

Initial Primary Teacher Education

Life skills education

Module 1



Malawi Institute of Education

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Prepared and published by

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First edition 2017

Foreword

Education is the lifeblood of the nation. It is a prerequisite for individual, community and national development. Education prepares learners to play their roles effectively to promote and sustain a country's socio-economic development. Parents or guardians desire that their children develop into adults with sound minds and healthy bodies through the acquisition of appropriate knowledge, skills and desirable attitudes to enable them to live productive and happy lives.

Education should, therefore, help learners to develop high standards of conduct, attitudes, judgment and a sense of responsibility. Student teachers have to be well prepared in order to be able to take this responsibility of teaching children effectively.

The provision of quality education is based on many factors and a good quality of teachers is one of them. Teachers play a central role because they are the key source of knowledge, responsible for facilitating the learning process and act as role models for the learners.

The function of initial teacher education in Malawi is to prepare student teachers in their aspiration of becoming teachers of high quality. This is achieved by helping the student teachers to acquire the right knowledge, skills and competences to enable them to effectively teach children. In view of this, the Initial Primary Teacher Education curriculum has been reviewed to ensure that student teachers who graduate from this programme are well trained and prepared for their profession.

The process and implementation of this review has been guided by the Teacher Education Philosophy which states as follows:

‘To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners’ diversity.’

It is therefore hoped that Teacher Training Colleges will find this curriculum effective in helping the student teachers to build a solid foundation in their teaching profession.

Executive Director
Malawi Institute of Education

Acknowledgements

The Ministry of Education, Science and Technology and the Malawi Institute of Education would like to thank all people who participated in various activities, stages and levels in the development of this module.

Special thanks go to the Director of the Directorate of Inspection and Advisory Services (DIAS), Mr Raphael Agabu and his staff, the Executive Director of Malawi Institute of Education, Dr William Susuwele-Banda and his staff, Coordinator of the Initial Primary Teacher Education (IPTE) review process, Dr Ezekiel Kachisa and his team (Mr Edward G Mtonga and Ms Catrin Anderer) for coordinating the process of developing the module.

The Ministry of Education, Science and Technology and the Institute would also like to thank Joshua Y Munthali, Samuel MJ Mandauka and Feston K Shani for reviewing the module.

The Ministry of Education, Science and Technology acknowledges technical and financial support which was generously provided by German Technical Cooperation (GIZ), United Nations Children's Fund (UNICEF), Food and Agriculture Organisation (FAO) and Open Society Foundation (OSF).

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Introduction

The purpose of primary teacher education is to produce and continually develop competent and responsive teachers who effectively deliver quality education to all learners under prevailing conditions and demands in primary schools and promote their desire for life-long learning. IPTE endeavors to educate teachers in sufficient numbers, continually develop their professionalism so that they are able to effectively and efficiently deliver quality and relevant education to primary school learners.

National goals for primary teacher education

The national goals of primary teacher education in Malawi are to produce teachers who are:

- academically well-grounded and professionally competent
- flexible and capable of adapting to the changing needs and environment of the Malawian society
- capable of adhering to and maintaining the ethics of the teaching profession imaginative in adapting, creating and utilising locally available resources suitable for the needs of their learners.

Teacher education philosophy

The following has been the guiding principle during the design, development and implementation of the IPTE curriculum.

To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity has been designed.

IPTE programme structure

The duration of the teacher education is two years. The general outlook of the two years is as follows:

Year 1			Year 2		
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
In college, learning subject content with a special focus on methods for lower classes	In college, learning subject content with a special focus on methods for upper classes	Out in teaching practice schools, practising teaching mainly in the lower classes	Out in teaching practice schools, practising teaching mainly in the upper classes	In college, with special emphasis on reflection, inclusion and further practice on teaching methods	In college, with special emphasis on subject content, policies and frameworks

Unique features

The features of the reviewed curriculum are as follows:

- The curriculum design is based on reflective and practice principles.
- Early grade teaching methodologies are distinct.
- The delivery of the subject content follows the modular approach.
- Student teachers will be allowed to practise teaching both in the lower classes (Standards 1 to 4) as well as in upper classes (Standards 5-8).
- Cross cutting issues such as Assessment for Learning, Information Communication Technology, Inclusive Education and Critical Thinking are integrated.

IPTE subject matrix

The new curriculum has adopted the reflective practitioner model of teacher education which connects practice and theory and integrates content and pedagogy in teaching and learning. In this structure, student-teachers will be in college for two terms of year 1 and be in primary schools for teaching practice in the third term of first year and first term of the second year. Student teachers will be back to colleges in terms 2 and 3 of year 2 to continue learning subject content, reflecting on their experiences of teaching practice and then wind up their studies.

This curriculum is designed in a modular structure and contains eleven subjects. These are Chichewa, English, Mathematics, Education Foundation Studies, Agriculture, Social Studies, Life Skills, Science and Technology, Expressive Arts, Religious Studies and Human Ecology. In this modular design, a set of topics forms a module in a subject. A module consists of 40 hours contact time.

Summary of topics for the term and time allocation

Term 1		
Topic	Allocated time in hours	Core element
1 Teaching of essential life skills	4 hours	The teaching of life skills for personal development
2 Teaching self-awareness, potentials and goals	4 hours	The teaching of life skills for personal development
3 Teaching of morals and values for personal development	3 hours	The teaching of life skills for personal development
4 Teaching self-esteem and assertiveness	3 hours	The teaching of life skills for personal development
5 Teaching coping with emotions and stress	3 hours	The teaching of life skills for personal development
6 Teaching problem solving and decision making skills	3 hours	The teaching of life skills for personal development

TOPIC 1 Teaching of essential life skills

Time 4 hours

Introduction

As human beings we face challenges in all stages of life. Leading a successful life therefore requires overcoming such challenges which is made possible with knowledge and application of certain skills. Can you remember some of the challenges that you faced during your childhood? How did you overcome such challenges? In order to overcome the challenges of life, you used different life skills. How did you develop these life skills? As a teacher you will be expected to teach life skills in lower and upper primary so that learners are assisted to develop life skills and use them to deal with daily life's demands and challenges. This will help learners in primary school to develop their full potential and grow up as productive citizens of Malawi.

In this topic you will discuss essential life skills and why you need to teach them in schools. You will also analyse different teaching, learning and assessment methods, activities, and resources and their suitability to assist in developing life skills in learners. You will as well explore challenges that teachers face in teaching life skills in lower and upper primary school and ways of dealing with such challenges. Furthermore, you will identify appropriate tools for assessing the development of life skills in learners.

Success criteria

By the end of this topic, you must be able to:

- explain the importance of teaching life skills in schools
- examine ways of developing life skills for different age groups
- evaluate challenges teachers face while teaching life skills
- examine appropriate tools for assessing the development of essential life skills in lower and upper primary

Background information on teaching essential life skills

Everyone faces a number of demands and challenges in everyday life. In order to effectively deal with these demands and challenges, individuals need to develop skills and be able to apply them in different situations. These skills are called essential life skills.

Do you know what essential life skills are? They are abilities for adoptive and positive behaviours that help an individual to effectively deal with demands and challenges in everyday life. Some examples of essential life skills include self-awareness, self-esteem, decision-making, critical thinking and creative thinking. Can you suggest other examples of essential life skills? As a primary school teacher, you will be required to display these life skills and be a role model for your learners. This will help you to assist your learners to develop

these essential life skills so that they are able to effectively deal with the demands and challenges they meet in life.

However, when teaching life skills to learners in primary school you should take into account the learners' developmental stage, their capabilities, gender, environment and their background. If this is neglected, development of essential life skills in the learners can be difficult because learners may not make an effort to understand, or may consider the topic unimportant since it is carrying information that is not applicable to them. You will therefore be required to develop teaching, learning and assessment activities, methods and resources that are appropriate to the learners' level of understanding and their cultural and social background. In addition, your activities must provide accurate information about essential life skills and give learners ample opportunities for the application of the skills.

Importance of teaching essential life skills in primary schools (1 hour)

Life skills are important for everyone including children or learners in primary school. It is therefore important to assist learners in primary school to develop these skills and be able to apply them in life. This will help them to deal with every day demands and challenges and lead a successful life.

Discussing importance of teaching life skills in schools

- 1 Individually or in small groups, discuss this statement: "Every child develops life Skills automatically. There is no need to make this a subject in schools."
- 2 What suggestions do you have as to why life skills should be taught in schools?
- 3 Research through internet or library why life skills should be taught in schools
- 4 Share your research findings in groups, and then present your consolidated information to the entire class for discussion

Reflecting on the development of essential life skills

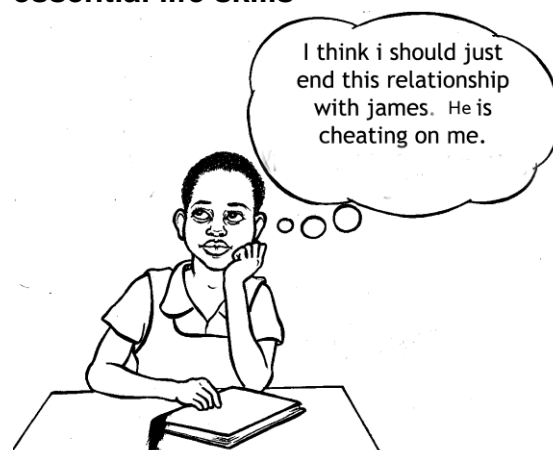


Figure 1.1 *Practicing essential life skills*

- 1 With reference to figure 1.1, identify essential life skills that are being used by the girl. Explain your answer.
- 2 Reflect on how you developed essential life skills during your childhood both at home and school. Use the questions below to guide your reflections:

- a. Which skills did you start developing before you started school? Why?
 - b. What role did your environment (eg. parents, siblings, neighbours etc.) play in assisting you to develop essential life skills?
 - c. What teaching, learning and assessment activities, methods and resources did your teachers use to teach you essential life skills?
 - d. How helpful were the teaching, learning and assessment activities, methods and resources your teachers used in assisting you to develop essential life skills?
- 3 Share your reflections in groups, then with the whole class.

Analysing primary school life skills syllabuses, teachers' guides and learners' books

- 1 In groups, study the primary school Life skills syllabus, learners' books, teachers' guides for both lower and upper classes.
- 2 Assess whether the teaching, learning and assessment activities, methods and resources indicated in the documents could really assist primary school learners to develop essential life skills. If so, how do they assist? If not, how could they be improved?
- 3 Examine how issues of different learner diversities such as gender, physical challenges and age differences have been addressed in the documents?

Tip

In this section, you may find the use of cell phones with internet useful.

Teaching, learning and assessment activities, methods and resources in life skills education

Teaching essential life skills in lower and upper primary school can be done using various teaching, learning and assessment activities, methods and resources. The materials should be designed in such a way that they help to engage learners in active participation during the teaching and learning process. One method that can be used is case studies. Case studies encourage active participation and practice among learners. Here is an example of how a case study can be used to teach essential life skills in upper primary.

The fate of Suzana

Suzana was a sixteen-year-old girl who lived with her parents in Blantyre city. She had two younger brothers. Their parents were well to do. One day her parents died in a car accident. All the property was taken by the father's relatives. Suzana and her young brothers went to live with their grandmother in the village. Life was hard in the village. Suzana thought of dropping out of school in order to support her young brothers. Her teacher, Mrs Banda, noticed this. She engaged Suzana in a fruitful discussion and encouraged her to start an income generating activity in order to support her brothers. Life to Suzana and her brothers changed when she started making money from her sales of mandasi.

When you teach in upper primary using case studies like the one above, you may guide your learners to

explore it by asking them the following questions:

- 1 How did Suzana respond to challenges after the death of her parents?
- 2 Can you think of essential life skills that assisted to improve the life of Suzana and her brothers in the village?
- 3 Have you heard of similar situations in your community? Are there orphans who are going to school and make a living by selling different products?
- 4 From the case study, can you suggest why essential life skills are important to every individual?

Tips

- As you consolidate learners' responses to the case study questions, make sure you point to the learners' need to develop essential life skills.
- Make sure that learners understand why they have to develop essential life skills and, as much as possible, encourage them to do so.

Teaching and learning activities, methods and resources (1 hour)

- 1 How would you teach essential life skills in lower and upper primary using the following activities, methods and resources?
 - story telling
 - trade a problem
 - poems
 - role play
 - singing
 - composing songs
 - video clips

- picture stories
- 2 Identify which activities, methods and resources you will focus on to teach specific life skills such as decision-making and problem-solving.
 - 3 Find out other activities, methods and resources, including ICT, you could use to teach essential life skills in lower and upper primary school.

Ways of developing life skills for different age groups

There are different ways through which life skills can be developed in a learner. Since learners are of different age groups the ways used to develop life skills in those learners must also be varied.

Discussing appropriate activities, methods and resources which can contribute to development of life skills

- 1 In groups, remind yourselves of the results of your reflections on your own development of essential life skills and how your teacher assisted you.
- 2 Refer back to your reflection on the development of essential life skills. Compare prescribed methods, activities and resources for lower with those for upper primary. Are they sufficiently different? Can you say that they are age-appropriate? If yes; why do you think the methods, activities and resources are age appropriate? If no; how could the methods, activities and resources be improved?

- 3 Share your findings with the entire class in a plenary.

Tips

- You may need to search from the internet on how children at different stages of life behave and think.
- You may need primary school Life skills teacher's guides in order to have a wide range of the suggested activities.

Discussing gender sensitive and inclusive approaches for developing life skills at different age levels of the learners

- 1 In groups decide on one essential life skill you want to develop in your learners. Design various teaching, learning and assessment activities, methods and resources which you can use to assist learners in primary school to develop this skill.
- 2 Focus your attention on approaches that are suitable for assisting learners in lower primary to develop essential life skills.
- 3 How will you include learners with hearing, visual and learning difficulties?
- 4 How will you avoid gender stereotypes as you teach using the approaches you have developed?
- 5 Share your work with the class and critique it for the suitability of the approaches in responding to gender and inclusive education, particularly in lower classes.

Learners in primary schools will develop life skills more easily if they actively participate in the activities and when the methods, activities and

resources used do not exclude some of the learners on the basis of gender and diverse learning needs. Apart from the knowledge about the essential skills, learners must also be involved in practising the skills. When planning your lessons, you are required to take into account these issues so that the lessons fully assist the learners to develop life skills.

Discussing challenges teachers face in teaching life skills and strategies for dealing with the challenges (1 hour)

When teaching development of essential life skills in primary school, teachers may face challenges such as language, cultural and individual beliefs, gender bias, different learner needs, and large classes. For example, in trying to teach about skills relating to sexual and reproductive health the teacher may be in conflict with cultural beliefs that regard talking about such issues with children as a taboo. The teacher may also lack resources for large classes and find it difficult to organise activities that may require learners to work in groups.

Resourceful teachers will aim at overcoming the challenges by finding creative solutions, like improvising and using TALULAR.

Reflecting on challenges teachers face when teaching life skills and their impact on the development of life skills in learners

- 1 Reflect on your early days of primary school when you were learning about essential life skills.

- a. What challenges did your teacher face as he or she was teaching essential life skills?
 - b. How did the challenges the teacher faced affect your development of life skills?
 - c. Which of the challenges had a huge negative impact on your development of life skills?
- 2 Share your reflections in groups, then with the whole class.

Researching, critiquing and recommending strategies teachers use to deal with challenges affecting the teaching of life skills

- 1 In groups, list challenges teachers faced when teaching essential life skills during your primary school. Analyse how teachers dealt with the challenges
- 2 Carry out a library or internet research on how teachers deal with the challenges they face when teaching life skills in primary schools
- 3 Discuss various strategies that you would recommend for overcoming specific challenges when teaching the development of essential life skills
- 4 Share your group responses with the entire class

Tips

- The table below may assist you in identifying and analysing the challenges that teachers face when teaching essential life skills.

Challenge	Strategies teachers use	Your rating of the impact of the strategies (rate 1-5)	What you would recommend?
Gender issues			
Inclusive education			
Large classes			
Language			
Age differences			
Time			
Cultural beliefs			
Lack of resources			

- When searching for information on the internet, consider information from countries in Africa which mostly share similar challenges

When planning and implementing lessons for teaching essential life skills in primary schools, you can use different teaching, learning and assessment activities, methods and resources depending on the challenges at hand. For example, if the challenge is lack of resources, you may use locally available resources such as models. Below are examples of what you can do to overcome the challenge of resources.

In lower primary

- You may use pictures or illustrations depicting someone going through a difficult situation and ask some questions on how the depicted person could deal with the challenge.
- You may also tell a story of someone going through a difficult situation and ask the learners what they would have done to effectively deal with the situation.

In upper primary

- You may use learners' experiences of dealing with challenges in their life. You could ask learners to share their experiences in pairs, then with the whole class.
- You may also use case studies depicting various difficult situations some people may have gone through and how they dealt with these situations. You may ask some guiding questions like the ones suggested below:
 - What skills did the individuals use to deal with the challenge?
 - Can you suggest other skills that could have been used to deal with the same challenge?
 - What would you do if you were in a similar situation? Why would you do this?

Assessing the development of essential life skills in learners (1 hour)

Apart from facilitating the teaching and learning process, an important part of your role as a teacher is to

assess learners. Your assessment should target the knowledge of the skills and the ability of the learners to apply these skills. Assessment of the development of essential life skills in learners can be done using a variety of assessment tools.

Discussing tools for assessing the development of essential life skills in learners

- 1 In groups do the following activities:
 - a. Search for various tools that are used for assessing the performance of learners in primary school.
 - b. From your search list, identify tools that would be suitable for assessing the development of life skills in learners.
 - c. Select up to three essential life skills and suggest tools that would be appropriate for assessing the development of the selected life skills in learners.
 - d. Prepare some assessment items for each of the tools you have suggested.
- 2 Share your group findings with the class.
- 3 Discuss the assessment items and tools as a class.

Tips

- Remember that the tools you select should allow for assessment of both, knowledge of the skills and application of the same.
- Searching for these tools in the library or on the internet (using computers or your cell phones) would be helpful in this exercise.

Developing tools for assessing life skills development in learners

Assessment is the most important component of the teaching and learning process particularly with the National Primary School Curriculum, which is outcome-based and advocates continuous assessment. With outcome-based education, assessment needs to be done regularly and should be used to inform practice on part of both the teacher and the learner. For this to be of benefit, feedback to learners needs to be given frequently. The assessment must also focus on both theory and practice with questions addressing both lower and higher order thinking. A number of tools and techniques may be used to assess the development of essential life skills in learners. For example, if you want to assess the development of the skill of decision making in either lower or upper primary; here are suggestions of what you can do:

- a. You can develop an observation checklist where you prepare questions and objectively appraise each and every learner's performance guided by a set of questions. Below is an example of the observation checklist.

Standard	: 5	
Subject	: Life skills education	
Topic	: Essential life skills	
Skill to be assessed	: Decision-making	
Learner's name	: Maria Matola	
Questions	Yes	No
1 Can the learner define the term 'decision-making'?		
2 Can the learner describe the process of decision-making?		
3 Can the learner explain the importance of the skill of decision-making?		
4 Can the learner make rational decisions when facing a situation that demands decision-making?		

- b. You may also develop a scoring rubric to evaluate every learner's ability in understanding and applying the skill of decision-making. This is where you come up with levels describing the attainment of a particular task or skill (for instance, 4-Excellent, 3-Good, 2-Average, 1-Need support, and 0-Fail).

Practising assessment of life skills development in learners

- 1 Using the tools, select two essential life skills and design two assessment tools that you would use to assess the development of each of the skills in learners.
- 2 Administer the assessment to learners in lower and upper primary.
- 3 Share your work in plenary.

4 Discuss the work as a class.

Tip

Consider assessment items that reflect both lower and higher order thinking skills.

Summary

In this topic you learnt the following:

- Teaching essential life skills to primary school learners in Malawi helps them to acquire knowledge and skills for overcoming daily life challenges and lead a successful life.
- Successful teaching of essential life skills in lower and upper primary depends on the use of a variety of participatory activities, methods, and resources.
- When teaching essential life skills in primary school, teachers may face challenges such as differences in age and cultural background of the learners. These challenges can be overcome using a variety of ways such as planning work according to the age level of the learners.
- The development of essential life skills in learners in primary school can be assessed using various tools such as rubric, rating scales and tests.
- Assessment items used to assess development of life skills in learners must be of lower and higher thinking levels.

Topic reflection and assessment

1 Why should essential life skills be taught in primary school?

- 2 Explain the suitability of using any two activities for teaching development of essential life skills in lower and upper primary school.
- 3 Justify the appropriateness of any three tools that you can use for assessing the development of essential life skills in learners.
- 4 What do you think could have happened in Malawi if all primary school teachers used appropriate teaching, learning, and assessment methods, activities and resources to teach essential life skills?

Glossary

Assessment	: a process of finding out about the learner's progress or performance.
essential life skills:	important skills which everyone is supposed to possess in order to deal with demands and challenges of life.
Gender	: roles assigned to male or female in a particular society.
inclusive education:	education that attempts to remove barriers to learning and participation of all children regardless of gender,

disability,
ethnicity, sexual
orientation or
social
background.
life skills : abilities for
adoptive and
positive
behaviours that
enable an
individual to
effectively deal
with everyday
demands and
challenges

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TOPIC 2

Teaching self-awareness, potentials and goals

Time 4 hours

Introduction

In topic 1, you learnt various activities, methods and resources that you can use to help learners develop essential life skills. You also learnt how to assess the development of essential life skills in learners. In this topic, you will learn how to teach and help to develop self-awareness in primary school learners. This is important because it will help learners to know themselves, discover their potentials and talents, see what values are important for them and set realistic goals. People who are aware of themselves and their potentials can contribute positively to national development. In learning how to teach self-awareness, you will discuss reasons why this skill should be taught to primary school learners, and explore appropriate activities, methods and resources for teaching the skill in both lower and upper primary.

Success criteria

By the end of this topic, you must be able to:

- explain importance of self-awareness
- design resources and activities to help learners identify their values, potentials and goals

Background information on the teaching of self-awareness

Self-awareness is a thinking skill that focuses on an individual's ability to accurately judge their performances and behaviour and respond appropriately to different social situations. It helps individuals to have knowledge of themselves by understanding their strengths and weaknesses and their abilities. It is an important skill that every person needs to have. For example, self-awareness helps people to discover their values, potentials and talents. Values are principles, ideas, standards or qualities an individual considers worthwhile or desirable. They are qualities or aspects of life which an individual or society feels are important and influence their behaviour. Examples of values include trust, honesty, truthfulness, and respect. Potentials are hidden abilities in an individual. They are untapped skills that a person has. Talents are exceptional skills a person may have which enables him or her to do a particular task extra-ordinarily well. Knowledge of values, potentials and talents help people to set goals that they are able to achieve in life. This enables them to lead a successful life. Self-awareness also helps learners in primary school to resist peer pressure and avoid risky behaviours such as drugs and substance abuse.

Your creativity as a teacher is very critical for the effective development

of this skill in learners. You need to design relevant and interactive activities, and use appropriate teaching, learning and assessment methods and resources that address issues of inclusive education, age differences, gender and other learner diversities.

The importance of self-awareness (1 hour)

Reflecting on importance of self-awareness

- 1 Think about how self-awareness has been beneficial to you as an individual.
- 2 Reflect on how you developed self-awareness skills during childhood days, in school and at home.
- 3 How did various factors influence your development of self-awareness skills?
- 4 Share your reflections with a colleague, and then with the entire class.
- 5 Discuss as a class.

Analysing case studies where self-awareness is beneficial for personal development and achieving goals.

- 1 In groups, get copies of primary school life skills learners' books from lower and upper primary and analyse the appropriateness of the various case studies in the books for teaching the development of self-awareness in learners of varying age groups:

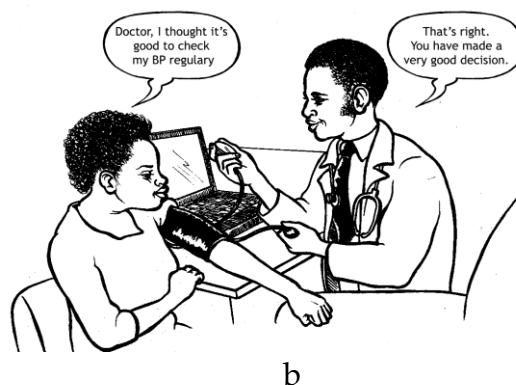


Figure 2.1 Achievement of goals

- a. How does the setting in each of the case studies portray the development of self-awareness in individuals?
 - b. Explain the appropriateness of each case study for teaching learners of different age groups.
 - c. From your analysis of the case studies, how does the development of self-awareness help individuals involved in the case studies to set realistic goals?
- 2 Discuss how you would assess learning while using case studies for the development of self-awareness in learners.
 - 3 With reference to illustrations (a) and (b) in **figure 2.1**, explain how self-awareness helped the individuals achieve their goals.

- 4 Share your ideas in plenary.
- 5 Discuss the answers as a class.

Tip

Think of methods and resources that are gender sensitive and inclusive that you can use for teaching the development of self-awareness.

Relating awareness of values, potentials and goals to dealing with demands and challenges in life

- 1 Using any critical thinking method, find out how awareness of one's values, potentials and goals can help one to effectively deal with demands and challenges in life.
- 2 Role-play situations where one's knowledge of their values, potentials and goals helps them to effectively deal with various demands and challenges in life.
- 3 Share and critique your discussion results and role-plays at class level.

Tip

Consider role-playing different situations for varying age groups in primary school.

Use of interactive activities, methods and resources in the classrooms can reduce the challenges teachers face when teaching the development of self-awareness, potentials, values and goals in primary school. For example, you can use case studies, songs, role-plays, video clips and illustrations or pictures to motivate your learners in lower and upper primary.

Here is an example of how you can use the Johari's window to help learners in upper primary to develop their self-awareness:

- Ensure that you understand the Johari's window in terms of its components of: The open self, The blind self, The hidden self, and The unknown self.

The open self Things known to themselves and their friends, and are free to speak about them to their friends.	The blind self Things unknown to themselves but well known by others,
The hidden self Things known to themselves, unknown to others, and are unfree to speak about them.	The unknown self Things unknown to themselves and their friends

Then you can:

- i Ask learners individually to think and do a Quick-write session on what they feel is their understanding of the term self-awareness. Put a chair in front of the classroom (Author's chair) and ask several learners to sit in the chair and present what they have written about the meaning of self-awareness. Consolidate the answers.
- ii Ask learners to be in pairs. Each learner in the pair should write what he or she knows about him or herself (strengths, weaknesses, characteristics). Then ask each learner in the pair to ask a partner to write about how he or

she perceives the friend (strengths, weaknesses, characteristics). Let the pairs share and compare their insights, and try to find out what their friends perceived about them that they themselves did not know.

- iii Ask the learners individually to think about things they know about themselves but have never disclosed and would like to keep private.

Tips

- You will need to create a conducive classroom environment that helps learners to freely share their strengths and weaknesses.
- Make sure that learners are not forced to reveal their weaknesses or things that they want to keep private.
- When performing activity (iii), make sure that learners do not share their private issues with anyone because they are private. The activity is designed to just remind the learner about private things that they know about themselves.
- Make sure that the case studies you select do not exclude some learners on the basis of their gender, age, physical challenge, or cultural background.

Practising teaching a self-awareness lesson

- 1 In groups write a lesson plan that you would use to teach self-awareness, values, potentials and

goals either in upper or lower primary.

- 2 Use the lesson for peer teaching in class.
- 3 As a class, critique the presented lessons in terms of appropriateness of the activities, methods and resources used to promote development of the intended skills.

Carrying out web searches for activities, methods and resources suitable for teaching development of self-awareness (1 hour)

- 1 Individually, search on the internet different activities, methods and resources that you can use for teaching the development of self-awareness in lower and upper primary. Capture your findings on a chart paper in form of a table like the one below.

Level	Suitable activities	Suitable methods	Suitable resources
Upper primary			
Lower primary			

- 2 In groups, justify the appropriateness of the activities, methods and resources for teaching the development of self-awareness skills in learners.
- 3 Write group ideas on a chart.

- 4 Make a gallery walk to appreciate what each group has come up with.
- 5 Critique each group's findings of the activities, methods and resources in terms of their suitability for promoting development of self-awareness in learners in upper and lower primary.

Tip

Giving reasons for your (ranking) of the activities, methods and resources would help you to make the critiquing session more meaningful.

Practising developing self-awareness in learners

When selecting teaching, learning and assessment activities, methods and resources to be used for developing self-awareness, you need to consider their relevance to the topic and their capacity to respond to various issues including age, large classes, gender and physical challenge.

In lower primary

- Ask learners to group and regroup several times basing on the following:
 - their talkativeness
 - their quietness
 - what they would like to become in future
 - things they like
 - things they dislike
- Let learners share their experiences on how the activity helped them to understand who they are and who their friends are.

Tip

In doing the task for lower primary, you may prepare in advance labels describing each characteristic. For example, talkative, less talkative, quiet, and place them at designated places in the classroom. Then ask learners to go to the characteristic that describes them. For the likes or dislikes you can focus on a number of things such as hobbies and professions. Prepare cards or labels for each of the hobbies or professions.

In upper primary

- 1 Ask learners to individually reflect and state what they feel are their strengths and weaknesses
- 2 Let them pair and share their strengths and weaknesses.
- 3 Then in pairs, let them ask each other about the other's strengths and weaknesses
- 4 Let the pairs share their friend's analysis in plenary
- 5 Ask learners to role-play a situation in which they demonstrate their self-awareness.
- 6 Consolidate the activity.

Developing assessment tools for self-awareness, values, potentials and goals

In groups;

- 1 Design an observation checklist to assess your learners' understanding

of self-awareness, values, potentials and goals.

- 2 Develop assessment items (questions) you would use to check the achievement of learning outcomes on the topic 'Self-awareness, potentials and goals.
- 3 Exchange your checklists and items with other groups for critiquing.
- 4 Discuss the checklists as a class.

Tips

- Consider lower and higher order thinking skills when developing the assessment items
- You can search through library or internet for information regarding the checklist and Bloom's taxonomy (for levels of thinking and associated questions or items).

Activities and resources suitable for teaching values, potentials and goals (2 hours)

Learners in primary school can be assisted to develop an awareness of their values, potentials and goals if teachers use appropriate resources and activities to enable them realise their values, potentials and goals. These activities and resources should suit the learners' needs in terms of their age, physical challenges and other diversities.

Designing activities and resources that help learners to identify values, potentials and goals

- 1 In groups, plan different activities that you would use to help learners in upper and lower primary to

identify their values, potentials and goals.

- 2 For each activity you have planned, design the necessary resources that would be used.
- 3 Present your work in class
- 4 Discuss the work as a class.

Tips

- You need to consider issues of gender, inclusive education, class size, age differences and other forms of diversity as you design and assess your activities and resources.
- Think about using the concept of TALULAR as you design your teaching resources.
- You may use the internet to assist you come up with information that can help you to design realistic activities and resources for teaching and assessment.
- You may consider including activities, methods and sources that require use of ICT.

Assessing the designed activities and resources for assisting learners to identify values, potentials and goals

Using the activities and resources that you have planned above:

- 1 Assess the planned activities and resources for their ability to assist learners to:
 - a. Develop the skill of self-awareness.
 - b. Identify values, potentials and goals.

- c. Clarify their values and set realistic goals.
- 2 Discuss what you can do to make the activities and resources more effective in helping learners in lower and upper primary to develop the skill of self-awareness and identify values, and goals.
- 3 Share your group discussion results in plenary.

Practising teaching a lesson on developing values, potentials and goals

It is important that you use a variety of activities and resources to help learners in primary school to develop their values, potentials and goals. Selection of these activities and resources will depend on a number of factors such as age of the learners and availability of the resources. Here are some of the suggested activities and resources that you may use for either lower or upper primary:

- You can ask children in pairs to tell each other about someone they admire in life and the reason why they admire that person. Then ask the learners to stand in a circle. Throw a focus ball to any learner in the circle. Upon catching the ball, the learner will tell the class the name of his or her partner's special person in life and the reason why they admire him or her. After saying this, the learner then throws the ball to another learner who does the same, until everyone in the circle has said their partner's special person and reason they admire him or her.
- You may also ask learners to walk around freely in the classroom, and,

upon a signal (eg. a hand clap or a whistle) they find a partner and say something they like about the other. After repeating the activity several times, you ask learners to be in a circle and share experiences on how easy or difficult it was to say something positive about a friend. You may use the following questions:

- How easy or difficult was it to tell your friend something positive about him or her?
- How did you feel when your friend told you about something good or positive about yourself?
- How do you feel when other people tell you bad things about yourself?

Summary

In this topic, you have learnt about the following:

- The importance of self-awareness to you as student teachers such as helping you to set realistic goals.
- The justification for teaching the skill of self-awareness to primary school learners in Malawi, that is, it helps learners to discover their potentials and work hard to make them a reality.
- How awareness of values, potentials and goals helps one to deal with demands and challenges in life. For example, awareness of one's values, potentials and goals assists them to resist negative peer pressure and work hard to achieve their goals.
- The different activities, methods and resources that could be used in

teaching the development of self-awareness in learners in upper and lower primary such as the Johari's Window.

Topic reflection and assessment

- 1 Why do you think the skill of self-awareness is important to you as a student teacher?
- 2 Explain the activities, methods and resources that you would use for teaching the development of self-awareness in upper and lower primary.
- 3 Can you justify why it is important to assist learners in primary school to clarify their values?
- 4 What do you think would have happened if every teacher in Malawi had adequately assisted their learners in knowing themselves and clarifying their values?

Glossary

- goals:** things one would like to achieve in life
- potentials:** the hidden ability in an individual to perform a particular task
- talents:** the skills an individual possesses in performing a particular task
- self-awareness:** one's knowledge of the self
- values:** things an individual considers important in life

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TOPIC 3

Teaching of morals and values for personal development

Time 3 hours

Introduction

In topic 2, you learnt about designing activities, methods and resources appropriate for promoting the development of self-awareness, potentials and goals in primary school learners. You also explored the importance of the skill of self-awareness to you as a student teacher and to the learners in primary school, and your role in assisting the learners to develop this skill. In this unit you will learn how to assist learners in primary school to become aware of morals and values accepted in the society, and how this can help them to develop their personalities. Awareness of morals and values promotes unity and peaceful co-existence among members of the society and between people and the environment. These qualities help to enhance sustainable development of the society. Your knowledge and understanding of how to promote development of morals and values in primary school learners is of great importance.

Success criteria

By the end of this topic, you must be able to:

- examine own prior knowledge and experience of morals and values in your communities
- analyse activities to develop in learners awareness of their morals and values

- develop lesson plans, resources and activities which support children in understanding and developing values and morals

Background information

Every society has a set of morals and values, which must be understood and practised by everyone in that society. Morals are a set of rules that guide people's behaviour. Examples of morals include honesty, hard work, cooperation, and patriotism. Values are things, which an individual or the society considers important. For example, an individual may value education, money, work and the family. Morals and values help to unite people in a society. They promote peace and harmony among members of the society, thereby creating a conducive environment for the promotion of personal development. The development of morals and values is a life-long process. Children start learning about morals and values in their respective families. However, schools provide a stable foundation for the development of morals and values in learners through different activities. For example, when they come to school, learners are exposed to certain rules of behaviour such as truthfulness, generosity, honesty, punctuality and respect. Apart from exposure to these rules of behaviour, learners need to be assisted to explore, understand and develop morals and values acceptable in their society. Teachers must therefore

first of all role-model the respective behaviours and also develop a clear understanding of how they can accomplish the task of assisting learners to develop morals and values that are acceptable in the Malawian society. This will enable the learners to grow into responsible citizens, and be able to understand how morals and values affect their behaviour and those of others. Such skills could also help the learners to avoid risky behaviours.

Examining own prior knowledge and experience of morals and values in the community (1 hour)

Every community has morals and values that people observe. Different institutions in a society such as the family and the school teach and encourage its people to observe morals and values as rules of behaviour. The school is an institution, which reinforces and perfects morals and values learners have acquired in their families.

Exploring sources of morals and values

- 1 Reflect on your own morals and values.
 - a. How did you learn about these morals and values?
 - b. How have the morals and values affected you as an individual over the years?
 - c. What morals and values do people in your community observe?
 - d. How do people in your community learn about the morals and values they observe?

- 2 Share your individual reflections in groups and then critique them in plenary.

Tips

- You may need to assess the impact of morals and values from different sources to appreciate how morals and values from each source impact peoples' behaviour.
- Searching for other sources of morals and values from the internet could be helpful.

Examining morals and values that promote or hinder personal growth and development of a society

- 1 In groups, discuss how the morals and values people learn from different sources shape their behaviour.
- 2 Focus your discussions on how morals and values from different sources impact societies in terms of:
 - a. Promoting personal development
 - b. Hindering personal development
- 3 Report in plenary

Developing activities for developing morals and values

As a life skills teacher, one of your tasks is assisting your learners to develop an understanding of morals and values acceptable to the Malawian society. You will need to design a variety of activities that suit the children's way of developing an understanding of morals and values. This can vary according to the age and competency level of the learners. Below is a suggestion of the activities, which you may use.

In lower primary

Since many learners in lower primary may not read a story on their own, you can use illustrations, or posters of children depicting some kind of lack of morals and values. For example, children stealing mangoes. You can then lead your learners in discussing the illustration through asking them guiding questions such as:

- What do you think is happening in the illustration?
- How are the children in the illustration behaving? Is the behaviour displayed by these children right or wrong? Why?
- What do you think will happen next? What will the parents or chief say if they find out?
- What would you have done in this situation? Why?

In upper primary

Learners in upper primary are old enough to explain their own life experiences. Therefore, you may use their own experiences to discuss the importance of having good morals and values that have a positive impact on their families, school and communities. They can do this individually, or they can discuss it in pairs or in groups. You can also collect newspaper articles or pictures depicting stories of lack of morals and values by some people and their effect on the society and do the following:



Figure 3.1 Abuse of alcohol

- Ask learners to study the illustration in figure 3.1.
- Let them analyse the kind of morals and values that are lacking in youths depicted in the illustration.
- Let them discuss the effects of such lack of morals and values to these people and their communities.
- Ask the learners to discuss what the community could do to ensure that community members practice positive morals and values.

Tips

- Use posters/illustrations depicting a variety of behaviour to enable learners have a thorough exploration of the various morals and values.
- You may use a variety of stories so that learners should learn positive morals and values from multiple sources.

Exploring how children develop an understanding of morals and values (1 hour)

- 1 Be in groups and discuss the following:
 - a. How do you think children develop an understanding of morals and values?
 - b. Do boys and girls have different morals and values? Are they

really supposed to have different morals and values? Why?

- c. What do you think is the role of teachers to support the children's ways of developing an understanding of morals and values?
- 2 Share your group findings with the class through gallery walk.

Analysing activities and methods suitable for developing in learners life skills required for promoting awareness of their morals and values

- 1 In groups get primary school Life skills teachers' guide and learners' books and do the following:
 - a. Examine how activities and methods in these documents help promoting awareness of morals and values in children of various ages.
 - b. Analyse the methods and activities in terms of their suitability to develop life skills in learners for promoting awareness of their morals and values.
 - c. Determine if there are any other methods and activities that could help to develop an awareness of morals and values in learners.
 - d. Discuss essential life skills that could be suitable for helping learners to develop an understanding of morals and values.
- 2 Research on the internet and in the library other methods and activities for promoting awareness of morals

and values in children of various ages and with individual learning needs.

- 3 Share your group findings in plenary. Critique your results in terms of suitability of the methods and activities to develop life skills in learners that help to promote awareness of their morals and values.

Internet and library search could be best done in advance so that when you meet in groups you are ready to share your findings.

Organising activities to engage learners in critical thinking

You can organise different activities to engage your learners in critical thinking in order for them to develop an awareness of morals and values.

Here are some of the activities, methods and resources that you may use for this purpose:

In lower primary

- Let learners tell their own stories of "good" and "bad" behaviour and get comments from class.
- Telling stories of some people practising some good or bad behaviours and the consequences of their behaviours.

In upper primary

- You can engage your learners in analysing case studies that depict acceptable and unacceptable behaviours as follows:
 - You prepare the case studies with guiding questions that

would help learners analyse the behaviours in the cases studies.

- Let the learners read and analyse the case studies using the guiding questions.
- Let the learners share their group responses with the entire class in plenary.
- You consolidate the activity by highlighting main ideas.
- You may use a role-play to engage your learners in exploring morals and values.
 - In groups let learners design a role-play depicting situations where some children demonstrate acceptable and unacceptable behaviours.
 - Let some groups act their role-plays.
 - Help the learners analyse the role-plays through some guiding questions of lower and higher order.

Designing case studies for developing morals and values in learners

- 1 In groups, design case studies where effective communication and problem solving skills would be used to develop an awareness of morals and values in learners in primary school.
- 2 Develop assessment activities that you would use to assess the development of morals and values in learners in lower and upper primary.
- 3 Exchange your case studies and assessment activities for critiquing their suitability for promoting and assessing understanding of morals

and values in lower or upper primary.

Tips

- You can use the internet and library to explore more case studies which you can use for teaching this topic.
- Ensure that the case studies do not discriminate other learners based on their gender, culture, religion or physical challenges.
- Consider preparing assessment activities that demand lower and higher order thinking skills.

Evaluating lesson plans, materials, activities, which support children in understanding and developing values and morals (1 hour)

Planning to teach the development of morals and values in learners requires a selection of appropriate activities, methods and resources. These should match the learners' competence and age levels and must not be biased towards one gender or group of learners.

Writing a lesson plan for teaching morals and values

- 1 In groups, develop a lesson plan that you would use to teach and help learners to develop an awareness of morals and values in:
 - a. lower primary
 - b. upper primary
- 2 Exchange the lesson plans that you have prepared with another group.
- 3 Evaluate your colleagues' lesson plans based on the suitability of the planned activities to promote development of awareness of

morals and values in learners in lower and upper primary.

- 4 Share your evaluation work with other groups and learn from each other.

Tips

- You may search in the library or on the internet for activities that would be suitable for promoting awareness of morals and values in learners in lower and upper primary.
- During peer-evaluation and critiquing, you may also need to consider the appropriateness of the selected activities to address issues of large classes, gender, physical challenges and other forms of learner diversity.

Summary

In this topic, you have learnt the following:

- Different sources of morals and values including the family, school and community.
- Morals and values that support or hinder personal development of the community such as cooperation, hard work, and honesty and how they support or hinder personal development and the development of the community.
- A variety of ways through which learners develop an awareness of morals and values, for instance, through reflection of own experience, analysis of case studies, stories and illustrations.
- Practised designing different activities, methods and resources

that help learners to develop an awareness of morals and values.

Topic reflection and assessment

- 1 How do different sources impact on the development of morals and values in individuals?
- 2 Why are morals and values important in a society?
- 3 How can learners in primary school be assisted to develop an awareness of morals and values?
- 4 Choose any four essential life skills and explain how each of the skills can be used to develop an awareness of morals and values in learners in
 - a. Lower primary
 - b. Upper primary

Glossary

Morals : A set of rules that guide peoples' behaviour in a society.

Values : Things that an individual or a society considers important.

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TOPIC 4

Teaching self- esteem and assertiveness

Time 3 hours

Introduction

In the previous topic, you explored the importance of morals and values for personal development. A person cannot fully develop with morals and values alone but by having high self-esteem and assertiveness. Self-esteem and assertiveness are important skills for individuals to live in harmony. Self-esteem is influenced by one's performance. Therefore, you will be expected to teach and help your learners in lower and upper primary to develop self-esteem and assertiveness for dealing with demands and challenges in everyday life.

In this topic you will discuss the importance of self- esteem and assertiveness by reflecting on your own experiences as well as appraising how self-esteem and assertiveness are related to class, gender roles and status. You will also design teaching, learning and assessment methods and resources for developing self-esteem and assertiveness in learners of different age groups in primary school.

Success criteria

By the end of this topic, you must be able to:

- explain importance of self-esteem and assertiveness
- evaluate approaches, methods and activities for the development of

self-esteem and assertiveness in learners'

- design appropriate teaching and learning materials and assessment activities for developing self-esteem and assertiveness in learners of different age groups

Background information on teaching self-esteem and assertiveness

Have you ever encountered individuals that regard themselves lowly? Many people have a tendency of saying they are less worthy than they really are. This is a result of lacking some essential life skills. Self-esteem and assertiveness as life skills empower individuals to take control of their lives in that they become enthusiastic, optimistic, ambitious, respectful and responsible and with a high sense of humor. Simply put, self-esteem is how we value ourselves; it is how we perceive our value to the world and how valuable we think we are to others.

It is, therefore, important that teachers develop appropriate teaching, learning and assessment activities, methods and resources to facilitate the development of self-esteem and assertiveness in learners of different ages. As a primary school teacher, you will need to design activities which will involve learners in analyzing real life situations which will enable them to develop self-esteem and assertiveness.

Importance of self-esteem and assertiveness (1 hour)

Self esteem and assertiveness are essential life skills. They enable one to be objective and rational in setting realistic goals and achieving them.

In groups:

- 1 examine how self esteem and assertiveness are important in one's life.
- 2 present your work using gallery tour.

Analysing case studies where lack of self-esteem and assertiveness affects development and application of other life skills

- 1 Analyse case studies of self-esteem and assertiveness in the primary school Life skills learner's books for lower and upper primary.
- 2 Using think-ink-pair-share method, discuss how self-esteem and assertiveness in the case studies affect the development and application of other essential life skills.
- 3 Develop other case studies that can be used to teach the development of self-esteem and assertiveness in learners in both lower and upper primary.

Discussing how own self-esteem and assertiveness has developed and which factors contributed to the development

- 1 Reflect individually how you developed self-esteem and assertiveness in your childhood both at home and school.
- 2 Think about the factors that contributed to your development of own self-esteem and assertiveness.

Researching in the teachers' and learners' books of primary school on the development of self-esteem and assertiveness

- 1 Analyse the sufficiency of content of self-esteem and assertiveness.
- 2 Discuss the appropriateness of teaching, learning and assessment activities, methods, and assessment used.
- 3 Reflect on how issues of age and gender have been included in books.

Tip

Phones can be used to search on the internet about the importance of self-esteem and assertiveness for the development and application of life skills.

Practising teaching a lesson on self-esteem and assertiveness

Teaching self-esteem and assertiveness can be done using various teaching, learning and assessment activities, methods and resources that are appropriate for different ages. For example, when using illustrations, you may do the following:



Figure 4.1 An assertive girl

- 1 Ask the learners to study the illustration in figure 4.1.
- 2 Ask learners to reflect on assertiveness displayed by individuals in the illustration.
- 3 Ask learners to imagine what they could do if they were in a similar situation.

Tip

You may need to research on the internet on the coverage of self-esteem and assertiveness for effective teaching of the topic.

Evaluation of approaches, methods and activities for the development of self-esteem and assertiveness in learners in lower and upper primary (2 hours)

Different teaching, learning and assessment activities, methods and resources can be used to teach the development of self-esteem and assertiveness in lower and upper primary.

Exploring approaches, methods and activities on developing self-esteem and assertiveness

- 1 In pairs visit the library, different web sites and other sourcebooks to evaluate the following:
 - a. methods and activities used for developing self-esteem and assertiveness in learners
 - b. various types of resources used for teaching the development of self-esteem and assertiveness in learners
 - c. assessment activities used for checking the development of self-esteem and assertiveness in learners,

- 2 In groups share the findings and consolidate how the various approaches, methods, activities and assessment can be used for the development of self-esteem and assertiveness in learners.

Tips

- You may arrange to observe a lesson at Demonstration Primary school to find out how teachers teach the development of self-esteem and assertiveness in learners
- Check on the internet, other approaches and methods that can help in the development of self-esteem and assertiveness.

Designing appropriate teaching, learning and assessment activities, methods and resources for developing self-esteem and assertiveness in learners of different age groups

To develop self-esteem and assertiveness in children, the teacher must be creative in designing teaching, learning and assessment activities, methods and resources that are appropriate for different ages in the primary school.

Selecting gender-sensitive and inclusive methods and activities you can use for developing self-esteem and assertiveness for lower and upper primary

- 1 Think of appropriate teaching, learning and assessment materials that you can use to help learners develop self-esteem and assertiveness

- 2 Design teaching resources that reflect gender-sensitiveness, inclusivity and use of modern technology in searching information, ie use of the internet, pictures, and video clips.

Peer teaching on how to develop self-esteem and assertiveness

- 1 Develop a lesson plan and relevant teaching and assessment resources to use when teaching the development of self-esteem and assertiveness in learners
- 2 Use the lesson plan for peer teaching on how to develop self-esteem and assertiveness in learners in lower and upper primary school.
- 3 Using a lesson observation checklist, evaluate the peer lessons by highlighting important areas where the teacher can assist in development of self-esteem and assertiveness in learners for lower and upper primary.

Practising teaching using inclusive approaches

You should make sure that the methods, activities, and materials you use for developing self-esteem and assertiveness in learners are gender-sensitive, inclusive and appropriate for teaching large classes in both lower and upper primary. For example, storytelling, using a series of pictures displayed on the wall can be used for teaching a large class in lower primary as follows:

- Narrate the story to the learners with the help of pictures and ensure that all learners are following the story.

- Ask a few learners to explain in brief what the story is about.
- Ask the learners to explain the attributes of individuals in the story that show lack of self-esteem and assertiveness.
- Ask learners to imagine what they could do if they were in similar situation as depicted in the story.

Tips

- You may design the resources and write a lesson plan in advance to manage time effectively.
- There is need to explore at the college, school or community if there are TV sets and video projectors which you can use for showing video clips.
- Adapt the activities to suit all students/learners including those with special education needs when using any of the selected resources.
- Consider the relevance of the suggested methods for teaching self-esteem and assertiveness to primary school learners.
- Think of more and appropriate methods, resources and activities for learners to develop self-esteem and assertiveness.

Summary

In this topic, you have learnt the following:

- The importance of self-esteem and assertiveness in developing other life skills in children of different age groups in the primary school by way of focusing on the way learners can apply the skills in real life situations. Parents, siblings, peers,

leaders and religion also influence what you think about yourself. Self-esteem is about what you feel about yourself.

- Examining teaching, learning and assessment activities and methods that are appropriate for developing self-esteem and assertiveness in learners in the upper and lower primary school of which some have been suggested for your consideration.
- Designing teaching, learning and assessment activities, methods and resources for the development of self-esteem and assertiveness in children at different age groups.

Topic reflection and assessment

- 1 Define self-esteem.
- 2 Develop case studies you would use to teach self-esteem and assertiveness in:
 - a. Lower primary
 - b. Upper primary
- 3 Imagine how proper development of self-esteem and assertiveness in learners would help them in their everyday life.

Glossary

assertiveness: refers to freely express one's opinions in the most objective manner without hurting anybody.

self-esteem: is the awareness of the good in oneself.

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Topic 5

Teaching coping with emotions and stress

Time 3 hours

Introduction

It is natural that individuals go through situations that are stressful which causes emotions. Such emotions and stressful situations cannot be avoided. As a teacher you will be expected to equip learners with skills for them to deal with emotional and stressful situations at home and school.

Therefore, you need to use appropriate teaching, learning and assessment activities, methods and resources that would help learners develop skills for managing emotional and stressful situations.

Success criteria

By the end of this topic, you must be able to:

- describe emotions and stressful situations children have to deal with
- develop methods, activities for teaching how to develop skills for coping with emotions and stressful situations in lower and upper primary school

Background information on teaching coping with emotions and stress

Individuals develop stress when the body's physical and mental response fails to cope with challenging situations in life as a result of pressure, excitement, tension or anxiety. Can

you remember some of the situations when you were stressed out? What caused the stress and how did you manage such situations? Stress and emotions can come in some ordinary ways to children. Stressful situations can be a result of positive or negative factors. Sometimes, people develop stress because of passing examinations or being promoted at work. Negative factors such as death of loved ones, child labor, being raped, academic failure, illness, unplanned pregnancy and disasters may cause stress. As a teacher you need to develop appropriate teaching, learning and assessment activities, methods and resources to facilitate the development of skills in coping with emotions and stressful situations. You will also need to design activities which will involve learners in analysing situations that will help them develop abilities in coping up with emotions and stressful situations.

Reflecting on emotions which are difficult to handle and stressful for children of different age groups (1 hour)

The following activity will help you reflect on some situations you have gone through previously and develop means to cope with such emotions and stress in future.

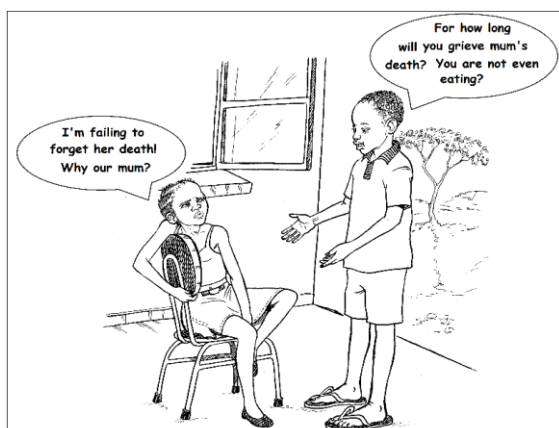


Figure 5.1 Coping with a stressful situation

- 1 With reference to figure 5.1, what do you think can be the impact of failing to cope with the stressful situation depicted?
- 2 Reflect individually on emotions and stressful situations you faced as you were growing up. How did such situations affect your emotions?
- 3 Research on the internet and library how various situations such as the following cause emotions and stress in children:
 - child labor
 - puberty
 - being raped
 - academic failure
 - illness
 - pregnancy
 - peer pressure
 - smoking
 - taking alcohol
 - disasters
 - watching pornographic films

Discussing how people learn to cope with emotions, stress, disasters and trauma

- 1 Recall how you coped with emotions and stressful situations in your life.

- 2 Research on the internet and library how people cope with various emotions and stressful situations.
- 3 Discuss how parents and teachers can help children learn dealing with stressful situations.
- 4 Discuss what an individual can do in order to deal with a particular emotion or stressful situation.
- 5 Point out when an individual should seek help to deal with emotions and stress and which help is available.
- 6 Think about what should be avoided when an individual is handling an emotional or stressful situation.

Tip

Some radio programs and youth magazines could be used to learn how the youth today are dealing with stressful situations.

Teaching coping with emotions and stress

Teaching how children cope with various emotional and stressful situations can in itself cause even more emotions and stress if not well handled in the classroom. As a teacher make sure the topic is introduced carefully. You can, for instance, start with positive emotions.

- 1 Ask the learners to remember a time when they were happy. Why were you happy? How did that feel?
- 2 Now remember a situation when you were angry. Why were you angry? How did that feel. Did you do anything to feel less angry? If so, what did you do? If not, do you

have any idea what you could have done?

- 3 You can also make a table of positive and negative emotions with learners and ask them give more examples of the emotions.

Positive emotions	Negative emotions
I am excited when.....	I am sad when.....

- 4 You can also use case studies from Life skills learners' books; let learners analyze how various individuals involved in the case studies coped with emotional and stressful situations.
- 5 Let the learners reflect on what they would have done if they were involved in similar situations.
- 6 Ask learners to discuss what they think should be considered when handling emotional issues and stressful events.
- 7 Let the learners discuss things that must be avoided when dealing with emotional issues or stressful situations.

Tips

- Think about other methods and resources you can use to teach this topic such as storytelling, video clips and using an individual who was once traumatized as a child but is now doing well after managing emotions.
- You will need to begin by finding the learners who were once traumatized in their lives to avoid causing them to have emotions about their past.

Methods, activities, for teaching how to develop skills for coping with emotions and stressful situations in lower and upper primary school (2 hours)

Teaching coping with emotions and stress requires being skilful to avoid causing further harm in children who are or were once involved in very emotional and stressful situations. You will need to use the right approaches, methods, activities and resources that help in developing skills in learners for coping with emotions and stressful situations.

Researching approaches, methods, activities and case studies to support children deal with emotions and stress

- 1 Research on the internet and library other methods, activities and resources that can be used to teach coping with emotions and stress.
- 2 How are issues of gender, inclusive education, learners' diversity, ICT been addressed in the methods, activities and resources you have researched?
- 3 Using the primary school Life skills teachers' guide and learners' books, analyse the appropriateness of the methods, activities and resources for teaching coping with emotions and stress.

Developing methods, activities for teaching how to develop skills for coping with emotions and stressful situations in lower and upper primary

- 1 Develop case studies that can be used to teach the development of ability to cope with emotions and

stress in learners in both lower and upper primary.

- 2 In groups, discuss how you would use the case study approach to develop in learners the skills for dealing with emotions and stressful situations.

Planning a micro-lesson on how to develop skills for coping with emotions and stressful situations in lower and upper primary school

- 1 Develop lesson plans for teaching coping with emotions and stressful situations in lower and upper primary
- 2 Conduct peer teaching using the lesson plans.

Evaluating the micro lessons

- 1 Evaluate the lessons in terms of their effectiveness in developing in learners the skills for coping with emotional and stressful situations.
- 2 Analyse your findings in terms of what you could do to improve on the planning and teaching of the topic.

Tip

On micro-lessons some groups may concentrate on lower primary while others on upper primary.

You will do well to expose learners to various emotional and stressful situation. Situations which they are likely to meet in life and what they should do to cope with such situations. The aim should be to help the learners to reflect and think critically about the situations and how to cope with them.

Discussing approaches, methods, activities and case studies to support the development of skills in coping with emotions and stress

- 1 Let individual students explain a situation which affected them emotionally.
- 2 In pairs let them share their experiences and how they dealt with the situations.
- 3 In groups, let them share other emotional and stressful situations that affected other people they know.
- 4 Let them analyse how the individuals involved in such situations reacted to the situations and the impact of their decisions.
- 5 Let them justify the mechanisms of coping strategies they would have taken if they were involved in similar situations.

Summary

In this topic you learnt the following;

- Important concepts related to coping with emotions and stress.
- Various methods, resources and activities for coping with emotions and stress.
- Designing appropriate activities for learners in the primary school where they can develop abilities for coping with emotions and stress.

Topic reflection and assessment

- 1 Develop a case study you would use to teach emotions and stressful situations in:
 - a Lower primary
 - b Upper primary

- 2 What do you think is the importance of helping learners to cope with emotions and stressful situations in the school?

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Topic 6

Teaching problem-solving and decision-making skills

Time 3 hours

Introduction

In the previous topic you learnt about coping with emotions and stress where emphasis was on designing activities which would help learners analyze situations that will help them develop abilities in coping with emotions and stressful situations. In this topic, you will learn about problem solving and decision-making skills which every person is supposed to have in order to be able to deal with demands and challenges in life.

As a teacher, you will have to make sure that you know what problem-solving and decision-making skills are in order to be able to develop appropriate teaching, learning and assessment activities, methods and resources for upper and lower primary, which are not only gender sensitive but also inclusive to help learners solve their problems and make informed decisions. In all activities consider how issues of ICT can be used to enhance the development of problem solving and decision making skills.

Success criteria

By the end of this topic, you must be able to;

- compare demands and challenges of learners of different age groups.
- develop methods, resources and activities for teaching problem solving and decision making skills in addressing demands and

challenges in upper and lower primary

- assess a demonstration lesson on the topic

Background information on teaching problem-solving and decision-making skills

We all face problems on a daily basis. Children, whether at home or school experience situations, which require sound decision making and problem solving skills. They have to learn that in each situation where a problem arises, it is important to realize what exactly the problem is and how it can be tackled. Only then will one be able to proceed to examine available options and come to a decision on what to do. Children need someone to assist them in problem solving and decision making. This someone could be a parent, guardian or a teacher. However, it is the responsibility of the teacher to help children more in developing problem-solving skills which can lead to sound and more independent decision-making. Teachers must therefore design teaching, learning and assessment activities, methods and resources that are age appropriate, gender sensitive and inclusive to support learners in developing the necessary skills for problem solving and decision making.

Comparing demands and challenges of learners (1 hour)

Comparing demands and challenges of learners requires you as a teacher to properly think of relevant teaching,

learning and assessment activities, methods, and resources that are appropriate for different age groups and gender orientation of learners.

Analysing situations at home, in the community and at school that create demands and challenges

- 1 Remember your own childhood and discuss different demands and challenges you faced at home and at school. How were the demands and challenges addressed?
- 2 Analyze case studies on demands and challenges for learners with diverse needs and of different age groups
- 3 Identify demands and challenges children face as depicted in magazines, newspaper articles, journals and life skills books
- 4 Categorise the typical demands and challenges for learners in lower and upper primary.

Assessing differences in challenges and demands for boys and girls including those with disabilities

- 1 How are demands and challenges for boys and girls different? Carry out an independent research.
- 2 For learners with disabilities, assess different challenges they face.
- 3 Design different methods, resources and activities to help boys and girls including those with disabilities develop problem solving and decision making skills to overcome the challenges they face.

Examining life skills that would help to deal with demands and challenges in everyday life.

- 1 Use your own experience and knowledge to examine life skills that help to deal with demands and challenges in everyday life
- 2 How can you use problem solving and decision making skills to prevent the situation depicted in the figure 6.1?



Figure 6.1 A married man enticing a school girl

Tips

- Provide learners' books where case studies on demands and challenges for different age groups are found
- Let student teachers analyze articles in newspapers on demands and challenges and how they were dealt with
- Let them do a research in the library on demands and challenges for different age groups

There are several ways of helping learners develop and apply decision making and problem solving skills in order to address the demands and

challenges at home and school. For instance, you can take learners through the following activity:

- 1 Let learners analyse demands and challenges at home and school for learners with diverse needs
- 2 You can ask learners to analyse case studies from learners' books and newspapers and explain how demands and challenges were dealt with for different age groups

Tips

- You may consider other activities, methods and resources to teach the development of problem solving and decision making skills
- Find out the suitability of the illustrations/pictures in life skills learner's books for upper and lower primary and for learners with disabilities

Steps in problem solving and decision making

First step in problem solving and decision making is to identify the problem then think of several options to deal with that problem. Finally, choose the best option that solves the problem. This is illustrated in the following process:

Step 1: Identification of the problem

Step 2: Definition of the problem

Step 3: Exploration of possible solutions

Step 4: Exploration of possible outcomes for each solution

Step 5: Choice of the best solution

Step 6: Implementation of the decision

Step 7: Evaluation of the process

Developing teaching, learning and assessment activities, methods and resources for teaching problem solving and decision making (1 hour)

For effective teaching of problem solving and decision making, you must select appropriate teaching, learning and assessment methods, activities and resources.

Researching approaches, methods, activities and case studies to support children deal with problems by using informed decisions

- 1 Using the primary school Life skills teachers' guide and learners' books, analyse the appropriateness of the methods, activities and resources for teaching problem solving and decision making skills
- 2 Research on the internet and library other methods, activities and resources that can be used to teach problem solving and decision making
- 3 How are issues of gender, inclusive education, learners' diversity, ICT being addressed in the methods, activities and resources you have researched?
- 4 Which additional steps can you take to ensure your teaching takes care of the issues above?

Discussing strengths and weaknesses of methods, activities and resources for teaching problem solving and decision making

- 1 Develop tools that can be used to analyse the strengths and weaknesses of the methods and resources used to teach problem solving and decision making.

- 2 In groups, discuss how you would use games to develop in learners the skills for dealing with problem solving and decision making

Reflecting on approaches, methods, activities and case studies to support the development of problem solving and decision making skills

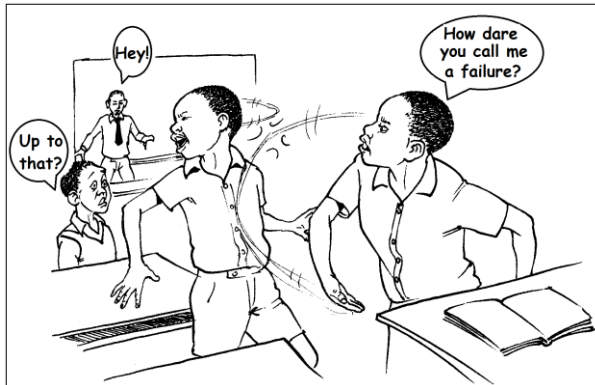


Figure 6.2 A boy slaps a classmate

- 1 Let individual learners explain a problematic situation which affected them.
- 2 In pairs, let them share their experiences and how they dealt with the challenging situations.
- 3 In groups, let them share other problematic situations that affected other people they know.
- 4 Let them analyse how the individuals involved in such situations reacted to the situations and the impact of their decisions
- 5 Ask them to study the illustration in figure 6.2 and explain how the issue could have been solved.
- 6 Let them imagine being in the shoes of the boy slapping a classmate; how differently would they have dealt with the situation by applying problem solving and decision making skills?

Assessing demonstration lessons on problem solving and decision making (1 hour)

1 Planning micro-lessons on how to develop problem solving and decision making skills in lower and upper primary

- Develop a lesson plan with relevant content, activities, methods and resources for the teaching of problem-solving and decision-making in lower and upper primary for inclusive classes
- Conduct peer teaching using the lesson plan

2 Evaluating the micro lessons

- Evaluate the lessons in terms of their effectiveness in developing problem solving and decision making skills in learners with diverse needs
- Analyse your findings in terms of what you could do to improve on the planning and teaching of the topic.

Summary

In this topic you have learnt the following:

- Analysed different situations that require decision making and problem solving using a variety of methods and resources
- Explored various methods, skills, activities and resources for effective delivery of the teaching of problem solving and decision making
- Conducted micro lessons on teaching problem solving and decision making

Topic reflection and assessment

- 1 Develop a case study you would use to teach problem solving and decision making in:
 - a lower primary
 - b upper primary
- 2 Identify a problem you encountered and explain how you solved it using the process of problem solving and decision making skills.

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