

Theme 1: Knowing Oneself and Living with Others

Learning Outcomes	Topics, Life Skills, Values and Attitudes	Suggested Learning Experiences	Assessment Criteria	Teaching-Learning Resources
<p>At the end of Grade 8, learners should be able to:</p> <ul style="list-style-type: none"> express positive feelings about themselves as unique individuals clarify their own personal values and why they are important suggest ways in which they can avoid unhealthy relationships demonstrate skills for building healthy relationships 	<p>My Identity</p> <ul style="list-style-type: none"> Who am I? <ul style="list-style-type: none"> My unique self Why I do matter My positive qualities Developing skills for positive self-esteem <ul style="list-style-type: none"> Self-affirmation Self-analysis Signs of low and high self esteem <p>Valuing Myself</p> <ul style="list-style-type: none"> Understanding values <ul style="list-style-type: none"> Defining values My values: Personal, social (family, religious, cultural) Which Values matter most? 	<p>My Identity</p> <ul style="list-style-type: none"> Who am I? <ul style="list-style-type: none"> Who am I? Whole class self-reflective exercise that introduces basic concepts and strengthens skills of self-awareness “I am, we are...”: A game that helps to communicate the idea that each person is unique as much as they are like others in some respects Why do I matter? <ul style="list-style-type: none"> Name Game: This fun game, using both individual and group activities, helps to build self esteem Activity 4: Mask: Combines individual exercises with whole group discussion to strengthen our ability to recognise our strengths and weaknesses Developing skills for positive self esteem <ul style="list-style-type: none"> Recognizing low and high self-esteem: Includes self-affirmation exercises and high self-esteem, provides information on sign and reinforces skills of self-analysis. Analysis of folk story from Lesotho and brainstorming to improve self esteem <p>Valuing Myself</p> <ul style="list-style-type: none"> Understanding values 	<p>Learners will have ability to</p> <ul style="list-style-type: none"> State what they can do to build their self-esteem Describe values and sources of those values Prioritise their values State behaviours that can enhance or destroy a relationship Describe how they can communicate effectively 	<ul style="list-style-type: none"> Learners’ Book Learners’ exercise books Exercise book for personal journal Outdoor space or empty hall for playing games space Crayons or colouring pencils Coins or monetary notes Value cards Drawing of boat

	<p>Living with Others</p> <ul style="list-style-type: none"> • Understanding relationships • Types of relationships – My family and friends – Who are my friends? – Different types of friends – Characteristics of good friends <p>Life Skills</p> <p>Self-Awareness Self Esteem Interpersonal Relationships Problem Solving Critical Thinking</p> <p>Values and Attitudes</p> <p>Self-respect Respect for others Responsibility Integrity</p>	<ul style="list-style-type: none"> – My value system: Interactive whole class session on meaning, type and sources of values – Taking positions – a value clarification game and whole class discussions • <u>Homework B</u>: Individual essay on prioritisation of personal values for success in school <p>Living with Others</p> <ul style="list-style-type: none"> • Understanding relationships – Circles of friendship: Small group discussions on relationships and developing circles of relationships • <u>Homework C</u>: “Who is a good friend?” Essay writing exercise giving examples from one’s personal life to reinforce the concept of good, healthy friendships – Values in relationships: Group exercise, using imagery of a boat, on identification of values and attitudes linked to building relationships – Healthy vs. unhealthy relationships: Scenario analysis in groups and whole class discussions on healthy vs. unhealthy relationships • Building healthy relationships – Effective communication and interpersonal skills 		
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Theme 2: Human Rights and Child Protection 18 Sessions

Learning Outcomes	Concepts, Life Skills, Values and Attitudes	Suggested Learning Experiences	Assessment Criteria	Teaching-Learning Resources
<p>At the end of Grade 8, learners should be able to</p> <ul style="list-style-type: none"> describe the concept of human rights and responsibilities for all and the application of rights to adolescents. understand that the exercise of human rights include reciprocal responsibilities differentiate between positive and negative norms that facilitate or hinder the fulfilment of the rights of adolescents. explain the importance of equality non-discrimination and respect for diversity. apply essential life skills in the promotion of their human rights and those of others. 	<p>Adolescent rights and responsibilities</p> <ul style="list-style-type: none"> Human rights, basic needs and wants <ul style="list-style-type: none"> Definition: Human rights, basic need, wants Children's rights and the Convention on the Rights of Children (CRC) Children's rights and responsibilities <p>Adolescent rights and reciprocal responsibilities</p> <ul style="list-style-type: none"> Adolescent sexual and reproductive rights <ul style="list-style-type: none"> Children's rights vs. adolescent rights Adolescent sexual and reproductive rights and responsibilities Consequences of rights denial 	<p>Adolescent rights and responsibilities</p> <ul style="list-style-type: none"> Human rights, basic needs and wants Rights, Needs and Wants: Card game that combines individual and group work played in groups to teach the difference between children's rights and wants. Supplemented by copy of child-friendly version of Convention on the Rights of the Child Expectations and obligations: Whole class, small group discussions, buzzing and individual reflection on expectations and obligations Homework A: Journal activity-reflections on expectations and obligations in relation to parents/guardians. <p>Adolescent rights and reciprocal responsibilities</p> <ul style="list-style-type: none"> Adolescent sexual and reproductive rights: Combines buzzing, individual and group work and whole class discussions to teach about the rights and responsibilities of adolescents. Talk by resource person on adolescent rights and responsibilities and follow-up question-answer session <u>Homework</u> : Reflective essay on relevance of sexual and reproductive health rights to adolescents 	<p>Learners will have ability to:</p> <ul style="list-style-type: none"> Match their rights as children with their responsibilities Identify additional rights that they have as adolescents and corresponding responsibilities Describe social norms that affect their rights positively Describe social norms that affect their rights negatively Recognise situations that are likely to put them at risk of having their rights violated Identify when people are discriminated 	<ul style="list-style-type: none"> Teachers' Guide Learners' Book Exercise books Question box Want & needs cards Child-friendly version of CRC

	<p>Factors impacting on the right of adolescents</p> <ul style="list-style-type: none"> • Social norms, attitudes and practices <ul style="list-style-type: none"> – Identification of norms and attitudes <ul style="list-style-type: none"> Positive norms and attitudes that promote your rights Negative norms and attitudes that hinder achievement of your rights • Inequality and discrimination <ul style="list-style-type: none"> – Human rights & social justice – Definition of equality and inequality <ul style="list-style-type: none"> ▪ People we discriminate against ▪ Reasons we discriminate against them ▪ Situations when we are discriminated against ▪ Consequences of discrimination • Respect for diversity <ul style="list-style-type: none"> – Understanding diversity – Diversity and discrimination – Developing skills of empathy <p>Protection from violation of rights</p> <ul style="list-style-type: none"> • Promoting human rights in our daily lives <ul style="list-style-type: none"> – Actions that promote our rights 	<p>Factors impacting on the Rights of Adolescents</p> <ul style="list-style-type: none"> • Social norms, attitudes and practices • <u>Homework</u> : Project on social norms and traditions: Collection of traditional stories, songs, poems proverbs and other folk literature that are used to “teach” young people social norms. Analysis of selected literary item collected for their rights sensitivity (or not). This exercise to be done in small groups with whole class presentation and discussion. • Inequality and discrimination • Power and inequality: Whole class discussion on the relationship between unfair treatment, discrimination and inequality as violations of human rights. • Signs and implications of discrimination and exclusion: Combine individual and group work to probe views on discrimination and provoke personal actions for its elimination • <u>Homework</u> : Reflective activity-thoughts on equal treatment and non-discrimination • Respect for Diversity <ul style="list-style-type: none"> “Putting myself in the shoe of the other” <ul style="list-style-type: none"> – Developing empathy: Whole class brainstorming and listing of groups of children who tend to be discriminated against. Group work on reasons why selected groups are vulnerable to discrimination, and consequences of this. 	<p>against and actions that can be taken against discrimination</p> <ul style="list-style-type: none"> • Practice skills that promote equality, tolerance and respect for diversity] • Demonstrate skills they can apply to reject behaviour that violates the rights of others 	
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	<ul style="list-style-type: none"> – Rejecting behaviour that discriminates against and violates the rights of others <p>Life Skills</p> <p>Self-awareness Self esteem Tolerance Empathy Assertiveness Peer resistance Refusal Creativity Critical thinking</p> <p>Values and Attitudes</p> <p>Respect for self Respect for others Sensitivity Non-discrimination Inclusiveness Social justice</p>	<p>Protection from violation of rights</p> <ul style="list-style-type: none"> • Promoting human rights in our daily lives <ul style="list-style-type: none"> – Learning to say No: Group work on developing assertiveness, peer resistance and refusal skills. • Peer support mechanisms for protection <ul style="list-style-type: none"> – Talk by resource person on the protection of adolescent rights- what and where 		
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Theme 3: Gender Norms and Gender Equality

Learning Outcomes	Topics, Life Skills, Values and Attitudes	Suggested Learning Experiences	Assessment Criteria	Teaching-Learning Resources
<p>At the end of Grade 8, learners should be able to:</p> <ul style="list-style-type: none"> • Define key concepts. • Differentiate between sex and gender, and define gender identity. • Describe how gender, including perceived gender roles, are socially constructed and is changeable. • Explain how gender inequality is driven by culture and society • Identify the manifestations and consequences of gender inequality • Exhibit skills that facilitate protection against gender-based violence 	<p>Culture and the social construction of gender</p> <ul style="list-style-type: none"> • Gender' vs. 'sex' <ul style="list-style-type: none"> – Gender and culture – Gender roles – Changing gender roles and causes of changes – Socialization and gender 	<p>A. Culture and social construction of gender</p> <ul style="list-style-type: none"> • "Gender" vs. 'sex' <ul style="list-style-type: none"> – The word web: Whole class "Male and Female Word Webs" exercise about differences and similarities between girls and boys (including physical characteristics, clothing, mannerisms, descriptions) • <u>Homework</u> :Word web: using word web to visually differentiate between the culturally determined characteristics and biologically determined characteristics of humans <ul style="list-style-type: none"> – Whole class explanation of gender roles. • Gender roles <ul style="list-style-type: none"> – Myths and misconceptions-whose job is it to...? Individual and whole class activity • <u>Homework</u> :Traditional gender roles: Finding out about traditional gender roles from community elders or parents/guardians <ul style="list-style-type: none"> – "Act like a man, act like a lady": Game and VIPP to highlight role of socialisation in creating gender roles, and maintaining gender boundaries • Gender, power and inequality • Gender stereotypes and discrimination: 	<p>Learners will have the ability to:</p> <ul style="list-style-type: none"> • Differentiate between gender and sex • Describe how gender roles are socially constructed and how they can change • Explain how gender inequality is influenced by culture and society • Mention all forms of gender stereotypes • List actions to protect themselves against gender-based violence • Describe skills they need to address gender inequality and 	<ul style="list-style-type: none"> • Teachers' Guide • Learners' Book • Learners exercise books • Exercise book for journal • gender roles

	<p>Gender, power and inequality</p> <ul style="list-style-type: none"> • Gender stereotypes and discrimination – Gender stereotyping – How does it create gender boundaries between girls and boys? Women and men? – Sources of gender stereotypes • Gender discriminatory practices – Forms of gender discrimination – Forms of gender-based violence and consequences – Forms of gender-based violence – Psychological and emotional violence – Physical violence against partner or spouse – Why gender-based violence? – Consequences of gender inequality, discrimination and violence <p>Elimination of gender-based violence and discrimination</p> <ul style="list-style-type: none"> • Taking actions against gender-based violence and discrimination • Development of strategies to challenge gender-based violence • Developing peer support mechanisms for protection against gender-based violence <p>Life Skills Critical thinking Problem-solving Decision-making</p>	<ul style="list-style-type: none"> – Sesotho proverbs which portray gender discriminatory messages – <u>Homework C</u>: Journal activity – Gender discrimination, violence and inequality. Through story analysis and VIPP, the values that drive gender stereotyping and consequences for the achievement of gender equality are explored. • Forms of gender-based violence and consequences – “It’s okay to...” Case study analysis to provoke discussions on gender-based violence, its different forms and why it takes place, and to reinforce that violence can never be justified – Consequences of violence: Uses role play development to reflect on consequences of gender inequality on girls, boys and transgender individuals. – Brainstorming on possible solutions <p>Elimination of Gender-Based Violence</p> <ul style="list-style-type: none"> • Taking actions against gender-based violence • Identifying actions: Uses buzz groups and VIPP for identification of “unsafe” situations, and whole class discussion to come up with protective actions • “New endings...” Game includes “taking on role of the other”, creating scenarios depicting risk and solution to problem, and roleplaying to acquire skills for dealing with gender based 	gender-based violence	
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	Self-awareness Self-esteem Creativity Values and Attitudes Social justice Non-discrimination Integrity Equality Self-respect Respect for others Courage	violence, including decision-making skills.		
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Theme 4: Sexual and Reproductive Health

Learning Outcomes	Topics, Life Skills, Values and Attitudes	Suggested Learning Experiences	Assessment Criteria	Teaching-Learning Resources
<p>At the end of Grade 8, learners should be able to:</p> <ul style="list-style-type: none"> recognize that adolescence is an essential stage in human development explain the relationship between puberty and changes that characterize adolescence understand that sexuality is expressed in different ways across the life cycle identify sexual behaviours that put young people at risk of unintended pregnancy and HIV. exercise their right to keep themselves informed, safe and healthy 	<p>CONCEPTS</p> <p>Adolescence and Human Development</p> <ul style="list-style-type: none"> Puberty and adolescence <ul style="list-style-type: none"> Definition of puberty and adolescence Changes in puberty and adolescence <ul style="list-style-type: none"> Physical changes Emotional changes Cognitive changes and moral development Keeping the body clean 	<p>A. Adolescence and Human Development</p> <ul style="list-style-type: none"> Puberty and adolescence <ul style="list-style-type: none"> Breaking the wall of silence: Interactive session using single gender and whole class brainstorming and discussions to get learners to talk about their sexual body parts as introduction to the chapter. Changes in puberty: Interactive session using groups and whole class discussions and class assignments <u>Homework</u> : Learning from Elders: Encourages intergenerational dialogue between learners and their parents/ grandparents /guardians on how the different generations experienced puberty What is adolescence? A mini-lecture is combined with a game on physical changes that come at puberty and the shifts in people's treatment of adolescents that come with it Changes in adolescence: Combines single gender group work and whole class discussions to explore the concept of adolescence as a cultural construct and its relationship to puberty Emotions that adolescents face: Through a game that includes physical movements and discussions in pairs, the various physical changes in adolescence are explored Talk by resource person on cognitive and moral development of adolescents Adolescence and sexuality 	<p>Learners will have ability to:</p> <ul style="list-style-type: none"> Describe changes that take place during puberty and adolescence Identify norms that influence sexual behaviour of adolescents Identify sexual and reproductive health services in the community 	<ul style="list-style-type: none"> Learners' experiences Teachers' Guide Learners' Book Question box Resource Person

	<ul style="list-style-type: none"> • Adolescence and sexuality – Definition of sex and sexuality – Love and related emotions <p>Adolescence and Risky Behaviour</p> <ul style="list-style-type: none"> • Risk and protective factors – Adolescents perceptions of risk relating to sexual behavior – Norms influencing sexual behavior <ul style="list-style-type: none"> • Religious norms • Peer norms • Traditional norms – Consequences of engaging in risky behaviours <p>Sexual and reproductive rights</p> <ul style="list-style-type: none"> • The right to protect oneself – Right to be abstinent <ul style="list-style-type: none"> • Definition of abstinence • Advantages of being abstinent • Ways of expressing love without having sex • Skills needed to resist unwanted sex – Establishing personal boundaries 	<ul style="list-style-type: none"> – Understanding sex and sexuality: Whole class brainstorming to define and differentiate between key concepts, group work and whole class discussions – Is it love? The difference between love and other related emotions: Group reflections and whole class presentations, discussions and individual work to explore feelings of love and related emotions – <u>Homework</u>: How do I express my feelings <p>Adolescence and Risky Behaviour</p> <ul style="list-style-type: none"> • Risk and protective factors – Perceptions and continuum of risks: Through combination of free listing of perceived risky behaviour, with whole class discussions, individual classwork, a game, gallery walk and supplementary reading, consensus is built on low/no risk behaviour and medium/high risk behaviour. – Why adolescents do or do not have sex: The reasons for adolescents engaging or not engaging in sex, and the underlying norms affecting their decisions, are explored through a game and discussions. – Situations of unwanted or unintended sex: Brainstorming, single gender group work, scenario development and whole class discussions are used to transmit knowledge and reflect on perception of peer norms. – <u>Homework C</u>: Consequences of participating in high-risk situations are highlighted by individual cost-benefit analysis of identified social situations <p>Sexual and reproductive rights</p> <ul style="list-style-type: none"> • The right to protect oneself 		
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	<ul style="list-style-type: none"> – Information on sexual and reproductive health • Sexual and reproductive health services <p>Life Skills Critical thinking Decision making Coping with emotions Self-control</p> <p>Values and Attitudes Self-respect Respect for others Love Equality Responsibility Social justice Independence Abstinence</p>	<ul style="list-style-type: none"> – Right to be abstinent: Ways of expressing love without sexual intercourse-Reflections and brainstorming in the whole class format – Development of assertiveness and building healthy love relationships. – <u>Homework</u>: Weighing the benefits of abstinence and use of protection vs engagement in early sexual practices – Creating plans to stick to limits in order to resist unwanted sex. – Identification of challenges through group work, demonstrating solutions through skits, and developing personal plans and making commitments to sticking to plans. – Reinforcing the intention and self-efficacy to avoid unwanted sex. – Talk by resource person on sexual and reproductive health services serves to provide information useful to adolescents for maintaining good sexual and reproductive health – <u>Homework</u>: Students compile directory of adolescent/youth friendly sexual and reproductive health services in the community using information given by the resource person and additional research. 		
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Theme 5: STIs including HIV and AIDS				
Learning Outcomes	Topics, Life Skills, Values and Attitudes	Suggested Learning Experiences	Assessment Criteria	Teaching-Learning Resources
<p>At the end of Grade 8, learners should be able to:</p> <ul style="list-style-type: none"> differentiate between STI's, HIV and AIDS describe how to prevent getting STIs, including HIV and the progression of HIV to AIDS recognise the importance of timely STI and HIV testing and treatment and know where to go for advice adopt behaviours and attitudes that will protect them against STIs including HIV infection 	<p>Overview of STIs, HIV and AIDS</p> <ul style="list-style-type: none"> Understanding STIs, HIV and AIDS Definitions of STIs including HIV and AIDS <ul style="list-style-type: none"> Types of STIs Signs and symptoms of STIs including HIV and AIDS Statistics on HIV and AIDS 	<p>Overview of STIs, HIV and AIDS</p> <ul style="list-style-type: none"> Understanding STIs, HIV and AIDS <ul style="list-style-type: none"> Definition of STIs, HIV and AIDS: Uses group work and VIPP, and individual activity and whole class discussion of myths and misconceptions about STIs including HIV and AIDS Types of STIs: Brainstorm terms about STIs including HIV and AIDS <u>Homework</u>: Signs and symptoms of STIs-group research activity finding out about STIs, HIV and other opportunistic diseases in the locality. <ul style="list-style-type: none"> Signs and symptoms of STIs: Presentation of findings and discussion in whole class Signs and symptoms of HIV: Interactive whole class discussions, quiz and exercises highlighting signs and symptoms at different phases as HIV progresses to AIDS Resource person talk on trends among teens in Lesotho in the relevant district followed by Q&A session. <u>Homework</u>: Communicating messages on STIs, including HIV and AIDS <p>Transmission of STIs and HIV</p>	<p>Learners will have ability to:</p> <ul style="list-style-type: none"> Differentiate between STIs, HIV and AIDS Identify signs and symptoms of STIs including HIV and AIDS Critically comment on statistical information of different age groups infected with HIV in their district Mention ways of transmitting HIV Critically comment on myths and misconceptions about transmission of STIs including HIV and AIDS Mention advantages of voluntary male circumcision Explain the immune system and how it works Identify opportunistic infections 	<ul style="list-style-type: none"> Teachers' Guide Learners' Book Homework exercise book Local health experts STI cards HIV & AIDS signs and Symptom cards Question Box

	<p>Transmission of STIs including HIV and AIDS</p> <ul style="list-style-type: none"> • Chain of HIV transmission <ul style="list-style-type: none"> – The sequence of transmission – The ‘window’ period • Immune system and HIV and AIDS transmission <ul style="list-style-type: none"> – Definitions and functions of immune system – Effects of HIV on the immune system • Risk factors in HIV transmission <ul style="list-style-type: none"> – Facts and myths about HIV transmission – High risk attitudes and behaviours and risk continuum <p>Making healthy choices</p> <ul style="list-style-type: none"> • Breaking the chain of infection <ul style="list-style-type: none"> – Healthy alternatives – Understanding Consequences of unhealthy practices – Avoiding multiple and concurrent sexual partners – Identification of healthy practices – Male medical circumcision <p>Care, Support and Treatment of STIs and HIV</p> <ul style="list-style-type: none"> • Care, support, treatment and management of STIs including HIV <ul style="list-style-type: none"> – Caring for oneself and supporting others 	<ul style="list-style-type: none"> • Facts and myths about HIV transmission <ul style="list-style-type: none"> – The chain of transmission and how HIV spreads: Individual and whole class discussion; mini-lecture and game to explain how HIV is transmitted. • <u>Homework</u>: Problem-solving scenario-response letter to friend seeking advice on HIV transmission. • The immune system, HIV and AIDS: Uses game to describe the body’s immune system and explain how it works. • <u>Homework</u>: Puzzle-HIV and the immune system to explain related key concepts • Risk factors in HIV transmission <ul style="list-style-type: none"> – Facts or myths? Using a game to teach facts and discard myths <p>Making healthy choices</p> <ul style="list-style-type: none"> • Breaking the chain of infection <ul style="list-style-type: none"> – Identifying healthy alternatives – an open discussion – <u>Homework E</u>: Completion of worksheet on practices for healthy living – Saying NO to risky behaviours: role-play – Talk by resource person on male medical circumcision followed by Q&A session <p>Care, Support and Treatment of STIs and HIV</p>	<ul style="list-style-type: none"> • Describe ways to care for people with STIs including HIV and AIDS 	
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	<ul style="list-style-type: none"> – Feelings toward people living with HIV • Management of STIs including HIV and AIDS – HIV testing and counselling – HIV testing and risk reduction – Living positively with HIV <p>Life Skills Critical thinking Interpersonal relationship Refusal skills Peer resistance Empathy</p> <p>Values and Attitudes Respect for self Respect for others Responsibility Social justice Caring Abstinence Safety Non-discrimination</p>	<ul style="list-style-type: none"> • Care, support, treatment and management of STIs including HIV – Caring for oneself and supporting others: Whole-class discussions on what we do and feel when we are sick. – Role-play to make learners understand that people who are unwell, including those who are HIV+ need to be supported and treated with love and kindness. • Management of STIs including HIV and AIDS • Guest speaker on HIV Testing Services (HTS): What? Why? Where? Q&A session • <u>Homework</u>: Community outreach: Development of messages on importance of HIV testing and risks reduction • Living positively with HIV: Whole class brainstorming or group discussions around aspects of health care and importance to those living with HIV. 		
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Theme 6: Drugs, Alcohol and Substance Abuse				
Learning Outcomes	Concepts, Life Skills, Values and Attitudes	Suggested Learning Experiences	Assessment Criteria	Teaching-Learning Resources
<p>At the end of Grade 8, learners should be able to:</p> <ul style="list-style-type: none"> explain the differences between various types of drugs and substances and their use and abuse identify the risk and protective factors relating to drug and substance use and abuse resist pressure to indulge in the abuse of drugs and substances identify and implement actions for the creation of a drug-free school 	<p>Drug, substances and alcohol abuse</p> <ul style="list-style-type: none"> Understanding drug use and abuse <ul style="list-style-type: none"> Categorisation of drugs Legal and illegal drugs, substances and alcohol. Difference between drug use, misuse and abuse Drug and substance dependence and addiction Multiple drug and substance abuse Causes of drug and alcohol abuse <ul style="list-style-type: none"> Myths and misconceptions about alcohol use <p>Risk and protective factor</p> <ul style="list-style-type: none"> Identification of risk factors <ul style="list-style-type: none"> Description of risky attitudes and behaviour Influence: community, media, school, peer group and family Identification of protective factors Definition protective factors Individual values and attitudes Peer norms Perceptions of risk Consequences of drug and alcohol abuse Links between drug abuse and other high risk behaviours <ul style="list-style-type: none"> STIs including HIV Pregnancy <p>Prevention of drug and substance abuse</p>	<p>Drug, substance and alcohol abuse</p> <ul style="list-style-type: none"> Understanding drug use and abuse <ul style="list-style-type: none"> Use and misuse of drugs: Development of skits and acting them out to demonstrate misuse and abuse of drugs Why young people do drugs: Interactive session using single gender groups and whole class activity and case study analysis Quiz competition: Myths and facts about drug, substance and alcohol use and abuse <u>Homework</u>: Project-Drug use and abuse <p>Risk and protective factors</p> <ul style="list-style-type: none"> Identification of risk and protective factors <ul style="list-style-type: none"> Identification of risk factors through case study analysis Discussion of protective factors using whole class identification and group work, developing skits Consequences of drug abuse <ul style="list-style-type: none"> Debate on alcohol use and abuse Why drug and alcohol abuse is dangerous for adolescents Links between drug abuse and other high risk activities <p><u>Homework</u>: Group work on effects of drug abuse</p> <ul style="list-style-type: none"> Prevention of Drug and Substance Abuse <ul style="list-style-type: none"> Developing skills of assertiveness and decision-making 	<p>Learners will have ability to:</p> <ul style="list-style-type: none"> Explain what drug, substance and alcohol is Identify various types of drug, substance and alcohol Explain the uses and abuse of various drugs and substance Name effects of drug, substance and alcohol abuse Describe the risk and protective factors relating to drug, substance and alcohol abuse Engage in alternative activities instead of 	<ul style="list-style-type: none"> Teachers' Guide Learners' Book Expert speaker on community services for drug, alcohol and substance abusers

	<ul style="list-style-type: none"> • Definition of abstinence in the context of drug and alcohol abuse <ul style="list-style-type: none"> – Skills to say NO use of drugs – Assertiveness – Refusal skills – Self-control • Strategies for drug, alcohol and substance free schools <ul style="list-style-type: none"> – Communicating importance of abstinence from drug, alcohol and substance abuse – Alternatives to drug alcohol and substance abuse – Positive and fun things friends can do together <p>Life Skills Critical thinking Assertiveness Refusal skills Peer resistance Self-control Creativity</p> <p>Values and Attitudes Abstinence Caring Respect for oneself Respect for others Responsibility</p>	<ul style="list-style-type: none"> – Whole class discussion of abstinence: What it means and practice of drug avoidance skills. – The same scenarios on risky behaviour may be used for this activity • <u>Homework</u>: Project –Drug-free school communication message development: In small groups, development of communication messages on importance of abstinence from drugs. Creative expression of the messages encouraged. – Presentation and exhibition of communication messages in whole school assembly or classroom situation. – Listing of what positive things learners can do with their friends that are fun but not risky. – Commitment to replacing risky behaviour with these safer alternatives. 	engaging in risk-taking behaviour	
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