



**GUIDE FOR INTEROGATION OF SEXUAL AND REPRODUCTIVE  
HEALTH, HIV & AIDS AND LIFE SKILLS COMPONENTS FOR  
THE SECONDARY EDUCATION CURRICULA**

**FORM I - IV**

**July 2013**

**TANZANIA INSTITUTE OF EDUCATION**



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HEALTH, HIV& AIDS AND LIFE SKILLS COMPONENTS FOR THE  
SECONDARY EDUCATION CURRICULA**

**FORM I-IV**

**July 2013**

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## Abbreviations

AIDS	-	Acquired Immune deficiency Syndrome
ARV	-	Anti Retro Viral
CVT	-	Counselling and Voluntary Testing
ETR		Education Training and Research
FGM	-	Female Genital Mutilation
HIV	-	Human Immunodeficiency Virus
LS	-	Life Skills
LTMMCR	-	Long Term Mutually Monogamous Caring Relationship
PLWHA	-	People Living with HIV/AIDS
PMTCT	-	Prevention of Mother to Child Transmission
SRH	-	Sexual and Reproductive Health
STD	-	Sexually Transmitted Disease
STI	-	Sexually Transmitted Infection
TIE	-	Tanzania Institute of Education
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNICEF	-	United Nations Children's Fund
URT – MOEC	-	United Republic of Tanzania – Ministry of Education and Culture
URT – MOEVT	-	United Republic of Tanzania – Ministry of Education and Vocational Training

## INTRODUCTION

Tanzania Institute of Education (TIE) conducted an assessment on the provision and delivery of sexuality education in Tanzania in 2013 in order to seek stakeholders' views on the integration of sexual reproductive health (SRH), HIV, AIDS and Life Skills (LS) education components in the current pre-primary and teacher education curricula. Findings from this assessment showed that young people are not adequately prepared for their sexual lives. Furthermore, research and data on HIV infection shows that young people (15-24 years) are the most affected group. Hence, countries, including Tanzania, are increasingly signalling the importance of equipping young people with knowledge and skills to make responsible choices of their lives, especially in the situation where they have greater exposure to sexually materials through the internet and other media. Effective HIV, AIDS, SRH and LS education can provide young people with scientifically correct information that gives them the prerequisite knowledge, reinforcement of culturally appropriate values and attitudes that motivate them to avoid unsafe sex and skills that protect them from potentially vulnerable environments towards HIV infection.

It is believed that school setting offers an opportunity for reaching large numbers of young people before they become sexually active. This curriculum guide, therefore, aims at integrating age-appropriate, culturally relevant and scientifically correct information to carrier subjects so as to equip secondary school students with the knowledge and skills which will help them to prevent unplanned pregnancies and sexually transmitted infections, including HIV.

The guide provides skills to curriculum developers on how to integrate the necessary knowledge, skills and attitudes on SRH, HIV, AIDS and LS education in carrier subjects. The competences which will be developed will encourage students to abstain from sexual activity until long term mutually monogamous caring relationships (LTMMCR).

## STRUCTURE OF THE GUIDE

The guide is divided into four parts; preliminary information, list of topics, matrices for Form I-IV and references. The matrices, which form the large part of the guide, is divided into eight parts: Goals, General Objectives, Behavior, Topic/Sub-topic, Specific Objectives, Learning Domains that include knowledge, skills and attitudes; Teaching and Learning activities, Teaching and Learning resources and Assessment.

There are two major goals which have been identified. The goals are:

- Reduce Transmission of HIV and STIs among young people and
- Reduce Teenage Pregnancy.

**General Objectives:** describe the major concepts that need to be understood by the students.

**Behaviour:** states the desired practices and characteristics that need to be promoted in order to achieve the desired goals.

**Topic/sub-topic:** defines the major learning areas through which the desired competences are developed.

**Specific objectives:** outlines the specific instructional objectives which benchmark the attainment of the knowledge, skills and attitudes stipulated in the topic.

**Learning Domains:** It outlines the competences to be developed by the learners which will lead to the intended behaviour

**Teaching/learning Activities:** describe the teaching and learning process that will enable the students to develop the desired competences.

**Teaching/learning Resources:** These are suggested materials and aids that aim at improving the teaching and learning process.

**Assessment:** States the methods to be employed for checking the attainment of intended competences and specific objectives.

**Selected topics/sub-topics for HIV, AIDS, SRH and LS Components for  
Secondary Schools**

Topic/sub-topic	Form I	Form II	Form III	Form IV
Infectious Diseases	√			
HIV and STIs: transmission	√			
Relationship between HIV and STIs	√		√	
The concept of health and immunity	√			
Prevention of HIV and STIs: Behavior, Hygiene and Good manner	√			
Risk behavior and proper decision making in relation to HIV and AIDS	√	√	√	√
Puberty (physical, psychological and behavioral changes during adolescent)	√	√		
HIV prevention (Counselling & Testing, Male medical circumcision, First Aids and condom use)	√	√	√	
Prevention of Mother to Child Transmission	√		√	
Sexuality and sexual health,			√	
Sexuality and Media	√			√
Management and control of STIs, HIV and AIDS (includes ARV, PEP, treatment of STDs and safer behaviors).	√	√	√	√
Care and Support for people living with HIV and AIDS	√	√	√	√
Human Nutrition (Nutrition requirement to PLWHA)	√			
Human Reproduction			√	
Growth and developmental stages in human beings			√	
Family Planning and Contraceptives		√	√	√
Drugs and drug abuse			√	
Courtship and marriage		√		√
Family: Concept, Rights and responsibilities of family members	√		√	
Human rights and HIV and AIDS (includes right of young people not to engage in sex).	√	√	√	√
Gender and HIV and AIDS	√		√	
Culture and values				√

## **FORM I**

### **Competences**

By the end of Form One course the student will have the ability to:

- a) identify and analyze risky environments and unhealthy lifestyles that can lead to contracting STIs, HIV and teenage pregnancy;
- b) recognize their rights in regard to sexual & reproductive health and the right to say NO to sexual advances and violence; and
- c) advise on family and community responsibilities in the care and support of PLWHA.

### **General objectives:**

- a) Understanding infectious diseases
- b) Understanding ways to prevent sexual transmitted diseases including HIV
- c) Understanding the relationship between HIV and STIs
- d) Understanding relationship between body immunity and HIV/AIDS
- e) Understanding behaviors and environmental factors which lead to contracting HIV and STIs.
- f) Understanding risk behavior and risk environment which can lead to contracting sexually transmitted diseases include HIV
- g) Understanding the role of mass media in influencing personal values, attitudes and social norms concerning gender and sexuality
- h) Understanding ways to prevent sexual transmitted diseases include HIV (including responsible behaviors; PMTCT, MMC, First Aid, importance of HIV testing and counseling)
- i) Understanding safety precautions when caring for people living with HIV/AIDS.
- j) Understanding measures to manage and reduce severity of HIV/AIDS
- k) Understanding nutritional requirements for PLWHA
- l) Understanding needs and rights of PLWHA
- m) Understanding gender roles and responsibilities in relation to HIV/AIDS.

- n) Understanding that young people have the right to say NO to Sex.
- o) Understanding the role and responsibility of family in preventing young people from HIV
- p) Understand the physical and behavioral changes during puberty
- q) Understanding proper behavior and informed decision making so as to avoid teenage pregnancy

## FORM I

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understand infectious diseases	Taking caution to prevent contracting infectious diseases	<b>INFECTIOUS DISEASES</b>	Students should be able to: <ul style="list-style-type: none"> <li>• Explain the meaning of infectious diseases.</li> <li>• Mention common infectious diseases.</li> <li>• Explain causes, symptoms, modes of transmission and effects of common infectious diseases.</li> <li>• Suggest appropriate preventive and control measures for common infectious diseases.</li> </ul>	Students to: <ul style="list-style-type: none"> <li>• List common infectious diseases.</li> <li>• Outline causes, symptoms and modes of transmission of common infectious diseases.</li> <li>• Explain preventive and control measures of common infectious diseases.</li> </ul>	Demonstrate ability to prevent them from contracting common infectious diseases.	Value healthy living and prompt testing and treatment.	<ul style="list-style-type: none"> <li>• Brainstorm on common infectious diseases.</li> <li>• Library research on symptoms and effects of common infectious diseases.</li> <li>• Dramatize measures and control of common infectious diseases.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart showing infectious diseases, symptom, modes of transmission and treatment.</li> </ul>	Assess students' ability to explain common infectious diseases, causes, symptoms, modes of transmission and treatment through exercises and assignments.
<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understanding ways to prevent sexual transmitted	a) Abstain until they find a long term mutually	<b>HIV/AIDS and STIs</b>	The students should be able to: <ul style="list-style-type: none"> <li>• List down STIs</li> <li>• Explain the</li> </ul>	<ul style="list-style-type: none"> <li>• The student to assess the risk of STIs and HIV if having</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate refusal skills regarding to have or not</li> </ul>	Believe that making decision to not have sex and	<ul style="list-style-type: none"> <li>• Group discussion to identify STIs</li> <li>• To dramatize</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures showing various STIs/ STDs at acute</li> </ul>	<ul style="list-style-type: none"> <li>• Assess student ability to identify STIs through exercises</li> </ul>

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
	diseases including HIV	monogamous caring relationship, and 2) Correct and consistent use of condom		means of transmission of STIs and HIV. • Mention preventive measures of STIs and HIV	unprotected sex. • Evaluate the symptoms and consequences of STIs and HIV. • Explain the preventive measures of STIs and HIV include correct use of condom	to have sex.	correct and consistent use of condom will reduce risk of getting STIs including HIV.	on the symptoms and consequences of STIs. • Role play showing preventive measures to STIs and HIV	stage. • Charts showing causes, symptoms and preventive measures of STIs and HIV	<ul style="list-style-type: none"> <li>Assess ability to explain means of transmission of HIV and STIs through questions and answers.</li> <li>Assess ability to list preventive measures of HIV and STIs through assignments.</li> </ul>
<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understanding the relationship between HIV and STIs	Checking and timely treating STIs to avoid the risk of HIV infections.	RELATIONSHIP BETWEEN HIV and, STIs	Students should be able to: <ul style="list-style-type: none"> <li>Identify means of transmission of STIs and HIV.</li> <li>Explain relationship between HIV and STIs</li> <li>Identify symptoms and effects of STIs and HIV.</li> </ul>	<ul style="list-style-type: none"> <li>The students to list down the STIs.</li> <li>Mention the means of transmission of STIs and HIV.</li> <li>Outline symptoms and effects of STIs and HIV.</li> <li>Evaluate relationship between HIV/AIDS, and STIs.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability to avoid situations and practices which can lead to STIs and HIV.</li> <li>Demonstrate ability to identify symptoms of STIs.</li> </ul>	<ul style="list-style-type: none"> <li>To be read to check and treat STIs to avoid the risk of HIV infections.</li> <li>Hold the belief that STIs put one in a greater risk of HIV infections.</li> </ul>	<ul style="list-style-type: none"> <li>To role play how to avoid situations and practices which can lead to sexually transmitted infections including HIV.</li> <li>Group discussion to identify means of transmission of STIs and HIV.</li> <li>To dramatize</li> </ul>	<ul style="list-style-type: none"> <li>Pictures showing STIs which are in acute stage?</li> <li>Posters showing list of STIs</li> <li>Case study on effects of STIs and HIV.</li> </ul>	<ul style="list-style-type: none"> <li>Assess student ability to identify means of transmission of STIs and HIV through exercises and assignment.</li> <li>Assess student's ability to identify symptoms and effects of STIs and HIV through checklist.</li> </ul>

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
								testing and treatment of STIs and HIV		
<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understanding relationship between body immunity and HIV/AIDS	Avoid sexual practice and maintaining body immunity through diet and healthy life style	THE CONCEPT OF HEALTH AND IMMUNITY	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>• Mention factors which can affect body immunity.</li> <li>• Identify ways of HIV transmission (getting in touch with somebody)</li> <li>• Explain the effect of HIV on body immunity and measure to prevent from contract HIV.</li> </ul>	<ul style="list-style-type: none"> <li>• The student to mention factors which can affect body immunity.</li> <li>• Explain the relationship between HIV and body immunity.</li> </ul> <p>Explain sexual risk behaviors that contribute to HIV transmission and ways to avoid them</p>	<ul style="list-style-type: none"> <li>• Demonstrate their ability to raise body immunity so as to reduce the effect of HIV.</li> <li>• Ability to prepare nutritious food which raise body immunity.</li> </ul>	Belief that delay sex initiation reduce chances to contract HIV and help to maintain body immunity	<ul style="list-style-type: none"> <li>• Group discussion on the factors which can affect body immunity.</li> <li>• Case study of successful PLWHA.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters showing nutritious food which help to rise body immunity.</li> <li>• Video showing successful PLWHA.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the student ability to explain factors which affect body immunity through exercises.</li> </ul> <p>Assess the student ability to explain effects of HIV on body immunity through questions and answers.</p>
<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understanding behavior and environment factors which lead to contracting HIV and STIs.	Reducing risk practices and leading a healthy lifestyle.	PREVENTION OF HIV and STIs - Behavior and Hygiene	<p>The students should be able to:</p> <ul style="list-style-type: none"> <li>• List down youth related healthy and unhealthy behavioral and practices</li> <li>• Identify</li> </ul>	<ul style="list-style-type: none"> <li>• The students to mention risky practices which can lead to HIV and STIs</li> <li>• List down positive behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ability to avoid bad practices which can lead to infections.</li> </ul>	<ul style="list-style-type: none"> <li>• Believe that responsible sexual behavior such as abstinence, fidelity and consistent and correct use of</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on good practices which protect them from infections.</li> <li>• To role play good practices</li> </ul>	<ul style="list-style-type: none"> <li>• Picture showing stages of body and general cleanliness.</li> <li>• Posters showing tools for body and</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students' ability to maintain personal hygiene using observation schedule and checklist.</li> <li>• Assess</li> </ul>

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					KNOWLEDGE	SKILLS	ATTITUDE			
				behavior and practices which lead to HIV and STIs infections <ul style="list-style-type: none"><li>Identify preventive measures to avoid those behavior and practices</li></ul>	which can protect them from HIV and STI		condoms can reduce the risk of contracting HIV and STIs <ul style="list-style-type: none"><li>Believe that healthy living determines one's personality, respect and self esteem.</li></ul>	which protect them from infection.	general cleanliness.	students ability to list down factors which can lead to STDs and STI <ul style="list-style-type: none"><li>Assess students' ability to identify ways to prevent infections through exercises and assignments.</li></ul>
REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE	Understanding the role of mass media in influencing personal values, attitudes and social norms concerning gender and sexuality	Increase positively and culturally accepted use of mass media; Seeking the right and appropriate media for young people	SEXUALITY AND MASS MEDIA	Students should be able to: <ul style="list-style-type: none"><li>Explain the concept of sexuality</li><li>Explain the concept and types of mass media</li><li>Identify unrealistic images in the mass media concerning sexuality and sexual relationship</li></ul>	Students to: List the impact of unrealistic images in the mass media on gender stereotypes	Describe the impact of mass media on gender stereotypes	Believe that mass media influence young people ideas of beauty and gender stereotypes and that not all message in mass media are correct and relevant to young people <ul style="list-style-type: none"><li>Debate on usefulness of mass media.</li><li>Assess information from different mass media and make presentation</li></ul>	<ul style="list-style-type: none"><li>Magazine portraying different information on related to sex.</li></ul>	<ul style="list-style-type: none"><li>Assess students' ability to explain negative and inaccurate information portrayed by mass media they exercises.</li></ul>	
REDUCE	Understanding	Avoiding	PREVENTI	Students should	<ul style="list-style-type: none"><li>Students to:</li></ul>	<ul style="list-style-type: none"><li>Demonstrat</li></ul>	Believe that	<ul style="list-style-type: none"><li>To role play</li></ul>	<ul style="list-style-type: none"><li>Postures</li></ul>	<ul style="list-style-type: none"><li>Assess</li></ul>

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
<b>TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	g risk behavior and risk environment which can lead to contracting sexually transmitted diseases	situation where you could have un intended sex.	ON OF HIV AND STIs. - Risk Behavior and environment	be able to: <ul style="list-style-type: none"> <li>Identify factors and environment which lead to sexually transmitted diseases.</li> <li>Identify consequences of engaging in to sexual practices</li> <li>Identify ways to avoid risk behavior and environment which lead to sexuality transmitted diseases.</li> </ul>	<ul style="list-style-type: none"> <li>Develop strategies for avoiding situations where they may face sexual pressure.</li> <li>Develop strategies for handling signs that may make it difficult to refuse sexual pressure.</li> </ul>	e how to identify signs and situations that may make it hard to resist or refuse sexual pressures <ul style="list-style-type: none"> <li>Demonstrate ability to identify signs and situations that may make it hard to say no to sex.</li> </ul>	avoiding a high risk situation will protect them from having unwanted or unprotected sex. Have desire to avoid situations that may make it hard to refuse or handle sexual pressures.	strategies to avoid situation where they may face sexual pressures. <ul style="list-style-type: none"> <li>To role play how multiple and concurrent sexual partners might fuel spread of HIV among young people</li> <li>Group discussion to analyze situations that may make it hard to refuse sexual pressure.</li> <li>To dramatize strategies for handling signs that may make it difficult to refuse sexual pressure.</li> </ul>	showing risk behaviour and risk environment <ul style="list-style-type: none"> <li>Video clips showing consequences of subjecting oneself to risk environment</li> <li>Charts showing strategies for handling signs that may make it difficult to refuse sexual pressure.</li> </ul>	student's ability to avoid risk environment and behaviour through interview. <ul style="list-style-type: none"> <li>Assess student ability to identify risk behaviour and environment through checklist.</li> </ul>

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understanding Parent to Child HIV Transmission	Proper health seeking behavior during pregnancy	HIV PREVENTION: (Prevention of Mother to Child Transmission)	Students should be able to: <ul style="list-style-type: none"> <li>• Explain the concept of PMTCT</li> <li>• Outline advantages of PMTCT</li> </ul>	The student to discuss the concept of PMTCT	Demonstrate ability to advise on PMTCT.	Hold opinion that proper health seeking behavior including MCH clinic can reduce MTCT.	<ul style="list-style-type: none"> <li>• Invite a guest speaker from a medical clinic.</li> <li>• Group discussion on PMTCT.</li> </ul>	<ul style="list-style-type: none"> <li>• Poster on PMTCT.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students' ability to explain advantages of PMTCT through interview and assignments.</li> </ul>
<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understanding medical male circumcision	Proper health seeking behavior and personal hygiene	HIV PREVENTION: -Medical Male Circumcision	Students should be able to: <ul style="list-style-type: none"> <li>• Explain the concept of medical male circumcision.</li> <li>• Outline advantages of medical male circumcision.</li> </ul>	The students' to discuss the concept of medical male circumcision.	Demonstrate ability to seek or advise on medical male circumcision	Hold opinion that medical male circumcision can reduce HIV transmission	<ul style="list-style-type: none"> <li>• Invite a guest speaker from a medical clinic.</li> <li>• Group discussion on advantages of medical male circumcision.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart showing advantages of medical male circumcision</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students' ability to explain advantages of medical male circumcision through exercises.</li> </ul>
<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understanding risk factors which lead to HIV infection.	Taking caution when assisting people who are bleeding or bruised	HIV PREVENTION -FIRST AID	Students should be able to: <ul style="list-style-type: none"> <li>• Identify HIV related risk factors associated with rendering first aid.</li> <li>• Identify precaution measures to be taken when rendering services to victims with</li> </ul>	<ul style="list-style-type: none"> <li>• The students to mention risk factors which can lead to HIV infection during rendering first aid to accident victims.</li> <li>• To list the precaution measures to be taken</li> </ul>	Demonstrate their ability to take precaution when rendering services to people who are bleeding or bruised	Belief and readiness to render services to victims of bleeding and bruises with precautions.	To carry out role play showing how to render first aid services with precautions	<ul style="list-style-type: none"> <li>• Posters showing precautions to be taken when rendering services to accident victims.</li> <li>• Video clips showing how to render services with</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the student's ability to identify risk factors which can lead to HIV infection through exercises and assignments</li> <li>• Assess the student ability to render services through</li> </ul>

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
				bruises and bleeding.	when rendering service to victims with bruises and bleeding.				precautions to accident victims.	observation schedule and checklist.
<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understanding importance of counseling and voluntary Testing.	Health service seeking.	HIV PREVENTION: -HIV TESTING AND COUNSELLING	Students should be able to: <ul style="list-style-type: none"> <li>• Explain the concept of counseling and voluntary Testing.</li> <li>• Identify centres for counseling and voluntary testing.</li> <li>• Outline significance of counseling and voluntary testing.</li> </ul>	Students to define counseling and voluntary testing. Mention centres of counseling and voluntary testing. <ul style="list-style-type: none"> <li>• List down significance of CVT.</li> </ul>	Develop confidence and courage of CVT.	<ul style="list-style-type: none"> <li>• Value the importance of counseling and voluntary Testing.</li> <li>• Believe that any one can contract HIV.</li> </ul> <p>Hold an opinion that you cannot identify HIV/AIDS victims by appearance.</p>	<ul style="list-style-type: none"> <li>• Brainstorming on the concept of counseling and voluntary testing.</li> <li>• To role play on counseling and voluntary testing.</li> </ul> <p>To compose a poem/story on significance of CVT.</p>	<ul style="list-style-type: none"> <li>• Posters showing the significance of CVT.</li> <li>• Charts showing centres for CVT.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess student ability identify significance of counseling and voluntary testing through exercises and assignments.</li> </ul>
<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understanding safety precautions when caring for people living with HIV/AIDS.	Avoid practices which can lead to HIV/AIDS infections.	CARE AND SUPPORT FOR PEOPLE LIVING WITH HIV/AIDS.	Students should be able to: <ul style="list-style-type: none"> <li>• Identify various safety precautions when caring people living with HIV/AIDS.</li> </ul>	<ul style="list-style-type: none"> <li>• The students to list down safety precautions when caring people living with HIV/AIDS.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ability to take safety precautions when caring PLWHA. Develop confidence in</li> </ul>	<ul style="list-style-type: none"> <li>• To be ready and value the use of precautions when caring PLWHA.</li> </ul>	<ul style="list-style-type: none"> <li>• To dramatizes safety precautions when caring PLWHA.</li> <li>• Group discussion to</li> </ul>	<ul style="list-style-type: none"> <li>• Poster showing safety precautions when caring PLWHA.</li> <li>• Video clips showing</li> </ul>	<ul style="list-style-type: none"> <li>• Assess student ability to identify safety precautions when caring PLWHA through</li> </ul>

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
				Identify caring practices which can lead to HIV/AIDS infections.	<ul style="list-style-type: none"> <li>Evaluate the consequences of caring services without precautions to PLWHA.</li> </ul>	their ability to identify bad practices which can lead to HIV/AIDS infections.	Internalize the belief that PLWHA can be cared and supported without being infected by HIV/AIDS if precautions are taken.	<ul style="list-style-type: none"> <li>identify practices which can lead to HIV/AIDS infections.</li> <li>To role play life skills needed for home based care for people living with HIV/AIDS.</li> </ul>	<ul style="list-style-type: none"> <li>practices which can lead to HIV/AIDS infections when rendering services to PLWHA.</li> <li>Case study showing life skills needed for home based care for PLWHA.</li> </ul>	<ul style="list-style-type: none"> <li>unstructured interview.</li> <li>Assess practices which can lead to HIV/AIDS infections through checklist, exercise and assignment.</li> </ul>
<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understanding measures to manage and reduce the severity of HIV/AIDS.	Seeking the right measures to manage HIV/AIDS.	<b>MANAGING HIV and AIDS.</b> -The concept of Antiretroviral Drugs  The concept of Post-exposure Prophylaxis	Students should be able to: <ul style="list-style-type: none"> <li>Explain the concept of ARV's and PEP</li> <li>Explain the importance of ARV's and PEP for managing of HIV/AIDS.</li> <li>Identify centres to obtain ARV's and PEP</li> </ul>	Students to identify types of ARV's and required procedures of using them.	<ul style="list-style-type: none"> <li>Demonstrate required procedures for using ARV's and PEP.</li> <li>Select a clinic to obtain ARV's.</li> </ul>	<ul style="list-style-type: none"> <li>Believe that contracting HIV does not guarantee death.</li> <li>Believe that it is possible to live healthily with HIV.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on the importance of ARV's for managing of HIV/AIDS.</li> <li>To dramatize on the centers to obtain ARV'S.</li> <li>To role play the procedures for using ARV's and PEP.</li> </ul>	<ul style="list-style-type: none"> <li>Posters showing center to obtain ARV's.</li> <li>Posters showing different types of ARV's.</li> <li>Video clips showing types of ARV's and procedures for using.</li> </ul>	<ul style="list-style-type: none"> <li>Assess student's ability to identify various types of ARV's through checklist.</li> <li>Assess student's ability to identify procedures for using ARV's and PEP through exercises.</li> </ul>

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<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understanding nutritional requirements for PLWHA	Providing proper nutritional requirements for PLWHA	<b>HUMAN NUTRITION</b> -Nutrition requirement to PLWHA	Students should be able to: <ul style="list-style-type: none"> <li>• Prepare nutritional food for PLWHA.</li> <li>• Plan a feeding schedule for PLWHA.</li> </ul>	Students to: <ul style="list-style-type: none"> <li>• List down ingredients needed in preparation of nutritional food for PLWHA.</li> <li>• Evaluate the importance of each ingredient included in the nutritional food for PLWHA.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ability to advise on provision of nutritional food for PLWHA.</li> </ul>	<ul style="list-style-type: none"> <li>• Internalize the belief that the proper use of nutritional food could raise body immunity and prolong life span of PLWHA.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on how to prepare nutritional food for PLWHA.</li> <li>• To dramatize ways of providing and advising on nutritional food to PLWHA as per feeding schedule.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters showing ingredients used to prepare nutritional food for PLWHA.</li> <li>• Chart showing feeding schedule for nutritional food to PLWHA.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess student's ability to prepare nutritional food for PLWHA through observation.</li> <li>• Assess student's ability to provide nutritional food to PLWHA through interview.</li> </ul>
<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understanding needs and rights of PLWHA	Caring of PLWHA	<b>RESPONSIBILITIES TO SPECIAL GROUPS INCLUDING PLWHA</b>	Students should be able to: <ul style="list-style-type: none"> <li>• Identify special needs for PLWHA.</li> <li>• Outline responsibilities of the society towards PLWHA</li> </ul>	<ul style="list-style-type: none"> <li>• Students to mention needs for PLWHA</li> <li>• Explain responsibilities of the society towards PLWHA</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate their ability to provide needs to PLWHA</li> <li>• Demonstrate ability to mobilize community to fulfil their responsibility to the PLWHA.</li> </ul>	<ul style="list-style-type: none"> <li>• PLWHA have needs and rights as other members of the society.</li> <li>• Believe that PLWHA needs to be involved in social, political</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion to identify needs and rights of PLWHA</li> <li>• To role play provision of needs to PLWHA at individual and community levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters showing needs and rights of PLWHA</li> <li>• Posters showing provision of counselling, spiritual needs to PLWHA</li> </ul>	<ul style="list-style-type: none"> <li>• Assess student's ability to identify needs and rights of PLWHA.</li> <li>• Assess student's ability to analyze community responsibility to PLWHA.</li> </ul>

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					KNOWLEDGE	SKILLS	ATTITUDE			
							and economic activities.			
<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understanding gender roles and responsibilities in relation to HIV/AIDS.	Being responsible on issues related to Gender and HIV/AIDS.	GENDER AND HIV/AIDS	<ul style="list-style-type: none"> <li>Students should be able to:</li> <li>Explain the concept of gender.</li> <li>Mention various gender based violence which lead to HIV transmission.</li> </ul>	Students to define gender and various gender concepts. <ul style="list-style-type: none"> <li>To list different GBV which lead to spread of HIV transmission.</li> </ul>	<ul style="list-style-type: none"> <li>Assess negative socio-cultural practices which lead to gender based violence and HIV transmission</li> <li>Demonstrate ability to disapprove negative socio-cultural practices which lead to gender based violence and HIV transmission</li> </ul>	<ul style="list-style-type: none"> <li>Internalize belief that gender related violence and negative socio-cultural practice contribute to the transmission of HIV</li> <li>Internalize belief that gender equality and equity is possible and can prevent HIV transmission</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on negative socio cultural practices.</li> <li>To dramatize how to combat gender violence and negative socio cultural practices.</li> <li>Debate on the advantages and disadvantages of gender equity and equality.</li> </ul>	<ul style="list-style-type: none"> <li>Charts showing effects of gender violence and negative social cultural practices.</li> <li>Posters showing efforts to combat gender violence and negative socio cultural practices.</li> <li>Case study on the effects of gender based violence and its contribution to spread of HIV</li> </ul>	<ul style="list-style-type: none"> <li>Assess students ability to identify gender based violence and negative socio-cultural practices through exercises and assignment.</li> <li>Assess student's ability to explain how gender based violence and negative social cultural practices contributed to HIV transmission.</li> </ul>
<b>REDUCE TRANSMISSION</b>	Understanding that young	Abstain until they find a	HUMAN RIGHTS	Students should be able to:	<ul style="list-style-type: none"> <li>Students to</li> <li>List sexual</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability to</li> </ul>	<ul style="list-style-type: none"> <li>Have a desire to</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion to</li> </ul>	<ul style="list-style-type: none"> <li>Posters showing</li> </ul>	<ul style="list-style-type: none"> <li>Assess student's</li> </ul>

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<b>OF HIV and STIs AMONG YOUNG PEOPLE</b>	people has a right to say NO to Sex.	long term mutually monogamous caring relationship	AND HIV/AIDS	<ul style="list-style-type: none"> <li>Identify sexual and reproductive health needs of young people.</li> <li>Outline sexual and reproductive rights of young people.</li> <li>Explain responsibilities of young people in relation to sexual and reproductive health and HIV Prevention.</li> <li>Identify the effects of casual sex</li> </ul>	and reproductive health needs of young people. <ul style="list-style-type: none"> <li>Mention SRH rights of young people.</li> <li>Analyze responsibilities of young people.</li> </ul>	fight for their SRH rights. <ul style="list-style-type: none"> <li>Develop confidence in their ability to identify signs and situations that may make it hard to say No to Sex.</li> </ul>	avoid situations that may lead to violation of SRH rights. <ul style="list-style-type: none"> <li>Believe that access to SRH related services may reduce the risk of HIV infection.</li> </ul>	identify SRH rights of young people. <ul style="list-style-type: none"> <li>To role play situations that may lead to violation of SRH rights of young people.</li> <li>To dramatize on how to escape temptations that may lead to casual sex.</li> </ul>	SRH rights of young people. <ul style="list-style-type: none"> <li>Posters showing how to avoid temptations.</li> </ul>	ability to identify their rights through exercises. <ul style="list-style-type: none"> <li>Assess student's ability to explain their responsibilities.</li> </ul>
<b>REDUCE TEENAGE PREGNANCY</b>	Understanding the role and responsibilities of family in preventing young people from HIV	Abstain until they find a long term mutually monogamous caring relationship	THE CONCEPT OF FAMILY	Students should be able to: <ul style="list-style-type: none"> <li>Define family</li> <li>Identify types and structure of families</li> <li>Analyze the importance of family.</li> <li>Identify factors</li> </ul>	Students to <ul style="list-style-type: none"> <li>Mention types of families</li> <li>List down importance of family.</li> <li>Mention factors contributing to family</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability to fulfil responsibilities as family members.</li> <li>Demonstrate how to identify signs and situations</li> </ul>	<ul style="list-style-type: none"> <li>Believe that stable family can reduce risk factors which can lead family members to HIV/AIDS transmissi</li> </ul>	<ul style="list-style-type: none"> <li>To role play on responsibilities of family members.</li> <li>To dramatize pillars of family stability.</li> </ul>	<ul style="list-style-type: none"> <li>Charts showing types of families.</li> <li>Posters showing factors contributing to family stability.</li> </ul>	<ul style="list-style-type: none"> <li>Assess student's ability to express behaviour which lead to stable family through observation and checklist.</li> <li>Assess</li> </ul>

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
				<ul style="list-style-type: none"> <li>contributing to family stability.</li> <li>Outline responsibilities of family members.</li> </ul>	stability. <ul style="list-style-type: none"> <li>Explain responsibilities of family members.</li> </ul>	which can lead to unstable family.	on. <ul style="list-style-type: none"> <li>Hold an opinion that stable families can help children to realize their dreams.</li> </ul>			student's ability to fulfill their responsibilities through observation and checklist.
<b>REDUCE TEENAGE PREGNANCY</b>	Understand the physical and behavioral changes during puberty.	Abstain until they find a long term mutually monogamous caring relationship	PUBERTY	The students should be able to: <ul style="list-style-type: none"> <li>Describe physical changes of a boy/girl during puberty.</li> <li>Explain psychological changes of a boy and girl during puberty.</li> <li>Explain the benefit of not having sex and the impact of having sex</li> </ul>	<ul style="list-style-type: none"> <li>The students to mention physical changes of a body and girl during puberty.</li> <li>State psychological changes of a boy and girl during puberty.</li> <li>List down behavioural changes of a boy and girl during puberty.</li> <li>Identify factors that lead into early sexual practice and</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate life skills to cope with physiological changes, physical, psychological and behavioural changes.</li> </ul>	<ul style="list-style-type: none"> <li>Internalize the belief that changes to human being is normal and thus important to respect oneself and that they are worthy of respect.</li> <li>Internalize the belief that not having sex is possible and prevent from early pregnancy.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on how to handle sexual desires resulted by physiological changes.</li> <li>To role play how to cope with behavioural changes during puberty.</li> <li>To dramatize and practice skills to cope with peer pressure.</li> </ul>	<ul style="list-style-type: none"> <li>Posters showing physical changes during puberty.</li> <li>Video clips showing physical and behavioural changes.</li> <li>Songs on growth</li> </ul>	<ul style="list-style-type: none"> <li>Assess student's ability to explain physiological changes of a boy and girl during puberty by questions and answers.</li> <li>Assess students ability to cope with physiological and behavioural changes during puberty using observation schedule and checklist.</li> </ul>

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					KNOWLEDGE	SKILLS	ATTITUDE			
					how to avoid them. • Identify risks of having sex and benefit of not having sex.					
REDUCE TEENAGE PREGNANCY	Understanding proper behaviour and informed decision making so as to avoid teenage pregnancy.	Having informed decision making concerning HIV and AIDS	RESPONSIVE BEHAVIOUR AND DECISION MAKING.	• Students should be able to: • Explain effects of improper behaviour. • Outline advantages of informed decision making. • Explain how to make decision regarding HIV and AIDS	• Students to list proper and improper behaviours. • Mention effects of improper behaviour. • Explain advantages of informed decision making.	• Demonstrate ability to express good conduct. • Assess effects of having informed decision regarding HIV and AIDS	• Believe that good conduct can make one escape from teenage pregnancy. • Hold the opinion that informed decision making can reduce teenage pregnancy.	• To role play good behaviour. • To dramatize on informed decision making to avoid risk environment. • To dramatize effects of improper behaviour. • Compose songs on effect of teenage pregnancy	• Posters showing improper behaviour • Posters showing making informed decision making.	• Assess student's ability to express good behaviour through checklist and observation schedule. • Assess student's ability to make informed decision making through observation schedule

## FORM II

### Competences

By the end of Form Two course, the student will have the ability to:

- identify, analyse and explain measures to mitigating the impact of STIs and HIV/AIDS;
- demonstrate proper procedures for informed decision making in relation to sexual and reproductive health issues; and
- appreciate the importance of courtship in long term mutually monogamous caring relationship.

### General objectives

- a) Understanding advantages of testing, treatment and management of STIs and HIV/AIDS
- b) Understanding how to express love and compassion to HIV/AIDS affected and infected individuals
- c) Understanding process and procedures of HIV counselling and testing for young people and qualities of a good counsellor.
- d) Understanding that young people have right to sexual and reproductive health services including correct information and responsible NOT to engage into risk sexual practices.
- e) Understanding risks associated with teen pregnancy and the importance of family planning in preventing teen pregnancy
- f) Understanding the importance of courtship as a basis for good marriage
- g) Understanding sexual risk behaviours and how to avoid including procedures for informed decision making.

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understanding advantages of testing, treatment of STIs, management of HIV/AIDS	Regularly health checking and abstain until they find a long term mutually monogamous caring relationship	MANAGEMENT AND CONTROL OF STIs, and HIV/AIDS.	<ul style="list-style-type: none"> <li>Students should be able to:</li> <li>Define the concept of diagnose and treatment of STIs</li> <li>List down HIV opportunistic diseases</li> <li>List down importance of early diagnosing and treatment of STIs and other opportunistic diseases</li> <li>List down the importance of condom in control of STIs and HIV</li> <li>Mention the opportunistic diseases associated with HIV/ AIDS and importance of</li> </ul>	<ul style="list-style-type: none"> <li>Mention advantages of treatment of STIs and other opportunistic diseases</li> <li>Mention advantages of adherence to ARVs</li> <li>Mention advantage of correct and consistent use of condom</li> <li>Mention advantages of abstinence</li> <li>Explain the alternative activities which can help them abstain.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability to decide not to have sex with confidence.</li> <li>Demonstrate how to adhere to ARVs</li> <li>Demonstrate process of correct use of condom</li> </ul>	<ul style="list-style-type: none"> <li>Believe that the decision to abstain until LTMMCR will reduce the risk of getting STIs including HIV.</li> <li>Have a desire and readiness to undergo STIs and HIV Test.</li> <li>Believe that correct and consistent use of condom can prevent from STIs and HIV</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on the advantages of abstinence, ARVs, and Condom.</li> <li>To dramatize alternative activities which will help them to abstain.</li> </ul>	<ul style="list-style-type: none"> <li>Chart showing list of advantages of abstinence, ARVs and Condom.</li> <li>Posters showing alternative activities which will help them to abstain.</li> </ul>	<ul style="list-style-type: none"> <li>Assess student's ability to list advantages of abstinence through question and answers.</li> </ul>

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				treating them promptly • List down advantages of abstinence • Outline alternative activities which can help them abstain.						
<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understanding how to express love and compassion to affected and infected individuals	Having positive attitude towards PLWHA.	CARE AND SUPPORT FOR PLWHA	Students should be able to: • Identify good practices to handle people living with HIV/AIDS.	• List down practices to express love to people living with HIV/AIDS.	• Demonstrate ability to express love to people living with HIV/AIDS.	• Believe that to interacting with people living with HIV/AIDS does not mean that you will be infected.	• Group discussion on practices which express love to PLWHA. • To dramatize ways of expressing love to PLWHA.	• Charts showing practices of love to PLWHA. • Posters showing ways of expressing love to PLWHA.	• Assess student's ability to identify good practices to handle PLWHA through interview and exercise.
<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understanding the process and procedures of HIV counselling and testing for young people	Regularly checking of health status including HIV sero-status	HIV PREVENTIVE (counselling and testing)	Students should be able to: • Identify types of HIV counselling • Identify procedures of undergoing	• Students to list down types of HIV counselling • Students to list down procedures and	• Demonstrate the ability to undergo HIV counselling and testing • Demonstrate the practice of proper	• Hold the belief that counselling is very important before and after testing for	• Group discussion on the advantage and disadvantage of testing for	• Chart showing process of HIV counselling and testing • Poster showing	• Assess student's ability to explain qualities of a counsellor through

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					KNOWLEDGE	SKILLS	ATTITUDE			
	and qualities of a good counsellor.			HIV counselling and testing for young people <ul style="list-style-type: none"> <li>Identify qualities of a counsellor.</li> </ul>	processes required for a young people to undergo HIV counselling and testing <ul style="list-style-type: none"> <li>Students to explain the qualities of a counsellor.</li> </ul>	counselling.	HIV infection. <ul style="list-style-type: none"> <li>Express desire and readiness for HIV sero-status test</li> </ul>	HIV Sero-status Dramatise the importance of counselling before and after testing of HIV/AIDS. <ul style="list-style-type: none"> <li>Discuss the challenges of undergoing HIV counselling and testing for young people and ways to overcome</li> </ul>	importance of counselling before and after testing of HIV/AIDS.	exercise.
<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understanding that young people have right to sexual and reproductive health services including correct	Regularly using of SRH and HIV related services; Avoid risk sexual practices; and Abstain until	<b>HUMAN RIGHTS AND HIV/AIDS</b>	<ul style="list-style-type: none"> <li>Students should be able to:</li> <li>Identify children's rights in relation to reproductive health and HIV.</li> <li>Identify challenges facing young</li> </ul>	Students to: <ul style="list-style-type: none"> <li>Explain children's rights in relation to reproductive health</li> <li>List effects of not fulfilling</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability to demand rights related to reproductive health and HIV related services.</li> </ul>	<ul style="list-style-type: none"> <li>Belief that young people have the right to reproductive health and HIV related services.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on the rights of young people related to reproductive health.</li> <li>To role play</li> </ul>	<ul style="list-style-type: none"> <li>Charts showing list of rights of young people related to reproductive health.</li> <li>List showing</li> </ul>	<ul style="list-style-type: none"> <li>Assess student's ability to identify effects of not fulfilling children's rights related to reproductiv</li> </ul>

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
	information; access to clinical services and responsibility NOT to engage in risk sexual practices.	they find a long term mutually monogamous caring relationship		<p>people in accessing SRH and HIV related rights</p> <ul style="list-style-type: none"> <li>Identify effects of not fulfilling young people's rights and needs with relation to SRH and HIV/AIDS.</li> <li>Identify young peoples' responsibilities in relation to SRH and HIV rights</li> </ul>	<p>rights of young people with relation to HIV/ AIDS.</p> <ul style="list-style-type: none"> <li>Mention responsibilities of young people in relation to SRH and HIV Prevention</li> </ul>		<ul style="list-style-type: none"> <li>Believe that young people have the right and responsibility not to engage into risk sexual practices</li> </ul>	<p>on how to demand children's right related to reproductive health and HIV services.</p> <ul style="list-style-type: none"> <li>Role play young people's responsibilities in relation to SRH and HIV rights</li> </ul>	<p>responsibilities of young people in relation to SRH and HIV rights</p>	<p>e health through exercises, assignment</p>
<b>REDUCE TEENAGE PREGNANCY</b>	Understanding the risks associated with teen pregnancy and the importance of family planning in preventing teen pregnancy	Delay initiation of sex; correct and consistent use of condom	<b>FAMILY PLANNING</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Explain the concept of teen pregnancy and family planning</li> <li>Identify factors contributing to teen pregnancy</li> <li>Identify risk associated with teen pregnancy and ways to avoid</li> </ul>	<ul style="list-style-type: none"> <li>List down factors contributing to teen pregnancy</li> <li>List down risks associated with teen pregnancy</li> <li>Mention appropriate family planning methods</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability to use appropriate family planning methods to avoid teen pregnancy.</li> </ul>	<ul style="list-style-type: none"> <li>Believe that correct and consistent use of appropriate family planning methods will reduce the risk of teen pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on the risks associated with teen pregnancy.</li> <li>To debate on advantages and disadvantages of using appropriate family</li> </ul>	<ul style="list-style-type: none"> <li>Posters showing risks of teen pregnancy</li> <li>Chart showing advantages of using appropriate family planning methods</li> </ul>	<ul style="list-style-type: none"> <li>Assess student's ability to identify risks associated with teen pregnancy through interview, questions and answers.</li> <li>Assess students'</li> </ul>

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
					that can help to avoid teen pregnancy		<ul style="list-style-type: none"> <li>Value not getting pregnant or getting some one pregnant until LTMMCR.</li> </ul>	planning methods		ability to analyze advantages and disadvantages of using family planning methods through checklist.
REDUCE TEENAGE PREGNANCY	Understanding the importance of courtship as a basis for good marriage.	Have only long term mutually faithful partner	COURTSHIP AND MARRIAGE	<ul style="list-style-type: none"> <li>Students should be able to:</li> <li>Define the concept of courtship.</li> <li>Identify the forms of courtship</li> <li>Mention the importance of courtship.</li> </ul>	<ul style="list-style-type: none"> <li>List forms of courtship</li> <li>Explain the importance of courtship</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability to adhere to norms and value of courtship.</li> </ul>	<ul style="list-style-type: none"> <li>Internalize the belief that most young people do not engage in sex during courtship.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on the forms of courtship.</li> <li>To role play on norms and value of courtship.</li> <li>Compose poem on importance of courtship</li> </ul>	<ul style="list-style-type: none"> <li>Posters showing the forms of courtship.</li> <li>Chart showing the importance of courtship.</li> </ul>	<ul style="list-style-type: none"> <li>Assess student's ability to identify forms of courtship by question and answers.</li> <li>Assess student's ability to explain the importance of courtship through exercise.</li> </ul>
REDUCE TEENAGE PREGNANCY	Understanding sexual risk behavior and	Avoid temptations; Avoid	PROPER BEHAVIOUR AND	Students should be able to: <ul style="list-style-type: none"> <li>List down</li> </ul>	Students to outline steps for informed	Demonstrate ability to use steps for	Believed that making decision to	<ul style="list-style-type: none"> <li>Group discussion on the</li> </ul>	<ul style="list-style-type: none"> <li>Charts showing procedures</li> </ul>	<ul style="list-style-type: none"> <li>Assess student's ability to list</li> </ul>

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
	how to avoid (include procedures for informed decision making).	situation where you could have unintended sex;	RESPONSIBLE DECISION MAKING	procedures for informed decision making. • List down factors affecting proper decision making • Use proper procedures for informed decision making to protect from risks practices.	decision making.	informed decision making.	delay sex will reduce the risk of teenage pregnancy. • To role play steps for informed decision making.	procedures for informed decision making. • To role play steps for informed decision making.	for informed decision making.	down procedures of informed decision making.

## FORM III

### Competences

By the end of Form Three course the students will have the ability to:

- a) identify and analyze the importance of utilizing SRH and HIV related services including testing, treatment and management of STIs and HIV/AIDS;
- b) provide and advise on the care and support of infected and affected individuals;
- c) Demonstrate coping mechanisms for changes related to puberty, sexuality and ways to avoid unwanted pregnancy.

### General objectives

- d) Understanding how STIs contribute to HIV transmission and preventive measures for STIs
- e) Understanding key drivers of HIV epidemic among young people, risk sexual behaviour, factors influencing sexual behaviour in different age groups and ways to avoid risk sexual practices.
- f) Understanding existing measures of managing and controlling the spread and the impact of HIV
- g) Understanding importance of HIV counselling and voluntary testing
- h) Understanding ways of preventing transmission of HIV from mother to child and the importance of MCH services in relation to HIV prevention.
- i) Understanding necessary care and support to be provided to PLWHA in school, community and family
- j) Understanding the effects of drugs and drug abuse on transmission of HIV/AIDS
- k) Understanding gender related factors for susceptibility of women to HIV infection
- l) Understanding that young people have right to equal services related to SRH, HIV and AIDS
- m) Understanding the relationship between body changes and sexuality

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
							through safe sex or abstinence.			
<b>REDUCE TRANSMISSION OF HIV AND STIs AMONG YOUNG PEOPLE</b>	Understanding key drivers of HIV epidemic among young people, risk sexual behaviour, factors influencing sexual behaviour in different age groups and ways to avoid risk sexual practices	Abstain until they find a long term mutually monogamous caring relationship Avoid situation where you could have unintended sex Reduce number of partners and frequency of sex. Avoid concurrent sexual partners Increase correct and consistent use of	<b>SEXUALITY, SEXUAL HEALTH AND RESPONSIBLE SEXUAL BEHAVIOUR.</b>	<ul style="list-style-type: none"> <li>Students should be able to:</li> <li>Identify potential drivers of HIV epidemic among young people</li> <li>Identify irresponsible and risk sexual behaviour and practices among young people</li> <li>Identify factors influencing sexual behaviour in different age groups (include socio-cultural; media &amp; social network;</li> </ul>	<ul style="list-style-type: none"> <li>Students to:</li> <li>List factors influencing sexual behaviour in different age groups in their areas</li> <li>Mention way of avoiding irresponsible sexual behaviour among young people (include engaging into sport &amp; recreation activities)</li> <li>Identify appropriate SRH and HIV prevention services and life skills that can help to cope with challenges related to</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability to identify factors influencing sexual behaviour in different age groups.</li> <li>Develop confidence in their ability to avoid irresponsible sexual behaviour</li> <li>Use appropriate SRH and HIV prevention services and life skills to avoid and cope with challenges related to adolescent sexuality and sexual behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Internalize the belief that it is important to respect oneself and respect others in sexual issues.</li> <li>Believe that making the decision to not have sex will reduce risk of teenage pregnancy.</li> <li>Believe that having multiple, concurrent partners increase risk and chance of HIV infection</li> <li>Believe that</li> </ul>	<ul style="list-style-type: none"> <li>Implement simulation activities in which young people can see how HIV can spread rapidly in people engaging in unprotected sex with multiple and concurrent partners.</li> <li>Student writes down what they would have to do in order to avoid irresponsible sexual practices.</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Postures showing factors influencing sexual behaviour in different age groups.</li> <li>Charts showing key drivers of HIV epidemic among youth, risk sexual practices and ways to avoid.</li> </ul>	<ul style="list-style-type: none"> <li>Assess student's ability to identify risk sexual behaviour and factors influencing sexual behaviour in different age groups through exercises.</li> <li>Assess student's ability to outline ways of avoiding irresponsible sexual behaviour in the family and community through questions and answers.</li> </ul>

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
		condom		<p>economic, peer pressure).</p> <ul style="list-style-type: none"> <li>Outline ways of avoiding irresponsible and risk sexual behaviour.</li> <li>Mention appropriate life skills to cope with adolescent sexuality and sexual behaviour.</li> </ul>	adolescent sexuality and sexual behaviour.		<p>increase correct and consistent use of condom reduce risk and chance of HIV infection</p>	<p>homework assignments which they should talk with their parents or other trusted adults about abstaining from sex and condom use</p> <ul style="list-style-type: none"> <li>Debate on the advantages and challenges of using condom among young people</li> </ul>		
<b>REDUCE TRANSMISSION OF HIV AND STIs AMONG YOUNG PEOPLE</b>	Understanding existing measures of managing and controlling the spread and impact of HIV and	Increase participation in HIV and AIDS related initiatives including peer health clubs, support	<b>MANAGEMENT AND CONTROL OF STIs AND HIV/AIDS</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Identify existing measures to manage and control</li> </ul>	<p>Students to:</p> <ul style="list-style-type: none"> <li>Mention existing measures and approaches to control and manage spread of STIs and HIV and AIDS in the country.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability to develop strategies to fight STIs and HIV through peer groups and social support groups</li> </ul>	<ul style="list-style-type: none"> <li>Believe that young people have a role to play in controlling and managing the spread and the impact of</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on the role of young people in controlling and managing the spread and the impact of HIV and</li> </ul>	<ul style="list-style-type: none"> <li>Pictures showing drivers of HIV epidemic and existing measures to address those drivers</li> </ul>	<ul style="list-style-type: none"> <li>Assess student's ability to identify their role in combating HIV through exercises and assignments</li> </ul>

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
	AIDS in the country and at community level	groups and youth networks		<ul style="list-style-type: none"> <li>the spread and the impact of STIs, HIV and AIDS in the country and at community level</li> <li>Identify role and responsibilities of young people in managing and controlling the spread of STIs, HIV and AIDS</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate advantages of engaging into peer health and support groups</li> <li>Explain the role of young people in the fight against STIs and HIV</li> </ul>		HIV and AIDS	<ul style="list-style-type: none"> <li>AIDS.</li> <li>Debate on the advantages and disadvantages of youth-led groups in preventing young people from HIV infection</li> </ul>	<ul style="list-style-type: none"> <li>Charts showing health and demographic information and HIV prevalence among young people in Tanzania.</li> </ul>	<ul style="list-style-type: none"> <li>Assess student's ability to explain the importance of engaging into peer health and social groups</li> </ul>
<b>REDUCE TRANSMISSION OF HIV AND STIs AMONG YOUNG PEOPLE</b>	Understanding importance of HIV counselling and voluntary testing.	Increase counselling and testing of HIV	HIV PREVENTION: -HIV counselling and testing	Students should be able to: <ul style="list-style-type: none"> <li>Identify the importance of HIV counselling and testing</li> <li>Identify</li> </ul>	Students to: <ul style="list-style-type: none"> <li>Mention health and social benefits of counselling and testing for HIV.</li> <li>Explain</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability of using proper counselling before and after testing to cope with challenges and situation of HIV status.</li> </ul>	<ul style="list-style-type: none"> <li>Believe that contracting HIV does not guarantee death</li> <li>Increase willingness and comfort to visit a VCT</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm ways to make young people more comfortable going to a VCT center</li> </ul>	<ul style="list-style-type: none"> <li>Posters showing advantages of counselling and testing for HIV among young</li> </ul>	<ul style="list-style-type: none"> <li>Assess student's ability to identify advantages and challenges of counselling</li> </ul>

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
				<ul style="list-style-type: none"> <li>possible challenges for counseling and testing for HIV among youth</li> <li>Outline possible ways of coping with challenges and situation of HIV status.</li> </ul>	<ul style="list-style-type: none"> <li>possible ways of coping with challenges and situation of HIV status.</li> </ul>	<ul style="list-style-type: none"> <li>Assess personal and community factors affecting readiness for testing among young people and selected appropriate ways of coping with those challenges.</li> </ul>	<ul style="list-style-type: none"> <li>centre and be counselled and tested.</li> <li>Increase risk perception and comfort to test for HIV</li> </ul>	<ul style="list-style-type: none"> <li>for counselling and testing</li> <li>Sight a poem on possible ways of coping with situation on HIV status.</li> <li>Invite and have a guest speaker from a clinic explain the testing and treatment process and where testing and treatment services are available</li> </ul>	<ul style="list-style-type: none"> <li>people. Charts showing possible ways of coping with situation of HIV status.</li> </ul>	<ul style="list-style-type: none"> <li>and testing. Assess student's ability to outline possible ways of coping with situation of HIV status.</li> </ul>
REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE	Understanding ways of preventing transmission of HIV from mother to child and	Testing and getting right treatment during pregnancy.	PREVENTION AND TREATMENT OF HIV/ AIDS -PMTCT	<ul style="list-style-type: none"> <li>Students should be able to:</li> <li>Explain stages through which</li> </ul>	<ul style="list-style-type: none"> <li>Students to:</li> <li>Mention antenatal and stages through which mother can infect the</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability to identify services required to prevent mother to child transmission.</li> </ul>	<ul style="list-style-type: none"> <li>Believe that infected mother can deliver a child free from HIV infections if</li> </ul>	<ul style="list-style-type: none"> <li>Library research on the Antenatal and Post-natal stages</li> </ul>	<ul style="list-style-type: none"> <li>Posters showing expectant mother receiving PMTCTC services.</li> </ul>	<ul style="list-style-type: none"> <li>Assess student's ability to explain stages through which</li> </ul>

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
	the importance of MCH services in relation to HIV prevention.			<ul style="list-style-type: none"> <li>mother can infect the child.</li> <li>Outline service and treatment needed to prevent mother to child transmission of HIV.</li> <li>Identify the importance of maternal and child health services in reducing transmission of HIV from mother to child</li> </ul>	<ul style="list-style-type: none"> <li>child.</li> <li>Explain services needed to prevent mother to child transmission of HIV.</li> <li>Mention advantages of attending MCH clinic</li> </ul>		<ul style="list-style-type: none"> <li>adhered to recommended services.</li> </ul>	<ul style="list-style-type: none"> <li>through which mother can infect the child.</li> <li>Group discussion on the services needed to prevent mother to child transmission of HIV.</li> </ul>		<ul style="list-style-type: none"> <li>mother can infect the child through interview.</li> <li>Assess student's ability to outline services needed to prevent mother to child transmission of HIV.</li> </ul>
<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understanding necessary care and support to be provided to PLWHA in school, community and family.	Providing care and support to PLWHA in school, community and family.	CARE AND SUPPORT FOR PEOPLE LIVING WITH HIV/AIDS.	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Outline necessary care and support services needed by PLWHA in</li> </ul>	<p>Students to:</p> <ul style="list-style-type: none"> <li>Explain necessary care and support services given to PLWHA.</li> <li>Mention organizations</li> </ul>	<ul style="list-style-type: none"> <li>Develop habit to provide necessary care and support to PLWHA.</li> </ul>	<ul style="list-style-type: none"> <li>Believe that responsibilities to provide care and support to PLWHA is for the whole community.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on necessary care and support to PLWHA.</li> <li>Group discussion on responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Posters showing provision of necessary care and support to PLWHA.</li> <li>Charts showing organization</li> </ul>	<ul style="list-style-type: none"> <li>Assess student's ability to explain necessary care and support given to PLWHA through exercise and</li> </ul>

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
				family, school and community. • List down organization which provide support services needed by PLWHA.	which provide support services needed to PLWHA.			ties of the family, school and community to PLWHA.	ns which provide necessary care and support to PLWHA.	assignments.
<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understanding the effects of drugs and drug abuse on transmission of STIs and HIV	Avoiding drug abuse.	<b>DRUGS AND DRUG ABUSE</b>	Students should be able to: • Explain the meaning of drugs and drug abuse. • Identify types of drugs. • Explain causes of drug addiction • Identify effect of drug addiction.	Students to: • List types of drugs. • Explain factors contributed to drug addiction. • Outline effects of drug addiction in relation to HIV transmission.	• Demonstrate ability to avoid drug abuse. • Demonstrate ability to identify effects of drug addiction in relation to HIV/AIDS transmission.	• Believe that drug addiction destroys man power for the national development • See the value and suggest alternative activities to avoid drug abuse.	• Invite Guest speaker from mental health department • Study tour to centres with people with drug addiction.	• Poster showing types of drugs. • Video/film showing effects of drug and drug abuse.	• Assess student's ability to explain the factors contributing to drug addiction through questions and answers. • Assess student's ability to discuss the effects of drug addiction through exercises and

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE	Understanding gender related factors for susceptibility of women to HIV infection.	Being responsible in issues related to gender and HIV/AIDS	GENDER AND HIV/AIDS	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Identify gender related factors which contribute to women susceptibility to HIV infection.</li> <li>Identify how gender and sexual violence contribute to HIV infection</li> <li>Identify the importance of gender equity and equality in relation to SRH and HIV prevention</li> <li>Outline responsibilities of young people in combating gender and sexual based violence in schools and in</li> </ul>	<p>Students to:</p> <ul style="list-style-type: none"> <li>Explain gender related factors which contribute to women susceptibility to HIV infections.</li> <li>List down negative impact of gender and sexual based violence in relation to SRH and HIV infection</li> <li>Explain responsibilities of young people in combating gender and sexual based violence in schools</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an ability to assess negative impact of gender and sexual based violence in relation to SRH and HIV infection</li> <li>Demonstrate ability to mobilize themselves to fulfil their responsibility in addressing gender and sexual based violence</li> </ul>	<ul style="list-style-type: none"> <li>Hold the opinion that fighting against gender related factors which contribute to women susceptibility to HIV infections can reduce its transmission</li> <li>Believe that young people have a right not to be abused in any form</li> </ul>	<ul style="list-style-type: none"> <li>Inviting guest speaker from health center, gender unit or gender based NGO to explain factors contribute to women susceptibility to HIV infection.</li> <li>Library research on the gender related factors which contribute to women susceptibility to HIV infections.</li> <li>Brainstorm the nature, impact and prevention</li> </ul>	<ul style="list-style-type: none"> <li>Poster showing types and burden of gender and sexual based violence</li> </ul>	<p>assignments.</p> <ul style="list-style-type: none"> <li>Assess student's ability to explain gender related factors which contribute to women susceptibility to HIV infections.</li> </ul>

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
				the community				measures of gender and sexual related violence occurring in schools and in the community		
<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understanding that young people have right to equal services related to SRH including HIV and AIDS	Seeking right information and services related to SRH, HIV and AIDS	<b>HUMAN RIGHTS AND HIV/AIDS</b>	Students should be able to explain young peoples' rights and responsibilities in relation to SRH and HIV/AIDS	Students to list down young peoples' rights and responsibilities in relation to SRH and HIV/AIDS.	Make decision to adhere to children's rights and responsibilities in relation to RSH and HIV/AIDS.	<ul style="list-style-type: none"> <li>Hold favourable attitudes towards valuing children's right and responsibilities in relation to SRH and HIV/AIDS</li> </ul>	<ul style="list-style-type: none"> <li>Study tour to human rights centre.</li> <li>To dramatize children's rights and responsibilities in relation to SRH and HIV/AIDS.</li> </ul>	Charts showing children's rights and responsibilities related to SRH and HIV/AIDS.	<ul style="list-style-type: none"> <li>Assess student's ability to explain children's rights and responsibilities in relation to SRH and HIV through exercises, assignment and interview.</li> </ul>
<b>REDUCE TEENAGE PREGNANCY</b>	Understanding the relationship between body changes and sexuality.	Coping with changes related to puberty.	<b>GROWTH AND DEVELOPMENTAL CHANGES IN HUMAN BEINGS</b>	Students should be able to: <ul style="list-style-type: none"> <li>Identify body changes during puberty.</li> <li>Relate body</li> </ul>	Students to: <ul style="list-style-type: none"> <li>Mention body changes during puberty.</li> <li>Outline ways of coping with body changes</li> </ul>	<ul style="list-style-type: none"> <li>Assess personal behaviour and select appropriate method to cope with changes during puberty.</li> </ul>	<ul style="list-style-type: none"> <li>Believe that it is possible to contain sexual drive during puberty.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on changes during puberty.</li> <li>Debate on the possibility of abstaining</li> </ul>	<ul style="list-style-type: none"> <li>Posters to show body changes during puberty.</li> <li>Posters showing alternative</li> </ul>	<ul style="list-style-type: none"> <li>Assess student's ability to identify body changes during puberty</li> </ul>

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
				changes to sexuality. • Explain how to cope with body changes related to sexuality.	related to sexuality.			during puberty.	activities to reduce sexual desire.	through interview. • Assess personal behaviour during puberty through observation schedule.
<b>REDUCE TEENAGE PREGNANCY</b>	Understanding how pregnancy occurs and the importance of planned pregnancy	Avoiding unsafe sex.	REPRODUCTION	Students should be able to: • List steps of reproduction from ovulation to delivery of the baby. • Identify signs and symptoms of pregnancy. • Explain foetus development stages. • Identify risk behaviour which can affect foetal development	Students to: • Mention steps of reproduction from ovulation to delivery of the baby. • Explain signs and symptoms for pregnancy. Describe fatal development stages.	• Demonstrate ability to refuse to have unsafe sex. • Show an ability of Pregnancy management and delivery of a healthy baby.	• Safe sex can reduce unplanned pregnancy.	• Group discussion on the steps of reproduction from ovulation to deliver the baby. • To role play risk behaviour which can affect fetal development.	• Posters showing steps of reproduction from fertilization to delivery of the baby. • Charts showing risk behaviour which can affect foetal development.	• Assess student's ability to explain foetus developmental stages through exercises. • Assess student's ability to identify risk behaviour which can affect foetal development through exercise and assignments.
REDUCE	Understandi	Avoid	FAMILY	Students	Students to:	• Demonstrate	• Hold the	• Group	• Posters	• Assess

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
TEENAGE PREGNANCY	ng types of family planning methods, appropriate methods for young people and required process and procedures of using family planning methods to prevent unwanted pregnancy	unwanted pregnancy	PLANNING	<p>should be able to:</p> <ul style="list-style-type: none"> <li>Identify types of family planning methods and their characteristics</li> <li>Identify advantages of proper use of family planning methods (among ) young people</li> <li>List down challenges facing young people in accessing and utilizing of appropriate family planning methods and ways to overcome</li> </ul>	<ul style="list-style-type: none"> <li>List appropriate family planning methods for young people.</li> <li>Mention appropriate procedures and steps required in using family planning methods to prevent unwanted pregnancy among young people</li> <li>Outline benefits and challenges of using family planning among young people</li> </ul>	<ul style="list-style-type: none"> <li>ability to identify and select appropriate family planning methods for young people</li> <li>Demonstrate proper procedures required before using family planning to preventing unwanted pregnancy</li> <li>Develop confidence in their ability to use appropriate family planning methods in preventing unwanted pregnancy.</li> </ul>	<ul style="list-style-type: none"> <li>opinion that deciding to use contraception is highly important.</li> <li>Believe that appropriate use of family planning methods reduce chances of unwanted pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>discussion to identify the problems associated with teen pregnancy and ways to avoid teen pregnancy</li> <li>Debate on the advantage and disadvantage of using family planning methods among young people</li> <li>Group discussion on the criteria for selection.</li> </ul>	<ul style="list-style-type: none"> <li>showing different methods of contraception.</li> <li>Poster showing risks associated with teen pregnancy and unplanned pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>students ability to identify types of contraception through exercises.</li> <li>Assess student's ability to explain the advantage of contraceptive.</li> </ul>
REDUCE	Understandin	Avoiding	THE FAMILY	Students	Students to:	Make decision	Believe that	Group	Posters	Assess

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
TEENAGE PREGNANCY	g influence of family on responsible and irresponsible behaviour of young people.	practices which can lead to family conflict.		<p>should be able to:</p> <ul style="list-style-type: none"> <li>• Explain factors which lead to conflict between parents and children during puberty.</li> <li>• Outline the Contribution of parents to responsible and irresponsible behaviour to the children.</li> <li>• Identify support system for family members on the time of crisis.</li> </ul>	<ul style="list-style-type: none"> <li>• List factors which lead to conflicts between parents and children during puberty.</li> <li>• Explain the support systems for family members on the time of crisis.</li> </ul>	<p>to adhere to pillars of family stability.</p> <ul style="list-style-type: none"> <li>• Make use of support systems in case of crisis in their families.</li> </ul>	family members play a great role in foundation of a stable family.	<p>discussion on the factors which lead to conflicts between parents and their children during puberty.</p> <ul style="list-style-type: none"> <li>• To dramatize the use of one of the support systems on the time of crisis in the family.</li> </ul>	<p>showing conflicts between parents and their children.</p> <ul style="list-style-type: none"> <li>• Charts showing factors lead to conflicts between parents and their children during poverty.</li> </ul>	<p>student's ability to explain factors which lead to conflicts between parents and their children during puberty through exercises.</p> <ul style="list-style-type: none"> <li>• Assess student's ability to analyze contribution of parents to responsible and irresponsible behaviour to the children.</li> </ul>

## **FORM IV**

### **Competences**

By the end of Form Four course the student will have the ability to:

- identify and choose appropriate contraceptive methods, including abstinence;
- analyse, evaluate and select appropriate mass media information related to sexual reproductive health and HIV/AIDS education; and
- recognize their rights in regard to sexual reproductive health and early marriage.

### **General objectives**

- a) Understanding the role of mass media in influencing personal values, attitudes and social norms concerning gender and sexuality
- b) Understanding the importance and key elements of living positively with HIV.
- c) Understanding human rights related to sexuality and reproductive health
- d) Understanding key cultural norms and sources of messages relating to sexuality.
- e) Understanding the importance of planned pregnancy and health foetal development
- f) Understanding proper methods of contraception.
- g) Understanding consequences of Early marriages

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
					KNOWLEDGE	SKILLS	ATTITUDE			
REDUCE TRANSMISSION OF HIV AND STIs AMONG YOUNG PEOPLE	Understanding the role of mass media in influencing personal values, attitudes and social norms concerning gender and sexuality.	Increase positively and culturally accepted use of mass media; Seeking the right and appropriate media for young people; Avoid situations where one can fall into risk sexual practices	SEXUALITY AND THE MEDIA.	Students should be able to: <ul style="list-style-type: none"> <li>Assess the potential influence of mass media messages about sexuality and sexual relationship.</li> <li>Explain effects of mass media on sexual behaviour and gender relation.</li> </ul>	<ul style="list-style-type: none"> <li>Explain negative and inaccurate information portrayed by mass media.</li> <li>Identify effects of mass media on sexual behaviour and gender relation.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability to challenge negative and inaccurate information portrayed by mass media.</li> </ul>	<ul style="list-style-type: none"> <li>Hold the opinion that not all information from mass media is useful, and hence need to analyze and seek correct information from different sources</li> </ul>	<ul style="list-style-type: none"> <li>Debate on usefulness of mass media.</li> <li>Assess information from different mass media and make presentation</li> </ul>	<ul style="list-style-type: none"> <li>Video clips showing various information from mass media.</li> <li>Magazine portraying different information on related to sex.</li> </ul>	<ul style="list-style-type: none"> <li>Assess student's ability to explain negative and inaccurate information portrayed by mass media through exercises.</li> <li>Assess student's ability to identify effects of mass media on sexual behaviour and gender relation.</li> </ul>
REDUCE TRANSMISSION OF HIV	Understanding the importance	Seeking assistance from	CARE AND SUPPORT FOR PEOPLE LIVING	Students should be able to: <ul style="list-style-type: none"> <li>Identify</li> </ul>	Students to: <ul style="list-style-type: none"> <li>List support groups and</li> </ul>	Demonstrate ability to provide	Value decision to provide	To role play provision of care and	<ul style="list-style-type: none"> <li>Posters showing provision</li> </ul>	<ul style="list-style-type: none"> <li>Assess student's ability to</li> </ul>

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and STIs AMONG YOUNG PEOPLE	and key elements of living positively with HIV.	support groups and mechanisms for PLWHA.	WITH HIV AIDS.	support groups and coping mechanisms for PLWHA <ul style="list-style-type: none"> <li>Explain the effects of stigma and discrimination to PLWHA.</li> </ul>	coping mechanism for PLWHA. <ul style="list-style-type: none"> <li>Outline effects of stigma and discrimination to PLWHA.</li> </ul>	support without stigma and discrimination to PLWHA.	support with stigma and discrimination to PLWHA.	support to PLWHA without stigma and discrimination.	of care and support to PLWHA without stigma and discrimination.	support groups and mechanisms for PLWHA through interview. <ul style="list-style-type: none"> <li>Assess students ability to outline effects of stigma and discrimination through exercises and assignments.</li> </ul>
REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE	Understanding human rights related to sexuality and reproductive health.	Seeking and defending human rights related to sexuality and reproductive health.	HUMAN RIGHTS AND HIV/AIDS	Students should be able to explain the concept of human rights related to sexuality and reproductive health.	Students to: <ul style="list-style-type: none"> <li>Explain culture human rights and good practices influencing gender equality.</li> <li>Mention</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the ability to relate culture, human rights and good practices</li> </ul>	Believe that there are international and national legal instrument concern with	<ul style="list-style-type: none"> <li>Invite legal expert to explain sexuality and reproductive health rights.</li> </ul>	<ul style="list-style-type: none"> <li>Charts showing human rights related to sexuality and reproductive</li> </ul>	<ul style="list-style-type: none"> <li>Assess student's ability to explain culture human rights, gender practices</li> </ul>

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		e health.			KNOWLEDGE international and national legal instruments related to child, marriage, FGM and age of consent.	SKILLS influencing gender equality. • Make decision to use international and national legal instruments related to child marriage, FGM and age of consent.	ATTITUDE sexuality and reproductive health.	• Group discussion on culture, human rights and good practices influencing gender equality.	health.	influencing gender equality through exercises • Assess student's ability to identify international and national legal instruments concern child marriage, FGM and age of consent through interview
<b>REDUCE TRANSMISSION OF HIV and STIs AMONG YOUNG PEOPLE</b>	Understanding key cultural norms and sources of messages relating to sexuality.	Assessing cultural norms related to sexuality.	<b>CULTURE AND VALUES</b>	Students should be able to: • Explore cultural factors influencing acceptable and unacceptable sexual behaviour in the society	Student to • Outline cultural factors influencing acceptable and unacceptable sexual behaviour in the society	Demonstrate ability to evaluate cultural factors influencing acceptable and unacceptable sexual	Hold opinion that some acceptable sexual behaviour in the society can lead /reduce	Group discussion on the cultural factors influencing acceptable and unacceptable sexual behaviour in	Charts showing cultural factors influencing acceptable and unacceptable sexual behaviour in	• Assess student's ability to outline cultural factors influencing acceptable and unacceptable

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				(For example; not to have sex before marriage) • Mention various things that are valued in our culture. • Evaluate the significance of valuing our cultural good practices. • List international agreement and national legal instruments guiding sexual and reproductive health.	• List international agreement and national legal instruments guiding sexual and reproductive health	behaviour in the society. • Demonstrate ability to analyze and promote international agreement and national legal instruments guiding sexual and reproductive health.	HIV infection	the society. Library research on international agreements and national legal instruments guiding sexual and reproductive health	the society. • Posters showing international agreements and national legal instruments guiding sexually reproductive health.	ble sexual behaviour in the society through interview. • Assess student's ability to list international and national legal instruments guiding sexual reproductive health through exercises and assignments
<b>REDUCE TEENAGE PREGNANCY</b>	Understanding proper methods of contraception (including abstinence)	Choose an appropriate method of contraception.	<b>FAMILY PLANNING AND CONTRACEPTION.</b>	The students should be able to: • Use contraception properly. • Explain benefits and	The students to: • explain the proper use of contraception • Outline benefits and side effects of each	Make a decision to use contraception	View taking responsibility for sexual behaviour by making decision to use contraception	• Invite guest speaker from family planning clinic. • Library research on the	• Posters showing the proper use of contraception. • Charts	• Assess student's ability to explain the proper use of contrace

GOAL	GENERAL OBJECTIVES	BEHAVIOUR	TOPIC/SUB-TOPIC	SPECIFIC OBJECTIVES	LEARNING DOMAINS			T/L ACTIVITIES	T/L SOURCES	ASSESSMENT
				side effects of each method of contraception.	KNOWLEDGE methods of contraception	SKILLS	ATTITUDE favourably.	benefits and side effects of each method of contraception.	showing benefits and side effects of different methods of contraception.	<p>tion through interview</p> <ul style="list-style-type: none"> <li>Assess student's ability to outline benefits and side effect of different method of contraception through exercises and assignments.</li> </ul>
<b>REDUCE TEENAGE PREGNANCY</b>	Understanding consequences of early marriages	Avoiding Early Marriages	COURTSHIP AND MARRIAGE	<p>Students should be able:</p> <ul style="list-style-type: none"> <li>Define the concept of marriage.</li> <li>Explain social and health consequences of early marriages.</li> <li>List causes</li> </ul>	<p>Students to:</p> <ul style="list-style-type: none"> <li>Discuss the social and health consequences of early marriages</li> <li>Explain the causes of early marriages</li> <li>List</li> </ul>	<ul style="list-style-type: none"> <li>Make decision not to engage in early marriages.</li> <li>Demonstrate ability to avoid early marriages.</li> </ul>	Internalize the belief that courtship does not mean engaging into sex.	<ul style="list-style-type: none"> <li>To dramatize consequences of early marriage</li> <li>To role play successful courtship which lead to successful</li> </ul>	<ul style="list-style-type: none"> <li>Charts showing consequences of early marriages.</li> <li>Case study on successful courtship</li> </ul>	<ul style="list-style-type: none"> <li>Assess student's ability to explain social and health consequences of early marriages through</li> </ul>

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					KNOWLEDGE	SKILLS	ATTITUDE			
				of early marriages • Outline strategies to avoid early marriages.	strategies to avoid early marriages			marriages.	that lead to successful marriage.	exercises • Assess student's ability to discuss strategies to overcome early marriages through assignments.

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