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## MINISTRY OF EDUCATION

### Secondary Life Skills Education Teacher's Handbook



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## **FOREWORD**

This handbook was developed to aid secondary school teachers in their endeavour to implement the Life Skills Education syllabus. It provides information to the teacher on the concept of Life Skills Education. The handbook also suggests various approaches and methodologies that would make the teaching and learning of the subject experiential.

The handbook guides the teacher on how to interpret the syllabus appropriately. It also gives sample schemes of work and lesson plans for guiding teachers. The handbook also includes suggested learning/teaching experiences, learning teaching resources, assessment methods and time allocation.

Teachers should, however, use their own ingenuity and creativity to find the methods that best suit their circumstances and context.  
It is my sincere hope that teachers will find the handbook a very useful resource in the teaching of Life Skills Education.

**PROF. GEORGE I. GODIA  
EDUCATION SECRETARY  
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## CHAPTER ONE

### 1.0 Introduction

Life Skills Education is the study of abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of every day life. Teaching of Life Skills is aimed at equipping the learner with psychosocial competencies that would help him/her make informed decisions, solve problems, think creatively and critically, communicate effectively, build healthy relationships, empathize with others and manage his/her life in a healthy and productive manner. It is a comprehensive behaviour change approach that concentrates on the development of the psychosocial skills needed for life. The course goes beyond providing information to development of the whole individual. One of the benefits of the Life Skills Education is that the topics are adaptable to many different contexts.

The approach used in the teaching of Life Skills Education is interactive. It uses role play, mini dramas, games, puzzles, music and dance, group discussions and a variety of other innovative teaching techniques to keep the learners wholly involved in the sessions.

The course will promote learners' overall growth and development which will enable him/her to make appropriate choices that enhance academic performance. Life Skills helps the learners deal with the issues that are likely to be distractors in their learning. Teachers are encouraged to embrace Life Skills Education as an opportunity for realizing good discipline which is the pillar of success to education.

The learning of Life Skills Education should be experiential and learner centered. The teacher acts as a facilitator to help the learners interact with the various activities. The teacher is expected to prepare well in advance the teaching and learning resources and identify relevant assessment methods.

The syllabus is presented in the form of skills developed in spiral approach. Skills acquired in the previous level become a pre-requisite for the next level. The teacher should ensure related skills are covered in the same order given in the syllabus. The syllabus has suggested methods of assessment which the teacher will find useful in establishing whether the set objectives have been achieved.

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## **1.1 How To Use This Book**

This Handbook intends to help the teacher interpret the syllabus correctly so that the objectives of teaching Life Skills Education are attained. When the syllabus is correctly interpreted, the learners will learn and develop relevant Life Skills. The teacher should be familiar with the various Life Skills discussed and their importance. This will enable them to inculcate the same to the learners.

The teacher should note that Life Skills are better learnt by doing and carrying out various activities. The book suggests various methods and activities which will be useful in helping the teacher to prepare his or her lesson. This enables the learners to be actively involved. The teaching methods, teaching and learning resources, and assessment methods outlined in this book should not be perceived as prescriptive but should be used to provoke the teacher to explore other applicable strategies that will enhance teaching and learning of Life Skills.

The book presents Life Skills in a sequential and systematic way. The teacher should note that each life skill is structured on the basis of the challenges encountered at each class.

It is hoped that this will help the teachers appreciate the interrelationship of skills and how they can be effectively developed to focus on specific issues.

This Handbook should not be used as a course book or a teacher's sole reference. It is more of a resource material to guide the teacher on the best way to implement the syllabus.

## **CHAPTER TWO**

### **2.0 NATIONAL GOALS OF EDUCATION AND OTHER**

#### **OBJECTIVES**

##### **2.1 National Goals of Education**

**Education in Kenya should:**

- 1. Foster nationalism, patriotism and promote national unity.**  
Kenya's people belong to different ethnic groups, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help the youth acquire this sense of nationhood, by removing conflicts and by promoting positive attitudes of mutual respect, which enable them to live together in harmony, and foster patriotism in order to make a positive contribution to the nation.
- 2. Promote the social, economic, technological and industrial needs for national development**  
Education in Kenya should prepare the youth of the country to play an effective and productive role in the life of the nation. Education in Kenya must prepare children for the changes in attitudes and relationships, which are necessary for the smooth process of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernization. Education should assist our youth to adapt to this change.

**a) Social Needs**

Education in Kenya must prepare children for the changes in attitudes and relationships, which are necessary for the smooth process of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernization. Education should assist our youth to adapt to this change.

**b) Economic Needs**

Education in Kenya should produce citizens with skills, knowledge, expertise and personal qualities that are required to support a growing economy, Kenya is building up a modern

and independent economy which is in need of adequate domestic manpower.

c) **Technological and Industrial needs**

Education in Kenya should provide the learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place especially in the developed world. We can only be part of the development of our education system deliberately focused on knowledge, skills and attitudes that will prepare the youth for these changing global trends.

3. **Promote individuals development and self-fulfilment**

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is character building.

4. **Promote sound moral and religious values**

Education should provide for the development of knowledge, skills and attitudes that will enhance acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. **Promote social equality and responsibility**

Education should promote social equality and foster a sense of responsibility within an education system, which provides equal education opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. **Promote respect for and development of Kenya's rich and varied culture**

Education should instil in the youth of Kenyan an understanding of past and present cultures and their valid place in contemporary society. The children should be able to blend the best of traditional values with the changed requirements that must follow rapid development in order to build a stable and modern society.

7. **Promote international consciousness and foster positive attitudes towards other nations**

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept memberships in this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. **Promote positive attitudes towards good health and environmental protection**

Education should inculcate in the youth the value for good health in order to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth to appreciate the need for a healthy environment

**2.2 Objectives of Secondary Education**

Secondary Education should provide the learner with opportunities to:

1. acquire necessary knowledge, skills and attitudes for development of the self and the nation
2. promote love for and loyalty to the nation
3. promote harmonious co-existence among the peoples of Kenya
4. develop mentally, socially, morally, physically and spiritually
5. enhance understanding and respect for own and other people's cultures and their place in contemporary society
6. enhance understanding and appreciation of inter-relationships among nations
7. promote positive environmental and health practices
8. build a firm foundation for further education and training
9. develop ability for enquiry, critical thinking and rational judgement
10. develop into a responsible and socially well adjusted person
11. promote acceptance of and respect for all persons
12. enhance enjoyment in learning
13. identify individual talents and develop them
14. build a firm foundation for technological and industrial development
15. develop into a self-disciplined individual who appreciates work and manages time properly.

### **2.3 General Objectives Of Secondary Life Skills Education**

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

1. appreciate the importance of life skills in every day life;
2. acquire values, attitudes and develop skills that will enable him/her to operate effectively in the society;
3. appreciate self as a unique human being, and develop self esteem;
4. develop and demonstrate ability to cope with stress and emotions in every day life.
5. appreciate the need for peaceful co-existence and demonstrate ability to apply the acquired skills to relate and coexist with other people amicably;
6. develop skills that enable him/her make informed and appropriate decisions in life;
7. demonstrate ability to apply the relevant life skills in dealing with the emerging issues and other challenges effectively;
8. develop and apply life skills that enhance performance in education;
9. develop and apply life skills that enhance positive behaviour formation and change;
10. appreciate his/her rights and responsibilities and demonstrate ability to respect other peoples' rights

### **2.4 Linkage between National Goals of Education and Other Objectives.**

An effective education system is guided by set goals and objectives. The success of such a system relies on the interrelationship between the National goals of education, secondary level objectives, general and specific objectives of a subject.

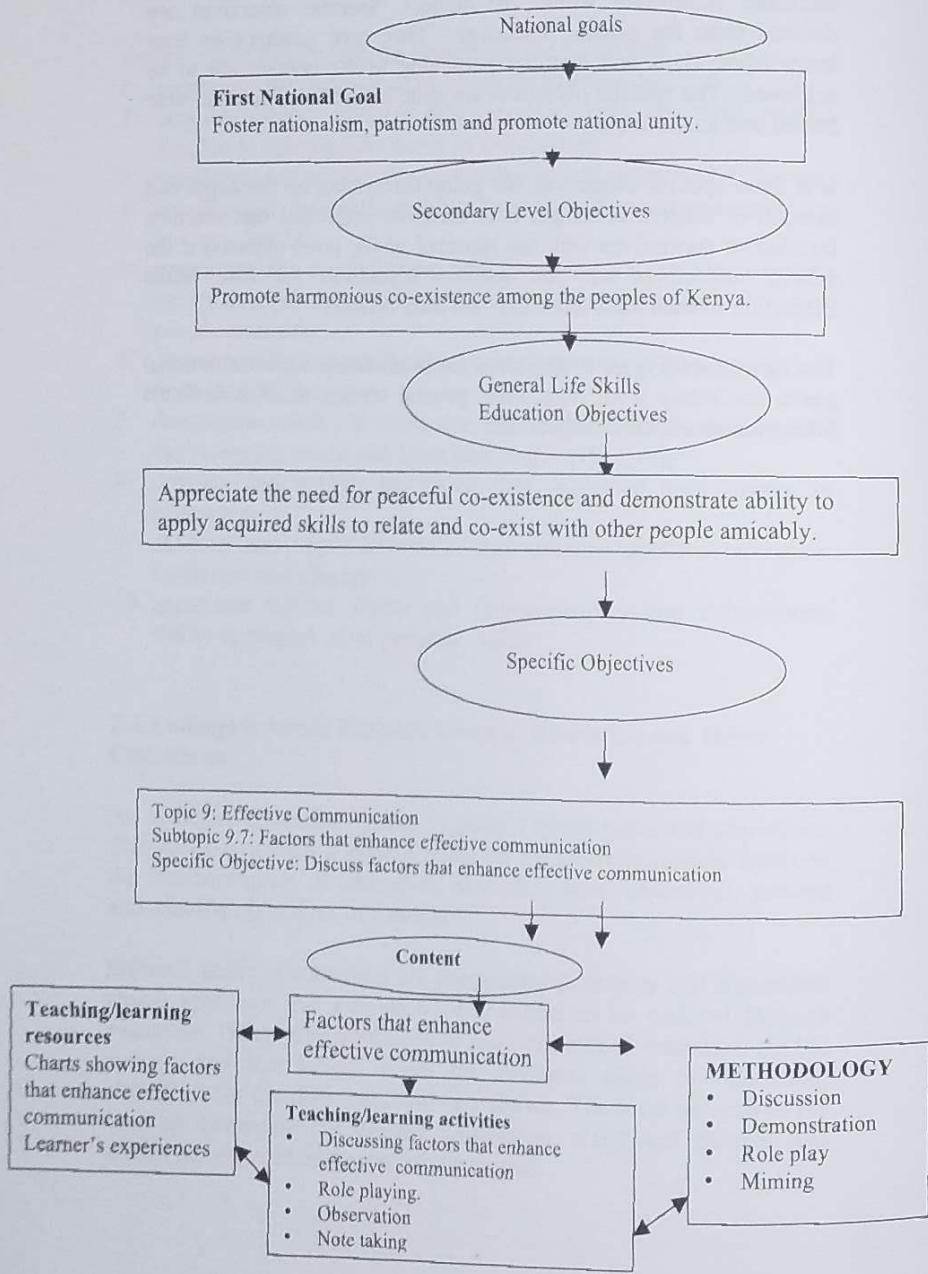
National goals of education are the general principles and statements which spell out the aspiration of a nation to be realised through education. They give directions to a set of detailed intentions for the present and the future. From the National goals of education, objectives for the different levels are drawn. The level objectives are used to determine the desired knowledge, skills and attitude that should be acquired at the end of the course.

The general objectives of Life Skills Education are derived from the Secondary level objectives. These objectives are relevant and therefore achievable within the subject. Specific objectives are derived from the general objectives. They give guidance on how knowledge, skills and attitudes pertaining to the content are to be achieved. The specific objectives are quite explicit, operational, time bound and quantifiable.

It is these specific objectives that guide the teacher on the depth and breadth of content coverage. It is therefore important that teachers familiarise themselves with the National goals, level objectives, the general objectives and the specific objectives for Life Skills Education in each topic since they are inter-related.

The flow chart (Figure 1) illustrates the relationship between National goals, secondary level objectives, general objectives of Life Skills Education and Specific objectives.

Figure 1 shows a chart, which summarizes how specific objectives and content are derived from the national goals of Education.



**Table 1**  
Shows the Linkage between the National goals of education, the secondary education objectives the General objectives of life skills education and the specific objectives.

LINKAGES BETWEEN NATIONAL GOALS OF EDUCATION AND OTHER TOPIC		CLASS	TOPIC/SUB TOPIC	SPECIFIC OBJECTIVES
NATIONAL GOAL	SECONDARY EDUCATION OBJECTIVES			
Foster National patriotism and promote National Unity	Promote harmonious co-existence among the peoples of Kenya	Form I	Effective communication • Factors that enhance effective communication	By the end of the lesson, the learner should be able to Discuss factors that enhance effective communication
Promote the social, economic technological and industrial needs for national development	Build a firm foundation for technological and industrial development	Form 2	Decision Making • Process of decision making	By the end of the lesson, the learner should be able to demonstrate ability to apply various steps in the decision making process
Promote social equality and	Develop into a responsible and	Form 3	Empathy • Ways of expressing	By the end of the lesson, the learner

responsibility	socially well adjusted person	demonstrate ability to respect other peoples rights		empathy	should be able to demonstrate different ways of expressing empathy in various situations.
Promote sound moral and religious values	Develop mentally, socially morally, physically and spiritually	Develop and apply Life Skills that enhance positive behaviour formation and change	Form 4	Decision making <ul style="list-style-type: none"> <li>• Developing creative and critical thinking skills</li> </ul>	By the end of the lesson, the learner should be able to demonstrate ability to use critical and creative ways in addressing life's challenges
Promote individual development and self-fulfilment	Identify individual talents and develop them	Develop and apply life skills that enhance performance in education	Form 4	Decision making <ul style="list-style-type: none"> <li>• Career choices</li> </ul>	By the end of the lesson, the learner should be able to explore and appreciate important factors to consider in choosing careers
Promote respect and development of Kenya's rich and varied	Enhance understanding and respect for own and other people's cultures and their place in contemporary	Appreciate his/her rights and responsibilities and demonstrate ability to respect other people's rights	Form I	Friendship formation and maintenance <ul style="list-style-type: none"> <li>• Living Values that enhance interpersonal personal</li> </ul>	By the end of the lesson, the learner should be able to show ability to apply relevant living values that

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culture	society		relationships	enhance interpersonal relationships
Promote international consciousness and foster positive attitude towards other nations	Enhance understanding and appreciation of inter-relationships among nations	Appreciate the need for peaceful co-existence and demonstrate ability to apply the acquired skills to relate and co-exist with other people	Form 2 <ul style="list-style-type: none"> <li>Non-violent conflict resolution</li> <li>• Ways of avoiding conflicts</li> </ul>	By the end of the lesson, the learners should be able to explore ways of avoiding conflict
Promote positive attitudes towards good health and environmental protection	Promote positive environmental and health practices	Demonstrate ability to apply the relevant Life Skills in dealing with the emerging issues and other challenges effectively.	Form 3 <ul style="list-style-type: none"> <li>Negotiation skills</li> <li>• Situations that require negotiation</li> </ul>	By the end of the lesson the learner should be able to apply negotiation skills in various situations.

## CHAPTER THREE

### 3.0 TOPICS IN LIFE SKILLS EDUCATION

#### 3.1 Introduction:

Life Skills are abilities which enable an individual develop adaptive and positive behaviour so as to deal effectively with challenges and demands of everyday life. The development of life skills is a life long process that starts in early childhood and continues throughout one's life.

There are many challenges facing the youth in Kenya as a result of fast changing world. These challenges may be psychological, social and economic among others. The challenges are compounded by various factors such as complex developmental changes during adolescence, lack of positive role models, negative mass media influence and inadequate, inaccurate and unreliable sources of information. When the psychological and social needs of the youth and children are not met, they become mal-adjusted and the resultant behaviour is drug abuse, irresponsible sex and STI's, increase of crime, violence, riots and general indiscipline. Life Skills comprises of competencies that can enable the youth cope with challenges and manage their lives in a healthy and productive manner.

Life Skills enable an individual to develop positive attitude towards self and others by transforming knowledge, skills and values into action. These will enhance their abilities to make effective decisions and relate amicably with others in society.

#### 3.2 Categories of Life Skills

Life Skills are classified into three broad categories namely: skills of knowing and living with oneself, skills of knowing and living with others and skills of making effective decisions. These categories can be further broken down into:

##### **Category I: Skills of knowing and living with one self:**

Life Skills under this category are closely linked to each other and aim at enhancing self understanding, growth, coping with challenges of life and developing potential. They include:

- Self awareness
- Self esteem

- Coping with emotions
- Coping with stress

##### **Category 2: Skills of knowing and living with others**

These are also referred to as interpersonal relationship skills. They are important in our lives because they help us establish and maintaining good relationship in society. Life Skills under this category include:

- Friendship formation and maintenance
- Assertiveness
- Empathy
- Effective communication
- Negotiation skills
- Non-violent conflict resolution

##### **Category 3: Skills of making Effective decision**

These skills equip the young people at all levels and circumstances to enable them make effective decisions. They need to be learned and practised. They include:

- Creative Thinking
- Critical thinking
- Problem solving

#### 3.3 Importance of Life Skills Education

Life Skills Education is the study of abilities for adaptive and positive behaviour change that enable individuals to deal effectively with the demands and the challenges of everyday life. Teaching of Life skills is aimed at equipping the learner with psychosocial competences that would help him/her make informed decisions, solve problems, think creatively and critically, communicate effectively, build healthy relationships, empathise with others and manage his/her life in a healthy and productive manner.

Where Life Skills Education is well developed and practiced, it enhances the well-being of a society and promote positive outlook and healthy behaviour.

In particular, it enables the individual to:

- translate knowledge, attitude, skills and values into action
- behave responsibly and this leads to healthy living
- develop positive attitude towards themselves and others
- develop full potential

- promote the state of mental well being as this motivates them and others
- promote risk free behaviour
- communicate effectively
- develop negotiation skills
- improve self perception by:
  - building self confidence
  - building self esteem
  - building self worth

Life Skills Education has long term benefits to the society. These include educational, social, health, cultural and economic benefits.

**(a) Educational benefits**

- Strengthens teacher pupil relationship
- Leads to desirable behaviour change
- Improves discipline in schools
- Reduces learner problems such as truancy, absenteeism, drug and substance abuse and teenage pregnancies
- Helps learners to improve their performance

**(b) Social Benefits**

- Improves the socialization process among learners such as relating to others in a friendly way
- Enables learners to choose good and reliable friends
- Helps learners to use their leisure time properly
- Assists learners to recognise and avoid risky situations
- Bring about meaningful interaction among learners, teachers and the school community
- Helps in character building.

**(c) Health Benefits**

- Leads to prevention and control of diseases such as STIs, HIV and AIDS
- Contributes to a person's general well being (physical, mental, emotional and social)
- Leads to less strain on health facilities
- Helps people to be responsible for their own and other people's health

**d) Cultural Benefits**

- Enables people to adopt and maintain meaningful cultural practices and avoiding practices that may put self and others at risk
- Promotes harmonious interaction between people of different cultures
- Helps in the clarification of values in the society

**e) Economic Benefits**

- It leads to high productivity due to a motivated, strong and energetic labour force
- Savings are increased as money used on issues such as; management and control of HIV and AIDS, rehabilitation of drug and substance abusers and repair of damaged property can be invested elsewhere. Resources such as time and money are saved as learners acquire skills to manage themselves and their environment.

**Assumptions in Life Skills Education**

- The learners are able to make rational decisions if they are equipped with adequate information, skills and desirable attitudes
- Life Skills education is an effective intervention measure in responding to socio-cultural problems like; HIV and AIDS, drugs and substance abuse and school unrest among others.
- Life Skills Education responds to critical needs of the youth
- Life skills are well developed when based on the learners real life experiences
- Development of life skills is a life long process that starts in early childhood and continues throughout one's life.

**3.4 Topics In Life Skills Education**

**(a) Self Awareness**

This involves knowing and understanding oneself in terms of abilities, feelings, emotions, habits or tendencies, position in life and society, strengths and weaknesses.

The following questions are helpful in understanding oneself:

- Who am I?
- How do I relate with myself?

- Where am I coming from?(family, social cultural and economic background)
- Where am I now?
- Where am I going?
- How can I get there?

These questions help the learners to evaluate themselves in terms of:

- physical attributes
- intellect
- personal beliefs, values, goals and ambitions
- strengths and weaknesses

Knowledge of oneself promotes self-acceptance and the need to take personal responsibility in decision making and for their actions. This skill enables individuals to respond appropriately to various situations such as avoiding drug and substance abuse. The teacher need to appreciate that self awareness is the basis of all life skills as the acquisition and development of other skills depends on how well an individual knows herself or himself. Learners should be encouraged to honestly evaluate themselves against given situation honestly in order to enhance self awareness.

**b) Self Esteem**

Self esteem is the pride, opinion and value one puts on him/herself.

It is influenced by physical appearance, performance of various tasks, parents' religion, and leaders, peers, siblings as well as individual personality type.

Signs of high self esteem

- Good performance of tasks
- Self confidence/self trust
- Self discipline
- Relating well with others
- Self appreciation
- Self care

Signs of low self esteem

- Isolation and withdrawal
- Self doubt
- Self pity

- Self neglect
- Suicidal tendencies
- Vulnerability
- Aggressiveness
- Dependency syndrome
- Low performance of tasks

High self esteem enhances self-confidence that enables a person to interact, participate and relate positively with others. Low self esteem may lead to poor self image and inability to relate well with oneself and with others as well.

Throughout the syllabus the teacher will aim at helping learners build their self esteem using various learning and teaching methods.

**c) Coping with Emotions**

Emotions are strong feelings in response to situations, issues and needs. These may cause mood swings in children and young people in their various developmental stages. Such emotions include: love, fear, anger, shyness, self-doubt, hate, joy, frustration, sadness, guilt and jealousy among others.

- Emotions are unpredictable and can at times lead to irrational actions, if not well handled.
- The teacher will be helping the learner to identify various emotions, understand the effects of these emotions and learn how to effectively deal with them.

**d) Coping with Stress**

Stress is an individual's response to overwhelming internal and external demands. When people are stressed they are unable to respond appropriately to challenging issues and situations. Examples of causes of stress among the young people include: academic pressure, rejection by peers, changes taking place in their bodies (biological, physical and emotional), poor communication in the family and death of loved ones among others.

The teacher will be expected to help the learners recognise stress, It's causes and effects and appreciate various ways of dealing with it.

c) **Empathy**

Empathy is the ability to understand what the other person is experiencing and to be able to communicate this feeling in time. It can also be understood to be entering the perceptual world of the other person and be sensitive to their feelings whether good or bad. In simple terms, this is a skill that enables us to feel with/ and to view situations from the other person's point of view. The teacher should therefore expose the learners with the relevant scenarios and values that will enable them empathize with others.

f) **Effective Communication**

This is the exchange of ideas, feelings, opinions, wants, needs and actions verbally or non-verbally. Effective communication is more than sending and receiving messages. It entails sending accurate information and receiving feed back that the message has been received without distortion.

It can be enhanced by:

- clarity of message
- use of appropriate language
- observing appropriate timing
- active listening
- asking questions
- observing non-verbal actions or reactions
- Considering the type of audience.

Effective communication helps individuals to clarify ideas, correct misconceptions, share experiences, reduce stress and provide feedback for improvement.

The teacher should help the learner internalise this skill. Acquisition of this skill will enable the learner to be confident and hence overcome their inhibitions thereby maintaining healthy social relationships.

g) **Negotiation Skill**

Negotiation skill refers to the ability and willingness to discuss critical issues in a calm and open way so as to build consensus/agreement based on mutual understanding without taking advantage of either side. This provides a way out of difficult situations.

Negotiation is at times hard and frustrating where one is being pressurised to do or take something against her/his will. The

teacher should therefore inculcate among the learners the values and skill of negotiation as they deal with day- to -day issues and situations.

h) **Non-Violent Conflict Resolution**

Conflicts are serious disagreements among individuals or groups which may result in verbal or physical confrontation. They may also be internal when an individual has two opposing feelings or views about an issue or situation. This threatens peaceful co-existence or relationships among people. The existence of conflict between individuals or self may result to incidences such as: rape, broken families, drugs and substance abuse, unwanted pregnancies, wars, ethnic clashes and riots in institutions.

Conflict resolution is the ability to handle disagreements calmly and peacefully. Conflicts have serious and far reaching effects among young people. It is therefore necessary to understand the causes of conflicts and the consequences of using poor or inadequate conflict resolution methods of managing conflicts. The teacher should inculcate among the learners the values and skills of resolving conflicts peacefully.

i) **Assertiveness**

It is the ability to express one's desires, feelings and opinions, values and beliefs clearly and firmly without threatening or harming another person. One must respect other people's rights, feelings and dignity. It involves the ability to stand up for ones rights without putting others down or destroying their self-worth.

The teacher should encourage the learners to be assertive in their day-to-day life for example say "No" to anything harmful to them like abuse of drugs.

j) **Friendship formation and maintenance**

A friend is a person you are in good relationship with and with whom you share personal matters. The teacher should involve the learners in acquiring knowledge, values and skills on how to identify friends, qualities of a friend, things friends do together and the importance of having friends. He or she should emphasize to the learners the importance of establishing and maintaining friendships.

k) **Creative thinking**

This involves coming up with new ideas or ways of doing things when faced with unfamiliar situations or problems. Creative thinking is necessary in helping the young people respond adaptively to unexpected and unfamiliar situations. It helps them realise that there are many ways of doing things.

Importance of creative thinking

- It transforms an individual from a state of dependency to that of doing things on his or her own
- Helps an individual to generate ideas and come up with alternatives to be able to solve problems effectively
- Enables an individual to discover his or her talents

Teachers can develop creative thinking in learners through creating hypothetical situations that require creative thinking skills. These situations could have elements of risk, and challenges then he/she guides the learners on how to solve them.

l) **Critical thinking**

This is the ability to analyse and evaluate ideas or issues objectively. It involves weighing options and making rational choices that are well thought out in order to arrive at a rational decision. It entails developing an inquisitive mind instead of accepting everything at face value.

Critical thinking is important because of the following factors.

- Makes an individual less vulnerable as he/she will always demand evidence for claims made by others.
- Equips an individual with reasoning skills and this makes him/her to question illogical and irresponsible actions
- Introduces an individual into ways of thinking that can help them to discover and possibly to enhance their personality
- Helps an individual to shape his/her personal beliefs and outlook in life and be able to avoid negative influences.
- A critical thinker thinks for himself/herself as an individual and accepts only what has been proven or demonstrated to the satisfaction of reason. Such an

individual becomes mentally disciplined and he/she is able to think clearly and accurately.

- Young people need this skill to be able to question those who want to influence them to self destructive activities.

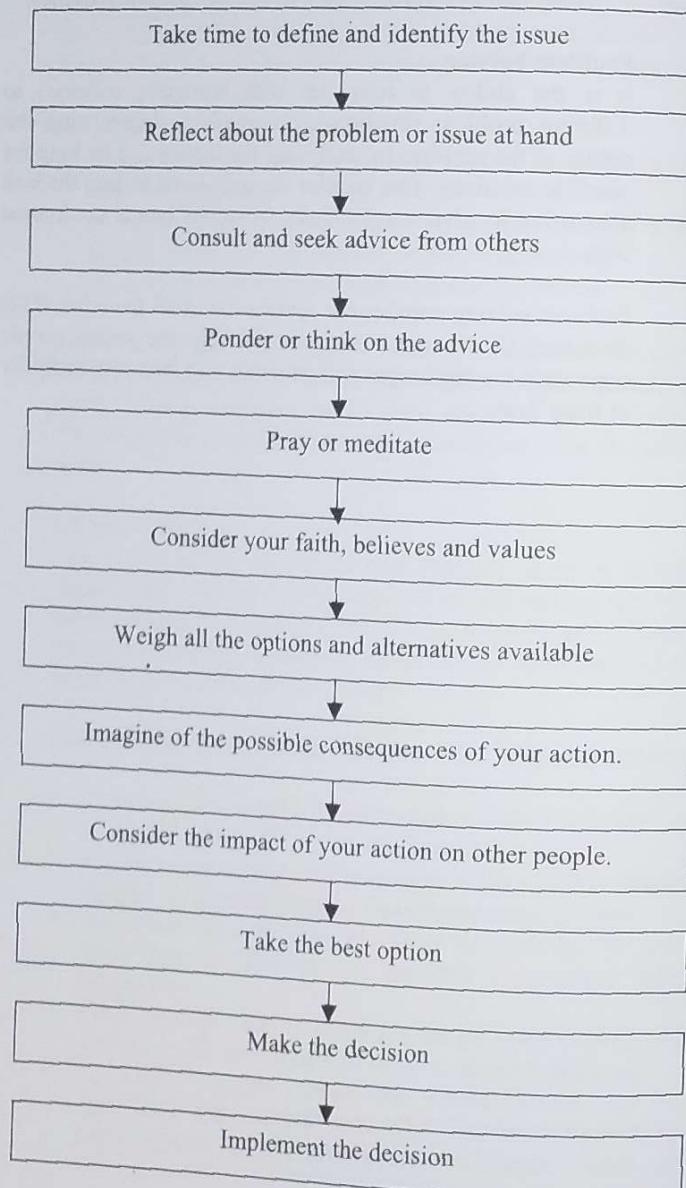
m) **Problem Solving**

It is the ability to come up with workable solutions to different problem situations. It involves appreciating the nature of the problem by analysing the causes and looking for possible solutions. This enables the individual to take the best alternative in whatever difficulty situations one is confronted with.

Problem solving requires the application of all the other skills discussed in this unit. This should help the young people cope with the challenges and demands and take responsibility of their lives

Figure 2 Illustrates the decision making process.

#### The steps in decision making process



#### 3.5 The Core Living Values

Values are the principles and beliefs that influence the behaviour and way of life of a group of people or community.

The things, ideas beliefs and principles that are of worth to a person shape his or her values. A person's values help to define who he/she is and help determine the choices he/she makes.

Living values provide principles and tools for development of the whole person recognising that the individual is comprised of the physical, intellectual, emotional and spiritual dimension.

Life skills Education is best enhanced by living values. Therefore it is important for the teacher to understand and apply Living values so as to enhance acquisition of life skills.

##### The Core Living Values Include:

- Cooperation
- Freedom
- Happiness
- Honesty
- Tolerance
- Unity
- Peace
- Respect
- Responsibility
- Simplicity
- Humility
- Love

##### Love

Where there is love, there is a world.

Love looks on all with a vision of equality

Love is all giving without any thought of a return

A heart that has love is able to accommodate

The whole universe and still has space for more.

Selfless love is truly unlimited; It forgets and forgives the weakness And sees only beauty and specialities in everyone

### **Honesty**

Speak with honesty and you will get a chance to learn.  
The one who is honest will speak about themselves first, not about others.  
Others won't get impressed by your words.  
Or even by your face...  
But by your honesty and truth  
To speak that which you think and to do that  
Which you speak is honesty.

### **Tolerance**

Where there is tolerance,  
You are able to remain quiet and happy inside.  
One who has tolerance has the power to  
Accept and accommodate all situations.  
Only when you are contented internally can there be tolerance  
When you are contented, then just like a mother who has love for her child,  
There is no limit to tolerance.

### **Simplicity**

Simplicity is identifying and being comfortable with those elaborate circumstances which shape our lives without worrying or making matters complicated.  
It requires facing any complexity with a plain and simple mind  
Simplicity starts with the self and overflows to everything else around us.  
A life lived in simplicity is a satisfying life  
Which inspires everyone yet possessed by one.

### **Peace**

Peace is the original quality of the self.  
In its purest form, peace is inner silence.  
It consists of positive thoughts, pure feelings and good wishes  
To have peace you need patience  
When you are peaceful, you create an atmosphere of peace,  
Peace in the world can only be realized  
When there is peace in the minds of man.

### **Happiness**

There is happiness when each moment is used in a worthwhile way.  
Happiness is such nourishment that it can transform a person, from weak to powerful, it makes difficult things easy, heavy things light  
To remain happy and share happiness with others is the greatest act of charity  
No matter what happens, your happiness should not be lost.

### **Cooperation**

It is based on faith, love, trust and understanding.  
It is not a bargaining game, in which one person's success is achieved at the expense of another's  
Real cooperation takes place when there are good wishes and pure feelings for each other.  
The highest cooperation is to partake of God's task;  
And in return He will cooperate with you forever

### **Humility**

Humility is dedication to the extent that no acknowledgement is sought for the self.  
Humility allows you to learn.  
There is great strength in humility  
It never holds on to anyone for support  
Everyone bows down to those who bow down first.  
Humility is not subservience but greatness.  
It is visible when there is love  
Have love for humility. It helps you to remain happy

### **Respect**

True respect is valuing one's own existence and the existence of others.  
It is not connected to a person's role, social position, nor his capacities or talents,  
It is the awareness that everyone has value;  
Everyone is unique  
When there is respect, there is understanding, giving and taking on basis of love.  
Only when you give respect do you earn the respect of others.

## **Responsibility**

The world's a stage and we are all actors  
 Each actor plays a unique part and  
 He is responsible for his own actions.  
 Responsibility means playing our part  
 Accurately no matter what the task may be  
 Each one of us has a huge part in creating a better world.  
 Just respond to the abilities  
 Within you and become responsible.

## **Freedom**

Freedom starts in the mind.  
 Understanding the self is the key to freedom  
 The more one understand the self, the easier it is to be liberated from waste.  
 Freedom means to be uninfluenced,  
 Unaffected and to be at peace with the self.  
 True freedom is to experience the true essence of one's being and that is peace.

## **Unity**

Unity is harmony within and amongst individuals.  
 It is built from a shared vision  
 For the common good.  
 Unity is appreciating the values of each individual and their unique contributions.  
 When there is the willingness  
 Within the self to accommodate others, unity blossoms  
 When I take the first step to mend fences, others will also change

## **Benefits of living values**

Examples of benefits of living values are:

- A life filled with values is a life of self-respect and dignity
- Values bring independence and freedom
- They expand the capacity to be self-sufficient
- They liberate one from external influences
- They open the heart and transform human nature so that life is filled with compassion and humility
- Acquisition of living values enable students to thrive in a value-based atmosphere and positive, safe environment of mutual respect and care where students are regarded as capable of learning to make socially conscious choices

## **CHAPTER FOUR**

### **4.0 METHODOLOGY**

#### **4.1 Introduction**

Methodology refers to approaches and sets of methods used in presenting the subject matter with the aim of achieving different specific objectives. These include approaches to the teaching of the subject, instructional methods, teaching/ learning activities and how the required skills are developed.

There are basically two approaches to the teaching/learning of Life Skills Education. These are:-

- Teacher- Centred Approach (expository approach) where the teacher exposes knowledge to the learners
- Learner – Centred Approach (Heuristic Approach) where learners are encouraged to find information on their own.

Although a teacher may use any one of the above approaches, emphasis should be placed on participatory/experiential learning.

For effective delivery of subject content, teachers need to carefully choose suitable teaching methods, teaching/learning activities and sequence them in a logical manner to ensure smooth flow of dialogue between teacher and learner and among learners. Methods chosen should be learner centred and should help bring about positive behaviour formation/change. The teacher should use creativity and innovativeness in whatever methods to help promote and sustain the positive behaviour change.

The teacher should make informed decisions about the approach most appropriate to particular needs, developmental stage and interests of learners at all times.

The following are some of the factors that may determine the approach the teacher chooses to use to teach a given topic.

- Target group  
 This involves consideration of age, background, ability, needs, interests and their behaviour
- Set objectives  
 They should be clear and well thought out since all session activities are directed towards their achievement

- Content  
The methods should suit the content, pass the appropriate message and give learners adequate opportunities to develop the relevant life skills intended.
- Time frame  
It requires proper planning and organization to ensure that all activities are carried out within the allocated time
- Resources  
Availability, adequacy and appropriateness should be considered. The teacher should be innovative when sourcing
- Sitting arrangement  
The sitting arrangement should vary from time to time to suit the techniques used and ensure that participants feel at ease to participate more actively in learning

#### **4.2 Methods of teaching Life Skills Education**

##### **1. Discussion**

It is a purposeful conversation proceeding towards a certain objective. It involves exchange and sharing of ideas, experiences, facts and opinion on given topics. It can be used in large or small groups. Discussion can be used when:

- clarifying concepts
- clarifying attitudes and values
- gathering opinions from others
- building consensus
- gathering ideas
- learning new skills like listening critically

Discussion may be integrated with other methods

##### **Suggested procedure for conducting a discussion**

- Identify the subject of discussion
- Come up with the discussion groups (large or small)
- Provide sufficient background information on the subject
- Encourage question and answer sessions
- Move around the class to supervise on how the learners are going on with the discussion on the task assigned,
- At the end of the discussion, the teacher should summarise the views and ideas, putting emphasis on the acquisition of life skills
- Discussion can be spontaneous arising out of a teacher's presentation and can be handled as the case may arise.

It should be noted that some of the following principles need to be observed by learners during a discussion.

- Be acknowledged by the chair or teacher before speaking
- Speak clearly so that everyone can hear
- State questions carefully and clearly
- Be certain that statements are related to the problem
- Participate in the discussion without monopolising it
- Make statements, ideas and arguments that are supported by facts
- Take part in a discussion expecting to learn from other learners
- Listen actively and reflectively.

Some times when dealing with gender issues that cause a lot of argument between boys and girls, it is advisable to divide boys and girls into their separate groups at first. This allows them to develop their own ideas before arguing with the opposite sex.

Dividing the learners into separate small groups is a useful way of dealing with those learners who are shy to express their views or others who may dominate.

##### **Suggested way of organizing for a discussion.**

##### **Example:**

Class: Form I

Topic: 6.00: Friendship formation and maintenance

Sub-topic: 6.10 Friend and Friendship

Specific Objective: By the end of the lesson, the learner should be able to discuss positive and negative influences of friends and friendships.

The teacher introduces the lesson through questions such as: who is a friend/ what is friendship?.

### **Suggested Procedure**

- Divide class into small groups depending on the size of class
- Change the sitting arrangement appropriately
- Ask groups to appoint a group leader and secretary
- Groups discuss positive and negative influences of friends and friendships
- Group secretaries make presentations
- Teacher moderates the discussion and presentations
- Teacher summarises the lesson.

### **2. Debates**

These are discussions which involve two opposing parties with each group expressing opinions or views about a given topic or subject.

Each group competitively attempts to win the other to their side of the argument. At the end of the debate the group with more points is declared the winner.

Examples of topics where debates can be used

- Negotiation
- Effective communication
- Assertiveness
- Decision making
- Non-violent conflict resolution

The teacher should correct misconceptions and explain any views expressed in the debate. This helps the participants to reach a conclusion as per the intended motion objective.

### **Suggested way of organising for a debate**

#### **Example:**

Class: Form 2

Topic: 10.00 Non-Violent Conflict Resolution

Sub Topic: 10.4 Methods on Non-violent conflict resolution

Specific Objective: By the end of the lesson, the learner should be able to demonstrate ability to use various methods in non-violent conflict resolution in his/her own circumstances.

### **Suggested Procedure**

- Identify a suitable motion for debate e.g. "Conflicts should not be resolved through violence." Discuss.
- Instruct students to do research on the motion/topic and give ample time
- On the material day assist students to form two groups, one arguing for and the other against the motion
- Identify the chair and time keeper
- Allow two proposers and two opposers to contribute to the debate
- Open the floor for general discussion
- Teacher to summarise the main points of the motion.

As a way of concluding the motion, the teacher could emphasize on the positive aspect leading to the acquisition of relevant life skill (non-violent conflict resolution).

### **3.**

### **Role Plays**

These are short drama episodes in which participants experience how a person feels in a similar real life situation.

Role plays can be used when:

- developing specific skills such as negotiation, assertiveness, communication and self-awareness
- discussing sensitive issues such as gender, which the teacher may feel uncomfortable with
- clarifying new and unfamiliar concepts
- demonstrating how a skill can be applied in a given situation.

Role plays require little preparation time and are not necessarily rehearsed. They should be as spontaneous as possible. However, the teacher needs to bear in mind situations when and where to use them in the teaching process.

### **Suggested way of organising a role play**

#### **Example:**

Class: Form 3

Topic: 6.00 Empathy

Sub topic: 6.3 Ways of expressing empathy

**Specific Objective:** By the end of the lesson, learner should be able to demonstrate different way of expressing empathy in various situations.

#### **Suggested Procedure**

- Ask for volunteers
- Go over the role-play with them explaining the situation to be acted
- Assign or let them pick the roles
- Allow them time to internalise their roles
- Allow them adequate time to act out
- Stop them at an appropriate time
- Ask questions based on the role play
- Summarise the presentations and give concluding remarks.

#### **4. Story telling**

They involve telling of narratives with particular theme, based on actual events.

They give account of detailed information about an event or life situation in an interesting way while still passing a moral message.

Stories can be composed or collected based on specific themes on Life Skills for example assertiveness, negotiations, decision making

When reading or telling stories they should be dramatic and larger than real life experiences. The stories could be presented in a variety of ways for example, tone variation, use of facial expression, involvement of audience. Animal and human characters can be used in the narrative.

The students could be encouraged to come up with their own stories from their communities or any other.

#### **Suggested way of organising for story telling**

##### **Example:**

Class: Form 2

Topic: 4.0 Coping with Stress

Sub topic: 4.1 common stressors

Specific Objective: By the end of the lesson, the learner should be able to identify common stressors that affect him/her.

A teacher should choose an interesting and lively story. The story should follow logical and systematic steps, and should highlight incidences that are familiar to learners. The method can be used alongside others.

Puppets can be used to make stories more dramatic especially if the story is being told rather than read.

When stories are being told, one should vary the tone and use different voices for each character in the story.

The teacher may use puppetry as a method of presenting sensitive messages in an interesting way.

#### **5.**

#### **Songs and Dances**

Songs are musical compositions on topical issues and themes. They may convey messages on contemporary issues in the society. They can be used in character building where positive characteristics/values are reinforced.

- They can be used to develop and strengthen life skills for example self awareness, empathy, effective communication skills and conflict resolution
- Songs are useful when one wants to pass sensitive cultural messages in an interesting manner
- The teacher can compose the song, or request the learners to gather some or use already existing ones
- The songs should be interesting, appealing, easy to learn and familiar to the students
- Songs may be accompanied by a dance
- Songs can be re-enforced by use of puppetry
- Dancing involves co-ordination of body movements which generate joy and cheer among the participants
- Dances are interesting, appealing and have an immediate impact on the listener which is long lasting and memorable.

#### **Suggested way of organizing songs and dances**

##### **Example:**

Class: Form 2

Topic: 2.0 Self Awareness

Subtopic: 2.1 Self Awareness

**Specific Objective:** 2.1.1 By the end of the lesson, the learner should be able to develop and demonstrate ability to appreciate oneself as a unique being.

#### **Suggested Procedure**

The teacher may want to:

- explain the theme of the song
- ask the learners to compose or gather songs in advance on the theme
- ask the learners to learn the song and accompany it with an appropriate dancing
- asks the learner to present the song and dance
- asks learners to present the song individually in groups or the whole class
- guide learners to analyse the song highlighting the relevant values and attitudes that enhance self awareness
- summarises the lesson

#### **6. Brainstorming**

It is a free expression of ideas among participants on a given issue or question. All participants contributions should be respected and accepted.

The teacher should encourage many participants to give their ideas and views spontaneously.

It is used when:-

- seeking different views on opinions of a given situation
- establishing the entry behaviour of the participants
- exploring new concepts
- encouraging involvement of all participants
- building consensus or agreement

#### **Suggested way of organising a brainstorming session**

##### **Example:**

Class: Form 4

Topic: 5.0 Assertiveness

Subtopic: 5.2 Making assertive responses

Specific Objectives 5.2.1: By the end of the lesson, the learner should be able to appreciate the importance of assertiveness in achieving goals and ambitions in life.

#### **Suggested Procedure:**

The teacher should:

- ask a question or pose a problem such as; " what is the importance of assertiveness?"
- let the learners give answers, ideas and opinions spontaneously
- note down all the suggestions for the groups to see
- allow free flow of ideas (discourage criticism).

Towards the end, let the learners evaluate the ideas together based on a given criteria.

The teacher then guides the participants on selecting ideas relevant to acquisition of the appropriate life skills.

#### **7.**

#### **Case Studies**

It is a true or imaginary story which describes a problem, a situation or a character.

It may be a dilemma in which the participants should come up with options on how they would resolve the conflict. Sometime it offers clues on how to solve a problem or provoke the reader's ability to solve the problem.

Case studies should be interesting, appealing and relevant to the reader's imagination. Case studies are useful when the teacher:

- wants to appeal to the learners emotions
- expects the learners to identify and internalise the concepts and issues raised in the case
- expects the learners to apply the skills learned to solve similar problems that they may encounter
- wants the learners to appreciate that others undergo similar challenges.

Case studies can be developed by the teacher or selected from already developed ones in relevant books

#### **Advantages of case study**

- Aims at summarising details
- Are designed to stimulate thought
- Help learners make judgement
- Help learners to study in-depth problems in a given environment

## Suggested ways of organising a case study

### Example:

Class: Form 2

Topic: 5.0 Friendship Formation and Maintenance

Sub topic: 5.4 Peer pressure resistance

Specific Objective: By the end of the lesson, the learner should be able to apply various strategies of resisting peer pressure.

### Suggested Procedure

The teacher should:

- Present the learners with the case study
- Spell out the tasks
- Divide the learners into groups
- Give them adequate time to go through the case study
- Let learners present their opinions to the whole class
- Summarise the points and key skills to be learnt.

### Example of a Case Study

The teacher may present a dilemma in which the learners come up with options on how they would resolve the conflict, for example, one of the students discovers that some of his/her friends is involved in drug taking and peddling. They instruct him/her to either join them in the bad habit or quit their company. He/she is determined to say "No" and at the same time maintain friendship. If you were the one how would you resolve this dilemma?

## 8. Miming

It is acting without words by use of gestures, signs, physical movement and facial expression. Unlike drama, the idea or situation is solely communicated through actions.

Miming is suitable for communicating sensitive messages. It helps in expressing messages, which cannot easily be put into words.

## Suggested way of organising miming

### Example

Class: Form 1

Topic: 4.0 Coping with emotions

Sub topic: 4.1 Emotions

Specific Objective: 4.1.1. By the end of the lesson, the learner should be able to identify different types of emotions.

### Suggested Procedure

The teacher:

- explains to the learners the concept of miming
- demonstrates miming or uses picture/photographs of different emotions for learners to identify
- asks learners to give instances where/when one uses gestures and signs to communicate
- asks volunteers to mime the various emotions as other learners observe
- guides the learners appropriately on their observation

## 9.

### Poetry and Recitals.

These are compositions which capture events, themes and situations in a short and precise manner. They communicate feelings, opinions, ideas, habit and other experiences. They can be in form of songs, recitations, chants or they can be dramatised to enhance acquisition of various life skills. They can be used to appeal to people's emotions to enable them adopt/change behaviour towards a desired direction.

## Suggested ways of using poems and recitals

### Example:

Class: Form 2

Topic: 2.0 Self Esteem

Sub topic: 2.1 Factors that enhance self esteem

Specific Objective: 2.1.1 By the end of the lesson, the learner should be able to explore factors that enhance his/her self esteem.

### **Suggested Procedure**

- Teacher can compose, collect or guide the learners to compose or collect own poems and recitals which pass the life skill being taught.
- Learners under the guidance of the teacher recite the poems
- Teacher/assists learners to analyse the poems identifying the relevant values, attitudes and life skills.
- Teacher summarises the lesson.

### **10. Games**

These are interesting and exciting activities which have set rules

They can be used when:

- clarifying difficult issues
- discussing sensitive issues
- enhancing the quality of interaction in a group
- learning and practising new Life Skills
- increasing the participants knowledge of each other
- making presentations interesting

### **Suggested ways of organising games**

#### **Example:**

Class: Form 3

Topic: 3.0 Coping with stress

Sub Topic: 3.3 Ways of managing stress

Specific Objective: By the end of the lesson, the learner should be able to demonstrate ability to apply skills that help in coping with stress at his or her level

### **Suggested Procedure**

- Identify the skill to be learnt (ways of managing stress)
- Identify the appropriate game
- Establish the rules
- Identify the participants
- Establish the setting and have appropriate materials
- Conduct the game

The teacher should have a follow up activity where issues raised in the game are discussed and concluded.

### **Example of a game**

Card game on coping with stress

- Prepare cards, and on each card write a word showing a stressor which may include peer pressure, examination pressure, body changes and family expectations
- Put the learners into groups
- Shuffle the cards and let each group pick one card
- Let the learners discuss how they cope with various stressors written on their card
- The teacher then concludes the lesson by emphasising on the main points raised and corrects any misconceptions.

### **11. Question and Answer Method**

It is where the teacher or the learner tries to find out information through asking questions and getting answers from the respondent

It is usually a flow of information from the teacher and the learner. It is an effective method of teaching Life Skill Education because it stimulates learner's thinking and creativity. It is therefore central to effective teaching and learning

Questioning enables the teacher to:

- bring to the fore past experiences, events and information
- create a link between familiar and unknown concepts
- arouse motivation and curiosity among learners
- encourage and promote learner participation
- illuminates the relationship between causes, course and effects of historical events.

### **Suggested ways of organising question and answer method**

#### **Example:**

Class: Form 4

Topic: 9.0 Decision making

Sub Topic: 9.2 Career choice

Specific Objective: 9.2 By the end of the lesson, the learner should be able to explore and appreciate important factors to consider in choosing their careers.

### **Suggested procedure**

The teacher:

- selects relevant questions
- directs questions to the whole class and involve as many learners as possible
- give time to the learners to internalise questions
- reinforce learners appropriately
- encourage learners to ask questions
- summarises the lesson

This method is used alongside other methods like discussion

### **Other teaching methods**

The teacher can also use other methods in teaching Life Skills Education. These include the following:

- Simulations
- Demonstrations

### **Important points for the teacher to consider**

The Life Skills Education teacher should:

- Ensure the method chosen is experiential, practical and involving the learners
- Be creative and innovative to come up with other relevant methods and activities
- Make use of the local environment
- Ensure a combination of methods are used in the teaching Life Skills Education
- Make sure the chosen method is appropriate to the learners level
- Adequately prepare the relevant teaching learning resources
- Utilize the Life Skills Activity books available.

### **4.3 Professional Documents**

These are records which are used by the teacher in the preparing, implementation and evaluation of teaching/learning process. They include schemes of work, lesson plan, record of work and progress record. They are meant to make teaching and learning more effective.

### **Schemes of work**

It is a detailed breakdown of the syllabus in terms of lessons, weeks, terms and year for the purpose of orderly and systematic teaching. The scheme of work is derived from the Life Skills Education Syllabus. The scheme of work details how the Life Skills Education content for each class is to be covered on a weekly, termly and yearly basis.

A scheme of work has the following components:

- **Week:** This is the week of term in which a particular topic content is to be taught
- **Lesson:** Specific Lesson in the week in which a particular topic/sub-topic is to be taught
- **Topic/sub-topic:** These are specific areas identified for study in the Life Skills Education syllabus. A sub topic is a sub division of topic for ease of study.
- **Specific Objective:** This refers to what the teacher intends to achieve by the end of the lesson. They must be SMART, that is:

S -	Specific
M -	Measurable
A -	Attainable/achievable
R -	Realistic
T -	Time bound

Objectives should point to the expected change of behaviour of the learner.

- **Teaching/Learning Experiences**

The column clarifies the activities carried by the learner and the teacher for effective teaching and learning during and after the lesson. These experiences should be stated clearly using action verbs and be sequentially geared towards achieving the specific objectives.

They guide the teacher to plan in advance the teaching/learning experiences, methods and the varied activities the class will be engaged in during the lesson.

- **Teaching/Learning Resources**

These spells out the instructional materials the teacher intends to use to make the lesson effective.

They include human and material resources. The teacher should creatively select, develop and assemble resources before the lesson such as: text books, newspaper cuttings, charts, audio and audio visual materials.

- **References**

The teacher indicates text books, reference materials and documents which should be used to source content on specific topics. A variety of references should be used to enrich the content.

- **Remarks**

These are comments that the teacher makes to show whether the set objectives have been achieved.

#### SAMPLE SCHEME OF WORK

CLASS: FORM I ..... TERM: ..... YEAR: .....

WK	TOPIC/SUB TOPIC	OBJECTIVES	CONTENT	TEACHING/ LEARNING EXPERIENCES	TEACHING/ LEARNING RESOURCES	REFERENCE	REMARKS
1	INTRODUCTION TO LIFE SKILLS EDUCATION	By the end of the lesson, the learners should be able to:	<ul style="list-style-type: none"> <li>• Meaning of Life Skills Education</li> <li>• Challenges of everyday life</li> <li>• Life skills as they relate to challenges of everyday life</li> </ul>	<ul style="list-style-type: none"> <li>i) explaining the concepts/terms</li> <li>ii) questioning and answering</li> <li>iii) discussing challenges of everyday life</li> <li>iv) note taking</li> </ul>	1) Charts showing definition and importance of Life Skill Education 2) Learners' experiences	Indicate author, year of publication (editions) Title publisher, Town and page(s)	<ul style="list-style-type: none"> <li>• Learners participated actively in the learning process</li> <li>• objectives were achieved.</li> </ul>
2	INTRODUCTION TO LIFE SKILLS EDUCATION	By the end of the lesson, the learner should be able to demonstrate clear understanding of the benefits of learning Life Skills Education	<ul style="list-style-type: none"> <li>• Benefits of Life Skills Education</li> </ul>	<ul style="list-style-type: none"> <li>(i) explaining of the terms</li> <li>(ii) brainstorming on the benefits of Life Skills Education</li> <li>(iii) note taking</li> <li>(iv) sharing of learners'</li> </ul>	1) Charts showing benefits of Life Skills Education 2) Learners' experience	Indicate author year of publication (editions) Title publisher, Town and page(s)	An adhoc staff meeting interrupted the lesson. To be taught during prep time.

3	INTRODUCTION TO LIFE SKILLS EDUCATION <ul style="list-style-type: none"> <li>• Core-living values</li> </ul>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>i) identify the core living values</li> <li>ii) demonstrate a clear understanding of the relationship between living values and life skills</li> </ul>	(i) Core-living values <ul style="list-style-type: none"> <li>(ii) Relationship between living values and life skills</li> </ul>	<ul style="list-style-type: none"> <li>• questioning and answering explaining the terms</li> <li>• role playing the living values</li> </ul>	(i) Chart showing the meaning of living values <ul style="list-style-type: none"> <li>(ii) The living values</li> </ul>	Indicate author year of publication (editions) Title publisher, Town and page(s)	Lesson was interesting objectives were achieved.
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### Lesson plan

It is a detailed account of what is to be covered in a lesson. It is extracted from the scheme of work.

### Importance of Lesson Planning

A lesson plan is necessary in the effective teaching of Life Skills Education because it helps the teacher to:

- focus clearly on the content to be covered and the way it should be taught thus avoiding vagueness and irrelevance
- organise the content to be taught in advance
- plan, prepare and assemble teaching/learning resources
- take the opportunity to visualize and conceptualise in advance the teaching strategies and methods.
- select and design appropriate assessment methods.

### Format of a lesson plan

A lesson plan should include the following components:

1. Administrative details
  - Date
  - Time
  - Class
  - Roll
  - Subject
2. Topic/Subtopic  
It is derived from scheme of work.
3. Specific Objective (s):  
It is a statement of what is intended to be achieved by the end of the lesson. It should be stated in simple clear language and should be measurable as in the syllabus.
4. Learning/teaching Experiences:  
This column contains the approaches/methods to be used in the lesson. These include discussion, observation, brainstorming among many. Learning/teaching experiences should aim at achieving the stated lesson objectives.
5. Learning/teaching Resources  
These are the materials that will be used to enhance the learning/teaching process. They include: charts, videos and

audio programmes, pictures and real objects. Teachers should improvise resources relevant and appropriate to the lesson.

6. References:

This column gives the sources of information. These include textbooks, magazines, periodicals and journals.

7. Remarks:

The teacher should state if the lesson was taught successfully. If there were any difficulties observed mention them. Remedies sought should also be indicated.

### An outline of the stages followed in lesson presentation

#### Introduction

It provides for the organisation of a favourable learning atmosphere. For example to recapitulate salient points of previous lessons relevant to the new subject matter or material. It also aims at capturing the attention of the learners. In order to maintain this attention, the teacher will need to stimulate the learners' imagination, interest and enthusiasm.

A good Introduction involves:

- remembering relevant facts that link the previous topics to the current one.
- providing an overview of the topic to be covered.

#### Lesson Development

This is the actual teaching of the Life Skills Education content. The subject matter is divided into steps. Each step should contain one main idea or experience. It should indicate clearly what and how to be taught and the learner's activities. The teacher should vary the teaching learning activities as the need arises.

#### Conclusion

This is a summary of the lesson. This can be done by either one or a combination of the following:

- asking questions to establish whether the lesson objectives have been achieved.
- allowing learners to seek clarification
- summarising the main points in the lesson
- giving follow up activity(ies) such as a reading assignment or project.

Note that a lesson plan may not have all the details of the subject content, therefore the teacher should have lesson notes.

#### Lesson Evaluation

Evaluation should be made immediately after the lesson when the teacher has a fresh memory of what transpired in class. The teacher should evaluate:

- achievement of the objectives
- quality and depth of content
- appropriateness of method
- adequacy and appropriateness of the resources
- relevance and effectiveness of tool of assessment
- strategies for improved future instruction on the topic

#### Sample Lesson plan format for Life Skills Education

DATE	TIME	CLASS	SUBJECT	ROLL
18/7/08	9.20-10.00 am	Form IA	Life Skill Education	40

**Topic: Introduction To Life Skills Education**

**Sub-Topic: Meaning Of Life Skills Education**

**Specific Objectives:** By the end of the lesson the learner should be able to:

- explain the meaning of Life Skills Education
- identify everyday life's challenges he/she encounters
- relate Life Skills Education to the challenges of everyday life

### Teaching/Learning Resources

- (a) Charts showing the meaning of Life Skills Education
- (b) Chart showing everyday life challenges

**References:** Indicate the author, year (edition) Title, publisher town page(s)

TIME	CONTENT	TEACHING/LEARNING EXPERIENCES	TEACHING /LEARNING RESOURCES
5 Min	Step 1 <b>Introduction:</b> Explain meaning of Life Skills Education	<ul style="list-style-type: none"> <li>• explaining the concepts</li> <li>• note taking by the learners</li> <li>• questioning and answering</li> </ul>	Chart showing meaning of Life Skills Education
20 Min	Step 2 <b>Development</b> <ul style="list-style-type: none"> <li>• every day life challenges</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher guides the learners to identify the challenges they face in everyday life</li> <li>• Sharing of learners experiences</li> <li>• Questioning and answering</li> </ul>	<ul style="list-style-type: none"> <li>• Magazines</li> <li>• Charts showing everyday life challenges</li> <li>• Learner's experience's</li> <li>• Newspaper cuttings</li> </ul>
10 Min	Step 3 Relating Life Skills Education to challenges of everyday life	<ul style="list-style-type: none"> <li>• Teacher guides learners to discuss how to relate Life Skills Education to challenges of everyday life</li> <li>• Questioning and answering</li> </ul>	<ul style="list-style-type: none"> <li>• Learner's experiences</li> </ul>
5 Min	Step 4 Conclusion	<ul style="list-style-type: none"> <li>• The teacher reviews the main points of the lesson</li> <li>• Teacher gives an assignment for the learners to research on the Benefits of Life Skills Education</li> </ul>	

**Evaluation:** The lesson was taught and the learners actively participated.

### Records of work

It is a document where all details of the work covered/taught by the teacher is entered on a daily basis.

The entries are made by the individual teacher after every lesson.

A record of work ensures:

- accountability and transparency of work covered by the teacher
- the continuity of teaching of a particular class
- that a new teacher traces where to start teaching a class
- the evaluation of schemes of work after a period of time for example four years
- uniformity in content coverage in case of several streams.

A record of work should have the following components;

- Time frame: It should indicate the day, date, week and lesson  
The week and the lesson can be specified for example week 9 Lesson 1
- Work covered: it takes the form of sub-topics derived from specific objectives
- Remarks section  
This is a statement reflecting the success and failures of the lesson and recommendations/way forward
- Name/Sign/Initials  
This is the identity of the teacher who taught the lesson  
It helps in accountability and transparency.

### SAMPLE RECORD OF WORK

SUBJECT: Life Skills Education CLASS: FI TERM: 1A  
YEAR 2008

WK	DATE	TOPIC/ SUBTOPIC	CONTENT COVERED	REMARKS	SIGNS/ INITIALS
1	18/7/08	INTRODUCTION TO LIFE SKILLS EDUCATION <ul style="list-style-type: none"> <li>• Meaning of Life Skills Education</li> <li>• Challenges of everyday life</li> <li>• Life Skills as they relate to challenges of everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of Life Skills Education</li> <li>• Challenges of everyday life</li> <li>• Life Skills as they relate to challenges of everyday life</li> </ul>	<p>Lesson well covered. Objectives achieved</p>	N.B.K

#### 4.4 Teaching and Learning Experiences

This refers to activities carried out by the learner and the teacher for effective teaching and learning during and after the lesson. The teacher should appreciate that life skills are effectively learnt by doing various relevant activities some of these activities include:

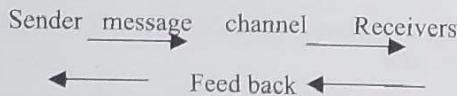
##### i) Ranking Values

This is a way of encouraging people to think about their own values and attitudes. They have to decide which aspects are more or less important to them or to the situation for example learners should be encouraged to point out relevant living values that enhance various life skills and rank them in order of importance.

##### ii) Concept Mapping

This is the Linkage of various statements, words, phrases or pictures in a manner that they explain a process or a concept. The learner may be required to link the words using arrows or fill in gaps with appropriate words. The learner may also be required to explain a process linking certain words, phrases or pictures to demonstrate mastery of the concept.

For example the topic “Effective communication”, words like: channel, receiver and sender may be given and the learner asked to link them in the right order and explain the process.



##### iii) Simulation

It is the activity of producing conditions which are similar to real ones in order to test something. This is to produce the features or qualities of something in a way that seems real but it is not for example lifting hands in a gesture meant to simulate amazement. It can be used to describe a feeling or thought that is pretended although made to look real.

##### iv) Journaling

This is writing of daily happenings as they occur to an individual. This can help monitor coping with emotions or stress over a period of time. The entries indicate the progress or lack of progress.

#### The Values Clarification Process

Values clarification is a strategy designed to help students clarify their personal values and resolve conflicts, clarifying values is a process that involves critically examining what one believes in. The following steps ought to be followed in the value clarification process.

- Choosing freely without pressure from teachers or any one else
- Choosing thoughtfully by considering the consequences of each alternative and selecting the alternative that best meets one's personal standards.
- Prizing and cherishing one's choices by considering the reasons for one's choices affirming one's choices publicly.
- Acting on one's choice by acting in ways that are consistent with the choice
- Acting repeatedly on one's choice by demonstrating patterns of behaviour based on the choices.

#### 4.5. Teaching And Learning Resources

Resources are valuable possessions used to enhance the teaching / learning process. They may be tangible or intangible, human or non human.

In Life Skills Education tangible resources include; materials, equipment, media and books among others. Intangible resources include time, human skills, energy and knowledge. Resources help in increasing learner's attention span thus making teaching/learning more effective. They make it easy for the learners to acquire concepts and skills which enable them to relate to the world around them.

The teacher should determine the best resources for a particular lesson. The resource should be used in the most natural and logical manner known to reinforce a particular learning activity. However, they should compliment teaching and learning and not replace the teacher.

Some resources can be bought or sourced from the environment, locally made, borrowed or shared at departmental or inter school levels.

### **Importance of Teaching/Learning Resources**

- They make the learning of Life Skills Education interesting, real and enjoyable.
- They encourage learners to retain knowledge, life skills and attitudes learnt
- They appeal to more senses such as sight, touch, smell, among others
- They make it possible for learners understand abstract ideas, and clarify concepts and ideas
- They provide stimulus variation in the teaching learning process thus making the lesson captivating.

### **Suggested Types of Teaching and Learning Resources**

There are several types of teaching learning resources which a teacher may use to enhance teaching/learning process. These include the following:

- Real objects: These are items or materials which may be collected or obtained from the environment like balloon, watches, food stuffs, drugs.
- Audio-visual: They are electronic equipments which a learner can view (visual) and listen to (audio) in the learning process. They include video, Television, DVDs, VCDs, CDs, film and sound slides
- Visual: They include pictures, charts, photographs, diagrams, statues, realia, models  
They should be simple, neat, well labelled and large enough to be seen.
- Audio: They include Radio recorded cassettes, diskette, record player among others  
These are aids that you listen to

- Written or printed materials  
They include text, periodical among others
- Resources persons: sometimes the teacher will be required to use other people, learners, other teachers, other knowledgeable people in other areas, rehabilitated or affected persons

There are several reference materials which can be used to teach Life Skills Education. These include the following:

- (i) Facilitators handbook on life skills education for the prevention of Drug and substance abuse
- (ii) Life skills Education for behaviour change facilitators handbook
- (iii) Guidance and counselling teachers handbook
- (iv) Life skills education for the youth
- (v) Learn to say NO to drug abuse
- (vi) Life Skills activity book for age 15-25years
- (vii) Say NO to drug abuse
- (viii) An information handbook on drug and substance abuse

### **Selection of Teaching Learning Resources**

Choice of teaching learning resources should be guided by the following factors

- Specific objectives
- Content
- Teaching learning activities

Other factors to include:

- Cost of the resources
- Availability of the resource
- Size of the class
- Maturity level of the learners, their past experience and needs
- Specific skills expected to be acquired
- How easy it is for the learners to use the resources
- Effectiveness of the resource to communicate the desired information
- Physical requirement for using the resource for example, electricity, dark room, quiet areas, cool rooms.

## **Sourcing for resources**

There are a variety of resources that a teacher may use. Once they are identified the teacher should obtain them in advance. The resources can be sourced in various ways.

(i) Local environment

This includes learner neighbourhood and local community

(ii) Other Institutions

Teachers are encouraged to share resources with other schools and institutions for example

- Media houses
- Kenya Institute of Education
- International organisations such as UNICEF and UNESCO
- Other organisations dealing with Life Skills such as Life Skill Promoters, Peak Performers
- Counselling centres

All Life Skills Education teachers should be ready to improvise since most of the resources may not be affordable or easy to obtain. Improvisation therefore calls for the teacher to be creative and use locally available materials to develop the resources.

Some of the teaching /learning resources are explained below.

### **Self Evaluation Sheet**

It comprises of carefully thought out questions with a scale. It is administered by the teacher to the learners to gauge, for example, entry behaviour or mastery of content, attitude towards a certain aspect of learning and so on. The information is used by both the teacher and learner. Those who use the self evaluation sheets may hold the information in confidence or share with others.

It helps to probe sensitive issues and the information can be used to curb emerging issues.

### **Flash Cards**

This is a card with a word or picture on it. It can be used to illustrate an activity or to provoke learners to discuss the activity

## **Pressure Line Form**

This is a form which contains words or statements that are used and which are probably close to the truth. These statements are meant to pressure one to conform or perform. They are ways of pressuring one into doing something especially that which has negative outcome. Examples of such statements include:

- “everyone one is doing it”
- “just try it once”
- “you don’t know what you are missing”
- “you are of age”
- “you are abnormal”

The teacher should come up with a scenario that depicts peer pressure and ask the learners to identify the pressure lines. This enables the learners to acquire the skill of peer pressure resistance.

### **Picture Code**

This is a picture that depicts a specific meaning to a number of people for example pictures of human face in different emotional states can be analysed, as sad, happy anxious, confused or depressed. The picture code can be used to teach for example, sub-topic on “types of emotions”.

## CHAPTER 5

### 5.0 ASSESSMENT

#### 5.1 Introduction

Assessment is the means by which the teacher establishes how far the learner has acquired the desired knowledge, skills and attitudes. Assessment should therefore be geared towards determining the achievement of the stated specific objectives:

#### 5.2 Importance of Assessment

The teacher measures in the most reliable way to what extent the Life Skills Education objectives have been achieved or attained. The reasons for this include:

- Helps the teacher to measure how much each learner has understood and accordingly plan for further activities
- Establish the mastery of Life skills and acquisition of attitudes that have been acquired
- To determine how much knowledge learners have grasped (level of content mastery)
- Check on the effectiveness of the use of resources and methods of instruction
- Provide a basis for the learner motivation
- Provide information to school administration, parents and other stakeholders for necessary action.

Life Skills Education can be assessed through formative evaluation. This type of assessment is known as continuous assessment test. It is used to gauge the progress of the learner periodically.

These tests are carried out throughout the teaching process. These tests consist of:-

- Quizzes: These are short answer question which the teacher uses to determine the level of mastery of specific content
- Assignment. These are out-of-class activities given as regularly as possible/required.
- Oral question. These are questions that the teacher will ask on continuous basis to assess learners progress during the lesson.
- Tests and examination - the teacher makes tests to evaluate learner's progress after a skill/ number of skills (topic) has

been taught. They may be given in the course of the term, end of the term or at the end of the year.

The teacher may use different test items for example:

- Objectives tests- these include short structure items
- Multiple choices
- True/false items
- Matching
- Fill in the blanks
- Subjective tests
- Essay items
- Project assignments

#### 5.3 Assessing the behaviour change

Life skills education is about behaviour and attitude formation and change. The teacher should therefore use his/her own judgement and other ways of assessing and monitoring the learner's behaviour over a period of time. Some of the effective tools of assessing behaviour change are:

- **Observation**

This requires the Life Skills Education teacher to watch and listen carefully to the learners as they carry out life skills activities during the lesson or as they go about their day-to-day activities. Peer observation should also be encouraged.

The teacher should set out clear objective i.e. be aware of what he/she is looking for. When observation is effectively carried out, it can help the Life Skill Education teacher to tell what skills the learners already have, those they are lacking and those giving them difficulties. The teacher can use a checklist or observation schedule.

- **Observation schedule**

It is a guide outlining characteristic and behaviour that the learners manifest at various points in time during performance of specific activities individually or as a group. The teacher records observation made on the behaviour of the learner.

### Observation record sheet

Name of the learner	Activities	Behaviour to be observed	Observations made
Abdi Wangui	Group discussion	<ul style="list-style-type: none"> <li>• Preparation</li> <li>• Willingness to contribute</li> <li>• Attitude</li> <li>• Expression</li> </ul>	<ul style="list-style-type: none"> <li>• Displayed in adequate preparations in terms of the content</li> <li>• Contributed willingly</li> <li>• Positive attitude</li> <li>• Audible but disorderly</li> </ul>

Information obtained from such observation could be used as a basis for personal guidance and counselling

- **Check list**

It is a simple technique that can be used to determine the possible behaviour of a learner during the lesson. It contains a list of attributes of an individual's behaviour and requires the teacher to carefully observe and tick whatever behaviour is portrayed at during the lesson the teacher makes a summary and draws a conclusion.

The learners too can be helped to develop and use their own checklist to monitor their progress in self-awareness, relating with others and making effective decisions.

The following characteristics can form items in a checklist, for example in the case of effective communication skills

Observable behaviour	Score
Is attentive	✓
Is responsible	X
Is confident	✓
Is confused	✓
Is interested in what he/she is saying	X
Is audible	✓
Appreciate others	X
Cares for him/herself	✓

**Conclusion:** The learner above has acquired some skills in communication. However, he/she needs to work on his attitudes towards others, responsibility, and be interested in his/her work.

Checklists like the one above can assist the teacher to determine areas to emphasize on in order to enable the learners develop relevant life skills.

### Questionnaires

This is a list of questions on various aspects of a person's situation or issue. It requires the respondent to give an honest opinion or views. This helps the teacher to have an insight into the situation at hand and prepare appropriate programmes and materials.

In Life Skills Education questionnaires can be used before teaching to find out the needs, characteristics, experiences and knowledge level of the learners.

During teaching, questionnaires enable the teacher to find out how various learners are progressing and responding to the learning activities.

After the teaching, questionnaires can be given to the learners to provide feedback on how they are applying the Life Skills learnt and difficulties they are encountering in the process. This helps the teacher take appropriate action.

### Project

The project encourages learners to learn through their own investigations rather than through passive absorption of the teacher's words.

The success of a project depends on the learner's effort but also requires a lot of supervision from the teacher. The learners should be assigned work as individuals or as groups. They should be given adequate information with regard to the scope of the project and the mode of reporting the findings, sources and materials required.

The following criteria should be considered for assessing a project.

- Neatness
- Relevance
- Accuracy
- Completeness

## CHAPTER 6

### 6.0 TIME MANAGEMENT

#### 6.1 Introduction

Life skills Education is allocated one (1) lesson of forty minutes (40) each week, from Form one to four. Adequate time has been provided to handle the subject. Therefore, it is hoped that the syllabus will be covered on time.

The Life Skills Syllabus indicates the approximate number of lessons allocated to each topic. This guides the teacher to utilize the available time rationally. The teacher should take into consideration events such as late opening of school, public holidays, examination weeks, co-curriculum activities and other unexpected activities when planning. The school calendar of activities should guide the teacher to know how many lessons are available in each term or year

#### 6.2 Suggested Subject Summary

FORM	TERM	NUMBER OF WEEKS	NUMBER OF LESSON
1	1	7	7
	2	11	11
	3	11	11
<b>TOTAL</b>		<b>29</b>	

FORM	TERM	NUMBER OF WEEKS	NUMBER OF LESSON
2	1	11	11
	2	11	11
	3	11	11
<b>TOTAL</b>		<b>33</b>	

FORM	TERM	NUMBER OF WEEKS	NUMBER OF LESSON
3	1	11	11
	2	11	11
	3	11	11
<b>TOTAL</b>			<b>33</b>

FORM	TERM	NUMBER OF WEEKS	NUMBER OF LESSON
4	1	11	11
	2	9	9
	3	5	2
<b>TOTAL</b>			<b>22</b>

It is important for the teacher to note that the syllabus is organised in a spiral manner, that is, each topic runs through the four-year course with specific content taught in a given class.

The teacher should therefore limit himself/herself to the specified content in the syllabus for each class.