



Ministry of Education and Training

Life Skills Based Sexuality Education Grade 9 & 10 Syllabus 2019

NATIONAL CURRICULUM DEVELOPMENT CENTRE

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Overview of Life Skills-Based Sexuality Education

Background

As one of the Sub-Saharan Countries, Lesotho is faced with the scourge of high new HIV infections, astounding early and unintended pregnancies (EUP) and child marriage. In response to this, the Ministers of Education and Health affirmed what is named East and Southern African (ESA) Ministerial commitment to; ensure that all countries in the region offer Comprehensive Sexuality Education (CSE) for both in and out of school adolescents and upgrade all Sexual and Reproductive Health (SRH) services to be adolescent-friendly. Lesotho was not an exception in the commitment.

The affirmation came at the opportune time when Lesotho was in the process of reviewing its curriculum. It was then that the previously known Life Skills Education (LSE) curriculum was revised and became CSE which was later termed Life-Skills Based Sexuality Education (LBSE). The purpose of LBSE is to act as an intervention targeting in-school children and adolescents in response to the identified challenges.

Introduction

At Secondary level, the target group is at adolescence stage. It is a period during which adolescents experience dramatic physical and psychosocial changes as they transition from childhood into adulthood. It is a period of experimentation and risk-taking, a stage in their life when they are prone to ask questions and behave in ways that challenge authority. External social, economic and physical environment pose demands on them that they are not always able to deal with them effectively. In a school situation, poor academic performance, high drop-out rate and undisciplined behaviour are common indicators of their inability to cope. The failure to cope increases their susceptibility to anti-social and high-risk behaviour increases. Psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force for high-risk behaviour. Examples of high-risk behaviours that young people engage in include early sexual initiation, unprotected sex, multiple, concurrent or intergenerational sexual partners and drug, substance and alcohol abuse, and violence among others. This list is not exhaustive.

Definition of Life Skills based Sexuality Education

Life skills refer to those basic personal, psychological and social competencies that allow us to live effectively and constructively with ourselves and with others in society. Life skills serve as foundation for a good quality life. They help us to adjust to our

circumstances and adapt ourselves to changes as necessary. Through life skills, we acquire positive values and adopt pro-social, peaceful and healthy attitudes and behaviour. Attitudes are personal biases and preferences that lead people to like or dislike something, or to consider things good or bad, important or not important, worthwhile or not worth caring about. A value is a principle, standard, or quality considered worthwhile or desirable. Life skills also assist individuals to challenge myths and misinformation, question negative and harmful established norms, and reduce risky, anti-social and violent behaviour.

Life Skills-based Sexuality Education is an age-appropriate, culturally relevant teaching that provides scientifically accurate information and equips young people with knowledge and skills to make responsible choices in their lives. In Life-skills Based Sexuality Education, young people are provided with opportunities to explore their attitudes and values, and to practise decision-making and other Life-skills they will need to be able to make informed choices about their sexual life as they make the transition from childhood to adulthood.

While Life-skills Based Sexuality Education cannot directly control the behaviour of young people, it can affect the choices that they make, and the way they behave by addressing various risk and protective factors. Knowledge, attitudes, perceptions of risk and norms, self-efficacy (or belief in one's ability to succeed in specific situations) and intentions are critical risk and protective factors. These are factors that will be addressed in the Life Skills Based Sexuality Education lessons.

In Lesotho, LSBE is one of the compulsory subjects in the secondary school curriculum.

Goal and Aims of LBSE

The main goal of the Life-skills-Based Sexuality Education (LBSE) curriculum in Lesotho is to equip learners with skills, knowledge, values, and attitudes to enable them to exercise their human rights, adopt healthy lifestyles, make responsible choices, and become forces for positive changes.

Specifically, it aims at

- Aiding learners to clarify and strengthen positive values and attitudes
- Enabling learners to make informed choices in life by reducing misinformation and increasing correct knowledge on selected issues
- Equipping learners with skills to live responsible and healthy lifestyles
- Enhancing learners' awareness of their rights and responsibilities as human beings, and strengthening their capacity to act on them.

- Increasing learners’ level of knowledge of STI’s including HIV and AIDS and empowering them to protect themselves against contracting STIs, including HIV for those not yet infected and avoiding re-infection for those living with HIV.
- Instilling positive Attitude which shall ultimately help them change behaviour for better.

Core Life Skills and Values

Some of the essential life skills and values that learners will acquire through their Life-skills Based Sexuality Education lessons are summarized below. It is important to note that some of the skills listed on the table, like decision-making, problem solving and negotiation, are composite skills.

Skills for Knowing and Living with Oneself	<p><u>Self-awareness</u>: It is the ability to recognize and understand oneself; acquiring one’s sense of self; and appreciating one’s position in relation to the outside world. It enables one to discover her/his potential, feelings and emotions, strengths and weaknesses. This is the most basic of all life skills. Other life skills are built upon it.</p> <p>Values: <i>Understanding, honesty, acceptance</i></p>
	<p><u>Self-esteem</u>: ability to be aware of the good in oneself. It refers to how a child feels about oneself, including the way she/he looks, her/his behaviour and her/his capabilities. It gives the child self-confidence to express him/herself, to do things, to take initiative and to work hard.</p>
	<p>Values: <i>Self-love, self-respect, dignity, integrity</i></p>
	<p><u>Assertiveness</u>: ability to state positively and constructively one’s rights or needs without violating the rights of others and disrespecting them.</p> <p>Values: <i>Respect for oneself and others, independence, accountability, self-efficacy, safety, courage</i></p>
	<p><u>Coping with emotions</u>: ability to recognize one’s emotions, their causes and sources, and respond to them appropriately.</p> <p>Value: <i>Perseverance</i></p>
	<p><u>Coping with stress</u>: ability to recognize the pressures exerted on one’s physical and mental energies that cause anxiety and tension in one’s life; the sources of these pressures; how they affects one; and acting in ways that help one to manage their levels of stress.</p> <p>Value: <i>Perseverance</i></p>
	<p><u>Self-control</u>: ability to restrain one’s emotions, impulses or desires. It involves the ability to make positive choices, to think before acting, to reflect on the possible consequences that may result from their behaviours.</p> <p>Values: <i>Accountability, safety, perseverance</i></p>

Skills for Knowing and Caring for Others	<p>Effective communication: ability to clearly express oneself verbally and nonverbally in different situations. <i>Values: Responsibility, understanding</i></p>
	<p>Cooperation & team building: ability to work together with others to achieve a common goal or outcomes. <i>Values: Responsibility, justice, non-discrimination, inclusiveness</i></p>
	<p>Empathy: ability to imagine what life is like for others, feel as others feeling, and sharing in their pain and stress. <i>Values: Equality, non-discrimination, sensitivity, compassion</i></p>
	<p>Resistance to negative peer pressure: ability to stand up for one’s values, beliefs and convictions in the face of conflicting ideas or behaviour from peers. It means having the strength not to give in to the wishes of one’s friends just to please them and be part of the group, even when what they are doing is wrong. <i>Values: Independence, abstinence, accountability, safety, courage, dignity, integrity</i></p>
	<p>Refusal skills: ability to say no to high-risk behaviours. <i>Values: Independence, abstinence, accountability, safety, courage, dignity, integrity</i></p>
	<p>Effective conflict resolution: ability to end conflicts through non-violent means <i>Values: Peace, acceptance, respect for others, understanding, social justice, sensitivity, compromise, courage</i></p>
	<p>Negotiation skills: ability to resolve differences with others through compromise without giving up on one’s principles <i>Values: Respect for self and others, understanding, acceptance, compromise, peace</i></p>
	<p>Tolerance: ability to accommodate other people’s views and feeling. <i>Values: Respect for others, understanding, acceptance, sensitivity</i></p>
	<p>Interpersonal skills: ability to relate to others positively, to make somebody else feel comfortable and wanted. <i>Values: Respect for others, responsibility, understanding, sensitivity, caring and nurturing.</i></p>
Cognitive Skills	<p>Decision-making: ability to make informed choices appropriately and constructively in a given situation. This skill assists young people to weigh options when exposed to various challenges before making a choice and taking action <i>Values: Responsibility, social justice, self-efficacy, courage</i></p>

Critical thinking: ability to analyse information and experiences in an objective manner.

Values: *Independence, self-efficacy*

Creative thinking: ability to generate new and innovative ideas or solutions to a problem.

Value: *Independence*

Problem-solving skill: ability to identify and resolve difficult matters or challenges in an efficient and timely manner.

Values: *Independence, understanding, self-efficacy*

LSBE Curriculum

The LSBE curriculum addresses specific challenges and risks that confront Basotho in general, and the young people in particular. These include the HIV pandemic, sexual and reproductive health issues, gender inequality and violence, violation of human rights, identity and relationship crises, and substance abuse. The issues are organised around six thematic areas. The curriculum takes cognizance of the fact that the risks and challenges faced by a young person in relation to these thematic areas are dependent on their sociocultural norms and context; age and gender; as well as their individual circumstances. The themes are interrelated, and organized in a logical sequence so that learners acquire the relevant knowledge, skills and values in a systematic and cumulative manner.

Teaching-Learning Methods

Life-skills Based Sexuality Education employs a distinct skills-based approach in developing the learners' psychosocial skills, attitudes and values. It utilizes predominantly learner-centred, activity-based, experiential and learning experiences which are learner friendly. However, judicious use of expository approaches including the more conventional lectures and teacher-initiated demonstrations can be used when appropriate.

LBSE encourages cooperative learning and takes into consideration the developmental stages (physical, emotional and cognitive) at the time of learning. It recognizes that learners have diverse learning needs. By employing a variety of teaching/learning methods, teachers will be able to respond to this diversity, and keep the students engaged in the learning process.

Some of the methods that are effective in the teaching of LBSE are described in the following matrix:

Method	Description	Benefits
Brainstorming	The class examines a problem or topic of interest with the aim of solving the problem or generating as many ideas or possible solutions to the problem. The number of ideas generated is more important than their practicality. All ideas are accepted and recorded	<ul style="list-style-type: none"> ▪ Allow all students to express their ideas ▪ Provides opportunities for students to learn from one another and work together in solving problems. ▪ Enables students to deepen their understanding of the topic and personalize their connection to it. ▪ Helps develop skills of effective communication, assertiveness, and problem solving.
Case-studies	Case studies are real life stories that describe in detail cases or scenarios, some of which may reflect problems with which participants are familiar. Both good and bad practices may be presented in the case studies, as may different perspectives or viewpoints. The teacher assigns learners with questions relating to the case studies that they must answer. Case studies also may be presented as role plays and analysed.	<ul style="list-style-type: none"> ▪ Improve learners' critical and decision-making skills. ▪ Provide opportunity for learners to identify a problem, its causes, options that are available and suggest practical solutions. ▪ Expose learners to different perspectives and widen their horizon.

Debate	It is an organized, argumentative discussion of a controversial issue. It involves presentation of different views of the same topic or issue enabling individuals to take a rational position on it with students voting on the position that they support. The class can debate as a whole or in small groups.	<ul style="list-style-type: none"> ▪ Provides opportunity to address a particular issue from opposing perspectives. ▪ Enhances learners' critical thinking and decision-making capacities. ▪ Offers a chance to practice higher thinking skills.
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Discussions	Students actively generate a broad variety of ideas about a particular topic or question in a given, often brief period of time. Can be carried out in whole class or small groups	<ul style="list-style-type: none"> ▪ Allow students to generate ideas quickly and spontaneously. ▪ Helps students use their imagination and break loose from fixed patterns of response. ▪ Small groups maximize students' contributions.
Games & competitions	Students play games and participate in competitions as activities that can be used for teaching content, critical thinking, problem solving and decision-making and for review and reinforcement.	<ul style="list-style-type: none"> ▪ Promotes fun, active learning, and rich discussion in the classroom as participants work hard to prove their points or earn points. ▪ Serves to break the ice, set the climate and build relationships between the learners. ▪ Allow students to test out assumptions and abilities in relatively safe environment.
Peer-to-peer learning	This is a method whereby learners learn from their peers.	<ul style="list-style-type: none"> ▪ Learners develop skills in organizing and planning learning activities ▪ Promotes working collaboratively with others, ▪ Instils habit of giving and receiving feedback ▪ Strengthens critical learning skills ▪ Helps them to evaluate their own learning.
Project /Research	It is an in-depth investigation of a real-world topic by students. The study may be carried out with an entire class or with small groups of students or individuals.	<ul style="list-style-type: none"> ▪ Develops independence and responsibility ▪ Enhances critical thinking and creativity ▪ Effectively engages learners in the learning process ▪ Allows interaction with the community

Question Box	This is an activity through which questions asked by learners is answered by teachers or experts. The box is placed in a convenient location allowing students to insert their questions without revealing their identity.	<ul style="list-style-type: none"> ▪ Allows discussion and clarification of sensitive issues
Dramatization	Role-plays and skits are informal dramatization in which people act out suggested real life situations or issues and analyze them.	<ul style="list-style-type: none"> ▪ Provides excellent strategy for practicing skills; ▪ Learners experience how one might handle a potential situation in real life ▪ Increases empathy for others and their point of view ▪ Increases insight into one's own feelings.
Simulations	Simulations are activities structured to feel like the real experience.	<ul style="list-style-type: none"> ▪ Provides excellent strategy for practicing skills; ▪ Learners experience how one might handle a potential situation in real life
Situation analysis	Situation analysis activities allow students to think about, analyze, and discuss situations they might encounter.	<ul style="list-style-type: none"> ▪ Allow students to explore problems and dilemmas and safely test solutions; ▪ Provides opportunities to work together, share ideas, and learn
Statement analysis	This activity requires students to critically review controversial statements and take positions based on what they feel is right or wrong.	<ul style="list-style-type: none"> ▪ Helps learners to understand that people sometimes see things differently ▪ Develops their critical thinking skills
Story telling	The instructor or students tell or read a story to a group. Oral stories may be Pictures, comics and photo novels, filmstrips and slides can supplement.	<ul style="list-style-type: none"> ▪ Students are encouraged to think about and discuss important points or methods raised by the story after it is told. ▪ Students can engage their creative skills in helping to write stories, or a group can work interactively to tell stories.

The multiplicity of methods used notwithstanding, teachers should make sure that the teaching package for LSBE contains the following four components:

- Practical activities
- Opportunity for feedback and reflections
- Opportunity for consolidation and reinforcement of knowledge, values and skills acquired
- Opportunity for practical application of knowledge and skills acquired to challenges faced by learners in their daily living

Assessment methods

In LBSE, emphasis is on assessment **for** learning rather than on assessment **of** learning. Assessment is continuous and conducted through use of a variety of methods and tools, including the following:

- Quizzes (these) are sometimes presented as games and competitions
- Reflection exercises
- End of theme assessment
- End of term tests
- Homework, including journaling, individual and group projects and research, presentations, communicating lessons learnt in the classroom to household members
- Scenarios
- Class-work
- Observations

It is advised that teachers must keep learners' portfolios so that at the end of the year, the learner is assessed based on the annual performance not a one day examination, meaning 50% of end of year should be derived from quarterly examinations/assessment.

This is summarized below:

Quarter	Assessment strategy	Weighting
1 st Quarter	Scenario	15%
2 ^{ne} Quarter	Individual project	20%
3 rd Quarter	Role-Play	15%
4 th Quarter	End of level exam (adopting a variety of strategies)	50%

NB: Although LBSE is a compulsory subject, it IS NOT a passing subject at any level.

	Concepts, Life Skills, Values and Attitudes	Suggested Learning Experiences	Assessment Methods	Teaching-Learning Resources
Theme 1: Knowing Oneself and Living with Others				
<p>At the end of Grade 9, should be able to:</p> <ul style="list-style-type: none"> critically assess themselves and identify how values influence their behaviour demonstrate ability to set their personal goals and limits and adhere to them appreciate values of healthy relationships and demonstrate skills of escaping from unhealthy relationships 	<p>My Identity</p> <ul style="list-style-type: none"> Accepting myself <ul style="list-style-type: none"> Identifying things about myself that I do not like Changing what I can change Accepting what I cannot change <p>Valuing Oneself</p> <ul style="list-style-type: none"> Living with oneself <ul style="list-style-type: none"> Our values <ul style="list-style-type: none"> How do values affect our behaviour? How do I communicate my values to others? Skills for living with oneself <ul style="list-style-type: none"> Different types of emotions <ul style="list-style-type: none"> Dealing with anger Setting personal goals: Academic, health, social <ul style="list-style-type: none"> Individual goal setting Overcoming barriers to achievement of goals 	<p>My Identity</p> <ul style="list-style-type: none"> Individual work: Listing of what one does not like about oneself. Whole class discussion on what things can be changed and cannot be changed and why. <u>Homework</u>: Self-reflection of what things (i.e. behaviour, attitudes) one would want to change and can change. Noting these down in student Journals and encouraging them to making commitment to change at least 3 harmful habits over the year, periodically reviewing the commitment to whether it has been achieved, and if not, why. Self affirmation exercise to promote self acceptance <p>Valuing Oneself</p> <ul style="list-style-type: none"> Sharing of stories in groups 	<ul style="list-style-type: none"> Learner’s journal Oral question/sign language question, if applicable Homework and assignments Individual and group class work/assignments Teacher observations 	<ul style="list-style-type: none"> Learners’ journal Observation guidelines/ Checklist Worksheets

	<p>Living with Others</p> <ul style="list-style-type: none"> • Building healthy relationships <ul style="list-style-type: none"> – Characteristics of healthy relationships – Values and skills for healthy relationships <ul style="list-style-type: none"> ▪ Value of working together and peaceful conflict resolution ▪ Negotiation and problem-solving – Knowing and respecting one’s limits and those of others • Sex vs. love relationships <ul style="list-style-type: none"> – Are they the same? – Getting out of unhealthy relationships • Community relationships <ul style="list-style-type: none"> – Identifying sources of help and trusted adults <p>Life Skills</p> <p>Self Awareness</p> <p>Assertiveness</p> <p>Empathy</p> <p>Coping with emotions</p> <p>Interpersonal Relationship</p> <p>Cooperation and team work</p>	<p>about people who have done heroic deeds (women and men). Discussion in whole class around identifying values that drove them to behave heroically.</p> <ul style="list-style-type: none"> • Buzz group activity to identify men and women that one admires, why they admire them and identification of values that drive the actions of these role models. Listing of these values individually. • Game: Agree, Disagree and Not Sure-Value clarification exercise followed by whole class discussions on one’s values and communicating these to others • <u>Homework</u>: Observation of people in the household. List the various emotions that they expressed during the week and for what purpose. • Whole class discussion on different emotions based on homework findings. Drawings/miming one emotion that causes most conflict (in groups) Whole class 		
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	<p>Negotiation Conflict resolution</p> <p>Values and Attitudes</p> <p>Self respect Respect for others Peace Non-violence Compassion</p>	<p>presentation of emotions that cause conflict (i.e. anger) followed by discussions</p> <ul style="list-style-type: none"> • Brief explanation of importance of goal setting as strategy to handle anger and other emotions that affect decision-making in whole class. • Individual goal setting and feedback/discussion in whole class • <u>Homework</u>: Development of role plays to identify and overcome barriers to the achievement of goals (in groups) • <u>Homework</u>: Development of individual contracts for short term goal achievement <p>Living with Others</p> <ul style="list-style-type: none"> • Brainstorming on recipe for good relationships (whole class) • <u>Homework</u>: Writing down the ingredients for good relationships giving examples from one's personal life • Role plays for developing negotiation and problem 		
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		<p>solving skills</p> <ul style="list-style-type: none">• Game: on Identification of different boundaries for different groups of people depending on degree of familiarity/intimacy and respecting limits		
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Learning Outcomes	Concepts, Life Skills, Values and Attitudes	Suggested Learning Experiences	Assessment Methods	Teaching-Learning Resources
Theme 2: Human Rights and Child Protection				
<p>At the end of Grade 9, learners should be able to:</p> <ul style="list-style-type: none"> critically examine the enjoyment of their sexual and reproductive rights and positively resolve any conflicts that these rights may have in the exercise of other rights describe various forms of violence against adolescents and explain why these are violations of one's human rights. 	<p>Adolescents Rights and Responsibilities</p> <ul style="list-style-type: none"> Adolescents rights & international human rights agreements <p>Violation of rights of adolescents</p> <ul style="list-style-type: none"> What is violence? Forms of violence Where violence takes place Perpetrators of violence vs. trusted adults Consequences of violence Why violence is a violation of human rights <p>Protection from violation of rights</p> <ul style="list-style-type: none"> Elimination of violence against adolescents <ul style="list-style-type: none"> Assessment of risks Avoiding risky situations Skills for handling risky situations <ul style="list-style-type: none"> Assertiveness Peer resistance Effective communication 	<p>Adolescent Rights and Responsibilities</p> <ul style="list-style-type: none"> Puzzle: Matching adolescent rights to selected international agreements (in groups) Whole class discussions on adolescent rights in international agreements and how they relate to national policies and laws <u>Homework</u>: Essay on why international human right agreements are important for adolescents. <p>Violation of rights of adolescents</p> <ul style="list-style-type: none"> Interactive whole class session on definition of violence. Buzz group exercise, and whole group discussions on identification of different forms of violence. In single gender groups, mapping of violence: where it 	<ul style="list-style-type: none"> Learner's journal Oral question/sign language question, if applicable Homework and assignments Individual and group class work/assignments Teacher observations 	<ul style="list-style-type: none"> Observation guidelines/checklist Community resource persons Guest speaker to talk on adolescent protection services

<ul style="list-style-type: none"> • Protect themselves against violence and violation of their rights 	<ul style="list-style-type: none"> ▪ Problem solving ▪ Negotiation skills • Support services for the protection of adolescent rights <ul style="list-style-type: none"> - Mapping support services - Reporting violence <p>Life Skills</p> <p>Critical thinking Effective communication Negotiation Problem solving Conflict resolution Decision making</p> <p>Values and Attitudes</p> <p>Respect for others Peace Responsibility</p>	<p>takes place and identification of perpetrators. Whole class discussions on findings.</p> <ul style="list-style-type: none"> • Story analysis of selected forms of violence against adolescents of relevance to the local context. Group work and whole class discussions. • <u>Homework:</u> Research project on media images of violence, frequency of acts, perpetrators of violence (in single gender groups). • Whole class presentation of projects and discussions • Game: To trust or not to trust..... • Group work on consequences of various forms of violence on the individual • <u>Homework:</u> Essay on why violence is a violation of one's human rights. <p>Protection from violation of rights</p> <ul style="list-style-type: none"> • Group work on <u>what</u> personal actions one can take to protect oneself against violence and rights violations. Making a collage of actions to 		
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		<p>post in the classroom wall.</p> <ul style="list-style-type: none"> • Story analysis to enable assessment of risks and identify risky situations. • Dramatization of the case studies to highlight risky situations and practicing skills to avoid them. • Guest speaker to talk about support services that are available for adolescents who are at risk or are victims of violence 		
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Learning Outcomes	Concepts, Life Skills, Values and Attitudes	Suggested Experiences	Learning	Assessment Methods	Teaching-Learning Resources
Theme 3: Gender Norms and Equality					
<p>At the end of the Grade 9, learners should be able to:</p> <ul style="list-style-type: none"> • critically analyse 	<p>Social construction of gender</p> <ul style="list-style-type: none"> • Construction of gender in the school setting <ul style="list-style-type: none"> - How does the school reinforce gender norms, values and beliefs? - How does it challenge 	<p>Social construction of gender</p> <ul style="list-style-type: none"> • Research project: Role of gender in the school environment <ul style="list-style-type: none"> - Text books - Classroom interactions - Playground/extracurricular activities 	<ul style="list-style-type: none"> • Learner’s journal • Oral question/sign language question, if applicable 	<ul style="list-style-type: none"> • Worksheets • Exercise books for homework and classwork • Observation guidelines/checkli 	

<p>positive and negative gender norms and practices in the school setting and how it shapes their gender identity and capabilities</p> <ul style="list-style-type: none"> • identify positive peer norms values and beliefs and reject gender practices and norms that are harmful to their rights and well-being • act against gender-based violence and abuse 	<p>gender norms, values and beliefs?</p> <p>Gender, power and inequality</p> <ul style="list-style-type: none"> • Peer norms, values and beliefs and gender <ul style="list-style-type: none"> - Consequences of peer norms on gender equality (positive and negative) - Strengthening positive peer norms, values and beliefs <ul style="list-style-type: none"> ▪ Team building and cooperation - Development of skills for rejecting negative peer norms, values and beliefs <ul style="list-style-type: none"> ▪ Peer resistance skills ▪ Refusal skills ▪ Assertiveness • Practices that promote sex and gender-based violence <ul style="list-style-type: none"> - Early sexual initiation <ul style="list-style-type: none"> ▪ Early marriage ▪ Intergenerational sex - Consequences of early marriage and intergenerational sex - Myths vs. facts about early sexual initiation 	<p>- Statistics</p> <p>Gender, power and inequality</p> <ul style="list-style-type: none"> • Story analysis to identify effects of peer norms on girls and boys behaviour (negative and positive) in small groups and whole class feedback and discussions • Practicing skills that promote gender equality and reject negative influences through role play using “freeze action” technique • Brainstorming on identification of harmful gender practices (traditional and contemporary) in the local community and ranking in order of prevalence (whole class) • <u>Homework</u>: Finding out from family elders or informed people in the community about their views on selected traditional gender practices, and why they continue to exist. • Interactive discussion on social norms and values that promote early sexual initiation 	<ul style="list-style-type: none"> • Homework and assignments • Individual and group class work/assignments • Teacher observations 	<p>st</p> <ul style="list-style-type: none"> • Guest speaker from relevant government or NGO to talk about reporting and support structures for gender-based violence
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	<p>Elimination of sexual and gender-based violence</p> <ul style="list-style-type: none"> • Actions against gender-based violence and abuse <ul style="list-style-type: none"> - Identification of peers at risk - Strengthening peer support mechanisms for protection against gender-based violence - Identification of community support structures available to victims of sex and gender-based violence - Reporting violations <p>Life Skills</p> <p>Critical thinking Refusal skills Skills for Information gathering and generating alternatives</p> <p>Values and Attitudes</p> <p>Social justice Equality Non-discrimination</p>	<ul style="list-style-type: none"> • <u>Homework</u>: Writing an essay in the form of a media article or letter to create awareness on early sexual initiation, its consequences, the position in law, and where to report violations • Game: “Agree, Disagree, Don’t Know”—Myths and facts about early sexual initiation <p>Elimination of sexual and gender-based violence</p> <ul style="list-style-type: none"> • Brainstorming on what can be done to support those peers most at risk of violence. Creative expression of strategies/actions identified to protect them. (In groups) Presentation in whole class. • Practice skills of helping others: Story analysis and development of skits (role reversal) to develop skills of empathy, tolerance, and communication. • Guest speaker from relevant government or civil society organisation to share information on where and how to report violations. 		
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	Integrity Courage Non-discrimination			
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Learning Outcomes	Concepts, Life Skills, Values and Attitudes	Suggested Learning Experiences	Assessment Methods	Teaching-Learning Resources
Theme 5: HIV and AIDS and STIs				
<p>At the end of Grade 9, learners should be able to:</p> <ul style="list-style-type: none"> explain the relationship between risky behaviours, STIs, HIV and AID and a weakened immune system critically examine their behaviour and identify situations and influences that 	<p>STIs, HIV and AIDS</p> <ul style="list-style-type: none"> Effects of HIV on the immune system How presence of other STIs increase risk of HIV infection Why risky behaviours lead to contraction of STIs, HIV and AIDS need to be avoided <p>Transmission of STIs and HIV</p> <ul style="list-style-type: none"> Identification of high risk behaviours and situations Consequences of high risk behaviours and situations Influence of peers on our sexual behaviour <p>Making Healthy Choices</p> <ul style="list-style-type: none"> Reducing risky behaviours and 	<p>STIs, HIV and AIDS</p> <ul style="list-style-type: none"> Game to recap learning on STIs, HIV and AIDS Skit to demonstrate the body's immune system and what happens when it is attacked by the HIV virus followed by whole class discussion Whole class discussion on how presence of other STIs increase HIV infection risk Role-plays using freeze action technique to provoke discussion on how risky behaviours need to be avoided. 	<ul style="list-style-type: none"> Learner's journal Oral question/sign language question, if applicable Homework and assignments Individual and group class work/assignments Teacher observations 	<ul style="list-style-type: none"> Observation guidelines/checklist Expert speaker on impact of HIV and AIDS Parents/guardians

<p>may put them at risk of STIs and HIV</p> <ul style="list-style-type: none"> • adopt risk reducing attitudes and behaviours • positively support adolescents and other people living with HIV to exercise their rights and responsibilities 	<p>situations</p> <ul style="list-style-type: none"> – Mapping out risky places in schools and within the community – Avoiding risky spaces and behaviours <ul style="list-style-type: none"> • Resisting sexual pressures • Delaying onset of marriage <ul style="list-style-type: none"> – Consequences of early marriage <p>Care, Support and Treatment of STIs and HIV</p> <ul style="list-style-type: none"> • Rights and responsibilities of adolescents and PLWHA • Understanding needs and challenges of people who are living with HIV and AIDS. <ul style="list-style-type: none"> – Information, counselling and other support services in the community for people living with HIV and AIDS <p>Life Skills</p> <p>Empathy</p> <p>Assertiveness</p> <p>Interpersonal relationship</p> <p>Communication</p> <p>Negotiation</p> <p>Resisting peer pressure</p>	<ul style="list-style-type: none"> • Homework: Write an essay how to avoid risk behaviour. Encourage learners to use real life examples but using fictitious names <p>Transmission of STIs and HIV</p> <ul style="list-style-type: none"> • Case study/role play scenarios in small groups to provoke discussions and identification of high risk behaviour followed by whole class presentations and discussions • Small groups (divided in (personal, health, social, economic) to discuss consequences of high risk behaviours and situations followed by conclusion through guided whole class discussion • Whole class discussion to define peer pressure (positive, negative, verbal, non-verbal) and their influence on sexual behaviour • Case study analysis in small groups focusing on peer 		
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	<p>Values and Attitudes</p> <p>Responsibility Accountability Safety Self efficacy</p>	<p>influence on sexual behaviour followed by whole class discussion.</p> <ul style="list-style-type: none"> • <u>Homework</u>: Risky situations and peer pressure <p>Making Healthy choices</p> <ul style="list-style-type: none"> • Whole class discussion on risk avoidance actions • Demonstrations followed by small group discussions/buzz groups first in same sex groups drawing maps to identify risky spaces. This should be followed by whole class discussion to share various maps identifying risky spaces • Brainstorming session for whole class on emotional intimacy, physical intimacy. <p>Care, Support and Treatment of STIs and HIV</p> <ul style="list-style-type: none"> • Expert Lecture on Rights and responsibilities of children living with HIV and other PLWHA. This can be supported with fact sheets • Small group discussion to 		
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		<p>highlight needs and challenges of people living with HIV and AIDS followed by whole class discussion</p> <ul style="list-style-type: none">• <u>Homework:</u> With parents/guardians at home, discuss the needs and challenges faced by PLWHA. How can the community help?		
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Learning Outcomes	Concepts, Life Skills, Values and Attitudes	Suggested Learning Experiences	Assessment Methods	Teaching-Learning Resources
Theme 6: Drugs, Alcohol and Substance Abuse				
<p>At the end of Grade 9, learners should be able to:</p> <ul style="list-style-type: none"> • make informed decisions regarding drug use and abuse • resist external pressures to indulge in the abuse of drugs and substances • actively contribute to the creation and maintenance of drug free spaces in school • identify available 	<p>Drug abuse and consequences</p> <ul style="list-style-type: none"> • Why is drug misuse and abuse dangerous for me? <ul style="list-style-type: none"> – Health effects – Psycho-social effects – Impact on educational performance and career prospects – Economic effects • Myths vs. facts about consequences of tobacco, alcohol and medicinal drug use and abuse <p>Risk and protective factors</p> <ul style="list-style-type: none"> • Identification of risk and protective factors <ul style="list-style-type: none"> – Peer norms and practices at school and out of school 	<p>Drug abuse and consequences</p> <ul style="list-style-type: none"> • Group presentations on the dangers of drug misuse and abuse. Whole class discussions. • <u>Homework:</u> Completion of worksheet on effects of abuse of specific drugs on adolescents. • Development of chart demonstrating link between drugs, alcohol substances and STIs and HIV infection (whole class activity) • Game: Taking Position-- Myths and facts about drug use and abuse 	<ul style="list-style-type: none"> • Learner’s journal • Oral question/sign language question, if applicable • Homework and assignments • Individual and group class assignments • Quiz • End-of-term assessment • Teachers’ observations 	<ul style="list-style-type: none"> • Observation guidelines/checklist • Expert speaker on community services for drug, alcohol and substance abusers

<p>services in the community for the rehabilitation of drug and substance abusers</p>	<ul style="list-style-type: none"> – Influence of the media <p>Prevention of drug and substance abuse</p> <ul style="list-style-type: none"> • Strategies for drug and substance free schools <ul style="list-style-type: none"> – Countering negative media messages – School/MoET drug and substance abuse policy • Community services for helping victims of drug abuse • Development of skills to say No to drug abuse <ul style="list-style-type: none"> – Peer resistance skills – Effective communication – Problem solving <p>Life Skills</p> <p>Critical thinking Cooperation and team work Creativity Resisting peer pressure Effective communication Problem solving Empathy</p>	<p>Risk and protective factors</p> <ul style="list-style-type: none"> • Story analysis to identify risk and protective factors relating to drug misuse and abuse (group activity and whole class presentation and discussion) • Single gender groups to identify male and female peer norms and practices that promote or minimise drug misuse and abuse <p>Prevention of Drug and Substance Abuse</p> <ul style="list-style-type: none"> • Group activity: Taking actions to counter the negative media messages on drugs • Discussion on school (or MoET) drug policy and how learners may be involved in its customization and implementation (Whole class and group work) • Guest speaker to talk about services available in the community for drug and substance abusers 		
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	Values and Attitudes Caring Responsibility	<ul style="list-style-type: none">• Whole class activity for identification and practice of drug avoidance skills		
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