



***Promoting Sexual and Reproductive Health School Based
HIV/AIDS Prevention in Sub-Saharan Africa (SATZ) Project***

**SEXUALITY AND HIV/AIDS EDUCATION PROGRAMME FOR
PRIMARY SCHOOLS**

Teachers' Manual



**Standard 5 and 6
Dar es Salaam, January 2004**

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SEXUALITY AND HIV/AIDS EDUCATION FOR PRIMARY SCHOOLS

TEACHER'S GUIDE

Notes to teachers

General Aim

This teacher's guide is part of sexuality and HIV/AIDS Education for primary schools. It should therefore be read together with the learners' manual. This guide is designed to enable teachers to prepare well for the subject at hand and introduce them (teachers) to some useful strategies for teaching the lessons entailed in the manual. All the lessons in the programme are designed to actively involve learners in the learning process. This is basically a guide for teachers to use in designing appropriate methods and strategies to enhance the teaching of the lesson at hand, befitting a particular class.

Design of the guide

The teacher's guide and the manual comprise five main lessons as follows:

Who am I?

This lesson aims at empowering you to understand your body changes, your potentials, and values and how to realize these.

My sexuality

This lesson aims at enabling learners to have an understanding of a sexual world .It takes the learners through the sexual decision making process with a view to empowering them to make informed decisions and be able to handle and accept the consequences of the actions they do.

What influences my sexual behaviour?

Human beings do not live in isolation .We are always in constant interactions with the external world. Inevitably, what we think and do is so much influenced by others around us. This lesson introduces learners to influences of sexual behaviours, and gives them requisite skills on how to stand on their own as a human being and resist pressures from such significant others as peers.

Risk taking behaviour and consequences:

Adolescent life is characterized by experimentation with many new life experiences including sexual behaviour. This results in short and long term consequences. This lesson introduces learners to risk taking sexual behaviours among adolescents and strategies to avoid such behaviours.

My protection and safety:

This lesson aims at equipping the learner with the knowledge and skills to protect themselves from the consequences of sexual behaviours, including unwanted pregnancies, STDs and HIV/AIDS. Additionally, the lesson introduces learners to available reproductive health services in Tanzania.

Evaluation methods for the programme

- Reflections
- Class exercises
- Evaluation form

Do's and Don't s of Teaching

The following “do's” and “don'ts” should ALWAYS be kept in mind by the teacher during any teaching -learning session

DO's

- Do maintain good eye contact
- Do prepare in advance
- Do involve participants
- Do use visual aids
- Do speak clearly
- Do speak loud enough
- Do encourage questions
- Do recap at the end of each session
- Do bridge one topic to the next
- Do encourage participation
- Do write clearly and boldly
- Do summarize
- Do use logical sequencing of topics
- Do use good time management

- Do K.I.S. (Keep It Simple)
- Do give feedback
- Do position visuals so everyone can see them
- Do avoid distracting mannerism and distractions in the room
- Do be aware of the participant's body language
- Do keep the group focused on the task
- Do provide clear instructions
- Do check and see if your instructions are understood
- Do evaluate as you go
- Do be patient

DON'TS

- Don't talk to the teaching aid (the flip chart, blackboard),
- Don't block the visual aids
- Don't stand in one spot –move around the room

- Don't ignore the participant's comments and feedback (verbal and non-verbal)
- Don't read from the curriculum
- Don't shout at the participants

Adapted from Pathfinder International: Reproductive Health Services for Adolescents: A comprehensive training course

INTRODUCTION

Teaching –Learning (T-L) Resources Required:

- Marker pens
- Flip charts
- Masking tapes
- Chalk (Blackboard)
- Pens (pencils)
- Manila cards

Session 1:

Time required: 60 minutes

Introduction

CONTENT	TEACHING LEARNING METHODS
a. Introducing teachers to learners	<p>The teacher should:</p> <ul style="list-style-type: none"> • Greet the learners and introduce him or herself by writing their names in cards and asking their partners to read the card • Ask the learners to exchange cards and asking a partner what is written in the card
b. Levelling the learner’s expectations of the programme <ul style="list-style-type: none"> • What do you anticipate to achieve from this programme? • What things worry you most about studying this programme? • While attending this programme, what are you missing at school/ home? 	<p>The teachers should:</p> <ul style="list-style-type: none"> • Ask each learner to answer the three questions in a manila card; one response one card • Ask each pupil to read his/her partner’s card • Summarize the response in a flip chart
c. Reflections Each day should start with a review of the previous day’s lesson by highlighting the key points. This moment should also be used to identify problems encountered in the previous lesson.	<p>The teacher should:</p> <ul style="list-style-type: none"> • Explain that this lesson requires active participation and cooperation of learners • Ask each learner to write the “likes” and “dislikes” of the previous lesson. • Guide the lesson to choose two participants who will conduct the reflection session for every week

CONTENT	TEACHING LEARNING METHODS
<p>d. Ground rules</p> <p>In order to keep the class in an orderly manner, ground rules are important.</p>	<p>The teacher should:</p> <ul style="list-style-type: none"> • Guide the learners to formulate the norms of the group during the teaching-learning period. • Ensure that all the rules are agreed upon by all learners • Explain the importance of observing the rules.

Lesson 1: Who Am I?

Time: 2 hours and 20 minutes

1.1 Introduction:

Adolescence is a transition period that moves an individual from childhood towards adulthood encompassing physical, cognitive and psychosocial developmental changes. During this transition to adulthood, adolescents develop biologically and psychologically and attain significant levels of autonomy and independence. Necessarily, they develop self image in that they are able to understand who they are, how do they differ from others, which values are important in my life and that of others, what are my rights and how do other people see me. They also learn to make important decisions in their life and accept the consequences of their decisions and actions.

1.2 Lesson objectives:

To enable learners understand their self-image, the changes, befalling their bodies, desired state of general and reproductive health and their reproductive health rights.

1.3 Specific learning objectives:

After studying this lesson the learner should be able to:

- Identify physical, cognitive and psychosocial changes that occur during adolescence.
- Discuss desirable health status for adolescents
- Identify the reproductive health rights for adolescents

1.4 Teaching –Learning methodology

- Teacher brief presentation
- Group work
- Discussion
- Brainstorming

1.5 Teaching –Learning Resources Required

- Marker pens
- Flip charts
- Masking tapes
- Chalk (Blackboard)
- Pens (pencils)
- Manila cards

Session 2:

Time required: 60 minutes

Specific objective No.1: Identify physical, cognitive and psychosocial changes in adolescence

CONTENT	TEACHING –LEARNING METHODS
<p>Physical, cognitive, psychosocial changes in adolescence:</p> <p>Physical:</p> <ul style="list-style-type: none">• Increase in size, shape stamina and strength.• Development of reproductive capacity• Changes in the sexual response system• Development of gender differences (males and females) <p>Cognitive (Mind):</p> <ul style="list-style-type: none">• Increased capacity for<ul style="list-style-type: none">- Abstract thinking- Planning- Empathy- Idealism- Creativity <p>Psychosocial:</p> <ul style="list-style-type: none">• Concern development of social relationships including relationships with:<ul style="list-style-type: none">- Adults- Peers of both sexes• Increased risk taking as a result of influences from peers and mass media.	<p>Teacher should:</p> <ul style="list-style-type: none">• Introduce the subject by explaining that as adolescents their bodies are undergoing various changes, which are indeed normal in life• Lead the learners in attempting the questions in the learners' manual.• Guide the learners in dividing themselves into groups to attempt group task 1.• There should be three groups: Group 1: Physical changes Group 2: Cognitive changes Group 3: Psychosocial changes including emotional changes.

Session 3:

Time required: 40 minutes

Specific objective No.2: Discuss desirable health status for adolescents

CONTENT	TEACHING AND LEARNING METHODS
<p>According to Cairo International Conference on population and Development, health is state of complete physical, mental and social well being and not merely the absence of disease or infirmity.</p> <p>Reproductive health “is a state of complete physical, social and mental well being and not merely the absence of disease or infirmity, in all matters related to the reproductive health system its function and process.”</p>	<p>The teacher should:</p> <ul style="list-style-type: none">▪ Lead a discussion on the meaning of health in general and reproduction health in particular.▪ Then she should lead a discussion on the desired health status▪ Summarize the main points emerging from the discussion as per lesson 1.2 of the learner’s manual.

Session 4

Time required: 40 minutes

Specific objective No.3: Identify sexual and reproductive health rights for adolescents

CONTENT	TEACHING-LEARNING METHODOLOGY
<p>A right is something that is morally good, acceptable, and correct according to law for which an individual or a group of individuals can formally claim.</p> <p>Sexual reproductive health rights are those rights specific to personal decision-making and behaviour in the sexual reproductive context including decision to engage or not to engage into sexual intercourse, as well as having access to SR services.</p>	<p>The teacher should:</p> <ul style="list-style-type: none">▪ Introduce the concept of sexual and reproductive health rights as explained in the left column▪ Ask participants to identify their general rights, and then SRH rights.▪ Summarize the SR rights of young people according to UN conventions as per lesson 1.3 of the learner’s manual.▪ Arrange students into groups to respond to group of the learner’s manual▪ Ask learner’s to do exercise 1 individually in a class or at home.

Lesson 2: My sexuality

2.1 Introduction:

Sexuality is an important aspect of adolescent development .It encompasses a number of aspects including: reproductive roles of men and women, sexual pleasuring, romantic and intimate relationships, gender roles and sexual orientation patterns.

2.2 Lesson objective:

To enable learners appreciate the importance of sexuality as an important phenomenon of adolescent development in general and empower them to make responsible sexual decisions in particular.

2.3 Specific objectives:

After studying this lesson, the learner should be able to:

- Differentiate between sex and sexuality
- Identify his/her sexual values
- Demonstrate assertiveness skills in making decisions in general and sexual decisions in particular
- Explain the levels and meaning of sexual expression
- Identify characteristics of a sexually health adolescent

2.4 Teaching –Learning methodology.

- Teaching brief presentation
- Group work
- Discussion
- Brain storming
- Reflections

2.5 Teaching –Learning Resources required.

- Marker pens
- Flip charts

Time: 2 hours and 40 minutes

Session 5:

Time required: 40 minutes

Specific objective No.1: Differentiate between sex and sexuality

CONTENT	TEACHING – LEARNING METHODOLOGY
Sex and sexuality are often confusing terms. The differences between these two terms are clearly alluded to in the learners manual	The teacher should: <ul style="list-style-type: none">▪ Briefly introduce the subject by asking learners to explain the literal meaning of the two terms.▪ Sum up the lesson by underscoring the meaning of the two terms as explained in the learners' manual.

Session 6:

Time required: 40 minutes

Specific objective No.2: Identify sexual values

CONTENT	TEACHING –LEARNING METHODOLOGY
This lesson entails sexual value statements. There are two pairs of statements making a total for eight statements Group 1 statements: <ol style="list-style-type: none">1. I can ask my parents and other adults' questions about sexual issues?2. I can enjoy sexual feelings without necessarily acting upon them3. I can talk with a partner about sexual activity before it occurs, including limits, disease and pregnancy prevention, and the meaning of the sexual activity within the relationship4. I can communicate desires not to have sex	The teacher should: <ul style="list-style-type: none">▪ Arrange the class such that there are four corners. One corner corresponds to the first statement and in that order.▪ Briefly explain the meaning of each of the four statements and ask each learner to move to one of the corners as she/he deems it corresponding to her his/her sexual values.▪ Divide the class into two groups. Group 1 learners will choose Group 1 statement and group 2 will choose group 2 statements▪ Write all the eight statements in a flip chart with the corresponding number of learners whose chose each statement.▪ Briefly conclude the lesson by stating that

CONTENT	TEACHING –LEARNING METHODOLOGY
<p>Group 2 statements:</p> <ol style="list-style-type: none"> 1. I respect partner’s desire not to have sex 2. When I am sexually active, I can use contraception to avoid pregnancy and condoms to avoid disease transmission 3. I am tolerant of people with different sexual orientation 4. I understand the effect of media influence on my sexual thoughts, feelings, values, and behaviours. 	<p>we have different sexual values and that we need to respect each one’s sexual values and rights.</p>

Session 7:

Time required: 60 minutes

Specific objective No.3: Demonstrate assertiveness skills in (sexual) decision-making.

CONTENT	TEACHING –LEARNING METHODOLOGY
	<p>The teacher should:</p> <ul style="list-style-type: none"> ▪ Introduce the subject by explaining intricacies involved in the decision making process in general and sexual decision making process in particular as highlighted in the learner’s manual. ▪ Lead a discussion on the O.K and not O.K reasons for having sex ▪ Summarize lesson by underscoring the main points of the subject

Session 8:

Time required: 40 minutes

Specific objective No.4: Explain the levels and meaning of sexual expression.

CONTENT	TEACHING – LEARNING METHODOLOGY
	<p>The teacher should:</p> <ul style="list-style-type: none">▪ Lead the discussion on the ways to express sexual desire▪ Conclude the discussion by highlighting the common levels of sexual expression as embodied in the learner’s manual.▪ Role play on assertive communication and negotiating sexual limits

Session 9:

Time required: 40 minutes

Specific objective No.5: Identify characteristics of a sexually healthy adolescent.

Contents	Teaching – Learning Methodology
<p>Four characteristics of a sexually healthy adolescent can be identified. These are:</p> <ul style="list-style-type: none">▪ Appreciates own body▪ Takes responsibility for own behaviours▪ Knowledge about sexuality issues▪ Positive relationship with parents, family and peer members	<p>The teacher should:</p> <ul style="list-style-type: none">▪ Guide a discussion on the characteristics of sexually healthy adolescent as per learners’ manual▪ Ask learners to attempt exercise, individually in the class or at home.

Lesson 3: What influences my sexuality?

3.1 Introduction:

Sexual expression is usually thought of as being a private and personal affair. However, there are many environmental forces that have a great influence on how we express our sexual selves. Of course, human beings are not just passive recipients and responders to these external forces; we actually use them to create our sexual identity.

3.2 Lesson Objective:

To introduce learners to factors that influence sexual behaviour and ways to overcome or cope with these factors.

3.3 Specific learning objectives:

After studying this lesson, learners should be able to:

- List and explain influences of sexual behaviours

3.4 Teaching – Learning Methodology

- Teacher presentation
- Group work
- Discussion
- Role play

3.5 Teaching – Learning Resources Required

- Marker pens
- Flip charts

Time required: 1 hour

Session 10:

Time required: 60 minutes

Specific Objective: List and explain influencers of sexual behaviour

CONTENT	TEACHING – LEARNING METHODOLOGY
Some influencers of behaviour include: <ul style="list-style-type: none">▪ Parents▪ Peers▪ Mass media	The teacher should: <ul style="list-style-type: none">▪ Introduce the subject by taking learners through the factors entailed in the learners' manual (lesson 3)▪ Then contextualize these factors into real daily situation by leading a discussion on how these factors specifically may affect our sexual behaviour.▪ Divide learners into groups to discuss "what kinds of people have a say in their (learners) sexual behaviour.

Lesson 4: Risk taking behaviours and consequences

4.1 Introduction:

Adolescence is characterized by impulsiveness and experimentation and daring to try and do things. This phenomenon usually involves risk-taking behaviours with its negative consequences including injuries or poor decisions. The consequences of risk taking sexual behaviours are particularly far reaching, and there is a need to expose adolescents to these behaviours with a view to giving them appropriate skills.

4.2 Lesson Objective:

To introduce learners to risk taking sexual behaviours and its consequences and strategies and skills to manage these behaviours and consequences

4.3 Specific Learning Objectives:

After studying this lesson, learners should be able to:

- List some of risk taking behaviours among adolescents
- Distinguish risk sexual behaviours from non-risk sexual behaviours.
- List and explain the consequences of risk taking sexual behaviours
- List common STDs in Tanzania
- List common symptoms of STDs
- Differentiate between HIV and AIDS
- Explain the HIV transmission routes
- Explain ways of living positively with HIV/AIDS

4.4 Teaching –Learning Methodology

- Teacher presentation
- Discussion
- Group work

4.5 Teaching –Learning Resources required

- Marker pens
- Flip charts
- Pictures

Time: 6 hours and 20 minutes

Session 11:

Time required: 40 minutes

Specific Objective No.1: List some of the risk taking behaviours among adolescents

CONTENT	TEACHING – LEARNING METHODOLOGY
Some of risk taking behaviours among adolescents are listed in the learners' manual	The teacher should: <ul style="list-style-type: none">▪ Introduce the subject by explaining the phenomenon of risk taking behaviours as captured in the introduction section of this lesson▪ Lead a discussion on the possible risk taking behaviours among adolescents▪ Summarize the subject by writing in the flip chart the main points emerging from the discussion including the behaviours listed in the learner's manual.

Session 12:

Time required: 40 minutes

Specific Objective No.2: Distinguish risk sexual behaviours from non-risk sexual behaviours among adolescents.

CONTENT	TEACHING-LEARNING METHODOLOGY
Some risk taking behaviours among adolescents are listed in the learners' manual	The teacher should: <ul style="list-style-type: none">▪ Introduce the subject by explaining the phenomenon of risk taking behaviours as captured in the introduction section of this lesson.▪ Lead a discussion on the possible risk taking behaviours among adolescents▪ Summarize the subject by writing in the flip chart the main points emerging from the discussion including the behaviours listed in the learners' manual.

<p>Some of the behaviours involved in the sexual expression are riskier than others; while others impose no risk at all. It is important for adolescents to understand risk behaviours so as to make informed decisions and be prepared to shoulder the resultant consequences.</p>	<p>The teacher should:</p> <ul style="list-style-type: none"> ▪ Remind learners of the levels of sexual expression discussed in lesson 2. ▪ Lead a discussion in disentangling risk behaviours from non-risk behaviours. ▪ Ensure that in the course of discussion learners are able to tell why some behaviour is said to be risky while others are not. ▪ Explain the range of risk sexual behaviours as entailed in lesson 4 (4.1) ▪ Divide learners into three groups to respond to group task 7.
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Session 13:

Time required: 60 minutes

Specific Objective No.3: List and explain the consequences of risk taking sexual behaviours

CONTENT	TEACHING – LEARNING METHODOLOGY
	<p>The teacher should:</p> <ul style="list-style-type: none"> ▪ Introduce the subject by asking learners to identify/mention some of the consequences of risk taking sexual behaviours they know. ▪ Briefly present the consequences entailed in the learners’ manual (lesson 4.2) ▪ Divide learners into 5 groups to respond to group task 8

Session 16:

Time required: 60 minutes

Specific Objective No.4 and 5: List common STDs and symptoms of STDs in Tanzania.

CONTENT	TEACHING – LEARNING METHODOLOGY
As per lesson 4.2 of the learners manual	The teacher should: <ul style="list-style-type: none">▪ Introduce the subject by asking learners to explain the meaning of STDs▪ Lead the discussion on the common STDs in Tanzania and their symptoms▪ Lead a discussion on what to do when one gets an STD▪ Divide the learners into two groups to respond to task 9.

Session 17:

Time required: 40 minutes

Specific Objective No.6: Differentiate between HIV and AIDS

CONTENT	TEACHING-LEARNING METHODOLOGY
HIV and AIDS are different HIV stands for pg 21 (LM)	The teacher should: <ul style="list-style-type: none">▪ Lead a discussion on the meaning of HIV and AIDS▪ Lead learners in explaining the meaning of illustrations (pictures) in the learners manual▪ Stress the fact that a person may have HIV without showing any symptoms

Session 18:

Time required: 40 minutes

Specific objective No.7: Explain the HIV transmission routes

CONTENT	TEACHING-LEARNING METHODOLOGY
	<p>The teacher should:</p> <ul style="list-style-type: none">▪ Lead discussion on the transmission routes of HIV▪ Explore through discussion misconceptions about the transmission routes▪ Towards the end of discussion, summarize in flip chart ways to which cannot transmit HIV and the actual transmission routes.

Session 19:

Time required: 40 minutes

Specific objective No.8: Explain ways of living positively with HIV/AIDS and interacting positively with HIV/AIDS

Content	Teaching –Learning methodology
	<p>The teacher should:</p> <ul style="list-style-type: none">▪ Present the content of this subject as entailed in the subject matter▪ Lead a discussion on the positive ways of living with people with HIV/AIDS▪ Lead a discussion on the possible services and support systems available for people with HIV/AIDS in Tanzania

Lesson 5: My Protection and safety

5.1 Introduction:

There are various ways of protection against the consequences of sexual behaviours, namely; pregnancy, STDs and HIV/AIDS. The commonly advocated means for adolescents is abstinence for those who are not yet sexually active and condom use for those who have started practicing sexual activities. This lesson offers some skills for protection against the foregoing consequences. The strategies range from refusing to engage into unwanted sexual activity to negotiating a condom use in a relationship.

5.2 Lesson objective:

To equip learners with negotiating skills on not having sexual intercourse and or using a condom

5.3 Specific learning objectives:

After studying this lesson, learners should be able to:

- Role play negotiating skills on saying no to unwanted sex
- Role play the steps involved in negotiating condom use
- Demonstrate stages involved in condom use: Buying, storing, opening, using it, disposing it, etc.
- Explain the impact of substance abuse on one's sexual behaviour
- Explain the meaning of sexual abuse and strategies to avoid it.

5.4 Teaching – Learning Methodology

- Teacher presentation
- Group work
- Discussion
- Brain storming
- Role playing

5.5 Teaching –Learning resources required

- Marker pens
- Flip chart
- Pictures

Session 20:

Time required: 40 minutes

Specific objectives No.1: Role-plays negotiating skills on saying no to unwanted sex.

CONTENTS	TEACHING-LEARNING METHODOLOGY
As per learners' manual (lesson 5.1)	The teacher should: <ul style="list-style-type: none">▪ Briefly introduce the subject by underscoring points in lesson 5.1▪ Lead learners to choose 3 pairs of partners to role play negotiating skills on saying no to sex using the examples indicated in lesson 5.1▪ Summarize main points and correct any misconceptions emerging from play

Session 21:

Time required: 40 minutes

Specific objective No.2: Role-plays negotiating skills on negotiating condom use.

CONTENT	TEACHING-LEARNING METHODOLOGY
As per learners' manual (lesson 5.2)	The teacher should: <ul style="list-style-type: none">▪ Briefly introduce the subject by underscoring points in lesson 5.2▪ Lead learners to choose 3 pairs of partners to role play negotiating skills on condom use using the examples indicated in lesson 5.2.2▪ Summarize main points and correct any misconceptions emerging from play

Session 23:

Time required: 60 minutes

Specific objective No.3: Demonstrate stages involved in negotiating condom use: buying, storing, opening, using it, disposing it

CONTENT	TEACHING-LEARNING METHODOLOGY
As per learners' manual (lesson 5.2)	The teacher should: <ul style="list-style-type: none">▪ Briefly introduce the subject▪ Lead a discussion on the stages of condom use as entailed in the pictures in lesson 5.2▪ Summarize main points and correct any misconceptions emerging from play

Session 24:

Time required: 60 minutes

Specific objective No.4: Explain the impact of substance abuse on one's sexual behaviour

CONTENT	TEACHING-LEARNING METHODOLOGY
As per learners' manual (lesson 5.3)	The teacher should: <ul style="list-style-type: none">▪ Briefly introduce the subject by presenting the definitions of substance abuse as per lesson 5.3.1▪ Lead a discussion on the effects of commonly used psychoactive substances as per lesson 5.3.1 (table)▪ Lead a discussion on the reasons adolescents use drugs. Before presenting the materials in the learners' manual, the teacher should explore as widely as possible reasons advanced by adolescents/learners.▪ Divide learners into three groups to attempt group task 9.▪ Summarize main points and correct any emerging misconceptions.

Session 25:

Time required: 60 minutes

Group competition

CONTENTS	TEACHING-LEARNING METHODOLOGY
Refer to exercise 6.	The teacher should: <ul style="list-style-type: none">▪ Briefly explain the purpose of the competition▪ Divide learners into four groups▪ Ask each group to make a play relevant to exercise 6. The play should be played in the class.▪ Lead a discussion on the lessons emerging from the plays▪ Award the winning group (Give prizes as deemed appropriate)▪ Summarize main points and correct any misconceptions emerging from the plays

Session 26:

Time required: 60 minutes

Specific objective No.5: Explain the meaning of sexual abuse and strategies to avoid it

CONTENT	TEACHING-LEARNING METHODOLOGY
As per learners' manual (lesson 5.3.2)	The teacher should: <ul style="list-style-type: none">▪ Briefly introduce the subject by underscoring points in lesson 5.3.2▪ Lead a discussion on the factors contributing to sexual abuse▪ Lead a discussion on the risk factors that may contribute to sexual abuse. Ensure to create good environment for learners to express their views as wide as possible▪ Summarize main points and correct any misconceptions emerging from discussion

Session 27:

Time required: 60 minutes

Group assignment

CONTENT	TEACHING-LEARNING METHODOLOGY
Group task 9	The teacher should: <ul style="list-style-type: none">▪ Briefly introduce the exercise as entailed in the learners' manual▪ Divide learners into five groups to discuss scenarios 1-5▪ Ask each group to respond to questions in group task 9▪ Lead a discussion on the emerging issues from group presentations▪ Summarize main points and correct any misconceptions emerging from the discussion