14.2.0   LIFE SKILLS

14.2.01   INTRODUCTION TO LIFE SKILLS

This module unit is intended to equip the trainee with knowledge, skills, attitudes and values that empower him/her to face challenges posed by their physiological, psychological, social and economic circumstances. It will enable them to take responsibility for their individual actions.

14.2.02   GENERAL OBJECTIVES

By the end of the module unit, the trainee should be able to:
a) develop an awareness and understanding of every day demands and challenges through critical thinking
b) understand and deal with their health problems, fears and anxieties about growing up, sexuality and relationships
c) enhance self-esteem and assertiveness in their relationships with peers and adults
d) develop an appreciation of females and males as equal partners in society
e) make optimum use of time and available resources in order to improve the quality of life
f) develop attitudes, values and skills that promote co-existence, positive, responsible and healthy life styles
g) develop an understanding support and a sense of care and responsibility for disadvantaged groups in the community

14.2.03   MODULE UNIT SUMMARY AND TIME

ALLOCATION

LIFE SKILLS

Code	Sub module unit	Content	Time hrs
14.2.1	Introduction to Life skills	• Define the term life skills • Categories • Benefits • Living values and our lives • Relationship between life skills and living values	2

14.2.2	Knowing and Living With Oneself: - Self Awareness	• Self description • Self assessment • Challenges that hinder the attainment of life goals • Strategies of overcoming challenges • Values associated with self awareness skill	4
14.2.3	Self Esteem	• Definition of self esteem • Signs of high and low self esteem in an individual • Signs of low self esteem • Effects of low self esteem • Factors that enhance high and low esteem • Importance of high self esteem • Values associated with high self esteem • How to boost self esteem	2
14.2.4	Stress Management	• Definition of emotion • Definition of stress • Causes of stress • Effects of stress • Coping with stress • Forms of positive stress • Values associated to positive stress management	2
14.2.5	Coping With Emotion	• Definition of emotion • Good and bad feelings • Causes of good and bad feelings • Meaning of emotional intelligence • Feelings which can lead to risky behaviour • Ways of coping with negative emotions • Values associated with emotional intelligence	2

14.2.6	Empathy	- Definition of empathy - Importance - Difference between empathy and sympathy - Situations requiring empathy - Values associated with empathy	4
14.2.7	Assertiveness	- Definition of assertiveness - Characteristics of an assertive person - Steps to being assertive - Difference between assertiveness and aggression - Difference between peer pressure and influence - Values associated with assertiveness	4
14.2.8	Negotiation	- Definition of negotiation - Importance - Situations that require negotiating - Negotiating techniques - Values associated with negotiations	4
14.2.9	Non-Violent Conflict Resolution	- Definition of conflict - Causes of conflict - Consequences - Types of conflict - Ways of dealing with conflict - Skills for conflict management - Institutions that resolve conflict in community - Values related to conflict resolution	2
14.2.10	Effective Decision Making	- Situations that require decision making - Challenges facing youth in decision making - Factors influencing decisions making	4

		• Steps to effective decision making	
		• Consequences	
		• Decision making institutions within community	
		• Steps to effective decision making	
		• Values associated with effective decision making	
14.2.11	Critical Thinking	• Meaning of critical thinking	4
		• Risky situations	
		• Evaluating ideas or issues objectively	
		• Consequences of making decisions before critical thinking	
		• Values associated with critical thinking	
14.2.12	Creative Thinking	• Definition	4
		• Situations that require creative thinking	
		• Importance	
		• Consequences	
		• Associated values	
14.2.13	Problem Solving	• Problem areas	3
		• Causes of problems	
		• Tools	
		• Problem solving process	
		• Values necessary for solving problems	
14.2.14	Leisure	• Definition of leisure	3
		• Effects of misuse of leisure	
		• Activities for positive leisure	
		• Life skills for positive use of leisure	
		• Values	
14.2.15	Time Management	• Definition	2
		• Work schedule	
		• Time management chart	
		• Importance	

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		• Time robbers • Values and associated life skills	
14.2.16	Gender Education	• Definition • Agents perpetuating gender • Gender stereotyping • Effects of gender • Strategies to eliminate gender discrimination • Associated values	2
14.2.17	Drug and Substance Abuse	• Definition of terms • Commonly abused drugs • Causes • Symptoms • Effects • Relationship between drug abuse and HIV and AIDS • Prevention • Management • Life skills and values necessary	4
14.2.18	HIV and AIDS	• Definition of terms • Transmission • Signs and symptoms • Catalysts • Prevention • Interventions • Misconceptions • Care and support	3
14.2.19	Child Labour	• Definition of terms • Difference between child labour and work • Forms of child labour • Factors leading to child labour • Awareness on child labour • Interventions • Appropriate life skills	4
14.2.20	Child Rights	• Definition of terms • Types of human needs	3

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		• UN Conventions • Categories of child rights • Importance of child rights • Responsibilities • Principles in right of child • Life skills and values	
14.2.21	Relationships	• Types of relationships • Developing healthy relationships • Factors that influence healthy relationships • Maintaining healthy relationships • Influence of relationships on behaviour • Values associated with relationship • Life skills	4
Total Time			**66**

14.2.1 INTRODUCTION TO LIFE SKILLS

Theory

14.2.1T0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) define the term life skills
b) outline the categories of life skills
c) explain the benefits of life skills education to the society
d) explain living values and how they relate to our lives
e) explain the relationship between life skills and living values.

Content
14.2.1 T1 Definition of term life skills
14.2.1 T2 Categories of life skills
i) Skills of knowing and living with oneself
ii) Skills of knowing and living with others
iii) Skills of making effective decisions

14.2.1 T3 Benefits of life skills education to the society in the following sectors
i) Education
ii) Social
iii) Health.
14.2.1T4 Living values and our lives
14.2.1 T5 Relationship between life skills and living values

Suggested Teaching/Learning Activities
- Discussions
- Note taking

Suggested Teaching/Learning Resources
- Life skills manuals
- Charts
- Journals and magazine feature articles

Suggested Evaluation Methods
- Continuous assessment tests
- Timed written tests

14.2.2 KNOWING AND LIVING WITH ONESELF: SELF AWARENESS

Theory

14.2.2T0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:

a) outline ways of describing him/herself
b) outline ways of assessing themselves

Content

14.2.2T1 **Self Description**
    i) Who Am I?
    ii) Physical attributes
    iii) Life vision and mission
    iv) Personal values, beliefs, goals and ambitions.

14.2.2T2 Self Assessment
    i) Strengths and weaknesses

14.2.2T3 Challenges that Hinder the Attainment of Life Goals

14.2.2T4 Strategies of Overcoming Challenges

14.2.2T5 Values Associated With the Self Awareness Skill

Practice

14.2.2P0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
draft a self analysis table beliefs, goals and ambitions
draft a life vision and mission

Content

14.2.2P1 Drafting of a self analysis table describing personal values, beliefs, goals and ambitions

14.2.2P2 Drafting of a life vision and mission

Suggested Teaching/Learning Activities
- Discussions
- Note taking

Suggested Teaching/Learning Resources
- Life skills manuals
- Charts
- Journals and magazine feature articles

Suggested Evaluation Methods
- Continuous assessment tests
- Timed written tests

14.2.3 SELF ESTEEM

Theory

14.2.3T0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) define the term self esteem
b) outline signs of high self esteem in an individual
c) outline signs of low self esteem in an individual

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d) explain factors that enhance high and low self esteem
e) state the importance of having high self esteem
f) describe the effects of low self esteem
g) highlight values associated with high self esteem
h) explain ways of boosting self esteem.

Competence

The trainee should have the ability to:

i) Have a feeling of self worth
ii) Relate well with others
iii) Be confident
iv) Have positive self pride
v) Feel good about oneself

Content

14.2.3T1   Definition of self esteem
14.2.3T2   Signs of high self esteem
   i) self confidence
   ii) self discipline
   iii) relating well with others
   iv) self care

14.2.3T3   Signs of low esteem
   i) isolation
   ii) self doubt
   iii) self neglect
   iv) vulnerability
   v) aggressiveness
   vi) low performance of tasks

14.2.3T4   Effects of low self esteem
   i) unhappiness
   ii) vulnerability to HIV infection
   iii) drug abuse
   iv) physical and emotional abuse
14.2.3T5   Factors that enhance high self esteem
   i) good health habitsgoal setting
   ii) good grooming
14.2.3T6   Importance of high self esteem
14.2.3T7   Values associated with high self esteem
   i) humility
   ii) self respect
   iii) happiness

14.2.3T8   Ways of boosting self esteem
   i) Praise/acknowledging effort

Practice

14.2.3P0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
- a) express feelings of self hate and self acceptance in group or one-on-one counselling session
- b) demonstrate self pride and confidence.

Content
14.2.3P1 Expressing one's feelings of self hate and self acceptance in group or one-on-ne counselling session
14.2.3P2 Role play a situation of self pride and confidence

Suggested Teaching/Learning Activities
- Discussions
- Note taking
  Suggested Teaching/Learning Resources
- Guest speaker
- Charts
- Journals and magazine feature articles
- Educational audio-visual media
  Suggested Evaluation Methods

- Continuous assessment tests
- Timed written tests

14.2.4 STRESS MANAGEMENT

Theory

14.2.4T0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
- a) define stress
- b) describe situations that lead to stress
- c) discuss effects of stress
- d) suggest ways of coping with stress
- e) identify forms of positive stress
- f) give values associated to positive stress management.

Competence
The trainee should have the ability to:
i) Identify stressors
ii) Avoid stressors
iii) Manage stress

Content
14.2.4T1 Definition of stress
14.2.4T2 Causes of stress
  i) growth and development (biological,

physical and mental)
ii) peer pressure
iii) communication within families
iv) need to belong
v) lack of positive time management
vi) Displacement
vii) Conflicts

14.2.4T3 Effects of stress
i) displacement
ii) aggression
iii) social maladjustment
iv) drug and substance abuse
v) immorality
vi) diseases such as HIV and Aids
vii) Post traumatic stress disorders

14.2.4T4 Coping with stress
i) organize work in order of priority/work within possible working schedules
ii) take a break/relax/exercise
iii) share feelings with others

14.2.4T5 Forms of positive stress

14.2.4T6 Values associated to positive stress management
i) peace
ii) tolerance

iii) co-operation
iv) unity
v) avoid stressors
vi) cope / manage stress
vii) apply values to manage stress

Practice

14.2.4P *Objective* 0 *Specific*

By the end of the sub-module unit, the trainee should be able to identify positive ways of stress management.

Content
14.2.4P1 Role Play a stressful situation and identify positive ways of stress management

14.2.6 COPING WITH EMOTIONS

Theory

14.2.6T0 *Specific Objectives*
By the end of this sub module unit, the trainee should be able to:
a) define the term 'emotion'
b) identify good and bad feelings
c) explain causes of each feeling

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d) explain the meaning of emotional intelligence
e) discuss feelings which can lead to risky behaviour
f) suggest ways of coping with emotions
g) state values associated with emotional intelligence

Competence

The trainee should have the ability to:
i) be calm
ii) be patient
iii) take time before acting.

Content

14.2.6T1 Definition of the term 'emotion'
14.2.6T2 Good and bad feelings
14.2.6T3 Causes of good/bad feelings
14.2.6T4 Feelings which can lead to risky behaviour
 i) bitterness
 ii) sadness
 iii) excitement
 iv) hurt
14.2.6T5 Meaning of emotional intelligence

14.2.6T6 How to control negative emotions
 i) talk to somebody
 ii) take a break/sleep/rest/walk
 iii) do exercises
14.2.6T7 Values associated with emotional intelligence
 i) peace
 ii) humility
 iii) tolerance
 iv) respect

Practice

14.2.6P0 *Specific Objective*
By the end of the sub-module unit, the trainee should be able to identify different kinds of emotions

Content
14.2.6P1 Identification of different kinds of emotions from photographs and video clips

14.2.8 EMPATHY

Theory

14.2.8T0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) define empathy
b) explain the importance of empathizing
c) explain the difference between empathy and sympathy
d) explain situations that require empathy
e) outline values associated with empathy.

Competence

The trainee should have the ability to:
i) Empathise with people in need
ii) Demonstrate positive values in situations that require empathy.

Content
14.2.8T1 Definition of empathy
14.2.8T2 Importance of empathizing e.g. in times of
i) death
ii) HIV/AIDS infected or affected
iii) joblessness
iv) sickness
14.2.8T3 Difference between empathy and sympathy
14.2.8T4 Values associated with empathy
i) responsibility
ii) respect
iii) love
iv) kindness
v) co-operation
vi) tolerance

Practice

14.2.8P0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to differentiate empathy from sympathy.

Content
14.2.8P1 Role Play situation and differentiate empathy form sympathy

14.2.9 ASSERTIVENESS

Theory

14.2.9T0 Specific Objectives
By the end of the sub-module unit, the trainee should be able to:

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a) define assertiveness
b) explain characteristics of assertive behaviour
c) describe steps to being assertive
d) explain the importance of being assertive
e) differentiate being assertiveness from being aggressive and passive
f) explain the difference between peer pressure and peer influence
g) outline values associated with assertiveness.

Competence

The trainee should have the ability to:
i) Be firm without being influenced by others
ii) Say NO to negative influence or YES to positive behaviour

Content
14.2.9T1 Definition of assertiveness
14.2.9T2 Identify characteristics of an assertive person
14.2.9T3 Steps to being assertive

14.2.9T4 Importance of being assertive
   i) achieving ones goals
   ii) avoiding getting into trouble
14.2.9T5 Differentiate between aggressiveness and passiveness
14.2.9T6 Differentiate peer pressure from peer influence
14.2.9T7 Values associated with assertiveness
   i) honesty
   ii) love
   iii) cooperation
   iv) simplicity

Practice

14.2.9P0 *Specific Objective*
By the end of the sub-module unit, the trainee should be able to illustrate assertiveness, passiveness and aggression

Content
14.2.9P1 Role- play situations and illustrate assertiveness, passiveness and aggression

14.2.10
  NEGOTIATION

Theory

14.2.10T0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) define the term negotiation
b) explain the importance of negotiation
c) highlight situations that require negotiation
d) discuss possible negotiating techniques
e) e) outline values that are associated with negotiations

Competence
The trainee should have the ability to:
i) Get out of difficult situations
ii) Come up with alternatives

Content
14.2.10T1 Definition of negotiation
14.2.10T2 Importance of negotiation
14.2.10T3 Situations that require negotiations
14.2.10T4 Negotiating techniques
14.2.10T5 Values related to negotiation tolerance
  i) responsibility

ii) co-operation
iii) honesty
iv) respect

Practice

14.2.10P0 *Specific Objective*
By the end of the sub-module unit, the trainee should be able to identify negotiation techniques.

Content
14.2.10P1 Watch a video on peace negotiation and identify negotiation techniques

14.2.11 NON-VIOLENT CONFLICT RESOLUTION

Theory

14.2.11T0 *Specific Objectives*
By the end of the module sub-unit the trainee should be able to:
a) define the term conflict
b) explain causes of conflicts
c) explain consequences of conflicts
d) state the different types of conflicts
e) explain constructive ways of dealing with conflicts

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f) state skills for peaceful conflicts

g) highlight institutions that resolve conflicts in the community

h) outline values in resolving conflicts.

Content

14.2.11T1 Meaning of conflicts

14.2.11T2 Causes of conflicts

14.2.11T3 Consequences of conflicts

14.2.11T4 Types of conflicts (siblings, parents, relatives, communities or clans (etc)

14.2.11T5 Ways of dealing with conflicts

14.2.11T6 Conflict resolution skills
   i) empathy
   ii) seeking assistance
   iii) respect others
   iv) assertiveness
   v) negotiation

14.2.11T7 Institutions that resolve conflicts in the community
   i) courts
   ii) religious institutions
   iii) committees
   iv) council of elders

14.2.11T8 Values related to conflict resolution
   i) co-operation
   ii) humility
   iii) tolerance
   iv) responsibility

v) peace as a core value in conflict resolution

Practice

14.2.11P0 *Specific Objective* By the end of the sub-module unit, the trainee should be able to identify ways of preventing conflicts.

Content

14.2.11P1 Watch video clips on conflict and suggest ways of preventing conflicts

14.2.12   EFFECTIVE DECISION MAKING

Theory

14.2.12T0 *Specific Objectives* By the end of the sub-module unit, the trainee should be able to:

a) discuss situations that require decision making

b) state everyday challenges facing the youth that would require effective decision making

c) outline factors that influence decision making

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d) discuss the steps to effective decision making
e) discuss consequences of not making effective decisions
f) highlight decision making institutions within community
g) outline values associated with effective decision making .

Competence
The trainee should have the ability to resolve conflicts peacefully

Content
14.2.12T1 Situations that require decision making
14.2.12T2 Challenges facing the youth such as:
   i) unplanned pregnancies
   ii) peer pressure/peer influence
   iii) drug abuse
   iv) HIV and other Sexually Transmitted Infections
   v) orphaned
   vi) relationships
   vii) career choices

14.2.12T3 Factors that influence decision making
   i) experiences
   ii) uniqueness
14.2.12T4 Steps to effective decision making
14.2.12T5 Consequences of not making effective decisions
14.2.12T6 Decision making institutions within the community
   i) family
   ii) schools /colleges
   iii) courts
   iv) peer arbitrators
   v) religious bodies

14.2.12T7 Values associated with effective decision making
   i) honesty
   ii) integrity
   iii) peace
   iv) kindness

Practice

14.2.12P0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to identify challenges facing the youth and suggest ways in which youth can make effective decisions in life

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14.2.12P1 *Content*
Dramatize challenges facing the youth and suggest ways in which youth can make effective decisions in life

Competence

The trainee should have the ability to:
  i) Make effective decisions
  ii) Weigh options before making decisions.

14.2.13   CRITICAL THINKING

Theory

14.2.13T0   *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
  a) explain the meaning of critical thinking
  b) explain the meaning of critical thinking
  c) describe risky situations
  d) discuss possible ways of evaluating ideas or issues objectively
  e) discuss the consequences of

making decisions before thinking critically
  f) outline values associated with critical thinking.

Content
14.2.13T1 Meaning of critical thinking
14.2.13T1 Risky situations
  i) what constitutes the risk
  ii) pleasurable activities without risks
14.2.13T1 Evaluating ideas/issues objectively
  i) weighing options
  ii) making rational choices
14.2.13T1 Consequences of making decisions before thinking critically
  i) Possibility of falling victim to
  ii) HIV infection
  iii) drug and substance abuse
  iv) unplanned pregnancy
  v) early marriage
  vi) physical and psychological abuse
14.2.13T1 Values associated with critical thinking

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Practice

14.2.13P0   *Specific Objective*
By the end of the sub-module unit, the trainee should be able to identify ways of evaluating issues in risky situations.

Competence
The trainee should have the ability to:
i) Think fast and analyse situations before acting
ii) Anticipate consequences.

Content
14.2.13P1 Drama a risky situation and identify ways of evaluating issues objectively

14.2.14   CREATIVE THINKING

Theory

14.2.14 T0   Specific Objectives
By the end of the sub-module unit, the trainee should be able to:
a) define the term creative thinking
b) discuss situations that require creative thinking

c) discuss the importance of being creative
d) highlight the consequences of not being creative
e) state values required in creative thinking.

Competence
The trainee should have the ability to make alternative choices

Content
14.2.14T1 Definition of the term creative thinking
14.2.14T2 Situations/issues that require creative thinking
14.2.14T3 Importance of being creative
14.2.14T4 Consequences of not being creative
14.2.14T5 Associated values

Practice

14.2.14P0 Specific Objectives
By the end of the sub-module unit, the trainee should be able to differentiate between creative thinking and non-creative thinking.

Content

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14.2.14P1   Watch video clips with situations on creative thinking and non-creative thinking and differentiate between the two.

14.2.15 PROBLEM SOLVING

Theory

14.2.15T0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
- a) explain problem areas that require solutions
- b) state causes of problems
- c) name tools used in problem solving
- d) explain the problem solving process
- e) state values necessary solving problems.

Competence
The trainee should have the ability to effectively solve problems

Content
14.2.15T1   Problem areas

- i) in school
- ii) at home
- iii) with peers
- iv) in relationships

14.2.15T2   Causes of the problem

14.2.15T3   Tools available for solving problems

14.2.15T4   Problem solving process
- i) identify alternative choices
- ii) weighing options
- iii) action

14.2.15T5   Values required in the problem solving process
- i) responsibility
- ii) honesty
- iii) kindness
- iv) love

Practice

14.2.15P0   *Specific Objective*
By the end of the sub-module unit, the trainee should be able to identify and analyze problems.

Content
14.2.15P1   Dramatize problem situations and identify and analyze problems

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14.2.16 LEISURE

Theory

14.2.16T0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) define leisure and related concepts
b) explain the effects of misuse of leisure time
c) list activities for positive leisure
d) highlight life skills for positive use of leisure
e) outline values associated with leisure.

Competence
The trainee should have the ability to use leisure time positively and constructively

Content
14.2.16T1 Definition of terms:
i) leisure
ii) leisure time
iii) active leisure
iv) passive leisure
14.2.16T1 Effects of misuse of leisure time
i) drug and substance abuse
ii) HIV and AIDS infection
iii) STDs
iv) criminal activities

14.2.16T1 Activities for positive leisure
i) ball games
ii) athletics
iii) swimming
iv) reading
v) singing
14.2.16T1 Life skills for positive use of leisure time
i) empathy
ii) problem solving
iii) creative thinking
iv) critical thinking
v) assertiveness
vi) negotiation
14.2.16T1 Values associated with leisure
i) freedom
ii) tolerance
iii) humility
iv) honesty
Practice

14.2.16P0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to identify and organize personal leisure time.

Content
14.2.16P1 Critique personal leisure and leisure time and make adjustments

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14.2.17 TIME MANAGEMENT

Theory

14.2.17T0   Specific Objectives
By the end of the sub-module unit, the trainee should be able to:
a) define the concepts of time management
b) explain how to make a work schedule
c) explain the components of a time management chart
d) explain the importance of managing time
e) highlight aspects of time robbers
f) state associated values and life skills.

Competence
The trainee should have the ability to:
i)   Manage time effectively
ii) Be organized and focused
iii) Achieve set goals
iv) Meet others / clientele's satisfaction

Content
14.2.17T1 Definition of the concepts 'Time Management'
14.2.17T2 Work schedule

14.2.17T3 Components of time management
i)   chart to include
ii) leisure time
iii) working time
iv) exercise and games
v)   helping the needy
vi) meal times
vii) cleaning time rest

14.2.17T4 Importance of managing time
i)   focus on priorities
ii) sense of direction
iii) attain goals
iv) reduce/avoid stress
v)   satisfy others/clients

14.2.17T5 Time robbers
i)   procrastination
ii) talking too long
iii) lack of priorities
iv) day dreaming
v)   excessive playing
vi) Indecisiveness
vii) disorganization
viii) uncontrolled media influence

14.2.17T6   Associated Values and life skills
i)   Effective decision making

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ii) honesty
simplicity
iii) responsibility
iv) Associated Life Skills
v) assertiveness
vi) self awareness
vii) self esteem
viii) communicatio n
ix) decision making

Practice

14.2.17P0 *Specific Objective*
By the end of the sub-module unit, the trainee should be able to:
a) identify time robbers
b) draft a time management chart.

Content

14.2.17P1 Watch video clip and identify time robbers

14.2.17P1 Drafting of a time management chart

14.2.18 GENDER EDUCATION

Theory

14.2.18T0 *Specific Objectives*
By the end of the sub-module unit the trainee should be able to:

a) define the term gender
b) describe various agents that perpetuate gender
c) highlight types of gender stereotypes
d) describe the effect of gender on an individual's life
e) explain possible ways of eliminating gender discrimination
f) outline values associated to gender.

Competence
The trainee should have the ability to eliminate gender discrimination

Content

14.2.18T1 Definition of gender

14.2.18T2 Agents perpetuating gender

14.2.18T3 Gender stereotyping

14.2.18T4 Effects of gender on an individual's life

14.2.18T5 Strategies to eliminate gender discrimination

14.2.18T6 Associated values

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Practice

14.2.18P0   *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) identify how culture views men/women/boys/girls
b) list the roles assigned to men and women, boys and girls

Content

14.2.18P1   Watch video clip and identify cultural views on men/women/boys and girls

14.2.18P2   Critique own community and identify roles assigned to men and women, boys and girls

14.2.19   DRUG AND UBSTANCE ABUSE

Theory

14.2.19T0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) definition of terms: drug, substance abuse and drug misuse
b) state commonly abused drugs
c) explain the causes of drug and substance abuse
d) highlight signs and symptoms of drug and substance abuse
e) explain the effects of drugs and substance abuse
f) explain the relationship between drug and substance abuse and HIV and AIDS explain ways of preventing drug and substance abuse
g) explain ways of managing drug and substance abuse cases
h) explain ways of preventing drug and substance abuse
i) outline life skills and values necessary in the prevention and management of drug and substance abuse.

Competence
The trainee should have the ability to:

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i) Live a drug free life
ii) Advocate for a drug free society
iii) Assist in rehabilitating drug and substance abusers
iv) Be a role model

Content

14.2.19T1 Definition of terms: drug and substance abuse and drug misuse

14.2.19T2 Commonly abused drugs and substances alcohol
    i) tobacco
    ii) bhang
    iii) miraa
    iv) glue

14.2.19T3 Causes of drug and substance abuse

14.2.19T4 Signs and symptoms of drug and substance abuse.

14.2.19T5 Effects of drug and substance abuse

14.2.19T6 Relationship between drug abuse and HIV and AIDS

14.2.19T7 Management of drug and substance abuse
    i) treatment
    ii) rehabilitation
    iii) re-integration

14.2.19T8 Preventive measures to drug and substance abuse

14.2.19T9 Life skills and values necessary in the

prevention of drug and substance abuse
i) life skills
ii) assertiveness
iii) self awareness
iv) self esteem
v) communication
vi) decision making
vii) values
viii) integrity
ix) love
x) freedom
xi) responsibility

Practice

14.2.19P0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) identify commonly abused drugs and their street names
b) draft a speech on drug and substance abuse.

Content

14.2.19P1 Identify commonly abused drugs and their street names within community

14.2.19P2 Draft speech on drug and substance abuse and deliver it at a community baraza

14.2.20   **HIV AND AIDS**

Theory

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14.2.20T0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) define the terms HIV and AIDS
b) state ways through which HIV is transmitted
c) describe signs and symptoms of AIDS
d) outline the catalysts of HIV and AIDS
e) explain ways of preventing HIV infection
f) explain the interventions for HIV and AIDS
g) outline life skills and values that help in the prevention of HIV and AIDS
h) explain the misconceptions about AIDS
i) explain ways of taking care and supporting the affected and infected
j) discuss factors that facilitate the spread of HIV and AIDS.

Content
14.2.20T1 Definition of terms: HIV and AIDS
14.2.20T2 Ways in which HIV is transmitted

14.2.20T3 Signs and symptoms of AIDS
14.2.20T4 Catalysts of the spread of HIV and AIDS
14.2.20T5 Ways of preventing spread of HIV and AIDS
 i) life skills education
 ii) values
 iii) counselling
14.2.20T6 Interventions of HIV and AIDS
14.2.20T7 Myths and misconception about HIV and AIDS
14.2.20T8 Care and support of the infected and affected

Practice

14.2.20P0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) identify HIV catalysts
b) care for and support infected and affected

Competence
The trainee should have the ability to:
i) live a HIV free life
ii) care for an infected person

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iii) protect him /
herself from
infection

iv) advocate for HIV
and Aids free
society

Content

14.2.20P1 Identifying HIV
catalysts within the
community and
suggest possible
interventions

14.2.20P2 Visit a children's
home for children
infected with HIV
and offer psycho-
social support

14.2.21   CHILD LABOUR

Theory

14.2.21T0 *Specific Objectives*
By the end of the sub-
module unit, the
trainee should be able
to:
a) define terms
relating to child
labour
b) explain the
difference between
child labour and
child work
c) outline forms of
child labour
d) explain factors that
lead children to
labour
e) outline how to
assess the

community level of
awareness on child
labour

f) explain
interventions
possible to
eliminate child
labour

g) discuss appropriate
life skills in saying
"NO" to child
labour.

Competence

The trainee should
have the ability to:
i) differentiate child
work from child
labour
ii) put appropriate
interventions to
worst forms of
child labour
iii) work responsibly

Content

14.2.21T1 Definition of terms
i)   Child
ii) Child labour
iii) Child work

14.2.21T2 Difference between
child labour and child
work

14.2.21T3 Forms of child labour
i)   herding
ii) selling/peddling
drugs
iii) farm hand
iv) hawking
v)   transport operators

14.2.21T4 Factors leading to child
labour

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i) poverty
ii) negligence of parents
iii) ignorance of child rights
iv) orphaned

14.2.21T5 Community level of awareness on child labour
i) are they many or few?
ii) how many are aware?
iii) what are their views in child labour
iv) what are their views about children being engaged in work

14.2.21T6 Possible interventions to eliminate child labour
i) enforcing laws on child rights
ii) rents, children, teachers, employers and communities
iii) educating children through curriculum
iv) empowering community leaders and local administration
v) organizing lobby groups at community levels
vi) setting help/ reporting desks at community levels

14.2.21T7 Associated life skills include:
i) negotiation
ii) assertive
iii) communication
iv) decision making
v) empathy

Practice

14.2.21P0 *Specific Objective*
By the end of the sub-module unit, the trainee should be able to examine levels of awareness of child labour in community.

Content
14.2.21P1 Examine through field trips the levels of community awareness of child labour

14.2.22 CHILD RIGHTS

Theory

14.2.22T0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) define terms: human rights, abuse, neglect, labour, needs, ratification
b) discuss types of human needs

c) describe UN conventions on rights of the child

d) describe the categories of child rights

e) explain the importance of child protection and rights

f) explain the responsibilities relating to child rights

g) highlight principles in the right of a child

h) state related values and life skills.

Competence

The trainee should have the ability to:

i) advocate for human rights and protection

ii) intervene in a case of child abuse or child neglect

iii) defend own self in a case of abuse

Content

14.2.22T1 Definition of terms:
   i) human rights
   ii) abuse
   iii) neglect
   iv) labour
   v) needs
   vi) ratification

14.2.22T2 Types of human needs
   i) physical

ii) psychological

14.2.22T3 UN Convention on the Rights of the Child (1989)
   i) Articles

14.2.22T4 Categories of child rights

14.2.22T5 Importance of child rights and child protection

14.2.22T6 Responsibilities relating to child's rights

14.2.22T7 Principles of child rights
   i) best interests of the child
   ii) rights apply to every child without discrimination on basis of gender race, age, ability, religion

14.2.22T8 Life skills and values associated with child rights

Practice

14.2.22P0 *Specific Objective*
By the end of the sub-module unit the trainee should be able to. identify child rights.

Content

14.2.22P1 Examine through a field trip the responsibilities related to child's

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rights in the
community

14.2.23   RELATIONSHIPS

Theory

14.2.23T0   *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) discuss different types of relationships
b) explain ways of developing healthy relationships
c) state factors that influence the maintenance of healthy relationships
d) explain how to maintain a healthy relationship
e) explain how relationships influence behaviour
f) outline values associated with relationships
g) outline life skills associated with relationships.

Competence
The trainee should have the ability to maintain healthy relationship respect

each other in relationships.

Content
14.2.23T1   Types of relationships
i) peer/peer
ii) boy/girl; man/woman
iii) siblings relationships
iv) parent/child
v) employee/ employer
vi) client/service provider
vii) husband/wife

14.2.23T2   Developing healthy relationships

14.2.23T3   Factors that influence healthy relationships
i) personality
ii) generation gap
iii) experiences in life

14.2.23T4   Maintaining healthy relationships like waiting until marriage
i) upholding associated values and life skills
ii) self sacrifice

14.2.23T5   Influence of relationship on behaviour
i) negative influence
ii) positive influence

14.2.23T6   Values associated with relationships
i) love
ii) kindness

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iii) understanding
iv) responsibility
v) freedom
vi) tolerance

14.2.23T7 Life skills associated with relationships
i) assertiveness
ii) awareness
iii) communication
iv) negotiation
v) peer resistance
vi) friendship formation
vii) coping with stress
viii) coping with emotions
ix) decision making

Practice

14.2.23P0 *Specific Objective*
By the end of the sub-module unit, the trainee should be able to identify different types of relationships

Content

14.2.23P1 Watch video clips and identify healthy relationships

Suggested Learning Resources for the unit
i) Boards
ii) Charts
iii) The computer
iv) Internet
v) Overhead projector
vi) Video tapes
vii) Library
viii) Textbooks
ix) The media
x) Guest speakers

Suggested Learning Activities for the unit
i) Group work presentation
ii) Individual presentation
iii) Drama/role playing
iv) Excursion
v) Observation

Suggested Evaluation Methods for the unit
i) Continuous Assessment Tests (CATs)
ii) Term papers
iii) Questions and answers
iv) Examinations

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