

The New Senior Secondary Curriculum for Sierra Leone

Subject syllabus for Adolescent Health and Life Skills
Subject stream: Sciences and Technologies



This subject syllabus is based on the National Curriculum Framework for Senior Secondary Education. It was prepared by national curriculum specialists and subject experts.



Syllabus for Adolescent Health and Life Skills - an everyday subject

Subject Description

Every young person has to make decisions about their sexual and reproductive health. Research shows that most young people lack the knowledge and skills required to make those decisions responsibly. This leaves them vulnerable to coercion, sexually transmitted infections, and unintended pregnancy. Adolescent Health and Life Skills (ASHLS), aims to equip learners with knowledge, skills, and values that will empower them to make informed decisions about their sexual lives, prevent unintended pregnancy, sexually transmitted infections including HIV, and gender-based violence.

Rationale for Inclusion of Adolescent Health and Life skills in the Senior Secondary School Curriculum

The World Health Organization (WHO) defines an adolescent as an individual in the 10-19 years age group. Adolescence is a period of transition from childhood to adulthood during which adolescents develop biologically and psychologically and move towards independence. Although we may think of adolescents as a predominantly healthy group, too many do not survive into adulthood because of accidents, suicide, bullying, gender-based violence, and pregnancy-related complications. These deaths are due to a lack of knowledge, skills, and understanding, and the resilience they need to make conscious and healthy choices about relationships, sex and reproduction. Statistics indicate that one-half of all new HIV infections worldwide occur among young people aged 15 to 24. Teenage girls are more likely to die from pregnancy-related health complications than older women. Sierra Leone has one of the highest rates of teenage pregnancy in the world: 21% of girls aged between 15-19 have given birth. (Sierra Leone Demographic Health Survey, 2019; UNFPA).

This is why ASHLS is being introduced into the curriculum, to promote the health and wellbeing of adolescents in senior secondary schools. By studying this subject, learners will be more equipped to make a safe and fulfilling passage to adulthood. It will strengthen their understanding of self, their emotions and feelings, and teach them about human reproduction. They will develop confidence and acquire, the communication and decision-making skills needed to navigate their way through adolescence. ASHLS is centred around the following topics:

- Core life skills practiced in relation to common everyday situations
- The application of skills in relation to specific risk situations
- Prevalent social problems such as, teenage pregnancy, substance abuse, sexually transmitted infections (STIs) including HIV/AIDS, and gender-based violence.



General Learning Outcomes and Broad Goals

At the end of the course students will have a sense of self; understand the importance of gender equality and gender equity; be able to express personal beliefs and values and commit to continued personal reflection. They will also acquire the life skills to support healthy choices and translate knowledge, attitude, and values into healthy behaviour.

Subject Content Outline by Broad Themes & Specific Topic

Senior Secondary 1

- Adolescence (the human life cycle, puberty, personal hygiene, body image, gender norms and adolescence, gender equality and gender equity)
- Adolescent health (the concept of health, sexual and reproductive health, issues and choices facing adolescents, strategies to promote healthy choices to protect wellbeing)
- Human rights and sexual and reproductive health (definitions of human rights, sexual and reproductive health rights)
- Life skills (developing self-esteem and self-confidence, interpersonal and communication skills, critical thinking and decision-making skills and the consequences which result from chosen behaviours; developing healthy relationships; different types of relationships and the influence of gender roles on relationships; using life skills to deal with negative peer pressure, the impact of positive and negative peer pressure on sexual behaviour)
- Safe use of Information and Communication Technologies (the positive and negative aspects of technology, data protection and how to protect oneself against the negative aspects of the internet)

Senior Secondary 2

- Sexuality and sexual behaviour (concepts of sex and sexuality, awareness of different types of sexual behaviours around the world, adolescence and sexual behaviour, the ways adolescents express their sexuality, how to make informed sexual decisions, privacy and consent, values and sexuality)
- Sexual and reproductive anatomy and physiology, reproduction and cultural norms that affect adolescent sexual and reproductive health.
- Knowing and valuing our bodies, and understanding how they work, recognising the cultural norms affecting sexual and reproductive health
Pregnancy, pregnancy prevention and dangers of unsafe abortion (reproduction, health childbearing, pregnancy prevention, abortion and dangers of unsafe abortion)



Senior Secondary 3

- Gender-based violence (root causes of physical, sexual and gender-based violence, strategies to combat sexual and gender-based violence)
- Transactional sex (Definition and risks associated with transactional sex)
- Pornography, Human and sex trafficking including laws and implications
- Substance abuse and its effect on sexual decisions and life plans (the effects of substance use on health and wellbeing, and the effects of substance use on sexual decisions)
- Reducing the risks of STIs and support to people living with HIV (introducing different types of STIs and their symptoms, the strategies that reduce the risks of STIs, support available to people living with HIV)





Structure of the Syllabus Over the Three Year Senior Secondary Cycle

	SSS 1	SSS 2	SSS 3
Term 1	Adolescence <ol style="list-style-type: none"> Adolescence in the human life cycle Puberty Personal hygiene Body image Gender and adolescence Gender equality and gender equity 	Sexuality and sexual behaviour <ol style="list-style-type: none"> Sex, and sexuality Sexual behaviour and sexual response Privacy and consent Values and sexuality 	Gender based violence, transactional sex and human and sex trafficking <ol style="list-style-type: none"> Gender-based violence Risks of transactional sex Human and sex trafficking
Term 2	Adolescent health <ol style="list-style-type: none"> Definition of health Adolescent sexual and reproductive health Human rights and sexual and reproductive health and rights 	Sexual anatomy, reproduction and cultural norms that affect adolescent sexual and reproductive health <ol style="list-style-type: none"> The female and male body Reproduction 	Prevention of substance abuse, sexually transmitted infections and support to people living with HIV <ol style="list-style-type: none"> Effects of substance abuse Prevention of sexually transmitted infections including HIV/Aids Support to people living with HIV/Aids
Term 3	Life skills <ol style="list-style-type: none"> Concept of life skills Using life skills to develop healthy relationships Using life skills to deal with negative peer pressure Safe use of Information Communication Technology 	Pregnancy, prevention of unplanned pregnancy and dangers of unsafe abortion <ol style="list-style-type: none"> How pregnancy occurs Pregnancy Prevention of unplanned pregnancy Dangers of unsafe abortion 	EXAMS



Teaching Syllabus Senior Secondary Level 1

Topic/Theme/ Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Topic 1: Adolescence				
Sub-topic 1.1: Adolescence and the human life cycle	Learners will be able to: <ul style="list-style-type: none"> ● Explain the importance of adolescence in the human life cycle. ● Recall the definition of adolescence ● Acknowledge that adolescence is a unique stage of human development and an important time for laying the foundations of good health. 	<ol style="list-style-type: none"> 1. Introduce the lesson by asking the learners to recall what they know or have heard about adolescence. 2. Draw on the black board a representation of the different stages of human life cycle: fetus, baby, childhood, adolescence, adulthood, and old age. 3. Explain that adolescence is a normal and important phase in the human life cycle. 4. Conclude by stating that the World Health Organisation (WHO) defines Adolescence as the phase of life between childhood and adulthood, from ages 10 to 19. It is a unique stage of human development and an important time for laying the foundations of good health. 	<p>Blackboard and chalk</p> <p>Pictures of people at different stages of life.</p> <p>Internet resources:</p> <p>Adolescence: A foundation for future, Lancet Series on Adolescent Health Fact sheet, Population reference Bureau: https://www.prb.org/wp-content/uploads/2014/07/lancet-youth-factsheet-1.pdf</p> <p>Human life cycle Human Life Cycle Stages of Human Life Cycle - YouTube</p>	<p>Assignment:</p> <p>Ask the learners to draw themselves at different stages and describe the changes they have observed in themselves from the age of 12 years and how they feel about those changes.</p>
Subtopic 1.2 Puberty	Learners will be able to: <ul style="list-style-type: none"> ● Acknowledge that puberty is a normal and healthy part of adolescence. ● Explain and categorize the different types of 	<ol style="list-style-type: none"> 1. Explain that adolescence is the period of psychological and social transition, while puberty refers to the bodily changes that occur during the adolescence period. 2. Ask the learners to list the physical, emotional, and social changes that boys and girls experience during puberty. 3. Explain that it is normal to have sexual feelings and attraction for someone during adolescence as part of the emotional changes. 	<p>Black board and chalk</p> <p>Learners' lived experiences</p> <p>Internet resources:</p> <p>For examples of creative exercises on puberty, see training manual: It's All in One Curriculum - pages 129-132</p>	<p>Group research and presentation:</p> <p>Ask the learner to research social expectations associated with adolescence for boys and girls in Sierra Leone and</p>



	<p>changes that occur during puberty (e.g. physical, emotional, social, cognitive).</p> <ul style="list-style-type: none"> Analyse the social expectations for boys and girls as they reach adolescence. 	<p>4. Facilitate a discussion on the social expectations for adolescent boys and girls and the differences in the expectations for boys and girls.</p>	<p>https://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneActivities_en.pdf</p> <p>For more information on puberty, you can read: Everything You Wanted to Know About Puberty (for Teens) - Nemours (kidshealth.org)</p> <p>For an introduction to puberty and adolescence see: https://www.youtube.com/watch?v=2RPrbi2n0Zw</p>	<p>how these expectations contribute or do not, to the wellbeing of boys and girls.</p>
<p>Subtopic 1.3: Personal hygiene</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> Reflect on the importance of personal hygiene during adolescence. Recall daily good hygiene practices. State the causes and symptoms of body odour and how to prevent it. Explain why it is important for all girls to have access to sanitary pads and other menstrual aids, clean water, and private toilet 	<ol style="list-style-type: none"> Ask the learners to recall the definition of hygiene and why it is important, particularly during the adolescence period. Explain that good personal hygiene involves keeping all parts of the external body clean and healthy. It is important for maintaining both physical and mental health. Facilitate a discussion on the daily good hygiene practices (e.g. taking a bath, brushing your teeth at least twice a day, etc.) Explain that body odour is caused by the hormonal changes that come when people start puberty. It can start early for some people and later for others. Discuss different ways to deal with body odour and highlight that constant use of lime before taking a bath can help reduce body odour. Discuss how girls can practice menstrual hygiene, demonstrate how they can use and dispose of 	<p>Blackboard and chalk</p> <p>Limes, water, soaps, toothbrushes, toothpaste, combs, menstrual pads etc.</p> <p>Health science textbooks</p> <p>Internet resources:</p> <p>For creative exercises on personal hygiene, you can explore the resources below: http://edudel.nic.in/new_circulars/4578_4581_dt_101008/the_first_step_to_good_health_dt_101008.pdf</p> <p>https://rshp.scot/wp-content/uploads/2019/08/Part-4.-Personal-Hygiene-Activity-plan.pdf</p>	<p>Group Research and presentation:</p> <p>Research and analyse if girls have access to enough water, separate bathrooms, and menstrual products at school to easily manage their menstrual period and make recommendations to school authorities.</p>



	facilities during their menstruation.	sanitary pads and what they need to maintain a good hygiene during their menstrual period (clean water, private toilets, sanitary pads etc).	For information on how adolescents can take care of their body during adolescence, see https://amaze.org/video/puberty-taking-care-of-your-body-during-puberty/	
Subtopic 1.4 Body image	<p>Learners will be able to:</p> <ul style="list-style-type: none"> ● Acknowledge that all bodies are special and unique and there are variations in size and shapes. ● Explain how the media can negatively influence our ideals of beauty. ● Describe things that adolescents do to try and change their appearance and the negative effects it may cause. 	<ol style="list-style-type: none"> 1. Ask the learners to draw themselves and write what they find unique about their body. 2. Explain that a healthy body image is feeling happy and satisfied with one's body. 3. Facilitate a discussion on the images the media portrays and how they differ from most people's reality. You can ask them to bring images of boys and girls in magazines prior to the lesson. 4. Ask learners to share some of the things some adolescents do to change their appearances (bleaching, dieting, eating disorders, piercing, exercise etc,) discuss why do they do those things and what could be the consequences. 	<p>Blackboard and chalk</p> <p>Pictures of male and female models cut from various magazines.</p> <p>Bleaching creams, earrings and other products adolescents use to change their appearance.</p> <p>Internet resources:</p> <p>For creative exercises on body image, you can explore the training manual: It's All in One Curriculum - pages https://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneActivities_en.pdf</p> <p>The Role of Social Media in Adolescents' Body Image and Disordered Eating - YouTube</p>	<p>Homework:</p> <p>What kinds of messages and images do adolescents receive from families, movies, and advertisements about how they should look and what their bodies should be like?</p> <p>Reflect on how those messages influence the way adolescents feel about their body.</p>



<p>Subtopic 1.5 Adolescence and gender norms</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Understand the biological differences between boys and girls. • Describe issues girls face from the adolescence stage because of their sex. • Reflect on how gender norms prevent girls from achieving their potential • Assess how girls and boys, men and women are born equal and have the right to be treated equally. 	<ol style="list-style-type: none"> 1. On the blackboard, draw two columns - one for society's expectations of boys and the other the expectations for girls. 2. Explain the biological differences between boys and girls and how gender norms describe how people are expected to behave, in a specific, social context. Show how gender norms, disproportionately affect girls. 3. Facilitate discussion on the challenges adolescents (early marriage, female genital cutting, early pregnancy etc) and how the gender norms affect their education and health. 4. Tell them that gender norms are perpetuated through religious and cultural beliefs. Emphasize that gender norms are not universal, nor static and can be changed. 5. Facilitate a discussion on how the society views girls and women and how those perceptions prevent girls from achieving their potential. 6. Conclude by emphasizing the fact boys and girls are born equal and must be treated equally. 	<p>Blackboard, Chalk Pictorial chart obtained from various sources</p> <p>Internet resources:</p> <p>For more information on gender norms and gender roles, consult the websites below: <i>How-gender-norms-impact-boys-and-girls, Save the Children</i> https://www.savethechildren.org/us/charity-stories/how-gender-norms-impact-boys-and-girls</p> <p>Gender norms, UNICEF https://www.unicef.org/media/104816/file/Gender-norms-technical-note-2020.pdf</p> <p>For creative exercises on gender, you can explore the training manual: <i>It's All in One Curriculum</i> https://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneActivities_en.pdf</p> <p>For more information on gender roles, see: Gender Roles in Society - YouTube Gender Inequality & Domestic Violence - YouTube</p>	<p>Individual research:</p> <p>Identify gender based discriminatory practices against girls at home and at school.</p>
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<p>Subtopic 1.6 Gender equality and gender equity</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Understand the difference between gender equality and gender equity. • Explain how gender inequality affect girls rights, wellbeing and development. • Question the fairness of gender roles and demonstrate ways to challenge those practices that are unjust and harmful as a result. 	<ol style="list-style-type: none"> 1. Create debate on the topics below: <ul style="list-style-type: none"> • <i>Boys are more intelligent than girls.</i> • <i>Cooking and taking care of the home is the sole responsibility of girls.</i> 2. Give students the opportunity to explain why they agree and disagree with these statements 3. Explain how the statements like the above are gender stereotypes and show bias that contribute to gender inequality, 4. Explain the difference between gender equality and gender equity. 5. Ask the learners to give examples of gender equality and gender equity at home and at school. 6. Facilitate a discussion on how gender stereotypes can be challenged and how they can advocate for gender equality in their homes, at school and among their peers. Emphasise the critical role of boys and men in advocating for gender equality and gender equity. 	<p>Blackboard and chalk</p> <p>Resource persons from NGOs working on gender issues</p> <p>Internet resources:</p> <p>For more information on gender roles and stereotypes, see: https://www.plannedparenthood.org/learn/gender-identity/sex-gender-identity/what-are-gender-roles-and-stereotypes</p> <p>For practical exercises on gender equality and gender equity, see:</p> <p>It's All in One Curriculum: https://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneActivities_en.pdf</p> <p>Gender Equity – How to eliminate gender bias in classrooms - YouTube</p> <p>Why gender equality is not just about women Caroline</p>	<p>Individual research:</p> <p>Assess and categorize the jobs men often occupy and jobs women often occupy. Analyse the differences and the reasons for those differences.</p>
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			Strachan TEDxFolkestone - YouTube	
			Equity and Equality - YouTube	
Topic 2: Adolescent Health				
Subtopic 2.1: Definition of health and components of health	Learners will be able to: <ul style="list-style-type: none"> • Understand the definition of health • List the different types of health • Understand how regular exercise, nurture and adequate rest and nutrition, contribute to good health. • Identify the different health issues adolescents face. 	<ol style="list-style-type: none"> 1. Explain that the World Health organization <i>defines health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.</i> 2. Tell the learners that mental and physical health are the two most frequently discussed types of health but there are also other important types of health such as social health, emotional health, cognitive health, environmental health and financial health. 3. Explain that regular exercise, balanced nutrition, and adequate rest contribute to good health. 4. Facilitate a discussion on the different types of health issues adolescents face (substance use, suicide, early sex and pregnancy, sexually transmitted infections including HIV, violence, bullying, alcohol abuse etc) 5. Ask the learners to reflect and develop a plan to take care of their health. 	<p>Blackboard and chalk</p> <p>Heath science textbooks</p> <p>Resource persons from the Ministry of Health, national and international organisations.</p> <p>Internet resources: For more information on the definition and different types of health, see:</p> <p>https://www.who.int/about/governance/constitution and https://theworldbook.org/types-of-health/</p> <p>For more information on Adolescent health and wellbeing, watch. (1) Adolescent health and wellbeing: Professor Susan Sawyer - YouTube</p>	<p>Homework:</p> <p>Construct a personal plan for the different types of health.</p>



<p>Subtopic 2.2: Sexual and reproductive health</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Define sexual and reproductive health • Explain the difference between sexual health and reproductive health. • Analyse issues that affect adolescent sexual and reproductive health. • Reflect on how adolescents can protect their sexual and reproductive health. 	<ol style="list-style-type: none"> 1. Ask the learners if they have heard about sexual and reproductive health. If yes, ask them to share the definition. 2. Explain that WHO defines sexual and reproductive health as “a state of physical, emotional, mental and social well-being in relation to sexuality and reproduction; it is not merely the absence of disease, dysfunction or infirmity. Reproductive health implies that people are able to have a satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so. 3. Discuss sexual and reproductive health issues adolescents face in Africa (early marriage, female genital cutting, early pregnancy, maternal death. 4. Debate on what the government is doing to protect adolescents sexual and reproductive health. Discuss the role of sexuality education to equip adolescents in making healthy choices. 5. Invite a resource person from UNFPA, WHO or the Ministry of health to give a talk on the issue. 	<p>Blackboard, chalk</p> <p>Resources from the Ministry of Health, UNFPA, UNICEF, WHO and local NGOs working on adolescents sexual and reproductive health issues</p> <p>Internet Resources:</p> <p>https://www.unfpa.org/resources/adolescent-sexual-and-reproductive-health</p> <p>For more information on sexual and reproductive health and rights.</p> <p>Sexual and reproductive health and rights -- deconstructing the myths - YouTube</p> <p>Adolescent health and the importance of sexuality education - YouTube</p> <p>Teen Health: Sexual Health - YouTube YouTube</p> <p>Sexual and reproductive health and rights --</p>	<p>Project:</p> <p>Ask learners to develop a personal plan for their sexual and reproductive health and well-being.</p>
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			deconstructing the myths - YouTube What is SRHR? - YouTube	
Subtopic 2.3: Sexual and reproductive health rights and human rights	<p>Learners will be able to:</p> <ul style="list-style-type: none"> Distinguish between sexual rights and reproductive rights. Identify human rights instrument that protect the sexual and reproductive health rights of adolescents Advocate for the sexual and reproductive rights of adolescents. 	<ol style="list-style-type: none"> Explain that sexual and reproductive health rights are human rights. Ask the learners what is their understanding of sexual and reproductive health rights? Emphasise the difference between sexual rights and reproductive. Explain that access to education and sexual and reproduction health services is a right Identify sexual and reproductive services young people have the right to access. Facilitate a discussion on how the sexual and reproductive health rights of adolescent girls are violated Discuss how young people can defend their sexual and reproductive health rights. 	<p>Blackboard, chalk</p> <p>Resources from the Ministry of Health, UNFPA, UNICEF, WHO and local NGOs working on adolescents sexual and reproductive health issues</p> <p>Internet resources:</p> <p>For more information on sexual and reproductive health rights, see:</p> <p>WHO resource https://www.euro.who.int/_data/assets/pdf_file/0008/296900/Linking-Sexual-and-Reproductive-Health-and-Human-Rights.pdf</p> <p>Plan International resource https://plan-international.org/publications/sexual-and-reproductive-health-and-rights/</p> <p>OHCHR resource</p>	<p>Homework:</p> <p>Research the problems adolescents face in accessing sexual and reproductive education and services.</p>



			<p>https://www.ohchr.org/en/node/3447/sexual-and-reproductive-health-and-rights</p> <p>Sexual and reproductive health (SRH) from Medecins du Monde https://www.youtube.com/watch?v=OktA323jXzq</p> <p>Sexual and Reproductive Rights from Global Citizen https://www.youtube.com/watch?v=snc-fAesIH4</p> <p>The changing world of adolescent sexual and reproductive health and rights (WHO) https://www.youtube.com/watch?v=GID1OoZ6eec</p>	
Topic 3: Lifeskills				
<p>Subtopic 3.1 Definition of life skills</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> Define life skills Appreciate the fact that life skills help make healthy decisions. Understand the different 	<ol style="list-style-type: none"> Ask the learners if they have ever heard of the term "life skills"? if yes, what do they know about it? Ask the learners to reflect on World Health Organization (WHO) definition of life skills below: <i>"Life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize</i> 	<p>Blackboard, chalk</p> <p>Guidance counsellors in the school</p> <p>National and international experts</p> <p>Internet resources: For more practical exercises on Life skills, see:</p>	<p>Homework:</p> <p>Identify the different life skills you need to successfully navigate this life.</p>



	<p>components of life skills</p>	<p><i>with others, and cope with and manage their lives in a healthy and productive manner.”</i></p> <ol style="list-style-type: none"> 3. Ask the learners to list some of the skills they think they need to navigate everyday life (e.g. learning how to cook, learning how to make good decisions, learning how to take care of oneself etc.) 4. Explain that there are different types of life skills. But only the following will be explored: 1) Self-esteem and self-confidence 2) managing emotions 3) interpersonal and communication skills 4) critical thinking and decision-making skills 5) developing healthy relationships 6) dealing with peer pressure and 7) safe use of new technologies 	<p>Handbook of activities on life skills produced by American India Foundation https://aif.org/wp-content/uploads/2018/10/Life-skills-2018a_MAST.pdf</p> <p>Training mode on life skills https://www.unodc.org/pdf/youthnet/action/message/escap_peers_07.pdf</p> <p>Video on the top 5 life skills you should know: Top 5 Life Skills Everyone Should Know - YouTube</p>	
<p>Subtopic 3.2 Self-esteem and self-confidence</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Define self-esteem and self confidence • Learn to love and value oneself. • Appreciate the role of self-esteem and self-confidence to lead a healthy life. • Recognize the signs of low self-esteem. • Identify ways to improve oneself esteem and self-confidence. 	<ol style="list-style-type: none"> 1. Ask the learners to define self-esteem and self-confidence 2. Explain that self-esteem refers to whether you appreciate and value yourself and self-confidence is your belief in yourself and your abilities. A healthy amount of self-esteem is necessary to have the self-confidence to meet life's challenges and participate in things you find enjoyable and rewarding. 3. Ask the learners to reflect and share what they find unique about themselves. 4. Facilitate a discussion on the signs of high self-esteem and low self-esteem. 5. Ask the learners to think about what they want to achieve for their life and describe how they will develop their self-esteem and self-confidence to reach their goals. 	<p>Blackboard, chalk</p> <p>Learners' lived experiences about self-esteem and self-confidence.</p> <p>Pictures and charts</p> <p>Internet resources:</p> <p>To learn more about the difference between self-esteem and self-confidence, see https://my.uq.edu.au/information-and-services/student-support/health-and-wellbeing/self-help-resources/self-esteem-and-self-confidence</p>	<p>Homework:</p> <p>What can you do to build your self-esteem and self-confidence?</p>



			For more information on how learners can boost their self-confidence 3 tips to boost your confidence - TED-Ed - YouTube	
Subtopic 3.3 Interpersonal communication skills	Learners will be able to: <ul style="list-style-type: none"> Identify the differences between verbal and non-verbal, healthy and unhealthy communication. Demonstrate effective ways to communicate wishes, needs and personal boundaries, and listen and show respect for that of others Apply effective communication, negotiation and refusal skills they can use to counter unwanted sexual pressure and employ safer-sex strategies 	<ol style="list-style-type: none"> Ask the learners to define interpersonal and communication skills. Explain that interpersonal skills are behaviours that help you interact with others effectively, in the workplace, school, or in the larger world. Interpersonal communication, verbal, non verbal communication, Ask the learner to role play effective and ineffective communication. Explain that interpersonal communication skills are important to make informed decisions with regards all aspects of life. Ask the learners to role play a situation where they are having a pressure to have sex. Emphasize the importance of saying no if you are ready for something. 	<p>Blackboard, chalk</p> <p>Learners' lived experiences about self-esteem and self-confidence.</p> <p>Internet resources:</p> <p>For creative exercises on life skills, see: https://www.unicef.org/azerbaijan/media/2776/file/Basic%20Life%20Skills%20Course%20Facilitator%E2%80%99s%20Manual.pdf</p> <p>For more information on the interpersonal skills, see: Developing interpersonal skills - YouTube</p> <p>Active Listening: How To Communicate Effectively - YouTube</p> <p>AMAZE: Communication Styles - YouTube</p>	





<p>Subtopic 3.4 Decision making skills</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Acknowledge that decision making skills is a part life skills. • Describe the main steps in making informed decision. • Understand that decisions about sexual behaviour can affect people's health, future and life plan. • Recognize that poverty, gender inequality and violence can all influence decision-making about sexual behaviour. 	<ol style="list-style-type: none"> 1. Ask the learners to share their understanding of decision making? 2. Explain that decision making is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions. 3. Ask the learners to analyse and respond to various real-life scenarios involving topics such as healthy eating, smoking, deciding to have sex, and goal-setting. 4. Facilitate a discussion on how gender inequality, poverty, wealth, power and economic inequalities, violence, or position in society.etc. can influence decision making about sexual behaviours. 5. Conclude with the steps in making decisions: <ul style="list-style-type: none"> • Identify the problem • Gather relevant information • Brainstorm solutions • Analyse the pros and cons • Make a choice • Take action 	<p>Blackboard, chalk</p> <p>Various scenarios</p> <p>Internet resources:</p> <p>For more information on the definition and steps in decision making see: https://www.umassd.edu/media/umassdartmouth/fycm/decision_making_process.pdf</p> <p>For creative exercises on decision making skills, see: Advocate for youth training manual on decision making: https://www.advocatesforyouth.org/wp-content/uploads/storage/advfy/documents/chapter8.pdf</p> <p>For more information on how learners can make better decisions: 5 Steps To Better Decision Making What is Critical Thinking? - YouTube</p> <p>How To Improve Decision Making Skills Decision Making Process - YouTube</p>	<p>Homework:</p> <p>Provide advice to friends who want to carry out the following decisions:</p> <p>Decision to oppose marrying someone your parents have chosen.</p> <p>Decision to get tested for HIV</p> <p>You have decided to use a condom every time you have sex.</p>
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<p>Sub-topic 3.5: Using life skills to develop healthy relationships</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Explain the difference between healthy and unhealthy relationships • Demonstrate ways to show trust, respect, understanding, care, joint decision making, communication a relationship. • Describe how gender and economic inequalities, poverty, age difference, wealth, power affects relationships. • Recognize that intimate partner violence is wrong and that it is possible to leave an abusive relationship. • Understand the effect of values 	<ol style="list-style-type: none"> 1. Ask learners to define relationship and list the different types of relationships they know. 2. Explain that a relationship is the way in which two or more people, groups talk to, behave toward, and deal with each other (Britannica dictionary) 3. State that the different types of relationships are parent or family relationships, peer relationships, romantic relationships, sexual relationships, school relationships, neighbourhood or community relationships, social media and online relationships 4. Ask the learners to undertake role plays showing their understanding of a healthy and unhealthy relationship. 5. Explain that a healthy relationship is characterized by respect, trust, care, communication, joint decision making, kindness, support. On the opposite, an unhealthy relationship involves a situation where there is behaviour, where one person is mean, disrespectful, controlling, or abusive to one or both members of the relationships. 6. Facilitate a discussion on how cultural and gender norms, poverty, economic inequalities, wealth, education status positively or negatively affect relationship. 7. Discuss actions learners can take when they feel they are in unhealthy relationship. 	<p>Blackboard, chalk</p> <p>Images of healthy and unhealthy relationships</p> <p>Internet resources: For creative exercises on developing healthy, see: It's All in One Curriculum: https://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneActivities_en.pdf</p> <p>For more information on healthy and unhealthy relationships, watch:</p> <p>Building Healthy Relationships (For Teens) - YouTube</p> <p>Intimate Partner Violence - YouTube</p> <p>Healthy vs Unhealthy Relationships - YouTube</p> <p>How to Get Out of an Unhealthy Relationship - YouTube</p>	<p>Homework:</p> <p>Imagine the kind of person you would like to be with as a long-term partner and write about it. Describe how would like to be treated, and what you would and would not tolerate.</p>
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<p>Subtopic 3.6: Good and bad peer pressure</p>	<p>and culture on relationships.</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ● Perceive that peer influence can be good and bad. ● Identify ways to counteract negative peer pressure. ● Stand up for her/his values. ● Demonstrate the ability to refuse to do something that they don't want to do. 	<ol style="list-style-type: none"> 1. Ask learners to define peer pressure. 2. Explain that peer pressure means feeling like you must do something because people around you want you to or expect you to. Peer pressure can be positive (let's study, let's exercise, let's eat healthy etc,) but also negative (let's take drugs, let' drink alcohol, let's have sex etc). Positive peer pressure makes you feel good and happy while negative peer pressure can make you feel uncomfortable. 3. Ask the learners to role play what does good pressure looks like and what bad peer pressure looks like. 4. Facilitate a discussion on how learners can deal with the pressure to have sex if they do not feel ready, alcohol and substance use. 5. Explain that they should always be in control of their lives, develop self-confidence and never yield to any pressure from anyone unless they find it positive. 	<p>Black board, chalk</p> <p>Learners lived experiences of positive and negative peer pressure</p> <p>Internet resources:</p> <p>For more information on peer pressure, see: https://kidshealth.org/en/teens/peer-pressure.html</p> <p>For more information PEER PRESSURE Video 2 (Positive and Negative Peer Pressure) - My Body is MY Body - YouTube</p> <p>Dealing With Peer Pressure - YouTube</p> <p>How to say no when friends offer you drugs and alcohol? Avoid Teens Peer Pressure Guide - YouTube</p> <p>Navigating Teen Life: Self Confidence & Peer Pressure - YouTube</p>	<p>Assignment:</p> <p>Reflect and write about what you would do if a friend put pressure on you to have sex and you do not feel ready for that.</p>
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<p>Subtopic 3.7 Safe Use of Information and Communication Technologies (ICTs)</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Acknowledge that social media use has many benefits but can also result in unsafe situations or violations of law. • Illustrate ways that the Internet, cell phones and social media can be sources of unwanted sexual attention. • Analyse strategies for using social media safely, legally and respectfully. 	<ol style="list-style-type: none"> 1. Ask the learners how many of them are familiar with internet and social media and what do they often do on the internet and social media. 2. Explain that internet and social media use can have benefits such facilitate research. However, there are also some dangers associated with it (addiction, distracting them, disrupting their sleep, and exposing them to bullying, rumor spreading, unrealistic views of other people's lives and peer pressure). 3. Facilitate a discussion on preventive measures to protect oneself against the dangers of internet and social media. 	<p>Blackboard, chalk</p> <p>Smartphones</p> <p>IT experts as resource persons</p> <p>Internet resources:</p> <p>For more information about internet safety, see https://edu.gcfglobal.org/en/internetsafetyforkids/teaching-kids-about-internet-safety/1/</p> <p>For more information on how teenagers can be safe online watch: Internet Safety for Teens - YouTube</p> <p>Being Safe on the Internet - YouTube</p>	<p>Homework:</p> <p>Define and write your own safety rules while using internet or social media.</p>
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Senior Secondary 2

Topic/Theme/ Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Topic 1: Sexuality and sexual behaviour				
Subtopic 1.1: Definition of sex and sexuality and sexual life cycle	<p>Learners will be able to:</p> <ul style="list-style-type: none"> Recognize that people are sexual beings throughout their life cycle. Understand that sex and sexuality is much more than sexual feelings and sexual intercourse. Acknowledge that it is natural to be curious and have questions about sexuality. 	<ol style="list-style-type: none"> Introduce the lesson by telling the learners that they are going to explore what is sex and sexuality, a subject that is often considered taboo. Write the word SEX in a circle in a middle of the blackboard and ask the learners to shout out all the words that they think are associated with the word SEX (words not sentences). Ask them to share their definition of sex from the exercise. Explain that when most people hear the word "Sex" they think of sexual intercourse and other kinds of sexual physical activities. However, sex goes beyond sexual intercourse. It includes all aspects of a person's life such as being male and female, feelings, intimacy, reproduction etc. Explain that we are sexual beings because we are all born with sexual organs and we remain sexual beings throughout our life. Explain that it is normal to be curious and ask questions about one's sexual organs. 	<p>Blackboard, chalk (different colours)</p> <p>Internet resources:</p> <p>To get more ideas on how to facilitate the lesson on sex and sexuality, see the training manuals below:</p> <p>Life Planning Education - Chapter 5: What Is Sexuality? (advocatesforyouth.org)</p> <p>CLS_ResourceGuides_subdocs_SexSexuality.pdf (casey.org)</p> <p>For more information on what is sex and sexuality, watch:</p> <p>What Is Sexuality? - YouTube</p> <p>Sex & Sexuality: Crash Course Sociology #31 - YouTube</p>	<p>Homework:</p> <p>Reflect and answer the following questions:</p> <p>Where do young people like you learn about sexuality?</p> <p>What are some of messages you received about sexuality from your parents and friends?</p> <p>Analyse if sexuality should be thought in school or not.</p>



<p>Subtopic 1.2 Types of sexual identities</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> Recognize that there are different types of sexual identities. Acknowledge that people with different types of sexual identity exist in all parts of the world. Analyse the laws on same sex relationships in Sierra Leone. 	<ol style="list-style-type: none"> Explain that sexual identity which is also often referred to as sexual orientation is how one thinks of oneself in terms of to whom one is romantically, emotionally and/or sexually attracted. Research has shown that there are at least four types of sexual identities: 1) heterosexuals (those who are attracted to the opposite sex); 2) homosexuals (those attracted to the same sex: men who are attracted to men are called Gays and women who are attracted to women are called Lesbians), 3) bisexuals, those who are attracted to both the same and opposite sex) and 4) asexual (those who do not have any sexual feelings and do not want to have sex). Explain that those four sexual identities exist in all part of the world. However, homosexuals (Lesbians and Gays) and bisexuals often face many human rights violations because of the way society perceives them and there are laws which forbid practice. Conclude by answering questions that learners have about sex and sexuality, direct them to reliable information. 	<p>Blackboard, chalk (different colours)</p> <p>Internet resources: For more information on sexual identity and orientation and sexual rights, see: Sexual rights: an IPPF Declaration https://www.ippf.org/sites/default/files/sexualrightsippfdeclaration_1.pdf</p> <p>Understanding sexuality: shoc_understanding_sexuality.pdf_30september15.pdf (uq.edu.au)</p> <p>For more information on sexual identity and orientation, watch: Sexual Orientations Explained: Lesbian, Gay, Heterosexual and Bisexual - YouTube</p>	<p>Group research:</p> <p>Find out: <u>Group 1:</u> How homosexuals and bisexuals are perceived in Sierra Leone?</p> <p><u>Group 2:</u> What does the law say about same sex relationships in Sierra Leone and reflect on the origin of the law?</p> <p><u>Group 3:</u> Analyse how the existing law on same sex relationship can</p> <p><u>Group 4:</u> Analyse how the western society's</p>
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				perceptions about homosexuality has evolved over the years.
Subtopic 1.3 Sexual behaviour and response	<p>Learners will be able to:</p> <ul style="list-style-type: none"> Understand that during puberty boys and girls become more aware of their responses to sexual attraction and stimulation. Acknowledge that many boys and girls begin to masturbate during puberty or sometimes earlier and it does not cause physical or emotional harm but should be done in private. Acknowledge that having erections, wet dreams or other sexual 	<ol style="list-style-type: none"> Ask the learners to recall the changes that occur during the puberty period. Explain that during adolescence, young people have sexual feelings and attraction and want to express their sexuality. Facilitate a discussion on different ways adolescent express their sexuality (masturbation, oral sex, vaginal or anal sex penetrative sex, kissing, touching etc). Explain that engaging in risky behaviour is also common during adolescence. Discuss and clarify some of the myths below: <ul style="list-style-type: none"> <i>The right age to have sex is 18.</i> <i>If a girl loves her boyfriend, she should show it by having sex with him?</i> <i>Masturbation is harmful.</i> <i>Once a man becomes sexually excited, he cannot control himself and must ejaculate</i> 	<p>Blackboard, chalk (different colours)</p> <p>Internet resources:</p> <p>Training material: <i>It's All in One Curriculum</i> https://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneActivities_en.pdf (2) Factors affecting sexual behavior Gender and Human Sexuality - YouTube</p>	<p>Assignment:</p> <p>Reflect on how plans for their future can be impacted by the decisions you take in relation to sex and relationships .</p>



	<p>responses are a normal part of puberty</p> <ul style="list-style-type: none"> • Differentiate myths from facts when it comes to information about sexual behaviour. 			
<p>Subtopic 1.4: Protection of privacy</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Know how to protect or how you breach someone's privacy • Assess how clearly communicating "yes" and no" protects one's privacy. • Recognize the importance of access to private space including toilets and water as girls mature. 	<ol style="list-style-type: none"> 1. Ask the learners to share their understanding of privacy. 2. Ask them to state parts of the body that are private and why they are considered private. 3. Explain privacy is a fundamental right, essential to autonomy and the protection of human dignity, serving as the foundation upon which many other human rights are built. 4. Discuss the specific privacy needs for girls during their menstruation period. 5. Facilitate a discussion on how to respect other people's privacy. 	<p>Blackboard and chalk</p> <p>Internet resources: https://privacyinternational.org/explainer/56/what-privacy What Is Privacy? Privacy International - YouTube Privacy and Social Media - YouTube</p>	<p>Assignment:</p> <p>List measures young people can take to protect their privacy while using social media.</p>





<p>Subtopic 1.5: Understanding the importance of consent</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Acknowledge the importance of giving and perceiving sexual consent. • Analyse factors that influence consent in sexual relationship • analyse the benefits of giving and refusing sexual consent and acknowledging someone else's sexual consent or lack of consent 	<ol style="list-style-type: none"> 1. Ask the learners what it mean to consent to something? 2. Explain that actually, no one has the right to touch any part of the body of the other person without asking and obtaining the express permission. 3. Ask them to role play two scenarios: one when there is consent and the second one when there is no consent. 4. Facilitate a discussion on the importance of always asking for consent before touching, kissing and having sex with someone. 5. Analyse how gender norms, poverty, power, wealth, economic equality can influence consent 	<p>It's All in One Curriculum Exercise pages 76-81: https://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneActivities_en.pdf</p> <p>Understanding Consent - YouTube</p> <p>Tea Consent (Clean) - YouTube</p>	<p>Assignment:</p> <p>Develop guidelines for giving meaningful consent in a situation involving sex</p>
<p>Subtopic 1.6 Values and sexuality</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Understand what values are and how they influence the way people behave and make decisions. • Acknowledge that people have different values 	<ol style="list-style-type: none"> 1. Introduce the learners to the value game exercise. 2. Write a statement such as "<i>boys are more intelligent than girls</i>". 3. Ask those who agree to stand up and those who disagree to remain seated. 4. Allow four learners who agree to share why they agree and four who disagree to do the same. 5. Explain that according to Collins Dictionary, values are the moral principles and beliefs or accepted standards of a person or social group. Emphasize that values change from one person to another. 	<p>Backboard and chalk</p> <p>Internet resources:</p> <p>For practical exercises on values and sexuality, see: Comprehensive sexuality education (CSE) Toolkit, Norwegian Aid=Act Alliance: https://www.kirkensnodhjelp.no/globalassets/cse/comprehensive-sexuality-education-toolkit-trainers-manual.pdf</p>	<p>Homework:</p> <p>List values that are important to you when it comes to your sexual health and where you got them from.</p>



	<p>and attitudes and recognize the importance of being tolerant and respectful to others' values, beliefs and attitude</p> <ul style="list-style-type: none"> Recognize the influence of families and communities on values and attitudes about sexuality. 	6. Facilitate a discussion on how family, tradition, culture, religion, mass media, social and political situations influence personal values.	Sexuality, Faith and Culture - YouTube	
Topic 2: Sexual and reproductive anatomy, physiology and reproduction				
Subtopic 2.1 Knowing and valuing our sexual organs	<p>Learners will be able to:</p> <ul style="list-style-type: none"> Acknowledge that there is nothing shameful about knowing, naming and valuing one's sexual organs. State the body parts involved with sexual health and reproduction. Understand the importance of taking care of 	<ol style="list-style-type: none"> Introduce the session by explaining to the learners the importance of knowing and valuing their sexual organs. Ask the learners to draw in their note books the female external sexual organ, name the different parts and their functions. After sketch the female external sexual organ on the board and take the learners on a discovery journey of the female external genitalia. Do the same for the male external sexual organ. Give learners the opportunity to the learners to ask questions and provide scientific answers. Conclude by emphasizing the fact that sexual organs are part of the body and it is important to know, value and take good care of them. 	<p>Blackboard and chalk</p> <p>Health resource persons</p> <p>Science textbooks</p> <p>Internet resources: For more information on the names and functions of the female external sexual organ, see. https://www.plannedparenthood.org/learn/health-and-wellness/sexual-and-reproductive-anatomy/what-are-parts-female-sexual-anatomy</p>	<p>Assignment:</p> <p>What are the benefits of knowing and valuing your sexual organs?</p>



	one's sexual organs.		https://www.msdmanuals.com/home/women-s-health-issues/biology-of-the-female-reproductive-system/female-external-genital-organs	
Subtopic 2.2: Reproduction	Learners will be able to: <ul style="list-style-type: none"> • Understand that reproduction is essential for continuity. • Describe the process of human reproduction, (fertilization, pregnancy and delivery). 	<ol style="list-style-type: none"> 1. Ask the learners to recall the definition of reproduction studied in biology lesson. 2. Explain that reproduction is a biological process by which an organism reproduces an offspring that is biologically like the organism. Reproduction enables and ensures the continuity of species, generation after generation. It is the main feature of life on earth 3. Ask the learners to describe how human reproduction happens. 4. Explain that human reproduction is when an egg cell from a woman and a sperm cell from a man unite and develop in the womb to form a baby. A number of organs and structures in both the woman and the man are needed in order for this process to occur. These are called the reproductive organs and genitals. 	https://www.britannica.com/science/human-reproductive-system	
Subtopic 2.3 Knowing and valuing our sexual organs	Learners will be able to: <ul style="list-style-type: none"> • Acknowledge that there is nothing shameful about knowing, naming and valuing one's sexual organs. 	<ol style="list-style-type: none"> 1. Introduce the session by explaining to the learners the importance of knowing and valuing their sexual organs. 2. Ask the learners to draw in their note books the female external sexual organ, name the different parts and their functions. 3. After sketch the female external sexual organ on the board and take the learners on a discovery journey of the female external genitalia. 4. Do the same for the male external sexual organ. 	<p>Blackboard and chalk</p> <p>Health resource persons</p> <p>Science textbooks</p> <p>Internet resources: For more information on the names and functions of the female external sexual organ, see.</p>	<p>Assignment:</p> <p>What are the benefits of knowing and valuing your sexual organs?</p>



	<ul style="list-style-type: none"> • State the body parts involved with sexual health and reproduction. • Understand the importance of taking care of one's sexual organs. 	<ol style="list-style-type: none"> 5. Give learners the opportunity to the learners to ask questions and provide scientific answers. 6. Conclude by emphasizing the fact that sexual organs are part of the body and it is important to know, value and take good care of them. 	<p>https://www.plannedparenthood.org/learn/health-and-wellness/sexual-and-reproductive-anatomy/what-are-parts-female-sexual-anatomy</p> <p>https://www.msmanuals.com/home/women-s-health-issues/biology-of-the-female-reproductive-system/female-external-genital-organs</p>	
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Topic 3: Pregnancy, pregnancy prevention and dangers of unsafe abortion

<p>Subtopic 3.1 What is pregnancy and how does it happen?</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Explain that all children should be wanted, cared for, and loved. • Recognize that unintended pregnancy at an early age can have negative health and social consequences • Acknowledge that excluding or expelling an adolescent girl who becomes 	<ol style="list-style-type: none"> 1. Ask the learners what they know about pregnancy. 2. Describe how pregnancy happens and common signs of pregnancy. 3. Explain that pregnancy should occur when a woman's body is physically matured and both partners are ready psychologically and financially to be parents. 4. Discuss why it is unintended pregnancy has negative consequences on the health of young people. 5. Facilitate a discussion on the pros and cons of the Sierra Leone government policy on pregnant girls. 	<p>Blackboard, chalk</p> <p>Pictures</p> <p>Internet resources:</p> <p>How does pregnancy happen https://www.plannedparenthood.org/learn/pregnancy/how-pregnancy-happens</p> <p>From fertilization to childbirth 3d medical animation by Dandelion Team - YouTube</p> <p>Copies of radical inclusion policy</p>	<p>Group research:</p> <p>Find out statistics about teenage pregnancy in Sierra Leone, causes, consequences on the health and future of girls and propose strategies what needs to be done to reduce the number of teenage</p>
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	pregnant while she is in school is a violation of her human rights.			pregnancies in the country.
Subtopic 3.2 Prevention of pregnancy	Learners will be able to: <ul style="list-style-type: none"> • Acknowledge that preventing pregnancy is the responsibility of both girls and girls. • Analyse effective methods of preventing unintended pregnancy and their associated efficacy. • Correct myths about modern contraceptives, condoms and other ways to prevent unintended pregnancy. 	<ol style="list-style-type: none"> 1. Ask the learners to recall how pregnancy happens and who are the people involved. 2. Discuss the role of boys and men in preventing pregnancy. 3. Organise a session with a health agent to talk about the different types of contraceptives. 	<p>Blackboard, chalk</p> <p>Condoms</p> <p>Contraceptives (can be acquired from health centres) Health agent from the clinic or hospital</p> <p>Planned Parenthood Association</p> <p>Internet resources: https://www.health.qld.gov.au/news-events/news/types-contraception-women-condoms-pill-iud-ring-implant-injection-diaphragm</p>	<p>Group research and presentation:</p> <p>Find out the different types of contraceptives and demonstrate the correct use of condom.</p>
Subtopic 3.3	Learners will be able to:	<ol style="list-style-type: none"> 1. Ask the learners if they have heard about the word abortion before? If yes, what is it? 	Resource institution: Mare Stopes	Individual research:



<p>Dangers of unsafe abortion</p>	<ul style="list-style-type: none"> • Explain why unsafe abortion poses a serious health risk to girls and women. • Describe ways to prevent unsafe abortion. • Analyse the existing national laws regulating abortion • Finding help 	<ol style="list-style-type: none"> 2. Present WHO definition and facts abortion. 3. Explain the difference between safe and unsafe abortion. 4. Explain the negative consequences of unsafe abortion. 5. Discuss strategies the government can put in place to protect girls and women from unsafe abortion. 6. Analyse the pros and cons of the new safe law on safe motherhood. 	<p>Internet resources:</p> <p>For more information on creative exercises on unsafe abortion, see It's All in One Curriculum https://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOne_Activities_en.pdf</p> <p>WHO resource on abortion https://www.who.int/news-room/fact-sheets/detail/abortion</p> <p>What is Unsafe abortion? Explain Unsafe abortion, Define Unsafe abortion, Meaning of Unsafe abortion - YouTube</p> <p>Sharing my abortion secret - Talk It Out - BBC Africa - YouTube</p> <p>The reality of unsafe abortion - Catherine's story - YouTube</p>	<p>Everyone should research on the statistics of unsafe abortion in Africa and the strategies to reduce unsafe abortion</p>
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Senior Secondary 3

Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Topic 1: Gender-based violence				
Subtopic 1.1: What is Gender based violence (GBV)?	Learners will be able to: <ul style="list-style-type: none"> Define GBV and explain who is affected Acknowledge that all forms of gender-based violence are a violation of human rights. Explain how gender norms and gender roles contribute to gender-based violence Describe ways in which GBV negatively affects the wellbeing of girls and women. 	<ol style="list-style-type: none"> Ask the learners to recall the definition of gender-based violence. Explain that gender-based violence is violence perpetrated against someone because of their sex. State that research shows that girls and women are often the victims of GBV, and boys and men are mostly the perpetrators, who are often the victims and what the consequences on the health and wellbeing of victims are. Facilitate a discussion on the root causes of gender-based violence Call on a specialist from the Ministry of NGOs to give a lecture on gender-based violence. 	<p>Blackboard, Chalk</p> <p>Specialists from the Ministry of Gender and Children's Affairs and other international and national NGOs.</p> <p>Sierra Leone 2019 Demographic Health Survey</p> <p>Internet resources:</p> <p>For creative exercises on GBV, see: https://www.igwg.org/wp-content/uploads/2017/07/gbv-facilitator-guide.pdf</p> <p>Violence Against Women Throughout The Life Cycle - YouTube</p> <p>Inspiration: What is Gender Based Violence? - YouTube</p> <p>Root causes of domestic violence Gender Inequality & Domestic Violence - YouTube</p>	<p>Group research and presentation:</p> <p>Explain how gender roles contribute to gender-based violence.</p>



<p>Subtopic 1.2: What are the different types of gender-based violence?</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> List the different types of gender-based violence. Understand that female genital mutilations and early marriage are gender-based violence. Recognize that sex for grades is wrong and learners can report teachers who demand sex for grades. 	<ol style="list-style-type: none"> Ask the learners to list the different types of gender-based violence: Explain that there are six (6) categories of GBV (physical violence, sexual violence, psychological or emotional, economic violence, cultural violence, and digital violence). Organise a debate on the pros and cons of female genital cutting. Explain how early marriage affect the rights and wellbeing of girls. Facilitate a discussion on the types of gender-based violence girls face at school and ways to eradicate GBV in schools. 	<p>Black board, chalk Specialists working on the issue of GBV.</p> <p>Internet resources:</p> <p>For more information about the definition and types of GBV. https://www.unwomen.org/en/wh-at-we-do/ending-violence-against-women/faqs/types-of-violence</p> <p>Part 1: Psychological and Economic Gender-Based Violence - YouTube</p> <p>Teenagers and Sexual Abuse - YouTube</p> <p>Sex for Grades: undercover inside Nigerian and Ghanaian universities - BBC Africa Eye documentary - YouTube</p>	<p>Research:</p> <p>Respond in writing to the question: What might you be able to do in your own daily life to promote greater equality and acknowledge each person's dignity?</p>
<p>Subtopic 1.3: Strategies to combat gender-based violence</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> Demonstrate ways to seek help for themselves or someone they know in the case of gender-based violence. 	<ol style="list-style-type: none"> Ask the learners to think about ways girls can protect themselves against GBV. Explain that it is important for girls to know their rights and speak up when they are faced with GBV. Facilitate a discussion on how parents and the government can also help combat GBV (provide comprehensive sexuality education, policies and laws, etc. 	<p>Blackboard, chalk</p> <p>Specialists working on GBV issues in Sierra Leone.</p> <p>Guidance counsellors in schools.</p> <p>Internet resources:</p>	<p>Assignment:</p> <p>Analyse the critical role of boys and men in ending GBV.</p> <p>List 10 concrete actions boys and</p>





	<ul style="list-style-type: none"> Assess the role of boys and men in ending GBV. Outline the role of parents and governments in ending GBV. 	<p>4. Stress the role of boys and men in ending gender-based violence.</p>	<p>For more information on how boys and men can help end GBV, see:</p> <p>https://www.globalcitizen.org/en/content/ways-men-boys-fight-gender-base-violence-16-days/</p> <p>Ending violence against women and girls - Meron's story - YouTube</p> <p>Protect Yourself Rules - Tell - YouTube</p> <p>Part 3: Addressing Gender-Based Violence - YouTube</p> <p>#SayEnough Together We Can End Violence Against Women & Girls - YouTube</p>	<p>men can do to put an end to GBV.</p> <p>Explain how sexuality education in schools can help reduce gender-based violence.</p>
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Topic 2: Transactional sex

<p>Subtopic 2.1 Definition of transactional sex and factors that lead to transactional sex</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> Define transactional sex Identify the factors that motivate adolescent girls and boys to engage in transactional sex 	<ol style="list-style-type: none"> Ask the learners if they have heard about the term transactional sex before and if yes, how do they define it? Explain that UNAIDS defines transactional sex as non-marital, non-commercial sexual relationships motivated by an implicit assumption that sex will be exchanged for material support or other benefits. Transactional sex is practiced by men and women at all ages and in all regions of the world. However, in West Africa, girls and women are particularly at risk. 	<p>Blackboard, chalks</p> <p>Internet resources:</p> <p>For information on the definition and factors that drive transactional sex, read: <i>Transactional sex and HIV risk: from analysis to action, UNAIDS report, 2018:</i> https://www.unaids.org/sites/default/files/media_asset/transactional-sex-and-hiv-risk_en.pdf</p>	<p>Homework:</p> <p>Help a friend find alternative solutions to transactional sex A good friend whose parents are unable to pay her school fees is considering getting into a relationship with</p>
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		<ol style="list-style-type: none"> Facilitate a discussion on the factors that motivate adolescent girls and boys to get involved in transactional sex. Explain that poverty, economic inequality, consumerism, parents and peer pressure are the main factors that motivate young people to engage in transactional sex. Facilitate a discussion on alternatives to transactional sex. 	<p>For more information on what motivates women to engage in transactional sex:</p> <p>https://www.youtube.com/watch?v=yx2hHdkNtK4</p> <p>https://www.youtube.com/watch?v=8bRuke9B-zk</p>	<p>an elderly man to help her out. You do not agree with her. Write your suggestions for alternative solutions she can consider.</p>
Topic 3: Pornography, human and sex trafficking				
<p>Subtopic 3.1: Pornography</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> Understand that watching pornography from an early age can become addictive. Evaluate ways that pornography can contribute to unrealistic expectations about boys and girls sexual behaviour, sexual response and body appearance. Acknowledge that pornography can reinforce harmful gender stereotypes and 	<ol style="list-style-type: none"> Ask learners about what they understand about pornography. Explain that pornography is not for children and can be addictive if exposed early. Discuss the negative short and long-term effects of pornography on boys and girls. 	<p>Internet resources:</p> <p>https://aifs.gov.au/research/research-arch-snapshots/effects-pornography-children-and-young-people</p> <p>Why we need to talk about porn Jo Robertson TEDxChristchurch - YouTube</p> <p>How porn changes the way teens think about sex Emily F. Rothman - YouTube</p>	<p>Write an essay on why parents should talk to their children about the dangers of pornography</p>





	can normalize violent or non-consensual behaviour			
Subtopic 3.2 Human and Sex trafficking	Learners will be able to: <ul style="list-style-type: none"> Evaluate the risks involved in human and sex trafficking, Understand the link between human and sex trafficking, prostitution pornography and gender inequality. 	<ol style="list-style-type: none"> Ask the learners if they have heard about human and sex trafficking and what they know about it. Explain the link between sex trafficking, prostitution, pornography and gender inequality Discuss the dangers of human trafficking and sex trafficking and how to protect themselves. 	<p>Blackboard, chalks</p> <p>Specialists working on the issue</p> <p>Internet resources: Myths, Facts, and Statistics - Polaris (polarisproject.org) wcms_308688.pdf (ilo.org) Human Trafficking Training Material.pdf (sfmta.com) Imported for my body: The African women trafficked to India for sex - BBC Africa Eye documentary - YouTube Sex trafficking in Nigeria DW Documentary - YouTube</p>	<p>Research work:</p> <p>Find out disaggregated statistics about human and sex trafficking around the world and strategies traffickers use to attract their victims.</p>
Topic 4: Dangers of substance abuse				
Substance 4.1 Ways to protect oneself against substance abuse	Learners will be able to: <ul style="list-style-type: none"> Describe ways in which drugs, including alcohol, can impact rational decision-making Describe the characteristics of people who use 	<ol style="list-style-type: none"> Ask the learners what they know about drugs and list the different types of drugs. Define and explain the consequences of substance abuse on one's health and wellbeing. Discuss ways to prevent substance abuse in their lives. 	<p>Black board, chalk</p> <p>Experts working on the issue</p> <p>Internet resources: Teen Substance Use & Risks CDC. Consequences of youth substance abuse (ojp.gov)</p>	<p>Research work on substance abuse:</p> <p>Find out and write about:</p> <ul style="list-style-type: none"> The different types of substances and how they affect one's health





	<p>and abuse substances.</p> <ul style="list-style-type: none"> Recognize that substance abuse can lead to social, physical, emotional and job-related problems. 		<p>Effects of Teenage Substance Abuse Teen Substance Use Treatment (stonewaterrecovery.com)</p>	<ul style="list-style-type: none"> Identify the stars whose lives have been destroyed by substance abuse. <p>Describe the strategies you will use to avoid peer pressure to try drugs, including alcohol in excess and other harmful substances.</p>
Topic 5: Reducing the risk of STIs including HIV and support to people living with HIV				
<p>Subtopic 5.1 Definition of common types of STIs and ways to prevent STI transmission.</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> Define STIs. List types of common STIs Explain the link between STIs and HIV Assess how STIs affect adolescents sexual and reproductive health Consider and apply risk reduction strategies to STIs, including HIV and/or to prevent 	<ol style="list-style-type: none"> Invite a health worker to have a talk with learners about: <ul style="list-style-type: none"> The definition of STIs Types of STIs Link between STIs and HIV. How STIs are transmitted The symptoms of STIs How STIs can be treated. How STIs can be prevented. Facilitate a question-and-answer session between the health agent and the learners. Ask the learners to demonstrate the correct use of condom (if the school allows it). 	<p>Blackboard, chalk Health agents</p> <p>Condoms</p> <p>Internet resources:</p> <p>WHO resource https://www.who.int/news-room/fact-sheets/detail/sexually-transmitted-infections-(stis)#:~:text=Eight%20pathogens%20are%20linked%20to,and%20human%20papillomavirus%20(HPV).</p> <p>Planned Parenthood resource https://www.plannedparenthood.org/learn/stds-hiv-safer-sex/hiv-aids/living-hiv</p>	<p>Research on common STIs</p> <p>Find out about the most common types of STIs that exist, how they are transmitted, how they are treated and how they can be prevented.</p>





	<p>transmission of STIs to others (s)</p> <ul style="list-style-type: none"> • Demonstrate communication, negotiation and refusal skills for countering unwanted sexual pressure or asserting the intention to practise safer sex, including the correct and consistent use of condoms and contraceptives • Describe the correct use of condom 		<p>What is an STI? - YouTube</p> <p>The most common STI in the world - Emma Bryce - YouTube</p> <p>Documentary on Young People and their experiences Living with HIV - YouTube</p>	
<p>Subtopic 5.2: Support to people living with HIV</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Recognize that people living with HIV have the right to equal love, respect, care and support as everyone • Acknowledge that exclusion and discrimination of certain groups in society increases their vulnerability 	<ol style="list-style-type: none"> 1. Invite someone living openly with HIV to speak with learners about the they face, their need to live a meaningful life and achieve their dreams. 2. Facilitate a questions and answers after the presentation. 	<p>Person openly living with HIV</p> <p>Resource people from NGOs working with people living with HIV.</p> <p>Internet resources:</p> <p>CDC resources on stigma https://www.cdc.gov/hiv/basics/hiv-stigma/index.html</p> <p>YouTube video Experience of a 19 year old girl living with HIV</p>	<p>At the end of the session: Ask the learners to reflect and answer the following questions:</p> <p>What feelings or impressions did you have during the presentation(s)?</p> <p>What parts of the presentation(s) were most meaningful or</p>





	to HIV and other STIs		19-year-old Kenyan woman says there is life after HIV diagnosis - YouTube	<p>most surprising to you? What did you learn about what it is like to have HIV?</p> <p>What is the most important thing you learned or experienced today?</p> <p>In what ways will what you learned make a difference to you?</p>
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