20.2.0   LIFE SKILLS

20.2.01   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.

20.2.02   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

20.2.03   Module Unit Summary and Time Allocation

Code	Sub-module unit	Content	Time (Hrs)		
			Theory	Practice	Total
20.2.01	Introduction to Life skills	• Define the term life skills • Categories of life skills • Benefits of life skills education to the society • Living values and our lives • Relationship between life skills and living values	2	0	2
20.2.02	Self Awareness	• Self description • Self assessment • Challenges that hinder the	2	2	4

208

Code	Sub-module unit	Content	Time (Hrs)		
			Theory	Practice	Total
		attainment of life goals • Strategies of overcoming challenges • Values associated with self awareness skill			
20.2.03	Self Esteem	• Definition of self esteem • Signs of high self esteem • Signs of low self esteem • Factors that enhance high and low esteem • Importance of high self esteem • Values associated with high self esteem • Ways to boost self esteem	1	1	2
20.2.04	Stress Management	• Definition of stress • Causes of stress • Effects of stress • Coping with stress • Forms of positive stress • Values associated to positive stress management	1	1	2
20.2.05	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 • How to control negative emotions • Values associated with emotional intelligence	1	1	2
20.2.06	Empathy	• Definition of empathy • Importance of empathizing • Difference between empathy and sympathy	2	2	4

Code	Sub-module unit	Content	Time (Hrs)		
			Theory	Practice	Total
		• Situations requiring empathy • Values associated with empathy			
20.2.07	Assertiveness	• Definition of assertiveness • Characteristics of an assertive person • Steps to being assertive • Importance of being assertive • Difference between assertiveness and aggressiveness / passiveness • Difference between peer pressure and peer influence • Values associated with assertiveness	2	2	4
20.2.08	Negotiation	• Definition of negotiation • Importance of negotiation • Situations that require negotiation • Negotiating techniques • Values associated with negotiations	2	2	4
20.2.09	Non-Violent Conflict Resolution	• Meaning of conflicts • Causes of conflict • Consequences of conflicts • Types of conflict • Ways of dealing with conflict • Conflict resolution skills • Institutions that resolve conflict in community • Values related to conflict resolution	1	1	2

Code	Sub-module unit	Content	Time (Hrs)		
			Theory	Practice	Total
20.2.10	Effective Decision Making	• Situations that require decision making • Challenges facing the youth • Factors influencing decisions making • Steps to effective decision making • Consequences of not making effective decisions • Decision making institutions within community • Values associated with effective decision making	2	2	4
20.2.11	Critical Thinking	• Meaning of critical thinking • Risky situations • Evaluating ideas or issues objectively • Consequences of making decisions before thinking critically • Values associated with critical thinking	2	2	4
20.2.12	Creative Thinking	• Definition of creative thinking • Situations/issues that require creative thinking • Importance of being creative • Consequences of not being creative • Associated values	2	2	4
20.2.13	Problem Solving	• Problem areas • Causes of the problems • Tools available for solving the problems	2	1	3

Code	Sub-module unit	Content	Time (Hrs)		
			Theory	Practice	Total
		• Problem solving process • Values required in the problem solving process			
20.2.14	Leisure	• Definition of terms • Effects of misuse of leisure • Activities for positive leisure • Life skills for positive use of leisure • Values associated with leisure	2	1	3
20.2.15	Time Management	• Definition of the concept 'Time Management' • Work schedule • Components of time management • Importance of managing time • Time robbers • Associated values and life skills	1	1	2
20.2.16	Gender Education	• Definition of gender • Agents perpetuating gender • Gender stereotyping • Effects of gender on an individual's life • Strategies to eliminate gender discrimination • Associated values	1	1	2
20.2.17	Drug and Substance Abuse	• Definition of terms associated with drug and substance abuse • Commonly abused drugs and substances • Causes of drug and substance abuse • Signs and symptoms of	2	2	4

Code	Sub-module unit	Content	Time (Hrs)		
			Theory	Practice	Total
		drug and substance abuse - Effects of drug and substance abuse - Relationship between drug abuse and HIV/ AIDS - Management of drug and substance abuse - Preventive measures to drug and substance abuse - Life skills and values necessary in the prevention of drug and substance abuse			
20.2.18	HIV and AIDS	- Definition of terms - Ways in which HIV is transmitted - Signs and symptoms of AIDS - Catalysts of the spread of HIV and AIDS - Ways of preventing spread of HIV and AIDS - Interventions of HIV and AIDS - Myths and misconceptions about HIV and AIDS - Care and support of the infected and affected - Life skills and values that help in prevention of HIV and AIDS - Factors that facilitate the spread of HIV and AIDS	2	1	3
20.2.19	Child Labour	- Definition of terms - Difference between child labour and child work - Forms of child labour - Factors leading to child labour	2	2	4

Code	Sub-module unit	Content	Time (Hrs)		
			Theory	Practice	Total
		• Community level of awareness on child labour • Possible interventions to eliminate child labour • Associated life skills			
20.2.20	Human Rights	• Definition of terms • Types of human needs • UN Conventions on the rights of a child • Categories of child rights • Importance of child rights and child protection • Responsibilities relating to child's rights • Principles child rights • Life skills and values associated with child rights	2	1	3
20.2.21	Relationships	• Types of relationships • Developing healthy relationships • Factors that influence healthy relationships • Maintaining healthy relationships • Influence of relationships on behaviour • Values associated with relationships • Life skills associated with relationships	2	2	4
Total Time			36	30	66

20.2.01   INTRODUCTION TO LIFE SKILLS

Theory

20.2.01T   *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.

20.2.01C   Competence
The trainee should have the ability to:
i)   face day to day challenges
ii) relate well with oneself
iii) relate well with others
iv) make effective decision in live
v)   solve related problems

Content

20.2.01T1   Definition of term life skills
20.2.01T2   Categories of life skills
    i)   skills of knowing and living with oneself
    i)   skills of knowing and living with others
    ii) skills of making effective decisions
20.2.01T3   Benefits of life skills education to the society in the following sectors
    i)   education
    ii) social
    iii) health
20.2.01T4   Living values in relation to our lives
20.2.01T5   Relationship between life skills and living values

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

20.2.02   SELF AWARENESS

Theory

20.2.02T   *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) outline ways of describing him/herself

215

b) outline ways of assessing themselves
c) explain challenges that hinders the attainment of life goals
d) identify ways of overcoming challenges
e) outline values associated with self awareness skills

Content
20.2.02T1   Self description
   i) who am i?
   ii) physical attributes
   iii) life vision and mission
   iv) personal values, beliefs, goals and ambitions.
20.2.02T2   Self assessment
   i) strengths and weaknesses
20.2.02T3   Challenges that hinder the attainment of life goals
20.2.02T4   Strategies of overcoming challenges
20.2.02T5   Values associated with the self awareness skills

Practice

20.2.02P   *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
   a) draft a self analysis table

b) draft a life vision and mission

Content
20.2.2P1   Drafting of a self analysis table describing personal values, beliefs, goals and ambitions
20.2.02P2 Drafting of a life vision and mission

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

20.2.03   SELF ESTEEM

Theory
20.2.03T   *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
   d) explain factors that enhance high and low self esteem
   e) state the importance of having high self esteem

f) highlight values associated with high self esteem

g) explain ways of boosting self esteem.

20.2.03C   Competence
The trainee should have the ability to:
i) have a feeling of self worthiness
ii) relate well with others
iii) be confident
iv) have positive self esteem
v) feel good about oneself

Content
20.2.03T1   Definition of self esteem
20.2.03T2   Signs of high self esteem
    i) self confidence
    ii) self discipline
    iii) relating well with others
    iv) self care
20.2.03T3   Signs of low esteem
    i) isolation
    ii) self doubt
    iii) self neglect
    iv) vulnerability
    v) aggressiveness
    vi) low performance of tasks
    vii) signs of depression
20.2.03T4   Factors that enhances high and low self esteem
    i) high-self esteem

- good health habits
- goal setting
- good grooming

ii) low self esteem
- physical and emotional abuse
- unhappiness
- vulnerability to HIV injections
- drug abuse

20.2.03T5   Importance of high self esteem

20.2.03T6   Values associated with high self esteem
    i) humility
    ii) self respect
    iii) happiness

20.2.03T7   Ways of boosting self esteem
    i) Praise/ acknowledging effort

Practice
20.2.03P   *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
20.2.03P1   Expressing one's feelings of self hate and self acceptance in

217

group or one-on-ne counselling session

20.2.03P2 Demonstrating self pride and confidence

Suggested Teaching/Learning Resources
- Guest speaker
- Charts
- Journals and magazine feature articles
- Educational audio-visual media

20.2.04   STRESS MANAGEMENT Theory

20.2.04T *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) define the term stress
b) explain situations that lead to stress
c) explain effects of stress
d) suggest ways of coping with stress
e) identify forms of positive stress
f) give values associated to positive stress management.

20.2.04C   Competence
The trainee should have the ability to:
i)   identify stressors
ii)   avoid stressors
iii) manage stress

Content

20.2.04T1 Definition of stress

20.2.04T2 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

20.2.04T3 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

20.2.04T4 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

20.2.04T5 Forms of positive stress

20.2.04T6 Values associated to positive stress management
i)   peace
ii)   tolerance

218

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

Practice

20.2.04P *Specific Objection*
By the end of the sub-module unit, the trainee should be able to demonstrate positive ways of stress management.

Content
20.2.04P1 Role play a stressful situation and identify positive ways of stress management

Suggested Teaching/Learning Resources
- Guest speakers
- Charts
- Journals and magazines feature articles
- Education audio visual media

20.2.05 COPING WITH EMOTIONS AND FEELINGS

Theory

20.2.05T *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
d) explain the meaning of emotional intelligence
e) outline feelings which can lead to risky behaviour
f) suggest ways of coping with negative emotions
g) state values associated with emotional intelligence

20.2.05C Competence
The trainee should have the ability to:
i) be calm
ii) be patient
iii) take time before acting

Content
20.2.05T1 Definition of the term 'emotion'
20.2.05T2 Good and bad feelings
20.2.05T3 Causes of good/bad

feelings

20.2.05T4 Meaning of emotional intelligence

20.2.05T5 Feeling which can lead to risky behaviour
i) bitterness
ii) sadness
iii) excitement
iv) hurt

20.2.05T6 Controlling negative emotions
i) talk to somebody
ii) take a break/ sleep/rest/walk
iii) do exercises

20.2.05T7 Values associated with emotional intelligence
i) peace
ii) humility
iii) tolerance
iv) respect

Practice

20.2.05P *Specific Objective*
By the end of the sub-module unit, the trainee should be able to identify different kinds of emotions

Content
20.2.05P1 Identification of different kinds of emotions

Suggested Teaching/Learning Resources
- Guest speakers
- Charts

- Journals and magazines feature articles
- Education audio visual media

20.2.06 EMPATHY

Theory

20.2.06T *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.

20.2.06C Competence
The trainee should have the ability to:
i) empathise with people in need
ii) demonstrate positive values in situations that require empathy

Content
20.2.06T1 Definition of empathy
20.2.06T2 Importance of empathizing

220

i) death
ii) HIV/AIDS infected or affected
iii) joblessness
iv) sickness

20.2.06T3 Difference between empathy and sympathy

20.2.06T4 Situations that require empathy

20.2.06T5 Values associated with empathy
i) responsibility
ii) respect
iii) love
iv) kindness
v) co-operation
vi) tolerance

Practice

20.2.06P *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to differentiate empathy from sympathy

Content
20.2.06P1 Role Play situation and differentiate empathy form sympathy

Suggested Teaching/Learning Resources
- Guest speakers
- Charts
- Journals and magazine feature article
- Educational audio – visual media

20.2.07 **ASSERTIVENESS**

Theory

20.2.07T *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
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.

20.2.07C **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

20.2.07T1	Definition of assertiveness
20.2.07T2	Characteristics of an assertive person
20.2.07T3	Steps to being assertive
20.2.07T4	Importance of being assertive i) achieving ones goals ii) avoiding getting into trouble
20.2.07T5	Difference between assertive and aggressiveness / passiveness
20.2.07T6	Difference between peer pressure and peer influence
20.2.07T7	Values associated with assertiveness i) honesty ii) love iii) cooperation iv) simplicity

Practice

20.2.07P   *Specific Objective*
By the end of the sub-module unit, the trainee should be able to illustrate assertiveness, passiveness and aggression

Content

20.2.07P1   Role- play situations and illustrate assertiveness, passiveness and aggression

Suggested Teaching/Learning Resources
- Guest speakers
- Journals and magazines
- Charts
- Education audio visual media

20.2.08   NEGOTIATION

Theory

20.2.08T   *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

20.2.08C   Competence
The trainee should have the ability to:
i) get out of difficult situations
ii) come up with alternatives

Content

20.2.08T1   Definition of negotiation

		20.2.09	**NON-VIOLENT CONFLICT RESOLUTION**

20.2.08T2   Importance of negotiation

20.2.08T3   Situations that require negotiations

20.2.08T4   Negotiating techniques

20.2.08T5   Values related to negotiation
   i)   tolerance
   ii) responsibility
   iii) co-operation
   iv) honesty
   v)   respect

   Practice

20.2.08P   *Specific Objective*
   By the end of the sub-module unit, the trainee should be able to demonstrate negotiation techniques.

   Content
20.2.08P1   Watch a video on peace negotiation and identify negotiation techniques and role play

   Suggested Teaching/Learning Resources
   -   Guest speakers
   -   Charts
   -   Journals and magazines
   -   Audio visual media

20.2.09   **NON-VIOLENT CONFLICT RESOLUTION**

Theory

20.2.09T   *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
   f)   state skills for peaceful conflicts
   g)   highlight institutions that resolve conflicts in the community
   h)   outline values in resolving conflicts

20.2.09C   **Competence**
   The trainee should have the ability to resolve conflicts peacefully

Content

20.2.09T1 Meaning of conflicts
20.2.09T2 Causes of conflicts
20.2.09T3 Consequences of conflicts
20.2.09T4 Types of conflicts (siblings, parents, relatives, communities or clans (etc)
20.2.09T5 Ways of dealing with conflicts
20.2.09T6 Conflict resolution skills
   i) empathy
   ii) seeking assistance
   iii) respect others
   iv) assertiveness
   v) negotiation
20.2.09T7 Institutions that resolve conflicts in the community
   i) courts
   ii) religious institutions
   iii) committees
   iv) council of elders
20.2.09T8 Values related to conflict resolution
   i) co-operation
   ii) humility
   iii) tolerance
   iv) responsibility
   v) peace as a core value in conflict resolution

Practice

20.2.09P *Specific Objective*
By the end of the sub-module unit, the trainee should be able to demonstrate good conflicts prevention

Content

20.2.09P1 Watch video clips on conflict and suggest ways of preventing conflicts and role play

Suggested Teaching/Learning Resources
- Guest speakers
- Charts
- Journals and magazines
- Audio visual media

20.2.10 EFFECTIVE DECISION MAKING

Theory

Specific Objectives

20.2.10T By the end of the sub-module unit, the trainee should be able to:
a) explain 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
d) explain the steps to effective decision making
e) explain consequences of not making effective decisions

224

f) highlight decision making institutions within community
g) outline values associated with effective decision making

20.2.10C **Competence**
The trainee should have the ability to:
i) make effective decisions
ii) weigh options before making decisions

Content
20.2.10T1 Situations that require decision making
20.2.10T2 Challenges facing the youth
   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
20.2.10T3 Factors that influence decision making
   i) experiences
   ii) uniqueness
20.2.10T4 Steps to effective decision making
20.2.10T5 Consequences of not making effective decisions

20.2.10T6 Decision making institutions within the community
   i) family
   ii) schools /colleges
   iii) courts
   iv) peer arbitrators
   v) religious bodies
20.2.10T7 Values associated with effective decision making
   i) honesty
      i) integrity
      ii) peace
      iii) kindness

Practice

20.2.10P *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

Content

20.2.10P1 Dramatize challenges facing the youth and suggest ways in which youth can make effective decisions in life

Suggested Teaching/Learning Resources
- Guest speakers
- Journals and magazines

225

	- Charts
	- Posters
	- Drama
	- Audio visual media

20.2.11 CRITICAL THINKING

Theory

20.2.11T *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) explain the meaning of critical thinking
b) describe risky situations
c) suggest possible ways of evaluating ideas or issues objectively
d) explain the consequences of making decisions before thinking critically
e) outline values associated with critical thinking

20.2.11C Competence
The trainee should have the ability to:
i) think fast and analyse situations before acting
ii) anticipate consequences

Content
20.2.11T1 Meaning of critical thinking

20.2.11T2 Risky situations
i) what constitutes the risk
ii) pleasurable activities without risks

20.2.11T3 Evaluating ideas/issues objectively
i) weighing options
ii) making rational choices

20.2.11T4 Consequences of making decisions before thinking critically
i) possibility of falling victim to HIV infection
ii) drug and substance abuse
iii) unplanned pregnancy
iv) early marriage
v) physical and psychological abuse

20.2.11T5 Values associated with critical thinking

Practice

20.2.11P *Specific Objective*
By the end of the sub-module unit, the trainee should be able to evaluate issues in risky situations

Content
20.2.11P1 Dramatize a risky situation and identify ways of evaluating issues objectively

20.2.12 CREATIVE THINKING

Theory

20.2.12T *Specific Objectives*

By the end of the sub-module unit, the trainee should be able to:
a) define the term creative thinking
b) outline situations that require creative thinking
c) explain the importance of being creative
d) highlight the consequences of not being creative
e) state values required in creative thinking.

20.2.12C Competence

The trainee should have the ability to make alternative choices

Content

20.2.12T1 Definition of the term creative thinking
20.2.12T2 Situations/issues that require creative thinking
20.2.12T3 Importance of being creative
20.2.12T4 Consequences of not being creative
20.2.12T5 Associated values

Practice

20.2.12P *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

20.2.12P1 Watch video clips with situations on creative thinking and non-creative thinking and differentiate between the two.

Suggested Teaching/Learning Resources

- Journals and magazines
- Charts
- Audio-visual media
- Guest speakers
- Drama

20.2.13 PROBLEM SOLVING

Theory

20.2.13T *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 for solving problems

20.2.13C   **Competence**
The trainee should have the ability to effectively solve problems

Content
20.2.13T1   Problem areas
     i)   in school
     ii)   at home
     iii)   with peers
     iv)   in relationships
20.2.13T2   Causes of the problems
20.2.13T3   Tools available for solving problems
20.2.13T4   Problem solving process
     i)   identify alternative choices
     ii)   weighing options
     iii)   action
20.2.13T5   Values required in the problem solving process
     i)   responsibility
     ii)   honesty
     iii)   kindness
     iv)   love

Practice

20.2.13P   *Specific Objective*
By the end of the sub-module unit, the trainee should be able to identify, analyze and solve problems

Content
20.2.13P1   Dramatize problem situations and identify and analyze problems

20.2.14   **LEISURE**

Theory

20.2.14T   *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.

20.2.14C   **Competence**
The trainee should have the ability to use leisure time positively and constructively

228

	Content		**Practice**
20.2.14T1	Definition of terms:		
	i) leisure	20.2.14P	*Specific Objectives*
	ii) leisure time		By the end of the sub-module unit, the trainee should be able to identify and organize personal leisure time
	iii) active leisure		
	iv) passive leisure		
20.2.14T2	Effects of misuse of leisure time		
	i) drug and substance abuse		*Content*
		20.2.14P1	Critique personal leisure and leisure time and make adjustments
	ii) HIV and AIDS infection		
	iii) STDs		
	iv) criminal activities		*Suggested Teaching/Learning Resources*
20.2.14T1	Activities for positive leisure		- Journals and magazines
	i) games		- Charts
	ii) athletics		- Posters
	iii) swimming		- Guest speaker
	iv) reading		- Audio visual media
	v) singing		
20.2.14T2	Life skills for positive use of leisure time	**20.2.15**	**TIME MANAGEMENT**
	i) empathy		**Theory**
	ii) problem solving		
	iii) creative thinking	20.2.15T	*Specific Objectives* By the end of the sub-module unit, the trainee should be able to:
	iv) critical thinking		a) define the concepts of time management
	v) assertiveness		
	vi) negotiation		b) explain how to make a work schedule
20.2.14T3	Values associated with leisure		
	i) freedom		c) explain the components of a time management chart
	ii) tolerance		
	iii) humility		
	iv) honesty		

d) explain the importance of managing time
e) highlight aspects of time robbers
f) state associated values and life skills

20.2.15C   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
20.2.15T1   Definition of the concepts 'Time Management'
20.2.15T2   Work schedule
20.2.15T3   Components of time management
i) chart to include
ii) leisure time
iii) working time
iv) exercise and games
v) social work
vi) meal times
vii) cleaning time
viii) rest
20.2.15T4   Importance of managing time
i) focus on priorities
ii) sense of direction
iii) attain goals
iv) reduce/avoid stress
v) satisfy others/clients

20.2.15T5   Time robbers
i) procrastination
ii) talking too much
iii) lack of priorities
iv) day dreaming
v) excessive playing
vi) indecisiveness
vii) disorganization
viii) uncontrolled media influence

20.2.15T6   Associated Values and life skills
i) effective decision making
ii) honesty simplicity
iii) responsibility
iv) associated life skills
v) assertiveness
vi) self awareness
vii) self esteem
viii) communication
ix) decision making

Practice

20.2.15P   *Specific Objectives*
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
20.2.15P1   Watch video clip and identify time robbers
20.2.15P2   Drafting of a time management chart

	Suggested Teaching / Learning Resources		Content
	- Guest speakers	20.2.16T1	Definition of gender
	- Journals and magazines	20.2.16T2	Agents perpetuating gender
	- Charts	20.2.16T3	Gender stereotyping
	- Audio visual media	20.2.16T4	Effects of gender on an individual's life
		20.2.16T5	Strategies to eliminate gender discrimination
20.2.16	**GENDER EDUCATION**	20.2.16T6	Associated values

	Theory		**Practice**
20.2.16T	*Specific Objectives* By the end of the sub-module unit the trainee should be able to:	20.2.16P	*Specific Objectives* By the end of the sub-module unit, the trainee should be able to:
	a) define the term gender		a) identify how culture views men/women/boys/girls
	b) describe various agents that perpetuate gender		b) list the roles assigned to men and women, boys and girls
	c) highlight types of gender stereotypes		
	d) describe the effect of gender on an individual's life		*Content*
	e) explain possible ways of eliminating gender discrimination	20.2.16P1	Watch video clip and identify cultural views on men/women/boys and girls
	f) outline values associated to gender.	20.2.16P2	Critique own community and identify roles assigned to men and women, boys and girls
20.2.16	**Competence** The trainee should have the ability to eliminate gender discrimination		
			Suggested Teaching/Learning Resources
			- Guest speaker
			- Journals and magazines

231

- Charts
- Audio visual media

20.2.17 **DRUG AND SUBSTANCE ABUSE**

Theory

20.2.17T *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) define terms associated with drug and substance abuse
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
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.

17.2.17C **Competence**
The trainee should have the ability to:
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
20.2.17T1 Definition of terms:
i) drug abuse
ii) substance abuse
iii) drug misuse
20.2.17T2 Commonly abused drugs and substances
i) alcohol
ii) tobacco
iii) bhang
iv) miraa
v) glue
20.2.17T3 Causes of drug and substance abuse
20.2.17T4 Signs and symptoms of drug and substance abuse.
20.2.17T5 Effects of drug and substance abuse
20.2.17T6 Relationship between drug abuse and HIV and AIDS
20.2.17T7 Management of drug and substance abuse

i) treatment
ii) rehabilitation
iii) re-integration

20.2.17T8 Preventive measures to drug and substance abuse

20.2.17T9 Life skills and values necessary in the prevention of drug and substance abuse

   i) life skills
- assertiveness
- self awareness
- self esteem
- communication
- decision making

   ii) values
- integrity
- love
- freedom
- responsibility

Practice

20.2.17P *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) identification of commonly abused drugs and their street names
b) draft a speech on drug and substance abuse.

Content

20.2.17P1 Identification of commonly abused drugs and their street names within community

20.2.17P2 Draft speech on drug and substance abuse and deliver it at a community baraza

Suggested Teaching/Learning Resources
- Guest speaker
- Journals and magazines
- Audio visual media
- Posters

20.2.18   **HIV AND AIDS**

Theory

20.2.18T *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) explain the myths and misconceptions about AIDS

h) explain ways of taking care and supporting the infected and affected

i) outline life skills and values that help in the prevention of HIV and AIDS

j) explain the factors that facilitate the spread of HIV and AIDS

20.2.18T6 Interventions of HIV and AIDS

20.2.18T7 Myths and misconception about HIV and AIDS

20.2.18T8 Care and support of the infected and affected

20.2.18T9 Life skills and values that help in prevention of HIV and AIDS

20.2.18T10 Factors that facilitate the spread of HIV and AIDS

20.2.18   Competence
The trainee should have the ability to:
i) live a HIV free life
ii) care for an infected person
iii) protect him / herself from infection
iv) advocate for HIV and Aids free society

Practice

20.2.18P *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 persons

Content
20.2.18T1 Definition of terms: HIV and AIDS

20.2.18T2 Ways in which HIV is transmitted

20.2.18T3 Signs and symptoms of AIDS

20.2.18T4 Catalysts of the spread of HIV and AIDS

20.2.18T5 Ways of preventing spread of HIV and AIDS
i) life skills education
ii) values
iii) counselling

Content
20.2.18P1 Identifying HIV catalysts within the community and suggest possible interventions

20.2.18P2 Visit person's home for children infected and affected with HIV and offer psycho-social support

234

- Journals and magazines
- Charts
- Audio visual media
- Guest speakers
- Drama and plays

20.2.19   CHILD LABOUR

Theory

20.2.19T   *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) outline appropriate life skills in saying "NO" to child labour

20.2.19C   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

20.2.19T1   Definition of terms
i) Child
ii) Child labour
iii) Child work

20.2.19T2   Difference between child labour and child work

20.2.19T3   Forms of child labour
i) herding
ii) selling/peddling drugs
iii) farm hand
iv) hawking
v) transport operators

20.2.19T4   Factors leading to child labour
i) poverty
ii) negligence of parents
iii) ignorance of child rights
iv) orphaned

20.2.19T5   Community level of awareness on child labour
i) are they many or few?
ii) how many are aware?

235

iii) what are their
views in child
labour
iv) what are their
views about
children being
engaged in work
20.2.19T6 Possible interventions
to eliminate child
labour
i) enforcing laws on
child rights
ii) parents, 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
20.2.19T7 Associated life skills
include:
i) negotiation
ii) assertive
iii) communication
iv) decision making
v) empathy
20.2.19T8 Life skills and values
that help in the
prevention of HIV and
AIDS
20.2.18T9 Factors that facilitate
the spread of HIV and
AIDS

Practice

20.2.19P *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
and give
recommendation

Content
20.2.19P1 Examine through
research the levels of
community awareness
of child labour

*Suggested
Teaching/Learning
Resources*
- Guest speakers
- Journals and
magazines
- Audio visual media
- Charts

20.2.20 HUMAN RIGHTS

Theory

20.2.20T *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

236

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.

20.2.20C 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
20.2.20T1   Definition of terms:
i)   human rights
ii) abuse
iii) neglect
iv) labour
v)   needs
vi) ratification
20.2.20T2   Types of human needs
i)   physical
ii) psychological

20.2.20T3   UN Convention on the Rights of the Child (1989) Articles
20.2.20T4   Categories of child rights
20.2.20T5   Importance of child rights and child protection
20.2.20T6   Responsibilities relating to child's rights
20.2.20T7   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 and religion
20.2.20T8   Life skills and values associated with child rights

Practice

20.2.20P   *Specific Objective*
By the end of the sub-module unit the trainee should be able to identify human child rights

Content
20.2.20P1   Examine through research the responsibilities related to child's rights in the community

237

- Guest speaker
- Journals and magazines
- Audio visual media
- Charts

20.2.21   RELATIONSHIPS

Theory

20.2.21T   *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) explain different types of relationships
b) explain ways of developing healthy relationships
c) state factors that influence the 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.

20.2.21C   Competence
The trainee should have the ability to maintain healthy relationship and respect to each other in relationships

Content

20.2.21T1   Types of relationships
i) peer/boy/girl; man/woman
ii) siblings relationships
iii) parent/child
iv) employee/ employer
v) client/service provider
vi) husband/wife

20.2.21T2   Developing healthy relationships

20.2.21T3   Factors that influence healthy relationships
i) personality
ii) generation gap
iii) experiences in life

20.2.21T4   Maintaining healthy relationships
i) waiting until marriage
ii) upholding associated values and life skills
iii) self sacrifice

20.2.21T5   Influence of relationship on behaviour
i) negative influence
ii) positive influence

20.2.21T6   Values associated with relationships
i) love
ii) kindness

238

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

20.2.21T7 Life skills associated with relationships
i) assertiveness
ii) awareness
iii) communication
iv) negotiation
v) peer resistance
vi) friendship formation
vii) coping with stress
coping with emotions
decision making

Practice

20.2.21P *Specific Objective*
By the end of the sub-module unit, the trainee should be able to identify different types of relationships

Content

20.2.21P1 Watch video clips and identify healthy relationships

Suggested Teaching/Learning Resources
- Boards
- Charts
- The computer
- Internet
- Overhead projector
- Video tapes
- Library
- Textbooks
- The media
- Guest speakers

239