work Group work Individual work Question and answer Teacher observation Singing Self assessment Peer assessment Oral and written exercises Role play</p>
<p>5</p> <p>3rd Feb, 2020</p> <p>To</p> <p>7th Feb, 2020</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>• Explain the effects of morals and values on people including the less privileged</li> <li>• Explain the moral obligation or responsibility of the society on the less privileged people</li> <li>• Explain the impact of stigmatization on the less privileged people in the society</li> </ul>	<p>CORE ELEMENT MORAL DEVELOPMENT UNIT 13: MORAL AND VALUES</p> <ul style="list-style-type: none"> <li>• Discussing the meaning morals and values</li> <li>• Discussing the effects of morals and values on people including the less privileged people</li> <li>• Analysing case studies on the effects of morals and values on people including the less privileged people</li> <li>• Discussing the moral obligation or responsibility on the less privileged people</li> <li>• Discussing the role of and values in promoting gender equity in the society and community</li> <li>• Discussing the impact of stigmatization on the less privileged in the society or community</li> <li>• Role playing the situations depicting stigmatization and how to avoid it</li> <li>• Discussing the role plays</li> </ul>	<p>Discussion Q and A Demonstration Group work Individual work Pair work Teacher observation Role play Futures' wheels Research Case studies Oral questions Written exercises</p>
<p>6</p> <p>10th Feb, 2020</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>• Explain the effects of harmful cultural practices</li> <li>• Explain how gender differences contribute to the spread of HIV and AIDS</li> </ul>	<p>CORE ELEMENT MORAL DEVELOPMENT UNIT 14: HARMFUL CULTURAL PRACTICES</p> <ul style="list-style-type: none"> <li>• Discussing the effects of harmful cultural practices</li> <li>• Identifying skills needed in resisting harmful cultural practices</li> </ul>	<p>Q and A Discussion Group work Individual work Pair work Teacher observation Role play Self assessment</p>

<p>To</p> <p>14th Feb, 2020</p>	<ul style="list-style-type: none"> <li>Resist harmful cultural practices</li> </ul>	<ul style="list-style-type: none"> <li>Reading and analysing dialogues on harmful cultural practices</li> <li>Role playing resisting harmful cultural practices</li> <li>Discussing the role plays</li> <li>Analysing case studies on how gender differences contribute to the spread of HIV and AIDS</li> <li>Discussing how gender can contribute to the spread of HIV and AIDS</li> <li>Listening to the presentations on how gender contributes to HIV infection</li> <li>Discussing the presentation</li> </ul>	<p>Peer assessment</p> <p>Future's wheels</p> <p>Peer observation</p>
<p>7</p> <p>17th Feb, 2020</p> <p>To</p> <p>21st Feb, 2020</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>Describe effective channels of communication for transmitting HIV and AIDS messages</li> <li>State factors that contribute to effective communication on HIV and AIDS</li> <li>List down factors that prevent effective communication on HIV and AIDS</li> <li>Demonstrate effective communication on HIV and AIDS</li> </ul>	<p>CORE ELEMENT</p> <p>HEALTH PROMOTION</p> <p>UNIT 15: EFFECTIVE COMMUNICATION ON HIV AND AIDS</p> <ul style="list-style-type: none"> <li>Brainstorming channels of communication and their effectiveness</li> <li>Discussing channels of communication and their effectiveness</li> <li>Discussing the factors that contribute to effective communication</li> <li>Telling stories on effective communication</li> <li>Discussing factors that prevent effective communication on HIV and AIDS messages</li> <li>Role playing how some factors can prevent effective communication on HIV and AIDS</li> <li>Discussing the role plays</li> <li>Role playing situations where effective communication on HIV and AIDS can take place</li> <li>Discussing the role playing</li> <li>Composing and singing songs on effective communication on HIV and AIDS</li> </ul>	<p>Discussion</p> <p>Brainstorming</p> <p>Explanation</p> <p>Q and A</p> <p>Pair work</p> <p>Individual work</p> <p>Group work</p> <p>Singing</p> <p>Self assessment</p> <p>Peer assessment</p> <p>Teacher observation</p> <p>Role playing</p>
<p>8</p> <p>24th Feb, 2020</p> <p>To</p> <p>28 Feb, 2020</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>Explain the meaning of sexually transmitted infections, HIV and AIDS</li> <li>Identify some common STIs</li> <li>Describe the signs and symptoms of STIs</li> <li>Describe how STIs are transmitted</li> <li>Explain how STIs can be prevented</li> </ul>	<p>CORE ELEMENT</p> <p>HEALTH PROMOTION</p> <p>UNIT 16: SEXUALLY TRANSMITTED INFECTIONS</p> <ul style="list-style-type: none"> <li>Discussing the meanings of STIs, HIV and AIDS</li> <li>Discussing the common STIs</li> <li>Discussing the signs and symptoms of STIs including HIV and AIDS</li> <li>Discussing how STIs and HIV are transmitted</li> <li>Discussing how STIs, HIV and AIDS can be prevented</li> </ul>	<p>Discussion</p> <p>Brainstorming</p> <p>Explanation</p> <p>Q and A</p> <p>Pair work</p> <p>Individual work</p> <p>Group work</p> <p>Singing</p> <p>Self assessment</p> <p>Peer assessment</p> <p>Teacher observation</p> <p>Role playing</p>

<p>9</p> <p>2nd Mar, 2020</p> <p>To</p> <p>6th Mar, 2020</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>Describe what voluntary counselling and testing involves</li> <li>Explain the VCT process</li> </ul>	<p>CORE ELEMENT PERSONAL DEVELOPMENT UNIT 17: VOLUNTARY COUNSELLING AND TESTING</p> <ul style="list-style-type: none"> <li>Discussing what voluntary counselling and testing involves</li> <li>Listening to presentation on voluntary counselling and testing</li> <li>Identifying the stages of VCT</li> <li>Discussing the stages of VCT</li> <li>Assessment</li> </ul>	<p>Discussion Explanation Brainstorming Pair work Individual work Group work Q and A Story telling Role playing Singing Self assessment</p>
<p>10</p> <p>9th Mar, 2020</p> <p>To</p> <p>13th Mar, 2020</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>Explain the importance of voluntary counselling and testing</li> <li>Make an informed decision to undertake VCT</li> </ul>	<p>CORE ELEMENT PERSONAL DEVELOPMENT UNIT 17: VOLUNTARY COUNSELLING AND TESTING</p> <ul style="list-style-type: none"> <li>Sharing views on what they would do if they were HIV positive or HIV negative through the role plays</li> <li>Discussing the importance of VCT</li> <li>Conducting debate on the importance of VCT</li> <li>Doing written exercises on VCT</li> </ul>	<p>Individual work Group work Q and A Story telling Role playing Singing Self assessment Peer assessment</p>
<p>11</p> <p>16th Mar, 2020 To 20th Mar, 2020</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>Revise</li> </ul>	<ul style="list-style-type: none"> <li>Revising</li> </ul>	
<p>12</p> <p>23rd Mar, 2020 To 27th Mar, 2020</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>Sit for terminal examinations</li> <li>Receive past papers</li> </ul>	<ul style="list-style-type: none"> <li>Sitting for terminal examinations</li> <li>Receiving past papers</li> </ul>	
<p>13</p> <p>30th Mar, 2020 To 3rd Apr, 2020</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>Sit for terminal examinations</li> <li>Receive past papers</li> <li>Close the second term</li> </ul>	<ul style="list-style-type: none"> <li>Sitting for terminal examinations</li> <li>Receiving past papers</li> <li>Closing the second term</li> </ul>	