

THE REPUBLIC OF UGANDA

MINISTRY OF EDUCATION AND SPORTS

LIFE SKILLS FOR PRIMARY SCHOOLS IN UGANDA

A TEACHER'S HAND BOOK

FOREWORD

In line with the Constitution of the Republic of Uganda (1995 Edition) Section 30, which highlights Education as a Children's Right; the Education for All (EFA) Goals 2 and 3, which call for achievement of universal primary education and promoting gender equality and women empowerment respectively; and the Millennium Development Goals, Government of Uganda in 1997 launched Universal Primary Education (UPE). The introduction of UPE led to a drastic increase in primary school enrolment, which was a big achievement. The major challenge now is to ensure that the increase in enrolment is matched with quality.

Among the critical interventions which have been made in an effort to improve the quality of UPE is the review of the Primary School and Primary Teacher Education (PTE) Curricula. This has been done to make the curricula more responsive to the current needs of the country and to address the national goals of Primary Education and Primary Teacher Education (Government White Paper on Education, 1992) more effectively.

A lot of effort has also been invested in training and retraining of primary school teachers as one way of addressing the quality demands. The introduction of the Life skills curriculum and this Handbook as support materials for the reviewed PTE and Primary school curricula is yet another important milestone to enhancing the quality of our teachers, hence, quality primary education.

It is the hope of the Ministry of Education and Sports that tutors in Primary Teachers' Colleges and teachers in primary schools will use the life skills curriculum and this Handbook effectively to improve life skills education in primary schools.

Signed

.....
Francis X.K. Lubanga

PERMANENT SECRETAY
Ministry of Education and Sports

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TABLE OF CONTENTS

Introduction to Life Skills Education	1
Chapter One	**2**
The Concept of Life Skills and Life Skills Education	2
Topic One: The Concept of Life skills	2
Topic Two: Life skills education	4
Chapter Two	**5**
Skills for Knowing and Living With Oneself	5
Topic One: Self Awareness	5
Topic Two: Self Esteem	9
Topic Three: Assertiveness	11
Topic Four: Coping with Emotions	14
Topic Five: Coping With Stress	17
Chapter Three	**21**
Skills for Knowing and Living with Others	21
Topic one: Relating with others	21
Topic Two: Negotiation skills	23
Topic Three: Empathy	26
Topic Four: Managing Peer Relationships	27
Topic Five: Effective communication	29
Topic Six: Non Violent Conflict Resolution Skills	31
Chapter Four	**34**
Life Skills for Decision Making	34
Topic One: Creative Thinking	34
Topic Two: Critical Thinking	38
Topic Three: The Concept of Decision Making	40
Topic Four: Problem Solving Skills	44
Chapter Five	**46**
Life Skills as a Tool for Earning a Living	46
Topic One: Alternatives of Earning a Living	46
Topic Two: Entrepreneurship	48
Topic Three: Functions of Entrepreneurs	50
Topic Four: Factors to Consider Before Starting a Business	51
Chapter Six	**53**
Life skills as a tool for developing leadership skills	53
Topic One: Functions of Leader	53
Topic Two: Qualities of Effective Leaders	55
Topic Three: Leadership Styles	56

INTRODUCTION TO LIFE SKILLS EDUCATION

In 1986, the Ottawa Charter for Health Promotion recognised the importance of life skills of making better health choices. The 1989 Convention on the Rights of the Child (CRC) linked life skills to education by stating that education should be directed towards the development of the child's fullest potential. The 1990 Jomtien Declaration on Education for All took this vision further and included life skills among the essential learning tools for survival, capacity development and quality life. The 2000 Dakar World Education Conference on Education For All (EFA) also took a position that all young people and adults have the human right to benefit from "an education that includes learning to know, to do, to live together and to be and included life skills in goal 3 which talks about 'promotion of life skills for young people and adults' and goal 6 which highlights 'improvement of the quality of education in all aspects', aiming for a situation where men and women, boys and girls can achieve excellence." In 1995, the Government of Uganda and UNICEF came up with a Programme on Basic Education, Child Care and Adolescent Development (BECCAD) which stressed the promotion and empowerment of learners and adolescents with life skills. This was in line with a number of international efforts.

The Life Skills Programme in Uganda followed a series of initiatives. In the 1990s, throughout the whole Eastern and Southern Region of Africa (ESAR) there was a growing awareness that the needs and life skills of learners and adolescents had been largely neglected in educational programmes in and out of school. It was also observed that life skills are an essential aspect for confronting the crisis caused by the HIV/AIDS pandemic and other social problems facing young people.

Currently more effort is being made to consolidate life skills education in primary education in Uganda. Both the thematic and upper primary curricula make deliberate effort to systematically develop, record and assess life skills achievement. In order for the learners to acquire these life skills, teachers need to be empowered with sufficient and appropriate content on life skills and values.
However, evidence from classroom observations and teacher preparation shows that life skills development still poses a challenge to teachers. In a survey, done in the Northern Uganda in 2010, it was established that to a larger extent, these were lacking among the teachers. This Handbook is therefore intended to enable a teacher to equip his/herself with the competences they require to handle facilitation of life skills' development among pupils during the teaching and learning process. It outlines the different sub skills under each life skills and makes suggestions for activities that can be used to develop each of them in a learning situation.

CHAPTER ONE

The Concept of Life Skills and Life Skills Education

Introduction to Life Skills Education

Bono Edward (1999) defines Life skills as skills needed by an individual to operate effectively in society in an active and constructive way. The World Health Organization (1993) similarly define life skills as personal and social skills required for young people to function confidently and competently with themselves, with other people and with the wider community.

This Chapter deals with the following topics:
Topic 1: Life skills

Topic 2: Life skills Education

Learning Outcome

This chapter is intended to enable teachers to demonstrate an understanding of the theories, principles and practices of life skills education and appreciate the role of life skills and their value in teacher education and primary school education in Uganda.

Competences

By the end of this chapter, the teacher should be able to demonstrate:

I. Knowledge of life skills
II. Ability to include life skills education in different curriculum content

Topic One: The Concept of Life skills

What are Life Skills?

Life skills are abilities / proficiencies needed by an individual:

I. To deal effectively with friends, family, society and one's environment in a proactive and constructive way
II. To appreciate and live with one's self
III. To adapt positive behaviour, values and attitudes to deal effectively with the demands and challenges of everyday life

Basing on the above definitions and the reasons for the inclusion of life skills in the curriculum, it is clear that life skills are needed by everybody, at all times, in all places and in all situations of life.

Life skills are looked at under three broad categories:

I. The skills of knowing and living with oneself
II. The skills of knowing and living with others
III. The skills of making effective decisions

This handbook has however gone a step further to deal with:

I. Life skills as a tool for earning a living
II. Life skills as a tool for developing leadership skills

Why Life Skills?

Growing children are constantly baffled by and at odds with their inner selves and other people with whom they constantly interact; as well as the environment around them. As they develop into adolescents and adults, they need to acquire the knowledge, skills, values and attitudes that will enable them to handle themselves and their environment successfully.

Traditional education attempted to address this holistic view of human personality through the informal education system. The current education system however, has tended to prioritise knowledge at the expense of other aspects of the human personality, believing that an increase in knowledge would automatically lead to positive changes in attitude and behaviour. At the same time it was generally assumed that life skills and attitudes would continue to be imparted through family and community. This has not happened and the challenges and threats facing young people have increased over time leaving them more vulnerable.

It has become increasingly clear that prioritisation of knowledge at the expense of other aspects of human personality is a very inadequate way of preparing young people for the complex nature and challenges of life.
It is on this premise that life skills education became a necessary and critical part of the broader education picture.

Topic Two: Life Skills Education

What is Life Skills Education?
Life skills education is the dissemination and teaching of relevant knowledge, attitudes, values and social and psychological skills to an individual to enable him/her develop their full potentials.

Why Life Skills Education?

Life skills education has the following aims:

i. To provide knowledge and information about human relationships and life styles
ii. To promote positive attitudes towards cultural, ethnic and religious diversity, gender equality and people with special education needs
iii. To promote an individual's self-confidence, self-esteem and self-worth
iv. To explore feelings and emotions in order to create a greater self-awareness and to develop the skills to manage them
v. To provide equal opportunities for learners to fulfil their personal, social and academic potential
vi. To make learners aware of the how social, economic and political issues influence their behaviour
vii. To teach learners how to behave appropriately
viii. To create a basis on which self-discipline and respect for others can be promoted

It is therefore hoped that exposure to life skills education will:

I. develop a balanced and self-determined individual
II. enable an individual to relate successfully with others and the world in general in order to perform their tasks effectively at a given time, in a given situation and at a particular place in all areas of human development
III. help individuals recognize and assess risky situations
IV. enable an individual avoid unhealthy and unbecoming behaviour
V. encourage people to be role models /exemplary with the right attitude to life

CHAPTER TWO

Skills for Knowing and Living With Oneself

These are skills that will enable one to understand who they are, their weaknesses and strengths. Self-awareness is the foundation on which all other life skills are built. It includes skills for developing one's self esteem and managing emotions and stress. An empty sack cannot stand; it is only when one has developed these life skills that s/he can effectively enable his/her learners to develop similar life skills.

In this Chapter we are going to look at the following topics:
Topic 1: Self awareness
Topic 2: Self esteem
Topic 3: Assertiveness
Topic 4: Coping with emotions
Topic 5: Coping with stress

Learning Outcomes

This Chapter is intended to:

I. Enable the teacher understand his/her potential, abilities, likes, dislikes, sociability, etc that can enable him/her effectively face the challenges of life.
II. Enable the teacher to competently develop life skills for knowing and living with oneself in his/her pupils.

Competences:

By the end of this Chapter the teacher will be able to demonstrate:

I. Self-awareness skills
II. Self esteem
III. Assertiveness skills
IV. Skills for coping with their emotions
V. Skills for coping with stress

Topic One: Self Awareness

This refers to an individual's ability to know and understand him/herself in terms of their personality, character, feelings, motives and desires. When a teacher is aware of him/herself, it means that s/he knows

I. What s/he wants in life
II. Her/his strengths and weaknesses
III. What makes him/her happy
IV. What makes him/her sad
V. What makes him/her angry
VI. How to relate with others
VII. What s/he believes in

Importance of Self-awareness

When one knows oneself, s/he will be able to know how to approach the most important things in life. S/he will know how to:

I. relate with others

II. approach his / her work
III. develop his / her career
IV. identify situations to avoid in life

Self-awareness is not only important for teachers, it is also very important for their learners. Teachers need to support learners develop self-awareness. To achieve this, a teacher has to help his/her learners answer the following questions:

I. Who am I?
II. What am I good at?
III. What am I not good at?
IV. What makes me happy, sad or angry?
V. Which things give me the greatest joy?
VI. What do I love in life?
VII. What am I afraid of?

JOHARI's Window

One important tool that a teacher can use to develop self-awareness is the JOHARI's window. The JOHARI's window is named after the two gentlemen who developed it in the 1950s. These were Joseph Luft and Harry Ingham. The JOHARI's window is divided into four windows of self-awareness. These are represented in the diagram below.

You know and others know too (The open self)	**Others know but you do not know (The blind self)**
You know but others do not know (The hidden self)	**You do not know and other people do not know either (The unknown self)**

The open self

This is the part of one's self that s/he knows and others know too. It includes all the things about one's self that s/he is comfortable sharing with others. It includes the personality traits, hobbies and aspirations that one is willing to reveal to others.

Activity: List some characteristics that you are willing to reveal to other people. Use the table below

Personality traits	Aspirations	Hobbies

The hidden self

This is the part of one's self that s/he keeps private. It includes areas of one's self that s/he wants to keep private like one's secret fears, worries, feelings of resentment, shame and other weaknesses. It could also be strengths that you are not comfortable about revealing to others; maybe because you do not trust them.

Activity: Get a piece of paper and write down some things that you want to keep private. You do not need to show them to anyone.

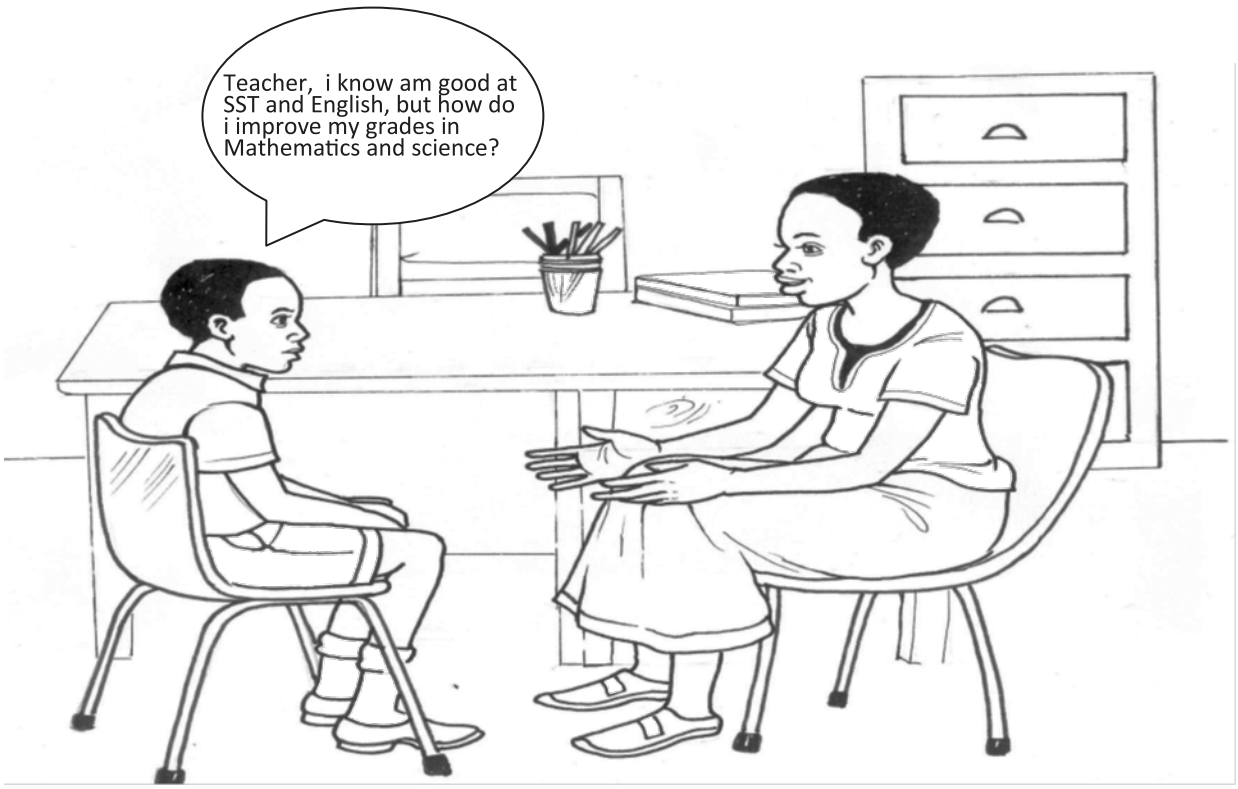
The blind self
This refers to the part of one's self that others can see but which he/she is not able to see. It includes our blind spots. It may include traits that one is not ready to admit that he/she has, but which others can see.

Activity: Ask two of your closest friends to tell you what they know about you that they think you may not be aware of:
1
2
3
4

The unknown self
This refers to parts of one's self that neither s/he nor those around him/her are aware of. It includes one's hidden talents and undiscovered potential. It involves characteristics s/he is yet to discover.

Different Ways a Teacher Can Help His/her Learners Develop Self Awareness
There a number of techniques that a teacher can employ to help his/her learners develop self-awareness.
The major ones are: constructive feedback, encouraging learners to try out different experiences and providing counselling.

Giving Constructive Feedback
As we saw earlier we all have parts of ourselves that we are not aware of but which those around us are aware of. A teacher needs to help his/her learners ask for, receive and give feedback to each other in a constructive way. S/he may also tell the learners what s/he knows about them that they may not be aware of.



Above, a pupil who is self aware seeking guidance from his teacher on how to improve in weak subjects

Trying Out Different Experiences

As earlier stated, we all have parts of ourselves that neither we nor those close to us know anything about. It is important therefore that teachers organise different learning experiences that will enable pupils discover more about themselves. These may include sports and games, music and drama and several other co-curricular activities.

Providing Counselling

Once again as we saw earlier we all have private lives. Some of the things we do not desire to reveal to others continue to influence our lives. It is important for a teacher to know that it is only in a confidence building session that his/her pupils can reveal some of these to him/her. As a teacher, you can help the pupils learn how to deal with their secret fears and feelings of resentment and shame. A teacher's ability to keep his/her pupils' secrets is fundamental to his/her success as a professional.

Values of self-awareness

I. Acceptance of oneself
II. Acceptance of others
III. Appreciation
IV. Identity

Indicators of self-awareness

I. Self-identification
II. Self-evaluation
III. Making choices
IV. Talking about one's potential feelings and emotions
V. Talking about one's culture
VI. Knowing one's position and responsibility
VII. Caring for oneself

Suggested Activities for a Teacher to Carry Out With His/her Pupils in a Classroom Session

Activity 1

This activity helps teachers/pupils to talk to one another and begin to become aware of themselves. You need space to do this activity. You may do it in the compound.

1. *Divide pupils into groups (Ensure that gender is taken care of i.e. that boys and girls are represented in each group)*
2. *Ask the pupils to group themselves according to each of the following examples;*
   a) *Size of their thumbs*
   b) *Number of sisters*
   c) *Number of brothers*
   d) *Talkativeness*
   e) *Quietness*
   f) *What they would like to become in future*

At the end of this activity, ask each pupil what he/she has learnt about him/herself during the exercise. What did they learn about their colleagues?

Activity 2

Show and tell;

1. *Ask each pupil to bring a personal item from home that tells something about him/her*
2. *Ask one pupil to show the class his/her object and tell others how it shows certain qualities about him/herself*
3. *Ask other pupils what they think the object shows about their colleague*
4. *Repeat this for all the pupils in class.*

NOTE: *Self-awareness is best developed using role plays, simulation, games, drama, plays and pair work. These have to be repeated often for skills to be developed.*

Topic Two: Self Esteem

Self-esteem refers to the value or worth that an individual attaches to him/herself. It involves the feelings a person has about his/her physical appearance, abilities and behaviour. Self-esteem influences everything that a person does in his/her life.

Self-esteem is built on self-image. Self-image is the mental image that an individual has about his/her physical, emotional, social and other characteristics. Self-image may be realistic or it may be faulty.

In your experience as a teacher you have probably come across brilliant learners who believe that they are dull and as such tend to perform poorly in class. Such a faulty belief is a symptom of a low self-esteem and will hamper an individual's ability to be the best s/he can be.

A high self-esteem means that one has good feelings about him/herself. Having good feelings about one self helps one in building confidence. It also enables one to take on new challenges and cope with setbacks and failures.

Indicators of high self esteem
People with a high self-esteem tend to:

I. Act independently
II. Tolerate frustration better
III. Approach new challenges with enthusiasm
IV. Feel capable of influencing others
V. Exhibit a broad range of emotions
VI. Make decisions

Indicators of low self esteem
People with a low self-esteem tend to be:

I. anxious and tense
II. poorly motivated
III. easily frustrated
IV. overly dependent
V. Arrogant
VI. Abusive of others

Individuals with low self esteem also:

a) Demean their talents and abilities
b) Feel that others don't value them
c) Blame others for their own failings
d) Are easily influenced by others
e) Are defensive and aggressive
f) Feel powerless

How to Build Self Esteem

Self-esteem develops as we grow older. It is heavily influenced by parents/guardians and teachers.
There are a number of practices teachers can use to help learners develop a high self-esteem.

These include:

I. Continuously complimenting and praising them
II. Being a positive role model

III. Creating a safe and friendly classroom environment
IV. Showing parental affection and love to learners
V. Respecting them
VI. Listening to them
VII. Giving them honest and accurate feedback
VIII. Helping them to achieve success both in academic and non-academic activities
IX. Helping them to think well about themselves
X. Helping them to believe in themselves
XI. Helping them to treat other people well
XII. Helping them to acknowledge their talents and abilities

Values of a Healthy Self Esteem

I. Caring for oneself
II. Respect oneself
III. Responsibility
IV. Sense of purpose in life/ belief in oneself
V. Honesty

Indicators of a Healthy Self Esteem

I. Determination
II. Self-initiative
III. Courage

Suggested activities:

Activity 1

1. Ask your learners to write one of their names on a piece of paper
2. Ask them to write as many good words as possible that contain a letter from their name
3. Ask them how they felt doing this exercise.

Activity 2:

In a class setting;
1. Ask pupils to pair up
2. Ask each pupil to tell his/her friends what they like about them.
3. Ask them how they felt when being told what others like about them
4. Keep changing the pairing.
Doing this respectively during lessons and co-curricullar activities will help your learners develop high self esteem.

Topic Three: Assertiveness

Assertiveness refers to an individual's ability to express his/her views, opinions and feelings without violating the rights of other people. It is a skill that is learnt. Assertiveness helps people to defend their personal space or boundaries. The opposite of assertiveness is passiveness or submissiveness. When an individual is passive, s/he will not defend his/her personal boundaries thus allowing other people to abuse and manipulate them.

When an individual is aggressive on the other hand, s/he will fail to respect the personal boundaries of other people and hence is likely to harm them. Being assertive is therefore different from being passive or aggressive. Being assertive involves expressing your views without being aggressive. It involves standing up for your views in a reasonable way. It may also be seen as having the courage to express your views and feelings in a way that is respectful and honest. Being assertive helps one to communicate openly, honestly and clearly in ways in which others feel comfortable.

Assertiveness helps a teacher enjoy his/her rights with integrity, express his/her feelings honestly, ask for what s/he wants with directness and state his/her views with respect for others.

Importance of assertiveness

A teacher needs to help his/her pupils develop assertiveness. Assertiveness helps pupils to:

I. Enjoy their rights with integrity
II. Express their feelings honestly
III. State their views with respect for others
IV. Handle criticism
V. Give criticism objectively
VI. Respond to criticism
VII. Receive feedback
VIII. Be able to disagree in a civil manner and respect others opinions
IX. Give instructions assertively
X. Ask for what they want

Assertiveness involves being honest with one self and with others with respect to:

I. How you feel their behaviour is affecting you
II. What you need from them

Situations that Require Assertiveness

There are many instances in our daily interactions when we need to show assertive behaviour and assertive communication practices. In spite of this everyday need, there are four situations in which some people find it difficult to be assertive.

1. Saying 'no'

There are many instances when we are asked to do something and we automatically respond with a 'yes,' knowing fully well that we wanted to say 'no'. Most people have had this experience on numerous occasions. Saying 'no' needs to be based on sound reasoning and not just from the standpoint of being contradictory. We need to know that there are appropriate ways of saying 'no'.

I. Don't ramble with justifications, keep it brief and say: "I prefer not to" or "I prefer not to at this point".
II. It is best to give a reason for the refusal, e.g. that there is a task you need to complete by a certain time.
III. With a good reason, you do not need to apologise.
IV. Ensure that you acknowledge the request by saying for example, "Thank you for thinking of me".
V. Clarify that at this point, you need to finish a task, but that you could perhaps do it at another time, and then give a specific time.

2. Making Requests

Just as there are times that you need to say 'no' to requests, there are other times when you need to request that a task is completed by someone else. When making requests of others, you need to be assertive, if you are not, you may miss the opportunity to get help.

When requesting for help be sure to

I. Keep the request concise and precise.
II. Do not apologise as you have the right to ask questions and make requests.
III. Give the reason for the request. By providing context for your request, you ensure that your colleagues and others will understand your wants and needs.
IV. Do not take refusal personally; it is not usually about you.
V. Base your request upon reason, not flattery.
VI. Don't forget the use of I-statements.

3. Networking

Networking extends further than meeting people in social settings; it includes building relationships with your colleagues at work. One of the most basic and effective strategies in networking is to ask questions about the other person. Everyone loves to talk about themselves, and the best way to build rapport is to ask questions. Only when someone asks you a question should you volunteer information about yourself, and even then, keep it short.

4. Compliments and Praise

We all love to be recognised for our efforts and work, but on many occasions, we feel uncomfortable about how we respond. Should we agree or should we brush it off?
You may like to consider:

I. Keeping your response short.
II. Acknowledging the giver of the compliment or praise.
III. Agreeing with the praise.

For example, you might like to respond with: 'Thank you.' Or 'Thank you, I put a lot of work into that project and I'm happy that the results help you.' At first these alternative behavioural responses may seem discouraging or even intimidating. Behavioural change does not happen immediately, it takes practice and focus.

Adapted from http://EzineArticles.com

Causes of Non-Assertiveness

There are many things that can cause someone to be non-assertive. The major one are:
I. Fear of upsetting others
II. Fear of rejection
III. Feeling responsible for other people's behaviour
IV. Inappropriate inner voices
V. Low self-esteem
VI. Lack of confidence

Learners need to be assertive in order that they:
I. Have their own views, values, beliefs and emotions
II. Tell others how they wish to be treated

III. Take time to formulate their own ideas before expressing them
IV. Be treated with respect
V. Stand up for what they believe and want
VI. Do not justify or explain each and every action of theirs to others

Values of Assertiveness

I. Confidence
II. Responsibility
III. Bravery
IV. Self-respect
V. Self-worth
VI. Leadership

Indicators of Assertiveness

I. Openness
II. Listening to and valuing what others say
III. Expressing one's point of view
IV. Volunteering
V. Explaining one's actions
VI. Making choices
VII. Leadership
VIII. Standing up for one's rights
IX. Responding to questions

Suggested activity 1:

LEAVE ME ALONE.

This exercise will require at least two people with one being a boy or man. There should be an adult around to provide guidance.

Act a play about 5-10 minutes long. It should be about a boy, a teacher or boss trying to convince a girl to have sex. To clearly show the difference, have some girls act assertively while others act shy and scared to say NO. Discuss the skit in light of the aspects of assertiveness that they demonstrated.

Suggested activity 2:

Assertiveness game

1. *Ask your class for a volunteer*
2. *Give this person a bag of mangoes.*
3. *Choose another three learners from the class*
4. *Take them out of the room one at a time.*
5. *Tell one person to use aggression to get some mangoes*
6. *Tell another to use passive techniques to get some mangoes,*
7. *Then tell the third to use assertive behaviour to get some mangoes.*
8. *Let the selected members begin asking for the mangoes.*
9. *After 5 minute tell them to stop*
10. *Get the class to interpret each scenario, discuss the various methods used and how effective they were.*

Note: Assertiveness is a skill that needs a lot of practice to develop. Role plays, simulations, drama and discussions can be used to develop this skill.

Topic Four: Coping with Emotions

In life, you will experience different types of emotions from time to time. You will experience anger, fear, sadness, happiness or love from time to time. Emotions are part of normal behaviour. These emotions are usually triggered by events in one's life. You will get angry when faced with annoying situations, fearful when faced with terrifying situations and happy when you face pleasant situations.

Most times the emotions one experiences will not interfere with his/her daily functioning. However, sometimes emotions will become so intense that they will interfere with normal functioning. As a teacher, you may become very angry and begin to fight, you may be too terrified to do your work or you may be too depressed to come to school.

When such situations occur, you need to know how to cope with these emotions. You need to know how to manage your anger so that it does not destroy your relationships. A teacher needs to know how to manage his/her fear so that it does not keep him/her away from doing what is expected of them. In addition, you need to help your learners develop the same skills in order for them to manage their emotions.

Functions of Emotions

Our emotions serve a number of functions in our lives. The major ones are presented below:

a) Communication

Nonverbal emotional signals like eye contact, facial expression, tone of voice, intensity of speech, body posture and gestures communicate far more than words, what we really think and feel. When our words contradict our facial expressions people tend to believe our emotions more than our words. People can tell when you are angry, afraid, sad, disgusted or happy from your facial expressions.

b) Motivation

Emotions motivate our behaviour; they prepare us for action. Strong emotions help us overcome obstacles in our mind and in the environment. In mild forms, emotional arousal tends to produce alertness and interest in the task or situation at hand. Hence if you are emotionally aroused about the task at hand your performance will be better than when you are emotionally dry. However when the intensity becomes too much then thought and behaviour are normally disrupted. When these intense emotions remain unresolved, a number of illnesses like high blood pressure, ulcers and in extreme cases stroke may arise.

So your emotions motivate you to undertake activities you would normally have avoided. Because of the importance of emotions, a teacher needs to be aware which ones are important to stimulate among their learners in order to create an enabling learning environment.

c) Emotions Determine Your Attention and Learning

People tend to pay more attention to events in the environment that fit their mood. This selective attention in turn influences what they will learn. In addition to this, their mood determines which memories to recall. These recalled memories make it easier for them to learn material that is related to their mood. For we learn new material better if we can relate it to information already in our memory.

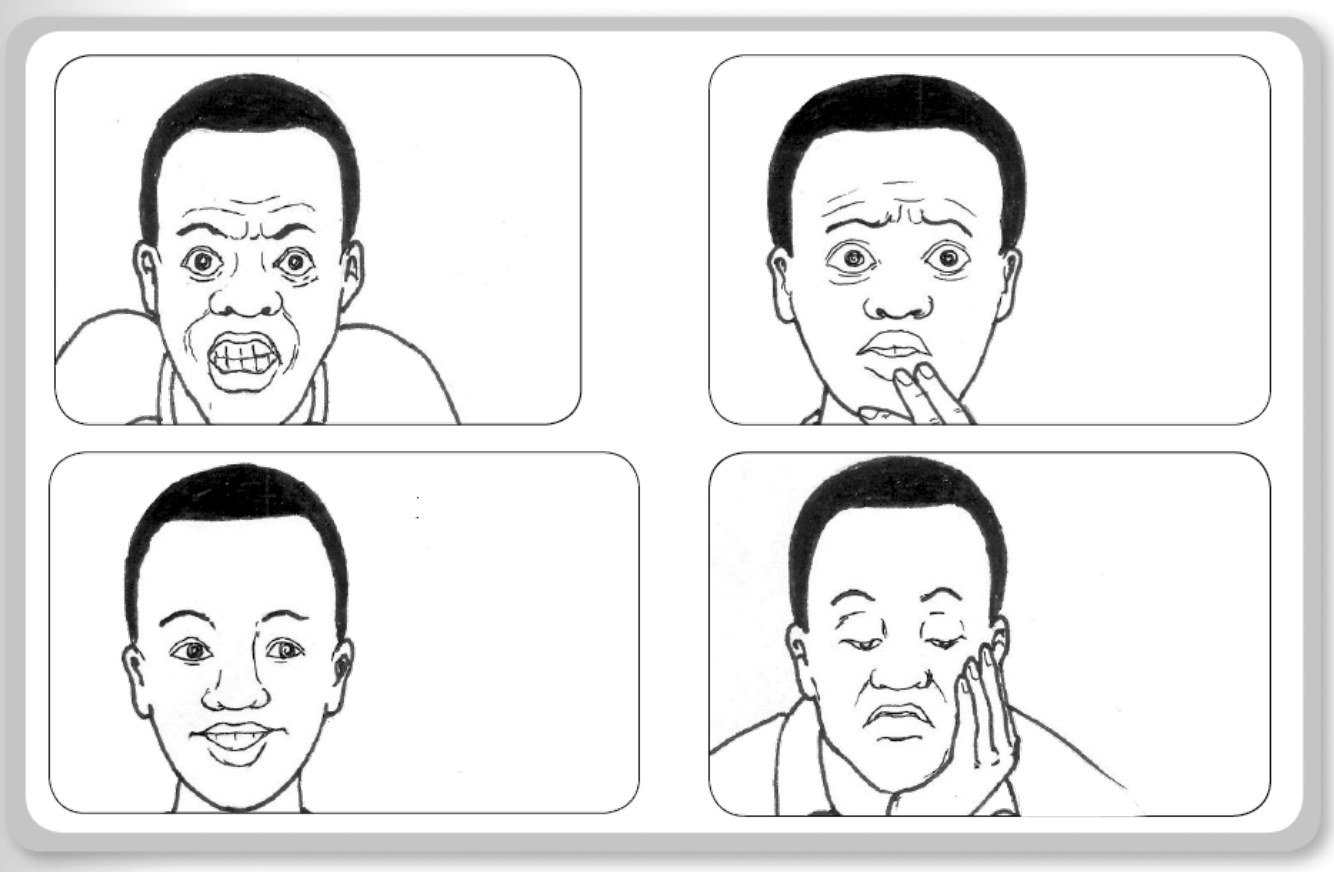
d) Emotions Determine Judgment

Your emotions influence your evaluation of other people. When you are happy all people around you seem nicer than they normally are. When you are in a bad mood, you will tend to notice events that fit your mood. Being in a bad mood makes the world seem a dangerous place. When you are in a bad mood your learners will appear more stubborn, more difficult and less brilliant and you are likely to respond accordingly. When you are in a good mood the reverse is true.

e) Judging the Emotions of Others

You can tell which emotions your learners are experiencing from:

I. Facial expressions like smiling, frowning
II. Words and phrases that convey emotions
III. Physiological indicators like sweating hands, stammering and low voice, thumping heart and deflated veins
IV. Taking note of the situational context in which the person is



Above are some facial expressions of different emotions.

Strategies for Coping with Emotions

Coping with emotions requires that we recognize our own emotions, the emotions of others and how emotions influence behaviour. Our capacity to respond appropriately to emotions is very important since intense emotions like anger or sorrow can have negative effects on our health. The following are specific strategies that can be used to cope with intense emotions:

1. Distraction

Distraction involves doing anything that will temporarily take your mind away from the strong emotions. This allows your emotions to grow weaker by not focusing on them. There are a number of ways you can distract yourself. These include:

I. Taking part in a game or sport that involves using a lot of energy
II. Taking part in an activity that you find amusing and challenging like filling a cross word puzzle
III. Doing something creative like drawing, writing songs and poems
IV. Doing a chore like cleaning, washing, cleaning the compound
V. Reading a good book
VI. Watching a movie
VII. Listening to music
VIII. Writing a letter to a good friend

2. Safe Ventilation/ Expressing Feelings

Another way of dealing with intense emotions is to express them in a non-destructive way. Emotions use up energy and sometimes this energy has to be released for you to go back to normal functioning.
Some of the safe ways for expressing emotions include:

I. Crying
II. Talking to a friend about what you are going through
III. Talking to yourself aloud
IV. Writing what you are feeling in a journal

Values of Coping with Emotions

I. Self-control
II. Endurance
III. Tolerance
IV. Patience
V. Social awareness

Indicators of Coping with Emotions

I. Recognising emotions
II. Identifying other people's emotions
III. Being sensitive to other people's feelings
IV. Recognising causes for different emotions
V. Making critical decisions for different emotions

Suggested activities

Activity 1

Using group discussion, ask learners to give examples when they were prompted to do something they had not thought about by each of the following emotions:

a) Anger
b) Fear
c) Sadness
d) Disgust
e) Joy or happiness
f) Love

Topic Five: Coping With Stress

Before we begin our discussion on coping with stress we need to first understand what stress is. Stress is the anxiety, nervous tension that tends to cause constant worry.

It is a state of the mind when one is faced with demands or events that one perceives as dangerous to one's well-being. Stress is particularly strong when one is not sure of their ability to deal with such events. Events or demands that cause stress are known as stressors.

Major Causes of Stress

There are a number of stressors that you will experience from time to time. These may include the following:

a. Traumatic Events:
These are events that involve abrupt and major losses. Examples are war, armed robbery or being involved in an accident.

b. Frustration:
You will experience frustration when you cannot get what you desire, like when you cannot get the money you need.

c. Life changes:
Changes in life like area of residence, school, tutors and growing up can cause stress. Any change involves an effect on lifestyle and accustomed ways of life. Change always involves expending both physical and psychological resources.

d. Conflict:
A conflict is a situation that involves two incompatible goals. For example having to choose between two good schools or having to wake up at 3.00 a.m. in the morning or risk failing examinations.

e. Daily Hassles:
These are sometimes referred to as minor stressors. They are the minor irritations of daily living. They include things like being late for school, being caught in a traffic jam or misplacing your notes. These stressors, though small, have cumulative effects. When they are not well managed they can have far reaching consequences.

f. Pressure:
Stressors that cause pressure include things like meeting a deadline or completing a piece of work by a certain date, scoring marks beyond a given pass mark.

Signs of Stress

The most common signs of stress are the most common things we overlook. There are mainly seven of these.

I. One of the seven signs of stress is having aches or pains. These can be headaches, stomach aches, muscle tensions or back pains. We experience these too often that we regard it as a normal cycle of daily routine.
II. The next of the seven signs of stress is anxiety. Feelings of anxiety are a common response when confronted with a stressful situation.
III. The third sign of stress is memory problems or forgetfulness. Due to the tension building up and your constant anxiety, you often tend to forget things more often than usual.
IV. The fourth sign of stress is moodiness. This is the result of discomfort felt when under stress; in such situations, one tends to be quickly irritated or easily flustered or angry.
V. The next of the seven signs of stress is having too much or loss of appetite and sleep. Everybody responds to stress differently. Some tend to over eat or sleep while some tend to eat little and develop sleeping problems.
VI. The sixth sign of stress is the lack of concentration and focus. With all the five signs building up in a big

heap, one may have a difficult time staying in focus and being productive. It seems like however much effort one puts into work, they are still not able to finish anything.

VII. The last and most dangerous sign of stress is fatigue. After days and weeks of all the six signs mentioned, one becomes mentally and physically exhausted. This makes them vulnerable to many sicknesses and can lead to chronic stress if it is ignored.

Consequences of Stress

The initial consequences of stress are anxiety, anger, aggression, discouragement and apathy. A learner experiencing stress may also have difficulties in concentrating and logically organising his/her ideas.

Prolonged or chronic stress may lead to the development of different health conditions like ulcers, high blood pressure, stroke and even death. Furthermore, prolonged stress leads to the weakening of the immune system. This may in turn lead to other infections.

Management of Stress

Considering its far-reaching consequences, appropriate strategies for managing stress should be part of everyone's life style. The common strategies involve the following:

a. Social support

The emotional support and concern of others is a good antidote against stress. As it is often said misery loves company. This support can be through supportive peers and teachers, family, club, fellowship or professional counselling. It is a good thing to help learners live at peace with others so that they will come to their aid during the difficult moments in their life.

b. Sense of Humour

People with a good sense of humour tend to suffer less stress than those without it. Laughter is good medicine. On the other hand people who are habitually bitter and revengeful tend to suffer more stress. Incorporate activities that enhance a sense of humour in your teaching. You may also encourage learners to:

I. read exciting books
II. listen to good music
III. watch good films and TV programmes where possible
IV. participate in praise and worship activities
V. participate in charitable activities
VI. develop a personal hobby

c. Eating a Balanced Diet

A balanced diet does not mean eating expensive foods, but rather, the eating of different foods for balanced nourishment of the body.

d. Regular Exercising

The cheapest exercise is walking at least 2 km every day. Teachers can however go to health clubs if their pockets can permit this.

e. Relaxation Activities

These may include prayers, meditation, deep breathing and deep muscle relaxation exercises. One needs to recognise the dangers of smoking, taking alcohol and insufficient sleep and guard against them.

f. Planning Ahead

One needs to know how to plan ahead as this is a good way to reduce stress in one's life.

Values of Coping with Stress

I. Tolerance
II. Endurance
III. Courage
IV. Perseverance

V. Forgiveness
VI. Willingness to compromise

Indicators of coping with stress

I. Being patient
II. Forgiving others
III. Accepting advice
IV. Talking about personal problems
V. Narrating past experiences

Suggested activity

Relaxation exercise:

Try out the following exercise and then guide learners through each of the steps.

a) Sit in a comfortable position & close your eyes
b) Breathe through the nose; hold the breath and count up to 4
c) Release the breath through the mouth slowly
d) Repeat this 10 times
e) Now tighten the muscles of the big toes as you breathe in
f) Relax the muscles as you breathe out
g) Now move to the muscles of the foot
h) Move progressively through the muscles of the leg, thigh
i) Repeat this for the other leg
j) Tighten the muscles of the stomach as you breathe in
k) Relax them as you breathe out
l) Now clench the fists hard as you breathe in
m) Relax them as you breathe out
n) Move to the muscles of the arms through to the chest
o) Now move to the muscles of the chest and back
p) Remain in this relaxed position for about 20 minutes

Summary

Congratulations for coming to the end of this Chapter. You recall that in this chapter we have looked at a number of life skills that are important for knowing and living with yourself.

These were:

I. Self-awareness which refers to your ability to know and understand yourself in terms of your personality, character, feelings, motives and desires.

II. Self-esteem which refers to the value or worth that you attach to yourself. It involves the feelings that you have about your physical appearance, abilities and behaviour. Self-esteem influences everything that you will do in life.

III. Assertiveness refers to your ability to express your views, opinions and feelings without violating the rights of others. It is a skill that is learnt. Assertiveness helps you to defend your personal boundaries.

IV. In life, we experience different types of emotions from time to time. We experience anger, fear, sadness, happiness or love from time to time. We therefore need skills for managing these emotions.

V. Stress is the physiological reaction of the body to psychological and physical demands. It occurs when you

are faced with demands or events that you perceive as dangerous to their well-being. Stress is particularly strong when you are not sure of your ability to deal with these events.

Further reading

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CHAPTER THREE

Skills for Knowing and Living with Others

We live and work with many people. We work with parents, Education Officers, community members and of course learners. How you relate with other people will influence your success as teachers. Some of these people will have a positive influence on us and others will have a negative influence. You therefore need skills that will enable you to establish appropriate relationships in your lives. These life skills include relating with others, empathy, managing peer relationships, negotiation, non-violent conflict resolution and effective communication.

This chapter includes the following topics:
Topic 1: Relating with Others
Topic Two: Negotiation Skills
Topic Three: Empathy
Topic four: Managing Peer Relationships
Topic Five: Effective Communication
Topic Six: Non Violent Conflict Resolution Skills

Learning Outcomes
This Chapter is intended to:

1) Enable you to use the life skills for knowing and living with others to positively live with your colleagues, pupils, family and different people in the community.
2) Enable you competently develop the life skills for knowing and living with others among your pupils.

Competences
By the end of the chapter teachers will be able to demonstrate:

I. Interpersonal skills
II. Skills for building relationships
III. Empathy for others
IV. Skills for coping with peer pressure
V. Skills for managing conflict non violently
VI. Effective communication

Topic One: Relating with Others

There are certain factors that tend to enhance interpersonal attraction and hence friendship. Listed below are the factors that influence relationship formation.

Factors that Influence Relationship Formation

Physical Nearness
Physical proximity or nearness is a major factor in interaction. Two persons must meet either through personal effort or due to environment conditions. The more familiar teachers become with each other the more they are likely to become fond of each other. Usually, a relationship cannot develop until two people have met.

Similarity in Attitudes, Values and Interests
In human interaction "like attracts like". Interacting with similar others is not only stimulating but also arousing. Holding similar views leads to attraction. We tend to like people who hold similar beliefs, values attitudes and have lifestyles similar to ours.

Complementarity of Needs
It should be noted that similarity has its limits. We tend to like people who can complement us, that is, those who possess what we do not have, so two people can be attracted to each because of their differences. These differences however, have got to be complimentary. That is why a talkative person may prefer a quiet partner.

Possession of Valued Traits
Different cultures value different qualities or traits; these can be personal qualities like sincerity, honesty, humility, intelligence, good manners, handsomeness or beauty. A person who possesses these traits is therefore found to be attractive. .

The handsome, educated, good natured and well brought up teacher is likely to have more friends than his contemporary who is arrogant and ill mannered. However valued traits vary from culture to culture and from one social class to another.

Physical Appearance
Physical appearance is another feature in interpersonal attraction. Handsomeness and beauty are well known to most of us. A person that is regarded physically attractive is likely to have many friends compared to the one that is regarded as not physically attractive.

Subconsciously people tend to judge others from their manner of dress and to a large extent clothes say a lot about a person's character.

Self-Presentation
The last factor which tends to combine all the others discussed is self-presentation which is the manner in which you present yourself to the world. It reflects your self-esteem, that is, the kind of person you regard yourself to be. People with high self-esteem tend to have more friends than those with low self-esteem.

Values of relating with others

I. Sharing
II. Cooperation
III. Care
IV. Concern
V. Respect
VI. Appreciation
VII. Honesty
VIII. Trustworthiness
IX. Forgiveness

Indicators of good relationships

I. Sharing
II. Playing with others
III. Working with others
IV. Use of polite language

Suggested activities

1. *Using group discussions ask learners to name the types of relationships that they are involved in, the functions of each of these, the dangers of each of these and how they can avoid these dangers.*
2. *In a general class discussion, ask learners how they can apply the factors that facilitate interpersonal attraction in building different relationships.*

Topic Two: Negotiation Skills

Negotiation is any communication process between individuals or groups that aims at reaching a compromise or agreement. It may also be seen as a discussion with another person with the purpose of reaching an agreement. It may also be defined as a dialogue intended to resolve disputes or to induce an agreement on a course of action.

In day today life we are always negotiating. We negotiate with our friends, our parents, in the market, in the taxi and with our employers.

Effective negotiation requires:

I. Prior preparation
II. An understanding of the underlying issues
III. Needs to be satisfied on both sides
IV. Basic knowledge of human behaviour
V. Mastery of a number of negotiating techniques and strategies

In addition, one must employ the skills of listening, analysis, turn taking, communication and decision making if the negotiation is to be a success.

Key Points in Negotiation/ Considerations for Negotiation

I. Goals: what do you want to get out of the negotiation? What do you think the other person wants?
II. Trades: What do you and the other person have that you can trade? What do you have that the other wants? What is the most comfortable give away?
III. Alternatives: If there is to be an agreement with the other person, what alternatives are available? Are these good or bad? How much does it matter if you do not reach agreement?
IV. Relationships: What is the history of the relationship? Could this history affect the negotiation? Will there be any hidden issues that may influence the negotiation? How will you handle these?
V. The consequences: What are the consequences of you winning or losing this negotiation? What are the consequences for the other person?
VI. Power: Who has what power in the relationship? Who controls resources? Who stands to lose the most if an agreement is not reached? What power does the other person have to deliver what you hope for?
VII. Possible solutions: Based on all of the considerations, what possible compromises are there?

Adapted from: http://www.mindtool.com

The negotiation process

Good negotiation requires knowledge of the negotiation process. It involves understanding the steps necessary for effective negotiation and following them. These steps are:

I. Preparation: this involves doing homework to clarify what you want and what the other person or party wants.
II. Opening the negotiations: this involves putting a case as clearly as possible and then hearing that of the other party.
III. Arguing: this involves supporting your case and exposing theirs.
IV. Exploring: this involves seeking to understand the different possibilities to a situation.
V. Signalling: this involves indicating to the other party readiness to work with them to reach an amicable solution.
VI. Packaging: this involves putting together the terms of an agreement. It involves agreeing on what one is taking and what the other party is taking.
VII. Closing: this involves reaching a final agreement.
VIII. Sustaining: this involves making sure that what is agreed happens. It is sometimes known as follow up.

Adapted from http://changingminds.org/disciplines/negotiation

Values of Negotiation

I. Tolerance
II. Self-expression
III. Cooperation
IV. Acceptance
V. Honesty
VI. Friendship
VII. Patience
VIII. Respect
IX. Bravery

Indicators of Negotiation

I. Use of persuasive language
II. Use of appropriate body language
III. Controlling one's temper
IV. Responding appropriately
V. Apologizing
VI. Making requests
VII. Expressing appreciation



Above, learners negotiating with their teacher

Suggested activity

a) Divide learners into teams of ten and ensure gender is taken care of.
b) Tell one group to represent the Education Service Commission and the other group to represent teacher leaders
c) Tell them that the teacher leaders have to negotiate with Education Service Commission for an increase in their salary
d) Give them the key points in negotiation and allow them time to make preparations
e) Conduct the negation exercise
f) In a class discussion discuss the uses and difficulties in negotiating as encountered in the exercise

Topic Three: Empathy

The dictionary defines empathy as the ability to share someone else's feelings and experiences by imagining what it would be like to be in that situation. It is the ability to put one self in the shoes of another, seeing the world as someone else sees it without imposing your values. Empathy leads to a deeper understanding of what other people are experiencing.

Our ability to understand what other people are going through is a very crucial interpersonal skill. It helps them feel understood rather than judged.

In order to exercise empathy you need to go through a number of steps. These are:

I. Recognising that someone is experiencing a strong feeling like fear, anger, grief, or disappointment
II. Pausing to imagine how they might feel
III. Stating your perception of what you think they feel
IV. Recognizing that they have a right to feel this way
V. Offering support

Values of Empathy

I. Compassion
II. Understanding
III. Patience
IV. Appreciation
V. Concern
VI. Love
VII. Kindness
VIII. Sharing

Indicators of Empathy

I. Supporting others
II. Caring
III. Guiding others
IV. Sharing
V. Appropriate behaviour under different circumstances
VI. Working with others
VII. Respecting the opinions of others
VIII. Reacting appropriately
IX. Respecting others property and culture
X. Appreciating individual differences

Suggested activity

1. *Write words that express feelings on pieces of paper. Words like: happy, sad, worried, angry, upset,*
2. *Pair up the learners.*
3. *Give the pieces of paper to the learners and ask them to act out the words on the paper4. Ask the other learners to guess the feelings the other one is communicating*
4. *Bring the class together and ask them the following questions:*

a) *What was it like to try to express that feeling without words?*
b) *How do teachers know when learners are feeling happy/sad/angry?*
c) *How do teachers let someone else know when they feel happy/sad/angry?*
d) *How do teachers know when someone else is feeling this way?*

Topic Four: Managing Peer Relationships

Meaning of Peer Influence

In the process of growing up peer groups cannot be avoided and knowingly or unknowingly they will influence the way we dress, act and think. They will shatter or build our dreams. Our peers influence us when they consciously or unconsciously play a role in the decisions we make and the way we act or behave.

The way people think and behave is not always a result of independent thinking; it is sometimes out of conformity. Conformity is the tendency to shift one's opinion or behaviour to correspond with that of other people in order to adhere to accepted beliefs and standards.

There are different factors that facilitate conformity. They include the following:

I. Reference group: The group that has the greatest influence on your behaviour is the reference group. This consists of persons similar to you or those you would like to be similar to. If we adopt others as a reference group then we shall experience pressure to conform to their norms and standards. We feel the pressure to shift or change our attitudes and behaviour to conform to those of the group or risk rejection, loneliness alienation and quite often harassment from the main group. Hence we conform to the group.

II. Social comparison: This arises out of our desire to understand and evaluate ourselves, our characteristics, opinions and abilities by comparing ourselves with others. So we compare ourselves, our abilities, opinions with those of others. Since we depend on others for basic information about ourselves, our opinions and actions then we are willing to adopt their beliefs and actions especially in situations where we are not sure of how to behave.

III. Reinforcement: It is reinforcing to share values, opinions and actions with others who are similar to us or who we would like to be similar to. This gives us social support. In order to resist negative peer pressure, you need to determine what you want from a given group. Resisting negative peer pressure also involves applying other life skills like assertiveness and negotiation.

Values of Managing Peer Relationships

I. Cooperation
II. Courage
III. Togetherness
IV. Friendship
V. Identity
VI. Responsibility
VII. Belonging
VIII. Honesty
IX. Belonging

Indicators of Well Managed Peer Relationships

I. Standing for one's values and beliefs
II. Defending one's decisions
III. Standing by one's principles



A boy being pressurised to smoke by his fellow peers

Activity 1

Study the picture above. Discuss the techniques the boy can employ to resist the pressure to start smoking.

Activity2

a) Divide learners into groups of ten
b) Take one member out of each group
c) The remaining members have decided to escape from class to have a drink and their task is to convince a colleague to go with them
d) Make it look real
e) Bring back the other member and signal the group to begin
f) Let the discussion go on for 15 minutes
g) Ask the member what he/she felt as the members convinced her/him to join them
h) Conduct a discussion on the effect of peer groups and how bad peer pressure can be resisted.

Topic Five: Effective Communication

Communication is the fuel that starts a relationship and keeps it going. Where there is no communication there is no relationship. This relationship can be with parents, a boyfriend or girlfriend, fiancée, spouse or with God. But what do we communicate? We communicate our thoughts and feelings.

Purposes of Communication
Whether written, verbal or non-verbal, communication seeks to serve the following functions:

I. To inform: This is to define, explain, and increase knowledge or to show new skills and techniques to someone else.
II. To educate: This is to change awareness and deepen understanding.
III. To persuade: This is to convince, to change attitudes, beliefs, values and gain commitment.
IV. To motivate: This is to encourage others to act in a given way.
V. To inspire: This is to strengthen commitment to old beliefs and values or to create commitment to new beliefs and values.
VI. To promote: This is to heighten awareness of individual and group goals, programmes and encourage good relations.

Channels of Communication

The three primary channels of communication are the face, the body and words through verbal communication.

The Face
The face is regarded as the primary window of our feelings. These feelings can be communicated from our eyes and other facial expressions like frowns and smiles. The way we look at someone can suggest our feelings and thoughts. A cool stare can indicate hostility. People who like each other tend to spend more time looking at each other.
In short our face can communicate through our eyes and the muscles of the face in the form of smiles and frowns.

The Body
The body is made up of different parts; the head, arms and legs.

I. Moving the head horizontally and vertically carry different meanings. In some cultures nodding means agreement while moving the head horizontally from side to side means disagreement.
II. The level of tension in the body indicates negative feelings and thoughts.
III. Open posture; a posture is regarded to be open when none of the limbs, i.e., legs and arms are crossing each other. If they are crossing each other, then this is an indicator of reservation. An open posture is regarded as receptive.
IV. The orientation of the shoulders is another indicator of involvement. People should face each other when interacting. This should be not only with the head but also from the shoulders.
V. Gestures are another source of information about the feelings and thoughts of people when interacting.

Verbal Communication
This refers to the use of the voice in our communication. There are two forms, verbal in terms of words and vocal in terms of sounds and tone.

Vocal communication involves things like the pitch of the voice, the speed of speaking, the tone and other sounds that are not words. The same word can have different meanings depending on the tone with which it is said or any other expressions which accompany it.

Distortions in Communication
Sometimes communication is distorted. This usually occurs when there is disparity between the direct communication and the indirect one. The direct message may be verbal while the indirect one is non-verbal. In other cases the

direct one is written while the indirect one is either verbal or written.
For effective communication to happen the disparity between direct and indirect communication should be very low or non-existent.

Distortions in communication are not healthy for good relationships. Relationships thrive when the parties communicating understand each other clearly. If you went to borrow money from a friend and she said 'No' while putting on a very sweet smile, what would you make of her response?

Cite more examples of expressions that contradict the message.

Values of Effective Communication

I. Respect
II. Cooperation
III. Patience
IV. Friendliness
V. Responsibility
VI. Honesty
VII. Courage

Indicators of Effective Communication

I. Fluency
II. Audibility
III. Meaningfulness
IV. Confidence
V. Articulation
VI. Accuracy
VII. Logical presentation
VIII. Listening
IX. Turn taking
X. Use of both verbal and non-verbal language

Suggested activities

Activity 1

a) Ask learners to rearrange their chairs into two rows facing one another.
b) Ensure they are paired.
c) One row will serve as clients and the other as listeners.
d) Take the listeners outside for instructions. Tell them that all they have to do is to simply sit in their chairs close their eyes, fold their arms, cross their legs and lean back in their chairs and listen.
e) Take the listeners back and ask the clients to tell their listeners any story or problem.
f) After this ask the clients to tell listeners how they feel having to talk to such a person. Ask them to discuss how they would like the listeners to have acted. What should they have done?
g) Conduct a discussion on communication, the channels of communication and distortions in communication

Activity 2

Involve learners in role playing interpersonal communication. Use drama, essay competitions debating current issues to develop public speaking skills and essay and poster writing for written communication

Topic Six: Non Violent Conflict Resolution Skills

Conflict is a day today occurrence. It occurs between individuals, couples, groups, institutions, communities and nations. As a result we have different types of conflicts. The major types of conflict are relationships, interest, structural and value conflicts.

Let us briefly look at each of these.

Types of Conflict

Relationship Conflicts

This is a conflict between people that arises when people experience strong negative emotions, misperceptions or stereotypes, poor communication or miscommunication, or repetitive negative behaviour. Relationship conflicts usually give rise to disputes. They are normally resolved by helping people find a safe and balanced expression of perspectives, perceptions and emotions.

Interest Conflict

These are normally caused by competition over perceived incompatible needs. They tend to arise when one or more groups of people believe that in order to satisfy their needs, the needs and interests of someone else must be sacrificed. Interest-based conflicts may occur over a number of issues like money, land, time, water and fairness, desire for participation or respect.

Structural conflict

These types of conflicts are caused by forces external to the people in dispute. They are normally caused by limited physical resources, authority, geographic constraints, time, and organisational l changes. Structural conflicts always look like crises. They are normally resolved by helping people in the conflict to appreciate how these external forces affect them.

Value Conflicts
These types of conflicts are caused by perceived or actual incompatible belief systems. Although people can live together in harmony with their different value systems, conflicts arise when one group of people attempts to force its set of values on to others.

Activity 1

Discussion point: Looking at the above forms of conflict what do you think was the nature of conflict that took place in northern Uganda?

Conflict Resolution Strategies
It is important to resolve conflicts when they arise. There are a number of conflict resolution strategies that can be employed. The following are some of the major ones.

Negotiation
This is the most basic form of conflict resolution. At its basic level it involves reasoning with someone about something. It is usually after one or both parties refuse to reach an agreement/compromise and keep insisting on their point of view that another method of conflict resolution becomes necessary.

Mediation
This is a more formal type of negotiation. In mediation a neutral third party helps in the negotiation between the two conflicting parties. The mediator's goal is to bring the two parties to an agreement that satisfies each of them. The mediator is only there as a sort of referee but is not involved in making any decision

Arbitration

This is like mediation, but the neutral third party has the power to make decisions after hearing all of the facts. This is the common form of conflict resolution used in schools when two learners disagree and seek their teacher's help in resolving a conflict.

Values of Non-Violent Conflict Resolution

I. Endurance
II. Patience/tolerance
III. Cooperation
IV. Respect
V. Endurance
VI. Acceptance
VII. Honesty
VIII. Leadership
IX. Courage

Indicators of Non-Violent Conflict Resolution

I. Negotiation
II. Use of appropriate language
III. Assisting others to come to an understanding
IV. Coping with stress
V. Accepting defeat
VI. Knowing when to give in

Suggested Activity

a) Divide learners into 6 groups
b) Three of the groups to represent leaders of workers of ADC Company and the other three represent the management of ADC
c) The role of the workers' leaders is to negotiate for an increase in salary and that of management is to resist this and finally accept modest increases
d) Two of the pairs will demonstrate negotiation, two will demonstrate mediation and two will demonstrate arbitration

Summary

Congratulations for coming to the end of this Chapter. In this Chapter we have looked at a number of life skills necessary for knowing and living with others.

These are:

- Relating with others: These are life skills that will enable one to establish and maintain relationships with other people.
- Negotiation which is any communication process between individuals or groups that aims at reaching a compromise or agreement. It is discussion with another person with the purpose of reaching as an agreement.
- Empathy which is your ability to share someone else's feelings and experiences by imagining what it would be like to be in that situation. It is your ability to put yourself in the shoes of another, seeing the world as someone else sees it without imposing your values.
- Communication is the fuel that starts a relationship and keeps it going. Where there is no communication there is no relationship. So effective communication is what will help to maintain proper relationships with other people.
- The skill of managing peer relationships is another skill that we looked at. This is the skill that will enable one to avoid negative influence from other people.
- Nonviolent conflict resolution is another skill that we looked at and it involves negotiation, arbitration and mediation skills.

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CHAPTER FOUR

Life Skills for Decision Making

The definition of life skills is evolving to encompass psychosocial skills of cooperation, decision making, and critical and creative thinking in preparation for the challenges of modern life. Life skills are an education in values, attitudes and behaviour.

In this Chapter we are going to deal with

Topic 1: Creative thinking
Topic 2: Critical thinking
Topic 3: Decision making
Topic 4: Problem solving

Learning Outcomes

This Chapter is intended to:

1. Enable you make appropriate, feasible decisions in the solution of your day to day problems.
2. Enable you to develop effective decision making skills in your pupils

Competences

By the end of the Chapter teachers will be able to demonstrate:

I. Creative thinking skills
II. Critical thinking skills
III. Effective decision making skills
IV. Problem solving skills

Topic One: Creative Thinking

Creativity is mainly about finding alternative possibilities of how to come up with new and useful ideas.

A new idea might be a new theory, product, solution to a problem, story, essay or conception for a piece of art. To come up with something new is to produce something that is different and special.

The practical implication here is that in order to be creative we must be ready to deviate or move away from the known, the ordinary and the traditional. Many people have the habit of following instructions and are afraid of challenging what exists or exploring anything new. It is worse with the learners we teach. They usually think that teachers have everything for them. This means teachers need to develop in their learners a courageous and exploratory attitude and curiosity. .

But where do new ideas come from? The simple answer is that new ideas are actually old ones rearranged in a new way.

Methods of Thinking Creatively

There are several methods of creative thinking. .

Evolution:

This is the method of making what we already have better. New ideas stem from old ones, new solutions from previous ones and so the new ones are old ones slightly improved.

Many of the things we enjoy today are a result of constant improvement. Every problem that has been solved before can be solved again in a better way. Creative thinkers do not solve a problem once for all.

Synthesis:

As the term presupposes, two or more existing ideas are combined into a third, new idea.
For example a super market is a combination of an ordinary retail shop, a food market and butchery all in one shopping centre. In class you can combine a story on disobedience together with a story on obedience to teach the dangers of disobedience and the fruits of obedience in one piece.

Revolution:

Sometimes the best new idea is a completely different one. For example in evolution a teacher might think of improving the delivery of lessons. A revolutionary teacher can say let me give the learners work in groups, give them projects to work on, give them assignments and only facilitate their performance.

You can make pupils revolutionary by for example giving them tasks on the existing taboos to teach them appropriate behaviour. Have sessions to objectively discuss these taboos and guide the pupils to behave appropriately and objectively.

Changing Direction:

In many cases creative break through occurs when attention is shifted from one simple problem to a method which is sometimes called creative insight. Creative insight helps us to get new perspectives and ways of looking at things.

Mental Blocks to Creative Thinking

There are a number of situations or reactions to situations in life that block creativity. These include among others:

I. **Oh no problem!** The reaction to a problem is often a bigger problem than the problem itself.
   a. Many people deny or avoid problems until it is too late. This is mainly because they have never learned appropriate emotional, psychological and practical responses to problems. As teachers we need to know that a problem is an opportunity to improve things. Let us systematically define a problem in this context. A problem is seeing the difference between what one has and what one wants, or recognizing or believing that there is something better than the current situation or an opportunity for positive action. Seeking problems assertively will build one's confidence, increase happiness and give one a better sense of control over life.

   b. Activity

   c. In a brain storming session, get learners to give their experiences on different problem situations. Ask them to explain how they reacted and critically analyse the responses to the problems.

II. **It cannot be done.** This attitude is a reflection of surrendering before the actual fight. By assuming that something cannot be done or a problem cannot be solved, a person gives the problem power or strength it did not have before. And giving up before we start is of course self-defeating. Problems need to be immediately and spontaneously tackled to shorten their life span. Pupils have a lot of 'It cannot be done' because of their age, concentration span and experience. Every day teachers need to develop the principle 'YES I CAN DO IT

BECAUSE EVERYTHING CAN BE DONE'

III. **I cannot do it or there is nothing I can do.** Some people think that the problem can be solved by an expert, but not him or herself, not me because I am not smart enough. There is just need for change of attitude. If the Wright brothers who were bicycle mechanics could invent the airplane what about you! In a nutshell, a good mind with a positive attitude and some good problem solving skills will go far in solving any problem.

IV. **But I am not creative.** Everyone is creative to some extent. Most people are capable of very high levels of creativity. If teachers look at learners playing, they may observe how creative learners can be! It is sometimes believed that their creativity is usually suppressed by education in school. All that teachers need to do is to facilitate it to come to the surface.

V. **That is childish.** In our effort to appear always mature and sophisticated, we often ridicule the creative, playful attitudes that marked our childhood years. In some instances what people really call childish is the route to solving some problems in life. In fact people refer to some things as childish and funny just because they do not understand them. We need act in a down to earth manner with our learners to sustain their creativity. We should play with them, model with them, sing with them, clap with them and recite a rhyme with them.

VI. **What will people think?** There is strong social pressure to conform and be ordinary rather than creative. Many people wouldn't like to be seen deviating from the norm in society. What we forget is that every contributor to the betterment of civilization was ridiculed and sometimes even jailed. Take the example of Galileo. It is important for teachers to note that 'Progress is made by those who are strong enough to endure being laughed at.' Learners need to be helped to be themselves.

VII. **Prejudice:** Prejudice refers to the preconceived ideas that we have about things. These make it difficult for us to see beyond what we already know or believe and prevent us from accepting change and progress.

VIII. **I might fail.** (Harris, 2010) explains Thomas Edison's search for the perfect filament and says: Thomas Edison in his search for the perfect filament for the incandescent lamp tried anything he could think of, including whiskers from a friend's beard. In all, he tried about 1800 things. After about 1000 attempts, someone asked him if he was frustrated at his lack of success. He said something like, 'I've gained a lot of knowledge…I now know a thousand things that won't work.'

Teachers need to know that the fear of failure is a major obstacle to creativity and problem solving. The cure is to change one's attitude about failure. Failures along the way should be expected and accepted; they are simply learning tools that help us to focus on the way to success.

Through a brain storming session make a list of what learners fear to do because they will fail.
Then discuss each one of them with a way forward generated by them.

Positive Attitudes for Creativity

I. **Creativity:** Creative people want to know things. They do not want to be in a state of doubt and questions. It is this knowledge that acts as a basis for creativity.

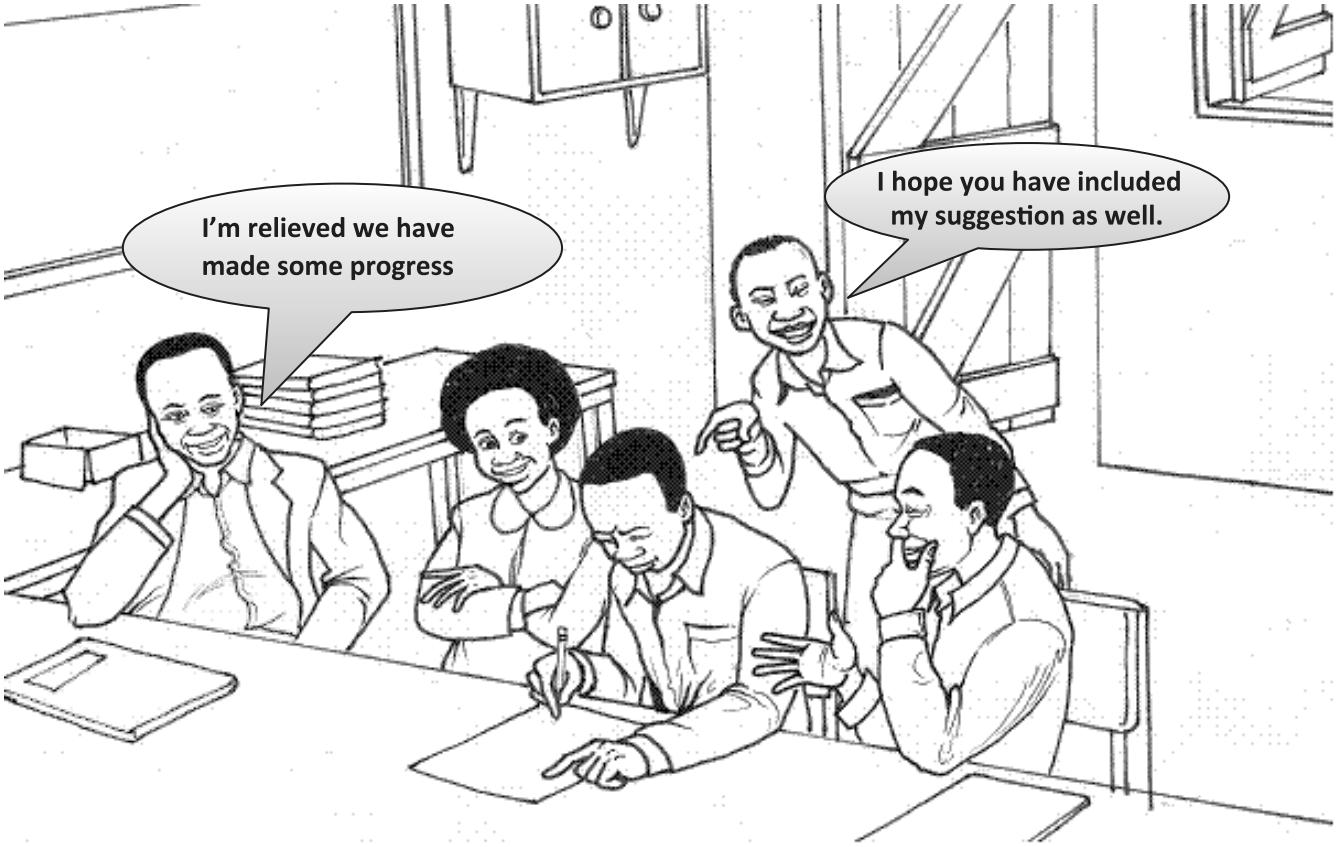
II. **Challenge:** Many people confuse the term challenge with problems. It is clear that the problems we face create for us a way of thinking. Creative people therefore like to identify and challenge any negative situation in their way. They like to challenge assumptions behind ideas, proposals, problems, beliefs, and statements.

III. **Constructive discontent:** Creative people look at problems with a hope for overcoming them. They make statements like 'I can make that better'. A, B, C can enable us get out of that.

IV. **A belief that most problems can be solved:** By faith and experience creative thinkers know that something can be done. Our learners need to grow up with such beliefs.

V. **The ability to suspend judgment and criticism:** Creative thinkers look at new things or changes with optimism. They do not see them as unfamiliar and or strange. Experience has shown that many new things initially looked at with scepticism become the beautiful, elegant things.

VI. **Seeing good in the bad:** Creative thinkers when faced with poor solutions do not cast them away. Instead they ask, 'What is good about it?' The little good in something can be made very great by creative thinking.



Above Teachers working together to creatively solve a problem

Values of creative thinking

I. Reflection

Indicators of creative thinking

I. Initiation
II. Innovation
III. Exploration

Suggested activity:

a) Get a story, an art work, an essay and a model
b) Give it to the class in groups
c) Ask them to improve it
d) Let them present it in a plenary
e) Discuss how these could creatively be improved

Topic Two: Critical Thinking

Critical thinking is mainly about thinking in a(n) investigative, logical and diagnostic manner. It involves a number of things, the main ones being:

I. Conceptualizing: This refers to deeply thinking about something in order to understand what it is.
II. Analysing: This refers to examining a(n) object, idea, concept, system, story or question to understand what it is or is all about.
III. Synthesizing: This refers to comparing, integrating, interweaving and putting together different ideas to explain a situation.
IV. Evaluating information: This refers to considering and understanding the use, application, and relevance of the information we collect from what we see, hear, read or experience.
V. Applying: This refers to using the information teachers have gathered to solve a problem.

All the above help one in making decisions. They are ingredients of decision making.

Teachers need to help learners develop critical thinking in their daily activities. For example the way teachers ask questions in class can develop critical thinking or impair it. For example, when teachers repeat questions in class, they interrupt learners' thinking process. Teachers only need to repeat questions when they are sure that some learners may not have heard. When you select a child to answer, be patient and listen to the answer critically.

Let us take the following examples:

Teacher: *Who is the President of Uganda?*

Pupil (Oryem): *Mwai Kibaki*

Teacher: *Class, is Oryem correct?*

All: *No*

Teacher: *Who is Mwai Kibaki?*

Pupil (Akech): *Mwai Kibaki is the President of Kenya.*

Teacher: *Class don't you think that the answer Akech has given tells us that Oryem is partly right?*

Oryem, it is true Kibaki is a President but not the President of Uganda? Who is the President of Uganda?

Oryem puts up his hand again and is selected to answer.

Oryem: *Yoweri Museveni*

Teacher: *That is very good Oryem, you are totally right. Class who is the President of Uganda?*

Class: *Yoweri Museveni*

When pupils give answers, teachers need to ask them to verify, support, explain or give examples and this automatically develops their critical thinking skills.

Value of Critical Thinking

Everyone thinks. It is our nature to do so. But much of our thinking is biased, distorted, partial, uninformed or prejudiced. Yet the quality of our life depends on the quality of our thinking. What we produce, make, or build

depends precisely on the quality of our thought. Shoddy thinking is costly, both in money and in quality of life. Excellence in thought leads to excellence in life.

While in the class, therefore, teachers have the duty to enable learners to:

I. raise vital questions and problems, formulating them clearly and precisely
II. gather and assess relevant information, using abstract ideas to interpret it effectively and come to well-reasoned conclusions and solutions
III. test what they know, have experienced or have tried out
IV. think and express themselves freely
V. Communicate effectively with others in figuring out solutions to difficult situations.

After examining all the above, we can say critical thinking is: thinking that is:

I. self-directed,
II. self-disciplined,
III. self-monitored,
IV. self-corrective

Give learners the chance to reflect, analyse, weigh alternatives, make choices and try out decisions made to consolidate these qualities.

This can be done in brain storming sessions, drama, debate, think-pair and share sessions, small group discussion sessions, quizzes or jigsaw practice sessions.

Values of critical thinking

I. Logical reasoning
II. Analysis
III. Evaluation

Indicators of critical thinking

I. Logical reasoning
II. Responding appropriately to questions
III. Analysing statements
IV. Selecting and evaluating information
V. Explaining one's actions

Topic Three: The Concept of Decision Making

Decision making is the process of making a choice from a number of options and committing oneself to a future course of action.

We can see from the above that decision making is a process and it involves making choices from a number of options in order to take a course of action. Now let us see how teachers can develop decision making skills under each of these key terms.

Process

Decision making is a process with several stages. These combine to produce effective outcomes. To make a good decision, teachers need to:

I. Know how to identify a problem when it occurs or happens; they have to know that there is something wrong or unusual.
II. Describe what is wrong. Teachers need to find the signs that show what is wrong.
III. Think of a solution to the unusual situation. Teachers need to ask themselves questions like
    a. 'What can I do to come out of this situation'? Here teachers should think of a number of ways of solving the problem.

Select the best option for solving the problem from a number of possible alternatives.

Options

In helping pupils develop decision making skills, teachers need to enable the pupils follow the above steps. Such learners will have alternative ways of solving problems at their exposure. Teachers should keep the following two situations at the back of their minds as they help pupils to make decisions:

I. Without a good range of options, choice becomes very difficult.

II. Without any option, there is no decision to make.

They should also teach pupils to also keep them in mind.

Choices

Choices can be difficult to make. Just reflect here, 'when pupils wake up in the morning, what choices can they make? Answers may include deciding to: wake up, brush their teeth, bathe, go to the garden to dig, stop work in the garden and go to school, put up a hand to answer a question, pick a piece of cassava or sugarcane to go with to school, fight with a friend who has insulted or annoyed them.

Teachers can have a very fruitful discussion with their class on this and in the process enable learners to:

I. Become aware of and think about choices and decisions they make daily.

II. Explore and discuss the factors that influence personal decisions and choices.

III. Depending on the class, explore the different levels of thought involved in making these decisions and choices

IV. Enable pupils to understand things, situations, factors and circumstances that influence their decision making which might include:
    a) Personal wishes
    b) Impulse

c) What they like and believe in
d) What their parents want
e) What their teachers want
f) What their friends like and do

Action

The last element in our definition of decision making is perhaps the most important. However well a decision is made, it becomes a pointless exercise without action. Decision making is about looking forward. It is about making a choice which would take the decision maker forward to action. At this point, teachers need to know that decisions have consequences or outcomes. These outcomes may be intended or unintended, good or bad.

Outcomes of decision making

As teachers introduce and develop decision making skills in their learners, they will develop new insights, fresh perspectives, questioning or reflective skills, imaginative skills, ability to eliminate incorrect paths and take on correct ones and principled living

Let us look at all these concepts briefly.

New Insights

New insights are normally arrived at after trying out a number of ways of doing something. This is because some situations have no instant outright satisfactory options for courses of action. For example, if learners are given a number of ways of solving a mathematical problem with which they are not familiar, they will need to take a decision of first using all the methods that they know.
This will enable learners to analyse how easily each one of the methods can help them to solve the problem and then choose the best one to use in solving similar problems in future. This is like using an unfamiliar bunch of keys and then finding the key that opens the new door.

Fresh Perspectives/ Outlooks

Fresh perspectives refer to new ways of looking at things in our daily life or when doing different activities. Our pupils sometimes have a narrow view of looking at things. Their experiences may be limited to their immediate home environment, way of doing things or culture. To a great extent this limits their thinking.

Teachers have a responsibility of exposing them to different activities or situations so that they can share, interact, argue, agree and disagree in order to expand their views.
A teacher needs to use different methods like group discussion; debates, think-pair-share and other cooperative strategies to enable learners develop new perspectives.

Questioning or Reflection

Questions are keys that open new ways of looking at things. Learners have many questions that need answers. In most cases they lack experience in asking and answering such questions.

Decision making involves repeatedly asking and answering a series of questions. The answers to these questions enable one to see things in different ways.

For example, in life we ask ourselves questions like:

I. Which of these is the best option?

II. What are the benefits if I take this course of action?

III. How will people respond when I do A or B?

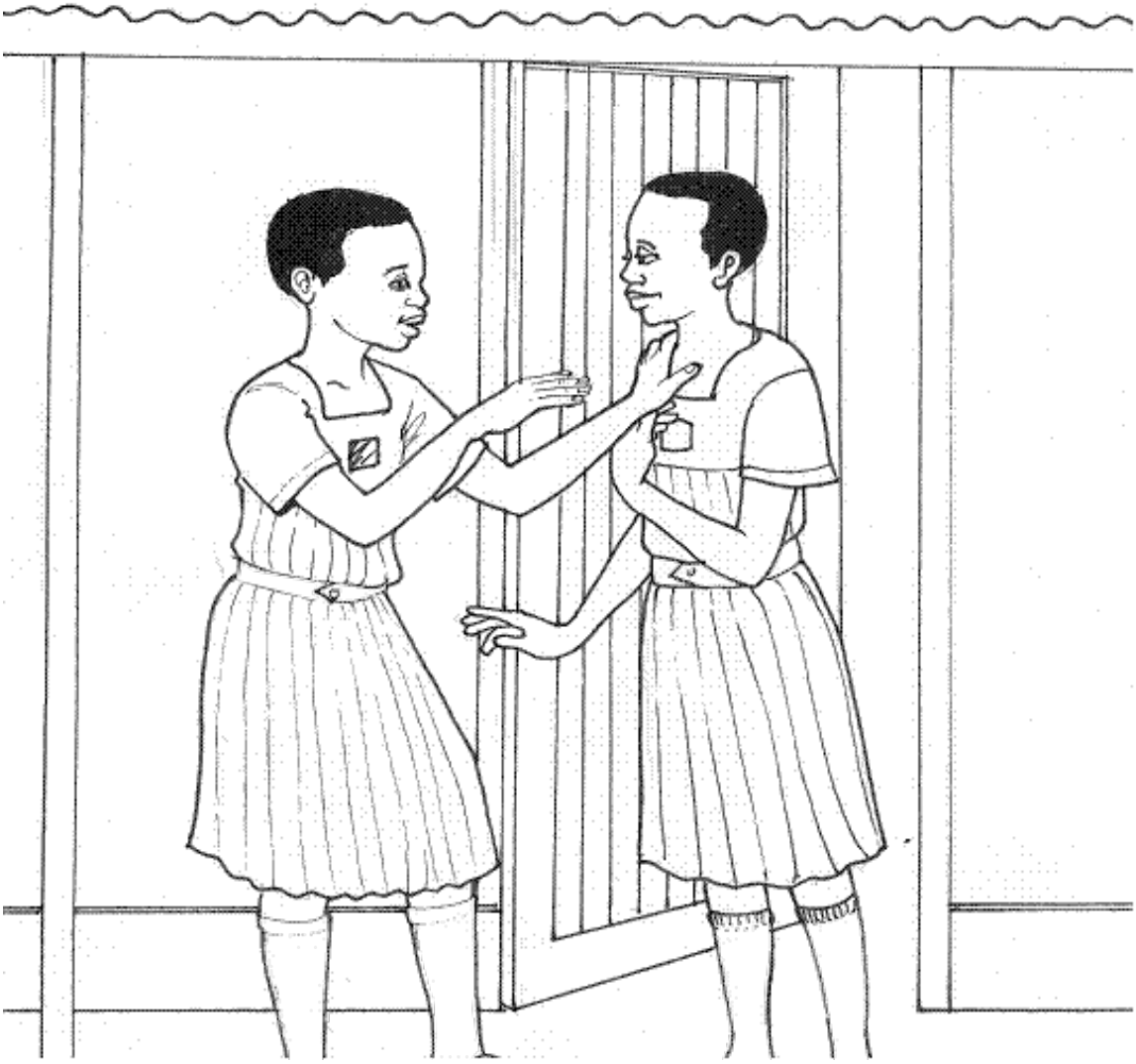
IV. The other day we started the journey late and reached very late at night, when should we begin such journeys to avoid this?

Situations/Relationships that Put Learners in Danger

In today's world learners are abused, defiled and abducted. This happens after they are enticed with sweets, simple gifts and sweet talk by adults. Learners assume that adults will always be good to them and protect them. The school has a responsibility of to developing decision making skills in learners to enable them navigate such challenges and live successfully.

Activity

Identify different situations that may put learners into danger. Through brain storming suggest the best way to behave in each of the given situations.



Learners discussing choices for the future

Seeing the World in Imaginative and Different Ways

Decision making enables teachers to look at the world in imaginative and different ways. Life is full of situations that require teachers to imagine alternative ways of doing things and taking appropriate courses of action.

Give simple exercises with questions like 'Imagine you are the President of Uganda, what would you do to those who abuse learners?'

Eliminate the Incorrect Paths and Focus on the Correct Ones

Decision making is a process of eliminating the courses of action which we think are likely to be unfruitful or bad and focusing on those which are likely to be fruitful or good. It is pointless to follow a course of action that you see or know is bad. Our learners need to develop the skills of eliminating actions that can lead them to destruction and take actions that can lead them to success. The main responsibility of a teacher is to enable learners develop the ability to make good decisions.

Principled living

Making a series of decisions enables teachers to develop principles that can guide their day to day living. Learners in primary schools need to develop patterns or habits of positive behaviour. Teachers need to ensure that this happens because it enhances positive cultured living. For example, giving learners opportunities to share instructional materials, food or snacks or pencils enables them to learn to share. Keep encouraging and asking them about the value of sharing. Eventually learners will believe and accept that sharing is good.

Values of decision making

I. Logical reasoning
II. Analysis
III. Evaluation

Indicators of decision making

I. Acceptance
II. Making choices
III. Asking questions
IV. Giving instructions
V. Prediction of consequences of actions

Topic Four: Problem Solving Skills

Problem solving skills are skills for making the choices that we have to make on a daily basis. It involves decision making and creative thinking.

The Problem Solving Process
The problem solving process has a number of steps and these are outlined below.

Step 1: Problem Identification

Teachers cannot solve any problem until they become aware that the problem exists. The starting point therefore is to realise that you have a problem. Good problem solvers are normally more sensitive to the existence of problems than most of their peers.

Step 2: Problem Definition

This step involves the conceptualisation of the problem. Many problems remain unsolved because they are vague wishes in the mind of a person. For a problem to be solved it has to be represented. This is sometimes referred to as problem framing. For example if the problem is money the definition could be "Earning a monthly income of one million by June 2012"

Step 3: Gathering Relevant Information

Having identified that you have a problem and having framed it, it is now time to go to the next step.
This involves gathering relevant information about the problem from people and books. Collecting information from friends, colleagues and experts involves more of listening than talking. All you need is to ask relevant questions and then listening effectively.

Step 4: Generation and Selection of the Best Alternative

Having listened to others and read about the problem, you should by now be having a wealth of information. Now based on this information, what are the alternatives to solving the problem? Consider, from a personal point of view, the advantages and disadvantages of each. You can now use this information to choose the best alternative that best suits your resources.

Step 5: Implementation of the Best Strategy

This is the action stage. Having good plans is one thing but acting on them is what makes the difference. So get up and begin doing what you have decided. It is more important to begin than where you begin. So start where you are with the little that you have.

Step 6: Evaluation of the Strategy

Having carried out the plans, you need to know whether the strategy is working. How far has it taken you towards the goal? What are some of the shortfalls that need overcoming? What revisions do teachers have to consider in order to make their strategy better?

Teacher's Role in Problem Solving

Teachers should view problems as opportunities and help pupils to also see them in the same way. To do this, they need to transform problems into challenges.

What is a challenge? Let us take this example- learners do not have lunch at school. This in itself is a problem. The challenge is getting the learners something to eat.

What sort of guidance do teachers need to give to the learners in this area? They now have an opportunity to learn

how to care for their own lives. Let us reflect on the following:

I. What can the learners do to finish their homework amidst the challenge of home chores?
II. What can learners do in order to have lunch at school?
III. What can a certain child do to perform well in a subject like mathematics which is giving him or her a hard time?
IV. What can learners do to provide themselves with what to sit on in schools where there are no desks?

NOTE: When teachers look at problems as problems they deny learners a chance to solve them. Discuss the problems learners have and transform them into challenges to enable them think positively about problems as a chance for them to develop skills in this world where problems are inevitable.

Values of problem solving

I. Harmony
II. Cooperation
III. Respect
IV. Development of analysis

Indicators of problem solving

I. Decision making
II. Making choices
III. Evaluation of facts

Summary

In this Chapter, we have looked at life skills for decision making. These are skills that will enable one to make decisions in order to solve problems. We saw that:

I. Creativity is mainly about alternative possibilities of how to come up with new and useful ideas. A new idea might be a new theory, new product, and new solution to a problem, new story, an essay or conception for a piece of art
II. Critical thinking involves a number of things mainly: conceptualising, applying, analysing, synthesizing and evaluating information
III. Problem solving skills are skills for making the choices that we have to make on a daily basis. It involves decision making and creative thinking
IV. Decision making is the process of making a choice from a number of options and committing oneself to a future course of action

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CHAPTER FIVE

Application of Life Skills in the World of Work

It is a well-known fact that Uganda is a well-endowed country. It has an excellent climate and a lot of natural resources and yet poverty remains the bane of many Ugandans. Many people are starving in the midst of plenty. The leading cause of this poverty lies in our inability to convert our natural resources into wealth. Many of our school leavers look for only one thing, a job! Our education system therefore is better at producing job seekers than job makers.

In this Chapter, we are going to explore how life skills education can be used to foster entrepreneurship skills among learners so that when they leave school they can find productive ways of earning a living.

This Chapter is divided into the following topics:

Topic One: Alternatives of Earning a Living
Topic Two: Entrepreneurship

Learning Outcomes

This chapter is intended to enable you to:

1. Appreciate the importance of life skills in the world of work
2. Use life skills to become financially independent and to become better resource managers
3. Support learners to develop capacity to apply life skills in the world of work

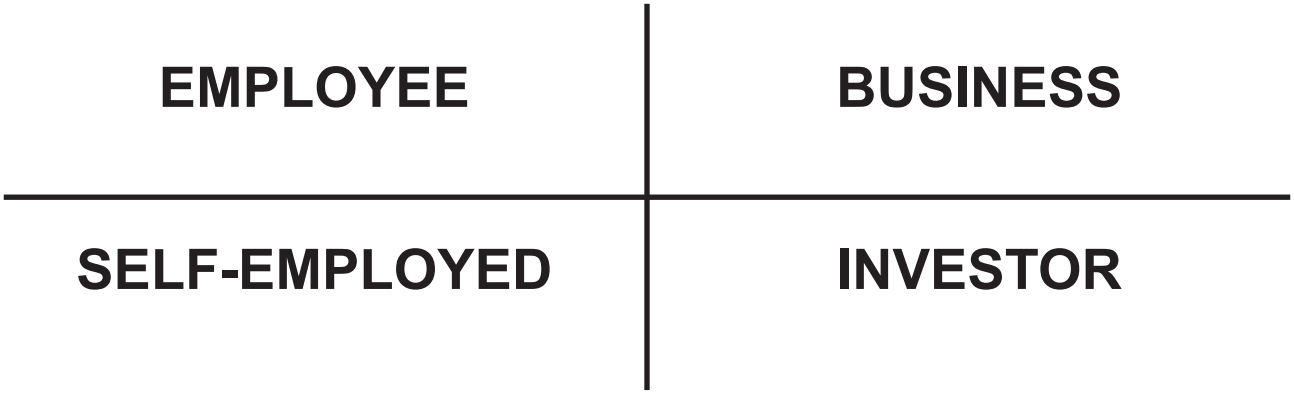
Competences

Teachers should be able to demonstrate:

I. knowledge of alternatives for earning a living
II. qualities of entrepreneurs
III. knowledge of how to start a business enterprise

Topic One: Alternatives of Earning a Living

According to Kiyosaki, T. (2000), in his book popular book Rich Dad Poor Dad, there are four primary methods of generating income, which he refers to as the cash flow quadrant. He summarizes them diagrammatically as follows:



The employee generates income by holding a job and working for government, a company or someone else. The self-employed person generates income by working for himself or herself. The business owner generates income from various investments while the investor generates income by investing in other peoples' businesses. Investors make money with money. They own aspects and rights in other peoples' businesses and generate income from them.

According to Kiyosaki each of these quadrants requires a different mind-set, different technical skills and a different personality. The individuals' core values, strengths, weaknesses and interests and not what they learnt at school essentially determine the quadrant that an individual chooses to earn his/her primary income from.

Those on the left side of the cash flow quadrant (Employees and self-employed) are motivated by security while those on the right (Business Owner and Investor) are motivated by freedom.

The more those on the left side gain success, the less time they have and the more taxes they pay.
Those on the right side however work less as they succeed and earn more. The more they succeed the more time and money they get to pursue what they believe in. They can afford more time with their families, better health care for their families, more contribution to charities and projects that promote their beliefs and convictions, more livelihood for others and more travel around the world with their families.

Suggested activities

Engage trainees in a discussion guided by the following questions:

a) *Which life skills will learners need in order to identify the quadrant that best suits their aspirations and personality?*
b) *Engage learners in a discussion of the advantages and disadvantages of being an employee, self-employed, business owner or investor*
c) *Which life skills will they need to develop to in order succeed in each of the four ways of earning a living?*
d) *How can you as a teacher, earn more money without cheating on your professional obligations?*

Topic Two: Becoming a Successful Entrepreneur

Who is an Entrepreneur?

An entrepreneur is a person who is willing to take upon himself a new venture or enterprise and accepts full responsibility for the outcome. Entrepreneurs come from all levels of education. They are of different ages, education levels, tribes and religions. They are people that are ready to create new businesses, new schools, new programmes and new projects and assume full responsibility for the risks and gains involved in setting them up and running them.

Characteristics of Entrepreneurs

As already mentioned entrepreneurs come from all tribes, social classes, education level, religions and sex. They however share the following characteristics:

Strong Belief in Themselves

Successful entrepreneurs have a healthy self-esteem and often have a strong and assertive personality.
They are focused and determined to achieve their goals and believe completely in their ability to achieve them. Their self-confidence is sometimes seen by other people as arrogance. Self-confidence is a key skill for entrepreneurial success. In creating an enterprise it is easy to become demoralised, frustrated and resentful if one lacks self-confidence. Successful entrepreneurs believe in their ability to get things done. They are not scared of taking risks and facing difficult situations

Creativity

Earlier on we looked at the meaning of creativity. You probably remember that creativity is the ability to use your insights and come up with new solutions to old problems, get things done in a different way or find a totally different approach for conventional things to work better.. In entrepreneurship each new product, each new marketing method, each service is a result of creative thinking.

Ability to Lead

Successful entrepreneurs are capable of leading other people. These may be their employees or their business partners. They have the capacity to get things done through those they lead. They use a combination of methods like effective motivation, planning, coaching and evaluation to lead people to the achievement of a given goal. They are usually concerned about the wellbeing of others and tend get along easily with many people.

Independent Minded

Successful entrepreneurs take full responsibility for their actions. They do not blame others for their failures. They know where they are today and where they want to be tomorrow and they are ready to do what it takes to get there. They are proactive people who set goals, work hard to achieve them and rely on their own resources and abilities.

Highly Motivated and Energetic

Entrepreneurs are always on the move, full of energy and highly motivated. They are driven by the need to succeed through expanding their business. They often see the bigger picture and are many times very ambitious. They tend to set very big goals for themselves and are committed to achieving them regardless of the obstacles they face.

Teaching strategies

1. How do the above characteristics of entrepreneurs compare with the life skills we covered earlier?
2. How can you use life skills education to develop entrepreneurship qualities in teachers?

Example

Using group discussion involve the class in discussing the qualities of entrepreneurs, how can they can develop these qualities?
Using the project method, allow the class to come up with business ideas and how they would set up their businesses.

Topic Three: Functions of Entrepreneurs

Entrepreneurs perform a number of functions from the stage of conception of an idea to when the idea becomes an enterprise. These include:

Planning
This is the first function that an entrepreneur performs in setting up an enterprise. The planning process involves looking for a good business idea, selecting the best product line or service, estimating the amount of money needed for the business, selecting the location of the business among others and mobilising the capital needed to get started.

Organisation Building
The entrepreneur has to determine the nature of the business organisation s/he is building. He/she has to determine the number of people that will be working in this enterprise what their roles and duties will be and how they will relate with one another.

Management
The entrepreneur has to manage the organisation. This will involve managing finances, production, sales and the human resource. The management of the human resource includes recruiting staff, assigning them duties, rewarding them, promoting them, training them, disciplining them and dismissing those that fail to perform.

S/he has to manage the finances of the enterprise; this will involve mobilizing funds to start the enterprise and budgeting and controlling the funds when the enterprise starts operating.

Risk and Uncertainty Bearing
An entrepreneur has to bear the risk and uncertainty involved in setting up and running the enterprise. Every decision s/he makes with regard to developing a new products, adapting new technologies, opening up new markets involves risk. S/he has to be good at decision making and taking calculated risks.

Innovation
An entrepreneur uses information, knowledge and creativity to come up with new products, new methods of reducing costs, improvement in design or function of a product and discovering new markets. Through innovation, an entrepreneur converts raw materials into products.

Teaching Strategies

Looking at the functions of entrepreneurs

1. *How do the life skills that have been covered relate to these functions?*
2. *How will you use life skills education to develop your ability to perform the functions of entrepreneurs and to better your earnings?*

Suggested Activity

Using role play involve teachers in identifying different job competences, identifying training need of employees, role playing interviews for employment and promotion

Topic Four: Factors to Consider Before Starting a Business

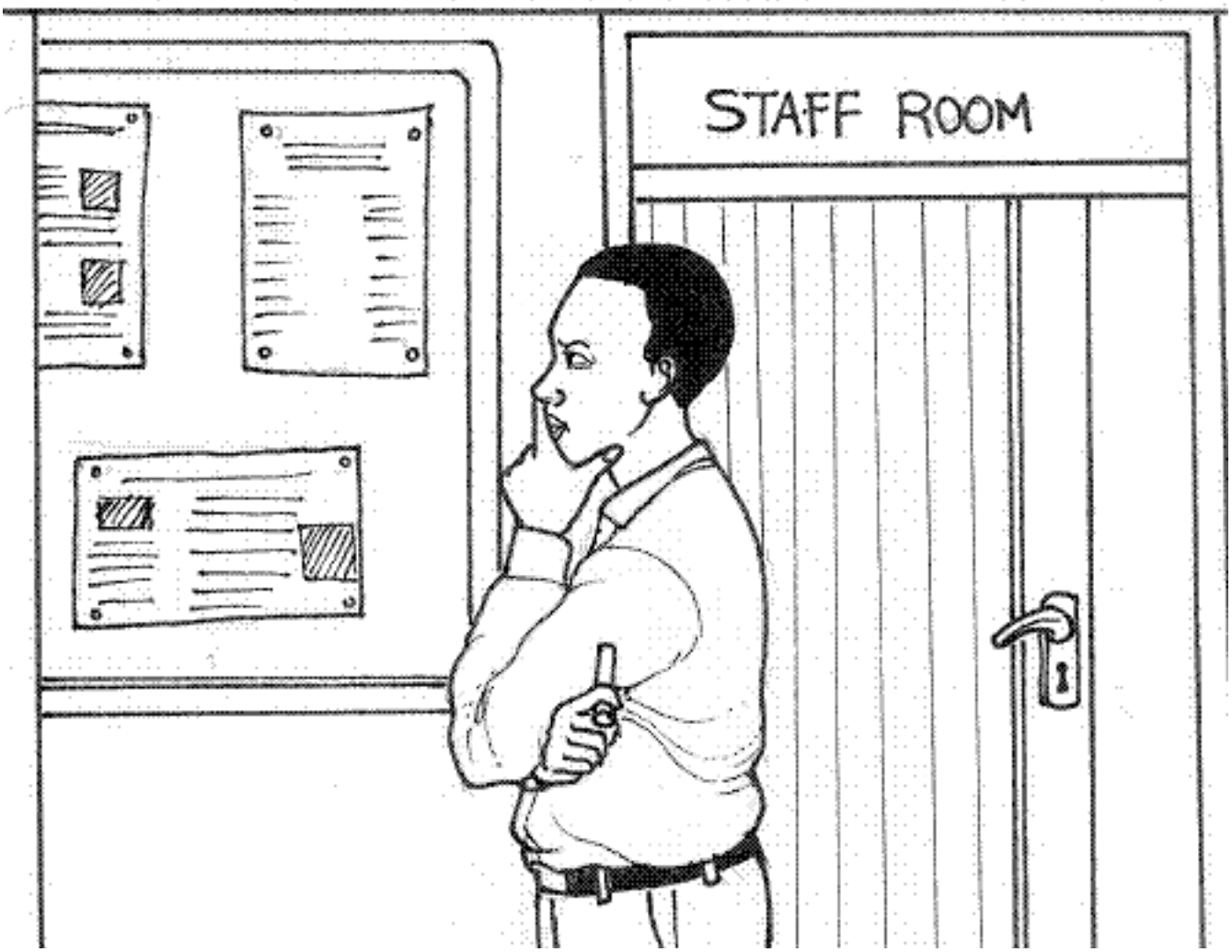
Before you embark on building your own enterprise, the following factors have to be given due consideration. These are: capital, market potential, location, existing competition and knowledge, skills and experience. We shall discuss these one by one as below.

Market potential

This refers to the demand for the products or services. You have to establish whether there are people who are willing to buy your products. This brings the question of the nature of the products. Are they essential or luxuries? Essentials or necessities are basically products which consumers need to buy in order to keep themselves and their families alive and healthy. Such products are essential to their lives and wellbeing and are likely to find ready market. A luxury or non-essential product is one that adds to the quality and comfort of life.

Existing competition

The other factor to consider is competition. Quite often you may engage in a business where there are others and have to compete with them for the limited customers. Prospective entrepreneurs have to consider how much competition there is and which loyalties customers have to break. The crucial point in competition is that the product or service being provided has to be special, different or unique.



Location of the business

The location of a business depends on other sub factors. These include the nature of the product, social class of the customers, special facilities required by the type of business, cost of premises and availability of premises. Entrepreneurs should bear in mind here that the place where they will finally settle would be a compromise between the above factors.

Knowledge, experience and skills

Different businesses require different skills, experience and know how. Ideally it would be good to engage in a business which you are conversant with. However, this is not always possible. You may have to employ people who are skilled in the business you want to pursue or form a joint venture with a person who is skilled in that area. This however poses the question of ownership especially regarding how much of the business one is willing to let go of.

Teaching strategies

1. *How do the above characteristics of entrepreneurs compare with the life skills we covered earlier?*
2. *How can you use life skills education to develop entrepreneurship qualities?*

Using group discussions involve teachers in discussing the different methods of raising money for a project discussing the advantages and disadvantages of each method.

Summary

Congratulations for coming to the end of this chapter. In this chapter looked at how you can apply life skills in earning a living.

We looked at how you can apply life skills in:

- Identifying different alternatives for earning a living. These include finding a job, being self-employed, running a big business or being an investor.
- Developing entrepreneurial qualities which are having strong belief in yourself, being creativity, having ability to lead, and being independent minded and being highly motivated and energetic.
- Performing entrepreneurial functions which are planning, organization building, management, risk and uncertainty bearing; and innovation
- Factors to consider when establishing an enterprise which are establishing the market potential, existing competition, determining location of the business developing relevant knowledge, experience and skills

Further reading

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CHAPTER SIX

Application of Life Skills in Leadership

One of the leading causes of problems in Uganda is the quality of leadership. The different crises in different institutions can be traced to inadequacies in leadership. Life skills education can be used to improve the leadership capacity of our future leaders.

In this Chapter, we are going to see how we can apply life skills in developing leadership skills in our learners.

This Chapter is divided into the following topics:

Topic One: Functions of a Leader
Topic Two: Qualities of Effective Leaders
Topic Three: Leadership Styles

Learning Outcome

This chapter is intended to enable you to apply life skills in conducting your leadership responsibilities.

Competences

Teachers will be able to demonstrate:

I. Skill in executing the functions of a leader in their daily works
II. Qualities of good leaders
III. Different leadership styles as the situation demands

Topic One: Functions of a Leader

Meaning of leadership

Leadership may be defined as the process by which one person influences others to accomplish a given objective. It may also be seen as the process by which one person directs an organization like a school, a business, a District or state in such a way that it performs its functions.

A leader therefore is the person that inspires and directs the actions of others towards the achievement of a given goal. He or she normally possesses a combination of personality and skills that make others follow his or her direction. Leaders perform a number of functions in society.
Functions of Leadership
According to Adair (1997) leaders have the following functions:

I. Defining the task: the leader defines the task to be performed. This he/she does by setting a clear objective allowing the group to have a collective goal.

II. Planning: Both leader and team need to be aware of time lines and responsibilities to achieve, efficiency and clarity of procedure.

III. Communication: the gives information to the members on what has to done, how it is to be done, by whom and when.

IV. Controlling: The leader needs to exercise self-control, but also needs to exercise effective control of systems, the group and individuals. This ensures standards are met, the tasks are achieved and confidence is built.

V. Evaluating: the leader makes sure that continuous assessment of individuals and group performance is done. This will help in maintaining standards and skills.

VI. Motivating: the leader encourages members and makes sure they keep energized and focused through appropriate rewards and reinforcement as well as sanctions, where appropriate

VII. Organizing: the leader makes sure that people, time and other resources are properly allocated by developing a clear action plan.

VIII. Providing examples: a leader must demonstrate that s/he can do what s/he is asking the followers to do. Leading by example builds credibility with teams and individuals and helps build motivation and efficiency in individuals.

Teaching Strategies

1. *How does the functions of a leader relate to life skills?*
2. *How can you use life skills education to perform leadership functions*

Study the picture below. What does it tell you about the leader it depicts and how he plays the different roles of leadership?



Sub Topic Two: Qualities of Effective Leaders

Good leaders in different walks of life tend to share certain qualities. Individuals can be trained to develop these qualities. The major ones according to Barbara White (2010) are:

Exemplary character

A good leader needs to be trusted and be known to live their life with honesty and integrity. A good leader practices what he/she preaches. This allows him/her to gain the trust and respect of those he/she is leading.

Enthusiasm

A good leader is enthusiastic about their work or cause and about their role as leader. People will respond more positively to a person of passion and dedication. Leaders need to be able to be a source of inspiration and be a motivator towards the required action or cause.

Confidence

In order to lead and set direction a leader needs to appear confident. Such a person inspires confidence. A leader who conveys confidence towards the proposed objective inspires the same in members of the team.

Calmness

A good leader remains calm in the face of challenges. Team members always look to the leader for appropriate behaviour.

Commitment

A good leader is committed to the objectives and organization he/she is leading. The more committed the leader is to the objectives of the organization the more the team members will be.

Teaching Strategies

Questions to explore in groups:

1. *How do the qualities of a good leader relate to life skills?*
2. *How can you use life skills education to develop qualities of good leaders?*

Topic Three: Leadership Styles

Leaders adopt different styles of leadership. According to Daniel Goleman, Richard Boyatzis and Annie McKee there are six distinct approaches to leadership. These are visionary, coaching, affiliative, democratic, pace setting and commanding leadership styles.

Visionary leadership style

Visionary leaders tend to drive emotional climate upwards and tend to transform the spirit of their organization by articulating where the group is going. They help people to see whole pictures and see how their work fits into the big picture. This helps people to know that what they do matters.

The Coaching style of leadership

Leaders who employ the coaching style of leadership are usually good at delegating challenging assignments, demonstrate faith in those they lead and demand justifications for their decisions. This style of leadership tends to create high levels of loyalty.

The Affinitive leader

The affinitive leader creates people connections and hence harmony within the organization. Affinitive leaders tend to value people and their feelings. They tend to put less emphasis on accomplishing tasks and goals and more on employees' emotional needs. They strive to keep people happy and in harmony. This style of leadership is best used for healing rifts and getting through stressful situations.

The Democratic style of leadership

The democratic leader places value on input and commitment from those he/she is leading, as such he/she values participation and listening to the bad and the good news. When employed properly, this style is good at bringing to the surface issues that may interfere with organizational performance and generating ideas for resolving such issues. It has a positive impact on the working climate.

The pace-setting style of leadership

The pace-setting leader holds and exemplifies high standards for performance. He/she is usually obsessed about doing things better and faster, and asks the same of everyone. They tend to over focus on their goals and appear to care less about the people they are leading.

The commanding style of leadership

This style is sometimes referred to as the coercive style of leadership. The commanding leader demands immediate compliance with orders but never bothers to explain the reasons behind those orders. This approach or style is best in times of crisis when teachers need unquestioned rapid action and with problem employees who do not respond to other styles.

The life skills that can make this style fruitful include:

I. Assertiveness: This will make the leader communicate what he/she wants without hurting the subjects.
II. Effective communication: This will enable the leader to convey messages, commands, instructions, etc. with no ambiguities.
III. Friendship: This will enable the teacher to create a friendly working atmosphere.

The leader should at all times avoid the leizefaire leadership because no life skill goes with this type of leadership.

Having examined the six styles, it is not right to say that one style is better than another. Good leaders tend to choose and mix styles according to the situation.

Suggested activities

1. *How does the style of leadership relate with life skills?*
2. *How can you use life skills education to develop different leadership styles?*

Summary

Congratulations for coming to the end of this chapter. In this chapter we saw how you can apply life skills in developing leadership skills for yourself and among your learners.

We looked at the application of life skills in:

I. Performing the functions of leaders which are defining the task, planning, communication, , controlling, evaluating, motivating, organising and providing examples.
II. Developing the qualities of good leaders e.g. being exemplary, enthusiasm, confidence, calmness and commitment
III. Developing different styles of leadership which are visionary leadership style, coaching style of leadership, affinitive leader, democratic style of leadership, pace-setting style of leadership and commanding style of leadership

Further Reading

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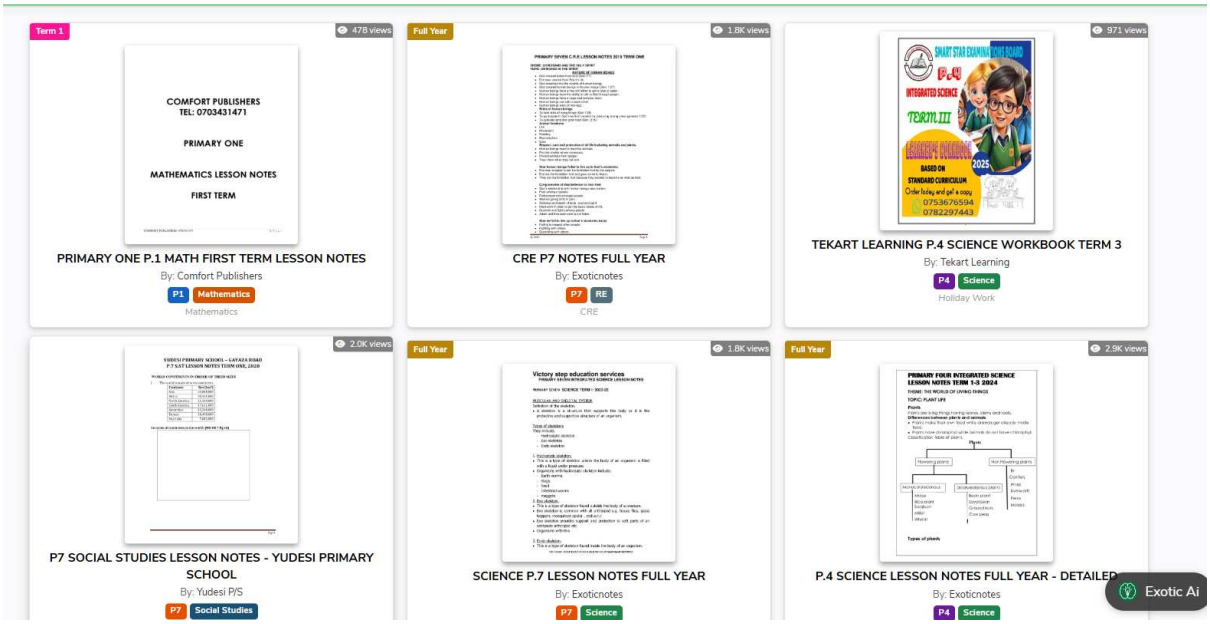
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