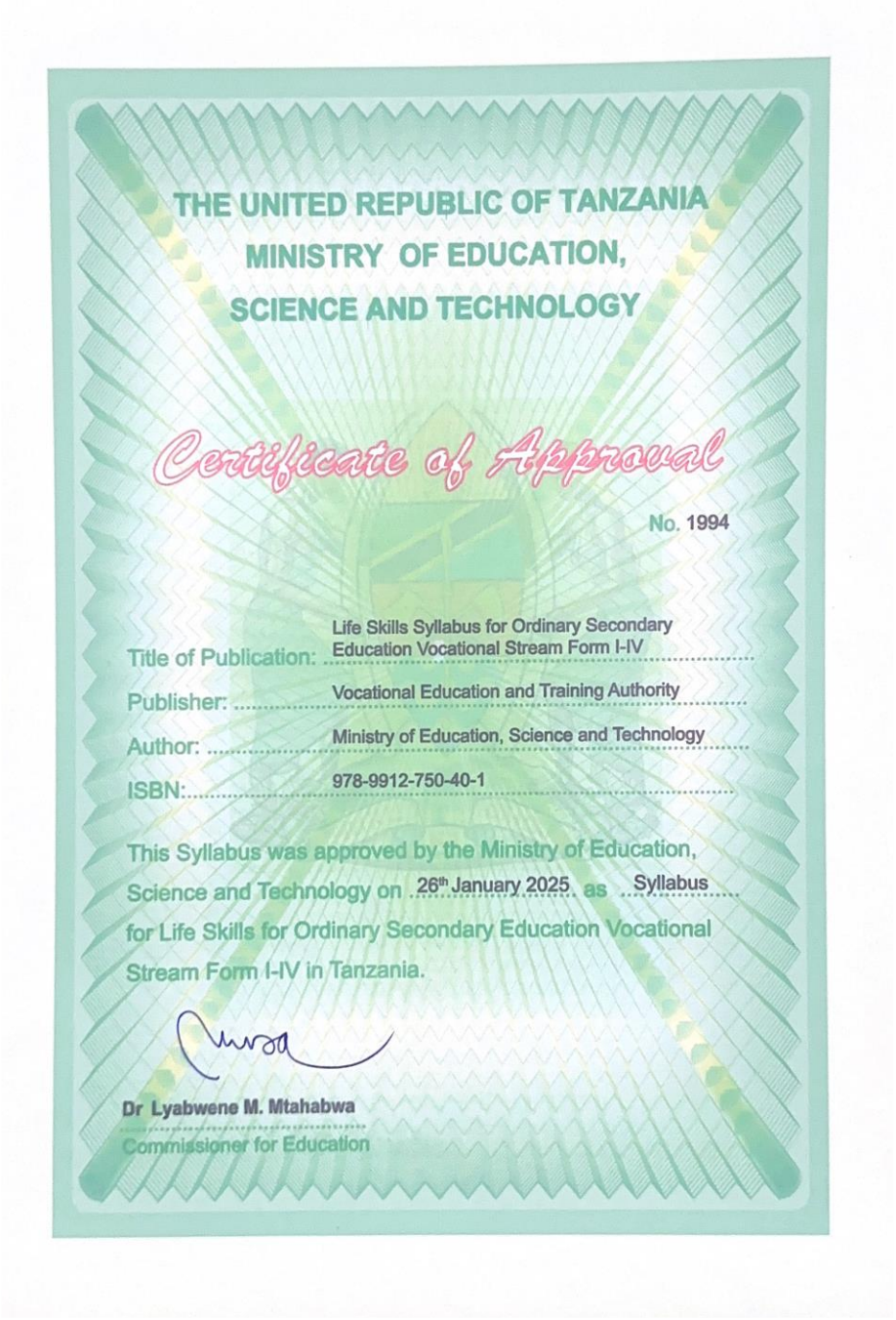
THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



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Certificate of Approval

No. 1994

Title of Publication: Life Skills Syllabus for Ordinary Secondary Education Vocational Stream Form I-IV

Publisher: Vocational Education and Training Authority

Author: Ministry of Education, Science and Technology

ISBN: 978-9912-750-40-1

This Syllabus was approved by the Ministry of Education, Science and Technology on 26th January 2025 as Syllabus for Life Skills for Ordinary Secondary Education Vocational Stream Form I-IV in Tanzania.

Dr Lyabwene M. Mtahabwa
Commissioner for Education

LIFE SKILLS SYLLABUS FOR ORDINARY SECONDARY EDUCATION VOCATIONAL STREAM FORM I-IV

© Vocational Education and Training Authority, 2022
Published 2022

Revised 2025

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ISBN: 978-9912-750-40-1

This document should be cited as: Ministry of Education, Science and Technology. (2025). *Life Skills Syllabus for Ordinary Secondary Education Vocational Stream Form I-IV.* Vocational Education and Training Authority.
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Table of Contents

List of Tables iv

Abbreviations and Acronyms v

Definition of Key Terms vi

Acknowledgements vii

1.0 Introduction 1

2.0 Main Objectives of Education in Tanzania 1

3.0 General Competences for Ordinary Secondary Education Vocational Stream 2

4.0 General Competences of the Subject 2

5.0 Main and Specific Competences 4

6.0 The Roles of Teachers, Students and Parents in Teaching and Learning 5

7.0 Teaching and Learning Methods 6

8.0 Teaching and Learning Resources 7

9.0 Assessment 7

9.1 Project Work 7

10.0 Number of Periods 8

11.0 Teaching and Learning Contents 8

12.0 Bibliography 112

List of Tables

Table 1: Main and Specific Competences for Form I-IV 4
Table 2: Contribution of Continuous Assessment and National Examination in the Final Score..... 8
Table 3: Detailed contents for Form One 9
Table 4: Detailed Contents for Form Two..... 24
Table 5: Detailed Contents for Form Three..... 46
Table 6: Detailed Contents for Form Four 77

Abbreviations and Acronyms

AIDS	Acquired Immune Deficiency Syndrome.
ART	Anti-Retroviral Therapy.
ARV	Anti-retroviral.
CTC	Care and Treatment Clinics for HIV/AIDS.
EC	Emergency Contraceptives.
HIV	Human Immunodeficiency Virus.
HQ	Head Quarters.
ISBN	International Standard Book Number.
NACP	National AIDS Control Program.
PEP	Post Exposure Prophylaxis.
PLHIV.	People Living with HIV/AIDS.
SAT	Southern African AIDS Trust.
SRHR	Sexual and reproductive health rights
STD	Sexually Transmitted Diseases.
STI	Sexually Transmitted Infections.
VCT	Voluntary Counselling and Testing for HIV.
VETA	Vocational Education and Training Authority.
URT	United Republic of Tanzania.

Definition of Key Terms

Assessment: The process of collecting evidence and making judgments on whether competency has been achieved, or whether specific skills and knowledge have been achieved that will lead to the attainment of competency.

Assessment Criteria: Refers to the specific standards or expectations that are used to evaluate whether a learner has demonstrated the necessary skills, knowledge, and abilities to achieve a particular competence. These criteria outline the key aspects of performance that must be met for the learner to be considered competent in a specific area or task. The criteria should be clear, specific, and measurable so that both learners and educators can understand exactly what is expected in order to achieve competence.

Competence: The ability to use knowledge, understanding, practical and thinking skills to perform effectively to the workplace standards required in employment.

Element: A sub-unit (step), which reflects the learning sequence intending to achieve broad learning objectives of a unit.

Unit: A statement of broad learning objectives, which prescribe the requirements of a standard in the form of practical skills, knowledge and appropriate attitudes.

Acknowledgements

The writing of the Life Skills Syllabus for Ordinary Secondary Education Vocational Stream Form I-IV was a collaborative effort that involved the dedication and expertise of a wide range of organizations and individuals. Vocational Education and Training Authority (VETA) would like to thank all the organizations and experts who contributed to the development of this Syllabus. VETA appreciates the expertise of individuals, their time, effort, and resources that were devoted to this important task. Their contributions have been crucial in developing a Syllabus that is both relevant and comprehensive, aimed at equipping students with the skills necessary for success in their fields. Furthermore, valuable inputs from employers in both formal and informal sectors during labour market surveys are also acknowledged. Likewise, VETA thanks the Ministry of Education, Science and Technology in a special way for facilitating the preparation, printing and distribution of this Syllabus.

For and on behalf of:

Vocational Education and Training Authority

CPA. Anthony M. Kasore

Director General

1.0 Introduction

Life Skills is one of the compulsory supportive subjects for Form I-IV students studying Ordinary Secondary Education Vocational Stream. By studying Life Skills subject, students will develop a holistic education that prepares them not only for vocational work, but for an enjoyable life. These skills complement academic and vocational, making students more well-rounded and capable individuals. The purpose of learning Life Skills is to prepare students to face life challenges, succeed in their personal and professional lives, and contribute positively to society. Likewise, studying Life Skills intends to equip students with essential abilities that empower them to navigate various aspects of life effectively.

The Syllabus is designed to guide the teaching and learning of Life Skills at Ordinary Secondary Education Form I-IV Vocational Stream in the United Republic of Tanzania. The syllabus contains valuable information that will enable teachers to effectively plan their teaching process and help learners to develop the intended competences.

2.0 Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

(a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;

(b) Respect the culture, traditions, norms and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;

(c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her development and the sustainable development of the nation and the world at large;

(d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;

(e) Develop life and work-related skills to increase efficiency in everyday life;

(f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;

(g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and

(h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

3.0 General Competences for Ordinary Secondary Education Vocational Stream

The general competences for Ordinary Secondary Education, Form 1–IV, Vocational Education stream are to:

(a) Apply the knowledge, skills and attitudes the student developed in the primary school stage to increase his/her understanding of technical skills;

(b) Apply technical skills in designing, inventing and making various things to cope with life and solve challenges in society;

(c) Appreciate citizenship and national virtues;

(d) Use language skills;

(e) Demonstrate self-confidence in learning in various fields, including science and technology, technical knowledge and technical skills;

(f) Apply technical knowledge and skills in designing, discovering and making various things to solve challenges in society, including cross-cutting issues;

(g) Appreciate procedures and safety rules in using technical tools correctly; and

(h) Apply the technical knowledge and skills acquired to develop oneself with vocational and technical education and join the workforce.

4.0 General Competences of the Subject

Upon completion of this subject, students are expected to have the ability to:

(a) Recognize risks, challenges and utilize appropriate life skills.

(b) Solve problems and make the right decisions to cope with daily challenges to live a responsible healthy life.

(c) Demonstrate self-confidence, self-respect and high self-esteem.

(d) Demonstrate negotiation and conflict resolution skills.

(e) Communicate, build good interpersonal relationships and resist negative peer pressure.

(f) Display creativeness and critical thinking in setting goals for marketable employment.

(g) Recognize gender-based violence and utilize assertiveness and other related life skills to cope with daily challenges.

(h) Become agents for behavioural change on sexually transmitted infections and HIV/AIDS, stigma and discrimination on HIV/AIDS in various settings.

(i) Adhere to work ethics as well as fulfilling job responsibilities.

(j) Respect diverse cultures, perspectives, and interact with others in inclusive ways.

(k) Advocate for the fundamental rights and freedoms of all individuals.

(l) Demonstrate confidence in public speaking, produce high-quality work and meet deadlines

5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1

Table 1: *Main and Specific Competences for Form I-IV*

Main competences	Specific competences
1.0 Building personality and character	1.1 Appreciating people's values 1.2 Developing self-awareness 1.3 Developing self-esteem 1.4 Developing self-confidence 1.5 Managing emotions 1.6 Building character
2.0 Maintaining interpersonal relationships and effective communication	2.1 Maintaining an interpersonal relationship 2.2 Building interpersonal communication 2.3 Managing peer pressure
3.0 Enhancing problem-solving and effective decision making	3.1 Managing problem 3.2 Making the right decision 3.3 Coping with stress
4.0 Developing negotiation and conflict resolution skills	4.1 Developing assertive skills 4.2 Building negotiation skills Developing conflict resolution skills
5.0 Maintaining sexual and reproductive health.	5.1 Managing reproductive health 5.2 Understanding Sexually Transmitted Infections (STIs) and Reproductive Tract Infections (RTIs) 5.3 Testing and care for HIV/AIDS patients 5.4 Exploring human rights 5.5 Understanding and challenging HIV stigma and discrimination.
6.0 Gender concerns	6.1 Understanding the concept of gender. 6.2 Exploring gender issues.
7.0 Achieving career goals and vision	7.1 Staying focused on career goals and vision.
8.0 Developing creative and critical thinking abilities	8.1 Building creative and critical thinking abilities.
9.0 Developing referrals and linkage	9.1 Understanding and utilising support systems
10.0 Building customer care ability	10.1 Giving customers a positive image. 10.2 Offering quality and standard customer care service
11.0 Building career and professional skills	11.1 Introducing career planning 11.2 Writing resume and personal branding
12.0 Developing global citizenship	12.1 Building the concept of global citizenship 12.2 Enhancing social media and global citizenship 12.3 Developing global awareness
13.0 Human rights	13.1 Introducing human rights. 13.2 Addressing global human rights challenges

14.0 Public speaking skills	14.1 Introducing public speaking 14.2 Building audience awareness and engagement
15.0 Work habit	15.1 Enhancing discipline and consistency 15.2 Building focus and concentration. 15.3 Enhancing continuous learning and improvement.
16.0 Managing time	16.1 Understanding the concept of time management 16.2 Planning for time management 16.3 Managing tasks 16.4 Enhancing time management tools and techniques.
17.0 Building leadership and management skills	17.1 Introducing leadership and management skills 17.2 Building teamwork
18.0 Promoting networking and collaboration	18.1 Networking skills 18.2 Collaboration skills
19.0 Building civic engagement skills	19.1 Introducing civic engagement 19.2 Fostering community services and volunteerism 19.3 Promoting media literacy and information engagement

6.0 The Roles of Teachers, Students and Parents in Teaching and Learning

Good relationships between a teacher, student and parent, or guardian is fundamental to ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of Life Skills.

6.1 Roles of a Vocational Teacher

The teacher is expected to:

(a) Help the student to learn and develop the intended competences in Life Skills

(b) Use teaching and learning approaches that will allow students with different needs and abilities to:

i. Develops the competences needed in the 21st Century; and

ii. Actively participate in the teaching and learning process.

(c) Use student-centered instructional strategies that make the student a center of learning which allow them to think, reflect and search for information from various sources;

(d) Create a friendly teaching and learning environment;

(e) Prepare and improvise teaching and learning resources;

(f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;

(g) Treat all the students according to their learning needs and abilities;

(h) Protect the student from the risky environment while he or she is at school;

(i) Keep track of the student's daily progress;

(j) Identify individual student's needs and provide the proper intervention;

(k) Involve parents/guardians and the society at large in the student's learning process; and

(l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2 The student

The student is expected to:

(a) Develop the intended competences by participating actively in various learning activities inside and outside the classroom and;

(b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

6.3 The parent/ guardian

The parent/guardian is expected to:

(a) Monitor the child's academic progress in school;

(b) Where possible, provide a child with the needed academic support;

(c) Provide the child with safe and friendly home environment which is conducive for learning;

(d) Keep track of the child's progress in behaviour;

(e) Provide the child with any materials required in the learning process; and

(f) Instill in the child a sense of commitment and positive value towards education and work.

7.0 Teaching and Learning Methods

The teaching and learning methods are instrumental in developing student's competences. This syllabus suggests teaching and learning methods for each activity which includes but not limited to brainstorming, demonstration, case study, role play, guest speaker, discussions, presentations, hands-on activities, and think-ink-pair-share. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students.

8.0 Teaching and Learning Resources

The process of teaching and learning requires different resources. In that regard, both a teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. Teachers and students are expected to constantly seek information from various sources to effectively facilitate the teaching and learning process. The list of approved textbooks and reference books shall be provided by the TIE.

9.0 Assessment

Assessment is important in teaching and learning Life Skills subject. It is divided into formative and summative assessments. Formative assessment informs the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are therefore, expected to apply a wide range of formative assessment methods which include but are not limited to demonstrations, discussions, presentations, oral questions, experiments, observations, practical assignments and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form IV Examination shall be 70% as indicated in Table 2.

9.1 Project Work

Project work is a carefully planned and clearly defined task or problem that a student undertakes, either alone or in a group, to enhance and apply the skills and knowledge gained in the classroom, workshop, kitchen, or laboratory. It is based on the principles of "Learning by Doing" and "Learning by Living." In this context, the implementation of Project Work in secondary schools' vocational streams is essential. Projects in the vocational stream should be conducted in the core subject (occupation). To ensure its success, the supervision and assessment of student project work must be consistent with the established guidelines provided by National Examinations Council of Tanzania (NECTA).

Table 2: *Contribution of Continuous Assessment and National Examination in the Final Score*

S/No	Assessment category	Percentage (%)
1.	Form Two National Assessment	6.0
2.	Form Three Terminal Examination	5.0
3.	Form Three Final Assessment	5.0
4.	Project	7.0
5.	Form IV Mock Examination	7.0
6.	Form IV National Examination	70
Total		**100**

10.0 Number of Periods

The Life Skills Syllabus for Ordinary Secondary Education Vocational Stream Form I-IV provides time estimates for teaching and learning each specific competence. The estimates consider the complexity of the specific competences and the learning activities. For Form I and Form II, two (2) periods of 40 minutes each are allocated per week. For Form III and Form IV, four (4) periods of 40 minutes each are allocated per week. This allocation ensures adequate time for students to engage with and master the syllabus content as they progress

11.0 Teaching and Learning Contents

The contents of this curriculum are presented in matrix form with eight columns which include main competences, specific competences, learning activities, suggested teaching and learning methods, assessment criteria, suggested teaching and learning resources, and number of periods as presented in Table 3-6.

Form One

Table 3: *Detailed contents for Form One*

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
1.0 Building personality and character	1.1 Appreciating people's values	(a)Describing the concept of life skills	**Brainstorm:** Guide students to brainstorm on the term life skills **Think-ink-pair-share:** Guide students through think-ink-pair-share to identify categories of life skills **Group discussion**: Guide students in manageable groups to discuss and share ideas on the importance of studying life skills	The concept of life skills is clearly described	• Flipcharts • Marker pen • Handouts, • Textbook • Journal article	8
		(b) Respecting values	**Brainstorm:** Guide students to brainstorm on the meaning of the term value. **Group discussion:** Guide students in manageable groups to share and present ideas on their personal values **Think-ink-pair-share:** Guide students through think-ink-pair-share to explain how values influence behaviours	The concept of respecting values is well-described	• Flipcharts • Marker pen • Masking tape • Handouts • Textbooks • Journal articles • Posters and charts	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
	1.2 Developing self-awareness	(a) Describing the concept of self-identification	**Questions and answers:** Use questions and answers to guide students to explore the meaning of self-awareness and self-identification. **Group discussion:** Guide students in a manageable group to discuss and present the importance of self-identification and identify things they like and things they do not like about themselves **Think-ink-pair-share:** Guide students through think-ink-pair-share to identify each other's strengths and limitations and present them in class.	The concepts of self-identification and self-awareness are well described	• Textbook, • Journal articles • Mirror • Illustrations on self-image • Flipcharts • Marker pen • Masking tape • Handouts on self-identification.	4
	1.3 Developing self-esteem	(a) Building self-esteem	**Think-ink-pair-share:** Guide students through think-ink-pair-share to discuss and present the meaning of self-esteem **Group discussion:** Guide students in manageable groups to discuss and present examples of high and low self-esteem and their effects. **Brainstorm:** Guide students to brainstorm on strategies for building self-esteem	The concept of self-esteem is well-built	• Flipcharts, • Textbooks • Marker pen • Journal articles • Handouts on the building self-esteem	4

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
	1.4 Developing self-confidence	(a) Building self-confidence	**Brainstorm:** Guide students to brainstorm on the meaning of self-confidence. **Questions and answers:** Guide students through open-ended questions to explore signs of high and low self-confidence **Group discussion:** Guide students through manageable groups to discuss and present factors affecting self-confidence and identify the importance of self-confidence and approaches to raising self-confidence.	The concept of self-confidence is well-built	• Textbook, • Flipcharts, • Marker pen • Masking tape, • Handouts on building self-confidence • Journal articles	5
	1.5 Managing Emotions	(a) Controlling emotions	**Brainstorm:** Guide students to brainstorm the meaning of emotions. **Think-ink-pair-share:** Guide students through think-ink-pair-share to explain the types and causes of emotions. **Group discussion:** Guide students in manageable groups to discuss and present the effects of emotions. **Role play:** Guide students to role-play ways to cope with emotions.	The aspect of controlling emotions is well-described	• Flipcharts • Marker pen • Handouts on ways of controlling emotions • Textbooks • Journal articles • Posters on types of emotions • Charts on causes of emotions	5

	1.6 Building Character	(a) Explaining the concept of building character	**Brainstorm:** Guide students to brainstorm on the meaning of character and building character. **Role play:** Guide students to role-play on ways of building character **Case study:** Present a real-life case emulating positive or negative characters. Let students explore the differences between positive and negative characters	The concept of character building is correctly explained.	• Flipcharts • Marker pen • Case study scripts • Handouts on the building character • Role-play script • Textbook.	12
		(b) Describing the pillars of character building	**Questions and answers:** Guide students through questions and answers to define the term "pillar of character building" **Interactive lecture:** Present on the core pillars of character building. Involve students through questions to explain and provide examples of each pillar. **Group discussion:** Guide students in manageable groups to identify, describe, and present traits of character-building	The pillars of character building are well-described .	• Textbook, • Journal articles • Flipcharts • Masking tape • Manila • Handouts on the character building	
		(c) Developing character	**Group Discussion:** Guide students in a manageable group to discuss and present factors that influence character development **Interactive lecture:** Present on the principles of character building. Use visual aids to emphasize knowledge of each principle **Demonstration:** Demonstrate to students the steps of character development and give an explanation of each step. **Think-ink-pair-share:** Guide students through	The concept of character development is well-developed	• Textbook, • Journal articles • Flipcharts • Marker pen • Masking tape • Handouts on character development • Visual aids on principles of character development • Posters on	

			think-ink-pair-share to discuss and present the relationship between character and behaviour.		the relationship between character and behaviour	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
2.0 Maintaining interpersonal relationships and effective communication	2.1 Maintaining an interpersonal relationship	(a) Building and maintaining good interpersonal relationships.	**Brainstorm:** Guide students to brainstorm on the meaning of interpersonal relationships. **Think-Ink-Pair-Share:** Guide students in pairs to explores examples of good and bad interpersonal relationships and present them in class. **Role-play:** Guide students to role-play on the results of healthy and unhealthy interpersonal relationships. **Group discussion:** Guide students to discuss and present the principles for maintaining good interpersonal relationships.	The concept of interpersonal relationship is well built.	• Textbook • Journal articles • Handouts on interpersonal relationship • Flipcharts • Marker pen • Masking tape • Role-play script	5
		(b) Building teamwork spirit	**Brainstorm:** Guide students to brainstorm on the meaning of teamwork spirit. **Group discussion:** Guide students through manageable groups to discuss and present the advantages of working as a team and the disadvantages of not working as a team. **Role-play:** Guide students to role play on the strategies of building teamwork spirit.	Teamwork spirit is well-built	• Handout on teamwork • Charts on teamwork spirit • Posters on strategies for building teamwork spirit • Flipchart • Masking tape • Manilla • Marker pen	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
	2.2 Building interpersonal communication	(a) Enhancing effective interpersonal communication	**Brainstorm:** Guide students to brainstorm on the meaning and purposes of effective interpersonal communication. **Group discussion:** Guide students through manageable groups to discuss and present the types and components of communication. **Think-Ink-Pair-Share:** Guide students in pairs to explore factors which facilitate or hinder effective interpersonal communication and present in class. **Demonstration:** Demonstrate to students skills for effective interpersonal communication.	Effective interpersonal communication is effectively enhanced	• Handout on interpersonal communication • Charts on types of communication • Flipchart • Masking • Textbook • Journal articles	5
		(b) Describing the concept of giving and receiving feedback	**Questions and answers:** Guide students through questions and answers to define the terms 'giving feedback' and 'receiving feedback' **Group discussion:** Guide students through manageable groups to discuss and present the importance of giving and receiving feedback. **Interactive lecture.** Using powerpoint slides present the principles to adhere to when giving and receiving feedback. Through questions involve students to provide examples for each principle **Demonstration:** Demonstrate and explain	The concept of giving and receiving feedback is clearly described	• Hand out on feedback • Poster on JOHARI wind ow • Flip chart, masking • Marker pen • Textbook • Journal articles • Slides on principles of	

			to student on feedback mechanisms by using the JOHARI window.		effective communication	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
	2.3 Managing peer pressure	(a) Explaining the concept of coping with peer pressure	**Brainstorm:** Guide students to brainstorm on the meaning of peer pressure. **Role-play:** Guide students to role-play on examples of peer pressure and their relationship with behaviours. **Group discussion:** Guide students in manageable groups to discuss and present the strategies for coping with negative peer pressure. **Think-Ink-Pair-Share:** In pair guide students to explore the results of resisting negative peer pressure.	The concept of coping with peer pressure is clearly explained	• Hand out on peer pressure • Flipchart • Masking tape • Marker pen • Textbook • Journal articles • Role-play script	5
		(b) Managing drugs and substance abuse	**Brainstorm**: Guide students to brainstorm on the meaning of drug, substance, drug abuse and substance abuse **Guest speaker**: Invite a guest speaker to facilitate the discussion on types of drugs and substances and factors contributing to drugs and substance abuse **Demonstration:** Demonstrate to students the consequences of drug abuse and substance use **Role-play:** Guide students to role-play on strategies for the prevention and management of drug abuse and substance use	The concepts of substance and drug abuse management are well-described	• Textbook • Flipcharts • Marker pen • Masking tape • Handouts on substance and drug abuse • Role-play script	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
3.0 Enhancing creative problem-solving and effective decisionmaking	3.1 Managing problems	(a) Problem solving - strategies	**Brainstorm**: Guide students to brainstorm on the meaning of problem-solving **Think-Ink-Pair-Share:** In pairs guide students to explore various styles for individual problem-solving. **Demonstration**: Demonstrate to students on the steps involved in the systematic problem-solving process. **Role-play:** Guide students in small groups to role-play on problem-solving strategies **Group discussion**: Guide students in manageable groups to discuss and present the importance of solving problems	The concept of managing problem is well enhanced	• Problems solving scenarios • Roles-play scripts. • Textbook	3

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
	3.2 Making the right decision	(a) Promoting right decision-making	**Interactive lecture**: Using power-point slides to present the meaning of decision-making. Involve students through questions to provide examples of the right decision-making. **Demonstration:** Demonstrate to students a scenario that emulates the importance of good decision-making. **Think-ink-pair-share:** Guide students through think-ink-pair-share to explain factors to consider in decision-making. **Role-play**: Guide students to role-play on situations related to decision-making	Skills in making the right decision are well-promoted	• Slides on the meaning of right decision-making. • Handout on decision making • Role-play script • Charts of factors to be considered in making the right decision • Flip chart • Masking	3

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
	3.3 Coping with stress	(b) Managing stress	**Interactive lecture:** Present the meaning of stress and emotions. Engage students through questions to explore the relationship between stress and emotions **Group discussion:** Guide students to discuss and present factors that cause stress. **Role-play**: Guide students to role-play on signs and symptoms of stress **Case study**: Use real-life scenarios on the effects of stress. Let students identify the effects of stress in individual life **Questions and answers**: Guide students through questions and answers to discuss and present the key steps of managing stress	Skills in managing stress are well-developed	• Online materials on stress management • Handout on stress management • Case study scripts • Manila • Scissor • Flip chart • Masking • Marker pen • Textbook	3

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
4.0 Developing negotiation and conflict resolution skills	4.1 Developing assertive skills	(a) Describe the concept of "being assertive"	**Brainstorm:** Guide students to brainstorm on the meaning of the term "passive", "aggressive" and "assertiveness" **Simulation:** Guide students in manageable groups to simulate scenarios given on "assertiveness" "passiveness" and "aggressiveness". **Group discussion:** Guide students in groups to discuss and present factors enhancing assertiveness. **Think-ink-pair-share**: Guide students in pairs to share and present the advantages of being assertive.	The concept of being assertive is clearly described	• Short video clip • Handouts • Flipcharts • Textbook • Journal articles • Marker pen	3
	4.2 Building negotiation skills	(b) Describe negotiation skills	**Brainstorm:** Guide students to brainstorm the meaning of negotiation **Group discussion:** Guide students in manageable groups to discuss and present the advantages of negotiation. **Think-ink-pair-share**: Guide students in pairs to share and present approaches used in negotiation. **Role-play**: Guide students to role-play on the negotiation process	Negotiation skills are well-described	• Manila sheet • Flipchart • Marker pen • Masking tape • Handouts on negotiation • Textbook • Journal articles	3

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
			Questions and answers: Guide students through question and answers to explore qualities of a good negotiator			

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
	4.3 Developing conflict-resolution skills	(a) Developing conflict resolution ability	**Think-ink-pair-share**: Guide students to share and present the meaning of conflict and conflict resolutions **Brainstorm:** Guide students to brainstorm on the causes of conflicts. **Group discussion**: Guide students to discuss negative and destructive attitudes towards conflicts. **Role-play:** Guide students to work through real or hypothetical conflict scenarios. Guide students to identify the consequences of conflicts and propose resolution strategies	Conflict resolution ability is well developed.	• Handouts on conflict resolutions • Diagrams on conflicts resolutions • Flipcharts • Marker pen • Role-play scripts • Textbooks	3

Form Two

Table 4: *Detailed Contents for Form Two*

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
1.0 Maintaining sexual and reproductive health	1.1 Managing reproductive health.	(a) Explaining the concept of reproductive health.	**Brainstorm:** Guide students to brainstorm on the meaning of reproductive health. **Group discussion:** Guide students to discuss components of reproductive health in Tanzania. **Think-ink-pair-share**: Guide students to share and present the myths and misconceptions on reproductive health. **Illustration:** Use diagrams to illustrate and explain the functions of the internal and external reproductive organs of males and females. **Interactive lecture:** Using a short video clip present changes in reproductive organs. Engage students to share their experiences in those changes. **Think-Ink-Pair-Share:** Guide students in pairs to share and present changes in reproductive organs for males and females	The concept of reproductive health is well-explained	• Flipcharts • Marker pen • Masking tapes • Manila • Diagrams on functions of reproductive organs • Video clip on changes in reproductive organs • Handouts	4

	1.2 Understanding Sexually Transmitted Infections (STIs) and Reproductive Tract Infections (RTIs).	(a) Understanding facts about STIs and RTIs.	**Brainstorm:** Guide students to brainstorm on the meaning of the terms 'STIs' and 'RTIs' **Group discussion:** Guide students to discuss and present the myths and misconceptions related to STIs and RTIs' **Case study:** Guide students to watch a short video clip on STIs and RTIs' and identify common signs and symptoms, then explain their consequences **Interactive lecture:** Present to students components of STI/RTI. Engage them through questions to establish the link between STI/RTI and HIV/AIDS **Questions and answers:** Guide students through questions to explore preventive measures of STIs and RTIs	Facts about STIs and RTIs are well-understood	• Flip charts • Marker pen • masking tapes • Video clip on STIs and RTI • Handouts on ABCs, and the 4cs	4

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
	1.3 Understanding HIV and AIDS	(a) Describing the facts about HIV and AIDS	**Questions and answers**: Guide students through questions and answers to define the term HIV and AIDS **Think-ink-pair-share:** Guide students in pairs to share the myths and misconceptions on HIV and AIDS. **Guest speaker**: Invite HIV/AIDS expert to explain the magnitude of HIV/AIDS with the latest data, HIV cycle and the stages from HIV infection to AIDS **Brainstorm**: Guide students to brainstorm on the mode of HIV transmission **Group discussion:** Guide students to discuss on factors facilitating to HIV/AIDS transmission **Interactive lecture**: Present to students HIV and AIDS preventive strategies. Let students provide real life examples on each strategy	The facts about HIV and AIDS are well-described	• Handout on HIV/AIDS Statistics (latest), • Handouts on HIV facts • Flipchart • Marker pen • Masking tape • Textbook • Posters on mode of HIV transmission	4

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
	1.4 Testing and care for HIV/AIDS patients	(a) Promoting Voluntary Counselling and Testing (VCT) for HIV	**Brainstorm:** Guide students to brainstorm on the meaning of the term VCT **Group discussion**: Guide students to work in manageable groups to discuss and present on advantages and disadvantages of VCT **Guest speaker**: Invite an expert on VCT to explain the VCT process and reasons for having VCT **Questions and answers**: Guide students through questions and answers to explore the advantages of testing HIV/AIDS	Voluntary counselling and testing for HIV is well promoted	• Handouts • Flipcharts • Marker pen • Manila • Masking tapes • Journal articles • Textbook	6

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements / Suggested Resources	Number of Periods per Unit
		(b) Enhancing care and treatment services for HIV and AIDS patients	**Brainstorm:** Guide students to brainstorm the meaning of care and treatment services for HIV and AIDS patients **Group discussion:** Guide students to work in groups to discuss and present the benefits of care and treatment services for HIV and AIDS patients **Guest speaker:** Invite a medical expert in HIV/AID to describe the process of care and treatment services for HIV and AIDS patients	Care and treatment services for HIV and AIDS patients are well-enhanced	• Handouts • Flip charts • Marker pen • Masking tapes • Textbook	
	1.5 Exploring human rights	(a) Identifying general human rights	**Brainstorm:** Guide students to brainstorm the meaning of human rights. **Guest speaker:** Invite an expert in human rights to explain the historical background of human rights and fundamental human rights **Think-ink-pair-share:** Guide students to share what they have learnt on the historical background of human rights and fundamental human rights	Human rights are well-identified	• Handouts • Flip charts • Marker pen • Masking tapes • Textbook • Role-play script.	8

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements / Suggested Resources	Number of Periods per Unit
		(b) Describing sexual and reproductive health rights.	**Brainstorm:** Guide students to brainstorm the meaning of sexual and reproductive health rights. **Guest speaker:** Invite an expert on sexual and reproductive health rights to present on sexual reproductive health rights and youth sexual reproductive health rights according to the Tanzanian context **Group discussion:** Guide students to discuss and present barriers to exercising sexual reproductive health rights and suggest ways to overcome those barriers	Sexual and reproductive health rights are well-described	• Invited guest speaker • Role-play scripts • Handouts • Flipchart • Marker pen • Masking tapes.	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements / Suggested Resources	Number of Periods per Unit
		(c) Identifying rights and obligations of people living with HIV	**Brainstorm**: Guide students to brainstorm the meaning of the rights and obligations of people living with HIV **Think-ink-pair-share:** Guide students in pairs to share and present on the rights of people living with HIV **Guest speaker:** Invite an expert in the rights and obligations of PLHIV to present on obligations of PLHIV**,** barriers to exercising SRH services and possible solutions to overcome the barriers	The rights and obligations of people living with HIV are well-identified	• Flip charts • Markers • Masking tape • Handouts on rights and obligations of PLHIV • Handouts on rights and obligations of people living with HIV	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements / Suggested Resources	Number of Periods per Unit
	1.6 Understanding and challenging HIV stigma and discrimination	(a) Overcoming HIV stigma and discrimination	**Brainstorm:** Guide students to brainstorm on the meaning of stigma and discrimination **Guest speaker:** Invite an expert in HIV/AIDS to present the causes of stigma and discrimination and behaviours that show stigma and discrimination to PLHIV **Group discussion:** Guide students to link the guest speaker's presentation to discuss and present the consequences of stigma and discrimination to PLHIV and describe strategies for overcoming HIV stigma discrimination	HIV stigma and discrimination are being overcome	• Handouts on stigma and discrimination to PLHIV • Flipchart • Marker pen • Textbooks • Journal articles	4

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements / Suggested Resources	Number of Periods per Unit
2.0 Gender concerns	2.1 Understanding the concept of gender	(a) Explaining gender concepts	**Interactive lecture**: Present the meaning of sex gender, sex roles and gender roles. Engage students to explore the differences between sex roles and gender roles **Think-ink-pair-share:** Guide students to share and present different roles performed by male and female **Role play:** Guide the students to showcase roles performed by males and females and explore the impacts of gender roles on individuals and society	The gender concept is well-explained	• Handouts • Textbook • Journal articles • Visual aids on the impacts of gender roles	3

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
	2.2 Exploring gender issues	(a) Describing gender stereotypes	**Think-ink-pair-share**: Guide students to work in pairs to share and present the meaning of gender stereotypes and provide examples **Interactive lecture**: Present on the relationship between gender roles and gender stereotypes. Involve learners through questions to provide examples of each aspect **Group discussion:** Guide students in manageable groups to discuss and present the effects of gender stereotypes on individuals and society	Gender stereotypes are well-described	• Handouts on the gender stereotypes • Masking tapes • Marker pen • Flip chart • Manila sheet	4
		(b) Understanding and overcoming gender-based violence	**Brainstorm:** Guide students to brainstorm on myths and misconceptions about gender-based violence **Interactive lecture:** Present to students the meaning of various gender terms such as harassment, abuse victim, survivor, perpetrator, domestic violence, gender-based violence, and empowerment. Ask students to provide real-life examples of each term **Questions and answers:** Through open-ended questions, ask students to explore	Gender-based Violence is well understood and overcome	• Handouts on gender-based violence • Visual aids on the cycle of gender-based violence • Masking tape • Marker	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
			types of gender-based violence. Cycles and examples of gender-based violence **Role-play:** Guide students to showcase the effect of gender-based violence **Simulation**: Using visual aids, guide students to simulate the cycle of gender-based violence **Group discussion**: Guide students in manageable groups to discuss and present the consequences of gender-based violence and strategies to empower victims and survivors of gender-based violence		pen • Flip chart • Textbook	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
3.0 Achieving career goals and vision	3.1 Staying focused on career goals and vision	(a) Setting career goals	**Brainstorm:** Guide students in brainstorming on the meaning of career and career goals **Group discussion:** Guide students in manageable groups to discuss and present examples of short-term and long-term career goals and the importance of setting career goals **Guest speaker:** Invite a successful guest speaker to explain guidelines for goal setting and strategies to stay focused on career goals **Interactive lecture:** Explain steps for achieving goals. Use visual aids to describe the steps	Skills of setting career goals are well-described	• Flipcharts • Marker pen • Masking tape • Handouts on setting career goals • Textbook	5

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
		(b) Explaining the concept of career path	**Brainstorm:** Guide students to brainstorm on the meaning of career path **Group discussion:** Guide students to discuss and present the three-career path **Think-Ink-Pair-Share:** In pairs guide students to share and present the linkage between career paths and personal values **Group discussion**: Guide students in manageable groups to discuss and present the strategies for achieving personal careers and share in the class	The concept of career path is well explained	• Flipcharts • Marker pen • Masking tape • Handouts on career path	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
		(c) Dealing with career setbacks.	**Brainstorm:** Guide students to brainstorm on the meaning of career setbacks. **Group discussion:** Guide students in manageable groups to discuss and present possible causes of career setbacks. **Interactive lecture:** Explain strategies for coping with career setbacks. Engage students to provide real-life examples for each strategy.	Career setbacks are well-managed	• Flipcharts, Marker pen • Masking tape. • Handouts on dealing with setbacks. • Textbook • Journal articles	
4.0 Developing creative and critical thinking abilities.	4.1 Building creative and critical thinking abilities.	(a) Developing creative thinking ability.	**Questions and answers:** Guide students through questions to explore the meaning o f creative thinking **Group discussion:** Guide students to discuss and present the purposes of creative thinking. **Role-play:** Guide students to role-play on the creative thinking techniques . **Think-Ink-Pair-Share:** In pairs guide students to share and present barriers to creative thinking.	Creative thinking ability is well-developed	• Flipcharts • Marker pen • Masking tape • Handouts on creative thinking. • Textbooks • Journal articles	4

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements / Suggested Resources	Number of Periods per Unit
		(b) Developing critical thinking ability	**Brainstorm:** Guide students to brainstorm on the meaning of the term critical thinking **Group discussion:** Guide students to discuss and present on importance of critical thinking. **Lecture**: Present on the domains and levels of critical thinking **Questions and answers**: Through questions and answers guide students to explore the relationship between creative and critical thinking skills	Critical thinking ability is well-developed	• Flipcharts • Marker pen • Masking tape, • Handouts on critical thinking • Textbooks	(10 for module 6)

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements / Suggested Resources	Number of Periods per Unit
5.0 Developing referrals and linkage	5.1 Understanding and utilising support systems	(a) Describing different support systems	**Interactive lecture:** Explain the meaning of "referral" "linkage" and "support systems". Guide students to provide examples of each term **Think-Ink-Pair-Share:** In pair guide students to share and present types of support systems **Demonstration:** Guide students to demonstrate support systems available in their locality **Brainstorm:** Guide students to brainstorm on the advantages of utilizing different support systems	Different support systems are well-described	• Handouts on support system • Flipcharts • Marker pen • Masking tape • Journal articles • Textbooks	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements / Suggested Resources	Number of Periods per Unit
		(c) Describing the concept of referral processes	**Brainstorm:** Guide students to brainstorm on the meaning of the term 'referral' **Group discussion:** Guide students to discuss and present the purposes of referral using realistic local example **Think-ink-pair-share**: Guide students to share and present the factors to consider in making referrals **Demonstration:** Demonstrate to students the process to be involved in referral	The concept of referral processes is clearly described	• Handouts on referral, • Flipchart • Marker pen • Masking tapes • Manila • Textbooks • Journal articles	
6.0 Building customer care ability	6.1 Giving customers a positive image	(a) Describing internal and external customers	**Brainstorm:** Guide students to brainstorm the meaning of 'customer' and 'customer care' **Group discussion:** Guide students to discuss and present examples of internal and external customers	The concept of internal and external customers is well-described	• Flip chart • Marker pen • Masking tapes • Manila • Textbook • Journal articles	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements / Suggested Resources	Number of Periods per Unit
		(b) Establishing effective relationships with customers.	**Brainstorm:** Guide students to brainstorm the meaning of rapport in building effective relationships with customers **Interactive discussion:** Using visual aids, guide students to discuss and present the importance of developing good customer relationships **Guest speaker:** Invite an expert/ experienced person in customer care to present on the outcome of bad relationships with customers and key guidelines for establishing and maintaining effective relationships with customers	Effective relationship with customers is well established	• Flip chart • Marker pen • Masking tapes • Manila sheet • Scenarios of excellent and poor customer service.	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements / Suggested Resources	Number of Periods per Unit
		(c) Building customers' trust.	**Group discussion:** Guide students to discuss the meaning and importance of building customers' trust in service delivery. **Think-ink-pair-share**: Guide students in pairs to share and present business manners while interacting with customers. **Brainstorm**: Guide students to brainstorm the basic rules of human relations with customers. **Case study**: Using real-life scenarios guide students to describe ways of instilling confidence into customers. **Questions and answers:** Guide students through open-ended questions to explain indicators of customer confidence	Customers' trust is well built	• Flip chart • Markers • masking tapes. • Manila • Case study scenarios. • Textbook	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
		(d) Describing the customer care codes and professional ethics	**Brainstorm**: Guide students to brainstorm on the meaning and examples of 'codes', 'ethics, and 'professional ethics **Think-ink-pair-share**: Guide students in pairs to discuss and present the importance of abiding by codes and rules of professional ethics **Group discussion**: Guide students to discuss and present the disadvantages of not abiding by codes, rules, and professional ethics	Customer care codes and professional ethics are well-described	• Flip chart • Marker pen • Textbooks • Journal articles • Posters • Charts	
	6.2 Offering quality and standard customer care service	(a) Managing customer needs and expectations	**Brainstorm:** Guide students to brainstorm on the meaning of 'quality' and 'standards **Group discussion:** Guide students to discuss and present on the importance of identifying the needs of customers **Guest speaker:** Invite the successful person/ expert in customer care services to present on how to provide quality services and standards to satisfy customers' needs and expectations **Role-play:** Guide students to take turns being customers and service providers to	The customer needs and expectations are well-managed	• Flip chart • Marker pen • Handouts • Role-play scripts • Textbook • Visual aids	6

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
			role-play on elements of effectively managing customer needs and expectations **Questions and answers:** Guide students through questions and answers to explore the benefits of dealing with changes in customer needs and expectations **Simulation:** Using visual aids, guide students to simulate signs of customer confidence			

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements / Suggested Resources	Number of Periods per Unit
		(b) Managing customer complaints	**Questions and answers**: Guide students to define the terms 'customer complaints' and 'service delivery' **Think-ink-pair-share**: Guide students in pairs to share and present on how to deal with customer complaints **Demonstration:** Demonstrate to students the importance of customer complaints as an opportunity to improve customer service recovery **Guest speaker:** Invite a successful person/ expert in customer care to share experience on types of potential difficult customer complaints and how they affect customer service delivery; together with methods to use in handling potentially difficult customer complaints **Interactive lecture:** Using visual aids to present why difficult potential customer service problems do arise	Customer complaints are well-managed	• Flip chart • Markers • Masking tapes • Guest speaker handouts • Visual aids	

Form Three

Table 5: *Detailed Contents for Form Three*

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
1.0 Building career and professional skills	1.1 Introducing career planning	(a) Describing the concept of career planning	**Brainstorm:** Guide students to brain storm on their understanding of career planning **Group discussion**: Guide students in manageable groups to discuss the significance of career planning. **Think-ink-pair-share:** Guide students through think-ink-pair-share to identify categories of career planning	The concept of career planning is clearly described	• Whiteboard • Markers • Projector • Handouts or slides on career planning. • Notecards for group activities • Timer for activities	12

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(b) Developing health and well-being for career success	**Brainstorm:** Guide the students to brainstorm on the meaning of health and career success **Group discussion:** Guide students to discuss and present on the connection between health and career success **Questions and answers:** Use questions and answers to guide students to explore role of career planning development **Think-ink-pair-share:** Guide students through think-ink-pair-share to identify strategies for maintaining physical health and present in the class **Demonstration**. Demonstrate to students on the importance of mental health awareness	Health and well-being for career success are well developed	• Whiteboard • Markers • Projector • Handouts or slides • Notecards for group activities • Timer for activities	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(c) Describing the relationship between education, skills, and career success	**Questions and answers:** Use questions and answers to guide students to explore the meaning of education, career and skills **Group discussion:** Guide students in a manageable group to discuss and present on the different between education, skills and career **Think-ink-pair-share:** Guide students through think-ink-pair-share to identify relationship between education, skill, and career success and present in class	The relationship between education, skills and career success is well described	• Whiteboard • Markers • Projector • Handouts or slides • Notecards for group activities • Timer for activities	
	1.2 Writing resume and persona branding	(a) Developing writing professional resume (Curriculum Vitae-CV)	**Questions and answers:** Use questions and answers to guide students to define the term professional resume **Group discussion:** Guide students in a manageable group to discuss and present on the types of resumes **Think-ink-pair-share:** Guide students through think-ink-pair-share to identify components of resume and common mistake to avoid	The aspect of writing professional resume is well developed	• Whiteboard • Markers • Projector • Handouts or slides • Notecards for group activities • Timer for activities	12

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(b) Understanding personal branding	**Questions and answers:** Use questions and answers to guide students explore the meaning of personal branding **Group discussion:** Guide students in a manageable group to discuss and present the components of personal branding and importance of personal branding in career development **Think-ink-pair-share:** Guide students through think-ink-pair-share to analyze the role of social media in personal branding **Interactive lecture:** Present on common mistakes in personal branding. Engage students to share their opinions on how to address them	Personal branding aspect is well understood	• Whiteboard • Markers • Projector • Handouts or slides • Notecards for group activities • Timer for activities	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(c) Understanding to write cover letter (Application letter)	**Think-ink-pair-share:** Guide students through think-ink-pair-share to share the meaning of a cover letter and its purpose **Group discussion:** Guide students in manageable groups to discuss and present on the key components of a cover letter **Demonstration:** Demonstrate aspects to consider in writing a great cover letter **Questions and answers:** Guide students through questions and answers to explore the advantages of writing a smart cover letter	The concept of a cover letter is well-described	• Whiteboard • Markers • Projector • Handouts or slides • Notecards for group activities • Timer for activities	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(e) Developing the concept of an interview	**Brainstorm:** Guide students to brainstorm on the concept of an interview **Group discussion:** Guide students through manageable groups to discuss and present the types of interview and stages of interview**:** **Questions and answers**: Guide students through questions and answers to explore things to consider before, during and after attending a job interview **Think-ink-pair-share:** Guide students through think-ink-pair-share to share and present advantages of preparing for a job interview and disadvantages of attending interview without preparation	The concept of an interview is well-developed	• Whiteboard • Markers • Projector • Handouts or slides • Notecards for group activities • Roleplay • Timer for activities	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
2.0 Developing global citizenship	2.1 Building the concept of global citizenship	(a) Describing the concept of global citizenship	**Think-ink-pair-share:** Guide students through think-ink-pair-share to share and present the meaning of global citizenship **Group discussion:** Guide students in manageable groups to discuss and present on the importance of global citizenship and identify major challenges of global citizenship **Demonstration:** Demonstrate how technology can foster global citizenship.	The concept of global citizenship is well-described	• Whiteboard • Markers • Projector • Handouts or slides • Notecards for group activities • Timer for activities	4

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
	2.2 Enhancing social media and global citizenship	(a) Understanding the relationship between social media and global citizenship	**Brainstorm:** Guide students to brainstorm on the meaning of social media **Group discussion:** Guide students through manageable groups to discuss the roles of social media in global citizenship **Role play:** Guide students to role-play on how social media influences global citizenship **Interactive lecture:** Present on the power of social media in fostering cross-cultural communication. Using visual aids engage students to provide examples **Questions and answers**: Guide students through questions and answers to explore challenges associated with social media in global citizenship and how to manage them	The relationship between social media and global citizenship is well-developed	• Whiteboard • Markers • Projector • Handouts or slides • Role-play • Textbook • Journal articles • Visual aids	12

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(b) Building civic engagement and global activities	**Brainstorm:** **G**uide students to brainstorm on the concept of civic engagement and global activities **Group discussion:** Guide students through manageable groups to discuss the and present types and importance of civic engagement **Role-play:** Guide students to role-play on the challenges of civil engagement with the guidance of teacher	Building civic engagement and global activities is well-performed	• Whiteboard • Markers • Projector • Roleplay • Handouts or slides • Notecards for group activities • Timer for activities	
	2.3 Developing global awareness	(a) Describing the global awareness	**Questions and answers:** Guide students through questions and answers to define the term global awareness and identify aspects of global awareness **Group discussion:** Guide students in manageable groups to discuss and present the advantages of global awareness **Brainstorm:** Guide students to brainstorm on factors that hinder global awareness and their effects on an individual's well-being	The concept of global awareness is well-described	• Whiteboard • Markers • Projector • Handouts or slides • Notecards for group activities • Timer for activities	9

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(b) Enhancing the relationship between global education and career choice	**Brainstorm:** Guide the student to brainstorm on the meaning of global education. **Think-ink-pair-share:** Guide students through think-ink-pair-share to share and present the relationship between global education and career choice **Group discussion:** Guide students in a manageable group to discuss and present factors that influence global education and career choice **Demonstration:** Demonstrate to students the advantages and disadvantages of global education in career choice	The relationship between global education and career choice is well-enhanced	• Whiteboard • Markers • Projector • Handouts or slides • Notecards for group activities • Timer for activities.	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
3.0 Human rights	3.1 Introducing to human rights	(a) Understanding the concept of human rights	**Brainstorm:** Guide students to brainstorm on the meaning of the 'rights' and 'human rights'. **Interactive lecture**: Using power point slides present on categories of human rights. Use a video clip to explain the categories **Guest speaker:** Invite an expert in human rights to present the basic human rights, historical roots and principles of human rights **Group discussion:** Guide students to discuss and present on the importance of human rights	The concept of human rights is well-explained	• Whiteboard • Markers • Projector • Handouts or slides • Notecards for group activities • Timer for activities	14

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(b) Understanding the rights and responsibilities of human rights	**Brainstorm:** Guide students to brainstorm on the meaning of the responsibility of human rights **Think-Ink-Pair-Share:** Guide students through think-ink-pair-share to share and present the importance of respecting the rights of others **Group discussion:** Guide students in groups to discuss and present personal responsibility towards protecting human rights **Role play:** Guide students to role-play **activities** that promote human rights awareness **Questions and answers:** Guide students through questions and answers to explain the importance of human rights responsibilities	The rights and responsibilities of human rights are well-understood	• Whiteboard • Markers • Projector • Handouts or slides • Notecards for group activities • Timer for activities	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
	3.2 Addressing global human rights challenges	(a) Understanding global human rights challenges	**Brainstorm:** Guide students to brainstorm the meaning of human rights challenges **Group discussion:** Guide students through manageable groups to identify and present the global human rights challenges **Round table circle:** Guide students in round table cycles to discuss and present the role of internal and external organizations in addressing global human rights challenges	Global human rights challenges are well-understood	• Textbooks • Journal articles • Charts • Posters	14

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(b) Advocating for human rights	**Brainstorm:** Guide students to brainstorm the meaning of advocating for human rights **Group discussion:** Guide students to discuss and present the role of individuals, organizations, and governments in advocating for human rights **Think-ink-pair-share:** Guide students through think-ink-pair-share to describe how to advocate human rights **Dabate:** Guide students to argue for or against the motion that, "Advocating for human rights is crucial for ensuring equality". Insist students to note down the importance of advocating for human rights **Demonstrating:** Demonstrate to students how they can participate in advocating for human rights in their community or globally	The concept of advocating for human rights is developed	• Whiteboard • Markers • Projector • Handouts or slides • Notecards for group activities • Timer for activities	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
4.0 Public speaking skills	4.1 Enhancing public speaking	(a) Describing the concept of public speaking	**Brainstorm:** Guide students to brainstorm on the meaning and purposes of effective public speaking **Group discussion:** Guide students through manageable groups to discuss and present the types and components of public speaking **Think-Ink-Pair-Share:** Through think - ink-pair-share guide students to explores factors which facilitate or hinder effective public speaking **Questions and answers:** Guide students to explore ways of addressing factors that hinder effective public speaking	The concept of public speaking is well-described	• Whiteboard • Markers • Projector • Handouts or slides • Notecards for group activities • Timer for activities	10
		(b) Public speaking preparation	**Think-Ink-Pair-Share:** Through think-ink-pair-share guide students to explore and present steps involved in preparing for public speaking **Demonstration:** Demonstrate to student strategies that influence confidence while delivering effective speech	Aspects of public speaking preparation are well-described	• Whiteboard • Markers • Projector • Handouts or slides • Notecards for group activities • Timer for activities	10

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(c) Overcoming public speaking fear	**Brainstorm:** Guide students to brainstorm on the concept of public speaking fear **Roleplay:** Guide students to role-play on symptoms of public speaking fear **Group discussion:** Guide students in manageable groups to discuss the strategic ways of overcoming public speaking fear **Think-Ink-Pair-Share:** In small groups guide students to explore how fear impacts performance in public speaking **Presentation:** Guide students in manageable groups to present the causes of public speaking fear	The concept of coping with peer pressure is clearly explained	• Whiteboard • Markers • Projector • Handouts or slides • Role-play • Notecards for group activities • Timer for activities	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
	4.2 Audience awareness and engagement	(a) Mastering audience awareness	**Brainstorm:** Guide students to brainstorm the meaning and importance of audience awareness **Think-ink-pair-share:** Guide students through think-ink-pair-share to identify the types of audience **Group discussion:** Guide students in manageable groups to discuss and present the strategies for effective audience adaptation **Guest speaker:** Invite a guest speaker to present on the key elements of audience awareness to facilitate the discussion on how to identify the audience**.** **Discussion:** Guide students in manageable groups to discuss and present the advantages of audience awareness in public speaking	The aspect of mastering audience awareness is clearly described	• Whiteboard • Markers • Projector • Handouts or slides • Notecards for group activities • Timer for activities	11

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(b) Building and maintaining connection with the audience during public speaking	**Brainstorm:** Guide students to brainstorm on the meaning and importance of building and maintaining connection with the audience **Invite the guest speaker:** Invite guest speaker to facilitate the techniques for maintaining connection with audience during public speaking **Group discussion:** Guide students in manageable groups to discuss and present the reasons of building and maintaining connection during the public speaking **Think-Ink-Pair-Share:** In small groups guide students through think-ink-pair-share to explore ways of adapting to audience feedback during public speaking **Demonstration:** Demonstrate to students steps of building and maintaining connection during public speaking.	Building and maintaining connection during the speech are well-described	• Whiteboard • Markers • Projector • Handouts or slides • Notecards for group activities • Timer for activities	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(c) Handling disengaged audience	**Brainstorm**: Guide students to brainstorm on the concept of disengaged audience **Group discussion:** Guide students to discuss and present the causes of audience disengagement **Demonstrate:** Guide students to demonstrate how to prevent disengagement in a presentation **Case study:** Guide students to describe a case study on dealing with disengagement in a presentation	Disengagement audience is well-handled	• Whiteboard • Markers • Projector • Handouts or slides • Notecards for group activities • Timer for activities	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(d) Developing a positive mindset	**Brainstorm:** Guide students to brainstorm on the meaning of positive mindset. **Group discussion:** Guide students to discuss in manageable groups and present the benefits of positive mindset in public speaking **Think-ink-pair-share:** Guide students to discuss the strategies to develop a positive mindset.	Positive mindset and self-talk	• Whiteboard • Markers • Projector • Handouts or slides on mindset and self-talk. • Notecards for group activities • Timer for activities	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
5.0 Work habit	5.1 Introducing work habit	(a) Describing the concept of work habit	**Brainstorm:** Guide students to brainstorm on the meaning of work habit **Interactive lecture:** Provide a brief explanation of the types of work habits. Engage students in providing examples per each type through open-ended questions **Questions and answers:** Guide students through questions and answers to explore the importance o work habit **Group discussion:** Guide students in manageable groups to discuss and present consequences of bad work habits **Think-ink-pair-share:** Guide students through think-ink-pair-share and present challenges of maintaining work habits and ways to overcome	The concept of work habit is clearly described	• Textbooks • Journal articles • Flipcharts Marker pen Masking tape, handouts on work habit	14

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
	5.2 Enhancing discipline and consistency	(a) Building positive work habits	**Group discussion:** Guide students to discuss and present the strategies for developing positive work habits **Interactive lecture:** Present to students strategies to link the new work habit to the existing one. Engage learners through questions on their experiences on how to link new habits to existing one **Guest speaker:** Invite an expert in human resources to share with students the role of routines and reward in establishing and maintaining work habit	The aspect of work habit is well built	• Visual aids on positive work habit • Textbooks • Journal articles • Handout on positive work habit	16

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(b) Developing a routine for increasing productivity	**Case study:** Introduce the lesson on routine and the perceived roles in productivity. Present a case of successful individuals who attribute their success to structured daily routines. Guide students to point out the significance of daily routine in productivity **Interactive lecture:** Use visual aids like routine maps to guide students in visually outlining their ideal morning and evening routine. Explain the advantages of developing morning and evening routines in productivity **Guest speaker:** Invite guest speakers, such as time management experts or successful individual, to share insights with students on the importance of consistency and routine **Interactive workshop:** Guide students to collaboratively design personal routines basing on their daily goals	The concept of routine for increasing productivity is well-developed	• Routine creation templates • Visual aids showing the importance of structured routines • Charts showing examples of routines from successful individuals • Case study script • Textbooks • Handout on developing daily routine	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(c) Mastering self-control and willpower	**Brainstorm:** Guide students to brainstorm the meaning and examples of self-control and willpower **Real-life scenarios:** Present students with various real-life situations where self-control and willpower are crucial **Group discussion:** In manageable groups, guide students to discuss and present the strategies to strengthen willpower **Questions and answers:** Guide students through questions and answers to explore the advantages of self-control and willpower in achieving personal goals **Interactive lecture:** Show a short video clip, and guide students to identify factors that hinder self-control and willpower in working place. Personal and environmental distractions. Engage students to explore ways of managing them	The concepts of self-control and willpower are well-mastered	• Video clip • Posters • Real-life cases of the role of willpower • Textbooks • Handouts • Video clip	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(d) Overcoming obstacles and setbacks	**Question and answers:** Guide students through open questions to define the terms obstacles and setbacks **Group discussion:** Guide students to discuss and present common obstacles and setbacks in productivity. Let them identify personal and situational factors contributing to obstacles and setbacks **Guest speaker**: Invite successful persons who overcame obstacles and setbacks in their personal and professional lives to share their experiences with students. Guide students to identify strategies used to manage obstacles and setbacks in productivity.	Skills in overcoming obstacles and setbacks are well-developed	• Textbooks • Journal articles • Handout on personal and situational factors contributing to obstacles and setbacks • Guest speaker pamphlets • Posters • Charts	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
	5.2 Building focus and concentration in work habit	(a) Describing the concept of focus and concentration	**Interactive lecture:** Using visual aids present to students the meaning of the term 'focus' and 'concentration' in work habit **Case study:** Guide students to share case studies of individuals who have achieved success through their ability to concentrate and stay focused. Guide them to point out the benefits of focus and concentration on production **Group discussion:** Guide students in manageable groups to discuss and present strategies for maintaining focus and concentration in workplace **Think-ink-pair-share:** Guide students to work in pairs and present personal strategies used to maintain focus and concentration in different works.	The concept of focus and concentration are well-described	• Textbooks • Journal article • Handout • Case study scripts • Visual aids • Slides on the concept of focus and concentration as work habits	12

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(b) Single-tasking and multi-tasking in productivity	**Interactive lecture**: Introduce to students the concepts of single-tasking and multi-tasking. Guide them through open-ended questions and guide students to provide examples of each term **Group discussion:** Guide students in manageable groups to discuss and present the benefits of single-tasking and multi-tasking in productivity **Think-ink-pair-share:** Guide students to work in pairs to share and present strategies for effective single-tasking and multi-tasking on productivity **Case studies:** Present real-life scenarios, on when to use single-tasking and multi-tasking for productivity **Question and answers:** Lead students to explore challenges for single-tasking and multi-tasking and ways to overcome **Brainstorm:** Guide students to brainstorm things to consider in shifting from multi-tasking to focused work.	Single-tasking and multiple-tasking concepts in productivity are well-described	• Handouts on single-tasking and multi-tasking • Textbooks • Journal article • Flip chart • Marker pen • Masking tapes • Manila,	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(c) Developing cognitive overload management	**Interactive lecture:** Introduce the definition of cognitive overload. Use examples to explain how the concept applies to work habits **Group discussion:** Guide students to discuss and present their experiences on cognitive overload during schoolwork and the impacts of cognitive overload on work performance **Interactive presentation:** Use slides and visual aids to present strategies for managing cognitive overload **Brainstorm:** Guide students to brainstorm the benefits of managing cognitive overload **Case study**: Present a real-life scenario of workers experiencing cognitive overload; ask students to identify and explain the possible management strategies	Cognitive overload management skills are well-developed	• Handout • Slides on strategies for managing cognitive overload • Textbook • Journal articles	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(d) Building emotional regulation in the workplace	**Brainstorm:** Guide students to brainstorm on the meaning of emotional regulation in the workplace **Simulation:** Guide students to watch a short video clip and identify the possible emotional reactions in the work place and their causes **Group discussion**: Guide students in groups to discuss and present the importance of emotional regulation in the workplace **Multimedia presentations:** Use short video clips to present and explain strategies for effective emotional regulation in the workplace **Interactive lecture:** Using visual aids, present the challenges hindering emotional regulation in the workplace and ways to address them	The concept of emotional regulation in the workplace is well-built	• Textbooks • Journal articles • Handouts • Charts • Posters • Video clips	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
	5.4 Enhancing continuous learning and improvement	(a) Developing continuous learning	**Brainstorm:** Guide students to brainstorm on the definition and characteristics of continuous learning **Group discussion:** Guide students to discuss and present the importance of continuous learning in productivity **Guest speaker:** Invite a successful industry leader or employee with significant experience to share how continuous learning has been crucial for their success **Interactive lecture:** Present to students strategies for continuous learning. Use visual aids to illustrate the points **Think-ink-pair-share**: Guide students through think-ink-pair-share and present challenges hindering continuous learning as a work habit and ways to overcome	The concept of continuous learning is clearly-developed.	• Textbooks • Journal article • Handout • Flipcharts • Marker pen • Masking tape	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(b) Describing formal and informal learning	**Interactive lecture:** Present to students the meaning of formal and informal learning in work habits. Involve students to provide examples of formal and informal learning in work habits **Questions and answers**: Guide students through questions and answers to explore characteristics of formal and informal learning **Group discussion:** Guide students to discuss and present roles of formal and informal learning as work habits **Guest speaker:** Invite an expert in the education field to present the benefits of formal and informal learning in productivity. Guide students to explore challenges affecting formal and informal learning in a workplace and ways to overcome them.	Formal and informal learning aspects are well-described	• Textbooks • Journal articles • Flip charts • Markers pen • Masking tapes	

Form Four

Table 6: *Detailed Contents for Form Four*

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
1.0 Managing time	1.1 Understanding the concept of time management	(a) Describing the concept of time management skills	**Brainstorm:** Guide students to brainstorm on the meaning of time management **Group discussion:** Guide students in groups to discuss and present the importance of time management **Questions and answers:** Guide students through questions and answers to explore strategies for effective time management	The concept of time management is clearly described	• Textbooks • Journal articles • Flipcharts • Marker pen • Masking tape • Handouts on time management	10

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(b) Explaining the value of time	**Storytelling and real-life examples:** Guide students to share stories of successful people who value time and explain the value of time and how time is a limited resource **Debating and reflection:** Guide students to debate on the importance of valuing time in daily life **Role-play:** Guide students to role play on the strategies for effective time management **Demonstration:** Demonstrate to students the impacts of poor time management	The concept of time is well-explained	• Textbooks • Journal articles • Handout on the value of time • Debate motion ‘ valuing time is essential in achieving personal goals	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(c) Developing factors influencing time management skills	**Role-playing**: Guide students to role-play on personal habits and discipline as factors for management skills **Case studies:** Using real-life cases, guide students to explore how different environments and social aspects influence time management success **Debating:** Guide students to debate on the impact of peer influence on time management	Factors influencing time management skills are well-developed	• Textbooks • Journal articles • Handouts Debate motion 'Peers have a significant influence on time management'	
	1.2 Planning for time management	(a) Enhancing goal-setting skills	**Brainstorm:** Guide students to brainstorm the meaning of setting goals **Interactive lecture:** Using visual aids, present to students key features of effective goal-setting strategies. Engage students through questions to provide examples of each feature **Group discussion:** Guide students in groups to discuss and present features of effective goals.	Goal-setting skills are well enhanced	• Textbooks • Journal articles • Handout • Flipcharts • Marker pen • Masking tape • Manila	23

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(b) Developing a relationship between goal setting and time management	**Brainstorm:** Guide students to brainstorm how goal setting and time management complement each other **Group discussion:** Guide students in groups to discuss and present the strategies for integrating goal setting and time management.	The relationship between goal setting and time management is well-developed.	• Flipcharts • Marker pen • Masking tape • Handouts • Textbooks • Journal article	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(c) Setting priorities and resource allocation	**Interactive lecture:** Present to students the meaning of priority and resource allocation. Involve students through questions to provide real-life examples of each term **Group discussion:** Guide students to discuss and present the advantages of setting priorities in time management. **Role-playing:** Guide students to role-play on allocating resources based on the set priorities **Field trip:** Guide students to plan and visit local businesses or organizations to observe resource allocation and priority-setting practices **Questions and answers:** Guide students through questions and answers to explore advantages of setting priorities in resource allocation	Skills in setting priorities and resource allocation are well-described	• Textbooks • Journal articles • Flipcharts • Markers • Handouts on • Role-play script	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(d) Enhancing time estimation and task breakdown skills	**Brainstorm:** Guide students to brainstorm the meaning of time estimation and task breakdown. **Role-playing:** Guide students to role-play on time estimation on various tasks **Demonstration:** Demonstrate to students how to break tasks to be performed on allocated time **Group discussion:** Guide students to discuss and present the benefits of time estimation and task breakdown in achieving personal and institutional goals.	Time estimation and task breakdown skills are well-enhanced	• Textbooks • Journal articles • Flipcharts • Marker pen • Handouts on time estimation and task breakdown • Role-play script	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(e) Building sequencing and deadline skills	**Brainstorm:** Guide students to brainstorm on the meaning of sequencing and deadlines. **Demonstration:** Demonstrate to students steps to be involved and factors to consider in sequencing and setting deadlines **Role-playing:** Guide students to role-play on the importance of sequencing and setting a deadline **Questions and answers:** Guide students through questions to explore the disadvantages of not sequencing and setting deadline in achieving personal goals	Sequencing and deadline skills are well-built. .	• Flipcharts • Marker pen • Masking tape • Handouts on the sequencing and deadline • Scenario cards for roleplay • Task sequencing worksheets • Journal articles • Textbooks	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(f) Monitoring and adjustment skills	**Brainstorm:** Guide students to brainstorm the meaning of monitoring and adjusting in time management **Role-playing:** Guide students to role-play the importance of monitoring and adjusting **Discussion:** Guide students to discuss and present factors that hinder effective monitoring and adjusting and how to address them **Case studies:** Using real-life examples, guide students to point out effective monitoring and adjusting techniques	Monitoring and adjustment skills are well-built	• Flipcharts, markers, masking tape. • Handouts monitoring and adjusting • Role-play script • Textbooks • Journal articles	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(g) Developing work-life balance	**Brainstorm:** Guide students to brainstorm the meaning of work-life balance **Interactive lecture:** Present to students principles to be adhered to in ensuring work-life balance. Engage students through open-ended questions to provide examples of each principle **Questions and answers.** Use questions and answers to guide students explore factors affecting work-life balance **Guest speakers:** Invite a successful guest speaker to share experience on how to balance work and personal life, the importance of work-life balance and ways of maintaining a work-balance life	The concept of work-life balance is well-built.	• Flipcharts • Marker pen • Masking tape • Handouts on • Flashcards with work-life balance strategies	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
	1.3 Managing tasks	(a) Building task management skills	**Brainstorm:** Guide students to brainstorm on the meaning of task management **Group discussion:** Guide students in manageable groups to discuss and present factors for effective task management **Case studies:** Using video clips, guide students to identify steps to be involved in task management **Demonstration:** Provide a real-life task for students to practice task management while applying the steps learned **Interactive lecture:** Present to students the benefits of task management. Guide students to share examples from real-life scenarios	Task management skills are well-built	• Videos clips • Flipcharts • Markers • Masking tape • Handouts • Textbooks • Journal articles	8

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(b) Describing task identification	**Brainstorm:** Guide students in brainstorming on the meaning of task identification **Questions and answers**: Guide students through questions and answers to explore things to consider in task identification **Discussion:** Guide students in manageable groups to discuss the advantages of task identification and the effects of not identifying tasks **Brainstorming:** Guide students to brainstorm on the strategies for effective task identification	The concept of task identification is well-described	• Handouts • Charts • Flipcharts • Manila • Masking tape • Marker pen • Textbooks • Journal articles	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
	1.4 Enhancing time management tools and techniques	(a) Establishing time management tools and techniques	**Questions and answers:** Guide students through questions and answers to define time management tools and techniques **Interactive lecture**: Use visual aids and video clips to present various time management tools and techniques **Group discussion:** Guide students in groups to discuss and present the benefits of using time management tools and techniques	Time management tools are well-established	• Handout • Visual aids • Video clips • Flipchart • Marker pen • Journal articles • Textbooks	5

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
2.0 Building leadership and management skills	2.1 Concept of leadership and management	(a) Introducing leadership and management	**Interactive lecture:** Present to students the meaning and types of leadership and management. Engage students through questions to provide examples of each type of leadership and management **Interactive lectures:** Present to students the functions and qualities of a good leader. Engage students through questions and answers to provide examples of leaders with the presented qualities **Role-play:** Guide students to role-play on leadership and management roles. **Group discussion:** Guide students to discuss and present the advantages of good leadership and management and the disadvantages of bad leadership and management	. The concepts of leadership and management are well introduced	• Visual representations of leadership and management structures. • Charts showing • Videos • Handouts • Textbooks	12

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(b) Developing leadership and management skills	**Interactive lectures:** Present the foundational knowledge on the functions of leaders and managers. Incorporate interactive question-and-answer sessions to provide examples **Brainstorm:** Guide students to brainstorm essential leadership and management skills **Guest speaker:** Invite experienced leaders to share insights on leadership and management challenges and ways of overcoming them	Leadership and management skills are well-developed	• Textbooks • Journal articles • Handouts on leadership skills • Flipcharts • Marker pen • Guest speakers' handouts on	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
	2.2 Building team-work	(a) Describing the concept of teamwork	**Interactive lectures with multimedia integration.** Use presentations and videos, to explain to students the concept and types of teamwork. Show inspirational videos of successful teamwork in various fields **Think-pair-share:** Pose open-ended questions (e.g., "Why is teamwork important in daily life?"). Guide students to think individually, then discuss with a peer, and then share with the class **Case study:** Present a real-life case study, such as a successful sports team or business collaboration. Ask students to identify the type of teamwork and strategies used in the case	The teamwork concept is well-described	Journal articles Textbooks Handout on teamwork Flipchart Markers Masking tapes Charts Posters, a Short video clips and documentaries on teamwork,	15

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(b) Developing team roles and responsibilities	**Group discussion:** Guide students to discuss and present different team roles and responsibilities **Think-pair-share:** Ask, "Why is assigning team roles important in group tasks?". Guide students to reflect individually, then discuss in pairs and share insights with the class **Case study:** Present a real-life case study with teamwork. Guide students to identify challenges and the strategies used to manage them. Ask students to analyze what worked and how they could apply those strategies in their teamwork	Team roles and responsibilities are clearly developed	• Charts • Posters • Textbooks • Journal articles • Multimedia resources: Videos showcasing team roles • Handouts	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(c) Enhancing conflict management in teams	**Interactive lecture:** Present to students the definition of team conflict and types of team conflicts. Use questions to engage students e.g., "What conflicts have you experienced in group work?" **Brainstorm:** Guide students to brainstorm the causes of conflict in teams and strategies for resolving them. **Storytelling and personal experiences:** Invite students to share personal experiences of conflict and how they were resolved **Debating:** Guide students to argue for or against the motion that "conflict management in teams is beneficial in achieving team goals". Let students identify the importance of managing conflicts in teams.	Skills in managing conflicts in teams are well developed	• Multimedia resources: video clips • Handouts • Posters • Textbooks • Journal articles • Stories on conflict management	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(d) Building team performance and evaluation	**Interactive lecture:** Introduce the meaning of team performance and team evaluation using visuals and real-life examples. Use open-ended questions to engage students **Case studies:** Use case studies to guide students in identifying methods of team evaluation. **Multimedia resource and discussion**: Guide students to watch a video on effective team evaluation strategies. Then ask students to discuss and present examples and advantages of each strategy. **Brainstorming:** Guide students to brainstorm challenges in evaluating team performance and strategies to overcome them.	Team performance and evaluation are well-built	• Diagrams of effective feedback elements • Multimedia resources: Videos showing examples of effective teams and effective feedback strategies • Handouts on team performance and evaluation • Case study scripts • Textbooks • Journal articles	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
3.0 Promoting networking and collaboration	3.1 Networking skills	(a) Describing the concept of networking	**Interactive lecture:** Explain the meaning of networking with relatable examples; engage students in sharing their understanding on the concept of networking. Questions and answers: Guide students to explore types of networking **Role-playing:** Guide students to role-play different networking events like career fairs or social events **Guest speakers:** Invite professionals to share experiences on aspects to be considered in having successful networking. **Debate:** Organize class debates on the role of networking in career success	The concept of networking is well-described	• **Multimedia Presentations :** videos • Textbooks • Handouts Charts • Internet • Journal articles	12

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(c) Building effective networking skills	**Interactive lectures:** Explain key components of networking. Use real-life examples and success stories **Brainstorming:** Guide students to brainstorm aspects to be considered before starting networking **Guest speaker:** Invite an experienced guest speaker in networking to present strategies for networking **Think-ink-pair-share**: Guide students to work in pairs to share examples on challenges hinderng networking and how to overcome them	Effective networking skills are well-built	• Networking templates • Videos on strategies for effective networking • Handouts • Textbooks • Journal articles	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(c) Developing networking in a digital era	**Lecture:** Explain the meaning and features of networking in the digital era. **Group discussion:** Guide students in manageable groups to discuss and present examples of virtual networking **Guest speaker:** Invite an expert in social media to present the roles of social media groups in networking **Think-ink-pair-share**: Guide students to work in pairs to share the challenges of networking in a digital era and how to overcome them	The skills of networking in a digital era are well-developed.	• Handouts • Textbooks • Presentation slides • Virtual meeting platforms • Journal articles	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
	3.2 Collaboration skills	(a) Understanding the concept of collaboration	**Brainstorming:** Guide students to brainstorm on the meaning of collaborations. **Storytelling:** Guide students to share stories of successful collaborations in fields. Guide students to identifyaspects to consider for effective collaboration **Peer teaching:** Encourage students to teach each other about the importance of collaboration aspects. Ensure balanced participation.	The concept of collaboration is well-explained	• Charts • Posters • Handouts • Videos and documentaries • Textbooks • Journal articles	15

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(b) Establishing roles and responsibilities in a collaboration setting	**Group discussion:** Guide students manageable groups to discuss and present the meaning of roles and responsibilities in a collaboration setting **Brainstorm:** Guide students to brainstorm strategies for establishing effective roles and responsibilities in a collaborative setting **Case studies:** Provide real-life scenarios for students to analyze strategies for establishing effective roles and responsibilities in a collaborative setting **Questions and answers:** Guide students through questions and answers to explain factors to consider when assigning collaborative roles **Think-ink-pair-share**: Guide students to work in pairs to discuss the advantages of collaboration in fulfilling one's roles and present in class	The concept of roles and responsibilities in a collaboration setting is well-established	• Posters and charts defining • Textbooks • Journal articles • Real life scenarios	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(c) Enhancing consensus building	**Brainstorm:** Guide students to brainstorm on the meaning and examples of consensus and consensus-building **Group discussion:** Guide students in groups to discuss and present things to consider to reach a consensus **Role-playing:** Guide students to role-play on the importance of understanding others' points of view to reach a consensus **Case study:** Guide students to present real-life scenarios of successful consensus building. Let students explain the advantages of accepting feedback in a consensus **Questions and answers.** Guide students explore ways of accommodating critiques and adjusting to others' views	The concept of consensus building is well-enhanced	• Textbooks • Journal articles • Charts on things to consider in consensus building • Flipcharts • Marker pen • Handouts	

		(d) Developing respect and inclusivity in a collaborative setting	**Brainstorm:** Guide **s**tudents to brainstorm on the meaning of respect and inclusivity in a collaborative setting **Multimedia presentations and videos:** Using videos or slides to present the key concepts of respect and inclusivity including active listening, empathy, non-defensiveness, open-mindedness and appreciating differences **Think-pair-share:** Guide students in pairs to explain key aspects of respect and inclusivity in collaboration and share in the class **Role-play:** Guide students to role-play on the benefits of respect and inclusivity in a collaborative setting **Question and answers**: Guide students through questions and answers to identify the disadvantages of not respecting inclusivity in a collaborative setting **Guest speaker**: Invite an expert in inclusive education to present on the challenges hindering inclusivity and ways to overcome them in a collaborative setting	The concepts of respect and inclusivity in a collaborative setting are well-developed	• Posters • Charts • Handouts • Short video clips Textbooks • Journal articles	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
4.0 Civic engagement	4.1 Concept of civic engagement	(a) Describing the concept of civic engagement	**Brainstorm:** Guide students to brainstorm on the meaning of civic engagement **Group discussion:** Guide students in manageable groups to discuss and present forms of civic engagement **Case study:** Present real-world cases of civic involvement. Guide students to identify the importance of civic engagement **Field trips:** Guide students to visit civic institutions, for experiential learning on the benefits of civic engagement to an individual and institution	The concept of civic engagement is clearly described	• Visual aids: Posters and videos • Case study script • Handouts Textbooks • Charts: Illustrating the impact of civic actions	12

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(b) Involvement in civic engagement	**Group discussion:** Encourage students to share ideas and present on strategies for effective civic engagement **Interactive lecture:** Using a short video clip, guide students to identify and share experiences of different levels of civic engagement **Questions and answers:** Guide students through short video clips and questions and answers to explore barriers to civic participation and ways to overcome them	The skills involved in civic engagement are developed	• Short video Handouts Textbooks • Testimonial videos from individuals who overcame challenges in civic engagement	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(c) Enhancing technology and civic engagement	**Brainstorm:** Guide students to brainstorm on the meaning of technology and how it relates to civic engagement **Multimedia presentations:** Use videos and powerpoint slides showing students the impact of social media on civic engagement **Debating:** Guide students to argue for or against the motion that 'technology as a crucial aspect in civic engagement'. Insist students to note points on the importance of technology in civic engagement **Think-pair-share:** Guide students individually reflect on the challenges of civic engagement and how to overcome them, discuss in pairs, and share with the class	The concepts of technology and civic engagement are well-enhanced	• Videos showcasing how technology facilitates civic • Textbooks • Handouts • Debate motion 'technology is a crucial aspect in civic engagement'	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
	4.2 Promoting community services and volunteerism	(a) Describing the concepts of community services and volunteering	**Questions and answers.** Through questions and answers guide students to explore the meaning of community services and volunteering **Interactive lecture:** Present on aspects of community services and volunteering. Engage students through questions to provide examples in each aspect **Group discussion:** Guide students to discuss and present the importance of volunteering in community services **Questions and answers:** Guide students to explore the differences between community services and volunteerism	The concepts of community services and volunteering are well-described	• Handouts • Journal articles • Posters and charts on the importance of volunteering	12

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(b) Enhancing community services	**Collaborative group work.** Guide students to work in teams to research and present on different types of community services. **Group discussion:** Guide students in groups to discuss and present factors to consider for effective engagement in community services. **Questions and answers:** Guide students to explain things to consider in choosing the best community service to engage and the advantages of community serves to an individual and the community.	Community services are well enhanced	• Textbooks • Handouts on community services • Posters and Infographics displaying types and examples of community services. • Articles and magazines with real-life stories of youth engaging in community services. • Journal articles	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(c) Building volunteering	**Interactive lecture:** Present the core values of volunteerism to students. Ensure their active participation by posing opening questions **Storytelling.** Guide students to present real-life stories of impactful volunteerism efforts. Let students identify the benefits of volunteering **Guest speaker:** Invite guest speakers who have participated in volunteering projects to explain the challenges of volunteerism and how to overcome them.	Volunteering skills are well-built	• Textbooks • Handouts on the benefits of volunteerism • Videos and Documentaries : Short clips showing the challenges of volunteerism • Posters and Charts: Illustrating core values of volunteerism • Journal articles	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
	4.3 Media literacy and information engagement	(a) Describing media literacy	**Brainstorming:** Guide students to brainstorm on the meaning of the terms media and media literacy **Group discussion:** Guide students in groups to discuss and present key components of media literacy **Multimedia presentations:** Use short video clips to present and explain core principles of media literacy education **Guest speaker:** Invite an expert in media literacy to present to student's skills to be developed through media literacy and the importance of media literacy	The concept of media literacy is well-described	• Textbooks • Journal articles • Handout on media literacy • Video clips • Charts	15

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(b) Developing media literacy in a digital era	**Brainstorming:** Guide students to brainstorm on the meaning of media literacy in the digital era **Interactive lecture:** Present on the aspects of media literacy in the digital era. Involve students through questions to identify the benefits of media literacy in the digital era **Think-ink-pair-share**: Guide students in pairs to discuss and present challenges of media literacy in the digital era and ways to overcome them **Multimedia presentations:** Show videos explaining strategies for promoting media literacy in the digital era	The concept of media literacy in a digital era is well-developed	• Textbooks • Journal articles • Handout • Video clips	

		(c) Enhancing information engagement	**Brainstorming and concept mapping:** Ask students: *"What does engaging with information mean?"*. Create a concept map on the board with ideas generated. **Multimedia presentation and group discussions:** Use powerpoint slides to present the key components of informational engagement, then guide students in groups to discuss and present the key components of information engagement. **Debating:** Guide students to argue for or against the motion that, "Information engagement helps achieve personal goals". Insist students to note the importance and limitations of informational engagement **Guest speaker:** Invite an expert in information engagement to share experiences with students on strategies to enhance effective information engagement. **Questions and answers:** Guide students through questions and answers to explore barriers of information engagement and ways to overcome them	The concept of information engagement is well enhanced	• Slides Handouts • Journal articles • Charts • Textbooks • Journal articles	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods per Unit
		(d) Developing information engagement in a digital era	**Brainstorm:** Guide students to brainstorm on the meaning of information engagement in the digital era **Multimedia presentation:** Use visual aids to explain key aspects of information engagement in the digital era **Think-ink-pair-share**: Guide students to discuss, share and present strategies for effective information in the digital era **Question and answers:** Involve students through questions and answers to explore challenges of information engagement in the digital era and ways to overcome them using	The concept of information engagement in a digital era is clearly developed	• Visual aids • Textbooks • Journal articles • Charts • Posters	

12.0 Bibliography

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