**VICTORIOUS PRIMARY SCHOOL**

**PRIMARY THREE LIFE SKILLS LESSON NOTES TERM II, 2016**

**LESSON: ONE**

**TOPIC: INTERPERSONAL RELATIONSHIP**

**SUB-TOPIC: INTERPERSONAL RELATIONSHIP**

**CONTENT:**

Interpersonal relationship refers to living well with others. We can live well with others in the following ways.

1. through sharing
2. through helping
3. through respecting them
4. through participating actively e.g on sports days.
5. Through cooperating with others.
6. Through encouraging one another.

**Forms of relationships.**

* Child / parents / guardian relationship
* Siblings brother / sister / cousin / nephew
* Peers (friends)
* Learner / teacher relationship

**Activity**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to living well with others.

2. Mention any two ways in which you relate with others at school.

3. Use the pictures below to answer the following questions.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| C:\Users\HOMEWORK\Desktop\PICTURES by ken 2\ALL IMAGES\PICTURES by ken\mother.jpg |  |  | C:\Users\HOMEWORK\Desktop\PICTURES by ken 2\ALL IMAGES\PICTURES by ken\pregnant woman.jpg | C:\Users\HOMEWORK\Desktop\PICTURES by ken 2\ALL IMAGES\PICTURES ken\woman with a basket.jpg |  |
| MOTHER (AGATHA) | FATHER (JOSEPH) | CHILD (TOM) | AUNT (EUNICE) | HOUSE HELPER | CHILD (JACKY) |

a) Name the type of family shown above.

b) State the relationship between Tom and Joseph.

c) What is the name of Tom’s father?

4. What is the name of each of the following people at your home?

a) Father

b) Mother

**NB: Draw pictures on the chalkboard to improve on the drawing skills.**

**Reference: Life skills education syllabus bk 3 pg. 18**

**A life skills education course tr’s bk 3 pg 18**

**LESSON: TWO**

**TOPIC: INTERPERSONAL RELATIONSHIP**

**SUB-TOPIC: IMPORTANCE OF RELATIONSHIP**

**CONTENT:**

**Importance of relationships.**

For socialization

To play together to develop physically and to also get relaxed.

For safety purpose.

A story

(Reading for learners a story about sofi) and her grandmother in pupils bk 3 pg 29 later ask them oral questions.

**LESSON: THREE**

**TOPIC: EMPATHY (SHOWING OTHERS WE CARE)**

**SUB-TOPIC: DIFFERENT WAYS OF SHOWING EMPTHY**

**CONTENT:**

Empathy is the ability to know what another person is feeling and also respond accordingly. (showing others we care)

This can be done in the following ways. (skills)

1. By sharing resources
2. By listening effectively
3. By providing help when needed
4. By being polite, non judgmental and understanding
5. Having pity for others

**Activity**

(The story about mother lion and Oryx on pupils bk 3 page 31)

How did mother lion know that baby Oryx needed help?

What did mother lion do to help baby Oryx?

Have you ever needed help? Who helped you?

What things can you do to help other people?

Reference: Better living pupils bk 3 pg 31.

**LESSON: FOUR**

**TOPIC: EMPATHY**

**SUB-TOPIC: DEMONSTRATING DIFFERENT WAYS OF SHOWING EMPATHY.**

**CONTENT:**

Demonstrating different ways of showing empathy (practically). From their experiences.

Reading a story on page 33 about Sofi and Robina and answer questions orally.

Reference: Better living bk 3 pg 33.

**LESSON: FIVE**

**TOPIC: EFFECTIVE COMMUNICATION. (SAYING THINGS CLEARLY)**

**SUB-TOPIC: ASPECTS OF COMMUNICATION**

**CONTENT:**

Communication is the sending and receiving of a message from one person to another. Communication can either be done verbally (orally) or non verbally

Verbal communication

Non-verbal communication

Gestures

Aspects of effective communication

Sender

Channel

Message

Receiver

Feedback

Activity (skit)

Demonstrate the ability to communicate effectively

Organize pupils in a group of 3

The sender

The channel of the message

The message

The receiver

The one to give the feedback

**Reference: Better living Tr’s guide bk 3 pg 24**

**LESSON: SIX**

**TOPIC: EFFECTIVE COMMUNICATION**

**SUB-TOPIC: SKILLS OF EFFECTIVE COMMUNICATION**

**CONTENT: MOUTH MUST BE QUIET**

Ears listening

Eyes watching

Hands and legs still

Heart calm

Teacher gives instructions for learners to follow and respond as quickly as possible.

(better living pupils bk 3 pg 36)

Teacher then tells them a story about the duck that gave a wrong message on page 34 Better living pupil’s book.

**Reference: Better living pupil’s bk 3 pg 34 – 36**

**LESSON: SEVEN**

**TOPIC: ASSERTIVENESS (SPEAKING WITHOUT FEAR)**

**SUB-TOPIC: DIFFERENCE BETWEEN ASSERTIVE, PASSIVE AND AGGRESSIVE BEHAVIOUR.**

**CONTENT:**

Assertiveness is the ability to express one’s opinions and ideas with confidence.

Aggressive behaviour is the behaviour that is expressed in a rude way.

Passive behaviour is the behaviour where an individual does not express him or herself freely.

Teacher asks the learners to recite a poem of their choice. Now picks a few learners (some confident and some shy) to come to the front of the class. Asks them to recite or sing a song of their choice. Observes and takes note of those that are confident and those that are shy. Ask the learners to make their own observation and ensure they do not make any negative criticism.

Ask the learners to tell you some of the characteristics of a confident person. A confident person;

Speaks audibly

Looks at the other person he / she is talking to.

Stands straight

Always says what is on his / her mind.

**Reference: Better living bk 3 pg 30**

**LESSON: EIGHT**

**TOPIC: ASSERTIVENESS**

**SUB-TOPIC: VALUES THAT ENHANCE ASSERTIVENESS**

**CONTENT:**

These include the following

Respect: this is treating others with politeness and care.

Love: liking other people and caring for them without expecting them to pay for our good.

Fairness: This is treating others with equality and with respect for example when giving out coloured pencils in class among pupils, no one should get two while others do not get any.

Honesty

Responsibility: this is taking charge of a situation and being answerable for whatever happens. E.g when one has a younger sibling in the same school; he or she is responsible for the younger sibling and should ensure that it is safe.

**VICTORIOUS PRIMARY SCHOOL**

**PRIMARY THREE LIFE SKILLS SCHEME OF WORK TERM II , 2016**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **L/SKILLS** | **TOPIC** | **COMPETENCE** | **CONTENT** | **METHOD** | **ACTIVITIES** | **T/L AID** | **IND. OF L/SKILLS AND VALUES** | **REF** |
| **1** |  |  |  |  |  |  |  |  |  |  |
| **2** | **1**  **A**  **N**  **D**  **2** | Interpersonal relationships | Interpersonal relationships | A learner;  - is able to identify forms of relationships  - is able to appreciate the importance of relationships. | Child / parent / guardian , siblings  Peers  Importance of relationships  Socialization  Play  Safety | Brain storming  Discussion | Answering oral questions  Defining interpersonal relationships | Pictures of family members | Interpersonal relationships | Life skills educ syllabus pg 18  A life skills educ course tr’s bk pg 18 |
| **3** |  | Empathy | Empathy | A learner;  Should be able to identify different ways of showing empathy | Different ways  Being friendly  Listening effectively  Sharing resources  Providing help when needed | Role play  Discussion  Demonstration | Defining empathy  Sharing various experiences | First aid kit  Picture cut |  | A life skills educ course  Tr’s bk pg 21 |
| **4** |  | Empathy | Empathy | Pupils should be able to;  Demonstrate different ways of showing empathy | Skit of their daily experience  Being polite , non-judgmental and understating | Role play  Explanation | Acting in the skit | Pens  Bandage  First aid kit | Ways of showing empathy | Better living pupils bk 3 pg 33 |
| **5** |  | Effective communication | Effective communication | Learners should be able to;  Demonstrate the ability to communicate effectively at their level. | Effective communication  Sender  Channel  Message  Receiver  Feedback | Role play  Demonstration  Discussion | Drama  Discussion | Telephone |  | Better living bk 3  Teacher’s book 27 |
| **6** |  | Assertiveness | Assertiveness | Learners should be able to;  Differentiate assertive  Passive and aggressive behaviours | Assertiveness is the ability to express one’s opinions and ideas with confidence (speaking without expressing your anger |  |  | Flash cards |  |  |
| **7** |  | Assertiveness | Assertiveness | By the end of the lesson , pupils should be able to;  Demonstrate ability to apply values that enhance assertiveness | Values that enhance assertiveness  Respect  Fairness  Honesty  Love  Kindness  Responsibility |  |  |  |  |  |

**P.3 TOPICAL BREAK DOWN FOR LIFE SKILLS**

**TERM ONE**

**1. SELF AWARENESS**

**a) Abilities**

1. Academic
2. Co-curricular activities
3. Talents

**b) Familiar land marks near home and school**

1. Markets
2. Churches
3. Roads
4. Forests
5. Physical features (mountains, valleys, rivers)

**2. SELF ESTEEM**

**a) Abilities**

1. Description of abilities
2. Description of his / her school

**b) Things that make them happy about their school.**

**3. COPING WITH EMOTIONS**

**a) Cause of unhappiness**

1. Punishment
2. Frustration
3. Strained interpersonal relations
4. Unfinished assignments

**b) Effective ways of dealing with unhappiness**

1. Talking with others about it
2. Playing
3. Managing time and other resources well

**4. COPING WITH STRESS**

**a) Common challenges**

1. Strained relationships
2. Physical and emotional abuse
3. Disability
4. Exhaustion
5. Lack of basic needs
6. Excessive or un accomplished responsibility

**b) Ways of coping with challenging situations**

1. Getting involved in physical exercises and recreational activities
2. Seeking help from a trusted friend.
3. Reporting to the guardian / parent / teacher

**TERM TWO**

**5. INTERPERSONAL RELATIONSHIPS**

**a) Forms of relationships**

1. Child / parent / guardian
2. Siblings
3. Peers

**b) Importance of relationships**

1. Socialization
2. Play
3. Safety
4. Social and emotional support in times of need

**6. EMPATHY**

**Different ways of showing empathy**

1. Being friendly / mindful of others
2. Listening effectively
3. Sharing resources
4. Providing help when needed
5. Being polite, non judgmental and understanding

**7. EFFECTIVE COMMUNICATION**

**Effective communication**

1. Sender
2. Channel
3. Message
4. Receiver
5. Feed back
6. Helping in the house
7. Playing with friends
8. Using kind words

**b) Making decisions**

**c) Consequences of decisions**

**d) Skills in decision making**

1. Critical thinking
2. Creative thinking
3. Persuasion
4. Negotiation
5. Problem solving

**8. ASSERTIVENESS**

**a) Passive, assertive and aggressive behaviour.**

**b) Values that enhance assertiveness**

1. Respect
2. Fairness
3. Honesty
4. Love
5. Kindness
6. Responsibility

**TERM THREE**

**9. CONFLICT RESOLUTION AND NEGOTIATION**

**a) Causes of conflicts**

1. Favouritism
2. Disagreement
3. Bias / prejudice
4. Ownership
5. Disputes
6. Unfairness

**b) Non-violent ways of resolving conflicts using negotiation**

1. Reporting to parents / guardians / elders, teachers
2. Discussion
3. Consultation
4. Negotiation

**c) Values that enhance conflict resolution and negotiations**

1. Humility
2. Responsibility
3. Honesty

**d) Using negotiation and persuasion to resolve conflicts**

**10. SKILLS OF EFFECTIVE DECISION MAKING**

**a) Choices made in the last one week**

1. Waking up in the morning
2. Going to school
3. Eating food