GUIDANCE AND COUNSELLING SYLLABUS

FORMS 1 - 4

2015 - 2022
ACKNOWLEDGEMENTS

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• The National Guidance and Counselling panel for their professional and technical input
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• Representatives from various Guidance and Counselling Institutions
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• Nhaka Leadership Solutions
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• United Nations Children's Fund (UNICEF)
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1.0 PREAMBLE

1.1 Introduction

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

1.2 Rationale

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

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

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

1.3 Summary of Content

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

1.4 Assumptions

It is assumed that learners:

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

1.5 Cross Cutting Themes

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

2.0 PRESENTATION OF THE SYLLABUS

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

The syllabus enables learners to:

3.1 experience personal development anchored on Unhu/Ubuntu/Vumunhu in all facets of life
3.2 develop the need for relationships and a sense of belonging to the family, community and society through management and celebration of diversity
3.3 develop into total and mature individuals, aware of rights and responsibilities, with ability to respond to real life challenges and social dynamics
3.4 manage adolescence and live healthy productive lives
3.5 acquire career planning and development skills that contribute to wealth creation and achievement of national development goals
3.6 interact and engage various educational and other support systems related to Guidance and Counselling

4.0 SYLLABUS OBJECTIVES

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

4.1 describe the significance of Unhu/Ubuntu/Vumunhu (norms and values) to the individual, family and community
4.2 demonstrate the ability to manage intra-personal and inter-personal relationships
4.3 demonstrate an awareness of children’s rights and responsibilities
4.4 embrace diversity and overcome stigma and discrimination
4.5 describe the processes in human development (personal, social, emotional and physical)
4.6 apply relevant information related to life skills, sexuality, HIV and AIDS Education
4.7 employ self-assessment tools that guide career profiling necessary for identification of career pathways
4.8 familiarize with the world of work through work related learning leading to selection of a career that matches one’s inclination

5.0 METHODOLOGY AND TIME ALLOCATION

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

5.1 Methodology

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

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

5.2 Time Allocation

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

6.0 TOPICS

• Unhu/Ubuntu/Vumunhu (norms and values), beliefs and citizenship
• Relationships
• Health
• Human growth and development
• Child protection
• Career guidance
7.0 SCOPE AND SEQUENCE

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

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>FORM 1</th>
<th>FORM 2</th>
<th>FORM 3</th>
<th>FORM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unhu/Ubuntu/Vumunhu</td>
<td>• Unhu/Ubuntu/Vumunhu at home, school and community&lt;br&gt;• Norms values and beliefs in Zimbabwe&lt;br&gt;• Unhu/Ubuntu/Vumunhu in various roles and contexts&lt;br&gt;• Grooming and etiquette&lt;br&gt;• Self-image and self-esteem</td>
<td>• Grooming and etiquette&lt;br&gt;• Self-image and self-esteem&lt;br&gt;• Religious and Indigenous beliefs&lt;br&gt;• Various religions in Zimbabwe</td>
<td>• Grooming and etiquette&lt;br&gt;• Self-image and self-esteem&lt;br&gt;• Concept of respect&lt;br&gt;• Respect and tolerance</td>
<td>• Grooming and etiquette&lt;br&gt;• Self-image and self-esteem&lt;br&gt;• Citizenship&lt;br&gt;• Patriotism</td>
</tr>
</tbody>
</table>

7.2 TOPIC 2: RELATIONSHIPS

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>FORM 1</th>
<th>FORM 2</th>
<th>FORM 3</th>
<th>FORM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>• Types of families&lt;br&gt;• Types of relationships&lt;br&gt;• Communication skills</td>
<td>• Roles of family members&lt;br&gt;• Abusive relationships&lt;br&gt;• Personal identity and life skills</td>
<td>• Conflicts and Conflict Management&lt;br&gt;• Communication in relationships</td>
<td>• Challenges to family cohesion&lt;br&gt;• Managing relationships&lt;br&gt;• Conflict management&lt;br&gt;• Peer pressure</td>
</tr>
</tbody>
</table>
### 7.3 TOPIC 3: HEALTH

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

### 7.4 TOPIC 4: HUMAN GROWTH AND DEVELOPMENT

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>FORM 1</th>
<th>FORM 2</th>
<th>FORM 3</th>
<th>FORM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexuality</td>
<td>• Puberty and adolescence</td>
<td>• Anatomy and Physiology</td>
<td>• Anatomy and Physiology</td>
<td>• Anatomy and Physiology</td>
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<td></td>
<td>• Sex and sexuality</td>
<td>• Sexuality</td>
<td>• Sexuality</td>
<td>• Sex and sexuality</td>
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<td></td>
<td>• Psycho-social support systems</td>
<td>• Teenage pregnancy</td>
<td>• Teenage pregnancy</td>
<td>• Disability</td>
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<tr>
<td></td>
<td>• Disability</td>
<td>• Psycho-social support systems</td>
<td>• Psycho-social support systems</td>
<td>• Disability</td>
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<td></td>
<td></td>
<td>• Disability</td>
<td>• Disability</td>
<td>• Psycho-social support systems</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Adolescence and stress management</td>
<td>• Teenage pregnancy</td>
</tr>
</tbody>
</table>
### 7.5 TOPIC 5: CHILD PROTECTION

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>Form 1</th>
<th>Form 2</th>
<th>Form 3</th>
<th>Form 4</th>
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<tr>
<td>Child Rights and Responsibilities</td>
<td>• Concept of Child Rights and Responsibilities</td>
<td>• Concept of Child Rights and Responsibilities</td>
<td>• Concept of Child Rights and Responsibilities</td>
<td>• Concept of Child Rights and Responsibilities</td>
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<td>• Child abuse</td>
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<td>• Drug and Substance Abuse</td>
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### 7.6 TOPIC 6: CAREER GUIDANCE

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
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<th>FORM 2</th>
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<tr>
<td>Careers</td>
<td>• Study skills</td>
<td>• Career exploration</td>
<td>• Study skills</td>
<td>• Study skills</td>
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<td></td>
<td>• Career awareness</td>
<td>• Study skills</td>
<td>• Enterprise</td>
<td>• Enterprise</td>
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<td>• Enterprise</td>
<td>• Interviews</td>
<td>• Individual transitional programs</td>
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<td></td>
<td>• Interviews</td>
<td>• Individual transitional programs</td>
<td>• Guidance and Counselling Portfolio</td>
<td>• Guidance and Counselling Portfolio</td>
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<tr>
<td></td>
<td>• Guidance and Counselling Portfolio</td>
<td>• Career planning</td>
<td>• Interviews</td>
<td>• Career planning</td>
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<td></td>
<td>• Individual transitional programs</td>
<td>• Enterprise</td>
<td>• Career planning</td>
<td>• Work related learning experience</td>
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<td></td>
<td>• Drug and Substance Abuse</td>
<td>• Enterprise</td>
<td>• Career planning</td>
<td>• Work related learning experience</td>
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<td>• Drug and Substance Abuse</td>
<td>• Drug and Substance Abuse</td>
<td>• Work related learning experience</td>
<td>• Drug and Substance Abuse</td>
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<td>• Drug and Substance Abuse</td>
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</table>
8.0 COMPETENCY MATRIX

FORM 1

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

<table>
<thead>
<tr>
<th>KEY CONCEPT</th>
<th>OBJECTIVES: Learners should be able to</th>
<th>UNIT CONTENT</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>LEARNING RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept of Unhu/Ubuntu/Vumunhu</td>
<td>• define Unhu/Ubuntu/Vumunhu and related concepts</td>
<td>• Unhu/Ubuntu/Vumunhu concepts</td>
<td>• Describing Unhu/Ubuntu/Vumunhu</td>
<td>• Pamphlets</td>
</tr>
<tr>
<td></td>
<td>• list characteristics of Unhu/Ubuntu/Vumunhu</td>
<td>• Characteristics of Unhu/Ubuntu/Vumunhu</td>
<td>• Analysing Unhu/Ubuntu/Vumunhu</td>
<td>• Resource person(s)</td>
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<td></td>
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<td></td>
<td></td>
<td>• Case study</td>
</tr>
<tr>
<td>Unhu /Ubuntu/Vumunhu at home, school and community</td>
<td></td>
<td></td>
<td></td>
<td>• Reading novels</td>
</tr>
<tr>
<td></td>
<td>• describe Unhu/Ubuntu/Vumunhu at home, school and community</td>
<td>• Unhu/Ubuntu/Vumunhu at home, school and community</td>
<td>• Dramatising Unhu/Ubuntu/Vumunhu at home, school and community</td>
<td>• Videos</td>
</tr>
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<tr>
<td>Norms, values and beliefs in Zimbabwe</td>
<td>• state the norms, values and beliefs in the locality</td>
<td>• Norms, values and beliefs</td>
<td>• Listing norms, values and beliefs</td>
<td>• Pamphlets</td>
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<td></td>
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<td></td>
<td>• Describing norms, values and beliefs</td>
<td>• Resource person(s)</td>
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<td>• Case study</td>
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<td>• Reading novels</td>
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<tr>
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<td></td>
<td></td>
<td>• Videos</td>
</tr>
<tr>
<td>Unhu/Ubuntu/Vumunhu in various roles and contexts</td>
<td>• outline Unhu/Ubuntu/Vumunhu in various roles and contexts</td>
<td>• Unhu/Ubuntu/Vumunhu roles in different contexts</td>
<td>• Demonstrating Unhu/Ubuntu/Vumunhu roles in different contexts</td>
<td>• Pamphlets</td>
</tr>
<tr>
<td></td>
<td>• discuss the factors affecting Unhu/Ubuntu/Vumunhu</td>
<td>• Factors affecting Unhu/Ubuntu/Vumunhu</td>
<td>• Involving learners in cultural exchange programs</td>
<td>• Resource person(s)</td>
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<td></td>
<td>• Case study</td>
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<td></td>
<td></td>
<td>• Reading novels</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Videos</td>
</tr>
<tr>
<td>Grooming and Etiquette</td>
<td>Self-image and self-esteem</td>
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<td></td>
</tr>
<tr>
<td>• define grooming and etiquette</td>
<td>• define self-image and self-esteem</td>
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<tr>
<td>• distinguish acceptable situational behavior from unacceptable behavior</td>
<td>• explain the importance of self-image and self-esteem</td>
<td></td>
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<tr>
<td>• Management of behavior:</td>
<td>• assess self-image and self-esteem</td>
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<td></td>
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<tr>
<td>- Unacceptable situational behavior</td>
<td>• Self-image and self-esteem</td>
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</tr>
<tr>
<td>- Acceptable behavior</td>
<td>• Significance of self-image and self-esteem</td>
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<tr>
<td>• Demonstrating deportment</td>
<td>• Describing self-image and self-esteem</td>
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<tr>
<td>• Discussing mannerisms including spitting</td>
<td>• Debating on the importance of self-image and self-esteem</td>
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<tr>
<td>• Demonstrating appropriate situational behaviors</td>
<td>• Participating in public speaking</td>
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<tr>
<td>• Discussing behaviors portrayed in videos</td>
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<tr>
<td>• Dramatising situational behaviors</td>
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</tr>
<tr>
<td>ICT tools</td>
<td>ICT tools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource person(s)</td>
<td>Braille material</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Pamphlets</td>
<td>Pamphlets</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Videos</td>
<td>Pictures</td>
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</table>
### 8.2 TOPIC 2: RELATIONSHIPS

#### SUB TOPIC: TYPES OF FAMILIES

<table>
<thead>
<tr>
<th>KEY CONCEPT</th>
<th>OBJECTIVES: Learners should be able to</th>
<th>UNIT CONTENT</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>LEARNING RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family types</td>
<td>• list types of families&lt;br&gt;• describe different types of families</td>
<td>• Different family types such as: Nuclear, extended, Child headed, one parent</td>
<td>• Identifying different types of families&lt;br&gt;• Playing roles of different family members&lt;br&gt;• Story telling</td>
<td>ICT tools&lt;br&gt;Braille material&lt;br&gt;Videos</td>
</tr>
<tr>
<td>Types of Relationships</td>
<td>• identify different types of relationships&lt;br&gt;• describe the different types of relationships</td>
<td>• Different types of relationships such as: friendships&lt;br&gt;dating and courtship&lt;br&gt;marriage(refer to constitution)</td>
<td>• Listing different types of relationships&lt;br&gt;Brainstorming on different types of relationships&lt;br&gt;Role playing different types of relationships</td>
<td>Pamphlets&lt;br&gt;Braille material&lt;br&gt;Resource person(s)&lt;br&gt;Case study&lt;br&gt;Reading novels&lt;br&gt;Videos</td>
</tr>
<tr>
<td>Communication skills</td>
<td>• state types of communication&lt;br&gt;• illustrate effective communication</td>
<td>• Types of communication&lt;br&gt;Barriers to communication&lt;br&gt;Forms of communication</td>
<td>• Listing the different types of communication&lt;br&gt;Discussing effective communication</td>
<td>Electronic and print media&lt;br&gt;Braille material&lt;br&gt;Sign language material</td>
</tr>
</tbody>
</table>
### 8.3 TOPIC 3: HEALTH

#### SUB TOPIC: HEALTH MANAGEMENT

<table>
<thead>
<tr>
<th>Key Concept Topic</th>
<th>Objectives Learners should be able to:</th>
<th>Unit Content</th>
<th>Suggested learning activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Personal and environmental hygiene        | • define personal and environmental hygiene and other related terms  
                                           • State the importance of hygiene  
                                           • list waste management laws  
                                           • describe ways of disposing waste                                                              | • Definition of key concepts related to personal and environmental hygiene  
                                           • Personal hygiene e.g.  
                                           -bathing  
                                           -oral care  
                                           -ear care  
                                           -eye care  
                                           -laundry  
                                           -hand washing  
                                           • Menstrual hygiene  
                                           • environmental hygiene  
                                           -waste disposal e.g. recycling  
                                           -Water and Sanitation Hygiene (WASH)                                                             | • Describing personal and environmental hygiene  
                                           • Demonstrating hand washing, dental care and proper toilet use  
                                           • Discussing menstrual hygiene management  
                                           • Demonstrating waste disposal                                                                   | • ICT tools  
                                           • Resource person(s)  
                                           • Pamphlets                                                                                      |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Objectives</th>
<th>Unit Content</th>
<th>Suggested learning activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immunization</td>
<td>define immunization, describe importance of immunization, dispel myths and misconceptions on immunization</td>
<td>Immunization, Rationale for immunization, Myths and misconceptions, Immunization service providers</td>
<td>Describing immunization, Composing immunization songs, poems, Dramatising immunization myths and misconceptions/benefits of immunization, Watching videos on immunization</td>
<td>Resource person(s), ICT tools, Child health card, Charts, Pamphlets, Picture codes, Video</td>
</tr>
<tr>
<td>Sexual and reproductive health and rights (SRHR)</td>
<td>define SRHR, state reproductive health rights and responsibilities, outline sexual reproductive health challenges and prevention strategies</td>
<td>Sexual and reproductive health and rights (SRHR), Reproductive health rights and responsibilities, Sexual health, Sexual reproductive health challenges, -teenage pregnancy, -STIs, -HIV, Prevention strategies, -Voluntary Medical Male circumcision (VMMC)</td>
<td>Describing SRHR, Identifying sexual and reproductive health rights and responsibilities, Discussing importance of sexual health, Identifying SRH challenges and prevention measures, Watching STI and HIV videos</td>
<td>Age appropriate audio-visual materials e.g. -videos, -Picture codes, -Pamphlets, -Posters, -Braille material, Resource person(s), ICT tools</td>
</tr>
<tr>
<td>HIV and AIDS</td>
<td>define HIV and AIDS, describe modes of transmission, identify ways of prevention, state myths and misconception on HIV and AIDS, deliberate on treatment, care and support</td>
<td>HIV and AIDS, Modes of transmission, Ways of preventing HIV transmission, HIV Testing, Common myths and misconceptions, Treatment, Care and Support for people living with HIV (PLHIV), Positive living, Stigma and Discrimination, Gender and HIV</td>
<td>Explaining HIV and AIDS, Identifying modes of transmission, Discussing ways of preventing HIV transmission, Stating HIV and AIDS myths and misconceptions, Describing HIV treatment, care, support and adherence, Outlining positive living including nutrition for PLHIV, Discussing stigma and discrimination</td>
<td>Age appropriate audio-visual materials e.g. -videos, -Picture codes, -Pamphlets, -Posters, -Braille material, Resource person(s), ICT tools</td>
</tr>
<tr>
<td>Guidance and Counselling Syllabus Forms 1 - 4</td>
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<tr>
<td><strong>Drug and substance abuse</strong></td>
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</tr>
<tr>
<td>• define drug and substance abuse</td>
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<tr>
<td>• identify types of drugs and substances</td>
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<tr>
<td>• state effects of drug and substance abuse</td>
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<tr>
<td>• state ways of preventing drug and substance abuse</td>
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<tr>
<td>• distinguish between drug and substance abuse</td>
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<tr>
<td>• Drug and substance abuse</td>
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<tr>
<td>• Causes of drug and substance abuse</td>
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<tr>
<td>• Types and sources of drugs and substances</td>
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<tr>
<td>• Ways of preventing drug and substance abuse</td>
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<tr>
<td>• Effects of drug and substance abuse</td>
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<tr>
<td>• Management of drug and substance abuse-rehabilitation</td>
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<tr>
<td>• Defining drug and substance abuse</td>
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<tr>
<td>• Watching videos and discussing issues depicted in videos</td>
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<tr>
<td>• Researching on drugs and substances</td>
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<tr>
<td>• Dramatising on drug and substance abuse</td>
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<tr>
<td>• Debating on drug and substance abuse</td>
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<tr>
<td>• Resource person(s)</td>
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<tr>
<td>• Age appropriate audio-visual materials e.g.</td>
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<tr>
<td>- videos</td>
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<tr>
<td>- Picture codes</td>
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<td>- Pamphlets</td>
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<td>- Posters</td>
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<tr>
<td>- Braille material</td>
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<tr>
<td>• ICT tools</td>
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</tbody>
</table>

| Healthy living                              |
| • define healthy living                     |
| • describe the importance of a balanced diet |
| • Healthy living e.g.                       |
| - Nutrition                                 |
| - Eating habits                             |
| - Weight control                            |
| - Wellness                                  |
| - Balanced diet                             |
| - Physical fitness                          |
| • Mental health                             |
| • Explaining components of healthy living, nutrition and balanced diet |
| • Researching on local balanced diet        |
| • Participating in physical fitness activities |
| • Discussing common mental health problems  |
| • Resource person(s)                        |
| • ICT tools                                 |
| • audio-visual materials e.g.               |
| - videos                                    |
| - Picture codes                             |
| - Pamphlets                                 |
| - Posters                                   |
| - Braille material                          |
8.4 **TOPIC 4: HUMAN GROWTH AND DEVELOPMENT**  
**SUB TOPIC: SEXUALITY**

<table>
<thead>
<tr>
<th>KEY CONCEPT</th>
<th>OBJECTIVES: Learners should be able to</th>
<th>UNIT CONTENT</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>LEARNING RESOURCES</th>
</tr>
</thead>
</table>
| **Puberty and adolescence** | • define puberty and adolescence  
• identify physical, emotional and psychological changes  
• manage the physical, emotional and psychological changes | • Puberty and adolescence  
• Changes associated with puberty and adolescence  
- Physical changes  
- Physiological changes  
- Emotional changes  
• Ways of managing changes in puberty and adolescence | • Researching on puberty and adolescence  
• Describing physical, emotional and psychological changes  
• Discussing ways of managing changes associated with puberty and adolescence | • ICT tools  
• Resources person(s)  
• Charts  
• Text books  
• Braille material |
| **Sex and Sexuality**  | • explain the meaning of sex and sexuality  
• state the consequences of early sexual debut  
• practice ways of delaying sexual debut | • Meaning of terms associated with sex and sexuality such as  
- Sex  
- Sexuality  
- Sexual debut  
- Abstinence  
• Consequences of early sexual debut such as  
- Teenage pregnancies  
- Early marriages  
- STIs  
• Ways of delaying sex debut  
- Setting limits on how far they go in expressing romantic affection  
- Avoiding sexual stimulating situations | • Researching on puberty and adolescence  
• Describing the physical, emotional and psychological changes  
• Listing the ways of managing changes associated with puberty and adolescence  
• Demonstrating ways of managing changes in puberty and adolescence  
• Researching on sex and sexuality  
• Explaining the consequences of early sexual debut  
• Discussing ways of delaying sexual debut | • ICT tools  
• Pamphlets  
• Resource person(s)  
• Braille materials  
• Sign language materials  
• Talking book  
• Videos |
<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Topic</th>
<th>Objectives Learners should be able to:</th>
<th>Unit Content</th>
<th>Suggested learning activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Psycho-social support systems</td>
<td>• define psycho-social support systems&lt;br&gt;• access services for psycho-social support systems</td>
<td>• Psycho-social support systems&lt;br&gt;• Service providers that offer psycho-social support systems</td>
<td>• Describing psycho-social support systems&lt;br&gt;• Listing service providers that offer psycho-social support systems&lt;br&gt;• Identifying the service providers that offer psycho-social support services&lt;br&gt;• Training in peer education</td>
<td>• ICT Tools&lt;br&gt;• Resource person(s)&lt;br&gt;• Text books&lt;br&gt;• Braille material</td>
</tr>
<tr>
<td></td>
<td>Disability</td>
<td>• define disability&lt;br&gt;• identify different types and forms of disability&lt;br&gt;• find ways of assisting people with disabilities&lt;br&gt;• promote inclusion of people with disabilities</td>
<td>• Disability&lt;br&gt;• Different types and forms of disability&lt;br&gt;• Support Systems for people with disability</td>
<td>• Classifying disabilities&lt;br&gt;• Explaining different forms of disability&lt;br&gt;• Selecting ways of assisting people with disability depending on the nature of the disability&lt;br&gt;• Identifying learners with disabilities in communities who are deprived of education&lt;br&gt;• Sensitizing communities on disabilities&lt;br&gt;• Appreciating inclusion of people with disabilities in schools and communities</td>
<td>• ICT Tools&lt;br&gt;• Pamphlets&lt;br&gt;• Resource person(s)&lt;br&gt;• Child-led Protection Committees&lt;br&gt;• Braille material&lt;br&gt;• Sign language dictionary</td>
</tr>
</tbody>
</table>
### 8.5 TOPIC 5: CHILD PROTECTION

#### SUB TOPIC: RIGHTS AND RESPONSIBILITIES

<table>
<thead>
<tr>
<th>KEY CONCEPT</th>
<th>OBJECTIVES: Learners should be able to</th>
<th>UNIT CONTENT</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>LEARNING RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child rights and responsibilities</td>
<td>• define child rights and responsibilities • state examples of child rights and responsibilities</td>
<td>• Definition • Examples of child rights and responsibilities</td>
<td>• Listing child rights and responsibilities • Describe child rights and responsibilities</td>
<td>• ICT tools • Text books • Zimbabwean Constitution 2013 • Child rights policies</td>
</tr>
<tr>
<td>Child abuse</td>
<td>• define child abuse • state types and forms of child abuse • identify common learner incidences • describe prevention and management of child abuse</td>
<td>• Definition • Types and forms of child abuse • Common learner incidences such as sex parties, satanism, porography, teenage pregnancies, examination stress, suicide • Reporting structures such as Child-led Protection Committees • Referral systems</td>
<td>• Explaining child abuse • Naming types and forms of child abuse • Discussing incidences • Identifying reporting structures • Offering psycho-social s</td>
<td>• Secretary’s Circular Minute No 5 of 2000 • Director Circular No 27 of 2008 • ICT tools • Newspapers • Resource person(s) - the victim friendly unit • Videos • Audio tapes • Braille material materials</td>
</tr>
<tr>
<td>Policies and Legislation on Child Rights in Zimbabwe</td>
<td>• define policy and legislation • identify policies and legislation</td>
<td>• Policy and legislation • Policies and legislation</td>
<td>• Stating policies and legislation • Explaining policies and legislation</td>
<td>• Zimbabwean Constitution 2013 • Education Act 1996 • Resource person(s)</td>
</tr>
<tr>
<td>Drug and substance abuse</td>
<td>• define drug and substance abuse • list types of drugs and substances • identify sources of drugs and substances • state the effects of drug and substances</td>
<td>• drug and substance abuse • types of drugs and substances • sources of drugs and substances • effects of drugs and substances</td>
<td>• Explaining drug and substance abuse • Differentiating between drugs and substances • Analysing the effects of drugs and substances • Identifying commonly abused drugs and substances</td>
<td>• Resource person(s) • Pictures • Pamphlets • Flyers • ICT tools • Audio and visual tapes</td>
</tr>
</tbody>
</table>
### 8.6 TOPIC 6: CAREER GUIDANCE

#### SUB TOPIC: CAREERS

<table>
<thead>
<tr>
<th>KEY CONCEPT</th>
<th>OBJECTIVES; The learner should be able to;</th>
<th>UNIT CONTENT</th>
<th>SUGGESTED ACTIVITIES</th>
<th>LEARNING RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study skills</td>
<td>• explain appropriate study skills</td>
<td>• appropriate study habits</td>
<td>• Discussing the importance of note making and reading notes</td>
<td>• Study pack</td>
</tr>
<tr>
<td></td>
<td>• design a study timetable</td>
<td>• Study processes</td>
<td></td>
<td>• ICT tools</td>
</tr>
<tr>
<td>Career awareness</td>
<td>• develop career awareness</td>
<td>• Career awareness skills</td>
<td>• Explaining career awareness skills</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• identify a career pathway that matches the learner’s orientation</td>
<td>• Select career pathway and option:</td>
<td>• Exploring Learner passions and interests</td>
<td>• Resource person(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- employment</td>
<td>• Exploring exit options</td>
<td>• Reports on labour market trends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- self-employment</td>
<td>• Attending career days</td>
<td></td>
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<td></td>
<td></td>
<td>- tertiary education</td>
<td>• Developing a job search strategy (for employment option)</td>
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<td></td>
<td></td>
<td>• Formulating a tertiary education plan</td>
<td>• Designing a business and marketing plan (for self-employment option)</td>
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<td></td>
<td>• Formulating a career pathway</td>
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<tr>
<td>Enterprise</td>
<td>• name different income generating projects</td>
<td>• Income generating projects</td>
<td>• Listing income generating projects</td>
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<tr>
<td></td>
<td>• draft proposals</td>
<td>• Project proposals</td>
<td>• Writing proposals</td>
<td>• Resource person(s)</td>
</tr>
<tr>
<td></td>
<td>• identify niche in business</td>
<td>• Niche in business</td>
<td>• Determining product or service to be offered</td>
<td>• Charts</td>
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<td></td>
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<td></td>
<td>• Determining market</td>
<td>• ICT tools</td>
</tr>
<tr>
<td>Interviews</td>
<td>• prepare for an interview</td>
<td>• Preparing for an interview</td>
<td>• Role playing and dramatizing</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• describe types of interviews</td>
<td>• Types of interviews</td>
<td>• Discussing types of interviews</td>
<td>• Charts</td>
</tr>
<tr>
<td>Guidance and</td>
<td>• identify the importance of portfolios in assessment programs</td>
<td>• Importance of portfolios in assessment programs</td>
<td>• Discussing the importance of portfolios in assessments</td>
<td>• Resource person(s)</td>
</tr>
<tr>
<td>counselling portfolio</td>
<td></td>
<td>• Relevance of profiling in career choices</td>
<td>• Researching on relevance of profiling in career choices</td>
<td>• Resource person(s)</td>
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<td></td>
<td>• Charts</td>
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<tr>
<td>Individual transitional programs</td>
<td>Vocational centres</td>
<td>Identifying vocational centres</td>
<td>Pamphlets</td>
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<tr>
<td>• describe the relevance of profiling in career choices</td>
<td>• name vocational centres</td>
<td>• Discussing the importance of vocational centres</td>
<td>• Resource person(s)</td>
<td></td>
</tr>
<tr>
<td>• describe the importance of vocational centres in career choices</td>
<td>• Importance of vocational centres</td>
<td>• Case studying</td>
<td>• Case study</td>
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</tbody>
</table>

- Pamphlets
- Resource person(s)
- Case study
- Videos
## COMPETENCY MATRIX

### FORM 2

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

#### SUB TOPIC: UNHU/UBUNTU/VUMUNHU

<table>
<thead>
<tr>
<th>KEY CONCEPT</th>
<th>OBJECTIVES: Learners should be able to</th>
<th>UNIT CONTENT</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>LEARNING RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grooming and Etiquette</td>
<td>• describe importance of grooming and etiquette</td>
<td>• Acceptable situational behavior</td>
<td>• Stating ways to carry oneself</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• distinguish acceptable situational behavior from unacceptable behavior</td>
<td>• Unacceptable situational behavior</td>
<td>• Discussing mannersisms</td>
<td>• Resource person(s)</td>
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<tr>
<td></td>
<td></td>
<td>• Management of behavior</td>
<td>• Demonstrating appropriate situational behaviors</td>
<td>• Pamphlets</td>
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<td></td>
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<td></td>
<td>• Discussing behaviors portrayed in videos</td>
<td>• Videos</td>
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<td></td>
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<td></td>
<td>• Dramatizing situational behaviors</td>
<td>• Braille material</td>
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<td></td>
<td>• Sign language material</td>
</tr>
<tr>
<td>Self-image and self-esteem</td>
<td>• explain how one can build positive self-image and self-esteem</td>
<td>• Positive self-image and self-esteem</td>
<td>• Researching on ways of building positive self-image and self-esteem</td>
<td>• ICT tools</td>
</tr>
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<td></td>
<td>• outline reasons for negative self-image and self-esteem</td>
<td>• Reasons for negative self-image and self-esteem</td>
<td>• Comparing religion and indigenous beliefs</td>
<td>• Resource person(s)</td>
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<td>• Discussing reasons for negative self-image and self-esteem</td>
<td>• Pamphlets</td>
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<td>• Deliberating on religions and indigenous beliefs</td>
<td>• Videos</td>
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<td>• Singing and dancing</td>
<td>• Braille material</td>
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<td></td>
<td>• Debating on indigenous and modern practices</td>
<td>• Sign language material</td>
</tr>
<tr>
<td>Religious and indigenous beliefs</td>
<td>• define religion and indigenous beliefs</td>
<td>• Religion and indigenous beliefs</td>
<td>• Explaining religion and indigenous beliefs</td>
<td>• Resource</td>
</tr>
<tr>
<td></td>
<td>• explain religion and indigenous beliefs</td>
<td>• types of religions and indigenous beliefs</td>
<td>• Comparing religion and indigenous beliefs</td>
<td>• Person(s)</td>
</tr>
<tr>
<td></td>
<td>• compare religious and indigenous beliefs</td>
<td>• myths and misconceptions</td>
<td>• Discussing myths and misconceptions</td>
<td>• Pictures</td>
</tr>
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<td>• Modern versus indigenous practices</td>
<td>• Deliberating on religions and indigenous beliefs</td>
<td>• Charts</td>
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<td>• Singing and dancing</td>
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<td>• Debating on indigenous and modern practices</td>
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</tbody>
</table>
### 8.8 TOPIC 2: RELATIONSHIPS

#### SUB TOPIC: FAMILY

<table>
<thead>
<tr>
<th>KEY CONCEPT</th>
<th>OBJECTIVES: Learners should be able to</th>
<th>UNIT CONTENT</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>LEARNING RESOURCES</th>
</tr>
</thead>
</table>
| Role of family members in relationships | • identify roles of family members in relationships  
• describe the role of different family members in relationships | • Role of family members in relationships e.g. -building -supporting -maintenance | • Playing roles of different family members  
• Dramatizing roles of family members in relationships  
• identifying roles of different family members | • Videos  
• ICT tools  
• Study pack  
• Braille material |
| Abusive relationships              | • state the forms of abuse in relationships  
• describe abusive relationships  
• identify support services available to survivors of abuse in relationships  
• explain ways of preventing abuse | • Forms of abuse  
• Abusive relationships  
• Ways of preventing abuse in relationships  
• Support services | • Role playing on abusive relationships  
• Discussing forms of abuse in relationships  
• Case studying | • Resource person(s)  
• Videos |
| Personal identity and life skills  | • demonstrate life skills  
• illustrate the characteristics of personal identity | • Life skills  
- self esteem  
- assertiveness  
- critical thinking  
- communication skills  
- negotiation skills  
• Attributes of personal identity | • Public speaking  
• Facilitating film screening  
• Debating  
• Participating in quiz competitions | • Study pack  
• Video screening equipment |
### 8.9 TOPIC 3: HEALTH

#### SUB TOPIC: HEALTH MANAGEMENT

<table>
<thead>
<tr>
<th>Key Concept Topic</th>
<th>Objectives Learners should be able to:</th>
<th>Unit Content</th>
<th>Suggested learning activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Sexual and reproductive Health and Rights (SRHR) | • outline components of SRH  
• identify sexual and reproductive health rights and responsibilities  
• explain sexual reproductive health challenges and prevention strategies | • SRH components  
• Reproductive health rights and responsibilities  
• Sexual health  
• sexual reproductive health challenges  
• Teenage pregnancy e.g.  
• STIs  
• HIV  
• Voluntary Medical Male Circumcision (VMMC)  
• Myths and misconceptions about reproductive health | • Describing SRH components  
• Discussing sexual and reproductive health rights and responsibilities  
• Discussing the importance of sexual health  
• Describing SRH challenges and prevention measures  
• Watching STI and HIV videos | • Age appropriate audio-visual materials  
- videos  
- Picture codes  
- Pamphlets  
- Posters  
- Braille material  
• Resource person(s)  
• ICT tools |
| HIV and AIDS | • differentiate HIV from AIDS  
• explain modes of HIV transmission  
• describe ways of preventing the spread of HIV and AIDS  
• state myths and misconceptions on HIV and AIDS  
• discuss treatment, care and support  
• explore ways of fighting stigma and discrimination in HIV and AIDS  
• discuss gender dynamics in HIV | • HIV and AIDS  
• Modes of transmission  
• Ways of preventing HIV including preventing mother to child transmission of HIV (PMTCT)  
• HIV Testing  
• Myths and misconceptions  
• Treatment, Care and Support for people living with HIV (PLHIV)  
• Positive living  
• Stigma and Discrimination  
• Gender and HIV | • Distinguishing HIV from AIDS  
• Describing modes of transmission  
• Discussing ways of preventing HIV  
• Clarifying HIV and AIDS myths and misconceptions  
• Describing HIV treatment, adherence, care and support for the infected and affected  
• Outlining positive living including nutrition for PLHIV | • Age appropriate audio-visual materials  
- videos  
- Picture codes  
- Pamphlets  
- Posters  
- Braille material  
• Resource person(s)  
• ICT tools |
<table>
<thead>
<tr>
<th><strong>Communicable and non-communicable disease (NCDs)</strong></th>
<th><strong>Drug and substance abuse</strong></th>
<th><strong>Discussing stigma and discrimination</strong></th>
<th><strong>Classifying communicable and non-communicable diseases</strong></th>
</tr>
</thead>
</table>
| • define communicable and non-communicable diseases  
• outline communicable and non-communicable diseases  
• describe ways of preventing communicable and non-communicable diseases  
• explain ways of managing communicable and non-communicable diseases  
• list services available for managing communicable and non-communicable diseases | • describe types of drugs and substances  
• state effects of drug and substance abuse  
• list ways of preventing drug and substance abuse | • Discussing stigma and discrimination  
• Analysing gender dynamics in HIV | • Classifying communicable and non-communicable diseases  
• Explaining ways of preventing communicable and non-communicable diseases  
• Describing complications of communicable and non-communicable diseases  
• Discussing management of communicable and non-communicable diseases  
• Identifying available services  
• Researching on communicable and non-communicable diseases | • Videos  
• Drama  
• Poetry  
• Song  
• Pamphlets  
• Posters  
• Resource person(s)  
• Resource centers  
• Educational tours |
| • Communicable e.g. cholera, dysentery, Ebola, TB, Hepatitis, HIV and non-communicable diseases e.g. diabetes, cancer, hypertension (HBP) ,epilepsy  
• Preventing communicable and non-communicable diseases  
• Complications of communicable and non-communicable diseases  
• Management of communicable and non-communicable diseases  
• Services available for managing communicable and non-communicable diseases | • Drugs and substances prone to abuse  
• Effects of drug and substance abuse  
• Ways of preventing drug and substance abuse | • Outlining types of drugs and substances  
• Discussing effects of drug and substance abuse | • Resource person(s)  
• Age appropriate audio-visual materials -videos  
• Picture codes  
• Pamphlets  
• Posters |
<table>
<thead>
<tr>
<th>Healthy living</th>
<th>Managing drug and substance abuse e.g. rehabilitation</th>
<th>Identifying ways of preventing drug and substance abuse</th>
<th>-Braille material -ICT tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>- describe healthy living</td>
<td>- Nutrition</td>
<td>- Researching on healthy living standards</td>
<td>Audio-visual materials</td>
</tr>
<tr>
<td>- outline importance of wellness</td>
<td>- Eating habits</td>
<td>- Demonstrating physical fitness</td>
<td>-videos</td>
</tr>
<tr>
<td>- state importance of a balanced diet</td>
<td>- Weight control</td>
<td>- Discussing mental health problems</td>
<td>-Picture codes</td>
</tr>
<tr>
<td></td>
<td>- Adolescence and nutrition challenges</td>
<td></td>
<td>-Pamphlets</td>
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<tr>
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<td>- Diet and physical performance</td>
<td></td>
<td>-Posters</td>
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<tr>
<td></td>
<td>- Balanced diet</td>
<td></td>
<td>-Braille material</td>
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<tr>
<td></td>
<td>- Physical fitness</td>
<td></td>
<td>-Resource person(s)</td>
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<tr>
<td></td>
<td>- Mental health</td>
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<td>-ICT tools</td>
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<tr>
<td></td>
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<td></td>
<td>Film screening equipment</td>
</tr>
</tbody>
</table>

- identify ways of managing drug and substance addiction
- Managing drug and substance abuse e.g. rehabilitation
- Identifying ways of preventing drug and substance abuse
- Visiting institutions managing clients recovering from drug and substance abuse
- Watching videos on drug and substance abuse
- Dramatizing on drug and substance abuse
- Researching on drugs and substances

- Researching on healthy living standards
- Demonstrating physical fitness
- Discussing mental health problems

- Braille material
- ICT tools

- Audio-visual materials
- videos
- Picture codes
- Pamphlets
- Posters
- Braille material
- Resource person(s)
- ICT tools
- Film screening equipment
### 8.10 TOPIC 4: HUMAN GROWTH AND DEVELOPMENT

#### SUB TOPIC: SEXUALITY

<table>
<thead>
<tr>
<th>KEY CONCEPT</th>
<th>OBJECTIVES: Learners should be able to</th>
<th>UNIT CONTENT</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>LEARNING RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and physiology</td>
<td>• explain human reproduction&lt;br&gt;• describe myths and misconceptions about human reproduction</td>
<td>• Human Reproduction&lt;br&gt;• myths and misconceptions about human reproduction</td>
<td>• Brainstorming&lt;br&gt;• Facilitating video screening&lt;br&gt;• Questioning and answering on myths and misconceptions about human reproduction</td>
<td>• Resource person(s)&lt;br&gt;• Study pack&lt;br&gt;• Videos&lt;br&gt;• Posters&lt;br&gt;• Pamphlets</td>
</tr>
<tr>
<td>Sexuality</td>
<td>• state ways of preventing pregnancy&lt;br&gt;• describe laws and rights on age of consent and age of marriage.</td>
<td>• Prevention of Pregnancy&lt;br&gt;• Age of consent and age of marriage according to Zimbabwean Constitution</td>
<td>• Identifying ways of preventing pregnancy&lt;br&gt;• Debating on age of consent and age of marriage.</td>
<td>• Zimbabwe Constitution&lt;br&gt;• ICT tools&lt;br&gt;• Resource person(s)</td>
</tr>
<tr>
<td>Teenage Pregnancy</td>
<td>• identify the effects of early pregnancies on human development,&lt;br&gt;• describe strategies of preventing teenage pregnancies.</td>
<td>• Effects of Early Pregnancies&lt;br&gt;• Prevention of Teenage Pregnancies</td>
<td>• Role playing and dramatizing&lt;br&gt;• Researching on methods of preventing teenage pregnancies.</td>
<td>• Resource person(s)&lt;br&gt;• ICT Tools</td>
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<tr>
<td>Psycho-social support</td>
<td>• describe forms of social support systems&lt;br&gt;• assist teenagers that need psycho-social support systems</td>
<td>• Psycho-social support systems for teenagers.</td>
<td>• Role playing&lt;br&gt;• Debating&lt;br&gt;• Questioning and answering&lt;br&gt;• Video Screening</td>
<td>• ICT Tools&lt;br&gt;• Study pack&lt;br&gt;• Film Screening Equipment</td>
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<td>Systems</td>
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<td>Disability</td>
<td>• define disability&lt;br&gt;• discuss the ways of empowering those with disabilities</td>
<td>• Empowerment of people with Disabilities</td>
<td>• Researching on ways of empowering people with disabilities&lt;br&gt;• Participating in community rehabilitation projects.</td>
<td>• Resource person(s)&lt;br&gt;• Posters&lt;br&gt;• ICT tools</td>
</tr>
</tbody>
</table>
### 8.11 TOPIC 5: CHILD PROTECTION

#### SUB TOPIC: RIGHTS AND RESPONSIBILITIES

<table>
<thead>
<tr>
<th>KEY CONCEPT</th>
<th>OBJECTIVES: Learners should be able to</th>
<th>UNIT CONTENT</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>LEARNING RESOURCES</th>
</tr>
</thead>
</table>
| Concept of child rights and responsibilities | • define child rights and responsibilities  
• state child rights and responsibilities  
• distinguish between child rights and responsibilities | • Child rights and responsibilities  
• Differences between child rights and responsibilities  
• Rights and privileges | • Naming child rights and responsibilities  
• Explaining child rights and responsibilities  
• Discussing the differences between child rights and responsibilities  
• Debating on child rights and responsibilities | • Resource person(s)  
• Pamphlets  
• Child Rights part 3 of the Constitution item 81 page 38. |
| Child abuse                         | • define child abuse  
• list forms of child abuse  
• explain effects of child abuse  
• find ways of coping with abuse | • Child abuse  
• Forms of child abuse  
• Effects of child abuse  
• Ways of coping with abuse | • Explaining child abuse  
• Identifying forms of child abuse  
• Analysing effects of child abuse  
• Discussing ways of coping with abuse  
• Researching on learner incidences | • Resource person(s)  
• Pamphlets  
• Constitution  
• Magazine  
• Audio visual tapes  
• Braille material  
• ICT tools |
| Policies and legislation on child rights in Southern Africa | • state policies and legislation on child rights in Southern Africa  
• explain policies and legislation on child rights in Southern Africa | • Policies and legislation on child rights in Southern Africa | • Naming different policies and legislation on child rights in Southern Africa  
• Discussing policies and legislation on child rights in Southern Africa | • Resource person(s)  
• Textbooks  
• Pamphlets  
• Constitution  
• Magazine  
• Audio visual tapes  
• Braille material  
• African Charter  
• Geneva conference on child rights |
# 8.12 Topic 6: Career Guidance

## Subtopic: Careers

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Objectives: Learner should be able to:</th>
<th>Unit Content</th>
<th>Activities</th>
<th>Learning Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Exploration</td>
<td>• explore the world of work&lt;br&gt;• research the labour market&lt;br&gt;• explore careers that fit results of the learner’s self-assessment</td>
<td>• Career clusters and pathways&lt;br&gt;• areas of growth and opportunity in the labour market&lt;br&gt;• The link between career choice and the learner’s orientation</td>
<td>• Explaining various careers&lt;br&gt;• Discussing work-related learning, volunteering and informational interviews&lt;br&gt;• Finding information on labour markets&lt;br&gt;• Illustrating the link between career choice and the learner’s orientation&lt;br&gt;• Comparing self-assessment results with career pathways&lt;br&gt;• Discussing implications of self-assessment results for career planning&lt;br&gt;• Job related learning&lt;br&gt;• Educational touring&lt;br&gt;• Attending career days</td>
<td>• ICT tools&lt;br&gt;• Resource person(s)&lt;br&gt;• Reports on labour market trends</td>
</tr>
<tr>
<td>Study Skills</td>
<td>• create timetables</td>
<td>• Timetables</td>
<td>• Developing timetables for&lt;br&gt;• - day&lt;br&gt;• - week&lt;br&gt;• - year</td>
<td>• Resource person(s)&lt;br&gt;• Charts&lt;br&gt;• ICT tools&lt;br&gt;• Textbooks</td>
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<tr>
<td>Interviews</td>
<td>• design a curriculum vitae</td>
<td>• curriculum vitae</td>
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<td>• write an application letter</td>
<td>• Application letter</td>
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<td>• prepare for an interview</td>
<td>• Interview procedures and requirements</td>
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<td>• Common errors</td>
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<td>• Crafting a curriculum vitae</td>
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<td>• writing an application letter</td>
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<td>• participating in mock interviews</td>
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<td>Resource person(s)</td>
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<td>ICT tools</td>
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<tr>
<td>Individual transitional programs</td>
<td>• identify practical learning areas available in vocational Centres</td>
<td>• Practical learning areas</td>
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<td>• explore on various vocational Centres</td>
<td>• Types of vocational training Centres</td>
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<td>• Naming vocational training Centres</td>
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<td>• Touring vocational centres</td>
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<td>• discussing</td>
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<tr>
<td>Resource person</td>
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<td>ICT tools</td>
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<tr>
<td>Guidance and counselling portfolio</td>
<td>• describe importance of portfolios in assessment</td>
<td>• Portfolios in assessment</td>
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<td>• discuss the relevance of profiling in career choices</td>
<td>• Profiling in career choices</td>
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<td>• create a portfolio in Guidance and Counselling</td>
<td>• Discussing the importance of portfolios in assessment</td>
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<td>• Questioning and answering</td>
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<td>• Compiling portfolios</td>
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<td>Resource person(s)</td>
<td></td>
<td>ICT tools</td>
<td></td>
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<tr>
<td>Enterprise</td>
<td>• define enterprise</td>
<td>• Enterprise types</td>
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<td>• state types of enterprise</td>
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<td>• Clarifying meaning of an enterprise</td>
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<td>• Identifying types of enterprises</td>
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<td>ICT tools</td>
<td></td>
<td>Videos</td>
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<td>Case studies</td>
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</tbody>
</table>
## COMPETENCY MATRIX

### FORM 3

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

#### SUB TOPIC: UNHU/UBUNTU/VUMUNHU

<table>
<thead>
<tr>
<th>KEY CONCEPT</th>
<th>OBJECTIVES: Learners should be able to</th>
<th>UNIT CONTENT</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>LEARNING RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grooming and Etiquette</td>
<td>• apply appropriate grooming and etiquette ideals</td>
<td>• Acceptable situational behavior e.g. Grooming, personal hygiene, dressing, make up, posture etiquette, respect protocol, politeness, verbal and non-verbal cues, mannerisms, Unacceptable situational behavior Management of behavior</td>
<td>• Demonstrating appropriate ways of carrying oneself Discussing pros and cons of mannerisms Demonstrating appropriate situational behaviors Discussing behaviors portrayed in video Dramatising situational behaviors</td>
<td>• ICT tools • Resource person(s) • Pamphlets • Videos • Drama skits • Video screening equipment</td>
</tr>
<tr>
<td></td>
<td>• critique acceptable/ unacceptable situational behavior</td>
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<tr>
<td>Self-image and self-esteem</td>
<td>• demonstrate attributes associated with positive self-image and high self-esteem distinguish traits of negative self-image and low self-esteem</td>
<td>• Attributes associated with positive self-image and high self-esteem Traits of negative self-image and low self-esteem</td>
<td>• Participating in public speaking sessions Practising positive self-talk Writing and reciting poems</td>
<td>• ICT tools • Resource person(s) • Pamphlets • Videos • Drama skits • Video screening equipment</td>
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<tr>
<td>Concept of respect</td>
<td>• define the term respect explain ways of showing respect in society discuss the importance of respect in society</td>
<td>• Respect Importance</td>
<td>• Giving meaning to the term respect Mentioning ways in which respect is shown in society</td>
<td>• Resource Person(s) • Pictures</td>
</tr>
</tbody>
</table>
| Respect and tolerance | • define key concepts related to respect and tolerance  
|                      | • differentiate between respect and tolerance  
|                      | • assess the importance of respect and tolerance  
|                      | • Key concepts related to respect and tolerance  
|                      | • Respect for self, adults, peers and others  
|                      | • Respect and tolerance for diversity e.g.:  
|                      | - People living with disability, albinism, HIV and AIDS and those with health related conditions  
|                      | • Importance of respect and tolerance  
|                      | • Discussing key concepts related to respect and tolerance  
|                      | • Dramatizing respectful behavior  
|                      | • Role playing good and bad behavior  
|                      | • Analysing good and bad traits from the role play  
|                      | • Resource Person(s)  
|                      | • Pictures  

**Respect and tolerance**

- define key concepts related to respect and tolerance
- differentiate between respect and tolerance
- assess the importance of respect and tolerance
- Key concepts related to respect and tolerance
- Respect for self, adults, peers and others
- Respect and tolerance for diversity e.g.: People living with disability, albinism, HIV and AIDS and those with health related conditions
- Importance of respect and tolerance
- Discussing key concepts related to respect and tolerance
- Dramatizing respectful behavior
- Role playing good and bad behavior
- Analysing good and bad traits from the role play
- Resource Person(s)
- Pictures
### 8.14 TOPIC 2: RELATIONSHIPS

#### SUB TOPIC: CONFLICT MANAGEMENT

<table>
<thead>
<tr>
<th>KEY CONCEPT</th>
<th>OBJECTIVES: Learners should be able to</th>
<th>UNIT CONTENT</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>LEARNING RESOURCES</th>
</tr>
</thead>
</table>
| Conflict and conflict Management | • list causes of conflicts at home, school and in the community  
• discuss effects of conflicts  
• explain ways of resolving conflict | • Causes of conflict  
• Effects of conflict  
• Conflict Management | • Role playing  
• Discussing causes of conflict  
• Questioning and answering | • Pictures  
• Charts  
• ICT tools |
| Communication in relationships | • describe the nature of communication in different relationship | • Nature of communication in relationships e.g.  
- parent to parent  
- parent to child  
- peer to peer  
- teacher to pupil | • Facilitating film screening  
• Debating  
• Dramatizing | • ICT tools  
• Film screening equipment  
• Pictures  
• Charts |
# 8.15 TOPIC 3: HEALTH

## SUB TOPIC: HEALTH MANAGEMENT

<table>
<thead>
<tr>
<th>Key Concept Topic</th>
<th>Objectives (Learners should be able to):</th>
<th>Unit Content</th>
<th>Suggested learning activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Personal and environmental hygiene** | • state the importance of personal and environmental hygiene  
• outlining waste management laws  
• apply appropriate personal and environmental hygiene practices  
• apply appropriate ways of disposing waste including recycling | • Personal hygiene e.g.  
- bathing  
- oral care  
- laundry  
- Hand washing  
• Menstrual Hygiene  
• Environmental hygiene e.g.  
- waste disposal  
- water and sanitation (WASH)  
• Open defecation | • Demonstrating personal and environmental hygiene  
• Discussing the importance of personal and environmental hygiene  
• Discussing menstrual hygiene management  
• Demonstrating waste disposal  
• Disposing waste appropriately  
• Educational touring  
• Viewing videos | • ICT tools  
• Resource person(s)  
• Pamphlets  
• Videos  
• Film screening equipment |
| **Grooming and etiquette** | • explain grooming and etiquette  
• identify signs of grooming in an individual | • Grooming  
• Etiquette | • Discussing grooming and role playing  
• Role playing | • ICT tools  
• Resource person(s)  
• Pamphlets  
• Videos  
• Film screening equipment |
| **Sexual and Reproductive Health and Rights (SRHR)** | • define sexual and reproductive health  
• define components of sexual and reproductive health  
• define sexuality  
• outline components of sexuality | • Sexual and reproductive health rights  
• SRH components  
• Sexuality  
• Components of sexuality  
• Anatomy and physiology of sexual and | • Describing sexual and reproductive health  
• Explaining SRH components  
• Describing sexuality components  
• Demonstrating anatomy and physiology of sexual and | • Age appropriate audio-visual materials  
- videos  
- Picture codes  
- Pamphlets  
- Posters  
- Braille material  
• Resource person(s) |
<table>
<thead>
<tr>
<th>HIV and AIDS</th>
<th>define sexual expression</th>
<th>reproduce health system</th>
<th>and reproduce health system</th>
<th>ICT tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>explain consequences of early sexual activities (debut)</td>
<td>explain ways of preventing sexual and reproductive health challenges</td>
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<td>Video screening equipment</td>
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<td>Consequences of early sexual activities</td>
<td>Identifying ways of preventing sexual and reproductive health challenges</td>
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<td>Preventing sexual and reproductive health challenges</td>
<td>Interrogating sexual and reproductive health myths and misconceptions</td>
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<td>Myths and misconceptions</td>
<td>Watching STI and HIV videos</td>
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<tr>
<td>Topic</td>
<td>Content</td>
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</tbody>
</table>
| **Communicable and non-communicable disease (NCDs)** | - discuss the magnitude of common and prevailing communicable and non-communicable diseases  
- discuss prevention strategies for communicable and non-communicable diseases  
- present ways of managing communicable and non-communicable diseases  
- identify services available for managing non-communicable and communicable diseases  
- Communicable and non-communicable diseases  
- The role of family and community in prevention and management of communicable and non-communicable diseases  
- Complications of communicable and non-communicable diseases  
- Services available for managing non-communicable and communicable diseases  
- Analysing the magnitude of common and prevailing communicable and non-communicable diseases  
- Researching ways of preventing communicable and non-communicable diseases  
- Discussing management of communicable and non-communicable diseases  
- Identifying available services  
- Viewing educational videos |

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

| **Healthy living** | - discuss importance of healthy living  
- Good and bad eating habits  
- Researching on healthy living standards  
- Age appropriate audio-visual materials e.g. -videos |
<table>
<thead>
<tr>
<th>Guidance and Counselling Syllabus Forms 1 - 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guidance and Counselling Syllabus Forms 1 - 4</strong></td>
</tr>
</tbody>
</table>

- participate in some form of exercise and sport
- participate in some form of recreational activities
- plan a balanced diet

- Weight management
- Diet and physical performance
- Balanced diet
- Physical fitness
- Mental health

- Demonstrating physical fitness
- Discussing common health problems including mental health
- Participating in recreation activities

- Picture codes
- Pamphlets
- Posters
- Braille material
- Resource person(s)
- ICT tools
### 8.16 TOPIC 4: HUMAN GROWTH AND DEVELOPMENT

#### SUB TOPIC: SEXUALITY

<table>
<thead>
<tr>
<th>KEY CONCEPT</th>
<th>OBJECTIVES: Learners should be able to</th>
<th>UNIT CONTENT</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>LEARNING RESOURCES</th>
</tr>
</thead>
</table>
| Anatomy and Physiology            | • identify myths and misconceptions about reproduction  
• describe sexual activity and associated risks  
• discuss the laws and rights on age of consent and marriage.                           | • Human Reproduction  
• Risks of sexual activity  
• The laws and rights on age of consent and marriage.                                     | • Viewing videos  
• Role playing  
• Debating  
• Discussing contents of the Zimbabwe Constitution on age of consent and age of marriage | ICT Tools  
• Videos  
• Video screening equipment                                                                 |
| Adolescence and Stress Management | • describe challenges associated with adolescence stage  
• discuss ways of stress management at adolescence stage                                           | • Challenges at adolescence  
• Stress management at adolescence                                                         | • Discussing challenges faced by an adolescent  
• Debating  
• Role playing and dramatizing                                                             | ICT tools  
• Resource person(s)                                                                     |
| Psycho-social support Systems     | • state the service providers that offer psycho-social support  
• describe procedures of seeking psycho-social support                                           | • Service providers of psycho-social support  
• Accessing psycho-social support services                                                   | • Identifying psycho-social support service providers  
• Discussing ways of getting psycho-social support services                                  | ICT tools  
• Charts  
• Pictures  
• Resource person(s)                                                                     |
## 8.17 TOPIC 5: CHILD PROTECTION

<table>
<thead>
<tr>
<th>KEY CONCEPT</th>
<th>OBJECTIVES: Learners should be able to</th>
<th>UNIT CONTENT</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>LEARNING RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child rights and responsibilities</td>
<td>• recall Child Rights and Responsibilities</td>
<td>• Child Rights and Responsibilities</td>
<td>• Singing and dancing</td>
<td>Resource Person(s)</td>
</tr>
<tr>
<td></td>
<td>• identify challenges related to Child Rights and Responsibilities</td>
<td>• challenges among learners on Child Rights and Responsibilities</td>
<td>• Reciting poems</td>
<td>Pictures</td>
</tr>
<tr>
<td></td>
<td>• discuss Child Rights and Responsibilities</td>
<td></td>
<td>• Explaining the challenges that learners have on Child Rights and Responsibilities</td>
<td>Audio and video tapes</td>
</tr>
<tr>
<td></td>
<td>• describe ways of coping with abuse</td>
<td></td>
<td>• Showing documentary on violation on Child Rights</td>
<td>Constitutions</td>
</tr>
<tr>
<td>Child abuse</td>
<td>• define exploitation</td>
<td>• Child abuse</td>
<td>• Explaining child abuse</td>
<td>Resource Person(s)</td>
</tr>
<tr>
<td></td>
<td>• describe child abuse</td>
<td>• Long term and short term effects</td>
<td>• Discussing the effects of child abuse</td>
<td>Pictures</td>
</tr>
<tr>
<td></td>
<td>• explain forms of child abuse</td>
<td>• Forms of child abuse</td>
<td>• Reciting forms of child abuse.</td>
<td>Audio and video tapes</td>
</tr>
<tr>
<td></td>
<td>• outline reporting structures</td>
<td>• How to report child abuse</td>
<td>• Describing reporting structures</td>
<td>Constitutions</td>
</tr>
<tr>
<td></td>
<td>• analyse the effects of child abuse</td>
<td>• Ways of coping with abuse</td>
<td>• discussing ways of coping with abuse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• describe ways of coping with abuse</td>
<td>• Role of peer educators and child led protection committees</td>
<td>• deliberating on forms of exploitation</td>
<td></td>
</tr>
<tr>
<td>Drug and substance abuse</td>
<td>• describe drug and substance abuse</td>
<td>• Drug and substance abuse</td>
<td>• Explaining drug and substance abuse</td>
<td>Resource Person(s)</td>
</tr>
<tr>
<td></td>
<td>• state the sources of drug and substances abuse</td>
<td>• Sources of drug and substance abuse</td>
<td>• Examining the sources of drug and substance abuse</td>
<td>Pictures</td>
</tr>
<tr>
<td></td>
<td>• analyse the long and short term effects of drug and substance abuse</td>
<td>• Long and short term effects of drug and substance abuse</td>
<td>• Researching on the long and short term effects of drug and substance abuse</td>
<td>Audio and video tapes</td>
</tr>
<tr>
<td>Policies and legislation on child</td>
<td>• state policies and legislation on child rights in Africa</td>
<td>• Policies and legislation on child rights in Africa</td>
<td>• Discussing policies and legislation on child rights in Africa</td>
<td>Constitutions</td>
</tr>
<tr>
<td>rights in Africa</td>
<td>• explain policies and legislation on child rights in Africa</td>
<td></td>
<td>• Analysing policies and legislation on child rights in Africa</td>
<td>Charts</td>
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</table>
### 8.18 TOPIC 6: CAREER GUIDANCE

<table>
<thead>
<tr>
<th>Key concept</th>
<th>Objectives: Learners should be able to</th>
<th>Unit content</th>
<th>Suggested learning activities</th>
<th>Learning resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Study skills</strong></td>
<td>• set own study goals</td>
<td>• Study time table</td>
<td>• Setting study goals</td>
<td>• ICT</td>
</tr>
<tr>
<td></td>
<td>• develop own study timetable</td>
<td>• Conducive study environments</td>
<td>• Developing own study time table</td>
<td>• Resource person(s)</td>
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<td></td>
<td>• manage own study setting</td>
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<td>• Managing own study setting</td>
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<tr>
<td><strong>Enterprise</strong></td>
<td>• design a project proposal</td>
<td>• Enterprising</td>
<td>• Designing a project proposal</td>
<td>• Resource person(s)</td>
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<tr>
<td></td>
<td>• Institute an incoming generating project</td>
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<td>• Presenting the project proposed for discussion</td>
<td>• ICT Tools</td>
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<td>• market the product from the project</td>
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<tr>
<td><strong>Individual transitional program</strong></td>
<td>• explain career interests in Vocational Training</td>
<td>• Types of vocational training skills</td>
<td>• Describing career interests</td>
<td>• Work related experience</td>
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<tr>
<td></td>
<td>• exhibit skills in any of the practical areas they are interested in</td>
<td>• Models of learning areas</td>
<td>• Illustrating skills</td>
<td>• Touring</td>
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<tr>
<td></td>
<td>• design models in different learning areas</td>
<td></td>
<td>• Showcasing of models</td>
<td>• Resource person(s)</td>
</tr>
<tr>
<td><strong>Guidance and counselling portfolios</strong></td>
<td>• explain the relevance of portfolios in assessment</td>
<td>• Relevance of learners profiling in assessment</td>
<td>• Discussing relevance of learners profiling in assessment</td>
<td>• Resource person</td>
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<tr>
<td></td>
<td>• discuss the importance of profiling in career choices</td>
<td>• Importance of profiling in career choices</td>
<td>• Questioning and answering</td>
<td>• ICT tools</td>
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<tr>
<td></td>
<td>• create a Guidance and Counselling portfolio</td>
<td>• Portfolios</td>
<td>• Compiling portfolio</td>
<td>• Samples of portfolios</td>
</tr>
<tr>
<td><strong>Interviews</strong></td>
<td>• design curriculum vitae</td>
<td>• Designing a CV</td>
<td>• Formulating a CV</td>
<td>• Model curriculum vitae</td>
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<td>• write an application letter</td>
<td>• Application letter writing</td>
<td>• Writing an application letter</td>
<td>• Resource person(s)</td>
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<td></td>
<td>• prepare for an interview</td>
<td>• Preparation for an interview</td>
<td>• Discussing preparation for an interview</td>
<td>• ICT Tools</td>
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<td>Career planning</td>
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<td>• explore career pathways</td>
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<td>• Develop an understanding of career pathways</td>
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<td>• STEM – Science, Technology, Engineering and Mathematics Career Pathway</td>
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<td>• Visual and Performing Arts Career pathway</td>
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<td>• Humanities and Languages Career Pathway</td>
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<td>• Design Technology Career Pathway</td>
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<td>• Commercials Career Pathway</td>
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<td>• Career decision making skills</td>
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<td>• Explaining career pathway</td>
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<td>• Job related learning</td>
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<tr>
<td>• Attending career days</td>
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<td>• ICT tools</td>
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<tr>
<td>• Resource person(s)</td>
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<td>• Reports on labour markets</td>
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<td>• Newspapers</td>
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<td>• University prospectus</td>
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## COMPETENCY MATRIX

### FORM 4

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

**SUB TOPIC: UNHU/UBUNTU/VUMUNHU**

<table>
<thead>
<tr>
<th>KEY CONCEPT</th>
<th>OBJECTIVES: Learners should be able to</th>
<th>UNIT CONTENT</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>LEARNING RESOURCES</th>
</tr>
</thead>
</table>
| Grooming and Etiquette       | • describe importance of grooming and etiquette  
                              • distinguish acceptable situational behavior from unacceptable behavior | • Acceptable situational behavior  
                              • Unacceptable situational behavior  
                              • Management of behavior          | • Stating ways to carry oneself  
                              • Discussing mannerisms  
                              • Demonstrating appropriate situational behaviors  
                              • Discussing behaviors portrayed in video  
                              • Dramatising situational behaviors | • ICT tools  
                              • Resource person(s)  
                              • Pamphlets  
                              • Videos  
                              • Video screening equipment       |
| Self-image and self-esteem   | • participate in a number of leadership roles  
                              • develop talent in different areas  
                              • plan for future careers         | • Leadership roles  
                              • Talent development  
                              • Career planning                | • Initiating projects  
                              • Showcasing leadership skills  
                              • Writing poems that depict Zimbabwean pride  
                              • Reciting poems that depict Zimbabwean pride  
                              • Reading stories about patriotic and successful Zimbabweans | • ICT tools  
                              • Resource person(s)  
                              • Pamphlets  
                              • Videos  
                              • Video screening equipment       |
| Citizenship                  | • define citizenship  
                              • identify qualities of a good citizen  
                              • state roles and responsibilities of duty bearers and rights holders | • citizenship  
                              • qualities of a good citizen  
                              • roles and responsibilities of duty bearers and rights holders | • Discussing elements of a good citizen  
                              • Assessing qualities of a good citizen  
                              • Comparing and contrasting bad and good citizens | • Resource person(s)  
                              • Constitution of Zimbabwe  
                              • ICT tools  
                              • Braille material                |
| Patriotism                   | • define patriotism  
                              • explain patriotism              | • Patriotism  
                              • Importance of patriotism         | • Discussing patriotism  
                              • Singing and dancing of patriot    | • Resource person(s)               |
### 8.20 TOPIC 2: RELATIONSHIP

#### SUB TOPIC: MANAGING RELATIONSHIPS

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

- **Challenges to family cohesion**: Challenges that affect family unity, discuss challenges that can affect family cohesion.
- **Maintaining relationships**: Identify ways of maintaining relationships.
- **Conflict Management**: Identify ways of managing conflicts, explore on conflict resolution.
- **Peer pressure**: Categorize forms of peer pressure, discuss effects of peer pressure.
### Key Concept Topic
**Sexual and reproductive Health and Rights (SRHR)**

#### Objectives
Learners should be able to:
- Articulate sexual and reproductive health, rights and responsibilities
- Outline components of sexuality
- Explain the consequences of early sexual activities (debut)
- Explain ways of preventing sexual and reproductive health challenges
- Discussing ways of preventing sexual and reproductive health
- Discussing consequences of early sexual debut
- Dramatizing situations that depict the consequences of early sexual debut

#### Unit Content
- Sexual and reproductive health, rights and responsibilities
- Components of sexuality
- Different forms of sexual expression
- Consequences of early sexual activities
- STI, HIV prevention strategies
- Prevention of teenage pregnancies
- Myths and misconceptions on sexual and reproductive health rights

#### Suggested learning activities
- Explaining the link between sexual and reproductive health rights and responsibilities
- Describing components of sexuality
- Identifying different forms of sexual expression
- Discussing ways of preventing sexual and reproductive health challenges
- Discussing consequences of early sexual debut
- Dramatizing situations that depict the consequences of early sexual debut

#### Resources
- Age appropriate audio-visual materials e.g. videos, picture codes, pamphlets, posters, Braille material, resource persons
- ICT tools
- Video screening equipment
- Age appropriate audio-visual materials e.g. videos, picture codes, pamphlets, posters, Braille material, resource persons
- ICT tools
- Video screening equipment
| HIV and AIDS | • discuss the magnitude of HIV among learners and young people – nationally, regionally and globally  
• explain key drivers of HIV among learners and young people  
• discuss the HIV prevention strategies as they relate to learners and young people  
• deliberate on treatment, adherence, care, support and positive living  
• discuss gender dynamics in HIV | • Overview of HIV and AIDS nationally, regionally and globally  
• Key drivers of HIV  
• Prevention of HIV transmission  
  - Abstain  
  - Be faithful  
  - Correct and consistent condom use  
  - Delay sexual debut  
  - Early treatment of STIs  
  - Free and frank discussions  
  - HIV testing and counselling  
  - Voluntary Medical Male Circumcision (VMMC)  
• Treatment, Adherence, Care, Support and positive living | • Correcting sexual and reproductive health rights, myths and misconceptions  
• Viewing films on SRH, HIV and AIDS  
• Analyzing trends on HIV and AIDS among young people – nationally, regionally and globally  
• Discussing key drivers of HIV among young people  
• Identifying roles and responsibilities of learners and young people in HIV prevention strategies  
• Clarifying HIV and AIDS myths and misconceptions  
• Outlining positive living including nutrition, treatment, adherence, care and support for PLHIV | • Age appropriate audio-visual materials  
  - videos  
  - Picture codes  
  - Pamphlets  
  - Posters  
  - Braille material  
  - Sign language material  
• Resource person(s)  
• ICT tools  
• Educational tours  
• Film screening equipment  
• Research Reports such as Zimbabwe Demographic Health Survey (ZDHS) |
<table>
<thead>
<tr>
<th>Stigma and discrimination</th>
<th>Drug and substance abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>living for children and adults living with HIV</td>
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<tr>
<td>Stigma and Discrimination</td>
<td>Gender and HIV</td>
</tr>
<tr>
<td>Coming up with strategies to address stigma and discrimination</td>
<td>Analyzing gender dynamics in HIV</td>
</tr>
<tr>
<td>Dramatizing stigma and discrimination</td>
<td>Outlining prevailing types of drug and substance abuse</td>
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<tr>
<td>Resource person(s) such as:</td>
<td></td>
</tr>
<tr>
<td>Criminal Investigation Department</td>
<td></td>
</tr>
<tr>
<td>Victim Friendly Unit</td>
<td></td>
</tr>
<tr>
<td>Drugs and substances prone to abuse</td>
<td></td>
</tr>
<tr>
<td>Effects of drug and substance abuse</td>
<td></td>
</tr>
<tr>
<td>Ways of preventing drug and substance abuse</td>
<td></td>
</tr>
<tr>
<td>Identifying ways of managing drug and substance abuse</td>
<td></td>
</tr>
<tr>
<td>Visiting institutions managing clients recovering from drug and substance abuse</td>
<td></td>
</tr>
<tr>
<td>Watching videos</td>
<td></td>
</tr>
<tr>
<td>Outlining prevailing types of drug and substance prone to abuse</td>
<td></td>
</tr>
<tr>
<td>Debating effects of prevailing drug and substance prone to abuse</td>
<td></td>
</tr>
<tr>
<td>Identifying ways of managing the effects of drug and substance abuse</td>
<td></td>
</tr>
<tr>
<td>Visiting institutions managing clients recovering from drug and substance abuse</td>
<td></td>
</tr>
<tr>
<td>Watching videos</td>
<td></td>
</tr>
<tr>
<td>Drug and substances prone to abuse</td>
<td></td>
</tr>
<tr>
<td>Effects of drug and substance abuse</td>
<td></td>
</tr>
<tr>
<td>Ways of preventing drug and substance abuse</td>
<td></td>
</tr>
<tr>
<td>Identifying ways of managing drug and substance abuse e.g. rehabilitation</td>
<td></td>
</tr>
<tr>
<td>Visiting institutions managing clients recovering from drug and substance abuse</td>
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</tr>
<tr>
<td>Watching videos</td>
<td></td>
</tr>
<tr>
<td>define prevailing types of drug and substances</td>
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</tr>
<tr>
<td>list the effects of drug and substance abuse on mental and physical health</td>
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</tr>
<tr>
<td>state ways of preventing drug and substance abuse</td>
<td></td>
</tr>
<tr>
<td>outline ways of managing drug and substance addiction</td>
<td></td>
</tr>
<tr>
<td>visiting institutions managing clients recovering from drug and substance abuse</td>
<td></td>
</tr>
<tr>
<td>Watching videos</td>
<td></td>
</tr>
<tr>
<td>Dramatising on drug and substance abuse</td>
<td>Debating on drug and substance abuse</td>
</tr>
<tr>
<td>KEY CONCEPT</td>
<td>OBJECTIVES: Learners should be able to</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Anatomy and physiology</td>
<td>• identify components of reproductive health and rights&lt;br&gt;• describe prenatal development and child bearing</td>
</tr>
<tr>
<td>Sex and Sexuality</td>
<td>• define sexuality&lt;br&gt;• describe components of human sexuality&lt;br&gt;• discuss sexuality&lt;br&gt;• describe the dangers of sexual intimacy in young people</td>
</tr>
<tr>
<td>Disability</td>
<td>• discuss ways of empowering people with disability</td>
</tr>
</tbody>
</table>
## 8.23 TOPIC 5: CHILD PROTECTION

### SUB TOPIC: RIGHTS AND RESPONSIBILITIES

<table>
<thead>
<tr>
<th>KEY CONCEPT</th>
<th>OBJECTIVES: Learners should be able to</th>
<th>UNIT CONTENT</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>LEARNING RESOURCES</th>
</tr>
</thead>
</table>
| Child rights and responsibilities | • assess child rights and responsibilities  
• differentiate between rights and privileges  
• evaluate the significance of child rights and responsibilities | • Child rights and responsibilities  
• Differences between rights and privileges  
• Significance of child rights and responsibilities | • Discussing articles on child rights and responsibilities  
• Analysing child rights and privileges  
• Researching on the importance of child rights and responsibilities  
• Reciting poems on child rights and responsibilities | • Resource person(s)  
• Constitution  
• ICT tools  
• Pictures  
• Charts  
• Audio visual  
• Braille material |
| Child abuse | • describe Child abuse  
• outline forms of Child abuse  
• analyse the effects of child abuse  
• assess management of child abuse cases  
• state the functions of reporting structures | • Child abuse  
• Forms of child abuse  
• Effects of child abuse  
• Management of child abuse  
• Functions of reporting structures | • Explaining child abuse  
• Examining forms of child abuse at home, school and in the community  
• Assessing effects of child abuse  
• discussing ways of managing child abuse cases  
• reciting poems on child abuse | • Resource person(s)  
• Constitution  
• ICT tools  
• Pictures  
• Charts  
• Audio visual  
• Braille material |
| Policies and legislation on child rights in Africa | • explain policies and legislation on child rights in Africa  
• discuss policies and legislation on child rights in Africa | • Policies and legislation on child rights in Africa | • Analysing the policies and legislation on child rights globally  
• Examining the importance of policies and legislations on child rights globally | • Resource person(s)  
• Constitution  
• ICT tools  
• Pictures  
• Charts  
• Audio visual  
• Braille material |
### 8.24 TOPIC 6: CAREER GUIDANCE

#### SUB TOPIC: CAREERS

<table>
<thead>
<tr>
<th>KEY CONCEPT</th>
<th>OBJECTIVES: Learners should be able to</th>
<th>UNIT CONTENT</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>LEARNING RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study skills</td>
<td>• select a variety of learning methods and styles to improve learning capabilities</td>
<td>• Learning methods</td>
<td>• Using a variety of learning methods</td>
<td>• Study packs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Charts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Timetable samples</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pictures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ICT material</td>
</tr>
<tr>
<td>Enterprise</td>
<td>• describe the components of a project proposal</td>
<td>• Components of a project proposal</td>
<td>• Identifying components of a project proposal</td>
<td>Resource person(s)</td>
</tr>
<tr>
<td></td>
<td>• design a project proposal</td>
<td>• Designing a project proposal</td>
<td>• Presenting of project proposal for discussion</td>
<td>ICT Tools</td>
</tr>
<tr>
<td></td>
<td>• market products from income generating projects</td>
<td>• Marketing of products</td>
<td>• Researching on project proposals</td>
<td>Sample of a project proposal</td>
</tr>
<tr>
<td>Individual transitional programs</td>
<td>• identify Vocational training Centres</td>
<td>• Examples of Vocational training centres</td>
<td>• Naming of Vocational Training Centres</td>
<td>ICT Tools</td>
</tr>
<tr>
<td></td>
<td>• explore interests in Vocational Training Centres</td>
<td>• Different models of Vocational Training Centres</td>
<td>• Demonstrating Practical skills</td>
<td>Resource persons</td>
</tr>
<tr>
<td></td>
<td>• design models in different learning areas</td>
<td></td>
<td>• Show casing models of vocational skills</td>
<td>Charts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pictures</td>
</tr>
<tr>
<td>Guidance and Counselling portfolio</td>
<td>• describe the components of a portfolio of assessment</td>
<td>• Components of an assessment portfolio</td>
<td>• Exploring on importance of profiling</td>
<td>Resource person(s)</td>
</tr>
<tr>
<td></td>
<td>• discuss the importance of profiling</td>
<td>• Importance of learner profiling</td>
<td></td>
<td>ICT Tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sample of an assessment portfolio</td>
</tr>
<tr>
<td>Interviews</td>
<td>• design a CV</td>
<td>• Designing a CV</td>
<td>• Formulating a CV</td>
<td>ICT Tool</td>
</tr>
<tr>
<td></td>
<td>• write an application letter</td>
<td>• Application letter writing</td>
<td>• Discussing application letter writing</td>
<td>Braille material</td>
</tr>
<tr>
<td></td>
<td>• prepare for an interview</td>
<td>• Interview preparation</td>
<td>• Role playing on interviews</td>
<td>Sign language material</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sample of a curriculum vitae</td>
</tr>
<tr>
<td>Career planning</td>
<td>• make a purposeful and informed career choice</td>
<td>• Career decision making skills</td>
<td>• Explaining career decision making skills</td>
<td>ICT tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Resource person(s)</td>
</tr>
<tr>
<td>Work related learning experience (School on the shop floor program)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- identify business opportunities in Zimbabwe and beyond</td>
<td>- Business opportunities</td>
<td>- Examining business opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- create jobs that provide sustainability</td>
<td>- Job creation</td>
<td>- Shadowing business related jobs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Paying rates and taxes to the government</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- develop career decision making skills
- identify a career pathway that matches the learner's orientation
- develop a career plan
- practice the general skills expected from school leavers in a work environment

- Select career pathway and option:
  - Employment
  - Self-employment
  - Tertiary
- Career plan
- Self-management skills
- Problem solving skills
- Communication and team work skills
- Initiative and enterprise skills
- Technological skills
- Virtues of productivity and punctuality
- Commitment, honesty and perseverance

- Exploring career pathways
- Exploring exit options
- Develop a job search strategy (for employment option)
- Develop a business and marketing plan (for self-employment option)
- Develop a tertiary education plan (for Tertiary option)
- Volunteering
- Practicing work related learning
- Reflecting on lessons from volunteering and work related learning

- Reports on labour market trends
- Pamphlets
- Resource person(s)
- Case study
- Reading novels
- Videos
ASSESSMENT

9.1 ASSESSMENT OBJECTIVES

Learners will be assessed in the ability to:

1.1 discuss the significance of Unhu/Ubuntu/Vumunhu (norms and values) to the individual, family and community
1.2 demonstrate the ability to manage intra-personal and inter-personal relationships
1.3 demonstrate an awareness of children’s rights and responsibilities
1.4 evaluate measures to address stigma and discrimination
1.5 analyse the effects of stigma and discrimination
1.6 demonstrate acceptance of human diversity
1.7 examine human development (personal, social, emotional and physical) processes, challenges and resolutions in relation to behavior
1.8 analyse relevant information related to life skills, sexuality, HIV and AIDS Education
1.9 examine the gender dynamics of Sexuality and HIV
1.10 employ self-assessment tools that guide career profiling necessary for identification of career pathways
1.11 demonstrate competencies acquired in work related learning
1.12 analyse different career pathways to match one’s inclination
1.13 evaluate the contribution of physical exercises, diet, sport and recreation for a healthy lifestyle

9.2 SCHEME OF ASSESSMENT

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

9.3 CONTINUOUS ASSESSMENT

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

9.3.1.1 Problem solving skills
9.3.1.2 Leadership skills
9.3.1.3 Evaluation skills
9.3.1.4 Communication skills
9.3.1.5 Originality and creativity
9.3.1.6 Collaboration skills
9.3.1.7 Management skills
9.3.1.8 Enterprise skills
9.3.1.9 Research skills
9.3.1.10 Deportment, etiquette and grooming
9.3.1.11 Negotiation skills
9.3.1.12 Conflict resolution skills
9.3.1.13 Risk management

9.3.2 Theory

9.3.2.1 Writing assignments
9.3.2.2 Writing exercises and tests

9.3.3 Examinations

<table>
<thead>
<tr>
<th>Title</th>
<th>Duration</th>
<th>Marks</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Theory</td>
<td>1 hour 15 minutes</td>
<td>40</td>
<td>20%</td>
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<tr>
<td>Multiple choice</td>
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<td></td>
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</tr>
<tr>
<td>Paper 2: Structured paper</td>
<td>2 hours</td>
<td>100</td>
<td>50%</td>
</tr>
<tr>
<td>Section A: Structured questions</td>
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<tr>
<td>Section B: Semi-structured Essays</td>
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<td></td>
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<tr>
<td>Section C: Case Study based</td>
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<tr>
<td>Continuous assessment</td>
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<td>30%</td>
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<tr>
<td>Total for paper 1 and 2</td>
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<td>170</td>
<td>100%</td>
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9.3.4 SPECIFICATION GRID

<table>
<thead>
<tr>
<th>ASSESSMENT AREAS</th>
<th>Paper</th>
<th>Unhu/Ubuntu/Vumunhu (Norms and Values), beliefs and citizenship</th>
<th>Relationship</th>
<th>Health</th>
<th>Human Growth and Development</th>
<th>Child Protection</th>
<th>Career Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>20%</td>
<td>10%</td>
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<td>20%</td>
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</tr>
<tr>
<td></td>
<td>2</td>
<td>20%</td>
<td>10%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Form of Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Continuous</td>
<td>30%</td>
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<tr>
<td>Summative</td>
<td>70%</td>
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<tr>
<td>Total</td>
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</table>
9.4 Continuous Assessment

<table>
<thead>
<tr>
<th>Level</th>
<th>Assessment task</th>
<th>Frequency</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1</td>
<td>Practical Assignment, Theory Test, Written Research Project</td>
<td>1 per term, 1 per term, 1 per year</td>
<td>5</td>
</tr>
<tr>
<td>Form 2</td>
<td>Practical Assignment, Theory Test, Written Research Project</td>
<td>1 per term, 1 per term, 1 per year</td>
<td>5</td>
</tr>
<tr>
<td>Form 3</td>
<td>Practical Assignment, Theory Test, Written Research Project</td>
<td>1 per term, 1 per term, 1 per year</td>
<td>10</td>
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<tr>
<td>Form 4</td>
<td>Theory Tests, Written Research Project (continued from form 3)</td>
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<td>10</td>
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<tr>
<td>Total</td>
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<td></td>
<td>30</td>
</tr>
</tbody>
</table>

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

Paper Description

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

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

9.5 SPECIFICATION GRID

<table>
<thead>
<tr>
<th>Skill</th>
<th>Paper 1</th>
<th>Paper 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>35</td>
<td>10</td>
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<tr>
<td>Comprehension</td>
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<td>15</td>
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<tr>
<td>Application and analysis</td>
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<td>20</td>
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<tr>
<td>Synthesis and evaluation</td>
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<td>Practical skills</td>
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<td>Total</td>
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