

## 1. **PREAMBLE**

The Zimbabwe Junior Certificate (ZJC) Guidance and Counselling Syllabus is part of a six-year secondary school course that seeks to promote the learners' motivation to use their own resources to attain maximal benefit from life. It is designed in such a way that it complements some concepts taught in the HIV/AIDS and Life Skills as well as Civics Education syllabuses.

## 2. **PRESENTATION OF SYLLABUS**

The Guidance and Counselling Syllabus for secondary schools is presented as three separate documents; one for ZJC, one for 'O' Level and the other for 'A' Level. The aims and assessment objectives cover the whole six-year course and are therefore the same in all three documents.

## 3. **AIMS**

This syllabus aims to enable learners to:

- 5.1 be aware of themselves and have a feeling of self-worth
- 5.2 work towards fulfilling their basic human needs
- 5.3 consider their personality and character traits in relation to others
- 5.4 make informed career choices
- 5.5 have a sense of belonging to the family and the larger society
- 5.6 conserve the social and physical environment for the common good
- 5.7 contribute to the interdependence of communities within society
- 5.8 use their resources to improve the quality of life
- 5.9 be aware of and respect societal rules and laws
- 5.10 have a positive attitude towards the disadvantaged

#### **4.0 COURSE OBJECTIVES**

By the end of the course, pupils will be able to:

- 4.1 identify their abilities, interests and worth
- 4.2 describe how personal, family, community and societal norms and values develop
- 4.3 evaluate and compare their personal values with those of the family and communities (including those of other countries)
- 4.4 critically analyse their social skills and those of others and suggest ways to improve social interaction
- 4.5 examine the role of tolerance and respect as a basis for peaceful co-existence
- 4.6 demonstrate an ability to make suitable choices and sound decisions
- 4.7 apply elements of Primary Health Care in order to improve personal, family and community health
- 4.8 describe the processes in human development ( personal, social, emotional and physical)
- 4.9 identify suitable careers for themselves, through realistic assessment of their capabilities and the job market
- 4.10 demonstrate skills in critical thinking, decision-making and communication
- 4.11 identify and assist the disadvantaged
- 4.12 organise and plan their time in and out of school

#### **5.0 ASSESSMENT**

This subject will be assessed through continuous assessment and internal school-based examinations

##### **5.1 SCHEME OF ASSESSMENT**

<b>PAPER</b>	<b>DESCRIPTION</b>	<b>TIME</b>	<b>MARKS</b>	<b>WEIGHTING</b>
1	Multiple-choice and Structured questions	1½ h	50	50%
2	Course Work		50	50%

## **6.0 METHODOLOGY AND TIME ALLOCATION**

### **6.1 Methodology**

In the teaching of Guidance and Counselling, an experiential or real life approach is recommended. Interactive/ participatory and child-centred methods and activities should be used.

The following methods are recommended:

- Imitation or simulation
- Exploration
- Games and quizzes
- Problem solving
- Field trips/ use of immediate environment
- Drama/song/poetry
- Demonstration
- Group discussions/Debates

This list is not exhaustive and the teacher can use other methods he/she finds appropriate. The teacher is advised to adopt an eclectic approach whereby more than one method complement each other within one lesson.

### **6.2 Time Allocation**

For the successful implementation of this syllabus, **one** period per week is recommended

## **7.0 CONTENT TOPICS**

### **7.1 Personal life skills**

- Character Building
- Inter-personal skills
- Social Skills
- Moral values
- Etiquette

## 7.2 Human Development

- Physical Development
- Emotional Development
- Social Development
- Parental Roles

## 7.3 Forms of Child Abuse

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect
- The Law against Child Abuse

## 7.4 Relationships

- Working Relationships.

## 7.5 Educational Support

- Forms of Education
- Study skills
- Career Choice
- Financial Support

## 7.6 Nutrition

- Balanced Diet
- Food poisoning

## 7.7 Health Promotion

- Stigma and Discrimination
- Health Conditions
- Suicide
- Family planning
- Immunization
- Infections

## 8.0. DETAILED SYLLABUS CONTENT BREAKDOWN

### 8.1 Personal Life Skills

TOPIC / SKILL	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
<b>Character Building</b>	<ul style="list-style-type: none"> <li>- describe attributes of unhu/ubuntu</li> </ul>	Attributes: identity self concepts :awareness, self esteem, confidence respect empathy communication	<ul style="list-style-type: none"> <li>- describing in what ways they identify themselves</li> <li>- simulating scenes that depict a show of respect</li> <li>- dramatizing situations that can call for self concepts, self esteem, awareness and confidence</li> </ul>
<b>Inter-personal skills</b>	<ul style="list-style-type: none"> <li>- explain different family relationships</li> <li>- identify possible causes of stress</li> <li>- enumerate causes and effects of conflict at various levels</li> <li>- cite instances of good neighbourliness</li> </ul>	<ul style="list-style-type: none"> <li>- nuclear and extended family relationships</li> <li>- stress and stress management</li> <li>- causes of conflict</li> <li>- conflict and conflict management</li> <li>- gender relations</li> <li>- good neighbourliness</li> </ul>	<ul style="list-style-type: none"> <li>- drawing tree diagrams illustrating family relationships</li> <li>- explaining some ways of managing stress</li> <li>- documenting conflicts in the community and how they were/can be managed</li> <li>- explaining the nature of relations with their neighbours</li> </ul>
<b>Social skills</b>	<ul style="list-style-type: none"> <li>- identify some of their responsibilities at home, school and community</li> <li>- explain roles and duties of females and males at school, home and community</li> <li>- table and explain some children's rights that they know</li> </ul>	<ul style="list-style-type: none"> <li>- responsibilities at home, school and community</li> <li>- relationship between rights and responsibilities</li> <li>- gender roles and duties</li> <li>- gender stereotyping</li> <li>- charter on the rights of children</li> </ul>	<ul style="list-style-type: none"> <li>- listing rights and their corresponding responsibilities</li> <li>- debating whether roles and duties should be assigned by sex</li> <li>- collecting cuttings of documented cases of child abuse</li> </ul>

<b>TOPIC / SKILL</b>	<b>OBJECTIVES</b> Pupils should be able to:	<b>CONTENT</b>	<b>SUGGESTED ACTIVITIES AND NOTES</b>
<b>Moral Values</b>	<ul style="list-style-type: none"> <li>- describe cultural and societal values.</li> <li>- discuss the merits and demerits of some family values</li> </ul>	<ul style="list-style-type: none"> <li>- cultural and societal values</li> <li>- obligations</li> <li>- justice</li> <li>- trustworthiness</li> <li>- integrity</li> <li>- forms of abuse in the home</li> </ul>	<ul style="list-style-type: none"> <li>- discussing overview of girls and women's rights</li> <li>- dramatizing some cultural practices</li> <li>- discussing cultural practices vis-à-vis abuse</li> <li>- describing what children consider as abuse</li> </ul>
<b>Etiquette</b>	<ul style="list-style-type: none"> <li>- distinguish acceptable situational behaviour from unacceptable behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- behaviour management at various locations like town, school, rural home and bus stop</li> <li>- life skills needed for behaviour management such as empathy and communication</li> </ul>	<ul style="list-style-type: none"> <li>- dramatizing acceptable behaviour</li> <li>- discussing situational behaviour in different set ups such as church, funeral and party</li> </ul>

## 8.2. Human Development

<b>TOPIC</b>	<b>OBJECTIVE</b> Pupils should be able to:	<b>CONTENT</b>	<b>SUGGESTED ACTIVITIES AND NOTES</b>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>- explain physical changes during puberty</li> </ul>	<ul style="list-style-type: none"> <li>- gender differences and similarities</li> <li>- male development</li> <li>- female development</li> </ul>	<ul style="list-style-type: none"> <li>- discussing physical changes in girls and boys and their effects</li> </ul>
<b>Emotional Development</b>	<ul style="list-style-type: none"> <li>- explain emotional changes during puberty</li> </ul>	<ul style="list-style-type: none"> <li>- reproduction in boys and girls</li> <li>- reproduction vis-à-vis emotional preparedness</li> <li>- experimentation and growth</li> </ul>	<ul style="list-style-type: none"> <li>- discussing emotional changes in relationships</li> <li>- examining experiments and their consequences</li> <li>- citing examples of pupils who fell pregnant at this level</li> </ul>

<b>TOPIC</b>	<b>OBJECTIVE</b>	<b>CONTENT</b>	<b>SUGGESTED ACTIVITIES AND</b>
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	Pupils should be able to:		NOTES
<b>Social Development</b>	<ul style="list-style-type: none"> <li>- explain social changes during puberty</li> <li>- describe ideal social groups to join</li>   <li>- discuss the roles of the elderly family members (tete/ubabakazi and sekuru/umalume)</li> <li>- identify their role models</li> </ul>	<ul style="list-style-type: none"> <li>- group membership and peer pressure</li> <li>- sexism in cultural settings: school, church, home, political organizations, co-operatives and clubs</li>   <li>- tete/ubabakazi and sekuru/umalume)</li>   <li>- role models</li> </ul>	<ul style="list-style-type: none"> <li>- discussing reasons for wanting to be part of a group/clique</li> <li>- examining how attitudes of sexism have been transmitted to pupils of their age</li> <li>- suggesting ways of removing sex barriers in clubs, political organizations in the improvement of gender roles</li> <li>- dramatizing situations that bring out the tete/sekuru roles</li>   <li>- describing what they like about their role models</li> </ul>
<b>Parental Roles</b>	<ul style="list-style-type: none"> <li>- distinguish between father/mother/guardian roles during child development</li> <li>- distinguish between male/female roles during child development in child headed households</li> </ul>	<ul style="list-style-type: none"> <li>- duties of parents/guardians during children's development</li>   <li>- child headed households</li> <li>- importance of communication, tolerance, compassion and compromise</li> </ul>	<ul style="list-style-type: none"> <li>- discussing a father's role</li> <li>- listing mother's roles</li> <li>- discussing the importance of communication, tolerance compassion, compromise in relating to their parents, family and friends</li> <li>- identifying incidents of differential treatment and its effects</li> </ul>

### 8.3. Forms of Child Abuse

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
<b>Physical and Emotional Abuse</b>	<ul style="list-style-type: none"> <li>- identify forms of physical abuse</li>   <li>- cite instances of emotional abuse</li> </ul>	<ul style="list-style-type: none"> <li>- modes of physical abuse</li> <li>- effects and ways of coping.</li>   <li>- types of emotional abuse</li> <li>- effects, causes and coping strategies</li> </ul>	<ul style="list-style-type: none"> <li>- discussing common forms of physical and emotional and suggesting ways of coping</li> <li>- identifying organizations that can help (local directory of child friendly services)</li> <li>- collect cuttings of cases of physical and emotional abuse</li> </ul>
<b>Sexual Abuse</b>	<ul style="list-style-type: none"> <li>- enumerate the different types of sexual abuse</li> </ul>	<ul style="list-style-type: none"> <li>- modes and types of sexual abuse</li> <li>- causes and effects</li> <li>- ways of coping</li>   <li>- role of peer educators</li> </ul>	<ul style="list-style-type: none"> <li>- listing types of sexual abuse</li> <li>- discussing their causes and effects</li> <li>- collecting cuttings on sexual abuse from various sources</li> <li>- discussing personal experiences of sexual abuse and their response</li> </ul>
<b>Child trafficking</b>	<ul style="list-style-type: none"> <li>- identify forms of child trafficking</li> </ul>	<ul style="list-style-type: none"> <li>- types e.g. within, cross border</li> <li>- causes and effects e.g. prostitution, pornography, child labour etc</li> <li>- preventive measures</li> </ul>	<ul style="list-style-type: none"> <li>- narrating incidents of child trafficking</li> <li>- discussing causes and effects of child trafficking</li>   <li>- suggesting preventive measures</li> </ul>
<b>Neglect</b>	<ul style="list-style-type: none"> <li>-cite instances of neglect</li> </ul>	<ul style="list-style-type: none"> <li>-types of neglect</li> <li>-effects, causes and coping strategies</li> </ul>	<ul style="list-style-type: none"> <li>- listing types of neglect</li> <li>- examining cases of child abuse in the community</li> <li>- examining ways of curbing child abuse</li> <li>- discussing child abuse during humanitarian crises</li> <li>- discussing sexual harassment</li> </ul>



<b>TOPIC</b>	<b>OBJECTIVES</b> Pupils should be able to:	<b>CONTENT</b>	<b>SUGGESTED ACTIVITES AND NOTES</b>
<b>The Law against Child Abuse</b>	<ul style="list-style-type: none"> <li>- identify the role of the Victim Friendly System: Victim Friendly Unit and Victim Friendly Court</li> <li>- explain the use of suggestion boxes</li> <li>- identify specific laws that relate to child abuse</li> </ul>	<ul style="list-style-type: none"> <li>- roles of victim friendly system</li> <li>- uses of suggestion boxes</li>   <li>- child abuse laws</li> </ul>	<ul style="list-style-type: none"> <li>- discussing roles of the victim friendly system</li> <li>-discussing the importance of suggestion boxes</li> <li>-discussing implementation challenges of the child abuse laws</li> </ul>

#### 8.4. Relationships

<b>TOPIC</b>	<b>OBJECTIVES</b> Pupils should be able to:	<b>CONTENT</b>	<b>SUGGESTED ACTIVITES AND NOTES</b>
<b>Working relationships</b>	<ul style="list-style-type: none"> <li>- cite the different aspects of the dignity of work for the individual</li>   <li>- identify socially disadvantaged groups at their school</li> </ul>	Positive work ethics: <ul style="list-style-type: none"> <li>- co-operation/synergy</li> <li>- self discipline</li> <li>- relationship skills</li> <li>- negotiation</li> <li>- conflict management and resolution</li>   <li>- socially disadvantaged groups</li> </ul>	<ul style="list-style-type: none"> <li>- examining factors that lead to love relationships between pupils and people in authority (e.g. teachers and pupils, combi drivers and school children)</li> <li>- discussing their expectations of teachers' code of conduct</li> <li>- discuss relationship skills, decision making etc.</li> <li>- suggesting ways of assisting vulnerable children</li> <li>- dramatizing situations of children in vulnerable circumstances and</li> <li>- discussing sources of help and setting up support systems</li> </ul>

## 8.5. Educational Support

<b>TOPIC</b>	<b>OBJECTIVES</b> Pupils should be able to:	<b>CONTENT</b>	<b>SUGGESTED ACTIVITIES AND NOTES</b>
<b>Forms of Education</b>	- explain the different forms of education	- forms: formal, life long and continuing (non-formal and informal) education	- examining the broad picture of education
<b>Study skills</b>	- explain good study skills	Good study habits - testing - study life skills such as environment study process and homework	- discussing the importance of reading one's notes carefully - analysing consultations with peers, teachers - suggesting reasons for studying - examining time management - discussing the importance of home work
<b>Career Choice</b>	-list common careers -choose careers they would like to follow	- careers - career choices - subject choices - entrepreneurship	-identifying careers in the locality and elsewhere -discussing career choices - discussing subject choices -setting up career corners -discussing entrepreneurship
<b>Financial Support</b>	- identify scholarships and bursaries available - explain how they can access scholar ships and bursaries	- forms of financial assistance offered (e.g. from Banks, BEAM etc) - accessing financial assistance	- discussing internet search e.g. google - searching through newspapers and magazines

## 8.6. Nutrition

<b>TOPIC</b>	<b>OBJECTIVE</b> Pupils should be able to:	<b>CONTENT</b>	<b>SUGGESTED ACTIVITIES AND NOTES</b>
<b>Balanced Diet</b>	- state foods that make up a balanced diet	- balanced diet - food monitoring - positive effects of drinking water	- giving examples of foods that make up balanced diets for breakfast, lunch and supper - discussing importance of water
<b>TOPIC</b>	<b>OBJECTIVE</b>	<b>CONTENT</b>	<b>SUGGESTED ACTIVITIES AND</b>

	Pupils should be able to:		NOTES
<b>Food poisoning</b>	<ul style="list-style-type: none"> <li>- identify forms of food poisoning</li>   <li>- suggest ways of avoiding food poisoning</li> </ul>	<ul style="list-style-type: none"> <li>- causes of food poisoning</li> <li>- hygienic ways of preparing, preserving and storing food</li> <li>- consequences of food poisoning e.g. rat poison</li> <li>- agricultural labels</li>   <li>- tinned foods and expiry dates</li> <li>- first aid</li> </ul>	<ul style="list-style-type: none"> <li>- discussing food types that can easily be poisonous if not correctly stored</li> <li>- identifying signs and symptoms of food poisoning</li> <li>- describing ways of preserving food in town and in rural homes</li> <li>- citing examples of people who have been poisoned and causes</li> <li>- discussing why expiry dates should be displayed on foods</li> <li>- suggesting ways of assisting poisoned people</li> </ul>

### 8.7 Health Promotion

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
<b>Stigma and Discrimination -Disabilities</b>	<ul style="list-style-type: none"> <li>- identify different types of disabilities</li> <li>- cite instances of stigma and discrimination experienced by students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>- different types of disability:               <ol style="list-style-type: none"> <li>1. physical</li> <li>2. mental</li> <li>3. multiple</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- mentioning types of disability and their causes</li> <li>- dramatizing situations of how people generally behave towards people with disabilities</li> <li>- discussing effects of stigma and discrimination</li> <li>- identifying specialists who can assist disabled children</li> <li>- dramatizing good ways of treating disabled peers</li> </ul>

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
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<b>-HIV and AIDS</b>	- cite instances of stigma and discrimination vis-a- vis HIV and AIDS	-HIV and AIDS-stigmatisation and discrimination	-dramatizing good ways of dealing with people infected and affected by HIV and AIDS
<b>Health Conditions</b>	- discuss epilepsy and other chronic conditions	Chronic conditions: - epilepsy - panic attacks - hysteria and causes -albinism Causes	- discussing epilepsy, hysteria and albinism - suggesting ways of assisting those affected
<b>Suicide</b>	- identify possible causes of suicide	- causes of suicide - ways of alleviating suicidal tendencies - life skills	- giving examples of suicide cases they have heard of and what caused them - discussing ways of managing conflict and stress