

UNIT TITLE-LIFE SKILLS

Course purpose

- Equips the learner with the knowledge ,skills , attitudes and values that empower him/her to face challenges
- Challenges could be physiological, social and/or economic.
- It will enable the learner to take responsibilities for the individual actions.

Expected learning outcomes

By the end of this course, the trainee should be able to:

- Develop an awareness of everyday demands and challenges through critical thinking.
- Deal with health problems fears and anxieties relating to growing up sexuality and relationships
- Develop an appreciation of females and males as equal partners in society
- Make optimum use of time and available resources in order to improve the quality of life.
- Develop attitudes values and skills that promote co-existence, positive ,responsible and healthy life styles.
- Enhance self-esteem and assertiveness in relationship with peers and adults
- Develop an understanding of support and a sense of care and responsibility for disadvantaged groups in the community.

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COURSE CONTENT

- Introduction to life skills
- self awareness
- self esteem
- stress management
- coping with emotion
- Assertiveness
- Negotiation
- Non-violent conflict resolution
- Effective Decision Making
- Effective Decision Making
- Problem solving
- Time management
- Drug and Substance abuse
- relationships
- child rights
- Gender education

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INTRODUCTION TO LIFE SKILLS

DEFINITION OF TERMS

Life skills are behaviors used appropriately and responsibly in the management of personal affairs. They are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life. The subject varies greatly depending on societal norms and community expectations.

Types of life skills

Life skills fall into three basic categories, which complement and reinforce each other. These are

- Social or interpersonal skills
- Cognitive skills
- Emotional coping skills

Social skills	Cognitive skills	Emotional coping skills
Communication skills	Decision-making and problem-solving	Managing stress
Negotiation and refusal skills	Understanding the consequences of actions	Managing feelings, including anger
Assertiveness skills	Determining alternative solutions to problems	Skills for increasing self-management and self-monitoring
Interpersonal skills (for developing healthy relationships)	Critical thinking	
Cooperation skills	Analysing peer and media influences	
Empathy/understanding and perception	Analysing one's perceptions of social norms and beliefs	
	Self evaluation and values clarification	

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BENEFITS / IMPORTANCE OF LIFE SKILLS

- Helps us to understand why people behave the way they do
- Helps us in understanding our personality and temperament
- Develop the ability to make informed decisions in life
- Develop team spirit which promotes better understanding and good corporation in the community
- Identify their potential and limitations in order to understand themselves better
- Critically evaluate their environment and their culture in order to identify which areas can threaten and endanger their lives and which can promote their healthy development
- Develop a positive attitude towards themselves and others
- Build positive self esteem and self confidence
- Improve their social interactions in the society
- Develop the ability to make informed decisions in life
- It promotes the development of healthy individuals and society
- Protect themselves from dangers and problems such as conflicts with others and hiv/aids
- Deal and cope more effectively with challenges of life
- Evaluate critically their actions, views, feelings and values in order to behave more responsibly.
- Acquire knowledge skills and attitudes that help them to live more fulfilled lives in their families and in their communities

Assignment

1. Explain Living values in your community
2. Show the relationship between the above values and life skill

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SELF AWARENESS

DEFINITION OF TERMS

Self Awareness is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self Awareness allows you to understand other people, how they perceive you, your attitude and your responses to them in the moment.

Self awareness is the first step in creating what you want and mastering yourself. Where you focus your attention, your emotions, reactions, personality and behavior determine where you go in life.

Self-assessment is the process of looking at oneself in order to assess aspects that are important to one's identity. It is one of the motives that drive self-evaluation, along with self-verification and self-enhancement

Self description

Self-description is the way in which you describe or talk about yourself to the world. When you describe yourself to others as fun and creative, this is an example of your self-description.

Having self awareness allows you to see where your thoughts and emotions are taking you. It also allows you to see the controls of your emotions, behavior, and personality so you can make changes you want.

CHALLENGES THAT CAN HINDER THE ATTAINMENT OF GOALS!

A good place to start when setting GOALS is to ensure they are SMART (Specific, Measurable, Achievable, Realistic and within a set Timeframe).

The following questions can help you kick start this process:

- What went well?
- What could I have done differently?
- What is stopping me?
- Who/what can help me in achieving my goals?
- Where do I go from here?

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Setting SMART goals is not enough. Below are 7 factors that can hold you back from realizing your goals.

- **Self Limiting beliefs:** what we believe has great power to influence the results we get. Sometimes these convictions are entrenched in our sub conscious. Identify and address these self limiting beliefs either yourself or with the help of a Coach
- **Fear of the Unknown:** Fear has been described as false evidence appearing real. So before you back down consider if what you are afraid of is based on false or true evidence.
- **Other people's opinion:** people around you would have their opinions on why you should or should not proceed with your goal. Do listen to constructive criticisms, spend time doing your homework and step out when you should
- **No vision:** Myles Munroe defined 'vision as the idea that never leaves you, the dream that won't go away and the passion that won't subside.' It does not matter how many times you get discouraged, how tough things are, your vision provides you with revelation, hope and foresight to make your goals happen
- **Comparison:** trying to do things the way others have done it stifles creativity, innovation and your uniqueness. Learn from others but put your stamp on your approach. Be you!
- **Past mistakes:** your past is not necessarily an indication of your future. Do learn from your past experience and use it as a spring board to attain your goals
- **Lack of tenacity:** goals don't come cheap and to achieve them you have to do whatever it takes (ethically) to accomplish it. Don't be discouraged by closed doors, long hours, and lack of finance or gate keepers.

Assignment.

- 1) Critically analyze how you can overcome life challenges
- 2) Highlight Values associated with self awareness skills

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SELF ESTEEM

Main objectives

- a) Define self esteem
- b) Signs of high self esteem in an individual
- c) Signs of low esteem
- d) Importance of high self esteem
- e) Factors that enhance high and low self esteem
- f) Effects of low self esteem
- g) Values associated with high self esteem
- h) Ways of boosting self esteem

DEFINITION OF TERMS

Self-esteem is a term used in psychology to reflect a person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs. Self-esteem is also known as the evaluative dimension of the self that includes feelings of worthiness, prides and discouragement. One's self-esteem is also closely associated with self-conscious

Self-esteem is your overall opinion of yourself — how you honestly feel about your abilities and limitations. When you have healthy self-esteem, you feel good about yourself and see yourself as deserving the respect of others. When you have low self-esteem, you put little value on your opinions and ideas. You might constantly worry that you aren't "good enough."

SIGNS OF HIGH SELF-ESTEEM

Someone with high self-esteem generally feels good about their ability to participate, confident in social situations and happy with the way they are.

Signs of high self-esteem

- Confident. One believes that he can achieve good things and that He makes a positive contribution to his environment and his relationships.
- Sense of self-worth. One believes he am important and deserve to be treated well and will look after oneself as well.
- Positive one generally thinks in a positive way. Encouraging and supporting others. One nurtures and supports friends and family in everything they do, will not tolerate anyone who does not treat them well.
- Good communication. A person with high esteem knows how to ask for the things they want and need, and are also able to listen to others.

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- Participation. A person with high esteem joins in team activities or tries out a new hobby. Sometimes will be good at them and other times I'll be dreadful – and that's ok.
- Energetic. Self esteemed persons give exercise a go and try new things which involve physical activity
- Ambitions. Have some ideas about the future and what they want to achieve such as travel and work.
- Learn from mistakes. High esteemed people make mistakes and that is ok. They try to see mistakes as an opportunity to learn so they do the same thing again.

SIGNS OF LOW SELF-ESTEEM

A person with low self-esteem can be very critical of themselves – viewing themselves in a negative way, feeling other people don't think highly of them and that they are not very good at things such as school or sport, or interacting with friends and peers.

Signs of low self-esteem

- Insecure. This people don't feel important and don't think that people like them very much.
- Shy they find it difficult to talk to people in social situations or even speak up in class or similar situations. They find it hard to make direct eye contact with others too.
- Over-sensitive People are ALWAYS criticizing them and the way they do things – by saying things or looking at them in certain ways. They can't do anything right.
- Anxious. They tend to worry about a lot of things and feel anxious a lot of the time.
- Untrusting low esteemed people don't trust other people really – that includes their friends, family, school-mates. They expect to be cheated and discounted by others.
- Lacking confidence. This people have perception that they are not good at anything much and they know other people think that too.
- Negative. They tend to see the glass half-empty rather than half-full.
- Self-critical. They don't like the way they look, talk or behave. They never seem to be able to quite get it together.
- Unhappy. Low esteemed people often don't feel that satisfied or happy about what they do with their time, relationships or the future.

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- Hopeless. They feel pretty hopeless at just about everything.
- Lonely they feel lonely and isolated a lot of the time.
- Fear. Low esteemed people are afraid to try new things

IMPORTANT OF SELF-ESTEEM

Every individual needs to have self-esteem, quite simply because it affects every aspect of one's life. Having a good self-esteem is essential, because:

- It helps you feel good about yourself and everything you do.
- It translates into belief in yourself, giving you the courage to try new things.
- It allows you to respect and honor yourself, even when you make mistakes. And when you respect yourself, others will respect you too.
- When you have a good self-esteem, you will know that you're smart enough to make your own decisions.
- When you honor yourself, you will make choices that nourish your mind and body.
- You will value your safety, your feelings and health. Therefore, you will choose to make healthier eating choices, exercising, or taking time off to do something you like (without feeling guilty about not doing something for somebody else).

FACTORS THAT SHAPE AND INFLUENCE SELF-ESTEEM

Self-esteem begins to form in early childhood. Factors that can influence self-esteem include:

- Your own thoughts and perceptions
- How other people react to you
- Experiences at school, work and in the community
- Illness, disability or injury
- Culture
- Religion
- Role and status in society
- Relationships with those close to you

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THE EFFECTS OF LOW SELF ESTEEM

When a person has low self esteem it means they are making unwanted negative evaluation of themselves and they develop strong self focused negative feelings. From there on, it is all downhill in terms of impact

EFFECTS OF LOW SELF ESTEEM

1. Missed career opportunities

People with low self-esteem are afraid of taking risks and failing. Even a small failure has a small negative echo, given the mind set these individuals have. This means that they'll dodge opportunities and they won't take initiative In their career due to this tendency to stick to what is easy and safe, individuals with esteem problems will make little progress. They may complain how their career is not going anywhere and this is entirely their fault.

3. Poor health

Consciously or not people with low self esteem do not see themselves as worthy of taking care of themselves. They'll let themselves go because their health and physical state is not emotionally important to them. They are so busy pleasing everybody else so they won't get rejected.

3. Poor social life

It is common for individuals with low self esteem to spend an inordinate amount of time alone. They tend to have a very small social circle usually with the same people in it since high school or college. The interactions they have with other people are usually brief, predictable and infrequent. They'll often have much longer interactions with a video game or a cat than actual human beings

4. Shallow relationships

The relationships people with low self esteem have are typically very shallow. Due to their extremely negative self view, they tend to be very quiet and reserved as individual. They find it hard to connect with others in a deep and intimate way because they do not put themselves out there

5. Sex problems

These problems can vary from lack of sexual arousal in women to addiction to porn or premature ejaculation in the case of men. It is all connected because these individuals are very insecure their sexual behavior and impulses get messed up. Ironically they may end up seeking help for issues in their sex life; only to discover that there is a deeper self image problem that needs to be handled

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Self esteem problems are not easy to deal with. Overcoming them requires a lot of psychological work and a fundamental shift in ones perception about their person, others and life. However as people who have beaten their self image issues can testify, the personal development effort required is all worth it

WAYS TO IMPROVE SELF-ESTEEM

There are lots of ways to increase your self-esteem and they generally aren't too difficult to do. This list of ideas is just that some ideas. May work for you and others may not but if you persevere you will notice a change in your self-esteem.

- Think positively
- Focus on your achievements and skills
- Try not to follow other peoples ideas or trends
- Acknowledge and enjoy your accomplishments, big or small
- Make a list of all the things you like about yourself
- Be kind to yourself
- Forgive yourself if something doesn't go to plan
- Avoid comparing yourself to others
- Try not to set unrealistic standards for yourself
- Focus on your strengths
- Change your inner voice from negative to constructive
- Accept yourself – the way you feel, look and everything you've done
- If someone is not being a good friend – walk away
- Get active – exercise quite literally makes you feel good as the brain releases chemicals called endorphins which reduce stress and anxiety
- Spend time looking after yourself, doing nice things for you
- Learn from mistakes
- Take opportunities and try new things
- Set some boundaries for people in your life (eg. I won't accept people being rude to me
- Give your opinion confidently
- Spend time with people who respect and listen to you

Assignment

- 1) Critically analyze reasons that may lead to low self esteem among the teenagers
- 2) State and explain how social institution can be useful in helping people with low esteem

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STRESS MANAGEMENT

CONTENT

- a) Definition of stress
- b) Causes of stress
- c) Effect of stress
- d) Coping with stress
- e) Forms of positive stress
- f) Values associated with positive stress management

DEFINITION OF TERMS

Stress management

This is a set of techniques and programs intended to help people deal more effectively with stress in their lives by analyzing the specific stressors and taking positive actions to minimize their effects. Most stress management programs deal with job stress and workplace issues.

Stress management refers to the wide spectrum of techniques and psychotherapies aimed at controlling a person's levels of stress, especially chronic stress, usually for the purpose of improving everyday functioning.

Stress is a person's response to a stressor such as an environmental condition or a stimulus. Stress is a body's way to react to a challenge.

Stress is simply a reaction to a stimulus that disturbs our physical or mental equilibrium. In other words, it's an omnipresent part of life.

CAUSES OF STRESS

The situations and pressures that cause stress are known as **STRESSORS**. We usually think of stressors as being negative, such as an exhausting work schedule or a rocky relationship. However, anything that puts high demands on you or forces you to adjust can be stressful. This includes positive events such as getting married, buying a house, going to college, or receiving a promotion.

What causes stress depends, at least in part, on your perception of it. Something that's stressful to you may not faze someone else; they may even enjoy it. For example, your morning commute may make you anxious and tense because you worry that traffic will make you late. Others, however, may find the trip relaxing because they allow more than enough time and enjoy listening to music while they drive.

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COMMON EXTERNAL CAUSES OF STRESS

Major life change	work
Relationship difficulties	financial problems
Being too busy	children and family

COMMON INTERNAL CAUSES OF STRESS

Not all stress is caused by external factors. Stress can also be self-generated:

- Inability to accept uncertainty
- Pessimism
- Negative self-talk
- Unrealistic expectations
- Perfectionism
- Lack of assertiveness

Positive stress is a process of exploring potential gains. It is described as stress that is healthy, or gives one a feeling of fulfillment and other positive feelings. It is also known as eustress.

SIGNS AND SYMPTOMS OF STRESS

The following table lists some of the common warning signs and symptoms of stress.

Stress Warning Signs and Symptoms

Cognitive Symptoms

- Memory problems
- Inability to concentrate
- Poor judgment
- Seeing only the negative
- Anxious or racing thoughts
- Constant worrying

Emotional Symptoms

- Moodiness
- Irritability or short temper
- Agitation, inability to relax
- Feeling overwhelmed
- Sense of loneliness and isolation
- Depression or general unhappiness

Physical Symptoms

- Aches and pains
- Diarrhea or constipation
- Nausea, dizziness
- Chest pain, rapid heartbeat
- Loss of sex drive
- Frequent colds

Behavioral Symptoms

- Eating more or less
- Sleeping too much or too little
- Isolating yourself from others
- Procrastinating or neglecting responsibilities
- Using alcohol, cigarettes, or drugs to relax
- Nervous habits (e.g. nail biting, pacing)

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THING THAT INFLUENCE STRESS TOLERANT LEVELS

- **Support network** – A strong network of supportive friends and family members is an enormous buffer against life's stressors. On the flip side, the more lonely and isolated you are, the greater your vulnerability to stress.
- **Sense of control** – If you have confidence in yourself and your ability to influence events and persevere through challenges, it's easier to take stress in stride. People who are vulnerable to stress tend to feel like things are out of their control.
- **Attitude and outlook** – Stress-hardy people have an optimistic attitude. They tend to embrace challenges, have a strong sense of humor, accept that change is a part of life, and believe in a higher power or purpose.
- **Ability to deal with your emotions** – You're extremely vulnerable to stress if you don't know how to calm and soothe yourself when you're feeling sad, angry, or afraid. The ability to bring your emotions into balance helps you bounce back from adversity.
- **Knowledge and preparation** – The more you know about a stressful situation, including how long it will last and what to expect, the easier it is to cope. For example, if you go into surgery with a realistic picture of what to expect post-op, a painful recovery will be less traumatic than if you were expecting to bounce back immediately.

Assignment

1. Analyze the effects of stress to an individual
2. Which are some of the values associated to positive and negative way of coping with stress in your community

EMPATHY

Main objectives

- a) Define empathy
- b) Importance of empathizing
- c) Difference between empathizing and sympathizing
- d) Situations requiring empathy
- e) Values associated with empathy

Empathy is the ability to mutually *experience* the thoughts, emotions, and direct experience of others. It goes beyond **sympathy**, which is a feeling of care and understanding for the suffering of others. Both words have similar usage but differ in their emotional meaning.

Empathy is the experience of understanding another person's condition from their perspective. You place yourself in their shoes and feel what they are feeling. Empathy is known to increase prosocial (helping) behavior

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Situations which need empathy

- Death of a loved one
- When one fail a major exam
- When one loses a job
- When a relationship breaks up

How to show empathy

- Being loving, caring, kind and understanding
- Being available for the person to listen to his story of hurt, sadness, sorrow and anger
- Consoling the person who is hurting
- Encouraging the person who is hurt to express his hurt, pain, emotions and feelings without fear
- Being able to listen to the person actively without judging him
- Being confidential
- Assisting when possible in order to reduce the pain and the hurt

Assignment

- Differentiate between sympathy and empathy
- Which are the Values associated with empathy in your community

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ASSERTIVENESS

content

- a) Define assertiveness
- b) Characteristic of an assertive behavior
- c) Steps to being assertive
- d) Importance of being assertive
- e) Difference between assertive, aggressive and passive
- f) Difference between peer pressure and peer influence
- g) Values associated with assertiveness

Assertiveness is a form of communication in which needs or wishes are stated clearly with respect for oneself and the other person in the interaction.

Assertiveness is the expression of one's feelings, beliefs, opinions, and needs in a direct, honest and appropriate manner. Such assertive behavior will reflect a high regard for one's own personal rights as well as the rights of others.

Assertive behavior is "Behavior which enables a person to act in his own best interests, to stand up for himself without undue anxiety, to express his honest feeling comfortably, or to exercise his own rights without denying the rights of others." (Calberti and Emmons 1974)

CHARACTERISTICS OF ASSERTIVE PEOPLE

1. Use feeling-talk. You can express your personal likes and interests spontaneously rather than stating things in neutral terms, You say "I like this soup" or "I love your blouse" rather than "This soup is good," You can use the phrase "I feel" or "I think" when it is appropriate.
2. Talk about yourself if you do something worthwhile and interesting, you can let your friends know about it, you don't monopolize the conversation, but you can mention your accomplishments when it is appropriate.
3. Make greeting-talk. You are outgoing and friendly with people you want to know them better.
4. Accept compliments. You can accept compliments graciously ("Yes, I like this shirt, too") rather than disagreeing with them ("Oh, this old thing?"). You reward rather than punish your complimenter.
5. Use appropriate facial talk. Your facial expressions and voice inflections convey the same feelings your words are conveying. You can look people directly in the eye when conversing with them.

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6. Disagree mildly. When you disagree with someone, you do not pretend to agree for the sake of keeping the peace. You can convey your disagreement mildly by looking away, or grimacing, or raising eyebrows, or shaking your head, or changing the topic of conversation.
7. Ask for clarification. If someone gives you garbled directions, instructions, or explanations, you can ask that person to restate them more clearly. Rather than going away confused and feeling dumb, you can say, "Your directions were not clear to me. Would you please go over them again?"
8. Ask why. When you are asked to do something that does not seem reasonable or enjoyable, you can ask, "Why do you want me to do that?"
9. Express active disagreement. When you disagree with someone and feel sure of your ground, you can express your disagreement by saying things like "I have a different view of that matter. My opinion is. . ." or "I think your opinion leaves out of consideration the following factors. . ."
10. Speak up for your rights. You do not let others take advantage of you when you feel put upon; you can say no persistently without feeling guilty. You can demand your rights and ask to be treated with fairness and justice. You can say, "I was next in line," or "Excuse me, but you will have to leave as I have another appointment now," or "Please turn down your radio," or "You're half an hour late for our appointment." You can register your complaints firmly without blowing up.
11. Be persistent. If you have a legitimate complaint, you can continue to restate it despite resistance from the other party until you get satisfaction. You do not allow one or two no's to cause you to give up.
12. Avoid justifying every opinion. In discussion, if someone continually argues and asks you why, why, why, you can stop the questioning by refusing to go along, or by reflecting it back to the other person. You can state simply, "That's just the way I feel. Those are my values. I don't have to justify everything I say. If justifying is so important to you, you might try justifying why you're disagreeing with me so much."

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STEPS TOWARDS ASSERTIVENESS

Characteristics of Assertiveness

Direct, Open, Respectful and Confident Communicator

Assertiveness is a communication style, combining a repertoire of skills which can be learned, as opposed to a personality Trait that you are lacking

Respect for own and others Rights.

Functioning from an Assertive perspective combines a respectful attitude towards yourself and others. Adopting this mindset towards yourself in the absence of affording others the same privilege is stirring away from Assertive and into Aggressive territory.

Ability to say 'No' and Establish Boundaries

This is an essential ingredient in developing Assertiveness. Boundaries relate to being conscious of personal limits, what's ok and what's not ok for you and others, In addition; knowing your separateness from others. The ability to establish boundaries requires having the information, strategies and techniques to say 'No' and to manage manipulation.

Effective Listener.

Effective listening can be described as: Tuning in on all levels: Listening to what's been said, what's not being said, being aware of Tone of Voice, Body Language, Facial Expressions and identifying possible inconsistencies between these. Effective listening relates to demonstrating interest through both your Verbal Messages and Body Language.

Peer pressure is influence that a peer group, observers or individual exerts that encourages others to change their attitudes, values, or behaviors to conform to group norms.

A person affected by peer pressure may or may not want to belong to these groups. They may also recognize dissociative groups with which they would not wish to associate, and thus they behave adversely concerning that group's behaviors.

ASSERTIVE, NON ASSERTIVE AND AGGRESSIVE BEHAVIOR

In every situation, you have three choices as to how you should behave; assertive, nonassertive (passive), and aggressive. Although assertive behavior can be one of the healthiest methods to maintain personal self-esteem and foster healthy relationships with others, it may not always be the best choice. Certain situations, particularly those that are threatening to personal or emotional safety may demand nonassertive or aggressive behavior.

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ASSERTIVE BEHAVIOR

Characteristics of assertive behavior include expressing your feelings, needs, ideas, and rights in ways that don't violate the rights of others. Assertive behavior is usually honest, direct, expressive, spontaneous, and self-enhancing.

Assertive persons make their own choices, are confident, and feel good about themselves while being assertive and afterward. They usually achieve their goals; when they don't, they still feel good about themselves because they know they have been straightforward. Acting assertively reinforces their good feelings about themselves, improves self-confidence, and creates free, honest, and open relationships with others.

NONASSERTIVE BEHAVIOR (“Passive Behavior”)

Characteristics of nonassertive behavior include not expressing feelings, needs, and ideas; ignoring personal rights; and allowing others to infringe upon them. Nonassertive behavior is usually emotionally dishonest, indirect, inhibited, and self-denying.

Nonassertive persons often let other people choose for them and end up feeling disappointed in themselves and angry with them; at best, they can be described as passive, at worst as a doormat. People often choose nonassertive behavior to avoid unpleasant situations, tension, conflict, and confrontation.

AGGRESSIVE BEHAVIOR

Characteristics of aggressive behavior include expressing your feelings, needs, and ideas at the expense of others. Aggressive persons stand up for their rights, but ignore the rights of others; they may dominate or humiliate other people. While this behavior is expressive, it is also defensive, hostile, and self-defeating.

Assignment

1. Difference between peer pressure and peer influence
2. Describe situations that may require one to be assertive in school

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NEGOTIATION

content

- a) Define negotiation
- b) Importance of negotiation
- c) Situations that require negotiation
- d) Negotiation techniques
- e) Value associated with negotiation

Negotiation is a dialogue between two or more people or parties, intended to reach an understanding, resolve point of difference, or gain advantage in outcome of dialogue, to produce an agreement upon courses of action, to bargain for individual or collective advantage, to craft outcomes to satisfy various interests of two people/parties involved in negotiation process.

Negotiation is a process where each party involved in negotiating tries to gain an advantaging argument if any for themselves by the end of the process.

Is a process by which people settle differences. It is process by which compromise and agreement is reached while avoid in any disagreement individuals understandably aim to achieve the best possible outcome for their position or perhaps an organization they represent. However the principle of fairness, seeking mutual benefit and maintaining relationship are the key to a successful outcome

SPECIFIC FORMS OF NEGOTIATION ARE USED IN MANY SITUATIONS;

- i. International affairs
- ii. Legal systems
- iii. Industrial disputes
- iv. Domestic relationships etc

General negotiation skills can be learnt and applied in a wide range of activities. Negotiation skills can be of great benefit in resolving any difference that arise between you and others

IMPORTANCE OF NEGOTIATION

It is inevitable that from time to time, conflict and disagreement will arise as the differing needs, wants, aims and beliefs of people are brought together. Without negotiation such conflict may lead to argument and resentment resulting in one or all of the parties feeling dissatisfied. The point of negotiation is to try to reach agreement without causing future barriers to communications

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STAGES OF NEGOTIATION

In order to reach desirable outcome, it may be useful to follow a structured approach to negotiation. The process of negotiation include the following

1. Preparation

Before any negotiation takes place a decision needs to be taken as to when and where a meeting will take place to discuss the problem and who will attend. Setting a limited time scale can also be helpful to prevent the disagreement continuing. This stage ensures all the pertinent facts of the situation are known in order to clarify your own position.

2. Discussion

During this stage, individuals or members of each side put forward the case as they see it. That is, their understanding of the situation. Key skills during this stage are questioning, listening and clarifying. Sometimes it is important to take note during the discussion stage to record all points put forward in case there is need for further clarification. It is extremely important to listen as when disagreement takes place it is easy to make the mistakes of saying too much and listening too little. Each side should have an equal opportunity to present their case

3. Clarifying goals

This takes place from the discussion, goals, interest and point of view where both sides of the disagreement need to be clarified. It is helpful to list these in order of priority. Trough this clarification it is often possible to identify or establish common grounds

4. Negotiation for a win- win out come

This stage focuses on what is termed a win -win outcome where both sides feel they gained something positive through the process of negotiation and both sides feel their points of view has been taken into consideration . A win- win outcome is usually the best outcome however it may not always be possible but through negotiation it should be the ultimate goal. Suggestions of alternatives strategies and compromises need to be considered at this point. Compromises are often positive which can often achieve greater benefits for all concerned rather than holding to the original position

5. Agreement

Agreement can be achieved once understanding of both sides's view points and interest has been considered. It is essential to keep an open mind to achieve a solution. Any agreement need to be made perfectly clear so that both sides know what has been decided

6. Implementation of a cause of action

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From the agreement, cause of action has to be implemented to carry through the decision

Failure to agree. If the process of negotiation breaks down and agreement cannot be reached, then re scheduling a further meeting is called for. This avoids all parties becoming embroiled in heated discussion or argument, which not only wastes valuable time but can also damage future working relationships

At the subsequent meeting the stages of negotiation should be repeated. Any new ideas or interest should be taken in to account and the situation looked at afresh. At this stage it may also be helpful to look at other alternative solutions / or bring in another person to mediate

Informal negotiation; apart from situations when it is appropriate to employ this more formal process of negotiation you will no doubt encounter one to one situations where there is need to negotiate informally. At such a time when a difference of opinion arises, it might not be possible or appropriate to go through the stages set out above in a formal manner. Nevertheless, remembering the key points in the stage of formal negotiation may be very helpful in a variety of informal situations

Assignment

- 1) Critically analyze the negotiation techniques
- 2) Highlight the values used in your community during negotiation

UNIT TITLE-LIFE SKILLS

NON VIOLENCE CONFLICT

content

- a) Define conflict
- b) Causes of conflict
- c) Consequences of conflict
- d) Types of conflict
- e) Ways of dealing with conflict
- f) Skills necessary for conflict management
- g) Institutions that resolve conflict in community
- h) Values related to conflict resolution

Conflict is a disagreement through which the parties involved perceive a threat to their needs, interests or concerns

CAUSES OF CONFLICT

1. Individual Difference:

Inn society, men are not alike in their nature, attitudes, ideal, interest and aspirations. Due to this difference, they fail to accommodate themselves which may lead to conflict among them.

2. Cultural Difference: Culture is the way of life of a group. It differs from society to society. The culture of one group differs from the culture of the other group. These cultural differences among the group, sometimes cause tension and lead to conflict.

3. Clashes of Interests: The clash of interests of different people makes conflict inevitable. The interests of the workers clash with those of employers lead to conflict among them.

4. Social Change: Conflict also arises due to the difference between rates of social change. The change in the moral norms of a society and man's hopes, aspirations and demands leads to conflict .The conflict between the old and new generations is owing to social changes. Conflict is an expression of social disequilibrium

TYPES OF CONFLICT.

1. Relationship Conflict

Disagreements, negative emotions, miscommunication, or repetitive negative behaviors are the major causes of relationship conflicts. Even the smallest of problems in relationships can often land up in an unnecessary escalating spiral of conflicts that can be extremely disruptive and destructive. In order to manage relational conflict and prevent the most terrible consequences, it is best to accept and support the expression of perspectives and emotions of the other person in a balanced manner.

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2. Interest Conflict

Extensive disagreements or competition leading to ignorance of one's needs over the others, leads to conflict of interests. This often results when the needs and interests of the opponents have to be sacrificed in order to satisfy one's own needs. Therefore, it can be said that interest conflicts likely occur over substantive issues (money, physical resources, time, etc.), procedural issues (the way the dispute is to be resolved), and psychological issues (perceptions of trust, fairness, desire for participation, respect, etc.).

3. Value Conflict

Every culture and religion has its own values that explain what is 'good' or 'bad', 'right' or 'wrong' and 'just' or 'unjust'. Conflicts in values occur when individuals coming from different cultures and religious backgrounds cross each other over differing opinions of what is right or wrong. This usually occurs when one person tries to enforce his set of values over the other person.

4. Leadership Conflict

Every individual has his own unique style of leadership and management. Conflicts occur when each individual tries to impose his leadership and managerial style over his employees, thereby confusing them. While one leader may be open and inclusive, the other could be more autocratic or directive in nature.

5. Personality Conflict

Individual personalities can clash at school, home and work. Depending upon one's perceptions and emotions, a person draws out the motives and character of another person. Say, for instance, if you perceive your boss to be rude and inconsiderate, you would definitely find ways to be out of his team, which, in turn, would cause disagreements in interest and leadership.

6. Style Conflict

Just as a person possesses unique and different leadership and personality traits, so does his style of completing a delegated task or duty. While this style may be suitable for some, others can object, thereby leading to conflicts. For example, you are eager to get something done, while your partner may be laid-back. This can create conflict. Likewise, your team member could be task-oriented, while you believe in being more artistic to complete the same project.

CONSEQUENCES OF CONFLICT

Change

Conflict accelerates change in an organization, especially in small businesses, where it is easy to formulate and implement new policies. Conflict prompts modification of policies and operation procedures in the organization. In cases of extreme conflict, the organization may conduct a complete overhaul of its leadership, bringing in managers with fresh ideas.

UNIT TITLE-LIFE SKILLS

Goal Congruence

A review of the goals and objectives of the business to meet the needs of conflicting parties may result into achievement of goal congruence and coherence in operations. Employees, departments and groups are interdependent within the organization. Competition for scarce resources is a major source of conflict due to different interests. Conflict forces the organizations leadership to realign its objectives towards common goals in order to foster teamwork amongst competing parties.

Innovation

Conflict that results into healthy competition cultivates innovation and inventiveness amongst employees. In times of conflict, there is a high sense of necessity that results into the emergence of divergent viewpoints amongst employees. It is imperative among the employees to develop new strategies and ways of conducting business in order to keep up with internal competition from their colleagues.

Sub-Optimization

In instances where conflicting parties engage in extreme disagreement, sub-optimization may result. When conflicting parties push the pursuit of their own interest excessively, the organizations goals end up compromised. Instead of working together to achieve the organization's goals, conflicting parties engage in needless feuds that result in superiority contests. Distortion of goals occurs as parties embark on undermining each other's efforts.

Waste of Time and Resources

The business may lose precious time and resources at times of conflict. Instead of concentrating on meeting their objectives, employees waste time on divisive issues. Misuse of business materials and funds is quite rampant when conflicting parties engage in "warfare." Wrangles, stress and emotional confrontations reduce the workers' productivity, and eventually, the profitability of the business.

UNIT TITLE-LIFE SKILLS

CONFLICT STYLES AND THEIR CONSEQUENCES

Conflict is often best understood by examining the consequences of various behaviors at moments in time. These behaviors are usefully categorized according to conflict styles. Each style is a way to meet one's needs in a dispute but may impact other people in different ways.

-Competing is a style in which one's own needs are advocated over the needs of others. It relies on an aggressive style of communication, low regard for future relationships, and the exercise of coercive power. Those using a competitive style tend to seek control over a discussion, in both substance and ground rules. They fear that loss of such control will result in solutions that fail to meet their needs. Competing tends to result in responses that increase the level of threat.

-Accommodating, also known as smoothing, is the opposite of competing. Persons using this style yield their needs to those of others, trying to be diplomatic. They tend to allow the needs of the group to overwhelm their own, which may not ever be stated, as preserving the relationship is seen as most important.

-Avoiding is a common response to the negative perception of conflict. "Perhaps if we don't bring it up, it will blow over," we say to ourselves. But, generally, all that happens is that feelings get pent up, views go unexpressed, and the conflict festers until it becomes too big to ignore. Like a cancer that may well have been cured if treated early, the conflict grows and spreads until it kills the relationship. Because needs and concerns go unexpressed, people are often confused, wondering what went wrong in a relationship.

-Compromising is an approach to conflict in which people gain and give in a series of tradeoffs. While satisfactory, compromise is generally not satisfying. We each remain shaped by our individual perceptions of our needs and don't necessarily understand the other side very well. We often retain a lack of trust and avoid risk-taking involved in more collaborative behaviors.

-Collaborating is the pooling of individual needs and goals toward a common goal. Often called "win-win problem-solving," collaboration requires assertive communication and cooperation in order to achieve a better solution than either individual could have achieved alone. It offers the chance for consensus, the integration of needs, and the potential to exceed the "budget of possibilities" that previously limited our views of the conflict. It brings new time, energy, and ideas to resolve the dispute meaningfully

INSTITUTIONS THAT RESOLVE CONFLICT IN COMMUNITY

- Courts
- Schools
- Church
- Chief camps
- Mediation and conflict resolution centers

Assignment

- a) Elaborate Skills necessary for conflict management
- b) explain Values related to conflict resolution in a learning institution
- c) explain reasons why conflict is important

UNIT TITLE-LIFE SKILLS

EFFECTIVE DECISION MAKING

content

- a) Meaning of effective decision making
- b) Situations that require decision making
- c) Challenges facing youth in decision making
- d) Factors influencing decision making
- e) Steps to effective decision making
- f) Consequences of not making effective decisions
- g) Decision making institutions within community
- h) Values associated with effective decision making

DEFINITION OF TERMS

Decision is a choice made between alternative courses of action in a situation of uncertainty. Decision making is the thought process of selecting a logical choice from the available options

Decision making can be regarded as the cognitive process resulting in the selection of a course of action among several alternative scenarios. Every decision making process produces a final choice. The output can be an action or an opinion of choice

When trying to make a good decision, a person must weight the positives and negatives of each option, and consider all the alternatives. For effective decision making, a person must be able to forecast the outcome of each option as well, and based on all these items, determine which option is the best for that particular situation.

STEPS TO EFFECTIVE DECISIONS MAKING

1. Know yourself. Focus on your inborn personality traits and consider their impact on your decision making. For example, one of the most important of these traits is your tolerance and ability to deal with risk. Your risk-taking profile has a profound effect on the options that you seek and value. When you are more aware of your inborn style, you can challenge yourself to consider a wider variety of options.
2. Clearly identify the "right" problem or issue. Take time to check in on your feelings and values to make certain that you have identified the "right" problem or issue before making a decision.
3. Identify your goals and interests. In the absence of goals, decisions can appear to be scattered and haphazard. The key here is to have well defined goals so that the pros and cons of the various alternatives you are considering can be well thought through. You can then ask yourself, "Does this decision fit with my overall plan, goals and priorities? What is the best possible outcome?"

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4. Frame the decision clearly and gather your facts. Look at the issue in its broadest context, and take time to describe the decision as clearly and objectively as possible. Gather your facts and data, and make sure that your sources are reliable and your facts accurate.

5. Check to make sure that you have considered a wide array of options and their consequences. Play a lot of "what if." Take a step back and try to develop a broad array of options. Take time to consider some of the most likely consequences of various choices. Check with trusted sources to see if you are accurate in your assessments and whether you missed any important possible outcomes.

6. Consider the barriers to effective decision-making. Do you ever find yourself holding unrealistic assumptions? Overcome this natural inclination by carefully checking your facts and data and, again, use others as a sounding board. Do you rely too much on past experience, or on the flip side do you sometimes wonder why you failed to learn from the past? Do you have difficulty identifying when enough information is enough? Being aware of these barriers can improve your ability to make sound decisions.

7. Check in on the results. So, how effective was your decision-making process? Are you pleased with the outcome? Did it advance your interests and goals? Are you comfortable with the outcome? Does it fit with your beliefs and values? Ask yourself these questions, and if you're not completely comfortable with the outcome, don't treat it as a failure. Instead, learn from it, and use the experience to make better decisions in the future

DECISION MAKING INSTITUTIONS WITHIN COMMUNITY

- i. Family set up
- ii. Churches
- iii. Schools
- iv. Social groups

Assignment

-What are the consequences of not making effective decision?

-Which are some of the challenges that are faced by young adults in decision making?

UNIT TITLE-LIFE SKILLS

PROBLEM SOLVING

content

- a) Define problem solving
- b) Problem areas requiring solution
- c) Causes of problems
- d) Methods of solving problems
- e) Problem solving process
- f) Values necessary for solving problems

In psychology, problem solving refers to a state of desire for reaching a definite 'goal' from a present condition that either is not directly moving toward the goal, is far from it, or needs more complex logic for finding a missing description of conditions or steps toward the goal

Problem-solving is a mental process that involves discovering, analyzing and solving problems. The ultimate goal of problem-solving is to overcome obstacles and find a solution that best resolves the issue.

The best strategy for solving a problem depends largely on the unique situation. In some cases, people are better off learning everything they can about the issue and then using factual knowledge to come up with a solution. In other instances, creativity and insight are the best options.

CAUSES OF PROBLEMS

- Rivalry
- Loneliness
- Lack of education
- Leadership wrangles
- Poverty

THE STEPS IN PROBLEM SOLVING

In order to correctly solve a problem, it is important to follow a series of steps. Many researchers refer to this as the **problem-solving cycle**, which includes developing strategies and organizing knowledge. While this cycle is portrayed sequentially, people rarely follow a rigid series of steps to find a solution. Instead, we often skip steps or even go back through steps multiple times until the desired solution is reached.

a. Identifying the Problem: While it may seem like an obvious step, identifying the problem is not always as simple as it sounds. In some cases, people might mistakenly identify the wrong source of a problem, which will make attempts to solve it inefficient or even useless.

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b. Defining the Problem: After the problem has been identified, it is important to fully define the problem so that it can be solved.

c. Forming a Strategy: The next step is to develop a strategy to solve the problem. The approach used will vary depending upon the situation and the individual's unique preferences.

d. Organizing Information: Before coming up with a solution, we need to first organize the available information. What do we know about the problem? What do we *not* know? The more information that is available, the better prepared we will be to come up with an accurate solution.

e. Allocating Resources: Of course, we don't always have unlimited money, time and other resources to solve a problem. Before you begin to solve a problem, you need to determine how high priority it is. If it is an important problem, it is probably worth allocating more resources to solving it. If, however, it is a fairly unimportant problem, then you do not want to spend too much of your available resources into coming up with a solution.

f. Monitoring Progress: Effective problem-solvers tend to monitor their progress as they work towards a solution. If they are not making good progress toward reaching their goal, they will reevaluate their approach or look for new strategies.

g. Evaluating the Results: After a solution has been reached, it is important to evaluate the results to determine if it is the best possible solution to the problem. This evaluation might be immediate, such as checking the results of a math problem to ensure the answer is correct, or it can be delayed, such as evaluating the success of a therapy program after several months of treatment.

PRINCIPLES NECESSARY FOR SOLVING PROBLEMS

- a) Focus on the problem before thinking and talking about how to solve it. Focusing first on the problem forces group members to view it from different perspective and may reveal new facets of it
- b) Begin with a single, unambiguous problem question. Group should know what problem they are trying to solve and what they hope to achieve
- c) Map the problem thoroughly. Explore the problem and be prepared with facts and experts opinion
- d) Agree on important criteria. This will help reach consensus (general agreement)
- e) Defer judgments when seeking the solution. It is better to get ideas and evaluate them without consideration of who originated them
- f) Use constructive argument and other techniques to avoid group thinking. If you have reservation about an idea, you should be able to express them constructively without creating defensiveness or hurt feelings
- g) Implement and follow up on solutions

Assignment

- a) Explain Problem areas requiring solution in your community
- b) state values necessary to solve these problems
- c)

UNIT TITLE-LIFE SKILLS

LEISURE

content

- a) Define leisure
- b) Effects of misusing leisure time
- c) Activities for positive leisure
- d) Life skills necessary for positive use of leisure time
- e) Values associated with leisure

Leisure, or free time, is time spent away from business, work, and domestic chores. It also excludes time spent on necessary activities such as eating, sleeping and, where it is compulsory, education.

The freedom from being free after consuming duties, responsibilities or activities

EFFECTS OF MISUSING LEISURE TIME

- 1) Easy access to drugs and alcohol abuse
- 2) Influence of western culture
- 3) Erosion of tradition values
- 4) Negative influence of the media
- 5) Ignorance of negative consequences of certain habits lack of parental and social guidance

ACTIVITIES FOR POSITIVE LEISURE

- 1) Involving in social work in the community
- 2) Visiting the sick and the needy
- 3) Engage in one self body exercise
- 4) Attend prayer services and church activities
- 5) Utilization of one's talent
- 6) Visiting the aged and orphans
- 7) Playing video games

LIFE SKILLS NECESSARY FOR POSITIVE USE OF LEISURE TIME

- 1) Family values in regard to different family lifestyle
- 2) Gender value
- 3) Social values. Leisure helps people to interact and socialize with others
- 4) Cultural values. Leisure helps people to practice on their culture
- 5) Improves relationships. Acts as a pocket friendly when done in the right manner

Assignment

- a) State and explain the importance of leisure
- b) Which are the activities for negative leisure

UNIT TITLE-LIFE SKILLS

TIME MANAGEMENT

content

- a) Define time management
- b) Work schedule
- c) Time management chart
- d) Importance of managing time
- e) time wasters
- f) values and associated life skills

Time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity. Time management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals complying with a due date

Work schedule. It is the time frame that an employee works during a certain course of time. Schedules can fluctuate, rotate or remain constant throughout the course of the year

An employee's work schedule may be a set number of days and hours. For example, a schedule could be Monday - Friday, from 9 am to 5 pm or Wednesday - Sunday, from 4 pm to Midnight. Other work schedules are flexible and may vary from week to week or day to day. Both the hours worked each day and the days worked each week can vary.

Time management chart

Is the chart that is used to list all your tasks in different time span. They enable you to see all your tasks on one page in different time ranges; monthly, weekly and daily. A good use of this chart is to create a monthly time management chart.

Use it every week as base for creating a weekly time management chart and every day make daily time management chart

IMPORTANCE OF TIME MANAGEMENT

Time management is of great importance to your personal life and career success. It teaches you how to manage your time effectively and make the most of it.

Here are a few of the reasons why it is so important, and how it can help you use and manage your time more advantageously:

1. Time is a special resource that you cannot store or save for later use. Everyone has the exact same amount of time each day. Time not well used cannot be retrieved.

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2. Most people feel like they have too much to do and not enough time. They blame lack of time for their poor finances, unachieved goals, stress, bad relationships and not exercising their body. Wise time management can help you find the time for what you desire to do or need to do.
3. You need time to get what you want out of life. Waiting for more free time to appear is losing the game of life. Through time management you can “create” the time you need, and not just wait for it to come. By planning your time wisely, you will have more time to do more things.
4. Time management will help you set up your priorities.
5. Time is limited to 24 hours a day, so plan your life wisely.
6. Time management helps you make conscious choices, so you can spend more of your time doing things that are important and valuable to you.
7. You can learn to find the time for the things that are important to you. Even a small amount of time once a day, or even once a week, will take you closer to your goals, and you will be surprised at the progress you make.
8. You become more productive using improved time management skills and tools, and can accomplish more with less effort and time. Time management can help you reduce wasted time and energy, help you become more creative and productive, and enable you to do the right thing at the right time. This will of course lead to more balance and fulfillment in your life.
9. Life today presents so many distractions that it is so easy to lose time on unimportant activities. Ask yourself, is watching this or that TV program, reading this or that gossip or participating in a certain activity is going to add anything to your life. Is the time spent on a particular activity well spent, or is just a waste of time and energy?
10. Life puts in front of everyone so many choices each day, and the question is, do you follow what appears on your way, or do you consciously choose what you want to do? Do you allow external distractions deter you from your goal, or do you use willpower and self discipline to walk toward your goal in a straight line, without wasting time and energy?
11. Some inner detachment and inner peace is of great help in managing your time effectively. If you avoid expending too much emotional and mental energy on what people say and think about you, and if you stay calm in spite of distractions or difficulties, you can save a lot of time and energy, which you can spend on better and more rewarding activities.

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TIME WASTERS

These are all things that are not essential to your core tasks. They can be caused either by you or your organization

Time wasters caused by others include

Unexpected visitors, interruption by telephone calls from friends who want to chat, unnecessary unproductive meetings, etc

Time waster caused by you

- Disorganization- losing of important document
- Procrastination- leaving your task till the very last minute
- In ability to say no- feeling uneasy to say no because it feels like letting others down
- Lack of interest- not doing your work because you are not interested in it

Assignment

- a) Explain values associated with time management
- b) Describe the effect of not managing time appropriately in school

UNIT TITLE-LIFE SKILLS

GENDER EDUCATION

content

- a) Define gender
- b) Agents perpetuating gender discrimination
- c) Gender stereotyping
- d) Effects of gender on an individual
- e) Strategies to eliminate gender discrimination
- f) Values associated with gender parity

"Gender" refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women.

Gender is the range of physical, mental, and behavioral characteristics pertaining to, and differentiating between, masculinity and femininity

"Sex" refers to the biological and physiological characteristics that define men and women.

AGENTS PERPETUATING GENDER DISCRIMINATION

Gender discrimination can be perpetuated by Individual or group of individuals by organizations such as governments and corporations, financial institutions (banks, investment firms, money markets), public institutions (schools, police forces, healthcare centers), and other societal entities.

Gender stereotyping refers to discrimination based on one's sex. It may involve unfair treatment or infringement upon the rights of a certain sex requiring them to act in a certain manner. It is greatly influenced by culture and upbringing.

Effects of gender on an individual

Traits of Men

In general, men work on the basis of conveying and gaining information. Focus is directed to the task at hand and the information necessary to complete it, instead of developing relationships and communicating their feelings about the task. As leaders, men make decisions based on strategy and procedure rather than considering their feelings or intuition. According to a study presented at the 2009 Forum on Public Policy, men are more likely than women to engage in unethical behavior in the workplace. The competitive nature of men in the workplace and the desire to work out solutions based on numbers and benefits supports this idea.

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Traits of Women

women are more likely to multitask than men and, therefore, more likely to roam off-topic during a meeting. During negotiations and meetings, women tend to read facial expressions and feelings better than men. While most men are likely to spend a meeting taking notes and not making eye contact, women frequently make eye contact with the speaker and nod their understanding. They also prefer to discuss problems in detail before finding a solution and typically speak more during the day than men. As leaders, women are often more intuitive than their male counterparts, focusing less on strategy and procedure than on their intuitions when it comes to making decisions.

Combining Male and Female Traits

Combining the traits of males and females in a workplace makes for a successful organization. Often a male may want to make a decision that looks good on paper, but a woman's sense of intuition may sense larger problems to come as a result of that decision. When it comes to solving problems, the male's desire to solve the problem can help curb a woman's desire to get off-task while discussing the situation. In negotiations, a male/female team has an advantage. Males may focus on the logistics of the negotiation while women work on keeping the relationship between both parties positive to ensure the deal doesn't fall through.

Accommodating Differences

When working together, men and women should focus on tuning into the other gender's traits while being aware of their own gender tendencies. For example, a woman leading a meeting knows that some men lose focus easily, so she tries to make her point in a concise manner to avoid going off on tangents. A man understands that many women need to discuss problems as a way of coming to a solution, and therefore listens patiently to the woman instead of simply making the decision for her

STRATEGIES TO ELIMINATE GENDER DISCRIMINATION

1. Pay attention to the ways that you form gender in your children's upbringing. Children learn gender at an early age from the people around them--little girls learn to play with dolls, while little boys play with trucks. Often, parents unwittingly encourage this type of gendered play, even going so far as to discourage their child from playing with a toy that is for the "other gender." Additionally, you may encourage a boy to be more active and a girl to play quietly.
2. Reduce gender discrimination in the classroom. Without realizing it, many teachers favor male students. This may come in the form of asking boys more difficult questions or interrupting girl students while they are speaking. Teachers should learn about gender discrimination, how they may be discriminating and what they can do to stop it.
- 3 Provide adequate health care to all people. Without health care, women are at a higher risk for death due to complications from pregnancy. This is especially true in developing countries.

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4 Encourage critical thinking when it comes to the media. The media often represent negative images of both genders--women are stupid, weak and should be sexually available at all times; men should avoid their emotions and are animals that cannot control their sexual desires. As these types of images repeat, they become so enmeshed in the psyche of society that some people accuse a woman who's been sexually assaulted of deserving the assault. Through education on how to interpret the media, people can come to see that it doesn't represent real life.

5. Recruit men in the fight against gender discrimination. Gender discrimination happens because people think that men are better than women. It seems obvious that women would want to change the system, but men are less likely to want to give up their positions of power. However, when men take part in resisting gender discrimination--by treating women with respect, by paying female employees the same rates as men and by encouraging their sons to express feelings, for example--the movement towards gender equality is strengthened.

GENDER AND EDUCATION

Education is important for everyone, but it is especially significant for girls and women. This is true not only because education is an entry point to other opportunities, but also because the educational achievements of women can have ripple effects within the family and across generations. Investing in girls' education is one of the most effective ways to reduce poverty. The Investments in secondary school education for girls yields especially high dividends.

Girls who have been educated are likely to marry later and to have smaller and healthier families. Educated women can recognize the importance of health care and know how to seek it for themselves and their children. Education helps girls and women to know their rights and to gain confidence to claim them. However, women's literacy rates are significantly lower than men's in most developing countries.

ROLES OF EDUCATION ON GENDER

Functions of education towards individual:

- (1) Development of inborn potentialities- Education helps the child to develop the inborn potentialities of child providing scope to develop.
- (2) Modifying behavior- Education helps to modify the past behavior through learning and through different agencies of education.
- (3) All-round development- Education aims at the all round development of a woman's physical, mental, social, emotional, and spiritual.
- (4) Preparing for the future- After completion of education the child can earn its livelihood getting proper education, which has productivity. The education should be imparted according to the own interest of the child.

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(5) Developing personality- The whole personality of the child is developed physically, intellectually, morally, socially, aesthetically and spiritually. He is recognized in the society.

(6) Helping for adjustability- Man differs from beast. Man has reasoning and thinking power. Man tries his best to adjust with his own environment through education.

IMPACTS OF EDUCATION ON GENDER

- More enlightened persons
- More representation on social issues
- Economically empowered individual
- More involvement in decision making
- Increased child enrolment in the society

CHALLENGES OF GENDER IN EDUCATION

- a) Lack of available school building and classroom with all required facilities.
- b) Shortage of teachers, especially in remote areas; That is one of the reason in countries like Thailand and Indonesia there are multi grade teachers where one teacher teaches more than one grades of primary school.
- c) Uneven spread of population, which also creates serious disparities in educational opportunity; especially in a big country like Indonesia. .
- d) Lack of good textbooks and other learning materials. Due to financial and geographical reason this problem can easily be found in remote schools.
- e) Geographical location.

Assignment

- a) Define the term gender parity
- b) Explain values associated with gender parity
- c) Explain reasons why gender education is important

UNIT TITLE-LIFE SKILLS

DRUGS AND SUBSTANCE ABUSE

content

- a) Definition of terms
- b) Commonly abused drugs
- c) Causes of drugs and substance abuse
- d) Signs and symptoms of drugs and substance abuse
- e) Effects of drugs and substance abuse
- f) Relationship between drugs and HIV/AIDS
- g) Management of drugs and substance abuse
- h) Measures to prevent drugs and substance abuse

Drug abuse is Compulsive, excessive, and self-damaging use of habit forming drugs or substances, leading to addiction or dependence, serious physiological injury (such as damage to kidneys, liver, heart) and/or psychological harm (such as dysfunctional behavior patterns, hallucinations, memory loss), or death. (Also called substance abuse).

Drug addiction is a chronic, often relapsing brain disease that causes compulsive drug seeking and use, despite harmful consequences to the drug addict and those around them

COMMONLY ABUSED DRUGS

drug Group	Drug	Street Names	Method of Use
Cannabinoids	Hashish	Hash	Smoked in hand-rolled cigarettes, pipes, or water pipes (i.e., "bongs").
	Marijuana	Grass, pot, weed	
Club Drugs	Gamma hydroxy butyrate	GHB, "G"	Mixed into drinks or injected.
	Ketamine	Special K, "K," Kit Kat, vitamin K	Mixed into drinks, injected, added to smokable materials, snorted, or consumed in pill form.
	MDMA (3,4-methylenedioxy methamphetamine)	Ecstasy, X, XTC, E	Consumed in pill form, mixed into drinks, or injected.

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	Flunitrazepan	Rohypnol (commercial name), roofies	Mixed into drinks or injected.
	Yaba	Crazy medicine, Nazi speed	Consumed in pill form, inhaled (by melting tablets and inhaling vapors), snorted, or injected.
Depressants	Alcohol	Booze, juice, hooch	Swallowed in liquid form.
	Barbiturates, methaqualone, benzodiazepines	Downers, ludes	Consumed in capsules, tablet, or pill form; mixed into drinks; or injected.
Hallucinogens	Lysergic acid diethylamide	Acid, LSD	Swallowed in tablet or capsule form, or placed into thin squares of gelatin, paper, sugar cubes, gum, candy, or crackers.
	Mescaline	Peyote, cactus, mesc	Chewed, swallowed in capsule or pill form, or ground and infused in hot water and consumed as tea.
	Psilocybin/Psilocyn	Mushrooms, shrooms	Chewed, smoked, or ground and infused in hot water and consumed as tea.
	Phencyclidine	Angel dust, crystal, PCP	Snorted, injected, applied to leafy material and smoked, or swallowed in liquid, capsule, tablet, or pill form.
Inhalants	Airplane glue, aerosol sprays, gasoline, paint thinner	Air blast, highball	Inhaled or sniffed, sometimes using a paper bag, rag, gauze, or ampoule.
	Cyclohexyl, amyl nitrate, or butyl nitrate	Poppers, snappers	

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	Nitrous oxide (N2O)	Whippets	
Opioids and narcotic pain relievers	Heroin	Smack, junk	Injected, snorted, or smoked.
	Morphine	M, monkey, white stuff	Injected, snorted, or smoked.
	Opium	Black stuff, block, gum, hop	Swallowed or smoked.
	Oxycodone	Oxycontin (commercial name), O.C	Swallowed, injected, or snorted.
	Hydrocodone	Vicodin (commercial name)	Swallowed.
Stimulants	Amphetamines	Speed, uppers	Swallowed in capsule, tablet, or pill form; injected; smoked; or snorted.
	Cocaine	Coke, blow, Connie	Snorted or injected.
	Crack cocaine	Crack, rock	Smoked.
	Methamphetamine	Meth, crystal, crystal meth, Tina, T, crank, speed	Snorted, injected, smoked, or swallowed.
Other compounds	Anabolic steroids	Anadrol (commercial name), Oxandrin (commercial name), roids, juice	Injected, swallowed, applied to skin
	Dextromethorphan (DXM)	Robotripping, robo, triple C (Note: DXM is found in some cough and cold medications)	Swallowed

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CAUSES OF DRUGS AND SUBSTANCE ABUSE

The following risk factors increase the chance for developing a problem with alcohol or substance abuse:

- family member with an alcohol problem (family history)
- male gender
- living alone
- single status (separated or divorced)
- mental health issues, including depression or other chronic mental health problems
- substance abuse in earlier life
- chronic pain
- sleep problems
- life stresses (financial difficulties, retirement, loss of a spouse or family member, moving to a new home, new illness)
- being in the hospital
- living in a long-term care facility
- long-term tobacco habit
- misunderstanding by older people about how to take their medications
- over-prescription of mood drugs (especially for older women)
- not reporting unwanted medication side effects
- Boredom.

THE FIRST SIGNS OF MISUSE OF A MEDICATION OR OF ALCOHOL IN AN OLDER PERSON MAY INCLUDE:

- increased confusion or mental impairment
- mood changes (e.g., agitation, depression, irritability)
- sleep problems and daytime sleepiness
- dizziness
- changes in blood pressure
- anemia
- fatigue or weakness
- altered liver function and other abnormal blood results
- A fall.

MEASURES TO PREVENT DRUGS AND SUBSTANCE ABUSE

- Effectively dealing with peer pressure
- Deal with life pressure
- Seek help for mental illness
- Examine the risk factors
- Keep a well balanced life

Assignment

- a) Giving relevant examples explain the Relationship between drugs and HIV/AIDS
- b) Write short notes on life skills and values necessary to prevent drug and substance abuse

UNIT TITLE-LIFE SKILLS

HIV AND AIDS

content

- a) Definition of terms
- b) Ways in which HIV is transmitted
- c) Signs and symptoms of aids
- d) Catalyst for the spread of HIV/AIDS
- e) Ways of preventing HIV/AIDS
- f) Interventions for HIV/AIDS
- g) Myths and misconception about HIV AND AIDS
- h) Care and support for the infected and the affected
- i) Factors that facilitate the spread of HIV/AIDS

MEANING OF HIV AND AIDS

The **human immunodeficiency virus (HIV)** is one of the most serious, deadly diseases in human history. HIV causes a condition called **acquired immunodeficiency syndrome** — better known as **AIDS**. HIV destroys a type of defense cell in the body called a **CD4 helper lymphocyte**. These lymphocytes are part of the body's immune system, the defense system that fights infections. When HIV destroys these lymphocytes, the immune system becomes weak and people can get serious infections that they normally wouldn't.

WAYS IN WHICH HIV IS TRANSMITTED

A person who has HIV carries the virus in certain body fluids, including blood, semen, vaginal secretions, and breast milk. The virus can be transmitted only if such HIV-infected fluids enter the bloodstream of another person. This kind of direct entry can occur

- (1) Through the linings of the vagina, rectum, mouth, and the opening at the tip of the penis
- (2) Through intravenous injection with a syringe
- (3) Through a break in the skin, such as a cut or sore.

Usually, HIV is transmitted through:

- Unprotected sexual intercourse (either vaginal or anal) with someone who has HIV.
- Sharing needles or syringes with someone who is HIV infected.
- Infection during pregnancy, childbirth, or breast-feeding (mother-to-infant transmission).
- Unprotected oral sex with someone who has HIV.

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SIGNS AND SYMPTOMS OF AIDS

Early signs and symptoms of HIV/AIDS

Some people experience signs and symptoms of HIV (Human Immunodeficiency Virus), as soon as they become infected, while others do not. When they occur, early signs and symptoms are often mistaken for the flu or a mild viral infection. Initial signs and symptoms of HIV include:

- Fever
- Headache
- Tiredness
- in the neck, armpits or groin
- Nausea
- Diarrhea
- Enlarged lymph nodes

Any symptoms from becoming infected typically resolve in one to four weeks.

The signs and symptoms of HIV infection are similar to those for many different viral infections. The only way to know for sure if you are infected with HIV is to be tested. Many people infected with HIV do not have any signs and symptoms at all for many years.

Later signs and symptoms of HIV/AIDS

The Centers for Disease Control (CDC) says the following signs and symptoms **may** be warning signs of late-stage HIV infection:

- rapid weight loss
- dry cough
- recurring fever or profuse night sweats
- profound and unexplained fatigue
- swollen lymph glands in the armpits, groin, or neck
- diarrhea lasting more than a week
- depression, and other neurological disorders
- white spots or unusual blemishes on the tongue, in the mouth, or in the throat
- pneumonia
- red, brown, pink, or purplish blotches on or under the skin or inside the mouth, nose, or eyelids
- memory loss,

HIV destroys the white blood cells that are required to fight infection. As the white cell count falls to dangerous levels, numerous infections and diseases emerge. It is at this point that a person is said to have AIDS (Acquired Immune Deficiency Syndrome).

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CATALYST FOR THE SPREAD OF HIV/AIDS

- Myths/ mysteries
- Social economic factors
- Political factors

WAYS OF PREVENTING HIV/AIDS

There are several steps you can take to protect yourself against HIV/AIDS and other STDs:

- **Abstinence:** Simply choose not to have sex.
- **Sober Sex:** If you're drinking or taking drugs, you are more apt to get into a situation where safer sex practices falter or fail altogether. If you have sex when you're sober, you're more likely to be safe.
- **Latex and Polyurethane Barrier Methods:** Use safe sex materials such as male and female **condoms**, **dental dams**, and **finger cots** when engaging in sexual activity. Do not use male and female condoms at the same time!
- **Fewer Partners/Monogamy:** The fewer sex partners you have, the more you reduce your risk of HIV infection.
- **Needle Exchange/Clean Your Works:** Always use new, unused needles or clean your works by flushing the needle and plunger with water and bleach each time you use an intravenous drug syringe. Do not share other IV drug paraphernalia such as cookers cottons/filters, or water glasses. There are needle exchange programs available in your area where you can exchange used needles for new ones. For more information
- **Pregnancy:** If you are HIV positive and think you may be pregnant, you should contact your doctor immediately to discuss your options. There are medications that you can take during your pregnancy to reduce your baby's risk of being HIV positive.
- **Breastfeeding:** HIV positive mothers should not nurse a child. HIV can be transmitted from mother to child via breast milk. Instead your physician will provide alternatives to nursing your baby.
- **Getting Tested:** The only way to be sure of your HIV status is to get tested. With a rapid oral test, you can even get a cheek swab and get your results in as little as 20 minutes. If you test negative, your healthcare provider will provide tools that can help you remain that way. If you test positive, your healthcare provider can counsel you on methods used to prevent the spread of HIV.

The priority health-sector interventions for HIV prevention, treatment and care include:

- interventions based in health facilities, including information, education and supplies and services for preventing HIV transmission in health care settings; preventing sexual HIV transmission; managing sexually transmitted infections (STIs); preventing mother to child HIV transmission; providing harm reduction for injecting drug users (IDUs); HIV testing and counseling; preventing HIV transmission by people living with HIV;

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preventing the progression of HIV infection to AIDS; and the clinical management of treatment and care for people living with HIV;

- interventions based in communities, including community-based prevention; treatment preparedness and support for HIV and tuberculosis (TB); condom promotion; provision of Clean injecting equipment; HIV testing and counseling, home-based care; and psychosocial support, including peer support;

Interventions delivered through outreach to most-at-risk populations, including integrated HIV testing, counseling, treatment and care services in drop-in centers and similar locations, Including mobile sites;

- national measures required for supporting service delivery, including leadership and Governance; advocacy; strategic planning; programme management; procurement and supply Management; laboratory services; human resources; financing; and HIV and STI strategic Information management systems.

MYTHS AND MISCONCEPTIONS ON HIV AND AIDS

Myth: HIV doesn't cause AIDS

Reality: There is overwhelming scientific evidence and medical consensus that the disease we call AIDS is caused by the virus we call HIV. Scientists have been able to document how HIV infects cells, attacks the immune system, and causes the symptoms of AIDS. HIV is measurable in the blood of an infected individual and antiretroviral medications have clearly been shown to suppress the virus and improve the symptoms of AIDS.

Myth: Because of antiretroviral medications, we no longer need to be concerned about HIV/AIDS.

Reality: Antiretroviral medications are a great leap forward in the fight against HIV, but they are not a cure. If your doctor prescribes ARVs, you will have to take every dose on schedule to minimize the risk that the HIV in your body will develop resistance to the medication. Additionally, in developing countries, HIV/AIDS is continuing to spread, not only in Africa, but increasingly in India, Asia, Eastern Europe, and the former Soviet Union. Clearly, the world has not yet experienced the full global impact of the HIV/AIDS pandemic on politics, economics, and the livelihood of those most affected.

Myth: If you have HIV already and are sexually active, you no longer need to practice safer sex.

Reality: HIV positive individuals who choose to be sexually active need to practice safer sex to reduce the risk that their HIV negative partner will become infected. When both partners are HIV positive, they also need to practice safer sex to protect themselves from contracting each other's strain of HIV, a possibly more aggressive and drug resistant strain of HIV. If a person is HIV positive and chooses to be sexually active, it is important for them to inform their partners. Additionally, it is vital to practice safer sex with each sexual encounter.

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Myth: You can't contract HIV through oral sex

Reality: Although the risk of spreading HIV through oral sex may not be quite as high as through some other sexual practices such as vaginal or anal sex, the risk is still there. There are documented cases of people who only engaged in oral sex and nonetheless contracted HIV as a result. Therefore, people who choose to be sexually active should reduce their risk via condoms for men and dental dams for women.

Myth: You can't get HIV from one sexual encounter

Reality: There are documented cases of individuals who contracted HIV from one sexual encounter because their partner was HIV positive and they had unprotected sex. Anyone who is HIV positive is capable of infecting their sexual partners, and you can't tell if a person is HIV positive by looking, so if you choose to be sexually active, remember that you can contract HIV from even a single sexual encounter and it is vital to use condoms.

Myth: A woman cannot spread HIV to another woman by having sex with her

Reality: Although the risk of an HIV positive woman infecting another woman by having sex is lower, the risk is still not zero. If a woman is HIV positive, her vaginal fluids contain HIV, and it is possible for her to infect her partner. If a person is HIV positive and chooses to be sexually active, it is important for them to inform their partners. Additionally, it is vital to practice safer sex with each sexual encounter.

Myth: If you are HIV positive but your HIV viral load is undetectable, you cannot spread HIV

Reality: Anyone who is HIV positive can spread the virus to their sexual partner. It's true that if your viral load is lower, your risk of spreading HIV is lower, but the risk is not zero. If you are HIV positive and you choose to be sexually active, no matter how healthy you feel and how low your viral load may be, you must inform your partners in advance of your status so they are fully informed and you can work together to reduce the risk of spreading HIV.

Myth: AIDS can be spread by kissing, hugging, or shaking hands

Reality: Though there are other means of transmission, there are four primary ways that HIV spreads: through intimate sexual contact; sharing needles through injection drug use; blood transfusions, and from mother to child. You can't contract HIV by kissing a person, hugging them, or shaking their hands. You can't contract HIV by working or living with them.

Myth: If you have HIV, you can cure it by having sex with a virgin

Reality: There is currently no cure for HIV or AIDS. The myth that you can cure HIV/AIDS is prevalent in some parts of Africa and has even led to incidents where HIV positive men rape young women or girls in the hope of curing their HIV.

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Myth: Every individual with HIV will eventually develop AIDS

Reality: There is a group of individuals with HIV who have not progressed to AIDS, despite being infected for over 20 years. Some appear to have a natural ability to suppress the virus in their body without medications. Others may have acquired a weaker strain of the virus. Still others took medications before their CD4 cells dropped below 200 and therefore, do not have an AIDS diagnosis. Regardless of the circumstance, time will tell whether it continues to be possible for an individual to remain HIV positive without progressing to AIDS.

CARE AND SUPPORT OF THE AFFECTED AND INFECTED

There are a number of key things that can be done:

- Organize counseling and emotional support for people with HIV/AIDS and their families.
- Set up organizations that bring together people living with HIV/AIDS to fight for change.
- Set up wellness programmes and medical treatment to help people keep their immune systems strong and fight opportunistic infections.
- Organize grants, food parcels and poverty alleviation projects to help families survive.
- Provide home-based care and medical treatment for people who are ill.

FACTORS CONTRIBUTING TO THE SPREAD OF HIV/AIDS

AIDS (acquired immunodeficiency syndrome) is caused by a virus known as HIV (human immunodeficiency virus). But there are social and economic conditions that make it more likely that certain people will contract HIV.

1) Lack of education and information

There are many reasons why people may not be able to get an education. Some lack money for school fees. Some may experience discrimination for example, education may not be considered important for girls, or ethnic minorities may not have access to education in their own language. Without access to education, and without literacy skills, people may not learn how to prevent HIV infection, which may occur through sexual contact, sharing drug paraphernalia, or mother to child transmission.

2) Inadequate health care

Many people learn about HIV prevention from their health care provider. But for those who lack insurance, money to pay for health care and drugs, or who live too far from a clinic, it may be difficult to get information about HIV prevention, or to obtain adequate care if they become ill.

3) Poverty

The poor are more vulnerable to HIV/AIDS because they are less likely to be educated about prevention. If they cannot afford adequate food, they may become malnourished, making them

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more vulnerable to infection. They are also less likely to be able to afford medical care and drugs if they do become infected.

4) Discrimination

People who face discrimination –whether on the basis of their gender, ethnicity, race or other factors often find it difficult to obtain jobs that will keep them out of poverty. They may be less likely to go to school or complete school, and may have less access to health care, making it less likely that they will know how to protect themselves from HIV infection.

5) Women's inequality

In many countries, girls and women have less social status than boys and men. They may be denied the right to go to school or complete their education. They may have little or no choice over who they marry, and may be forced into having sex against their will. When women are not able to control their own bodies or resist pressure to have sex, they are more vulnerable to HIV infection.

6) Prostitution

For low income women with little education, job opportunities may be severely limited. For some, prostitution may be the only way they can support themselves and their families. Women who have sexual contact with a number of men are at greater risk of contracting HIV, especially if they are unable to insist that the men use condoms.

7) War

In countries that experience war and armed conflict, education and health care systems may be disrupted, depriving citizens of information needed to prevent HIV infection, and treatment for those who are infected.

Prostitution often increases in conflict zones, as other ways of earning a living may not be possible. And rape is often used by occupying forces to dominate or demoralize; this makes the spread of HIV more likely.

8)"Race and ethnicity are not risk factors. But they are markers for other factors that put people at increased risk, like lack of health insurance and limited access to care."

Assignment

Which are some of the strategies that can be implemented by both the government and individuals to reduce the spread of HIV/AIDS?

Highlight challenges infighting HIV/AIDS in developing countries

UNIT TITLE-LIFE SKILLS

CHILD LABOR

content

- a) Definition of terms
- b) Differentiate between child labor and work
- c) Forms of child labor
- d) Community level of awareness on child labor
- e) Possible interventions to child labor

The term “child labor” is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development.

It refers to work that:

- is mentally, physically, socially or morally dangerous and harmful to children; and
- interferes with their schooling by:
 - depriving them of the opportunity to attend school;
 - obliging them to leave school prematurely; or
 - requiring them to attempt to combine school attendance with excessively long and heavy work

DIFFERENCE BETWEEN CHILD LABOUR AND WORK

Child Work “Child work” refers to a positive participation of children in an economic activity, which is not detrimental to their health or mental and physical development; on the contrary, it is a beneficial work, which strengthens or encourages the child development. It allows a normal schooling and does not impede the child from doing leisure activities or resting. Across the world, millions of young people legitimately undertake work, paid or unpaid, that is appropriate for their age and level of maturity. According to the Convention no 138 Minimum Age Recommendation of the ILO, this kind of light work is permitted from the age of twelve years.

Child Labour On the other hand, the expression “child labour” refers to all the kinds of work which occur in violation of the international conventions. These labours can be destructive ones. This is why it is really important to distinguish beneficial work from intolerable labour.

FORMS OF CHILD LABOUR

In its most extreme forms, child labour involves children being enslaved, separated from their families, exposed to serious hazards and illnesses and/or left to fend for themselves on the streets of large cities – often at a very early age. Whether or not particular forms of “work” can be called “child labour” depends on the child’s age, the type and hours of work performed, the conditions under which it is performed and the objectives pursued by individual countries. The answer varies from country to country, as well as among sectors within countries.

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Worst forms of child labour

Whilst child labour takes many different forms, a priority is to eliminate without delay the worst forms of child labour as defined by Article 3 of ILO Convention No. 182:

- (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- (b) The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- (c) The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- (d) Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

Labor that jeopardizes the physical, mental or moral well-being of a child, either because of its nature or because of the conditions in which it is carried out, is known as “hazardous work”.

POSSIBLE INTERVENTIONS TO CHILD LABOUR

1) Eliminate poverty

International financial institutions like the World Bank and the International Monetary Fund contributed to the rise in child labour when they called on countries heavily indebted to them to reduce public expenditure on health care and new jobs. These structural adjustment programmes have resulted in increased poverty and child labour. The World Bank and the International Monetary Fund should rethink their loan plans to developing countries in an effort to increase social expenditure rather than reduce it

Government organizations and industries should be pressured to act in a socially responsible manner and to put an end to child labour or to provide children with better working conditions. Boycotting is not the solution because it forces children, who otherwise have no specific training, to quit their jobs and return to the streets or to more dangerous activities.

2) Encourage education

Children need to learn how to read and write. They need social and professional skills that only school and a nurturing environment can provide. Some countries have compulsory schooling and some provide free public schooling. However, in many countries, particularly for those where structural adjustment lending has led to the privatization of schools-the cost of teaching, books, and uniforms makes it impossible for children to get an education. Furthermore, for education to become a solution to child labour, schools must be located close to where these children live.

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Education must be free and compulsory up until the minimum legal age for employment

3) Enforce labour laws

Most countries have laws against child labour; however, some governments support child labour (regardless of existing laws) as a way of gaining a competitive market advantage.

4) Rehabilitate and Protect Working Children (Encourage NGO participation) Preventing children from working is not necessarily the best solution; children may end up in worse situations and their families may become even poorer.

Some NGOs fight to protect working children by providing them with information on their rights or by guaranteeing them safer working conditions. Other NGOs help children in the transition from work to school by building centres where they are provided with healthcare and a tailored education. The children leave these centres only when they have learnt to be independent.

5) Abolish child trafficking

Everywhere in the world, there are adults who earn a living by buying and selling children. The governments of all countries must take harsh measures against child trafficking.

6) Promote fair trade

There is a worldwide rise in commercial agreements-which must include norms for guaranteeing basic human rights and respect. Implementing these fair trade norms helps prevent child labour.

The new labeling campaigns-like Rugmark or the equitable commerce label-guarantee that the products consumers buy are not manufactured by children and that fair commercial practices have been employed. The label also reminds companies that young consumers should also be aware of commercial practices.

7) Replace child workers by adult workers

There are 800 million unemployed adults in the world; and yet, the number of working children is estimated to be at over 300 million. Replacing these working children with their mostly unemployed parents would result in higher family incomes (since adults are generally paid better), and the resulting rise in production costs would have little impact on exports sales.

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THE ROLES OF THE COMMITTEES ARE:

- Implementing child labour activities
- Assisting schools to identify IGA projects
- Training and facilitating in seminars
- Workshops and meetings
- Developing work plans for district activities and reviewing progress
- Creating divisional and location child labour committees
- Identifying and mobilizing resources
- Ensuring inter-sector collaboration and networking among stakeholders and disseminating information on child labour
- Conducting review meetings for the IGAs
- Producing progress reports for the IGAs and other child labour activities,
- Creating awareness on child labour
- Carrying out monitoring and evaluation of IGAs

Assignment

- a) Explain the Community level of awareness on child labor
- b) Which are the possible interventions to child labor
- c) Differentiate between child work and child labour

UNIT TITLE-LIFE SKILLS

CHILD RIGHTS

content

- a) Definition of terms
- b) Types of human needs
- c) Un convention on the rights of the child
- d) Importance of child right and child protection
- e) Categories of child right
- f) Responsibilities to child rights
- g) Principles of child rights

"A child is any human being below the age of eighteen years, unless under the law applicable to the child, majority is attained earlier

Children's rights are the human rights of children with particular attention to the rights of special protection and care afforded to minors, including their right to association with both parents, human identity as well as the basic needs for food, universal state-paid education, health care and criminal laws appropriate for the age and development of the child, equal protection of the child's civil rights, and freedom from discrimination on the basis of the child's race, gender, sexual orientation, gender identity, national origin, religion, disability, color, ethnicity, or other characteristics

UNICEF uses the term 'child protection' to refer to preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage

TYPES OF NEEDS

Abraham Maslow believed that these needs are similar to instincts and play a major role in motivating behavior. Physiological, security, social, and esteem needs are **deficiency needs** (also known as D-needs), meaning that these needs arise due to deprivation. Satisfying these lower-level needs is important in order to avoid unpleasant feelings or consequences.

Maslow termed the highest-level of the pyramid as **growth needs** (also known as being needs or B-needs). Growth needs do not stem from a lack of something, but rather from a desire to grow as a person.

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Five levels of the hierarchy of needs

There are five different levels in Maslow's hierarchy of needs:

1. Physiological Needs

These include the most basic needs that are vital to survival, such as the need for water, air, food, and sleep. Maslow believed that these needs are the most basic and instinctive needs in the hierarchy because all needs become secondary until these physiological needs are met.

2. Security Needs

These include needs for safety and security. Security needs are important for survival, but they are not as demanding as the physiological needs. Examples of security needs include a desire for steady employment, health care, safe neighborhoods, and shelter from the environment.

3. Social Needs

These include needs for belonging, love, and affection. Maslow described these needs as less basic than physiological and security needs. Relationships such as friendships, romantic attachments, and families help fulfill this need for companionship and acceptance, as does involvement in social, community, or religious groups.

4. Esteem needs

After the first three needs have been satisfied, esteem needs becomes increasingly important. These include the need for things that reflect on self-esteem, personal worth, social recognition, and accomplishment.

5. Self-actualizing Needs

This is the highest level of Maslow's hierarchy of needs. Self-actualizing people are self-aware, concerned with personal growth, less concerned with the opinions of others, and interested fulfilling their potential.

UN CONVENTION ON THE RIGHTS OF THE CHILD

UNICEF works for children in more than 190 countries. We believe that every child, no matter who they are or where they live, has the right to grow up safe, happy and healthy.

In 1989, the world's leaders officially recognized the human rights of all children and young people under 18 by signing the UN Convention on the Rights of the Child

The Convention is the basis of all our work. UNICEF is the only organization working for children recognized by the Convention.

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The Convention says that every child has:

- The right to a childhood (including protection from harm)
- The right to be educated (including all girls and boys completing primary school)
- The right to be healthy (including having clean water, nutritious food and medical care)
- The right to be treated fairly (including changing laws and practices that are unfair on children)
- The right to be heard (including considering children's views)

It's the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.

All UN member states except for the United States, South Sudan and Somalia have approved the Convention. The UK signed it on 19 April 1990 and ratified it on 16 December 1991. It came into force in the UK on 15 January 1992.

IMPORTANCE OF CHILD RIGHT

Children are innocent, trusting and full of hope. Their childhood should be joyful and loving. Their lives should mature gradually, as they gain new experiences. But for many children, the reality of childhood is altogether different.

Right through history, children have been abused and exploited. They suffer from hunger and homelessness, work in harmful conditions, high infant mortality, deficient health care and limited opportunities for basic education. A child need not live such a life. Childhood can and **must** be preserved. Children have the right to survive, develop, be protected and participate in decisions that impact their lives.

CATEGORIES OF CHILD RIGHT

The Right to Survival to life, health, nutrition, name and nationality. The right to survival entails the right to a healthy life. This means that children should be rightfully assured of adequate nutrition and quality healthcare. Their names be registered as citizens to access state nutritional schemes. Infant and child mortality should be curtailed and malnourishment should not be a concern.

The Right to Development to education, care, leisure, recreation. Every child has the right to development that lets the child explore her/him full potential. To an education that not only lead the child to a path of learning but promotes understanding, tolerance and friendship among all nations, racial or religious groups, and should contribute to maintenance of peace.

Protection right These rights include protection from all forms of child abuse, neglect, exploitation and cruelty, including the right to special protection in times of war and protection from abuse in the criminal justice system.

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Participation right Children are entitled to the freedom to express opinions and to have a say in matters affecting their social, economic, religious, cultural and political life. Participation rights include the right to express opinions and be heard, the right to information and freedom of association. Engaging these rights as they mature helps children bring about the realization of all their rights and prepares them for an active role in society.

THE FOUR PRINCIPLES OF CHILD RIGHTS

When the UN Committee on the Rights of the Child met for its first formal session in September/October 1991, it discussed the very meaning of Children's Rights. The committee concluded that the Convention on the Rights of the Child was about human rights for children. In drafting guidelines on how government should write and structure their initial reports on the implementation of the convention, the committee highlighted the general principles that were to help in the interpretation of the convention as a whole and thereby guide its implementation. The formulation of the principles draws much from Articles 2, 3, 6 and 12 of the convention itself.

1. Non-Discrimination

One general principle as identified by the committee on the rights of the child is that all children should enjoy their rights and should never be subjected to any discrimination. The obligation to provide equality of opportunities among children is expressed in Article 2, the first paragraph of which reads: "States parties shall respect and ensure the rights set forth in the present convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's parents or legal guardian, race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, poverty, disability, birth or other status."

2. Best interests of the child

Children, especially when they are very young, are vulnerable and need special support to be able to enjoy their rights fully. How could children be granted equal rights and at the same time the necessary protection? Part of the answer lies in the principle of the best interest of the child, formulated in Article 3:1. "In all actions concerning children whether undertaken by public or private social welfare institution, courts of law, administrative authorities or legislative bodies, the best interest of the child shall be a primary consideration."

3. The right to survival and development

The principle most directly related to children's economic and social rights is formulated in the right to life article. The article goes further than just granting children the right not to be killed; it includes the right to survival and development which is formulated in Article 6:2 and states thus: "State parties shall ensure to the maximum extend possible the survival and development of the child."

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4. The views of the child

A crucial dimension of the convention is expressed through another principle, the one about respecting the views of the child. In order to know what is actually in the interest of the child it is logical to listen to him or her. The principle is formulated in Article 12:1 which states that "States parties shall assure to the child who is capable of forming his or her own views the rights to express those views freely in all matters affecting the child, the view of the child being given due weight in accordance with the age and maturity of the child.

These four principles contribute to a general attitude towards children and their rights. They are based on the notion that children too are equal as human beings. The affirmation of the rights to play underlines that childhood has a value in itself; these years are merely a training period for life as an adult. How do we grant children equal value and at the same time guarantee them the necessary protection?

Children who cannot be looked after by their own family must be looked after properly, by people who respect their Religion, culture and language

.Governments should respect children's right to a name, a nationality and family ties.

Children, who are looked after by their local authority, rather than their parents, should have their situation reviewed regularly.

Children have the right to meet together and to join groups and organizations, as long as this does not stop other people from enjoying their rights.

RESPONSIBILITIES TO CHILD RIGHTS

Article 1

Everyone under 18 years of age has all the rights in this Convention.

Article 2

The Convention applies to everyone, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.

Article 3

All organizations concerned with children should work towards what is best for each child.

Article 4

Governments should make these rights available to children.

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Article 5

Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 6

All children have the right to life. Governments should ensure that children survive and develop healthily.

Article 7

All children have the right to a legally registered name, and nationality, also the right to know and, as far as possible, to be cared for by their parents.

Article 8

Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 9

Families who live in different countries should be allowed to move between those countries so that Parents and children can stay in contact, or get back together as a family.

Article 10

Governments should take steps to stop children being taken out of their own country illegally.

Article 11

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 12

Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 13

Children have the right to think and believe what they want, and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Assignment :Explain how children's rights are abused in refugee camps

UNIT TITLE-LIFE SKILLS

ACCEPTANCE

- 1) Define the term acceptance
- 2) Types of acceptance
- 3) Importance of acceptance

Acceptance in human psychology is a person's assent to the reality of a situation, recognizing a process or condition (often a negative or uncomfortable situation) without attempting to change it, protest, or exit

It is an express act or implication by conduct that manifests assent to the terms of an offer in a manner invited or required by the offer so that a binding contract is formed. The exercise of power conferred by an offer by performance of some act. The act of a person to whom something is offered or tendered by another, whereby the offeree demonstrates through an act invited by the offer an intention of retaining the subject of the offer.

TYPES OF ACCEPTANCE

Self acceptance

Self acceptance is being loving and happy with who you are *now*. It's an agreement with yourself to appreciate, validate, accept, and support who you are at this moment.

Self acceptance leads to a new life with new possibilities that did not exist before because you were caught up in the struggle against reality. People have trouble accepting themselves because of a lack of motivation. Some have the misconception that if you are happy with yourself you won't change things about yourself. This isn't true; you don't have to be unhappy with yourself to know and actively change things you don't like.

Social acceptance

Social acceptance affects children, teenagers and adults. It also can affect people of all ages with mental disabilities because social acceptance determines many decisions people make in life.

Children and teenagers tend to do a lot of things to try to be accepted among friends, also known as peer pressure. Peer pressure determines sometimes how they do their hair and decides what clothes they wear. It also determines what they are willing to do to as far as smoking, drinking, swearing, and sexual activity and much more, to be accepted by those whose friendship they value.

Adults do some of the same things out of the desire for the acceptance and approval of their friends. To be one of the groups, they might do some of the same things like drinking, swearing or taking drugs just to fit in. They base fashion on the latest tips from magazines and fashion experts.

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Social acceptance could be defined as the fact that most people, in order to fit in with others, attempt to look and acts like them. Or sometimes it is a term that refers to the ability to accept, or to tolerate differences and diversity in other people or groups of people.

When it comes to mental disabilities, social acceptance plays a big role in recovery. Social acceptance is important because many people don't understand mental illness so they don't know how to embrace their friends or other people who have a disease, leaving these people with feelings of not being accepted in groups of friends.

Conditional or qualified

Conditional Acceptance A conditional acceptance, sometimes called a qualified acceptance, occurs when a person to whom an offer has been made tells the person giving offer that he or she is willing to agree to the offer provided that some changes are made in its terms or that some condition or event occurs. This type of acceptance operates as a counteroffer. A counteroffer must be accepted by the original person offering the offer before a contract can be established between the parties.

Another type of conditional acceptance occurs when a drawee promises to pay a draft upon the fulfillment of a condition, such as a shipment of goods reaching its destination on the date specified in the contract.

A type of acceptance that requires modification(s) of the conditions before the final acceptance is made. For example, a contract that needs to be accepted from two parties may be adjusted or modified so that it fits both parties' satisfactions. A person has been made an offer that they are willing to agree as long as some changes are made in its terms or that some conditions or event occurs. A business contract that is made from the business to the employer, both parties may change and modify the contract until both parties agree or accept the details in the business contract.

Express Acceptance An express acceptance occurs when a person clearly and explicitly agrees to an offer or agrees to pay a draft that is presented for payment.

Is a type of acceptance that involves making an overt and unambiguous acceptance of the set conditions. For example, a person clearly and explicitly agrees to an offer. They accept the terms without any changes. A person agrees to pay a draft that is presented for payment.

Implied Acceptance An implied acceptance is one that is not directly stated but is demonstrated by any acts indicating a person's assent to the proposed bargain. An implied acceptance occurs when a shopper selects an item in a supermarket and pays the cashier for it. The shopper's conduct indicates that he or she has agreed to the supermarket owner's offer to sell the item for the price stated on it.

A type of acceptance that is not clearly expressed, but an intent to consent to the presented conditions is made. For example, acceptance is implied by demonstrating any act indicates a

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person's assent to the proposed bargain. A lady selects an item in a department store and pays the cashier for it. The lady has indicated that she has agreed to the department store's owner's offer to sell the item for the price stated on the price tag.

Assignment

Why is self acceptance vital among the youth?

How can we improve on our self acceptance

Define relationships

State and explain types of relationships

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