

Acknowledgements

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Acronyms and abbreviations

AIDS	Acquired Immune Deficiency Syndrome
CIDA	Canadian International Development Agency
DfID	Department for International Development
GIZ	Germany International Cooperation
USAID	United States Agency for International Development
HIV	Human Immunodeficiency Virus
LS	Life Skills
MIE	Malawi Institute of Education
MoEST	Ministry of Education, Science and Technology
NAC	'National AIDS Commission'
OBE	Outcome-Based Education
PCAR	Primary Curriculum and Assessment Reform
PIF	Policy Investment Framework
PRSP	Poverty Reduction Strategy Paper
STI	Sexually Transmitted Infection

Introduction

Why the curriculum has been reformed

The Malawi primary school curriculum has been reformed so that it is in line with the Policy Investment Framework (PIF 1.5.6, and 3.4.1) with special attention to assessment practices. This is consistent with the recommendation that was made by the Ministry of Education in September 1999.

Rationale for life skills

Life skills are abilities that enable individuals to effectively deal with the demands and challenges in everyday life. The life skills enable the learners to understand themselves and the world around them. Life skills as a subject aims at continuing and extending the development of the skills that the learners bring from home with a focus on the promotion of the holistic development of the learner. Nurturing the physical, social, emotional, intellectual, creative and spiritual growth of the learners is essential for the learners' healthy life as individuals, and members of families and the society, which forms the basis for facilitating all other learning. For example, through life skills, the learners will learn to organise and manage their lives; develop team spirit regardless of their cultural and religious backgrounds; avoid prevalent diseases such as sexually-transmitted infections e.g. HIV and AIDS; develop self esteem; identify and cope with problems of adolescence and other challenges of life, as well as prepare for the world of work.

Outcome-Based education (OBE)

The philosophy of outcome-based education is the foundation of the primary school curriculum. Outcome-based education focuses on the results that are expected at the end of each learning process. These are called the 'outcomes'. They refer to knowledge, skills, values and attitudes within particular contexts. Outcome-based education also emphasises the processes that will take the learners to these end products. To teach in an outcome-based way, you need to:

- identify the outcomes of your lesson or set of lessons
- provide input and activities that allow the learners to achieve the outcomes
- use methods to assess whether the learners have achieved the outcomes
- use the results of your assessment to plan the next cycle of teaching and learning

Developmental outcomes

The developmental outcomes are over-arching; they are what the learner is expected to achieve by the end of the primary cycle. These outcomes have been derived from the Republican Constitution, Vision 2020, Poverty Reduction Strategy Paper (PRSP), Policy Investment Framework (PIF) and other education policy documents including global agreements to which Malawi is a signatory and

Primary Curriculum and Assessment Reform (PCAR) Needs Identification Report

The development outcomes state that the learners should be able to:

- communicate competently, effectively and relevantly in a variety of contexts and in multiple languages
- apply mathematical concepts in scientific, technological, socio, environmental, cultural and economic contexts to solve problems
- produce products and solutions through science and technology in a creative way and demonstrate respect for their environment to solve problems
- demonstrate health-promoting behaviours in their personal lives as well as their communities and wider environment with particular attention to prevalent diseases such as malaria, sexually-transmitted infections, HIV and AIDS
- observe and interact with the natural and physical environment in order to understand and make use of their interrelationship in a responsible and appreciative manner
- demonstrate appropriate moral, ethical and healthy behaviour in accordance with the acceptable norms and values of the society
- make use of basic knowledge and skills necessary for life-long learning, personal advancement and for the development of the society and nation
- apply an imaginative and creative mind, vocational and managerial skills in order to initiate and participate in productive activities that will serve the interest of the individual and society

Primary outcomes

The primary outcomes are derived from the developmental outcomes. The primary outcomes are what the learners should know, should be able to do and the desirable attitudes and values that they should display by the end of the primary school cycle for each learning/subject area. Each of the learning areas has its own primary outcomes and core elements.

Core elements and their outcomes

The core elements and outcomes for life skills are as follows.

- a **Health promotion**
The learner will be able to make informed decisions and demonstrate health promoting behaviours in personal life as well as in his/her community and wider environment with particular attention to prevalent diseases such as malaria, STIs, HIV and AIDS.
- b **Social development**
The learner will be able to live and work effectively as a member of a family, a group, a community and a nation with respect for gender equity and show some understanding of individual rights and responsibilities within the wider society.

c Moral development

The learner will be able to demonstrate some understanding of diverse cultures through a commitment to moral values, human rights and the rule of law.

d Personal development

The learner will be able to use positive self esteem for achieving and extending personal potential to respond effectively to daily challenges.

e Physical development

The learner will be able to demonstrate an understanding of how physical growth is linked to social, emotional and personal development through participation in activities such as plays, games and sports in order to contribute to the development of positive attitudes, values and self esteem.

f Entrepreneurship and world of work

The learner will be able to understand the world of work in its widest sense and demonstrate how to access further knowledge, skills and attitudes needed for work.

Assessment standards

These are outcomes that indicate the agreed level of achievement during and at the end of each year. An accumulated achievement of the standards from Standards 1 to 8 per learning area determines the achievement of the primary education outcomes.

Success criteria

These indicate the learner's level of attainment in a given activity. A given set of such levels of attainment indicates achievement of an assessment standard.

Principles of OBE

The following are the principles of OBE:

Clarity of focus

This means that everyone involved must have a clear picture of what is wanted at the end of the lesson. Educators must have a clear idea of what the learners are expected to achieve.

Expanded opportunity

Educators must find multiple ways of exposing the learners to learning opportunities that will help them demonstrate their full potential.

High expectations

Educators must assist the learners to reach their full potential.

Criterion-referenced measurement

The measurability of outcomes in OBE is based on agreed indicators such as

assessment standards and success criteria.

Life skills

Some of the life skills which the learners will learn are as follows.

Decision making

Everyday people make many decisions, such as what to wear, eat, what chores to accomplish, where to go, and at what time. The decisions that one makes in life can have both positive and negative consequences. It is, therefore, important for people to make rational decisions so that they minimise negative consequences. The following are some of the steps that people can follow when making rational decisions.

Identification of the challenge

This involves isolating the problem or challenge at hand.

Identification of choices

This involves knowing what options exist. This may involve consulting other people who are better informed.

Decision making

This is where one finally chooses one option after examining the consequences of every option. The choice is made when one finds out that the option has fewer and less negative consequences as compared with the other options.

Problem solving

Problem solving involves taking action based on the decision made. For example, a boy or girl should say 'no' to peers' suggestion to take drugs when he/she is against it. Problem solving skills enable an individual to deal constructively with many problems in life. However, if problems are not resolved, they can cause mental stress or breakdown. It is, therefore, through practice in solving problems that the learners can develop the necessary skills such as self awareness, assertiveness and effective communication.

Effective communication

Communication involves sending and receiving messages. The person who receives the message interprets it and gives feedback to the sender.

Effective communication is important when interacting with others. However, there are times when communication is not effective due to some barriers which distort the message. For communication to be effective, the message should be well organised and clear, and there should be cooperation between the sender and the receiver.

It is important for the learners to have effective communication skills so that they can communicate their feelings, values and experiences clearly.

Self awareness

This is the ability to know oneself. Knowing oneself can help one to realise one's potential and avoid social and health problems.

Self esteem

Self esteem is described as awareness of the good in oneself. Individuals need to know their strengths and weaknesses, emotions and abilities. When people understand themselves they use other life skills effectively. High self esteem encourages sound behaviour and choices whereas low self esteem leads to an unsound behaviour.

Self esteem can be influenced by having relationships with other people such as family members, teachers and peers. These relationships can either help to develop or destroy self esteem.

Assertiveness

Assertiveness involves knowing what you want, why, communicating your views and taking the necessary steps to achieve what you want. Assertiveness can be shown in different situations such as when the learners reject sexual advances. However, assertiveness is different from aggression, which involves fighting for what you want without any consideration for others. It is important that the learners know how to be assertive in different situations.

Peer pressure resistance

Sometimes peers put pressure on one another to indulge in bad practices such as smoking, beer drinking and premarital sex. This is negative peer pressure. The learners need the skill of peer pressure resistance in order to deal with this type of pressure. Sometimes peers pressurise one another to do good things such as to study for examinations. This is known as positive peer pressure which is encouraged.

Coping with emotions

Emotions such as fear, affection, anger, shyness and disgust can be unpredictable and often lead to regrettable irrational actions.

Coping with emotions involves understanding the emotional state one is in, analysing the causes and finding out solutions.

Coping with stress

Stress is any change which exerts pressure on our physical or mental energies causing anxiety and tension. Stress can occur at home, work or at school. Some of the situations that can lead to stress are family problems, quarrels with relatives, friends and neighbours, the death of a family member or friend, broken relationships, pressure of work and examinations. People who do not respond well to stress can develop stress-related diseases such as stroke, headache, backache and stomach ulcers. It is, therefore, important that the learners learn how to cope with stress.



Coping with stress involves knowing the sources of stress in our lives, its effects and what to do to minimise it. Some of the ways for coping with stress include engaging in physical exercises each day and cultivating a positive mental attitude to your problems.

All learners need to learn the causes of stress, its effects and know how to deal with it.

Interpersonal relationship skills

People constantly interact with each other, with their inner selves and with the environment as a whole. Interpersonal relationship skills help people to relate in positive ways with one another. Skills and attitudes such as respect, kindness, love and communication strengthen relationships whereas gossip, disrespect, and unkindness destroy relationships.

Sometimes friends or colleagues can come up with unacceptable and dangerous suggestions. The youth need to refrain from doing things that they believe are wrong and explain their position. They need to do this even if it means being ridiculed or excluded from a relationship.

Planning

People have several things to do at home, school and at work place all the time. There is, therefore, a need to plan what to do and in what order for proper utilisation and management of resources. These resources include time, money and materials.

Entrepreneurship

Entrepreneurship is the operation of a business. This involves the choice of a product, the mobilisation of necessary capital, making decisions on product quantities and prices, and employing people to assist in the business.

Entrepreneurship is important for generating personal, family and national income, and for improving the quality of life. Entrepreneurship requires skills in budgeting, literacy, numeracy, effective communication, creativity, assertiveness and decision making.

Critical thinking

We often meet contradictory issues, messages, expectations and demands from relatives, friends, educators, the media, religious institutions, and our cultures. When we experience this, we should be asking questions such as:

- Is this true?
- Is it possible?
- How can that be?
- What will be the result?
- Is it good?
- What will others think or say about it?

Critical thinking is the ability to analyse information and experiences in an objective manner. The learners need to analyse critically the environment in which they live and the multiple messages that are presented to them so that they make informed choices. Critical thinking is very helpful in problem solving and conflict resolution.

Creative thinking

Creative thinking means coming up with new ideas, procedures, arrangements and solutions. The traditional solutions to some problems may not be effective now. There is, therefore, a need to find new solutions to those problems. Creative thinking is important in that it can help us respond adaptively and with flexibility to the situations of daily life.

Empathy

Empathy is the ability to imagine oneself in the place of another, to understand the feelings, desires, ideas and actions of other people. Empathy also enables one to find ways of lessening the burden of other people instead of condemning or looking down on them. It can also help people to improve social interactions, encourage nurturing behaviour towards people in need of care and tolerance.

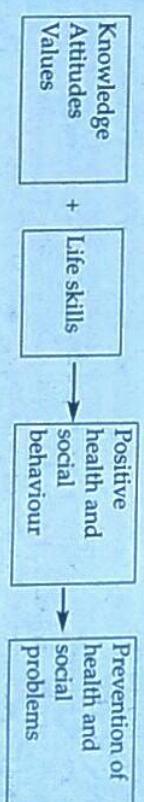
Peaceful conflict resolution

Conflict resolution means bringing a disagreement to an end. Conflicts are unavoidable and sometimes necessary. However, conflicts are generally disruptive and, therefore, must be resolved peacefully.

In order to resolve conflicts peacefully, one needs interpersonal relationship skills such as negotiation, empathy, tolerance, effective communication, cooperation, perseverance, problem solving and coping with emotions.

Importance of life skills

Life skills promote positive health and social behaviour which can prevent many health and social problems as shown in the model below:



Issues to be addressed

Life skills are taught and learned in the context of issues that affect the learners. The learners require knowledge and life skills in order to deal with what they experience in everyday life. The issues to be addressed in the life skills curriculum include the following:

STIs, HIV and AIDS

STIs, HIV and AIDS are critical issues. This is because the rate at which people contract these diseases is alarming. Since the discovery of the seventeen AIDS cases in Malawi in 1985, the number has gone up to 930 000 as of 2005. This figure is an estimation. It is, however, a fact that a lot of people with HIV and AIDS do not undergo the test. It is for this reason that the National AIDS Commission (NAC) estimates that by December 2005, there were over one million Malawians with HIV and AIDS. The majority of these people are in the productive age group of 15-29 years.

Sexually-transmitted infections (STIs), HIV and AIDS are mainly transmitted through sexual intercourse. Unfortunately, open discussion of matters of sex is restricted by cultural beliefs and myths. The acquisition of STIs which in most instances turns out to be HIV and AIDS is associated with promiscuity. Teachers should, therefore, encourage the learners to be empathetic to people with HIV and AIDS. In addition, the learners need to be equipped with the necessary skills so that they can avoid sex. When talking about the prevention of STIs, HIV and AIDS, teachers should emphasise abstinence and not the use of condoms.

STIs, HIV and AIDS are sensitive issues. Teachers should, however, endeavour to discuss freely and openly with the learners. This can be done by using posters, video shows, audio tapes and resource persons.

Growth and development

As a person grows up, changes occur in the body. These include physical, emotional, social, moral, and psychological changes. Most of these changes cause feelings of anxiety due to the disproportional mental and physical growth experienced.

As the body changes, there are also some emotional and sexual changes that occur. For instance, the boys' first involuntary ejaculation (wet dreams) may, for example, cause embarrassment. Similarly, girls start to menstruate and may not know how to handle the situation properly.

During adolescence years, boys and girls feel pressing sexual desires which require immediate relief. They may resort to sexual intercourse, resulting in pregnancies and contracting STIs, HIV and AIDS. Peers exert a lot of influence on behaviours because feelings of friendship increase in intensity. Consequently, friends will exert strong influence on aggressive as well as prosocial behaviours. Adolescents have also to find out who they are, what they stand for and where and how they fit in the society. At the same time, they share intimacy and form relationships. When growing up, people learn some behaviours that help others such as sharing, cooperating and expressing sympathy. Also, one has to know behaviours that must be avoided such as hurting the feelings of other people, killing, cheating and lying.

Discussing growth and development can be sensitive. This is because issues of sexuality can be a source of embarrassment to certain individuals and a taboo in some societies. In some societies, for example, people do not readily come in the open to discuss menstruation, ejaculation and sexual parts. Care should, therefore, be taken when introducing the topic. However, for people to warm up for a discussion on issues of explicit sexual annotations, they need to laugh off their embarrassment without trivialising the subject. They should not feel embarrassed to talk about sexual matters. Sometimes generalisations are useful when talking about this topic. The learners should be asked to give what they think other people's experiences are. They may also be asked to give their own experiences.

Drug and substance use and abuse

A drug is a chemical substance that is used to relieve pain and treat or prevent diseases. All medicines are supposed to be taken according to the doctor's instructions, otherwise they can have harmful effects to the body.

A substance is any kind of matter such as water, alcohol, glue, and paraffin. If properly used, drugs and substances are not harmful. Unfortunately, they are often wrongly used. Problems of drug and substance use and abuse are currently on the increase especially among the youth. Drug and substance use and abuse affect the youth from different socio-economic backgrounds at alarmingly tender ages. These problems are caused by lack of life skills such as decision making, planning, self esteem, assertiveness, stress and anxiety management. It is, therefore, important that the youth know the misconceptions and dangers of drug and substance use and abuse. They also need to acquire life skills that will help them to refrain from drug and substance abuse in order to promote good physical and mental health.

Violence and delinquency

Violence and delinquency are very common in our communities. Many people have become victims of sexual violence such as incest, sexual harassment, rape and child abuse; political violence; and domestic violence. Other crimes are theft, armed robbery and homicide. Reports on these in the mass media are very common. Violence and vandalism are also reported in schools and homes.

Moral degradation and lack of appropriate life skills contribute a lot to the problems of violence and juvenile delinquency. The development of life skills such as self control, empathy, effective communication, peer pressure resistance, critical thinking, conflict resolution and self esteem can help reduce these problems.

Gender

Gender refers to the way the roles of males and females are socially determined. Societies have set their own expectations in terms of opportunities and behaviour for the two sexes. For instance, in most societies, leadership roles are allocated to males and household chores to females.



Gender often determines biased division of labour, education and work opportunities. This is also manifested in the distribution and control of resources in families. For the youth, gender issues affect their behaviour as they grow up. For example, building self esteem for girls, is adversely affected since most societies expect girls to be submissive to boys and men. Girls grow up unable to express themselves on their goals, values and aspirations and easily give in to males' sexual advances. This often leads to serious consequences such as contracting STIs, HIV and AIDS.

Gender issues must be addressed to ensure that the youth develop their self esteem and assertiveness to enhance performance and achievement in education. The youth also need to develop other skills such as goal setting, decision making and planning for their lives.

Special needs education
Special needs education is the education of persons with impairments and disabilities. It is designed to meet the learning needs of the learners with disabilities. For it to be effective, special resources and methodologies are necessary. Therefore, there is need to consider the special educational needs of the learners when planning any lesson in your class.

Relationships

Relationships are necessary because they make life meaningful and productive in society. Everyone needs someone to talk to, love, work, and live with. However, relationships may go bad. There is, therefore, a need for both parties to build healthy and successful relationships. In any relationship, every person should develop traits such as honesty, tact, perseverance, respect, tolerance, cooperation and a spirit of compromise.

Cultural and traditional practices

Culture identifies different groups of people. It is a core set of values and norms to which the majority of a particular nation or group subscribe. Culture is about particular patterns of behaviour and morals acquired from an early age, which form the basis of traditions.

While most cultural practices promote cooperation and good behaviour, other practices encourage hazardous behaviour. Practices such as having multiple sex partners and denying young people and children nutritious food are dangerous and need to be modified.

Sometimes children grow up with misconceptions because some cultures discourage free communication between the children and elders. Such children need to learn life skills in order to cope with challenges in life.

Resource management

Every citizen has a duty to contribute to the development of the country. One way of doing this is to manage resources properly. Poor management of natural

resources can cause such problems as soil erosion, water and air pollution, which lead to depletion of resources.

Poor management of personal income and other resources leads to poverty. An individual who cannot use financial resources wisely, may experience problems of inadequate food, clothing and poor health.

Therefore, it is important that the youth should develop life skills such as planning, budgeting, entrepreneurship, critical thinking and problem solving for them to manage resources appropriately.

Access to services

In each of the local communities, there are various services such as social and security services. Social services include schools, hospitals and churches. The police and army provide security to the citizens. The learners, just like any other members of the society, have the right to these services. Also, they need to know the importance of these services and how to access them. In addition, the learners need to know that they can benefit from these services and that they have a responsibility to look after them.

Teaching and learning methods

The best way of teaching and learning life skills is to use participatory methods. These methods involve the active participation of the learner in the teaching and learning process. The methods include the following:

- **Games** – to entertain and arouse the learners' interest by creating meaningful contexts
- **Posters** – to send correct messages
- **Future's wheel** – to examine causes and effects of certain decisions
- **Role play/drama** – to enable the learners to experience how someone might feel in a situation. It is important that the roles given do not continue beyond the role play.
- **Case studies** – to describe a problem by discussing what a character's options are or how these dilemmas might be resolved
- **Brainstorming** – to generate ideas from the learners' experiences in order to reason and make conclusions
- **Debate** – to engage the learners in a formal discussion of controversial topics so as to exchange ideas
- **Panel discussion** – to engage a team of knowledgeable learners to discuss a topic in greater depth
- **Group discussion** – to exchange ideas, tolerate other people's views and reach a consensus. Group representatives should be chosen on rotational basis.
- **Story telling** – to tell, listen and write stories so as to draw from experiences and develop positive attitudes



- **Songs** – to write and sing songs for enjoyment and send positive messages
- **Field trips** – to learn through observation and personal involvement
- **Research/interviews** – to find out people's views
- **Project** – to put to effect practically what one has learned
- **Child-to-child** – to peer teach and mentor while the learner and the mentor share common experiences
- **Values clarification** – to examine one's values and make choices

Adapt the above teaching and learning methods for the learners with special educational needs.

Assessment methods

The effectiveness of the teacher's teaching methods and the learners' progress are monitored through continuous and other forms of assessment. The teacher gives extra effort and attention to the learners with learning difficulties in the form of remediation. This provides equal opportunity for the learners to succeed in education. Similarly, the more able learners are given more challenging work in the form of enrichment to avoid delays.

The assessment methods that can be used include teacher observation, peer assessment, self assessment, oral and written questions, oral and written reports.

Continuous assessment

The learners should be assessed in what they are able to do and display in each topic. It is important for you to recognise the learners' abilities and skills and keep a record of each learner's progress. Each learner must have a portfolio or an exercise book where his/her progress report should be kept. Continuous assessment helps to measure all developmental areas and not only the intellectual and literary ones which exams normally measure. Hence, observation, peer assessment, self evaluation, oral questions and oral reports should also be used in addition to formal procedures of assessment.

Assignments and homework

To extend the time that the learners spend learning, it is important to give them assignments and homework. Some work may require the help of the learners' parents and guardians. Ensure that the learners are doing their homework and are being supported accordingly.

Class exercises

It is important to give class exercises to ensure that the learners have understood what has been taught. You should mark the exercises in order to give feedback on the performance of each learner. You should also assist those who need help in learning. The learner should be proud to show the portfolio to their parents/guardians and other teachers.

Rubrics

A report is a tool for evaluating a learner's work that indicates, often in a table, and for each standard, the given criteria or characteristics for performance that are expected from a particular assessment activity.

Report card

A report card shows the individual learner's performance in all areas for a term and/or a year.

Adapt the above assessment methods for the learners with special educational needs.

Term-by-term work

The term-by-term work in the syllabus has been suggested to help you in planning the schemes of work.

About this teachers' guide

This teachers' guide forms part of a series of the primary school life skills teachers' guides for Standards 2 to 8. The teachers' guides are based on the PCAR syllabuses for life skills.

Organisation of the units

This teachers' guide has 13 units. The units cover the six core elements and their outcomes in the syllabus. Each unit has the following sections.

Unit number and title

Each unit is numbered and has a title.

Time allocation

This is the suggested number of periods of 35 minutes each that are required to teach and learn the unit. However, you may spend more or less than the suggested time depending on what the learners and you will be involved in. Note that the time allocation for Life skills for Standard 4 is 4 periods per week.

Introduction

This gives the justification for teaching the unit. You should have in mind the reasons why you are teaching the unit to the learners. The main idea is to make life skills more meaningful and relevant to the learners' everyday life.

The introduction also gives an overview of what the learners will learn in the unit. It also reflects the primary outcomes and assessment standards to be achieved. The primary outcomes give a specific focus on the knowledge, skills, values and attitudes that the learners should achieve by the end of the primary education cycle. Assessment standards describe the minimum level, depth and breadth of what the learners should demonstrate in their achievement of each learning outcome. They state the knowledge, skills, values and attitudes required for the learners to achieve the learning outcomes.



Success criteria

This section contains clear statements of specific learning outcomes that the learners should achieve after successfully doing the unit activities.

Developmental areas

This has the following subsections.

Skills

This is a list of skills which the learners are expected to practise and develop as they do the activities. The list of the skills is not exhaustive.

Concepts and knowledge

This subsection indicates what concepts and knowledge the learners are expected to learn as they do the activities.

Attitudes and values

This is a list of some of the attitudes and values which the learners are expected to learn as they do the activities. The list of attitudes and values is not exhaustive.

Background information

This gives you brief information on the content of the subject matter. The information is not meant for you to copy and give wholesale as notes to the learners. This is because the level of language used is meant for you and not the learners. You are advised to study the background information to update yourself on the content of the subject matter of the unit.

Activities

Each unit has a number of activities. The number of periods to be spent on each activity has been suggested. Each activity has the following subsections.

Suggested teaching, learning and assessment resources

This is a list of suggested teaching, learning and assessment resources that can be used when going through a particular activity. The following resources can be used in the case of the learners with special educational needs depending on the type of activity:

- Braille - a tactile code based upon dots arranged in two by three matrices forming a Braille cell
- Braille writer (Perkins Brailleur) - a typewriter that produces Braille dots for the visual impairment
- Raised pictures/diagrams/maps - these are formed with the use of sand, strings, or seeds, cut cartons or any material that can make them raised for those with visual impairment to feel them
- Stylus - a hard, sharp needle for producing Braille text
- Taylor frame (hand frame)-a slate used to hold Braille paper when writing using a stylus

• Hearing aid - a device used to amplify sound for those with hearing impairment

• Audio tapes - tapes for the learners with hearing impairment to see lip movement

• Mirrors - used when teaching speech to the learners with hearing impairment in a one-to-one situation

• Feathers - used when teaching words that produce airstrip or plosive

• Sign language interpreter - a person who translates speech into signs for those with hearing impaired

Instructions

This is a list of steps to be followed in order to teach and learn the activity. Where an activity has to be done in more than 1 period, the teacher should decide which of the steps of the activity should be done in each of the specified number of periods.

Summary

This section gives the main ideas to be learnt from the activities.

Review exercise

This section contains a set of questions that can be used to assess the learners' attainment of the success criteria. The questions can be done in class or as homework. You may come up with additional questions wherever necessary.

Assessment

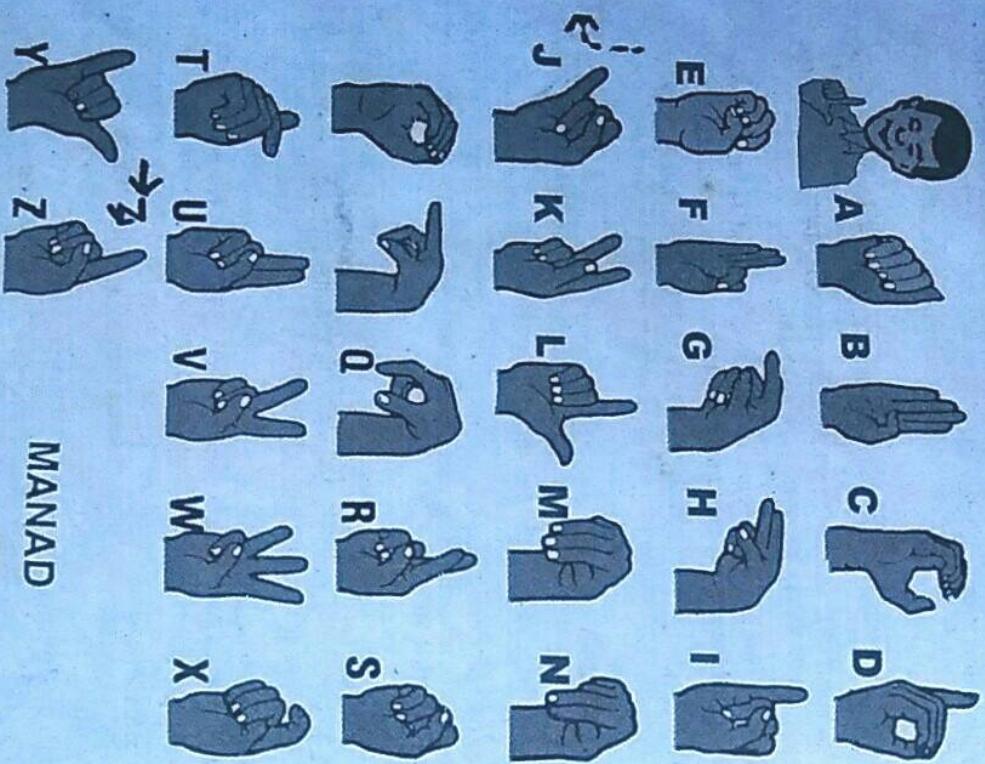
This can be used as a checklist or rubric in order to assess the attainment of the success criteria. If it is used as a rubric, the following levels of achievement can be used: excellent (4), good (3), average (2) and needs support (1). Enrichment or remedial work can be given to the learners depending on their levels of achievement.

Glossary

This section contains words or phrases found in the unit which require definitions or explanations.

Finger spelling alphabet for the deaf

Learn this alphabet to communicate with the deaf



International one hand alphabet for the deaf

Source: American sign language

UNIT 1 Good health habits

Suggested time allocation 10 periods

Introduction

In order to keep our bodies healthy, we need to practise good health habits. Some of the health habits are taking care of our bodies, cleaning the surroundings and having a balanced diet. These can help one to avoid catching diseases. Knowledge of these health habits will help one to live a healthy life.

In Standard 3, the learners learnt types and sources of food and its importance. In this unit, they will learn about good health habits.

After going through this unit, the learners will be able to practise good health habits.

Success criteria

By the end of this unit, the learners must be able to:

- describe good health habits
- demonstrate good health habits

Developmental areas

Skills

Ensure that the learners develop skills such as problem solving, effective communication, interpersonal relationship, critical thinking, decision making, assertiveness and self esteem.

Concepts and knowledge

Ensure that the learners acquire and understand the following concepts and knowledge:

- good health habits
- good grooming

Attitudes and values

Ensure that the learners acquire and appreciate attitudes and values such as empathy, patience, tolerance and cooperation.

Special needs education

Ensure that the activities are adapted for the learners with special educational needs. This will help them access the curriculum with ease, develop their potential and become self reliant. Observe and record their performance.

Background information

Good health habits

Good health habits involve care of our bodies and environment to prevent diseases. Some of the good health habits are: proper handling of food, good eating habits, eating nutritious food, washing the body, care for clothes and beddings, physical exercises, enough rest and sleep.

It is also important to clean houses and their surroundings to ensure that vectors are kept away.

Demonstrating good health habits

Good health habits can be demonstrated through:

Good grooming

Good grooming simply means taking care of one's body in order to look good. This includes bathing, wearing clean clothes, combing or plaiting hair, and cleaning teeth.

Eating healthy food

The food that we eat should contain all the major essential nutrients such as vitamins, proteins, minerals, carbohydrates and fats. These foods help in providing energy, materials for growth and repair of worn out tissues, and protection against diseases.

Healthy food enables one to be productive in the family, community and the nation.

Doing exercises

Doing exercises is essential. It increases blood circulation, makes the organs function better, and helps to prevent some illnesses. Some of the exercises that can be done are netball, football, gymnastics, local games, swimming, dancing, aerobics, jogging, walking and athletics.

Practising good posture

It is important to train the learners to practise good posture when standing, sitting and walking. With a good posture, one can breathe in and out easily.

Having adequate sleep

It is important to have adequate sleep because it restores lost energy and promotes a healthy mind.

The amount of sleep required for different individuals varies according to age, type of work or amount of physical activity done. The table that follows shows the average recommended amounts of sleep.

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Age	Amount of sleep
Newborn baby	16 to 20 hours per day
2-9 years	11 to 12 hours
10-17 years	10 hours
18 years and above	8 hours

However, the teacher may also discuss with learners some bad habits which are common in their area, for example, not combing hair, eating food without washing hands, wearing dirty clothes etc.

Activities

Activity 1 Discussing good health habits (4 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- utensils
- bathing materials

Instructions

- 1 Ask the learners to get into groups and do the following.

- a. Study the illustration in their book on page 1.
- b. Discuss what they see in the illustration.
- c. Describe good health habits.

- d. Discuss the importance of good health habits.
- 2 Ask the learners to report their work to the class for discussion.
- 3 Consolidate the activity emphasising the importance of practising good health habits.

Activity 2 Demonstrating good health habits (6 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- utensils
- bathing materials

Instructions

- 1 Ask the learners to narrate stories in groups about places or homes where they have observed people practising good health habits.
- 2 Ask the learners to report their work to the class for discussion.
- 3 Brainstorm with the learners the materials required to keep the body healthy and the surroundings clean.

- 4 Ask the learners to discuss the materials required to keep:
 - a. the body healthy
 - b. the surroundings clean
- 5 Ask the learners to report their work to the class for discussion.
- 6 Ask the learners, in groups, to practise:
 - a. washing their face
 - b. washing their clothes
 - c. drying washed clothes
 - d. cleaning their utensils
- 7 Take the learners outside and discuss with them if the surroundings of the school are clean or not. If not clean, discuss with them how they could make them clean.
- 8 Ask the learners to practise cleaning the school surroundings.

Summary

Practising good health habits is important for one's good health. Some of the good health habits are proper handling of food, good eating habits, eating nutritious food, washing the body, caring for clothes and beddings, doing physical exercises and having adequate rest and sleep.

Review exercise

- 1 Describe what good health habits involve.
- 2 What do you understand by healthy food?
- 3 Explain how physical exercises contribute to good health.

Assessment

Learner's name:

Is the learner able to:	Excellent	Good	Average	Needs support
1 describe good health habits?				
2 demonstrate good health habits?				

UNIT 2

Effects of HIV and AIDS

Suggested time allocation 11 periods

Introduction

In Standard 3, the learners discussed HIV and AIDS related diseases and their signs and symptoms. HIV and AIDS has infected and affected individuals, families and the communities. Educating people on the effects of HIV and AIDS will help them avoid the risky behaviours that can lead to HIV infection.

After going through this unit, the learners will be able to demonstrate an understanding of the effects of HIV and AIDS.

Success criteria

By the end of this unit, the learners must be able to discuss the effects of HIV and AIDS on the individual, family and community.

Developmental areas

Skills

Ensure that the learners develop skills such as problem solving, empathy, effective communication, critical thinking and interpersonal relationship.

Concepts and knowledge

Ensure that the learners acquire and understand the following concepts and knowledge:

- effects of HIV

- risky behaviours in relation to HIV and AIDS
- people infected and affected by HIV and AIDS

Attitudes and values

Ensure that the learners acquire and appreciate attitudes and values such as love, empathy, perseverance, patience and tolerance.

Special needs education

Ensure that the activities are adapted for the learners with special educational needs. This will help them access the curriculum with ease, develop their potential and become self reliant. Observe and record their performance.

Glossary

utensils	: materials used for cooking
vector	: organism (usually an insect) that transmits a particular disease or infection

Background information

Effects of HIV and AIDS on an individual

HIV and AIDS have several effects on an individual. Some of these are:

Long illness

This is prolonged illness and makes an individual become weak and unable to do normal duties. This can lead to absenteeism from school and work which may result in dropping out of school or work.

Stress

This is mental strain or pressure caused by problems in life. It can lead to anxiety and depression. Eventually, the person may become mentally confused and finally die.

Dependence

Due to weakness as a result of prolonged illness, the individual will totally depend on others for support.

Effects of HIV and AIDS on the family

HIV and AIDS also affect the family. Some of the effects are:

Orphanhood

When parents or guardians die, the children may be left with no one to care for them. As a result, they may take up adult roles and drop out of school. This situation is known as orphanhood.

Poverty

When parents, guardians or any person who is a bread winner dies, the social and economical of a family status is disrupted. This may lead to the orphans taking up inappropriate income generating activities such as prostitution and theft.

Effects of HIV and AIDS on the community

HIV and AIDS can have a negative impact on the entire community. For example, people living with HIV and AIDS are prone to opportunistic infections and diseases such as tuberculosis, meningitis, shingles, frequent coughs and diarrhoea. As a result, hospitals can become congested leading to shortage of drugs and space. Another effect is low production in farm produce. The affected people may absent themselves from work because they are kept busy looking after the sick and attending to funerals.

However, it is important for both the youth and adults to be empathetic and find better ways and means of addressing the issues of HIV and AIDS. People need to develop interpersonal relationships so that they can share resources with orphans and the sick.

Activities

Activity 1 Discussing the effects of HIV and AIDS on an individual (3 periods)

Suggested teaching, learning and assessment resources
You will need resources such as:

- the learners' experiences
- posters/raised diagrams

Instructions

- 1 Brainstorm with the learners the effects of HIV and AIDS on an individual.
- 2 Ask the learners to get into groups to discuss what they see in the illustration on page 4 and the effects of HIV and AIDS on an individual.
- 3 Ask the learners to report their work to the class for discussion.
- 4 Consolidate the activity by emphasising the major effects of HIV and AIDS on an individual.

Activity 2 Discussing the effects of HIV and AIDS on the family (4 periods)

Suggested teaching, learning and assessment resources
You will need resources such as:

- the learners' experiences
- posters/raised diagrams
- case studies

Instructions

- 1 Brainstorm with the learners the effects of HIV and AIDS on the family.
- 2 Ask the learners to get into groups to discuss the effects of HIV and AIDS on the family.
- 3 Ask the learners to report their work to the class for discussion.
- 4 Ask the learners, in groups, to read and analyse the case study on page 5 of their books and answer the questions that follow.

Tifatse's orphanhood

Tifatse was a girl aged ten. Both of her parents died of HIV and AIDS. So she became an orphan. By then, Tifatse was in Standard 4. She went to live with her grandparents who were old and weak. Consequently, they were unable to find basic needs for their living. This made the life of Tifatse difficult and miserable. Some well wishers used to provide her

with some clothes and food. Later she decided to grow some vegetables in order to generate money for daily use.

Questions

- a. What made Tifatse go and live with her grandparents?
- b. Explain the problems that Tifatse faced while she was living with her grandparents.
- c. How was Tifatse assisted by the community?
- d. Describe skills that assisted Tifatse to overcome her challenges.

4 Ask the learners to report their work to the class for discussion.

5 Consolidate this activity; emphasising the effects of HIV and AIDS on the family.

Activity 3 Discussing the effects of HIV and AIDS on the community (4 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- posters/raised diagrams
- resource persons

Instructions

- 1 Ask the learners to get into groups to brainstorm and discuss the effects of HIV and AIDS on the community.
- 2 Ask the learners to report their findings to the class for discussion.
- 3 Organise the learners in groups to visit a nearby community to find out the effects of HIV and AIDS on that community by asking some influential local leaders the following questions:
 - a. Have you got any information on HIV and AIDS?
 - b. What do you think are the effects of HIV and AIDS on the individual and community?
- 4 Ask the learners to report their findings to the class for discussion.
- 5 Ask the learners, in groups, to develop future's wheels on the effects of HIV and AIDS on the community.
- 6 Ask the learners to present their work to the class for discussion.
- 7 Consolidate the activity by emphasising the effects of HIV and AIDS on the community.

Summary

HIV and AIDS can have several effects on the individual, the family and the community. HIV and AIDS can lead to illness that can negatively affect people's participation in development activities. In a family, HIV and AIDS can lead to low productivity which may result in poverty. On the part of the community, HIV and AIDS can lead to congestion in hospitals, shortage of drugs as well as medical personnel.

Review exercise

- 1 Mention any four effects of HIV and AIDS on:
 - a. an individual
 - b. the family
 - c. the community
- 2 Explain how HIV and AIDS can lead to poverty in a family.

Assessment

Learner's name:

Is the learner able to:	Excellent	Good	Average	Needs support
1 discuss the effects of HIV and AIDS on the individual, family and community?				

Glossary

congestion : too many people in a limited space



UNIT 3 Interpersonal relationships

Suggested time allocation: 12 periods

Introduction

In Standard 3, the learners were introduced to interpersonal relationships in the home. In this unit, the learners will be introduced to interpersonal relationships at school. This will help them to live peacefully with their friends in the school.

After going through this unit, the learners will be able to demonstrate an understanding of interpersonal relationships in the school.

Success criteria

By the end of this unit, the learners must be able to:

- identify the nature of interpersonal relationships at school
- explain the importance of interpersonal relationships at school
- describe the roles and responsibilities in different interpersonal relationships at school
- describe factors that enhance interpersonal relationships at school
- describe factors that destroy interpersonal relationships at school
- explain ways of overcoming factors that destroy interpersonal relationships at school

Developmental areas

Skills

Ensure that the learners develop skills such as critical thinking, problem solving, decision making, coping with emotions, empathy, negotiation, effective communication, assertiveness and interpersonal relationships.

Concepts and knowledge

Ensure that the learners acquire and understand the following concepts and knowledge:

- interpersonal relationships at school
- nature of interpersonal relationships at school
- factors that enhance interpersonal relationships at school
- roles and responsibilities in different interpersonal relationships at school

Attitudes and values

Ensure that the learners appreciate attitudes and values such as self respect, respect for others, self discipline, honesty, responsibility, compassion, love, gender sensitivity and tolerance.

Special needs education

Ensure that the activities are adapted for the learners with special educational needs. This will help them access the curriculum with ease; develop their potential and become self reliant. Observe and record their performances.

Background information

Nature of interpersonal relationships at school

The learners come in contact with different people at school. These people are classmates, other children from other classes, the class teacher and other teachers. In addition to these, the learners also come into contact with people who work in the school such as cleaners and security officers. Based on the above groupings, the nature of interpersonal relationships that exist at school include classmates, kinship, schoolmates, workmates, common allegiances and cultural ties.

Importance of interpersonal relationships at school

Interpersonal relationships at school are important because people:

- assist one another in time of need
- share resources such as books, pencils and rulers
- build team spirit
- provide security
- encourage one another
- support one another as well as being gender sensitive

The roles and responsibilities of different interpersonal relationships at school

A role is a function that one has to perform while a responsibility refers to a duty to take care of somebody or something. Everyone has specific roles and responsibilities to perform at school. The following table illustrates some of the roles and responsibilities of different individuals at school.

Nature of interpersonal relationships	
Roles	Responsibilities

Classmates	Learning
	<ul style="list-style-type: none"> • Encouraging one another to do better • Attending classes • Studying hard • Passing examinations
Schoolmates	Learning
	<ul style="list-style-type: none"> • Supporting one another • Providing security • Doing school chores • Observing rules and regulations of the school

Factors that enhance interpersonal relationships at school

Interpersonal relationships can be strengthened when everyone at school is aware of their roles and responsibilities. These have to be exercised appropriately. The factors that strengthen interpersonal relationships at school include:

- showing love and care for one another
- being empathetic
- being tolerant
- being respectful of oneself and others

Factors that destroy interpersonal relationships

The factors that destroy interpersonal relationships include envy, dishonesty, violence, gossips, jealousy and harassment.

Ways of overcoming factors that destroy interpersonal relationships

The table below shows some of the ways of overcoming factors that destroy interpersonal relationships.

Factor	How to overcome it
Gossip	Love one another, contact and dialogue
Dishonesty	Have faith and trust in one another
Envy	Be empathetic
Violence	Good interpersonal relationships

Activities

Activity 1 Discussing the nature of interpersonal relationships at school (3 periods)

Suggested teaching/learning and assessment resources
You will need resources such as:

- the learners' experiences
- the local environment
- posters/raised diagrams
- case studies

Instructions

- 1 Ask the learners to be in their groups and discuss what they see in the illustration on page 7.
- 2 Ask the learners to read the story on pages 7 and 8 in the learners' book and answer the questions that follow.

Interpersonal relationships at Mkundi school

Mkundi primary school was well known for instilling cooperation among all members in the school. The school had 8 classes, 9 teachers and 700 learners. It had also 10 members of school committee and one watchman.

The learners came to school very early in the morning. They started their school day by sweeping the surroundings and the classrooms. At 7:30 am, lessons began. Teachers taught effectively. At the end of the

year, most of the Standard 8 learners got selected to various secondary schools.

The school committee supported the school by building classroom blocks and teachers' houses. This motivated both the teachers and learners.

Questions

- Identify the interpersonal relationships at Mkundi school.
- Describe the factors that contributed to the existence of these interpersonal relationships.
- What were the outcomes of these interpersonal relationships?
- Ask the learners to discuss the nature of interpersonal relationships at their school.
- Consolidate the activity by emphasising the nature of interpersonal relationships at school.

Activity 2 Discussing roles and responsibilities of different interpersonal relationships at school (3 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- the local environment
- posters/raised diagrams

Instructions

- Ask the learners to get into groups and:
 - list the factors that destroy interpersonal relationships at school
 - discuss how the listed factors destroy interpersonal relationships at school
- Ask the learners to report their work to the class for discussion.
- Consolidate the activity by emphasising the factors that destroy interpersonal relationships at school.

Activity 4 Discussing ways of overcoming factors that destroy interpersonal relationships at school (3 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- the local environment
- posters/raised diagrams

Instructions

- Ask the learners to get into groups and:
 - identify different people that are found at the school
 - discuss the roles and responsibilities of the people identified above by using a table like the one below on page 9 in their learners' book

Relationship	Role	Responsibility
Learners		
Class leaders		
Teachers		
Headteachers		

- Ask the learners to report their findings to the class for discussion.
- Consolidate the activity by emphasising the roles and responsibilities of different interpersonal relationships at school.

Activity 3 Discussing factors that destroy interpersonal relationships at school (3 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- the local environment
- posters/raised diagrams

Instructions

- Ask the learners to get into groups and:
 - list the factors that destroy interpersonal relationships at school
 - discuss how the listed factors destroy interpersonal relationships at school
- Ask the learners to report their work to the class for discussion.
- Consolidate the activity by emphasising the factors that destroy interpersonal relationships at school.

Activity 4 Discussing ways of overcoming factors that destroy interpersonal relationships at school (3 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- the local environment
- posters/raised diagrams

Instructions

- Ask the learners, in groups to discuss:
 - factors that destroy interpersonal relationships at school
 - ways of overcoming factors that destroy interpersonal relationships at school
- Ask the learners to report their work to the class for discussion.
- Organise the learners into groups to role play ways of overcoming factors that destroy interpersonal relationships at school (as others role play, the rest should record the observations from the role play).
- Ask the learners to discuss the role plays.
- Consolidate the activity by emphasising the importance of overcoming the factors that destroy interpersonal relationships at school.

Summary

There are several types of interpersonal relationships that can be found at school. These include classmates, workmates, schoolmates and kinship. Interpersonal relationships are important at school because they enable people to assist one another in time of need. It is, therefore, important for individuals at school to play their roles and responsibilities effectively in order to enhance their interpersonal relationships.

Review exercise

- 1 Give three examples of the nature of interpersonal relationships at school.
- 2 Copy and complete the table below in your exercise book.

Relationships	Role	Responsibility
Classmates		
Among teachers		
Class leaders		
Head teachers in neighbouring schools		

- 3 Mention any two factors that destroy interpersonal relationships at school.
- 4 Explain how interpersonal relationships can be strengthened at school.

Assessment

Learner's name:

Is the learner able to:	Excellent	Good	Average	Needs support
1 identify the nature of interpersonal relationships at school?				
2 explain the importance of interpersonal relationships at school?				
3 describe the roles and responsibilities in different interpersonal relationships at school?				
4 describe factors that enhance interpersonal relationships at school?				
5 describe factors that destroy interpersonal relationships at school?				
6 explain ways of overcoming factors that destroy interpersonal relationships at school?				

Glossary

- interpersonal relationship** : the way in which two people or groups behave towards each other or deal with each other
kinship : Relationship by blood
Common allegiances : a group of people with the same interests



UNIT 4

Sexual harassment in the school and community

Background information

Indicators of sexual harassment

There are many indicators of sexual harassment. These include unwelcome closeness, touching someone's private parts without one's consent, seductive dances, gestures and threats of touching. Other indicators of sexual harassment are cultural practices like *fisi*, *chokolo* and *lhazi*. Learners should be empowered to speak out when they are not comfortable with a touch from an adult or from a member of opposite sex.

Effects of sexual harassment in the school and community

Sexual harassment is bad because it has many effects. Some of these are destruction of one's self esteem, absenteeism from school, school dropout, being arrested by the police, anger, confusion and withdrawal.

Activities

Activity 1 Discussing indicators of sexual harassment (2 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- posters/raised diagrams

Instructions

- 1 Ask the learners to get into groups and study the illustrations on page 12 in the learners' book and identify the indicators of sexual harassment.
- 2 Ask the learners to report their work to the class for discussion.
- 3 Discuss with the learners other indicators of sexual harassment.
- 4 Consolidate the activity by emphasising the indicators of sexual harassment.

Activity 2 Discussing effects of sexual harassment in the school and community (2 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- posters/raised diagrams

Instructions

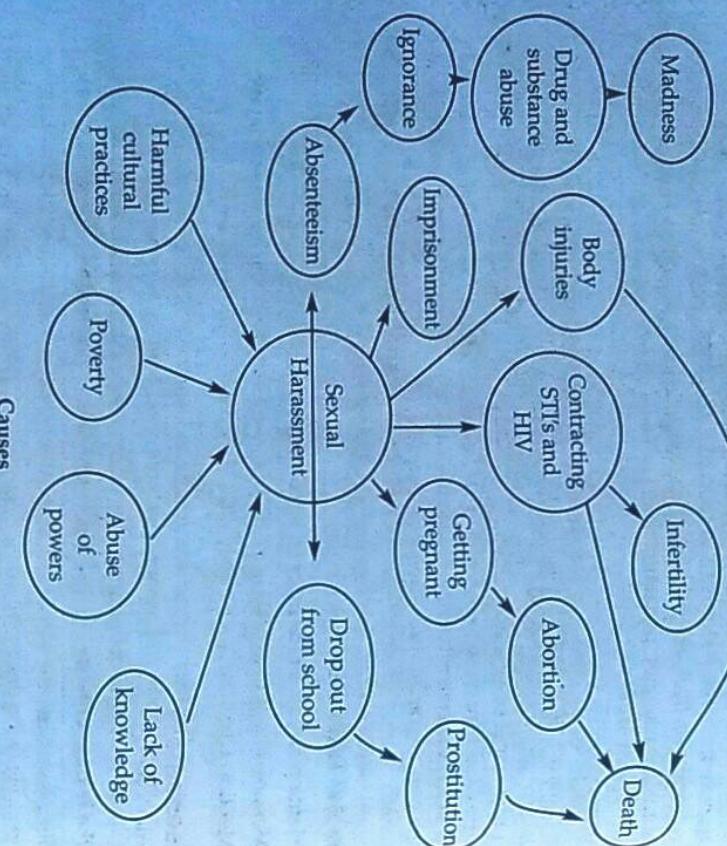
- 1 Ask the learners, in groups, to study the illustrations on Page 13 in the learners' book and discuss the effects of sexual harassment.
- 2 Ask the learners to report their work to the class for discussion.

- Skills**
Ensure that the learners develop skills such as critical thinking, empathy, effective communication, interpersonal relationship, decision making, assertiveness and self esteem.
- Concepts and knowledge**
Ensure that the learners acquire and understand the following concepts and knowledge:
- sexual harassment
 - process of reporting cases of sexual harassment
- Attitudes and values**
Ensure that the learners acquire and appreciate attitudes and values such as love, self respect, honesty and empathy.
- Special needs education**
Ensure that the activities are adapted for the learners with special educational needs. This will help them access the curriculum with ease, develop their potential and become self reliant. Observe and record their performances.

- 3 Discuss with the learners other effects of sexual harassment.

FUTURE'S WHEELS

Effects



- 2 Ask the learners to write in their exercise books where to report when they are sexually harassed.
- 3 Ask the learners to report to the whole class what they have written.
- 4 Discuss with learners where else they can report when they are sexually harassed.

- 5 Consolidate the activity by emphasising the need for learners to report when they are sexually harassed.

Summary

Sexual harassment happens when someone feels uncomfortable about comments, looks and touch from another person. Some of the indicators of sexual harassment are unwelcome closeness, touching one's private parts without one's consent, gestures and threats of touching. Sexual harassment has many effects such as destruction of one's self esteem, absenteeism from school, anger and being arrested by the police. The learners should be empowered to report when they are sexually harassed.

Review exercise

- 1 Mention any two indicators of sexual harassment.
- 2 Mention any three effects of sexual harassment in the school and community.
- 3 Mention where they can report when they are sexually harassed.

Assessment

Learner's name:

Is the learner able to:	Excellent	Good	Average	Needs support
1 discuss indicators of sexual harassment in the school and community?				
2 explain effects of sexual harassment in the school and community?				
3 discuss places where to report when they are sexually harassed				

Glossary

indicator : evidence
consent : one's willingness

Instructions

- 1 Discuss with learners what they see in the illustrations on pages 14 and 15 in their learners' book.

UNIT 5 Peaceful conflict resolution

Suggested time allocation 12 periods

Introduction

In Standard 3, the learners looked at the meaning of peaceful conflict resolution, situations that lead to conflicts and ways of resolving them. In this unit, the focus will be on the effects of conflicts and ways of avoiding them.

After going through this unit, the learners will be able to demonstrate an understanding of the importance of resolving conflicts peacefully.

Success criteria

By the end of this unit, the learners must be able to:

- identify effects of conflicts
- explain the importance of avoiding conflicts
- explain ways of avoiding conflicts

Developmental areas

Skills

Ensure that the learners develop skills such as problem solving, decision making, critical thinking, interpersonal relationship, effective communication and empathy.

Concepts and knowledge

Ensure that the learners acquire and understand the following concepts and knowledge:

- conflict
- effects of conflicts
- peaceful conflict resolution
- ways of avoiding conflicts
- importance of resolving conflicts peacefully

Attitudes and values

Ensure that the learners acquire and appreciate attitudes and values such as love, patience, respect for others, tolerance, empathy, perseverance and interpersonal relationships.

Special needs education

Ensure that the activities are adapted for the learners with special educational needs. This will help them access the curriculum with ease, develop their potential and become self reliant. Observe and record their performances.

Background information

Effects of conflicts

A conflict is a disagreement between two or more people who have different views, interests, beliefs or ideas. Such disagreements have negative effects such as anger, hatred, fights, quarrels, injuries, divorce, destruction of property, imprisonment, breakdown of relationships, retardation of development and suicide.

Importance of avoiding conflicts

Conflicts should be avoided in order to prevent their negative effects. When conflicts are avoided, cooperation and unity are enhanced. It also helps to build and sustain healthy relationships, foster development and reduce suicidal actions among people. .

Ways of avoiding conflicts

- Conflicts can be avoided in the following ways:
- tolerating the views or beliefs of other people
 - avoiding situations which may lead to conflict, for example, by not taking alcohol
 - being diplomatic and tactful in handling issues
 - being patient
 - being empathetic

Activities

Activity 1 Identifying effects of conflicts (4 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- posters/raised diagrams
- case studies
- the local environment

Instructions

- 1 Ask the learners as a class to brainstorm the effects of conflicts among people.
- 2 Ask the learners to get into groups and study the illustration in the learners' book on page 17.
- 3 Ask the learners to discuss what they see in the illustration.
- 4 Ask the learners to report their work to the class for discussion.
- 5 Ask the learners, in groups, to read and analyse the case study on page 18 in the learners' book and answer the questions that follow.

Conflict in a classroom

Mr Ngozo was a Standard 4 teacher. His class had equal numbers of boys and girls. In all, there were 50. However, the class had inadequate textbooks. The few textbooks that were available were distributed to the boys only. The teacher told the girls that they would not receive any of the textbooks. Upon hearing this, all the boys were happy. But this annoyed the girls. In the end, the girls boycotted the lessons and reported the matter to the headteacher.

Questions

- a. What is the conflict in this story?
- b. Explain the effects of the conflict in this story.
- c. If you were Mr Ngozo, how would you have distributed the textbooks?
- d. Suggest how the headteacher could resolve this conflict.
- 5 Ask the learners to report their work to the class for discussion.
- 6 Ask the learners to get into groups and develop future's wheels on the effects of conflicts.
- 7 Ask the learners to display and present their work to the class for discussion.
- 8 Consolidate the activity by emphasising the effects of conflicts.

Activity 2 Discussing the importance of avoiding conflicts (4 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- role plays
- posters/raised diagrams

Instructions

- 1 Brainstorm with the learners the importance of avoiding conflicts.
- 2 Ask the learners to get into groups to discuss the importance of avoiding conflicts.
- 3 Ask the learners to report their work to the class for discussion.
- 4 Ask the learners to role play a situation which depicts ways of avoiding conflicts.
- 5 Ask the learners to discuss the role plays.
- 6 Consolidate the activity by emphasising the importance of avoiding conflicts.

Activity 3 Discussing ways of avoiding conflicts (4 periods)

Suggested teaching, learning and assessment resources
You will need resources such as:

- the learners' experiences
- role plays
- posters/raised diagrams

Review exercise

- 1 Mention any three effects of conflicts.
- 2 Explain why it is important to avoid conflicts.
- 3 Describe any three ways of avoiding conflicts.

Summary
Conflicts have a lot of negative effects. Some of these are anger, hatred, fights, suicide and retardation of development work. It is, therefore, important to avoid conflicts among people.

Assessment

Learner's name:

Is the learner able to:	Excellent	Good	Average	Needs support
1 identify effects of conflicts?				
2 explain the importance of avoiding conflicts?				
3 explain ways of avoiding conflicts?				

Glossary

- conflict** : a disappointment between or among people
conflict resolution : finding a solution to a disagreement
retardation : to make the development or progress of something slower

UNIT 6 Morals and values

Suggested time allocation: 9 periods

Introduction

In Standard 3, the learners learnt about morals and values in the school, family and community. In this unit, they will learn about acceptable personal, family and community morals and values.

Morals and values play an important role in determining decisions which people make in everyday life. People might find themselves in problems if they neglect personal, family and community morals and values. These morals and values assist people make rational decisions. Positive personal, family and community morals and values can help one avoid many problems such as stealing, corruption, fighting and contracting STIs including HIV and AIDS. They can also help one stop indulging in drug and substance abuse. Morals and values affect the way one behaves.

After going through this unit, the learners will be able to demonstrate an understanding of morals and values.

Success criteria

By the end of this unit, the learners must be able to:

- identify personal, family and community morals and values
- explain how personal, family and community morals and values can assist in avoiding drug and substance abuse, STIs including HIV and AIDS

Developmental areas

Skills

Ensure that the learners develop skills such as critical thinking, decision making, assertiveness, self esteem, negotiation, effective communication, empathy, self awareness, tolerance, cooperation, value clarification and interpersonal relationships.

Concepts and knowledge

Ensure that the learners acquire and understand the following concepts and knowledge:

- drug and substance abuse
- personal, family and community morals and values
- morals and values

- STIs
- HIV and AIDS

Attitudes and values

Ensure that the learners acquire and appreciate attitudes and values such as kindness, openness, loyalty, humility, love, caring, honesty and forgiving.

Special needs education

Ensure that the activities are adapted for the learners with special educational needs. This will help them access the curriculum with ease, develop their potential and become self-reliant. Observe and record their performances.

Background information

Personal, family and community morals and values

Personal morals and values

Morals and values are principles or standards of right or wrong behaviour. They are a measure of how important certain beliefs, principles or ideas are to someone. The ideas, beliefs and principles that are worth or valued by an individual help to determine one's behaviour. For example, if individuals value their health they will have a healthy diet, exercise regularly and avoid alcohol, tobacco and abuse of drugs. They will also avoid indulging in risky behaviours which promote contracting STIs including HIV and AIDS.

Family morals and values

In each family there are things or beliefs that are valued most. For example, if a family believes that education is important for their children, the parents will work hard to have their children go to school. They will help their children a spirit of hard-working at school. Some examples of family morals and values could be love for hard-work, interpersonal relationship, honesty, respect for elders and empathy.

Community morals and values

People of similar cultures, social system or occupation in a community share similar beliefs. For example, if a community values respect for others, they will train their children to do the same. Other examples of community morals and values are sharing resources, assisting one another in time of need, cooperation and love for one another. Acceptable personal, family and community morals and values are all used to shape one's behaviour positively.

Morals and values that help avoid HIV and AIDS, drug and substance abuse

Acceptable personal, family and community morals and values can assist individuals avoid STIs including HIV and AIDS, drug and substance abuse. They can help an individual make rational or right choices or decisions which will be beneficial to themselves, family and community. For example, if individuals value

their health and think highly of others, they will avoid risky behaviours such as drug and substance abuse, having several sexual partners and any other bad behaviour. They will practise abstinence thereby avoiding contracting STIs including HIV and AIDS.

Activities

Activity 1 Discussing personal, family and community morals and values (5 periods)

Suggested teaching, learning and assessment resources
You will need resources such as:

- the learner's experiences
- resource persons
- the local environment
- posters/raised diagrams
- songs
- poems
- case studies

Instructions

- 1 Ask the learners to identify personal, family and community morals and values depicted in each of the illustrations on pages 20 and 21 in learners' book.
- 2 Discuss how each of the morals and values illustrated is beneficial to an individual, family and community.
- 3 a. Ask the learners to study the illustrations in the learners' book on page 22.
b. Ask them to write a statement on each of the illustrations they have studied.
- 4 Ask the learners to discuss what they have written in their exercise books.
- 5 Display the best statements for all the learners to see.
- 6 Consolidate the discussions by emphasising the benefits of morals and values to an individual, family and community.

Mary excels

Every morning, at 6.00 am, Mary, a ten year old Standard 5 girl, wakes up and runs around the house for 30 minutes. She then takes a bath and goes to school. She listens with interest to what the teacher says and does what she is told. She is always number one in class.



Questions

- Name the types of morals and values which are depicted in the story.
- How do the morals and values identified in question 1 help Mary to achieve her goal?
- Ask the learners to report their work to the class for discussion.
- Consolidate the discussion.
- Ask the learners to work in groups to compose songs or poems on how personal morals and values would make them excel in life.
- Ask the learners to sing or recite their poems to the whole class.
- Consolidate the activity by emphasising personal, family and community morals and values.

Activity 2 Discussing morals and values that help avoid HIV and AIDS, drug and substance abuse (4 periods)**Suggested teaching, learning and assessment resources**

You will need resources such as:

- the learners' experiences
- raised pictures or diagrams

Instructions

- Ask the learners to work in groups to discuss how personal, family and community morals and values can assist one to avoid STIs including HIV and AIDS, drug and substance abuse using the illustrations on page 24 in the learners' book.
- Ask the learners to report their work to the class for discussion.
- Consolidate the work.
- Ask the learners, in their groups, to role play situations depicting how personal, family and community morals and values can assist in avoiding:
 - STIs including HIV and AIDS,
 - drug and substance
- Ask the learners to discuss the role plays.
- Consolidate the activity by emphasising how personal, family and community morals and values can assist one avoid STIs including HIV and AIDS, drug and substance abuse.

Summary

Personal, family and community morals and values are important because they shape one's behaviour. They also help one to make rational decisions thereby avoiding situations that may lead one into problems. Some examples of acceptable

personal, family and community morals and values are honesty, kindness, empathy, tolerance, interpersonal relationship, hard-work and love for others.

Review exercise

- Explain how personal, family and community morals and values shape one's behaviour positively.
- Discuss activities that your community does that do not promote the contraction of STIs including HIV and AIDS, and drug and substance abuse.
- Suggest what you would do to help your community avoid contracting STIs including HIV and AIDS, and drug and substance abuse.

Assessment

Learner's name:

Is the learner able to:	Excellent	Good	Average	Needs support
1 identify personal, family and community morals and values?				
2 explain how personal, family and community morals and values can assist in avoiding drug and substance abuse, STIs including HIV and AIDS?				

Glossary

- drug and substance abuse : wrong or bad use of drugs and substances
 morals : principles of right or wrong
 values : beliefs about what is right and wrong and what is important in life
 value clarification : a process of rethinking about your values and attitudes



UNIT 7 Decision making and problem solving

Suggested time allocation 13 periods

Special needs education

Ensure that the activities are adapted for the learners with special educational needs. This will help them access the curriculum with ease, develop their potential and become self-reliant. Observe and record their performances.

Introduction

In Standard 3, the learners learnt about situations that require decision making and their importance. There are several situations that people meet which require decision making. The examples of these situations are political, socio-economic, environmental as well as cultural ones. It is, therefore, important that the learners learn how to make well thought out decisions.

After going through this unit, the learners will be able to demonstrate an understanding of decision making and problem solving.

Success criteria

By the end of this unit, the learners must be able to:

- identify consequences of making impulsive decisions
- identify consequences of making well thought out decisions
- mention factors that influence decision making
- explain how such factors influence decision making

Developmental areas

Skills

Ensure that the learners develop skills such as problem solving, decision making, effective communication, interpersonal relationship and critical thinking.

Concepts and knowledge

Ensure that the learners acquire and understand the following concepts and knowledge:

- problem solving
- decision making
- process of problem solving
- impulsive decisions
- well thought out decisions

Attitudes and values

Ensure that the learners acquire and appreciate attitudes and values such as patience, tolerance, empathy, perseverance, respect for others, creative thinking, coping with emotions and stress.

Background information

Decision making and problem solving

Decision making is a process that one goes through when choosing what to do or have in life. Problem solving is dealing with problems in life in a constructive manner. In making any decision, one should consider the results or consequences of the decision. Such results or consequences may either be positive or negative depending on the way the decision was made.

Consequences of making impulsive decisions

A decision that is not well thought out is called an impulsive decision. This happens due to poor thinking without considering what will happen next. If the learners make impulsive decisions, they may end up in problems. Such problems may be violence, delinquency, drug and substance abuse, stealing, fighting and indulging in sexual relationships which may result in contracting sexually transmitted infections (STIs) including HIV and AIDS. This may result in death.

Consequences of making well thought out decisions

Well thought out decisions are the ones that are carefully made. Such decisions have advantages such as promoting the ability to resist situations that may lead to problems, helping to avoid delinquency, assisting one to accept one's HIV status and living positively, and helping individuals and the nation to concentrate on productive activities. It is, therefore, important to think about the results in advance to avoid unnecessary health and social problems.

Factors that influence decision making

In order to make any particular decision, certain factors play an important role. These factors include personality, morals and values, gender equality, respect for human rights, peer pressure and religious values. These factors influence decision making in the following ways:

Personality

The looks or behaviour of an individual may influence decision making.

Morals and values

Everyone has certain things that he or she strongly believes as right or wrong. These may range from cultural, religious, family to personal values. When making decisions, one takes these values into consideration.

Children's rights

Understanding of children's rights by both teachers and learners may affect the decisions that are made concerning the children.

UNIT 7 Decision making and problem solving

Suggested time allocation 13 periods

Introduction

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By the end of this unit, the learners must be able to:

- identify consequences of making impulsive decisions
- identify consequences of making well thought out decisions
- mention factors that influence decision making
- explain how such factors influence decision making

Developmental areas

Skills

Ensure that the learners develop skills such as problem solving, decision making, effective communication, interpersonal relationship and critical thinking.

Concepts and knowledge

Ensure that the learners acquire and understand the following concepts and knowledge:

- problem solving
- decision making
- process of problem solving
- impulsive decisions
- well thought out decisions

Attitudes and values

Ensure that the learners acquire and appreciate attitudes and values such as patience, tolerance, empathy, perseverance, respect for others, creative thinking, coping with emotions and stress.

Special needs education

Ensure that the activities are adapted for the learners with special educational needs. This will help them access the curriculum with ease, develop their potential and become self reliant. Observe and record their performances.

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Decision making and problem solving

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Peer pressure

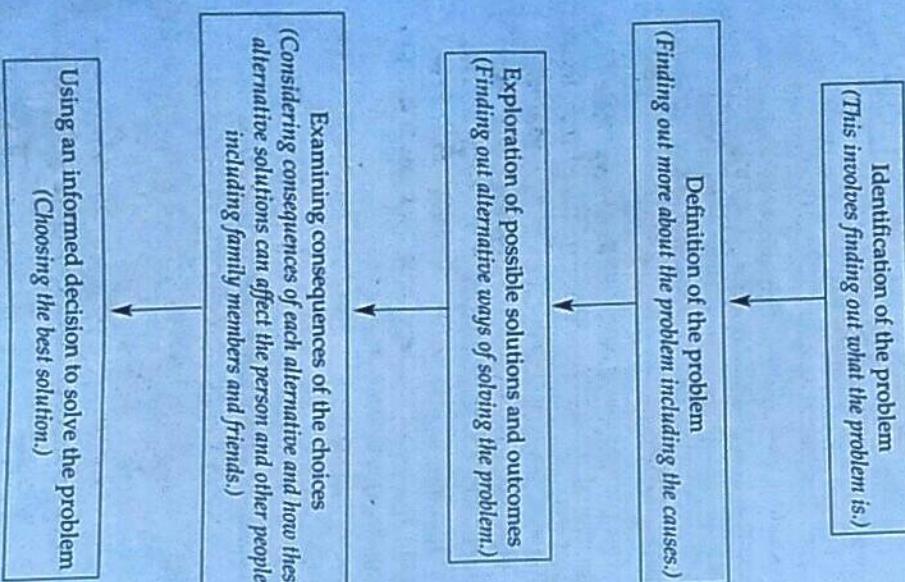
This can influence one to make a positive or negative decision.

Gender

In some societies, decision making is affected by gender issues. For example, in some societies females are expected to be submissive to males. This means that the decisions regarding sexual matters are largely made by the males and the females are expected to comply with such decisions. This way of making decisions is not fair to the female counterparts.

Decision making process

The following diagram illustrates the decision making process:



Alex and Niko's impulsive decision

Alex, Geoffrey and Niko used to go to school every morning. Their school which was called Mcnemani was four kilometers away from their home. One day, as they were going to school, Niko and Alex admired herd boys who were busy drinking milk from their cattle. These two boys were attracted. As a result they joined that group every morning. They did not go to school to learn. They warned Geoffrey not to reveal that to their parents. At the end of the term, both Alex and Niko failed the examinations. Their parents became very angry.

Questions

- a. What made Alex and Niko join the group of the herd boys?
 - b. What were the consequences of the two boys' impulsive decision?
 - c. If you were the parents of the two boys what would you have done?
- 4 Ask the learners, in groups, to develop future's wheels on the effects of making impulsive decisions.
 - 5 Ask the learners to display and present their work to the class for discussion.
 - 6 Consolidate the activity by emphasising the consequences of making impulsive decisions.

Activities

Activity 1 Discussing consequences of making impulsive decisions (5 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- case studies

Activity 2 Discussing consequences of making well thought out decisions (5 periods)

Suggested teaching and learning resources

You will need resources such as:

- the learners' experiences
- case studies

Instructions

- 1 Ask the learners to brainstorm the consequences of making well thought out decisions.
- 2 Ask the learners, in groups, to discuss the consequences of making well thought out decisions.
- 3 Ask the learners to report their work to the class for discussion.
- 4 Ask the learners to role play situations depicting consequences of making well thought out decisions.
- 5 Ask the learners to discuss the role plays.
- 6 Consolidate the role plays.
- 7 Ask the learners to work in groups to read and analyse the case study on page 28 in the learners' book and answer the questions that follow.

Mphatso's well thought out decision

Mphatso was learning at Fanuwile primary school. She was in Standard 4. She had difficulties finding money for soap, decent clothes as well as for buying learning materials. Due to lack of these essential items, her performance in class was not good.

One day she decided to grow some vegetables. After a month, she started selling them. To her surprise, a lot of people flocked to buy from her. She had money which she used to buy all her needs. She even improved in class work such that by the end of the year, Mphatso got position 2 in her class.

Questions

- a. What made Mphatso's perform to be poor in class?
 - b. What was Mphatso's well thought out decision?
- 8 Ask the learners to report their work to the class for discussion.
 - 9 Consolidate the activity by emphasising consequences of making well thought out decisions.

Activity 3 Discussing factors that influence decision making (3 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- role plays

Instructions

- 1 Ask the learners to brainstorm factors that influence decision making.
- 2 Ask the learners, in groups, to discuss factors that influence decision making.
- 3 Ask the learners to report their work to the class for discussion.
- 4 Ask the learners to role play some situations that influence decision making.
- 5 Ask the learners to discuss the role plays.
- 6 Consolidate the activity by emphasising the factors that influence decision making.

Summary

In making any decision, one should consider the consequences of the decision. Such consequences may either be positive or negative depending on the way the decision was made. There are certain factors that influence these decisions. These include personality, morals and values, children's rights and peer pressure.

Review exercise

- 1 Give any two reasons why it is important to make a well thought out decision.
- 2 Describe any two factors that may influence decision making.
- 3 Explain any three ways in which cultural practices affect decision making and problem solving.

Assessment

Learner's name:
.....

Is the learner able to	Excellent	Good	Average	Needs Support
1 Identify consequences of making impulsive decisions?				
2 identify consequences of making well thought out decisions?				
3 mention factors that influence decision making?				
4 explain how such factors influence decision making?				

Glossary

delinquency : bad or criminal behaviour, usually of young people

drug : anything that is used as medicine or an illegal substance that some people take to give them pleasant or exciting feelings

impulsive decision : any decision which is made hurriedly without careful thinking

substance : any particular kind of matter

UNIT 8 Stress and anxiety	
Suggested time allocation	10 periods
Introduction	
Stress and anxiety are generally described as threats or challenges to an individual. In Standard 3, the learners discussed certain situations that may lead to stress and anxiety in the home. In this unit, the learners will discuss situations that may lead to stress and anxiety at school and at community level.	
After going through this unit, the learners will be able to demonstrate an understanding of situations that may lead to stress and anxiety at school and in their communities and how they can prevent them.	
Success criteria	
By the end of this unit, the learners must be able to:	
<ul style="list-style-type: none">identify situations that may lead to stress and anxiety at homeexplain situations that may lead to stress and anxiety at schooldemonstrate situations that may lead to stress and anxiety at home and at schoolexplain how these situations may be prevented at home and at school	
Developmental areas	
Skills	
Ensure that the learners develop skills such as problem solving, decision making, critical thinking, effective communication, assertiveness, interpersonal relationship and empathy.	
Concepts and knowledge	
Ensure that the learners acquire and understand the following concepts and knowledge:	
<ul style="list-style-type: none">stressanxietysituations that lead to stress and anxiety at home and at schoolhow certain situations may lead to stress and anxiety, and how they can be prevented	
Attitudes and values	
Ensure that the learners acquire and appreciate attitudes and values such as love, empathy, respect, perseverance and tolerance.	

Special needs education

Ensure that the activities are adapted for the learners with special educational needs. This will help them access the curriculum with ease, develop their potential and become self-reliant. Observe and record their performances.

Background information

Situations that may lead to stress and anxiety at home and at school

Stress and anxiety can be influenced by several situations. Some of the situations are planning a wedding, pressure of examinations, violence and examination results, death of a loved one, contracting STIs including HIV and AIDS, sexual harassment, discrimination, unwanted pregnancy, being orphaned and challenges associated with growing up.

How certain situations may lead to stress and anxiety at home and at school

There are many ways in which the situations that have been mentioned above can lead to stress and anxiety. The situations include the following ways:

Pressure of examinations

This can influence one to work hard and prepare thoroughly for examinations due to fear of failure.

Failure to pass examinations

This can lead to serious worries which may result in stress and anxiety.

Conflicts and violence

This may cause fear in the learners which may result in stress and anxiety.

Bad relationship between the teacher and the learner

When there is poor relationship between the teacher and the learner, the learner may be stressed most of the times.

Natural disasters

When floods, earthquakes, storms, landslides occur, they bring in stress and anxiety.

Activities

Activity 1 Identifying situations that lead to stress and anxiety at home (3 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- case studies
- posters/raised diagrams

Instructions

1 Ask the learners to get into groups to:

- a. identify situations that may lead to stress and anxiety at home
- b. discuss what they see in the illustration in the learners' book page 31.

2 Ask the learners to report their work to the class for discussion.

3 Ask the learners to organise and perform role plays showing situations that may lead to stress and anxiety at home.

4 Ask the learners to discuss what they have learnt from the role plays.

5 Consolidate the activity by emphasizing the situations that may lead to stress and anxiety at home.

Activity 2 Discussing how certain situations may lead to stress and anxiety at school (4 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- resource persons
- role plays
- posters/raised diagrams

Instructions

1 Ask the learners to get into groups and discuss:

- a. what they see in illustration in their learners' book on page 32.
- b. what they see and how it can cause stress and anxiety

2 Ask the learners to report their work to the class for discussion.

3 Ask the learners to read and analyse the case study on page 33 in the learners' book and answer the questions that follow.

Wongani's stressful situation

Wongani was a very bright girl. She was always taking position one from Standard 1 to Standard 3. When she reached Standard 4, the class leader started bullying her and this started worrying Wongani. She reported the matter to her parents who advised her to report this to her teacher. When she reported the matter to the teacher, she was not helped. As a result, the bullying still continued. This situation caused Wongani not to work hard anymore in class. She started absenting herself from school because she was afraid of the class leader. At the

end of the year, she failed her examinations.

Questions

- a. identify situations that led to Wongani's stress.
- b. what were the results of Wongani's stress?
- c. if you were Wongani, what life skills would you have used in this situation?
- 4 Ask learners to discuss what they have written.
- 5 Consolidate the activity by emphasising the situations that may lead to stress and anxiety at school and what life skills to use.

Activity 3 Discussing how certain situations may be prevented from causing stress and anxiety at home and at school (3 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- posters/raised diagrams
- role plays

Instructions

- 1 Discuss with learners how certain situations may be prevented from causing stress and anxiety at home and at school.
- 2 Organise learners in groups to perform role plays showing how certain situations may be prevented from causing stress and anxiety at home and at school.
- 3 Discuss with learners what they have learnt from the role plays.
- 4 Consolidate the activity by emphasizing how the different situations may be prevented.

Summary

There are many situations that may lead to stress and anxiety at home and at school. Some of the situations are pressure of examinations, failure of examinations, poverty, violence and natural disasters.

Review exercise

- 1 Explain any two situations that may lead to stress and anxiety at home and at school.
- 2 Mention any life skills that you may use to cope with stress and anxiety at home and at school.
- 3 Explain how you would avoid situations that may lead to stress and anxiety.

Assessment

Learner's name:

Is the learner able to:	Excellent	Good	Average	Needs support
1 identify situations that may lead to stress and anxiety at home and at school?				
2 explain how these situations may lead to stress and anxiety at home and at school?				
3 demonstrate situations that may lead to stress and anxiety at home and at school?				
4 explain how you would avoid being in the situations that may lead to stress and anxiety.				

Glossary

anxiety : fear or worry caused by something known or unknown
stress : mental strain or pressure caused by problems in life
bullying : teasing, mistreating or beating

UNIT 9 Planning my future

Suggested time allocation 9 periods

Introduction

People who succeed in life have detailed plans of day to day activities. In Standard 3, the learners discussed the reasons for planning, advantages of planning and the importance of planning. In this unit, they will discuss areas that require planning and design their future plans.

After going through this unit, the learners will be able to demonstrate an understanding of the importance of planning.

Success criteria

By the end of this unit, the learners must be able to:

- mention areas that need planning
- design their future plans

Developmental areas

Skills

Ensure that the learners develop skills such as problem solving, empathy, critical thinking, decision making, effective communication and assertiveness.

Concepts and knowledge

Ensure that the learners acquire and understand the following concepts and knowledge:

- planning

- valuing the future
- designing future plans

Attitudes and values

Ensure that the learners acquire and appreciate attitudes and values such as patience, tolerance, love, humility, self respect and honesty.

Special needs education

Ensure that the activities are adapted for the learners with special educational needs. This will help them access the curriculum with ease, develop their potential and become self reliant. Observe and record their performances.

Background information

Areas that need planning

Planning is important in our everyday activities. The following are some of the areas that need planning; planning study time, planning for examinations, planning for a career.

A learner who wishes to succeed in education needs to have a study timetable. The timetable that is made, must be used effectively.

In order to pass examinations well, the learners need to plan for examinations. Planning for examinations will need effective use of study time. For example, when one is designing a study timetable, one needs to know the amount of time available for the study and the number of subjects that one wants to study. It is also important for the learners to know the class timetable so that they plan well for the next day's work.

An example of a study timetable is as follows.

Day	Time	Subject
Sunday	4:00 - 4:40 4:40 - 5:20 5:20 - 6:00	English Life Skills Chichewa
Monday	4:00 - 4:40 4:40 - 5:20 5:20 - 6:00	Mathematics Expressive Arts General Studies

Plans for a future career

A career goal is what one wants to be in the future. Good planning will help one to get things that will make them achieve what they want to be in future.

Good planning will help one to achieve one's chosen career. There are several factors that one needs to consider in choosing a particular career. Some of the factors are working hard at school, studying hard, being attentive in class and adhering to the school rules and regulations.

Activities

Activity 1 Identifying areas that need planning (4 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- posters/raised diagrams

Instructions

- 1 Ask the learners to get into groups and discuss what they see in the illustration on page 35 in their learners' book.
- 2 Ask the learners to identify areas that need planning.
- 3 Ask the learners to report their work to the class for discussion.
- 4 Organise a panel discussion on the *use of a study timetable*.
- 5 Consolidate the activity by emphasising the areas that need planning.

Activity 2 Developing individual future plans (5 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- posters/raised diagrams

Instructions

- 1 Ask the learners to get into groups and:
 - a. develop future plans about their life
 - b. identify the skills that have guided them in developing the plans
- 2 Ask the learners to display and present their work to the class for discussion.
- 3 Ask the learners to individually develop future plans about their education.
- 4 Ask the learners to display and present their work to the class for discussion.
- 5 Consolidate the activity by emphasising the importance of planning for one's future.

Summary

It is important to plan for our future in order to avoid making mistakes. Making plans will help one achieve his/her goals.

Review exercise

- 1 Mention any four areas that need planning.
- 2 How can the following affect your plans:
 - a. sickness?
 - b. examinations?

Assessment

Learner's name:

Is the learner able to:	Excellent	Good	Average	Needs support
1 mention areas that need planning?				
2 design his/her plans?				

Glossary

accomplish : succeed in doing something



UNIT 10 Self esteem

Suggested time allocation 11 periods

Introduction

Self esteem is what one feels about oneself. High self esteem is an important factor in developing and promoting self confidence in oneself. It is, therefore, important that the learners learn how to build high self esteem in order to succeed in all school activities.

After going through this unit, the learners will be able to demonstrate an understanding of how to enhance self esteem.

Success criteria

By the end of this unit, the learners must be able to:

- describe what self esteem involves
- explain ways of enhancing high self esteem
- explain the disadvantages of low self esteem

Developmental areas

Skills

Ensure that the learners develop skills such as critical thinking, decision making, self confidence, self awareness, assertiveness, high self esteem, effective communication and problem solving.

Concepts and knowledge

Ensure that the learners acquire and understand the following concepts and knowledge:

- self esteem
- high self esteem
- low self esteem

Attitudes and values

Ensure that the learners acquire and appreciate attitudes and values such as openness, being optimistic, feeling good about oneself, self discipline, self respect, valuing life and perseverance.

Special needs education

Ensure that the activities are adapted for the learners with special educational needs. This will help them access the curriculum with ease, develop their potential and become self reliant. Observe and record their performances.

Background information

Self esteem

Self esteem is the feeling that a person has about his or her achievements, talents and abilities.

Ways of enhancing self esteem

There are several ways that can be used to enhance self esteem. Some of these are positive thinking, being successful in one's plans, awareness of one's rights, being guided and counselled, accepting one's situations and learning from them, self assessment, perseverance and emulating positive role models.

Advantages of high self esteem

High self esteem is important in one's life as it helps in making the right choices, gives one a sense of self control and maturity, enables one to be independent in thoughts, opinions, judgement and actions. It also helps one to be realistic when setting goals.

Disadvantages of low self esteem

Low self esteem has several disadvantages to an individual. Some of these are demonstrating inferiority complex, fear to face challenging situations, failure to think critically and not finding work enjoyable, feeling unfit to live, showing aggressiveness as defence mechanism, counting on others to think or decide for him/her and fear of expressing one's personal opinion.

Activities

Activity 1 Discussing what high self esteem involves (4 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- role plays
- posters/raised diagrams

Instructions

- 1 Ask the learners to:
 - a. brainstorm what high self esteem involves
 - b. discuss what high self esteem involves.
- 2 Ask the learners to report their findings to class for discussion.
- 3 Organise learners to role play a situation depicting somebody who is demonstrating qualities of high self esteem.
- 4 Ask the learners to discuss the role plays.
- 5 Consolidate the activity by emphasising what is involved in self esteem.

Activity 2 Discussing ways of enhancing self esteem (3 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- posters/raised diagrams

Instructions

- 1 Ask the learners to get into groups to discuss ways of enhancing self esteem.
- 2 Ask the learners to report their work to the class for discussion.
- 3 Consolidate the discussion by emphasising ways of enhancing self esteem.
- 4 Ask the learners to get into groups to discuss advantages of high self esteem.
- 5 Ask the learners to report their work to the class for discussion.
- 6 Consolidate the activity by emphasising the advantages of high self esteem.

Activity 3 Discussing the disadvantages of low self esteem (4 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- posters/raised diagrams

Instructions

- 1 Ask the learners, in groups, to discuss the disadvantages of low self esteem.
- 2 Ask the learners to report their work to the class for discussion.
- 3 Consolidate the discussion.

- 4 Ask the learners to read and analyse the case study on page 38 in the learners' book and answer the questions that follow.

Allan fails examinations

Allan was a Standard 4 boy. His school was two kilometers away from his home. This boy was not willing to go to school. In most cases, he used to go to school twice in a week. While in class, he was not doing any work assigned by his teacher. Whenever the teacher asked some questions, he could not raise his hand to answer them. During group discussions, he was simply walking out of the class to eat the food he had carried from home. In the end, he failed end of the year examinations.

Questions

- a. Identify areas in the story which showed that Allan had low self esteem.
- b. Why did Allan fail examinations?
- c. If you were Allan, what could you have done to pass examinations the following year?

Summary

Self esteem is the awareness of one's self worth. A person with high self esteem can manage to succeed in school, vocational work and creative activities. It is, therefore, important that the learners develop high self esteem in order to achieve their goals.

Review exercise

- 1 Explain any two ways you could enhance high self esteem.
- 2 Name two advantages of high self esteem.
- 3 List any two disadvantages of low self esteem.

Assessment

Learner's name:

Is the learner able to:	Excellent	Good	Average	Needs support
1 describe what self esteem involves?				
2 explain ways of enhancing self esteem?				
3 explain the disadvantages of low self esteem?				

Glossary

self esteem : a feeling of being happy with your own character and abilities

UNIT 11 Assertiveness

Suggested time allocation 10 periods

Introduction

Assertiveness is the skill of telling others what you want, why you want it and being able to take the necessary steps to achieve what you want without hurting anyone. This skill helps in resisting peer pressure and protecting oneself when being forced into behaviours that can have negative consequences. Such consequences may be contracting STIs including HIV and AIDS and drug and substance abuse which may lead to mental disorders.

After going through this unit, the learners will be able to demonstrate assertiveness in different situations.

Success criteria

By the end of this unit, the learners must be able to:

- describe characteristics of an assertive person
- explain advantages of being assertive
- demonstrate how to be assertive

Developmental areas

Skills

Ensure that the learners develop skills such as critical thinking, decision making, self confidence, self awareness, self esteem, effective communication, tolerance and empathy.

Concepts and knowledge

Ensure that the learners acquire and understand the following concepts and knowledge:

- assertiveness
- characteristics of an assertive person

Attitudes and values

Ensure that the learners acquire and appreciate attitudes and values such as feeling good about oneself, openness, being optimistic, valuing life, self discipline, self respect and perseverance.

Special needs education

Ensure that the activities are adapted for the learners with special educational needs. This will help them access the curriculum with ease, develop their potential and become self reliant. Observe and record their performances.

Background information

Characteristics of an assertive person

Assertiveness is expressing one's thoughts, feelings and beliefs in a direct, honest and appropriate way in order to achieve what one wants. An assertive person effectively influences, listens and negotiates with others in order to cooperate with them.

An assertive person has characteristics such as feeling good about oneself, not afraid to express one's position or opinion, says 'no' without being offensive or feeling guilty, improves one's physical attributes, says 'no' to forced sex, disagrees without being angry, has self confidence, does something about one's weaknesses and is able to compromise.

Advantages of being assertive

Assertiveness has several advantages. Some of these are:

- feeling good about oneself
- promoting one's identity
- achieving set goals
- getting more of what one wants
- likes and dislikes are easily stated
- avoiding social and health problems such as contracting STIs including HIV and AIDS

Activities

Activity 1 Discussing characteristics of an assertive person (3 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- Posters/raised diagrams
- resource person

Instructions

- 1 Ask the learners to brainstorm the characteristics of an assertive person.
- 2 Ask the learners, in groups, to discuss the characteristics of an assertive person.
- 3 Ask the learners to report their work to the class for discussion.
- 4 Consolidate the discussion by emphasising the characteristics of an assertive person.

Activity 2 Discussing advantages of being assertive (4 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- posters/raised diagrams
- case studies

Instructions

- 1 Ask the learners, in groups, to read and analyse the case study on page 40 in the learners' book and answer the questions that follow.

Nenenji's assertiveness

Nenenji was the older daughter in a family of three. She was thirteen years old and she was in Standard 4. Both her parents passed away. A lot of people tried to employ her as a house servant, but she refused. Instead, she kept on looking after her two sisters and continued with her education without considering that she was an orphan. Nenenji did very well in education. She is now the headteacher of Ulemu primary school.

Questions

- a. Why did Nenenji refuse to be employed?
- b. Identify areas from the passage that show that Nenenji was assertive.
- 2 Ask the learners to report their work to the class for discussion.
- 3 Ask the learners to get into groups to discuss the advantages of being assertive.
- 4 Ask the learners to report their work to the class for discussion.
- 5 Consolidate the activity by emphasising the advantages of being assertive.

Activity 3 Demonstrating how to be assertive (3 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- posters/raised diagrams
- the local environment

Instructions

- 1 Ask the learners, in groups, to study and discuss the illustration on pages 41 and 42 in the learners' book.
- 2 Ask the learners to report their work to the class for discussion.
- 3 Organise the learners to role play situations depicting assertive persons.

- 4 Ask the learners to discuss the role plays.
- 5 Consolidate the activity by emphasising the importance of being assertive.

Summary

Assertiveness simply means telling others your ideas, feelings and thoughts in a manner that is clear enough without hurting them. It is a useful skill for self protection. By being assertive, one is able to achieve her or his goals in life.

Review exercise

- 1 Mention any two characteristics of an assertive person.
- 2 Give three advantages of being assertive.
- 3 Mention any three situations where assertiveness can be applied.

Assessment

Learner's name:

Is the learner able to:	Excellent	Good	Average	Needs support
1 describe characteristics of an assertive person?				
2 explain advantages of being assertive?				
3 demonstrate how to be assertive?				

Glossary

assertiveness : saying what you want, why and taking necessary steps to achieve what you want



UNIT 12

Demands and challenges during physical development

Suggested time allocation 9 periods

Introduction

In Standard 3, the learners learnt about the demands and challenges that boys and girls face as they grow up. They also learnt various ways of overcoming such demands and challenges in everyday life. In this unit, they will learn about the consequences of not dealing with the demands and challenges appropriately as they grow up.

After going through this unit, the learners will be able to demonstrate an understanding of the demands and challenges during their physical development, as they grow up.

Success criteria

- By the end of this unit, the learners must be able to:
- describe the consequences of not dealing with demands and challenges appropriately as they grow up.

Developmental areas

Skills

Ensure that the learners develop skills such as self-awareness, critical thinking, self-esteem, creative thinking, assertiveness, decision making, problem solving, interpersonal relationship, effective communication, coping with stress and emotions.

Concepts and knowledge

Ensure that the learners acquire and understand the following concepts and knowledge:

- demands and challenges
- consequences of not dealing with demands and challenges
- physical development

Attitudes and values

Ensure that the learners acquire and appreciate attitudes and values such as courage, hope, perseverance, patience, prudence, trust, empathy and love.

Special needs education

Ensure that the activities are adapted for the learners with special educational needs. This will help them access the curriculum with ease, develop their potential and become self-reliant. Observe and record their performances.

Background information

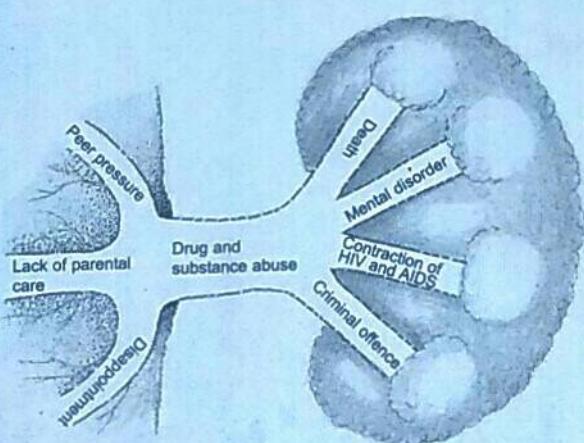
Demands and challenges faced by boys and girls as they grow up

Boys and girls face many demands and challenges in their everyday life. These include child abuse, child labour, harmful cultural practices, sexual relationships, negative peer pressure, rape, drug and substance use and abuse, HIV and AIDS, hunger, orphanhood, teenage pregnancies, incest, early marriages, violence, delinquency, gender disparities, failing examinations, refraining from any kind of bad behaviour and resisting negative peer pressure.

Consequences of not dealing with the demands and challenges appropriately

The demands and challenges that boys and girls face as they grow up can have negative consequences in their lives. The consequences include school dropout, illiteracy, contracting STIs including HIV and AIDS, getting involved in criminal offences, mental disorders or madness, retarded growth, injury, psychological trauma and death.

The problem tree below illustrates the consequences of not dealing with the demands and challenges appropriately.



The following table illustrates how the demands and challenges faced by boys and girls relate to their consequences.

Activities

Demands and challenges	Consequences
Child abuse	Psychological trauma
Child labour	Psychological trauma and dropout from school
Harmful cultural practices	Contraction of HIV and AIDS, psychological trauma, death
Sexual relationships	Contraction of HIV and AIDS, psychological trauma, death
Negative peer pressure	Dropout from school, getting involved in criminal offences
Rape	Contraction of HIV and AIDS, death, psychological trauma
Drug and substance use	Mental disorders or madness, dropout from school and criminal offences
HIV and AIDS	Dropout from school and death
Hunger	Dropout from school, retarded growth, psychological trauma
Orphanhood	Dropout from school, psychological trauma and contraction of HIV and AIDS
Teenage pregnancy	Psychological trauma, STIs, HIV, AIDS
Incest	Psychological trauma, STIs, HIV, AIDS
Early marriages	Dropout from school, contraction of STIs, HIV and AIDS and illiteracy
Violence	Injury, criminal offence, death
Delinquency	Injury, criminal offence, death
Gender disparities	Psychological trauma, enmity
Failing examinations	Psychological trauma, dropout from school
Refraining from bad behaviour	Isolation, psychological trauma
Poverty	Prostitution, contraction of HIV and AIDS, STIs
Resisting peer pressure	Isolation, psychological trauma

Activity 1 Identifying the consequences of not dealing with the demands and challenges appropriately as boys and girls grow up (5 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- posters/raised diagrams
- case studies

Instructions

- 1 Ask the learners to get into groups and study what is happening in the illustration on page 44 in their learners' book.
- 2 Ask learners to list the demands and challenges that they are facing specifically as they grow up.
- 3 Ask the learners to report their work to the class for discussion.
- 4 Ask the learners, in groups, to discuss the consequences of not dealing with the demands and challenges they have listed above.
- 5 Ask the learners to report their work to the class for discussion.
- 6 Ask the learners to read the case study on page 45 in the learners' book and answer the questions that follow.

Dalitso's challenges

Dalitso was a Standard 4 boy at Ndadala primary school. His academic performance was outstanding because he was very intelligent. Unfortunately, when he was in Standard 3, Dalitso started smoking Indian hemp due to bad company. His peers put excessive pressure on him to smoke. This is how he started smoking Indian hemp. However, other boys tried to advise him to stop smoking, but he could not listen to them. When he got promoted to Standard 4, Dalitso became mentally disturbed and then dropped out of school.

Questions

- a. What kind of challenges did Dalitso face?
- b. What would be the consequences of the challenges you have mentioned above?
- c. If you were Dalitso, what would you have done?

- Ask the learners in groups, to choose one of the demands and challenges that the boys and girls may face as they grow up and complete the problem tree by indicating their consequences.
- Ask the learners to report their work to the class for discussion.
- Consolidate the activity by emphasising the consequences of not dealing with the demands and challenges appropriately as boys and girls grow up.

Activity 2 Discussing consequences of not dealing with the demands and challenges appropriately that the boys and girls face as they grow up (4 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- role play exercises
- posters/raised diagrams

Instructions

- Organise a panel discussion where the learners will discuss the following topic: '*Consequences of not dealing with the demands and challenges appropriately.*'
- Consolidate the activity by discussing issues that may arise from the panel discussion.

Summary

There are many demands and challenges that boys and girls face as they grow up. Such demands and challenges are drug and substance abuse, teenage pregnancy, sexual relationships, failing examinations and negative peer pressure. These demands and challenges can have negative consequences on their lives if they are not dealt with appropriately.

Review exercise

- Mention demands and challenges that you may face as you grow up.
- Explain the consequences of not dealing with each of the demands and challenges that you have mentioned in question 1 above.

Assessment				
Learner's name:				
Is the learner able to:	Excellent	Good	Average	Needs support
describe the consequences of not dealing with demands and challenges appropriately as they grow up?				

Glossary	: a problem that requires a lot of critical thinking and decision making
demand	: a need that is required in one's life
physical development	: the process of growing up physically, such as in height or weight

UNIT 13 Income generating activities

Suggested time allocation (8 periods)

Introduction

School children come from families of different economic status. These include low, medium and high income earners. Those who come from low income earning families need money to buy their necessities such as food, clothes, pens and notebooks. It is, therefore, important that the learners are equipped with appropriate skills in order to be successful in running small scale businesses.

After going through this unit, the learners will be able to demonstrate an understanding of income generating activities.

Success criteria

By the end of this unit, the learners must be able to:

- explain what an income generating activity is
- mention income generating activities that young people can engage in
- identify factors that may influence the choice of an income generating activity in the school

Developmental areas

Skills

Ensure that the learners develop skills such as entrepreneurship, decision making, problem solving, creative thinking, critical thinking, negotiation, assertiveness, effective communication, planning, budgeting, numeracy, literacy, perseverance, self esteem and interpersonal relationship.

Concepts and knowledge

Ensure that the learners acquire and understand the following concepts and knowledge:

- income generating activities
- income generating skills

Attitudes and values

Ensure that the learners appreciate attitudes and values such as self reliance, planning, perseverance, accountability, patience, responsibility and self discipline.

Special needs education

Ensure that the activities are adapted for the learners with special educational needs. This will help them access the curriculum with ease, develop their potential and become self reliant. Observe and record their performances.

Background information

Income generating activities

An income generating activity is a small scale business through which one can generate income in the form of money in order to meet one's needs such as food, clothes, pens and notebooks. Income generating activities are important not only to the individual, but to the family and the community as well.

To start an income generating activity, one needs to initiate, plan, do and achieve one's goal. One also needs to acquire some skills such as planning, decision making, budgeting, problem solving, effective communication and marketing. Even while at school, young people can use these skills to run small scale businesses in order to supplement their income or the income of their families.

Some of the income generating activities at school

Young people can undertake income generating activities such as growing and selling vegetables, sweet potatoes, Irish potatoes and pumpkins; rearing chickens for sale; selling brooms, mats, freezes and roasted groundnuts.

Factors that may influence the choice of income generating activity

Entrepreneurship is a skill through which one can generate income for meeting various needs. Other factors that influence the choice of an income generating activity include availability of money lending organisations, gender sensitivity where both men and women are also involved in business, availability of market competition and taxation.

Teachers are encouraged to discuss with learners those particular income generating activities which are common in their communities. Learners should be advised that careless consumption of business items lead to the collapsing of the business.

Activities

Activity 1 Discussing the meaning of 'income generating activity'

(2 periods)

Suggested teaching, learning and assessment resources

You will need resources such as:

- the learners' experiences
- nearby market
- nearby grocery shops
- garden/farm produce
- notebooks
- pens and pencils

Instructions

- 1 Ask the learners to brainstorm the meaning of the term 'income generating activity' as illustrated in their books on page 47.
- 2 Ask the learners to discuss other good ways of generating income.
- 3 Consolidate the activity by emphasising the meaning of 'income generating activity'.

acquire entrepreneurship skills such as planning, budgeting, marketing and perseverance. Some of the income generating activities that can be done at school and in the community are rearing chickens, growing and selling vegetables and selling of grocery items.

Review exercise

- 1 Explain what an income generating activity involves.
- 2 Give any two examples of income generating activities that can be conducted at your school and in your community.
- 3 Mention any two factors that may influence the choice of an income generating activity.
- 4 Mention any three entrepreneurship skills you would use in order to carry out a successful income generating activity.

Assessment

Learner's name:

Is the learner able to:	Excellent	Good	Average	Needs support
1 state what an income generating activity is?				
2 mention income generating activities that young people can engage in?				
3 identify factors that may influence the choice of an income generating activity in the school?				

Glossary

- entrepreneurship** : making money by starting or running businesses
income generating activity : business through which one can make money

