



Samburu Empowerment through Education and Development

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A REPORT ON

‘THE WORLD STARTS WITH ME’ AND MINISTRY OF

EDUCATION CURRICULUM INTEGRATION TRAINING

WORKSHOPS FOR SCHOOLS IN SAMBURU CENTRAL

AND SAMBURU EAST

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2. INTRODUCTION

Following discussions in several meetings by the SEED Samburu Advisory Board, with regard to feedback received from teachers and students participating in 'The World Starts With Me' program in various schools in Samburu County, it was realized that there needed to be a more clear and guided framework that could aid teachers in Samburu County and elsewhere to more easily employ the content of 'The World Starts With Me' (in this document abbreviated as 'WSWM') within their regular Ministry of Education (MoE) syllabus content. It was realized that WSWM program content could serve as an important teaching aid during the teaching of certain topics in various subjects in the MoE curriculum. What was needed was the development of a guiding framework that would provide teachers with information on and references to what content can be merged between the two curricula. Further discussion and motivation towards the same was provided by monitors from CSA (Centre for the Study of Adolescence) Kenya.

Three training workshops were then planned for and held: two in Samburu Central and one in Samburu East. Two groups of secondary school teachers – from Kisima Girls High School, A.I.C. Moi Girls, Maralal School, Maralal Day Mixed Secondary, Wamba Boys Secondary and Wamba Girls Secondary – were trained and content gathered from them during two different trainings. The third training workshop involved teachers of Maralal Primary School.

3. PROCEDURE

With the aim of gathering content that can be merged between WSWM and MoE curricula, it was important that the workshop facilitators come up with a mechanism for data collection that would make it easier for the participating teachers to identify content from their subject areas that matches or is related to content from particular lessons in WSWM program. Focus was concentrated on Lessons 0 to 12 of the WSWM program.

The mechanism developed for use to gather this data was a 'Workbook for Trainers' (See Appendix [i]) that helped the participating teachers capture details on the lesson (0 – 12) being considered, the content in brief, main points within the lesson that are found in the MoE school curriculum at the level they teach, the particular subject that this identified content would fit, the topic that this WSWM lesson content can be integrated in and the class or form level of the same.

A review of the content of Lessons 0 – 12 was first conducted, then the participating teachers were grouped into like subject areas and/or departments, within which groups they would glean content from the MoE curriculum in their subject areas, in as far as merging with the WSWM is concerned. Reference was also sought from various MoE approved classroom textbooks.

Another session involved discussion on the applicability of the suggested content to be merged, how far the merging can go: a whole lesson/topic taught using the WSWM program; using content within the WSWM lessons as teaching aids and reference material, and so on. A few of the participants thereafter prepared and taught sample lessons in front of the other participants to gauge the ease and success with which this integration of content could be carried out.

4. FINDINGS

4.1 INTEGRATION OF 'WSWM' IN SECONDARY SCHOOL CURRICULUM CONTENT

The following WSWM lesson areas were seen to allow for moderate to entire integration with content in the MoE curriculum. The Secondary school level content integration will be outlined first, followed by the Primary school content:

LESSON 0: COMPUTER SKILLS - COMPUTER COMPONENTS AND MOUSE

Content from this lesson was suggested as being appropriate for integration in the following subjects:

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
Computer Studies	Form 1	Demonstrating how to turn the computer on and off, how to connect and disconnect power cables, how to connect to the computer and use the mouse and keyboard.	Introduction to Computers: Physical Parts of a Computer; Cold-booting a computer; Shutting down a computer; Keyboarding & Mouse skills.	<i>Longhorn Secondary Computer Studies – F1 pp 2-3, 21- 27.</i>
English	Form 2	Listening & Speaking; Role Playing.	Unit 23 – Listening & Speaking; Role Playing: <i>Buying a Computer.</i>	<i>Advancing in English – Form 2 p198.</i>
Kiswahili	Form 4 Form 2	<i>Kusoma Kusoma</i>	<i>Ufahamu: 'Tarakilishi' Ufahamu: 'Umuhimu wa Kompyuta'</i>	<i>'Uhondo wa Kiswahili' – Kidato 4 uk 50 – 53; Kidato 2 uk 117 - 119.</i>

LESSON 1: THE WORLD STARTS WITH ME

Content from this lesson was suggested as being appropriate for integration in the following subjects:

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
Computer Studies	Form 1	Demonstrating how to turn the computer on and off, how to connect and disconnect power cables, how to connect to the computer and use the mouse and keyboard.	Introduction to Computers: Keyboarding & Mouse skills.	<i>Longhorn Secondary Computer Studies – F1 pp 21- 27.</i>
English	Form 4	Initiate a conversation in which they talk about their own personalities; demonstrate that they are able to reflect on their own personalities and characters.	Unit 3 – Listening & Speaking: <i>Polite Interruption & Turn Taking.</i>	<i>Headstart Secondary English – Form 4 p11.</i>
Kiswahili	Form 4	<i>Kuanzisha mazungumzo ambayo yanahusu</i>	<i>Kusikiliza na Kuzungumza: Mazungumzo</i>	<i>'Uhondo wa Kiswahili' – Kidato 4 uk 50 – 53.</i>

		<i>majadiliano juu ya haiba yao wenyewe; kuonyesha kwamba wana uwezo wa kutafakari juu ya haiba yao wenyewe.</i>	<i>kati ya Vijana</i>	
Life Skills	Form 1 - 4	Initiate a conversation in which they talk about their own personalities; demonstrate that they are able to reflect on their own personalities and characters.	Self-Awareness Skills	<i>Life Skills – A Handbook for Parents & Teachers. Leah Wanjama et al (JKF) pp11-20</i>

LESSON 2: EMOTIONAL UPS AND DOWNS

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
English	Form 3 Form 4	Explain why adolescence can be a confusing time and that this is a natural part of growing up; that fluctuating emotions are part of adolescence; the concepts of self-esteem and self-awareness; provide a scenario for how to initiate a friendship and how to initiate support from friends; demonstrate social skills (listening to other people, complimenting other people); explain step by step how to solve a problem when they have a problem with other young people.	Listening & Speaking: Role Play Listening & Speaking: Etiquette – Negotiation Skills	<i>Headstart Secondary English – Form 3 p77. Headstart Secondary English – Form 4 p102.</i>
CRE	Form 4; Form 3	Same as above. Same as above.	Unit 2 – Christian approaches to Human Sexuality; Psychological Problems: Depression, Self-Pity, Withdrawal. Human Sexuality	<i>Living the Promise CRE – Form 4 pp 6-10; 47 - 53. Living the Promise CRE – Form 3</i>
Biology	Form 3	Same as above	Reproduction: Role of Hormones in Human Reproduction	<i>Foundation Biology Students’ Book 3 – pp 200 - 201</i>
Life Skills	Form 1 - 4	Same as above.	Coping with Emotions	<i>Life Skills Education for the Youth – KIE pp17 – 24.</i>

LESSON 3: IS YOUR BODY CHANGING TOO?

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
English	Form 2	Explain that boys' and girls' bodies are different and that there are particular changes during puberty that are part of maturing and becoming an adult; list four general things adolescents can do to keep their bodies clean and list three specific things for boys and three specific things for girls they can do to keep their bodies clean; describe what body language is and explain that people communicate in a personal way through body language in addition to verbal communication.	Listening & Speaking: Non-verbal Communication.	<i>Headstart Secondary English – Form 2 pp37 - 38.</i>
CRE	Form 4; Form 3	Same as above. Same as above.	Unit 2 – Christian approaches to Human Sexuality; Human Sexuality	<i>Living the Promise CRE – Form 4 pp 6-10; 47 - 53.</i> <i>Living the Promise CRE – Form 3</i>
Biology	Form 3	Same as above	Reproduction: Role of Hormones in Human Reproduction	<i>Foundation Biology Students' Book 3 – pp 200 - 202</i>
Home Science	Form 1	Same as above.	Home Management: Good Grooming.	<i>Home Science – Form 1, Malkiat Singh (ed) pp1 – 13.</i>

LESSON 4: FRIENDSHIPS & RELATIONSHIPS

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
English	Form 2	Explain that all young people experience challenges and uncertainties during adolescence in their search for their own identity and autonomy; explain that having friendships is important and needs negotiation in taking their own decisions; describe the support friends can provide during adolescence; describe the possible negative influence friends can have during adolescence; explain the difference between	Listening & Speaking: Etiquette – Negotiation Skills	<i>Headstart Secondary English – Form 4 pp 102.</i>

		sexuality, friendship and love with the opposite sex; list three situations that might be leading to sexual contact when they are together with someone of the opposite sex, and describe how to avoid such situations.		
CRE	Form 4; Form 3	Same as above. Same as above.	Unit 2 – Christian approaches to Human Sexuality: Irresponsible Sexual Behaviour. Human Sexuality	<i>Living the Promise CRE – Form 4 pp 6-10; 23 - 46.</i> <i>Living the Promise CRE – Form 3</i>
Life Skills	Form 1 - 4	Same as above.	Feelings; Inter-personal Relationships	<i>Life Skills – A Handbook for Parents & Teachers.</i> Leah Wanjama, et al (JKF) pp26 – 49.

LESSON 5: BOYS & GIRLS, MEN & WOMEN

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
English	Form 2	Explain the terms 'gender' and 'gender roles', their relation with rights and how they impact on themselves; and on their social environment; explain that males and females have equal rights but that women in Kenya are in a more vulnerable; position than men and give some examples related to work, family planning and policy; explain that sexual expectations in boys and girls can be different; demonstrate how they can help to change social standards related to gender issues	Listening & Speaking: Class Discussion on Gender Roles	<i>Headstart Secondary English – Form 3 p 184.</i>
CRE	Form 3	Same as above.	Unit 5 – Marriage: Irresponsible Sexual Behaviour. Unit 6: The Family	<i>Living the Promise CRE – Form 3</i>
Kiswahili	Form 1 Form 2	<i>Sawa kama ilivyo hapo juu.</i> <i>Sawa kama ilivyo hapo juu.</i>	<i>Kusikiliza na Kuzungumza:Mjadala - Matatizo Katika Familia Ufahamu: 'Asili ya Wanawake Kukosa Uongozi'</i>	<i>'Kiswahili Fasaha – Kidato cha 1 uk 143.</i> <i>Uhondo wa Kiswahili – Kidato 2 uk 42-43.</i>
Life Skills	Form 1 - 4	Same as above.	Gender Differences	<i>Life Skills – A Handbook for Parents & Teachers.</i>

LESSON 6: CULTURE & OUR LIVES

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
English	Form 2	Explain what culture is and can argue its importance; give examples of how cultures differ and how they change over time; list at least four positive aspects of culture; give at least three positive examples of cultural practices in Kenya; list at least three negative cultural practices in Kenya; explain why early marriage is a negative cultural practice and in conflict with human rights; give four reasons why early marriage has a negative impact on girls.	Reading Comprehension: <i>'How to Greet the Queen'</i> . Reading Comprehension: <i>'The Disadvantaged'</i> .	<i>Headstart Secondary English – Form 2 pp 39 - 41.</i> <i>New Integrated English – Students' Book 1 pp214 – 217.</i>
CRE	Form 1	Same as above.	African Moral Values	<i>Living the Promise CRE – Form 1</i>
Kiswahili	Form 1	<i>Sawa kama ilivyo hapo juu.</i>	<i>Ufahamu: 'Maadili Katika Jamii'</i>	<i>'Kiswahili Fasaha – Kidato cha 1 uk 3 - 5.</i>
Life Skills	Form 1 - 4	Same as above.	Family/Societal Values	<i>Life Skills – A Handbook for Parents & Teachers.</i> Leah Wanjama, et al (JKF) pp20 – 25.

LESSON 7: FIGHT FOR YOUR RIGHTS

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
English	Form 2 Form 1	Explain what human rights are, who have formulated these rights, where they come from, who is; responsible for implementing these rights and acknowledge that every human being in the world has; these rights, young people too; list at least four rights related to sexual and reproductive health for young people; give three reasons why human rights have not yet been fully	Reading Comprehension: <i>'Of Human Rights and Human Wrongs'</i> . Reading Comprehension: <i>'The Disadvantaged'</i> .	<i>Headstart Secondary English – Form 2 pp 128 - 130.</i> <i>New Integrated English – Students' Book 1 pp214 – 217.</i>

		implemented in Kenya.		
History & Gov't	Form 1	Same as above.	Citizenship: Rights of a Citizen.	<i>Milestones in History & Gov't – Form 1 pp 94 – 97.</i>
Kiswahili	Form 2	<i>Sawa kama ilivyo hapo juu.</i>	<i>Ufahamu: 'Ajira ya Watoto'</i> <i>Ufahamu: 'Ulinzi wa Haki za Binadamu'</i>	<i>'Uhondo wa Kiswahili' – Kidato cha 2 uk 51 - 52.</i> <i>'Uhondo wa Kiswahili' – Kidato cha 2 uk 155 - 157.</i>

LESSON 8: SEXUALITY & LOVE

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
English	Form 4	Describe the concepts of sexuality, sex, sexual practices, sexual intercourse, sexual feelings and sexual; attraction and the differences between them; describe the differences between sexual attraction, friendship, sex and love; explain what healthy sex is and bust three myths related to having sex; explain that healthy sex requires personal decision-making and that sex is not an uncontrollable force for; either boys or girls; list four arguments often used by young boys or young girls to pressurize another person into having; sexual intercourse.	Reading Comprehension: <i>'Drawing Daggers against Rape'.</i>	<i>New Integrated English – Students' Book 4 p3 – 5.</i>
CRE	Form 4; Form 3	Same as above. Same as above.	Unit 2 – Christian approaches to Human Sexuality: Irresponsible Sexual Behaviour. Human Sexuality	<i>Living the Promise CRE – Form 4 pp 6-10; 23 - 46.</i> <i>Living the Promise CRE – Form 3</i>
Kiswahili	Form 4	<i>Sawa kama ilivyo hapo juu.</i>	<i>Ufahamu: 'Dhuluma ya Kijinsia'</i>	<i>'Uhondo wa Kiswahili – Kidato cha 4 uk 95 - 97.</i>
Life Skills	Form 1 - 4	Same as above.	Sexuality	<i>Life Skills – A Handbook for Parents & Teachers.</i> Leah Wanjama, et al (JKF)pp76 – 80.

LESSON 9: PREGNANCY: 4 GIRLS AND 4 BOYS!

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
English	Form 4	Describe the monthly menstruation cycle, including fertile days, and the fact that the menstruation cycle of teenage girls is not yet regular; Describe fertilization, pregnancy and pregnancy tests, as well as the physical and social implications of early pregnancy; explain that abstinence is the safest method to prevent both pregnancy and STIs, including HIV; describe the fact that illegal abortions are often unsafe and done in unhygienic circumstances and list three negative consequences for girls when they have a 'secret' abortion.	Reading Comprehension: <i>'Abortion: Let Your desires be ruled by Reason'</i>	<i>Headstart Secondary English – Form 4 pp163 - 165.</i>
CRE	Form 4; Form 3	Same as above. Same as above.	Unit 2 – Christian approaches to Human Sexuality: Irresponsible Sexual Behaviour. Human Sexuality	<i>Living the Promise CRE – Form 4 pp 6-10; 47 - 53.</i> <i>Living the Promise CRE – Form 3</i>
Biology	Form 3	Same as above	Reproduction: Sexual Reproduction in Mammals	<i>Foundation Biology Students' Book 3 – pp 181 - 198</i>

LESSON 10: PROTECT YOURSELF: STIs AND HIV/AIDS

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
English	Form 4 Form 3 Form 3	List three signs or symptoms of an STI and explain that it is possible to have an STI without having; symptoms; list three ways in which STIs, including HIV, can be transmitted and explain how STIs are not transmitted; list three negative consequences of catching an STI and explain that they have to go to a health clinic or VCT center in time to be tested for STIs or HIV and get treatment; explain that HIV is	Reading Comprehension: <i>'HIV and AIDS: Going Public'</i> Reading Comprehension: <i>'HIV/AIDS: A Bewildering Debate'</i> Listening & Speaking: <i>Dramatization - HIV/AIDS Test</i>	<i>Headstart Secondary English – Form 4 pp156 - 158.</i> <i>Headstart Secondary English – Form 3 pp47 - 50.</i> <i>Headstart Secondary English – Form 3 pp46 - 47.</i>

		a sexually transmitted infection and that HIV causes AIDS explain that AIDS causes the body's immune system to malfunction; describe what happens in a health clinic if they went for STI or HIV testing.		
CRE	Form 4; Form 3	Same as above. Same as above.	Unit 2 – Christian approaches to Human Sexuality: Irresponsible Sexual Behaviour. Human Sexuality	<i>Living the Promise CRE – Form 4 pp 6-10; 47 - 53.</i> <i>Living the Promise CRE – Form 3</i>
Biology	Form 3	Same as above	Reproduction: Sexually Transmitted Infections	<i>Foundation Biology Students' Book 3 – pp 203 - 211</i>
Kiswahili	Form 4	<i>Sawa kama ilivyo hapo juu.</i>	<i>Ufahamu: 'Ukimwi'</i>	<i>'Uhondo wa Kiswahili – Kidato cha 4 uk 253 - 255.</i>
Life Skills	Form 1 - 4	Same as above.	Sexuality	<i>Life Skills – A Handbook for Parents & Teachers.</i> Leah Wanjama, et al (JKF)pp76 – 80.

LESSON 11: HIV/AIDS: U HAVE A ROLE 2 PLAY 2!

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
English	Form 4 Form 3 Form 3	Explain the concepts of being seropositive or HIV-positive, HIV test, the window period, the difference; between HIV and AIDS, stigma and explain that the virus damages the immune system; list the four bodily fluids in which HIV is apparent; list the three main ways for HIV to enter a person's body and correct myths about HIV transmission; list four high-risk behaviours for HIV transmission; explain how HIV testing takes place, and describe where they can get HIV; testing and counselling; show they are motivated to prevent HIV/AIDS and to contribute to the fight against HIV/AIDS; show empathy with people living with HIV or AIDS, endorse their right to support and health care and are	Reading Comprehension: <i>'HIV and AIDS: Going Public'</i> Reading Comprehension: <i>'HIV/AIDS: A Bewildering Debate'</i> Listening & Speaking: Dramatization - HIV/AIDS Test	<i>Headstart Secondary English – Form 4 pp156 - 158.</i> <i>Headstart Secondary English – Form 3 pp47 - 50.</i> <i>Headstart Secondary English – Form 3 pp46 - 47.</i>

		motivated to support them.		
CRE	Form 4; Form 3	Same as above. Same as above.	Unit 2 – Christian approaches to Human Sexuality: Irresponsible Sexual Behaviour. Human Sexuality	<i>Living the Promise CRE – Form 4 pp 6-10; 47 - 53.</i> <i>Living the Promise CRE – Form 3</i>
Biology	Form 3	Same as above	Reproduction: Sexually Transmitted Infections	<i>Foundation Biology Students’ Book 3 – pp 203 - 211</i>
Kiswahili	Form 4	<i>Sawa kama ilivyo hapo juu.</i>	<i>Ufahamu: ‘Ukimwi’</i>	<i>‘Uhondo wa Kiswahili – Kidato cha 4 uk 253 - 255.</i>
Life Skills	Form 1 - 4	Same as above.	Sexuality	<i>Life Skills – A Handbook for Parents & Teachers.</i> Leah Wanjama, et al (JKF)pp76 – 80.

LESSON 12: LOVE SHOULDN'T HURT

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
English	Form 4 Form 4	Describe what <u>unwanted sex, sexual harassment, sexual abuse and rape</u> is, as well as their consequences and state that sexual harassment and abuse are a crime explain that girls or women generally are, but boys and men also can be, victims of sexual harassment and abuse list some features of someone who could possibly force you to have sex, some risky situations and three signs of a situation that could become risky; explain that accepting gifts, money and services from someone and <u>using alcohol or drugs are co-factors involved in sexual abuse and rape</u> ; list three ways that can help them to avoid sexual abuse; explain what to do if someone has been harassed, abused or raped and where someone who has been harassed, abused or raped, can find help; describe three ways in which a sexual partner can pressurize them into having sex.	Reading Comprehension: <i>‘Drawing Daggers against Rape’.</i> Reading Comprehension: <i>‘Drugs: So What are You Curious About?’</i>	<i>New Integrated English – Students’ Book 4 p3 – 5.</i> <i>Headstart Secondary English – Form 4 pp111 - 115.</i>

CRE	Form 4;	Same as above.	Unit 2 – Christian approaches to Human Sexuality: Irresponsible Sexual Behaviour. Human Sexuality	<i>Living the Promise CRE – Form 4 pp 6-10; 23 - 46.</i> <i>Living the Promise CRE – Form 3</i>
	Form 3	Same as above.		
Kiswahili	Form 4	<i>Sawa kama ilivyo hapo juu.</i>	<i>Ufahamu: ‘Dhuluma ya Kijinsia’</i>	<i>‘Uhondo wa Kiswahili – Kidato cha 4 uk 95 - 97.</i>
		<i>Sawa kama ilivyo hapo juu.</i>	<i>Ufahamu: ‘Madawa Mengi ya Kulevya Yaangamiza Vijana Pwani.’</i>	<i>‘Uhondo wa Kiswahili – Kidato cha 2 uk 68 - 70.</i>
Life Skills	Form 1 - 4	Same as above.	Drug Use & Abuse	<i>Life Skills – A Handbook for Parents & Teachers. Leah Wanjama, et al (JKF)pp107 – 114.</i>

4.2 INTEGRATION OF ‘WSWM’ IN PRIMARY SCHOOL CURRICULUM CONTENT

LESSON 0: COMPUTER SKILLS - COMPUTER COMPONENTS AND MOUSE				
SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
Computer Studies	Class 5-7	Demonstrating how to turn the computer on and off, how to connect and disconnect power cables, how to connect to the computer and use the mouse and keyboard.	Introduction to Computers: Physical Parts of a Computer; Cold-booting a computer; Shutting down a computer; Keyboarding & Mouse skills.	
English		Listening & Speaking; Role Playing.	Unit 23 – Listening & Speaking; oral work; writing.	<i>New primary English book 8</i>
Kiswahili	Class 8	<i>Kusoma</i>	<i>Ufahamu: ‘teknolojia ya mawasiliano’</i>	<i>Masomo ya msingi, darasa la nane.</i>
Mathematics	Class 1 & 2	Number recognition in words and in symbols.	Whole numbers	Primary mathematics, JKF , book 1&2
Social studies	4-8	<ul style="list-style-type: none"> • Digital maps • Directions and bearings • Weather focusing and recording 	Physical environment.	Primary social studies, book 4-8

LESSON 1 : THE WORLD STARTS WITH ME

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
Kiswahili	Class 1-8	-Kujieleza kwa ufasaha -sarufi	Kusikiliza na kuongea	Msingi wa kiswahili, darasa la 1-3, Kiswahili mufti darasa la 5,7 Masomo ya msingi, darasa la 6,8.
CRE	Class 7	-identifying ones talents and abilities. -self awareness.	Talents and abilities	Primary CRE, book 7
Science	Class 8	-Adolescence as part of growing up -emotions -physical changes	The human body	Primary science, book 8.

LESSON 2: EMOTIONAL UPS AND DOWNS

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
English	Class 1-8	Listening & Speaking; Role Playing.	-spellings -language patterns	New primary English, class 1-8
Kiswahili	Class 8	<i>Kusoma</i>	<i>Ufahamu: 'teknolojia ya mawasiliano'</i>	Masomo ya msingi, darasa la nane.
CRE	Class 7	-accepting ourselves and others -ways of coping with emotions -guidance and counseling	Friendship and love.	Primary cre book 7
Kiswahili	Class 7	-Kusoma -uigizaji	Ufahamu: 'nataka kufa.'	Kiswahili mufti, darasa la 7, uk 1
Science	Class 6	Emotional changes in boys and girls	The human body	Primary science, std 6

LESSON 3: IS YOUR BODY CHANGING TOO

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
English	1-3	Identifying, reading the charts/pictures showing the parts of the body	-oral work -reading -writing -listening -speaking	New Primary English
Kiswahili		Identifying, reading vocabulary related to parts of the body		
Mathematics				
Social studies				
CRE				
Kiswahili	Class 6	<i>Kutambua viungo vya mwili wa mwanadamu</i>	<i>Msamiati: viungo vya mwili wa mwanadamu</i>	Masomo ya msingi, darasa la 6.
CRE	Class 5	-physical changes in our bodies	Growing up in Christ	Primary CRE, book 5

		-gender roles -growing into maturity in Jesus Christ		
Science	Class 8	Identifying the physical changes in boys and girls	The human body	Primary science book 8

LESSON 4: FRIENDSHIPS AND RELATIONSHIPS: ME AND MY WORLD

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
English	1-8	Importance of friendships	-reading -writing -oral work -language use	New primary English, book 1-8
Kiswahili	6	<i>Ukuzaji wa uhusiano mwema</i>	<i>Ufahamu: urafiki wa kweli</i> <i>Kusikiliza na kuongea</i>	Masomo ya msingi, darasa la 6.
Mathematics	1-3	Word problems on whole numbers, percentages and fractions.	-whole numbers -money -percentages	New primary maths, book 1-3
CRE	Class 7	-accepting ourselves and others -desiring the best for others -tolerance and patience in friendship	Friendship and love	Primary CRE book 7
Science	Class 8	Understanding peer pressure	Health education	Primary science book 8

LESSON 5 : BOYS AND GIRLS, MEN AND WOMEN

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
English	Class 4-8	Debates on gender issues	-writing (compositions on gender) -oral work; debates -listening and speaking	New primary English book 4-8
Kiswahili	Class 6	<i>Jinsia tofauti</i>	<i>Kusoma: ajira kwa akina mama; shairi, maswali ya motto; michezo yetu</i>	Masomo ya msingi, darasa la 6, uk 242,257,261
Mathematics	6-8	-percentages -fractions e.g of men who take up feminine roles and vice versa	Conversions of decimals, fractions	Primary maths, book 6,7 and 8
CRE	Class 6	-meaning of work -reasons for work -division of work	Dignity of work	Primary CRE, book 6

LESSON 6 : CULTURE AND OUR LIVES

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
English	Class 4-8	Identifying retrogressive cultural practices	-Oral work -	New primary English, book 4-8

Kiswahili	Class 7	- <i>kusikiliza na kuongea</i> - <i>kusoma</i>	<i>Msamiati : mapambo na mavazi</i>	Kiswahili mufti, darasa la saba, uk 198
Social studies	4-8	Negative aspects of culture	Social relations and cultural activities	Primary social studies books 4-8
CRE		-new life in traditional African society -initiation -marriage -new life in Christ	New life in the community	Primary cre, books 4-8

LESSON 7: FIGHT FOR YOUR RIGHTS

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
English	Class 4-8	Letter writing	-Oral work -writing	New primary English book s 4-8
Mathematics	Class 7&8	Finding ratios an percentages of numbers	Ratio and proportion	Primary maths, new edition, book 7 & 8
Social studies	Class 6	<i>Kuigiza maswala ya jinsia na mapenzi</i>	<i>Ufahamu: urafiki wa kweli</i>	<i>Masomo ya msingi, darasa la 6</i>
CRE	Class 8	-irresponsible sexual behavior. -relationships		Primary CRE book 8

LESSON 8: SEXUALITY AND LOVE

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
English	4-8	Identifying the rights of children.	-reading -oral work	New primary English, books 4-8
Kiswahili	Class 7	- <i>kusoma</i> - <i>kusikiliza na kuongea</i>	<i>Kusoma ufahamu: ajira za watoto</i>	Kiswahili mufti, darasa la saba, uk. 164
Social studies	4-8	-Basic human rights and freedoms -violation of human rights -united nations charter about human rights	Democracy and human rights	Primary social studies, book 4-8
CRE	Class 7	Careers in adult life	Gods purpose for every child.	Primar CRE, class 7

LESSON 9 : PREGNANCY FOR GIRLS AND FOR BOYS

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
CRE	Class 7	-Being responsible -Effects of good and bad relationships	Friendship and love	Primary CRE class 7

LESSON 10: PROTECT YOURSELF: STIS AND HIV/IDS
LESSON 11 HIV/AIDS : YOU HAVE A ROLE TO PLAY TOO

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
Mathematics	7 & 8		Graphs : - pie chart -bar graphs -line graphs	Primary mathematics book 7& 8 page 207 - 226
CRE	6	Christians supporting people with special needs	Christians supporting people with special needs.	Primary cre book 6, page 60
Science	5		Health education: hiv and aids	Primary science book 5, page 17 – 22, book 7, page 24 – 28
Kiswahili	8		<i>Kusoma ufahamu: doa lisilofutika</i>	Masomo ya msingi darasa la 8, uk 1-3

LESSON 12 : LOVE SHOULDN'T HURT

SUBJECT	LEVEL	SKILLS/KNOWLEDGE/ ATTITUDE	TOPIC/SUB-TOPIC	REFERENCE
CRE	Class 6		Jesus Christ the hope of the world: how we overcome disappointment	

5. CONCLUSION

The idea of providing a mechanism that can ensure a seamless integration of the WSWM into the MoE primary and secondary school curriculum is obviously a timely one, considering the increasing cases of carefree, often unprotected sex, drug abuse, teenage pregnancy, early marriage, Female Genital Cutting, sexual abuse and many other issues being experienced by school-going age children in Kenya today. Thus this endeavor to provide linkages between content in WSWM and the MoE school curriculum, it is hoped, will be an added step towards the effort to get the WSWM program embraced by the MoE as part of the Sexual Reproductive Health (SRH) and Rights education that is delivered in all schools in the country, especially for those school-going age children who have reached puberty and are most vulnerable to the aforementioned issues. Making the WSWM part of the MoE curriculum would be an advantageous way to make SRH and Rights education more fun, approachable, intuitive and learner centered, doing away with any preachiness that, especially, SRH education is delivered in schools today. As seen in the findings detailed in this report, content in the MoE primary and secondary school syllabi can be easily integrated with the WSWM, if only teachers were exposed to the program and its content.

6. RECOMMENDATIONS

1. It is recommended that all stakeholders, especially Centre for the Study of Adolescence – Kenya, SEED Samburu, officials in the MoE and teachers involved in the WSWM program countrywide work concertedly towards getting the program officially integrated into the schools' curriculum.
2. It is recommended that schools and teachers being newly introduced to the WSWM program, in future, be taken through this report to realize how the program can be instrumental to their delivery of the MoE syllabus content in class.

APPENDIX

i) *A page from the 'Workbook for Trainers', used for gathering of data on curriculum integration.*

<p>THE WORLD STARTS WITH ME (WSWM)</p> <p>WORKBOOK FOR TRAINERS</p> <p>Reflections</p> <p>Lesson No. <u> 10 </u></p> <p>What was it about?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Main points found in the school curriculum?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>In what subject in the School curriculum will you place it?</p> <p>_____</p> <p>_____</p> <p>Identify where it fits</p> <p>a. The topic _____</p> <p>_____</p> <p>_____</p> <p>b. The class / Form _____</p> <p>_____</p> <p>_____</p>