**ENTREPRENUERSHIP EDUCATION WORKSHOP AT BUDDO SECONDARY SCHOOL**

**HOW TO TEACH AND ASSESS GENERIC SKILLS IN THE LOWER SECONDARY CURRICULUM BY MR.BAHATI GRANT 0785007249**

Generic skills refer to employable skills that are needed in the job market.

These can be summarized in the table below

|  |  |  |
| --- | --- | --- |
|  | **GENERIC SKILLS** | **SKILLS IN THE SKILL BUILDER FRAME WORK** |
| 1 | Critical thinking and problem solving | Problem solving |
|  | Creativity and innovation | creativity |
|  | Communication | Speaking  listening |
|  | Cooperation and self-directed learning | Team work  Leadership  Aiming high  Staying positive |
|  | Mathematical computations and ICT proficiency | Use of ICT to solve problems |

Teachers should encourage learners to develop different skills by doing the following;

1**. CRITICAL THINKING AND PROBLEM SOLVING**

* Planning and carrying out investigations.
* Sorting and analyzing information
* Identifying problems on the way forward.
* Predicting outcomes and making reasoned decisions.
* Evaluating different solutions.

2. **CREATIVITY AND INNOVATION**

* Using imagination to explore possibilities
* Working with others to generate ideas
* Suggesting and developing new solutions
* Trying out innovative alternatives
* Looking for patterns and any generalizing message

**3.COMMUNICATION**

* Listening alternatively and with comprehension
* Talking confidently and explain ideas to make options clearly
* Reading accurately and fluently
* Presenting right and coherent information
* Using a range of media to communicate ideas.

**4.COOPERATION AND SELF –DIRECTED LEARNING**

* Knowing what to do effectively in diverse teams
* Interacting effectively with others
* Taking responsibility for own learning
* Working independently with persistence
* Management of goals and time.

**5.MATHEMATICAL COMPUTUATIONS AND ICT PROFICIENCY**

* Using numbers and measurements accurately
* Interpreting and interrogating mathematical data
* Using mathematics to justify and support ideas.
* Using technology to create, manipulate and process information.
* Using technology to collaborate ,communicate and refine their work.

**RELEVANCE OF COMPETENCE BASED CURRICULUM TO LEARNERS.**

* A competence based curriculum should direct the learner to be:
* A change agent in his/her life time
* Focused on acquisition of skills /hands on skills
* To be a global graduate
* Be competent for global employment
* Able to master learning as an individual but not as a group.
* A graduate of activity learning as comprehend to passive learning.
* Able to apply knowledge not memorizing knowledge
* To provide equity where learning makes everyone feel safe in education.
* Makes students move forward when they demonstrate mastering of knowledge.
* Change the mindset of the learner from content to skills
* Create wealth using skill communication e.g music
* Team players.

**HOW TO TEACH GENERIC SKILLS AT DIFFERENT LEVELS/CLASSES**

**1. LISTENING**: Receiving, retaining and processing of information or ideas.

Teaching of this skill like any other skill is done by breaking I down into the following steps:

Step 0:I listen to others without interrupting(P.1)

Step 1: I listen to others and can remember short instructions (P.2)

Step 2 I .listen to others and can ask questions if I don’t understand.(P.3)

Step3: I Listen to others and can tell someone else what it was about(P.4).

Step 4.I Listen to others and can tell why they are communicating with me (P.5)

Step 5 I Listen to others and record important information as I do.(P.6)

Step 6 I Show Iam listening by how I use eye contact and body language (P.7)

Step 7 I Show Iam listening by using open questions to deepen my understanding (S.1)

Step 8 I show Iam listening by summarizing or rephrasing what I have heard(S.2)

Step 9 Iam aware of how a speaker is influencing me through their tone (S.3)

Step 10 Iam aware of how a speaker is influencing me through their language (S.4)

**LISTENING STEP7**

Step 7-10 are applicable in secondary level learning while 0-6 are for primary level.

Step 7: I show Iam listening by using open questions to deepen my understanding .

To achieve step7,individual will be able to use appropriate open questions to demonstrate that they ar listening and to open up the conversation to learn more.

In earlier steps,the focus is on how to listen effectively, and then how to use body language and eye contact to show listening.

To build blocks of this step are learning how to

* Understand the difference between closed and open questions.
* Create open and closed questions to extend converstion and understanding when listening .

*Closed questions are those which can be answered with a “yes” or “no” response e.g “is that…..”*

*Open questions are those that cannot be with “who” ,”what”,”why” ,”when”,”how”,etc*

**HOW TO TEACH LISTENING STEP 7**

* To teach this step;
* Learners could look at a list of questions and decide whether they are open or closed questions.
* Learners can then listen to a talk from a peer or their teacher and then create closed questions to confirm or deny specific facts. They can then to confirm or deny specific facts, they can then create open questions to broaden out the conversation.
* Learners can interview one another by using open questions to build up their understanding of something.

**RE INFORCING STEP 7:**

* This step lends itself to easy reinforcement across learning .for example
* Before introducing questions to the class, the teacher could ask whether they are open or closed questions.
* The teacher could put visual reminders of the differences between open and closed questions up in the classroom.
* If learners present to each other at different times ,the teacher could encourage other learners to ask closed or open questions depending on the purpose.

**ASSESSING STEP 7**

* This step can be assessed through a simple assignment or observation. Forexample;
* The teacher could set learners a challenge of creating three open and three closed questions in response to a stimulus .
* The teacher could give learners a list of questions and give them a challenge of sorting them into a list of open questions and closed questions.

**2. SPEAKING**

Refers to oral transmission of information or ideas.

Step 7: I speak engagingly using visual aids to support my points.

Step 8 I speak engagingly using visual aids to support my points.

Step 9 I speak engagingly by using tone , expression and gesture to engage listeners.

Step 10.I speak adaptively by changing my language tone and expression depending on the response of listerners.

**SPEAKING STEP 8.**

I speak engagingly by using visual aids to support my points.

A visual aid is something that helps to illustrate or show what is being said.

Examples include

* Images or photographs
* Written text, particularly a summary of key points e.g. bullets points.
* Films etc.

To use visual aids effectively one should :

* Make sure the listeners can see them.
* Make sure the visual aids are relevant
* Keep our visual aids clear and short.
* Make your visual aids attractive and appropriate.
* Think about variety.
* Think about the size of your audience and the context.
* Not introduce a visual aid too soon.
* Not just read visual aids.
* Not use too many visual aids.

**3. PROBLEM SOLVING :**

**R**efers to the ability to find a solution or challenge**.**

Step 7. I explore complex problems by analyzing the cause and effects.

Step 8 I explore complex problems by analyzing the cause and effects.

Step 9: I create solutions for complex problems by generating a range of points.

Step 10: I create solutions for complex problems by evaluating the positive and negative effects of a range of options.

**PROBLEM SOLVING STEP 9.**

I create solution for complex problems by generating a range of options.

To achieve step 9, individuals will show that they can approach problems by creating a range of possible options.

The reflection questions are;

* Why is it important to consider a range of solutions for complex problems?
* How can we come up with a range of solutions?
* What does feasible mean?
* How do we know whether our solutions are feasible?

**CHECKING WHETHER SOLUTIONS ARE FEASIBLE**

Feasibility is about whether something is possible and at what cost or level of difficulty.

When generating a range of solutions, it is essential to check that they are feasible by considering key questions.

* Does the research that we have carried out suggest that the solution might work in solving part of the complex problem?
* Thinking about the causes and effects , would the solution have further effects that might be problematic?
* If relevant, does the solution have the potential to be delivered within the required time ,or would it take far too long to be considered ?
* If relevant, would the cost of putting the solution into practice be far too high?

**HOW TO TEACH PROBLEM SOLVING STEP 9:**

To teach this step:

* The teacher can talk through why it is essential to come up with lots of potential solutions of complex problems ,and how we need a good attitude about trying to come up with as many possible answers as possible.
* The teacher can then model how ,having produced lots of possible solutions ,learners need to work out which ones are feasible .
* The learners could then be set a similar challenge. working by themselves or in small groups to generate ideas and the discuss them to create a shortlist of feasible alternatives.

4**,CREATIVITY**: refers to use of imagination and the generation of new ideas.

Step 7 I use creativity in the context of my wider life.

Step 8:I develop ideas by using mind mapping

Step 9. I develop ideas by asking myself questions.

Step 10 I develop ideas by considering different perspectives.

**CREATIVITY STEP 10**

I develop ideas by considering different perspectives.

To achieve step 10.individuals will show that they can actively seek out and consider different perspectives.

A perspective is a point of view that someone has of something ,the term perspective is also used in art and design referring to how a three dimensional land scape looks different depending on when one stands relative to it .

**REFECTION QUESTIONS**

* What do we mean by perspectives ?
* Why might the be very different perspectives on the same idea?
* Where can we get different perspectives from?
* How can you make sense of different perspectives?
* Can you incorporate every perspective?
* If not ,how do you prioritize them?

When we develop ideas ,we do it mainly from our perspectives. you can find different perspectives in a variety of ways ,by thinking about these questions;

* Who else might end up being a user of your idea?
* In what ways might those individuals vary?
* Do they have different needs or success criteria ?
* Are there changes that are needed to make an idea feasible for them?
* What changes might other people suggest to your idea and why?

**HOW TO TEACH CREATIVITY STEP 10.**

To teach this step;

* The teacher can introduce the idea that we need to take different perspectives by sharing a plan e.g lengthening the school day ,to stake holders.
* Learners are divided into different groups to represent each of these stakeholders and challenged to come up with their perspective on the idea .
* Carefully supported by the teacher ,learners can then be challenged to think about how they would balance these different perspectives ,thinking about concepts of;
* Compromise- is here a middle ground that would satisfy most perspectives ?
* Differentiation could we create options that work for different stakeholders?
* Prioritization –which perspective matter the most?
* The exercise can then be repeated by about a different challenge.

**5.STAYING POSITIVE**.

Refers to the ability to use tactics and strategies to overcome setbacks and achieve goals.

Step 7 I look for opportunities in different situations.

Step 8 I look for opportunities in difficult situations and share these with others.

Step 9 I look for opportunities in difficult situations ,and adapt plans to use these opportunities.

Step 10 I look for opportunities in difficult situations and create new plans to use these opportunities.

**6.AIMING HIGH**

refers to the ability to set clear ,tangible goals and devise means to achieve them.

Step 7.I set goals ,ordering and prioritize task to achieve them.

Step 8 I set goals and secure the right resources to achieve them.

Step 9.I set goals and plan to involve others in the best way.

Step 10. I create plans that are informed by my skill set and that of others.

7.**LEADERSHIP** :refers to supporting ,encouraging and developing others to achieve a shared goal.

Step 7 I recognize my own strengths and weaknesses as leader.

Step 8.I recognize the strengths and weaknesses of others in my team.

Step 9.I recognize the strengths and weaknesses of others in my team, and use this to allocate roles accordingly.

Step 10. I support others through mentorship.

**8.TEAMWORK**

refers to working cooperatively with others towards achieving a shared goal.

Step 7: I contribute to group decision making ,while recognizing the value of others’ ideas.

Step 8.I contribute to group decision making, encouraging others to contribute.

Step 9.I improve the team by not creating unhelpful conflicts.

Step 10. I improve the team by resolving unhelpful conflicts.

**ENCOURAGING OTHERS TO CONTRIBUTE IDEAS**

It is very important to encourage team members to contribute fully. If they do not;

* The group does not benefit from the collective experience ,knowledge, perspectives and ideas of all its members.
* Individuals who have not had the chances to contribute might feel excluded from the decision.
* It increases the risk of bias in the group, and goes against the ideas of equality and inclusivity.
* Too much power in the group ends up residing in a smaller number of individuals who do contribute.
* The group may end up suffering from group think where the group moves too quickly to consensus and stops challenging itself.

**WHY PEOPLE DO NOT CONTRIBUTE**

Individuals might not contribute to collective decision making for several reasons.

* They do not feel that they have the expertise knowledge or skills to contribute.
* They do not have the confidence to participate
* They do not think that their contribution will be welcome.
* They disagree with the majority of the group and fear being on the losing side of an argument.
* They have additional needs that have not been taken into consideration for them to participate in decision making fully.

**HOW TO ENCOURAGE OTHERS TO CONTRIBUTE EFFECTIVELY.**

The key to encouraging everyone is to make group discussions a safe space .That does not mean that people cannot disagree-instead ,it means that everyone’s contributions are ;

* Encouraged :people are actively encouraged to participate .
* Appreciated :people should be thanked for their contributions.
* Included; people’s opinions should all be include in the discussions.
* Supported :people might have additional needs to take part fully in a group.

**SKILL LESSON TEMPLATE**

The presentation of the template is as follows

**SKILL STEP:** Depending on class level.

|  |  |
| --- | --- |
| Class | The class from the syllabus |
| Subject area | The subject area from the syllabus. |
| Theme | The theme from the syllabus |
| Topic | The topic from the syllabus |
| Skill step and description | The skills, skill step number and description from the skills builder frame work. |
| Learning outcomes | Extracted from the syllabus and recalibrated to the learning experiences |
| Learning Activities | Design the learning activities by contextualizing the content through considering the Values and the cross cutting issues .construct learning experiences that will enhance the skill step as they construct the concept,. |
| Performance Indicators | The skill descriptor is reviewed with reference to learning outcome and the learning activity to present performance indicators that will demonstrate the achievements of the skill step |

**END**