Civic and Soft Skills Programme

Course aims

- The core aim of this online curriculum is to answer to the needs of young people in South Africa. In response to the challenges our youth encounter, an extensively piloted course was developed as an online option.

- the course aims to promote the achievement of the Sustainable Development Goals, which are infused in all Modules.

- The course aims to empower students to be active citizens, be employable, and build their power (soft) skills and values.

- The curriculum is up-to-date, relevant and contains ample opportunities for practical application in real-world situations. It aims to assist students to be successful in their HEI studies, become more employable, and be ethical citizens who contribute their skills, knowledge and values to developing South Africa.

Curriculum overview

The curriculum consists of 8 Modules:

- Module 1: Civic education, human rights, ethics & peer education
- Module 2: Transforming mentalities, Gender Based Violence, gender equality, gender diversity & LGBTQI+
- Module 3: Mental health
- Module 4: Disability
- Module 5: Sexual Reproductive Health, including HIV, TB & STIs, maternal health & contraception
- Module 6: Alcohol & drug abuse prevention, self-care & physical well-being
- Module 7: Climate Change
- Module 8: Financial Literacy.

A detailed description of the contents of each Module, is given on pages 11 -37.

QCTO accreditation

This is an QCTO NQF Level 5 accredited course worth 60 credits.

The credits are distributed as follows:

Module	Credits
1: Civic education, human rights, ethics & peer education	10
2: Transforming mentalities, Gender Based Violence, gender equality, gender diversity & LGBTQI+	8
3: Mental health	5
4: Disability	4
5: Sexual Reproductive Health, including HIV, TB & STIs, maternal health & contraception	5
6: Alcohol & drug abuse prevention, self-care & physical well-being	6
7: Climate Change	12
8: Financial Literacy	10
Total	**60**

Course duration

Notional hours

600 notional hours, of which a minimum of 180 hours are online. This can also be regarded as 15 days online.

The course can be completed over 6 months to two years. The course is self-paced.

Optional activities and resources are added for students who wish to delve deeper into a subject.

Assessment

Formative self-assessment

This consists of quizzes and activities throughout the course so students can track their learning and actively participate in developing skills, gaining knowledge and in applying their values.

Summative assessment

This entails completing a test at the end of each Module. This mark is recorded as part of the course mark. Students need to obtain at least 50% before commencing with the next Module.
Weighting: 20%

Project

As part of authentic assessment, students work in groups to address a real problem.
Weighting: 25%

Submission of coursework

Submission of risk assessments and reflections are compulsory, and students get a mark for each submission.
Weighting 25%

Submission of logbook

Students must complete at least one peer interaction in each Module, and reach a minimum of ten peers throughout the course.
Weighting 30%

Final Supervised Assessment Task (FISA)

For this task, students are given problem scenarios to respond to. Here they apply their knowledge obtained in all Modules. This task is completed under online examination conditions. Students are declared competent or not yet competent.

Certification

To qualify for participating in the FISA and for a certificate, students must complete at least 80% of the activities and submissions that are formative and do not carry marks.

On successful completion of each Module, students receive a certificate of participation.

On successful completion of the entire course, students receive a QCTO, HW SETA and HIGHER HEALTH verified certificate of completion.

Power skills or soft skills

This online course helps students to develop their soft skills and strengthen their values. The skills most in demand by employers and for entrepreneurs, are the core focus. Students get many opportunities to apply these in interactive activities throughout the course. Importantly, they also apply these skills when engaging in peer education activities, which is a cardinal focus of the course.

- **Civic responsibility**

Students take the lead in civic actions and their roles, responsibilities and actions are highlighted in peer interactions. They serve as role models of active citizens.

- **Communication**

Communication skills are developed and strengthened. Students get opportunities to practice active listening skills, as well as speaking skills, for example starting a conversation to engage peers.

- **Conflict resolution**

Conflict may arise in group tasks and group presentations, and with peers, on campus and in the community. Students get opportunities to apply their mediation and conflict resolution skills.

- **Critical thinking**

Students are encouraged to discern facts from myths and fake news, evaluate, analyse and synthesise information. They engage in multiple discussion forums where they are expected to demonstrate critical thinking. They are presented with problem scenarios to practice their critical thinking skills.

- **Creativity**

Peer education requires a great deal of creativity in terms of how the information will be disseminated, what props to use, how to make the information youth-relevant, how to engage and keep peers' attention. Students get ample opportunities to explore their creativity as many tasks allow for creative responses, such as creating videos, composing songs, creating visuals and thinking of innovative ways to make money as entrepreneurs.

- **Counselling**

Basic counselling skills are applied and students get opportunities to practice informal counselling and referral skills. This again strengthens their active listening and empathy skills.

- **Decision making**

This important skill is practised throughout the course as students are given scenarios to respond to in terms of what they would do and decide. Responsible decision-making needs ample practice and students are provided with these opportunities.

- **Digital literacy**

Social media posts, creating videos, internet explorations, responding to forum discussions, making use of Google Translate are some of the activities that students get exposed to as part of their preparation for peer interactions. By using the at times complex functions of the course platform, Blackboard, students become increasingly computer literate.

- **Emotional intelligence**

Students are presented with ways to understand, use and manage their emotions in different situations. Practical deep breathing exercises, as well as centredness and mindfulness activities, are presented to help students cope in challenging circumstances. Students are also given ample opportunities to identify, understand and express their feelings.

- **Empathy**

Students learn to understand how to respect and consider the feelings and experiences of others. They get opportunities to see issues from different perspectives and learn how to practice Ubuntu.

- **Goal setting**

Students need to set realistic and achievable goals for completing this course. They are guided throughout the course on how to set and achieve these goals. Students also need to apply their goal setting skills in terms of the targets they set for their peer interactions.

- **Leadership**

As peer educators, students act as leaders on their campuses and in their communities. We aim to help them become transformational leaders.

- **Organisational skills**

Students develop organisation skills as they need to organise peers' attendance, venue selection and booking, notifications about time, topic and place, and events on campus. They also learn to organise internet and device access so that they can access the course on campus.

- **Planning**

Students apply planning skills as they develop a plan or programme in advance of each peer interaction. They are taught to be aware that they cannot waste peers' time and thus must thoroughly plan and prepare for each peer interaction. They also learn planning skills in terms when to access the course and engage in activities.

- **Presentation**

Presentation skills are practised as students at times give either poster presentations or PPT presentations, or presentations via webinars. They develop and deliver their presentations to get ample opportunities to practice and refine these skills.

- **Problem solving**

Students get numerous opportunities to problem-solve. Real-world problems are presented, and students are asked to offer suggestions. Projects are also based on solving problems.

- **Public speaking**

Students get opportunities to speak in public and apply the appropriate techniques to improve their public speaking skills.

- **Reflection**

Learning from experience is a vital Life Skill. Students get ample opportunities to reflect on their peer interactions and to learn what they may do differently in future. They also get the chance to reflect on each Topic, think deeply what they learnt and how they feel, and how they will apply their learning.

- **Resilience**

Students are made aware of the importance of developing resilience. A 'never give up, persevere, keep trying, you will overcome challenges' attitude is strengthened throughout this course. They apply practical hints to become more resilient.

- **Self-concept enhancement**

By engaging in peer education activities and discussion forums, student strengthen and develop their self-concept formation. Peer interactions are well-known to enhance self-confidence. Through reflection, success experiences in the course and encouragement from peers and facilitators, participants further strengthen their self-images.

- **Self-motivation**

This course hinges around strengthening intrinsic motivation. Digital learning does require intrinsic motivation; the course is self-paced.

- **Teamwork**

In each Module, some of the activities are in groups. Students get ample opportunities to work in teams and refine their teamwork and relationship skills. The project is also completed in groups. They learn to discuss and debate, instead of disagree and argue.

- **Time-management**

Without developing good time-management skills, students will not manage to balance the work in this co-curriculum with their other academic commitments. Hence time management is included in the course and specifically emphasised in focus and support groups.

Values and ethics

This course is based on enhancing our Constitutional values, especially those dealing with human rights such as dignity, equality, respect, freedom, education, health, environment and life. Students are continuously given opportunities to reflect on their values and apply ethical actions. For example, they develop a sense of volunteerism and participation in community actions to help build our country. They realise their responsibilities to vote in all elections and to actively participate in civic matters.

Students discover their roots and learn to value their country and continent, and value the principles of freedom and equity that led to liberation. The essence of Ubuntu is core to this course, and the values in this philosophy are given credence by developing respect, empathy, compassion and understanding for the other. Peer counselling opportunities further strengthen these values. Appropriate behaviour in discussion forums to uplift rather than put down, further strengthen this quintessential philosophy.

Students learn to value Indigenous Knowledge. This is especially highlighted in the sections covering civics, the History Topic and in the Climate Change Module.

The importance of opposing and never participating in acts of gender-based violence is emphasized, and an ethic of transforming mentalities and relooking at the values ascribed to masculinity is core. Accepting and respecting sexual diversity is an important value that students get the opportunity to learn more about, as they engage with the continuum of sexual preferences.

Speaking openly about mental health issues is a value that helps students to better deal with mental health. At the same time, it helps to destigmatise mental health. Respecting and understanding disability is a value that is essential in striving for equality, inclusivity and understanding disability.

Students are encouraged to make lifestyle changes to prevent HIV and STIs, and learn about the value of sexual and reproductive health. Understanding the value of sobriety and avoiding substance use, is an important component of this course. So is self-care, and valuing yourself for who you are. Students also learn to value physical fitness and nutritious eating, as part of self-care, holistic health and well-being.

Students learn to value themselves as climate change activists, while they also value our planet and work towards climate change mitigation and adaptation. They commit to sustainable living.

Students learn about the value of money, how to save money and protect their money. They learn why paying tax is the task of a responsible citizen. They are also made aware of how to avoid corruption and fraud, and guided towards choosing to commit to ethical actions. Students learn the value of becoming entrepreneurs and creating jobs for themselves and others. They learn to value the notion that they are empowered to initiate their own work and income opportunities without waiting for formal employment.

Curriculum in perspective

This curriculum is inclusive of the SDGs and integrates these goals in the course content. The core SDG focussed on in each Module, is given, but other SDGs are also linked. SDG 4 on Quality Education, encompasses the entire digital course.
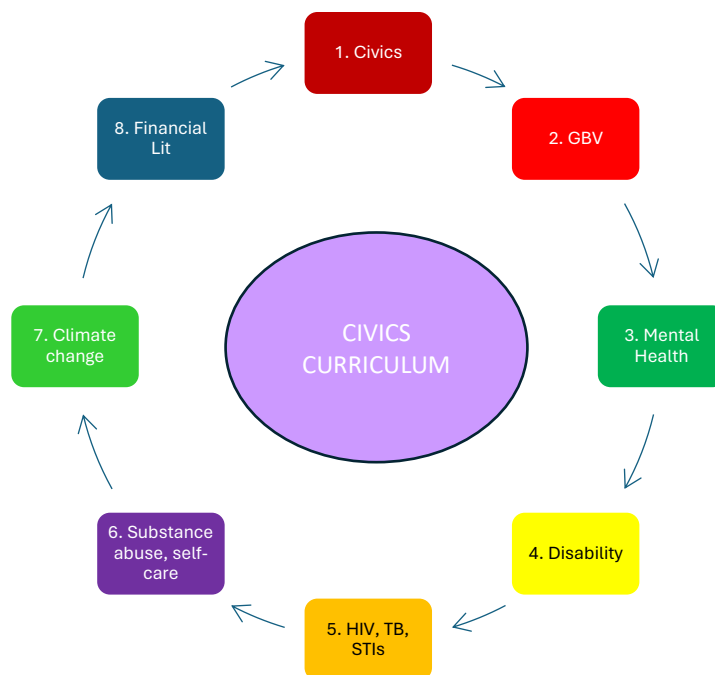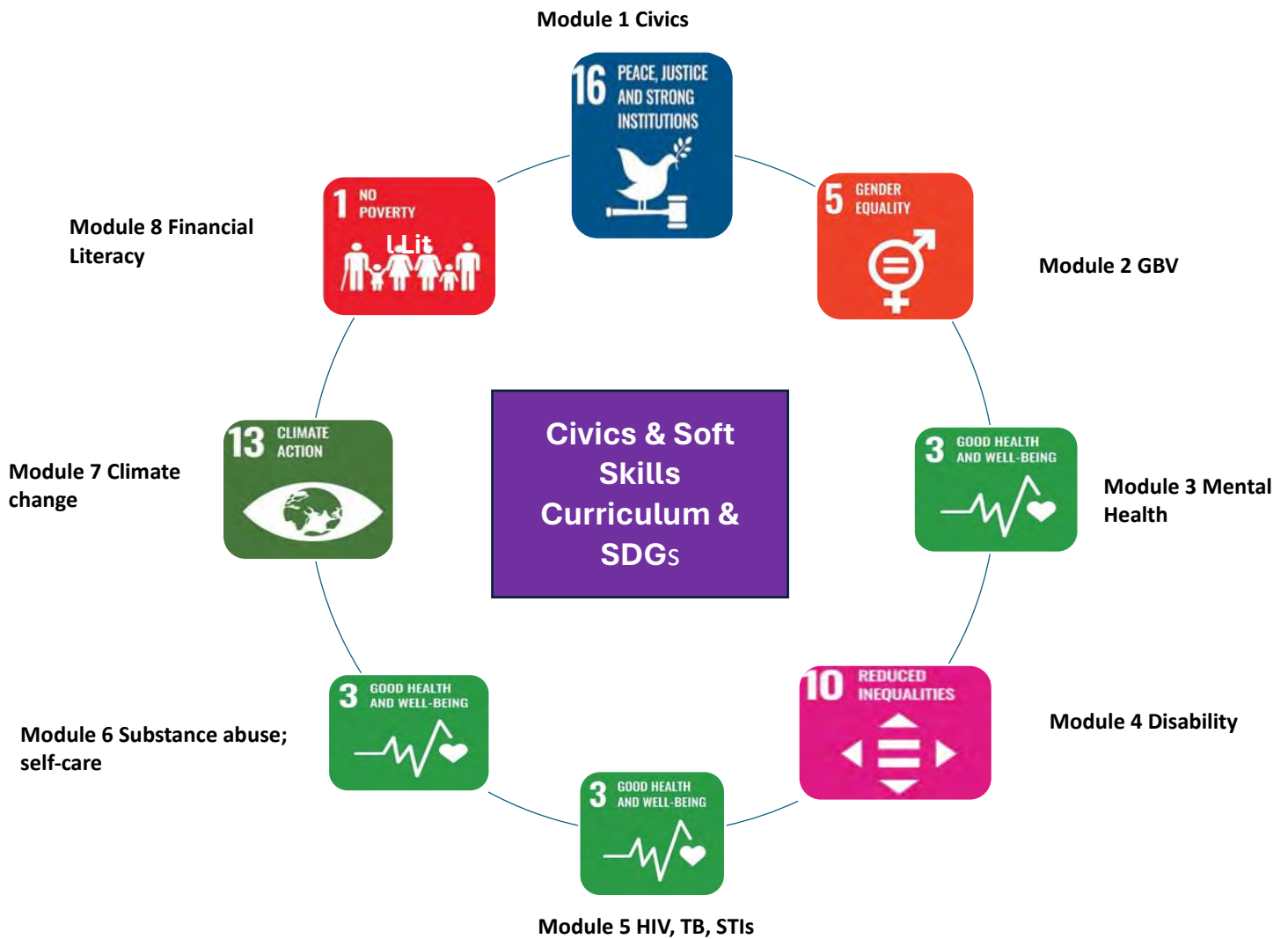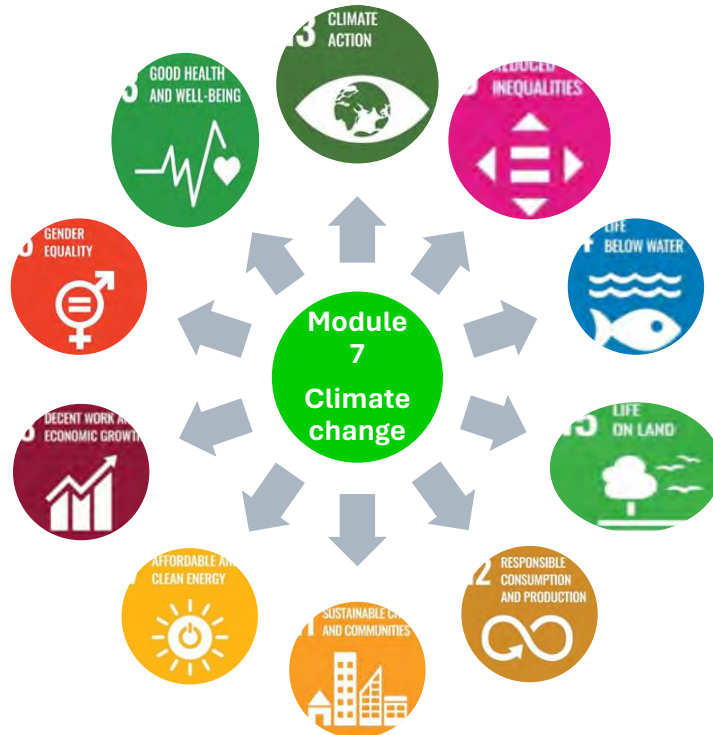
Curriculum diagram

Diagram showing the links between the Civics and Soft skills curriculum and the SDGs.

Only the main SDGs pertinent to each Module are displayed in the diagram. However, a range of SDGs are further interlinked and integrated in the Modules.

Example of how the SDGs are further integrated per Module

A detailed presentation of the curriculum follows.

Module 1: Civic education, human rights, ethics & peer education

10 credits

SDG 16 Peace, justice and strong institutions

The aim of this introductory module is to promote active civic participation as integral to peer education training and practice. "Each one reach and teach 10!" is an underlying theme as we stive to apply the principles of good citizenship to build community, advance human rights, vote as responsible citizens, volunteer and participate in civic processes. The module includes a historical perspective to ensure students develop a sense of pride in being South African citizens, understand their roots and begin to tell their own stories. In addition, this module deals with soft skills necessary for optimal peer-to-peer educational interactions. Digital citizenship is included, and computer literacy and responsible social media use is promoted. Civic education and ethics is core to this course and is integrated in each of the eight modules.

The learning outcomes of the course, around which the content is structured, are adapted as subtopics.

Topics in this Module:

Topic 1: Civic Engagement and Peer Education

In this first short introductory Topic, explanations of civic engagement, as well as the roles of a peer educator, are given. This helps to introduce students to concepts that will be used throughout the course and stimulate excitement about becoming a peer educator. They also realise the limitations on their roles as peer educators, and are made aware of what they should not do.
Students are made aware of the meaning of civic participation and the link between becoming a peer educator and civic action.
They design slogans for T-shirts about what being a peer educator means for them.

Subtopics:
- What is civic engagement?
- What is your role as a peer educator?
- What is not your role as a peer educator?
- How do you feel about becoming a peer educator?

Topic 2: Civics, voting and volunteerism

In this Topic, students are taught about the importance of civics, civic participation and being active citizens. They are encouraged to vote during elections and guided how to respond to peers who do not want to vote. The concept of volunteerism is highlighted and as part of practising Ubuntu, students are encouraged to become volunteers.

Subtopics:

- The importance of civics
- What it means to be an active citizen
- Why it is important to vote during elections
- Be a volunteer.

Topic 3: Countering racism, stigma and discrimination

Racism, stigma and discrimination are unfortunately still evident on campuses and in communities. Students get to learn more about this and are guided through examples how to respond. They are also equipped with the skills to oppose racism and xenophobia on campus. Case studies and scenarios are used as optimal teaching tools.

Subtopics:

- Understanding important concepts around racism, stigma and discrimination
- How to respond to racist comments and actions
- Dealing with racism and xenophobia on campus

Topic 4: History, her story, your story

This Topic draws on the learning in the previous Topics 1-3 in this Module and leads students to find out more about their roots and their heritage, so that they can start telling their own stories. Students realise the importance of our World Heritage sites and how deeply humankind is rooted in Africa. They interpret the effects of colonialism and apartheid and listen to struggle songs to learn more about the liberation struggle. Students learn about South African icons who made an impact on history. They are reminded of great African leaders of the past as well as modern-day icons. The links between past events and present events is explained so students can have a better

understanding of current affairs. Students get the opportunity to analyse the origins and meaning of Ubuntu, and link this with ethical behaviour, compassion and empathy.

Subtopics:

- Explore your heritage
- Interpret the effects of colonialism and apartheid
- Describe the liberation struggle through the music of liberation
- Investigate the roles of famous South Africans who impacted history
- Discuss present historical events in the context of the past
- Analyse the concept of Ubuntu
- Record your story.

Topic 5: Environmental justice

Students are introduced to the concept of climate change which will be dealt with in more depth in Module 7.

Subtopics:

- Our burning planet
- Climate justice
- Protecting your local environment
- Actions on campus

Topic 6: Listening and conversation skills

This is a practical Topic where students are given ample opportunities to practise their active learning skills. They are also guided how to initiate conversations to engage peers.

Subtopics:

- How to be an active and empathic listener
- How to start a conversation
- Practising listening and conversation skills

Topic 7: Public speaking and presentation skills

In this Topic students continue applying their practical skills essential to peer educators. They get opportunities to speak in public and create and deliver presentations.

Subtopics:
- Practice how to speak in public
- Hints for speaking in public
- Presentation skills

Topic 8: Leadership and organisation skills

Leadership skills, with the focus on transformational leadership and organisational skills are dealt with. The importance of time-management skills is emphasised and participants get opportunities to analyse how they use their time and to identify time-wasters.

Subtopics:
- Learning to lead
- Organisational skills
- Time management

Topic 9: Conflict resolution skills

Practical guidelines on how to resolve conflict and how to mediate are given. It is important to understand the causes of conflict, different kinds of responses and optimal responses. A step-by-step approach is given to resolve conflicts to help participants with this often challenging task. Students are guided how to manage their emotions and how to develop mindfulness; both are essential; components of conflict resolution.

Subtopics:
- What is and what causes conflict?
- Typical reactions to conflict
- Assertive responses
- Steps to resolve conflicts

- What is mediation?

- Managing emotions and developing mindfulness

Topic 10: Digital citizenship

The concept of digital citizenship is clarified and students are guided how to become digital citizens. They are made aware of the effects of their digital footprints, and how to act while using social media. Cyberbullying, sexting and the link between these actions is explained.

Basic media and information literacy is dealt with and students are guided how to deal with infodemics and identify fake news and misinformation.

Students are guided how to use AI as a learning tool, rather as a replacement for their own thinking and learning. Digital ethics is emphasised and students are reminded of their responsibilities when using digital tools and resources.

Students are guided how to create their own videos and voicenotes.

Subtopics:

- Digital citizenship

- What is your digital footprint?

- Cyberbullying and sexting

- Basic media and information literacy

- Deal with the infodemic: oppose fake news

- AI as a learning tool

- Digital ethics in perspective.

- How to create a video

Module 2 Gender-based violence, gender equality and sexual and gender diversity

8 Credits

SDG 5 Gender equality

The aim of this module is to address the GBV pandemic to equip participants to oppose GBV, promote gender equality and display respect for sexual and gender diversity. Something must be done to counter GBV at all levels; this module is doing exactly that. Content such as clarifying the myths about GBV, gaslighting, transforming mentalities, obligations of PSET institutions, how to speak out about GBV and how to apply our Constitution, laws and rights in terms of GBV, is approached in practical ways to equip participants with the necessary skills and knowledge to help end GBV.

Topics in this Module:

Topic 1: Understanding GBV

Gender-based violence is dealt with in-depth so students gain a better understanding of what it means, and how the different types of GBV compare. They are introduced to gaslighting as a common occurrence, and deal with the important issue of consent. Consent is clarified so students will have no doubt what is and what is not consent. Some myths about GBV are also clarified.

Subtopics:

- Understanding GBV
- Different kinds of GBV
- Gaslighting explained
- Consent
- Clarifying the myths and facts about GBV

Topic 2 Transforming mentalities

It is essential to work with and include men and boys in gender-based violence initiatives. An initiative started internationally by UNESCO, Transforming MENtalities, and launched in South Africa, aims to promoting positive redefinitions of norms of masculinity and meaningful engagement of men and boys, alongside women and girls, in the global quest for gender equality. The overall theme of the initiative is that men can play a positive role in rejecting negative role models and become active promoters for change.

Subtopics:

- Transforming mentalities: a new approach to GBV

- Barrier to positive masculinities

- How to engage men and boys

- How to prevent violence before it happens

- Launch an advocacy campaign.

Topic 3 Obligations of PSET institutions

- In this Topic the Higher Education GBV Policy and Strategy Framework forms the main focus. Students are guided how to report GBV, reporting terminology and become familiar with the recent legislation around obligation to report commission of sexual offences against vulnerable persons. Accountability and the duty to report is explained. The process at police stations is explained so students know what to expect, and how to fill in an incident form. The use of Thuthuzela centres is clarified.

Subtopics:

- The Higher Education GBV Policy and Strategy Framework

- Reporting terminology

- How to report GBV

- Obligation to report commission of sexual offences against vulnerable persons

- When should the police be involved?

- Incident report form

- Thuthuzela centres

Topic 4: How to speak out about GBV

Being a peer educator includes the responsibility of speaking out against GBV. What peers should and should not do, is also highlighted. Participants are given ample opportunities to practice responding to peers who are survivors of GBV through the use of case studies and scenarios.

Subtopics:

- Role as a peer educator to speak out about GBV

- Peer educator do's and don'ts

- Responsible responses to survivors of GBV

Topic 5: The law, our Constitution, and your rights re GBV

Participants are reminded of relevant Constitutional principles and laws, acts, polices, and codes of conduct. There are summarised and explained in understandable ways to create awareness of protective measures that are available.

Subtopics:

- The Constitution

- Laws and Acts

- Policies

- Code of good practice re sexual harassment at work

Topic 6: Sexual and Gender Diversity and Gender Equality

Participants are introduced to the concept of the sexuality continuum and are encouraged to understand the many terms used in relation to sexuality. The example of the Genderbread person is used to further explain a range of sexualities.
Gender equality is expanded on and appropriate actions suggested to promote gender equality.

Subtopics:

- Sexuality in perspective

- Understand terms related to sexuality

- The Genderbread person

- Gender equality

Topic 7: Coming out

In this Topic the process and challenges of coming out is addressed. Attitudes towards LGBTQI+ issues and self-awareness about own attitudes are explored.

Subtopics:

- Coming out
- Attitudes and self-awareness

Topic 8: LGBTQI+ Health

In this topic the focus is on access to health services and encouraging the LGBTQI+ community to go for health screening tests. Often health services are not used by the LGBTQI+ community because of the stigma some health care services portray. Participants are further encouraged to apply practical measures to oppose stigma.

Subtopics:

- Why are screening tests important?
- Health services that should be available to everybody
- Opposing stigma

Module 3 Mental health

5 Credits

SDG 3 Good health and well-being

This module aims to address to core mental health challenges young people increasingly face. It promotes mental health and wellness and deals with basic counselling and referral skills, as well as including a suicide prevention approach. The meaning of mental health, stress management, strategies to deal with depression and anxiety, and identifying eating disorders are included in this module.

Topics in this Module:

Topic 1 Talking about mental health

In this Topic students learn more about mental health and are introduced to the mental health continuum. They are encouraged to talk openly about mental health and learn why it is so important to talk about it. They learn to address stigma around mental

Subtopics:

- What does mental health mean?
- Mental health continuum
- Resilience
- Long-term mental disorder
- Students and mental health
- Stigma and mental health

Topic 2 Stress management

Students are often under enormous pressure and many do not know how to cope with the ensuing stress. In this topic they learn to understand the causes of stress, identify their main stressors and learn techniques to better manage stress.

Subtopics:

- What is stress?
- How to cope with stress
- An important message to share with peers.

Topic 3: Dealing with Anxiety and Depression

Anxiety may result from unresolved and ongoing stress and is often a precursor to depression. Practical activities to use when anxiety becomes a problem, as well as treatment options, are given. Understanding depression, how to manage and treat depression and the link between untreated anxiety, depression and suicide, is dealt with.

Subtopics:

- Anxiety
- How to manage anxiety

- Treatment for anxiety
- Depression
- How to manage depression
- Treatment for depression
- The link between anxiety, depression and suicide

Topic 4: Identifying Eating disorders

Eating disorders are explained and examples given. Students learn to identify the signs and symptoms of eating disorders.

Subtopics:

- What are eating disorders?
- Signs and symptoms of eating disorders

Topic 5: Basic counselling and referral skills for peer educators

As peer educators, it is imperative that students know how to apply basic counselling skills. they are guided how to identify students who cannot cope with their studies or problems and who need help. A code of ethics to apply when dealing with peers, is explained and activities around this are emphasised to ensure students understand the code of ethics. Basic counselling skills, including more advanced listening skills, are dealt with. Students are reminded throughout to refer students for assistance and professional counselling, and to not see themselves as counsellors, psychologists, social workers or psychiatrist. Hints for preventing suicide are given. Students are given ample opportunities to practice counselling skills through role plays.

Subtopics:

- Identify students who cannot cope
- Helping skills for peer educators
- Code of ethics
- Basic counselling skills
- Referral strategies
- Prevent suicide

- Practice counselling skills

Module 4 Disability

4 Credits

SDG 10 reduced inequalities

The aim of this module is to promote an understanding and awareness of disability and oppose disability discrimination. Making campuses more inclusive spaces for learning for all is at the forefront of this module.

Topics in this Module:

Topic 1: Understanding disability

It is imperative to have a deeper understanding of what disability entails, the different categories and kinds of disability and the models of disability. The medical and social models are discussed and students are made aware of the limitations of the medical model, and how the approach in this course towards disability is based on the social model.

Subtopics:
- Types of disability
- Models of disability

Topic 2: Disability Discrimination

- Disability discrimination is rife and are also occurring on campuses. Students are made aware of the Strategic Policy Framework on Disability for PSET, and are introduced to appropriate ways to behave towards people with disabilities. This leads to looking at how to avoid discriminating, and how to be more inclusive.

Subtopics:
- Discrimination

- Strategic Policy Framework on Disability for PSET

- Appropriate ways to behave towards people with disabilities

- How to avoid discriminating against people with disabilities

Topic 3: Promoting disability awareness

The focus on this Topic is to raise awareness about disability and hear and listen to people with disabilities speak.

Subtopics:

- Disability awareness

- Students with disabilities speak

- Raising awareness about disability.

Topic 4: Dealing with disability as a peer educator

Practical skills to deal with disability are given in this Topic. For example, students are guided on how to start sign language classes for the campus community.

Subtopics:

- What you can do as a peer educator

- Organise sign language classes

Module 5 Communicable diseases and sexual and reproductive health

5 Credits

SDG 3 Good health and well-being

This module is geared towards encouraging an informed approach to help prevent communicable diseases such as HIV and other STIs, and TB. Sexual health, maternal and reproductive health, as well as reproductive health rights and opposing health-

related stigma, are core aspects of this module. The perspective used is that of a youth-friendly approach to aspects of sexuality education, so as not to alienate young people.

Topics in this Module

Topic 1 HIV awareness: new perspectives

This Topic deals with HIV and attempts to present the information in informative ways to engage students. An online game is included to keep students actively involved in learning more, knowing more and being able to inform their peers. Stigma is addressed as due to stigma, HIV spreads as people do not get the testing and medication they need.

Subtopics:

- What is the HI virus and how does it infect your body?
- Know your HIV status
- Basic questions you need to be able to answer as a peer educator
- HIV Testing Services
- The 5Cs of effective HTS
- Prevention of mother-to-child HIV transmission
- HIV medication
- HIV stigma
- Play an online game – CD4 hunter

Topic 2 TB prevention and cure

A similar approach is used to discuss TB to ensure students' engagement. Opposing TB stigma is also core in this Topic, as stigma prevents people from getting the treatment to cure TB.

Subtopics:

- The signs and symptoms of TB
- The difference between latent TB and TB disease
- What is the relationship between TB and HIV?

- Can TB be cured? How?

- What is drug resistant TB?

- What can you do about TB as a peer educator?

- Opposing TB stigma

- World TB Day

- Play an online TB game

Topic 3 STI awareness and prevention

An effort was made to make this Topic informative so as not to alienate students. Stigma around STIs is core and students are guided how to share information about STIs.

Subtopics:
- Who can contract an STI?

- General STI signs and symptoms

- STI Testing and Prevention

- Prevent STI stigma: talk about STIs

Topic 4: Sexual Health

The influences on sexual health are dealt with, and a reminder of the importance of consent is given. The link between sexual behaviour and sexual health is extrapolated so students have a better understanding of the ramifications of their sexual behaviour. Unplanned and unintended pregnancies are discussed.

Subtopics:
- Many influences on sexual health

- Disability and sexuality

- Sexual behaviour and sexual health

- Consent

- Unplanned and unintended pregnancies

Topic 5 Facts and Myths about Sexual Health

Due to the ethic of secrecy and silence around sex, sexuality and sexual heath, there are many myths , misinformation and confusing statements about this topic. the aim of this to topic is to help students to discern the facts from the myths.

Subtopics:

- Facts
- Myths

Topic 6 Safer Sex

Understanding safer sex options is essential to protect students from harms. Safer sex options are explained and methods to negotiate for safer sex given. The importance of using condoms is emphasised. An attempt is made to remind students that having sex is not just about diseases and harms; it is also about enjoyment, love, romance and relationships.

Subtopics:

- What does safer sex mean?
- Sexual behaviour and sexual health
- Talking about safer sex options
- Negotiating for safer sex
- Can medication be used to prevent HIV infection?
- What is dual protection?
- Always use condoms
- Condoms can be romantic
- Conversations you can have with peers about using condoms

Topic 7: Maternal health and contraception

Planning pregnancies, using contraception, emergency contraception, the risks of unplanned pregnancies and checking for reproductive cancers, are dealt with in this Topic.

Subtopics:

- Planning to be healthy

- Benefits of planning pregnancy

- Contraception

- What is emergency contraception?

- Unplanned Pregnancies can have serious consequences

- The risks of falling pregnant at a young age

- Reproductive Cancers

Topic 8 Sexual and Reproductive Health Rights

The National integrated sexual & reproductive health and rights policy is core to this Topic and students are informed of their Sexual and Reproductive Health Rights. Consent is again discussed, as this topic needs to be approached form numerous angles. Similarly, discrimination and stigma is addressed again, in a different context, so that students can be reminded and made aware. This Topic ends with a reminder about romance, so that students do not only associate sex with health problems.

Subtopics:

- National integrated sexual & reproductive health and rights policy

- Be informed about Sexual and Reproductive Health Rights

- Consent, respect and non-violence

- Discrimination and stigma

- Remember romance.

Module 6 Alcohol and substance abuse, self-care and resilience

6 Credits

SDG 3 Good health and well-being

The aim of this module is to promote an understanding, awareness and prevention of alcohol and substance abuse, which is a serious problem on many campuses. A harm reduction approach is used, and basic counselling and referral skills are strengthened. To help counter some of the causes of substance abuse,

developing resilience is dealt with as a core component. This includes self-care, self-management, confidence building, self-motivation, goal setting and decision-making. Aspects of healthy nutrition on a budget and the benefits of regular physical exercise, are also addressed as part of holistic resilience enhancement.

Topics in this Module:

Topic 1: Causes of alcohol and substance abuse

In this Topic participants learn more about what causes alcohol and drug abuse, which is a serious problem on many campuses. It is essential to have an understanding of the causes, so these can be addressed as part of a comprehensive programme. Participants are also given more information about substance use and abuse, so they can be better equipped to deal with this issue. They are introduced to the concept of substance abuse disorder to prepare them for the learning about the harm reduction approach.

Subtopics:

- Understanding substance use and abuse
- Substance use disorder
- Many factors influence whether students try, use and abuse substances

Topic 2: The effects of substance abuse on holistic health

Here participants learn about the effects of substance use and abuse on their holistic health. Specific attention is paid to the effects of alcohol on the young brain; students are prone to alcohol abuse, and this hampers their studies a great deal. The signs and symptoms of substance use and abuse, as well as the behavioural risks, are also dealt with.

Subtopics:

- The effect of some drugs and alcohol
- Alcohol and your brain
- Common signs and symptoms of alcohol and/or drug use
- Behavioural risks for alcohol and/or drug use

Topic 3: Alcohol and drug abuse prevention

Substance abuse prevention is core. It is easier to prevent than to recover from addiction. Harm reduction strategies are introduced as a progressive way to help deal with this problem. The myths around substance abuse are dealt with to help equip peer educators to respond appropriately to peers who firmly believe the myths. Participants are presented with practical strategies to assist peers, and given information about alcohol so they can make informed choices. They are also given referral details to further assist peers.

Subtopics:

- Harm Reduction Strategies
- Sharing information
- The myths about substance abuse
- Strategies for peer educators
- Information about alcohol: How to drink without getting drunk
- Referral details

Topic 4: Resilience, self-management and self-care

Power skills (previously known as soft skills) form the focus of this Topic. Self-concept enhancement, intrinsic motivation, goal setting, decision-making and self-care are dealt with to help empower participants to be successful peer educators, students and employable. An overarching theme is building resilience. This protective factor against distress in difficult circumstances is quintessential for students overall health and well-being.

Subtopics:

- Resilience
- How to grow your confidence
- What harms your self-concept?
- Motivate yourself
- Set your goals

- Decision-making skills

- Self-care in perspective

Topic 5: Balanced nutrition on a budget

Participants are reminded of the importance of healthy nutrition. Brain food is emphasised as students need to care for their brains and not all are aware of how to do so. Reminder to drink enough water, and hints for healthy eating on a tight **budget, as** given. Participants are guided in how to read food labels and how to understand the terminology used.

Subtopics:

- What makes it difficult to eat healthily?

- The healthy eating plate

- Brain food

- Drink enough water

- Healthy meals on a budget

- Why is it important to understand food labels?

- What can you do to promote healthier eating?

Topic 6: Benefits of physical activity

The benefits of physical activity and how to get exercise as a student, are explained in this Topic. students are given enjoyable options to encourage them to engage in physical activity.

Subtopics:

- How much physical activity should you aim for?

- Stand or sit?

- What you can do to be more physically active

- What if there are no sport facilities on your campus?

Module 7: climate change

12 credits

SDGs 13, 14, 15, 11, 12, 7

This Module, in accordance with SDG 13, guides students to become climate change activists as part of their civic responsibility. This module builds up on previous modules and links with gender, health and self-care. It explains why women and girls are affected the most by climate change and highlights the important roles of women as climate change activists. Students get opportunities to calculate their ecological and carbon footprints, and take action to reduce their impact. The relationship between climate change and mental health, as well as the effect on physical health, is dealt with and students are guided how to develop resilience. The green and blue economies are introduced and students are presented with a range of career opportunities related to these economies. Students link up with ethics again and deal with environmental ethics. Indigenous Knowledge as a core mitigator to climate change is included.

Topics in this Module:

Topic 1 Climate change needs civic action

In this Topic students learn more about what climate change means and how the 17 SDGs are linked. They consider civic responsibilities such as climate action, are given examples of local climate injustices and use their civic skills to promote climate justice.

Subtopics:

- Understanding climate change.
- How the 17 sustainable development goals are linked.
- Climate action and climate justice are civic responsibilities.
- Civic skills to promote climate justice.

Topic 2 Gender and climate change

Students investigate why women and girls are most at risk of the effects of climate change. Linking with Module 2 on Gender, students are given opportunities to go into more depth regarding the roles of different types of masculinities in climate change. The importance of the roles of women as climate change activities are also dealt with, and local women climate change activists are included. For example, Fikile Ntshangase was killed due to her activism. The major work of Wangari Maathai and Vandana Shiva, and the work of a young activist, Vanessa Nakate, is also included.

Subtopics:

- Women and girls are affected the most by climate change.
- The role of masculinities in climate change.
- The roles of women as climate change activists.

Topic 3 Climate change is personal

In this Topic students get the opportunity to calculate their ecological and carbon footprints. They also investigate how their food consumption adds to their footprints, as well as how they dispose of electronic devices, buy fast fashion items and use and dispose of plastic. They then get the opportunity to decide on what actions they will take to reduce the harmful effects of their ecological and carbon footprints.

Subtopics:

- Ecological and carbon footprints
- Food consumption, e-waste, fast fashion and plastic use
- Take action to reduce your ecological and carbon footprints.

Topic 4: Climate change and health

The harmful effects of climate change on health is of great concern. In this topic students learn more about the effect of climate change on mental health and are also referred to Module 3 as a reminder. They learn more about the physical effects of climate change on health and get hints on how to build resilience, again linking with module 6, and how ton prepare for climate change emergencies.

Subtopics:

- Mental health and climate change.
- The effects of climate change on physical health.
- How to develop resilience to deal with climate change.

Topic 5 Green and blue economy and environmental ethics

In this Topic students are made aware of the impact of globalisation. They learn about the green and blue economies. This information is cardinal to helping them make green career choices. They investigate green job opportunities and note the many new jobs in the green sector. Students get opportunities to identify greenwashing, and they interpret environmental ethics and values, again linking with the ethics section in Module 1. They investigate green job opportunities.

Subtopics:

- The impact of globalisation
- The green and blue economies
- Green job opportunities
- Greenwashing
- Environmental ethics and values.

Topic 6 Indigenous Knowledge and climate change

Students learn more about the importance of Indigenous Knowledge in mitigating and adapting to climate change, and develop respect for Indigenous and Local Knowledge. Food security, and sustainable fishing practices, as well as traditional environmental ethics, are used as examples.

Subtopics:

- The meaning of Indigenous Knowledge.
- The importance of Indigenous Knowledge to counter climate change.

Module 8: Financial literacy

10 credits

  SDG 1, SDG 8

This module, in line with SDG 1 No Poverty, guides students in making responsible financial decisions and saving money. They apply budgeting skills, learn about the range of financial institutions and the services they offer, how to keep out of debt and the importance of saving money, investing and obtaining insurance. They also learn how to protect themselves from financial scams and to avoid corruption and fraud. Students are guided how to get financial support and are given an introduction to entrepreneurship to empower them to become entrepreneurs and to create jobs.

Topics in this Module:

Topic 1: The importance of budgeting

In this topic students are introduced to budgeting skills and create their own budgets. They practice making financial decisions to keep to their budgets and investigate budgeting tools and Apps.

Subtopics:

- Budgeting is necessary.
- Create a budget featuring income and expenses.
- Financial decision-making skills to keep to a budget.
- Budgeting Tools and Apps.

Topic 2 Introduction to Financial Institutions

Students learn more about what financial institutions offer, and how to critically evaluate their most cost effective options. They get the opportunity to compare and contrast credit, debit and virtual cards and explore online banking facilities and cellphone banking Apps. Students get introduced to why paying tax (SARS) is essential, once again linking with the ethics component of the course.

Subtopics:

- Financial institutions, including stokvels.
- Interest rates and bank costs.
- Credit, debit and virtual cards.
- Online banking and cellphone banking apps like Venmo, SnapScan or PayPal, Zappe, Pocketslip, e-wallets e.g. Skrill, uKheshe.
- Income Tax (SARS) is necessary: paying it forward.

Topic 3 Keep out of debt

Students learn to differentiate between good and bad debts and explain the implications of debt, lay byes and loans. They are introduced to the concept of responsible borrowing and investigate strategies for managing and reducing debt.

Subtopics:

- Good and bad debts.
- Debt, lay byes and loans.

- Responsible borrowing.
- Strategies for managing and reducing debt.

Topic 4 Be wise: save, invest and insure

In this Topic students learn how to set saving goals and why investments are important. They compare different types of savings and investment options based on their personal situations. Students get to know more about the importance of insurance and are able to differentiate between the different types of insurance.

Subtopics:

- Set saving goals.
- The importance of investments.
- Savings and investment options.
- The importance of insurance.
- Types of insurance.

Topic 5 Scam alert!

In this Topic students are made aware of different types of scams and how to protect themselves from scammers. They also learn how to prevent, deal with and report fraud, bribery, and corruption. They are reminded of the importance of ethics by playing an online game based on ethical decision-making. Responsible gambling is included as a component because young people are increasingly at risk of gambling addiction.

Subtopics:

- Types of scams.
- Protect yourself from scammers.
- Fraud, bribery and corruption.
- Responsible gambling
- Reporting financial crime.

Topic 6 Get financial support

In this Topic students are introduced to the financial support options available. They are also enabled to access financial and debt counselling, to know their consumer rights and learn how to report irregularities to the ombud.

Subtopics:

- Government financial resources, social assistance programmes and support organisations.
- Financial and debt counselling.
- Consumer protection rights.
- Reporting irregularities to the ombud.

Topic 7 Entrepreneurship

In this Topic students are introduced to entrepreneurship and investigate what contributes to success as an entrepreneur. Local, young entrepreneurs are used as examples. They identify personal strength that may enhance their entrepreneurship endeavours. They are challenged to create an idea for a new product or service, and complete a SWOT analysis to see if their idea can be successful.

Subtopics:

- Successful entrepreneurship.
- Personal strengths.
- Create an idea for a new product or service.
- SWOT analysis.