4.1.0 LIFE SKILLS

4.1.01 Introduction

The youth face many challenges due to their physiological, psychological, social and economic circumstances. This makes them a particularly vulnerable group.

This module unit is intended to equip them with knowledge, skills, attitudes and values that empower them to face realities of life. It is hoped that this will enable them to take responsibility for their individual actions.

At the end of the unit is a list of teaching/learning activities, teaching/learning resources and evaluation methods that may be applied in the implementation of the syllabus unit. The list is not exhaustive and the instructor is encouraged to explore other suitable methods.

4.1.02 General Objectives

By the end of the sub module unit, the trainee should be able to:

a) Develop an awareness and understanding of every day demands and challenges

b) Understand and deal with their health problems, fears and anxieties about growing up, sexuality and relationships

c) Enhance self-esteem and assertiveness in their relationships with peers and adults

d) Develop an appreciation of females and males as equal partners in society

e) Make optimum use of available resources in order to improve the quality of life

f) Develop attitudes, values and skills that promote positive responsible and healthy life styles

g) Develop an understanding support and a sense of care and responsibility for disadvantaged groups in the community

4.1.03   Module Unit Summary and Time Allocation

Life Skills

Code	Sub Module Unit	Content	Time Hrs
4.1.1	Introduction to Life skills	• Define the term life skills • Categories • Benefits • Living values and our lives • Relationship between life skills and living values	2
4.1.2	Knowing and Living With Oneself: Self Awareness	• Self description • Self assessment • Challenges that hinder the attainment of life goals • Strategies of overcoming challenges • Values associated with self awareness skill	4
4.1.3	Self Esteem	• Definition of self esteem • Signs of high and low self esteem in an individual • Signs of low self esteem • Effects of low self esteem • Factors that enhance high and low esteem • Importance of high self esteem • Values associated with high self esteem • How to boost self esteem	2
4.1.4	Stress Management	• Definition of emotion • Definition of stress • Causes of stress • Effects of stress • Coping with stress • Forms of positive stress • Values associated to positive stress management	2
4.1.5	Coping With Emotion	• Definition of emotion • Good and bad feelings • Causes of good and bad feelings • Meaning of emotional intelligence	2

		• Feelings which can lead to risky behaviour • Ways of coping with negative emotions • Values associated with emotional intelligence	
4.1.6	Empathy	• Definition of empathy • Importance • Difference between empathy and sympathy • Situations requiring empathy • Values associated with empathy	4
4.1.7	Assertiveness	• Definition of assertiveness • Characteristics of an assertive person • Steps to being assertive • Difference between assertiveness and aggression • Difference between peer pressure and influence • Values associated with assertiveness	4
4.1.8	Negotiation	• Definition of negotiation • Importance • Situations that require negotiating • Negotiating techniques • Values associated with negotiations	4
4.1.9	Non-Violent Conflict Resolution	• Definition of conflict • Causes of conflict • Consequences • Types of conflict • Ways of dealing with conflict • Skills for conflict management • Institutions that resolve conflict in community • Values related to conflict resolution	2
4.1.10	Effective Decision Making	• Situations that require decision making • Challenges facing youth in decision making • Factors influencing decisions	4

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

	Education	• Agents perpetuating gender • Gender stereotyping • Effects of gender • Strategies to eliminate gender discrimination • Associated values	
4.1.17	Drug and Substance Abuse	• Definition of terms • Commonly abused drugs • Causes • Symptoms • Effects • Relationship between drug abuse and HIV and AIDS • Prevention • Management • Life skills and values necessary	4
4.1.18	HIV and Aids	• Definition of terms • Transmission • Signs and symptoms • Catalysts • Prevention • Interventions • Misconceptions • Care and support	3
4.1.19	Child Labour	• Definition of terms • Difference between child labour and work • Forms of child labour • Factors leading to child labour • Awareness on child labour • Interventions • Appropriate life skills	4
4.1.20	Child Rights	• Definition of terms • Types of human needs • UN Conventions • Categories of child rights • Importance of child rights • Responsibilities • Principles in right of child • Life skills and values	3
4.1.21	Relationships	• Types of relationships • Developing healthy relationships • Factors that influence healthy	4

		relationships	
		• Maintaining healthy relationships	
		• Influence of relationships on behaviour	
		• Values associated with relationship	
		• Life skills	
Total Time			**66**

4.1.1 INTRODUCTION TO LIFE SKILLS

Theory

4.1.1T0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) define life skills
b) identify the categories of life skills
c) explain the benefits of life skills education to the society
d) identify living values and how they relate to our lives
e) relate values and life skills

Content
4.1.1T1 Meaning of life skills
4.1.1T2 Categories of life skills
   i) Skills of knowing and living with oneself
   ii) Skills of knowing and living with others
   iii) Skills of making effective decisions
4.1.1T3 Benefits of life skills education to the society in the following sectors
   i) Education
   ii) Social
   iii) Health
4.1.1T4 Living values and our lives
4.1.1T5 Relationship between life skills and living values

4.1.1C Competence
The trainee should have the ability to:

i) Face the day to day challenges
ii) Relate well with oneself
iii) Relate well with others
iv) Make effective decisions in life
v) Solve problems

4.1.2 KNOWING AND LIVING ONE SELF: SELF AWARENESS

Theory

4.1.2T0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) describe him/herself
b) identify his/her strengths and weaknesses
c) explain what he/she likes and does not like about him/herself
d) explain limitations/challenges that hinder one from attaining one's goals in life
e) identify ways of overcoming the challenges

Content
4.1.2T1 Who Am I?
4.1.2T2 Physical attributes
4.1.2T3 Personal values, beliefs, goals and ambitions
4.1.2T4 Strengths and weaknesses
4.1.2T5 Challenges that hinder the attainment of life goals
4.1.2T6 Strategies of overcoming challenges
4.1.2T7 Values associated

with the self awareness skill

Practice

4.1.2P0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) describe oneself
b) demonstrate one's strengths and weaknesses

Content
4.1.2P1 Description of oneself
4.1.2P2 Demonstration of one's strengths and weaknesses

4.1.2C Competence
The trainee should have the ability to:
i) Identify one's strengths and weaknesses
ii) Identify one's talents
iii) Set realistic goals

4.1.3 SELF ESTEEM

Theory

4.1.3T0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) identify signs of high and low self esteem in an individual
b) explain factors that
c) enhance high and low self esteem
d) state the importance of having high self esteem
e) describe the effects of low self esteem

f) identify values associated with high self esteem
g) suggest ways of boosting self esteem

Content
4.1.3T1 Signs of high self esteem
   i) Self confidence
   ii) Self discipline
   iii) Relating well with others
   iv) Self care
4.1.3T2 Signs of low esteem
   i) isolation
   ii) self doubt
   iii) self neglect
   iv) vulnerability
   v) aggressiveness
   vi) low performance of tasks
4.1.3T3 Factors that enhance high self esteem
   i) good health habits
   ii) goal setting
   iii) good grooming
4.1.3T4 Importance of high self esteem
4.1.3T5 Effects of low self esteem
   i) unhappiness
   ii) vulnerability to HIV infection
   iii) drug abuse
   iv) physical and emotional abuse
4.1.3T6 Values associated with high self esteem humility self respect happiness
4.1.3T7 How to boost self-esteem Praise/acknowledging effort

Practice

4.1.3P0 *Specific Objectives*

By the end of the sub-module unit, the trainee should be able to:

a) express one's feelings of self hate and self acceptance
b) demonstrate self pride and confidence

Content

4.1.3P1 Expressing one's feelings of self hate and self acceptance
4.1.3P2 Demonstrating self pride and confidence

4.1.3C Competence
The trainee should have the ability to:

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

4.1.4 COPING WITH STRESS

Theory

4.1.4T *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:

a) define the term 'emotion'
b) define stress
c) describe situations that lead to stress
d) discuss effects of stress
e) suggest ways of coping with stress
f) identify forms of positive stress

g) give values associated to positive stress management

Content

4.1.4T1 Meaning of stress
4.1.4T2 Causes of stress
   i) growth and development (biological, physical and mental)
   ii) peer pressure
   iii) communication within families
   iv) need to belong
   v) lack of positive time management
   vi) Displacement
   vii) Conflicts
4.1.4T3 Effects of stress
   i) displacement
   ii) aggression
   iii) social maladjustment
   iv) drug and substance abuse
   v) immorality
   vi) diseases such as HIV and Aids
   vii) Post traumatic stress disorders
4.1.4T4 Coping with stress
   i) organize work in order of priority/work within possible working schedules
   ii) take a break/relax/exercise
   iii) share feelings with others
   iv) Forms of positive stress
4.1.4T5 Values associated to positive stress management
   i) peace
   ii) tolerance
   iii) co-operation

iv) unity

4.1.4T6 Avoid stressors

4.1.4T7 Cope / manage stress

4.1.4T8 Apply values to manage stress

Practice

4.1.4P0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
  a) Identify stressors
  b) Demonstrate ways of stress management

Content

4.1.4P1 identifying stressors

4.1.4P2 demonstrating ways of stress management

4.1.4C Competence
The trainee should have the ability to:
  i) Identify stressors
  ii) Avoid stressors
  iii) Manage stress

4.1.5 COPING WITH EMOTIONS

Theory

4.1.5T0 *Specific Objectives*
By the end of the sub module unit, the trainee should be able to:
  a) define the term 'emotion'
  b) identify good and bad feelings
  c) explain causes of each feeling
  d) explain the meaning of emotional intelligence

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

Content

4.1.5T1 Meaning of the term 'emotion'

4.1.5T2 Good and bad feelings

4.1.5T3 Causes of good/bad feelings

4.1.5T4 Feelings which can lead to risky behaviour
  i) Bitterness
  ii) Sadness
  iii) Excitement
  iv) Hurt

4.1.5T5 Meaning of emotional intelligence

4.1.5T6 How to control negative emotions
  i) Talk to somebody
  ii) Take a break/sleep/rest/walk
  iii) Do exercises

4.1.5T7 Values associated with emotional intelligence
  i) Peace
  ii) Humility
  iii) Tolerance
  iv) Respect

Practice

4.1.5P0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
  a) express different kinds of emotions

b) demonstrate emotional intelligence

Content
4.1.5P0   different kinds of emotions
4.1.5P0   emotional intelligence

4.1.5C   Competence
The trainee should have the ability to:
i)   be calm
ii)   be patient
iii)   take time before acting

4.1.6   EMPATHY

Theory

4.1.6T   *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a)   define empathy
b)   explain the importance of empathizing
c)   explain the difference between empathy and sympathy
d)   identify situations that require empathy
e)   identify values associated with empathy

Content
4.1.6T1   Definition of empathy
4.1.6T2   Importance of empathising
            Examples of times of empathizing
i)   Death
ii)   HIV/aids infected or affected
iii)   Joblessness
iv)   Sickness
4.1.6T3   Difference between

empathy and sympathy
4.1.6T4   Values associated with empathy
i)   Responsibility
ii)   Respect
iii)   Love
iv)   Kindness
v)   Co-operation
vi)   Tolerance

Practice

4.1.6P0   *Specific Objective*
By the end of the sub-module unit, the trainee should be able to:
i)   demonstrate pathetic situations
ii)   differentiate empathy form empathy
iii)   demonstrate ways to show empathy

Content
4.1.6P1   Pathetic situations
4.1.6P2   Empathy form empathy
4.1.6P3   Ways to show empathy

4.1.6C   Competence
The trainee should have the ability:
i)   Empathize with people in need
ii)   Demonstrate positive values in situations that require empathy

4.1.7   ASSERTIVENESS

Theory

4.1.7T0·   *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a)   define assertiveness

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

Content
4.1.7T1. Meaning of assertiveness
4.1.7T2 Identify characteristics of an assertive person
4.1.7T3 Steps to being assertive
4.1.7T4 Importance of being assertive achieving ones goals
Avoiding getting into trouble
4.1.7T5 Differentiate between aggressiveness and passiveness
4.1.7T6 Differentiate peer pressure from peer influence
4.1.7T7 Values associated with assertiveness
   i) honesty
   ii) love
   iii) cooperation
   iv) simplicity

Practice

4.1.7P0 *Specific Objective*
   By the end of the sub-module unit, the trainee should be able to illustrate

assertiveness, passiveness and aggression

Content
Illustrating assertiveness, passiveness and aggression

Competence
The trainee should have the ability to:
v) Be firm without being influenced by others
vi) Be positively principled
vii) Say no to negative influence or yes to positive behaviour

4.1.8 NEGOTIATION

Theory

4.1.8T0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) define the term negotiation
b) explain the importance of negotiation
c) identify situations that require negotiation
d) discuss possible negotiating techniques
e) identify values that are associated with negotiation

Content
4.1.8T1 Meaning of negotiation
4.1.8T2 Importance of negotiation
4.1.8T3 Situations that require negotiations
4.1.8T4 Negotiating techniques
4.1.8T5 Values related to negotiation

25

i) tolerance
ii) responsibility
iii) co-operation
iv) honesty
v) respect

Practice

4.1.8P0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) demonstrate situations that would require negotiation
b) apply various negotiation techniques

Content
4.1.8P1 Demonstrate situations that would require negotiation
4.1.8P1 Apply various negotiation techniques

4.1.8C Competence
The trainee should have the ability to:
a) Get out of difficult situations
b) Come up with alternatives

4.1.9   NON-VIOLENT CONFLICT ESOLUTION

Theory

4.1.9T0 *Specific Objectives*
By the end of this module sub-unit the trainee should be able to:
a) define conflicts
b) explain causes of conflicts
c) explain consequences of conflicts

d) state the different types of conflicts
e) explain constructive ways of dealing with conflicts
f) state skills for peaceful conflicts
g) identify institutions that resolve conflicts in the community
h) apply values in resolving conflicts

Content
4.1.9T1 Meaning of conflicts
4.1.9T2 Causes of conflicts
4.1.9T3 Consequences of conflicts
4.1.9T4 Types of conflicts (siblings, parents, relatives, Communities or clans)
4.1.9T5 Ways of dealing with conflicts
4.1.9T6 Conflict resolution skills
    i) empathy
    ii) seeking assistance
    iii) respect others
    iv) assertiveness
    v) negotiation
4.1.9T7 Institutions that resolve conflicts in the community
    i) courts
    ii) religious institutions
    iii) committees
    iv) council of elders
4.1.9T8 Values related to conflict resolution
    i) co-operation
    ii) humility
    iii) tolerance
    iv) responsibility

4.1.9T9 Peace as a core value in conflict resolution

Practice

4.1.9P0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) demonstrate conflict situations
b) carry out mock peace deals
c) illustrate ways of preventing conflicts

Content
4.1.9P0 Demonstrate conflict situations
4.1.9P0 Carry out mock peace deals
4.1.9P0 Illustrate ways of preventing conflicts

4.1.9C Competence
The trainee should have the ability to:
ability to:
i) Make effective decisions
ii) Resolve conflicts peacefully

4.1.10 EFFECTIVE DECISION MAKING

Theory

4.1.10T0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) identify situations that require decision making
b) state everyday challenges facing the youth that would require effective decision making
c) give factors that influence decision making
d) discuss the steps to effective decision making

e) discuss consequences of not making effective decisions
f) suggest values associated with effective decision making

Content
4.1.10T1 Situations that require decision making
4.1.10T1 Challenges facing the youth such as:
iii) unplanned pregnancies
iv) peer pressure/peer influence
v) drug abuse
vi) HIV and other Sexually Transmitted Infections
vii) orphaned
viii) relationships
ix) career choices
4.1.10T1 Factors that influence decision making
i) experiences
ii) uniqueness
4.1.10T1 Consequences of not making effective decisions
4.1.10T1 Decision making institutions within the community
i) family
ii) schools /colleges
iii) courts
iv) peer arbitrators
v) religious bodies
4.1.10T1 Steps to effective decision making
4.1.10T1 Values associated with effective decision making
i) honesty
ii) integrity
iii) peace
iv) kindness

Practice

4.1.10P0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) demonstrate challenges facing the youth
b) discuss ways in which youth can make effective decisions in life

Content
4.1.10P1 challenges facing the youth
4.1.10P2 effective decision making

4.1.10C   Competence
The trainee should have the ability to:
i) Make effective decisions
ii) Weight options before making decisions

4.1.11 CRITICAL THINKING

Theory

4.1.11T0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) explain the meaning of critical thinking
b) describe risky situations
c) discuss possible ways of evaluating ideas or issues objectively
d) give the consequences of making decisions before thinking critically
e) suggest values associated with critical thinking

Content
4.1.11T1 Meaning of critical thinking

4.1.11T1 Risky situations
what constitutes the risk
pleasurable activities without risks
4.1.11T1 Evaluating ideas/issues
Objectively weighing options
making rational choices
4.1.11T1 Consequences of making decisions before thinking critically
4.1.11T Possibility of falling victim to:
i) HIV infection
ii) drug and substance abuse
iii) unplanned pregnancy
iv) early marriage
v) physical and psychological abuse
4.1.11T1 Values associated with critical thinking

Practice

4.1.11P0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) analyse of risky situations
b) demonstrate effective decision making

Content
4.1.11P1 Analysis of risky situations
4.1.11P2 Effective decision making

4.1.11C   Competence
The trainee should have the ability to:
i) Think fast and analyze situations before acting
ii) Anticipate consequences

4.1.12 CREATIVE THINKING

Theory

4.1.12T0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) give the meaning of the term creative thinking
b) discuss situations that require creative thinking
c) discuss the importance of being creative
d) give the consequences of not being creative
e) state values required in creative thinking

Content
4.1.12T1 Meaning of creative thinking
4.1.12T1 Situations/issues that require creative thinking
4.1.12T1 Importance of being creative
4.1.12T1 Consequences of not being creative
4.1.12T1 Associated values Association values

Practice

4.1.12P0 *Specific Objectives*
By the end of the sub module unit, the trainee should be able to:
a) think creatively
b) explore possible options

Content
4.1.12P1 Thinking creatively
4.1.12P2 Exploring possible options

4.1.12C **Competence**
The trainee should have the ability to: make alternative choices

4.1.13 PROBLEM SOLVING

Theory

4.1.13T0 *Specific Objectives*
By the end of the sub-unit, the trainee should be able to:
a) identify problem areas that require solutions
b) identify causes of problems
c) identify tools used in problem solving
d) explain the problem solving process
e) state values necessary solving problems

Content
4.1.13T1 Problem areas
i) In school
ii) At home
iii) With peers
iv) In relationships
4.1.13T1 Cause of the problem
4.1.13T1 Problem solving process
4.1.13T1 Tools available for solving problems
4.1.13T1 Problem solving process
i) Identify alternative choices
ii) Weighing options Action
4.1.13T1 Values required in the problem solving process
i) Responsibility
ii) Honesty
iii) Kindness
iv) Love

Practice

4.1.13P0   *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) Identify and analyzing problems
b) Participate in a problem solving process

Content
4.1.13P1 Identifying and analyzing problems
4.1.13P2 The problem solving process

4.1.13C   Competence
The trainee should have the ability to: effectively solve problems

4.1.14   LEISURE TIME

Theory

4.1.14T0   *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) define leisure and related concepts
b) explain the effects of wrong use/misuse of leisure time
c) list activities for positive leisure
d) identify life skills for positive use of leisure
e) identify values associated with leisure

Content
4.1.14T1   Meaning of leisure and related concepts
i)   Leisure
ii)   leisure time
iii)   active leisure
iv)   passive leisure
4.1.14T2 Effects of wrong
i)   use/misuse of leisure time
ii)   drug and substance abuse
iii)   HIV and AIDS infection
iv)   STDs
v)   criminal activities
4.1.14T3   Activities for positive leisure
i)   ball games
ii)   athletics
iii)   swimming
iv)   reading
v)   singing
4.1.14T4   Life skills for positive use of leisure time
i)   empathy
ii)   problem solving
iii)   creative thinking
iv)   critical thinking
v)   assertiveness
vi)   negotiation
4.1.14T5   Values associated with
i)   leisure
ii)   freedom
iii)   tolerance
iv)   humility
v)   honesty

Practice

4.1.14P0   *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) demonstrate every day's activities
b) identify leisure time
c) choose leisure time activities

Content

4.1.14P1 Demonstrating every day's
activities
4.1.14P2 Identifying leisure time
4.1.14P3 Leisure time activities

4.1.14C   Competence
The trainee should have the
ability to:
  i) Use leisure time
      positively and
      constructively

4.1.15   TIME MANAGEMENT

Theory

4.1.15T0 *Specific Objectives*
By the end of the sub-module
unit, the trainee should be able
to:
  a) define the concepts of
      time management
  b) give an analysis of own
      working schedule
  c) draw a time management
      chart
  d) explain the importance of
      managing time
  e) analyze aspects of time
      robbers
  f) state associated values and
      life skills

Content
4.1.15T1 Meaning of the concepts
'time management
4.1.15T2 Work schedule
4.1.15T3 Time management chart to
include for example
  i)   leisure time
  ii)   working time
  iii) exercise and games
  iv)   helping the needy
  v)   meal times
  vi)   cleaning time

  vii) rest
4.1.15T4 Importance of
managing time
  i)   focus on priorities
  ii)   sense of direction
  iii) attain goals
  iv)   reduce/avoid stress
  v)   satisfy others/clients
4.1.15T5 Time robbers
  i)   procrastination
  ii)   talking too long
  iii) lack of priorities
  iv)   day dreaming
  v)   excessive playing
  vi)   Indecisiveness
  vii) disorganization
  viii)   uncontrolled
      media influence
4.1.15T6 Values associated
  Effective decision making
  i)   honesty simplicity
  ii)   responsibility
4.1.15T7 Associated Life Skills
  i)   assertiveness
  ii)   self awareness
  iii) self esteem
  iv)   communication
  v)   decision making

Practice

4.1.15P0 *Specific Objectives*
By the end of the sub-module
unit, the trainee should be able
to:
a) identify time robbers
b) strategise of time
   management

Content
4.1.15P1 Identifying time robbers
4.1.15P2 Strategies of time
management

4.1.15C Competence
The trainee should have ability to:
  i) Manage time effectively
  ii) Be organized and focused
  iii) Achieve set goals
  iv) Meet others / clientele's satisfaction

4.1.16 DRUG AND UBSTANCE ABUSE

Theory

4.1.16T0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
  a) define drug and substance abuse and drug misuse
  b) identify drugs and substances of abuse
  c) state commonly abused drugs
  d) explain the causes of drug and substance abuse
  e) identify signs and symptoms of drug and substance abuse
  f) explain the effects of drugs and substance abuse
  g) explain the relationship between drug and substance abuse and HIV and aids
  h) explain ways of preventing drug and substance abuse
  i) explain ways of managing drug and substance abuse cases
  j) identify life skills and values necessary in the prevention and management of drug and substance abuse

Content

4.1.16T1 Meaning of drug and substance abuse

4.1.16T2 Drugs and substances of abuse

4.1.16T3 Distinction between drugs and substance abuse and drug misuse

4.1.16T4 Causes of drug and substance abuse

4.1.16T5 Commonly abused drugs and substances
  i) Alcohol
  ii) Tobacco
  iii) Bhang
  iv) Miraa
  v) Glue

4.1.16T6 Signs and symptoms of drug and substance abuse

4.1.16T7 Effects of drug and substance abuse

4.1.16T8 Relationship between drug abuse and HIV and AIDS

4.1.16T9 Preventive measures to drug and substance abuse

4.1.16T10 Management of drug and substance abuse
  i) Treatment
  ii) Rehabilitation
  iii) Re-integration

4.1.16T11 Life skills and values necessary in the prevention of drug and substance abuse

4.1.16T12 Life skills
  i) assertiveness

ii) Self awareness
iii) self esteem
iv) communication
v) decision making

4.1.16T13 Values
i) Integrity
ii) Love
iii) Freedom
iv) Responsibility

Practice

4.1.16P0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) identify commonly abuses drugs and their street names.
b) apply preventive and management strategies

Content
4.1.16P1 Identification of commonly abuses drugs and their street names.
4.1.16P2 application of Preventive and management strategies

4.1.16C **Competence**
The trainee should have the ability to:
i) Live a drug free life
ii) Advocate for a drug free society
iii) Assist in rehabilitating drug and substance abusers
iv) Be a role model

4.1.17 HIV AND AIDS

Theory

4.1.17T0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
c) give the meaning of HIV and AIDS
d) state ways through which HIV is transmitted
e) describe signs and symptoms of AIDS
f) explain ways of preventing HIV infection
g) identify life skills and values that help in the prevention of HIV and AIDS
h) explain the misconceptions about AIDS
i) explain ways of taking care and supporting the affected and infected
j) discuss factors that facilitate the spread of HIV and AIDS

Content
4.1.17T1 Meaning of HIV and AIDS
4.1.17T2 Ways in which HIV is transmitted
4.1.17T3 Signs and symptoms of AIDS
4.1.17T4 Factors that facilitate the spread of HIV and AIDS
4.1.17T5 Myths and misconception about HIV and AIDS
4.1.17T6 Ways of preventing spread of HIV and AIDS
i) life skills education
ii) values
iii) counseling

4.1.17T7   Care and support of the infected and affected

Practice

4.1.17P0   *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
a) identify HIV transmission mode
b) differentiate facts from myths
c) give care and support to HIV and AIDs infected and affected persons
d) build resilience

Content
4.1.17P1   Identification of HIV transmission mode
4.1.17P2   Differentiation facts from myths
4.1.17P3   Care and support for HIV and AIDS infected and affected
4.1.17P4   Building resilience

4.1.17C   **Competence**
The trainee should have the ability to:
a) Live a HIV free life
b) Care for an infected person
c) Protect him / herself from infection
d) Advocate for HIV and Aids free society
e) Be a morally upright person

4.1.18 CHILD LABOUR

Theory

4.1.18T0   *Specific objectives*
By the end of the sub-module unit, the trainee should be able to:
a) define terms relating to child labour
b) explain the difference between child labour and child work
c) identify forms of child labour
d) analyze factors that lead children to labour
e) examine the level of awareness on child labour in the community
f) suggest interventions possible to eliminate child labour
g) apply appropriate life skills in saying "NO" to child labour

Content
4.1.18T1 Definition of terms
    i) Child
    ii) Child labour
    iii) Child work
4.1.18T2   Difference between child labour and child work
4.1.18T3   Identification of forms of child labour
    i) Herding
    ii) Selling/peddling drugs
    iii) Farm hand
    iv) Hawking
    v) Transport operators
4.1.18T4   Analyzing factors leading to child labour
    i) Poverty
    ii) Negligence of parents
    iii) Ignorance of child rights

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iv) Orphaned

4.1.18T5 Examining community's level of awareness on child labour
  i) Are they many or few?
  ii) How many are aware?
  iii) What are their views in child labour
  iv) What are their views about children being engaged in work

4.1.18T6 Suggesting possible interventions to eliminate child labour
  i) Enforcing laws on child rights
  ii) rents, children, teachers, employers and communities
  iii) Educating children through curriculum
  iv) Empowering community leaders and local administration
  v) Organizing lobby groups at community levels
  vi) Setting help/ reporting desks at community levels

4.1.18T7 Associated life skills include:
  i) Negotiation
  ii) Assertive
  iii) Communication
  iv) Decision making
  v) Empathy
  vi) Practice

4.1.18P0 *Specific Objectives*

By the end of the sub-module unit, the trainee should be able to:
  vii) Identify forms of child labour
  a) Identify factors promoting worst forms of child labour
  b) Apply worst forms of child labour intervention strategies

Content

4.1.18P1 Forms of child labour
4.1.18P2 Factors promoting worst forms of child labour
4.1.18P3 Intervention strategies

4.1.18C **Competence**

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

4.1.19 HUMAN RIGHTS

Theory

4.1.19T0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
  a) define terms
  b) identify types of needs
  c) describe UN conventions on rights of the child

d) describe the categories of human rights
e) explain the responsibilities relating to child rights
f) principles in the right of a child
g) appreciate the importance of child protection and rights

Content

4.1.19T0　Meaning of terms
　i) Human rights
　ii) Abuse
　iii) Neglect
　iv) Labour
　v) Needs
　vi) Ratification

4.1.19T0　Types of needs
　i) Physical
　ii) Psychological

4.1.19T0　UN conventions on the rights of the child

4.1.19T0　Categories of child rights

4.1.19T0　Importance of child rights and child protection

4.1.19T0　Principles of child rights
　i) Best interests of the child
　ii) Rights apply to every child without discrimination on basis of gender race, age, ability, religion

4.1.19T0　Life skills and values associated with child rights

Practice

4.1.19P0　*Specific Objectives*

By the end of the sub-module unit, the trainee should be able to identify human rights/child rights

Content

4.1.19P1　Identifying human rights/child rights

4.1.19C　Competence

The trainee should have the ability to:
1) advocate for human rights and protection
ii) intervene in case of child abuse or child neglect defend own self in case of abuse

4.1.20 RELATIONSHIPS

Theory

4.1.20T0　*Specific Objectives*

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

Content

4.1.20T1　Types of relationships
　i) Peer/peer
　ii) Boy/girl; man/woman
　iii) Siblings relationships

iv) Parent/child
v) Employee/ employer
vi) Client/service provider
vii) Husband/wife

4.1.20T1   Healthy relationships
4.1.20T1   Factors that influence healthy relationships
    i) Personality
    ii) Generation gap
    iii) Experiences in life

4.1.20T1   Relationship and behaviour

4.1.20T1   Maintain healthy relationships like waiting until marriage
    i) Upholding associated values and life skills
    ii) Self sacrifice

4.1.20T1   Life skills associated with relationships
    i) Assertiveness
    ii) Awareness
    iii) Communication
    iv) Negotiation
    v) Peer resistance
    vi) Friendship formation
    vii) Coping with stress
    viii) Coping with emotions
    ix) Decision making

4.1.20T1   Influence of relationship on behaviour
    i) Negative influence
    ii) Positive influence

4.1.20T1   Values associated with relationships
    i) Love
    ii) Kindness
    iii) Understanding
    iv) Responsibility
    v) Freedom
    vi) Tolerance

Practice

4.1.20P0 *Specific Objectives*
By the end of the sub-module unit, the trainee should be able to:
    a) types of relationships
    b) strategies to maintain healthy relationships

Content
4.1.20P1   Types of relationships
4.1.20P2   Strategies to maintain healthy relationships

4.1.20C   **Competence**
The trainee should have the ability to:
    i) Maintain healthy relationship respect each other in relationships.

Suggested teaching/Learning Activities
    i) Discussion
    ii) Illustration
    iii) Demonstration
    ii) Note taking
    iii) Role play

Suggested teaching/Learning Resources
    - Text books
    - Charts
    - External resource persons

Suggested Evaluation Methods
    - Oral tests
    - Timed written tests
    - Assignments
    - Practical tests