THE REPUBLIC OF UGANDA

LIFE SKILLS CURRICULUM

FOR

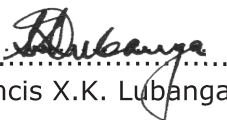# PRIMARY SCHOOL TEACHERS IN UGANDA

FOREWORD

In line with the Constitution of the Republic of Uganda (1995 Edition) Section 30, which highlights Education as a Children's Right; the Education For All (EFA) Goals 2 and 3, which call for achievement of universal primary education and promoting gender equality and women empowerment respectively; and the Millennium Development Goals, Government of Uganda in 1997 launched Universal Primary Education (UPE). The introduction of UPE led to a drastic increase in primary school enrolment, which was a big achievement. The major challenge now is to ensure that the increase in enrolment is matched with quality.

Among the critical interventions which have been made in an effort to improve the quality of UPE is the review of the Primary School and Primary Teacher Education (PTE) Curricula. This has been done to make the curricula more responsive to the current education needs of the country and to address the national goals of Primary Education and Primary Teacher Education (Government White Paper on Education, 1992) more effectively.

A lot of effort has also been invested in training and retraining of primary school teachers as one way of addressing the quality demands. The introduction of the Life skills curriculum and the Handbook as support materials for the reviewed PTE and Primary school curricula is yet another important milestone to enhancing the quality of our teachers, hence, the quality of Universal Primary Education.

It is the hope of the Ministry of Education and Sports that tutors in Primary Teachers' Colleges and teachers in primary schools will use the life skills curriculum and the Handbook effectively to improve life skills education in primary schools.

Signed

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Francis X.K. Lubanga

PERMANENT SECRETAY
Ministry of Education and Sports

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INTRODUCTION TO THE LIFE SKILLS CURRICULUM

Life skills have been defined by the World Health Organization as abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. Every education system, thus, has a duty to support the development of life skills among its clients in order to enable them function effectively in society.

A study conducted to establish the extent to which teachers in primary schools were able to support learners in the development of Life skills revealed that many of them lacked the necessary competence to do so. The Life skills curriculum has therefore been developed as a tool to address this identified gap in the implementation of the Primary school and Primary Teacher Education curricula.

Life Skills is not a stand alone teaching subject, instead as a teacher, you must integrate Life Skills in the teaching process irrespective of which subject you teach.

Life skills education in Uganda is an integral part of the Primary School and Primary Teacher Education curricula. Like it is the case with all other learning areas, for a teacher to be able to effectively support learners in the development of Life skills he or she must have the relevant competences.

The content of the curriculum is based on five themes, each of which is divided into topics. The five themes are: Introduction to the concept of life skills and life skills education, life skills for knowing and living with oneself, life skills for knowing and living with others, life skills for decision making, and application of life skills in the world of work.

The Curriculum also suggests a number of strategies that may be used to enable learners in Primary Schools develop life skills. The curriculum is accompanied by a Teachers' Handbook, whose purpose is to enable teachers internalize the content for the curriculum. The Handbook also provides a variety of suggested activities teachers can benefit from to facilitate reflection, and to develop life skills within themselves and among learners.

The life skills curriculum is presented in matrix form. The matrix indicates the themes, topics, competences and the content to be handled, as well as suggested teaching/instructional strategies. References for further reading are provided at the end of each topic.

THEME ONE: INTRODUCTION TO THE CONCEPTS OF LIFE SKILLS AND LIFE SKILLS EDUCATION

We live in a world full of challenges and we need life skills to cope with the challenges. It is for this reason that life skills education is an important aspect of the primary school curriculum. The purpose of this theme is to introduce to teachers the concepts of life skills and life skills education and also to highlight to them the various categories of life skills, the importance of life skills and indicators

of life skills development. With this background the teachers will be able to study the specific life skills competently. Being an introductory theme, this theme, unlike the others stands as an independent topic.

Learning outcomes for the theme

By going through this theme the teacher will:

1. Understand the concept of life skills and life skills education

2. Appreciate the importance of life skills and life skills education

3. Appreciate the value of supporting learners in the development of life skills

The details of how to handle this theme/topic practically are found in the Teacher's Handbook pages 2 - 4

Competences	Content	Suggested Teaching/ Instructional Strategies
a) Defines life skills b) Explains the concept of life skills education c) Identifies the various categories of life skills d) States the importance of life skills and life skills education e) Identifies indicators of life skills development	a) Concept of Life skills b) What life skills education is c) Categories of life skills d) Importance of life skills and life skills education e) General indicators of life skills development	a) Brainstorming on the concept of life skills b) Explaining the concept of life skills education through Think-Pair-Share c) Identifying different categories of life skills through listening to stories and reading case studies d) Discussing the importance of various categories of life skills in groups e) Brainstorming on indicators of life skills development

Further Reading

1. Life skills for Young Ugandans 1998.

2. Life skills Brochure 2002

3. NFE Life skills Module 2002.

THEME TWO: SKILLS OF KNOWING AND LIVING WITH ONESELF

This category of skills enables one to understand who they are, their strengths and weaknesses. The skills include self-awareness, self-esteem, assertiveness, coping with emotions and coping with stress. An individual should have clear self-awareness to enhance self-effectiveness and ability to correctly deal with life situations. Under this theme you will study the following topical areas: Self awareness, Self esteem, Assertiveness, Coping with emotions, Coping with stress.

Learning Outcomes for the theme

By going through this theme the teacher will:

1. Discover his/her potential, abilities, likes and dislikes that can enable him/her face the challenges of life

2. Competently develop life skills for knowing and living with oneself among his/her pupils.

Topic 1: Self Awareness

Self-awareness is the individual's ability to know and understand him/herself in terms of their personality, character, feelings, motives and desires. In this topic the teacher is guided on ways of getting aware of him/her own self and supporting learners to develop self-awareness.

The details of how to practically handle this topic are found in the Teacher's Handbook pages 5 - 8

Competences	Content	Suggested Teaching/ Instructional Strategies
a) Defines self-awareness b) States the importance of self awareness c) Identifies the values and indicators of self-awareness d) Analyses self e) Supports learners in developing self awareness	a) Meaning of self awareness b) Importance of self awareness c) Values and indicators of self awareness d) Characteristics of self e) Activities for developing self-awareness e.g. counselling, giving feedback and trying out different experiences	a) Brainstorming on the concept of self awareness b) Discussing the importance of self awareness in pairs c) Discussing in small groups or analysing case studies and stories to identify the values and indicators of self awareness d) Analysing awareness of self in groups, using JOHARI's Window e) Purposeful engagement of learners in activities which develop self awareness e.g. games, sports, music, dance, drama debate, talk shows

Further Reading

Figurski, T. J., (1987) Self Awareness and other awareness: The use of Perspective in everyday life.

Burns, R. B. (1982) Self Concept Development and Education, London: Holt, Rhinehart and Winston

Topic Two: Self Esteem

Self-esteem refers to the value or the worth an individual attaches to him/herself. It involves the feelings a person has about his/her physical appearance, abilities and behaviour. Self-esteem influences everything that a person does in his/her life.

It stems from self-confidence and results into self-actualization. Self esteem is the foundation for self-drive, initiative taking and striving for success. It is this success which gives an individual self-actualization, hence the self-esteem. It is important for all teachers to possess self-esteem and provide opportunities for learners' to develop the same for their success in life.

In this topic the teacher is guided on ways of developing self-esteem in him/herself as well as among learners.

The details of how to practically handle this topic are found in the Teacher's Handbook pages 9 - 10

Competences	Content	Suggested Teaching/ Instructional Strategies
a) Defines self-esteem	a) Meaning of self esteem	a) Using VIPP cards to define self esteem
b) States the importance of high self-esteem	b) Importance of high self esteem	b) Brainstorming on the importance of high self esteem
c) Identifies the values and indicators of high and low self-esteem	c) Values and indicators of high and low self-esteem	c) Using case studies/ stories/drama to elicit indicators of high and low self esteem
d) Supports learners in developing high self-esteem	d) Activities to develop high self-esteem	d) Engaging learners in purposeful activities such as role plays, debate, drama, speeches, hot seat, panel discussions, which develop high self esteem

Further Reading

Curry, N.E & Johnson, C.N. (1990) Beyond Self Esteem: Developing a genuine sense of value. In Porter L. (2003) Young Children's Behaviour: Practical approaches for Caregivers & Teachers, Australia: Paul Chapman Publishing.

Topic Three: Assertiveness

Assertiveness refers to an individual's ability to express his/her views, opinions and feelings without violating the rights of other people. It is a skill that is learnt through participation in activities that give opportunity for practicing it. Young learners need to be helped to develop this at a tender age. Before a teacher thinks of supporting learners to develop assertiveness, she/he should be assertive her/himself. She/he should also be aware of activities which enhance the development of assertiveness. Assertiveness helps people to defend their personal space or boundaries. The opposite of assertiveness is passiveness or submissiveness. When an individual is passive, she will not defend his/her personal boundaries thus allowing other people to abuse and manipulate them. A teacher who possesses the skill of assertiveness will easily be knowledgeable of situations which require its application without hurting the feelings of others.

In this topic the teacher is guided on ways of developing his/her own assertiveness as well as supporting learners to develop the same.

The details of how to practically handle this topic are found in the Teacher's Handbook pages 11 - 13

Competences	Content	Suggested Teaching/ Instructional Strategies
a) Defines assertiveness b) Distinguishes passive, aggressive and assertive behaviour c) Identifies the values and indicators of assertiveness d) Identifies situations which require assertiveness e) Explains factors which lead to non-assertive behaviour f) Demonstrates assertive behaviour g) Supports learners develop the skill of assertiveness	a) Meaning of assertiveness b) Passive, aggressive and assertive behaviour c) Values of assertiveness e.g. confidence, responsibility; and indicators e.g. openness, leadership d) Situations that require assertiveness e.g. saying 'No', making requests, networking, giving compliments or praise e) Factors which lead to nonassertive behaviour e.g fear of upsetting others fear of rejection. f) Activities for developing assertive behaviour	a) Brainstorming the concept of assertiveness b) Simulating passive, aggressive and assertive behaviour c) Analysing short plays, stories, poems, songs to identify values and indicators of assertiveness d) Group discussion to identify: -situations which require assertiveness -factors which lead to nonassertive behaviour -activities and scenarios which will be used to support learners develop assertiveness e) Modelling assertive behaviour f) Engaging learners in activities such as debate, drama which promote development of assertiveness

Further Reading

Strutzenberger, M., (2003) Channel Island Training and Development Ltd – Assertiveness & Communication Skills. Available: www.citd.co.uk/courses/course_details.cfm?id=E600FC83¬4F8A-4535 accessed: February 28th, 2010.

Topic Four: Coping with Emotions

Coping with emotions is the ability to control emotions when faced with situations which call for your deeper feelings. In life, you will experience different types of emotions from time to time. You will experience anger, fear, sadness, happiness or love from time to time. Emotions are part of normal behaviour. These emotions are usually triggered by events in one's life. You will get angry when faced with annoying situations, fearful when faced with terrifying situations and happy when you face pleasant situations. As a teacher, you will need to develop the ability to cope with emotions for your own benefit and for enabling learners to acquire it. You will therefore need to engage your learners in situations which call for the use of the skill.

In this topic the teacher is guided on how to cope with emotions and to support learners in developing the ability to cope with emotions.

The details of how to practically handle this topic are found in the Teacher's Handbook pages 14 - 16

Competences	Content	Suggested Teaching/ Instructional Strategies
a) Defines emotion b) Demonstrates different emotions c) States the causes of different emotions d) States the effects of different emotions e) Explains the functions of emotions f) Identifies the values and indicators of persons who cope with emotions g) Identifies strategies of coping with emotions h) Supports learners to develop skills of managing/ coping with emotions	a) Meaning of emotion b) Emotions e.g. anger, fear, sadness, happiness, love c) Causes of different emotions d) Effects of different emotions e) Functions of emotions f) Values and indicators of coping with emotions g) Strategies of coping with emotions h) Activities for coping emotions	a) Brainstorming on the meaning of emotions b) Simulating different emotions c) Discussing in groups the causes, effects and functions of emotions d) Using buzz groups to identify the values and indicators of coping with emotions d) Discussing in small groups activities which can be used to enable learners develop the ability to cope with emotions e) Discussing in small groups the strategies of coping with emotions f) Involving learners in activities such as drama, games which develop their ability to cope with emotions

Further Reading

Tull, M., Post Traumatic Stress (PTSD), How to Monitor Your Emotions and Increase Emotional Awareness http://ptsd.about.com/ Accessed30/01/2010.

Topic Five: Coping with Stress

Stress is the anxiety, nervous tension that tends to cause constant worry. It is a state of the mind when one is faced with demands or events that one perceives as dangerous to one's well-being. Stress is particularly strong when one is not sure of their ability to deal with such events. Events or demands that cause stress are known as stressors. As teacher you need to avoid presenting your learners with stressors.

In this topic the teacher is guided on ways of coping with stress and developing learners' ability to cope with stress.

The details of how to practically handle this topic are found in the Teacher's Handbook pages 17 -20

Competences	Content	Suggested Teaching/ Instructional Strategies
a) Defines stress b) States the causes of stress, its signs and effects c) Identifies the values and indicators of stress and coping with stress d) Explains strategies for managing stress e) Supports learners to develop the skill of coping with stress	a) Meaning of stress b) Causes, signs and effects of stress c) Values and indicators of stress and coping with stress d) Strategies for managing stress e.g. social support, activities that promote a sense of humour, eating a balanced diet, regular exercise, relaxation activities, planning ahead e) Activities that demonstrate stress management	a) Brainstorming the concept of stress b) Discussing in small groups the causes, signs and effects of stress c) Using small group discussions to identify the values and indicators of stress and coping with stress d) Discussing in groups to identify and explain strategies for managing stress e) Engaging learners in purposeful activities such as relaxation and planning ahead which develop the skill of coping with stress f) Engaging learners in activities that enable them develop the ability to cope with stress

Further Reading

Coping Skill at <http://en.wikipedia.org//wiki/coping_skill Accessed 02/02/2010

THEME THREE: SKILLS OF KNOWING AND LIVING WITH OTHERS

We live and work with many people. These include parents, Education Officers, community members and of course learners. How we relate with other people influences our success as teachers. Some of these people will have a positive influence on us and others will have a negative influence. You therefore need skills that will enable you to establish appropriate relationships in your lives. These life skills include friendship formation, empathy, negotiation, non-violent conflict resolution, Managing peer relationships and Effective communication.

Learning outcomes for the theme

By going through this theme the teacher will be able to:

1) Use the life skills for knowing and living with others to positively live with your colleagues, pupils, family and different people in the community.

2) Competently develop the life skills for knowing and living with others among your pupils.

Topic One: Relating with Others

There are certain factors that tend to enhance interpersonal attraction and hence friendship. Some of these are given in the Teacher's Handbook.

In this topic the teacher is guided on ways of relating with others and developing learners' ability to relate with others.

The details of how to practically handle this topic are found in the Teacher's Handbook pages 21 -22

Competences	Content	Suggested Teaching/ Instructional Strategies
a) Describes the various types of relationships b) Identifies factors which influence relationship formation c) Identifies the values and indicators of healthy relationships d) identifies activities for developing healthy relationships e) Supports learners to develop the skill of forming and maintaining healthy relationships	a) Types of relationships e.g. friendship, peer relationships, family relationships b) Factors that influence relationship formation c) Values and indicators of healthy relationships d) Activities to support the development and maintenance of healthy relationships. e) Developing learners' ability to form healthy relationships	a) Brainstorming on different types of relationships b) Using VIPP cards to elicit different factors that influence relationship formation c) Think pair share on values and indicators of healthy relationships d) Acting role plays to illustrate formation and maintenance of healthy relationships e) Working in groups to identify activities and scenarios which will be used to support learners in developing healthy relationships f) Purposeful exposure of learners to activities which promote development of healthy relationships

Further Reading

UNICEF – Uganda (1996) Life skills for Young Ugandans, Kampala, Uganda Printing and Publishing Co-operation.

Asher, S. R. and Williams, G. A. (1987) Helping children without friends in home and school, in Webster-Stratton,(1999) How to promote Children's Social and Emotional Competence, London: SAGE Publications Ltd.

Topic Two: Negotiation

Negotiation is any communication process between individuals or groups that aims at reaching a compromise or agreement. It may also be seen as a discussion with another person with the purpose of reaching an agreement. It may also be defined as a dialogue intended to resolve disputes or to induce an agreement on a course of action.

In this topic the teacher is guided on ways of developing negotiation in him/herself as well as among learners.

The details of how to practically handle this topic are found in the Teacher's Handbook pages 23 - 25

Competences	Content	Suggested Teaching/ Instructional Strategies
a) Defines negotiation	a) Meaning of negotiation	a) Brainstorming the meaning of negotiation
b) Explains the importance of negotiation	b) Importance of negotiation	b) Think-pair-share to discuss the importance of negotiation
c) Identifies the values and indicators of negotiation	c) Values and indicators of negotiation	c) Working in small groups to identify the values and indicators of negotiation
d) Identifies the requirements for effective negotiation	d) Requirements for effective negotiation	d) Analysing stories, poems and case studies to identify the requirements for effective negotiation
e) Illustrates the negotiation process	e) The negotiation process	e) Acting role plays to illustrate the process of negotiation. You could make use of resource persons from the local environment
f) Supports learners to develop negotiation skills	f) Activities to develop negotiation skills, such as role plays on selling and buying, negotiating for a bride to be- at an introduction ceremony and debates	f) Engage learners in purposeful activities meant to develop negotiation skills

Further Reading

Negotiation skills manual http://www.jci.cc/docs/university/ NegotiationSkills-Manual-2007-ENG.pdf Essentials of negotiation http://www.leighthompson

Topic Three: Empathy

The dictionary defines empathy as the ability to share someone else's feelings and experiences by imagining what it would be like to be in that situation. It is the ability to put one self in the shoes of another, seeing the world as someone else sees it without imposing your values. Empathy leads to a deeper understanding of what other people are experiencing.

In this topic the teacher is guided on ways of developing empathy in him/herself as well as among learners.

The details of how to practically handle this topic are found in the Teacher's Handbook page 26

Competences	Content	Suggested Teaching/ Instructional Strategies
a) Describes empathy	a) Meaning of empathy	a) Explaining the meaning of empathy, through Think-Pair-Share
b) Distinguishes between empathy and sympathy	b) Difference between empathy and sympathy	b) Acting role plays to illustrate the difference between empathy and sympathy
c) States the importance of empathy	c) Importance of empathy	c) Brainstorming on the importance of empathy
d) Identifies the values and indicators of empathy	d) Values and indicators of empathy	d) Discussing in groups or analysing stories, poems songs and case studies to identify the values and indicators of empathy
e) Supports learners to develop empathy	e) Activities to develop empathy	e) Discussing in groups to generate activities which will be used to support learners in developing the skill of empathy and purposefully engaging learners in those activities

Further Reading

Mullen, E. A., Empathy, Seeing Value in the Experience of Others. Available: www.edmullen.com Accessed 16/01/2010

Topic Four: Managing Peer Relationships

In the process of growing up peer groups cannot be avoided and knowingly or unknowingly they will influence the way we dress, act and think. They will shatter or build our dreams. Our peers influence us when they consciously or unconsciously play a role in the decisions we make and the way we act or behave.

In this topic the teacher is guided on ways of managing peer relationships and enabling learners to manage peer relationships.

The details of how to practically handle this topic are found in the Teacher's Handbook pages 27 - 28

Competences	Content	Suggested Teaching/ Instructional Strategies
a) Explains the meaning of peer influence b) Distinguishes between positive and negative peer influence c) Identifies the values and indicators of positive peer influence d) Supports learners develop the skills of managing peer influence	a) Meaning of peer influence b) Difference between positive and negative peer influence c) Values and indicators of positive and negative peer influence d) Activities to develop the skill of managing peer influence	a) Brainstorming on the meaning of peer influence b) Using case studies to identify the characteristics of positive and negative peer influence c) Discussing in groups or using case studies, stories to identify the values and indicators of positive peer relationships d) Acting role plays to illustrate management of both positive and negative peer influence and purposeful engagement of learners in activities which promote the development of skills to manage peer influence

Further Reading

Asher, S. R. and Williams, G. A. (1987) Helping children without friends in home and school, in Webster-Stratton, (1999) How to promote Children's Social and Emotional Competence, London: SAGE Publications Ltd.

Topic Five: Effective Communication

Communication is the fuel that starts a relationship and keeps it going. Where there is no communication there is no relationship. This relationship can be with parents, a boyfriend or girlfriend, fiancée, spouse or with God.

In this topic the teacher is guided on ways of communicating effectively and developing effective communication skills among his/her learners.

The details of how to practically handle this topic are found in the Teacher's Handbook pages 29 - 30

Competences	Content	Suggested Teaching/ Instructional Strategies
a) Defines communication b) Identifies the different types of communication c) Explains the purpose of communication d) Describes the process of communication e) Identifies the values and indicators of effective communication f) Identifies the barriers to effective communication g) Supports learners in developing skills for effective communication	a) Meaning of communication b) Types of communication i.e. verbal and non-verbal c) Purpose of communication d) The communication process e) Values and indicators of effective communication f) Barriers to effective communication g) Activities for developing effective communication such as debate, drama, hot-seating, making speeches, telling stories and singing	a) In buzz groups, brainstorming on the meaning, types and purpose of communication b) Acting role plays to illustrate the communication process c) Analysing speeches, stories, conversations, songs to identify the values and indicators of effective communication d) Discussing in pairs and then sharing with the class the barriers to effective communication e) Engaging learners purposefully in activities such as debate, drama, hot-seating, making speeches, telling stories, which promote the development of skills for effective communication

Further Reading

Adder, R. B., Rosenfeld, L.B. & Proctor, R. F. (2001) Interplay The Process of Interpersonal Communication, (8th ed) Fort worth, TX: Harcourt College.

Topic six: Non-violent Conflict Resolution

Conflict is a day today occurrence. It occurs between individuals, couples, groups, institutions, communities and nations. As a result we have different types of conflicts. The major types of conflict are relationship conflicts, conflicts of interest, structural conflicts and value conflicts.

In this topic the teacher is guided on ways of peaceful conflict resolution and developing non-violent conflict resolution among learners.

The details of how to practically handle this topic are found in the Teacher's Handbook pages 31 - 33

Competences	Content	Suggested Teaching/ Instructional Strategies
a) Defines conflict	a) Meaning of conflict	a) Brainstorming on the meaning of conflict
b) Identifies the types of conflict	b) Types of conflict e.g. relationship conflict, interest conflict, structural conflict, value conflict	b) Using small groups to discuss the types of conflict; their causes, effects and strategies for resolving them through non-violent means
c) States the causes and effects of conflict		
d) Identifies strategies for non violent conflict resolution		c) Role playing non-violent means of conflict resolution
e) Identifies the values and indicators of non violent conflict resolution	c) Causes and effects of conflict	d) Discussing in small groups or analysing stories, short plays to identify the values and indicators of non violent conflict resolution
	d) Strategies for non violent conflict resolution	

Competences	Content	Suggested Teaching/ Instructional Strategies
f) Supports learners in developing the skills for non violent conflict resolution	e) Values and indicators of non violent conflict resolution f) Activities to develop skills for non violent conflict resolution	e) Engaging learners purposefully in simulating conflict situations and discussing how they can be resolved without reverting to violent means

Further Reading

Conflict resolution workshop: www.ifuw.org/training/pdf/conflict-facilitator-2001.pdf Conflict resolution: www.extension.iastate.edu/bfc/pubs/handouts.pdf

THEME FOUR: LIFE SKILLS FOR MAKING EFFECTIVE DECISIONS

The definition of life skills is evolving to encompass psychosocial skills of cooperation, decision making, and critical and creative thinking in preparation for the challenges of modern life. Life skills are an education in values, attitudes and behaviour.

Under this theme you will study the following topical areas: Creative thinking, Critical thinking, Decision making and Problem solving.

Learning Outcomes for the theme

By going through this topic the teacher will be able to:

1. Make appropriate, feasible decisions in solving day to day problems.

2. Develop effective decision making skills among pupils

Topic One: Creative Thinking

Creativity is mainly about finding alternative possibilities of how to come up with new and useful ideas. A new idea might be a new theory, product, solution to a problem, story, essay or conception for a piece of art. To come up with something new is to produce something that is different and special.

In this topic the teacher is guided on ways of developing creative thinking in him/herself as well as among learners.

The details of how to practically handle this topic are found in the Teacher's Handbook pages 34 - 37

Competences	Content	Suggested Teaching/ Instructional Strategies
a) Explains the meaning of creative thinking	a) Meaning of creative thinking	a) Think pair share to discuss meaning of creative thinking
b) Demonstrates the methods of creative thinking	b) Methods of creative thinking e.g. evolution, synthesis, revolution	b) Working in groups to reflect on cases depicting the methods of creative thinking
c) Identifies obstacles to creative thinking	c) Obstacles to creative thinking	c) Acting role plays to illustrate the obstacles to creative thinking
d) Identifies positive attitudes for creativity	d) Positive attitudes for creativity	d) Writing short plays and stories to illustrate positive attitudes for creativity
e) Identifies the values and indicators of people who think creatively	e) Values and indicators of creative thinking	e) Using a plenary contest to identify the values and indicators of creative thinking
f) Supports learners to develop creativity		

Competences	Content	Suggested Teaching/ Instructional Strategies
	f) Activities to develop skills for creativity such as composing and acting short plays, imaginative composition in Art and Technology	f) Purposefully engaging learners in activities such composing and acting simple plays, poems and delivering impromptu speeches to promote the development of the skill of creative thinking

Further Reading

Craig, R., (2001) Creative Thinking Skills for Life and Education (teaching creativity) available: http://www.asa3.org/ASA/ education/think/creative/htm accessed 22/01/2010

Topic Two: Critical Thinking

Critical thinking is mainly about thinking in a(n) investigative, logical and diagnostic manner.

In this topic the teacher is guided on ways of developing critical thinking in him/herself as well as among learners.

The details of how to practically handle this topic are found in the Teacher's Handbook pages 38 - 39

Competences	Content	Suggested Teaching/ Instructional Strategies
a) Defines critical thinking	a) Meaning of critical thinking	a) Using buzz groups to explain meaning of critical thinking
b) Explains the elements of critical thinking	b) Elements of critical thinking i.e. conceptualising, analysing, synthesising, evaluating and applying information	b) Brainstorming to elicit elements of critical thinking
c) States the importance of critical thinking		c) Working in small groups to discuss importance of critical thinking
d) Identifies the values and indicators of critical thinking	c) Importance of critical thinking	d) Using small group discussions or analysing simple plays, case studies, stories to identify them, values and indicators of critical thinking
e) Supports learners in developing the skill of critical thinking	d) Values and indicators of critical thinking	e) In small groups discussing activities which can promote development of critical thinking and purposefully engaging learners in the activities
	e) Activities to develop critical thinking	

Further Reading

Beyer, B. K., (1995) Critical Thinking, Bloomington, IN: Philadelta Kappa Educational Foundation

Topic Three: Decision Making

Decision making is the process of making a choice from a number of options and committing oneself to a future course of action.

In this topic the teacher is guided on ways of making effective decisions and developing decision making skills among learners.

The details of how to practically handle this topic are found in the Teacher's Handbook pages 40 - 43

Competences	Content	Suggested Teaching/ Instructional Strategies
a) Defines decision making	a) Concept of decision making	a) Brainstorming the meaning of decision making
b) Describes the process of decision making	b) The process of decision making	b) Using role plays and games to illustrate the process of decision making
c) Identifies the values and indicators of effective decision making	c) Values and indicators of effective decision making	c) Discussing in small groups or analysing short plays, speeches, stories to identify the values and indicators of effective decision making
d) Supports learners to develop skills of decision making	d) Activities to develop effective decision making	d) Purposefully engaging learners in activities which call for decision making and making them discuss other people's decision making processes

Further Reading

McNamara, Basic Guidelines of Problem Solving Authenticity Consulting LLC Available: http:// managementhelp.org/prsn_prd/ prb_bsc.htm Accessed: 22/01/2010

Topic Four: Problem Solving

Problem solving skills are skills for making the choices that we have to make on a daily basis. It involves decision making and creative thinking.

In this topic the teacher is guided on ways of solving problems and developing problem solving skills among learners.

The details of how to practically handle this topic are found in the Teacher's Handbook pages 44 - 45

Competences	Content	Suggested Teaching/ Instructional Strategies
a) Defines a problem b) Explains the meaning of problem solving c) Identifies values and indicators of problem solving d) Relates skills of decision making to problem solving e) Demonstrates the process of problem solving f) Supports learners to develop problem solving skills	a) Concept of a problem b) Meaning of problem solving c) Values and indicators of problem solving d) Relationship between decision making and problem solving e) The problem solving process f) Activities to develop problem solving skills	a) Brainstorming on the meaning of a problem b) Using Think-pair-share to elicit the meaning of problem solving c) Discussing in small groups to identify the values and indicators of effective decision making d) Acting role plays to demonstrate the relationship between decision making and problem solving e) Acting role plays to demonstrate the problem solving process f) Purposefully engaging learners in activities which support the development of problem solving skills

Further Reading

McNamara, Basic Guidelines of Problem Solving Authenticity Consulting LLC Available: http:// managementhelp.org/prsn_prd/ prb_bsc.htm Accessed: 22/01/2010

THEME FIVE: APPLICATION OF LIFE SKILLS IN THE WORLD OF WORK

Life skills are a very important aspect in the world of work. They enable us make appropriate choices for earning a living. Under this theme you will study the following topical areas: Life skills as a tool for identifying alternatives of earning a living and Life skills as a tool for making successful entrepreneurs.

Learning Outcomes for the Theme

By going through this theme the teacher will be able to:

1. Appreciate the importance of life skills in the world of work

2. Use life skills to become financially independent and better resource managers

3. Support learners develop capacity to apply life skills in the world of work

Topic One: Life skills as a tool for identifying alternatives of earning a living

In order to make appropriate choices for earning a living one needs the life skills of self awareness, critical thinking, creative thinking, and decision making, among others. In this topic the teacher is guided on the application of life skills in making appropriate choices for earning a living.

The details of how to practically handle this topic are found in the Teacher's handbook page 46 - 47

Competences	Content	Suggested Teaching/ Instructional Strategies
a) Identifies different alternatives for earning a living	a) Alternatives of earning a living, their advantages and disadvantages	a) Brainstorming on alternatives for earning a living, their advantages and disadvantages
b) Explains how different life skills can be important in earning a living	b) Importance of life skills in earning a living	b) Simulating situations for earning a living for example business and discussing how various life skills apply in those situations
c) Identifies values and indicators for application of life skills in activities for earning a living	c) Values and indicators of application of life skills in activities for earning a living	c) Discussing in small groups or analysing case studies, short plays, to identify values and indicators of application of life skills in activities for earning a living
d) Supports learners to apply life skills effectively to situations for earning a living	d) Projects for earning a living	d) Engaging leaners in simple money generating projects and guiding them to apply various life skills

Further Reading

Robert Kiyasaki (1997), Rich Dad Poor Dad

Topic Two: Life skills as a tool for making successful entrepreneurs

To become a successful entrepreneur one needs a number of life skills. In this topic the teacher is guided on the life skills he or she requires to make a successful entrepreneur and how to model learners into future entrepreneurs.

The details of how to practically handle this topic are found in the Teacher's Handbook page 48 - 52

Competences	Content	Suggested Teaching/ Instructional Strategies
a) Defines entrepreneurship b) States the functions of entrepreneurs c) Identifies the characteristics of a good entrepreneur d) Identifies the life skills one requires to carry out the functions of an entrepreneur effectively	a) Meaning of entrepreneurship b) Functions of entrepreneurs e.g. planning, organisation building, management, risk and uncertainty bearing, innovation c) Characteristics of good entrepreneurs e.g. strong belief in self, creativity, ability to lead, independence of mind, tolerance, motivation	a) Explaining the concept of entrepreneurship through Think-Pair Share b) Brainstorming on functions of entrepreneurs c) Discussing the characteristics of a good entrepreneur in groups d) Discussing the life skills one requires to carry out the functions of an entrepreneur effectively e) Using case studies to identify factors to consider when choosing a business

Competences	Content	Suggested Teaching/ Instructional Strategies
	d) Life skills one requires to carry out the functions of an entrepreneur effectively e) Factors to consider in starting a business i.e. market potential, existing competition, location, knowledge/ experience, capital f) Projects to practise entrepreneurship	f) Engaging learners in the formulation and management of projects which support development of entrepreneurship skills

Further Reading

Nowshade Kabir. Seven Key Qualities of Successful Entrepreneurs Article Source: http://EzineArticles.com/?expert=Nowshade_Kabir

THEME SIX: LIFE SKILLS AS A TOOL FOR MAKING GOOD LEADERS

A leader without life skills cannot make a good leader. Leaders are all the time involved in making decisions, so they must have life skills to make the right decisions. In this topic the teacher is guided on the functions of a leader, qualities of a good leader, life skills required for good leadership, and how to model learners into good leaders.

The details of how to practically handle this Theme/topic are found in the Teacher's Handbook page 53 - 57

Competences	Content	Suggested Teaching/ Instructional Strategies
a) Defines leadership	a) Meaning of leadership	a) Brainstorming on the concept of leadership
b) States the functions of a leader	b) Functions of a leader	b) Discussing in groups the functions of a leader, different leadership styles and qualities of a good leader
c) Describes different leadership styles	c) Leadership styles	
d) Distinguishes between a good and bad leader	d) Qualities of good leaders	c) Analysing case studies to identify the life skills required for effective leadership and discussing their importance
e) Identifies life skills required for good leadership	e) Life skills required for good leadership	
f) Explains the importance of life skills in leadership	f) Importance of life skills in leadership	d) Acting role plays to demonstrate good leadership
g) Demonstrates good leadership skills	g) Skills for effective leadership	e) Assigning learners leadership roles
h) Supports learners to develop leadership skills	h) Activities for developing leadership skills	f) Mentoring learners to become good leaders

Further Reading

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